Significant Disproportionality Overview and Calculation

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BEST FOR ALL

ACADEMICS

ALL TENNESSEE STUDENTS WILL HAVE ACCESS TO A HIGH-QUALITY EDUCATION, NO MATTER WHERE THEY LIVE

WHOLE CHILD

TENNESSEE PUBLIC SCHOOLS WILL BE EQUIPPED TO SERVE THE ACADEMIC AND NON-ACADEMIC NEEDS OF ALL STUDENTS

EDUCATORS

TENNESSEE WILL SET A NEW PATH FOR THE EDUCATION PROFESSION AND BE THE TOP STATE TO BECOME AND REMAIN A TEACHER AND LEADER

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Overview of Significant Disproportionality

What is significant disproportionality?

- Not defined under IDEA

- States are required to define disproportionality and what constitutes "significance" with regard to race/ethnicity for three core areas:
  - Identification of SWDs overall and identification of SWDs in six high-incidence disability categories
  - Placement of SWDs
  - Incidence, duration, and type of disciplinary action for SWDs

Similar Terms

- Is this the same as disproportionate representation in the APR?
  - In short, no, but similar data is used
  - Relates to APR Indicators 9 and 10
  - Addresses inappropriate identification by race/ethnicity
- Is this the same as significant discrepancy in the APR?
  - Again, no, but similar data is used
  - Relates to APR Indicator 4
  - Addresses long-term suspensions/expulsions (greater than 10 days)

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Significant Disproportionality Requirements

- States must define a standard methodology by which to determine significant disproportionality
  - Must use risk ratios to look at racial/ethnic makeup of SWDs in 14 specific categories under the three core areas
  - Must establish minimum "n" sizes for districts to be included in calculations
    - Prevents false positives, or districts being identified simply because they have a small population.
  - Must have an alternate risk ratio in place for districts that may not have comparison groups meeting requisite "n" sizes

What are "n" sizes and cell sizes?

- "N" sizes:
  - Sample sizes – refer to population being considered
  - In calculations of risk, "n" sizes are in the denominator
- Cell sizes:
  - Portion of the "n" size experiencing a particular outcome
  - In calculations of risk, cell sizes are in the numerator

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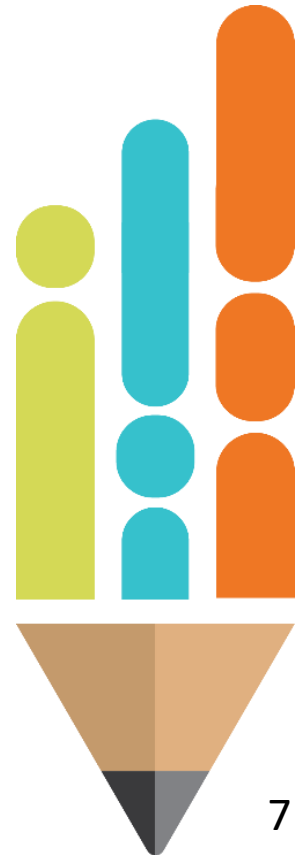
What is risk?

- Crucial area considered when identifying significant disproportionality

- Is a measure of likelihood expressed as a percentage

- Calculated by dividing the number of children from a specified racial/ethnic group who are, for example, identified as SWDs, by the total number of children from that group enrolled in the district

What is a risk ratio?

- Numerical comparison of risk of a certain outcome for a specific racial/ethnic group and the risk of that same outcome for all other children in the district

- Calculated by dividing the risk of a particular outcome for racial/ethnic group within an LEA by the risk of that same outcome for all other racial/ethnic groups within the district (the comparison group)

Calculating Risk Ratios

The state needs to calculate the risk ratio for Hispanic students identified with a disability.

- District X has 4,400 students
  - 400 students are Hispanic
  - 4,000 students are in the six other racial/ethnic groups
- District X has 240 SWDs
  - 40 SWDs are Hispanic
  - 200 SWDs are in the six other racial/ethnic groups
- Risk of Hispanic student being identified with a disability

$$\frac{\text{cell size} = 40}{\text{"n" size} = 400} \times 100\% = 10\%$$

- Risk of all other students being identified with a disability

$$\frac{\text{cell size} = 200}{\text{"n" size} = 4,000} \times 100\% = 5\%$$

- Risk ratio of Hispanic students identified with a disability

$$\frac{\text{Hispanic risk} = 10\%}{\text{all other R/E group risk} = 5\%} = \textbf{2.0}$$

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What is an alternate risk ratio?

