Significant Disproportionality Calculation Explanation Sheets

Explanation of Significant Disproportionality Discipline – ISS 10 + Days
Explanation of Significant Disproportionality Discipline – ISS 10 Days or Less
Explanation of Significant Disproportionality Discipline – OSS 10 + Days
Explanation of Significant Disproportionality Discipline – OSS 10 Days or Less
Explanation of Significant Disproportionality Discipline – Total Number of Removals

Explanation of Significant Disproportionality

Eligibility Categories:
- Autism Spectrum Disorder (Sample Document)
- Cognitive Disability
- Specific Learning Disability
- Language or Speech Impairment
- Other Health Impairment

Explanation of Significant Disproportionality Placement

LRE:
- Resource Room (LRE 51)
- Separate Class (LRE 52)
- Separate Schools and Residential Facilities (LRE 53,54)
Significant Disproportionality: Disciplinary Action

In-School Suspensions totaling greater than 10 days

What this means: Data that you submitted for your LEA shows that a particular racial or ethnic group of students with disabilities is subjected to one of the following disciplinary actions at least 2.5 times more frequently than all other students with disabilities who are subjected to the same disciplinary action in your LEA for two consecutive years: (a) in-school suspensions totaling 10 days or less; (b) in-school suspensions totaling greater than 10 days; (c) out-of-school suspensions/expulsions totaling 10 days or less; (d) out-of-school suspensions/expulsions totaling greater than 10 days; and (e) total number of disciplinary removals.

Comparisons are made using a **risk index**. The risk index is the percentage of students with disabilities from a particular racial or ethnic group who are subjected to a specific disciplinary action. The risk index for a particular racial or ethnic group is compared to the risk index for all other students. “All other students” means all students in the other racial or ethnic categories. For example, in determining if there is a significant disproportionality for African-American students with disabilities being subjected to a specific disciplinary action, “all other students” would be those students with disabilities who are not African American who are subjected to the same disciplinary action.

Example of Significant Disproportionality

(See the data chart included with your preliminary notice for actual data related to your LEA)

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Students with Disabilities</td>
<td>African American Students with Disabilities</td>
<td>Total ISS totaling more than 10 days</td>
<td>African American ISS totaling more than 10 days</td>
<td>Risk Index for African American students $(D)/(B)$</td>
<td>Risk Index for all other students with disabilities $(C-D)/(A-B)$</td>
<td>Relative Risk Ratio $E + F$</td>
</tr>
<tr>
<td>2012-13</td>
<td>XYZ Sch Corp</td>
<td>3,637</td>
<td>1,054</td>
<td>119</td>
<td>71</td>
<td>0.067362 (6.7362%)</td>
<td>0.018583 (1.8583%)</td>
</tr>
<tr>
<td>2013-14</td>
<td>XYZ Sch Corp</td>
<td>3,655</td>
<td>1,011</td>
<td>95</td>
<td>61</td>
<td>0.060336 (6.0336%)</td>
<td>0.012859 (1.2859%)</td>
</tr>
</tbody>
</table>

Column E: To determine the risk index for African American students, the number of African American students with disabilities subjected to ISS totaling more than ten days (Column D) is divided by the total number of African American students with disabilities (Column B). **Note: When the Significant Disproportionality discipline category is “Total Disciplinary Removals,” the Risk Index is calculated as the result of D ÷ B multiplied by 100.**

Column F: The risk index for all other students with disabilities (White, Hispanic, Asian, American Indian/Alaska Native, Native Hawaiian/Other Pacific Islander, and Multiple races) is determined by the total number of students with disabilities subjected to ISS totaling more than ten days (Column C) minus the number of African American students with disabilities subjected to the same discipline (Column D) DIVIDED BY the total number of students with disabilities (Column A) minus the number of African American students with disabilities (Column B). **Note: When the Significant Disproportionality discipline category is “Total Disciplinary Removals,” the Risk Index is calculated as the result of (C-D) ÷ (A-B) multiplied by 100.**

Column G: The relative risk ratio (comparing African American students with disabilities to all other students with disabilities) is determined by dividing the risk index for African American students (Column E) by the risk index for all other students with disabilities (Column F).

