Disproportionality Data Repository

Manual
Disproportionality Data Repository (DDR) Tool Overview

The Disproportionality Data Repository (DDR) is a tool for examining disproportionality in special education. The tool will allow for schools/districts to closely examine the referral process. The DDR is an Access database of targeted data in 8 categories: pre-referral/early interventions, referral, reason for referral, classification and evaluation, placement, mobility, and achievement. The tool contains fields for data in each of these 8 categories by race and gender of Black, White, Hispanic, and Asian students. Also, the tool contains fields for data at the district-level, school-level, and grade level. The district-wide data focuses on overall enrollment and special education enrollment across the district. The school-level data focuses on grade level data in the ten categories. Finally, the DDR generates reports on patterns by race/ethnicity and gender within and across the ten categories. For example, the average length and number of early interventions provided to Black, White, and Hispanic males in each grade level.

History

The DDR emerged from the work of two state-wide projects by the Metropolitan Center Urban Education on examining disproportionality in special education – New Jersey State Education Department’s Minority Special Education and New York State Education Department’s Chapter 405. Currently, the Metro Center is in the process of updating the DDR based on the piloting of January to June 2006. Both projects entailed working with districts and regions throughout the state on identifying the features of how disproportionality occurs. The findings of these projects outlined areas of the referral process that enabled the disproportionate classification and placement of Black and Latino students in special education. These elements of the referral process are the basis for the eight categories of the DDR.

Before you Begin

Be sure your computer is equipped with Windows XP Operating System (Professional Edition) which includes Access 2003. Load the CD and wait for the drive to open on your computer. Right click on the data to copy and paste it on to the desktop. Once you have done that, double-click on the application on the desktop. You will see a Security Warning message box appear, click Open. The Main Switch board box (Disproportionality Data) will appear. Click once on Data Entry.

Ten Categories

The categories require a myriad of data. The following is an overview of the data captured in each category.

1. Overall Analysis

2. Pre-Referral/Early Interventions

3. Referral Origin

4. Reason for Referral

5. Classification

6. Educational Placement Setting
7. Classification Origin

8. Achievement

Data Preparation

The data for the DDR must be arranged into race and gender categories. In other words, the files should be organized into the following categories: Black male, Black female, White male, White female, Hispanic male, Hispanic female, Asian male, and Asian female. Due to the current capacity of the tool to only capture aggregate data, a system of aggregating data from the files must be performed. The attached data sorting rubric is built to allow for such aggregate tabulation.

Opening DDR

The front page of the DDR is called the main switchboard. The main switchboard operates as the main menu for the database. In order to commence data entry, generate reports, edit the list of schools, and exit the switchboard, this page will allow you to do this.

Data Entry

Pre-Referral/Early Interventions

1. Click Pre-referral/Early Interventions.
2. Select School from drop-down menu next to School.
3. Enter data on interventions according to each column and by race and gender. (Note: Total number of interventions refers to the total number of interventions of all students together. Total weeks of interventions refers to the total number of weeks of interventions of all students together.)
4. Click Page 2 tab under School.
5. Enter data on types of interventions. (Note: Academic Only refers to interventions focused on academic skills in content areas, e.g., reading comprehension, math computation, tutoring, etc. Behavioral Only refers to interventions focused on student behavior, e.g., changing student seating, suspensions, etc. Social Services Only refers to interventions that focus on home and student, e.g., parent conferences, counseling, etc. Multiple refers to students receiving more than one intervention.)
6. Once finished entering each cell, click close button X in right corner of program.
Referral

1. Click Referral.
2. Select School from drop-down menu next to School.
3. Enter grade number in Grade cell.
4. Enter data on students referred to CST, IST, CST/IST, and number of students referred by a Parent by race and gender. (Note: CST refers to all students that were referred to a Committee on Special Education Team. IST refers to students that were solely referred to an Instructional Support Team. CST/IST refers to students that were referred to both a CST and IST team. Parent refers to students referred by a parent.)
5. Once finished entering each cell, click close button X in right corner of program.

