



Disproportionate Representation: APR Indicators 9 & 10

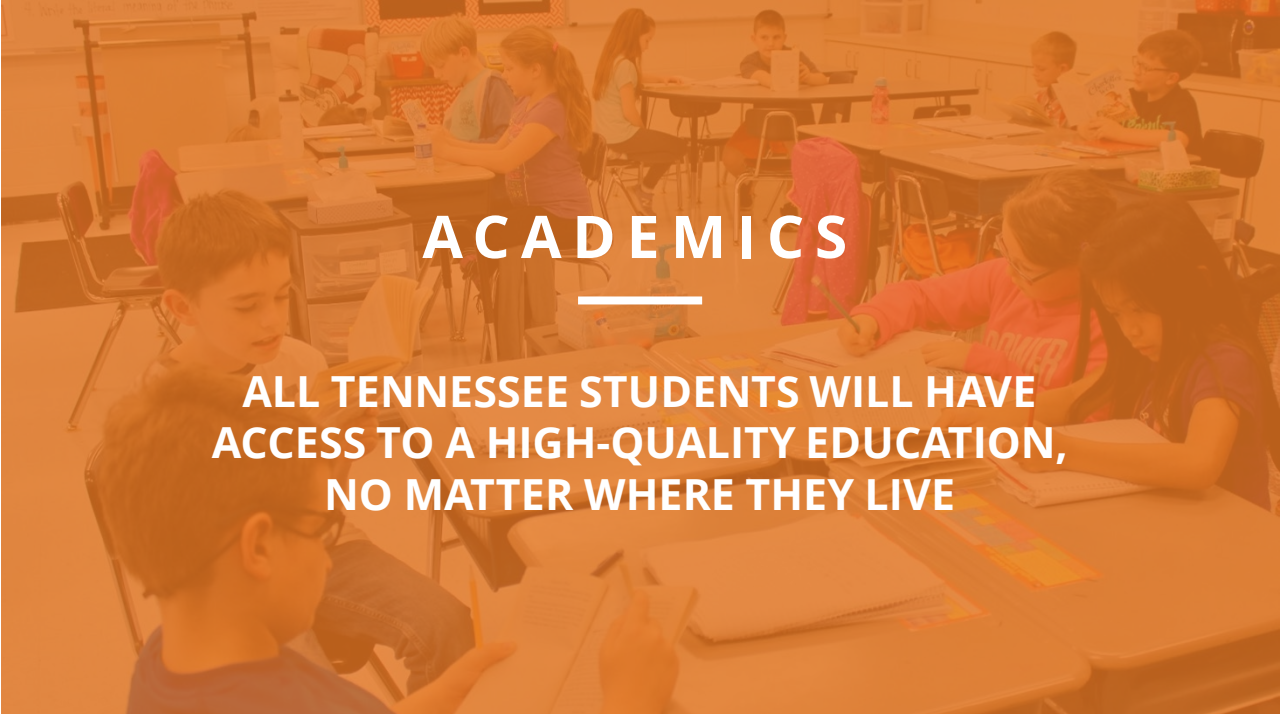
Zac Stone

*Senior Director of Data Analysis for Special Populations |
Office of Districts and Schools*



