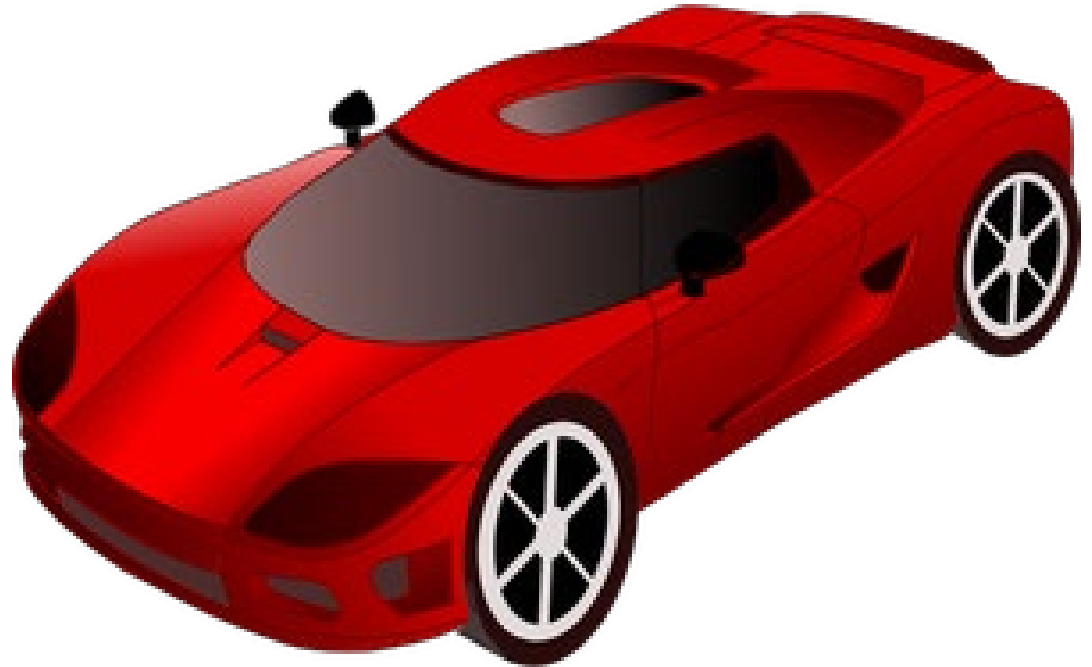


Disproportionality Calculations

SELDA
January 19, 2022

Remember when we started in July on our journey?



Do you feel like this in January? I hope not.



[This Photo](#) by Unknown Author is licensed under [CC BY-NC](#)

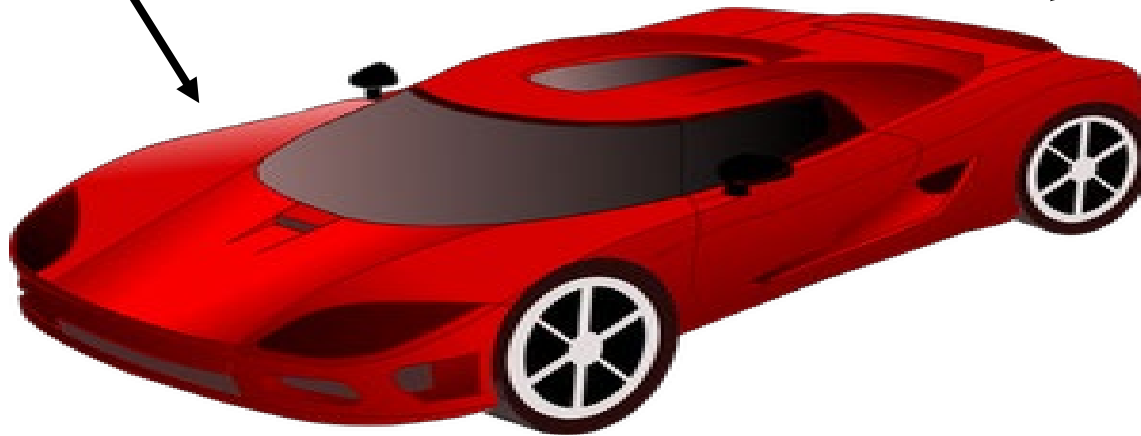
Don't forget your Critical Supplies for the Journey!

Roadside Emergency Kit

SELDA & Contacts
GCASE, District Liaisons,
GLRS, Collaborative
Communities

Navigation Supports
Websites with
Resources

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



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

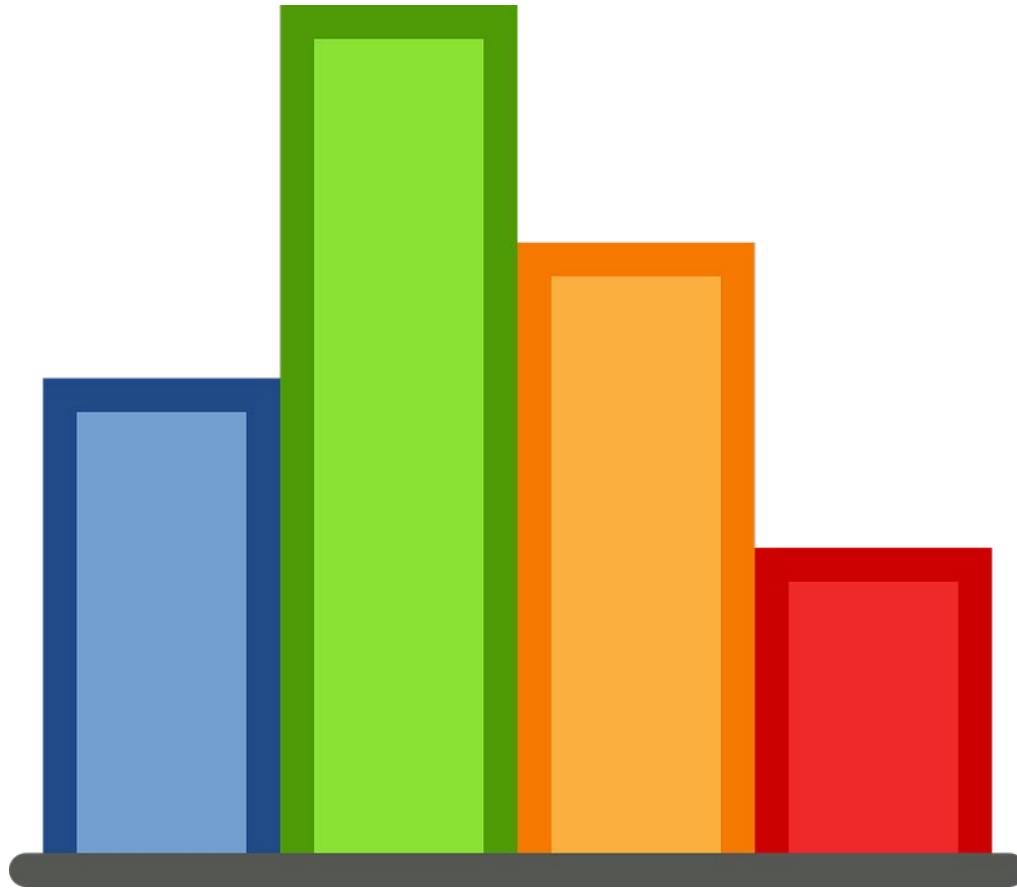
Indicator	Description	State Target	LEA Target	Met LEA Target
4A SUSPENSION AND EXPULSION	District does not demonstrate significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	< 15.5% of LEAs	Rate Ratio < 2.0	Y
4B SUSPENSION AND 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	0% of LEAs	Rate Ratio < 2.0 or SEA review with no LEA findings	Y

Annual Public Reports- Identification

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

Special Education Annual Reports				
Georgia Department of Education GaDOE		Report Year: 2019-2020	Search by lea or zip code	
9 DISPROPORTIONATE REPRESENTATION	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.	State Target 0% of LEAs	LEA Target Rate Ratio < 2.0 or SEA review with no LEA findings	Met LEA Target Y
10 DISPROPORTIONATE REPRESENTATION	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.	State Target 0% of LEAs	LEA Target Rate Ratio < 2.0 or SEA review with no LEA findings	Met LEA Target Y

Where does the Disproportionate Data come from?



