

# IDEA Disproportionate Representation All Disabilities (Indicator 9) Technical Documentation



**Version 1.0**

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**Department of  
Education &  
Workforce**

## Revision History

The revision history section provides a means for readers to easily navigate to the places where updates occurred from prior years. RED underlined text indicates significant changes and updates for additions and ~~RED text with strikethroughs~~ indicates deletions. Minor changes—such as typos, formatting and grammar corrections—are not marked.

| Date | Effective | Description |
|------|-----------|-------------|
|      |           |             |
|      |           |             |

[Ohio Revised Code](#) and [Ohio Administrative Code](#) require districts to report data to EMIS and to verify and approve all EMIS data. Districts should review and verify data before the close of the [different data collections](#). This verification should include all relevant reports, including those in the [General Issues Reports](#).

**The Department uses the data for this indicator to evaluate valid and reliable data reporting.** The [Secure Data Center \(SDC\)](#) is an interactive tool that allows districts to review data well before it is final. ***The local education agency (LEA) is responsible for data verification and validation. The SDC has now been expanded for districts and schools to review Special Education Indicator Data in addition to all relevant EMIS reports.*** The [EMIS Validation and Report Explanations](#) webpage lists current Level 1 and 2 report explanations as well as a list of [General Issues Reports](#) that should be used to validate data. Another resource to validate data for students who cross LEAs is the [Ohio District Data Exchange \(ODDEX\)](#).

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## Introduction

Section 1416(a)(3)(C) of the [Individuals with Disabilities Education Act \(IDEA\)](#) requires states to report on the disproportionate representation of racial and ethnic groups in special education and related services, when representation results from inappropriate identification.

In Ohio, this requirement is addressed through **Indicator 9**, a key component of the state's special education accountability system. Indicator 9 evaluates whether racial and ethnic groups are disproportionately represented in special education due to inappropriate identification across all disability categories.

This technical guide provides a comprehensive overview of Indicator 9, including:

- Who is included in the calculation
- How the indicator is calculated
- Where the data appears
- The data sources used by the Department (e.g. EMIS).

The goal is to clarify data collection, analysis, and reporting processes to ensure compliance with federal guidelines and support informed decision-making.

## Data Sources and Reporting

The IDEA [Part B State Performance Plan \(SPP\) and Annual Performance Report \(APR\)](#) defines the data sources and measurement criteria for all indicators. Indicator 9 data is calculated using data submitted through the Educational Management Information System (EMIS). It is featured in several key reports:

- **Special Education Profile**– District and community-school level data
- **Annual Performance Report (APR)**– Submitted to the U.S. Department of Education
- **Public Indicator Report**–Posted to promote transparency
- **Special Education Rating**– Evaluates district and school performance

## Business Rules

### Determining Students included in Denominator

Indicator 9 includes students with and without disabilities based on their **district of residence** from the final reporting period.

This indicator uses data from the IDEA Part B Federal Child Count, which includes:

- An unduplicated count of children with disabilities. Exclusion of closed, inactive, or future Local Educational Agencies (LEAs),
- Assignment of each child with a disability to only one LEA, and
- Inclusion of only those LEAs responsible for educating children with disabilities as of the **October 31** effective date.

## Calculation Methodology

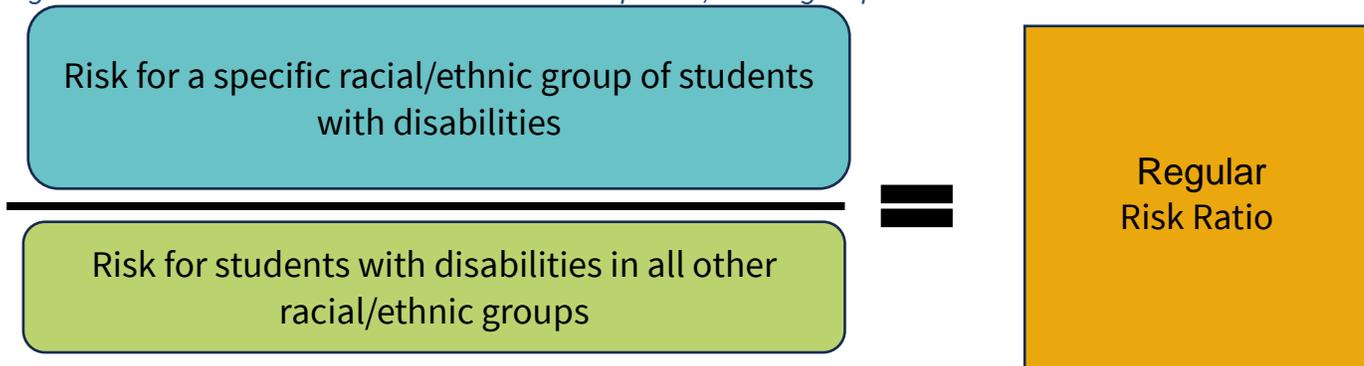
Indicator 9 measures whether a racial or ethnic group is more than 2.5 times as likely as their peers to be identified for special education.

