

Disproportionate Representation in Racial/Ethnic Groups Identified with Disabilities



Special Education Indicators 9
and 10 Fact Book

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**Department of
Education &
Workforce**

What is Disproportionate Representation (Indicators 9 & 10)?

Individuals with Disabilities Education Act (IDEA) Indicators 9 and 10 are part of a set of equity measures that assess disproportionate representation of racial and ethnic groups in special education and by specific disability categories that is the result of inappropriate identification. Each indicator analyzes identification data for the following racial groups: American Indian or Alaska Native, Asian, Black or African American, Hispanic/Latino, two or more races, Native Hawaiian or Other Pacific Islander, and White. Indicator 9 assesses disproportionate representation of racial and ethnic groups in special education and related services across all disability categories. Indicator 10 assesses disproportionate representation of racial and ethnic groups in the following disability categories: Intellectual Disabilities, Specific Learning Disabilities, Emotional Disturbance, Speech or Language Impairments, Other Health Impairment-Minor, and Autism. Once analyses reveal that a district or community school has disproportionate representation, there must be a review of policies, procedures, and practices surrounding the district or community school's identification process to ensure there are not practices in place that are barriers to identification. Both indicators are compliance measures with federally required targets of 0.00 percent each year, which means the goal is that no district or community school have disproportionate representation that is the result of inappropriate identification.

Why is Disproportionate Representation Important?

Disproportionate representation (Indicators 9 and 10) aims to understand whether:

- Students are equally likely to be identified with a disability or specific disability, regardless of their race or ethnicity.
- Evaluation activities are being conducted in a nondiscriminatory manner.
- Evaluation data are carefully considered and thoroughly documented, drawing upon testing, parent input, teacher recommendations, the child's physical condition, social or culture background, adaptive behavior, and other relevant documentation.

To promote the most equitable environment for students with disabilities, it is important for districts and schools to consistently review their identification practices.

How is Disproportionate Representation Calculated?

Ohio calculates disproportionate representation using a risk ratio (see Figure 1 and Table 1). Districts and community schools must have at least 10 students with disabilities within the racial/ethnic group being assessed and at least 30 students within the racial/ethnic group enrolled in the district. Ohio uses three consecutive years of data to determine whether disproportionate representation is occurring in a district or community school. The graphics below show how to calculate the risk ratio for Black or African American students with disabilities (Indicator 9). To calculate Indicator 10, replace "disabilities" in each box with the specific disability category.

Figure 1. Calculation step 1: The district enrollment of Black students with disabilities divided by the total district enrollment of Black students equals the district risk for Black students with disabilities.

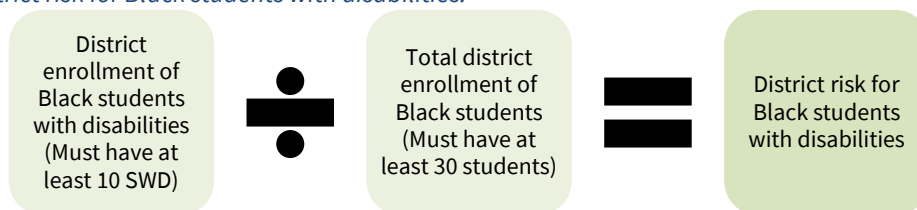


Figure 2. Calculation step 2: The district enrollment of non-Black students with disabilities divided by the total district enrollment of non-Black students equals the district risk for non-Black students with disabilities.

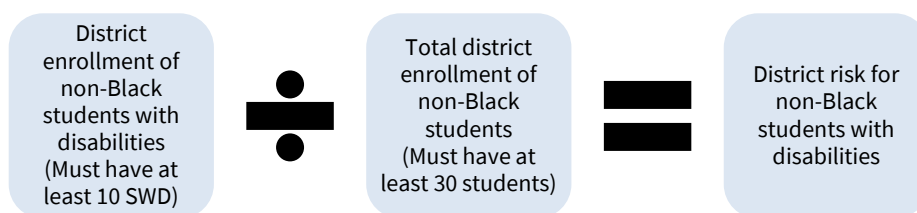


Figure 3. Calculation step 3: The district risk for Black students with disabilities divided by the district risk for non-Black students with disabilities equals the risk ratio for Black students with disabilities.

