IDC | **IDEA DATA CENTER** | Collect, Report, Analyze, and Use High-Quality Part B Data

Signficant Disproportionality Calculator
User's Guide

Authors: Rachel Wilkinson and Amy Bitterman

Westat

Westat is the lead organization for IDC. For more information about the center's work and its partners, see www.ideadata.org.

December 2021

Suggested Citation:

Wilkinson, R., and Bitterman, A. (2021, December). *Significant Disproportionality Calculator User's Guide.* IDEA Data Center. Rockville, MD: Westat.

Significant Disproportionality Calculator User's Guide

Introduction

Purpose of the User's Guide and Intended Audience

This User's Guide is intended to accompany the Excel *Significant Disproportionality Calculator*, a spreadsheet application the IDEA Data Center (IDC) created to help states analyze their data, make determinations of significant disproportionality, and support local education agencies (LEAs) in their analysis of data for significant disproportionality at the school-level. The calculator aligns with the standard methodology that the amended regulations 34 CFR §300.646 and 34 CFR §300.647 under Part B of the *Individuals with Disabilities Education Act* (IDEA) require states to use for significant disproportionality, and calculates risk ratios and alternate risk ratios, as appropriate. More information about the methodology for calculating significant disproportionality, including step-by-step instructions on the calculations the calculator uses, is available in IDC's *Methods for Assessing Racial/Ethnic Disproportionality in Special Education: A Technical Assistance Guide (Revised)*.

The intended audience of the *Significant Disproportionality Calculator* and this user's guide are state agency staff who analyze data to make determinations for significant disproportionality and LEA staff who may analyze data for significant disproportionality at the school level. While IDC intended that the calculator and this user's guide would be as user-friendly as possible, they do assume a basic knowledge of Excel. In addition, some of the methodologies and calculations included in the calculator assume users have a level of technical knowledge or expertise regarding analyzing and interpreting special education data. The calculator and this user's guide and are not intended for general audiences who do not have that level of technical knowledge or expertise.

The calculator calculates risk ratios for the 14 significant disproportionality categories for the entire state, each LEA within the state, and schools within each LEA. It is the responsibility of the state to set certain criteria for the categories to determine whether the state will identify LEAs with significant disproportionality.

Organization of the User's Guide

This user's guide is divided into three parts:

- Part I. Overview of the Calculator: Description of each sheet within the calculator.

- Part II. Entering Data in the Calculator: LEA-level and school-level data formatting requirements.

- Part III. Instructions for Using the Calculator: Steps for opening the calculator, entering data, running the application, and reviewing results.

Part I. Overview of the Calculator

The calculator is composed of 13 sheets: **Instructions**, **Main Menu**, **List of LEAs or Schools**, **Identified Sig Dispro**, **Comparison – Discipline**, **IDEA – Discipline**, **Discipline Risk Ratios**, **Comparison – Identification**, **IDEA – Identification**, **Identification Risk Ratios**, **Comparison – Placement**, **IDEA – Placement**, and **Placement Risk Ratios**. Some of these sheets require user input, while others display the results of the analyses that the calculator automatically completes. Below is an overview of each sheet. In Parts II and III, the user's guide provides more detailed information about these sheets and how to use the calculator.

Instructions Sheet

The **Instructions** sheet explains the functionality of the different calculator sheets, the definitions of racial/ethnic codes, directions on how to copy and paste data into Excel, the meaning of shaded cells, and how to clear the data from the sheets. It also provides additional information to help address any questions or problems you may have, including how to access IDC technical assistance for using the calculator.

Data Input Sheets

The remaining eight sheets are for data input: **Main Menu**, **List of LEAs or Schools**, **Comparison – Discipline**, **IDEA – Discipline**, **Comparison – Identification**, **IDEA – Identification**, **Comparison – Placement**, and **IDEA – Placement**. An explanation of how to input data into the eight sheets follows.

1.   Main Menu

Use this sheet to provide information about the data you intend to analyze and to run the calculations once you have entered data into the other input sheets.

