Significant Disproportionality: What, When, and How?

Dawn White
Coordinator III
dawn.white@esc20.net
(210) 370-5402

Kelly Joseph
Special Education Accountability Specialist
kelly.joseph@esc20.net
(210) 370-5664
# SD – What is assessed?

<table>
<thead>
<tr>
<th>Federal Racial/Ethic Groups</th>
<th>Areas of Disability</th>
</tr>
</thead>
<tbody>
<tr>
<td>• American Indian or Alaskan Native</td>
<td>• Intellectual Disability (ID)</td>
</tr>
<tr>
<td>• Asian</td>
<td>• Specific Learning Disability (LD/SLD)</td>
</tr>
<tr>
<td>• Black or African American</td>
<td>• Emotional Disturbance (ED)</td>
</tr>
<tr>
<td>• Hispanic/Latino</td>
<td>• Speech or Language Impairment (SI)</td>
</tr>
<tr>
<td>• Native Hawaiian or Other Pacific Islander</td>
<td>• Other Health Impairment (OHI)</td>
</tr>
<tr>
<td>• White</td>
<td>• Autism (AU)</td>
</tr>
<tr>
<td>• Two or more races</td>
<td></td>
</tr>
</tbody>
</table>
**SD – What is assessed?**

<table>
<thead>
<tr>
<th>Outcome/Category</th>
<th>SD Areas Assessed</th>
</tr>
</thead>
</table>
| **Representation** | • Overall, by 7 federal racial/ethnic groups  
• By 6 disability categories, each by the 7 racial/ethnic groups |
| **Placement** | • By 2 placement categories, each by the 7 federal racial/ethnic groups  
  • <40% of time in regular class  
  • Separate schools and residential facilities (not including homebound, hospital, correctional facilities, or private school)* |
| **Discipline** | • By 5 disciplinary placements, each by the 7 federal racial/ethnic groups  
  • OSS/expulsion, 10 or fewer days (student count)  
  • OSS/expulsion >10 days (student count)  
  • ISS, 10 or fewer days (student count)  
  • ISS >10 days (student count)  
  • Total disciplinary removals (OSS, ISS, expulsion, removes by school personnel to an interim alternative education setting, and removals by a hearing officer) (incident count) |

*TEA is currently interpreting this provision. They state they know court-ordered student placed in residential facilities or group homes can be excluded, but are unsure of others.
TIMELINE FOR IMPLEMENTING SD
New Federal Regulations… Standardization

- **December 19, 2016**: USDE published regulations regarding SD to the Federal Register
- **January 18, 2017**: Federal SD regulations effective
- **July 1, 2018**: Deadline for States to implement the new calculations
- **July 1, 2020**: Deadline for States to include students ages 3-5 in SD analysis (as students with a specific disability)
# Federal Regulations

<table>
<thead>
<tr>
<th>Standardize for All States</th>
<th>Allow Flexibility for States (within limits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Areas that must be assessed for SD</td>
<td>Determination of reasonable threshold</td>
</tr>
<tr>
<td>Calculations for determining SD (numerator and denominator)</td>
<td>Determination of MSRs (gives a “presumptively reasonable” standard of 10 and 30)</td>
</tr>
<tr>
<td>Sanctions for LEAs that do not meet SD thresholds</td>
<td>Use of 1-year, 2-year, or 3-year calculation for determining SD</td>
</tr>
<tr>
<td>Timeline for Implementation</td>
<td>Whether or not to use reasonable progress (RP) (and if so, the calculation)</td>
</tr>
</tbody>
</table>
Two Options Currently

1. An LEA is identified with SD in any single area in 2018.

--OR--

2. An LEA is only identified with SD if:
   – One of the areas exceeds the threshold for consecutive years* (MUST be same exact area – e.g., Asian students identified with SLD);
   and
   – RP is not met

Blue Text is what TEA is currently proposing/discussing with stakeholders, as it allows the most flexibility (multi-year model and use of RP).
Without Using Flexibilities

- In short, and LEA would be identified with SD and sanctioned in any single instance (single year) when SD was found.
With Using Flexibilities

• TEA can calculate up to 3 years (i.e., no sanctions until the SAME area has exceeded a threshold for 3 consecutive years).

