

Special Education Leadership Academy (SELDA)

Disproportionality
January 24, 2024



Navigating the Disproportionality Maze

Dominique Donaldson
Dawn Kemp
Alicia Mercer
Bridget Still

Introduction

Dominique Donaldson is a Part B Data Manager for the Georgia Department of Education.

- 10 years of experience in education
 - K-12 special education teacher,
 - School-based LEA Facilitator,
 - Lead LEA Facilitator,
 - Special Education Program Manager, and
 - Adjunct professor.
- Endorsements or certifications in Educational Leadership and Teacher Support Specialist.



Introduction

Dawn Kemp is a Part B Data Manager for the Georgia Department of Education.

- 30 years of experience in education
 - K-12 special education teacher,
 - University instructor and field experience supervisor,
 - Special educational director,
 - Human resources supervisor, and
 - English Language Learners program supervisor.
- PhD in Special Education.
- Endorsements or certifications in Educational Leadership, Counseling, ESOL, Reading, and Teacher Support Specialist.



Introduction

Kriszti Kilpatrick is a Program Specialist and District Liaison for the Georgia Department of Education.

- 21 years of experience in education
 - Special education teacher
 - District Early Intervention Coordinator for Babies Can't Wait
 - Assistant Principal
 - Director of Special Education
- Bachelor's degree in Special Education
- Master's degree in Early Childhood Special Education
- Education Specialist in Leadership Kriszti
- Doctoral coursework in Educational Leadership
- Certifications in special education, elementary education and educational leadership.
- Dyslexia Endorsement.



Introduction

Alicia Mercer is a Program Specialist and School Psychologist at the Georgia Department of Education

- 19 years of experience in education.
 - Leads the School Psychologists and the statewide consortium
 - Co-leads work for disproportionality
 - Served on several statewide committees/task force, such as Dyslexia and Assessment for English Learners.
- Ed.S in School Psychology and Masters in Business Administration



Introduction

Bridget Still is a Program Specialist at the Georgia Department of Education.

- 17 Years of experience in education
- Bachelors in Psychology
- Masters in Special Education
- Ed.S in Education Leadership



Objectives / Learning Targets

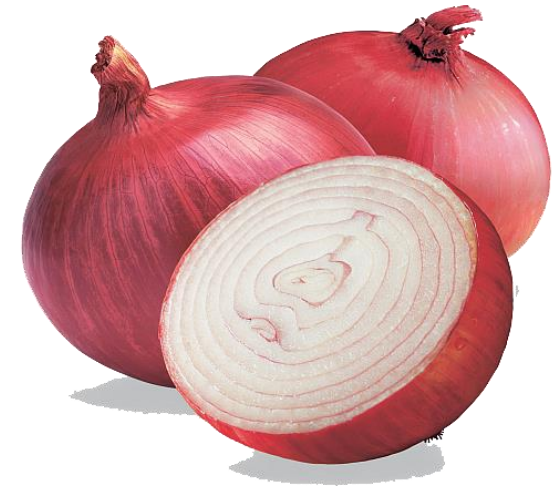
- ✓ Participants will be able to define disproportionality.
- ✓ Participants will analyze each area of disproportionality, sources, and the associated data.
- ✓ Participants will explore the outcomes of disproportionality and investigate proactive strategies to prevent disproportionality.

Introduction/Review



Disproportionality Layers

- ✓ Disproportionality Areas
- ✓ Disproportionality Categories
- ✓ Georgia State Rules
- ✓ Data Sources
- ✓ Fiscal Requirement
- ✓ Data Calculations
- ✓ Compliance Review (CR)
- ✓ Corrective Action Plan (CAP)



Disproportionality Process in Georgia (GA)

Significant Disproportionality is defined by each state and is a federal mandate. In Georgia, Significant Disproportionality is defined “...***when districts identify, place outside the regular classroom, or discipline children from any racial or ethnic group at markedly higher rates than their peers.***”



Types of Disproportionality in GA

Three Types of Disproportionality

Significant Disproportionality

- Identification
- Placement
- Discipline
- **Disproportionate Representation**
 - Identification
- **Significant Discrepancy**
 - Discipline

Racial/Ethnic Groups for Disproportionality Calculation(s)