Conclusion: For the past two school years XYZ School Corporation has exceeded the 2.5 threshold for African American students. The data shows that African American students with disabilities have been ISS totaling more than ten days 3.6249 and 4.6921 times more frequently than all other racial/ethnic groups combined. The Relative Risk Ratio of greater than 2.5 for two consecutive years results in a Significant Disproportionality determination.
**Significant Disproportionality:** Disciplinary Action

**In-School Suspensions totaling 10 days or less**

**What this means:** Data that you submitted for your LEA shows that a particular racial or ethnic group of students with disabilities is subjected to one of the following disciplinary actions at least 2.5 times more frequently than all other students with disabilities who are subjected to the same disciplinary action in your LEA for two consecutive years: (a) in-school suspensions totaling 10 days or less; (b) in-school suspensions totaling greater than 10 days; (c) out-of-school suspensions/expulsions totaling 10 days or less; (d) out-of-school suspensions/expulsions totaling greater than 10 days; and (e) total number of disciplinary removals.

Comparisons are made using a **risk index.** The risk index is the percentage of students with disabilities from a particular racial or ethnic group who are subjected to a specific disciplinary action. The risk index for a particular racial or ethnic group is compared to the risk index for all other students. “All other students” means all students in the other racial or ethnic categories. For example, in determining if there is a significant disproportionality for African-American students with disabilities being subjected to a specific disciplinary action, “all other students” would be those students with disabilities who are not African American who are subjected to the same disciplinary action.

**Example of Significant Disproportionality**

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>Total Students with Disabilities</th>
<th>African American Students with Disabilities</th>
<th>Total ISS totaling 10 days or less</th>
<th>African American ISS totaling 10 days or less</th>
<th>Risk Index for African American students</th>
<th>Risk Index for all other students with disabilities</th>
<th>Relative Risk Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>XYZ Sch Corp</td>
<td>3,637</td>
<td>1,054</td>
<td>119</td>
<td>71</td>
<td>.067362 (6.7362%)</td>
<td>.018583 (1.8583%)</td>
<td>3.6249</td>
</tr>
<tr>
<td>2013-14</td>
<td>XYZ Sch Corp</td>
<td>3,655</td>
<td>1,011</td>
<td>95</td>
<td>61</td>
<td>.060336 (6.0336%)</td>
<td>.012859 (1.2859%)</td>
<td>4.6921</td>
</tr>
</tbody>
</table>

**Column E:** To determine the risk index for African American students, the number of African American students with disabilities subjected to ISS totaling ten days or less (Column D) is divided by the total number of African American students with disabilities (Column B). **Note:** When the Significant Disproportionality discipline category is “Total Disciplinary Removals,” the Risk Index is calculated as the result of D÷B multiplied by 100.

**Column F:** The risk index for all other students with disabilities (White, Hispanic, Asian, American Indian/Alaska Native, Native Hawaiian/Other Pacific Islander, and Multiple races) is determined by the total number of students with disabilities subjected to ISS totaling ten days or less (Column C) minus the number of African American students with disabilities subjected to the same discipline (Column D) DIVIDED BY the total number of students with disabilities (Column A) minus the number of African American students with disabilities (Column B). **Note:** When the Significant Disproportionality discipline category is “Total Disciplinary Removals,” the Risk Index is calculated as the result of (C-D) ÷ (A-B) multiplied by 100.

**Column G:** The relative risk ratio (comparing African American students with disabilities to all other students with disabilities) is determined by dividing the risk index for African American students (Column E) by the risk index for all other students with disabilities (Column F).

**Conclusion:** For the past two school years XYZ School Corporation has exceeded the 2.5 threshold for African American students. The data shows that African American students with disabilities have been ISS totaling ten days or less 3.6249 and 4.6921 times more frequently than all other racial/ethnic groups combined. The Relative Risk Ratio of greater than 2.5 for two consecutive years results in a Significant Disproportionality determination.
**Significant Disproportionality: Disciplinary Action**

**Out-of-School Suspensions/Expulsions totaling greater than 10 days**

**What this means:** Data that you submitted for your LEA shows that a particular racial or ethnic group of students with disabilities is subjected to one of the following disciplinary actions at least 2.5 times more frequently than all other students with disabilities who are subjected to the same disciplinary action in your LEA for two consecutive years: (a) in-school suspensions totaling 10 days or less; (b) in-school suspensions totaling greater than 10 days; (c) out-of-school suspensions/expulsions totaling 10 days or less; (d) out-of-school suspensions/expulsions totaling greater than 10 days; and (e) total number of disciplinary removals.

Comparisons are made using a **risk index**. The risk index is the percentage of students with disabilities from a particular racial or ethnic group who are subjected to a specific disciplinary action. The risk index for a particular racial or ethnic group is compared to the risk index for all other students. “All other students” means all students in the other racial or ethnic categories. For example, in determining if there is a significant disproportionality for African-American students with disabilities being subjected to a specific disciplinary action, “all other students” would be those students with disabilities who are **not** African American who are subjected to the same disciplinary action.

