Introduction to Disproportionality

RDA Unit- Disproportionality Team
GOIEP & Data Unit

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9/10/20
Introduction to Disproportionality

Part 1: Disproportionality Overview

Part 2: Identification

Part 3: Placement

Part 4: Discipline

Part 5: Data and Calculations-Part 1

Part 6: Data and Calculations-Part 2

You can work through the entire Part or advance to the section of your interest.
Introduction to Disproportionality

Part 1:

Disproportionality Overview
Participants will be able to:

Learning Targets

1. State the federal requirements for disproportionality
2. Define disproportionality
3. Identify areas of disproportionality
4. List the LEA consequences of disproportionality
<table>
<thead>
<tr>
<th>Federal Regulation for Significant Disproportionality</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Federal Regulation</strong></td>
</tr>
<tr>
<td>Categories: Identification, Placement &amp; Discipline</td>
</tr>
<tr>
<td><strong>Methodology is Risk Ratio:</strong></td>
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<tr>
<td>Threshold of 3.0, Minimum Cell size, numerator:</td>
</tr>
<tr>
<td>10; Minimum N-Size (denominator): 30</td>
</tr>
<tr>
<td><strong>Alternate Risk Ratio</strong> when comparison group is too</td>
</tr>
<tr>
<td>small (Cell &lt; 10, N &lt; 30)</td>
</tr>
<tr>
<td><strong>SWD ages:</strong> 3-21 for Identification and Discipline</td>
</tr>
<tr>
<td><strong>SWD ages:</strong> 6-21 for Placement</td>
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<td><strong>Discipline:</strong> Total Disciplinary Removals and</td>
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<td>individual calculations of ISS and OSS by length of</td>
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<td>removal (5 separate measures)</td>
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<tr>
<td><strong>Identification:</strong> SWD, 6 specific categories</td>
</tr>
<tr>
<td><strong>Placement:</strong> 2 categories: 1.) &lt; 40% in general</td>
</tr>
<tr>
<td>education setting, 2.) separate settings</td>
</tr>
<tr>
<td><strong>CCEIS</strong> (Comprehensive CEIS): 15% of IDEA funds</td>
</tr>
<tr>
<td>for students with &amp; without disabilities ages 3-21</td>
</tr>
</tbody>
</table>
Federal Requirements

Individuals with Disabilities Education Act (IDEA) section 618 (D)

“Requires States to collect and examine data to determine if significant disproportionality based on race and ethnicity is occurring in the State and the local educational agencies (LEAs) of the State.”
Federal Requirements

Individuals with Disabilities Education Act (IDEA) section 618 (D)

Significant Disproportionality areas:
1. IDENTIFICATION,
2. PLACEMENT, and
3. DISCIPLINE
What is Disproportionality?

According to www.webster.com.... being out of proportion

Another definition is...

Differences – or “gaps” – in a variety of educational factors and outcomes that excessively impact certain racial/ethnic* groups of students with disabilities compared to their peers of other racial/ethnic groups.
Racial and Ethnic Groups for Disproportionality Calculation

- Hispanic
  - the only Ethnicity
  - for disproportionality and other accountability calculations, a student is counted as Hispanic regardless of any other race information
- American Indian/Alaska Native
- Asian
- Black
- Pacific Islander/Native Hawaiian
- White
- Two or More Races
Significant Disproportionality in Georgia

Significant Disproportionality with CCEIS Requirement

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

Additional Types of Determinations

- Disproportionate Representation (Identification)
  - Risk Ratio 3.0 or greater for 2 years

- Significant Discrepancy (Discipline)
  - Rate Ratio 2.0 or greater for 2 years – compared to state
## Disproportionality Determinations

<table>
<thead>
<tr>
<th>Compliance Review</th>
<th>Comprehensive Coordinated Early Intervening Services (CCEIS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Conducted by District Liaison</td>
<td>• Required for <strong>all</strong> LEAs that receive a determination of <em>significant disproportionality for 3 or more consecutive years</em></td>
</tr>
<tr>
<td>• Specific to the identified area of significant disproportionality</td>
<td>• Exactly 15% of IDEA Part B funds set aside to implement interventions</td>
</tr>
<tr>
<td>• Includes review of policies, practices, and procedures</td>
<td>• Funds used to address the identified area of significant disproportionality</td>
</tr>
</tbody>
</table>
Comprehensive Coordinated Early Intervening Services (CCEIS)

For detailed information on CCEIS/CEIS, please refer to presentation on the GaDOE website titled:

**FY21 CCEIS – CEIS Training Video**

An Overview of Voluntary Coordinated Intervening Services (CEIS) and Comprehensive Coordinated Early Intervening Services (CCEIS)
Public Reporting on Disproportionality Information

• Special Education Annual Reports - publicly available

• Disproportionality is linked to Special Education Annual Reports indicators:
  • 4A, 4B
  • 9
  • 10
  • Indicator determinations are made after considering the outcome of the review of Policies, Practices, and Procedures
## Disproportionality Public Reporting

### Special Education Annual Reports

#### 2018-2019 Annual Performance Summary

<table>
<thead>
<tr>
<th>4A Suspension and Expulsion</th>
<th>Met Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>District does not demonstrate significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs</td>
<td>Y</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4B Suspension and Expulsion by Race and Ethnicity</th>
<th>Met Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>District does not demonstrate (a) significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) non-compliant policies, procedures or practices that contributed to the discrepancy</td>
<td>Y</td>
</tr>
</tbody>
</table>
### Special Education Annual Reports

#### 2018-2019 Annual Performance Summary

<table>
<thead>
<tr>
<th>#</th>
<th>Disproportionate Representation</th>
<th>Met Target</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Disproportionate Representation</td>
<td>Y</td>
<td>District does not demonstrate disproportionate representation of racial and ethnic groups in special education and related services which is the result of inappropriate identification policies, procedures and practices.</td>
</tr>
<tr>
<td>10</td>
<td>Disproportionate Representation</td>
<td>Y</td>
<td>District does not demonstrate disproportionate representation of racial and ethnic groups in specific disability categories which is the result of inappropriate identification policies, procedures and practices.</td>
</tr>
</tbody>
</table>
## Data Collection - Years for Calculation – Portal Snapshot

<table>
<thead>
<tr>
<th>Application Name</th>
<th>Application Status</th>
<th>Start Date</th>
<th>Close Date</th>
<th>Submitted By</th>
<th>Submitted On</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE Timelines</td>
<td>Available for TI Data Collection</td>
<td>4/9/2020 12:00:00 AM</td>
<td>9/30/2020 11:59:59 PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SE Pre School</td>
<td>Available for Data Collection</td>
<td>4/7/2020 12:00:00 AM</td>
<td>9/30/2020 11:59:59 PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SE Post-School Outcomes</td>
<td>Available for Data Collection</td>
<td>2/14/2020 12:00:00 AM</td>
<td>9/30/2020 11:59:59 PM</td>
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<td></td>
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<tr>
<td>SE Continuation of Services</td>
<td>Available for Data Collection</td>
<td>6/30/2020 12:00:00 AM</td>
<td>8/31/2020 12:00:00 AM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SE Disproportionality Determinations</td>
<td>Available for Data Viewing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SE District Determinations</td>
<td>Available for Data Viewing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SE Cross Functional Monitoring</td>
<td>Available for Data Viewing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SE Parent Survey</td>
<td>Available for Data Viewing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SE Timeliness</td>
<td>Available for Data Viewing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Data Collection Years for Calculation - Portal Snapshot

### FY20 Determination

<table>
<thead>
<tr>
<th>Disability Area</th>
<th>Race/Ethnicity</th>
<th>Disability Count</th>
<th>District Enrollment</th>
<th>Risk Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Disabilities</td>
<td>American Indian</td>
<td>9</td>
<td>73</td>
<td>1.0069</td>
</tr>
<tr>
<td>All Disabilities</td>
<td>Asian</td>
<td>17</td>
<td>491</td>
<td>0.2806</td>
</tr>
<tr>
<td>All Disabilities</td>
<td>Black</td>
<td>4661</td>
<td>34046</td>
<td>1.6202</td>
</tr>
<tr>
<td>All Disabilities</td>
<td>Hispanic</td>
<td>467</td>
<td>3606</td>
<td>1.0628</td>
</tr>
<tr>
<td>All Disabilities</td>
<td>Pacific Islander</td>
<td>4</td>
<td>31</td>
<td>1.0598</td>
</tr>
<tr>
<td>All Disabilities</td>
<td>Two or More Races</td>
<td>82</td>
<td>1145</td>
<td>0.5789</td>
</tr>
<tr>
<td>All Disabilities</td>
<td>White</td>
<td>517</td>
<td>7625</td>
<td>0.5097</td>
</tr>
<tr>
<td>Autism</td>
<td>American Indian</td>
<td>3</td>
<td>73</td>
<td>3.0191</td>
</tr>
<tr>
<td>Autism</td>
<td>Asian</td>
<td>3</td>
<td>491</td>
<td>0.4449</td>
</tr>
<tr>
<td>Autism</td>
<td>Black</td>
<td>466</td>
<td>34046</td>
<td>1.0087</td>
</tr>
<tr>
<td>Autism</td>
<td>Hispanic</td>
<td>54</td>
<td>3606</td>
<td>1.1056</td>
</tr>
<tr>
<td>Autism</td>
<td>Pacific Islander</td>
<td>9</td>
<td>31</td>
<td>4.2365</td>
</tr>
<tr>
<td>Autism</td>
<td>Two or More Races</td>
<td>15</td>
<td>1145</td>
<td>0.9084</td>
</tr>
<tr>
<td>Autism</td>
<td>White</td>
<td>99</td>
<td>7625</td>
<td>0.9419</td>
</tr>
<tr>
<td>Emotional and Behavioral Disorder</td>
<td>Black</td>
<td>311</td>
<td>34046</td>
<td>3.8221</td>
</tr>
<tr>
<td>Emotional and Behavioral Disorder</td>
<td>Hispanic</td>
<td>9</td>
<td>3606</td>
<td>0.3254</td>
</tr>
<tr>
<td>Emotional and Behavioral Disorder</td>
<td>Two or More Races</td>
<td>7</td>
<td>1145</td>
<td>0.8371</td>
</tr>
<tr>
<td>Emotional and Behavioral Disorder</td>
<td>White</td>
<td>15</td>
<td>7625</td>
<td>0.237</td>
</tr>
</tbody>
</table>

### Legend:

- **Significant Disproportionality (Risk Ratio ≥ 3.0 in same category, same racial/ethnic group for 3 consecutive years: data reported in FTE FY2018, FY2019, FY2020); consequences imposed**
- **Significant Disproportionality; (Risk Ratio ≥ 3.0 in same category, same racial/ethnic group for 1 year or 2 consecutive years: data reported in FTE FY2020 or FY2019 and FY2020); consequences not imposed**
- **Risk Ratio ≥ 3.0 data reported in FY2020 Cell size (category count) < 10 or N-size (enrollment in racial/ethnic group) < 30**
Data Collection Years for Calculation- Portal Snapshot

Proceed with caution, be sure to review the Legend for each individual tab/category! The Legend will vary depending upon the area of Identification, Placement, or Discipline!