American Indian/Alaska Native

Asian

Black

Hispanic

Pacific Islander/Native Hawaiian

White

Two or More Races

Types of Disproportionality



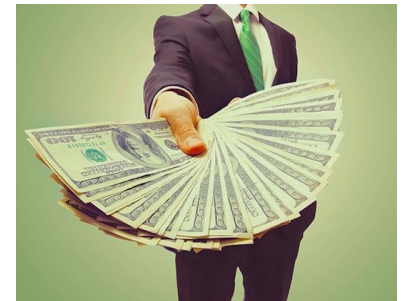
Significant Disproportionality in GA

3 Years of Data

In Georgia, Significant Disproportionality is defined “...*when districts identify, place outside the regular classroom, or discipline children from any racial or ethnic group at markedly higher rates than their peers.*”

Significant Disproportionality

- **IDENTIFICATION**
- **PLACEMENT**
- **DISCIPLINE**
- Risk Ratio of 3.0 or greater for 3 years
- Fiscal Requirement



Significant Disproportionality

TYPE	AREAS		
	Identification	Placement	Discipline
<p>SIGNIFICANT DISPROPORTIONALITY</p> <p><i>3-year categories</i></p> <p>Federal Fiscal Requirement</p> <p>Not included in SPP/APR</p>	<p>Significant Disproportionality RR ≥ 3.0 for 3 years Ages 3-21</p>	<p>Significant Disproportionality RR ≥ 3.0 for 3 years Ages 6-21</p>	<p>Significant Disproportionality RR ≥ 3.0 for 3 years Ages 3-21</p>
	<p>Significant Disproportionality in Identification - All</p>	<p>Significant Disproportionality in Placement - Less than 40% of the day</p>	<p>Total Disciplinary Removals</p>
	<p>Significant Disproportionality in Identification - Specific Disability Categories</p>	<p>Significant Disproportionality in Placement - Separate Settings</p>	<p>ISS > 10 Days</p>
			<p>OSS > 10 Days</p>
<p>ISS ≤ 10 Days</p>	<p>OSS ≤ 10 Days</p>		



Additional Types of Disproportionality

Disproportionate Representation
Significant Discrepancy

Additional Types of Disproportionality in GA

2 Years of Data

- **IDENTIFICATION - Disproportionate Representation**
 - Risk Ratio of \geq 3.0 for 2 consecutive years
- **DISCIPLINE – Significant Discrepancy**
 - Rate Ratio of \geq 2.0 for 2 consecutive years

Both

- are 2-year categories
- have NO Fiscal Requirement



Disproportionate Representation

TYPE	AREAS		
	Identification	Placement	Discipline
Disproportionate Representation <i>2-year categories</i> <i>Included in SPP/APR</i>	Disproportionate Representation Age 5 in K & Ages 6-21 RR \geq 3.0 for 2 years	N/A	N/A
	Disproportionate Representation – All (Indicator 9)		
	Disproportionate Representation- Specific Disability Categories (Indicator 10)		

Significant Discrepancy

TYPE	AREAS		
	Identification	Placement	Discipline
Significant Discrepancy <i>2-year categories</i> <i>Included in SPP/APR</i>	N/A	N/A	Significant Discrepancy Ages 3-21 RR \geq 2.0 for 2 years
			Significant Discrepancy- SWD (Indicator 4a)
			Significant Discrepancy – Race/Ethnicity (Indicator 4b)



Analysis Framework

Disproportionality Group Names

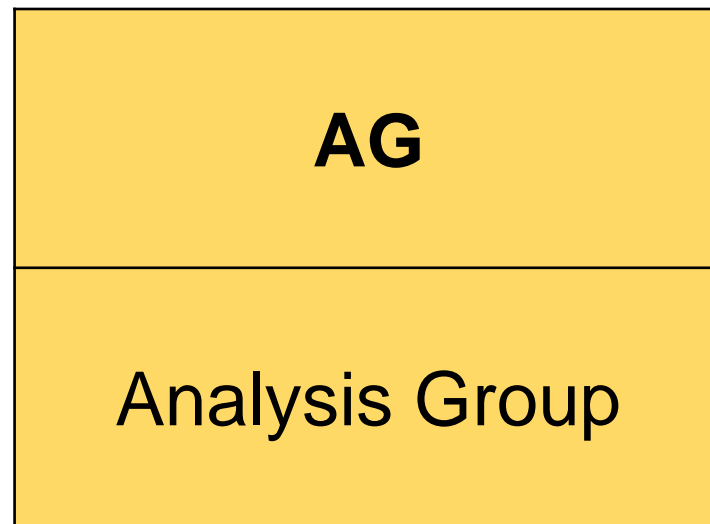
In this section, we will explore a framework for analyzing disproportionality calculations.

