

# Disproportionality Technical Document



DECEMBER 2019

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## Introduction

This document details Ohio's methodology for calculating significant disproportionality and provides examples of calculations for each category of analysis. All terms in **bold font** can be found in the glossary of terms.

Disproportionality is an equity measure and occurs when students from a racial or ethnic group are identified for special education, placed in more restrictive settings or disciplined at markedly higher rates than their peers. Disproportionality becomes significant when the overrepresentation exceeds a threshold defined by each state.

According to the Individuals with Disabilities Education Act, districts with significant disproportionality must:

- 1) Review their policies, procedures and practices related to identification, placement and discipline of students with disabilities.
- 2) Identify the factors that may be contributing to the significant disproportionality.
- 3) Redirect 15 percent of federal special education funds toward services designed to address the contributing factors, including professional development, educational and behavioral evaluations, services and supports.

In December 2016, the United States Department of Education announced new regulations to further address equity within the Individuals with Disabilities Education Act. Changes require states to use a standard approach to identify significant disproportionality, expand the categories of analysis related to discipline and compare racially homogenous districts to the state.

In July 2018, the United States Department of Education postponed the date for states to comply with the new regulations by two years to July 1, 2020. In March 2019, the United States District Court, District of Columbia, in the ruling on *Council of Parent Attorneys and Advocates Inc. v. DeVos*, vacated the decision to delay compliance with the new regulations. As of the date of that ruling, the 2016 regulations are in effect and states are required to come into compliance.

The new regulations require states to calculate disproportionality within 14 categories for each of the seven racial groups (American Indian, Asian, Black, Hispanic, Multiracial, Pacific Islander and White). There is potential for a maximum of 98 calculations per district, if the district enrolls enough students in each racial category to complete the calculations. Table 1 lists the 14 categories of analysis.

Table 1. Categories of analysis for significant disproportionality (new categories in blue text).

Identification (All students ages 6-21*)	Placement (Students with disabilities ages 6-21)	Discipline (Students with disabilities ages 3-21)
1. All Disabilities 2. Intellectual Disabilities 3. Specific Learning Disabilities 4. Emotional Disturbance 5. Speech or Language Impairments 6. Other Health Impairments 7. Autism	8. Inside a regular class for less than 40 percent of the day 9. Inside separate schools and residential facilities	10. <b>Out-of-school suspensions &amp; expulsions of 10 days or fewer</b> 11. Out-of-school suspensions & expulsions of more than 10 days 12. <b>In-school suspensions of 10 days or fewer</b> 13. <b>In-school suspensions of more than 10 days</b> 14. <b>Disciplinary removals in total</b>

\*Identification categories will include students ages 3-21 beginning with the 2020-2021 Special Education Profiles.

## Standard Significant Disproportionality Methodology

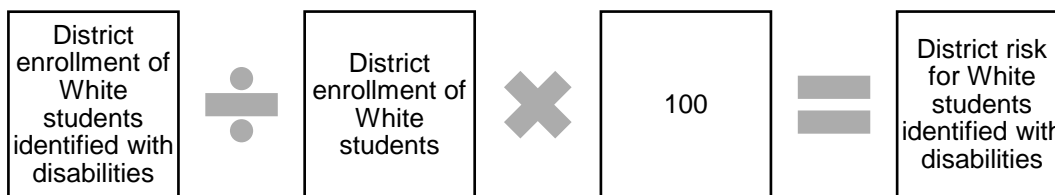
The new regulations require that states use a standard methodology for calculating significant disproportionality in the 14 categories listed in the introduction. The standard methodology includes a risk ratio,

an alternate risk ratio, and minimum cell and n-sizes. States are allowed flexibility in the risk ratio threshold, in the number of years used to determine significant disproportionality, and in considering progress toward the threshold. All decisions for Ohio’s methodology were made with stakeholder input.

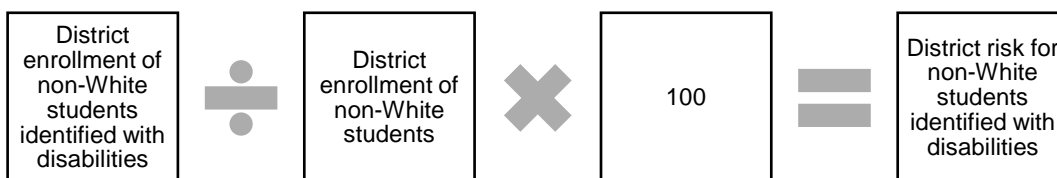
### Risk Ratio

**Risk ratios** analyze disparities for seven racial groups, comparing each to all other students within the district across all 14 categories of analysis. A risk ratio is a numerical comparison, expressed as a decimal, between the risk of a specific outcome for a specific racial or ethnic group in a district and the risk of that same outcome for all other students in the district.

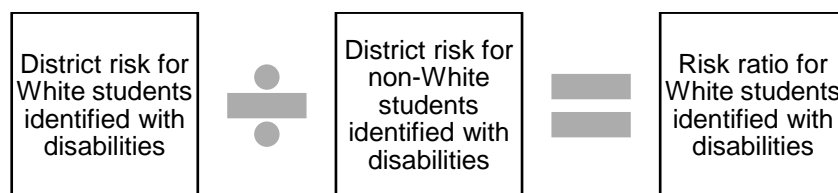
**Risk** measures the likelihood of students within a racial group to receive an educational outcome and is expressed as a percentage or proportion. For example, risk is calculated by dividing the number of White students who are identified with disabilities by the number of all White students enrolled in the district and multiplying by 100. If there are 40 White students in the district who are identified with disabilities out of a total of 200 White students in the district, the risk of a White student being identified with a disability is  $40 \div 200 \times 100 = 20$  percent.



A risk ratio compares the likelihood students in a given racial group will experience an outcome compared to the risk students of all other races will experience that outcome. For example, the risk of a White student being identified with a disability is  $40 \div 200 \times 100 = 20$  percent as calculated above. If 200 out of the 2,000 non-White students—the **comparison group**—in the district are identified with disabilities, then the risk of all other students being identified with disabilities is  $200 \div 2,000 \times 100 = 10$  percent.



The risk ratio is calculated by dividing the risk of a White student being identified with a disability by the risk of all students of all other races being identified with disabilities. The risk ratio for White students in the district being identified with disabilities is  $20 \div 10 = 2.00$ . Generally, a risk ratio of 1.00 indicates students from a given racial group are no more or less likely than students from all other racial groups to experience a particular outcome. A risk ratio of 2.00 indicates one group is twice as likely as all other students to experience that outcome. In this example, a White student in this district is twice as likely to be identified with disabilities as students of all other races in this district.





More detailed information about the risk and risk ratio calculations for each of the 14 categories of significant disproportionality analysis are included later in this document.

### Minimum Cell and N-size

The **minimum cell size** is a minimum number of students experiencing a particular outcome. In the calculation of risk ratios, minimum cell size applies to the numerator in the fraction for calculating the risk for a racial group. Ohio's minimum cell size is 10. For example, if two out of 20 Asian students are identified with emotional disturbance, that is a risk of  $2 \div 20 \times 100 = 10$  percent. However, the risk numerator of two is less than the minimum cell size of 10, so the state would not calculate the risk ratio for Asian students identified with emotional disturbance for this district.

Minimum cell size also applies to the numerator in the fraction for calculating risk of the comparison group, which is students in all other racial groups. For example, if 30 out of 1,500 White students in a district are identified with autism, that is a risk of  $30 \div 1,500 \times 100 = 2$  percent. If only five of the 500 students in other racial groups are identified with autism, a risk ratio would not be calculated for White students because the risk numerator of five for the comparison group is less than the minimum cell size of 10.

