Introduction to Disproportionality

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9/10/20

Offering a holistic education to **each and every child** *in our state.*

Georgia Department of Education

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

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

Federal Requirements

Office of Special Education Programs (OSEP)

OSERS
Office of Special Education and Rehabilitative Services

U.S. Department of Education

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

Office of Special Education Programs (OSEP)

OSERS
Office of Special Education and Rehabilitative Services

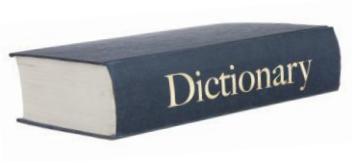
U.S. Department of Education

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.

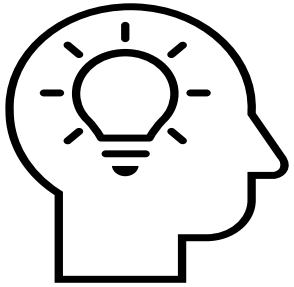
Racial and Ethnic Groups for Disproportionality Calculation

- 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

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

Comprehensive Coordinated Early Intervening Services (CCEIS)

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

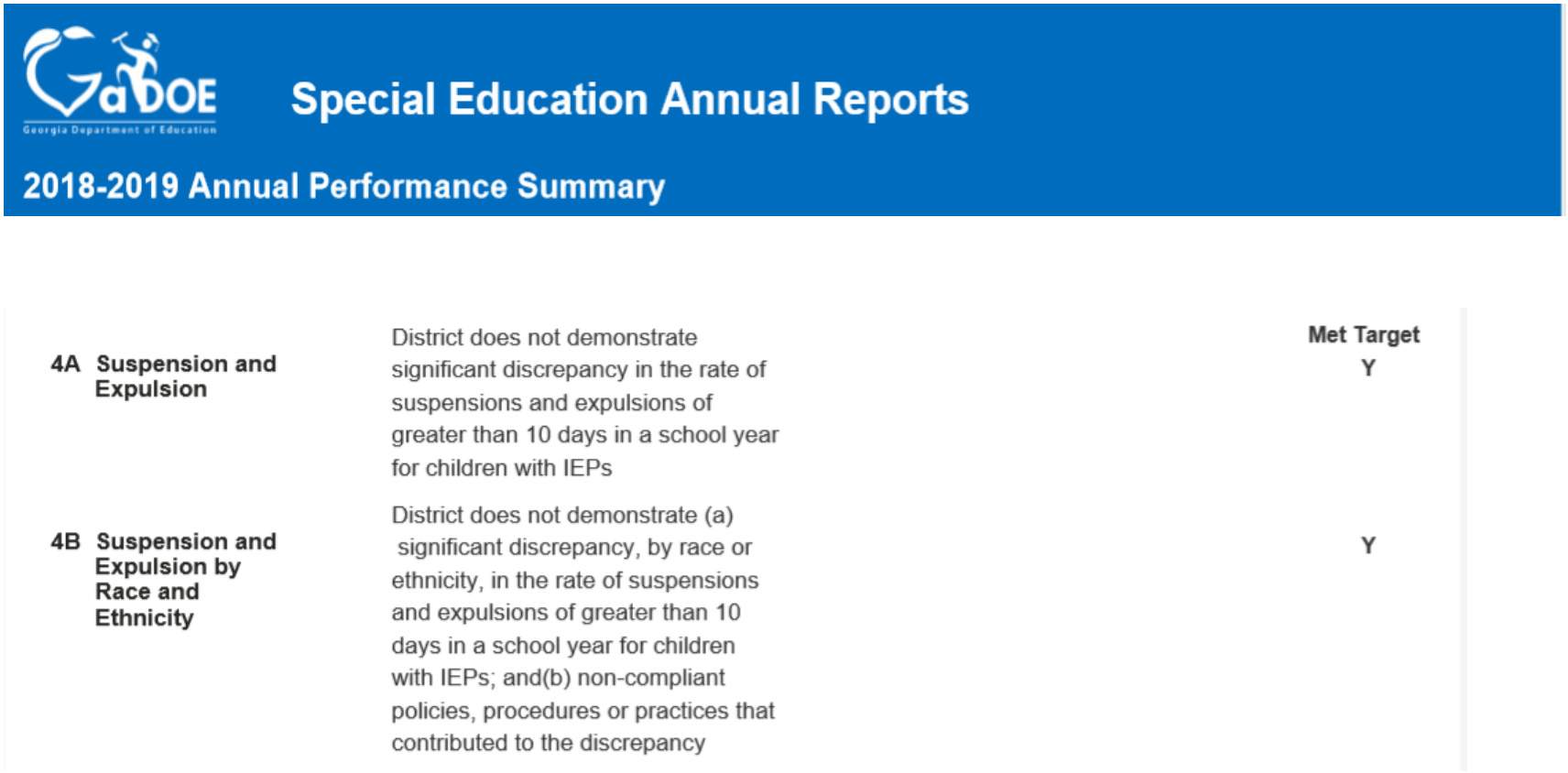
FY21 CCEIS – CEIS Training Video

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

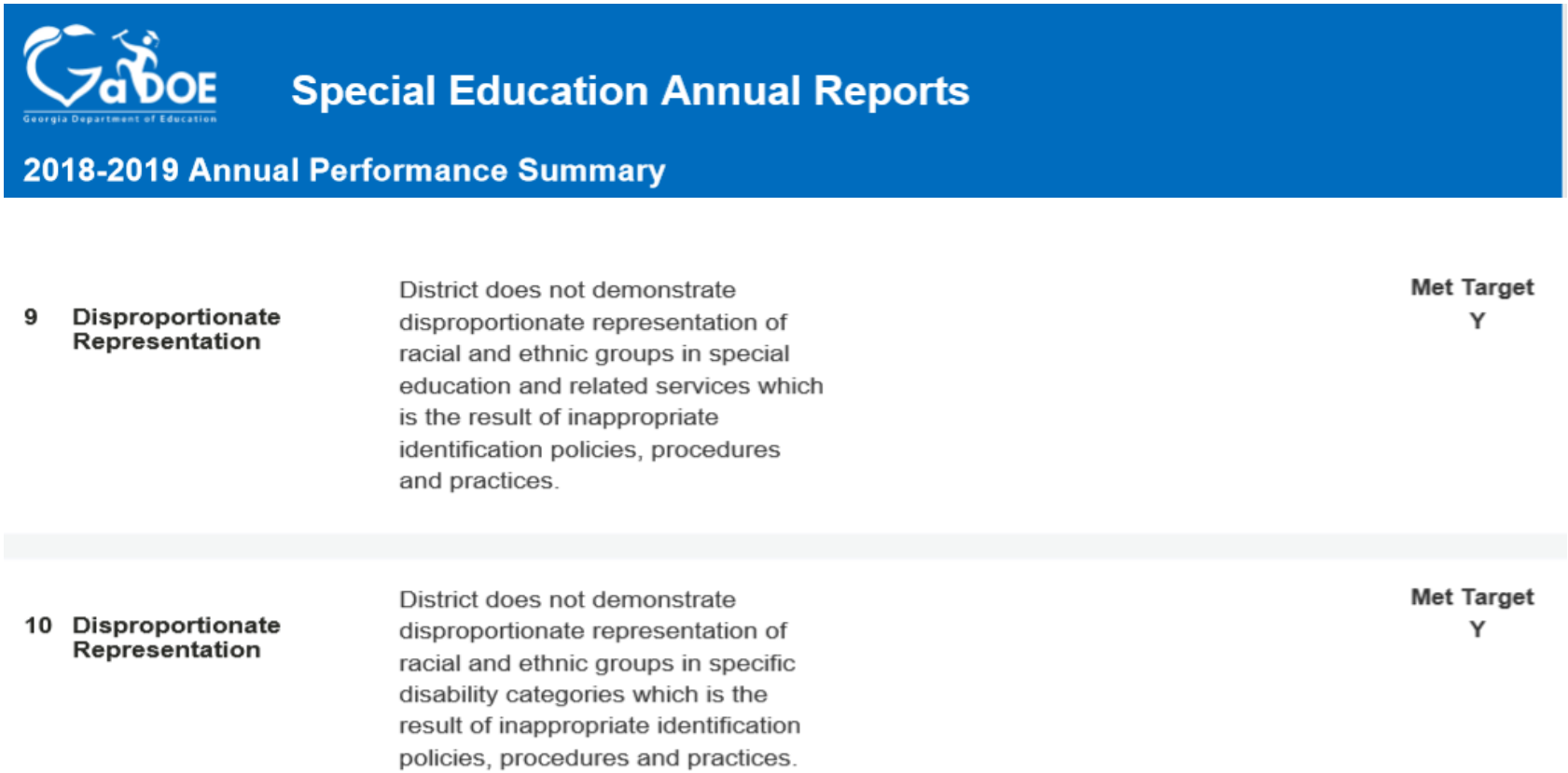


Special Education Annual Reports

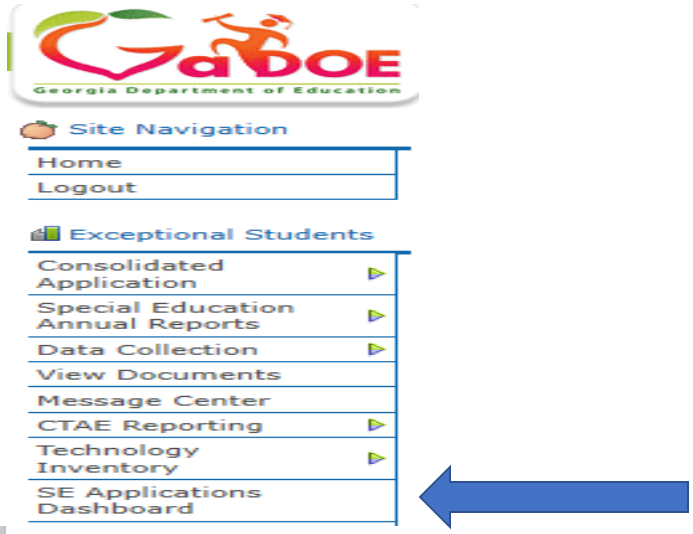
2018-2019 Annual Performance Summary

		Met Target
4A Suspension and Expulsion	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	Y
4B Suspension and Expulsion by Race and Ethnicity	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	Y

Disproportionality Public Reporting



Data Collection- Years for Calculation – Portal Snapshot



Application Name	Application Status	Start Date	Close Date	Submitted By	Submitted On
SE Timelines	Available for TL Data Collection	4/9/2020 12:00:00 AM	9/30/2020 11:59:59 PM		
SE Pre School	Available for Data Collection	4/7/2020 12:00:00 AM	9/30/2020 11:59:59 PM		
SE Post-School Outcomes	Available for Data Collection	2/14/2020 12:00:00 AM	9/30/2020 11:59:59 PM		
SE Continuation of Services	Available for Data Collection	6/30/2020 12:00:00 AM	8/31/2020 12:00:00 AM		
SE Disproportionality Determinations	Available for Data Viewing				
SE District Determinations	Available for Data Viewing				
SE Cross Functional Monitoring					
SE Parent Survey	Available for Data Viewing				
SE Timeliness	Available for Data Viewing				

Data Collection Years for Calculation- Portal Snapshot

SWD Discrepancy - Indicator 4a | Race/Ethnicity Discrepancy - Indicator 4b | Significant Disproportionality - Total Disciplinary Removals

Significant Disproportionality - ISS ≤ 10 Days | Significant Disproportionality - ISS > 10 Days | Significant Disproportionality - OSS ≤ 10 Days

Significant Disproportionality - OSS > 10 Days | Significant Disproportionality - Identification | Significant Disproportionality - Placement

Significant Disproportionality - Identification

FY20 Determination

Disability Area	Race/Ethnicity	Disability Count	District Enrollment	Risk Ratio
All Disabilities	American Indian	9	73	1.0069
All Disabilities	Asian	17	491	0.2806
All Disabilities	Black	4661	34046	1.6202
All Disabilities	Hispanic	467	3606	1.0628
All Disabilities	Pacific Islander	4	31	1.0538
All Disabilities	Two or More Races	82	1145	0.5789
All Disabilities	White	517	7625	0.5097
Autism	American Indian	3	73	3.0191
Autism	Asian	3	491	0.4449
Autism	Black	466	34046	1.0087
Autism	Hispanic	54	3606	1.1056
Autism	Pacific Islander	2	31	4.7365
Autism	Two or More Races	15	1145	0.9584
Autism	White	99	7625	0.9419
Emotional and Behavioral Disorder	Black	311	34046	3.8221
Emotional and Behavioral Disorder	Hispanic	9	3606	0.3254
Emotional and Behavioral Disorder	Two or More Races	7	1145	0.8371
Emotional and Behavioral Disorder	White	15	7625	0.237
Intellectual Disabilities	American Indian	1	73	1.1049

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! <u>The Legend will vary depending upon the area of Identification, Placement, or Discipline!</u>

Identification-Disproportionate Representation

Legend:	
	Disproportionate Representation (Risk Ratio ≥ 3.0 in same category, same racial/ethnic group for 2 consecutive years: data reported in FTE FY2019, FY2020); **consequences imposed**
	Disproportionate Representation (Risk Ratio ≥ 3.0 in same category, same racial/ethnic group for 1 year: data reported in FTE FY2020
	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! <u>The Legend will vary depending upon the area of Identification, Placement, or Discipline!</u>

Identification- Significant Disproportionality

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! <u>The Legend will vary depending upon the area of Identification, Placement, or Discipline!</u>

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

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! <u>The Legend will vary depending upon the area such as Identification, Placement, or Discipline.</u>

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:	[(District SWD Racial/ethnic subgroup Rate for OSS > 10 Days)/(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! <u>The Legend will vary depending upon the area such as Identification, Discipline, or Placement.</u>

Discipline - Significant Disproportionality

Legend:	
	Significant Disproportionality (Risk Ratio ≥ 3.0 in same category, same racial/ethnic group for 3 consecutive years*: data reported in SR FY2017, FY2018, FY2019); **consequences imposed**
	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); **consequences not imposed**
	Risk Ratio ≥ 3.0 for 3 consecutive years in same racial/ethnic group; data reported in SR FY2017, FY2018, FY2019)*; Cell size (ISS > 10 days count) < 10 or N-size (cumulative SWD enrollment in racial/ethnic group) < 30; **not considered for Significant Disproportionality**
***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

www.gadoe.org

@georgiadeptofed

youtube.com/georgiadeptofed

Disproportionality Team

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Georgia Department of Education

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

Introduction to Disproportionality

Part 2:

Identification

Participants will be able to:

Learning Targets

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

Federal Regulation	Georgia's Implementation
Categories: Identification, Placement & Discipline	**Categories**: Identification, Placement & Discipline
Methodology is Risk Ratio: Threshold of 3.0, Minimum Cell size, numerator: 10; Minimum N-Size (denominator): 30	**Methodology is Risk Ratio**: Threshold of 3.0, Minimum Cell size, numerator: 10; Minimum N-Size (denominator): 30
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Placement, 2 categories: 1.) < 40% in general education setting, 2.) separate settings	**Placement,** 2 categories: 1.) < 40% in general education setting, 2.) separate settings
CCEIS (Comprehensive CEIS): 15% of IDEA funds for students with & without disabilities ages 3-21	**CCEIS:** 15% of IDEA funds for students with & without disabilities ages 3-21

* 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

$$\frac{\begin{array}{c}(\text{\# of SWD in a specific racial/ethnic group in LEA identified as SWD}) \\ \div \\ (\text{All children, same racial/ethnic group enrollment in LEA})\end{array}}{\begin{array}{c}(\text{\# of SWD in all other racial/ethnic groups in LEA identified as SWD}) \\ \div \\ (\text{All children, all other racial/ethnic groups enrollment in the LEA})\end{array}}$$

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)

(# 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)

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

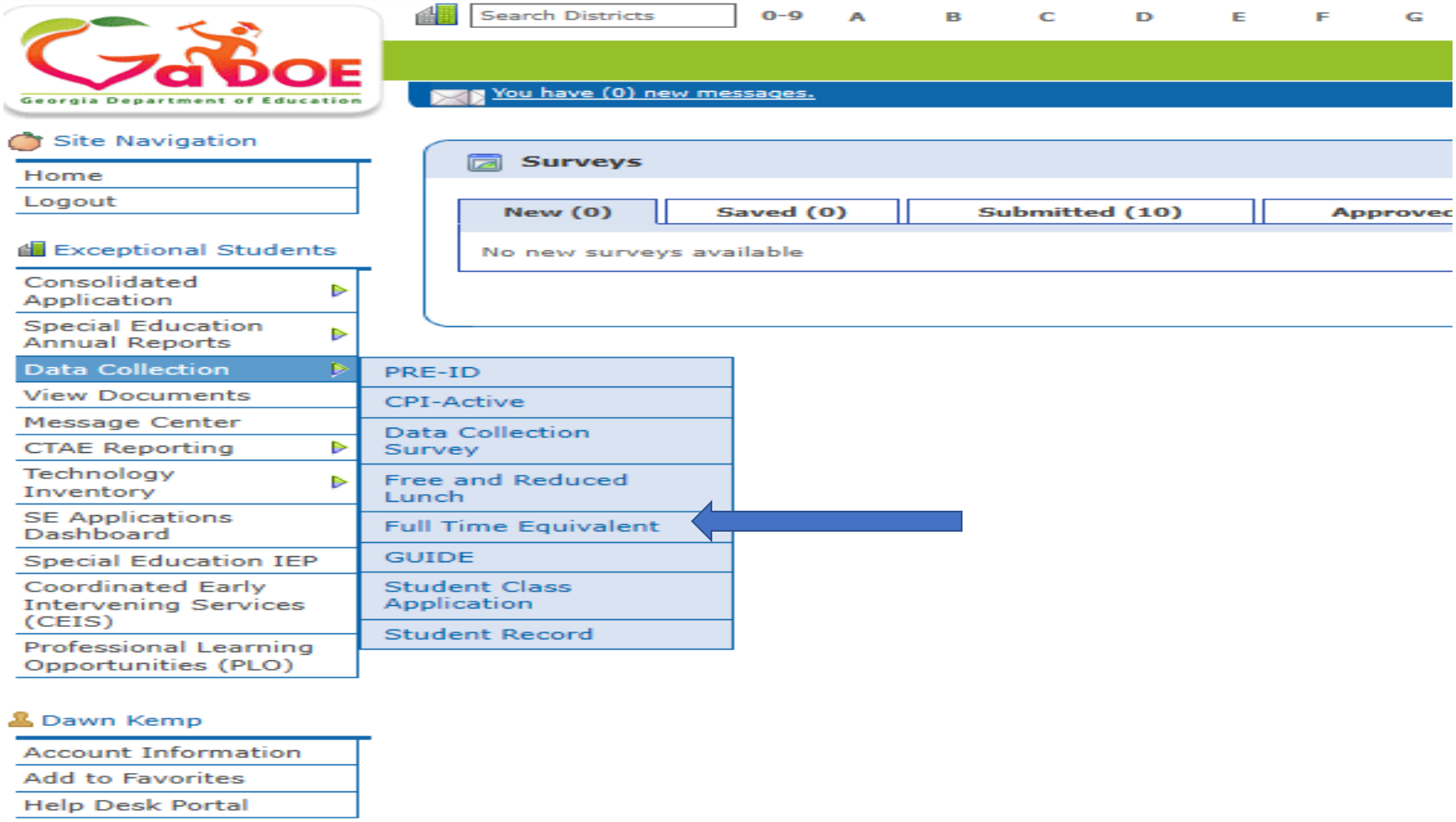
Data Source-Identification

- **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

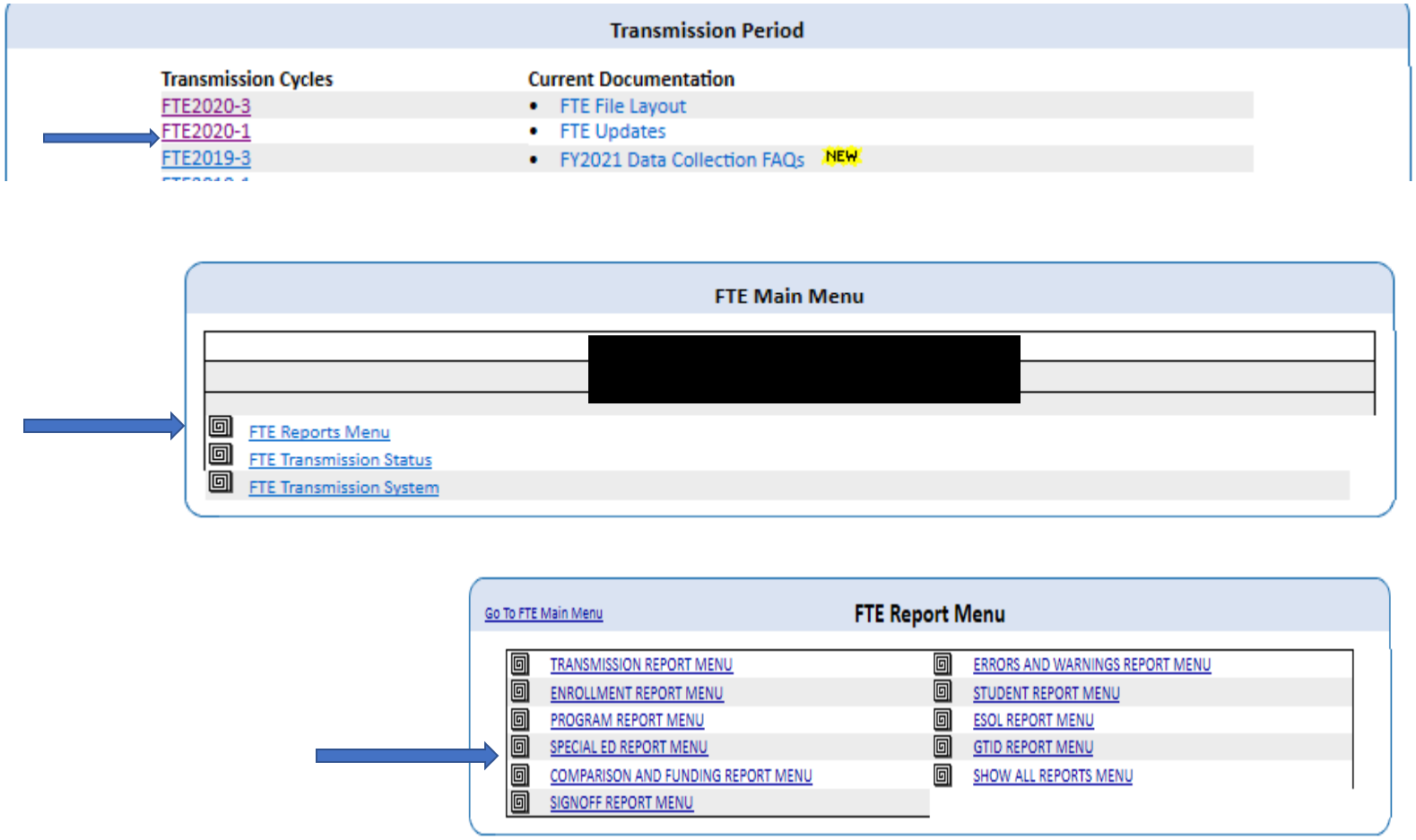
State Rule(s)-Identification

- Child Find
- Evaluations and Reevaluations
- Eligibility Determinations

FTE Reports- FT042 & FT043



FTE Reports- FT042 & FT043



FTE Reports- FT042 & FT043

Go To FTE Main Menu

SPECIAL ED REPORT MENU

- FT004 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 3-5
- 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

		Ethnicity Hispanic	Race					
			American Indian	Asian	Black	Pacific Islander	White	More Races
	Disability	8	0	0	14	1	56	2
	Intellectual Disability	3	0	0	5	0	20	0
	e Intellectual Disability	0	0	0	2	0	5	0
	rofound Intellectual Disability	0	0	0	0	0	2	0
	Emotional/Behavioral Disorder	4	0	1	10	0	57	5
U	Specific Learning Impairment	89	1	1	77	0	404	27
V	Orthopedic Impairment	1	0	0	1	0	12	0
W	Hearing Impairment	0	0	0	0	0	3	2
	Deaf	0	0	0	0	0	0	0
	Other Health Impairment	11	0	0	26	0	202	20
	ual Impairment	2	0	0	0	0	6	0
		0	0	0	0	0	0	0
		0	0	0	0	0	2	0
	airment	26	3	2	15	0	125	10
		9	0	2	9	0	76	
		0	0	0	2	0		
			0	2	12			

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

Disproportionate Representation Example- Intellectual Disabilities

FY20 Determination

Disability Area	Race/Ethnicity	Disability Count	District Enrollment	Risk Ratio
All Disabilities	American Indian	1	2	3.3323
All Disabilities	Asian	2	19	0.6983
All Disabilities	Black	137	561	2.056
All Disabilities	Hispanic	10	66	1.0079
All Disabilities	Two or More Races	6	67	0.5882
All Disabilities	White	179	1513	0.5422
Autism	Black	10	561	1.6508
Autism	White	18	1513	0.8506
Emotional and Behavioral Disorder	Black	6	561	2.1164
Emotional and Behavioral Disorder	White	1	1513	0.1047
Intellectual Disabilities	Black	26	561	3.8629
Intellectual Disabilities	Hispanic	1	66	0.7279
Intellectual Disabilities	White	19	1513	0.3325
Other Health Impairment	Black	28	561	1.981
Other Health Impairment				

FY20
4.0047

FY19 Determination

Disability Area	Race/Ethnicity	Disability Count	District Enrollment	Risk Ratio
All Disabilities	Asian	2	19	0.8215
All Disabilities	Black	243	1891	1.0602
All Disabilities	Hispanic	4	34	0.9185
All Disabilities	Two or More Races	6	50	0.9367
All Disabilities	White	8	62	1.009
Autism	Asian	1	19	3.8289
Autism	Black	25	1891	1.0544
Autism	Hispanic	1	34	2.1239
Autism	Two or More Races	1	50	1.4329
Autism	White	1	62	1.1486
Emotional and Behavioral Disorder	Black	14	1891	1.442
Intellectual Disabilities	Black	51	1891	3.554
Intellectual Disabilities	Hispanic	1	34	1.1661
Other Health Impairment	Black	54	1891	1.3967
Other Health Impairment	Hispanic	1	34	1.0254
Other Health Impairment	Two or More Races	3	50	2.1493
Other Health Impairment	White	1	62	0.5545
Specific Learning Disability	Black	54	1891	0.6371
Specific Learning Disability	Two or More Races	2	50	1.4859
Speech-Language Impairment	Black	20	1891	0.6721
Speech-Language Impairment	White	4	62	6.4323

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

FY19
3.554

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 Example

Significant Disproportionality - Identification

FY20 Determination

Disability Area	Race/Ethnicity	Disability Count	District Enrollment	Risk Ratio
All Disabilities	American Indian	1	2	3.3323
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All Disabilities	Black	137	561	2.056
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Other Health Impairment				
Other Health Impairment				
Other Health Impairment				
Other Health Impairment				
Specific Learning Disability				
Specific Learning Disability				
Specific Learning Disability				
Specific Learning Disability				
Speech-Language Impairment				
Speech-Language Impairment				
Speech-Language Impairment				
Speech-Language Impairment				
Speech-Language Impairment				
Speech-Language Impairment				

*Data Source: 2019 October FTE1 D

FY20
3.8629

FY19 Determination

Disability Area	Race/Ethnicity	Disability Count	District Enrollment	Risk Ratio
All Disabilities	Asian	2	22	0.6018
All Disabilities	Black	142	566	2.1484
All Disabilities	Hispanic	9	65	0.918
All Disabilities	Pacific Islander	1	1	6.6627
All Disabilities	Two or More Races	4	74	0.3516
All Disabilities	White	181	1523	0.5491
Autism	Black	10	566	1.987
Autism	White	15	1523	0.8077
Emotional and Behavioral Disorder	Black	9	566	3.0972
Emotional and Behavioral Disorder	White	2	1523	0.2043
Intellectual Disabilities	Black	27	566	4.7338
Intellectual Disabilities	Hispanic	1	65	0.7828
Intellectual Disabilities	Two or More Races	1	74	0.6848
Intellectual Disabilities	White	15	1523	0.2479
Other Health Impairment	Black	26	566	1.8901
Other Health Impairment	Hispanic	3	65	1.5779
Other Health Impairment	Two or More Races	1	74	0.4462
Other Health Impairment	White	37	1523	0.5912
Specific Learning Disability	Black	47	566	2.2965
Specific Learning Disability	Hispanic			
Specific Learning Disability	Two or More Races			
Specific Learning Disability	White			
Speech-Language Impairment	Asian			
Speech-Language Impairment	Black			
Speech-Language Impairment	Hispanic			
Speech-Language Impairment	Pacific Islander			
Speech-Language Impairment	White			

*Data Source: 2018 October FTE1 Data Collection

FY19
4.7338

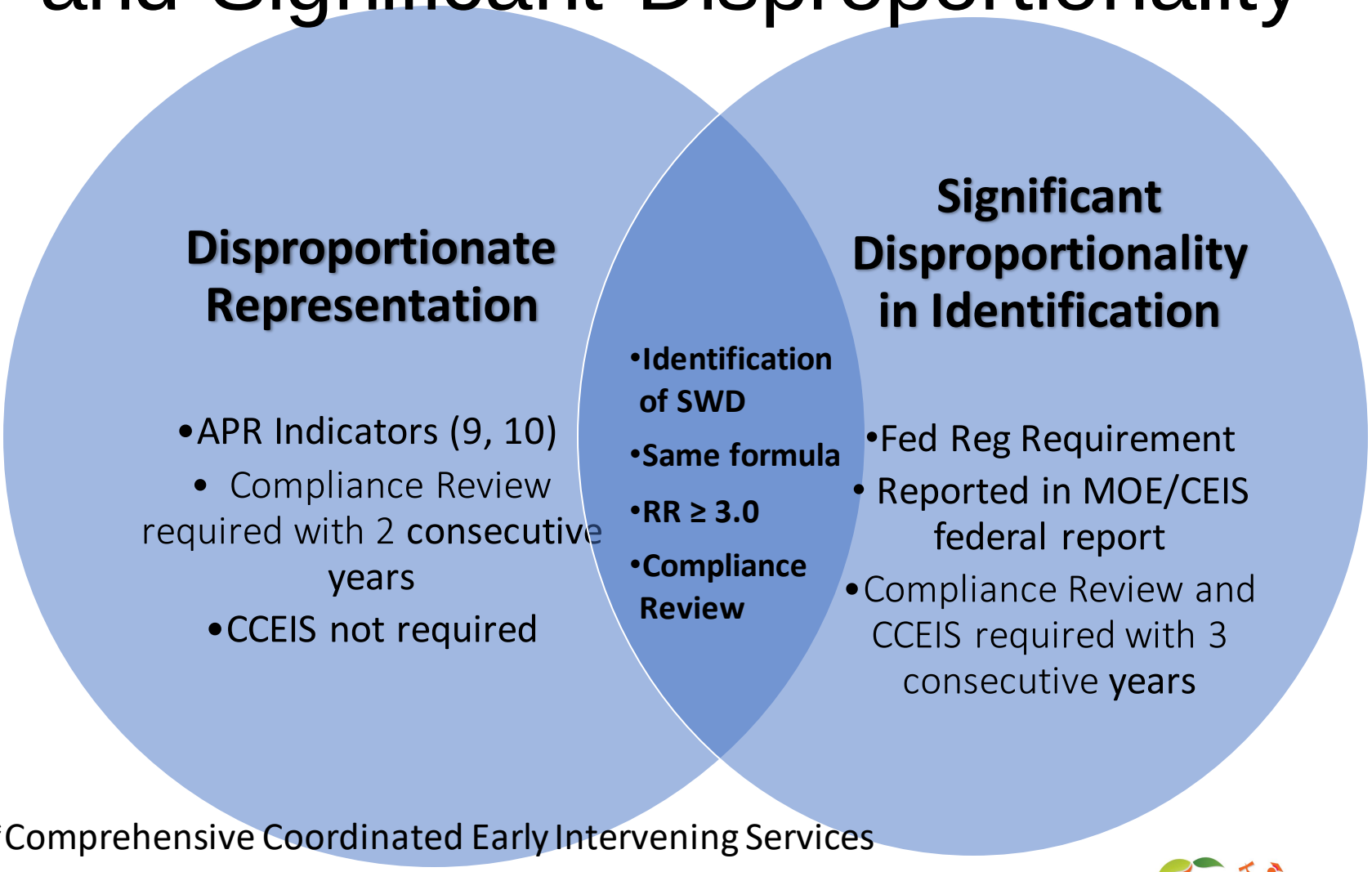
FY18 Determination

Disability Area	Race/Ethnicity	Disability Count	District Enrollment	Risk Ratio
All Disabilities	Asian	1	17	0.4736
All Disabilities	Black	159	575	2.4087
All Disabilities	Hispanic	8	61	1.0652
All Disabilities	Pacific Islander	1	1	8.2459
All Disabilities	Two or More Races	5	63	0.6542
All Disabilities	White	171	1504	0.9433
Autism	Black	9	575	1.3344
Autism	White	12	1504	0.7176
Emotional and Behavioral Disorder	Black	17	575	5.4894
Emotional and Behavioral Disorder	Two or More Races	1	63	2.412
Emotional and Behavioral Disorder	White	6	1504	0.5982
Intellectual Disabilities	Black	27	575	6.3144
Intellectual Disabilities	Hispanic	1	61	1.5401
Intellectual Disabilities	Two or More Races	2	63	3.0925
Intellectual Disabilities	White	9	1504	0.5103
Other Health Impairment	Black	23	575	2.0038
Other Health Impairment	Hispanic	3	61	2.2193
Other Health Impairment	Two or More Races	1	63	0.7833
Other Health Impairment	White	25	1504	0.9656
Specific Learning Disability	Black	48	575	1.8983
Specific Learning Disability	Hispanic	2	61	0.7351
Specific Learning Disability	Two or More Races	1	63	0.3375
Specific Learning Disability	White	60	1504	0.7952
Speech-Language Impairment	Asian	1	17	4.1174
Speech-Language Impairment	Black	18	575	2.0167
Speech-Language Impairment	Hispanic	1	61	1.1248
Speech-Language Impairment	Pacific Islander	1	1	70.8409
Speech-Language Impairment	White	41	1504	2.31

*Data Source: 2017 October FTE1 Data Collection

FY18
6.3144

Disproportionate Representation and Significant Disproportionality



*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.

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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

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

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***

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

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

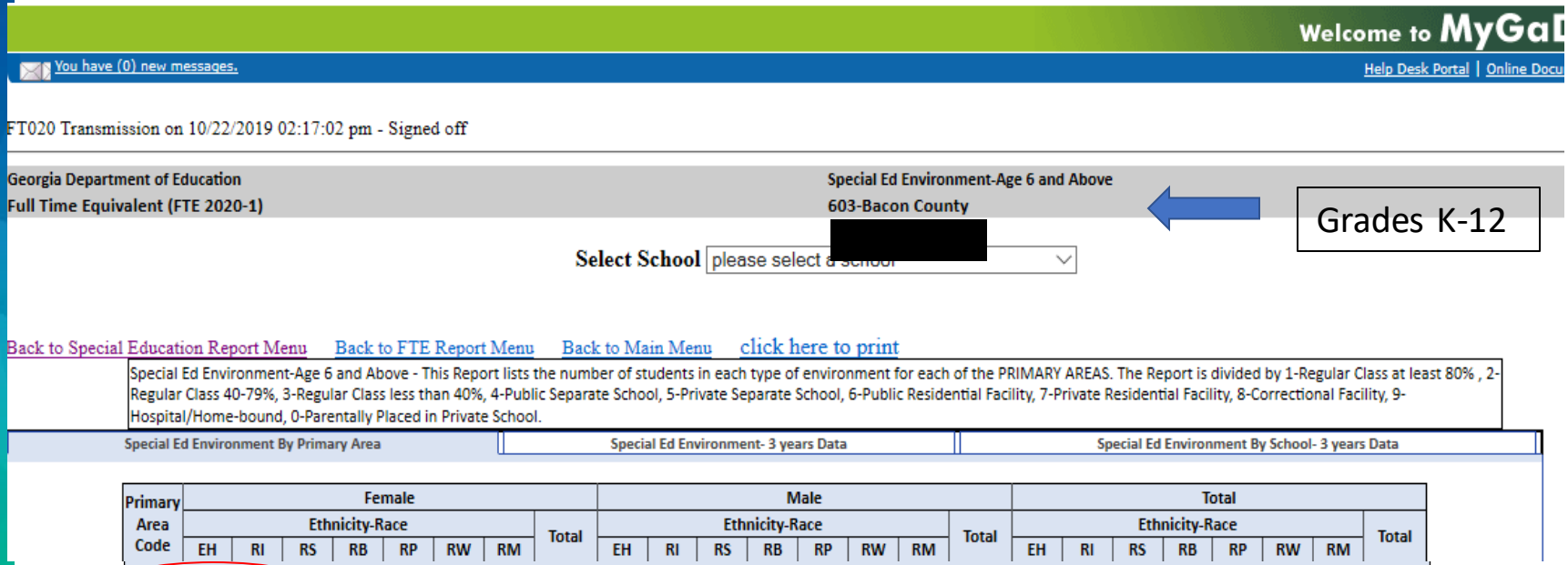
Data Source-Placement

- **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

FTE Report- FT 020



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Georgia Department of Education
Full Time Equivalent (FTE 2020-1)

Special Ed Environment-Age 6 and Above
603-Bacon County

Grades K-12

Select School please select a school

Back to Special Education Report Menu | Back to FTE Report Menu | Back to Main Menu | click here to print

Special Ed Environment-Age 6 and Above - This Report lists the number of students in each type of environment for each of the PRIMARY AREAS. The Report is divided by 1-Regular Class at least 80% , 2-Regular Class 40-79%, 3-Regular Class less than 40%, 4-Public Separate School, 5-Private Separate School, 6-Public Residential Facility, 7-Private Residential Facility, 8-Correctional Facility, 9-Hospital/Home-bound, 0-Parentally Placed in Private School.

Special Ed Environment By Primary Area | Special Ed Environment- 3 years Data | Special Ed Environment By School- 3 years Data

Primary Area Code	Female								Male								Total							
	Ethnicity-Race							Total	Ethnicity-Race							Total	Ethnicity-Race							Total
	EH	RI	RS	RB	RP	RW	RM		EH	RI	RS	RB	RP	RW	RM		EH	RI	RS	RB	RP	RW	RM	
3-Regular Class leas than 40%																								
P	0	0	0	11	0	0	3	14	0	0	0	28	0	2	0	30	0	0	0	39	0	2	3	44
Q	2	0	0	36	0	7	3	48	2	0	0	39	0	13	0	54	4	0	0	75	0	20	3	102
R	1	0	1	10	0	4	0	16	0	0	1	10	0	2	1	14	1	0	2	20	0	6	1	30
S	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1	3	0	0	0	0	0	2	1	3
T	0	0	0	0	0	0	0	0	0	0	0	9	0	1	0	10	0	0	0	9	0	1	0	10
U	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2	0	0	0	2	0	0	0	2
V	0	0	0	0	0	1	0	1	0	0	0	1	0	0	0	1	0	0	0	1	0	1	0	2
W	0	0	0	1	0	1	0	2	0	0	0	1	0	1	0	2	0	0	0	2	0	2	0	4
X	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Significant Disproportionality - Placement

FY20 Determination

Placement Environment	Race/Ethnicity	Environment Race/Ethnicity Count	District SWD Enrollment	Risk Ratio
Less Than 40 Percent in Classroom	Asian	2	7	1.2585
Less Than 40 Percent in Classroom	Black	61	270	0.9846
Less Than 40 Percent in Classroom	Hispanic	35	128	1.276
Less Than 40 Percent in Classroom	Two or More Races	4	30	0.572
Less Than 40 Percent in Classroom	White	26	126	0.882
Separate Settings	Black	13	270	5.1746
Separate				
Separate				
*Data S				

FY20
5.17

FY19 Determination

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

FY19
3.53

Less Than 40 Percent in Classroom	Asian	1	158	0.3419
Less Than 40 Percent in Classroom	Black	72	1986	2.321
Less Than 40 Percent in Classroom	Hispanic	30	1938	0.8418
Less Than 40 Percent in Classroom	Two or More Races	6	234	1.3992
Less Than 40 Percent in Classroom	White	29	1448	0.9768
Other Settings	Black	15	1986	4.6771
Other Settings	Hispanic	1	1938	0.2206
Other Settings	White	3	1448	0.899

FY18
4.67

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

5B LRE (<40% regular class)	Percent of children with IEPs aged 6 through 21 served: Inside the regular class less than 40% of the day; and	14.00%	13.78%	Y
5C LRE (Separate Placements)	Percent of children with IEPs aged 6 through 21 served: In separate schools, residential facilities, or homebound/hospital placements.	1.38%	0.8%	Y

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)

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Georgia Department of Education

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Introduction to Disproportionality

Part 4:

Discipline

Georgia Department of Education

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

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)

$$\frac{\#\text{ of SWD in the LEA with OSS} > 10\text{ Days} \div \text{LEA SWD Cumulative Enrollment}}{\#\text{ of SWD in the State with OSS} > 10\text{ Days} \div \text{State SWD Cumulative Enrollment}}$$

Calculations- Significant Discrepancy

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

$$\frac{\begin{array}{c}\text{\# of SWD with OSS > 10 days in a specific racial/ethnic group in LEA} \\ \div \\ \text{Cumulative SWD enrollment in same racial/ethnic group in LEA}\end{array}}{\begin{array}{c}\text{\# of SWD with OSS > 10 days in the State} \\ \div \\ \text{Cumulative SWD enrollment in the State}\end{array}}$$

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

UNIQUE

Significant Discrepancy Indicator 4a State Comparison

District	Removal Period	Discipline Method	Student Count	Cumulative SWD Enrollment	Rate Ratio
[redacted]	GREATER10	OUTOFSCHOOL	19	1749	2.3555
State of Georgia	GREATER10	OUTOFSCHOOL	1142	247620	1

FY20
2.3555

District	Removal Period	Discipline Method	Student Count	Cumulative SWD Enrollment	Rate Ratio
[redacted]	GREATER10	OUTOFSCHOOL	19	1717	2.8121
State of Georgia	GREATER10	OUTOFSCHOOL	953	242178	1

FY 19
2.8121

Significant Discrepancy Indicator 4b LEA Comparison

Race/Ethnicity	Removal Period	Discipline Method	Student Count	Cumulative SWD Enrollment	Rate Ratio
American Indian	GREATER10	OUTOFSCHOOL	0	2	0
Asian	GREATER10	OUTOFSCHOOL	0	4	0
Black	GREATER10	OUTOFSCHOOL	19	1551	2.6562
Hispanic	GREATER10	OUTOFSCHOOL	0	18	0
Two or More Races					
Pacific Islander					
White					

FY20
2.6562

Race/Ethnicity	Removal Period	Discipline Method	Student Count	Cumulative SWD Enrollment	Rate Ratio
American Indian	GREATER10	OUTOFSCHOOL	0	2	0
Asian	GREATER10	OUTOFSCHOOL	0	8	0
Black	GREATER10	OUTOFSCHOOL	18	1518	3.0133
Hispanic	GREATER10	OUTOFSCHOOL	0	14	0
Two or More Races	GREATER10	OUTOFSCHOOL	0	32	0
Pacific Islander	GREATER10	OUTOFSCHOOL	0	2	0
White	GREATER10	OUTOFSCHOOL	1	141	1.8023

FY19
3.0133

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**

# of SWD days of removals in a specific racial/ethnic group in LEA

÷

cumulative SWD enrollment in same racial/ethnic groups enrollment in LEA

# of SWD days of removals in all other racial/ethnic groups in LEA

÷

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**

(# of SWDs with ISS ≤ 10 days in a specific racial/ethnic group in LEA)
÷
(cumulative SWD enrollment in same racial/ethnic group in LEA)

(# of SWD with ISS ≤ 10 days in all other racial/ethnic groups in LEA)
÷
(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

Race/Ethnicity	Total Disciplinary Removals	Cumulative SWD Enrollment	Risk Ratio
American Indian	0	2	0
Asian	0	9	0
Black	107	216	4.3593
Hispanic	0	17	0

FY20
4.3593

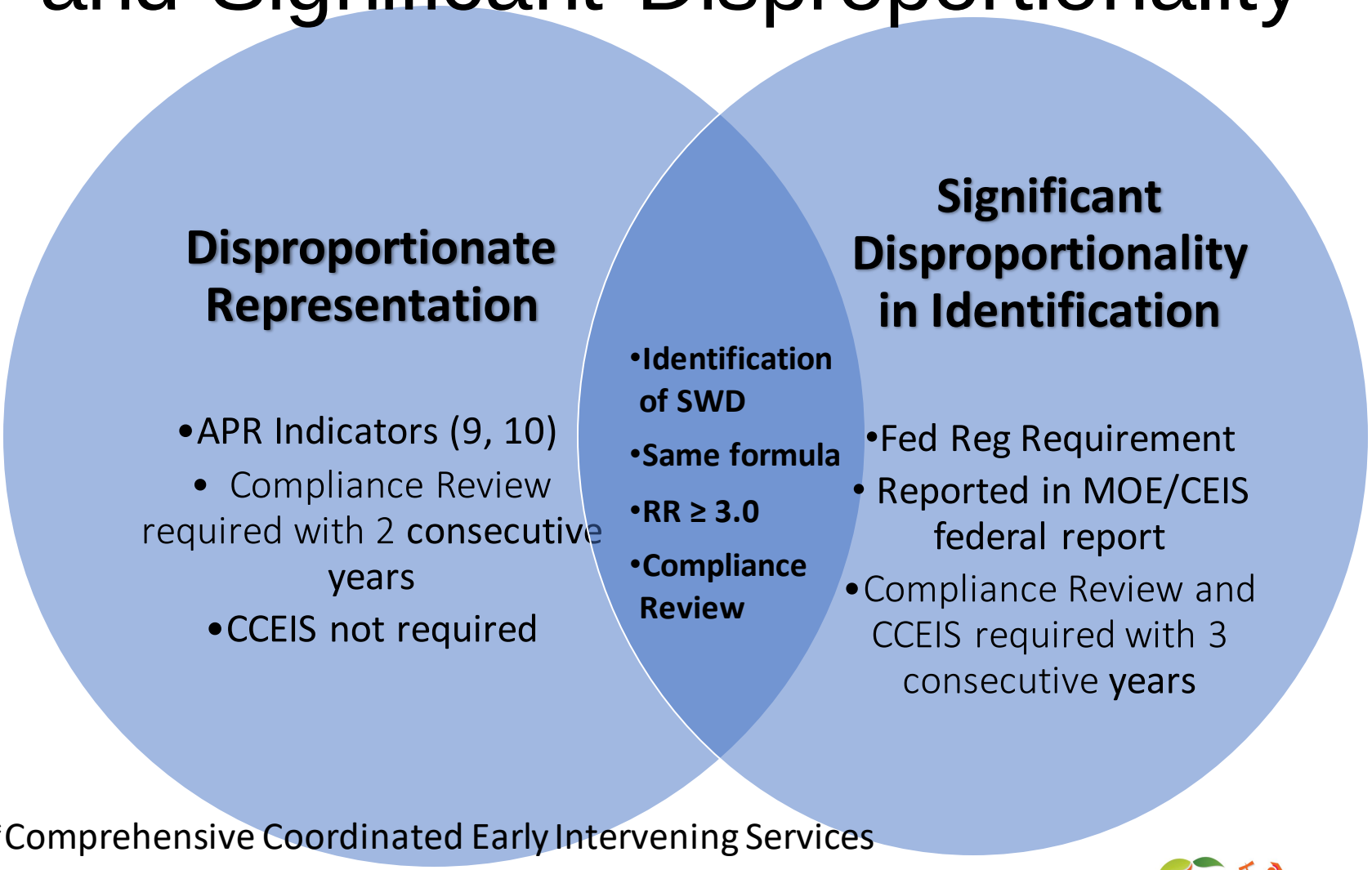
Race/Ethnicity	Total Disciplinary Removals	Cumulative SWD Enrollment	Risk Ratio
American Indian	0	2	0
Asian	1	7	0.3407
Black	157	201	4.5364
Hispanic	4	14	0.6815
Pacific Islander	0	0	0

FY19
4.5364

Race/Ethnicity	Total Disciplinary Removals	Cumulative SWD Enrollment	Risk Ratio
American Indian	0	1	0
Asian	0	8	0
Black	91	196	6.1241
Hispanic	1	12	0.3461
Pacific Islander	0	0	0
Two or More Races	1	27	0.1488
White	19	229	0.2177

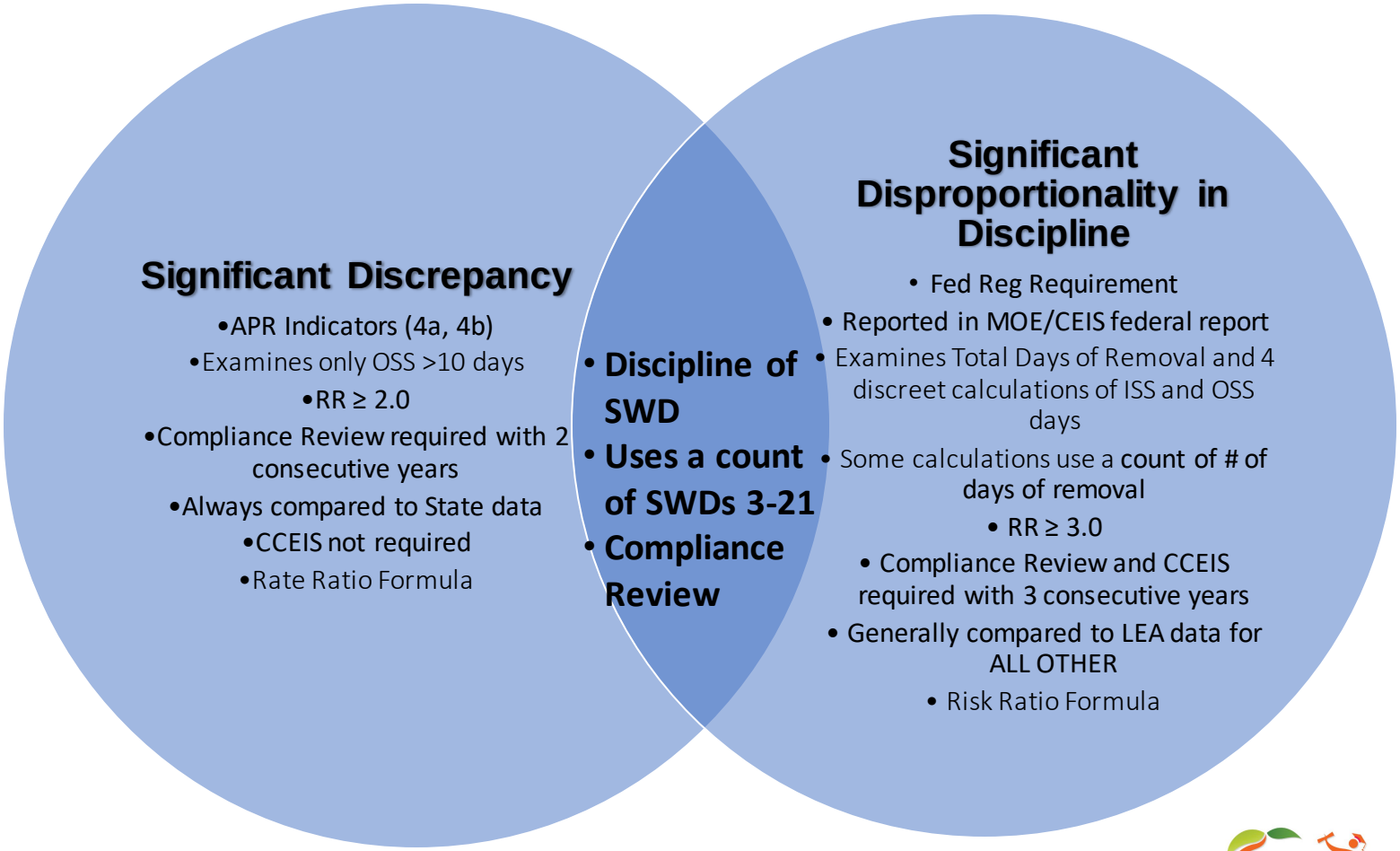
FY18
6.121

Disproportionate Representation and Significant Disproportionality



*Comprehensive Coordinated Early Intervening Services

Significant Discrepancy Vs. Significant Disproportionality



Data and Resources

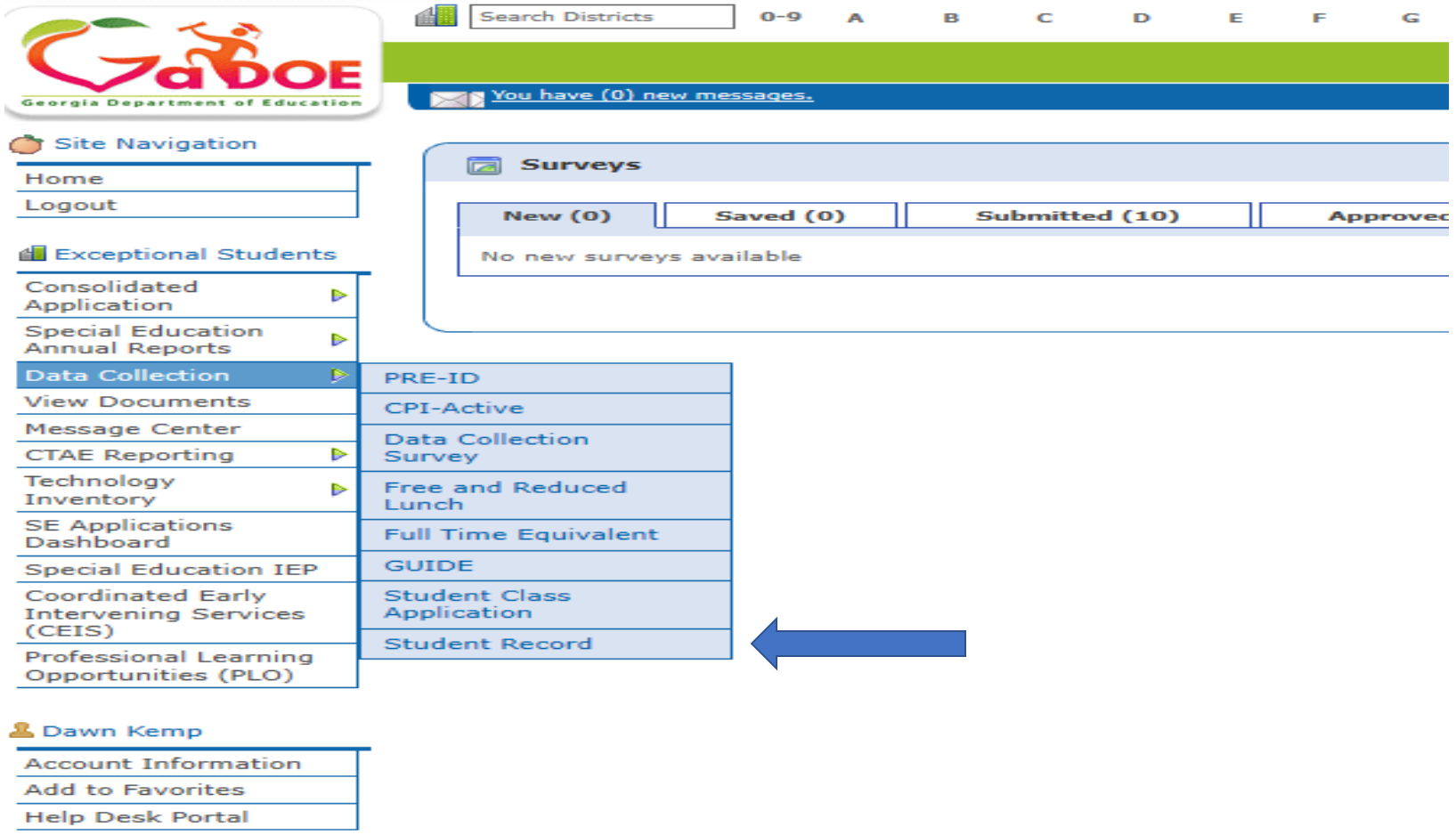
Data Source-Discipline

- 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

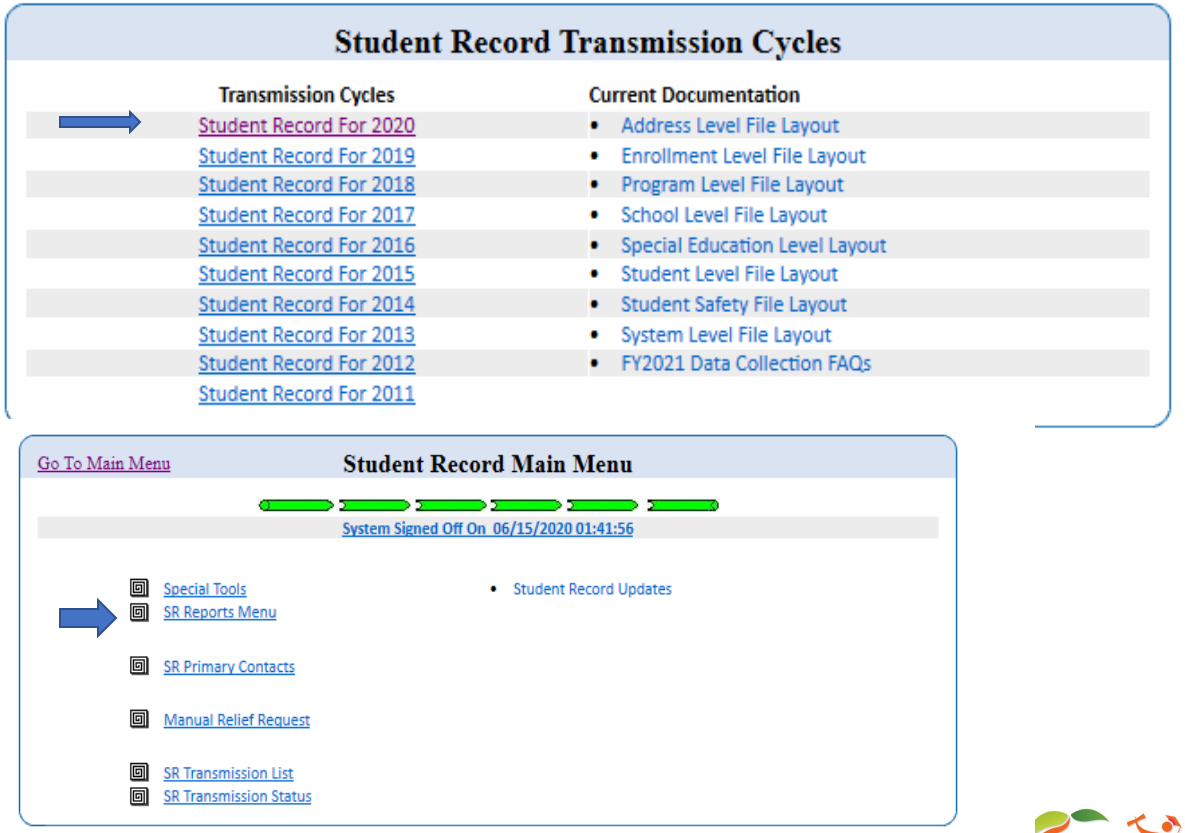
Student Record Reports



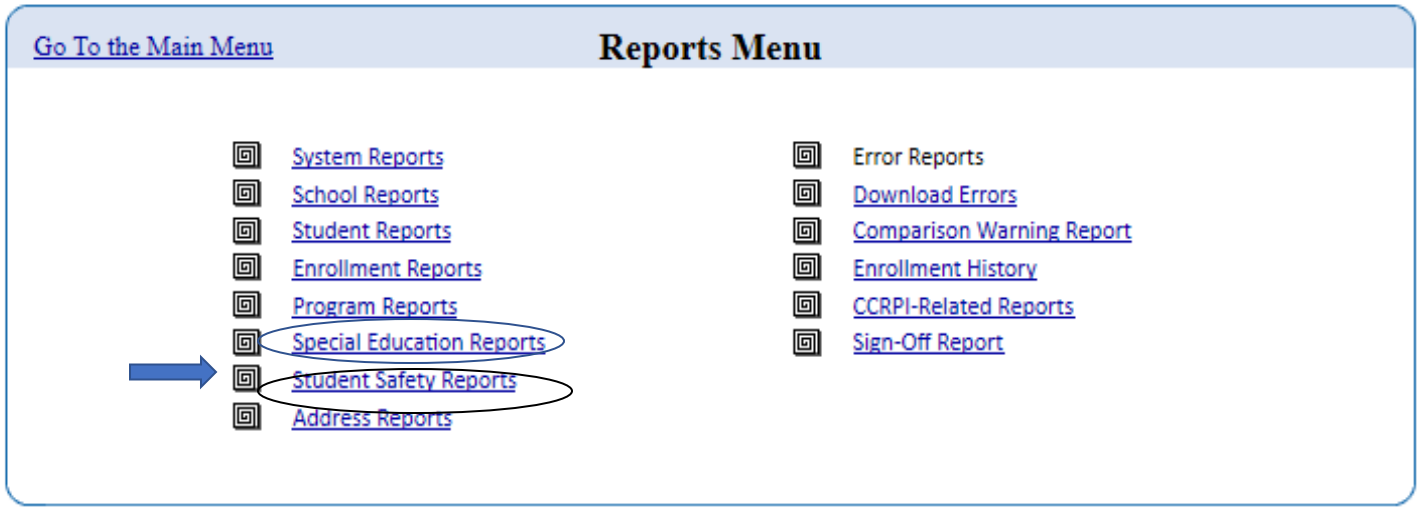
Student Record Reports

Georgia Department of Education
Student Record Data Collection System (FY2020)

Student Record Application

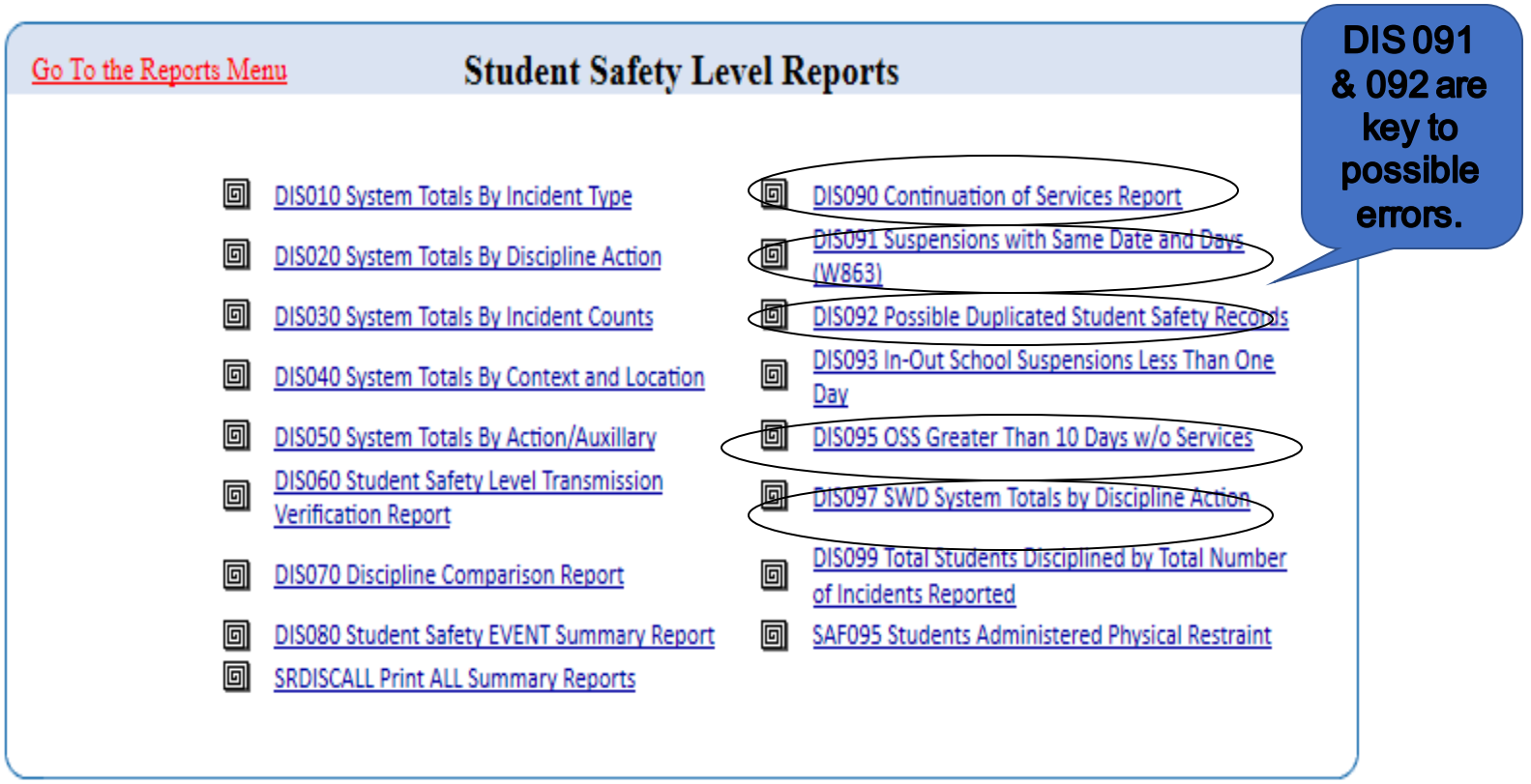


Student Record Reports



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



SE055 Primary Area by EL, Hispanic, Race and Gender

SE055-School Level Transmission on Signed off

Back to Main Menu click her

Georgia Department of Education

PRIMARY AREA BY EL, HISPANIC, RACE AND GENDER

Student Record Data Collection System (FY2020)

[redacted]

Primary Area by EL, Hispanic, Race and Gender																					
Primary Area	EL		Hispanic		Race												Gender				Student Total
					Indian		Asian		Black		Hawaiian		White		Multi Racial		Male		Female		
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
P - Mild Intellectual Disability	1	4.17	2	8.33	0	0	0	0	11	45.83	0	0	10	41.67	1	4.17	16	66.67	8	33.33	24
Q - Moderate Intellectual Disability	1	6.67	1	6.67	0	0	0	0	4	26.67	0	0	10	66.67	0	0	14	93.33	1	6.67	15
R - Severe Intellectual Disability	3	37.50	4	50	0	0	0	0	0	0	0	0	4	50	0	0	4	50	4	50	8
S - Profound Intellectual Disability	0	0	0	0	0	0	1	16.67	2	33.33	0	0	3	50	0	0	4	66.67	2	33.33	6
T - Emotional / Behavioral Disorder	2	3.39	2	3.39	0	0	0	0	19	32.20	0	0	33	55.93	5	8.47	37	62.71	22	37.29	59
U - Specific Learning Disability	21	11.67	30	16.67	0	0	0	0	44	24.44	0	0	100	55.56	6	3.33	103	57.22	77	42.78	180
V - Orthopedic Impairment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
W - Hearing Impairment	0	0	0	0	0	0	0	0	0	0	0	0	1	50	1	50	1	50	1	50	2
X - Deaf	0	0	0	0	0	0	0	0	1	100	0	0	0	0	0	0	1	100	0	0	1
Y - Other Health Impairment	2	3.45	4	6.90	0	0	0	0	19	32.76	0	0	32	55.17	3	5.17	39	67.24	19	32.76	58
Z - Visual Impairment	0	0	0	0	0	0	0	0	1	20	0	0	4	80	0	0	2	40	3	60	5
1 - Blind	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2 - Deaf and Blind	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3 - Speech / Language Impairment	8	9.09	15	17.05	0	0	1	1.14	11	12.50	0	0	55	62.50	6	6.82	48	54.55	40	45.45	88
6 - Autism	3	8.57	5	14.29	0	0	1	2.86	6	17.14	0	0	23	65.71	0	0	27	77.14	8	22.86	35
7 - Traumatic Brain Injury	0	0	0	0	0	0	0	0	0	0	0	0	1	50	1	50	2	100	0	0	2
8 - Significant Developmental Delay	6	6.90	17	19.54	0	0	1	1.15	17	19.54	0	0	51	58.62	1	1.15	57	65.52	30	34.48	87
Total	47	8.25	80	14.04	0	0	4	.70	135	23.68	0	0	327	57.37	24	4.21	355	62.28	215	37.72	570

SR DIS090 Continuation of Services

Continuation of Service Report							
School ID	School Name	GTID	Student Name	Continuation of Services	Action Code	Number of Days	Primary Area
[redacted]	[redacted]	******2151	[redacted]	Y	30-Out-of-School Suspension	3	
		******6842		Y	30-Out-of-School Suspension	1	
		******3763		Y	30-Out-of-School Suspension	3	T - Emotional / Behavioral Disorder
		******3763		Y	30-Out-of-School Suspension	3	T - Emotional / Behavioral Disorder
		******9281		Y	30-Out-of-School Suspension	2	
		******9281		N	30-Out-of-School Suspension	1	
		******0152		N	30-Out-of-School Suspension	5	
		******2448		N	30-Out-of-School Suspension	3	

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

Suspensions with Same Date and Day(s)

School	GTID	Student Name	Incident Date	Number of Days	Total Records	Total Days
[redacted]	[redacted]	[redacted]	02212020	1,1,1	3	3
			11012019	2,2	2	4
			02052020	1,5	2	6
			01152020	2,2	2	4
			12032019	2,1	2	3
			11212019	1,1	2	2
			01272020	3,3	2	6
			01272020	3,3	2	6
			11202019	2,2	2	4
			08232019	5,5	2	10
			11192019	1,3	2	4
			10142019	1,1	2	2

SR DIS092 Possible duplicated safety records

Possible Duplicated Discipline Records (W862)

School ID	Name	GTID	Student Name	Incident Date	Action Code	Auxillary Code	Total* Records	Total** Days
[redacted]		[redacted]		02212020	30		3	3
				02182020	50	0002	2	0
				11012019	30		2	4
				02052020	30		2	6
				01152020	30		2	4
				12032019	30		2	3
				11212019	20		2	2
				01272020	30		2	6
				01272020	30		2	6
				11202019	30		2	4
				09242019	80		2	0
				08232019	20		2	10
				11192019	20		2	4
				08272019	80		3	0

SR DIS095 OSS Greater than 10 Days w/out Services

OSS Greater Than 10 Days w/o Continuation of Educational Services				
System		School		Total Students
ID	Name	ID	Name	
[redacted]		[redacted]		1
System Totals				1

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

School Name All Schools	Unduplicated Student Count Per Discipline Action			Total Action Records	Total* Students
	20	30	40		
[redacted]	14	14	0	56	28
	4	6	0	17	10
	0	8	0	22	8
	6	3	0	20	9
	42	24	0	148	66
	23	18	0	87	41
	11	9	0	40	20
	1	8	0	12	9
System Totals	101	90	0	402	191

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

Unduplicated Student Count Per Column For SWD Discipline Action													
Discipline Action	Hispanic	Race						Gender		Free/Reduced Price Meal Eligibility		Total Action Records	Total** Undup Students
		Indian	Asian	Black	Pacific Islander	White	More than one race	Male	Female	Free	Reduced		
20 - In-School Suspension	7	0	1	24	0	5	5	32	10	42	0	104	42
30 - Out-of-School Suspension	0	0	0	19	0	3	2	16	8	24	0	44	24
Total School	7	0	1	43	0	8	7	48	18	66	0	148	66

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

Discipline Record Detail																					
#	GTID	Student Name	Grade Level	Age	Gender	Hispanic	Race	FRL	Primary Area	Incident #	Event ID	Data Type	Incident Date	Incident Type	Incident Severity Level	Context Location	Teacher ID	Action Code	Action Aux	Disc Proc	Number of Days	Admin ID
1	[redacted]		0	16	M	N	Black	Y	Y	E009		1	02252020	33	1-Least	11		30		03	1	*****2273
2			0	16	M	N	Black	Y	Y	E010		1	02262020	33	1-Least	11		30		03	3	*****2273
3			0	16	M	N	Black	Y	Y	E011		1	03042020	33	1-Least	11		30		03	3	*****2273
4			1	17	M	N	Black	Y	P	E001		1	11112019	06	2-More	11		30		03	3	*****2273
5			1	17	M	N	Black	Y	P	E002	A021	1	03032020	08	1-Least	11		30		03	3	*****2273
6			9	14	F	N	Black	Y	P	E005		1	09242019	33	1-Least	11		30		03	1	*****2273
7			9	14	F	N	Black	Y	P	E008		1	12042019	33	1-Least	11		30		03	1	*****2273

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

www.gadoe.org

@georgiadeptofed

youtube.com/georgiadeptofed

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Georgia Department of Education

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.

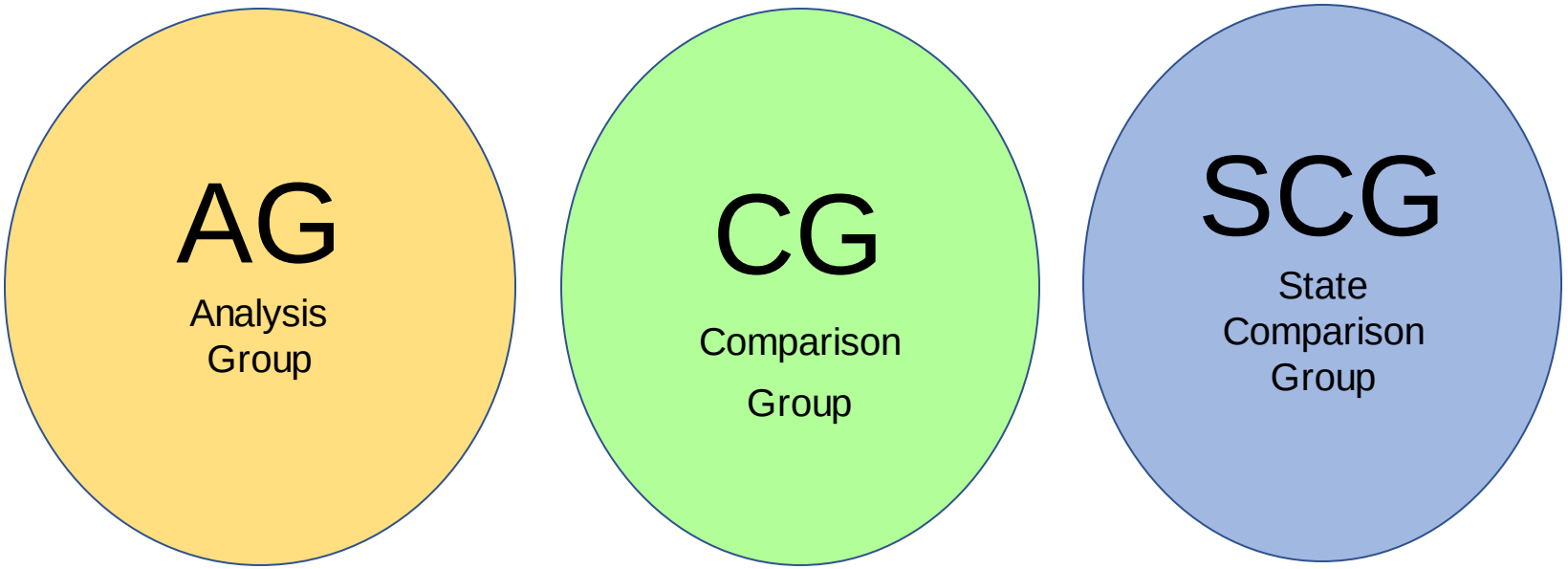
W = What We Want to Know

- 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



Exploring the Groups

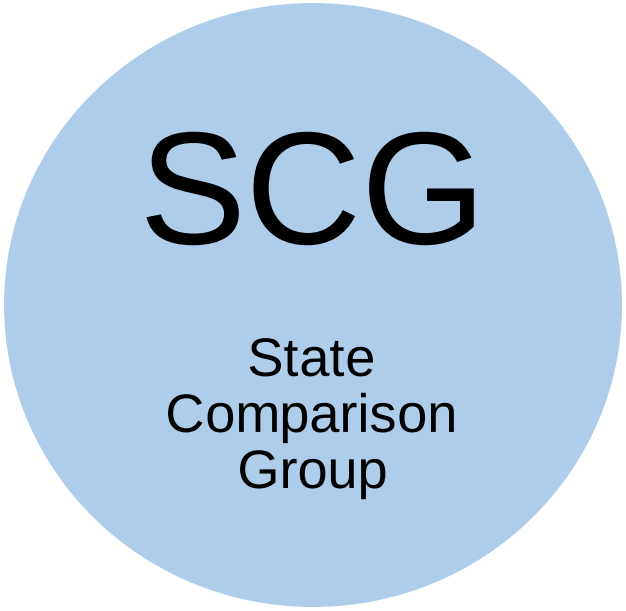
Analysis Group

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.

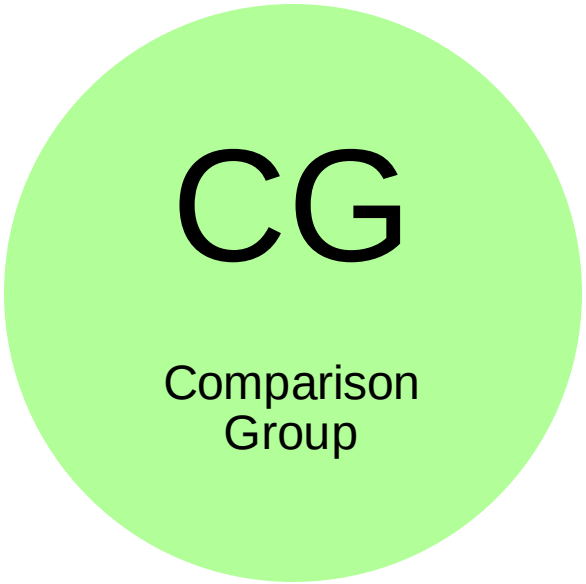
Exploring the Groups



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

Disproportionality Formulas & Groups

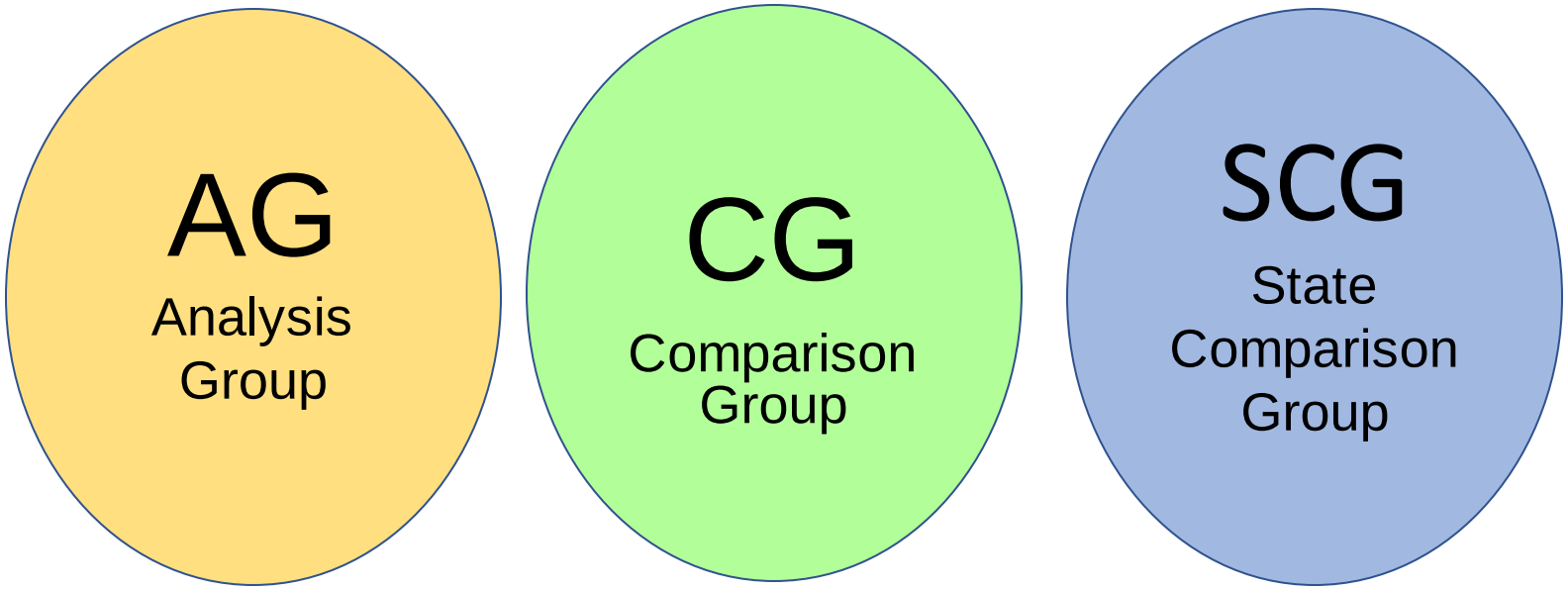


* Except the Analysis Group

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.

Disproportionality Formulas & Groups



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

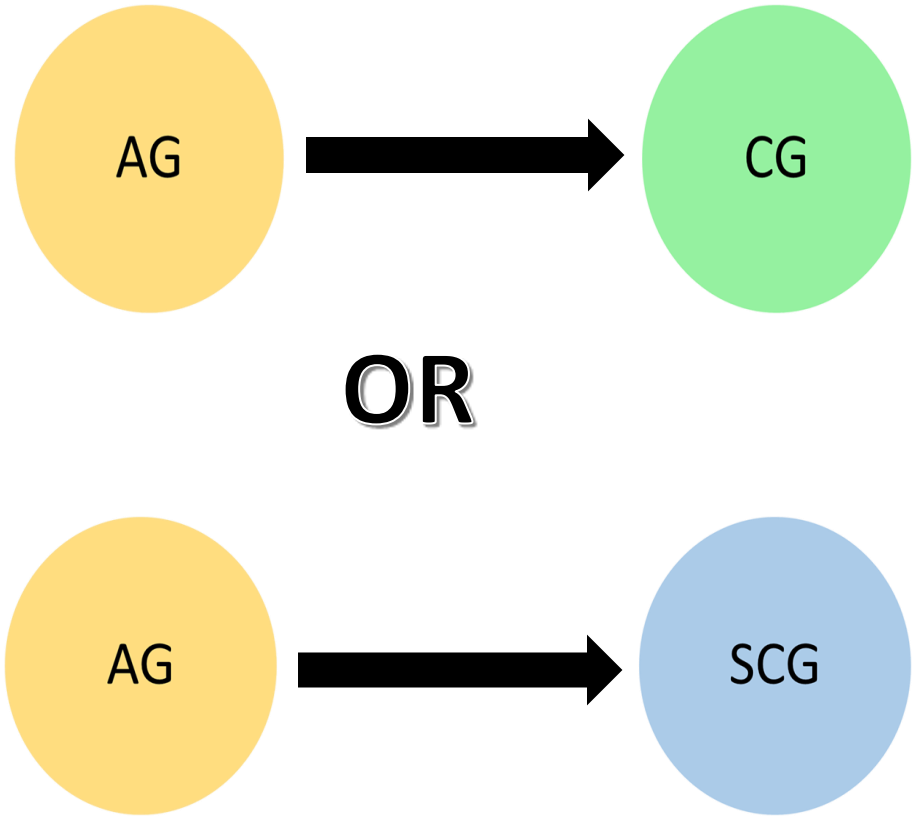
Analysis Group:

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:



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."

Office of Special Education Programs. (2017). Significant Disproportionality: Essential Questions and Answers. https://sites.ed.gov/idea/files/significant-disproportionality-qa-03-08-17.pdf.

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

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.

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

Comparison Group Required Conditions

Cell Size

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

***n* Size**

Enrollment of thirty (30) or more students of all other racial or ethnic subgroups.

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

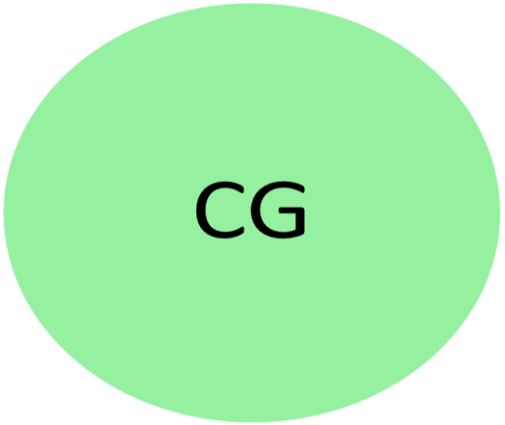
Success County School District:

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)

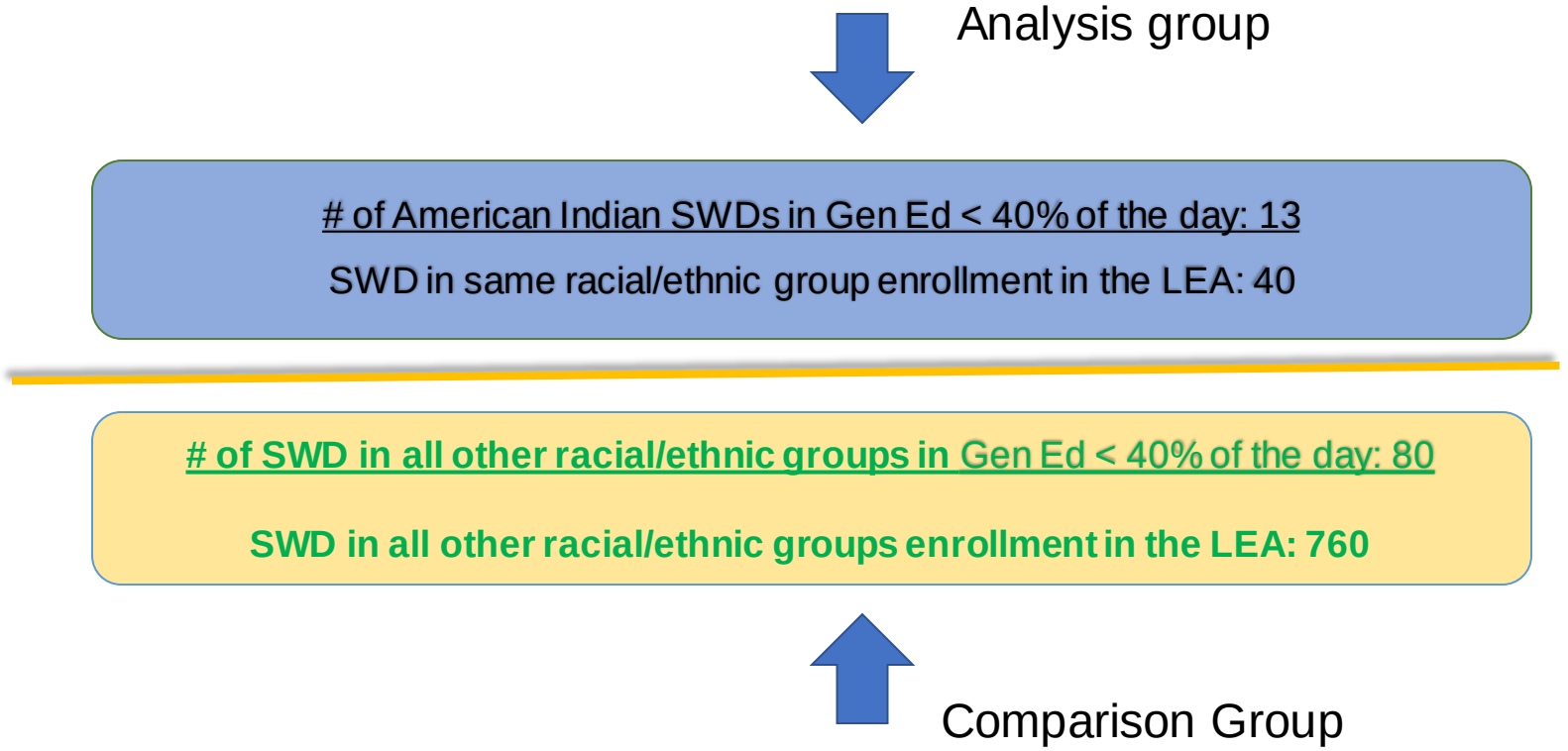
80/760 = 0.105

10.5% of ALL other SWD are in the General Education setting less than 40% of the day.

Risk Ratio

American Indian SWD in Gen Ed less than 40% of the day (Analysis Group)	ALL other SWD in Gen Ed less than 40% of the day (Comparison Group)
32.5%	10.5%

Calculation of Risk Ratio- Placement



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

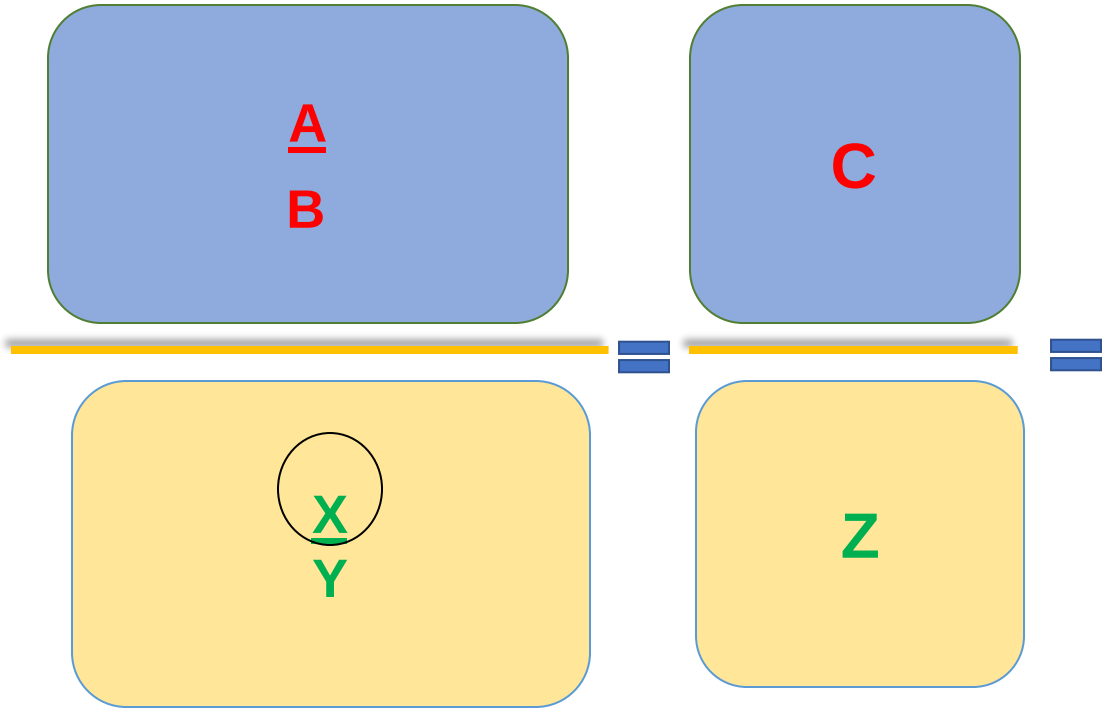
- Mathematically, when dividing fractions, you should multiply the first fraction by the reciprocal of the second fraction and convert the resulting fraction to a decimal.

- If you divide each fraction separately, you will receive a less accurate solution due to multiple roundings.

Risk Ratio

KEY:

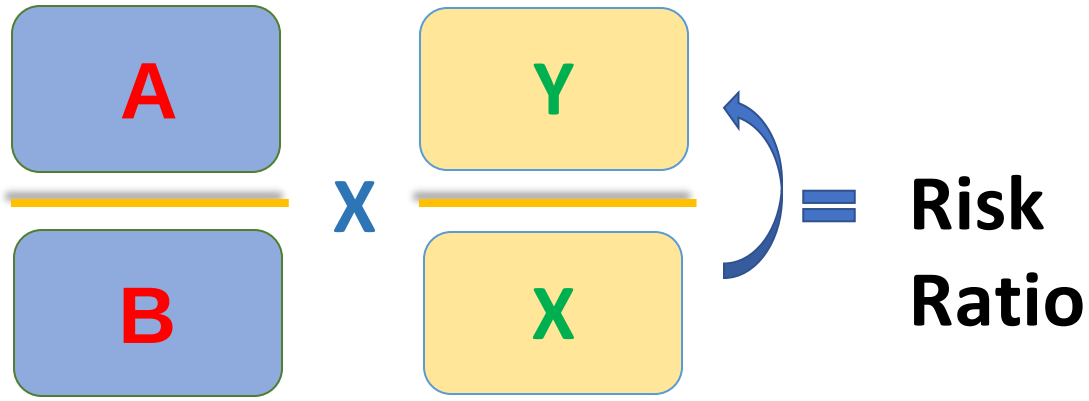
A/B = C
X/Y = Z



Risk Ratio

(A/B) ÷ (X/Y) = C/Z = RISK RATIO

Risk Ratio is calculated by Multiplying by the reciprocal



Calculation of Risk Ratio-Placement

Analysis group

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

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

Comparison Group

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

X

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

$$\frac{\text{13 American Indian SWD in General Ed < 40\% of the Day}}{\text{40 total American Indian SWD in General Ed < 40\% of the Day}} \times \frac{\text{760 all other race/ethnicity enrollment of SWD in the LEA}}{\text{80 all other race/ethnicity identified as SWD in General Ed < 40\% of the Day}}$$

Risk Ratio: (13/40) ÷ (80/760) = equation before math calculation
(13/40) X (760/80) = equation expressed for calculation

13 x 760= 9800 (numerator)
40 x 80=3200 (denominator)

(9,880/3,200) = **3.087 only one rounded decimal calculation**

Risk Ratio Example without Reciprocal Method

$$\frac{\text{13 American Indian SWD in General Ed < 40\% of the Day}}{\text{40 total American Indian SWD in the LEA}} \times \frac{\text{80 all other race/ethnicity identified as SWD in General Ed < 40\% of the Day}}{\text{760 all other race/ethnicity SWD enrollment of students in the LEA}}$$

Risk Ratio: (13/40) = 0.325 — 1st rounded Decimal

0/760) = 0.105 — 2nd rounded Decimal

(0.325/.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."

Office of Special Education Programs. (2017). Significant Disproportionality: Essential Questions and Answers. https://sites.ed.gov/idea/files/significant-disproportionality-qa-03-08-17.pdf.

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)

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

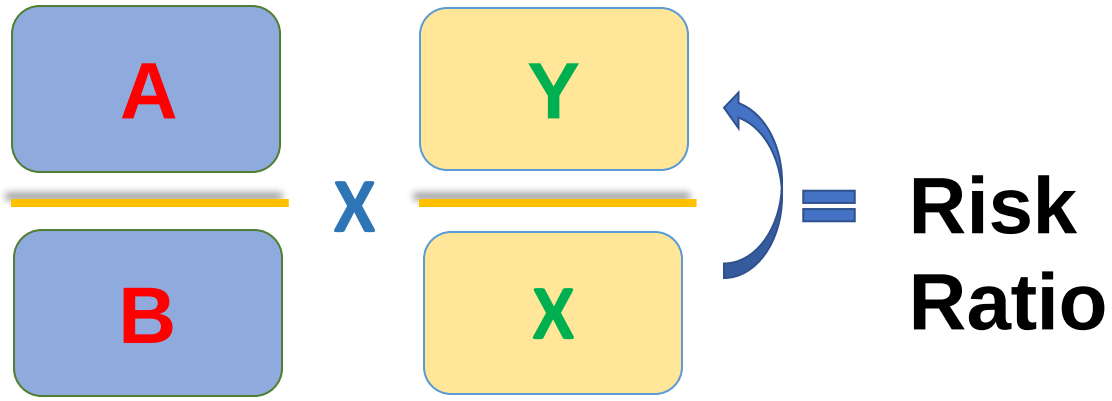
27,630/186,225 = 0.148

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	ALL other SWD throughout the State in General Education less than 40% of the day
24.7%	14.8%

Alternate Risk Ratio is calculated by multiplying by the reciprocal



Calculation of Alternate Risk Ratio- Placement

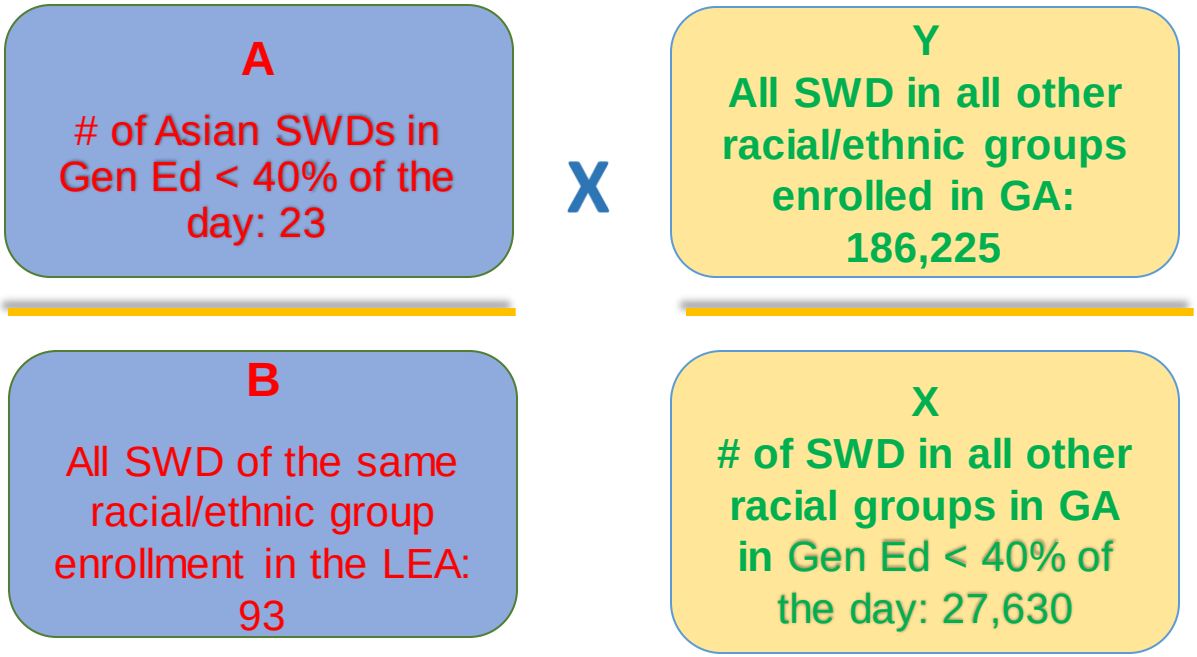
Analysis group

# of Asian SWDs in Gen Ed < 40% of the day: 23	A
SWD in the same racial/ethnic group enrollment in the LEA: 93	B

# of SWD in all other racial groups in GA in Gen Ed < 40% of the day: 27,630	X
All SWD in all other racial/ethnic groups enrolled in GA: 186,225	Y

Comparison Group

Alternate Risk Ratio – Placement Multiplying by the reciprocal



Alternate Risk Ratio Example with Reciprocal Calculation

$$\frac{\text{23 Asian SWD students in General Ed < 40\% of the Day}}{\text{93 total Asian SWD students in General Ed < 40\% of the Day}} \times \frac{\text{186,225 all other race/ethnicity enrollment of SWD in GA}}{\text{27,630 all other race/ethnicity identified as SWD in GA in General Ed < 40\% of the Day}}$$

Risk Ratio: (23/93) ÷ (27,630/186,225) = equation before math calculation

(23/93) X (186,225/27,630) = equation expressed for calculation

23 x 186,225= 4,283,175 (numerator)

93 x 27,630 = 2,569,590 (denominator)

(4,283,175 / 2,569,590) = **1.666870 only rounded once**

Tie it All Together

Analysis Group Required Conditions

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.

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

Comparison Group Required Conditions

Cell Size

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

***n* Size**

Enrollment of thirty (30) or more students of all other racial or ethnic subgroups.

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

Will calculations for this subgroup impact the LEA?

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.

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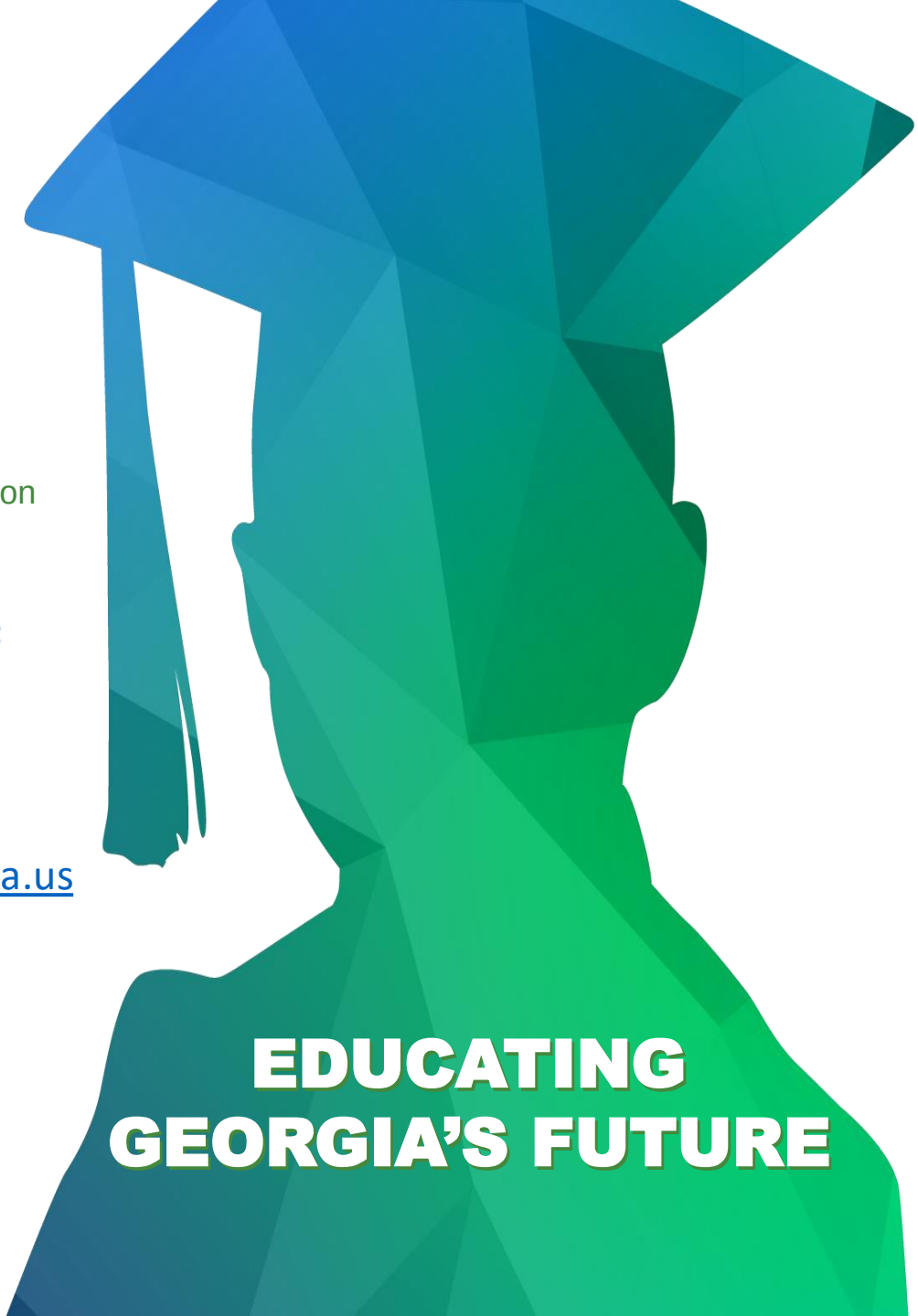

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Introduction to Disproportionality

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
LEA SWD Rate > 10 days OSS
Compared to
State SWD Rate > 10 days OSS
Example 1

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)

$$\frac{\text{\# of SWD in the LEA with OSS > 10 Days} \div \text{LEA SWD Cumulative Enrollment}}{\text{\# of SWD in the State with OSS > 10 Days} \div \text{State SWD Cumulative Enrollment}}$$

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

# of SWD with > 10 days OSS: 1,142

SWD Enrollment in the State: 247,620

State of Georgia

Significant Discrepancy - Indicator 4a Rate Ratio
LEA SWD Rate > 10 days OSS
Compared to
State SWD Rate > 10 days OSS
Multiplying by the Reciprocal

A

# of SWDs with > 10 days OSS: 30

B

SWD Enrollment in the LEA: 7,000

X

Y

SWD Enrollment in the State: 247,620

X

# of SWD with > 10 days OSS: 1,142

30 x 247, 620 = 7,428,600
7,000 x 1,142 = 7,994,000

0.9292 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

Twilight County School District

26 students with disabilities who are in the White subgroup were suspended for > 10 days in the FY20 school year. There were 5,777 White students with disabilities in the school system.

State of Georgia

1,142 total students with disabilities were suspended for > 10 days in the FY20 school year. There were 248,228 students with disabilities in Georgia.

Calculations- Significant Discrepancy

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

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

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

# of SWD with > 10 days OSS in the State: 1,142

SWD Enrollment in the State: 248,228

State of Georgia

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

# of SWDs with > 10 days OSS: 26
(White Subgroup)

B

SWD Enrollment in the LEA: 5,777
White Subgroup

X

Y

SWD Enrollment in the State: 248,228

X

# of SWD with > 10 days OSS in the State:
1,142

26 x 248,228 =	6,453,798	→	0.9782 Not Significantly Discrepant
5,777 x 1,142 =	6,597,334		

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

Significant Disproportionality - Risk Ratio Total Disciplinary Removals

Wolverine County School District

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.

Wolverine County School District

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

$$\frac{\text{\# of SWD removals in a specific racial/ethnic group in LEA} \div \text{cumulative SWD enrollment in same racial/ethnic groups enrollment in LEA}}{\text{\# of SWD removals in all other racial/ethnic groups in LEA} \div \text{cumulative SWD enrollment in all other racial/ethnic groups in the LEA}}$$

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

A

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

B

SWD Enrollment in the Two or More races subgroup in LEA: 103

X

Y

SWD Enrollment in the LEA in all other subgroups: 2,631

X

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

79 x 2,631 = 207,849

103 x 1,640 = 168,920

1.2305 Not Significantly Disproportionate

Significant Disproportionality - Risk Ratio
ISS ≤ 10 Days

Weeble County School District

The Hispanic students with disabilities subgroup had 35 students with ISS ≤ 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 ≤ 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

$$\frac{\begin{array}{c}(\#\text{ of SWD ISS} \le 10\text{ days in a specific racial/ethnic group in LEA}) \\ \div \\ (\text{cumulative SWD enrollment in same racial/ethnic group in LEA})\end{array}}{\begin{array}{c}(\#\text{ of SWD ISS} \le 10\text{ days in all other racial/ethnic groups in LEA}) \\ \div \\ (\text{cumulative SWD enrollment in all other racial/ethnic groups in the LEA})\end{array}}$$

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

Total # of all other SWD with ISS ≤ 10 Days in the LEA: 91
SWD Enrollment in the LEA in all other subgroups: 757

Weeble County School System
All Other SWD
(not Hispanic)

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

X

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

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

35 x 757 = 26,495
406 x 91 = 36,946

.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

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

State of Georgia All Other SWD (not White)

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

X

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 x 150,352 = 3,157,392
462 x 15,753 = 7,277,886

.4338 Not Significantly Disproportionate

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.

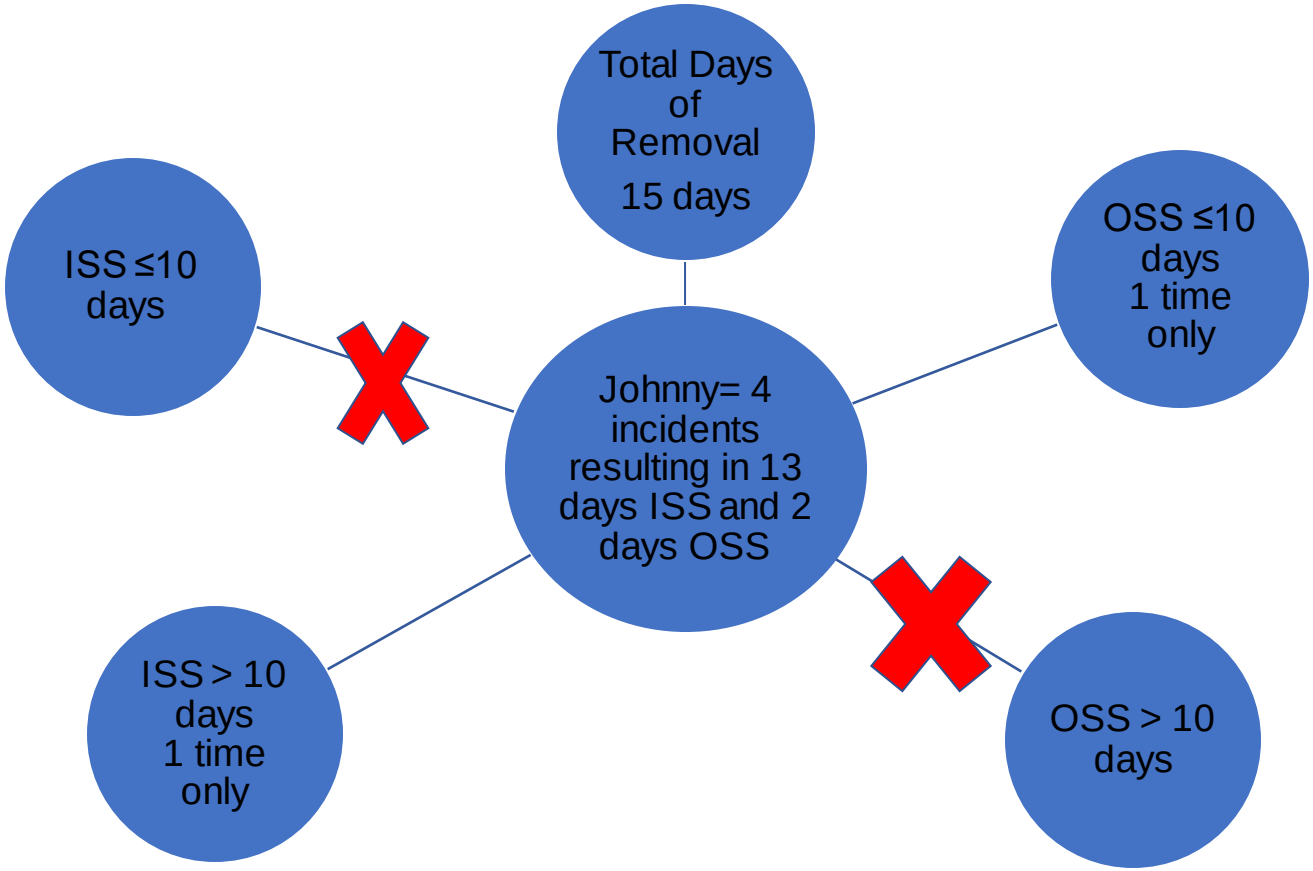
Johnny, a student with a specific learning disability, received **3 days ISS** on Sept. 8th, **4 days ISS** on Nov. 5th, and **6 days ISS** on Mar. 12th for a total of 13 days of Removal. In the Total Removals calculation, these 13 days will be counted.

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



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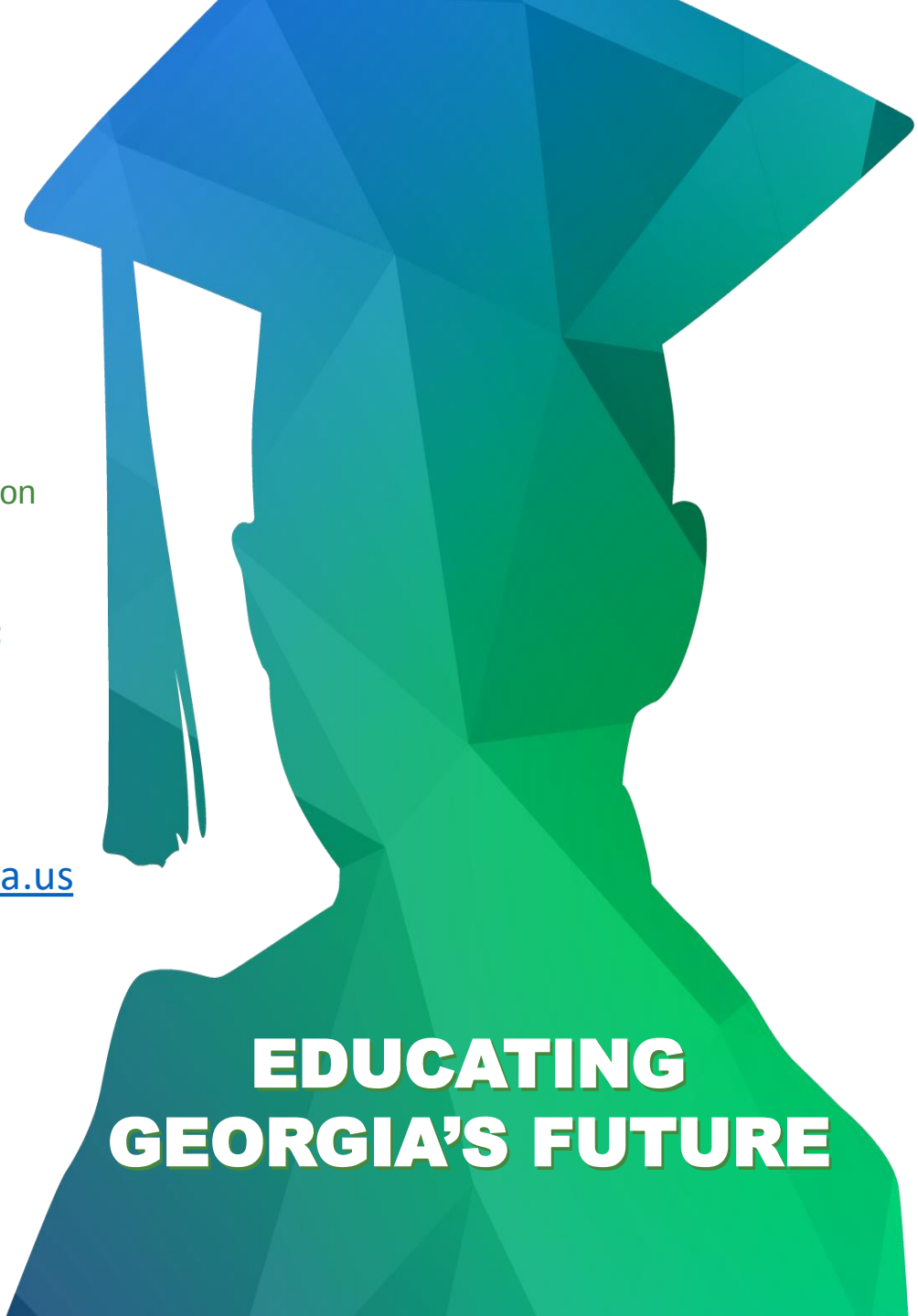
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