- Disproportionality ratios compare different groups of students.

AG	CG	SCG
Analysis Group	Comparison Group	State Comparison Group

Analysis Group

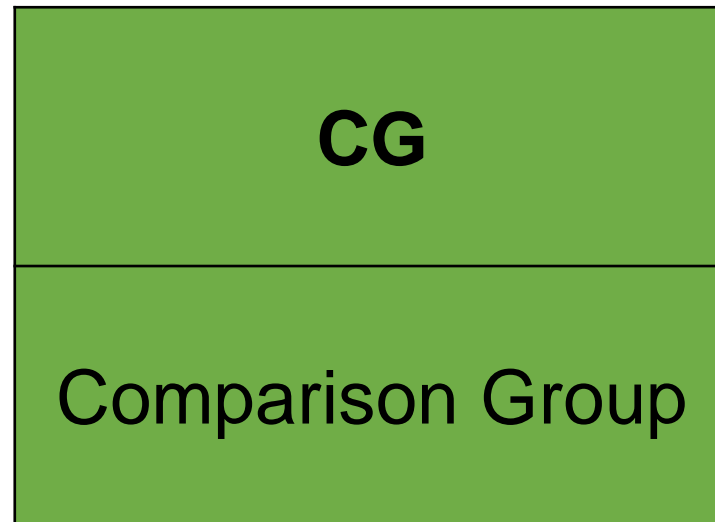
Analysis Group: Students with disabilities of one racial or ethnic subgroup (American Indian, Asian, etc.) are analyzed to determine significant disproportionality



Comparison Group

Comparison Group

All Students, or All Students with disabilities, of all other racial or ethnic subgroups within the LEA are compared to the Analysis Group.



State Comparison Group

State Comparison Group

All Students, or All Students with disabilities, of all other racial or ethnic subgroups within the State are compared to the Analysis Group





Risk Ratio

Risk Ratio Definition

“...a calculation performed by dividing the risk of a particular outcome for children in one racial or ethnic group within an LEA by the risk for children in all other racial and ethnic groups within the LEA.”

<https://sites.ed.gov/idea/files/significant-disproportionality-qa-03-08-17.pdf>.

Risk Ratio

A **risk ratio** is calculated for each applicable ethnic and racial subgroup for Disproportionality in the areas of Identification, Placement, and Discipline.

Racial/Ethnic Groups

- American Indian/Alaska Native
- Asian
- Black
- Hispanic
- Pacific Islander/Native Hawaiian
- White
- Two or More Races

Analysis Group Required Conditions

The analysis group must meet both the minimum **cell size** and minimum ***n* size**. If the LEA does not meet the required conditions, the LEA is not provided with consequences for disproportionality.

Cell Size: Ten (10) or more for the disproportionality category being calculated.

***n* Size:** Enrollment of thirty (30) or more for the racial or ethnic subgroup analyzed.

Comparison Group Required Conditions

The comparison group must meet both the minimum **cell size and** minimum ***n* size**. If both conditions are not met for the comparison group, but the Analysis Group meets the conditions, the Alternate Risk Ratio is calculated using the State Comparison Group.

Cell Size: Ten (10) or more for the disproportionality category being calculated.

***n* Size:** Enrollment of thirty (30) or more for the racial or ethnic subgroup analyzed.

Special Education (SE) Applications Dashboard Disproportionality Tabs

Area of Disproportionality

SWD Discrepancy - Indicator 4a

Race/Ethnicity Discrepancy - Indicator 4b

Significant Disproportionality - Total Disciplinary Removals

Significant Disproportionality - ISS \leq 10 Days

Significant Disproportionality - ISS $>$ 10 Days

Significant Disproportionality - OSS \leq 10 Days

Significant Disproportionality - OSS $>$ 10 Days

Significant Disproportionality - Identification

Significant Disproportionality - Placement

Disproportionate Representation

Significant Disproportionality – Identification (partial example only)

Disability Area	Race/Ethnicity	Disability Count	Enrollment	Risk Ratio
Autism	Black	10	650	1.1723
Autism	White	35	1825	.9230
Emotional/Behavioral Disorder	Black	8	650	3.2502
Emotional/Behavioral Disorder	White	3	1825	.0234
Intellectual Disabilities	Black	26	650	5.234
Intellectual Disabilities	White	14	1825	.2413

Disproportionality – Legends

- Disproportionality legends provide the criteria and calculations for each area of disproportionality in the SE Applications Dashboard.
- Each legend should be carefully read because they differ depending upon the area of disproportionality.
- The legend is located at the bottom of each Disproportionality tab.

