

2024 Racial Disproportionality Institute: Strategies and Workshops on Addressing Racial Equity in Special Education

Day 1
June 25, 2024
Green Bay, Wisconsin
KI Convention Center



WISCONSIN DEPARTMENT OF
Public Instruction
Jill K. Underly, PhD, State Superintendent

Welcome & Opening Remarks



Paul Manriquez
Assistant State Superintendent
Division for Learning Support
Wisconsin Department of Public Instruction



Dr. Kel Hughes Jones
Racial Equity in Special Education Consultant
Division for Learning Support
Wisconsin Department of Public Instruction



Dr. Jeremiah Jackson, Jr.
Racial Equity in Special Education Consultant
Division for Learning Support
Wisconsin Department of Public Instruction

Important Information

- Restrooms
- Breaks and Lunch
- Digital Programs
- Folders
- WiFi



Network: @Hyatt_Meeting
Access Code: Hyatt123



TECHNICAL ASSISTANCE

Network for Improvement



Purpose



Support district/school teams with strengthening their continuous improvement efforts, as outlined in [Wisconsin's Continuous Improvement Process Criteria and Rubric](#), for selecting, using, and monitoring improvement strategies within an equitable MLSS.



TA Network “Pit Crew” Representatives

1	Linda Baldus - Independent Charter Schools Coord. Melita Pate-Tyler - Independent Charter Schools Coord. Paula Kaiser - Teaching & Learning Asst. Dir. Kaari Olsen - Special Ed & Pupil Services Dir.	Charla Meyer - Literacy Specialist Katie Tennesen - Behavior Specialist	7
2	Deidra Gorman - EMLSS Consultant	Stephanie Feldner - Curriculum, Instruction, and Assessment Dir. Brenda Jozwiak-Boldig - SpEd/RSN Dir.	8
3	Kristin Galle - Digital/Personalized Learning Coach	Tera Fieri - Continuous Improvement School Srvcs. Assoc. Dir. April Schofield - Continuous Improvement School Srvcs, Assoc. Dir.	9
4	Tracy Hogden - SpEd, RSN, SEEDS Dir. Laura Veglahn - School Improvement Services, EE, ESEA & Title I	Wendy Nelson - Educational Consultant Amy Carriere - Educational Consultant & Coach	10
5	Heather Fish - School Improvement Services Dir. Chuck Norton - RSN Dir.	Ali Kahl - Educational Consultant Trent Rasmussen - Educational Consultant	11
6	Mary Ann Hudziak - Student Success Center Dir. Katie Moder - Leadership & Learning Center Consultant Jacqueline Spence - CARE Consultant	Jen Ledin - SpEd, Inclusive Systems, RSN Dir. Sarah Nelson - Professional Lrn'g & Continuous Improvement Dir. Amanda Trautt - Educational Consultant	12

Systems
Change

ESSA
TI

DATA

IDEA
SpEd

EE

EMLSS

Coaching

Federal
Accountability

Support DURING the Racial Dispro Institute...

Thought partner, critical friend, resource broker...

- *During*
 - Team reflection time
 - Day 2 team action planning
- *Around*
 - JFN data
 - Root cause analysis
 - Improvement requirements
 - Action planning



Support BEYOND the Racial Dispro Institute...

- Build team readiness (e.g., vision/mission, team membership/structures, CIP self-assessment)
- Build capacity for family/community engagement in continuous improvement process
- Examine equity mindsets
- Develop data systems
- Facilitate data inquiry process
- Conduct comprehensive needs assessment
- Identify root causes
- Examine resource inequities
- Write SMARTER goals
- Select evidence-based strategies
- Develop district-level improvement plan
- Develop school-level improvement plans
- Establish systems/structures for teams to use adult and student data that measures and monitors progress
- Engage in improvement monitoring activities with DPI
- Other:



Participant Reflection & Planning Guide



- **Purpose:** To support engagement and processing with opportunities to document, process, and apply new learning, both individually and with your team
- **Format:** ‘Force Copy’ Google Doc; each session has its own notes/reflection section; Day 2 planning time has additional directions; use outline feature to navigate
- **Note:** Optional; for your individual and team’s use

