

Division of Special Education Services and Supports: Disproportionality



Educating Georgia's Future

What is Significant Disproportionality? What are the Additional Areas of Disproportionality?

When districts identify, place outside the regular classroom, or discipline children from any racial or ethnic group at markedly higher rates than their peers.”

3 Areas of Significant Disproportionality - HAS FEDERAL FISCAL IMPLICATION

Identification	Placement	Discipline
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Additional Areas of Disproportionality – NO FISCAL REQUIREMENT

Disproportionate Representation	Significant Discrepancy - <i>compared to state</i>
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DISPROPORTIONALITY AREAS			
SIGNIFICANT DISPROPORTIONALITY <i>3-year categories</i> <i>Federal Fiscal Requirement</i>	Identification - Ages 3-21 RR ≥ 3.0 for 3 years	Placement – Ages 6-21 RR ≥ 3.0 for 3 years	Discipline - Ages 3-21 RR ≥ 3.0 for 3 years
	Significant Disproportionality in Identification - All	Significant Disproportionality in Placement - Less than 40% of the day	Total Disciplinary Removals
	Significant Disproportionality in Identification - Specific Disability Categories	Significant Disproportionality in Placement - Separate Settings	ISS > 10 Days
			OSS > 10 Days
ISS ≤ 10 Days			
ADDITIONAL AREAS <i>2-year categories</i> <i>State Performance Plan/Annual Performance Report (SPP/APR)</i>	Disproportionate Representation Grades K-12 RR ≥ 3.0 for 2 years	N/A	Significant Discrepancy Ages 3-21 RR ≥ 2.0 for 2 years
	Disproportionate Representation – All	Significant Discrepancy-SWD (Indicator 4a)	
	Disproportionate Representation- Specific Disability Categories	Significant Discrepancy – Race/Ethnicity (Indicator 4b)	

What is the Federal Fiscal Implication for have a Significant Disproportionality determination?

LEAs are required to set aside **exactly** 15% of IDEA Part B funds to implement interventions that address the identified area(s) of significant disproportionality. This requirement is called *Comprehensive*

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Coordinated Early Intervening Services (CCEIS) and is **MANDATORY**. This will include all LEAs who had risk ratios greater than 3.0 or more for 3 or more consecutive years in one or more of the areas of Identification, Placement, and Discipline, regardless of the outcome of the review of Policies, Practices, and Procedures.

What data and State Rules impact disproportionality?

Data Sources		
Identification & Disproportionate Representation	Placement	Discipline & Significant Discrepancy
FTE 1 October Count	FTE 1 October Count	Student Records from previous school year (Lag Data)
State Rules		
1. Child Find Rule 2. Eligibility Rule 3. Evaluation/Reevaluation Rule	1. Least Restrictive Environment (LRE) Rule	1. Discipline Rule

What is the State Performance Plan/ Annual Performance Plan’s (SPP/APR) relationship to Disproportionality?

The SPP/APR is a report card that evaluates the state’s efforts to implement the requirements and purposes of IDEA and describes how the state will improve its implementation and results for children with disabilities. An APR is required to report on the results of the state’s activities and describes progress or slippage in meeting the measurable and rigorous targets set in the SPP. The SPP/APR reports information as indicators. Four indicators are disproportionality related: 4a, 4b, 9, & 10.

ADDITIONAL AREAS OF DISPROPORTIONALITY		
	Significant Discrepancy	Disproportionate Representation
	Ages 3-21 RR ≥ 2.0 for 2 years	Grades K-12 RR ≥ 3.0 for 2 years
2-year categories	<i>Indicator 4a</i> Significant Discrepancy- SWD	<i>Indicator 9</i> Disproportionate Representation – All Disabilities
SPP/APR	<i>Indicator 4b</i> Significant Discrepancy – SWD by Race/Ethnicity	<i>Indicator 10</i> Disproportionate Representation – Specific Disability Categories

Methodology Key Terms

LEA self-reported information is utilized to determine the disproportionality methodology (calculation). This calculation is displayed as a ratio. Each calculation may include students by age or grade. It is important to note that different disproportionality areas may have different age or grade requirements per the Office of Special Education Programs (OSEP).

Risk Ratio (RR) - Risk Ratio Threshold of 3.0	Rate Ratio (RR) – Rate Ratio threshold of 2.0 (<i>Significant Discrepancy ONLY</i>)
Cell size – Minimum of 10 <ul style="list-style-type: none"> Numerator in the calculation of Ratio 	N-size – Minimum of 30 <ul style="list-style-type: none"> Denominator in the calculation of Ratio