Procedures for Calculation of ISD and Member District Disproportionate Representation by Race/Ethnicity in Special Education

Michigan Department of Education Office of Special Education
March 2026

All Disabilities (Indicator 9) and for Specific Categories of Disabilities (Indicator 10)

1. Disproportionate representation calculations use data from the Fall 2024 and Fall 2025 Michigan Student Data System (MSDS)[1] general collections including the Special Education Count files. Only students with an Individualized Education Program (IEP), ages 5 in kindergarten through 21, per the *Individuals with Disabilities Education Act* (IDEA) Part B definition, are counted[2]. The residency codes of students are drawn from the data in MSDS, and the disability category is based on the information in the MSDS special education child count. Resident district data refers to the students that live within a district's boundaries with the following exceptions: students attending public school academies, schools of choice, non-public schools, registered home-schools and entities serving adjudicated students are only reflected in their operating district.
2. Calculations are performed for all ISDs and member districts with 30 or more students with an IEP.
3. Calculations are performed for each of the following racial/ethnic subgroups: American Indian, Asian, Black, Hispanic, Native Hawaiian or Other Pacific Islander, White, or Two or More Races, within an ISD or member district if the total enrollment in the operating ISD or member district (including special education)

[1] MSDS is the statewide data system for all schools/students.

[2] Students who **have been placed in facilities for adjudicated youth** (as indicated by the student residency code in MSDS) are excluded. Also excluded are students enrolled in the Operating District Number 84020.

for all other racial/ethnic subgroups (total enrollment comparison group) is more than 100.

4. Calculations are performed for each racial/ethnic subgroup with 10 or more students in a given disability category including: 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 the ISD or member district's student population is similar to the state racial/ethnic distribution and there are at least 10 students in the given disability category in all other racial/ethnic subgroups (disability comparison group).

    - For Indicator 9, the comparison group is all students with an IEP 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.

6. A Risk Ratio (RR) is used instead of the WRR to determine disproportionate representation when the racial/ethnic distribution of the ISD or member district's student population varies significantly from the state racial/ethnic distribution. The RR compares identification rates by race/ethnicity against the ISDs or member district's total student population. Specifically:

    - For Indicator 9, if the number of white or black students with an IEP in a given ISD or member district is equal to zero, the MDE will forego use of the WRR in favor of the RR in that ISD or member district. This also applies to Indicator 10, where the number of white or black students in a specific disability category in a given ISD or member district is equal to zero.

    - For Indicator 9, when the number of white or black students with an IEP in a given ISD or member 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 ISD or member district. This also applies to Indicator 10, where the number of

white or black students in a specific disability category in a given ISD or member district is fewer than three.

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 an IEP 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 unless there are zero black or white students in a given ISD or member district.

    - For Indicator 9, the comparison group is all students with an IEP 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.

8. Two sets of the three ratios (WRR, ARR and/or RR) are calculated, using the operating ISD/member district and resident ISD/member district data, for each racial/ethnic group across all disabilities and for each racial/ethnic group within each of the six designated disability categories. Operating ISD/member district data refers to where the students attend school. All students are included in operating ISD/member district counts including non-public students being served by the public ISD/member district.

    - If there is an operating ISD/member district ratio but no resident ISD/member district ratio (due to a small number of resident students), the operating ISD/member district ratio is used to determine disproportionate representation.

    - If there is no operating ISD/member district ratio, but there is a resident ISD/member district ratio, the resident ISD/member district is not considered for disproportionate representation.

    - Public School Academies (PSAs) have only one set of ratios as they are only operating member districts.

    - Students participating in intermediate school district center programs are reflected in resident member district counts.

9. The lower of the ISD/member district's selected operating ISD/member district ratio or resident ISD/member district ratio is used to determine disproportionate representation. ISDs and member districts are considered to have disproportionate 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. ISDs and member districts identified as having disproportionate representation per the above business rules have an opportunity to review their data on Wayne State University's website.

Resident ISD/Member District Definition for Analyzing Disproportionate Representation Data

The purpose of the revised resident ISD/member district definition is to include only those students that ISDs and member districts have an opportunity to influence/educate. The "resident" definition excludes students enrolled in schools of choice, non-public, registered home-schools and entities serving adjudicated students. Resident ISD/member district is calculated in the following way.

1. Begin with the Michigan Student Data System (MSDS) Fall Collection resident count.
2. Subtract students with the following Student Residency codes:
    - Schools of Choice (Codes 02 and 03)
    - Non-Public School (Codes 04 and 08)
    - Registered Home-Schools (Codes 07 and 15)
    - Juvenile Detention (Codes 09 and 12)
    - New Public School Academies (PSAs) (Code 10)
    - All other non-resident students (Code 06) that have a "no" in the "IEP placed by another district" field
3. Filter out all PSAs as identified by the Educational Entity Master (EEM)

4. The MSDS resident student count WILL include the following Student Residency codes:

    - Non-K-12 (Code 01)
    - No Cooperative Agreement, no release, not exempted (Code 05)
    - All other non-resident students (Code 06). Please note: Operating member districts do the MSDS submission—hence these are non-residents of the OPERATING member district. This will include those students who are residents but through an IEP have been placed in another district.
    - School for the Deaf (Code 11) assigned to the students' resident ISDs. Students with an IEP who are served by a Department of Community Health facility (Code 13)
    - All other resident students (Code 14)

The same parameters set for determining resident district count for the special education population are applied to the general education population for comparison.

The calculation for operating ISD/member districts includes:

- PSA, Schools of Choice students, non-public school and registered home-school students who receive special education ancillary services.