Identification-Disproportionate Representation

<table>
<thead>
<tr>
<th>Legend:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disproportionate Representation (Risk Ratio ≥ 3.0 in same category, same racial/ethnic group for 2 consecutive years: data reported in FTE FY2019, FY2020); <strong>consequences imposed</strong></td>
</tr>
<tr>
<td>Disproportionate Representation (Risk Ratio ≥ 3.0 in same category, same racial/ethnic group for 1 year: data reported in FTE FY2020)</td>
</tr>
<tr>
<td>Risk Ratio ≥ 3.0 data reported in FY2020 Cell size (category count) &lt; 10 or N-size (enrollment in racial/ethnic group) &lt; 30</td>
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Data Collection Years for Calculation-Portal Snapshot

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Identification - Significant Disproportionality

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<tr>
<td>Significant Disproportionality (Risk Ratio ≥ 3.0 in same category, same racial/ethnic group for 3 consecutive years: data reported in FTE FY2018, FY2019, FY2020); consequences imposed</td>
</tr>
<tr>
<td>Significant Disproportionality; (Risk Ratio ≥ 3.0 in same category, same racial/ethnic group for 1 year or 2 consecutive years: data reported in FTE FY2020 or FY2019 and FY2020); consequences not imposed</td>
</tr>
<tr>
<td>Risk Ratio ≥ 3.0 data reported in FY2020 Cell size (category count) &lt; 10 or N-size (enrollment in racial/ethnic group) &lt; 30</td>
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Data Collection Years for Calculation-Portal Snapshot

Proceed with caution, be sure to review the Legend for each individual tab/category! The Legend will vary depending upon the area of Identification, Placement, or Discipline!

Placement- Significant Disproportionality (< 40% Gen. Ed., Separate Settings)

<table>
<thead>
<tr>
<th>Legend:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Significant Disproportionality (Risk Ratio ≤ 3.0 in same category, same racial/ethnic group for 3 consecutive years: data reported in FTE FY2018, FY2019, FY2020); <strong>consequences imposed</strong></td>
</tr>
<tr>
<td>Significant Disproportionality; (Risk Ratio ≥ 3.0 in same category, same racial/ethnic group for 1 year or 2 consecutive years: data reported in FTE FY2020 or FY2019 and FY2020); <strong>consequences not imposed</strong></td>
</tr>
<tr>
<td>Risk Ratio ≥ 3.0 data reported in FY2020 Cell size (category count) &lt; 10 or N-size (enrollment in racial/ethnic group) &lt; 30</td>
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Data Collection Years for Calculation - Portal Snapshot

Proceed with caution, be sure to review the Legend for each individual tab/category! The Legend will vary depending upon the area such as Identification, Placement, or Discipline.

Discipline - Significant Discrepancy

Legend:

- Significant Discrepancy with consequences: FY2020 Rate Ratio ≥ 2.0 in one racial/ethnic subgroup and FY2019 Rate Ratio ≥ 2.0 in same racial/ethnic subgroup (2 years RR ≥ 2.0)
- Significant Discrepancy, no consequences: FY2020 Rate Ratio ≥ 2.0 in one racial/ethnic subgroup (1-year RR ≥ 2.0)
- FY2020 Rate Ratio in one racial subgroup is ≥ 2.0, however the cell size (Student Count) < 10 and/or n-size (Cumulative SWD Enrollment) < 30

Formula: \[
\frac{\text{(District SWD Racial/ethnic subgroup Rate for OSS > 10 Days)}}{\text{(State SWD Rate for OSS > 10 Days)}}
\]
Data Collection Years for Calculation-Portal Snapshot

Proceed with caution, be sure to review the Legend for each individual tab/category! The Legend will vary depending upon the area such as Identification, Discipline, or Placement.

Discipline - Significant Disproportionality

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<tr>
<td>Significant Disproportionality (Risk Ratio ≥ 3.0 in same category, same racial/ethnic group for 3 consecutive years*: data reported in SR FY2017, FY2018, FY2019); <strong>consequences imposed</strong></td>
</tr>
<tr>
<td>Significant Disproportionality; (Risk Ratio ≥ 3.0 in same category, same racial/ethnic group for 1 year or 2 consecutive years*; FY2019 or FY2018 and FY2019); <strong>consequences not imposed</strong></td>
</tr>
<tr>
<td>Risk Ratio ≥ 3.0 for 3 consecutive years in same racial/ethnic group; data reported in SR FY2017, FY2018, FY2019)**; Cell size (ISS &gt; 10 days count) &lt; 10 or N-size (cumulative SWD enrollment in racial/ethnic group) &lt; 30; <strong>not considered for Significant Disproportionality</strong></td>
</tr>
</tbody>
</table>

*NOTE: FOR FY20 DETERMINATIONS 2 YEARS OF DURATION AND TYPE DATA WILL BE USED, FY17 & FY18; ONLY FY19 DATA WILL BE CALCULATED USING THE DISCRETE CALCULATIONS (ISS > 10 DAYS)
Check Your Knowledge

How has Georgia defined Significant Disproportionality?
A risk ratio of greater than 3.0 is Significantly Disproportionate.

What are the three areas of Significant Disproportionality?
Identification, Placement and Discipline

List the LEA implications of Significant Disproportionality.
Compliance Review
Comprehensive Coordinated Early Intervening Services (CCEIS)
Resources

• [IDEA Guidance on Disproportionality](#)

• [Early Intervening Services Overview](#)

• [34 CFR Sec. 300.646 Disproportionality](#)
Disproportionality Team
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Dawn Kemp  dkemp@doe.k12.ga.us
Offering a holistic education to each and every child in our state.
Introduction to Disproportionality

Part 2:

Identification
Participants will be able to:

1. Define Disproportionality in Identification
2. Identify and locate data sources for disproportionality determinations in Identification
3. Distinguish between Disproportionate Representation and Significant Disproportionality in Identification
4. List the LEA implications of Disproportionality in Identification
## Federal Regulation for Significant Disproportionality

<table>
<thead>
<tr>
<th>Federal Regulation</th>
<th>Georgia’s Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Categories:</strong> Identification, Placement &amp; Discipline</td>
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</tr>
<tr>
<td><strong>Methodology is Risk Ratio:</strong> Threshold of 3.0, Minimum Cell size, numerator: 10; Minimum N-Size (denominator): 30</td>
<td><strong>Methodology is Risk Ratio:</strong> Threshold of 3.0, Minimum Cell size, numerator: 10; Minimum N-Size (denominator): 30</td>
</tr>
<tr>
<td>Alternate Risk Ratio when comparison group is too small (Cell &lt; 10, N &lt; 30)</td>
<td>Alternate Risk Ratio when comparison group is too small (Cell &lt; 10, N &lt; 30)</td>
</tr>
<tr>
<td>SWD ages: 3-21 for Identification and Discipline SWD ages: 6-21 for Placement</td>
<td>SWD ages: 3-21 for Identification* and Discipline SWD grades: grades K-12 for Placement</td>
</tr>
<tr>
<td>Discipline: Total Disciplinary Removals and individual calculations of ISS and OSS by length of removal (5 separate measures)</td>
<td>Discipline: Total Disciplinary Removals and individual calculations of ISS and OSS by length of removal (5 separate measures)</td>
</tr>
<tr>
<td><strong>Identification:</strong> SWD, 6 specific categories</td>
<td><strong>Identification:</strong> SWD, 6 specific categories</td>
</tr>
<tr>
<td>Placement, 2 categories: 1.) &lt; 40% in general education setting, 2.) separate settings</td>
<td>Placement, 2 categories: 1.) &lt; 40% in general education setting, 2.) separate settings</td>
</tr>
<tr>
<td>CCEIS (Comprehensive CEIS): 15% of IDEA funds for students with &amp; without disabilities ages 3-21</td>
<td>CCEIS: 15% of IDEA funds for students with &amp; without disabilities ages 3-21</td>
</tr>
</tbody>
</table>

* Beginning in FY 21, Identification Dispro. will begin at age 3.
General Overview of Disproportionality

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 Impairments
   - Specific Learning Disabilities
   - Speech or Language Impairments
   - Autism
Calculations- Identification

Identified as students with disabilities

\[
\frac{\text{(# of SWD in a specific racial/ethnic group in LEA identified as SWD)}}{\text{(All children, same racial/ethnic group enrollment in LEA)}} = \frac{\text{(# of SWD in all other racial/ethnic groups in LEA identified as SWD)}}{\text{(All children, all other racial/ethnic groups enrollment in the LEA)}}
\]
Calculations- Identification

Specific disability categories:

Intellectual Disabilities (ID), Specific Learning Disability (SLD), Emotional Behavioral Disorders (EBD), Speech/Language Impairment (SLI), Other Health Impaired (OHI), Autism (AUT)

\[
\frac{\text{(\# of SWD in a specific racial/ethnic group in LEA in specific category)}}{\text{(All children, same racial/ethnic group enrollment in LEA)}} \div \frac{\text{(\# of SWD in all other racial/ethnic groups in LEA in specific category)}}{\text{(All children, all other racial/ethnic groups enrollment in the LEA)}}
\]
Significant Disproportionality Calculations - Identification

How many ways can an LEA be Significantly Disproportionate for Identification?