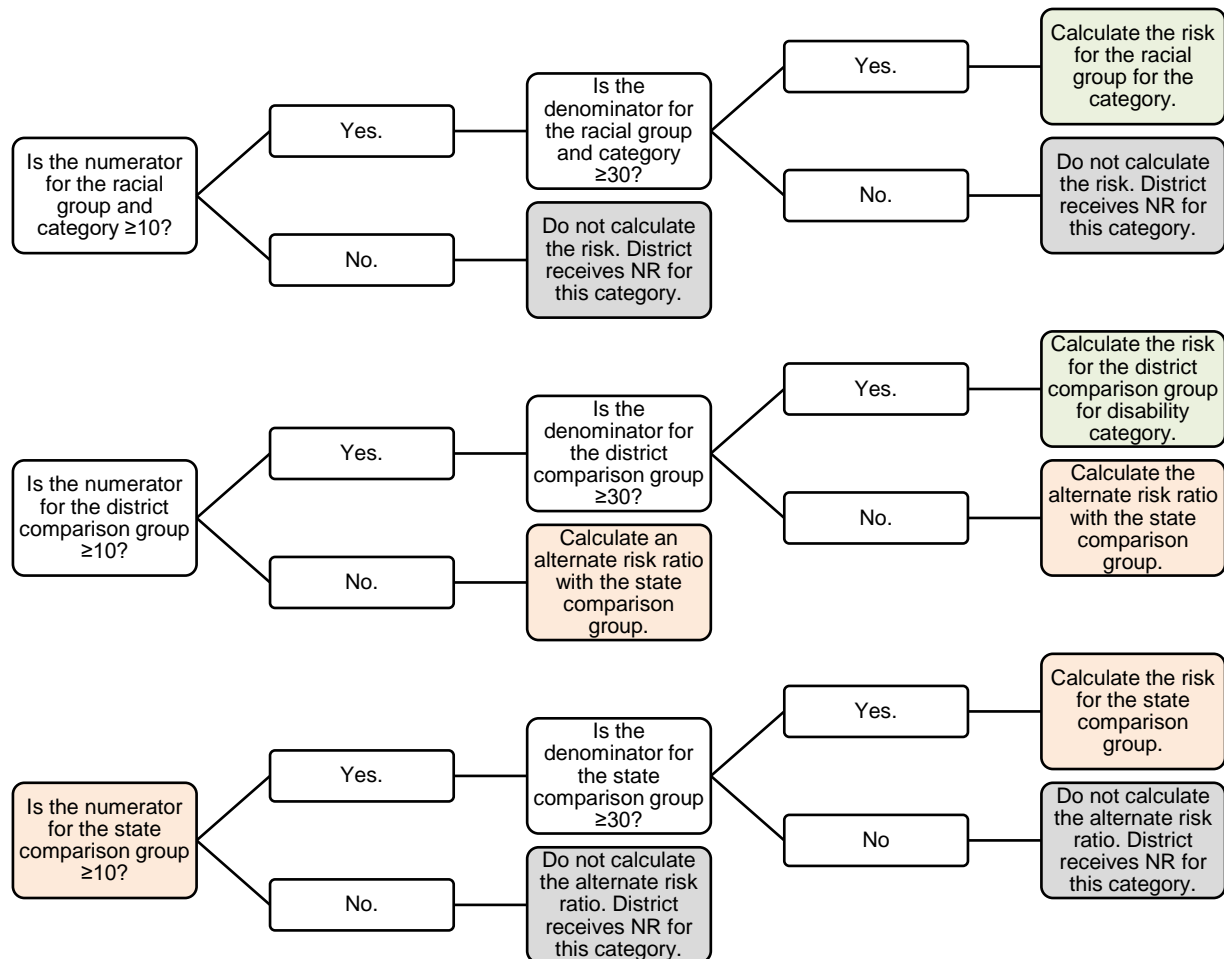
The **minimum n-size** is comparable to minimum cell size. The minimum n-size is a minimum number of students enrolled in a district to be used as the denominator when calculating either the risk for a racial group or the comparison group, which is students in all other racial groups. Ohio's minimum n-size is 30. For example, a district has enrolled 490 White students out of 500 total students. In any of the 14 risk ratio calculations for White students, the number of students in the comparison group is 10, which is smaller than Ohio's minimum n-size of 30. The state cannot calculate risk ratios for White students in this district.

If a district does not meet the minimum cell size or n-size for the comparison group, an alternate risk ratio must be calculated, as required by the disproportionality regulations.

### Alternate Risk Ratios

The alternate risk ratio is very similar to the risk ratio, which compares the likelihood students in a given racial group will experience an outcome compared to the risk students of all other races will experience that outcome within a district. The **alternate risk ratio** compares the risk of a racial group to experience an outcome within a district to the risk of all other racial groups to experience that outcome in the state. The alternate risk ratio uses the district-level risk for the racial group in the numerator and the state-level risk for the comparison group in the denominator. Ohio has set the minimum cell size at 10 and the minimum n-size at 30. If the racial group being analyzed meets the minimum cell size and n-size but the comparison group in the district or the state does not, then the state will not calculate the alternate risk ratio. Figure 1 walks through the steps of determining when to calculate an alternate risk ratio.

Figure 1. How to determine when to use an alternate risk ratio.



For example:

- A district has enrolled 490 White students out of 500 total students.
- Seventy of these students have been identified with a disability.
- The risk of White students identified with a disability in this district is  $70 \div 490 \times 100 = 14.28$  percent.
- The comparison group—students in all other racial groups—includes only 10 students. Ten is less than the state’s minimum n-size of 30. The state must calculate an alternate risk ratio.
- The state has enrolled 78,618 non-White students with disabilities of 516,342 total non-White students.
- The risk of non-White students identified with disabilities in the state is  $78,618 \div 516,342 \times 100 = 15.22$  percent.
- The alternate risk ratio for White students identified with disabilities is  $14.28 \div 15.22 = 0.94$ .

This district does not have disproportionality for White students identified with disabilities because the risk ratio is 0.94, which is lower than Ohio’s threshold of 3.50. White students in this district are no more likely than students from all other racial groups to be identified with disabilities. Table 2 shows each step of the calculation for this alternate risk ratio example. All examples provided in this document use the same data for each of the three years considered in the calculation for simplicity. It is unlikely a district will have the same enrollment, and thus the same risk ratios, for three consecutive years.



Table 2. Step-by-step example of an alternate risk ratio calculation for White students identified with disabilities.

White - All Disabilities								
Step	Regular Risk Ratio	Data Year			Alternate Risk Ratio	Data Year		
		2016-17	2017-18	2018-19		2016-17	2017-18	2018-19
A	District enrollment of White students identified with disabilities	70	70	70				
B	District enrollment of White students	490	490	490				
$C^* = \frac{A}{B}$	District risk for White students identified with disabilities	14.28%	14.28%	14.28%				
D	District enrollment of non-White students identified with disabilities	2	2	2	State enrollment of non-White students identified with disabilities	78,618	78,618	78,618
E	District enrollment of non-White students	10	10	10	State enrollment of non-White students	516,342	516,342	516,342
$F^* = \frac{D}{E}$	District risk for non-White students identified with disabilities	<10 non-White students identified with disabilities AND <30 non-White students enrolled	<10 non-White students identified with disabilities AND <30 non-White students enrolled	<10 non-White students identified with disabilities AND <30 non-White students enrolled	State risk for non-White students identified with disabilities	15.22%	15.22%	15.22%
$G = \frac{C}{F}$	Risk ratio for White students	Alternate	Alternate	Alternate	Risk ratio for White students	0.94	0.94	0.94

\*The risk result is shortened here for display purposes only. These figures are not rounded before calculating the risk ratio.

### State Flexibility in the Standard Methodology

States are allowed flexibility in the risk ratio threshold, in the number of years used to determine significant disproportionality, and in considering progress toward the threshold. All decisions for Ohio’s methodology were made with stakeholder input.

### Risk Ratio Threshold

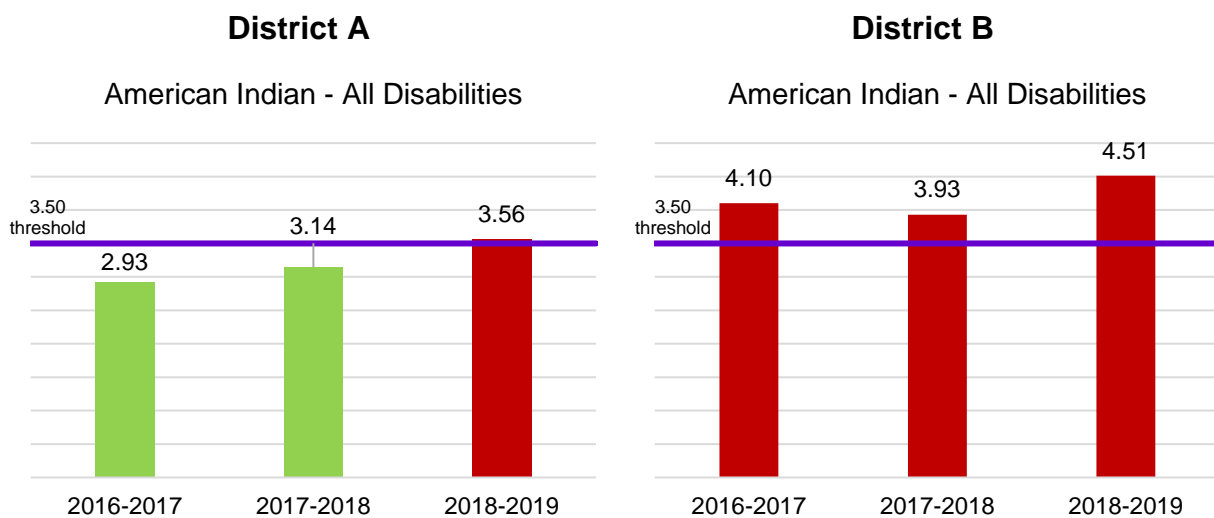
A **risk ratio threshold** is the point at which the risk ratio in each category indicates significant disproportionality. If a district’s risk ratio exceeds the threshold set by the state, the district has significant disproportionality. Ohio’s risk ratio threshold is 3.50 for all 14 categories of analysis. In our earlier example of White students being identified with disabilities, the risk ratio was 2.00. This district would not be flagged for significant disproportionality in this category. However, if in the same district, Black students are four times more likely than all other students to be identified with disabilities, the risk ratio for Black students identified with disabilities is 4.00. That disproportionality is significant. A risk ratio threshold is considered within the multi-year flexibility provision.