**Example of Significant Disproportionality**

(See the data chart included with your preliminary notice for actual data related to your LEA)

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Students with Disabilities</td>
<td>African American Students with Disabilities</td>
<td>Total OSS totaling more than 10 days</td>
<td>African American OSS totaling more than 10 days</td>
<td>Risk Index for African American students</td>
<td>Risk Index for all other students with disabilities</td>
<td>Relative Risk Ratio</td>
</tr>
<tr>
<td>2012-13</td>
<td>XYZ Sch Corp</td>
<td>3,637</td>
<td>1,054</td>
<td>119</td>
<td>71</td>
<td>( \frac{0.067362}{(6.7362%)} )</td>
<td>( \frac{0.018583}{(1.8583%)} )</td>
</tr>
<tr>
<td>2013-14</td>
<td>XYZ Sch Corp</td>
<td>3,655</td>
<td>1,011</td>
<td>95</td>
<td>61</td>
<td>( \frac{0.060336}{(6.0336%)} )</td>
<td>( \frac{0.012859}{(1.2859%)} )</td>
</tr>
</tbody>
</table>

**Column E:** To determine the risk index for African American students, the number of African American students with disabilities subjected to OSS totaling more than ten days (Column D) is divided by the total number of African American students with disabilities (Column B). **Note:** When the Significant Disproportionality discipline category is “Total Disciplinary Removals,” the Risk Index is calculated as the result of \( \frac{D}{B} \) multiplied by **100**.

**Column F:** The risk index for all other students with disabilities (White, Hispanic, Asian, American Indian/Alaska Native, Native Hawaiian/Other Pacific Islander, and Multiple races) is determined by the total number of students with disabilities subjected to OSS totaling more than ten days (Column C) minus the number of African American students with disabilities subjected to the same discipline (Column D) **DIVIDED BY** the total number of students with disabilities (Column A) minus the number of African American students with disabilities (Column B). **Note:** When the Significant Disproportionality discipline category is “Total Disciplinary Removals,” the Risk Index is calculated as the result of \( \frac{(C-D)}{(A-B)} \) multiplied by **100**.

**Column G:** The relative risk ratio (comparing African American students with disabilities to all other students with disabilities) is determined by dividing the risk index for African American students (Column E) by the risk index for all other students with disabilities (Column F).

**Conclusion:** For the past two school years XYZ School Corporation has exceeded the 2.5 threshold for African American students. The data shows that African American students with disabilities have been OSS totaling more than ten days 3.6249 and 4.6921 times more frequently than all other racial/ethnic groups combined. The Relative Risk Ratio of greater than 2.5 for two consecutive years results in a Significant Disproportionality determination.
**Significant Disproportionality: Disciplinary Action**

**Out-of-School Suspensions/Expulsions totaling 10 days or less**

**What this means:** Data that you submitted for your LEA shows that a particular racial or ethnic group of students with disabilities is subjected to one of the following disciplinary actions at least 2.5 times more frequently than all other students with disabilities who are subjected to the same disciplinary action in your LEA for two consecutive years: (a) in-school suspensions totaling 10 days or less; (b) in-school suspensions totaling greater than 10 days; (c) out-of-school suspensions/expulsions totaling 10 days or less; (d) out-of-school suspensions/expulsions totaling greater than 10 days; and (e) total number of disciplinary removals.

Comparisons are made using a risk index. The risk index is the percentage of students with disabilities from a particular racial or ethnic group who are subjected to a specific disciplinary action. The risk index for a particular racial or ethnic group is compared to the risk index for all other students. "All other students" means all students in the other racial or ethnic categories. For example, in determining if there is a significant disproportionality for African-American students with disabilities being subjected to a specific disciplinary action, “all other students” would be those students with disabilities who are not African American who are subjected to the same disciplinary action.

**Example of Significant Disproportionality**

(See the data chart included with your preliminary notice for actual data related to your LEA)

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Total Students with Disabilities</td>
<td>African American Students with Disabilities</td>
<td>Total OSS totaling 10 days or less</td>
<td>African American OSS totaling 10 days or less</td>
<td>Risk Index for African American students ((D) \div (B))</td>
<td>Risk Index for all other students with disabilities ((C-D) \div (A-B))</td>
</tr>
<tr>
<td>2012-13</td>
<td></td>
<td>XYZ Sch Corp</td>
<td>3,637</td>
<td>1,054</td>
<td>119</td>
<td>71</td>
<td>.067362 (6.7362%)</td>
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<td>2013-14</td>
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<td>95</td>
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</tbody>
</table>

**Column E:** To determine the risk index for African American students, the number of African American students with disabilities subjected to OSS totaling ten days or less (Column D) is divided by the total number of African American students with disabilities (Column B). **Note:** When the Significant Disproportionality discipline category is “Total Disciplinary Removals,” the Risk Index is calculated as the result of \(D \div B\) multiplied by 100.