• TEA can apply a reasonable progress measure (i.e., even if there is SD, if reasonable progress is met, there are no sanctions).
2017-2020 TEA’s Proposal for SD – Using ALL Flexibilities

Full Integration to PBMAS, moving to a 3-year risk analysis model

- SD Representation
- SD Placement
- SD Discipline

Each indicator/risk analysis rated as:
- Meets Threshold; or
- SD Year 3 (with sanctions); or
- RP Year 2 (no sanctions); or
- SD Year 2 (no sanctions); or
- SD Year 1 (no sanctions)

DVM-Discipline

- SD Discipline 2015-2016 Data
  *no sanctions – each indicator/risk analysis rated as Meets Threshold or SD Year 1 AND
- SD Discipline 2016-2017 Data
- *no sanctions – each indicator/risk analysis rated as Meets Threshold, SD Year 1, or SD Year 2

2018-2019

Spring 2018

- *no sanctions

2019-2020

Fall 2017

- *no sanctions

Begin to Integrate into PBMAS

- SD Representation
- SD Placement
- SD Discipline

Each indicator/risk analysis rated as:
- Meets Threshold; or
- SD Year 2 (with sanctions); or
- RP Year 1 (no sanctions); or
- SD Year 1 (no sanctions)
SANCTIONS
If Identified with SD

• Federal Sanctions Required:
  – Financial Penalty (15% use of Comprehensive Coordinated Early Intervening Services (CEIS) Funds) to address factors contributing to SD
  – Review, and if appropriate, revise Policies, Procedures, and practices
  – Publicly report on revision of Policies, Procedures, and practices
CALCULATIONS - REQUIREMENTS
## Federal Regulations

<table>
<thead>
<tr>
<th>Standardize for All States</th>
<th>Allow Flexibility for States (within limits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Areas that must be assessed for SD</td>
<td>Determination of reasonable threshold</td>
</tr>
<tr>
<td>Calculations for determining SD (numerator and denominator)</td>
<td>Determination of MSRs (gives a “presumptively reasonable” standard of 10 and 30)</td>
</tr>
<tr>
<td>Sanctions for LEAs that do not meet SD thresholds</td>
<td>Use of 1-year, 2-year of 3-year calculation for determining SD</td>
</tr>
<tr>
<td>Timeline for Implementation</td>
<td>Whether or not to use RP (and if so, the calculation)</td>
</tr>
</tbody>
</table>
If MSR is Not Met...

- If the Student Group does not meet the MSR, then the Risk/Risk Ratio/Threshold is **NOT** calculated.
RISK RATIO

If both Student Group and Comparison Group meet MSR, then **Risk Ratio** is calculated.

This means the student group is compared *against the LEA’s own comparison group numbers*.

---

ALTERNATIVE RISK RATIO

If the Student Group meets MSR but the Comparison Group does not meet MSR, then **Alternative Risk Ratio** is calculated.

This means the student group is compared *against the State’s comparison group numbers*.

---

**Risk of outcome for a students in a racial/ethnic group**
Risk for students in comparison group *within the LEA*

**Risk of outcome for a students in a racial/ethnic group**
Risk for students in comparison group *within the State*
How does use of Comparison Group (instead of ALL Students) change calculations?

• In current PBMAS calculations, the 2 step calculations for disproportionality compare the student group against the “ALL students” group.

• TEA’s current SD calculations (and proposed SD calculations prior to federal regulations) also compare against the ALL student group.

• The new federally required comparison group is the “ALL OTHER students” group.
Thresholds

- Federal regulations give flexibility on what the adopted threshold(s) will be.