## Multi-year Flexibility

States are required to annually examine districts for significant disproportionality. However, states are not required to identify a district with significant disproportionality until the district has exceeded the risk ratio threshold for up to three prior consecutive years. The multi-year flexibility was designed to account for small changes in district enrollment that could cause large changes in a risk ratio. Ohio considers risk ratios for the three most current years when identifying districts with significant disproportionality.

Figure 2 provides an example. In the figure below, District A would not be identified with significant disproportionality for American Indian students identified with disabilities because its risk ratio only exceeded the 3.50 threshold in the most recent school year. However, District B would be identified with significant disproportionality for American Indian students identified with disabilities because its risk ratio exceeded the 3.50 threshold for the three most recent school years.

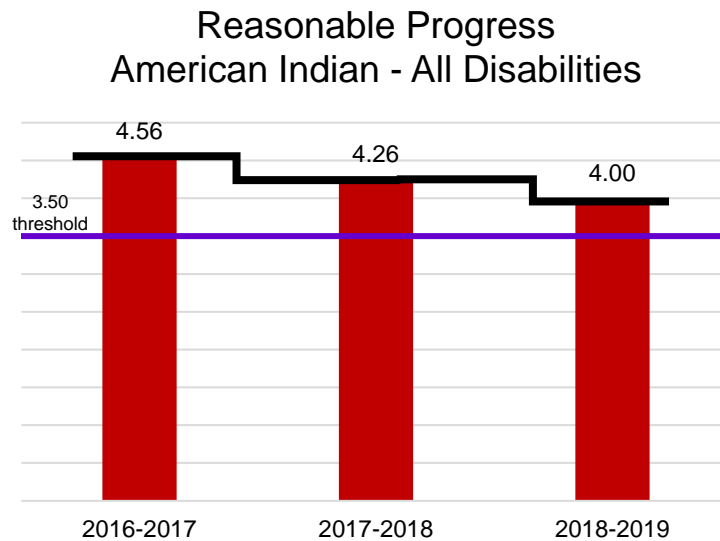
Figure 2. Example of the multi-year flexibility for identifying significant disproportionality.



## Reasonable Progress

Reasonable progress is intended to prevent state disruption in meaningful efforts to reduce significant disproportionality. A district has demonstrated reasonable progress when its risk ratio has exceeded the threshold for three consecutive years but has lowered by an increment set by the state for two consecutive years. Ohio has set reasonable progress at 0.25. For example, if a district has a risk ratio greater than 3.50 for three consecutive years, but the risk ratio has decreased by at least 0.25 for two consecutive years, then the district has demonstrated reasonable progress. It will not be flagged for significant disproportionality. This means the risk ratio for the second year must be at least 0.25 less than the first year, and the risk ratio for the third year must be at least 0.25 less than the second year. Figure 3 shows an example. This district's risk ratio for American Indian students identified with disabilities exceeds the 3.50 threshold for the three most recent years **and** its risk ratio has decreased by at least 0.25 for two consecutive years. Its risk ratio decreased by 0.30 from 2016-2017 to 2017-2018 and decreased by another 0.26 from 2017-2018 to 2018-2019.

Figure 3. Example of a district not being identified with significant disproportionality by meeting the reasonable progress provision.



### Summary of Ohio’s Significant Disproportionality Methodology

Table 3 lists Ohio’s previous and new regulations for calculating significant disproportionality.

Table 3. Summary of Ohio’s Significant Disproportionality Methodology.

Area	Previous Regulations	New Regulations
Identification	All disabilities Six disability categories Ages 6-21	All disabilities Six disability categories Ages 3-21 (ages 3-5 included by 2020)
Placements	Inside regular classroom 40-79 percent Inside regular classroom <40 percent Separate placement	Inside regular classroom <40 percent Separate placement
Discipline	Out-of-school suspensions and expulsions >10 days	Out-of-school suspensions and expulsions >10 cumulative days Out-of-school suspensions and expulsions ≤10 cumulative days In-school suspension >10 days In-school suspension ≤10 days Total disciplinary removals
Calculation	Risk ratio >3.50	Risk ratio >3.50 Alternate risk ratio >3.50
Cell size	Identification and placement numerator = 30 Discipline numerator = 5	All numerators = 10
N-size	Discipline denominator = 30	All denominators = 30
Multi-year Flexibility	Three consecutive years	Three consecutive years
Reasonable Progress	Not evaluated	Risk ratio reduction of 0.25 or more for two consecutive years

### Ohio’s Significant Disproportionality Business Rules

This section details the business rules and calculations for each category of significant disproportionality. Examples are provided for each category. Descriptions of each of the 98 potential calculations are located on the Special Education Profile accessed through your OH | ID account.

In Ohio, disproportionality is calculated based on the data reported by each district in the Education Management Information System (EMIS). Across all categories, enrollment data are calculated based on full-time equivalency. Full-time equivalency provides a more precise risk ratio calculation based on the amount of time each student was enrolled in the district during the school year.

The target for each category of analysis is  $\leq 3.50$ . Districts are identified with significant disproportionality when their risk ratios exceed the 3.50 threshold for three consecutive years for the same racial group in the same category. Districts that reduce their risk ratios by at least 0.25 for two consecutive years qualify for the reasonable progress provision. Though still exhibiting ratios above 3.50, districts will have demonstrated progress in lowering their risk ratios and redirection of funds will not be required; however, technical assistance would be continued.

Note: **All students** are included in the calculations for Identification (indicators 9 and 10), while **only students with disabilities** are considered in the calculations for Placement and Discipline.

### Identification for Special Education (Indicators 9 & 10)

#### ELIGIBILITY:

The calculations for significant disproportionality in identification include:

- Students ages 3 through 21. *Students ages 3-5 must be included in the calculation by 2020.*
- Students with and without disabilities reported in Student Detail Effective Date (FD) record in the Education Management Information System (EMIS).
- Students enrolled and attending the district legally responsible for providing a free and appropriate public education for the student during the school year. For students enrolled in community schools, the community school is legally responsible for providing a free and appropriate public education for the student.

#### PRIORITIZATION/SELECTION:

Data are calculated for traditional districts, community schools, state-supported schools, and Science, Technology, Engineering and Mathematics (STEM) schools. These local educational agencies will be referred to as “districts” throughout this document.

#### CALCULATION AND METHODOLOGY:

##### *Enrollment*

- Calculations include students with full-time equivalency at the legal district of residence for the student. The legal district of residence is responsible for providing a free and appropriate public education for the students.
  - If the student is enrolled, attending and has a full-time equivalency with a community school, the community school becomes the district responsible for providing a free and appropriate public education for the student.
  - The educational relationship between the student and the district = 1.
    - 1 = The student is receiving instruction, in whole or in part, from the reporting district.
  - Student has not been withdrawn with a withdrawal code of 81.
    - 81 = Student Reported in Error – Never should have been reported.
- Students with changes to their Student Standing (FS) and Student Attributes-Effective Date (FS) records will have full-time equivalency calculated.
- For Identification 1, if a student with a disability has more than one full-time equivalency calculated (due to change in the FS/FD records), the cumulative full-time equivalency will be calculated for the student. For Identifications 2-7, the student's cumulative full-time equivalency (if more than one full-time equivalency has been calculated) will be calculated based on the disability code reported for the student.

*Race/Ethnicity*

The calculations for significant disproportionality in identification include all racial codes listed in the Student Demographic Record (GI) in the Education Management Information System (EMIS). These codes align to the federal regulations.