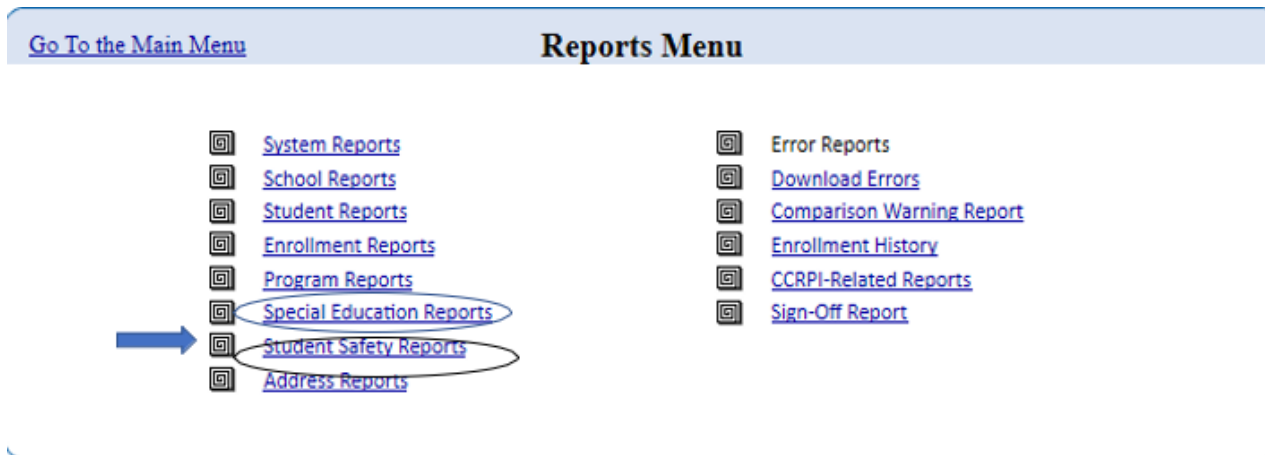
Student Record Reports

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

The screenshot shows the GaDOE website interface. At the top left is the GaDOE logo. To its right is a search bar labeled 'Search Districts' with filters for '0-9', 'A', 'B', and 'C'. Below the logo is a navigation menu with 'Home' and 'Logout'. To the right of the navigation menu is a message box that says 'You have (0) new messages.' Below the navigation menu is a 'Surveys' section with 'New (0)', 'Saved (0)', and 'Subm' buttons, and a message 'No new surveys available'. The 'Data Collection' menu item is expanded, showing a list of options: 'Data Collection Survey', 'Eden Reporting', 'Full Time Equivalent', 'GUIDE', 'Student Class Application', and 'Student Record'. A blue arrow points to the 'Student Record' option.

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.

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	0	0	0	0	0	0	0	0	10	100	0	0	0	0	0	0	0	0	0	0	10	

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

Continuation of Service Report							
School ID	School Name	GTID	Student Name	Continuation of Services	Action Code	Number of Days	Primary Area
		*****		Y	30-Out-of-School Suspension	3	
		*****		Y	30-Out-of-School Suspension	1	
		*****		Y	30-Out-of-School Suspension	3	T - Emotional / Behavioral Disorder
		*****		Y	30-Out-of-School Suspension	3	T - Emotional / Behavioral Disorder
		*****		Y	30-Out-of-School Suspension	2	
		*****		N	30-Out-of-School Suspension	1	
		*****		N	30-Out-of-School Suspension	5	
		*****		N	30-Out-of-School Suspension	3	

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

Suspensions with Same Date and Day(s)							
School		GTID	Student Name	Incident Date	Number of Days	Total Records	Total Days
				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

- shows records possibly duplicated

Possible Duplicated Discipline Records (W862)								
School ID	Name	GTID	Student Name	Incident Date	Action Code	Auxillary Code	Total* Records	Total** Days
		*****		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]	[REDACTED]	[REDACTED]	
System Totals				

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	Unduplicated Student Count Per Discipline Action			Total Action Records	Total* Students
	20	30	40		
All Schools	20	30	40		
[Redacted]	14	14	0	56	28
[Redacted]	4	6	0	17	10
[Redacted]	0	8	0	22	8
[Redacted]	6	3	0	20	9
[Redacted]	42	24	0	148	66
[Redacted]	23	18	0	87	41
[Redacted]	11	9	0	40	20
[Redacted]	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			0	16	M	N	Black	Y	Y	E009			1/02/25/2020	33	1-Least	11		30	03		1	*****2273
2			0	16	M	N	Black	Y	Y	E010			1/02/26/2020	33	1-Least	11		30	03		3	*****2273
3			0	16	M	N	Black	Y	Y	E011			1/03/04/2020	33	1-Least	11		30	03		3	*****2273
4			1	17	M	N	Black	Y	P	E001			1/11/11/2019	06	2-More	11		30	03		3	*****2273
5			1	17	M	N	Black	Y	P	E002	A021		1/03/03/2020	08	1-Least	11		30	03		3	*****2273
6			9	14	F	N	Black	Y	P	E005			1/09/24/2019	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!**

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

The screenshot shows the GaDOE website interface. At the top left is the GaDOE logo. To its right is a search bar labeled 'Search Districts' with a '0-9' dropdown. Below the logo is a notification bar: 'You have (0) new messages'. On the left is a 'Site Navigation' menu with 'Home' and 'Logout'. Below that is an 'Exceptional Students' section. The 'Data Collection' menu is expanded, showing a list of options: 'Data Collection Survey', 'Eden Reporting', 'Full Time Equivalent', 'GUIDE', 'Student Class Application', and 'Student Record'. A blue arrow points to the 'Full Time Equivalent' option.

Data and Resources



Reports

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

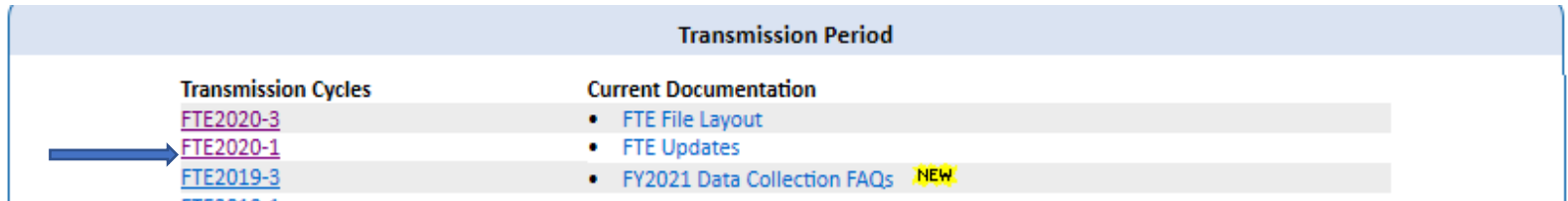
Webpage
Information

State Rule(s)-Identification

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

FTE Reports- FT042 & FT043

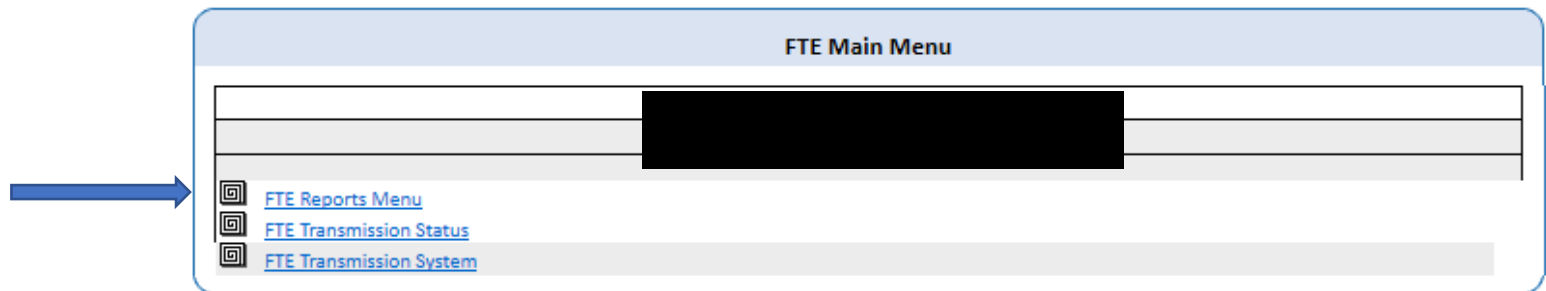
By following the steps below, you can locate FTE reports FT042 and FT043 to view the data used in Identification Disproportionality.