<https://tinyurl.com/y6hf7z9p>

Evaluation QR Code



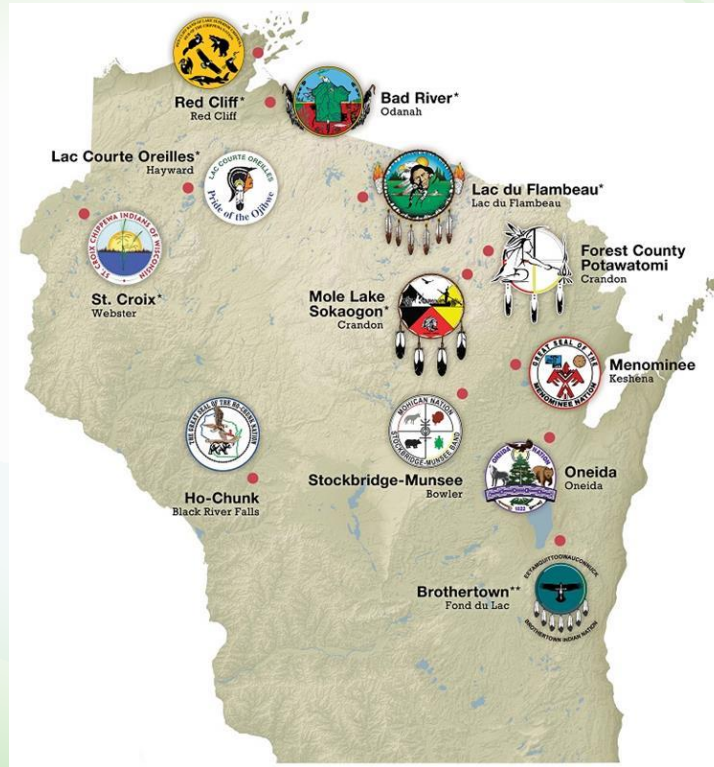
<https://forms.gle/3DYyWzv2MsMHMHcp8>

DPI Community Agreements



1. Stay engaged.
2. Speak your truth and own your impact.
3. Expect and accept non-closure.
4. Honor confidentiality.
5. Advocate for self and others.
6. Expect to be uncomfortable; be curious.
7. Listen for understanding.
8. Give yourself the care you need.

How Do We Move Beyond Indigenous Land (Water and Air) Acknowledgments? A Few Considerations



David O'Connor, Education Consultant, American Indian Studies Program

Connector: Racial Identity Reflection

THINK about
the following...

- The first time you were aware of race or racial difference.
- The first time you thought about race in school.
- Messages you received about race in schools.



Choose AT LEAST one prompt, and write a reflection related to the topic(s). If you've never thought about race, write a reflection about why.

Connector: Racial Identity Reflection

- With a partner, **take turns empathy listening** to each others' reflections.
- Each person will have **5 minutes to share** their written reflection.
- If a person finishes early, then the other person can **ask follow up questions.**

When each person talks, there should be **no interrupting, just active listening.**

Connector: Racial Identity Reflection

At your tables, discuss the following questions:

- What made this exercise challenging? Why?
- Why is it important to critically reflect on our experience with racial identity?
- How do your early experiences with race impact your current practice as an educator?



An Overview of WI Racial Equity Reports

Seth Bishop


Data & Evaluation
Specialist

Special Education Team



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What We'll Learn

- **What racial disproportionality is and how it is calculated.**
 - **How to interpret the data visualizations and tables in the report.**
 - **Common detours in conversations about racial equity.**
- 

What is Racial Disproportionality?

- An annual evaluation by State Education Agencies (SEAs) required by federal law (20 USC. §1412(a)(11)(A)(i)).
- Examines identification, placement, and discipline in special education by race/ethnicity.
- Primarily an internal measure of the LEA, not a comparison to other LEAs

State-Set Criteria

- Minimum numerator / cell: 10
- Minimum denominator / n: 30
- Risk ratio (RR) of 2.0 or greater
- Three consecutive years
- Waiver if RR reduced by 0.25 annually for last two years.

Calculating Risk

- A group's "risk" is the chance of an outcome compared to all other outcomes.
- Example: Identification with a disability among Black students.