- I – American Indian or Alaska Native
- A – Asian
- B – Black or African American (Non-Hispanic)
- H – Hispanic/Latino
- M – Multiracial
- P – Native Hawaiian or Other Pacific Islander
- W – White, Non-Hispanic

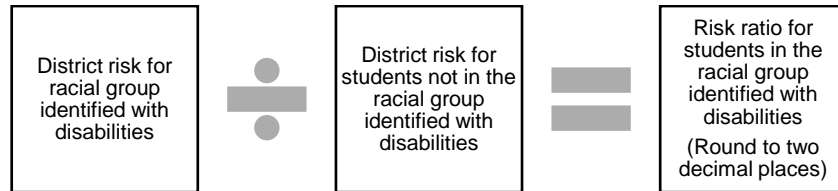
*IDEA Disability Identification*

The calculations for significant disproportionality in identification include students identified and reported with disability condition codes during the current school year.

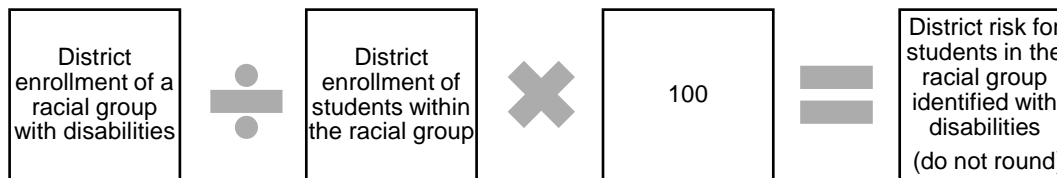
- Identification 1 (indicator 9) includes all disability categories in the Student Attributes – Effective Date record (FD):
  - 01 - Multiple Disabilities (other than Deaf-Blind)
  - 02 - Deaf-Blindness
  - 03 - Deafness (Hearing Impairment)
  - 04 - Visual Impairments
  - 05 - Speech and Language Impairments
  - 06 - Orthopedic Impairments
  - 08 - Emotional Disturbance (SBH)
  - 09 - Intellectual Disabilities (Formerly Mental Retardation, Developmentally Handicapped, or Cognitive Disabilities)
  - 10 - Specific Learning Disabilities
  - 12 - Autism
  - 13 - Traumatic Brain Injury (TBI)
  - 14 - Other Health Impaired (Major)
  - 15 - Other Health Impaired (Minor)
  - 16 - Developmental Delay
- Identification 2 (indicator 10) includes all students reported with an Intellectual Disability (ID/CD) in the Student Attributes – Effective Date record (FD): 09 - Intellectual Disabilities (Formerly Mental Retardation, Developmentally Handicapped, or Cognitive Disabilities)
- Identification 3 (indicator 10) includes all students reported with a Specific Learning Disability (SLD) in the Student Attributes – Effective Date record (FD): 10 – Specific Learning Disabilities
- Identification 4 (indicator 10) includes all students reported with an Emotional Disturbance Disability (ED) in the Student Attributes – Effective Date record (FD): 08 – Emotional Disturbance
- Identification 5 (indicator 10) includes all students reported with a Speech or Language Impairment (SLI) in the Student Attributes – Effective Date record (FD): 05 – Speech and Language Impairments
- Identification 6 (indicator 10) includes all students reported with Other Health Impairments (OHI)-Minor in the Student Attributes – Effective Date record (FD): 15 – Other Health Impaired (Minor)
- Identification 7 (indicator 10) includes all students reported with Autism (AUT) in the Student Attributes – Effective Date record (FD): 12 - Autism

**Risk Ratio Calculation**

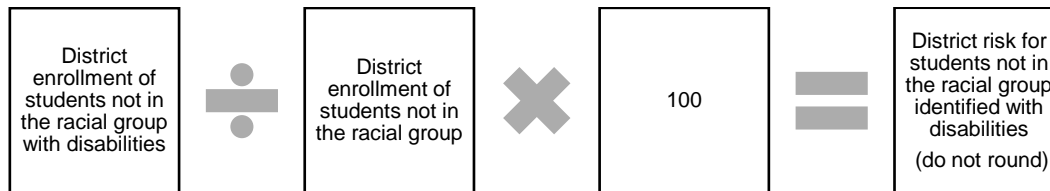
The risk ratio is calculated by dividing the risk for a racial group for disability category by the risk for the comparison group for disability category.



The risk for a racial group for disability category is calculated by dividing the total full-time equivalency of students for the racial group for disability category by the total full-time equivalency of students of the same racial ethnic group, then multiplying by 100.



The risk for the comparison group for disability category is calculated by dividing the total full-time equivalency of all other students enrolled in the district in the disability category but **not** in the racial group by all other students enrolled in the district **not** in the racial group being measured, then multiplying by 100.



To calculate a risk ratio, the district must meet the minimum cell size and n-size for the race being measured. Ohio has set the minimum cell size to greater than or equal to 10 students and the minimum n-size to greater than or equal to 30 students.

If the minimum cell size or n-size are not met, the risk ratio is not calculated. If the minimum cell and n-size are met, the risk ratio is calculated.

- The minimum cell size is the risk numerator. The district must enroll at least 10 students with disabilities within the racial group to calculate the risk ratio.
- The minimum n-size is the risk denominator. The district must enroll at least 30 students within the racial group to calculate the risk ratio.

If the district does not meet the minimum cell size or n-size for the comparison group, then the district is subject to an alternate risk ratio calculation.

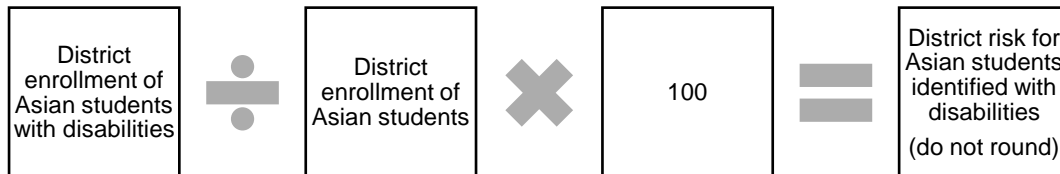
- The minimum cell size is the risk numerator. For the comparison group, the district must enroll at least 10 students with disabilities of all other races to calculate a regular risk ratio.
- The minimum n-size is the risk denominator. For the comparison group, the district must enroll at least 30 students of all other races to calculate a regular risk ratio.



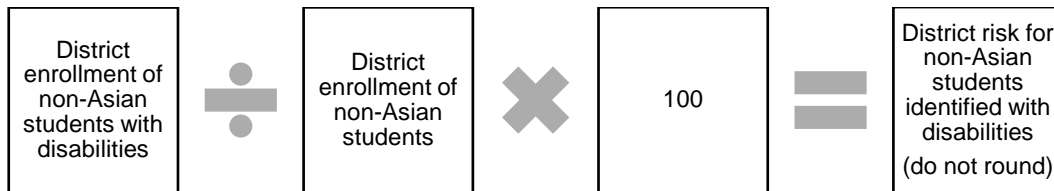
### Example Calculation for a Risk Ratio in Identification

One example of a disproportionality calculation for identification is provided below. To replicate the calculation for other racial groups, replace “Asian” with the racial group of interest. To replicate the calculation for specific disability conditions, replace “disabilities” with the specific disability of interest.

To calculate risk for Asian students identified with disabilities, divide the total full-time equivalency of Asian students in the district with a reported disability condition code by the total full-time equivalency of Asian students enrolled in the district and multiply by 100. Do not round the risk result.



To calculate risk for non-Asian students identified with disabilities (comparison group), divide the total full-time equivalency of students with disabilities of all other races (excluding Asian students) in the district by the total full-time equivalency of students of all other races (excluding Asian students) enrolled in the district and multiply by 100. Do not round the risk result.



To calculate the risk ratio for Asian students identified with disabilities, divide the Asian risk result by the non-Asian risk result. Round to two decimal places.

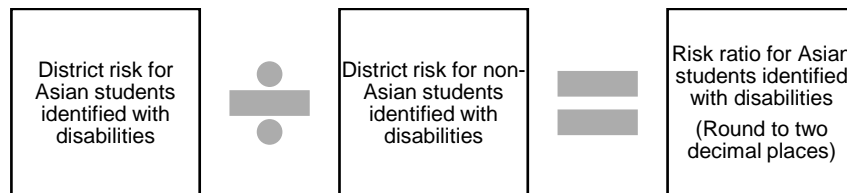


Table 4 describes the steps involved in calculating a risk ratio for this example. In this example, the district does not have disproportionality for Asian students with disabilities. In this district, Asian students are no more likely than students of all other races to be identified with disabilities.

Table 4. Step-by-step example calculation of a risk ratio for significant disproportionality in identification of Asian students with disabilities.