**Column F:** The risk index for all other students with disabilities (White, Hispanic, Asian, American Indian/Alaska Native, Native Hawaiian/Other Pacific Islander, and Multiple races) is determined by the total number of students with disabilities subjected to OSS totaling ten days or less (Column C) minus the number of African American students with disabilities subjected to the same discipline (Column D) DIVIDED BY the total number of students with disabilities (Column A) minus the number of African American students with disabilities (Column B). **Note:** When the Significant Disproportionality discipline category is “Total Disciplinary Removals,” the Risk Index is calculated as the result of \((C-D) \div (A-B)\) multiplied by 100.

**Column G:** The relative risk ratio (comparing African American students with disabilities to all other students with disabilities) is determined by dividing the risk index for African American students (Column E) by the risk index for all other students with disabilities (Column F).

**Conclusion:** For the past two school years XYZ School Corporation has exceeded the 2.5 threshold for African American students. The data shows that African American students with disabilities have been OSS totaling ten days or less 3.6249 and 4.6921 times more frequently than all other racial/ethnic groups combined. The Relative Risk Ratio of greater than 2.5 for two consecutive years results in a Significant Disproportionality determination.
**Significant Disproportionality: Disciplinary Action**

**What this means:** Data that you submitted for your LEA shows that a particular racial or ethnic group of students with disabilities is subjected to one of the following disciplinary actions at least 2.5 times more frequently than all other students with disabilities who are subjected to the same disciplinary action in your LEA for two consecutive years: (a) in-school suspensions totaling 10 days or less; (b) in-school suspensions totaling greater than 10 days; (c) out-of-school suspensions/expulsions totaling 10 days or less; (d) out-of-school suspensions/expulsions totaling greater than 10 days; and (e) total number of disciplinary removals.

Comparisons are made using a **risk index**. The risk index is the percentage of students with disabilities from a particular racial or ethnic group who are subjected to a specific disciplinary action. The risk index for a particular racial or ethnic group is compared to the risk index for all other students. “All other students” means all students in the other racial or ethnic categories. For example, in determining if there is a significant disproportionality for African-American students with disabilities being subjected to a specific disciplinary action, “all other students” would be those students with disabilities who are **not** African American who are subjected to the same disciplinary action.

**Example of Significant Disproportionality**  
*(See the data chart included with your preliminary notice for actual data related to your LEA)*

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong> Students in Special Education</td>
<td>African American Students in Special Education</td>
<td>Total Number of Disciplinary Removals</td>
<td>African American Number of Disciplinary Removals</td>
<td>Risk Index for African American students (Number of Removals per 100 Students in Special Education)</td>
<td>Risk Index for all other students with disabilities (Number of Removals per 100 students in Special Education)</td>
<td>Relative Risk Ratio</td>
</tr>
<tr>
<td><strong>(D) ÷ (B)</strong></td>
<td><strong>(C-D) ÷ (A-B)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012-13</td>
<td>XYZ Sch Corp</td>
<td>3,637</td>
<td>1,054</td>
<td>119</td>
<td>71</td>
<td>.067362 (6.7362)</td>
</tr>
<tr>
<td>2013-14</td>
<td>XYZ Sch Corp</td>
<td>3,655</td>
<td>1,011</td>
<td>95</td>
<td>61</td>
<td>.060336 (6.0336)</td>
</tr>
</tbody>
</table>

**Column E:** To determine the risk index for African American students, the number of African American student disciplinary removals (Column D) is divided by the total number of African American students with disabilities (Column B). **Note:** When the Significant Disproportionality discipline category is “Total Disciplinary Removals,” the Risk Index is calculated as the result of D+B multiplied by 100.

**Column F:** The risk index for all other students with disabilities (White, Hispanic, Asian, American Indian/Alaska Native, Native Hawaiian/Other Pacific Islander, and Multiple races) is determined by the total number of disciplinary removals (Column C) minus the African American Number of Disciplinary Removals (Column D) DIVIDED BY the total number of students with disabilities (Column A) minus the number of African American students with disabilities (Column B). **Note:** When the Significant Disproportionality discipline category is “Total Disciplinary Removals,” the Risk Index is calculated as the result of (C-D) ÷ (A-B) multiplied by 100.

**Column G:** The relative risk ratio (comparing African American students with disabilities to all other students with disabilities) is determined by dividing the risk index for African American students (Column E) by the risk index for all other students with disabilities (Column F).