Transmission Period

Transmission Cycles	Current Documentation
FTE2020-3	<ul style="list-style-type: none">FTE File Layout
FTE2020-1	<ul style="list-style-type: none">FTE Updates
FTE2019-3	<ul style="list-style-type: none">FY2021 Data Collection FAQs NEW

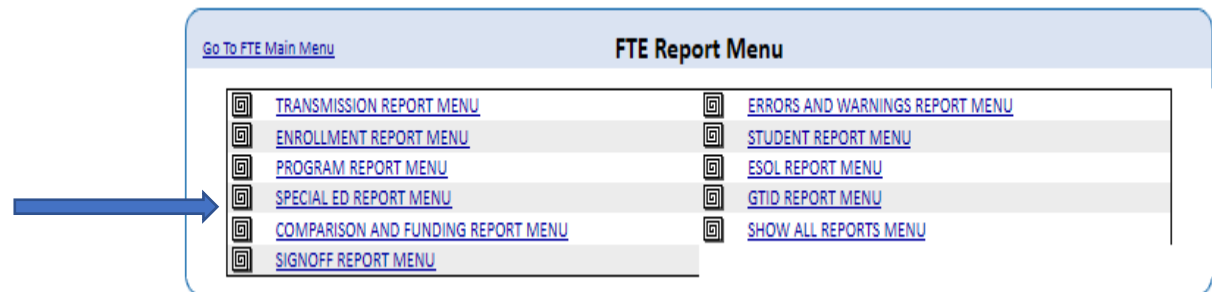
An arrow points to the [FTE2020-1](#) link in the Transmission Cycles column.



FTE Main Menu

- [FTE Reports Menu](#)
- [FTE Transmission Status](#)
- [FTE Transmission System](#)

An arrow points to the [FTE Reports Menu](#) link.



[Go To FTE Main Menu](#)

FTE Report Menu

- [TRANSMISSION REPORT MENU](#)
- [ENROLLMENT REPORT MENU](#)
- [PROGRAM REPORT MENU](#)
- [SPECIAL ED REPORT MENU](#)
- [COMPARISON AND FUNDING REPORT MENU](#)
- [SIGNOFF REPORT MENU](#)
- [ERRORS AND WARNINGS REPORT MENU](#)
- [STUDENT REPORT MENU](#)
- [ESOL REPORT MENU](#)
- [GTID REPORT MENU](#)
- [SHOW ALL REPORTS MENU](#)

An arrow points to the [SPECIAL ED REPORT MENU](#) link.

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.

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 Education Environment School-Age Students	FT027 Special Education Environment, Early Childhood
FT041 Special Education Exit	FT042 Special Education Enrollment by Race/Ethnicity, School-Age
FT043 Special Education Enrollment by Race/Ethnicity, Early Childhood	FT045 Special Ed. Student Summary Report
FT048 GAA Student Enrollment	FT057 Service Hours By Primary Area
FT058 Child Count Enrollment by Grade	FT059 Child Count Student Detail
FT063 SB10 Reported (E311)	FT075 Total Service Minutes
FT085 IEP Services by Primary Area	FT086 SWD Graduated Report
FT087 Enrollment by Disability	

Enrollment for Students Ages 6-21

	Ethnicity Hispanic	Race						Total
		American Indian	Asian	Black	Pacific Islander	White	More Races	
Other Disability	8	0	0	14	1	56	2	
Mild Intellectual Disability	3	0	0	5	0	20	0	
Moderate Intellectual Disability	0	0	0	2	0	5	0	
Profound Intellectual Disability	0	0	0	0	0	2	0	
Emotional/Behavioral Disorder	4	0	1	10	0	57	5	77
U Specific Learning Impairment	89	1	1	77	0	404	27	599
V Orthopedic Impairment	1	0	0	1	0	12	0	14
W Hearing Impairment	0	0	0	0	0	3	2	5
X Deaf	0	0	0	0	0	0	0	0
Other Health Impairment	11	0	0	26	0	202	20	239
Visual Impairment	2	0	0	0	0	6	0	8
Autism	0	0	0	0	0	0	0	0
Speech Impairment	0	0	0	0	0	2	0	2
Physical Impairment	26	3	2	15	0	125	10	171
Developmental Delay	9	0	2	9	0	76	0	96
Other	0	0	0	2	0	0	0	2

Data and Resources



Report

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)

Helpful
Information

State Rule-Placement

- [Least Restrictive Environment](#)

FTE Report- FT 020

The FT020 Report shows the number of students by race and ethnicity receiving services by placement and category in grades K-12.

FT020 Transmission on 10/27/2020 05:28:48 pm - Signed off

Georgia Department of Education
Full Time Equivalent (FTE 2021-1)

Special Education Environment School-Age Students

Select School

[Back to Special Education Report Menu](#) [Back to FTE Report Menu](#) [Back to Main Menu](#) [click here to print](#)

Special Ed Environment School-Age Students - This report categorizes SWD students by their Primary Area of Disability and by the type of environment. This includes all students in grades K-12 and includes grade 'UK', 'U1' and the PK students who are age 6 or older on the October count day (included on the School-Age report). Note: For the Federal Child Count, which is a collection of data on students eligible for Special Education services conducted in the October count, the age calculation for classifying the Special Education Environment is as of the October count day.

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									
1-Regular Class at least 80%																																
P	0	0	0	0	0	2	0	2	0	0	0	1	0	1	0	2	0	0	0	1	0	3	0	4								
Q	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0								
R	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0								
S	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0								
T	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0								
U	15	0	0	7	0	7	2	31	18	0	0	11	0	15	0	44	33	0	0	18	0	22	2	75								
V	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0								
W	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0								
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								

Where can you review your data to determine your disproportionality status?



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Disproportionality- SE Portal View



Site Navigation

- Home
- Logout

Exceptional Students

- Consolidated Application
- Special Education Annual Reports
- Data Collection
- View Documents
- Message Center
- CTAE Reporting
- Technology Inventory
- SE Applications Dashboard**

The screenshot shows the SE Portal Dashboard with the following content:

- Navigation:** DASHBOARD, DOCUMENTS, NOTIFICATIONS, DL MANAGEMENT. User roles: SUPERINTENDENT, SEED DIRECTOR.
- Messages:** "Continuation of Services is not applicable for this LEA for School Year 2020." and "Cross Functional Monitoring is not applicable for this LEA for the School Year 2020." with a "View Application" button.
- Determinations:** A table showing "Compliance Matrix Percentage and Determination" at 100% and "Compliance Overall Scoring" with 15 points earned out of a total available.
- Disproportionality:** A table for School Year 2020-21 with status "Available for Data Viewing". The table has columns for Indicator, Performance Level, Performance Score, and Race / Ethnicity Area, and contains the text "No records found".
- Buttons:** A "View Application" button is circled in red in the bottom right corner, with a red arrow pointing to it from the left.