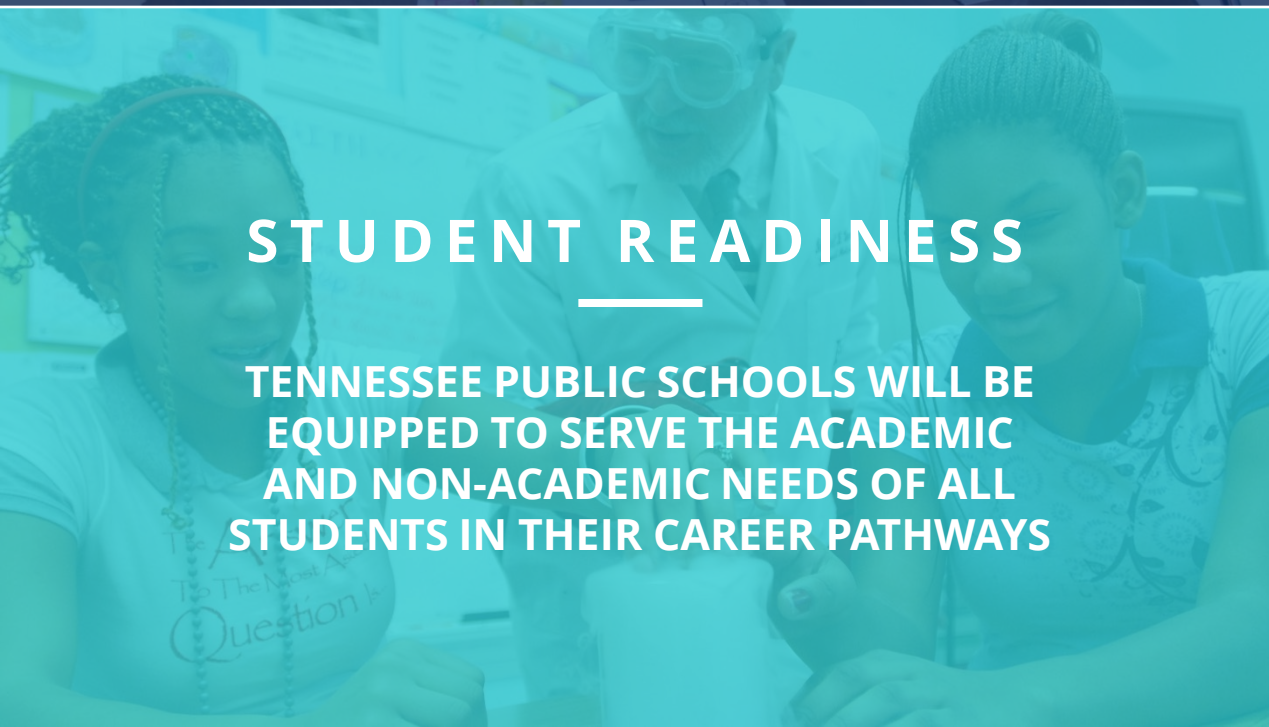
BEST FOR ALL

We will set all students on a path to success.



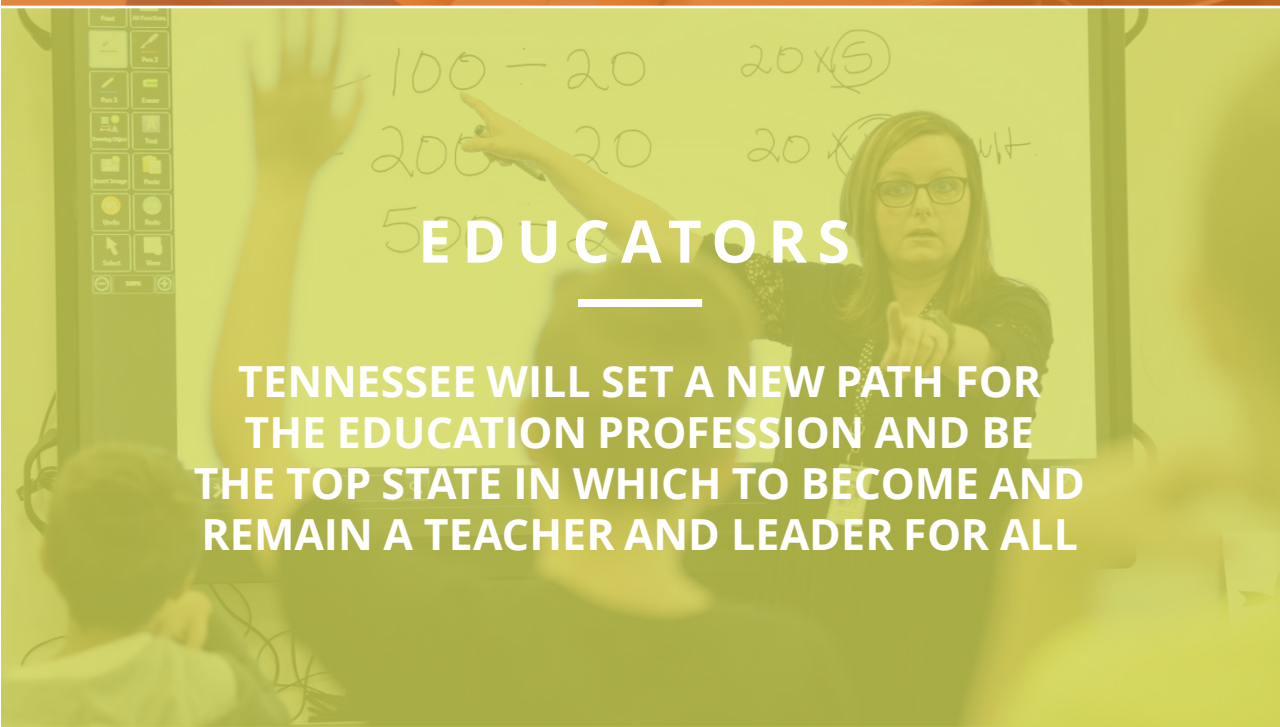
ACADEMICS

ALL TENNESSEE STUDENTS WILL HAVE ACCESS TO A HIGH-QUALITY EDUCATION, NO MATTER WHERE THEY LIVE



STUDENT READINESS

TENNESSEE PUBLIC SCHOOLS WILL BE EQUIPPED TO SERVE THE ACADEMIC AND NON-ACADEMIC NEEDS OF ALL STUDENTS IN THEIR CAREER PATHWAYS



