

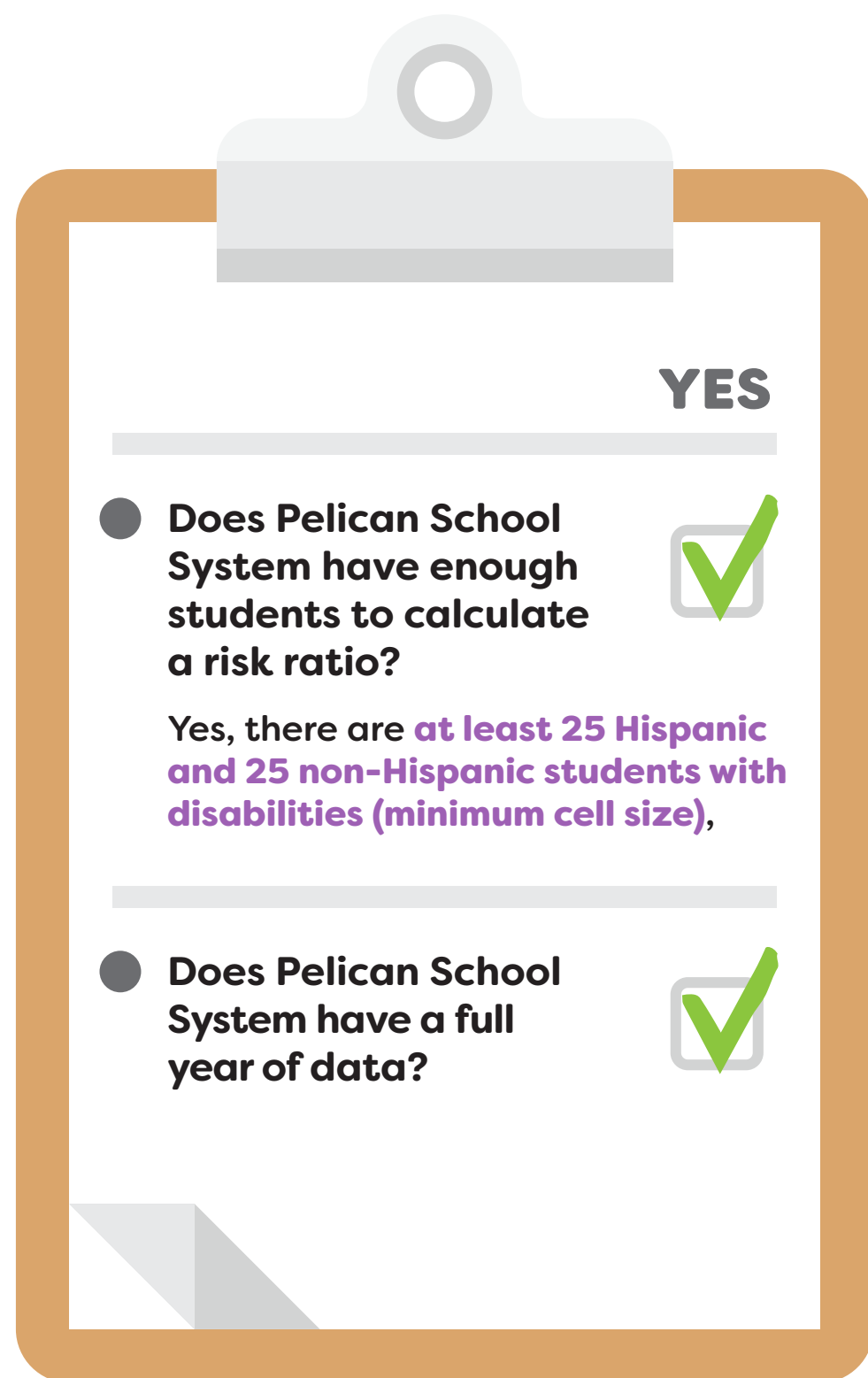
CALCULATING SIGNIFICANT DISPROPORTIONALITY: IDENTIFICATION CASE STUDY

Louisiana collects and examines data to determine if significant disproportionality exists in the identification of students with disabilities, by race/ethnicity, including specific disabilities.