Asian – All Disabilities				
Step	Description	Data Year		
		2016-17	2017-18	2018-19
A	District enrollment of Asian students identified with disabilities	36	36	36
B	District enrollment of Asian students	1,058	1,058	1,058
$C^* = A \div B$	District risk for Asian students identified with disabilities	3.40%	3.40%	3.40%
D	District enrollment of non-Asian students identified with disabilities	1,454	1,454	1,454
E	District enrollment of non-Asian students	14,751	14,751	14,751
$F^* = D \div E$	District risk for non-Asian students identified with disabilities	9.85%	9.85%	9.85%
$G = C \div F$	Risk Ratio for Asian students	0.35	0.35	0.35

\*The risk result is shortened here for display purposes only. These figures are not rounded before calculating the risk ratio.

### Example Calculation for an Alternate Risk Ratio in Identification

If the comparison group in the district does not meet the minimum cell size or n-size, an alternate risk ratio is calculated. An alternate risk ratio compares the risk of a racial group to experience an outcome within a district to the risk of all other racial groups to experience that same outcome in the state. Figure 1 on page 4 describes how to determine whether an alternate risk ratio is required.

Table 5 describes the steps involved in calculating an alternate risk ratio using another racial category of identification for a different district. In this example, the district does not have disproportionality for White students identified with disabilities. The risk ratio of 0.94 does not exceed the state's 3.50 threshold and indicates White students in this district are approximately as likely to be identified with disabilities as students of all other races in the state.

Table 5. Step-by-step example calculation of an alternate risk ratio for significant disproportionality in identification of White students with disabilities.

White - All Disabilities								
Step	Regular Risk Ratio	Data Year			Alternate Risk Ratio	Data Year		
		2016-17	2017-18	2018-19		2016-17	2017-18	2018-19
A	District enrollment of White students identified with disabilities	70	70	70				
B	District enrollment of White students	490	490	490				
$C^* = \frac{A}{B}$	District risk for White students identified with disabilities	14.28%	14.28%	14.28%				
D	District enrollment of non-White students identified with disabilities	2	2	2	State enrollment of non-White students identified with disabilities	78,618	78,618	78,618
E	District enrollment of non-White students	10	10	10	State enrollment of non-White students	516,342	516,342	516,342
$F^* = \frac{D}{E}$	District risk for non-White students identified with disabilities	<10 non-White students identified with disabilities AND <30 non-White students enrolled	<10 non-White students identified with disabilities AND <30 non-White students enrolled	<10 non-White students identified with disabilities AND <30 non-White students enrolled	State risk for non-White students identified with disabilities	15.22%	15.22%	15.22%
$G = \frac{C}{F}$	Risk Ratio for White students	Alternate	Alternate	Alternate	Risk Ratio for White students	0.94	0.94	0.94

\*The risk result is shortened here for display purposes only. These figures are not rounded before calculating the risk ratio.

### Placement of Students with Disabilities

#### ELIGIBILITY:

The calculations for significant disproportionality in educational placement include:

- Students ages 6 through 21.
- Students with disabilities reported in Student Detail Effective Date (FD) record in the Education Management Information System (EMIS).
- Students enrolled and attending the district responsible for providing a free and appropriate public education for the students. For students who are enrolled in community schools, the community schools now are responsible for providing a free and appropriate public education for the students.

#### PRIORITIZATION/SELECTION:

Data are calculated for traditional districts, community schools, state-supported schools, and Science, Technology, Engineering and Mathematics (STEM) schools. These local educational agencies will be referred to as “districts” throughout this document.

**CALCULATION AND METHODOLOGY:***Enrollment*

- Calculations include students with full-time equivalency at the legal district of residence for the student. The legal district of residence is responsible for providing a free and appropriate public education for the students.
  - If the student is enrolled, attending and has a full-time equivalency with a community school, the community school becomes the district responsible for providing a free and appropriate public education for the student.
  - The educational relationship between the student and the district = 1.
    - 1 = The student is receiving instruction, in whole or in part, from the reporting district.
  - Student has not been withdrawn with a withdrawal code of 81.
    - 81 = Student Reported in Error – Never should have been reported.
- Students with changes to their Student Standing (FS) and Student Attributes-Effective Date (FS) records will have full-time equivalency calculated.
- If a student with a disability has more than one full-time equivalency calculated (due to change in the FS/FD records), the cumulative full-time equivalency will be calculated for the student.

*Race/Ethnicity*

The calculations for significant disproportionality in educational placement include all racial codes listed in the Student Demographic Record (GI) in the Education Management Information System (EMIS). These codes align to federal regulations:

- I – American Indian or Alaska Native
- A – Asian
- B – Black or African American (Non-Hispanic)
- H – Hispanic/Latino
- M – Multiracial
- P – Native Hawaiian or Other Pacific Islander
- W – White, Non-Hispanic

*IDEA Disability Identification*

The calculations for significant disproportionality in educational placement include students identified and reported with a disability condition code during the current school year.

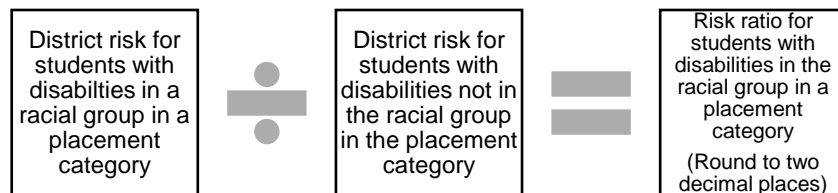
- All disability condition codes reported in the Student Attributes – Effective Date record (FD) are included:
  - 01 – Multiple Disabilities (other than Deaf-Blind)
  - 02 - Deaf-Blindness
  - 03 - Deafness (Hearing Impairment)
  - 04 - Visual Impairments
  - 05 - Speech and Language Impairments
  - 06 - Orthopedic Impairments
  - 08 - Emotional Disturbance (SBH)
  - 09 - Intellectual Disabilities (Formerly Mental Retardation, Developmentally Handicapped, or Cognitive Disabilities)
  - 10 - Specific Learning Disabilities
  - 12 - Autism
  - 13 - Traumatic Brain Injury (TBI)
  - 14 - Other Health Impaired (Major)
  - 15 - Other Health Impaired (Minor)
  - 16 - Developmental Delay

*Placement*

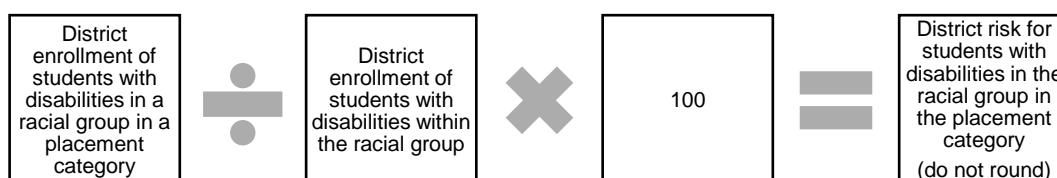
- Student placement or least restrictive environment (LRE) codes are reported in the Student Special Education (GE) record for the current school year as an outcome of the individualized education program (IEP) event.
- The district of residence for the student is responsible for completing the student’s individualized education program.
- The district of residence for the student must be report in the student’s individualized education program in the Student Special Education (GE) record of the Education Management Information System (EMIS).
  - If the district of residence is not providing education and services to the student, the district still is responsible for reporting special education events but will report a district relationship of 2 or 3 based on the Student Standing Record (FS).
  - If the district is educating and providing services to the student, the district would report a district relationship of 1 in the Student Standing (FS) record.
    - 1 = The student is receiving instruction, in whole or in part, from the reporting district.
    - 2 = The student is receiving services but no instruction from the reporting district.
    - 3 = The student is receiving neither services nor instruction from the reporting district, but the reporting district has an obligation to submit data for the student in the Education Management Information System (EMIS).
- The student placement is reported with the student’s individualized education program in the Outcome ID Element (GE120) in the Student Special Education (GE) record.
- The following Outcome IDs are used in this calculation:
  - Category 1 – Students with disabilities inside the regular class less than 40 percent of the day:
    - IE15 – Special education outside the regular class more than 60 percent of the day
  - Category 2 – Students with disabilities inside separate schools and residential facilities:
    - IE16 – Public Separate School
    - IE17 – Private Separate School
    - IE18 – Public Residential Facility
    - IE19 – Private Residential Facility

*Risk Ratio Calculation*

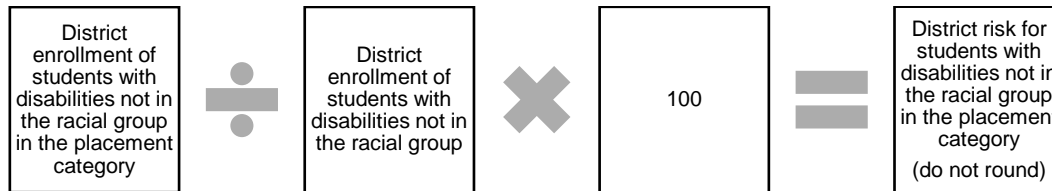
The risk ratio is calculated by dividing the risk for a racial group with a disability for a placement category by the risk for the comparison group for a placement category.