**Conclusion:** For the past two school years XYZ School Corporation has exceeded the 2.5 threshold for African American students. The data shows that the total disciplinary removals for African American students with disabilities have been 3.6249 and 4.6921 times more frequent than all other racial/ethnic groups combined. The Relative Risk Ratio of greater than 2.5 for two consecutive years results in a Significant Disproportionality determination.
**Significant Disproportionality: Eligibility Categories**

**What this means:** Data that you submitted for your LEA shows that students in a particular racial or ethnic group are identified at least 2.5 times more frequently as students in a specific disability category compared to students in all other racial or ethnic groups who are identified in the same disability category for two consecutive years. For Significant Disproportionality determinations, the following eligibility categories are reviewed: Cognitive Disability; Specific Learning Disability; Emotional Disability; Language/Speech Impairment; Other Health Impairment; and Autism Spectrum Disorder.

Comparisons are made using a *risk index*. The risk index is the percentage of students from a particular racial or ethnic group identified as students in a specific disability category. The risk index for a particular racial or ethnic group is compared to the risk index for all other students in the same disability category. "All other students" means all students in the other racial or ethnic categories. For example, in determining if there is a significant disproportionality of white students with Autism, "all other students" would be all students with Autism who are not white.

**Example of Significant Disproportionality calculation** *(See the data chart included with your preliminary notice for actual data related to your LEA)*

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
</tr>
</thead>
</table>
|       | Total Enrollment | White Enrollment | Total Students with Autism | White Students with Autism | Risk Index for White Students  
*(D ÷ (B))* | Risk Index for all other students  
*(C-D) ÷ (A-B)* | Relative Risk Ratio  
*E ÷ F* |
| 2013-14 | ABC School Corp | 3,842 | 2,085 | 49 | 38 | .018225  
(1.8225%) | .06260  
(0.6260%) | 2.9113 |
| 2014-15 | ABC School Corp | 3,726 | 1,990 | 59 | 46 | .023115  
(2.3115%) | .074884  
(0.74884%) | 3.0869 |

**Column E:** To determine the risk index for White students with Autism, the number of White students with Autism (Column D) is divided by the total number of White students enrolled in the LEA (Column B).

**Column F:** The risk index for all other students (African-American, Asian, American Indian/Alaska Native, Hispanic, Native Hawaiian/Other Pacific Islander, and Multiple races) with Autism is determined by the total number of students with Autism (Column C) minus the number of White students with Autism (Column D) DIVIDED BY the total enrollment (Column A) minus the White enrollment (Column B).

**Column G:** The relative risk ratio (comparing White students with Autism to all other students with Autism) is determined by dividing the risk index for White students (Column E) by the risk index for all other students (Column F).

**Conclusion:** For the past two school years the ABC School Corporation has exceeded the 2.5 threshold for White students with Autism. The data shows that White students have been identified students with Autism 2.9113 and 3.0869 times more frequently than all other racial/ethnic groups combined. The Relative Risk Ratio of greater than 2.5 for two consecutive years results in a Significant Disproportionality determination.
**Significant Disproportionality: Placement Categories**

**What this means:** Data that you submitted for your LEA shows that students in a particular racial or ethnic group are identified at least 2.5 times more frequently as students in a specific placement category compared to students in all other racial or ethnic groups who are identified in the same placement category for two consecutive years. For Significant Disproportionality determinations, the following placement categories are reviewed: LRE Code 51 (in general education less than 79% but more than 40% of the time; LRE Code 52 (in general education less than 40% of the time; and LRE Codes 53/54 (separate school or residential facility). Comparisons are made using a **risk index**. The risk index is the percentage of students from a particular racial or ethnic group identified as students in a specific placement category. The risk index for a particular racial or ethnic group is compared to the risk index for all other students in the same placement category. "All other students" means all students in the other racial or ethnic categories. For example, in determining if there is a significant disproportionality of white students in LRE Code 52 placement, “all other students” would be all students in LRE Code 52 placement who are **not** white.