- **Options being discussed are:**
  - 2.0 Equivalent to 100% or higher, as used in PBMAS. Note: Prior to these regulations, this is the rate we were transitioning to in PBMAS.
  - 2.5 Equivalent to 150% or higher as used in PBMAS.
  - 3.0 Equivalent to 200% or higher as used in PBMAS. (TEA has noted they do not think USDE is likely to approve anything higher than 3.0.)
  - 3.5 Equivalent to 250% or higher as used in PBMAS.
REPRESENTATION
**SD – What is assessed?**

<table>
<thead>
<tr>
<th>Outcome/Category</th>
<th>SD Areas Assessed</th>
</tr>
</thead>
</table>
| **Representation** | • Overall, by 7 federal racial/ethnic groups  
• By 6 disability categories, each by the 7 racial/ethnic groups |
| **Placement**     | • By 2 placement categories, each by the 7 federal racial/ethnic groups  
• <40% of time in regular class  
• Separate schools and residential facilities (not including homebound, hospital, correctional facilities, or private school)* |
| **Discipline**    | • By 5 disciplinary placements, each by the 7 federal racial/ethnic groups  
• OSS/expulsion, 10 or fewer days (student count)  
• OSS/expulsion >10 days (student count)  
• ISS, 10 or fewer days (student count)  
• ISS >10 days (student count)  
• Total disciplinary removals (OSS, ISS, expulsion, removes by school personnel to an interim alternative education setting, and removals by a hearing officer) (incident count) |

*TEA is currently interpreting this provision. They state they know court-ordered student placed in residential facilities or group homes can be excluded, but are unsure of others.*
Representation

• Currently in PBMAS (Fall 2016)
  – SPED #10 SPED Representation

  number of students enrolled in SPED
  number of students enrolled in LEA
Representation

• Currently in PBMAS (Fall 2016)
  – SPED #11 SPED African American (not Hispanic/Latino) Representation

  **Step 1:**
  number of enrolled African American students served in SPED
  number of students served in SPED

  **Step 2:**
  number of enrolled African American students in LEA
  number of students enrolled in LEA

  **Step 3:**
  Step 1 – Step 2
Representation

• Currently in PBMAS (Fall 2016)
  – SPED #12 SPED Hispanic Representation

  **Step 1:**
  
  number of enrolled Hispanic students served in SPED
  number of students served in SPED

  **Step 2:**
  
  number of enrolled Hispanic students in LEA
  number of students enrolled in LEA

  **Step 3:**
  Step 1 – Step 2
Representation

• Currently in PBMAS (Fall 2016)
  – SPED #13 SPED LEP Representation

  **Step 1:**
  number of enrolled LEP students served in SPED
  number of students served in SPED

  **Step 2:**
  number of enrolled LEP students in LEA
  number of students enrolled in LEA

  **Step 3:**
  Step 1 – Step 2
SD Representation

- Includes students ages 3-21

- Two analyses (each by the 7 federal race/ethnic groups):
  - Overall, by 7 federal racial/ethnic groups
  - By 6 disability categories, each by the 7 racial/ethnic groups
What numbers are needed?

- # students in LEA
  - Total
  - By 7 federal race/ethnic groups

- # students in SPED
  - Total
  - By 7 federal race/ethnic groups
  - By 6 disability areas

- Anticipated to use October snapshot numbers
Calculation (for Each):  

**Step 1:**  
Racial Ethnic Group in SPED  
Racial Ethnic Group in LEA  
*This is the Racial Ethnic Group SPED Rate.*  
**If MSR not met, do not calculate.**

**Step 2:**  
Comparison All Other Students in SPED  
Comparison All Other Students in LEA  
*This is the Comparison All Other Student Group SPED Rate.*  
**If MSR not met, use alternate risk ratio (state data).**

**Step 3:**  
Racial Ethnic Group SPED Rate (Step 1)  
Comparison All Other Student Group SPED Rate (Step 2)  
*This is the Risk Ratio for this Racial Ethnic Group Representation.*

If the risk ratio exceeds the threshold, then there is SD, but not necessarily sanctions until consecutive years of the same exact cell exceeding the threshold.

**Conclusion/Analysis:** The LEA’s (race/ethnic group) are *(risk ratio)* times more likely as other students to be enrolled in special education.

### 7 cells/indicators for risk analysis

These 7 analyses compare your students who receive special education services in a specific racial/ethnic group against all other students in your LEA who are NOT in that racial/ethnic group.