Step 1: General Information

- Select the type of data (LEA-level or school-level) that you will report.

- Select whether the data you will enter will include totals.

- Select the number of years of data (minimum of 1 year, maximum of 3 years) that you will use for calculating significant disproportionality, based on the multi-year flexibility the state uses.

Step 2: Criteria and Step 3: Details

- Select the minimum n-size, minimum cell size, risk ratio threshold, and/or reasonable progress measure for all 14 significant disproportionality categories. Depending on your selections, a Step 1: Details window may appear for you to provided additional information.

Actions

- Once you have entered data into the other input sheets, run the application by clicking on the "Calculate" button.

- Clear selected data and/or results sheets by selecting one of the clear options and clicking on the "Clear" button.

2. List of LEAs or Schools

Step 1

Enter or paste into this sheet the list of LEAs or schools that you will include in calculations of significant disproportionality.

Step 2

Your Step 1 list will auto-populate on the comparison and IDEA input sheets for discipline, identification, and placement if you select the "Step 2: Prepopulate list on other sheets" checkbox.

3. Comparison – Discipline

Enter or paste into this sheet the LEA-level or school-level comparison data that you will use (total number of children with disabilities, ages 3–21). These data must be disaggregated by LEA or school and by racial/ethnic group.

4. IDEA – Discipline

Enter or paste into this sheet the LEA-level or school-level IDEA data that you will use (children with disabilities with disciplinary removals and total disciplinary removals). These data must be disaggregated by LEA or school, by racial/ethnic group, and by significant disproportionality category (five discipline categories).

5. Comparison – Identification

Enter or paste into this sheet the LEA-level or school-level comparison data that you will use (total student enrollment, including children with and without disabilities, ages 3–21). These data must be disaggregated by LEA or school and by racial/ethnic group.

6. IDEA – Identification

Enter or paste into this sheet the LEA-level or school-level IDEA data that you will use (children with disabilities overall and six disability categories). These data must be disaggregated by LEA or school, by racial/ethnic group, and by significant disproportionality category (seven identification categories).

7. Comparison – Placement

Enter or paste into this sheet the LEA-level or school-level comparison data that you will use (children with disabilities, age 5 and in kindergarten through age 21). These data must be disaggregated by LEA or school and by racial/ethnic group.

8. IDEA – Identification

Enter or paste into this sheet the LEA-level or school-level IDEA data that you will use (children with disabilities in particular educational environments). These data must be disaggregated by LEA or school, by racial/ethnic group, and by significant disproportionality category (two placement categories).

Results Sheets

There are four results sheets: **Identified Sig Dispro**, **Discipline Risk Ratios**, **Identification Risk Ratios**, and **Placement Risk Ratios**. These results sheets will not be visible until after you input data and select the "Calculate" button on the **Main Menu** sheet.

1. **Identified Sig Dispro**

This sheet displays the list of all LEAs or schools identified with significant disproportionality, based on the established criteria. It denotes the category(ies) and racial/ethnic group(s) for which significant disproportionality was identified, excluding those categories and racial/ethnic groups making reasonable progress (should the state establish reasonable progress and include it in determinations of significant disproportionality).

2. **Discipline Risk Ratios**

This sheet displays the risk ratios, or alternate risk ratios, for each of the five discipline significant disproportionality categories for LEAs or schools that meet established cell and n-size requirements. The calculator will highlight in red the risk ratios for discipline categories and racial/ethnic groups exceeding the risk ratio threshold(s) indicated on the **Main Menu** sheet.

3. **Identification Risk Ratios**

This sheet displays the risk ratios, or alternate risk ratios, for each of the seven identification significant disproportionality categories for LEAs or schools that meet established cell and n-size requirements. The calculator will highlight in red the risk ratios for identification categories and racial/ethnic groups exceeding the risk ratio threshold(s) indicated on the **Main Menu**.