Group Risk

$$\frac{\text{Black students with IEPs}}{\text{All Black students}}$$

Comparison Group Risk

$$\frac{\text{Non-Black students with IEPs}}{\text{All non-Black students}}$$

Calculating Standard Risk Ratio

- If the comparison group meets minimum cell / n size, the standard RR is used.
- An internal measure within the LEA
- The local group's risk is divided by the comparison group's risk.

Standard Risk Ratio

$$\frac{\textit{Local Black students' risk}}{\textit{Local Non-Black students' risk}}$$

Calculating Alternate Risk Ratio

- If the comparison group is below either the minimum cell or n size, the alternate RR is used.
- A comparison to statewide data
- The local group's risk is divided by the statewide comparison group's risk.

Alternate Risk Ratio

$$\frac{\textit{Local Black students' risk}}{\textit{Statewide Non-Black students' risk}}$$

Calculating Risk Ratio Example

Group Code	Race	Group Count	Base Count	Group Risk	Comparison Group Risk	Risk Ratio	Met Cell
SwIEPs	A	0	10	0	0.1342	0	FALSE
SwIEPs	B	50	200	0.25	0.1072	2.33	TRUE
SwIEPs	H	10	50	0.2	0.1299	1.54	TRUE
SwIEPs	I	3	20	0.15	0.1327	1.13	FALSE
SwIEPs	P	1	5	0.2	0.1327	1.51	FALSE
SwIEPs	T	3	20	0.15	0.1327	1.13	FALSE
SwIEPs	W	80	800	0.1	0.2197	0.46	TRUE

How to Access the Reports

- Secure Access File Exchange (SAFE) accessed through WAMS.
- Contain unredacted, sensitive data.
- Never email; store on a secure shared drive if necessary.
- Access is governed by LEA's security administrator

The screenshot displays the Wisconsin Department of Public Instruction's Secure Access File Exchange (SAFE) interface. The header includes the department logo and the text "WISCONSIN DEPARTMENT OF Public Instruction". The navigation bar contains links for "SAFE Home", "WISEhome", "File Update Timeline", "Data Disclaimer", and "File Analysis". A user welcome message "Welcome Seth Bishop" and a "Sign out" link are visible in the top right.

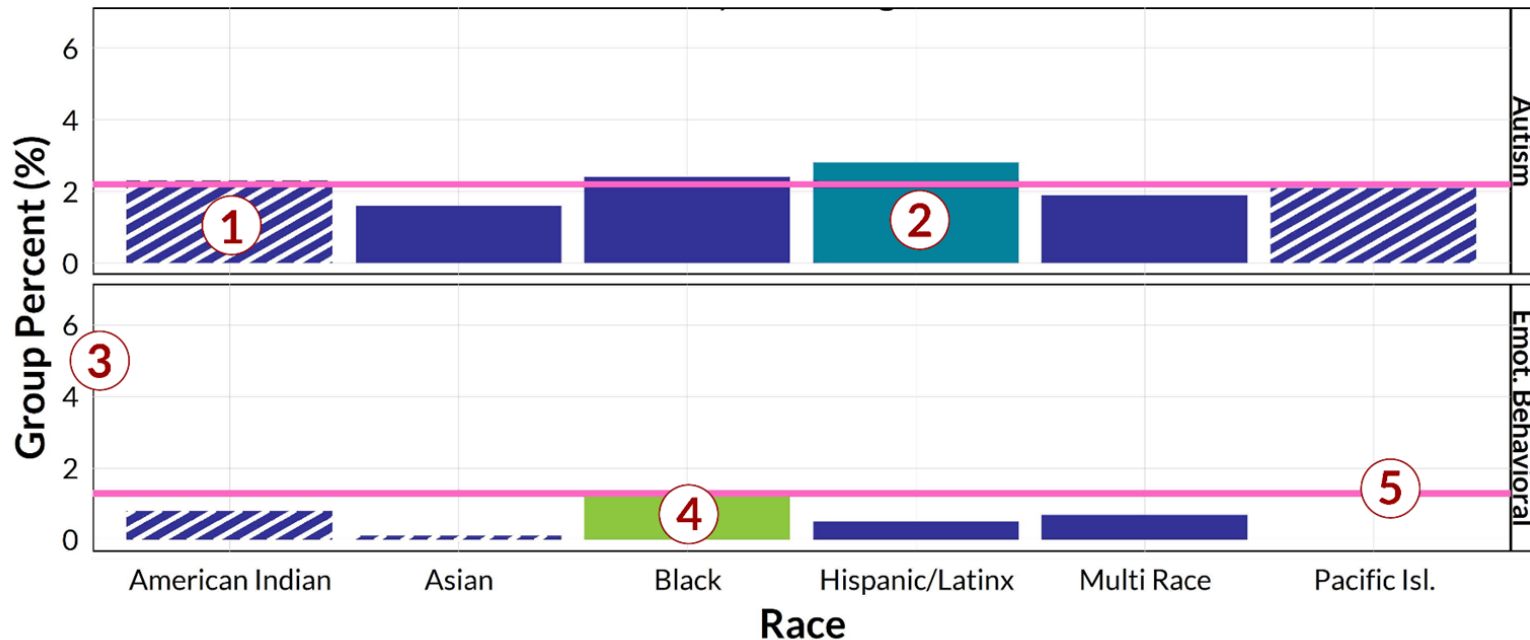
Three report cards are shown, each with a "No Access Permissions" message and a "Request Access" link. The "Joint Federal Notification Packet (ESSA/IDEA)" report card is expanded to show data for three years:

Year	Districts	Schools	Files	Size
2022-23	451	2,098	3,609	1.5GB
2021-22	449	2,104	3,571	943MB
2020-21	429	140	1,470	296MB

The other two report cards, "School and District Report Cards" and "Youth Risk Behavior Survey (YRBS)", also show "No Access Permissions" and "Request Access" links. The "High School Growth Preview Report" report card also shows "No Access Permissions" and "Request Access" link.

Interpreting the Visualizations

Visualization Example



Finding



Dispro



Progress Waiver



Not Dispro

MetCell



FALSE



TRUE

Horizontal line indicates statewide mean

Interpreting the Tables (1/2)

Table 3: Racial Disproportionality in Specific Categories


Group	Race	Years (Count)		Risk Ratio		
		Met Cell Size	Made Progress	2022	2023	2024
	Asian	0	0	0.1098	0.0963	0
	Black	3	0	2.4506	2.467	2.4301
Emot. Behavioral	Hispanic/Latinx	3	0	0.5306	0.5754	0.5523
	American Indian	0	2	1.2106	0.894	0.5849
	Pacific Isl.	0	0	0	0	0
	Multi Race	3	0	0.7507	0.6055	0.9499

Interpreting the Tables (2/2)

Table 5: Racial Disproportionality in Special Ed. - Discipline

Group	Race	Years (Count)		Risk Ratio		
		Met Cell Size	Made Progress	2021	2022	2023
All Removals	Asian	2	0	0	0.1327	0.2385
	Black	2	0	0.0061	2.4993	2.3935
	Hispanic/Latinx	2	0	0	0.4725	0.4673
	American Indian	1	1	0	1.1294	0.649
	Pacific Isl.	0	0	0	0	0.5052
	Multi Race	2	0	0	1.0287	1.0954

Significant Discrepancy in Discipline

- Separate federal requirement with its own methodology
 - Risk *rate*, not risk *ratio*
 - Max 2 years of data
 - Minimum n of 30, no minimum cell
 - Fewer requirements
- 

Detours from Racial Equity

- Discussing racial inequities can be uncomfortable.
- Easy to get sidetracked.
- Three common 'detours' crop up in these conversations.
- Be prepared to identify them as such, and right the conversation.

Detours: Statistical Sophistry

- Blaming small cell sizes or cherry-picking alternate methodologies / calculations as evidence that there isn't a problem.

Example of the detour: “Racial disparities may appear high in our district, but that is because we have so few students. A single student of color drastically changes our numbers.”

Why is this a detour?

- Wisconsin currently uses the highest minimum cell/n sizes allowed by federal guidelines (10 / 30).
- A single year of data may be an aberration, but the same finding across multiple years is a pattern.
- Wisconsin currently uses the maximum number of years allowed by federal guidelines (3).



Detours: Correlated Causes

- Claiming that an observed racial inequity is the result of other factors, not race.