Disproportionality Application View

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

Disproportionate Representation

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

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

Legend:	
	Disproportionate Representation (Risk Ratio ≥ 3.0 in same category, same racial/ethnic group for 2 consecutive years; data reported in FTE FY2021, FY2022); consequences imposed
	Disproportionate Representation (Risk Ratio ≥ 3.0 in same category, same racial/ethnic group for 1 year; data reported in FTE FY2022)
	Risk Ratio ≥ 3.0 data reported in FY2022 Cell size (category count) < 10 or N-size (enrollment in racial/ethnic group) < 30

Risk Ratio Formula:

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

Children aged 5 in K and aged 6-21

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:

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

Children aged 5 in K and aged 6-21

- ≥ 3.0 risk ratio
- 2 consecutive years
- Ages 5 in K and aged 6-21

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	22	561	1.081
Other Health Impairment	White	1	1513	0.1047

Disproportionate Representation Identification Example- Intellectual Disabilities

**FY20
3.8629**



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

**FY19
3.554**



*Data Source: 2018 October FTE1 Data Collection



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

Risk Ratio Formula:	
$(\# \text{ of SWD in a specific racial/ethnic group in LEA in specific category}) \div (\text{all children, same racial/ethnic group enrollment in LEA})$	
$(\# \text{ of SWD in all other racial/ethnic groups in LEA in specific category}) \div (\text{all children, all other racial/ethnic groups enrollment in the LEA})$	
Children 3-21 only	
If the comparison group (all other races) cell size is < 10 or the n-size is < 30 the LEA is compared to the State (Alternate Risk Ratio).	
Alternate Risk Ratio Formula:	
$(\# \text{ of SWD in a specific racial/ethnic group in LEA in specific category}) \div (\text{all children in same racial/ethnic group enrollment in LEA})$	
$(\# \text{ of SWD in all other racial/ethnic groups in SEA in specific category}) \div (\text{all children in all other racial/ethnic groups enrollment in the SEA})$	
Children 3-21 only	

- ≥ 3.0 risk ratio
- 3 consecutive years
- Ages 3-21

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

FY20
3.8629

Significant
Disproportionality
Identification Example-
Intellectual Disabilities

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			

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

FY18
6.3144

Placement- Significant Disproportionality

Legend:	
	Significant Disproportionality (Risk Ratio ≥ 3.0 in same category, same racial/ethnic group for 3 consecutive years, data reported in FTE FY2020, FY2021, FY2022); consequences imposed
	Significant Disproportionality; (Risk Ratio ≥ 3.0 in same category, same racial/ethnic group for 1 year or 2 consecutive years: data reported in FTE FY2022 or FY2021 and FY2022); consequences not imposed
	Risk Ratio ≥ 3.0 data reported in FY2022 Cell size (environment count) < 10 or N-size (SWD enrollment in racial/ethnic group) < 30
Risk Ratio Formula:	
$\frac{(\# \text{ of SWD in a specific racial/ethnic group in LEA in specific setting}) + (\text{SWD in same racial/ethnic group enrollment in LEA})}{(\# \text{ of SWD in all other racial/ethnic groups in LEA in specific setting}) + (\text{SWD in all other racial/ethnic groups enrollment in the LEA})}$	
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:	
$\frac{(\# \text{ of SWD in a specific racial/ethnic group in LEA in specific setting}) + (\text{SWD in same racial/ethnic group enrollment in LEA})}{(\# \text{ of SWD in all other racial/ethnic groups in SEA in specific setting}) + (\text{SWD in all other racial/ethnic groups enrollment in the SEA})}$	
Children 6-21 only	

- ≥ 3.0 risk ratio
- 3 consecutive years
- Ages 6-21

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

FY20
5.17



**Significant
Disproportionality
Placement Example-
Separate Settings**

Separate
Separate

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

FY19
3.53






Other Settings	Less Than 40 Percent in Classroom	Asian	1	158	0.3419
Other Settings	Less Than 40 Percent in Classroom	Black	72	1986	2.321
Other Settings	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	Other Settings	Black	15	1986	4.6771
Other Settings	Other Settings	Hispanic	1	1938	0.2206
Other Settings	Other Settings	White	3	1448	0.899

FY18
4.67



Discipline- Significant Discrepancy Indicator 4b Race/Ethnicity

Legend:	
	Significant Discrepancy with consequences: FY2022 Rate Ratio ≥ 2.0 in one racial/ethnic subgroup and FY2021 Rate Ratio ≥ 2.0 in same racial/ethnic subgroup (2 years RR ≥ 2.0)
	Significant Discrepancy, no consequences: FY2022 Rate Ratio ≥ 2.0 in one racial/ethnic subgroup (1-year RR ≥ 2.0)
	FY2022 Rate Ratio in one racial subgroup is ≥ 2.0 , however the cell size (Student Count) < 10 and/or n-size (Cumulative SWD Enrollment) < 30
Formula:	$\frac{[(\text{District SWD Racial/ethnic subgroup Rate for OSS} > 10 \text{ Days})]}{[(\text{State SWD Rate for OSS} > 10 \text{ Days})]}$
Children 3-21 only	

- ≥ 2.0 rate ratio
- 2 consecutive years
- Ages 3-21

**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	GREATER10	OUTOFSCHOOL	0	31	0

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



Discipline- Significant Disproportionality

Legend:

	Significant Disproportionality imposed ; Risk Ratio ≥ 3.0 in same category, same racial/ethnic group for 3 consecutive years* data reported in SR FY2019, FY2020, FY2021); consequences imposed
	Significant Disproportionality; (Risk Ratio ≥ 3.0 in same category, same racial/ethnic group for 1 year or 2 consecutive years*; FY2021 or FY2020 and FY2021); consequences not imposed
	Risk Ratio ≥ 3.0 ; data reported in SR FY2021*; Cell size (ISS ≤ 10 days count) < 10 or N-size (cumulative SWD enrollment in racial/ethnic group) < 30 ; not considered for Significant Disproportionality

Risk Ratio Formula:

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

(# of SWD ISS ≤ 10 days in all other racial/ethnic groups in LEA) \div (cumulative SWD enrollment in all other racial/ethnic groups in the LEA)

Children 3-21 only

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

Alternate Risk Ratio Formula:

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

(# of SWD ISS ≤ 10 days in all other racial/ethnic groups in SEA) \div (cumulative SWD enrollment in all other racial/ethnic groups in the SEA)

Children 3-21 only

- ≥ 3.0 risk ratio
- 3 consecutive years
- Ages 3-21

Significant Disproportionality Discipline Example- Total Removals

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
Pacific Islander	0	0	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
Two or More Races	3	31	0.2217

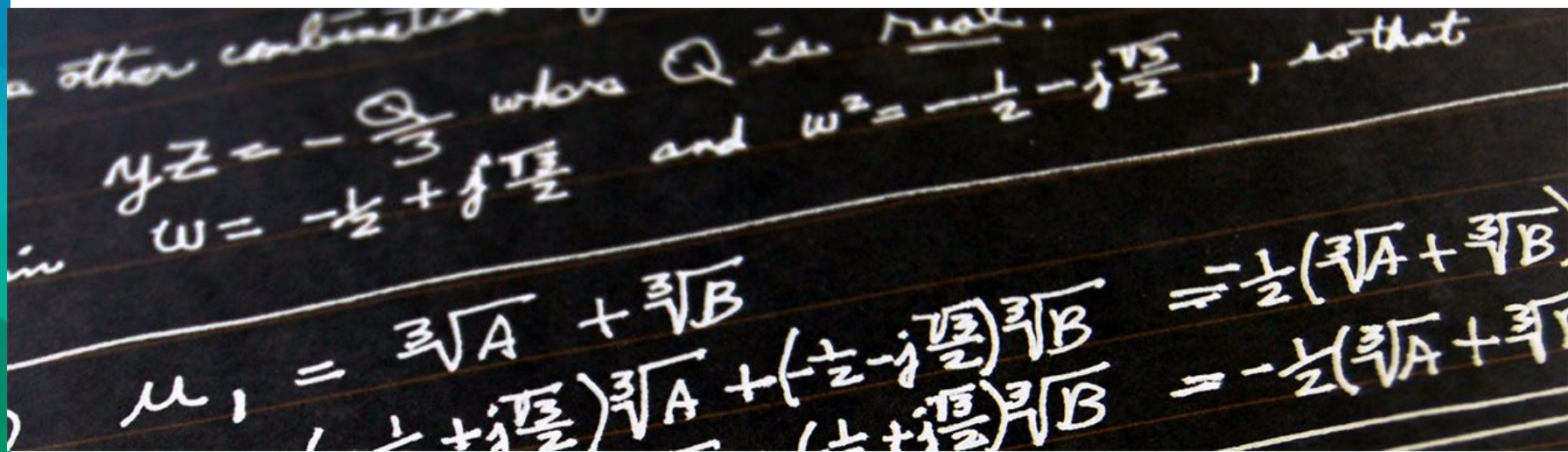
FY19
4.5364

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



How is the data for disproportionality for Placement and Identification calculated?