4. **Placement Risk Ratios**

This sheet displays the risk ratios, or alternate risk ratios, for the two placement significant disproportionality categories if LEAs or schools meet established cell and n-size requirements. The calculator will highlight in red the risk ratios for placement categories and racial/ethnic groups exceeding the risk ratio threshold(s) indicated on the **Main Menu**.

Part II. Entering Data in the Calculator

In order to run the calculator, you must ensure proper format of the data you are entering. You can enter data directly into the calculator, or you can export data from another program such as SPSS Statistics, SAS, or Microsoft Access into an Excel worksheet, then copy and paste the data into the appropriate input sheet (**Comparison – Discipline**, **IDEA – Discipline**, **Comparison – Identification**, **IDEA Identification**, **Comparison – Placement**, and **IDEA – Placement**). When preparing data for use in this application, it is important to follow the format requirements of the calculator outlined below.

List of LEAs or Schools

- Enter unique identifiers for every LEA or school (see the **List of LEAs or Schools** sheet) that you will include in calculations of significant disproportionality. Identifiers can be text or numeric (e.g., Smith County Schools or 155).

- Duplicate identifiers for LEAs or schools can create inaccurate totals and calculations; the calculator highlights these duplicates in red.

- Only those LEAs or schools you entered on the **List of LEAs or Schools** sheet will be included in the final determinations of significant disproportionality documented on the **Identified Sig Dispro** sheet.

- Select the "Prepopulate List on Other Tabs" checkbox to prepopulate the list of LEAs or schools on the other input sheets. If the LEAs or schools you entered will differ based on the significant disproportionality categories (e.g., 55 LEAs are included in the identification categories, while 54 are included in discipline categories), you will have to make these changes manually in the input sheets. Ensure that you provide all LEAs or schools that the state will assess for significant disproportionality on the **List of LEAs or Schools** sheet.

LEA-Level and School-Level Data Formatting

- Organize comparison and IDEA data for the discipline, identification, and placement significant disproportionality categories so that each row on the input sheets includes the data for one LEA or school, and each column is the data for one of the seven racial/ethnic groups.

- If the calculator doesn't prepopulate unique identifiers for LEAs or enter the identifiers on the input sheets.

  – Duplicate identifiers for LEAs or schools can create inaccurate totals and calculations; the calculator will highlight these duplicates in red.

  – The calculator will highlight in orange any LEAs or schools you enter in the input sheets that are not included on the **List of LEAs or Schools** sheet. This means that the LEA or school will not be included in final determinations of significant disproportionality displayed on the **Identified Sig Dispro** sheet.

- Use the same unique identifier on both the comparison and IDEA sheets for discipline, identification, and placement categories. For example, if the user identifies an LEA as St. James County on the **Comparison – Identification** sheet, the user must also identify it as St. James County on the **IDEA – Identification** sheet. If the LEA is identified as St. James County on one sheet and Saint James County on the other sheet, the application cannot match the LEAs and will not be able to analyze the data accurately.

- The LEA or school rows do not have to be sorted in any particular order (e.g., alphabetical, ascending, descending, etc.), as the application will match the districts in each data set when conducting analyses.

- Aside from the unique identifier, all cells on the input sheets should include numerical values.

State-Level Data Formatting

States have the option of providing state totals as part of their comparison and IDEA data for discipline, identification, and placement categories. If state totals differ from the sum of the LEA-level data due to missing or suppressed data, you may want to include state totals themselves rather than having the calculator automatically calculate the totals.

- You must indicate on the **Main Menu** whether your data include totals.

- When you choose to provide state totals, the application will use the state totals you provided in the analyses. Keep the following in mind:
  - The state totals should be in the last row of data on the comparison and IDEA input sheets.
    - If the state totals appear elsewhere in the data, the calculator will treat them as LEA-level data and treat the last row of LEA-level data as the state total.
    - If you mistakenly indicate on the **Main Menu** sheet that you did not provide state totals, the calculator will treat state totals as LEA-level data.
  - The total row should have a unique identifier (e.g., "State Total") on each of the comparison and IDEA input sheets.
    - If this total row does not have an identifier, the application will treat the state totals row as missing data; it will use the last row with an identifier as the state totals.