Significant Disproportionality- Identification Legend

Legend:

	Significant Disproportionality (Risk Ratio ≥ 3.0 in same category, same racial/ethnic group for 3 consecutive years: data reported FY2020, FY2021, FY2022); consequences imposed
	Significant Disproportionality (Risk Ratio ≥ 3.0 in same category, same racial/ethnic group for 1 year or 2 consecutive years: data reported FY2022 or FY2021 and FY2022); consequences not imposed
	Risk Ratio ≥ 3.0 data reported in FY2022 cell size (category count) < 10 or N-size (enrollment in racial/ethnic group) < 30

Significant Disproportionality - Identification Legend (continued)

Risk Ratio Formula:

(# of SWD in a specific racial/ethnic group in LEA in specific category) ÷ (all children, same racial/ethnic group enrollment in LEA)

(# of SWD in all other racial/ethnic groups in LEA in specific category) ÷ (all children, all other racial/ethnic groups enrollment in the LEA)

Children 3-21 only

If the comparison group (all other races) cell size is < 10 or the n-size is < 30, the LEA is compared to the State (Alternate Risk Ratio).

Significant Disproportionality- Identification Legend (continued)

Alternate Risk Ratio Formula:

(# of SWD in a specific racial/ethnic group in LEA in specific category) ÷
(all children in same racial/ethnic group enrollment in LEA)

(# of SWD in all other racial/ethnic groups in SEA in specific category) ÷
(all children in all other racial/ethnic groups enrollment in the SEA)

Children 3-21 only



Identification

General Overview - Identification



Significant Disproportionality – IDENTIFICATION

This occurs when:

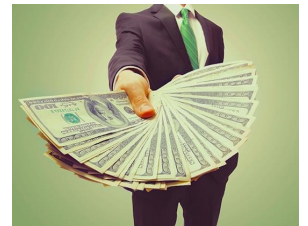
- 1) One racial/ethnic subgroup has a demonstrated higher risk of being ***identified as students with disabilities*** when compared to students from all other racial/ethnic subgroups or
- 2) One racial/ethnic subgroup has a demonstrated higher risk of being ***identified as having a specific disability*** as defined by the *Individuals with Disabilities Education Act* (IDEA) when compared to students from all other racial/ethnic subgroups.
 - Intellectual Disabilities (all 4 levels)
 - Emotional Behavioral Disorder
 - Other Health Impairment
 - Specific Learning Disabilities
 - Speech Language Impairment
 - Autism

Significant Disproportionality

3 Years of Data

Identification calculations report the representation of students with disabilities in the district.

- Risk Ratio of ≥ 3.0 for 3 consecutive years
- Ages 3-21
- Federal Fiscal Requirement



Additional Areas of Disproportionality in Identification

Disproportionate Representation

2 Years of Data

Public information available via State Performance Plan/Annual Performance Report (SPP/APR) indicators:

- Indicator 9 - All
- Indicator 10 - Specific Disability Categories

Distinction:

- *Risk Ratio of ≥ 3.0 for 2 consecutive years*
- *Ages 5 in K and Ages 6-21*



Identification Data & Resources



Data Sources

- **FTE-1 Child Count in October (Primary Area of Disability)**
 - FT042: Special Education Enrollment by Race/Ethnicity - Ages 6-21
 - FT043: Special Education Enrollment by Race/Ethnicity - Ages 3-5

State Rules

- [Child Find](#)
- [Evaluations and Reevaluations](#)
- [Eligibility Determinations](#)

