

Indicator 10: Disproportionate Representation in Specific Disability Categories

What is the purpose of Indicator 10?

Compliance Indicator: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

Indicator Goal: Indicator 10 ensures that districts have appropriate policies, procedures, and practices regarding the identification of students with disabilities. The categories include specific learning disability, other health impaired, speech language, emotional disability, cognitive disability, and autism spectrum disorder.

Connections to other indicator results: Indicator 11 and Indicator 12 eligibility decisions may link to Indicator 10 over-identification.

How do I enter or access district data?

1. Entry: Data is collected through Infinite Campus fall enrollment and December 1 child count annually.
2. Access: District Disproportionality Reports can be found in the SD STARS, Special Education Community, Reports section.

What is the submission timeline?

- Fall Enrollment: <https://doe.sd.gov/ofm/safe.aspx>
- December 1 Child Count: <https://doe.sd.gov/ofm/data-childcount.aspx>
- State calculates Indicator 9 methodology in summer following child count
- State notifies districts in the fall of following year

How is this indicator calculated?

1st Requirement: Identified by a numerical calculation.

Minimum N and Cell of 20

- **Step 1: Risk**
 - Total number of students with IEPs in race/ethnic group divided by total number of enrolled in race/ethnic group
- **Step 2: Weighted risk ratio***
 - Risk of a specific race/ethnic group divided by risk of other groups
 - 3.0 Weighted Risk Ratio

2nd Requirement: Conduct **compliance review regarding Policy, Practice and Procedures**

Determine if the district evaluation and eligibility determinations are based on appropriate identification in policy, practices and procedures. If inappropriate identification occurs, the district is out of compliance for the indicator.

How do I improve my results?

- Review the areas on the SD STARS District Disproportionality Report annually.
 - Determine if any category is above 2.5 in a weighted risk ratio area.
 - Review report, any category not currently identified close to minimum size of 20.
- When is the last time your district trained on different disability categories?
- When is the last time your district trained on instructional practices for a disability category or student needs?
- Are you generally over-identifying in a specific category? Use your child count (December 1 or from SD STARS report) number for a specific disability category and divide by all special education students K-12.
- Does your general education intervention process address some of the factors that might refer a student for special education?
- Does district have a team conduct a review of existing data process prior to completing the evaluation plan (PPWN Consent)? Is it comprehensive?
- Does staff making eligibility decisions understanding the requirements of the identification?

Frequently asked questions

What does it mean if identified? The state will review evaluation and eligibility procedures to ensure the district eligibility process is compliant and does not have inappropriate practices that result in the over-identification process.

RESOURCES

1. Evaluation and Eligibility Resources: <https://doe.sd.gov/sped/IEP.aspx>
 - a. Eligibility Tools and Resources
 - b. Eligibility in SD Guide
 - c. Specific Learning Disability Categories and Skills