The risk for students with disabilities in a racial group in a placement category is calculated by dividing the total full-time equivalency of students with disabilities in the racial group in the placement category by the total number of students enrolled in the district of the same racial group, then multiplying by 100.



The risk for the comparison group for placement category is calculated by dividing the total full-time equivalency of all other students with disabilities enrolled in the district in the placement category but **not** in the racial/ethnic group by all other students enrolled in the district **not** in the racial group being measured, then multiplying by 100.



To calculate a risk ratio, the district must meet the minimum cell size and n-size for the race being measured. Ohio has set the minimum cell size to greater than or equal to 10 students and the minimum n-size to greater than or equal to 30 students.

If the minimum cell size or n-size are not met, the risk ratio is not calculated. If the minimum cell and n-size are met, the risk ratio is calculated.

- The minimum cell size is the risk numerator. The district must enroll at least 10 students with disabilities within the racial group and placement category to calculate the risk ratio.
- The minimum n-size is the risk denominator. The district must enroll at least 30 students within the racial group to calculate the risk ratio.

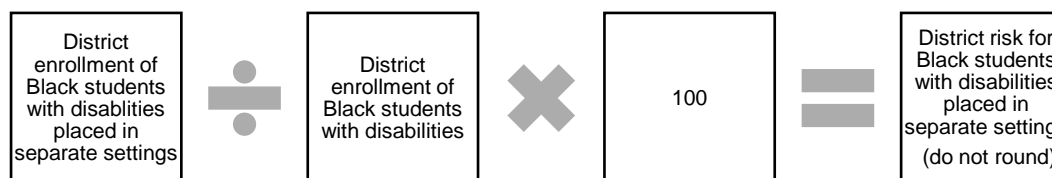
If the district does not meet the minimum cell size or n-size for the comparison group, then the district is subject to an alternate risk ratio calculation.

- The minimum cell size is the risk numerator. For the comparison group, the district must enroll at least 10 students with disabilities of all other races in the placement category to calculate a regular risk ratio.
- The minimum n-size is the risk denominator. For the comparison group, the district must enroll at least 30 students of all other races to calculate a regular risk ratio.

**Example Calculation for a Risk Ratio in Placement**

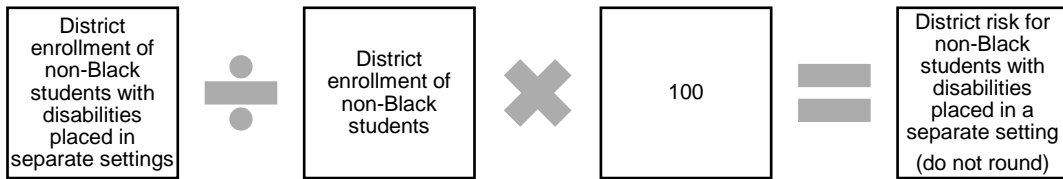
One example for a disproportionality calculation for placement is provided below. To replicate the calculation for other racial groups, replace “Black” with the racial group of interest. To replicate the calculation for specific placement categories, replace “in separate settings” with the placement category of interest.

To calculate risk for Black students with disabilities placed in separate settings, divide the total full-time equivalency of Black students with disabilities in separate settings by the total full-time equivalency of Black students with disabilities enrolled in the district and multiply by 100. Do not round the risk result.



To calculate risk for non-Black students with disabilities placed in separate settings (comparison group), divide the total full-time equivalency of students with disabilities of all other races (excluding Black students) in separate settings by the total full-time equivalency of students with disabilities from all other races (excluding Black students) enrolled in the district and multiply by 100. Do not round the risk result.





To calculate the risk ratio for Black students with disabilities in separate settings, divide the Black risk result by the non-Black risk result. Round to two decimal places.

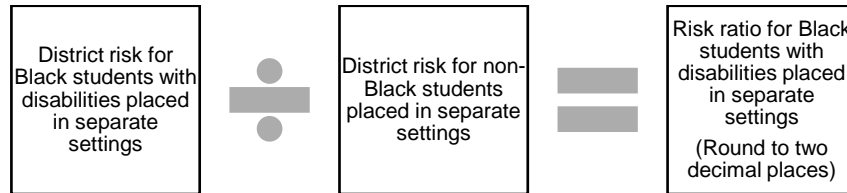


Table 6 describes the steps involved in calculating a risk ratio for this example. In this example, the district has disproportionality for Black students with disabilities placed in separate settings. The risk ratio of 5.15 exceeds the state’s 3.50 threshold and indicates Black students with disabilities are five times more likely than students with disabilities of all other races to be placed in separate settings.

Table 6. Step-by-step example calculation of a risk ratio for significant disproportionality in placement of Black students with disabilities in separate settings.

Black – Separate Settings				
Step	Description	Data Year		
		2016-17	2017-18	2018-19
A	District enrollment of Black students with disabilities placed in separate settings	12	12	12
B	District enrollment of Black students with disabilities	351	351	351
C* = A ÷ B	District risk for Black students placed in separate settings	3.41%	3.41%	3.41%
D	District enrollment of non-Black students placed in separate settings	40	40	40
E	District enrollment of non-Black students with disabilities	6,028	6,028	6,028
F* = D ÷ E	District risk for non-Black students placed in separate settings	0.66%	0.66%	0.66%
G = C ÷ F	Risk Ratio for Black students	5.15	5.15	5.15

\*The risk result is shortened here for display purposes only. These figures are not rounded before calculating the risk ratio.

### Example Calculation for an Alternate Risk Ratio in Placement

If the comparison group in the district does not meet the minimum cell size or n-size, an alternate risk ratio is calculated. An alternate risk ratio compares the risk of a racial group to experience an outcome within a district to the risk of all other racial groups to experience that same outcome in the state. Figure 1 on page 4 describes how to determine whether an alternate risk ratio is required.

Table 7 describes the steps involved in calculating an alternate risk ratio using the same category of placement as above for a different district. In this example, the district has disproportionality for Black students with

disabilities placed in separate settings. The risk ratio of 9.02 exceeds the state’s 3.50 threshold and indicates Black students with disabilities in this district are nine times more likely to be placed in separate settings than students of all other races in the state.

Table 7. Step-by-step example calculation of an alternate risk ratio for significant disproportionality in placement of Black students with disabilities in separate settings.

Black – Separate Settings								
Step	Regular Risk Ratio	Data Year			Alternate Risk Ratio	Data Year		
		2016-17	2017-18	2018-19		2016-17	2017-18	2018-19
A	District enrollment of Black students with disabilities placed in separate settings	11	11	11				
B	District enrollment of Black students with disabilities	2,176	2,176	2,176				
$C^* = \frac{A}{B}$	District risk for Black students with disabilities placed in separate settings	0.50%	0.50%	0.50%				
D	District enrollment of non-Black students with disabilities placed in separate settings	2	2	2	State enrollment of non-Black students with disabilities placed in separate settings	849	849	849
E	District enrollment of non-Black students with disabilities	30	30	30	State enrollment of non-Black students with disabilities	1,515,337	1,515,337	1,515,337
$F^* = \frac{D}{E}$	District risk for non-Black students with disabilities placed in separate settings	<10 non-Black students with disabilities placed in separate settings	<10 non-Black students with disabilities placed in separate settings	<10 non-Black students with disabilities placed in separate settings	State risk for non-Black students with disabilities placed in separate settings	0.05%	0.05%	0.05%
$G = \frac{C}{F}$	Risk Ratio for Black students	Alternate	Alternate	Alternate	Risk Ratio for Black students	9.02	9.02	9.02

\*The risk result is shortened here for display purposes only. These figures are not rounded before calculating the risk ratio.

### Discipline of Students with Disabilities

#### ELIGIBILITY:

The calculations for significant disproportionality in discipline include:

- Students ages 3 through 21.
- Students with disabilities reported in Student Detail Effective Date (FD) record in the Education Management Information System (EMIS).
- Students enrolled and attending the district legally responsible for providing a free and appropriate public education for the student during the school year. For students who are enrolled in community schools, the community schools are legally responsible for a providing free and appropriate public education for the students.