• 7 different calculations are performed for Identification
• Each calculation is performed for 7 race/ethnicities
  ➢ This is a total of 49 calculations used to examine significant disproportionality in identification
Data and Resources

Data Source-Identification

- **FTE1 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 Rule(s)-Identification

- [Child Find](#)
- [Evaluations and Reevaluations](#)
- [Eligibility Determinations](#)
FTE Reports- FT042 & FT043
FTE Reports- FT042 & FT043
FTE Reports - FT042 & FT043

### SPECIAL ED REPORT MENU

| FT04 Enrollment in Special Education | FT017 Special Education Child Count |
| FT018 Special Ed Service in Primary Area | FT019 Related Special Ed Services |
| FT020 Special Ed, Environment-Age 6 and Above | FT027 Special Ed, Environment-Age 5 and Under |
| FT041 Special Education Exit | FT042 Special Ed, Enrollment by Race/Ethnicity Ages 6-21 |
| FT043 Special Ed, Enrollment by Race/Ethnicity Ages 2-5 | FT045 Special Ed, Student Summary Report |
| FT048 GAA Status Report | FT057 Service Hours By Primary Area |
| FT063 SB10 Reported (E311) | FT075 Total Service Minutes |
| FT085 All Special Education Services by Primary Area | FT086 SWD Graduated Report |
| FT087 Enrollment by Disability | FT087 Enrollment by Disability |
| FT088 Enrollment by Primary Area | |

#### Enrollment by Race/Ethnicity Ages 6-21

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>American Indian</th>
<th>Asian</th>
<th>Black</th>
<th>Pacific Islander</th>
<th>White</th>
<th>More Races</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>56</td>
<td>2</td>
</tr>
<tr>
<td>Intellectual Disability</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Moderate Intellectual Disability</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>57</td>
<td>5</td>
</tr>
<tr>
<td>Specific Learning Impairment</td>
<td>89</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>27</td>
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Richard Woods, Georgia’s School Superintendent | Georgia Department of Education | Educating Georgia’s Future
Disproportionate Representation

SPP/APR - Indicators 9 and 10

• Disproportionate Representation (Identification) calculations report the representation of students with disabilities in the district
  a) Indicator 9 – All Disabilities
  b) Indicator 10 – Specific Disability Categories

Risk Ratio of ≥ 3.0 for 2 consecutive years
### FY20 Determination

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*Data Source: 2018 October FTE1 Data Collection*
Significant Disproportionality

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

a) All Disabilities
b) Specific Disability Categories

Risk Ratio of ≥ 3.0

3 consecutive years ---> CCEIS is required
### Significant Disproportionality - Identification

#### FY20 Determination

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*Data Source: 2018 October FTE1 Data Collection*

**Significant Disproportionality Example**

- **FY20**: 3.8629
- **FY19**: 4.7338
- **FY18**: 6.3144
Disproportionate Representation and Significant Disproportionality

**Disproportionate Representation**
- APR Indicators (9, 10)
- Compliance Review required with 2 consecutive years
- CCEIS not required

**Significant Disproportionality in Identification**
- Identification of SWD
- Same formula
- RR $\geq$ 3.0
- Compliance Review
- Fed Reg Requirement
- Reported in MOE/CEIS federal report
- Compliance Review and CCEIS required with 3 consecutive years

*Comprehensive Coordinated Early Intervening Services
Check your Knowledge

What data is used to determine Significant Disproportionality in the area of IDENTIFICATION?

- Primary Area of Disability and Race/Ethnicity reported in FTE-1 October count

How many years of data is used to determine if a LEA has Disproportionate Representation in IDENTIFICATION?

- 2 years of data

Which SPP/APR indicators report Disproportionate Representation in IDENTIFICATION?

- Indicators 9 & 10
Resources

IDEA Guidance on Disproportionality

Significant Disproportionality – Identification

General Supervision and Monitoring
Offering a holistic education to each and every child in our state.

Disproportionality Team
Felicia Peavy fpeavy@doe.k12.ga.us
Monique McCoy mmccoy@doe.k12.ga.us
Alicia Mercer amercer@doe.k12.ga.us
Bridget Still bstill@doe.k12.ga.us

Data & GO-IEP Team
Linda Castellanos lccastellanos@doe.k12.ga.us
Dawn Kemp dkemp@doe.k12.ga.us
KRIS : STOP here for this section.

New section begins on next page – can delete this slide!
Introduction to Disproportionality

Part 3:

Placement
Participants will be able to:

Learning Targets

1. Define disproportionality in the area of Placement
2. Identify and locate data sources for disproportionality determinations in Placement
3. List the LEA implications of Disproportionality in Placement
<table>
<thead>
<tr>
<th>Federal Regulation for Significant Disproportionality</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Federal Regulation</strong></td>
</tr>
<tr>
<td><strong>Categories:</strong> Identification, Placement &amp; Discipline</td>
</tr>
<tr>
<td><strong>Methodology is Risk Ratio:</strong></td>
</tr>
<tr>
<td>Threshold of 3.0, Minimum Cell size, numerator: 10; Minimum N-Size (denominator): 30</td>
</tr>
<tr>
<td><strong>Alternate Risk Ratio</strong> when comparison group is too small (Cell &lt; 10, N &lt; 30)</td>
</tr>
<tr>
<td><strong>SWD ages:</strong> 3-21 for Identification and Discipline</td>
</tr>
<tr>
<td><strong>SWD ages:</strong> 6-21 for Placement</td>
</tr>
<tr>
<td><strong>Discipline:</strong> Total Disciplinary Removals and individual calculations of ISS and OSS by length of removal (5 separate measures)</td>
</tr>
<tr>
<td><strong>Identification:</strong> SWD, 6 specific categories</td>
</tr>
<tr>
<td><strong>Placement,</strong> 2 categories: 1.) &lt; 40% in general education setting, 2.) separate settings</td>
</tr>
<tr>
<td><strong>CCEIS</strong> (Comprehensive CEIS): 15% of IDEA funds for students with &amp; without disabilities ages 3-21</td>
</tr>
</tbody>
</table>
General Overview of Disproportionality

Significant Disproportionality – **PLACEMENT**

This occurs when one racial/ethnic subgroup has a demonstrated 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.
Calculations - Placement

- inside a regular class < 40% of the day; and
- in Separate Settings

\[
\frac{\text{(# of SWD in a specific racial/ethnic group in LEA in specific setting)}}{\text{(SWD in same racial/ethnic group enrollment in LEA)}} \div \frac{\text{(# of SWD in all other racial/ethnic groups in LEA in specific setting)}}{\text{(SWD in all other racial/ethnic groups enrollment in the LEA)}}
\]

Formula used to determine risk ratio disproportionality - Discussed in a Later Presentation.
Categories of Analysis

Placement:

• Placements of children with disabilities in grades K-12, inside a regular class < 40% of the day

• IEP Placements of children with disabilities in grades K-12, inside separate schools and residential facilities (Separate Settings), not including homebound or hospital settings, correctional facilities, or private schools for a student who is parentally placed
Categories of Analysis

Placement:

Separate Settings includes environments

- *Public Separate School* - more than 50% of the school day in public separate day-school facilities; FTE Environment Code 4
- *Private Separate School* - more than 50% of the school day in private separate day school facilities at public expense; FTE Environment Code 5
- *Public Residential* - more than 50% of school day in public residential facilities; FTE Environment Code 6
- *Private Residential* - more than 50% of school day in private residential facilities at public expense FTE Environment Code 7
Significant Disproportionality Calculations - Placement

How many ways can an LEA be disproportionate for Placement?

• 2 different calculations are performed for Placement
• Each calculation is performed for 7 race/ethnicities
  ➢ This is a total of 14 calculations used to examine disproportionality in identification.
Data and Resources

Data Source-Placement

• FTE1 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
<table>
<thead>
<tr>
<th>Primary Area Code</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Ethnicity-Race</td>
<td>Ethnicity-Race</td>
<td>Ethnicity-Race</td>
</tr>
<tr>
<td></td>
<td>EH</td>
<td>RI</td>
<td>RS</td>
</tr>
<tr>
<td>P</td>
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<td>0</td>
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</tr>
<tr>
<td>R</td>
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<td>0</td>
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</tr>
<tr>
<td>X</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Significant Disproportionality

Placement calculations report the risk of a specific placement (i.e., separate setting) of students with disabilities by racial/ethnic subgroup within the LEA compared to the placement of all other racial/ethnic groups within the LEA

- Only two settings are analyzed: < 40% in general classroom and separate settings

Risk Ratio of ≥ 3.0

3 consecutive years ---> CCEIS is required
### FY20 Determination

<table>
<thead>
<tr>
<th>Placement Environment</th>
<th>Race/Ethnicity</th>
<th>Environment Race/Ethnicity Count</th>
<th>District SWD Enrollment</th>
<th>Risk Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less Than 40 Percent in Classroom</td>
<td>Asian</td>
<td>2</td>
<td>7</td>
<td>1.2585</td>
</tr>
<tr>
<td>Less Than 40 Percent in Classroom</td>
<td>Black</td>
<td>61</td>
<td>270</td>
<td>0.9846</td>
</tr>
<tr>
<td>Less Than 40 Percent in Classroom</td>
<td>Hispanic</td>
<td>35</td>
<td>128</td>
<td>1.276</td>
</tr>
<tr>
<td>Less Than 40 Percent in Classroom</td>
<td>Two or More Races</td>
<td>4</td>
<td>30</td>
<td>0.572</td>
</tr>
<tr>
<td>Less Than 40 Percent in Classroom</td>
<td>White</td>
<td>26</td>
<td>126</td>
<td>0.882</td>
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</tbody>
</table>

### FY19 Determination

<table>
<thead>
<tr>
<th>Placement Environment</th>
<th>Race/Ethnicity</th>
<th>Environment Race/Ethnicity Count</th>
<th>District SWD Enrollment</th>
<th>Risk Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less Than 40 Percent in Classroom</td>
<td>Asian</td>
<td>2</td>
<td>8</td>
<td>1.0924</td>
</tr>
<tr>
<td>Less Than 40 Percent in Classroom</td>
<td>Black</td>
<td>72</td>
<td>288</td>
<td>1.1875</td>
</tr>
<tr>
<td>Less Than 40 Percent in Classroom</td>
<td>Hispanic</td>
<td>29</td>
<td>137</td>
<td>0.9039</td>
</tr>
<tr>
<td>Less Than 40 Percent in Classroom</td>
<td>Two or More Races</td>
<td>5</td>
<td>33</td>
<td>0.6487</td>
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<tr>
<td>Less Than 40 Percent in Classroom</td>
<td>White</td>
<td>32</td>
<td>145</td>
<td>0.9522</td>
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<tr>
<td>Other Settings</td>
<td>Black</td>
<td>13</td>
<td>288</td>
<td>3.5361</td>
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</table>

### FY18 Determination

<table>
<thead>
<tr>
<th>Placement Environment</th>
<th>Race/Ethnicity</th>
<th>Environment Race/Ethnicity Count</th>
<th>District SWD Enrollment</th>
<th>Risk Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less Than 40 Percent in Classroom</td>
<td>Asian</td>
<td>1</td>
<td>158</td>
<td>0.3419</td>
</tr>
<tr>
<td>Less Than 40 Percent in Classroom</td>
<td>Black</td>
<td>72</td>
<td>1938</td>
<td>2.321</td>
</tr>
<tr>
<td>Less Than 40 Percent in Classroom</td>
<td>Hispanic</td>
<td>30</td>
<td>1938</td>
<td>0.8418</td>
</tr>
<tr>
<td>Less Than 40 Percent in Classroom</td>
<td>Two or More Races</td>
<td>6</td>
<td>234</td>
<td>1.3992</td>
</tr>
<tr>
<td>Less Than 40 Percent in Classroom</td>
<td>White</td>
<td>29</td>
<td>1448</td>
<td>0.9768</td>
</tr>
<tr>
<td>Other Settings</td>
<td>Black</td>
<td>15</td>
<td>1938</td>
<td>4.6771</td>
</tr>
<tr>
<td>Other Settings</td>
<td>Hispanic</td>
<td>1</td>
<td>1938</td>
<td>0.2206</td>
</tr>
<tr>
<td>Other Settings</td>
<td>White</td>
<td>3</td>
<td>1448</td>
<td>0.899</td>
</tr>
</tbody>
</table>
Implications for LEAs