EDUCATORS

TENNESSEE WILL SET A NEW PATH FOR THE EDUCATION PROFESSION AND BE THE TOP STATE IN WHICH TO BECOME AND REMAIN A TEACHER AND LEADER FOR ALL

APR Local Determinations Overview

- As required by the Individuals with Disabilities Education Act (IDEA), 34 C.F.R. § 300.600, states must monitor the implementation of IDEA in each LEA.
- Tennessee monitors LEA implementation on 14 indicators.
 - Compliance indicator targets are set by the federal government.
 - Results indicator targets are set by TDOE.
- LEAs earn points for each indicator based on meeting the target and/or demonstrating year-to-year improvement.
- Total weighted points earned are divided by total possible weighted points to make the overall determination.





Agenda

Disproportionate Representation:

- Indicator 9: Disproportionate representation of racial and ethnic groups in special education and related services
- Indicator 10: Disproportionate representation of racial and ethnic groups in specific disability categories



Indicator 9:

Disproportionate representation of racial and ethnic groups in special education and related services



Indicator 9: Disproportionate representation of racial and ethnic groups in special education and related services

- Definition—Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
- Source—The *FINAL Combined Table 1&3 Dec1 Rpt Details (XLS)* generated in EDPlan/EasyIEP on December 1 and the membership file derived from the October 1 federal student count.
- Calculation—**Relative risk ratios** are generated by dividing the risk of students in a particular racial/ethnic group having a disability by the risk of students in all the other racial/ethnic groups having a disability. **Weighted risk ratios** are generated by comparing district-level data to the racial/ethnic compositions of the state to control for statewide race/ethnicity makeups.



Indicator 9 Calculations

- Criteria for disproportionate representation:
 - A minimum of 50 students in a particular racial/ethnic group enrolled in the LEA
 - A minimum of 45 SWDs enrolled in the LEA
 - A minimum of five SWDs in a particular racial/ethnic group enrolled in the LEA
 - Relative risk ratio and weighted risk ratio must be 3.0 or greater
- Relative risk ratio example:
 - An LEA has 200 total Hispanic students and 40 of them have IEPs. There are 2,500 students of other races/ethnicities in the LEA and 200 of them have IEPs. Therefore,
 - $40 / 200 = .20$ (or 20%)
 - $200 / 2,500 = .08$ (or 8%)
 - $20 / 8 =$ The relative risk ratio is 2.5

Indicator 9 Calculations

- To retrieve race/ethnicity data for SWDs, download the *FINAL Combined Table 1&3 Dec1 Rpt Details (XLS)* for the applicable school year in EasyIEP. The total count of SWDs ages 5(K)-21 by race/ethnicity is available in Row 115, Columns B to H.
- To retrieve race/ethnicity data for the total student population, download the membership file for the applicable school year under the “Membership File” tab on the [“Data Downloads & Requests”](#) page. Then, follow these steps:
 1. Filter for your LEA in the column labeled “DISTRICT_NAME”.
 2. In the column labeled “GRADE”, filter for grades “KG” through “12”.
 3. In the column labeled “RACE”, filter for the applicable race.
 4. In the column labeled “GENDER”, filter for “All Genders”.
 5. Sum the counts in the column labeled “ENROLLMENT”.
 6. Repeat for each race/ethnicity.
- A separate guidance document that outlines the calculation methodology is available [here](#).

Indicator 10:

Disproportionate representation of racial and ethnic groups in specific disability categories



Indicator 10: Disproportionate representation of racial and ethnic groups in specific disability categories

- Definition—Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
- Source—The *FINAL Combined Table 1&3 Dec1 Rpt Details (XLS)* generated in EDPlan/EasyIEP on December 1 and the membership file derived from the October 1 federal student count.
- Calculation—**Relative risk ratios** are generated by dividing the risk of students in a particular racial/ethnic group having a specific disability by the risk of students in all the other racial/ethnic groups having a specific disability. **Weighted risk ratios** are generated by comparing district-level data to the racial/ethnic compositions of the state to control for statewide race/ethnicity makeups.



