

# SECTION V.B.

## SIGNIFICANT DISPROPORTIONALITY REPORTING FORM

### Introduction:

In accordance with 34 CFR § 300.647 (b)(7), States are required to report to the Secretary risk ratio thresholds, minimum cell sizes, minimum n-sizes, standards for measuring reasonable progress, if appropriate, and rationales for each. In general, these rationales must contain justifications for the choices made, including all relevant data and research relied upon to make an informed choice and how the State included stakeholders in that process. Additionally, pursuant to the authority established in Section 618(a)(3) of the IDEA, the Secretary is also requiring States to report the number of years of data used by your State in making annual determinations of significant disproportionality.

### Section A: Minimum N-Sizes

|   |                    |
|---|--------------------|
| <p>1. Has the State:</p> <p>a. established a minimum n-size of 30 or less in each of the 14 categories of analysis described in § 300.647(b)(3) and (4) <b>and</b></p> <p>b. verified that the State does not expect to have a comparison group in any of the categories of analysis that meets the minimum n-size?</p> | <p>Yes      No</p> |
|---|--------------------|

If you answered **YES** to question 1, stop. Go to Page 14, enter the name, title and click "Submit".

|   |                    |
|---|--------------------|
| <p>2. Does your State use a presumptively reasonable minimum n-size of 30 or less for each of the 14 categories of analysis described in § 300.647(b)(3) and (4)?</p> | <p>Yes      No</p> |
|---|--------------------|

If you answered **YES** to question 2 please answer question 2a:

|  |                    |
|--|--------------------|
| <p>2a. Does your State use the same minimum n-size for all categories of analysis?</p> | <p>Yes      No</p> |
|--|--------------------|

If you answered **YES** to question 2a:

- Fill in *Table 1* below by providing the minimum n-size and rationale.

If you answered **NO** to question 2a:

- Fill in *Table 2* below by providing the minimum n-sizes and rationales for each category of analysis.

If you answered **NO** to question 2 please read below and answer question 2b:

#### **Minimum N-Size Detailed Rationale(s) Required**

In addition to the justification described in the Introduction, the rationale(s) must include a detailed explanation of why the numbers chosen are reasonable and how they ensure that the State is appropriately analyzing and identifying LEAs with significant disparities based on race and ethnicity in the identification, placement, or discipline of children with disabilities, as required by § 300.647(b)(7).

|  |                    |
|--|--------------------|
| <p>2b. Does your State use the same minimum n-size for all categories of analysis?</p> | <p>Yes      No</p> |
|--|--------------------|

If you answered **YES** to question 2b:

- Fill in *Table 1* below by providing the minimum n-size and *detailed* rationale.

If you answered **NO** to question 2b:

- Fill in *Table 2* below by providing the minimum n-sizes and *detailed* rationales for each category of analysis over 30.

Table 1: Minimum N-Size — Same Minimum N-Size for all Categories of Analysis

| Category of Analysis       | Minimum N-Size | Rationale<br><i>(detailed rationale required if minimum n-size is more than 30)</i> |
|----------------------------|----------------|---|
| All categories of analysis |                |   |

Table 2: Minimum N-Size — Multiple Minimum N-Sizes

| Category of Analysis    | Minimum N-Size | Rationale<br><i>(detailed rationale required if minimum n-size is more than 30)</i> |
|-------------------------|----------------|---|
| All disabilities        |                |   |
| Autism                  |                |   |
| Emotional disturbance   |                |   |
| Intellectual disability |                |   |

| <b>Category of Analysis</b>                        | <b>Minimum N-Size</b> | <b>Rationale</b><br><i>(detailed rationale required if minimum n-size is more than 30)</i> |
|--|-----------------------|--|
| Other health impairments                           |                       |  |
| Specific learning disability                       |                       |  |
| Speech and language impairments                    |                       |  |
| Inside a regular classroom less than 40% of day    |                       |  |
| Inside separate schools and residential facilities |                       |  |
| Total disciplinary removals                        |                       |  |
| Out of school suspensions <10 days                 |                       |  |

| Category of Analysis               | Minimum N-Size | Rationale<br><i>(detailed rationale required if minimum n-size is more than 30)</i> |
|------------------------------------|----------------|---|
| Out of school suspensions >10 days |                |   |
| In school suspensions <10 days     |                |   |
| In school suspensions >10 days     |                |   |