**Example of Significant Disproportionality calculation**  
(See the data chart included with your preliminary notice for actual data related to your LEA)

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Students in Special Education</td>
<td>White Students in Special Education</td>
<td>Total Students in LRE Code 52 Placement</td>
<td>White Students in LRE Code 52 Placement</td>
<td>Risk Index for White Students $(D) ÷ (B)$</td>
<td>Risk Index for all other students $(C-D) ÷ (A-B)$</td>
<td>Relative Risk Ratio $E ÷ F$</td>
</tr>
<tr>
<td>2013-14</td>
<td>ABC School Corp</td>
<td>3,842</td>
<td>2,085</td>
<td>49</td>
<td>38</td>
<td>.018225 (1.8225%)</td>
<td>.006260 (0.6260%)</td>
</tr>
<tr>
<td>2014-15</td>
<td>ABC School Corp</td>
<td>3,726</td>
<td>1,990</td>
<td>59</td>
<td>46</td>
<td>.023115 (2.3115%)</td>
<td>.0074884 (0.74884%)</td>
</tr>
</tbody>
</table>

**Column E:** To determine the risk index for White students in LRE Code 52 placement, the number of White students in LRE Code 52 placement (Column D) is divided by the total number of White students with disabilities in the LEA (Column B).

**Column F:** The risk index for all other students (African-American, Asian, American Indian/Alaska Native, Hispanic, Native Hawaiian/Other Pacific Islander, and Multiple races) in LRE Code 52 Placement is determined by the total number of students in LRE Code 52 placement (Column C) minus the number of White students in LRE Code 52 Placement (Column D) DIVIDED BY the total number of students with disabilities (Column A) minus the number of White students with disabilities (Column B).

**Column G:** The relative risk ratio (comparing White students in LRE Code 52 placement to all other students in LRE Code 52 placement) is determined by dividing the risk index for White students (Column E) by the risk index for all other students (Column F).

**Conclusion:** For the past two school years ABC School Corporation has exceeded the 2.5 threshold for White students in LRE Code 52 placement. The data shows that White students have been placed in the LRE Code 52 placement 2.9113 and 3.0869 times more frequently than all other racial/ethnic groups combined. The Relative Risk Ratio of greater than 2.5 for two consecutive years results in a Significant Disproportionality determination.
Indicators 4, 9, 10
Calculation Explanation Sheets

Explanation of Significant Discrepancy Discipline—Indicator 4A
Explanation of Significant Discrepancy Discipline—Indicator 4B
Explanation of Significant Disproportionate Representation: Overall Identification—Indicator 9
Disproportionate Representation in Rate of identification in Placement—Indicator 10
## Indicator 4A: Significant Discrepancy Calculation Explanation

**Indicator 4A:** A Significant Discrepancy in the rate of out-of-school (OSS) suspensions/expulsions totaling greater than ten days of students with disabilities.

**What this means:** Data that you submitted for your LEA shows that the rate at which students with disabilities are subjected to OSS suspensions/expulsions totaling more than ten days is at least twice as high as the statewide rate at which students with disabilities are subjected to OSS suspensions/expulsions totaling more than ten days for two consecutive years.

### Example of Indicator 4A calculation

*See the data chart included with your preliminary notice for actual data related to your LEA*

<table>
<thead>
<tr>
<th>Year</th>
<th>Period</th>
<th>Total number of students with disabilities</th>
<th>Total out-of-school suspensions/expulsions totaling more than 10 days</th>
<th>Incident Rate (B/A)</th>
<th>Ratio LEA incident rate ÷ Statewide incident rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>Statewide</td>
<td>149,596</td>
<td>2,054</td>
<td>.013730 (1.3730%)</td>
<td>.048433 ÷ .013730 = 3.5275</td>
</tr>
<tr>
<td></td>
<td>ABC School Corp</td>
<td>351</td>
<td>17</td>
<td>.048433 (4.8433%)</td>
<td></td>
</tr>
<tr>
<td>2013-2014</td>
<td>Statewide</td>
<td>150,338</td>
<td>1,918</td>
<td>.012758 (1.2758%)</td>
<td>.043478 ÷ .012758 = 3.4079</td>
</tr>
<tr>
<td></td>
<td>ABC School Corp</td>
<td>345</td>
<td>15</td>
<td>.043478 (4.34%)</td>
<td></td>
</tr>
</tbody>
</table>

**Column C:** The **Statewide** incident rate is determined by dividing the total number of students with disabilities in the state who were suspended/expelled (OSS) totaling more than ten days by the total number of students with disabilities in the state. The **LEA's** incident rate is determined by dividing the number of students with disabilities in the LEA who were suspended/expelled (OSS) totaling more than ten days (Column B) by the total number of students with disabilities in the LEA (Column A).

**Column D:** The ratio is determined by dividing the LEA’s incident rate by the Statewide incident rate.

**Conclusion:** For the past two school years, ABC School Corporation has exceeded the 2.0 threshold. The data shows that the LEA has subjected its students with disabilities to out-of-school suspensions/expulsions totaling more than ten days at rates that are 3.5275 and 3.4079 times the Statewide rate. Further review is necessary to determine if this is the result of inappropriate policies, procedures or practices.
**Indicator 4B: A Significant Discrepancy Calculation Explanation**

**Indicator 4B:** A Significant Discrepancy in the rate of out-of-school (OSS) suspensions/expulsions totaling greater than ten days of students with disabilities of a racial or ethnic group of students as compared to all other students with disabilities in your LEA.