Example of the detour: “Positive outcomes for Black student are low because of the higher rate of poverty in Black communities, not because of racial inequities.”

Why is this a detour?

- Acknowledging race’s effect does not mean that other variables are irrelevant.
- Racial inequities consistently have the most pronounced effect on student achievement.
 - *Example:* non-economically disadvantaged Black students have slightly lower ELA and math proficiency rates than economically disadvantaged white students.



Detours: Passing the Buck

- Shifting responsibility or blaming another source for an observed inequity.

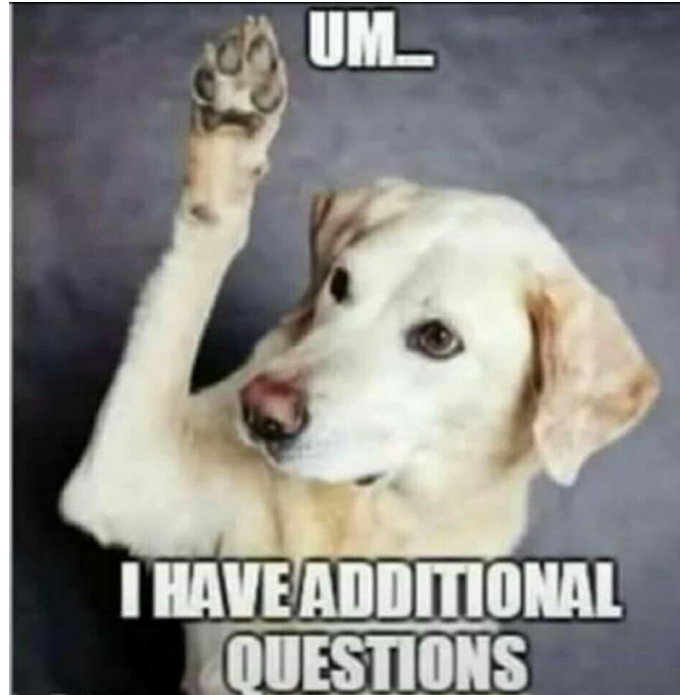
Example of the detour: “These inequities aren’t our fault, it’s the fault of the [student’s family / previous school / student / etc.]”

Why is this a detour?

- It doesn’t matter whose ‘fault’ it is. Our obligation to address it remains.
- Accept the things you cannot change and focus on implementing strategies and solutions that can improve students’ achievement and opportunities.



Questions?



15 MINUTE BREAK



Team Time

Racial Disproportionality Statements

- With others in your district, review your racial equity report.
- Using the chart paper and markers, write a racial disproportionality statement that incorporates the data from the report.
- Examples:
 - *At ABC School District, Black students make up 5% of the student body. However, our school district is 3x more likely to identify Black students as EBD, compared to all other students.*
 - *In our district, we suspend or expel black students with disabilities for more than 10 days 3 times as frequently as all other students with disabilities in our district.*
 - *White students in our district are 4.3 times as likely as all other students in our district to be identified as having an intellectual disability.*
 - *In our district, American Indian or Alaska Native students with disabilities are nearly 4 times as likely to be placed outside of the regular classroom than all other students with disabilities in the state*

Team Time

Racial Disproportionality Statements

- Place your chart paper on one of the outer walls.
- With your team, move (clockwise) around the room, stopping to read statements from other districts.
- As you rotate, discuss the following:
 - *What do you appreciate?*
 - *What surprises you?*
 - *What connections can you make to your own district?*

Open Space



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Open Space Technology has been defined as:

- A simple, powerful way to catalyze effective working conversations.
- A methodological tool that enables self-organizing groups of all sizes to deal with complex issues in a very short period of time.
- A powerful group process that supports positive transformation in organizations, increases productivity, inspires creative solutions, improves communication and enhances collaboration.
- The goal of an Open Space Technology meeting is to create time and space for people to engage deeply and creatively around things that matter to them.



