

Indicator 9: Disproportionate Representation

What is the purpose of indicator 9?

Compliance Indicator: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Indicator Goal: This is a compliance indicator for 0% districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Connections to other indicator results: Indicator 11 and Indicator 12 eligibility decisions may link to Indicator 9 and Indicator 10 over-identification.

How do I enter or access district data?

Entry: Data is collected through Infinite Campus fall enrollment and December 1 child count annually.

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 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 staff on instructional practices for a disability category or student needs?
- Are you over identifying special education in your district? Review the most recent child count report at <https://doe.sd.gov/ofm/data-childcount.aspx> by district. If “child count as % of fall K-12 enrollment”, is 5% over the state percent (~ 17%), then may have an over identification issue.
- 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 K-12 special education students.
- 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 the district has been “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>
 - Eligibility Tools and Resources
 - Eligibility in SD Guide
 - Specific Learning Disability Categories and Skills