Calculating Significant Disproportionality: A Call for Equity

Arizona collects and examines data from PEAs to determine if significant disproportionality exists for students with disabilities by race/ethnicity in these three categories to the right.

Racial or Ethnic Categories

- Hispanic/Latino
- American Indian or Alaska Native
- Two or more races
- Black/African American
- Native Hawaiian or Other Pacific Islander
- White
- Asian

Thresholds and Minimums

- Risk Ratio Threshold: 3.0 (3 times as likely)
- Cell size: 10 (minimum number of students in category)
- *n* size: 30 (minimum number of enrolled students)
- Reasonable Progress: 0.5 each consecutive year

Discipline

Experiencing a disciplinary removal

Data source: Annual Data Collection

Placement

Special education placement in specific settings

Data source: October 1 Special Education Child Count

Identification

Evaluated and receiving special education services

Data source: October 1 Special Education Child Count

For more information, visit the ADE Special Education website

Click here to Email ESS Operations

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Calculating Significant Disproportionality: Discipline

Example Scenario:

Step 1:

Determine if ADE will calculate a risk ratio or alternate risk ratio for the discipline of Hispanic or Latino students with disabilities.

Does your PEA have enough students to calculate a risk ratio?

If not, the state will calculate an alternate risk ratio.

Step 2:

Calculate your risk ratio

There were 40 Hispanic or Latino (HL) students with disabilities who received out of school suspensions/expulsions of greater than 10 days out of a total of 100 HL students with disabilities in the PEA.

$$\frac{\text{40 HL with OSS}}{\text{100 HL with IEPs}} = 0.4$$

There were 100 non-HL students with disabilities who received out of school suspensions/expulsions of greater than 10 days out of a total of 1000 non-HL students with disabilities in the PEA.

$$\frac{\text{100 all other IEPs with OSS}}{\text{1000 all other with IEPs}} = 0.1$$

In this PEA, HL students with disabilities are 4 times as likely to be out of school suspended greater than 10 days compared to students with disabilities from all other races/ethnicities.

$$\text{Risk Ratio} = \frac{0.4}{0.1} = 4.0$$

Step 3:

Determine if your PEA meets or exceeds the threshold.
(Arizona threshold is 3.0)

4.0 > 3.0 = significant disproportionality

If this occurred three years in a row, this PEA would be significantly disproportionate in the area of discipline of HL students with disabilities.

Discipline Categories for Children with Disabilities Ages 3–21:

- Out of school suspensions and expulsions (OSS) of 10 days or fewer
- OSS of more than 10 days
- In school suspensions and expulsions (ISS) of 10 days or fewer
- ISS and expulsions of more than 10 days
- Disciplinary removals in total (ISS, OSS, expulsions, removals by school personnel to interim alternative education settings, removals by hearing officer.

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Calculating Significant Disproportionality: Identification

Example Scenario:

Step 1:

Determine if we will calculate a risk ratio or alternate risk ratio for the identification of Native American or Alaska Native (AM) students with disabilities.

☑ Does your PEA have enough students to calculate a risk ratio?

If not, the state will calculate an alternate risk ratio.

Step 2:

Calculate your risk ratio

There were 35 Native Indian or Alaska Native (AM) students identified out of a total of 100 AM students in the PEA.

$$\frac{\textbf{35 AM identified}}{\textbf{100 AM total}} = \textbf{0.35}$$

There were 100 non-AM students identified out of a total of 1000 non-AM students in the PEA.

$$\frac{\textbf{100 all other identified}}{\textbf{1000 Students total in PEA}} = \textbf{0.1}$$

In this PEA, AM students are 3.5 times as likely to be identified with disabilities from all other races/ethnicities.

$$\textbf{Risk Ratio} = \frac{0.35}{0.1} = 3.5$$

Step 3:

Determine if your PEA meets or exceeds the threshold.
(Arizona threshold is 3.0)

3.5 > 3.0 = significant disproportionality

If this occurred three years in a row, this PEA would be significantly disproportionate in the area of identification of AM students with disabilities.

Identification Categories for Children with Disabilities Ages 3–21::

- Children with intellectual disabilities
- Children with emotional disabilities (ED)
- Children with speech or language impairments (SLI)
- Children with specific learning disabilities (SLD)
- Children with other health impairments (OHI)
- Children with autism

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Calculating Significant Disproportionality: Placement

Example Scenario:

Step 1:

Determine if we will calculate a risk ratio or alternate risk ratio for the placement of Black or African American (BL) students with disabilities.

☑ Does your PEA have enough students to calculate a risk ratio?

If not, the state will calculate an alternate risk ratio.

Step 2:

Calculate your risk ratio

There were 45 Black or African American (BL) students with disabilities placed in regular classrooms less than 40% of the school day out of a total of 100 BL students with disabilities in the PEA.

$$\frac{\text{45 BL w/IEPs in placement}}{\text{100 BL total w/IEPs}} = 0.45$$

There were 100 non-BL students with disabilities placed in regular classrooms less than 40% of the school day out of a total of 1000 non-BL students with disabilities in the PEA.

$$\frac{\text{100 all other in placement}}{\text{1000 all other with IEPs}} = 0.1$$

In this PEA, BL students are 4.5 times as likely to be identified with disabilities from all other races/ethnicities.

$$\text{Risk Ratio} = \frac{0.45}{0.1} = 4.5$$

Step 3:

Determine if your PEA meets or exceeds the threshold.
(Arizona threshold is 3.0)

4.5 > 3.0 = significant disproportionality

If this occurred three years in a row, this PEA would be significantly disproportionate in the area of placement of BL students with disabilities.

Discipline Categories for Children with Disabilities Ages 3–21:

- Placements inside a regular class less than 40 percent of the day;
- Placements inside separate schools and residential facilities, not including homebound or hospital settings, correctional facilities, or private school.

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Exceptions for Significant Disproportionality

Whether a State must include or may exclude a child with a disability in its calculation of significant disproportionality depends on the **agency** that places the child in a residential facility or group home and the **location** of the residential facility or group home.

Who is included?

- All children with disabilities placed in a residential facility or group home in the **same State** by an **educational agency**
- Children with disabilities placed in a residential facility or group home in a **different State** by an **educational agency**

The LEA that is responsible for counting the children in the calculation for significant disproportionality is the LEA providing FAPE (the placing LEA) rather than the LEA in which the child has been placed.

Who is excluded?

- Children with disabilities placed in residential facilities or group homes in the **same State** by a **noneducational agency***
- Children with disabilities placed in a residential facility or group home in a **different State** by a **noneducational agency***

*Examples of **noneducational agency include** court systems, Department of Corrections, Department of Children, Youth and Families, Social Services, etc.