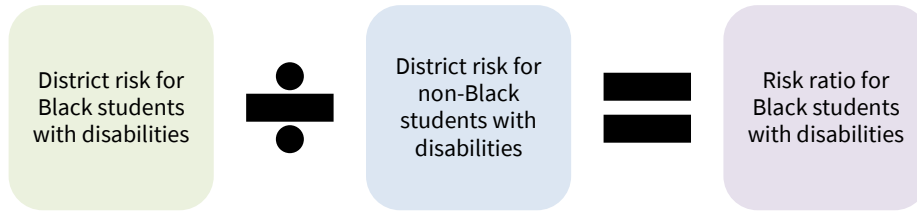


Table 1. Example of a step-by-step calculation for disproportionate representation for White students with all disabilities (Indicator 9).

Calculation	Regular Risk Ratio	20-21	21-22	22-23	Alternate Risk Ratio	20-21	21-22	22-23
A	District enrollment of White students with disabilities	30	32	n/a	n/a	n/a	n/a	28
B	District enrollment of White students	39	47	n/a	n/a	n/a	n/a	40
C = A ÷ B	District risk for White students with disabilities	76.92%	68.09%	n/a	n/a	n/a	n/a	70.00%
D	District enrollment of non-White students with disabilities	31	25	18	State enrollment of non-White students with disabilities	n/a	n/a	88,000
E	District enrollment of non-White students	40	36	29	State enrollment of non-White students	n/a	n/a	540,000
F = D ÷ E	District risk for non-White students with disabilities	77.50%	69.44%	<30 non-White students with disabilities enrolled	State risk for non-White students with disabilities	n/a	n/a	16.30%
G = C ÷ F	Risk ratio for White students	0.99	0.98	Alternate	Risk ratio for White students	n/a	n/a	4.30

Threshold

Ohio has set the state’s risk ratio threshold for both indicators to 2.50. This means that districts and community schools will be identified with disproportionate representation when students in a specific racial/ethnic group are more than two and a half times as likely as their peers to be identified for special education (Indicator 9) or a specific disability (Indicator 10) for three consecutive years. A risk ratio of 1.00 means that students with disabilities within a racial/ethnic group are no more or less likely to be identified with disabilities than students of all other races. Using the example in Table 1, this district does not have disproportionate representation for White students with disabilities because their risk ratio is below the 2.50 threshold for the first two of the three most recent years.

Alternate Risk Ratio

If the minimum cell and n sizes are not met, an alternate risk ratio is calculated. An alternate risk ratio compares the district or community school to the whole state. For example, if a district or community school’s predominant racial group is White students, such that they do not enroll enough non-White students to form a comparison group, the risk for their White students is compared to the risk for all non-White students in the state. Using the example in Table 1, this district did not enroll enough non-White students in 2022-2023 to calculate a regular risk ratio. An alternate risk ratio was calculated for that year comparing this district to the state.

Students Included in the Calculation

Disproportionate representation is calculated based on the data reported by each district and community school in the Education Management Information System (EMIS). Across all categories, enrollment data are calculated based on

full-time equivalency, or FTE. FTE provides a precise risk ratio calculation based on the amount of time each student was enrolled in the district during the school year. All students, ages 5 and in kindergarten through age 21, are included in the calculations for disproportionate representation. Prior to the 2022-2023 school year, all students ages 3 through 21 were included in the calculations for disproportionate representation.

Data for Disproportionate Representation

Figure 4. Ohio's percentage of districts and community schools with disproportionate representation in all disability categories (Indicator 9) and within specific disability categories (Indicator 10) for three consecutive years.