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th># Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td></td>
</tr>
<tr>
<td>Black/African American</td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td></td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td></td>
</tr>
<tr>
<td>Two or More Races</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
</tr>
</tbody>
</table>
REPRESENTATION
Overall
Example White Students in SPED

Calculation:

**Step 1:**
White Students in SPED (16) \* 100
White Students in LEA (281)
5.7% is the White Student SPED Rate.

**Step 2:**
Comparison All Other Students in SPED (22-16 = 6) \* 100
Comparison All Other Students in LEA (364-281 = 83)
7.2% is the Comparison All Other student Group SPED Rate.

**Step 3:**
White SPED Rate (Step 1 5.7) / Comparison All Other Student Group SPED Rate (Step 2 7.2)
0.79 is the Risk Ratio for this White Student SPED Representation.

<table>
<thead>
<tr>
<th>Ethnicity Race Report Category</th>
<th>2016-2017</th>
<th>H - Hispanic/Latino</th>
<th>6</th>
<th>02 - Other health impairment</th>
<th>2</th>
<th>Special Education</th>
<th>2016-2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - Asian</td>
<td>1</td>
<td></td>
<td>08 - Learning disability</td>
<td>2</td>
<td>1 - Participants in prog of svc</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>H - Hispanic/Latino</td>
<td>77</td>
<td></td>
<td>09 - Speech impairment</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T - Two or More Races</td>
<td>5</td>
<td></td>
<td>10 - Autism</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W - White</td>
<td>281</td>
<td>W - White</td>
<td>02 - Other health impairment</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>364</td>
<td></td>
<td>04 - Visual impairment</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>06 - Intellectual Disability</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>08 - Learning disability</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>09 - Speech impairment</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10 - Autism</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Conclusion/Analysis:** The LEA’s White Students are 0.79 times less likely as other students to be enrolled in special education.

Any Risk Ratio less than 1 = **less** likely!
These 42 analyses compare your students who receive special education services in a specific racial/ethnic group by disability against all other students in your LEA who are NOT in that racial/ethnic group and are identified with the same disability.

**Conclusion/Analysis:** The LEA’s *(race/ethnic group)* identified with *(disability)* are *(risk ratio)* times more likely as other students to be identified with *(disability).*
Calculation (for Each):

Step 1:
Hispanic Students Identified as OHI (49)
Hispanic Students in SPED (301) \( \times 100 \)
16.3 is the Hispanic OHI rate.
**If MSR not met, do not calculate.

Step 2:
Comparison Group OHI (4)
Comparison Group in SPED (56)
7.1 is the Comparison Group OHI Rate.
**If MSR not met, use alternate risk analysis (state data).

Step 3:
16.3 Racial Ethnic Group Disability Rate (Step 1)
7.1 Other Students Disability Group Rate (Step 2)
2.3 is the Risk Ratio for this Racial Ethnic Group Disability Identification.

Conclusion/Analysis: The LEA’s Hispanic Students are 2.3 times more likely as other students to be identified as OHI.
PLACEMENT
### SD – What is assessed?

<table>
<thead>
<tr>
<th>Outcome/Category</th>
<th>SD Areas Assessed</th>
</tr>
</thead>
</table>
| **Representation** | • Overall, by 7 federal racial/ethnic groups  
• By 6 disability categories, each by the 7 racial/ethnic groups |
| **Placement** | • By 2 placement categories, each by the 7 federal racial/ethnic groups  
• <40% of time in regular class  
• Separate schools and residential facilities (not including homebound, hospital, correctional facilities, or private school)* |
| **Discipline** | • By 5 disciplinary placements, each by the 7 federal racial/ethnic groups  
• OSS/expulsion, 10 or fewer days (student count)  
• OSS/expulsion >10 days (student count)  
• ISS, 10 or fewer days (student count)  
• ISS >10 days (student count)  
• Total disciplinary removals (OSS, ISS, expulsion, removes by school personnel to an interim alternative education setting, and removals by a hearing officer) (incident count) |

*TEA is currently interpreting this provision. They state they know court-ordered student placed in residential facilities or group homes can be excluded, but are unsure of others.
Placement