**What this means:** Data that you submitted for your LEA shows that the rate at which a particular racial or ethnic group of students with disabilities is subjected to OSS suspensions/expulsions totaling more than ten days is at least twice as high as the rate at which all other racial or ethnic groups of students with disabilities are subjected to OSS suspensions/expulsions totaling more than ten days in your LEA for two consecutive years.

Comparisons are made using a *risk index*. The risk index is the percentage of students with disabilities from a particular racial or ethnic group who are suspended/expelled (OSS) totaling more than ten days. The risk index for a particular racial or ethnic group is compared to the risk index for all other students. “All other students” means all students in the other racial or ethnic categories. For example, in determining if there is a significant discrepancy in the rate at which African American students with disabilities are suspended/expelled totaling more than ten days, “all other students” would be those students with disabilities who are *not* African American who are suspended/expelled totaling more than ten days.

If you received a preliminary notice for Indicator 4B, it means that the data you submitted for your LEA shows that the risk index for students in a particular racial or ethnic group who have been suspended/expelled (OSS) totaling more than ten days is at least two times greater than the risk index for all other racial or ethnic groups of students with disabilities in your LEA for two consecutive years.

**Example of Indicator 4B calculation**

<p>| | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
<td>F</td>
<td>G</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Students with Disabilities</td>
<td>African American Students with Disabilities</td>
<td>Total OSS totaling more than 10 days</td>
<td>African American OSS totaling more than 10 days</td>
<td>Risk Index for African American students with disabilities</td>
<td>Risk Index for all other students with disabilities</td>
<td>Relative Risk Ratio</td>
<td></td>
</tr>
<tr>
<td>2012-13</td>
<td>XYZ Sch Corp</td>
<td>3,310</td>
<td>222</td>
<td>78</td>
<td>14</td>
<td>.063063 (6.3063%)</td>
<td>.020725 (2.0725%)</td>
<td>3.0428</td>
</tr>
<tr>
<td>2013-14</td>
<td>XYZ Sch Corp</td>
<td>3,203</td>
<td>208</td>
<td>90</td>
<td>16</td>
<td>.076923 (7.6923%)</td>
<td>.024708 (2.4708%)</td>
<td>3.1133</td>
</tr>
</tbody>
</table>

**Column E:** To determine the risk index for African American students, the number of African American students with disabilities subjected to OSS suspension/expulsion totaling more than ten days (Column D) is divided by the total number of African American students with disabilities (Column B).

**Column F:** The risk index for all other students with disabilities (White, Hispanic, Asian, American Indian/Alaska Native, Native Hawaiian/Other Pacific Islander, and Multiple races) is determined by the total number of students with disabilities subjected to OSS suspension/expulsion totaling more than ten days (Column C) minus the number of African American students with disabilities subjected to the same discipline (Column D) DIVIDED BY the total number of students with disabilities (Column A) minus the number of African American students with disabilities (Column B).

**Column G:** The relative risk ratio (comparing African American students with disabilities to all other students with disabilities) is determined by dividing the risk index for African American students (Column E) by the risk index for all other students with disabilities (Column F).

**Conclusion:** For the past two school years XYZ School Corporation has exceeded the 2.0 threshold for African American students. The data shows that African American students with disabilities have been suspended/expelled (OSS) totaling more than ten days 3.0428 and 3.1133 times more frequently than all other racial/ethnic groups combined. Further review is necessary to determine if this is the result of inappropriate policies, procedures, or practices.
**Indicator 9: Disproportionate Representation Calculation Explanation**

**Indicator 9:** A Disproportionate Representation in the rate of overall special education identification of a racial or ethnic group of students comparing to all other racial or ethnic groups.

**What this means:** Data that you submitted for your LEA shows that the rate at which a particular racial or ethnic group of students who are identified as students with disabilities for any category is twice or higher than all other racial or ethnic groups of students who are identified as students with disabilities for any category in your LEA for two consecutive years.

Comparisons are made using a *risk index.* The risk index is the percentage of students from a particular racial or ethnic group identified as students with disabilities of any category. The risk index for a particular racial or ethnic group is compared to the risk index for all other students. “All other students” means all students in the other racial or ethnic categories. For example, in determining if there is a disproportionate representation of Hispanic students with disabilities, “all other students” would be those students who are not Hispanic who are identified as disabled for any category.