Similarities & Differences Activity

IDENTIFICATION		
	Significant Disproportionality	Disproportionate Representation
Identification of SWD	✓	✓
Risk Ratio ≥ 3.0 for 3 consecutive years	✓	—
Risk Ratio ≥ 3.0 for 2 consecutive years	—	✓
Federal Regulation Requirement	✓	—
Federal Fiscal Requirement	✓	—
Included on SPP/APR	—	✓
State Requirement- Compliance Review	✓	✓
Data includes SWD ages 3-21	✓	—
Data includes SWD grades K-12	—	✓

APPLICATION



Identification Example 1: Success County School System

AG

Analysis Group

American Indian students with disabilities in the LEA

*Risk of Identification as SWD

CG

Comparison Group

Asian, Black, Hispanic, Pacific Islander, two or more races, **and** White students with disabilities

Calculation of Risk Ratio- Identification



Analysis
group

(A) # of American Indian SWDs in the LEA: 13

(B) same racial/ethnic group enrollment in the LEA: 40

(X) # of SWD in all other racial/ethnic groups in in the LEA: 487

(Y) all other racial/ethnic groups enrollment in the LEA: 4,250



Comparison
Group

Risk Ratio – Calculation View

- From the prior slide
- $A \div B = C$ and $X \div Y = Z$
- $C \div Z = \text{risk ratio}$

- **$(A/B) \div (X/Y) = C/Z = \text{RISK RATIO}$**

But Wait! Hit the pause button.

- GaDOE calculation which includes multiplying by the reciprocal is more precise. This will limit the times in which a number is rounded to only once for the final answer.
- Mathematically, when dividing fractions, you should multiply the first fraction by the reciprocal of the second fraction and convert the resulting fraction to a decimal.
- If you divide each fraction separately, you will receive a less accurate solution due rounding multiple times.

Risk Ratio Example with Reciprocal

<ul style="list-style-type: none">• # of American Indian SWDs in the LEA: 13 (A) multiplied by• # of all other race/ethnicity enrollment of in the LEA: 4,250 (Y) = 55,250	<ul style="list-style-type: none">• # of American Indian enrolled in LEA: 40 (B) multiplied by• # of all other SWDs in the LEA: 487 (X) = 19,480
$55,250 \div 19,480 = 2.8362$	

Your Turn to Analyze the Data

Disability Area	Race/ Ethnicity	Disability County	District Enrollment
Emotional and Behavioral Disorder	Black	11	1258
Emotional and Behavioral Disorder	Two or More Races	1	59
Emotional and Behavioral Disorder	White	6	583
Emotional and Behavioral Disorder	Hispanic	1	28



Placement

General Overview - Placement

3 Years of Data

Significant Disproportionality- PLACEMENT

This occurs when:

One racial/ethnic subgroup has demonstrated a higher risk of receiving special education and related services *in a particular environment* when compared to students with disabilities from all other racial/ethnic subgroups.

- **Regular class < 40% of the day**
- **Separate Settings**

Categories of Analysis

Placement:

Separate Settings includes environments

- *Private Separate School* - more than 50% of the school day in private separate day school facilities at public expense
- *Public Residential* - more than 50% of school day in public residential facilities
- *Public Separate School* - more than 50% of the school day in public separate day-school facilities;
- *Private Residential* - more than 50% of school day in private residential facilities at public expense

Data and Resources

Data Source-Placement

- **FTE-1 Count in October (Special Education Environment Code & Primary Area of Disability)**
 - FT020 - Special Ed. Environment Grades K-12 (previously ages 6-21)

State Rule-Placement

- [Least Restrictive Environment](#)





Alternate Risk Ratio

Placement

Alternate Risk Ratio Definition

“...a calculation performed by dividing the risk of a particular outcome for children in one racial or ethnic group within an LEA by the risk of that outcome for children in all other racial or ethnic groups in the **State**.”

<https://sites.ed.gov/idea/files/significant-disproportionality-qa-03-08-17.pdf>.

Placement Example 2 : Elevation County School System

AG

Analysis Group

Asian students with disabilities in the LEA in the regular classroom < 40% of the day

SCG

Comparison Group

American Indian, Black, Hispanic, Pacific Islander, two or more races, **and** White students with disabilities in the State in the regular classroom <40% of the day

Alternate Risk Ratio Scenario

Elevation LEA has the following grouping:

- Analysis Group - 11 students in the Asian subgroup are in the regular classroom < 40% of the day.
- Comparison Group - 9 students in all other racial/ethnic subgroups are in the regular classroom < 40% of the day.
- There are only nine students in the comparison group, which must have an n of 10.
- State Comparison group must be used.