- Currently in PBMAS (Fall 2016)
  - SPED #5 SPED Regular Early Childhood Program Rate (Ages 3-5)

  number of students ages 3-5 served in SPED reported with PPCD service location code 1 or 4 and placed in instructional settings 00, 40, 41, 81, 82, 91, and 92

  number of students ages 3-5 served in SPED
Placement

• Currently in PBMAS (Fall 2016)
  – SPED #6 SPED Regular Class ≥80% Rate (Ages 6-21)

  number of students ages 6-21 served in SPED and placed in instructional settings 00, 40, 41, 81, 82, 91, and 92

  number of students ages 6-21 served in SPED
Placement

- Currently in PBMAS (Fall 2016)
  - SPED #7 SPED Regular Class <40% Rate (Ages 6-21)

number of students ages 6-21 served in SPED and placed in instructional settings 08, 44, 85, 88, and 95

number of students ages 6-21 served in SPED
SD Placement

- Includes students ages 6-21

- Two analyses (each by the 7 federal race/ethnic groups):
  - <40% of time in regular class
  - Separate schools and residential facilities (not including homebound, hospital, correctional facilities, or private school)*
What numbers are needed?

- # students in LEA
  - Total
  - By 7 federal race/ethnic groups
- # students in SPED
  - Total
  - # by instructional arrangements:
    - <40%: 08, 88, 44, 85, 95
    - Separate Schools: 30, 50, 60, 70, 71, 86, 87, 96, 97
  - By 7 federal race/ethnic groups
- Anticipated to use October snapshot numbers
Calculation (for Each):

**Step 1:**
Racial Ethnic Group in SPED in regular class <40%  \times 100
Racial Ethnic SPED
This is the Racial Ethnic Group Regular Class <40% Rate.
**If MSR not met, do not calculate.**

**Step 2:**
Comparison Other Students in SPED in Regular Class <40%  \times 100
Comparison All Other SPED
This is the Comparison All Other Student Group Regular Class <40% Rate.
**If MSR not met, use alternate risk analysis (state data).**

**Step 3:**
Racial Ethnic Group <40% Rate (Step 1)
Comparison All Other Student Group<40% Rate (Step 2)
This is the Risk Ratio for this Racial Ethnic Group <40% Regular Class.


7 cells/indicators for risk analysis

These 7 analyses compare your students who receive special education services in a specific racial/ethnic group against all other students in SPED in your LEA who are NOT in that racial/ethnic group.

**Conclusion/Analysis:** The LEA’s (race/ethnic group) are (risk ratio) times more likely as other students to be enrolled in the Regular Class <40% of the time.
Calculation (for Each):

**Step 1:**
Asian Regular Class <40% Rate (2) \( \times 100 \)
Asian SPED (4)
50\% is the Asian Group Regular Class <40% Rate.
**If MSR not met, do not calculate.

**Step 2:**
Comparison Other Students in SPED in Regular Class <40\% (7)
Comparison All Other SPED (103)
6.8\% is the Comparison All Other Student Group Regular Class <40% Rate.
**If MSR not met, use alternate risk analysis (state data).

**Step 3:**
(50) Asian <40% Rate (Step 1)
Comparison All Other Student Group<40% Rate (Step 2)
7.4 is the Risk Ratio for this Racial Ethnic Group <40% Regular Class.

**Conclusion/Analysis:** The LEA’s Asian Students are 7.4 times more likely as other students to be enrolled in special education.
Calculation (for Each):

**Step 1:**
Racial Ethnic Group in SPED in Separate Schools × 100
Racial Ethnic SPED
This is the Racial Ethnic Group Separate Schools Rate.
**If MSR not met, do not calculate.

**Step 2:**
Comparison Other Students in SPED in Separate Schools × 100
Comparison All Other SPED
This is the Comparison All Other student Group Separate Schools.
**If MSR not met, use alternate risk analysis (state data).

**Step 3:**
Racial Ethnic Group Separate Schools (Step 1)
Comparison All Other Student Group Separate Schools (Step 2)
This is the Risk Ratio for this Racial Ethnic Group Separate Schools.

