

# HOW TO REVIEW SIGNIFICANT DISPROPORTIONALITY REPORTS

## WHY REVIEW REPORTS

- Districts with 2 years above 3.0 risk identification the following year.
- Districts with current year above 3.0 should review trends and possible anomalies.
- Encourages proactive review of policies, procedures, and practices.

## ACCESSING THE REPORTS

- Locate reports in SD STARS under the Community Page.
- Accessible to Superintendents and Special Education Directors.
- Understand the threshold for identification.

Threshold requirements	Number
Risk Ratio or Alt Risk Ratio	3
Cell size (numerator)	10
N size (denominator)	30
Years over 3	3
Reasonable Progress	.01

## HOW TO READ THE REPORTS

- Verify which area (Identification, LRE, Discipline) the report covers.
- Review top-of-page indicators for context.

### Example Report -- Training Purposes Only, Data Not Consistent with Real Reports

2018-19 Significant Disproportionality **Identification - Specific Learning Disability**

Data includes students grades K-12

Ethnic groups: a=Asian, b=Black, h=Hispanic, m=Multi-racial, n=Native American, p=Pacific Islander, w=White

District Target Group				District Other Group			State		2018-19 Risk Ratios			Previous Risk Ratios			
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P

## UNDERSTANDING THE REPORT WITH RISK CALCULATIONS

Ethnic groups: a=Asian, b=Black, h=Hispanic, m=Multi-racial, n=Native American, p=Pacific Islander, w=White

District Target Group				District Other Group			State		2018-19 Risk Ratios			Previous Risk Ratios			
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
Ethnic Group	Number in Target Ethnic Group with Outcome	Number in Target Ethnic Group in Special Education	Target Group Risk (column B divided by column C)	Number In Other Ethnic Groups with Outcome	Number in Other Ethnic Groups in Special Education	Other Group Risk (column E divided by column F)	Statewide Target Group Risk	Statewide Other Group Risk (Used if column E < 10)	Risk Ratio (RR) (column D divided by column G)	Alternate Risk Ratio (ARR) (column D divided by column H)	Final Risk Ratio	2017-18 Final Risk Ratio	2016-17 Final Risk Ratio	Exceeded Threshold 3 Years in a Row -- Regardless of Progress	Significant Disproportionality
a	0	1	0.00%	50	50	80.21%	5.97%	32.84%	0.00	0.00	--	--	--	No	
b	1	3	33.33%	49	56	87.50%	53.66%	29.78%	0.38	1.12	--	--	--	No	
h	1	7	14.29%	49	52	94.23%	27.37%	35.24%	0.15	0.41	--	--	--	No	
m	5	3	166.67%	45	56	80.36%	40.33%	32.68%	2.07	5.10	--	--	--	No	
n	37	30	123.33%	13	29	44.83%	65.29%	28.05%	2.75	4.40	4.40	4.08	3.76	Yes	Yes
p	0	1	0.00%	50	58	86.21%	48.50%	32.53%	0.00	0.00	--	--	--	No	
w	6	14	42.86%	44	45	97.78%	25.27%	46.10%	0.44	0.93	--	--	--	No	

- Divide B/C to determine risk for the target group.
- Divide E/F to determine risk for other students.
- Divide D/G to determine district risk.

- Use alternate risk if denominator does not meet minimum n size. Compare district risk to columns H and I.
- Identification requires 3 years above 3.0 and no progress of .01.
- If both O and P show “Yes,” requirements must be implemented. Note: DOE will notify districts that have yes in these columns.
- Risk Warning: If any area is over 3.0 in column L, the district should begin to investigate reasons and be proactive.

### IF A DISTRICT IS IDENTIFIED

- DOE conducts review of district policies and procedures.
- District must identify root causes.
- Develop an action plan to address findings.
- Update policies, procedures, and practices as needed.
- Allocate 15% of federal IDEA funds toward addressing the issue during the IDEA flowthrough application process.
- Track affected IEP and non-IEP students.

### MORE INFORMATION

Contact Office of Special Education Programs at 605-773-3678.

Significant Disproportionality Information: <https://doe.sd.gov/sped/Disproportionality.aspx>

IDEA Flow Through Application (CEIS verse CCEIS): <https://doe.sd.gov/sped/idea.aspx>