**Calculation:** To determine the risk for each group by dividing the number of students with disabilities in that group by the total number of students in the same group, then comparing that risk to the combined risk for all other racial and ethnic groups.

### Disproportionate Risk Ratio

The Disproportionate Risk Ratio is used to determine whether students from a specific racial or ethnic group are more likely to be identified for special education services compared to students from all other racial/ethnic groups.

Figure 2. Visual Of Indicator 9 Calculation for a specific/ethnic group



### Standard Risk Calculations

Figure 3. Visual Of Risk for a specific Racial/Ethnic Group

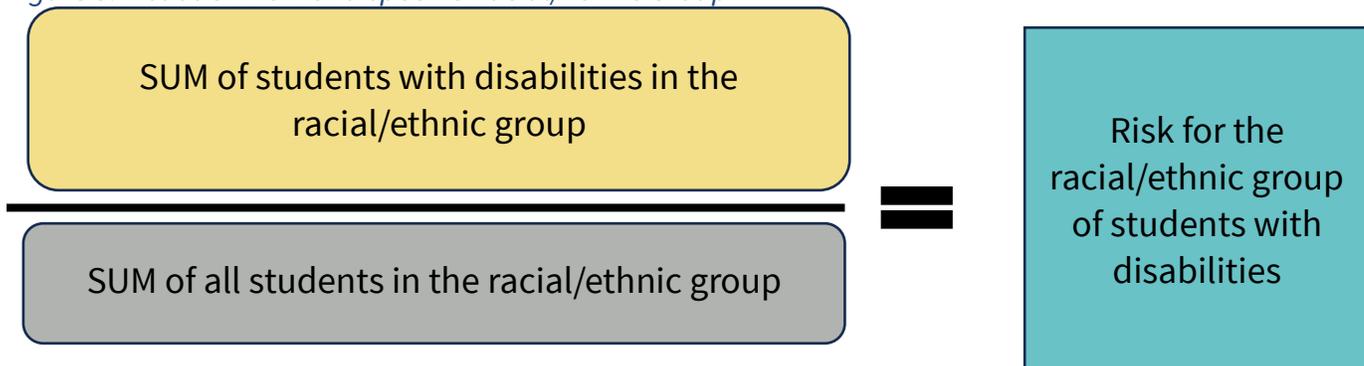
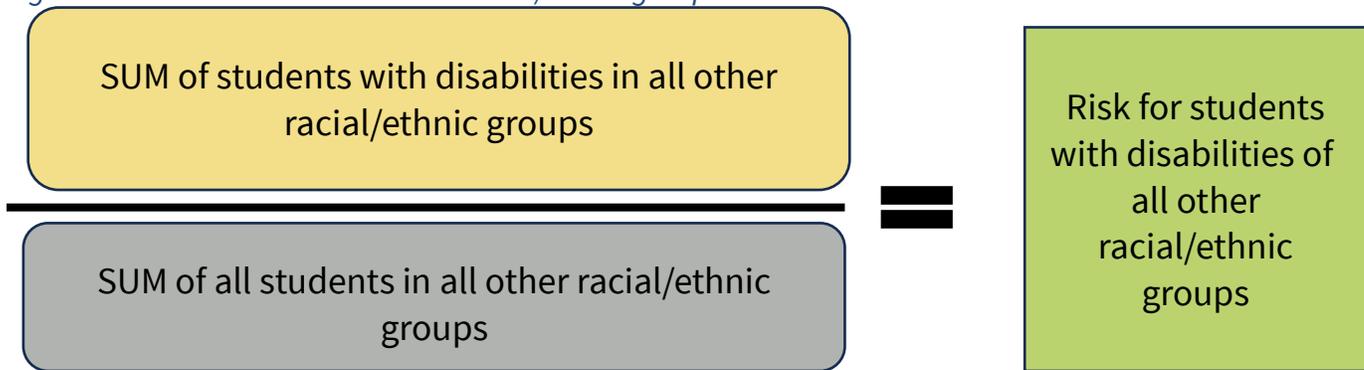


Figure 4. Visual Of Risk for All Other racial/ethnic groups



### Additional Details

- **Code Section:** IDEA Section 1416(a)(3)
- **Grade Levels:** All
- **Racial/Ethnic Groups Evaluated:**
  - American Indian or Alaska Native
  - Asian
  - Black or African American
  - Hispanic/Latino
  - Native Hawaiian or Other Pacific Islander
  - White
  - Multiracial
- **Minimum Cell Size/N-Size Requirements:**
  - At least 10 children with disabilities in the racial/ethnic group
  - At least 10 children with disabilities in all other racial/ethnic groups
  - At least 30 enrolled children in the racial/ethnic group
  - At least 30 enrolled children in all other racial/ethnic groups

### Alternate Risk Ratio Calculation

The Alternate Risk Ratio (ARR) is used when the standard risk ratio cannot be calculated due to small sample sizes, such as when the minimum cell size or N-size criteria are not met. This approach ensures statistical validity and fairness in evaluating disproportionate representation.