Calculation of Alternate Risk Ratio



**Analysis
Group**

(A) # of Asian SWDs in the LEA in the regular class < 40% of day: 11
(B) # of all Asian SWDs in the LEA: 40

(X) # of Asian SWD in the state in the regular class < 40% of day: 27,630
(Y) all other racial/ethnic groups SWD enrollment in the SEA: 186,225



**State Comparison
Group**

Risk Ratio Example with Reciprocal

- # of Asian SWDs in the LEA served in the regular class < 40% of day: (A) = 11 multiplied by

- # of all other race/ethnicity enrollment of in the SEA: (Y) = 186,225

- # of Asian students with disabilities enrolled in LEA: (B) = 40 multiplied by

- # of Asian students with disabilities in the SEA served in the regular class < 40% of the day: (X) = 27,630

$$2,048,475 \div 1,105,200 = 1.853$$

Discipline



General Overview

Significant Disproportionality-Discipline

This occurs when:

1. One racial/ethnic subgroup has demonstrated higher risk in the ***total number of disciplinary removals*** when compared to students with disabilities from all other racial/ethnic subgroups,

or

2. One racial/ethnic subgroup has demonstrated higher risk of a ***specific disciplinary removal*** when compared to students with disabilities from all other racial/ethnic subgroups

Significant Disproportionality

3 Years of Data

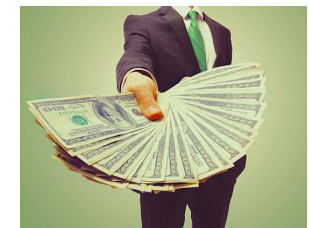
Discipline calculations report the discipline of students with disabilities in the district.

1. Total Disciplinary Removals

- ISS, OSS, expulsions, removal by school personnel to an interim alternative education setting, and removal by a hearing officer.

2. Specific Disciplinary Removals

- ISS \leq 10 days
 - ISS $>$ 10 days
 - OSS \leq 10 days
 - OSS $>$ 10 days
- *Risk Ratio of ≥ 3.0 for 3 consecutive years*
 - *Ages 3-21*
 - *Federal Fiscal Requirement*



Discipline Example 3 : Wolverine County (Total Removals)

AG

Analysis Group

Two or more races Total Discipline Removals

CG

Comparison Group

American Indian, Asian, Black, Hispanic, Pacific Islander, **and** White students Total Discipline Removals

Significant Disproportionality - Total Disciplinary Removals (Risk Ratio)



Analysis Group

Total # of Disciplinary Removals SWD Two or More races subgroup in LEA: 79
SWD Enrollment in the Two or More races subgroup in LEA: 103

Total # of Disciplinary Removals in all other SWD subgroups in LEA: 1,640
SWD Enrollment in the LEA in all other subgroups: 2,631



Comparison Group

Risk Ratio Example with Reciprocal Discipline

<ul style="list-style-type: none">• Total # of Disciplinary Removals of SWD two or more races in LEA: (A) = 79• SWD Enrollment in the LEA in all other subgroups: (Y) = 2,631	<ul style="list-style-type: none">• SWD Enrollment in the Two or More race subgroup in the LEA: (B) = 103• Total # of Disciplinary Removals in all other subgroups in the LEA : (X) = 1,640
$207,849 \div 168,920 = 1.2304$	

Significant Discrepancy

Official name of Additional Area of
Disproportionality in Discipline



Significant Discrepancy

2 Years of Data

Significant Discrepancy – DISCIPLINE

This occurs when:

An LEA's rate of suspensions and expulsions of > 10 days for SWD is significantly higher than **the state's rate** of SWD OSS > 10 days

- 4a –All SWD
- 4b –SWD by each race/ethnic category

Distinction:

- *Rate Ratio of ≥ 2.0 for 2 consecutive years*
- *The State is always the Comparison Group*
- *Public information available via State Performance Plan/Annual Performance Report (SPP/APR)*

Discipline Data and Resources



Data Source-Discipline

- Student Record reported for the previous fiscal year
- DIS090 Suspensions with the Same Date and Days
- DIS092 Possible Duplicated Safety Records
- DIS095 OSS Greater than 10 days w/out Services
- DIS097 SWD System Totals by Discipline Action
- SE055 Primary Area by EL, Hispanic, Race, and Gender