**PRIORITIZATION/SELECTION:**

Data are calculated for traditional districts, community schools, state-supported schools, and Science, Technology, Engineering and Mathematics (STEM) schools. These local educational agencies will be referred to as “districts” throughout this document.

**CALCULATION AND METHODOLOGY:***Enrollment*

- Calculations include students with full-time equivalency at the legal district of residence for the student. The legal district of residence is responsible for providing a free and appropriate public education for the students.
  - If the student is enrolled, attending and has a full-time equivalency with a community school, the community school becomes the district responsible for providing free and appropriate public education for the student.
  - The educational relationship between the student and the district = 1.
    - 1 = The student is receiving instruction, in whole or in part, from the reporting district.
  - Student has not been withdrawn with a withdrawal code of 81.
    - 81 = Student Reported in Error – Never should have been reported.
- Students who are open enrolled to another district are reported by both the district of residence and the district the student is enrolled in:
  - The district of residence will report a district relationship of 3, meaning the district is responsible for reporting the student but is not educating or providing services to the student.
    - The district of residence will point to the district educating and serving the student.
  - The district of service for the student will report the student to the Education Management Information System (EMIS) as normal.
- Students with changes to their Student Standing (FS) and Student Attributes-Effective Date (FS) records will have full-time equivalency calculated.
- If a student with a disability has more than one full-time equivalency calculated (due to change in the FS/FD records), the cumulative full-time equivalency will be calculated for the student.

*Race/Ethnicity*

The calculations for significant disproportionality in discipline include all racial codes listed in the Student Demographic Record (GI) in the Education Management Information System (EMIS). These codes align to federal regulations:

- I – American Indian or Alaska Native
- A – Asian
- B – Black or African American (Non-Hispanic)
- H – Hispanic/Latino
- M – Multiracial
- P – Native Hawaiian or Other Pacific Islander
- W – White, Non-Hispanic

*IDEA Disability Identification*

The calculations for significant disproportionality in educational placement include students identified and reported with a disability condition code during the current school year.

- All disability condition codes reported in the Student Attributes – Effective Date record (FD) are included:
  - 01 – Multiple Disabilities (other than Deaf-Blind)
  - 02 - Deaf-Blindness
  - 03 - Deafness (Hearing Impairment)
  - 04 - Visual Impairments
  - 05 - Speech and Language Impairments

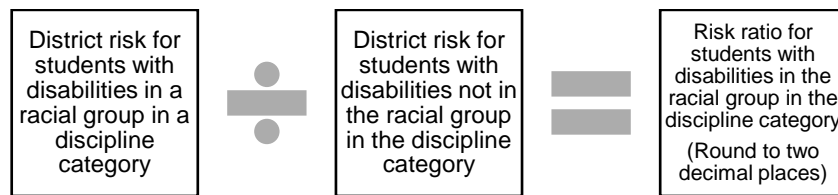
- 06 - Orthopedic Impairments
- 08 - Emotional Disturbance (SBH)
- 09 - Intellectual Disabilities (Formerly Mental Retardation, Developmentally Handicapped, or Cognitive Disabilities)
- 10 - Specific Learning Disabilities
- 12 - Autism
- 13 - Traumatic Brain Injury (TBI)
- 14 - Other Health Impaired (Major)
- 15 - Other Health Impaired (Minor)
- 16 - Developmental Delay

### *Discipline*

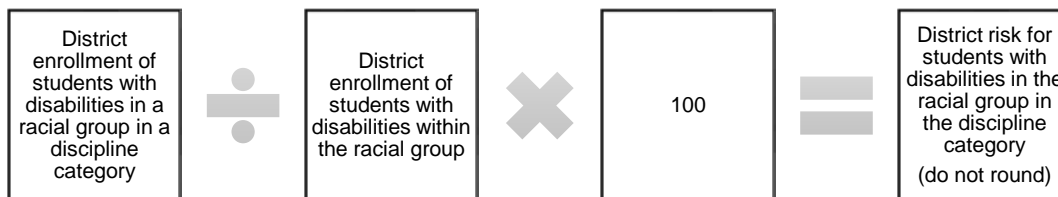
- Student discipline events are reported in the Student Discipline (GD) record for the current school year.
- The district educating and providing special education services is responsible for reporting the Student Discipline (GD) record for each type of discipline administered.
  - If the district of residence is educating and serving the student, the district of residence will report the discipline event.
  - If the student is open enrolled to another district, the district of service is responsible for reporting the discipline event.
- Discipline events for each student count with the district that administered the discipline (the district educating and providing special education services to the student).
- The Total Discipline Days reported for the type of discipline is reported in full-time equivalency
- Five discipline categories are calculated for disproportionality:
  - Category 1 – Out-of-school suspensions and expulsions of 10 cumulative days or fewer
    - Type of Discipline Element (GD070) codes included are:
      - 1 – Expulsion
      - 2 – Out-of-school Suspension
  - Category 2 – Out of school suspensions and expulsions of more than 10 cumulative days
    - Type of Discipline Element (GD070) codes included are:
      - 1 – Expulsion
      - 2 – Out-of-school Suspension
  - Category 3 – In-school suspensions of 10 cumulative days or fewer
    - Type of Discipline Element (GD070) codes included are:
      - 3 – In-school Suspension
  - Category 4 – In-school suspensions of more than 10 cumulative days
    - Type of Discipline Element (GD070) codes included are:
      - 3 – In-school Suspension
  - Category 5 – Total cumulative days of discipline removals including in-school and out-of-school suspensions, expulsions, in-school alternate discipline class/program/building, emergency removal by district personnel, and removal by hearing officer.
    - Type of Discipline Element (GD070) codes included are:
      - 1 – Expulsion
      - 2 – Out-of-school Suspension
      - 3 – In-school Suspension
      - 4 – In-school Alternate Discipline Class/Program/Building
      - 6 – Emergency Removal by District Personnel
      - 7 – Removal by a Hearing Officer

### *Risk Ratio Calculation*

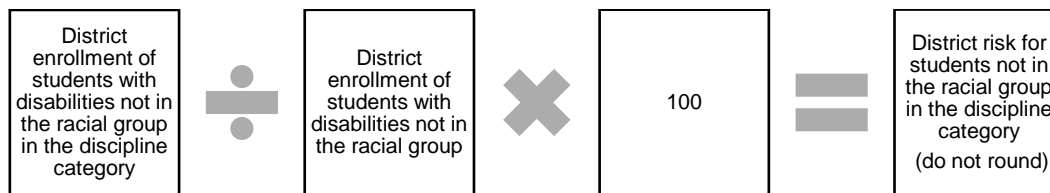
The risk ratio is calculated by dividing the risk for a racial group with a disability for a discipline category by the risk for the comparison group for a discipline category.



The risk for students with disabilities in a racial group in a discipline category is calculated by dividing the total full-time equivalency of students with disabilities in the racial group in the discipline category by the total number of students of the same racial group enrolled in the district, then multiplying by 100.



The risk for comparison group for discipline category is calculated by dividing the total full-time equivalency of all other students with disabilities enrolled in the district in the discipline category but **not** in the racial group by all other students enrolled in the district **not** in the racial group being measured, then multiplying by 100.



To calculate a risk ratio, the district must meet the minimum cell size and n-size for the race being measured. Ohio has set the minimum cell size to greater than or equal to 10 students and the minimum n-size to greater than or equal to 30 students.

If the minimum cell size or n-size are not met, the risk ratio is not calculated. If the minimum cell and n-size are met, the risk ratio is calculated.

- The minimum cell size is the risk numerator. The district must enroll at least 10 students with disabilities within the racial group and discipline category to calculate the risk ratio.
- The minimum n-size is the risk denominator. The district must enroll at least 30 students within the racial group to calculate the risk ratio.

If the district does not meet the minimum cell size or n-size for the comparison group, then the district is subject to an alternate risk ratio calculation.

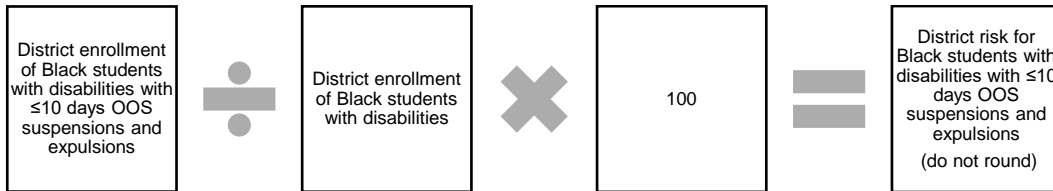
- The minimum cell size is the risk numerator. For the comparison group, the district must enroll at least 10 students with disabilities of all other races in the discipline category to calculate a regular risk ratio.
- The minimum n-size is the risk denominator. For the comparison group, the district must enroll at least 30 students of all other races to calculate a regular risk ratio.