In Pelican School System, we'll use the identification of Hispanic students as students with disabilities as an example to show how Louisiana calculates a risk ratio to determine if a school system is significantly disproportionate in identification of students with disabilities, by race/ethnicity.

1 DETERMINE

Determine whether we will calculate a risk ratio for the identification of Hispanic students with disabilities.



YES

- Does Pelican School System have enough students to calculate a risk ratio?

Yes, there are **at least 25 Hispanic and 25 non-Hispanic students with disabilities (minimum cell size),**

- Does Pelican School System have a full year of data?

2 CALCULATE

Calculate the risk ratio.



$$\frac{40}{100} = .4$$

- There are **40 Hispanic students** identified out of a total of **100 Hispanic students** in the school system.

- The likelihood you are identified as a student with a disability if you are **Hispanic** is **40/100 or .4.**



$$\frac{100}{1,000} = .1$$

- There are **100 non-Hispanic students** identified out of a total of **1,000 non-Hispanic students** in the school system.

- The likelihood you are identified as a student with a disability if you are **non-Hispanic** is **100/1,000 or .1.**



$$\frac{.4}{.1} = 4$$

- In this school system, **Hispanic students** are **4.0 times** more likely to be identified as a student with a disability, compared to all other races/ethnicities.

- This school system would have a risk ratio of **4.0.**

3 COMPARE RESULTS

Compare the result to Louisiana's risk ratio threshold of **2.0**.

If the risk ratio calculation meets or exceeds the threshold, the school system is significantly disproportionate.



$$4.0 \geq 2.0 = \text{significantly disproportionate}$$

In Pelican School System, Hispanic students are **4.0** (four) times as likely to be identified as a student with a disability when compared to all other racial/ethnic groups. This exceeds the established risk ratio threshold of **2.0**. Pelican School System is significantly disproportionate in the identification of Hispanic students as students with disabilities.

