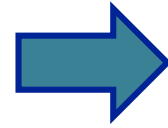


Calculating Significant Disproportionality: A Call for Equity

Arizona collects and examines data from PEA's to determine if significant disproportionality exists for students with disabilities, by race/ethnicity in these categories



Definitions of Disability Categories:

- Identification of children 3-21 as children with disabilities
- Children with intellectual disabilities
- Children with emotional disabilities (ED)
- Children with speech or language impairments (SLI)
- Children with other health impairments (OHI)
- Children with Autism

Definitions of racial or ethnic Categories:

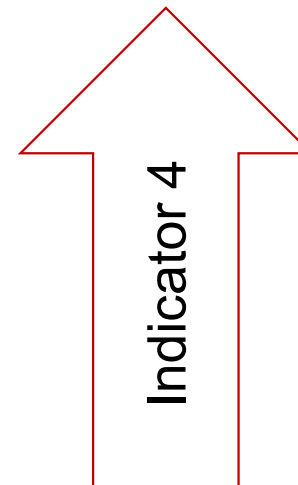
- Hispanic/Latino (HL)
- American Indian or Alaska Native (AM)
- Asian (AS)
- Black (BL)
- Native Hawaiian or Other Pacific Islander (PI)
- White (WH)
- Two or more races (MU)



Discipline

Experiencing a disciplinary removal

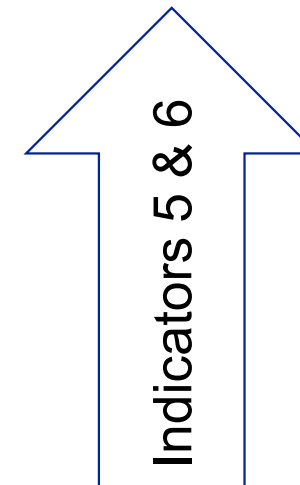
Data source:
Annual Data Collection via AzSAFE



Placement*

Being placed in an educational environment

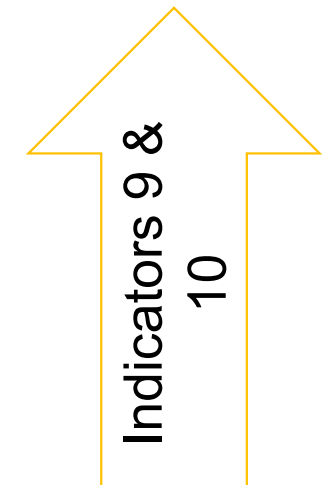
Data source:
October 1 Census via AzEDS



Identification

Receiving special education & related services for disability

Data source:
October 1 Census via AzEDS



Thresholds & Minimums

Risk Ratio Threshold: 3.0 (3 times as likely)
Cell size: 10 (minimum number of students in category)
n size: 30 (minimum number of enrolled students)

*Placement examples not included in this infographic



Calculating Significant Disproportionality: Discipline



Step 1:

Determine if ADE will calculate a risk ratio or alternate risk ratio for the discipline of Hispanic or Latino students with disabilities



Does your PEA have enough students to calculate a risk ratio?

If not, the state will calculate an alternate risk ratio.



Step 2:

Calculate your risk ratio

There were 40 two or more races (MU) students with disabilities who received out of school suspensions/expulsions of greater than 10 days out of a total of 100 MU students with disabilities in the PEA.

$$\frac{40 \text{ MU: OSS}}{100 \text{ MU with IEPs}}$$

$$= 0.4$$

There were 100 non-MU students with disabilities who received out of school suspensions/expulsions of greater than 10 days out of a total of 1000 non-MU students with disabilities in the PEA.

$$\frac{100 \text{ all other IEPs with OSS}}{1000 \text{ all other with IEPs}}$$

$$= 0.1$$

In this PEA, MU students with disabilities are 0.4 times as likely to be out of school suspended greater than 10 days compared to students with disabilities from all other races/ethnicities. There is significant discrepancy for this racial/ethnic group in this discipline category

$$\frac{0.4}{0.1}$$

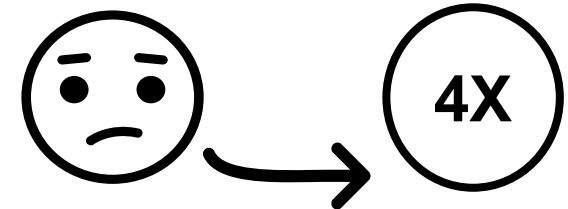
$$= 4.0$$



Step 3:

Determine if your PEA meets or exceeds the threshold. (Arizona threshold is 3.0)

$$4.0 > 3.0 = \text{significant discrepancy}$$



Definitions of Discipline Categories:

- ❖ Out of school suspensions & expulsions (OSS) of 10 days or fewer
- ❖ OSS of more than 10 days
- ❖ In school suspensions & expulsions (ISS) of 10 days or fewer
- ❖ ISS and expulsions of more than 10 days
- ❖ Disciplinary removals in total (ISS, OSS, expulsions, removals by school personnel to interim alternative education settings, removals by hearing officer.



Calculating Significant Disproportionality: Identification



Step 1:

Determine if we will calculate a risk ratio or alternate risk ratio for the discipline of Native American or Alaska Native (AM) students with disabilities



Does your PEA have enough students to calculate a risk ratio?

If not, the state will calculate an alternate risk ratio.



Step 2:

Calculate your risk ratio

There were 35 Native Indian or Alaska Native (AM) students identified out of a total of 100 AM students total in the PEA.

$$\frac{35 \text{ AM identified}}{100 \text{ AM total}}$$

$$= 0.35$$

There were 100 non-AM students identified out of a total of 1000 non-AM students total in the PEA.

$$\frac{100 \text{ all other identified}}{1000 \text{ non-AM students in PEA}}$$

$$= 0.1$$

In this PEA, AM students are 0.35 times as likely to be identified with disabilities from all other races/ethnicities. There is significant discrepancy for this racial/ethnic group in this identification category

$$\frac{0.35}{0.1}$$

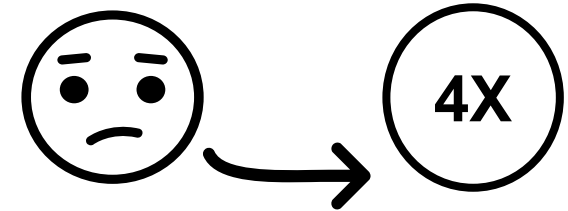
$$= 3.5$$



Step 3:

Determine if your PEA meets or exceeds the threshold. (Arizona threshold is 3.0)

$$3.5 > 3.0 = \text{significant discrepancy}$$



Definitions of Disability Categories:

- Identification of children 3-21 as children with disabilities
- Children with intellectual disabilities
- Children with emotional Disabilities (ED)
- Children with speech or language impairments (SLI)
- Children with other health impairments (OHI)
- Children with Autism