If the risk ratio exceeds the threshold, then there is SD, but not necessarily sanctions until consecutive years of the same exact cell exceeding the threshold.

These 7 analyses compare your students who receive special education services in a specific racial/ethnic group against all other students in SPED in your LEA who are NOT in that racial/ethnic group.

**Conclusion/Analysis:** The LEA’s (race/ethnic group) are (risk ratio) times more likely as other students to be enrolled in Separate Schools.
Calculation (for Each):

**Step 1:**
White in Separate Schools **(76)** \( \times \) 100
White in SPED **(2194)**

\[ .31 \text{ is the White Separate Schools Rate.} \]

**If MSR not met, do not calculate.**

**Step 2:**
Comparison Other Students in SPED in Separate Schools **(211)** \( \times \) 100
Comparison All Other SPED **(10061)**

\[ 2.1 \text{ is the Comparison All Other student Group Separate Schools.} \]

**If MSR not met, use alternate risk analysis (state data).**

**Step 3:**
(.31) Racial Ethnic Group Separate Schools (Step 1)
(2.1) Comparison All Other Student Group Separate Schools (Step 2)

This is the **Risk Ratio** for this Racial Ethnic Group Separate Schools.

---

Conclusion/Analysis: The LEA’s **White Students** are **.15** times LESS likely as other students to be placed in separate schools.

Any Risk Ratio less than 1 = **less** likely!
DISCIPLINE
**SD – What is assessed?**

<table>
<thead>
<tr>
<th>Outcome/Category</th>
<th>SD Areas Assessed</th>
</tr>
</thead>
</table>
| **Representation** | • Overall, by 7 federal racial/ethnic groups  
|                  | • By 6 disability categories, each by the 7 racial/ethnic groups |
| **Placement**     | • By 2 placement categories, each by the 7 federal racial/ethnic groups  
|                  | • <40% of time in regular class  
|                  | • Separate schools and residential facilities (not including homebound, hospital, correctional facilities, or private school)* |
| **Discipline**    | • By 5 disciplinary placements, each by the 7 federal racial/ethnic groups  
|                  | • OSS/expulsion, 10 or fewer days (student count)  
|                  | • OSS/expulsion >10 days (student count)  
|                  | • ISS, 10 or fewer days (student count)  
|                  | • ISS >10 days (student count)  
|                  | • Total disciplinary removals (OSS, ISS, expulsion, removes by school personnel to an interim alternative education setting, and removals by a hearing officer) (incident count) |

*TEA is currently interpreting this provision. They state they know court ordered student placed in residential facilities or group homes can be excluded, but are unsure of others.
Representation

• Currently in PBMAS (Fall 2016)
  – SPED #14 SPED Discretionary DAEP Placements

**Step 1:**
number of discretionary DAEP placements of students served in SPED
number of students served in SPED in attendance

**Step 2:**
number of discretionary DAEP placements for all students
number of students in attendance

**Step 3:**
Step 1 – Step 2
• Currently in PBMAS (Fall 2016)
  – SPED #15 SPED Discretionary ISS Placements

**Step 1:**
number of discretionary ISS placements of students served in SPED
number of students served in SPED in attendance

**Step 2:**
number of discretionary ISS placements for all students
number of students in attendance

**Step 3:**
Step 1 – Step 2
Representation

- Currently in PBMAS (Fall 2016)
  - SPED #16 SPED Discretionary OSS Placements

  **Step 1:**
  - number of discretionary OSS placements of students served in SPED
  - number of students served in SPED in attendance

  **Step 2:**
  - number of discretionary OSS placements for all students
  - number of students in attendance

  **Step 3:**
  - Step 1 – Step 2
SD Discipline

- Includes students ages 3-21

- Five analyses (each by the 7 federal race/ethnic groups):
  - OSS/expulsion, 10 or fewer days (student count)
  - OSS/expulsion >10 days (student count)
  - ISS, 10 or fewer days (student count)
  - ISS >10 days (student count)
  - Total disciplinary removals (OSS, ISS, expulsion, removes by school personnel to an interim alternative education setting, and removals by a hearing officer) (incident count)

- Anticipated to exclude MANDATORY placements

- Anticipated to be based on Summer PEIMS Submission
These 7 analyses compare your students who receive special education services in a specific racial/ethnic group against all other students in SPED in your LEA who are NOT in that racial/ethnic group.