## Section B: Minimum Cell Sizes

|   |     |    |
|---|-----|----|
| 3. Does your State use a presumptively reasonable minimum cell size of 10 or less for each of the 14 categories of analysis described in § 300.647(b)(3) and (4)? | Yes | No |
|---|-----|----|

If you answered **YES** to question 3 please answer question 3a:

|  |     |    |
|--|-----|----|
| 3a. Does your State only use one minimum cell size of 10 or less for all categories of analysis? | Yes | No |
|--|-----|----|

If you answered **YES** to question 3a:

- Fill in *Table 3* below by providing the minimum cell size and rationale.

If you answered **NO** to question 3a:

- Fill in *Table 4* below by providing the minimum cell sizes and rationales for each category of analysis.

If you answered **NO** to question 3 please read below and answer question 3b:

**Minimum Cell Size Detailed Rationale(s) Required**

In addition to the justification described in the Introduction, the rationales must include a detailed explanation of why the numbers chosen are reasonable and how they ensure that the State is appropriately analyzing and identifying LEAs with significant disparities, based on race and ethnicity, in the identification, placement, or discipline of children with disabilities, as required by § 300.647(b)(7).

|  |     |    |
|--|-----|----|
| 3b. Does your State use the same minimum cell size for all categories of analysis? | Yes | No |
|--|-----|----|

If you answered **YES** to question 3b:

- Fill in *Table 3* below by providing the minimum cell size and *detailed* rationale.

If you answered **NO** to question 3b:

- Fill in *Table 4* below by providing the minimum cell size and *detailed* rationales for each category of analysis over 10.

**Table 3: Minimum Cell Size — Same Minimum Cell Size for all Categories of Analysis**

| Category of Analysis       | Minimum Cell Size | Rationale<br><i>(detailed rationale required if minimum cell size is more than 10)</i> |
|----------------------------|-------------------|--|
| All categories of analysis |                   |  |

**Table 4: Minimum Cell Size — Multiple Minimum Cell Sizes**

| Category of Analysis | Minimum Cell Size | Rationale<br><i>(detailed rationale required if minimum cell size is more than 10)</i> |
|----------------------|-------------------|--|
| All disabilities     |                   |  |
| Autism               |                   |  |

| <b>Category of Analysis</b>                        | <b>Minimum Cell Size</b> | <b>Rationale</b><br><i>(detailed rationale required if minimum cell size is more than 10)</i> |
|--|--------------------------|---|
| Emotional disturbance                              |                          |   |
| Intellectual disability                            |                          |   |
| Other health impairments                           |                          |   |
| Specific learning disability                       |                          |   |
| Speech and language impairments                    |                          |   |
| Inside a regular classroom less than 40% of day    |                          |   |
| Inside separate schools and residential facilities |                          |   |

| Category of Analysis               | Minimum Cell Size | Rationale<br><i>(detailed rationale required if minimum cell size is more than 10)</i> |
|------------------------------------|-------------------|--|
| Total disciplinary removals        |                   |  |
| Out of school suspensions <10 days |                   |  |
| Out of school suspensions >10 days |                   |  |
| In school suspensions <10 days     |                   |  |
| In school suspensions >10 days     |                   |  |

### Section C: Risk Ratio Thresholds

|   |             |
|---|-------------|
| 4. Does your State use one risk ratio threshold for each of the 14 categories of analysis described in § 300.647(b)(3) and (4)? | Yes      No |
|---|-------------|

If you answered **YES** to question 4:

- Fill in *Table 5* below by providing the risk ratio threshold and rationale.

If you answered **NO** to question 4:

- Fill in *Table 6* below by providing the risk ratio thresholds and rationales for each category of analysis.