- If you choose <u>not</u> to provide state totals, the application will calculate state totals by summing the LEA data; the application will use these calculated state totals in the analyses.
  - If you mistakenly indicate on the **Main Menu** sheet that you provided state totals, the application will treat the last row of LEA-level data as the state totals.

Part III. Instructions for Using the Calculator

This section describes how to use the calculator, including how to open the calculator, complete the input sheets, review the results sheets, and clear the data. The calculator analyzes LEA-level, school-level, and state-level data for each of the 14 significant disproportionality categories and provides a final summary of all the LEAs or schools identified with significant disproportionality.

Opening the Calculator

You must enable the macros for the calculator to function. A pop-up message may appear when you open the calculator, indicating the calculator contains macros. Click on the "Enable Macros" button to continue. If a Security Warning in the message bar also appears, click on "Enable Content," then click on "OK."

For information and instructions on how to change macro security settings, depending on the version of Excel you are using, do the following:

- Open Excel Help and enter "macro" in the Excel Help search field.

- Then, select "Change macros security settings in Excel" or go to the File menu, select "Options," and then select "Trust Center Settings."
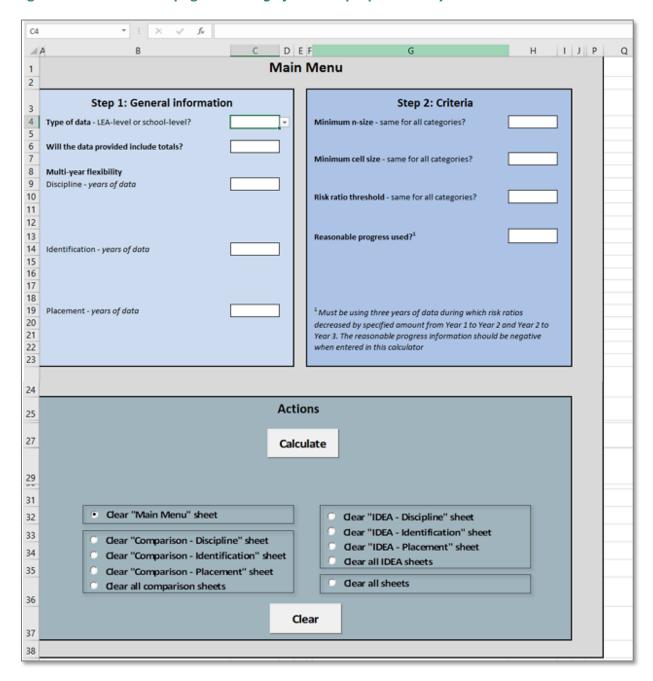
Completing the Input Sheets

Step 1. Complete the **Main Menu** sheet (see figure 1) to describe the data.

- The calculator should open to the **Main Menu** sheet. If it does not, click on the **Main Menu** tab at the bottom of the calculator.

- Use the **Main Menu** sheet to provide information about the data to be analyzed and to run the calculations once you have entered data into the other input sheets. The calculator collects this information in three steps.

  - *Step 1: General Information*

    - Select the type of data (LEA-level or school-level) that you will report.

    - Select whether the data you will enter will include totals. If no totals are included, select "no" and the calculator will automatically calculate the totals.

    - Select the number of years of data (minimum of 1 year, maximum of 3 years) that you will use for calculating significant disproportionality for discipline, identification, and placement categories. This information will be based on the multi-year flexibility the state uses.

    - For labeling purposes, select the school years that you will include for calculations of significant disproportionality from the dropdown menu.