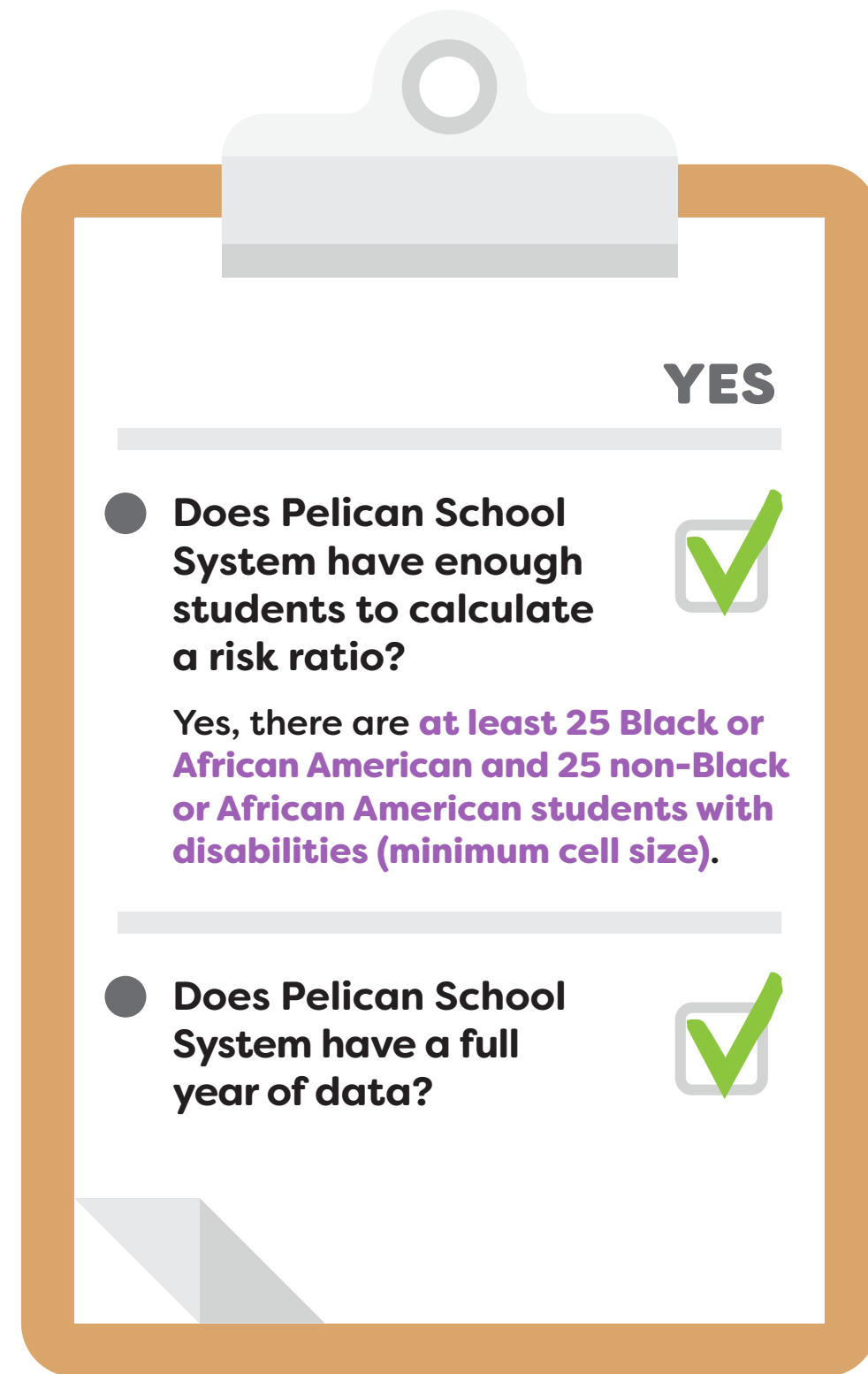
CALCULATING SIGNIFICANT DISPROPORTIONALITY: DISCIPLINE CASE STUDY

Louisiana collects and examines data to determine if significant disproportionality exists in the discipline of students with disabilities, by race/ethnicity.

In Pelican School System, we'll use this example to show how Louisiana calculates a risk ratio for discipline: out of school suspensions and expulsions (greater than 10 days) of Black or African American students with disabilities.

1 DETERMINE

Determine whether we will calculate a risk ratio for the out of school suspensions or expulsions totaling more than 10 days, of Black or African American students with disabilities.



YES

- Does Pelican School System have enough students to calculate a risk ratio?
Yes, there are **at least 25 Black or African American and 25 non-Black or African American students with disabilities (minimum cell size).**
- Does Pelican School System have a full year of data?

2 CALCULATE

Calculate the risk ratio.



$$\frac{50}{100} = .5$$

- There are **50 Black or African American students** with disabilities suspended or expelled out of school (greater than 10 days) out of a total of **100 Black or African American students** with disabilities in the school system.

- The likelihood that a **Black or African American student** with a disability will receive this disciplinary action is **50/100 or .5**.



$$\frac{100}{1,000} = .1$$

- There are **100 non-Black or African American students** with disabilities suspended or expelled out of school (greater than 10 days) out of a total of **1,000 non-Black or African American students** with disabilities in the school system.

- The likelihood that a **non-Black or African American student** with a disability will receive this disciplinary action is **100/1,000 or .1**.



$$\frac{.5}{.1} = 5$$

- In this school system, **Black or African American students** with disabilities are **5.0 times** more likely to be suspended or expelled out of school (greater than 10 days) compared to students with disabilities from all other races/ethnicities.

- This school system would have a risk ratio of **5.0**.

3 COMPARE RESULTS

Compare the result to Louisiana's risk ratio threshold of **2.0**.

If the risk ratio calculation meets or exceeds the threshold, the school system is significantly disproportionate.



$$5.0 \geq 2.0 = \text{significantly disproportionate}$$

In Pelican School System, Black or African American students with disabilities are **5.0** (five) times more likely to be suspended or expelled out of school for more than 10 days when compared to students with disabilities from all other races/ethnicities. This exceeds the established risk ratio threshold of **2.0**. Pelican School System is significantly disproportionate.