**Conclusion/Analysis:** The LEA’s (race/ethnic group) are *(risk ratio)* times more likely as other students in SPED to be Suspended or Expelled 10 or Fewer Days.
These 7 analyses compare your students who receive special education services in a specific racial/ethnic group against all other students in SPED in your LEA who are NOT in that racial/ethnic group.

**Conclusion/Analysis:** The LEA’s (race/ethnic group) are (risk ratio) times more likely as other students in SPED to be suspended or expelled > 10 days.
**Calculation (for Each):**

**Step 1:**
Racial Ethnic Group in SPED students assigned ISS 10 or fewer days \( \times 100 \)
Racial Ethnic SPED
This is the Racial Ethnic Group assigned ISS 10 or fewer day Rate.
**If MSR not met, do not calculate.**

**Step 2:**
Comparison Other Students assigned ISS 10 or fewer days \( \times 100 \)
Comparison All Other SPED
This is the Comparison All Other Student Group assigned ISS 10 or fewer day Rate.
**If MSR not met, use alternate risk analysis (state data).**

**Step 3:**
Racial Ethnic Group assigned ISS 10 or fewer days Rate (Step 1) / Comparison All Other Student assigned ISS 10 or fewer day Rate (Step 2)
This is the Risk Ratio for this Racial Ethnic Group to be assigned ISS 10 or Fewer Days.

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th># Students Placed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td></td>
</tr>
<tr>
<td>Black/African American</td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td></td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td></td>
</tr>
<tr>
<td>Two or More Races</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
</tr>
</tbody>
</table>

7 cells/indicators for risk analysis

These 7 analyses compare your students who receive special education services in a specific racial/ethnic group against all other students in SPED in your LEA who are NOT in that racial/ethnic group.

**Conclusion/Analysis:** The LEA’s (race/ethnic group) are (risk ratio) times more likely as other students in SPED to be assigned ISS 10 or fewer days.
These 7 analyses compare your students who receive special education services in a specific racial/ethnic group against all other students in SPED in your LEA who are NOT in that racial/ethnic group.

**Conclusion/Analysis:** The LEA’s (race/ethnic group) are *(risk ratio)* times more likely as other students in SPED to be assigned ISS > 10 days.
**Calculation (for Each):**

**Step 1:**
Racial Ethnic Group in SPED disciplinary incident count \( \times 100 \)
Racial Ethnic SPED
*This is the Racial Ethnic Group Disciplinary Removal Rate.*
**If MSR not met, do not calculate.**

**Step 2:**
Comparison Other Students in SPED disciplinary incident count \( \times 100 \)
Comparison All Other SPED
*This is the Comparison All Other Student Group Disciplinary Removal Rate.*
**If MSR not met, use alternate risk analysis (state data).**

**Step 3:**
Racial Ethnic Group Disciplinary Removal Rate (Step 1) / Comparison All Other Student Disciplinary Removal Rate (Step 2)
*This is the Risk Ratio for this Racial Ethnic Group Disciplinary Removal.*

If the risk ratio exceeds the threshold, then there is SD, but not necessarily sanctions until consecutive years of the same exact cell exceeding the threshold.

**DISCIPLINE**
Total disciplinary removals incident count

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th># Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td></td>
</tr>
<tr>
<td>Black/African American</td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td></td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td></td>
</tr>
<tr>
<td>Two or More Races</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
</tr>
</tbody>
</table>

7 cells/indicators for risk analysis

These 7 analyses compare your students who receive special education services in a specific racial/ethnic group against all other students in SPED in your LEA who are NOT in that racial/ethnic group.

**Conclusion/Analysis:** The LEA’s (race/ethnic group) are *(risk ratio)* times more likely as other students in SPED to be removed due to disciplinary incidents.