I D C

Figure 1.   Main Menu page of the *Significant Disproportionality Calculator*

- *Step 2: Criteria*
  - Select whether the minimum n-size[1] will be the same for all 14 significant disproportionality categories. If you select "yes," enter the minimum n-size. If you select "no," move to *Step 3: Details*.
  - Select whether the minimum cell size[2] will be the same for all 14 significant disproportionality categories. If you select "yes," enter the minimum cell size. If you select "no," move to *Step 3: Details*.
  - Select whether the risk ratio threshold will be the same for all 14 significant disproportionality categories. If you select "yes," enter the risk ratio threshold. If you select "no," move to *Step 3: Details*.
  - Select whether you will use reasonable progress.[3]
    - If you select "yes," select whether the reasonable progress measure is the same for all 14 significant disproportionality categories. If you select "no," move to *Step 3: Details*.
    - The reasonable progress measure should be negative, reflecting a decrease in risk ratio over time. For example, if the reasonable progress measure for a state is a decrease in risk ratio of 0.25 from year 1 to year 2 and then year 2 to year 3, users should enter -0.25 for the reasonable progress measure. Failure to enter a negative reasonable progress measure may cause issues with identification of significant disproportionality. A warning will appear if the measure is not negative.
    - States may define reasonable progress in different ways and this measure may encompass multiple components; however, this calculator only allows for one reasonable progress component (decrease in risk ratio across 3 years of data).
    - If a state uses multiple components for measuring reasonable progress, users will not want to include reasonable progress in determinations of significant disproportionality and should select "no" for the question "Include reasonable progress in calculations?"

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[1] The amended significant disproportionality regulations describe a minimum n-size of no more than 30 as presumptively reasonable. States must inform OSEP if using a value greater than 30 and explain why it is reasonable based on stakeholder input.

[2] The amended significant disproportionality regulations describe a minimum cell size of no more than 10 as presumptively reasonable. States must inform OSEP if using a value greater than 10 and explain why it is reasonable based on stakeholder input

[3] Reasonable progress is an allowable flexibility under § 300.647(d) for LEAs exceeding the risk ratio threshold but demonstrating reasonable progress, as determined by the state, in lowering the risk ratio or alternate risk ratio for the group and category in each of the two prior consecutive years. The state will not identify LEAs with significant disproportionality based on this flexibility.

- *Step 3: Details*

  - If the minimum n-size, minimum cell size, risk ratio threshold, and/or reasonable progress measure is not the same for all 14 significant disproportionality categories, select "no" for the relevant options in *Step 2: Criteria*. Once you select "no," *Step 3: Details* columns will appear (see figure 2).

  - You can enter the criteria (n-size, cell size, risk ratio threshold, and reasonable progress) that are different for each of the 14 significant disproportionality categories in *Step 3: Details* in the cells that are unlocked and white.

    - You cannot enter data in the cells that are grayed out.

    - In figure 2, the user has responded "no" to the question, "Minimum n-size – same for all categories?" That is why the Minimum n-size column is unlocked and the cells are white.

Figure 2: *Step 3: Details* section of the Main Menu page

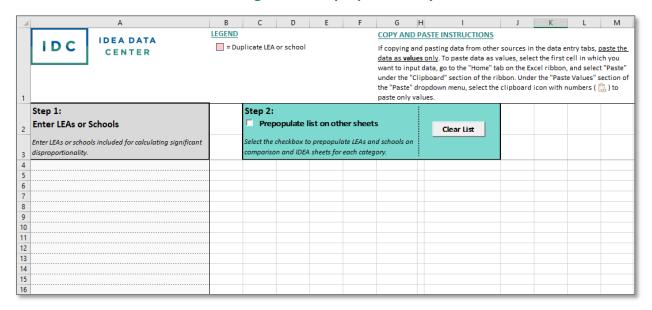| J	K	L	M	N	O	P
	Step 3: Details					
	Categories	**Minimum n-Size**	**Minimum cell size**	**Risk ratio threshold**	**Reasonable progress**	
	Discipline: in-school suspensions of 10 days or fewer					
	Discipline: in-school suspensions of more than 10 days					
	Discipline: out-of-school suspensions / expulsions of 10 days or fewer					
	Discipline: out-of-school suspensions / expulsions of more than 10 days					
	Discipline: total disciplinary removals					
	Identification: all students with disabilities					
	Identification: Autism					
	Identification: Emotional disturbance					
	Identification: Intellectual disabilities					
	Identification: Other health impairments					
	Identification: Specific learning disabilities					
	Identification: Speech / language impairments					
	Placement: in regular class less than 40% of the day					
	Placement: in separate school or residential facility					

– *Actions*

- **Note**: you should make selections on the *Actions* section of the **Main Menu** sheet <u>after</u> you have entered data on the input sheets.