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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

AG

Analysis Group

Exploring the Groups

CG

Comparison
Group

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

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

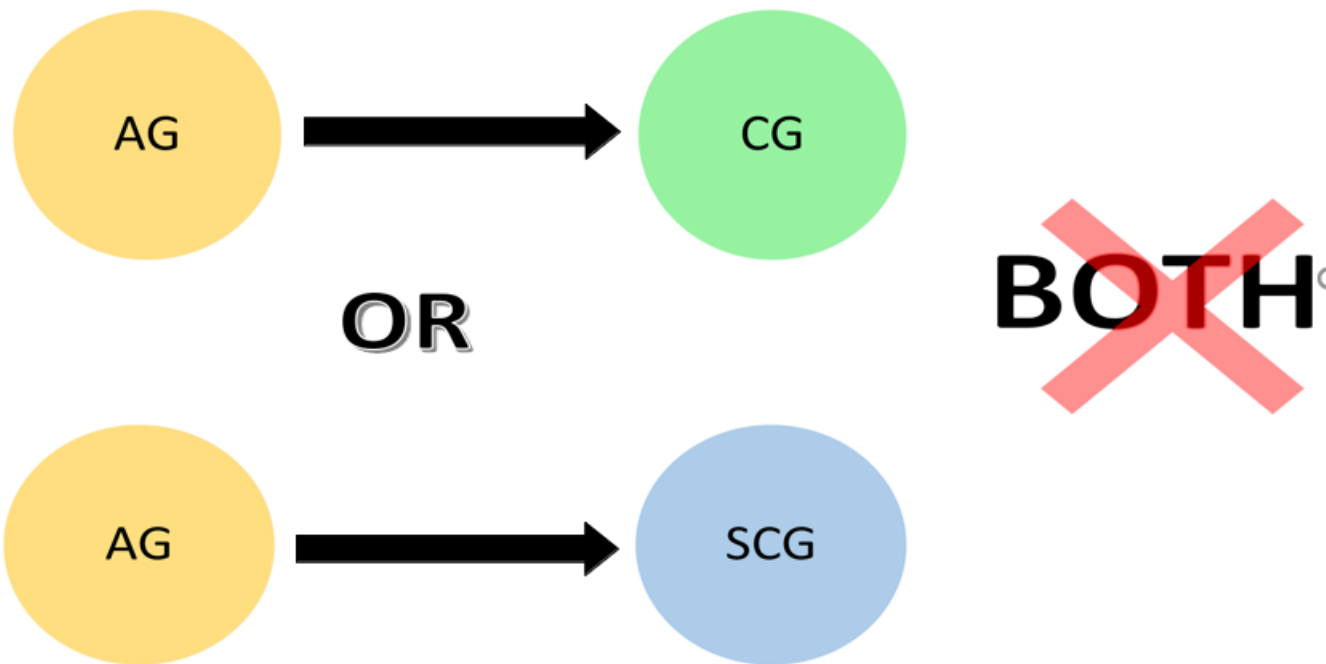
Comparison Group or State Comparison Group

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.

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.”

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>.

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

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 of all other racial or ethnic subgroups.

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.

Example 1 of Groups for Calculation: Success County School System

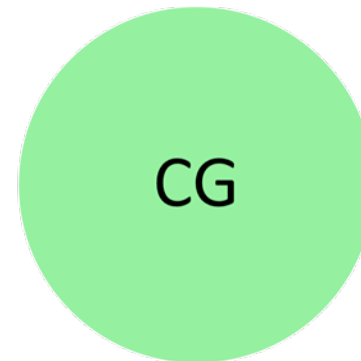
- **Analysis Group:**

- 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

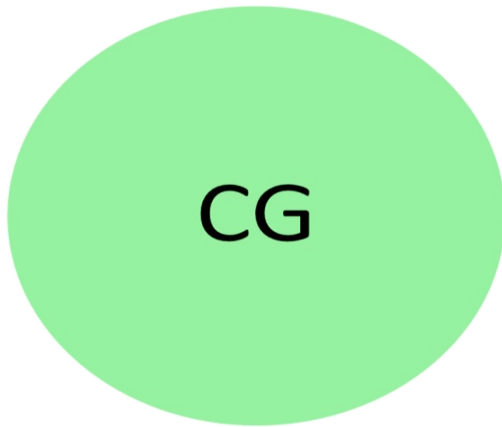
Success County School District:

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)

$$13/40 = \underline{0.325}$$

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)

$$80/760 = \underline{0.105}$$

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)

32.5%

ALL other SWD in Gen Ed less
than 40% of the day (Comparison
Group)

10.5%

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

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

But Wait! Hit the pause button.

- 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

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

A

B

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

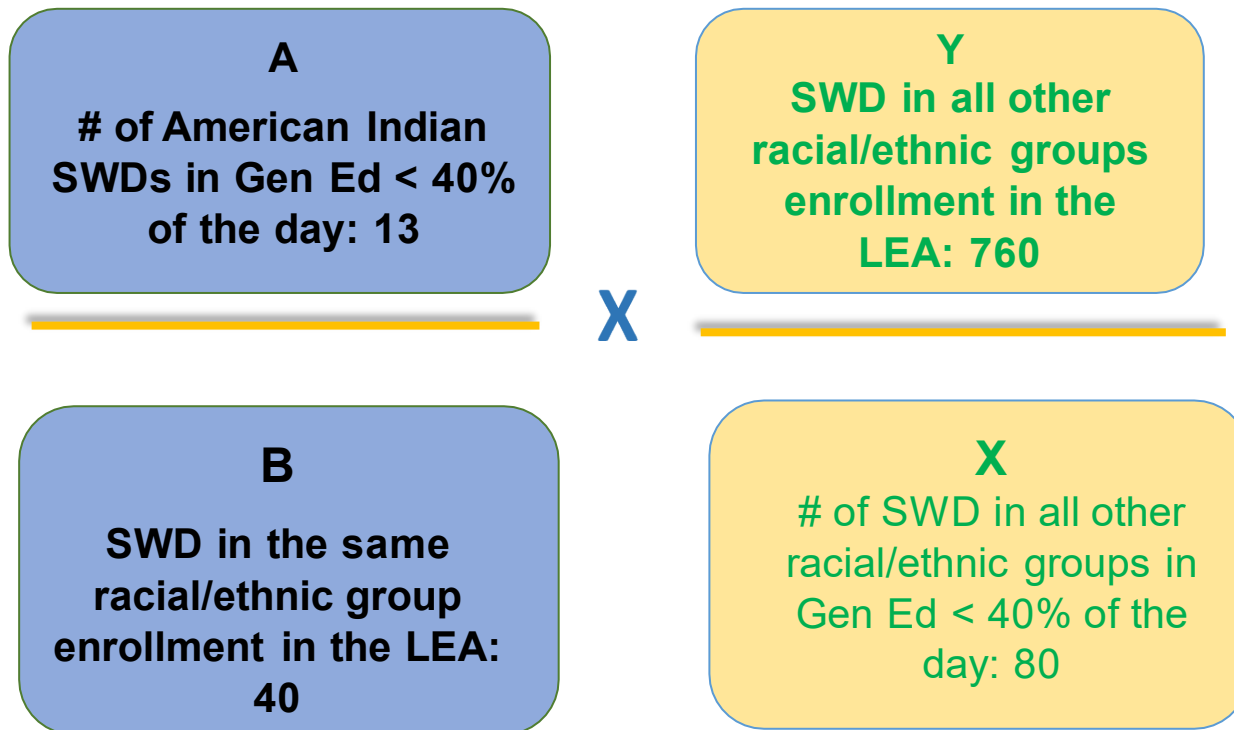
X

Y

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

Risk Ratio – Placement

Multiplying by the reciprocal



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

X

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: $(13/40) \div (80/760)$ = equation before math calculation $(13/40) \times$
 $(760/80)$ = 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: $(\text{13/40}) = \text{0.325}$ **1st rounded Decimal**
 $(\text{0/760}) = \text{0.105}$ **2nd rounded Decimal**
 $(\text{0.325/.1052}) = \text{3.095}$ **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

