Procedures for Calculating Significant Disproportionality-Identification

Michigan Department of Education Office of Special Education
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Reflecting the assumptions used in the analysis based on regulation 34 CFR §300.647

Citation:

Regulation 34 CFR §300.646 of the *Individuals with Disabilities Education Act* (IDEA) requires each state that receives assistance under Part B of the IDEA must provide for the collection and examination of data to determine if disproportionality based on race and ethnicity is occurring in the state and the Intermediate School Districts (ISDs) of the state with respect to: identification of children with disabilities.

Calculations:

1. Calculations are completed at both the member-district level and aggregated at the ISD level but identification for Significant Disproportionality is at the ISD-level.
2. 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 Plan (IEP), ages 3 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.

[1] Michigan Student Data System (MSDS) is the statewide 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.

3. Calculations are performed for each given racial/ethnic subgroup (American Indian, Asian, Black, Hispanic, Native Hawaiian or Other Pacific Islander, White, or Two or More Races) with
    - more than 10 students in a given disability category (all disabilities, autism spectrum disorder, cognitive impairment, emotional impairment, other health impairment, specific learning disability and speech and language impairment) and
    - more than 30 students in the ISD/member district's general education population.
4. A Risk Ratio (RR) is used to determine significant disproportionality for a particular racial/ethnic subgroup when there are more than 10 students in the given disability category in all other racial/ethnic subgroups (disability comparison group) and more than 30 students in the general education comparison group. There are two disability comparison groups:
    - All students with an IEP of any other racial/ethnic subgroup.
    - All students in the specific disability category among the other racial/ethnic subgroups
5. An Alternate Risk Ratio (ARR) is used to determine significant disproportionality for a particular racial/ethnic subgroup when there are:
    - 10 or fewer students with an IEP in all other racial/ethnic subgroups (disability comparison group).[3] There are two disability comparison groups:
        - All students with an IEP of any other racial/ethnic subgroup.
        - All students in the specific disability category among the other racial/ethnic subgroups.
    - 30 or fewer students with IEPs in the district comparison group.[4]
6. Two sets of the two ratios (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

[3] No calculation is performed if there are 10 or fewer students in the statewide disability comparison group.

[4] No calculation is performed if there are 30 or fewer students in the statewide general education comparison group.

disability categories. Operating data refers to where the students attend school. All students are included in operating counts including non-public students being served by the ISD/member district.

- If there is an operating ratio but no resident ratio (due to a small number of resident students), the operating ratio is used to determine significant disproportionality.
- If there is no operating ratio, but there is a resident ratio, the resident is not considered for significant disproportionality.
- Public School Academies 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 district counts, as well as the ISD operating program numbers.

7. The lower of the ISD/member district's selected operating ratio or resident ratio is used to determine significant disproportionality. ISDs may be considered to have significant disproportionality when the appropriate ratio (ARR or RR) is greater than 3.0 for two consecutive years for any racial/ethnic group across all disabilities or for any racial/ethnic group within a single disability category (see #9 below).
8. The OSE requires that ISDs identified as having significant disproportionality must:

    - Review/Revise Policies, Procedures and Practices. The OSE will assist the ISD in the review of all policies, procedures and practices regarding the identification of children as children with an IEP, including the identification as children with particular impairments; and
    - Publicly Report Revisions of Policies, Procedures and Practices. The ISD must report to the public on the revision of the policies, procedures and practices regarding the identification of children as children with an IEP, including the identification as children with particular impairments.
    - Allocate 15% of IDEA Special Education (Part B, Section 611 & 619) Grants
        - For ISDs receiving IDEA funds, 15% of your grant for the identified school year, must be reallocated for comprehensive coordinated early intervening services. These services may be designed to serve

children who have not been identified as children with an IEP or students with an IEP, particularly but not exclusively, children in the groups that were significantly over-identified. These early intervening services may support activities for students ages 3 through grade 12 with a particular emphasis on kindergarten through grade 3.

9. Refer to the *Significant Disproportionality Methodology* document pages 7-10 for details on the Tiered-Level of Response for Intervention and Identification.

Resident District Definition for Analyzing Disproportionate Representation and Significant Disproportionality Data:

- The purpose of the resident definition is to include only those students that 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 district is calculated in the following way.
- Begin with the Michigan Student Database System (MSDS) Fall Collection resident count.
    - 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 (Code 10)
    - All other non-resident students (Code 06) that have a "no" in the "IEP placed by another district" field
- Filter out all Public School Academies as identified by the Educational Entity Master
- The MSDS resident 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)
  - 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 must be applied to the general education population for comparison.
- The calculation for operating member districts includes:
  - Public School Academies
  - School of choice students
  - Non-public school students
  - Registered home-school students who receive special education ancillary services