Districts and Community Schools with Disproportionate Representation for Three Consecutive Years (20-21, 21-22, and 22-23 school years)
Risk Ratio Threshold = 2.50



Table 2. Ohio's percentage of districts and community schools with disproportionate representation for one or more racial/ethnic groups across all disability categories (Indicator 9) and within specific disability categories (Indicator 10) for three consecutive years, including the number who met the minimum student population requirements (i.e., 10 students with disabilities in the racial/ethnic group and 30 total students in the racial/ethnic group).

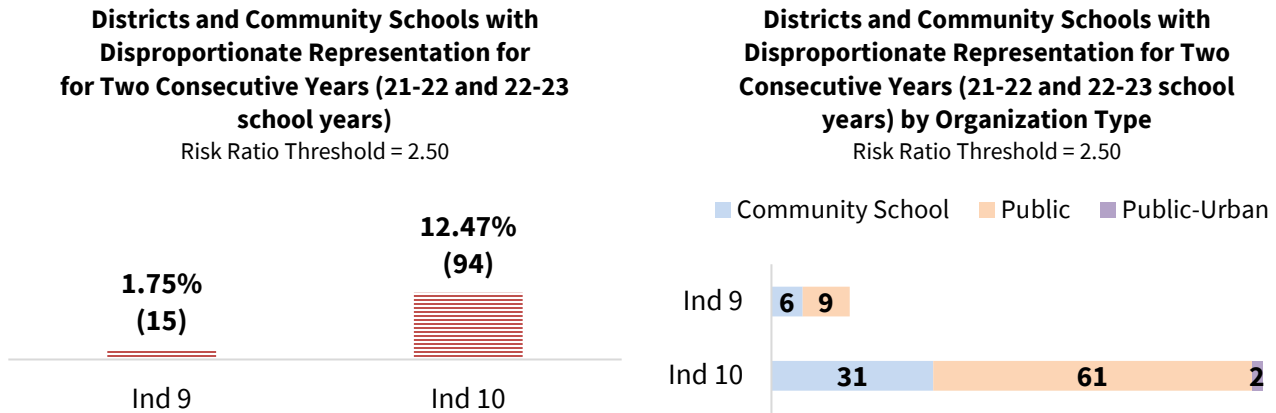
Calculation Steps for Disproportionate Representation	Indicator 9	Indicator 10
	Data from the 20-21, 21-22, and 22-23 school years	Data from the 20-21, 21-22, and 22-23 school years
Number of districts with disproportionate representation in one or more racial/ethnic group	12	75
Total number of districts that met the minimum student population requirements (i.e., 10 students with disabilities in the racial/ethnic group and 30 total students in the racial/ethnic group)	839	737
Percentage of districts with disproportionate representation in one or more racial/ethnic group	1.43%	10.18%

Stakeholder Input on Methodology

Ohio is asking for stakeholder input on the number of years considered in the calculation. Two options are proposed below. Option A uses data from the 21-22 and 22-23 school years. Option B uses data from the 20-21, 21-22, and 22-23 school years. Use [this form](#) to provide your feedback.

Option A: Two Consecutive Years at Threshold of 2.50

Figure 5. Ohio's percentage of districts and community schools with disproportionate representation for one or more racial/ethnic groups across all disability categories (Indicator 9) and within specific disability categories (Indicator 10) for two consecutive years, and by organization type.

