

## State Performance Plan Indicator 10: Disproportionate Representation

### Methodology for Identifying Local Educational Agencies (LEAs) with Disproportionate Representation of Students with Disabilities by Race or Ethnicity by Specific Disability

#### Purpose

The Individuals with Disabilities Education Act (IDEA) requires state education agencies to review local educational agency (LEA) data annually to determine if disproportionate representation of students with disabilities by race or ethnicity by specific disability is the result of inappropriate identification. State educational agencies must report their findings in Indicator 10 in the State Performance Plan (SPP)/Annual Performance Report (APR), 20 U.S.C 1416(a)(3)(C).

#### Procedures

All LEAs are subject to the annual analysis for Indicator 10; however, an LEA must meet all of the following conditions in order to be included in the analysis:

- LEAs must have a total student population of 100 students or more
- LEAs must have at least 40 students, ages 6-21, receiving special education services (as a whole) and the special education population cannot exceed 40% of the total population
- LEAs must have at least 30 students of a race or ethnicity population, that comprises at least 10% of the total student population
- LEAs must have at least 10 students of a race or ethnicity population in a specific disability

Given that positive rate differences might result in LEAs being a fraction of a student over the limit, an additional safeguard exists that requires that LEAs must be at least one student (percentage-wise) over the established threshold to be identified as having disproportionate representation.

#### Risk Difference

Risk difference compares the sizes of two risks by subtracting the risk for a comparison group from the risk for a specific racial/ethnic group. A risk difference of 0.00 indicates no difference between the risks. A positive risk difference indicates that the risk for the racial/ethnic group is greater than the risk for the comparison group. In order to identify LEAs with a disproportionate representation of students with disabilities by race or ethnicity in a specific disability, a threshold must be determined based on the distribution analysis of the risk difference data for all eligible districts. For an LEA to be considered disproportionate in representation of students with disabilities by race or ethnicity in a specific disability, a district would need to be above the positive threshold. Based on data from 2011-2012, a distribution analysis yielded a threshold of 7.34 at the 99 percentile. LEAs that exceed the 7.34 risk difference threshold are considered for reporting purposes to have disproportionate representation of students with disabilities by race or ethnicity in a specific disability category.

#### Calculation

$$\left[ \frac{\text{Number of students within a specific disability category and of a specific race and ethnicity}}{\text{Total number of students in district of a specific race or ethnicity}} \times 100 \right] - \left[ \frac{\text{Number of students within a specific disability category for all other race and ethnicities}}{\text{Total number of students in district for all other race or ethnicities}} \times 100 \right]$$

**Example**

Sample ISD has 350 white students in the district. 36 white students are receiving special education services and identified as having a Visual Impairment (VI). The district has 250 non-white students total and 4 non-white students are receiving special education services and identified as VI. The risk difference rate for this district would be:

$$[(36/350)*100] - [(4/250)*100] = 8.69$$

**Exceeds the risk difference rate threshold of 7.34**