

10

State Performance Plan Indicator 10: Disproportionality in Classification by Race and Ethnicity



IDEA STATE
PERFORMANCE
PLAN
STAKEHOLDER
ENGAGEMENT

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

Who are the students included in this indicator?

The students included in this indicator are students aged 5 enrolled in kindergarten through age 21 of various races and ethnicities who have individualized education programs (IEPs) and are identified as having a disability in any of the following categories: Autism, Emotional Disturbance, Intellectual Disability, Learning Disability, Other Health Impairment, and Speech or Language Impairment.

What is the data source?

Data on all students' race and ethnicity, as well as specific disability category for any student with a disability, is collected annually for each school district via the Student Information Repository System (SIRS) and verified by school districts. The reported data is a "snapshot" or "point of time" reflecting the data reported as of the first Wednesday in October (BEDS day).

How are results calculated?

Indicator 10 includes two calculations. The first calculation provides the relative risk ratio used to notify districts for disproportionate representation of racial and ethnic groups in the six specific disability categories: Autism, Emotional Disturbance, Intellectual Disability, Learning Disability, Other Health Impairment, and Speech or Language Impairment. For a district to be included in this calculation, they must have at least 10 students with the specific disability of the race and ethnicity enrolled in the district (referred to as the n size) and at least 30 students of the particular race and ethnicity enrolled in the district (referred to as the cell size).

Focus Group Risk Ratio

of students with disabilities in a specific race and ethnicity group in a specific disability category

Total # of students (with and without disabilities) of a specific race and ethnicity

Comparison Group Risk Ratio

of students with disabilities of all other races and ethnicities in a specific disability category

Total # of students of all other races and ethnicities

$$\frac{\text{Focus Group Risk Ratio}}{\text{Comparison Group Risk Ratio}} = \text{Relative Risk Ratio}$$

Districts are notified of having disproportionate representation of a racial and ethnic group in a specific disability category when the relative risk ratio is 4.0 or greater. When a district receives this notification, New York State (NYS) requires the district to participate in a monitoring activity, including the review of the district's policies, practices and procedures to determine if the disproportionate overrepresentation of the racial and ethnic group by disability was a result of inappropriate identification.

The second calculation is the measurement used to report Indicator 10 results in the Annual Performance Report (APR).

# of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	÷	# of districts in NYS that meet the n and cell size	× 100	= % of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification (Indicator 10)
--	---	---	-------	---

What actions is NYS taking to improve SPP 10 – Disproportionality in Classification by Race and Ethnicity for students with disabilities?

Currently, districts who receive notification for having disproportionate representation must participate in targeted professional development and receive technical assistance to identify possible root cause(s) and determine if there is a need to revise the district's policies, practices and procedures that impact its disproportionate representation.