Reason for Referral

1. Click Reason for Referral.
2. Select School from drop-down menu next to School.
3. Enter data on the reasons for referral by race and gender. (Note: Academic Only refers to reasons for referral focused on academic skills in content areas, e.g., reading and math computation, low reading skills, etc. Behavioral Only refers to reasons for referral focused on student behavior, e.g., emotional outbursts, following directions, etc. Physical Only refers to reasons for referral that focus on students’ physical abilities, e.g., hearing, sight, etc. Language Only refers to reasons for referral that focus on students’ speech abilities. Multiple refers to students receiving more than one reason for referral.)
4. Once finished entering each cell, click close button X in right corner of program.

Classified

1. Click Classified.
2. Select School from drop-down menu next to School.
3. Enter data on the students that were classified, evaluated, and types of classification they received by race and gender. (Note: Classified refers to students who received a classification or an IEP. Evaluated refers to students who were evaluated for special education needs. Academic Only refers to students who solely received an LD classification. Behavioral Only refers to students who solely received an ED classification. Physical Only refers to students who solely received an ___ classification. Language Only refers to students who solely received an SI classification. Multiple refers to students who received multiple classifications.)
4. Once finished entering each cell, click close button X in right corner of program.
**Academic Placement Settings**

1. Click *Academic Placement Settings*.
2. Select School from drop-down menu next to *School*.
3. Enter grade number in *Grade* cell.
4. Enter data on the type of academic placement setting (less than 20, 20-60, or more than 60) of students who were classified by race and gender. (*Note: Less than 20 refers to classified students placed in the least restrictive settings. 20-60 refers to classified students placed in resource room settings. More than 60 refers to classified students placed in self-contained settings.*)
5. Repeat the previous instructions for each grade.
6. Once finished entering each cell, click close button \( \times \) in right corner of program.

**Classification Origin**

1. Click *Classification Origin*.
2. Select School from drop-down menu next to *School*.
3. Enter data on students moving in and out of the district with classification by race and gender. (*Note: Students moved into school classified refers to students that entered with a classification. Students moved out of school refers to students that exited the school with a classification.*)
4. Once finished entering each cell, click close button \( \times \) in right corner of program.

**Achievement**

1. Click *Achievement*.
2. Select School from drop-down menu next to *School*.
3. Enter data on students scoring in levels 1-2 and 3-4 for the ELA and Math exams, and students passing or failing the English and Math Regents. (*Note: ELA 1-2 refers to classified students that scored levels 1 or 2 on the ELA exam. ELA 3-4 refers to classified students that scored levels 3 or 4 on the ELA exam. Math 1-2 refers to classified students that scored levels 1 or 2 on the Math exam. Math 3-4 refers to classified students that scored levels 3 or 4 on the Math exam. Regents ELA pass refers to classified students that passed the English Regents. Regents ELA fail refers to classified students that failed the English Regents. Regents Math pass refers to classified students that passed the Math Regents. Regents Math fail refers to classified students that failed the Math Regents.*)
4. Once finished entering each cell, click close button \( \times \) in right corner of program.
Generating Disproportionality Reports

**Reports**
1. Click *Reports* from the main switchboard.
2. Click on each category to view a printview of the data entry.
3. Click the print icon on the left corner.

**Export to Excel**
4. Click *Data Entry*.
5. Click on each category and click *Export to Excel*.
6. Data from the category will be exported to Excel.
7. Once in Excel, click on *Data* in the toolbar and select *Pivot Table and Pivot Report*.
8. Select *Microsoft Excel list or database* and *Pivot Chart Report*, then click *Next*.
9. Select data cells for Pivot Report, then click *Next*.
10. Select *New Worksheet*, then click Finish.
11. A pivot Chart Report will appear, drag the School Name into the top *Drop Page Fields Here*. Then drag each data field (e.g., Black Male, Black Female, etc.) into the gray chart field.
12. Once finished inserting the data fields, you can adjust the type of Pivot Chart Report with the *Pivot Table* and *Chart* dialog boxes.