GaDOE Compliance Review
  • Review of LEA policies, practices, and procedures

Comprehensive Coordinating Early Intervening Services (CCEIS)
  • Exactly 15% of IDEA Part B funds set aside to implement interventions
  • Funds used to address the identified area of significant disproportionality
  • FY21 CCEIS-CEIS Training Video
## Disproportionality Public Reporting

### Special Education Annual Reports

#### 2018-2019 Annual Performance Summary

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>% 2018</th>
<th>% 2019</th>
<th>Y/N</th>
</tr>
</thead>
<tbody>
<tr>
<td>5B</td>
<td>LRE (&lt;40% regular class) Percent of children with IEPs aged 6 through 21 served: Inside the regular class less than 40% of the day; and</td>
<td>14.00%</td>
<td>13.78%</td>
<td>Y</td>
</tr>
<tr>
<td>5C</td>
<td>LRE (Separate Placements) Percent of children with IEPs aged 6 through 21 served: In separate schools, residential facilities, or homebound/hospital placements.</td>
<td>1.38%</td>
<td>0.8%</td>
<td>Y</td>
</tr>
</tbody>
</table>
Check your Knowledge

• In regard to PLACEMENT, which two settings are used in the disproportionality determinations?
  Regular class < 40% of the day
  Separate schools and residential facilities (Separate Settings)

• What data is used to determine Significant Disproportionality in the area of PLACEMENT?
  FTE1 Count in October (Special Education Environment Code and Race/Ethnicity)
Disproportionality Team
Monique McCoy mmccoy@doe.k12.ga.us
Alicia Mercer amercer@doe.k12.ga.us
Bridget Still bstill@doe.k12.ga.us

Data & GO-IEP Team
Linda Castellanos lcastellanos@doe.k12.ga.us
Dawn Kemp dkemp@doe.k12.ga.us
Offering a holistic education to each and every child in our state.

KRIS : STOP here for this section.

New section begins on next page – can delete this slide!
Introduction to Disproportionality

Part 4: Discipline
Participants will be able to:

Learning Targets

1. Define Disproportionality in Discipline
2. Identify and locate data sources for disproportionality determinations in Discipline
3. Distinguish between Significant Discrepancy and Significant Disproportionality in Discipline
4. List the LEA implications of Disproportionality in Discipline
## Federal Regulation for Significant Disproportionality

<table>
<thead>
<tr>
<th>Federal Regulation</th>
<th>Georgia’s Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Categories:</strong> Identification, Placement &amp; Discipline</td>
<td><strong>Categories:</strong> Identification, Placement &amp; Discipline</td>
</tr>
<tr>
<td><strong>Methodology is Risk Ratio:</strong> Threshold of 3.0, Minimum Cell size, numerator: 10; Minimum N-Size (denominator): 30</td>
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<tr>
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<td><strong>Alternate Risk Ratio</strong> when comparison group is too small (Cell &lt; 10, N &lt; 30)</td>
</tr>
<tr>
<td><strong>SWD ages:</strong> 3-21 for Identification and Discipline <strong>SWD ages:</strong> 6-21 for Placement</td>
<td><strong>SWD ages:</strong> 3-21 for Identification and Discipline <strong>SWD grades:</strong> K-12 for Placement</td>
</tr>
<tr>
<td><strong>Discipline:</strong> Total Disciplinary Removals and individual calculations of ISS and OSS by length of removal (5 separate measures)</td>
<td><strong>Discipline:</strong> Total Disciplinary Removals and individual calculations of ISS and OSS by length of removal (5 separate measures)</td>
</tr>
<tr>
<td><strong>Identification:</strong> SWD, 6 specific categories</td>
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</tr>
<tr>
<td><strong>Placement:</strong> 2 categories: 1.) &lt; 40% in general education setting, 2.) separate settings</td>
<td><strong>Placement:</strong> 2 categories: 1.) &lt; 40% in general education setting, 2.) separate settings</td>
</tr>
<tr>
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<td><strong>CCEIS:</strong> 15% of IDEA funds for students with &amp; without disabilities ages 3-21</td>
</tr>
</tbody>
</table>
General Overview of Significant Discrepancy

Significant Discrepancy—**DISCIPLINE**

1) Compares the LEA's SWD rate of OSS > 10 days to the State’s SWD rate of OSS > 10 days,

   **and**

2) Compares each LEA’s SWD racial/ethnic subgroup rate of OSS >10 days to the State’s SWD rate of OSS >10 days
Calculations - Significant Discrepancy

Rate Ratio Calculation - Formula 4A
(State & LEA Comparison)

\[
\frac{\text{# of SWD in the LEA with OSS > 10 Days}}{\text{LEA SWD Cumulative Enrollment}} \div \frac{\text{# of SWD in the State with OSS > 10 Days}}{\text{State SWD Cumulative Enrollment}}
\]
Calculations- Significant Discrepancy

Rate Ratio Calculation - Formula 4B (State & LEA Comparison)

\[
\frac{\text{# of SWD with OSS} > 10 \text{ days in a specific racial/ethnic group in LEA}}{\text{Cumulative SWD enrollment in same racial/ethnic group in LEA}} = \frac{\text{# of SWD with OSS} > 10 \text{ days in the State}}{\text{Cumulative SWD enrollment in the State}}
\]
Significant Discrepancy Categories of Analysis

Indicator 4a and 4b

- Measuring the rate at which a district suspends SWDs > 10 DAYS as compared to the state’s SWD rate of OSS > 10 days
  - 4a – ALL SWD
  - 4b – SWD by each race/ethnic category

- Significant Discrepancy - RATE Ratio of 2.0

- 2 or more consecutive years ---> Compliance Review is required
### Significant Discrepancy Indicator 4a

#### State Comparison

<table>
<thead>
<tr>
<th>District</th>
<th>Removal Period</th>
<th>Discipline Method</th>
<th>Student Count</th>
<th>Cumulative SWD Enrollment</th>
<th>Rate Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greater10</td>
<td>GREATER10</td>
<td>OUTOF SCHOOL</td>
<td>19</td>
<td>1749</td>
<td>2.3555</td>
</tr>
<tr>
<td>State of Georgia</td>
<td>GREATER10</td>
<td>OUTOF SCHOOL</td>
<td>1142</td>
<td>247620</td>
<td>1</td>
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</tbody>
</table>

**FY20**

- 2.3555

**FY 19**

- 2.8121
### Significant Discrepancy Indicator 4b

#### LEA Comparison

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Removal Period</th>
<th>Discipline Method</th>
<th>Student Count</th>
<th>Cumulative SWD Enrollment</th>
<th>Rate Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>GREATER10</td>
<td>OUTOSCHOOL</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>GREATER10</td>
<td>OUTOSCHOOL</td>
<td>0</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td><strong>Black</strong></td>
<td>GREATER10</td>
<td>OUTOSCHOOL</td>
<td><strong>19</strong></td>
<td><strong>1551</strong></td>
<td><strong>2.6562</strong></td>
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<td>Hispanic</td>
<td>GREATER10</td>
<td>OUTOSCHOOL</td>
<td>0</td>
<td>18</td>
<td>0</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>GREATER10</td>
<td>OUTOSCHOOL</td>
<td>0</td>
<td>32</td>
<td>0</td>
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<tr>
<td>Pacific Islander</td>
<td>GREATER10</td>
<td>OUTOSCHOOL</td>
<td>0</td>
<td>2</td>
<td>0</td>
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<tr>
<td>White</td>
<td>GREATER10</td>
<td>OUTOSCHOOL</td>
<td>1</td>
<td>141</td>
<td>1.8023</td>
</tr>
</tbody>
</table>

**FY19**: 3.0133

**FY20**: 2.6562
General Overview of Disproportionality for Discipline

Significant Disproportionality – DISCIPLINE

This occurs when:

1) One racial/ethnic subgroup in an LEA has a demonstrated higher risk in the total number of disciplinary removals when compared to students with disabilities from all other racial/ethnic subgroups in that LEA

or

1) One racial/ethnic subgroup in an LEA has a demonstrated higher risk of a specific disciplinary removal when compared to students with disabilities from all other racial/ethnic subgroups in that LEA
Categories of Analysis

Disproportionality for Discipline:

• SWD ages 3 – 21, Total Disciplinary Removals:
  • Total # of days of removal due to ISS, OSS, expulsions, removals to an interim alternative education setting

• SWD ages 3 – 21, ISS and OSS, ≤ 10 days, > 10 days
  • Count of students with removals in these categories

  • Four Discrete Calculations
    • ISS ≤ 10 days
    • ISS > 10 days
    • OSS ≤ 10 days
    • OSS > 10 days
Calculations- Discipline

• Significant Disproportionality
• Total Disciplinary Removals

\[
\frac{\text{# of SWD days of removals in a specific racial/ethnic group in LEA}}{\text{cumulative SWD enrollment in same racial/ethnic groups enrollment in LEA}} \div \frac{\text{# of SWD days of removals in all other racial/ethnic groups in LEA}}{\text{cumulative SWD enrollment in all other racial/ethnic groups in the LEA}}
\]
Calculations - Discipline

• Significant Disproportionality
• ISS ≤ 10 Days,
• ISS > 10 Days
• OSS ≤ 10 Days,
• OSS > 10 Days

\[
\frac{(\text{# of SWDs with ISS} \leq 10 \text{ days in a specific racial/ethnic group in LEA})}{(\text{cumulative SWD enrollment in same racial/ethnic group in LEA})} \div \frac{(\text{# of SWD with ISS} \leq 10 \text{ days in all other racial/ethnic groups in LEA})}{(\text{cumulative SWD enrollment in all other racial/ethnic groups in the LEA})}
\]
Significant Disproportionality

Discipline calculations report the representation of students with disabilities in the district based on

a) Total disciplinary removals (count of days of removal)

b) Specific disciplinary removals (student count)
   - ISS ≤ 10 days
   - ISS > 10 days
   - OSS ≤ 10 days
   - OSS > 10 days

Risk Ratio of ≥ 3.0

3 consecutive years ---> CCEIS is required
Significant Disproportionality Calculations - Discipline

How many ways can an LEA be significantly disproportionate for Discipline?

• 5 different calculations are performed for Significant Disproportionality for Discipline (not including the additional calculations for Significant Discrepancy for Discipline)

• Each calculation is performed for 7 race/ethnicities

➢ This is a total of 35 calculations used to examine significant disproportionality in discipline
<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Total Disciplinary Removals</th>
<th>Cumulative SWD Enrollment</th>
<th>Risk Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>0</td>
<td>2</td>
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<tr>
<td>Asian</td>
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<td>9</td>
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<td>Black</td>
<td>107</td>
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<tr>
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<td>17</td>
<td>0</td>
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</table>

**FY20**

- Black: 4.3593

<table>
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<tr>
<th>Race/Ethnicity</th>
<th>Total Disciplinary Removals</th>
<th>Cumulative SWD Enrollment</th>
<th>Risk Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
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<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>1</td>
<td>7</td>
<td>0.3407</td>
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<td>157</td>
<td>201</td>
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<tr>
<td>Pacific Islander</td>
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</table>

**FY19**

- Black: 4.5364

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<th>Cumulative SWD Enrollment</th>
<th>Risk Ratio</th>
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<tbody>
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<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
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<td>0</td>
</tr>
<tr>
<td>Black</td>
<td>91</td>
<td>196</td>
<td>6.1241</td>
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<tr>
<td>Hispanic</td>
<td>1</td>
<td>12</td>
<td>0.3461</td>
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<tr>
<td>Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>1</td>
<td>27</td>
<td>0.1488</td>
</tr>
<tr>
<td>White</td>
<td>19</td>
<td>229</td>
<td>0.2177</td>
</tr>
</tbody>
</table>

**FY18**

- Black: 6.121
Disproportionate Representation and Significant Disproportionality

**Disproportionate Representation**
- APR Indicators (9, 10)
- Compliance Review required with 2 consecutive years
- CCEIS not required

**Significant Disproportionality in Identification**
- Identification of SWD
- Same formula
- RR ≥ 3.0
- Compliance Review

- Fed Reg Requirement
- Reported in MOE/CEIS federal report
- Compliance Review and CCEIS required with 3 consecutive years

*Comprehensive Coordinated Early Intervening Services*
Significant Discrepancy
Vs. Significant Disproportionality

**Significant Discrepancy**
- APR Indicators (4a, 4b)
- Examines only OSS >10 days
  - RR ≥ 2.0
- Compliance Review required with 2 consecutive years
- Always compared to State data
  - CCEIS not required
  - Rate Ratio Formula

**Significant Disproportionality in Discipline**
- Discipline of SWD
- Uses a count of SWDs 3-21
- Compliance Review

- Fed Reg Requirement
- Reported in MOE/CEIS federal report
- Examines Total Days of Removal and 4 discreet calculations of ISS and OSS days
- Some calculations use a count of # of days of removal
  - RR ≥ 3.0
- Compliance Review and CCEIS required with 3 consecutive years
- Generally compared to LEA data for ALL OTHER
  - Risk Ratio Formula
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](#)
# Student Record Reports

## Site Navigation

- Home
- Logout

### Exceptional Students

- Consolidated Application
- Special Education Annual Reports

#### Data Collection

- View Documents
- Message Center
- CTAE Reporting
- Technology Inventory
- SE Applications Dashboard
- Special Education IEP
- Coordinated Early Intervening Services (CEIS)
- Professional Learning Opportunities (PLO)

### Surveys

- New (0)
- Saved (0)
- Submitted (10)
- Approved

No new surveys available

## Dawn Kemp

- Account Information
- Add to Favorites
- Help Desk Portal

---

*Richard Woods, Georgia’s School Superintendent | Georgia Department of Education | Educating Georgia’s Future*
Student Record Reports

Student Record Data Collection System (FY2020)

Student Record Transmission Cycles

Transmission Cycles                                Current Documentation
Student Record For 2020                            • Address Level File Layout
Student Record For 2019                            • Enrollment Level File Layout
Student Record For 2018                            • Program Level File Layout
Student Record For 2017                            • School Level File Layout
Student Record For 2016                            • Special Education Level Layout
Student Record For 2015                            • Student Level File Layout
Student Record For 2014                            • Student Safety File Layout
Student Record For 2013                            • System Level File Layout
Student Record For 2012                            • FY2021 Data Collection FAQs
Student Record For 2011

Go To Main Menu

Student Record Main Menu

Special Tools
SR Reports Menu
$P Primary Contacts
Manual Brief Request
$P Transmission List
$P Transmission Status

System Signed Off On: 06/15/2020 01:41:56

Student Record Updates
Student Record Reports

Special Education Reports are a great source of information and provide cumulative enrollment for SWD. The Discipline Reports for students are included in the **Student Safety Reports**.
## Student Records Reports

<table>
<thead>
<tr>
<th>Student Safety Level Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIS010 System Totals By Incident Type</td>
</tr>
<tr>
<td>DIS020 System Totals By Discipline Action</td>
</tr>
<tr>
<td>DIS030 System Totals By Incident Counts</td>
</tr>
<tr>
<td>DIS040 System Totals By Context and Location</td>
</tr>
<tr>
<td>DIS050 System Totals By Action/Auxiliary</td>
</tr>
<tr>
<td>DIS060 Student Safety Level Transmission Verification Report</td>
</tr>
<tr>
<td>DIS070 Discipline Comparison Report</td>
</tr>
<tr>
<td>DIS080 Student Safety EVENT Summary Report</td>
</tr>
<tr>
<td>SRDISCALL Print ALL Summary Reports</td>
</tr>
<tr>
<td>DIS090 Continuation of Services Report</td>
</tr>
<tr>
<td>DIS091 Suspensions with Same Date and Days (W863)</td>
</tr>
<tr>
<td>DIS092 Possible Duplicated Student Safety Records</td>
</tr>
<tr>
<td>DIS093 In-Out School Suspensions Less Than One Day</td>
</tr>
<tr>
<td>DIS094 OSS Greater Than 10 Days w/o Services</td>
</tr>
<tr>
<td>DIS097 SWD System Totals by Discipline Action</td>
</tr>
<tr>
<td>DIS099 Total Students Disciplined by Total Number of Incidents Reported</td>
</tr>
<tr>
<td>SAF095 Students Administered Physical Restraint</td>
</tr>
</tbody>
</table>

**DIS 091 & 092 are key to possible errors.**
# SE055 Primary Area by EL, Hispanic, Race and Gender

## SE055-School Level Transmission on Signed off

**Georgia Department of Education**

**Student Record Data Collection System (FY2020)**

<table>
<thead>
<tr>
<th>Primary Area</th>
<th>EL</th>
<th>Hispanic</th>
<th>Race</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>P - Mild Intellectual Disability</td>
<td>1</td>
<td>4.17</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>Q - Moderate Intellectual Disability</td>
<td>1</td>
<td>6.67</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>R - Severe Intellectual Disability</td>
<td>3</td>
<td>100.00</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>S - Profound Intellectual Disability</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>T - Emotional / Behavioral Disorder</td>
<td>2</td>
<td>3.39</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>U - Specific Learning Disability</td>
<td>21</td>
<td>11.67</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>V - Orthopedic Impairment</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>W - Hearing Impairment</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>X - Deaf</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>Y - Other Health Impairment</td>
<td>2</td>
<td>3.39</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>Z - Visual Impairment</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>1 - Blind</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>2 - Deaf and Blind</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>3 - Speech / Language Impairment</td>
<td>8</td>
<td>9.09</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>4 - Autism</td>
<td>3</td>
<td>3.39</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>5 - Traumatic Brain Injury</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>6 - Significant Developmental Delay</td>
<td>6</td>
<td>6.67</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>Total</td>
<td>47</td>
<td>8.25</td>
<td>80</td>
<td>14.04</td>
</tr>
</tbody>
</table>

**See more detail at [GaDOE Website](https://www.gadoe.org)**
SR DIS090 Continuation of Services

The report provides continuation of services, the number of days of OSS, and a primary area. Reviewing this report prior to submitting SR is critical. The Y or N for continuation of services with OSS is collected in your SIS. Sometimes errors are made. If a student has >10 days OSS with no services, it is displayed in the portal and explanations must be provided.
### SR DIS091 Suspensions with the same date and days

<table>
<thead>
<tr>
<th>School</th>
<th>GTID</th>
<th>Student Name</th>
<th>Incident Date</th>
<th>Number of Days</th>
<th>Total Records</th>
<th>Total Days</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>02/21/2020</td>
<td>1,1,1</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>11/01/2019</td>
<td>2,2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>02/05/2020</td>
<td>1,5</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>01/15/2020</td>
<td>2,2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>12/03/2019</td>
<td>2,1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>11/21/2019</td>
<td>1,1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>01/27/2020</td>
<td>3,3</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>01/27/2020</td>
<td>3,3</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>11/20/2019</td>
<td>2,2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>08/30/2019</strong></td>
<td><strong>3,5</strong></td>
<td><strong>2</strong></td>
<td><strong>10</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>11/19/2019</td>
<td>1,3</td>
<td>2</td>
<td>4</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>10/14/2019</td>
<td>1,1</td>
<td>2</td>
<td>2</td>
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</tbody>
</table>
SR DIS092 Possible duplicated safety records

<table>
<thead>
<tr>
<th>School ID</th>
<th>Name</th>
<th>GTID</th>
<th>Student Name</th>
<th>Incident Date</th>
<th>Action Code</th>
<th>Auxiliary Code</th>
<th>Total* Records</th>
<th>Total** Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>02212020</td>
<td>30</td>
<td>0002</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02182020</td>
<td>50</td>
<td>0002</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11012019</td>
<td>30</td>
<td>0002</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td></td>
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</tr>
<tr>
<td>02052020</td>
<td>30</td>
<td>0002</td>
<td>2</td>
<td>6</td>
<td>2</td>
<td></td>
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<tr>
<td>01152020</td>
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<td>0002</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12032019</td>
<td>30</td>
<td>0002</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11112019</td>
<td>20</td>
<td>0002</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01272020</td>
<td>30</td>
<td>0002</td>
<td>2</td>
<td>6</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01272020</td>
<td>30</td>
<td>0002</td>
<td>2</td>
<td>6</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11202019</td>
<td>30</td>
<td>0002</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09242020</td>
<td>80</td>
<td>0002</td>
<td>2</td>
<td>0</td>
<td>2</td>
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</tr>
<tr>
<td>08232019</td>
<td>20</td>
<td>0002</td>
<td>2</td>
<td>10</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11192019</td>
<td>20</td>
<td>0002</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08272019</td>
<td>80</td>
<td>0002</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SR DIS095 OSS Greater than 10 Days w/out Services

<table>
<thead>
<tr>
<th>System</th>
<th>School</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notice:**

State Board Rule 160-4-7-.10 Discipline

After a child with a disability has been removed from his or her current placement for 10 school days in the same school year, during any subsequent days of removal the LEA must provide services to the extent required under this rule. (34 CFR § 300.530 Authority of school personnel)

The LEA must reach out to any student on this report and offer services. The report allows you to drill down to the individual student information.
SR DIS097 SWD Totals by Discipline Action

<table>
<thead>
<tr>
<th>School Name</th>
<th>Unduplicated Student Count Per Discipline Action</th>
<th>Total Action Records</th>
<th>Total* Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Schools</td>
<td></td>
<td>20</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>14</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>42</td>
<td>24</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>18</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>101</td>
<td>90</td>
<td>0</td>
</tr>
</tbody>
</table>

Action

- 20-In-School Suspension
- 30-Out-of-School Suspension
- 40-Expulsion

Selecting a school from the first column, you can drill down and get specific student information.
SR DIS097 SWD Totals by Discipline Action

<table>
<thead>
<tr>
<th>Discipline Action</th>
<th>Hispanic</th>
<th>Rate</th>
<th>Gender</th>
<th>Free/Reduced Price Meal Eligibility</th>
<th>Total Action Records</th>
<th>Total** Undup Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 - In-School Suspension</td>
<td>7</td>
<td>0 1 24 0 5 5 32 10</td>
<td>42</td>
<td>0</td>
<td>104</td>
<td>42</td>
</tr>
<tr>
<td>30 - Out-of-School Suspension</td>
<td>0</td>
<td>0 0 19 0 3 2 16 8</td>
<td>24</td>
<td>0</td>
<td>44</td>
<td>24</td>
</tr>
<tr>
<td>Total School</td>
<td>7</td>
<td>0 1 43 0 8 7 48 16</td>
<td>66</td>
<td>0</td>
<td>148</td>
<td>66</td>
</tr>
</tbody>
</table>

By clicking on the highlighted number, a table of student names, days of OSS, etc. is provided, as shown below.
Student Record Reports-Tips

• All SR reports can be downloaded to Excel.
• School Level Reports will allow you to drill down to the individual student level.
• Multiple years of discipline data is available in the portal to examine trends.
• If you wait for SR to close in June to determine discipline difficulties with SWD, it is too late!
• Start reviewing the data in September!
• Utilize your school system’s Student Information System (SIS) discipline reports throughout the year to monitor potential problems. Principals, Asst. Principals, and Data Clerks can help with reports and/or get you the needed access to review or generate them.
• All SIS have reports for discipline that can be monitored in a real time basis.
Check your Knowledge

• What data is used to determine Significant Disproportionality in the area of DISCIPLINE?
  Student Record Data Submission

• Which SPP/APR indicators report Significant Discrepancy in DISCIPLINE?
  Indicator 4a and 4b

Data for Disproportionality Determinations in DISCIPLINE are from which period of time?
  Previous school year
Resources

• IDEA Guidance on Disproportionality

• Discipline - Manifestation Determination Reviews and Removals
Disproportionality Team
Monique McCoy mmccoy@doe.k12.ga.us
Alicia Mercer amercer@doe.k12.ga.us
Bridget Still bstill@doe.k12.ga.us

Data & GO-IEP Team
Linda Castellanos lcastellanos@doe.k12.ga.us
Dawn Kemp dkemp@doe.k12.ga.us
Offering a holistic education to each and every child in our state.

KRIS : STOP here for this section.

New section begins on next page – can delete this slide!
Introduction to Disproportionality

Part 5:
Data & Risk Ratio Calculations for Identification and Placement
K-W-L

• K = What We Know
• W = What We Want to Know
• L = What We Have Learned
K = What We Know

• Disproportionality Determinations are based on calculations.

• Disproportionality Determination calculations are comparisons.

• Usually, comparisons include subgroups within the LEA.

• Sometimes, comparisons include subgroups within the LEA and subgroups throughout the State.
W = What We Want to Know

• What ethnic or racial group categories are used in determining Disproportionality?
• What specific comparisons are made to obtain a risk ratio?
• What specific comparisons are made to obtain an alternate risk ratio?
• When is the alternate risk ratio used for determinations?
• When are consequences not imposed upon LEAs for disproportionality data?
Risk Ratio ≠ Rate Ratio

• Key Points:
  • Risk Ratio is used in the Disproportionality calculations for Identification and Placement.
    • This presentation will thoroughly explore Risk Ratio and Alternate Risk Ratio
  • Rate Ratio is used in the Significant Discrepancy calculations for Discipline.
    • Presentation 6 in this series will examine Rate Ratio
Disproportionality Group Names

AG
Analysis Group

CG
Comparison Group

SCG
State Comparison Group
Exploring the Groups

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

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.
Exploring the Groups

**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.

**SCG**
State Comparison Group
Disproportionality Formulas & Groups

Comparison Group
The formulas are unique to the area of disproportionality. One formula for Identification will require the CG to be **ALL OTHER*** STUDENTS in the LEA or SEA, and all other formulas will require the CG to be **ALL OTHER*** STUDENTS WITH DISABILITIES in the LEA or SEA.

* Except the Analysis Group
Disproportionality Formulas & Groups

AG
Analysis Group

CG
Comparison Group

SCG
State Comparison Group

98 Calculations Possible = 14 different categories x 7 specific ethnic and racial groups
Example 1 of Groups for Calculation: Success County School System

**Analysis Group:**
American Indian students with disabilities in the LEA (Success County School System)

**Comparison Group:**
Asian, Black, Hispanic, Pacific Islander, two or more races, and White students with disabilities in the LEA
Example 2 of Groups for Calculation: Elevation School System

**Analysis Group:**
Asian students with disabilities in the LEA (Elevation School System)

**Statewide Comparison Group:**
American Indian, Black, Hispanic, Pacific Islander, two or more races, and White students with disabilities throughout the State
Important Note:

AG → CG

OR

AG → SCG

BOTH
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.”

Risk Ratio

• A Risk Ratio is calculated for each applicable racial and ethnic subgroup

• The Risk Ratio for each racial and ethnic subgroup will be different
## Analysis Group Required Conditions

<table>
<thead>
<tr>
<th>Cell Size</th>
<th>Ten (10) or more for the disproportionality category being calculated.</th>
</tr>
</thead>
<tbody>
<tr>
<td>n Size</td>
<td>Enrollment of thirty (30) or more for the racial or ethnic subgroup analyzed.</td>
</tr>
</tbody>
</table>

If **both** conditions are not met, Disproportionality calculations will not be used to make disproportionality determinations for this subgroup.
## Comparison Group Required Conditions

<table>
<thead>
<tr>
<th>Cell Size</th>
<th>Ten (10) or more for the disproportionality category being calculated.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment Size</td>
<td>Enrollment of thirty (30) or more students of all other racial or ethnic subgroups.</td>
</tr>
</tbody>
</table>

If *both* conditions are not met, the Alternate Risk Ratio will be used in Disproportionality Determination calculations for this subgroup.
Risk Ratio- Example 1

Analysis Group:
American Indian students with disabilities in the LEA

Success County School District:
AG of American Indian SWDs in Gen Ed < 40% of the day: 13 (cell size)
American Indian SWDs AG Total Enrollment in the LEA: 40 (n size)

13/40 = 0.325

32.5% of American Indian SWD are in the General Education setting less than 40% of the day.
Risk Ratio

Comparison Group:
Asian, Black, Hispanic, Pacific Islander, two or more races, and White students with disabilities in the LEA

Success County School District:

CG of all other students with disabilities (excluding American Indian) in Gen Ed < 40% of the day: 80 (cell size)

CG of all other students with disabilities (excluding American Indian)
Enrollment: 760 (n size)

\[
\frac{80}{760} = 0.105
\]

10.5% of ALL other SWD are in the General Education setting less than 40% of the day.
<table>
<thead>
<tr>
<th>Risk Ratio</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian SWD in Gen Ed</td>
<td>32.5%</td>
</tr>
<tr>
<td>less than 40% of the day</td>
<td></td>
</tr>
<tr>
<td>(Analysis Group)</td>
<td></td>
</tr>
<tr>
<td>ALL other SWD in Gen Ed less</td>
<td>10.5%</td>
</tr>
<tr>
<td>than 40% of the day (Comparison</td>
<td></td>
</tr>
<tr>
<td>Group)</td>
<td></td>
</tr>
</tbody>
</table>
Calculation of Risk Ratio-Placement

Analysis group

# of American Indian SWDs in Gen Ed < 40% of the day: 13
SWD in same racial/ethnic group enrollment in the LEA: 40

Comparison Group

# of SWD in all other racial/ethnic groups in Gen Ed < 40% of the day: 80
SWD in all other racial/ethnic groups enrollment in the LEA: 760
Key Point

- Using a calculation of rounding each fraction to a decimal and then dividing the numerator 0.325 by the denominator 0.105 will not yield the exact information you will see in your system’s disproportionality data in the Portal!

- DOE 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.
Precise State Calculation Methodology

- 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 to multiple roundings.
Risk Ratio

KEY:

\[ \frac{A}{B} = C \]

\[ \frac{X}{Y} = Z \]

\[ \left( \frac{A}{B} \right) ÷ \left( \frac{X}{Y} \right) = \frac{C}{Z} = \text{RISK RATIO} \]
Risk Ratio is calculated by Multiplying by the reciprocal

Risk Ratio = \( \frac{A}{B} \times \frac{Y}{X} \)
Calculation of Risk Ratio - Placement

Analysis group

# of American Indian SWDs in Gen Ed < 40% of the day: 13
SWD in same racial/ethnic group enrollment in the LEA: 40

Comparison Group

# of SWD in all other racial/ethnic groups in Gen Ed < 40% of the day: 80
SWD in all other racial/ethnic groups enrollment in the LEA: 760
Risk Ratio – Placement Multiplying by the reciprocal

A
# of American Indian SWDs in Gen Ed < 40% of the day: 13

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

Y
SWD in all other racial/ethnic groups enrollment in the LEA: 760

X
# of SWD in all other racial/ethnic groups in Gen Ed < 40% of the day: 80
Risk Ratio Example with Reciprocal

13 American Indian SWD in General Ed < 40% of the Day

760 all other race/ethnicity enrollment of SWD in the LEA

40 total American Indian SWD in General Ed < 40% of the Day

80 all other race/ethnicity identified as SWD in General Ed < 40% of the Day

Risk Ratio: \( \frac{13}{40} \div \frac{80}{760} \) = equation before math calculation

\( \frac{13}{40} \times \frac{760}{80} \) = equation expressed for calculation

13 \times 760 = 9800 (numerator)

40 \times 80 = \underline{3200} (denominator)

\( \frac{9800}{3200} = 3.087 \) only one rounded decimal calculation
Risk Ratio Example without Reciprocal Method

13 American Indian SWD in General Ed < 40% of the Day

40 total American Indian SWD in the LEA

80 all other race/ethnicity identified as SWD in General Ed < 40% of the Day

760 all other race/ethnicity SWD enrollment of students in the LEA

Risk Ratio: \( \frac{13}{40} = 0.325 \) 1st rounded Decimal

\( \frac{0}{760} = 0.105 \)

\( \frac{0.325}{0.1052} = 3.095 \) 3rd rounded Decimal
Alternate Risk Ratio
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.”

When is Alternate Risk Ratio Used?