- People willing to host a 30-minute conversation
 - Form topic
 - Announce topic and location
 - Get chart paper
- Find an open space (of interest)
 - Brief introductions (Name & What you do)
 - Keep notes of conversation on chart paper (notetaker?)
 - Engage in amazing conversation
 - End at 11:30 Grand E for lunch
- After Lunch, each group will have 1-2 minutes to share highlights from the conversation

Team Time Root Cause Analysis



2P Breakout Sessions

Grand A: *Family, Youth and Community Engagement: Co-Creating A Model for Wisconsin Educators*

Grand B: *Wisconsin's Framework for EMLSS: Intentionally Advancing Equity*

Grand C: *Designing Liberating Schooling Experiences for African American Males*

Grand D: *Comprehensive Special Education Evaluations: Addressing Bias in the Evaluation Process*

Grand F: *To Black Girl Magic and Beyond: Dismantling Barriers and Cultivating Brilliance*

Grand G: *Putting Wheels On This Wagon: Racial Equity in Research, Evaluation, and Education Evidence*

Grand H: *Empowering Latinx/e Learners: Inclusive Practices for Equitable Education Amid Demographic Shifts*

3:05P Breakout Sessions

Grand A: *Restorative Practices: Building the Relationships Needed to Dismantle Racial Disproportionality*

Grand B: *EMLSS-B & Equity: The Foundation*

Grand C: *Designing Liberating Schooling Experiences for African American Males*

Grand D: *How DPI/District Collaboration Supports Indigenous Education in Wisconsin*

Grand F: *Creating CommUNITY starts with yoU*

Grand G: *Integrated Comprehensive Systems for Equity: An Introduction to Disrupting and Solving Disproportionality through Systems Change*

Grand H: *The Model to Inform: Leading and Centering Equity in Your Continuous Improvement Process*

15 MINUTE BREAK



**TIME FOR A
BREAK NOW!**

Wrap Up and Closing Remarks



Dr. Jeremiah Jackson, Jr.
Racial Equity in Special Education Consultant
Division for Learning Support
Wisconsin Department of Public Instruction



Dr. Kel Hughes Jones
Racial Equity in Special Education Consultant
Division for Learning Support
Wisconsin Department of Public Instruction



Dr. Jay B. Marks
Owner & Equity Consultant
Jay B. Marks and Associates Educational
Consulting Services

THANK YOU!

- Tomorrow's session begins at 8a and will conclude by 3p
- Morning Keynote: Dr. Catherine Kramarczuk Voulgarides
- WISEGrants Changes for '24-'25
- Afternoon: Guided team planning time w/ access to CESA/DPI staff

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Day 2
June 26, 2024
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Welcome



Dr. Barb Novak
Director, Office of Literacy
Wisconsin Department of Public Instruction



Patti Williams
Director, Special Education
Division for Learning Support
Wisconsin Department of Public Instruction

Morning Keynote: Moving Beyond Compliance and Towards Equity to Address Racial Disproportionality



Racial Disproportionality Monitoring and CCEIS Funding

[Click here to view Slides](#)

15 MINUTE BREAK



Participant Reflection & Planning Guide



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[https://tinyurl.com/y6hf7z9](https://tinyurl.com/y6hf7z9p)

[p](https://tinyurl.com/y6hf7z9p)

Day 2 Team Time

Leverage new learning... team planning

- Entry points for continuous improvement
- Identify the problem to solve
- Root cause analysis
- Dispro monitoring & budget requirements
- Accessing support & making connections

...To support

NEXT STEPS:		
Action Items, Commitments, Communications	By Whom	By When

See last 2 pages of your Reflection Guide

Evaluation QR Code



<https://forms.gle/3DYyWzv2MsMHMHcp8>

LUNCH

Our 55-minute, plated lunch break will take place in Grand Ballroom E.



- Open seating
- Have meal cards ready
- Main entree: Grilled chicken breast, mashed potatoes and chef's choice of vegetables
- Please take our Institute Evaluation Survey using the QR Code!

15 MINUTE BREAK



**YOU CAN TAKE
A BREAK NOW**

Closing Remarks



Demetri Beekman
Executive Director for Equity and Inclusion
Office of the State Superintendent
Wisconsin Department of Public Instruction



Dr. Donna Hart-Tervalon
School Administration Consultant - Retired
Division for Learning Support
Wisconsin Department of Public Instruction



Dr. Kel Hughes Jones
Racial Equity in Special Education Consultant
Division for Learning Support
Wisconsin Department of Public Instruction



Dr. Jeremiah Jackson, Jr.
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THANK YOU!