State Rules-Discipline

- [Discipline](#)

Similarities & Differences Discipline

DISCIPLINE		
	Significant Disproportionality	Significant Discrepancy
Discipline of SWD (ages 3-21)	✓	✓
Risk Ratio ≥ 3.0 for 3 consecutive years	✓	—
Federal Regulation Requirement	✓	—
Federal Fiscal Requirement (Mandate)	✓	—
Included on SPP/APR	—	✓
State Requirement- Compliance Review	✓	✓
\Examines only OSS > 10 Days	—	✓
ALWAYS compared to State data	—	✓
Rate Ratio ≥ 2.0 for 2 consecutive years	—	✓

Rate Ratio Definition

- Rate ratio = The LEA level suspension/expulsion rate for children with disabilities ***divided by*** the state level mean suspension/expulsion rate for children with disabilities.

Discipline Example 4: Twilight County (4b Significant Discrepancy)

AG

Analysis Group

SWDs in the Hispanic subgroup
with > 10 days OSS in the LEA

SCG

Comparison Group

SWDs **in the state** with > 10
days OSS

Significant Discrepancy (Indicator 4b)



Analysis Group

of SWDs in the Hispanic subgroup with > 10 days OSS in the LEA: 26
SWD Enrollment in the Hispanic subgroup in LEA: 1,000

of SWD with > 10 days OSS in the State: 1,142
SWD Enrollment in the State: 248,228



State Comparison Group



Rate Ratio Example with Reciprocal

<ul style="list-style-type: none">• Total # of SWD in the Hispanic subgroup with > 10 days OSS: (A) = 26• SWD Enrollment in the state: (Y) = 248,228	<ul style="list-style-type: none">• SWD Enrollment in Hispanic subgroup in the LEA: (B) = 1,000• Total # of SWD with > 10 days OSS in the State: (X) = 1,142
$6,453,928 \div 1,142,000 = 5.651$	

Proactive Strategies to Prevent Disproportionality



Being Proactive Instead of Reactive

- Review disproportionality data on an ongoing basis
- Examine LEA policies, practices, and procedures
- Analyze trends in LEA data (same teacher, school, etc.)
- Review data in your LEA Student Information System or IEP program for discrepancies (separately and collectively)
- Explore instruments in evaluations/reevaluations
- Evaluate Discipline data on an ongoing basis
 - School Level
 - District Level

General Supervision



Questions for Consideration...

- As a Director, how do you ensure that the State Rules are followed?
- What tools do you have at your disposal that allow you to monitor district procedures and practices?
 - How do you check and monitor IEPs?
 - How do you monitor eligibility decisions?
 - How do you examine removals from school?
 - What logs or spreadsheets are available, or what can you create to monitor students with disabilities (SWD) information?
- How can you utilize your current IEP platform to help supervise and monitor your upcoming IEPs, Evaluations/Reevaluations, and Eligibilities?



What story is being told in your Local Educational Agency (LEA)?

GaDOE Community

- Login or Create an Account
- Make sure you complete your profile with your work email
- Select Groups
- Search for:
 - “GO-IEP” and
- NEW • “Special Education Data Support”
- Click “Join Group” for both groups
- Select Discussions
- Then **click Subscribe** to get emails any time a new discussion is posted.



<https://community.gadoe.org/>



Contact Information

Dominique Donaldson, dominique.donaldson@doe.k12.ga.us

Dawn Kemp, dkemp@doe.k12.ga.us

Kriszti Kilpatrick, kriszti.kilpatrick@doe.k12.ga.us

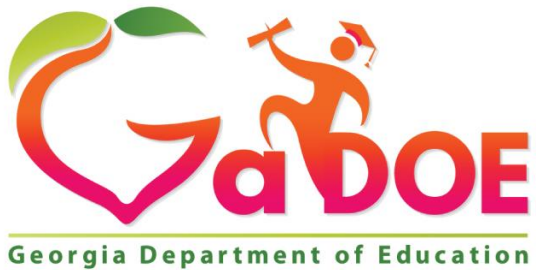
Alicia Mercer, amercer@doe.k12.ga.us

Bridget Still, bstill@doe.k12.ga.us

www.gadoe.org

   @georgiadeptofed

 youtube.com/user/GaDOEmedia



**EDUCATING
GEORGIA'S FUTURE**