

# Indicators 9 and 10

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# Common Terms

- Below are some common terms and acronyms you may hear during these presentations. Please also refer to the handout you should have received for a list of more terms and their meanings, as well as a place for you to take notes.
- **The Department/DESE**
  - MA Department of Elementary and Secondary Education
- **SEPP**
  - Office of Special Education Planning and Policy Development
- **OSEP**
  - US Office of Special Education Programs
- **SPP/APR**
  - State Performance Plan/Annual Performance Report
- **Stakeholder**
- **Indicator**

# SPP/APR Stakeholder Feedback Purpose

- Included as part of yearly report to the federal Office of Special Education Programs (OSEP).
- Provide a status of outcomes of Special Education in Massachusetts.
- Share important updates and information about Indicators.
- Gather feedback and input to improve outcomes for children with disabilities.



# Overall Purpose – Why are we here?

To **share the status** in each area we are responsible for

- *How are students with disabilities doing?*

To **gather feedback** to help us improve in each area

- *What can we do differently to improve?*



# Overall Purpose –Why are we here?

- DESE is seeking stakeholder input on the following four areas:
  1. Target Setting (Performance Indicators 1, 2, 3, 5, 6, 7, and 14)
  2. Data Analysis (All indicators)
  3. Evaluation of Progress (All indicators)
  4. Development of Improvement Strategies (All indicators)



# Other DESE Offices and Resources

- For questions related to general special education policies and supports and the SPP/APR, contact [Special Education Planning and Policy](#) or [specialeducation@doe.mass.edu](mailto:specialeducation@doe.mass.edu)
- Other DESE Offices to contact for specific questions and comments related to:
  - Compliance and Monitoring - [Public School Monitoring](#)
  - Complaints and Oversight - [Problem Resolution Systems](#)
  - MCAS, MCAS-Alt, Access - [Student Assessment Services](#)
  - [Approved Special Education Schools](#)

# Meeting Norms

- Each meeting is a specific purpose and topic.
  - DESE will follow up on any questions or comments that are not addressed during the presentation.
- All voices count, all opinions are valid, but offer reasoning behind your thinking.
- If you have questions either:
  - Use the “Raise Hand” function on Zoom, or
  - Type questions in the chat box.
- Please stay muted when not talking.

# Indicator Background

- Indicator 9: Looks at the overall **disproportionate representation** of racial and ethnic groups identified as eligible for special education
- Indicator 10: Reviews the **disproportionate representation** of racial and ethnic groups within specific disability categories.
- To simplify: Both indicators measure the number of LEAs that are flagged **and also** have Policies, Practices, and Procedures that are out of compliance.
  - We then divide that number to find the number of districts out of compliance for each Indicator.
  - The target is that zero districts are out of compliance.



# How is Disproportionate Representation Calculated?

- The Department uses two methods for determining disproportionate representation:
  - Weighted Risk Ratio
  - Alternative Risk Ratio

# Indicator Measurements

- Indicator 9: Districts are **flagged** for disproportionate representation if, for three consecutive years, the district exhibits a **weighted or alternative risk ratio of 3.0 or greater for possible over-representation.**
- Indicator 10: Districts are **flagged** for disproportionate representation in a specific disability category if, for three consecutive years, the district exhibits a **weighted or alternative risk ratio of 4.0 or greater for possible over-representation**

# What Happens Next?

- All districts flagged are required to send policies, practices and procedures (PPPs) to the Department.
- IDEA requires the Department to determine whether the disproportionate representation is due to inappropriate identification of students for special education services by reviewing the district's PPPs regarding disability determination and eligibility determination.
- If it is determined that PPPs are inappropriate and are contributing to the disproportionate representation, corrective action procedures are required.
- All flagged districts are invited to participate in equity in special education PD and TA offered by the Department



# Indicator 9

Number of districts with disproportionate representation of racial and ethnic groups in special education and related services	Number of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	Number of districts that met the State's minimum n-size	FFY21 Data	FFY22 Target	FFY22 Data
1	0	394	0%	0%	0%

# Indicator 10

Number of districts with disproportionate representation of racial and ethnic groups in specific disability categories	Number of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	Number of districts that met the State's minimum n-size	FFY21 Data	FFY22 Target	FFY22 Data
4	0	356	0%	0%	0%

# Discussion

- Any other data points that should be collected or examined related to equity in special education?
- Related to prior question: Any suggestions for other ways to analyze and examine data for inequities in special education?
- Based on your experiences, any suggestions for how we help districts improve equity for students with disabilities?
- What are areas of need for parents and families in helping to increase equity for students with disabilities?
- Are there any questions or data that we should be considering that we haven't talked about yet?



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