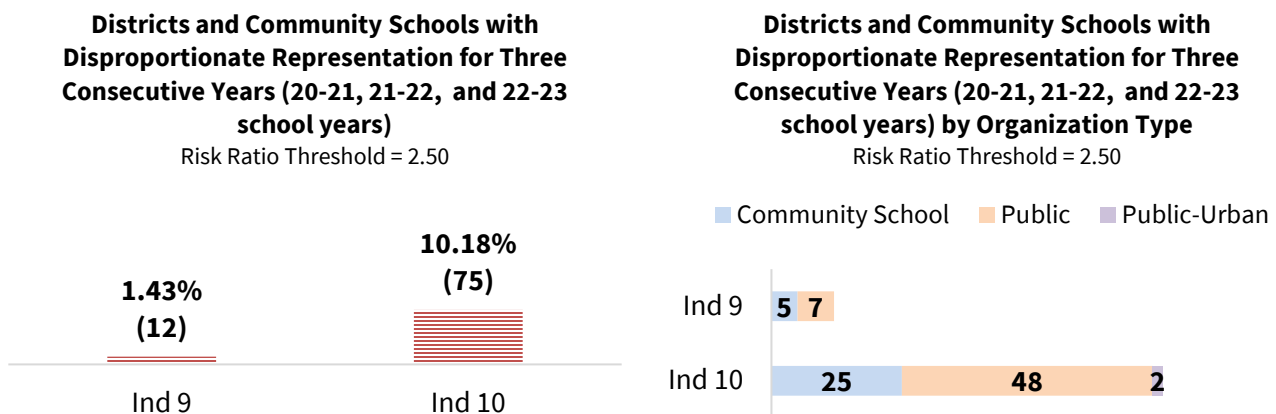


Rationale for Option A

- Option A is very close to the state's current methodology, minus one year and with one additional exception. Beginning with the 2022-2023 data (to include data from 20-21, 21-22, and 22-23 school years), preschool students are no longer included in the disproportionate representation calculation. The calculation for disproportionate representation now includes only students, ages 5 and in kindergarten through age 21.
- Option A allows the state to use this indicator as an early warning system to significant disproportionality, which has a similar methodology but has more wide-ranging implications that includes redirection of IDEA funds.
- Option A allows for effective monitoring of districts and community schools with disproportionate representation.
- Ohio is currently making progress with a risk ratio threshold of 2.50. The number of districts and community schools with disproportionate representation has been decreasing since the 2020-2021 school year.

Option B: Three Consecutive Years at Threshold of 2.50

Figure 6. Ohio's percentage of districts and community schools with disproportionate representation for one or more racial/ethnic groups across all disability categories (Indicator 9) and within specific disability categories (Indicator 10) for two consecutive years, and by organization type.



Rationale for Option B

- This is Ohio's current methodology with one exception. Beginning with the 2022-2023 data (to include data from 20-21, 21-22, and 22-23 school years), preschool students are no longer included in the disproportionate

representation calculation. The calculation for disproportionate representation now includes only students, ages 5 and in kindergarten through age 21. Option B provides the fewest possible changes to the indicator.

- Option B allows for effective monitoring of districts and community schools with disproportionate representation.
- Ohio is currently making progress with a risk ratio threshold of 2.50. The number of districts and community schools with disproportionate representation has been decreasing since the 2020-2021 school year.

Required Actions for Disproportionate Representation

Districts and community schools identified with disproportionate representation for either Indicator 9 or 10 must:

- 1) Review their policies, procedures, and practices and submit documentation to the Department of Education and Workforce. If noncompliance is found during this review, correct the noncompliance according to IDEA.
- 2) Identify and address the factors that may be contributing to the disproportionate representation.

Resources for Addressing Systemic Improvement of Disproportionate Representation

Resource	Resource Description
Understanding the Differences Between Medical Diagnoses and Educational Eligibility	How a child’s healthcare provider, Early Intervention Program, and a district or community school may address a child’s needs differently even when using the same terminology
Cultural Responsiveness resources from The American Speech-Language-Hearing Association (ASHA)	Information on key issues and resources within the scope of speech language pathology
Implicit Bias Modules from The Kirwan Institute for the Study of Race and Ethnicity	Activity addressing possible biases staff may have between students with disabilities and students without disabilities
Understanding the Evaluation Process	Resources for families about the evaluation process: definitions, expectations, and questions to consider for districts to meet compliance
The Department’s System of Tiered E-Plans and Supports (EDSTEPS)	Best practices in improvement for all districts and community schools, including a comprehensive needs assessment
Universal Support Materials	Guidance for completing the Evaluation Team Report (ETR) and Individualized Education Program (IEP)
Learning Management System (LMS)	Professional learning opportunities including <i>Special Education Essentials</i> and <i>Culturally Responsive Practice Program</i>