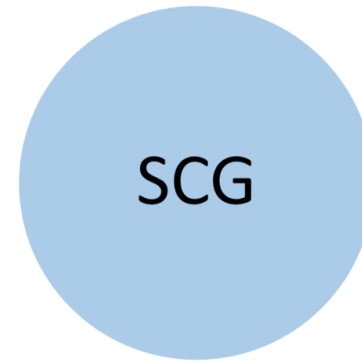
✓ Number of comparison group enrolled in the LEA:
<30

Example 2 of Groups for Calculation: Elevation School System



Analysis Group:

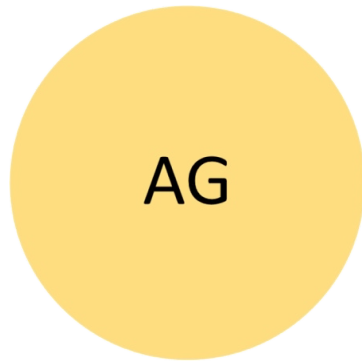
Asian students with disabilities in the LEA (Elevation School System)



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)

$$23/93 = \underline{0.2473}$$

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

$$27,630/186,225 = \underline{0.148}$$

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

Alternate Risk Ratio

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

24.7%

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

14.8%

Alternate Risk Ratio is calculated by multiplying by the reciprocal

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

Calculation of Alternate Risk Ratio- Placement



Analysis group

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

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

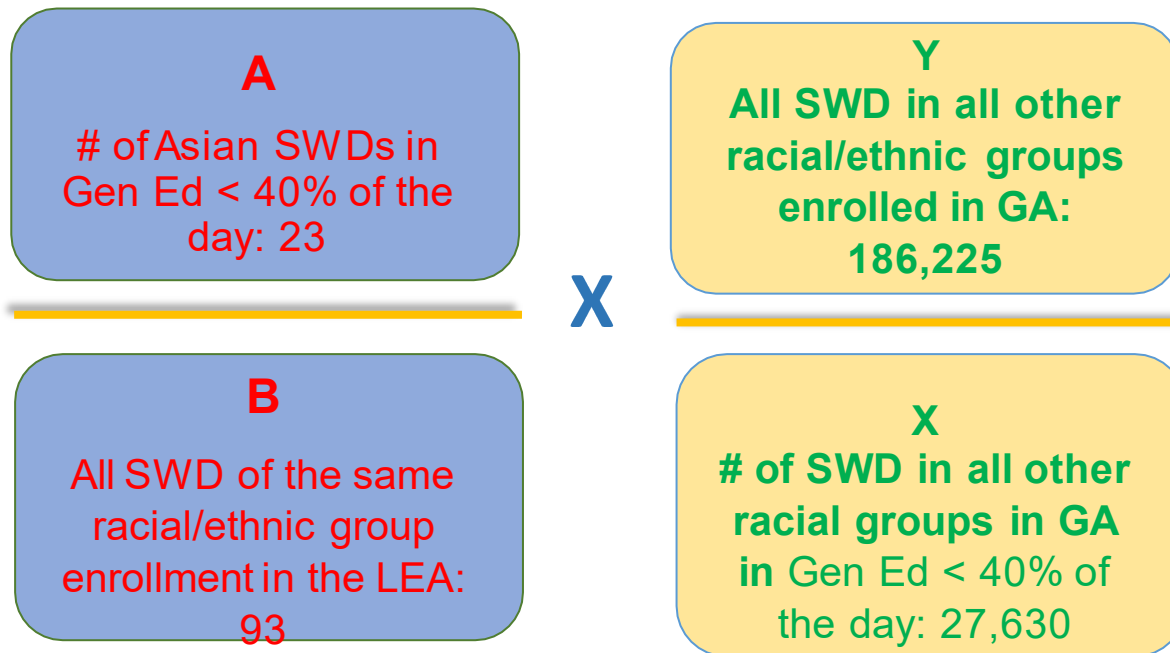
All SWD in all other racial/ethnic groups enrolled in GA: 186,225

Y



Comparison Group

Alternate Risk Ratio – Placement Multiplying by the reciprocal



Alternate Risk Ratio Example with Reciprocal Calculation

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

X

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: $(23/93) \div (27,630/186,225)$ = equation before math calculation
 $(23/93) \times (186,225/27,630)$ = equation expressed for calculation
 $23 \times 186,225 = 4,283,175$ (numerator)
 $93 \times 27,630 = 2,569,590$ (denominator)
 $(4,283,175 / 2,569,590) = \mathbf{1.666870}$ 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.

AG

Will calculations for this subgroup impact the LEA?

CG

Which calculations will be made?

W = What We Want to Know

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

L = What We Have Learned

What ethnic or racial group categories are used in calculating Disproportionality?

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

L = What We Have Learned

- What specific comparisons are made to obtain a risk ratio?
- Each racial and ethnic subgroup within an LEA is compared with all other racial and ethnic subgroups in the LEA to obtain a risk ratio.

L = What We Have Learned

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

- Each racial and ethnic subgroup within an LEA may be compared with all other racial and ethnic subgroups throughout the State to obtain an alternate risk ratio.

L = What We Have Learned

When is the alternate risk ratio calculated?

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

or
- When the total number of enrolled students in the LEA comparison group is less than thirty (30).

L = What We Have Learned

When are consequences not imposed upon LEAs for disproportionality data?

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

or

- When the enrollment count for students included in the analysis group is less than thirty (30).
- However, LEAs should review these calculations, because a group of 8 students can easily become 12 or 13 the next time calculations are conducted.

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 ≥ 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)

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

**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.

Calculation of Rate Ratio Indicator 4a Significant Discrepancy

of SW Ds with > 10 days OSS: 30
SW D Enrollment in the LEA: 7,000

Sunny County
School System

of SWD with > 10 days OSS: 1,142
SWD Enrollment in the State: 247,620

State of Georgia

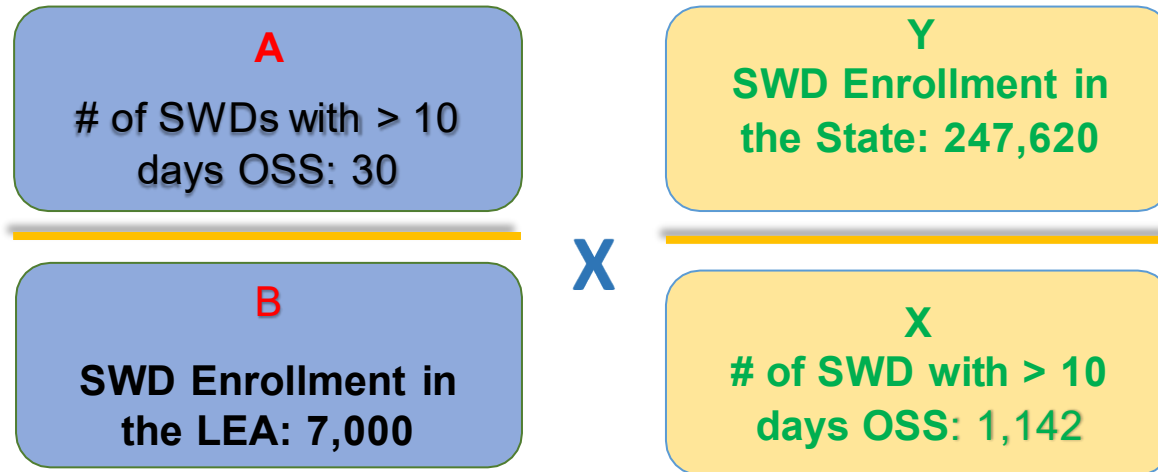
Significant Discrepancy - Indicator 4a Rate Ratio