Table 5: Risk Ratios — Same Risk Ratio Threshold for all Categories of Analysis

| Category of Analysis       | Risk Ratio Threshold | Rationale |
|----------------------------|----------------------|-----------|
| All categories of analysis |                      |           |

Table 6: Risk Ratios — Multiple Risk Ratio Thresholds

| Category of Analysis    | Risk Ratio Threshold | Rationale |
|-------------------------|----------------------|-----------|
| All disabilities        |                      |           |
| Autism                  |                      |           |
| Emotional disturbance   |                      |           |
| Intellectual disability |                      |           |

| Category of Analysis                               | Risk Ratio Threshold | Rationale |
|--|----------------------|-----------|
| Other health impairments                           |                      |           |
| Specific learning disability                       |                      |           |
| Speech and language impairments                    |                      |           |
| Inside a regular classroom less than 40% of day    |                      |           |
| Inside separate schools and residential facilities |                      |           |
| Total disciplinary removals                        |                      |           |
| Out of school suspensions <10 days                 |                      |           |

| Category of Analysis               | Risk Ratio Threshold | Rationale |
|------------------------------------|----------------------|-----------|
| Out of school suspensions >10 days |                      |           |
| In school suspensions <10 days     |                      |           |
| In school suspensions >10 days     |                      |           |

## Section D: Reasonable Progress

|   |     |    |
|---|-----|----|
| 5. Does your state utilize the reasonable progress flexibility? | Yes | No |
|---|-----|----|

If you answered **NO** to question 5, proceed to question 6.

|  |     |    |
|--|-----|----|
| 5a. Does your state utilize the same reasonable progress flexibility for each of the 14 categories of analysis described in § 300.647(b)(3) and (4)? | Yes | No |
|--|-----|----|

If you answered **YES** to question 5a:

- Fill in *Table 7* below by providing the State’s standard for measuring reasonable progress and rationale.

If you answered **NO** to question 5a:

- Fill in *Table 8* below by providing the State’s standards for reasonable progress and the rationale for each category of analysis.

Table 7: Reasonable Progress — Same Standard for all Categories of Analysis

| Category of Analysis       | Standard | Rationale |
|----------------------------|----------|-----------|
| All categories of analysis |          |           |

Table 8: Reasonable Progress — Multiple Standards

| Category of Analysis     | Standard | Rationale |
|--------------------------|----------|-----------|
| All disabilities         |          |           |
| Autism                   |          |           |
| Emotional disturbance    |          |           |
| Intellectual disability  |          |           |
| Other health impairments |          |           |

| Category of Analysis                               | Standard | Rationale |
|--|----------|-----------|
| Specific learning disability                       |          |           |
| Speech and language impairments                    |          |           |
| Inside a regular classroom less than 40% of day    |          |           |
| Inside separate schools and residential facilities |          |           |
| Total disciplinary removals                        |          |           |
| Out of school suspensions <10 days                 |          |           |
| Out of school suspensions >10 days                 |          |           |

| Category of Analysis           | Standard | Rationale |
|--------------------------------|----------|-----------|
| In school suspensions <10 days |          |           |
| In school suspensions >10 days |          |           |

### Section E: Number of Years of Data

|   |     |    |
|---|-----|----|
| 6. Does your state use the same number of years of data in making annual determinations of significant disproportionality for each of the 14 categories of analysis described in § 300.647(b)(3) and (4)? | Yes | No |
|---|-----|----|

If you answered **YES** to question 6:

- Fill in *Table 9* below by providing the number of years of data the State uses in making annual determinations of significant disproportionality.

If you answered **NO** to question 6:

- Fill in *Table 10* below by providing the number of years of data the State uses in making annual determinations of significant disproportionality for each category of analysis.

**Table 9: Years of Data — Same Number of Years Used for all Categories of Analysis**

| Category of Analysis       | Number of Years of Data Used |
|----------------------------|------------------------------|
| All categories of analysis |                              |

Table 10: Years of Data — Multiple Number of Years of Data Used

| Category of Analysis                               | Number of Years of Data Used |
|--|------------------------------|
| All disabilities                                   |                              |
| Autism   |                              |
| Emotional disturbance                              |                              |
| Intellectual disability                            |                              |
| Other health impairments                           |                              |
| Specific learning disability                       |                              |
| Speech and language impairments                    |                              |
| Inside a regular classroom less than 40% of day    |                              |
| Inside separate schools and residential facilities |                              |
| Total disciplinary removals                        |                              |
| Out of school suspensions <10 days                 |                              |
| Out of school suspensions >10 days                 |                              |
| In school suspensions <10 days                     |                              |
| In school suspensions >10 days                     |                              |

Name of Individual Preparing the Form:

Title of Individual Preparing the Form:

Date: