Disproportionality Calculations

SELDÁ
January 19, 2022
Remember when we started in July on our journey?
Do you feel like this in January? I hope not.
Don’t forget your Critical Supplies for the Journey!

Roadside Emergency Kit
- SELDA & Contacts
- GCASE, District Liaisons,
  GLRS, Collaborative Communities

GPS/Compass
- SPP/APR
- LEA Determination
- Annual Performance Report
- Data Visualizations

Navigation Supports
- Websites with Resources

Richard Woods, Georgia’s School Superintendent | Georgia Department of Education | Educating Georgia’s Future
Learning Targets

• Participants will be able to locate disproportionality data.
• Participants will be able to locate data sources.
• Participants will be able to understand disproportionality data calculations.
• Participants will be able to know how to review examples of disproportionality data.
Where is the Disproportionate Data reported?
Disproportionality Public Reporting

• Disproportionality Data is reported publicly. It can be viewed for each school system in Georgia on the DOE public website under the Special Education Annual Reports and Data Analytics

• Click on the link, “View Special Education Annual Reports Here” to access your districts report
Disproportionality Public Reporting

• Discipline
  • 4A- Suspension and Expulsion >10 days OSS
  • 4B- Suspension and Expulsion >10 days OSS by Race/Ethnicity

• Identification
  • 9- Disproportionate representation of racial and ethnic groups in special education and related services which is the result of inappropriate identification policies, procedures, and practices
  • 10- Disproportionate representation of racial and ethnic groups in specific disability categories which is the result of inappropriate identification policies, procedures, and practices
Annual Public Reports - Discipline

- Indicators 4A and 4B reflect Significant Discrepancy - two unique Discipline Indicators

### Special Education Annual Reports

**Report Year:** 2019-2020

<table>
<thead>
<tr>
<th>4A Suspension and Expulsion</th>
<th>State Target</th>
<th>LEA Target</th>
<th>Met LEA 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>&lt; 15.5% of LEAs</td>
<td>Rate Ratio &lt; 2.0</td>
<td>Y</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4B Suspension and Expulsion By Race and Ethnicity</th>
<th>LEA Target</th>
<th>Met LEA 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>0% of LEAs</td>
<td>Rate Ratio &lt; 2.0 or SEA review with no LEA findings</td>
</tr>
</tbody>
</table>
Annual Public Reports - Identification

- Indicators 9 and 10 reflect Disproportionate Representation - two Identification Indicators

<table>
<thead>
<tr>
<th>9 DISPROPORTIONATE REPRESENTATION</th>
<th>State Target</th>
<th>LEA Target</th>
<th>Met LEA Target</th>
</tr>
</thead>
<tbody>
<tr>
<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>
<td>0% of LEAs</td>
<td>Rate Ratio &gt; 2.0 or SEA review with no LEA findings</td>
<td>Y</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10 DISPROPORTIONATE REPRESENTATION</th>
<th>State Target</th>
<th>LEA Target</th>
<th>Met LEA Target</th>
</tr>
</thead>
<tbody>
<tr>
<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>
<td>0% of LEAs</td>
<td>Rate Ratio &gt; 2.0 or SEA review with no LEA findings</td>
<td>Y</td>
</tr>
</tbody>
</table>
Where does the Disproportionate Data come from?
Student Record Reports

- **discipline data** extracted from student information system (SIS)
- reported in Student Record in June
Review Student Record Reports

- Prior to Student Record sign off
  - Select the year of the record you are going to review for accuracy
  - Click SR Report menu
    - SWD Cumulative Enrollment in SE Reports
    - Discipline is in Student Safety Reports

- after sign off, no changes can be made
Student Records Reports (Student Safety Level Reports)

• Key Reports are:
  • DIS090 – Continuation of Services Report
  • DIS091 – Suspensions with Same Date and Days
  • DIS092 – Possible Duplicated Student Safety Records
  • DIS095 – Greater than 10 days w/o Services
  • DIS097 – SWD System Totals by Discipline Action
SE055 Primary Area by EL, Hispanic, Race and Gender

- SE055 Primary Area by EL, Hispanic, Race and Gender
- The report SE055 is a key report to check to ensure the data that is reported for race and gender is accurate.

<table>
<thead>
<tr>
<th>Primary Area</th>
<th>EL</th>
<th>Hispanic</th>
<th>Race</th>
<th>Gender</th>
<th>Student Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<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>2</td>
<td>8.33</td>
<td>0</td>
</tr>
<tr>
<td>Q - Moderate Intellectual Disability</td>
<td>1</td>
<td>6.67</td>
<td>1</td>
<td>6.67</td>
<td>0</td>
</tr>
<tr>
<td>R - Severe Intellectual Disability</td>
<td>3</td>
<td>37.50</td>
<td>4</td>
<td>33.33</td>
<td>0</td>
</tr>
<tr>
<td>S - Profound Intellectual Disability</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>F - Emotional/Behavioral Disorder</td>
<td>3</td>
<td>37.50</td>
<td>4</td>
<td>33.33</td>
<td>0</td>
</tr>
</tbody>
</table>
SR DIS090 Continuation of Services (COS) Report

- shows the number of days of OSS and a primary area
- the Y or N for continuation of services with OSS is collected in your SIS (check for errors)
- student with >10 days cumulative OSS with no services are displayed in the Special Education Applications Portal in COS
## SR DIS090 Continuation of Services (COS) Report

<table>
<thead>
<tr>
<th>School ID</th>
<th>School Name</th>
<th>GTID</th>
<th>Student Name</th>
<th>Continuation of Services</th>
<th>Action Code</th>
<th>Number of Days</th>
<th>Primary Area</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Y</td>
<td>30-Out-of-School Suspension</td>
<td>3</td>
<td>T - Emotional / Behavioral Disorder</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Y</td>
<td>30-Out-of-School Suspension</td>
<td>1</td>
<td>T - Emotional / Behavioral Disorder</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Y</td>
<td>30-Out-of-School Suspension</td>
<td>3</td>
<td>T - Emotional / Behavioral Disorder</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Y</td>
<td>30-Out-of-School Suspension</td>
<td>3</td>
<td>T - Emotional / Behavioral Disorder</td>
</tr>
<tr>
<td>Y</td>
<td></td>
<td></td>
<td></td>
<td>Y</td>
<td>30-Out-of-School Suspension</td>
<td>2</td>
<td>T - Emotional / Behavioral Disorder</td>
</tr>
<tr>
<td>N</td>
<td></td>
<td></td>
<td></td>
<td>N</td>
<td>30-Out-of-School Suspension</td>
<td>1</td>
<td>T - Emotional / Behavioral Disorder</td>
</tr>
<tr>
<td>N</td>
<td></td>
<td></td>
<td></td>
<td>N</td>
<td>30-Out-of-School Suspension</td>
<td>5</td>
<td>T - Emotional / Behavioral Disorder</td>
</tr>
<tr>
<td>N</td>
<td></td>
<td></td>
<td></td>
<td>N</td>
<td>30-Out-of-School Suspension</td>
<td>3</td>
<td>T - Emotional / Behavioral Disorder</td>
</tr>
</tbody>
</table>
SR DIS091 Suspensions with the same date and days

- shows data possibly entered more than once leading to over reporting discipline information
- School, GTID, Student, Incident Date, Number of Days, Total Records and Days
SR DIS091 Suspensions with the same date and days

<table>
<thead>
<tr>
<th>School</th>
<th>GRID</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>1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>11/01/2019</td>
<td>1,2</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>06/25/2020</td>
<td>1,5</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>01/15/2020</td>
<td>1,2</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>12/23/2019</td>
<td>1,1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td></td>
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<td>11/21/2019</td>
<td>1,1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>01/17/2020</td>
<td>1,3</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>01/17/2020</td>
<td>1,3</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>11/20/2019</td>
<td>1,2</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td></td>
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<td></td>
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<td>5,5</td>
<td>1</td>
<td>10</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>11/19/2019</td>
<td>1,3</td>
<td>1</td>
<td>4</td>
</tr>
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<td></td>
<td>10/14/2019</td>
<td>1,1</td>
<td>1</td>
<td>2</td>
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</tbody>
</table>
SR DIS092 Possible duplicated safety records

- shows records possibly duplicated

<table>
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<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></td>
<td></td>
<td></td>
<td></td>
<td>01/21/2010</td>
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<td>0002</td>
<td>1</td>
<td>0</td>
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<tr>
<td></td>
<td></td>
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<td></td>
<td>01/12/2010</td>
<td>30</td>
<td></td>
<td>3</td>
<td>3</td>
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<td></td>
<td>11/12/2019</td>
<td>30</td>
<td></td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>02/05/2019</td>
<td>30</td>
<td></td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>01/15/2019</td>
<td>30</td>
<td></td>
<td>1</td>
<td>4</td>
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<td>12/03/2019</td>
<td>30</td>
<td></td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12/12/2019</td>
<td>20</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>01/27/2019</td>
<td>30</td>
<td></td>
<td>1</td>
<td>6</td>
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<td></td>
<td>01/27/2019</td>
<td>30</td>
<td></td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>11/20/2019</td>
<td>30</td>
<td></td>
<td>2</td>
<td>4</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></td>
<td>20</td>
<td>30</td>
<td>40</td>
</tr>
<tr>
<td>All Schools</td>
<td></td>
<td></td>
<td></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>System Totals</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

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!
Student Record Reports- Tips

• use your Student Information System (SIS)
• all SIS have reports for discipline
• monitor in real time
• work with principals, assistant principals, the people who enter data
What did you learn?

- Student Record Data Submission data is used to determine Significant Disproportionality in the area of DISCIPLINE.

- The SPP/APR indicators 4a and 4b report Significant Discrepancy in DISCIPLINE.

- Data from the Disproportionality Determinations in DISCIPLINE are from the previous school year.
FTE Reports

- Identification & Placement data are in FTE 1 from October
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

By following the steps below, you can locate FTE reports FT042 and FT043 to view the data used in Identification Disproportionality.
FTE Reports- FT042 & FT043

The top picture shows the reports on the menu and the bottom shows the enrollment in special education for each disability by race and ethnicity.
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
The FT020 Report shows the number of students by race and ethnicity receiving services by placement and category in grades K-12.

<table>
<thead>
<tr>
<th>Primary Area Code</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ethnicity Race</td>
<td>Ethnicity Race</td>
<td>Ethnicity Race</td>
</tr>
<tr>
<td>P</td>
<td>0 0 0 0 0 2 0 2 0 0 0 1 0 1 0 2 0 0 0 1 0 3 0 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q</td>
<td>0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R</td>
<td>0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0</td>
<td></td>
<td></td>
</tr>
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<td>S</td>
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<td>15 0 0 7 0 7 2 31 18 0 0 11 0 15 0 44 33 0 0 18 0 22 2 75</td>
<td></td>
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</tr>
<tr>
<td>V</td>
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<td></td>
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</tr>
<tr>
<td>X</td>
<td>0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Regular Class at least 80%
Where can you review your data to determine your disproportionality status?
Disproportionality - SE Portal View
Disproportionality Application View

**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>1.0695</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>3066</td>
<td>1.0628</td>
</tr>
<tr>
<td>All Disabilities</td>
<td>Pacific Islander</td>
<td>4</td>
<td>31</td>
<td>1.0338</td>
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<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>
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<td>Autism</td>
<td>American Indian</td>
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<td>73</td>
<td>2.0191</td>
</tr>
<tr>
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<td>Asian</td>
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<td>491</td>
<td>0.4449</td>
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<td>Black</td>
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<td>Hispanic</td>
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<td>3066</td>
<td>1.1056</td>
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<td>4.7385</td>
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<tr>
<td>Autism</td>
<td>Two or More Races</td>
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<td>1145</td>
<td>0.9584</td>
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<td>White</td>
<td>90</td>
<td>7625</td>
<td>0.9419</td>
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</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
Disproportionality-
Special Education Applications

• 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

- ≥ 3.0 risk ratio
- 2 consecutive years
- Ages 5 in K and aged 6-21
### 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>
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<td>Hispanic</td>
<td>10</td>
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<td>1513</td>
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### FY19 Determination

<table>
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<tr>
<th>Disability Area</th>
<th>Race/Ethnicity</th>
<th>Disability Count</th>
<th>District Enrollment</th>
<th>Risk Ratio</th>
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</table>

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

- ≥ 3.0 risk ratio
- 3 consecutive years
- Ages 3-21
### Significant Disproportionality - Identification

<table>
<thead>
<tr>
<th>Year</th>
<th>Disability Area</th>
<th>Race/Ethnicity</th>
<th>Disability Count</th>
<th>District Enrollment</th>
<th>Risk Ratio</th>
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<tbody>
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<td>All Disabilities</td>
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<td>All Disabilities</td>
<td>Two or More Races</td>
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<td>67</td>
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<td>All Disabilities</td>
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<td>561</td>
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<td>Autism</td>
<td>White</td>
<td>18</td>
<td>1513</td>
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<tr>
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<td>561</td>
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<td>1513</td>
<td>0.1047</td>
</tr>
<tr>
<td><strong>FY19</strong></td>
<td>All Disabilities</td>
<td>Black</td>
<td>2</td>
<td>50</td>
<td>0.7279</td>
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<tr>
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<td>All Disabilities</td>
<td>Hispanic</td>
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<td>66</td>
<td>0.3325</td>
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**Significant Disproportionality Identification Example - Intellectual Disabilities**

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<tr>
<th>Year</th>
<th>Disability Area</th>
<th>Race/Ethnicity</th>
<th>Disability Count</th>
<th>District Enrollment</th>
<th>Risk Ratio</th>
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<td>Two or More Races</td>
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<tr>
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<td>Other Health Impairment</td>
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<td>37</td>
<td>1523</td>
<td>0.3592</td>
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<td><strong>FY19</strong></td>
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**Significant Disproportionality Identification Example - Specific Learning Disability**

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<th>Race/Ethnicity</th>
<th>Disability Count</th>
<th>District Enrollment</th>
<th>Risk Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FY20</strong></td>
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<td>74</td>
<td>0.5146</td>
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<tr>
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<td>Specific Learning Disability</td>
<td>Two or More Races</td>
<td>1</td>
<td>74</td>
<td>0.8546</td>
</tr>
<tr>
<td></td>
<td>Specific Learning Disability</td>
<td>White</td>
<td>37</td>
<td>1523</td>
<td>0.3592</td>
</tr>
</tbody>
</table>

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**FY20** 3.8629

**FY19** 4.7338

**FY18** 6.3144
## Placement - Significant Disproportionality

<table>
<thead>
<tr>
<th>Legend:</th>
<th>Significant Disproportionality (Risk Ratio ≥ 3.0 in same category) same racial/ethnic group for 3 consecutive years; data reported in FY2020, FY2021, FY2022; consequences imposed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Significant Disproportionality: (Risk Ratio ≥ 3.0 in same category, same racial/ethnic group for 1 year or 2 consecutive years; data reported in FY2022 or FY2021 and FY2022); consequences not imposed</td>
</tr>
<tr>
<td></td>
<td>Risk Ratio ≥ 3.0 data reported in FY2022 Cell size (environment count) &lt; 10 or N-size (SWD enrollment in racial/ethnic group) &lt; 30</td>
</tr>
</tbody>
</table>

### Risk Ratio Formula:

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

**Children 6-21 only**

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

#### Alternate Risk Ratio Formula:

\[
\text{Alternate Risk Ratio} = \frac{(\# \text{ of SWD in a specific racial/ethnic group in LEA in specific setting}) + (\# \text{ of SWD in same racial/ethnic group enrollment in LEA})}{(\# \text{ of SWD in all other racial/ethnic groups in SEA in specific setting}) + (\# \text{ of SWD in all other racial/ethnic groups enrollment in the SEA})}
\]

**Children 6-21 only**

### Requirements:

- ≥ 3.0 risk ratio
- 3 consecutive years
- Ages 6-21
### Significant Disproportionality - Placement

#### 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>
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<tbody>
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<td>Less Than 40 Percent in Classroom</td>
<td>Asian</td>
<td>2</td>
<td>7</td>
<td>1.2585</td>
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<tr>
<td>Less Than 40 Percent in Classroom</td>
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<td>270</td>
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<td>Separate Settings</td>
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<td>5.1746</td>
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#### 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>
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<tbody>
<tr>
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<td>288</td>
<td>1.1875</td>
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#### FY18 Determination

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<th>Environment Race/Ethnicity Count</th>
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*Data Source: Georgia Department of Education*
Discipline- Significant Discrepancy Indicator 4b Race/Ethnicity

- ≥ 2.0 rate ratio
- 2 consecutive years
- Ages 3-21
### Significant Discrepancy

**Indicator 4b**

**LEA Comparison**

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<th>Removal Period</th>
<th>Discipline Method</th>
<th>Student Count</th>
<th>Cumulative SWD Enrollment</th>
<th>Rate Ratio</th>
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<td>4</td>
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<td><strong>Black</strong></td>
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<td>18</td>
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<tr>
<td>Two or More Races</td>
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<td>31</td>
<td>0</td>
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<td>Pacific Islander</td>
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<tr>
<td>White</td>
<td></td>
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</tbody>
</table>

**FY20**

- **American Indian:** GREATER10, OUTOFSCHOOL, 0, 2, 0
- **Black:** GREATER10, OUTOFSCHOOL, 19, 1511, 2.6562
- **Asian:** GREATER10, OUTOFSCHOOL, 0, 4, 0
- **Hispanic:** GREATER10, OUTOFSCHOOL, 0, 18, 0
- **Two or More Races:** GREATER10, OUTOFSCHOOL, 0, 31, 0

**FY19**

- **American Indian:** GREATER10, OUTOFSCHOOL, 0, 2, 0
- **Black:** GREATER10, OUTOFSCHOOL, 18, 1518, 3.0133
- **Asian:** GREATER10, OUTOFSCHOOL, 0, 8, 0
- **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
Discipline - Significant Disproportionality

- ≥ 3.0 risk ratio
- 3 consecutive consecutive years
- Ages 3-21
<table>
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<tr>
<th>Race/Ethnicity</th>
<th>Total Disciplinary Removals</th>
<th>Cumulative SWD Enrollment</th>
<th>Risk Ratio</th>
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<tbody>
<tr>
<td>American Indian</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>Black</td>
<td>107</td>
<td>216</td>
<td>4.3593</td>
</tr>
<tr>
<td>Hispanic</td>
<td>0</td>
<td>17</td>
<td>0</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Significant Disproportionality Discipline Example - Total Removals**

**FY20** 4.3593

<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>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>1</td>
<td>7</td>
<td>0.3407</td>
</tr>
<tr>
<td>Black</td>
<td>157</td>
<td>201</td>
<td>4.5364</td>
</tr>
<tr>
<td>Hispanic</td>
<td>4</td>
<td>14</td>
<td>0.6815</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>3</td>
<td>31</td>
<td>0.2217</td>
</tr>
</tbody>
</table>

**FY19** 4.5364

<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>1</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>Black</td>
<td>91</td>
<td>196</td>
<td>6.1241</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1</td>
<td>12</td>
<td>0.3461</td>
</tr>
<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** 6.121
How is the data for disproportionality for Placement and Identification calculated?
What Do 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.
What Do 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?
Are Risk Ratio and Rate Ratio the same?

• NO, Risk Ratio does not equal Rate Ratio.

• Risk Ratio is used in the Disproportionality calculations for Identification and Placement.

• Rate Ratio is used in the Significant Discrepancy calculations for Discipline.
Disproportionality Group Names

AG
Analysis Group

CG
Comparison Group

SCG
State Comparison Group

In this section we will explore a framework for analyzing disproportionality calculations beginning with group names for groups of students included in the calculations. The group names are for descriptive purposes only.
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

**Comparison Group or State 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 in certain conditions the SEA, called the State Comparison Group (SCG).

Formulas for Placement or Discipline will require the CG to be **ALL OTHER* STUDENTS WITH DISABILITIES** in the LEA, or SEA called the SCG.

* Except the Analysis Group
Important Note

• In calculations the Comparison Group or the State Comparison Group will be used, **not 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.”
Defining Risk Ratio

- A Risk Ratio is calculated for each applicable ethnic and racial subgroup for Disproportionality in the broad categories of Identification, Placement, and Discipline.
  - Ethnic and Racial Subgroups:
    - Hispanic
    - American Indian
    - Black
    - White
    - Two or More Races
    - Pacific Islander
  - Overall, there are 98 calculations performed.
## 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 of all other racial or ethnic subgroups.</th>
</tr>
</thead>
<tbody>
<tr>
<td>n 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.
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
Risk Ratio - Example 1

In these next several slides we are going to compare the American Indian subgroup to all other subgroups in order to determine the risk ratio for the American Indian subgroup.

**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)

\[
\frac{13}{40} = 0.325
\]

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><strong>American Indian SWD in Gen Ed less than 40% of the day</strong> (Analysis Group)</th>
<th><strong>ALL other SWD in Gen Ed less than 40% of the day</strong> (Comparison Group)</th>
</tr>
</thead>
<tbody>
<tr>
<td>32.5%</td>
<td>10.5%</td>
</tr>
</tbody>
</table>

As you can see there is a big difference between the two, however the calculation for the risk ratio......

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!
Calculation of Risk Ratio-Placement

• Analysis Group-Numerator
  • # 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)

• Comparison Group-Denominator
  • # of SWD in all other racial/ethnic groups in Gen Ed < 40% of day: 80 (X)  
    ÷  
    SWD all other racial/ethnic groups enrollment in the LEA (Y)
Risk Ratio

• From the prior slide
• \( \frac{A}{B} = C \) and \( \frac{X}{Y} = Z \)
• \( \frac{C}{Z} = \text{risk ratio} \)

• \( \frac{(A/B)}{(X/Y)} = \frac{C}{Z} = \text{RISK RATIO} \)
But Wait! Hit the pause button.

- 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.

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

- If you divide each fraction separately, you will receive a less accurate solution due rounding multiple times.
Risk Ratio is calculated by multiplying by the reciprocal.

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

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

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

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

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)

\( 40 \times 80 = 3200 \) (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**  
\( \frac{0}{760} = 0.105 \)  
**2nd rounded Decimal**  
\( \frac{0.325}{0.1052} = 3.095 \)  
**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
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
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

\[
\text{Risk Ratio} = \frac{A}{B} \times \frac{X}{Y}
\]
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
Multiplies by the reciprocal

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

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

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

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

93 x 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>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 Determination calculations will not be used for 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>n 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.
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?
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.
How is the data for disproportionality for Discipline calculated?

- Both Significant Discrepancy and Significant Disproportionality apply
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?
Rate Ratio Definition

• A calculation that compares the rate at which a district suspends students with disabilities > 10 days compared to the state’s rate of OSS > 10 days. **Significant discrepancy compares the LEA's rate to the state’s rate in both the ALL SWD and each racial/ethnic group of meeting the minimum of \( \geq 10 \).**

• This calculation is also unique from other disproportionality calculations because significant discrepancy has a threshold of 2.0 or more.
Discipline - Significant Discrepancy 4a & 4b (Rate Ratio)

• **Only** involves SWD with > 10 days OSS, no general education students are in the comparison.

• **Always** compares the State ALL SWD > 10 days OSS to:
  - the LEA rate for ALL SWD > 10 days OSS and
  - each Ethnic/Racial Subgroup with > 10 days OSS at the LEA level.
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)

\[
\frac{\text{# of SWD in the LEA with OSS > 10 Days}}{\text{LEA SWD Cumulative Enrollment}} \div \frac{\text{# of SWD in the State with OSS > 10 Days}}{\text{State SWD Cumulative Enrollment}}
\]
<table>
<thead>
<tr>
<th>Significant Discrepancy - Indicator 4a Rate Ratio</th>
<th>LEA SWD Rate &gt; 10 days OSS Compared to State SWD Rate &gt; 10 days OSS Example 1</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Sunny County School District</th>
<th>State of Georgia</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 students with disabilities were suspended for &gt; 10 days in the FY20 school year. There were 7,000 students with disabilities in the LEA.</td>
<td>1,142 students with disabilities were suspended for &gt; 10 days in the FY20 school year. There were 247,620 students with disabilities in Georgia.</td>
</tr>
</tbody>
</table>
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

\[
\frac{A}{B} \times \frac{Y}{X} = \frac{30}{7,000} \times \frac{247,620}{1,142} = \frac{7,428,600}{7,994,000} = 0.9292
\]
Not Significantly Discrepant
Calculations - Significant Discrepancy

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

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

\[
\frac{\text{# of SWD with OSS > 10 days in the State}}{\text{Cumulative SWD enrollment in the State}}
\]
<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>
**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
# of SWDs with > 10 days OSS: 26
(White Subgroup)

B
SWD Enrollment in the LEA: 5,777
White Subgroup

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
5,777 x 1,142 = 6,597,334

0.9782 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
### Significant Disproportionality - Risk Ratio Total Disciplinary Removals

<table>
<thead>
<tr>
<th>Wolverine County School District</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Two or More Races students with disabilities subgroup</strong> 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wolverine County School District</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>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).</strong></td>
</tr>
</tbody>
</table>
Calculations - Discipline

Significant Disproportionality
Total Disciplinary Removals

\[
\frac{\text{# of SWD removals in a specific racial/ethnic group in LEA}}{\text{cumulative SWD enrollment in same racial/ethnic groups enrollment in LEA}}
\]

\[
\frac{\text{# of SWD removals in all other racial/ethnic groups in LEA}}{\text{cumulative SWD enrollment in all other racial/ethnic groups in the LEA}}
\]
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

Wolverine County School System
All Other SWD (not Two or More races)

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
### Significant Disproportionality - Risk Ratio Total Disciplinary Removals

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

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

<table>
<thead>
<tr>
<th>Calculation</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>79 x 2,631</td>
<td>207,849</td>
</tr>
<tr>
<td>103 x 1,640</td>
<td>168,920</td>
</tr>
</tbody>
</table>

\[
\frac{207,849}{168,920} = 1.2305 \quad \text{Not Significantly Disproportionate}
\]
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

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

(# of SWD 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-Risk Ratio ISS $\leq 10$ Days

**Weeble County School System**

#### Hispanic SWD subgroup

<table>
<thead>
<tr>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total # of Hispanic SWD with ISS $\leq 10$ Days in the LEA</td>
<td>35</td>
</tr>
<tr>
<td>Total Hispanic SWD Enrollment in the LEA</td>
<td>406</td>
</tr>
</tbody>
</table>

#### All Other SWD (not Hispanic)

<table>
<thead>
<tr>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total # of all other SWD with ISS $\leq 10$ Days in the LEA</td>
<td>91</td>
</tr>
<tr>
<td>SWD Enrollment in the LEA in all other subgroups</td>
<td>757</td>
</tr>
</tbody>
</table>
Significant Disproportionality - ISS ≤ 10 Days

Risk Ratio

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 all other subgroups: 757

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

\[
\frac{35 \times 757}{406 \times 91} = \frac{26,495}{36,946} = .7171 \text{ Not Significantly Disproportionate}
\]
<table>
<thead>
<tr>
<th>North County School District</th>
<th>North County School District</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>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.</strong></td>
<td><strong>There were only 3 SWD with OSS ≤ 10 days in all other subgroups of SWD in FY20 in the LEA. As a result of &lt; 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.</strong></td>
</tr>
</tbody>
</table>
**Significant Disproportionality - Alternate Risk Ratio**

**OSS ≤ 10 Days**

**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
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

\[
\begin{align*}
21 \times 150,352 &= 3,157,392 \\
462 \times 15,753 &= 7,277,886
\end{align*}
\]

\[.4338 \text{ Not Significantly Disproportionate}\]
Putting It All Together

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.
Pulling It All Together

Johnny does fit under...

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

Total Days of Removal
15 days

ISS ≤10 days

ISS > 10 days
1 time only

OSS ≤10 days
1 time only

OSS > 10 days

ISS ≤10 days

ISS > 10 days
1 time only

OSS > 10 days

≤ 10 days 1 time only

ISS > 10 days 1 time only
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.
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.
What We Learned

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

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:
• ISS $\leq$ 10 Days
• ISS > 10 Days
• OSS $\leq$ 10 Days
• OSS > 10 Days
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