LEA SWD Rate > 10 days OSS

Compared to

State SWD Rate > 10 days OSS

Multiplying by the Reciprocal



$$\begin{array}{l} 30 \times 247,620 = \frac{7,428,600}{7,000 \times 1,142 = 7,994,000} \end{array} \quad \rightarrow \quad 0.9292 \text{ Not Significantly Discrepant}$$

Calculations- Significant Discrepancy

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

of SWD with OSS > 10 days in a specific
racial/ethnic group in LEA

Cumulative SWD enrollment in same racial/ethnic
group in LEA

of SWD with OSS > 10 days in the State

Cumulative SWD enrollment in the State

**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.

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

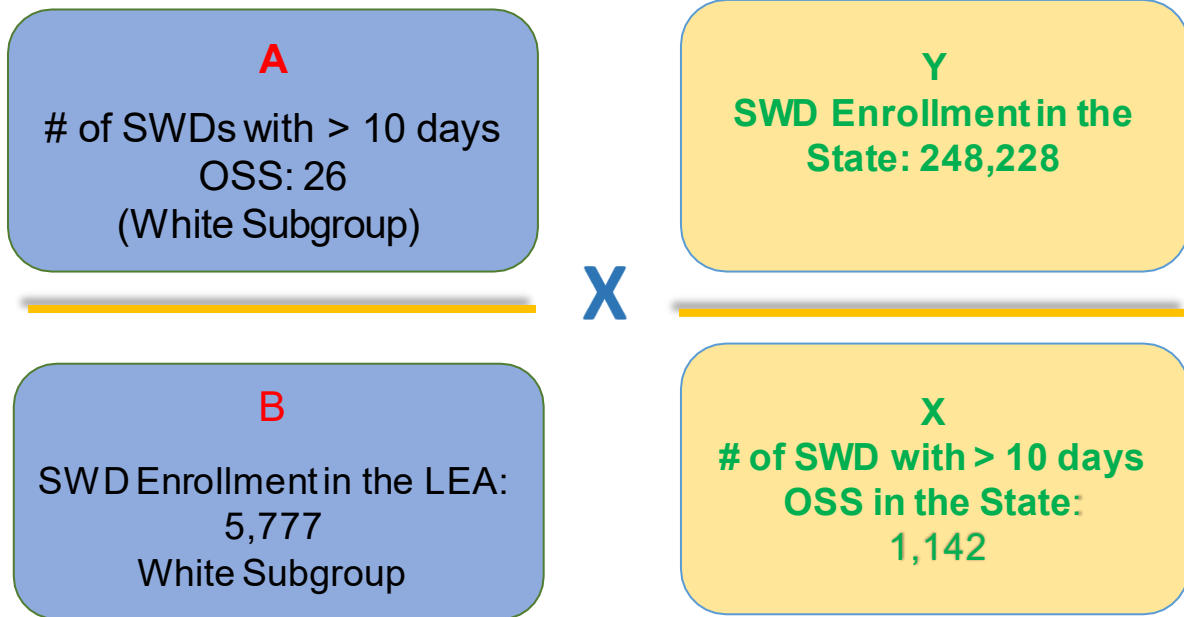
SWD Enrollment in the White subgroup in LEA: 5,777

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



$26 \times 248,228 = \underline{6,453,798}$ $5,777 \times 1,142 = 6,597,334$	➔	0.9782 Not Significantly Discrepant
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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 \leq 10 days
- # of students with OSS \leq 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

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

÷

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

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

÷

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

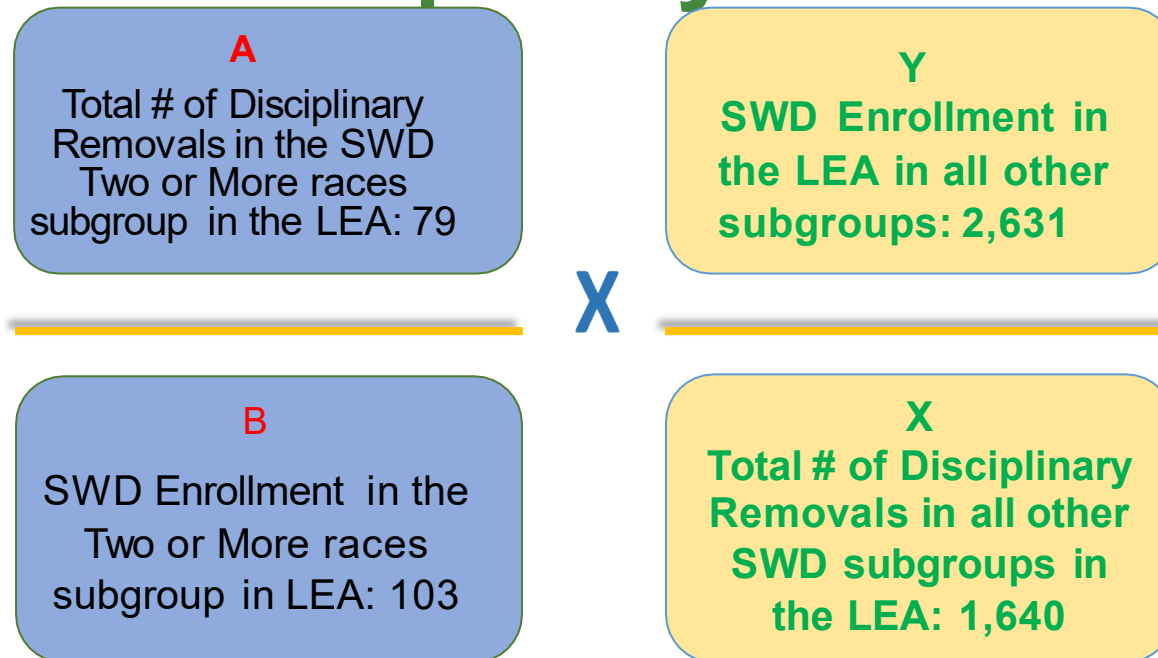
Total # of Disciplinary Removals in the SWD Two or More races subgroup in the LEA: 79

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



79	x	2,631	=	<u>207,849</u>	➔	1.2305 Not Significantly Disproportionate
103	x	1,640	=	168,920		

Significant Disproportionality - Risk Ratio ISS \leq 10 Days

Weeble County School District

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

Weeble County School District

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

Calculations- Discipline

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

(# 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

Total # of Hispanic SWD with $ISS \leq 10$ Days in the LEA: 35

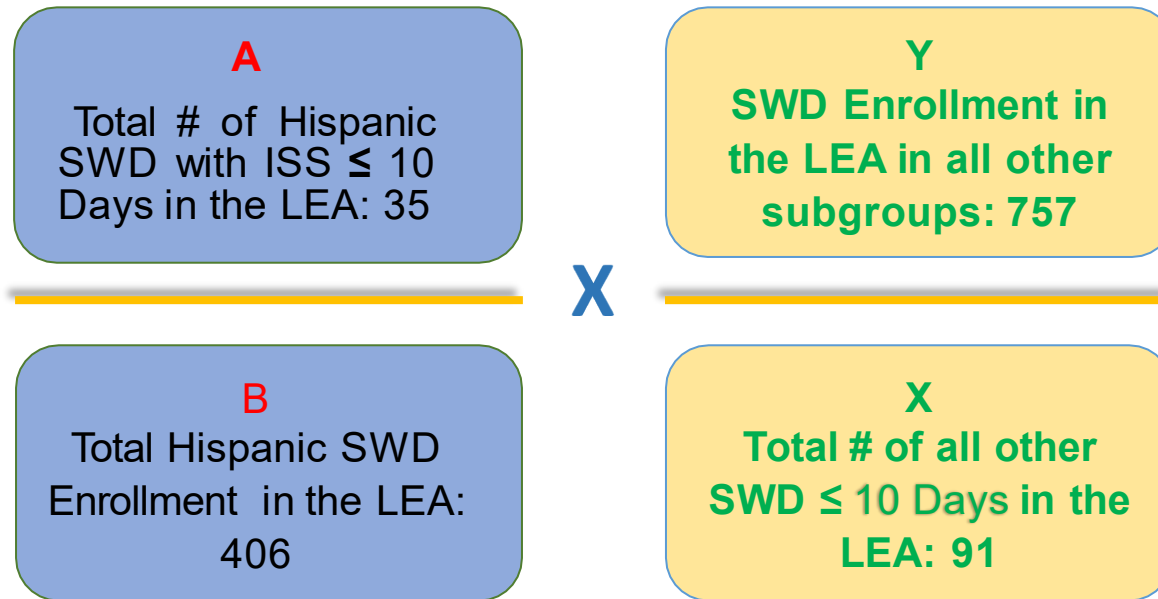
Total Hispanic SWD Enrollment in the LEA: 406