**Example of Indicator 9 calculation**

(See the data chart included with your preliminary notice for actual data related to your LEA)

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Enrollment</td>
<td>Hispanic Enrollment</td>
<td>Total Number of Students with Disabilities</td>
<td>Number of Hispanic Students with Disabilities</td>
<td>Risk Index for Hispanic Students</td>
<td>Risk Index for all other students</td>
<td>Relative Risk Ratio</td>
</tr>
<tr>
<td>2014-15</td>
<td>Local School Corp</td>
<td>2,651</td>
<td>90</td>
<td>299</td>
<td>22</td>
<td>.244444 [24.4444%]</td>
<td>.108161 [10.8161%]</td>
</tr>
</tbody>
</table>

**Column E:** To determine the risk index for Hispanic students, the number of Hispanic students with disabilities (Column D) is divided by the total number of Hispanic students enrolled in the LEA (Column B).

**Column F:** The risk index for all other students (White, African-American, Asian, American Indian/Alaska Native, Native Hawaiian/Other Pacific Islander, and Multiple races) is determined by the total number of students with disabilities (Column C) minus the number of Hispanic students with disabilities (Column D) DIVIDED BY the total enrollment (Column A) minus the Hispanic enrollment (Column B).

**Column G:** The relative risk ratio (comparing Hispanic students with disabilities to all other students with disabilities) is determined by dividing the risk index for Hispanic students (Column E) by the risk index for all other students with disabilities (Column F).

**Conclusion:** For the past two school years Local School Corporation has exceeded the 2.0 threshold for Hispanic students. The data shows that Hispanic students have been identified as students with disabilities 2.1824 and 2.2600 times more frequently than all other racial/ethnic groups combined. Further review is necessary to determine if this is the result of inappropriate identification of Hispanic students.
**Indicator 10: Disproportionate Representation Calculation Explanation**

**Indicator 10:** A Disproportionate Representation in the rate of the identification of a specific disability category of a racial or ethnic group of students as compared to all other racial or ethnic groups.

**What this means:** Data that you submitted for your LEA shows that the rate at which a particular racial or ethnic group of students who are identified as students with a specific disability is twice or higher than all other racial or ethnic groups of students who are identified as students with the same category of disability in your LEA for two consecutive years.

Comparisons are made using a risk index. The risk index is the percentage of students from a particular racial or ethnic group who are identified as students with a specific disability. The risk index for a particular racial or ethnic group is compared to the risk index for all other students. “All other students” means all students in the other racial or ethnic categories. For example, in determining if there is a disproportionate representation for white students with Autism, “all other students” would be all students with Autism who are not white.

**Example of Indicator 10 calculation** (See the data chart included with your preliminary notice for actual data related to your LEA)

<table>
<thead>
<tr>
<th></th>
<th>A Total Enrollment</th>
<th>B White Enrollment</th>
<th>C Total Students with Autism</th>
<th>D White Students with Autism</th>
<th>E Risk Index for White Students (D ÷ B)</th>
<th>F Risk Index for all other students (C-D ÷ (A-B))</th>
<th>G Relative Risk Ratio (E ÷ F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>Friendly School Corp</td>
<td>7,862</td>
<td>767</td>
<td>31</td>
<td>0.014342 (1.4342%)</td>
<td>0.002831 (0.2831%)</td>
<td>5.0662</td>
</tr>
<tr>
<td>2014-15</td>
<td>Friendly School Corp</td>
<td>8,032</td>
<td>800</td>
<td>31</td>
<td>0.012500 (1.2500%)</td>
<td>0.002904 (0.2904%)</td>
<td>4.3048</td>
</tr>
</tbody>
</table>

**Column E:** To determine the risk index for White students with Autism, the number of White students with Autism (Column D) is divided by the total number of White students enrolled in the LEA (Column B).

**Column F:** The risk index for all other students (African-American, Asian, American Indian/Alaska Native, Hispanic, Native Hawaiian/Other Pacific Islander, and Multiple races) with Autism is determined by the total number of students with Autism (Column C) minus the number of White students with Autism (Column D) divided by the total enrollment (Column A) minus the White enrollment (Column B).

**Column G:** The relative risk ratio (comparing White students with Autism to all other students with Autism) is determined by dividing the risk index for White students (Column E) by the risk index for all other students (Column F).

**Conclusion:** For the past two school years Friendly School Corporation has exceeded the 2.0 threshold for White students with Autism. The data shows that White students have been identified students with Autism 5.0662 and 4.3048 times more frequently than all other racial/ethnic groups combined. Further review is necessary to determine if this is the result of inappropriate identification.