Comparison Group:
American Indian, Black, Hispanic, Pacific Islander, two or more races, and White students with disabilities in the LEA

Cell Size
✓ Number of comparison group SWD in gen ed less than 40% of the day: <10 OR

n Size
✓ Number of comparison group enrolled in the LEA: <30
Alternate Risk Ratio - Example 2

**Analysis Group:**
Asian students with disabilities in the LEA

Elevation County School District:
AG of Asian SWDs in Gen Ed < 40% of the day: 13 (cell size)

Asian SWDs AG Total Enrollment in the LEA: 40 (n size)

$$\frac{23}{93} = 0.2473$$

24.7% of Asian SWD are in the General Education setting less than 40% of the day.
Alternate Risk Ratio

Comparison Group:
American Indian, Black, Hispanic, Pacific Islander, two or more races, and White students with disabilities in the LEA

Elevation County School District:
CG of all other students with disabilities (excluding Asian) in Gen Ed < 40% of the day: 6 (cell size)

CG of all other students with disabilities (excluding Asian) Enrollment: 760 (n size)

6 (Cell Size) < 10 use alternate risk ratio
**Alternate Risk Ratio**

**Statewide Comparison Group:**
American Indian, Black, Hispanic, Pacific Islander, two or more races, **and** White students with disabilities throughout the State

**Statewide:**
SCG of all other SWD (excluding Asian) in the state in Gen Ed < 40% of the day: 27,630

SCG of all other SWD in the state Enrollment: 186,225

\[
\frac{27,630}{186,225} = 0.148
\]

14.8% of ALL other SWD throughout the State are in the General Education setting less than 40% of the day.
Alternate Risk Ratio

Asian SWD in General Education less than 40% of the day in Elevation County

24.7%

ALL other SWD throughout the State in General Education less than 40% of the day

14.8%
Alternate Risk Ratio is calculated by multiplying by the reciprocal

\[
\frac{A}{B} \times \frac{Y}{X} = \text{Risk Ratio}
\]
Calculation of Alternate Risk Ratio - Placement

Analysis group

# of Asian SWDs in Gen Ed < 40% of the day: 23

SWD in the same racial/ethnic group enrollment in the LEA: 93

Comparison Group

# of SWD in all other racial groups in GA in Gen Ed < 40% of the day: 27,630

All SWD in all other racial/ethnic groups enrolled in GA: 186,225
Alternate Risk Ratio – Placement Multiplying by the reciprocal

\[ \text{Alternate Risk Ratio} = \frac{A}{Y} \times \frac{X}{B} \]

- **A**
  - # of Asian SWDs in Gen Ed < 40% of the day: 23

- **B**
  - All SWD of the same racial/ethnic group enrollment in the LEA: 93

- **Y**
  - All SWD in all other racial/ethnic groups enrolled in GA: 186,225

- **X**
  - # of SWD in all other racial groups in GA in Gen Ed < 40% of the day: 27,630
Alternate Risk Ratio Example with Reciprocal Calculation

23 Asian SWD students in General Ed < 40% of the Day

\[ \frac{23}{93} \times \frac{186,225}{27,630} \]

93 total Asian SWD students in General Ed < 40% of the Day

186,225 all other race/ethnicity enrollment of SWD in GA

X

27,630 all other race/ethnicity identified as SWD in GA in General Ed < 40% of the Day

Risk Ratio: \( \frac{23}{93} \div \frac{27,630}{186,225} = \) equation before math calculation

\( \frac{23}{93} \times \frac{186,225}{27,630} = \) equation expressed for calculation

23 \times 186,225 = 4,283,175 (numerator)

93 \times 27,630 = 2,569,590 (denominator)

\( \frac{4,283,175}{2,569,590} = 1.666870 \) only rounded once
Tie it All Together
## Analysis Group Required Conditions

<table>
<thead>
<tr>
<th>Condition</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cell Size</strong></td>
<td>Ten (10) or more for the disproportionality category being calculated.</td>
</tr>
<tr>
<td><strong>n Size</strong></td>
<td>Enrollment of thirty (30) or more for the racial or ethnic subgroup analyzed.</td>
</tr>
</tbody>
</table>

If *both* conditions are not met, Disproportionality Determination calculations will not be used for determinations for this subgroup.
## Comparison Group

### Required Conditions

<table>
<thead>
<tr>
<th>Cell Size</th>
<th>Enrollment of thirty (30) or more students of all other racial or ethnic subgroups.</th>
</tr>
</thead>
</table>

If *both* conditions are not met, the Alternate Risk Ratio will be used in Disproportionality Determination calculations for this subgroup.
AG
Will calculations for this subgroup impact the LEA?

CG
Which calculations will be made?
W = What We Want to Know

• What ethnic or racial group categories are used in calculating Disproportionality?
• What specific comparisons are made to obtain a risk ratio?
• What specific comparisons are made to obtain an alternate risk ratio?
• When is the alternate risk ratio calculated?
• When are consequences not imposed upon LEAs for disproportionality data?
L = What We Have Learned

- What ethnic or racial group categories are used in calculating Disproportionality?
  - Hispanic (only ethnicity)
  - American Indian/Alaska Native
  - Asian
  - Black
  - Pacific Islander/Native Hawaiian
  - White
  - Two or More Races
L = What We Have Learned

• What specific comparisons are made to obtain a risk ratio?

• Each racial and ethnic subgroup within an LEA is compared with all other racial and ethnic subgroups in the LEA to obtain a risk ratio.
L = What We Have Learned

• What specific comparisons are made to obtain an alternate risk ratio?

• Each racial and ethnic subgroup within an LEA may be compared with all other racial and ethnic subgroups throughout the State to obtain an alternate risk ratio.
L = What We Have Learned

• When is the alternate risk ratio calculated?
• When the number of students/events included in the comparison group for a specific disproportionality category is less than ten (10),
  or
• When the total number of enrolled students in the LEA comparison group is less than thirty (30).
L = What We Have Learned

• When are consequences not imposed upon LEAs for disproportionality data?

• When the number of students/events included in the analysis group for a specific disproportionality category is less than ten (10),

  or

• When the enrollment count for students included in the analysis group is less than thirty (30).

• However, LEAs should review these calculations, because a group of 8 students can easily become 12 or 13 the next time calculations are conducted.
www.gadoe.org

@georgiadeptofed

youtube.com/c/GeorgiaDepartmentofEducation

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KRIS : STOP here for this section.

New section begins on next page – can delete this slide!
Offering a holistic education to each and every child in our state.

Introduction to Disproportionality

Part 6: Data & Calculations
Discipline
K-W-L

• K = What We Know
• W = What We Want to Know
• L = What We Have Learned
K = What We Know

• Disproportionality Determinations are based on calculations
• Disproportionality Determination calculations are comparisons
• Usually, comparisons include subgroups within the LEA
• Sometimes, comparisons include subgroups within the LEA and subgroups throughout the State
W = What We Want to Know

• What is Significant Discrepancy in Discipline?
• What comparisons are used to determine Significant Discrepancy?
• How do the calculations for Significant Discrepancy differ from those used in Significant Disproportionality?
• What are the five areas examined for Significant Disproportionality in Discipline beginning in 2020?
• How do the calculations for Total Removals and those used in OSS and ISS differ?
Discipline- Significant Discrepancy Indicator 4a and 4b

- **Only** involves SWD with > 10 days OSS
- LEAs with a Rate Ratio of ≥ 2.0 are Significantly Discrepant
- Any LEA which is Significantly Discrepant for 2 or more consecutive years will be required to participate in a Compliance Review
- Two separate calculations
  - The first calculation, Indicator 4a, compares the rate of SWD with > 10 days OSS in the LEA with the rate of SWD with > 10 days OSS in the State
  - The second calculation, Indicator 4b, compares the rate of SWD with > 10 days OSS by ethnicity/race in the LEA with the rate of SWD with > 10 days OSS by ethnicity/race in the State
### Significant Discrepancy - Indicator 4a Rate Ratio

<table>
<thead>
<tr>
<th>LEA SWD Rate &gt; 10 days OSS Compared to State SWD Rate &gt; 10 days OSS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example 1</strong></td>
</tr>
</tbody>
</table>

#### Sunny County School District

30 students with disabilities were suspended for > 10 days in the FY20 school year. There were 7,000 students with disabilities in the LEA.

#### State of Georgia

1,142 students with disabilities were suspended for > 10 days in the FY20 school year. There were 247,620 students with disabilities in Georgia.
Methodology- Significant Discrepancy

• Rate Ratio (RR) Comparison of 2 rate risks
  • SWDs in the LEA with OSS more than 10 days compared to the state rate for all SWDs
  • Each racial/ethnic group in the LEA with OSS more than 10 days compared to the state rate for all SWDs

• Cell size
  • Minimum of 10
  • Numerator in the calculation of Rate Ratio

• N-size
  • Minimum of 30
  • Denominator in the calculation of Rate Ratio

• 2 Year ‘look’
  • A district with any rate ratio of 2.0 or higher will be determined to have significant discrepancy. A district that has significant discrepancy for 2 or more consecutive years in the same subgroup(s) will be required to participate in a Compliance Review.
Calculations- Significant Discrepancy

Rate Ratio Calculation - Formula 4A
(State & LEA Comparison)

\[
\frac{\text{# of SWD in the LEA with OSS > 10 Days}}{\text{LEA SWD Cumulative Enrollment}}
\]

\[
\frac{\text{# of SWD in the State with OSS > 10 Days}}{\text{State SWD Cumulative Enrollment}}
\]
Calculation of Rate Ratio
Indicator 4a
Significant Discrepancy

Sunny County School System

# of SWDs with > 10 days OSS: 30
SWD Enrollment in the LEA: 7,000

State of Georgia

# of SWD with > 10 days OSS: 1,142
SWD Enrollment in the State: 247,620
Significant Discrepancy - Indicator 4a Rate Ratio
LEA SWD Rate > 10 days OSS
Compared to
State SWD Rate > 10 days OSS

Multiplying by the Reciprocal

\[
\begin{align*}
A & \quad \# \text{ of SWDs with } > 10 \text{ days OSS: 30} \\
B & \quad \text{SWD Enrollment in the LEA: 7,000} \\
Y & \quad \text{SWD Enrollment in the State: 247,620} \\
X & \quad \# \text{ of SWD with } > 10 \text{ days OSS: 1,142}
\end{align*}
\]

\[
\begin{align*}
30 \times 247,620 &= 7,428,600 \\
7,000 \times 1,142 &= 7,994,000
\end{align*}
\]

\[
\frac{7,428,600}{7,994,000} = 0.9292 \text{ Not Significantly Discrepant}
\]
**Significant Discrepancy - Indicator 4b Rate Ratio**
**LEA SWD rate > 10 Days OSS by Race/Ethnicity**
**Compared to**
**State SWD rate > 10 days OSS**
**Example 2**