- In homogenous populations, sometimes the comparison groups won't meet the minimum "n" sizes set by the state. In this instance, they compare the group being analyzed to the statewide risk to calculate an alternate risk ratio
  - For example:
    - District X has 500 students
    - 490 students are American Indian
      - 80 of these American Indian students are SWDs
      - Risk of American Indian students identified with disability is 80/490 = 16.33%
    - All other racial/ethnic groups combined total 10 students, which does not meet the minimum "n" size
    - Comparison will be made against the state risk calculation for all students in other racial/ethnic groups

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Using Ratios to Determine Significant Disproportionality

- What is a risk ratio threshold?
  - Threshold over which significant disproportionality is determined
  - Can vary by the categories being analyzed
  - Can require that threshold be exceeded for up to three consecutive to be determined significantly disproportionate

Calculating Significant Disproportionality

Calculating Significant Disproportionality in Tennessee

- Identification *(criteria must be met for three consecutive years):*
  - Cell size: 10 or more SWDs (ages 3-21) in particular racial/ethnic group qualifying for one of the following categories:
    - Identified with any disability (overall)
    - Identified in any of the following high-incidence disabilities:
      - Autism
      - Emotional disturbance
      - Intellectual disability
      - Other health impairment
      - Specific learning disability
      - Speech/language impairment
  - "N" size: 30 or more students (ages 3-21) in a particular racial/ethnic group in the district
  - Risk ratio: threshold of 3.0 for a particular racial/ethnic group

Calculating Significant Disproportionality in Tennessee

- Educational environment *(criteria must be met for three consecutive years):*
  - Cell size: 10 or more SWDs (ages 6-21) in particular racial/ethnic group qualifying for one of the following categories:
    - In the general education setting less than 40 percent of the day
    - In separate schools or residential facilities
  - "N" size: 30 or more SWDs (ages 6-21) in a particular racial/ethnic group in the district
  - Risk ratio: threshold of 3.0 for a particular racial/ethnic group

Calculating Significant Disproportionality in Tennessee

- Discipline *(criteria must be met for three consecutive years):*
  - Cell size: 10 or more SWDs (ages 3-21) in particular racial/ethnic group qualifying for one of the following categories:
    - SWDs receiving in-school suspensions for 10 or fewer days
    - SWDs receiving in-school suspensions for more than 10 days
    - SWDs receiving out-of-school suspensions/expulsions for 10 or fewer days
    - SWDs receiving out-of-school suspensions/expulsions for more than 10 days
    - Total number of discipline incidents, including in-school and out-of-school suspensions, removals by school personnel to an interim alternative education setting, and removals by a hearing officer (average number of discipline incidents per SWD)
  - "N" size: 30 or more SWDs (ages 3-21) in a particular racial/ethnic group in the district
  - Risk ratio: threshold of 2.0 for a particular racial/ethnic group

Reasonable Progress

Districts meeting the criteria in one or more areas will not be identified in that area if the following criteria are met:

- Minimum decrease in the risk ratio by 0.25 or more across the three years used for the calculation (meaning a 0.25 decrease from year one to year two and then another 0.25 decrease from year two to year three)

- Risk ratio for the most current school year's data (e.g. would the 2017-18 school year if looking at data from the 2015-16, 2016-17, and 2017-18 school years) must be less than 4.0

Where do the data come from?

- Identification and educational environments:
  - Child count/environment data pulled annually on Dec. 1
    - Data source is the Table 1 and 3 report in EasyIEP
  - Student membership data pulled annually on Oct. 1
    - Data source is the enrollment pull completed in EIS

- Discipline
  - All disciplinary actions reported in a given school year for SWDs
    - Data source in EIS (data comes from district student information systems)

EIS Definitions

Expulsion
- Removal from attendance for more than 10 consecutive days or more than 15 days in a month of school attendance, with total cessation. Multiple suspensions that occur consecutively shall constitute expulsion.

Out-of-School Suspension/Suspension
- The student was removed from his or her regular classroom and barred from school grounds for 10 or fewer days and did not receive educational services. Multiple suspensions shall not run consecutively nor shall multiple suspensions be applied to avoid expulsion from school.

EIS Definitions

- In-School Suspension
    - Student removed from his/her regular classroom and assigned to an in-school suspension program/location for 10 or fewer days. Report all incidences of greater than one-half of a school day.

- Remand
    - Student reassigned to another school facility/program (for more than 10 days) allowing him/her to continue to participate in the general curriculum at a school setting. Includes students receiving prescribed special education services who continue to receive these services (for these students, temporary placement is not to exceed 45 days).

Questions about calculations of significant disproportionality?

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