

**Office of Special Education and Early Intervention
Michigan Department of Education**

**Business Rules for Calculation of LEA Disproportionate Representation
in Special Education & Related Services
for All Disabilities and for Specific Categories of Disabilities
by Race/Ethnicity**

May 2009 Revision

1. Disproportionate representation calculations use data from both the fall Single Record Student Database (SRSD)¹ and the December 1st Michigan Compliance Information System (MI-CIS)² of the years being reviewed (e.g. SRSD Fall 2007 & Fall 2008, and MI-CIS December 1, 2007 & December 1, 2008). Only students with disabilities, ages 6 through 21, per the Individuals with Disabilities Education Act (IDEA) Part B definition, are counted. Students placed by state agencies in residential facilities within district boundaries are excluded.
 2. Calculations are only performed for districts with 30 or more students with disabilities.
 3. Calculations are only performed for districts with a total enrollment (including special education) comparison group of > 100 in the operating district.
 4. Calculations are only performed for racial/ethnic subgroups (American Indian, Asian, Black, Hispanic, and White) with 10 or more students in a given disability category (autism spectrum disorder, cognitive impairment, emotional impairment, other health impairment, specific learning disability and speech and language impairment).
 5. A Weighted Risk Ratio (WRR) is used to determine disproportionate representation for a particular racial/ethnic subgroup when there are at least 10 students with disabilities in all other racial/ethnic subgroups (disability comparison group).
 - For Indicator 9, the comparison group is **ALL** students with disabilities of any other racial/ethnic subgroup.
 - For Indicator 10, the comparison group is all students in the **SPECIFIC** disability category among the other racial/ethnic subgroups.
- See the following URL page 16 to 18 for additional resource information:
<https://www.ideadata.org/docs/Disproportionality%20Technical%20Assistance%20Guide.pdf>
6. A Risk Ratio (RR) is used instead of the WRR to determine disproportionate representation when the racial/ethnic distribution of the district's student population varies significantly from the state racial distribution. The RR compares identification rates by race/ethnicity against the district's total student population. Specifically:
 - For Indicator 9, if the number of WHITE or BLACK students with disabilities in a given district is equal to zero, the MDE will forego use of the WRR in favor of the RR in that district. This also applies to Indicator 10, where the number of WHITE or BLACK students with a specific disability in a given district is equal to zero.

¹ Single Record Student Database (SRSD) is the statewide data system for all schools/students.

² The Michigan Compliance Information System (MI-CIS) is the statewide special education data system.

Disproportionate Representation Business Rules

Page Two

- For Indicator 9, when the number of WHITE or BLACK students with disabilities in a given district is fewer than three, if the WRR value is greater than or equal to 2.5 and the RR value is less than or equal to 1.5 (so that the difference between the two measures is greater than or equal to one), MDE will forego use of the WRR in favor of the RR in that district. This also applies to Indicator 10, where the number of WHITE or BLACK students with a specific disability in a given district is fewer than three.

See the following URL page 8 to 12 for additional resource information:

<https://www.ideadata.org/docs/Disproportionality%20Technical%20Assistance%20Guide.pdf>

7. An Alternate Risk Ratio (ARR) is used to determine disproportionate representation for a particular racial/ethnic subgroup when there are fewer than 10 students with disabilities in all other racial/ethnic subgroups (disability comparison group). Note: It is not appropriate to forego use of the ARR in favor of the RR.
 - For Indicator 9, the comparison group is **ALL** students with disabilities of any other racial/ethnic subgroup.
 - For Indicator 10, the comparison group is all students in the **SPECIFIC** disability category among the other racial/ethnic subgroups.

See the following URL page 21 to 22 for additional resource information:

<https://www.ideadata.org/docs/Disproportionality%20Technical%20Assistance%20Guide.pdf>

8. Two sets of the three ratios (WRR, ARR and/or RR) are calculated, using the Operating district and Resident district data, for each racial/ethnic group across all disabilities and for each racial/ethnic group within each of the six designated disability categories. If there is an Operating district ratio but no Resident district ratio (due to a small number of resident students), the Operating district ratio is used to determine disproportionate representation. Public School Academies (PSAs)³ have only one set of ratios as they are only Operating districts. If there is no Operating district ratio, but there is a Resident district ratio, the district is not considered for disproportionate representation.
9. The lower of the district's Operating district ratio or Resident district ratio is used to determine Over-Representation. Districts are considered to have Over-Representation when the appropriate ratio (WRR, ARR or RR) is greater than 2.5 for two consecutive years for any racial/ethnic group across all disabilities or for any racial/ethnic group within a single disability category.
10. The higher of the district's Operating district ratio or Resident district ratio is used to determine Under-Representation. Districts are considered to have Under-Representation when the appropriate ratio (WRR, ARR or RR) is less than 0.4 for two consecutive years for any racial/ethnic group across disabilities or for any racial/ethnic group within a disability category.
11. Districts identified as having disproportionate representation per the above business rules will have an opportunity to verify their data. Upon completion of the verification process, the results will be reviewed in conjunction with data from multiple sources to determine appropriate focused monitoring activities.

³ Public School Academies are Michigan's term for charter schools. These schools constitute their own LEA.

Proportional Allocation of Multiracial/ethnic Students

Designating Race/Ethnicity for Students

In the SRSD⁴, a district reports the race/ethnicity for each student. There are six (6) categories of race/ethnicity reported: American Indian, Asian, Black, Native Hawaiian/Other Pacific Islander, White and Hispanic. This gives six (6) possible racial/ethnic groups to be reported. A **number 1** aligned with a racial/ethnic group indicates that the family has designated it as a primary race.

When a student indicates a single race/ethnicity, the designation for race/ethnicity is clear. The student is then counted in that group. For federal special education reporting purposes, students who are classified in Michigan as Native Hawaiian/Other Pacific Islander are placed in the category Asian.

Designating Race/Ethnicity for Students Indicating Multiple Priorities

In the case of multiple **number 1s**, the student is indicating more than one primary racial/ethnic group. When this occurs, the student is categorized as **multiracial/ethnic**.

Michigan will implement the new multi-racial federal reporting requirements in 2010-2011. In the meanwhile, the multiracial/ethnic students must be classified into one racial/ethnic group. OSEP⁵ recommends distributing multiracial students proportionately into the other race/ethnicity categories.

Proportional Allocation of Multiracial/ethnic Students

The following is a step-by-step process for this proportional allocation:

| | |
|----|--|
| 1. | Total the number of students reported as a single primary race. e.g. 2705 White + 88 Black + 25 Asian + 11 American Indian + 68 Hispanic = Total single primary race = 2897 Reported Multiracial = 29 |
| 2. | For each race/ethnic category, calculate the single race proportion by dividing the single primary race total by the single race count. e.g. White % = $2705/2897 = 0.9337$ |
| 3. | Multiply the multiracial total by the calculated proportions of each of the racial/ethnic categories. e.g. To determine the white proportion of the multiracial: $29 * 0.9337 = 27.078$ |
| 4. | Distribute multiracial students proportionately by adding the proportional share of multiracial students to the each single race/ethnic group. e.g. 2705 single race white + 27 proportional share of multiracial re-designated to white = 2732 |

⁴ Single Record Student Database (SRSD) is the statewide data system for all schools/students.

⁵ US Department of Education, Office of Special Education Programs (OSEP)