#### Purpose:

The ARR provides an alternative method for assessing whether a racial or ethnic group is disproportionately represented in special education when standard calculations are not feasible.

#### Use Case:

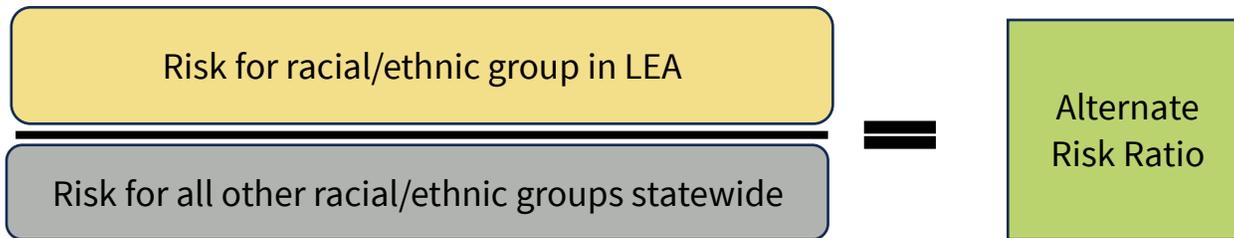
ARR is typically applied in cases involving small Local Education Agencies (LEAs) or racial/ethnic groups with low enrollment, where standard risk ratios may be unreliable.

#### Methodology:

The ARR compares the risk for a racial/ethnic group within an LEA to the statewide risk for all other

racial/ethnic groups. This comparison helps identify potential disproportionate representation even when local data is limited.

Figure 5. Visual Of Alternate Risk Ratio



This method is consistent with federal guidelines and supports accurate identification of disproportionality in special education services.

## Determining “Met” or “Not Met” Status

States have a responsibility under federal law to establish a system of [general supervision](#) to monitor the implementation of IDEA of 2004 by educational agencies. The **Phase 1 release** of the **Special Education Profile** includes data for Indicator 9. Indicator 9 is part of the indicators **reviewed** in the Compliance and Performance Indicator Reviews (Tier 1).

The Department determines whether an agency ‘**Met**’ or did not meet (‘**Not Met**’) the target for Indicator 9 based on actual performance compared to the target.

The targets must be:

- Rigorous, yet attainable
- Developed with stakeholder input
- Show improvement over the baseline by the final year

An LEA is identified as having a **disproportionate representation** if

- The risk ratio exceeds 2.50 for **two consecutive years**, and

The overrepresentation is determined to be the result of **inappropriate identification**

## Appendix A Inclusion Criteria

Students are included in the **district of residence** for the following Measures/Indicators:

### Indicator 9: Disproportionate Representation for all disabilities

A student is counted in the calculation **if** they are reported in the Education Management Information System (EMIS) with the following criteria:

Each Racial/Ethnic Group is evaluated, to be considered in a racial/ethnic group:

- **Summative Racial/Ethnic Group Element (GI090) = W (White, Non-Hispanic)**
- **Summative Racial/Ethnic Group Element (GI090) = B (Black or African American)**
- **Summative Racial/Ethnic Group Element (GI090) = H (Hispanic/Latino)**
- **Summative Racial/Ethnic Group Element (GI090) = A (Asian)**
- **Summative Racial/Ethnic Group Element (GI090) = I (American Indian or Alaska Native)**
- **Summative Racial/Ethnic Group Element (GI090) = P (Native Hawaiian or Other Pacific Islander)**
- **Summative Racial/Ethnic Group Element (GI090) = M (Multiracial)**

#### *Denominator Criteria*

A student is included in the denominator of each racial/ethnic group separately if:

- **Date of birth (GI070)** equals a date which determines their age on October 31<sup>st</sup> to be 5 or older
- **State Equivalent Grade Level (FD090) = KG, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12, 13, or 23, AND**
- **Specific racial/ethnic group from list above**

#### *Numerator Criteria*

- **Disability Condition (FD130) ≠ \*\*** equals a valid disability

#### *Risk of all other Racial/Ethnic Group*

##### *Denominator Criteria*

A student is included in the denominator of each racial/ethnic group separately if:

- **Date of birth (GI070)** equals a date which determines their age on October 31<sup>st</sup> to be 5 or older
- **State Equivalent Grade Level (FD090) = KG, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12, 13, or 23, AND**
- **All other racial/ethnic groups listed from above**

##### *Numerator Criteria*

- **Disability Condition (FD130) ≠ \*\*** equals a valid disability