<table>
<thead>
<tr>
<th>Twilight County School District</th>
<th>State of Georgia</th>
</tr>
</thead>
<tbody>
<tr>
<td>26 students with disabilities who are in the White subgroup were suspended for &gt; 10 days in the FY20 school year. There were 5,777 White students with disabilities in the school system.</td>
<td>1,142 total students with disabilities were suspended for &gt; 10 days in the FY20 school year. There were 248,228 students with disabilities in Georgia.</td>
</tr>
</tbody>
</table>
Calculations - Significant Discrepancy

Rate Ratio Calculation - Indicator 4B
(State & LEA Comparison)

\[
\frac{\text{# of SWD with OSS > 10 days in a specific racial/ethnic group in LEA}}{\text{Cumulative SWD enrollment in same racial/ethnic group in LEA}}
\]

\[
\frac{\text{# of SWD with OSS > 10 days in the State}}{\text{Cumulative SWD enrollment in the State}}
\]
Calculation of Rate Ratio
Indicator 4b
Significant Discrepancy

Twilight County
School System
White subgroup

# of SWDs in the White subgroup with > 10 days OSS in the LEA: 26
SWD Enrollment in the White subgroup in LEA: 5,777

State of Georgia

# of SWD with > 10 days OSS in the State: 1,142
SWD Enrollment in the State: 248,228
Significant Discrepancy - Indicator 4b Rate Ratio
LEA SWD Rate by Race/Ethnicity > 10 days OSS
Compared to
State SWD Rate > 10 days OSS
Multiplying by the Reciprocal

\[
A \times B = \frac{26 \times 248,228}{5,777 \times 1,142} = 0.9782 \quad \text{Not Significantly Discrepant}
\]
Discipline - Significant Disproportionality
Categories of Analysis

Discipline Calculations:

• Total Disciplinary Removals
  • A count of days removed (OSS)
  • Not a student count
• ISS and OSS Discrete Calculations
  • A student count
  • # of students with ISS ≤ 10 days
  • # of students with OSS ≤ 10 days
  • # of students with ISS > 10 days
  • # of students with OSS > 10 days

In FY20 Georgia transitioned from “Duration and Type” to these 4 Discrete calculations,
Methodology

- Risk Ratio (RR)
  - Comparison of 2 risks (one racial/ethnic group compared to all other racial/ethnic groups)
  - Risk Ratio Threshold of 3.0

- Cell size
  - Minimum of 10
  - Numerator in the calculation of Risk Ratio

- N-size
  - Minimum of 30
  - Denominator in the calculation of Risk Ratio

- 3 Year ‘look’
  - A district with a RR of 3.0 or greater is Significantly Disproportionate
  - 3 or more consecutive years of Significant Disproportionality will result in a requirement of CCEIS
The Two or More Races students with disabilities subgroup had 79 total days of disciplinary removals in the FY20 school year. There were 103 Two or More Races students with disabilities in the school system.

There were 1,640 total days of disciplinary removals in all other subgroups of students with disabilities. There were a total of 2,631 students with disabilities in all other racial/ethnic subgroups (not including Two or More Races).
Calculations- Discipline

Significant Disproportionality
Total Disciplinary Removals

\[
\frac{\text{# of SWD removals in a specific racial/ethnic group in LEA}}{\text{cumulative SWD enrollment in same racial/ethnic groups enrollment in LEA}} \div \frac{\text{# of SWD removals in all other racial/ethnic groups in LEA}}{\text{cumulative SWD enrollment in all other racial/ethnic groups in the LEA}}
\]
Significant Disproportionality - Risk Ratio
Total Disciplinary Removals

Wolverine County School System
Two or More races SWD subgroup

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

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

Wolverine County School System
All Other SWD (not Two or More races)
**Significant Disproportionality - Risk Ratio**

**Total Disciplinary Removals**

<table>
<thead>
<tr>
<th>A</th>
<th>Total # of Disciplinary Removals in the SWD Two or More races subgroup in the LEA: 79</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>SWD Enrollment in the Two or More races subgroup in LEA: 103</td>
</tr>
<tr>
<td>Y</td>
<td>SWD Enrollment in the LEA in all other subgroups: 2,631</td>
</tr>
<tr>
<td>X</td>
<td>Total # of Disciplinary Removals in all other SWD subgroups in the LEA: 1,640</td>
</tr>
</tbody>
</table>

1. **Calculation**

   
   \[
   \text{Risk Ratio} = \frac{79 \times 2,631}{103 \times 1,640} = \frac{207,849}{168,920} = 1.2305 
   \]

2. **Conclusion**

   1.2305 is not significantly disproportionate.
Significant Disproportionality - Risk Ratio
ISS $\leq$ 10 Days

**Weeble County School District**

The Hispanic students with disabilities subgroup had 35 students with ISS $\leq$ 10 days in the FY20 school year. There were 406 Hispanic students with disabilities in the school system.

**Weeble County School District**

There were 91 students with disabilities with ISS $\leq$ 10 days in all other subgroups of students with disabilities in FY20. There were a total of 957 students with disabilities in all other racial/ethnic subgroups (not Hispanic).
Calculations - Discipline

Significant Disproportionality Discrete Calculations
ISS ≤ 10 Days, ISS > 10 Days
OSS ≤ 10 Days, OSS > 10 Days

\[
\frac{(\text{# of SWD ISS} \leq 10 \text{ days in a specific racial/ethnic group in LEA})}{\text{cumulative SWD enrollment in same racial/ethnic group in LEA}}
\]

\[
\frac{(\text{# of SWD ISS} \leq 10 \text{ days in all other racial/ethnic groups in LEA})}{\text{cumulative SWD enrollment in all other racial/ethnic groups in the LEA}}
\]
Significant Disproportionality-Risk Ratio
ISS ≤ 10 Days

Weeble County School System
Hispanic SWD subgroup

Total # of Hispanic SWD with ISS ≤ 10 Days in the LEA: 35
Total Hispanic SWD Enrollment in the LEA: 406

Weeble County School System
All Other SWD (not Hispanic)

Total # of all other SWD with ISS ≤ 10 Days in the LEA: 91
SWD Enrollment in the LEA in all other subgroups: 757
Significant Disproportionality - Risk Ratio
ISS ≤ 10 Days

A
Total # of Hispanic SWD with ISS ≤ 10 Days in the LEA: 35

B
Total Hispanic SWD Enrollment in the LEA: 406

Y
SWD Enrollment in the LEA in all other subgroups: 757

X
Total # of all other SWD ≤ 10 Days in the LEA: 91

\[
\frac{35 \times 757}{406 \times 91} = \frac{26,495}{36,946} = 0.7171
\]

Not Significantly Disproportionate
Significant Disproportionality - Alternate Risk Ratio

OSS ≤ 10 Days

North County School District

The White students with disabilities subgroup had 21 students with OSS ≤ 10 days in the FY20 school year. There were 462 White students with disabilities in the school system.

North County School District

There were only 3 SWD with OSS ≤ 10 days in all other subgroups of SWD in FY20 in the LEA. As a result of < 10 students for comparison in the LEA, the State comparison group was used. In Georgia in FY20, there were 15,753 SWD with OSS ≤ 10 days in all other subgroups of SWD in FY20. Total enrollment of all other SWD (not white) was 150,352.
Significant Disproportionality - Alternate Risk Ratio
OSS ≤ 10 Days

North County School System
White SWD subgroup

Total # of White SWD with OSS ≤ 10 Days in the LEA: 21
Total White SWD Enrollment in the LEA: 462

State of Georgia
All Other SWD (not White)

Total # of all other SWD with OSS ≤ 10 Days in the State: 15,753
SWD Enrollment in the State in all other subgroups: 150,352
Significant Disproportionality - Alternate Risk Ratio OSS ≤ 10 Days

A
Total # of White SWD with OSS ≤ 10 Days in the LEA: 21

B
Total White SWD Enrollment in the LEA: 462

Y
SWD Enrollment in the State in all other subgroups: 150,352

X
Total # of all other SWD with OSS ≤ 10 Days in the State: 15,753

\[
21 \times 150,352 = 3,157,392 \quad \text{.4338 Not Significantly Disproportionate}
\]

\[
462 \times 15,753 = 7,277,886
\]
W = What We Learned

• **What is Significant Discrepancy in Discipline?**

  Significant Discrepancy in Discipline occurs when the OSS suspension **Rate Ratio** is 2.0 or greater. A **Compliance Review** is required for 2 or more consecutive years for an LEA in one or more calculations.

• **What comparisons are used to determine Significant Discrepancy?**

  • 1. The LEA rate of total SWD with > 10 days OSS is compared to the State rate of SWD with > 10 days OSS.
  • 2. The LEA rate of SWD by race/ethnicity subgroup with > 10 days OSS is compared to the State rate of SWD with > 10 days OSS.
W = What We Learned

How do the calculations for Significant Discrepancy for Discipline differ from those used in other Significant Disproportionality calculations?

✓ Significant Discrepancy examines
  ✓ only the rate of OSS suspension >10 days
  ✓ comparisons are made directly with the State

✓ Significant Discrepancy only considers SWDs in the denominator unlike Significant Disproportionality for Identification which considers total enrollment of all students by race/ethnicity, both general and special education, in an LEA.
W = What We Learned

What are the five areas examined for Significant Disproportionality beginning in 2020?

1. **Total Disciplinary Removals**: Total # of days of removal due to ISS, OSS, expulsions, removals to an interim alternative education setting

These 4 discrete calculations are counts of students with:

2. ISS ≤ 10 Days
3. ISS > 10 Days
4. OSS ≤ 10 Days
5. OSS > 10 Days

**Duration and Type of Suspension is no longer a calculation.**
W = What We Learned

How do the calculations for Total Removals and those used in discrete OSS and ISS differ?

**Total Removals** is a *total count of days of removal due to ISS or OSS, not a student count*.

Johnny, a student with a specific learning disability, received **3 days ISS** on Sept. 8\(^{th}\), **4 days ISS** on Nov. 5\(^{th}\), and **6 days ISS** on Mar. 12\(^{th}\) for a total of 13 days of Removal. In the Total Removals calculation, these 13 days will be counted.

4 Discrete Calculations are a *total count of the number of students with that count and type of removal, not a count of days.*

Refer to the ISS assigned to Johnny. He has **a total of 13 days ISS** assigned. He would only be in the ISS >10 days calculation one time, not three separate times. He will also not be counted as a student in the ISS 10 days or less calculation.

If Johnny had an additional disciplinary event resulting in 2 days of OSS in addition to his 13 days of ISS, then he would **also** be counted one time in the OSS less than or equal to 10 days calculation. In the Total Removals calculation, his 15 days will be counted.
W = What We Learned

Johnny = 4 incidents resulting in 13 days ISS and 2 days OSS

ISS ≤ 10 days

ISS > 10 days 1 time only

Total Days of Removal 15 days

OSS ≤ 10 days 1 time only

OSS > 10 days 1 time only

Total Days of Removal 15 days
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