### Example Calculation for a Risk Ratio in Discipline

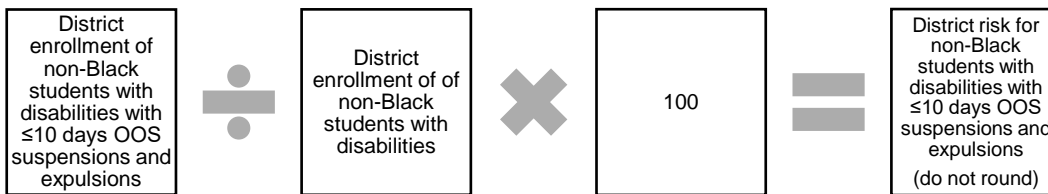
One example for a disproportionality calculation for discipline is provided below. To replicate the calculation for other racial groups, replace "Black" with another racial group of interest. To replicate the calculation for specific

discipline categories, replace “≤10 days out-of-school suspensions and expulsions” with the discipline category of interest.

To calculate risk for Black students with disabilities with 10 or fewer cumulative days of out-of-school suspensions and expulsions, divide the total full-time equivalency of Black students with disabilities with 10 or fewer cumulative days of out-of-school (OOS) suspensions and expulsions by the total full-time equivalency of Black students with disabilities enrolled in the district and multiply by 100. Do not round the risk result.



To calculate risk for non-Black students with disabilities with 10 or fewer cumulative days of out-of-school suspensions and expulsions (comparison group), divide the total full-time equivalency of students with disabilities of all other races (excluding Black students) with 10 or fewer cumulative days of out-of-school suspensions and expulsions by the total full-time equivalency of students with disabilities from all other races (excluding Black students) enrolled in the district and multiply by 100. Do not round the risk result.



To calculate the risk ratio for Black students with disabilities with 10 or fewer cumulative days of out-of-school suspensions and expulsions, divide the Black risk result by the non-Black risk result. Round to two decimal places.

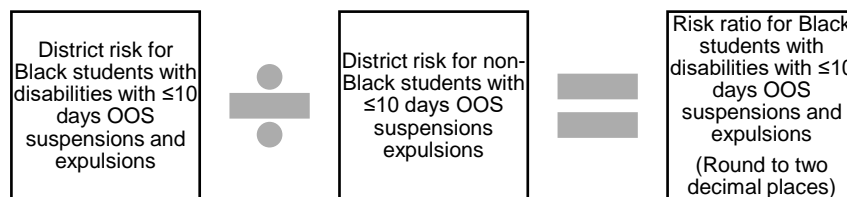


Table 8 describes the steps involved in calculating a risk ratio for this example. In this example, the district does not have significant disproportionality for Black students with disabilities with 10 or fewer cumulative days of out-of-school suspensions and expulsions. The risk ratio of 2.41 is lower than the state’s 3.50 threshold and indicates Black students with disabilities are less than two and a half times more likely than students with disabilities of all other races to receive 10 or fewer cumulative days of out-of-school suspensions and expulsions.



Table 8. Step-by-step example calculation of a risk ratio for significant disproportionality for Black students with disabilities with 10 or fewer cumulative days of out-of-school suspensions and expulsions.

Black – 10 or fewer cumulative days of out-of-school suspensions and expulsions				
Step	Description	Data Year		
		2016-17	2017-18	2018-19
A	District enrollment of Black students with disabilities with 10 or fewer cumulative days of out-of-school suspensions and expulsions	18	18	18
B	District enrollment of Black students with disabilities	571	571	571
$C^* = A \div B$	District risk for Black students with disabilities with 10 or fewer cumulative days of out-of-school suspensions and expulsions	3.15%	3.15%	3.15%
D	District enrollment of non-Black students with disabilities with 10 or fewer cumulative days of out-of-school suspensions and expulsions	49	49	49
E	District enrollment of non-Black students with disabilities	3,748	3,748	3,748
$F^* = D \div E$	District risk for non-Black students with disabilities with 10 or fewer cumulative days of out-of-school suspensions and expulsions	1.30%	1.30%	1.30%
$G = C \div F$	Risk ratio for Black students	2.41	2.41	2.41

\*The risk result is shortened here for display purposes only. These figures are not rounded before calculating the risk ratio.

### Example Calculation for an Alternate Risk Ratio in Discipline

If the comparison group in the district does not meet the minimum cell size or n-size, an alternate risk ratio is calculated. An alternate risk ratio compares the risk of a racial group to experience an outcome within a district to the risk of all other racial groups to experience that same outcome in the state. Figure 1 on page 4 describes how to determine whether an alternate risk ratio is required.

Table 9 describes the steps involved in calculating an alternate risk ratio using a different discipline category for a different district. In this example, the district does not have disproportionality for Black students with disabilities with disciplinary removals. The risk ratio of 0.91 is lower than the state's 3.50 threshold and indicates Black students with disabilities are no more likely to receive disciplinary removals than students with disabilities of all other races in the state.

Table 9. Step-by-step example calculation of an alternate risk ratio for significant disproportionality for Black students with disabilities' total disciplinary removals.

Black – Total Disciplinary Removals								
Step	Regular Risk Ratio	Data Year			Alternate Risk Ratio	Data Year		
		2016-17	2017-18	2018-19		2016-17	2017-18	2018-19
A	District enrollment of Black students with disabilities with disciplinary removals	72	72	72				
B	District enrollment of Black students with disabilities	1,523	1,523	1,523				
$C^* = \frac{A}{B}$	District risk for Black students with disabilities with disciplinary removals	4.72%	4.72%	4.72%				
D	District enrollment of non-Black students with disabilities with disciplinary removals	7	7	7	State enrollment of non-Black students with disabilities with disciplinary removals	78,945	78,945	78,945
E	District enrollment of non-Black students with disabilities	42	42	42	State enrollment of non-Black students with disabilities	1,515,337	1,515,337	1,515,337
$F^* = \frac{D}{E}$	District risk for non-Black students with disabilities with disciplinary removals	<10 non-Black students with disabilities with disciplinary removals	<10 non-Black students with disabilities with disciplinary removals	<10 non-Black students with disabilities with disciplinary removals	State risk for non-Black students with disabilities with disciplinary removals	5.21%	5.21%	5.21%
$G = \frac{C}{F}$	Risk ratio for Black students	Alternate	Alternate	Alternate	Risk Ratio for Black students	0.91	0.91	0.91

\*The risk result is shortened here for display purposes only. These figures are not rounded before calculating the risk ratio.

## Glossary of Terms

**Alternate Risk Ratio:** A calculation performed by dividing the risk of a particular outcome for students in one racial group within a district by the risk of that outcome for students in all other racial or ethnic groups in the state.

**Comparison Group:** Consists of the students in all other racial groups within a district or within the state, when reviewing a racial group within a district for significant disproportionality.

**Minimum Cell Size:** The minimum number of students experiencing a particular outcome, to be used as the numerator when calculating either the risk for a racial or ethnic group or the risk for the comparison group (students in all other racial or ethnic groups).

**Minimum N-Size:** The minimum number of students enrolled in a district with respect to identification, and the minimum number of students with disabilities enrolled in a district with respect to placement and discipline, to be used as the denominator when calculating either the risk for a particular racial group or the risk for the comparison group (students in all other racial groups).

**Reasonable Progress:** When a district's risk ratio has exceeded the threshold for three consecutive years but has lowered by an increment, set by the state, for two consecutive years.

**Risk:** The likelihood of a particular outcome (identification, placement or disciplinary removal) for a specified racial group, calculated by dividing the number of students from a specified racial group experiencing that outcome by the total number of students from that racial group enrolled in the district.

**Risk Ratio:** A calculation performed by dividing the risk of a particular outcome for students in one racial group within a district by the risk for students in all other racial groups within the district.

**Risk Ratio Threshold:** A threshold, determined by the state, over which disproportionality based on race is significant under 34 C.F.R. §§300.646(a) and (b).

**Significant Disproportionality:** Disproportionality is an overrepresentation of students from a racial group in identification for special education, including within specific disability categories; placement in more restrictive educational settings; and disciplinary actions, including in- and out-of-school suspensions and expulsions. Disproportionality becomes significant when the overrepresentation exceeds a threshold defined by each state, with input from stakeholders.

## References

U.S. Department of Education (2017, March). Significant disproportionality: Essential questions and answers. Retrieved from: <https://sites.ed.gov/idea/files/significant-disproportionality-qa-03-08-17.pdf>