Total # of all other SWD with $ISS \leq 10$ 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 - ISS ≤ 10 Days

Risk Ratio



$$\begin{array}{lcl} 35 \times 757 & = & \underline{26,495} \\ 406 \times 91 & = & 36,946 \end{array} \quad \rightarrow \quad .7171 \text{ Not Significantly Disproportionate}$$

Significant Disproportionality- Alternate Risk Ratio OSS \leq 10 Days

North County School District

The White students with disabilities subgroup had 21 students with OSS \leq 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 \leq 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 \leq 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 \leq 10 Days

North County
School System
White SWD
subgroup

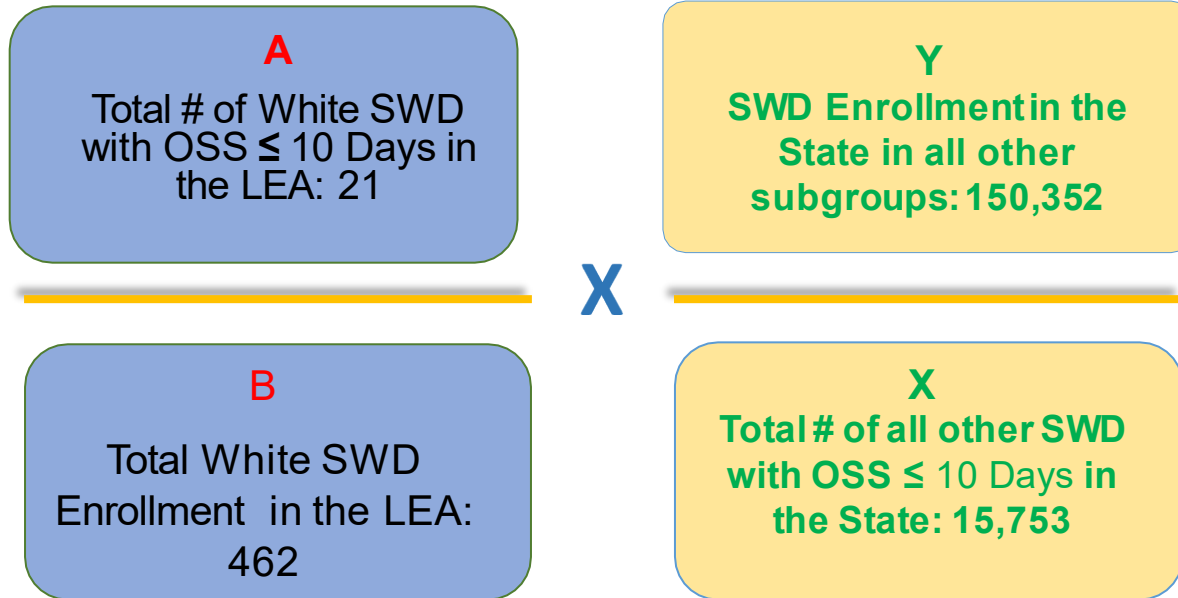
Total # of White SWD with OSS \leq 10 Days in the LEA: 21

Total White SWD Enrollment in the LEA: 462

Total # of all other SWD with OSS \leq 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 $OSS \leq 10$ Days



21	x	150,352	=	<u>3,157,392</u>	➔	.4338 Not Significantly Disproportionate
462	x	15,753	=	7,277,886		

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.

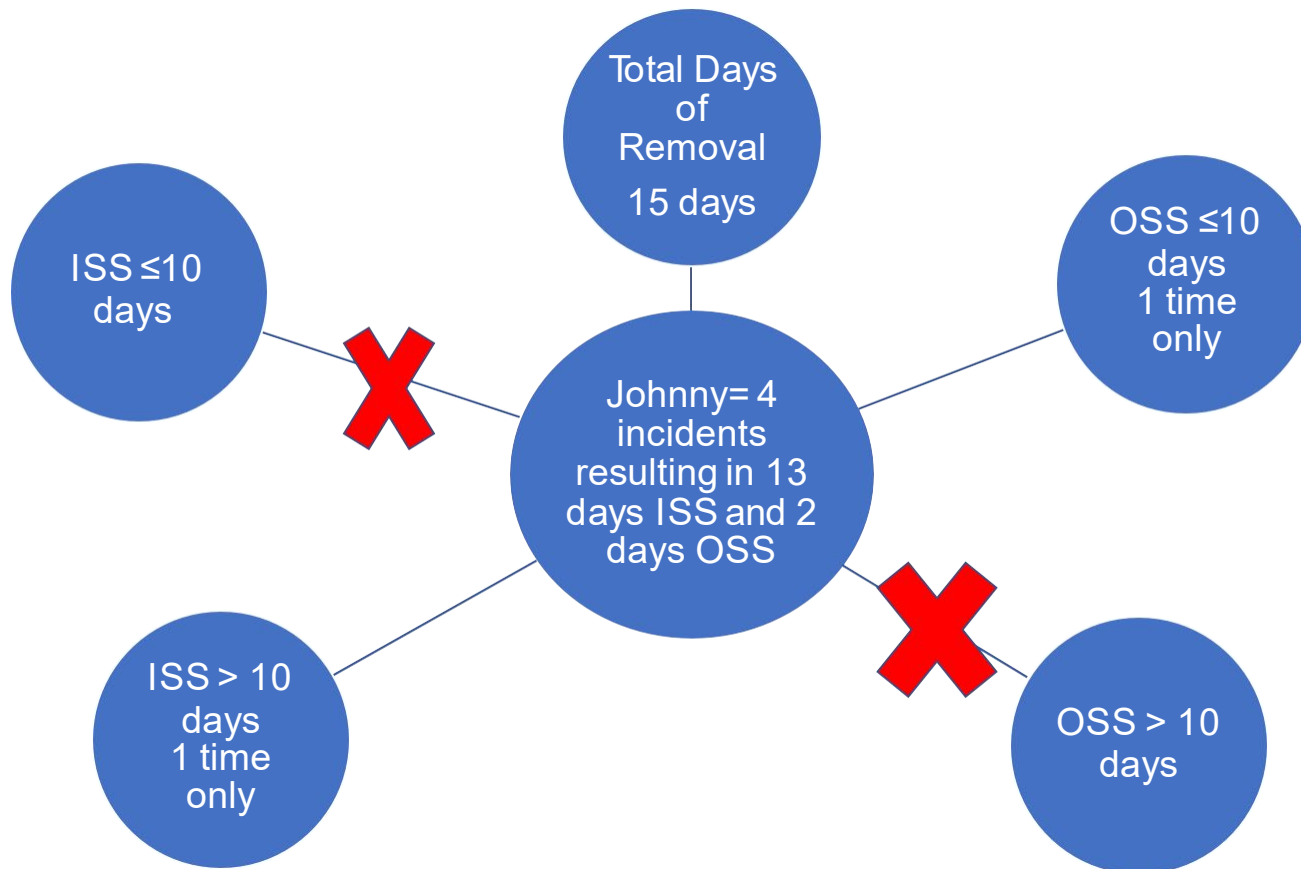
4 Discrete Calculations are a total count of the number of students with that count and type of removal, not a count of days.

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...



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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