Indicator 10 Calculations

- Criteria for disproportionate representation:
 - A minimum of 50 students in a particular racial/ethnic group enrolled in the LEA
 - A minimum of 20 students in the specific disability category (autism, emotional disturbance, intellectual disability, other health impairment, specific learning disability, or speech/language impairment) must be enrolled in the LEA
 - A minimum of five SWDs in a particular racial/ethnic group within the specific disability category enrolled in the LEA
 - Relative risk ratio and weighted risk ratio must be 3.0 or greater
- Relative risk ratio example:
 - An LEA has 200 total Hispanic students and 20 of them have IEPs for autism as a primary disability. There are 2,500 students of other races/ethnicities in the LEA and 200 of them have IEPs for autism as a primary disability. Therefore,
 - $20 / 200 = .10$ (or 10%)
 - $200 / 2,500 = .08$ (or 8%)
 - $10 / 8 =$ The relative risk ratio is 1.25

Indicator 10 Calculations

- To retrieve race/ethnicity data for SWDs, download the *FINAL Combined Table 1&3 Dec1 Rpt Details (XLS)* for the applicable school year in EasyIEP. The total count of SWDs ages 5(K)-21 by race/ethnicity and disability category is available in Columns B to H, rows 112, 106, 102, 108, 104, and 109.
- To retrieve race/ethnicity data for the total student population, download the membership file for the applicable school year under the “Membership File” tab on the [“Data Downloads & Requests”](#) page. Then, follow these steps:
 1. Filter for your LEA in the column labeled “DISTRICT_NAME”.
 2. In the column labeled “GRADE”, filter for grades “KG” through “12”.
 3. In the column labeled “RACE”, filter for the applicable race.
 4. In the column labeled “GENDER”, filter for “All Genders”.
 5. Sum the counts in the column labeled “ENROLLMENT”.
 6. Repeat for each race/ethnicity.
- A separate guidance document that outlines the calculation methodology is available [here](#).

Indicators 9 & 10: LEA Self-Assessment

- If an LEA meets the criteria for disproportionate representation, the LEA will complete a self-assessment.

District Self-Assessment Reporting on Identification Practices (Indicator 9 and 10)

District Information

Date of Review*

School District*

Special Education Supervisor*

First Name

Last Name

Email*

Disproportionate Disability (Finding #1)*

Enter additional findings under appropriate drop down menu.

Disproportionate Subgroup (Finding #1)*

Select the subgroup related to Disproportionate Disability Finding #1

Do you need to enter another finding?

- Yes
 No

Disproportionality Review Panel

Use the prompts below to outline your district's current procedures as well as any action items to improve upon current procedures as they relate to identified areas of disproportionality. The

Part I: Differentiated Instruction and Intervention Practices

The district provides ongoing training and support to ensure that teachers address individual learning needs through differentiated instruction for all learners aligned to academic standards. Effective interventions options are used to address skills and concerns prior to referral for special education.

Finding #1: Speech or Language Impairment

Finding #1: Asian

A. Differentiated instructional practices

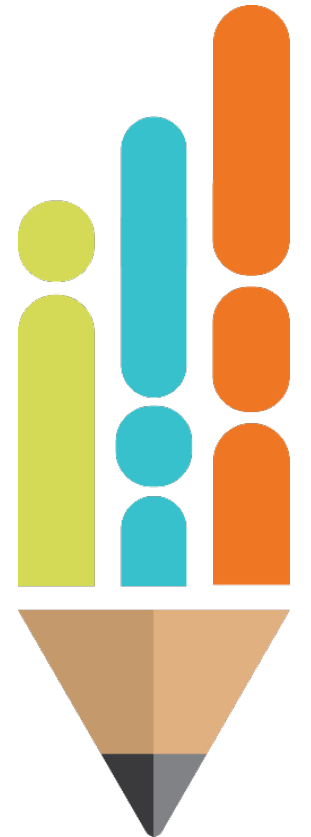
Describe:

- professional development completed by the district as it relates to differentiation, universal design for learning, and/or intervention/enrichment opportunities. (include frequency and audiences)
- differentiation opportunities for academic (e.g., reading, writing, math) and non-academic (e.g., communication, behavior, social-emotional, and adaptive behavioral needs)
- any changes in tier I curriculum/ instructional practices in the past couple of years based on overall district or school needs

District practices, policies, and procedures related to differentiated instructional practices*

Contact Information

- Zachary Stone, *Senior Director of Data Analysis for Special Populations*
 - Zachary.Stone@tn.gov
- Adam Rollins, *IDEA Data Manager*
 - Adam.Rollins@tn.gov
- Sheryn Ordway, *EasyIEP Help Desk Coordinator*
 - Sheryn.Ordway@tn.gov



Feedback Survey

- Please take a moment to complete this feedback survey about today's presentation:
https://stateoftennessee.formstack.com/forms/disproportionate_representation_apr_indicators_9_10_feedback