- In this section of the **Main Menu** sheet (see figure 1), users click the "Calculate" button to calculate risk ratio thresholds and determine significant disproportionality for each of the 14 categories, or they select pages to clear using radio buttons and the "Clear" button.

- You should select the "Calculate" button after you have entered data on the other input sheets. When clicking this button

  - Warning messages will appear if data are missing or incorrectly formatted;

  - If users report totals that are not included in the data, the calculator will generate totals and provide them at the bottom of the list of schools or LEAs on the six comparison and IDEA tabs for discipline, identification, and placement significant disproportionality categories. This new row will be titled "Summed Totals."

  - The risk ratio tabs for discipline, identification, and placement categories will appear with risk ratios calculated based on the data and the criteria you entered on the **Main Menu** sheet.

  - The **Identified Sig Dispro** sheet will appear with the list of LEAs or schools that have significant disproportionality, based on the data and the criteria you entered on the **Main Menu** sheet.

- You can select the "Clear" button at any time.

  - If the data you entered on the input sheets are significantly changed or updated (e.g., change in the number of years of data included, change in the LEAs or schools), clearing the sheets with these changed data is the best way to reset information and keep the calculator formatting intact.

  - Before clicking the "Clear" button, choose the sheets to clear by selecting one of the following radio buttons: *Clear "Main Menu" sheet*, *Clear "Comparison – Discipline" sheet, Clear "Comparison – Identification" sheet, Clear "Comparison – Placement" sheet, Clear all comparison sheets, Clear "IDEA – Discipline" sheet, Clear "IDEA – Identification" sheet, Clear "IDEA – Placement" sheet, Clear all IDEA sheets,* and *Clear all sheets*.

  - The calculator will hide risk ratio sheets for discipline, identification, and placement categories if you clear a related sheet. For example, if you clear the "Comparison – Discipline" sheet, the calculator will hide the "Discipline Risk Ratios" sheet and it will be unavailable until you click the "Calculate" button.

Step 2. Complete the **List of LEAs or Schools** sheet to document the LEAs or schools that you will include in final determinations of significant disproportionality.

- Figure 3 shows the two steps that you must follow to complete the **List of LEAs or Schools** sheet.

Figure 3.   List of LEAs or Schools sheet that reflects LEAs or schools that will be included in final determinations of significant disproportionality

- – *Step 1: Enter LEAs*
    - The calculator will include only those LEAs or schools that you enter on this sheet in the final determinations of significant disproportionality on the **Identified Sig Dispro** sheet.
    - The LEAs or schools should each have unique identifiers that are consistent throughout the calculator.
    - The calculator will highlight duplicate identifiers in light red (☐). Duplicate identifiers will cause issues with significant disproportionality calculations if you do not address them.
- – *Step 2: Prepopulate list on other sheets*
    - After you have entered unique identifiers for LEAs in *Step 1: Enter LEAs or Schools*, select whether to include the list of LEAs or schools on all the other input sheets by checking the "Prepopulate list on other sheets" checkbox.
        - The action of checking the checkbox triggers the current list of LEAs or schools you entered in *Step 1* to appear. If you enter or add LEAs or schools after you checked the checkbox, you will have to uncheck and then recheck the checkbox to populate or update the list on the other sheets.
        - If you do not check the checkbox and manually enter other unique identifiers for LEAs or schools on the other input sheets, the calculator will override these identifiers with data from the **List of LEAs or Schools** if you subsequently check the checkbox.
    - The "Clear List" button will clear the entire list of LEAs or schools provided in column A and uncheck the "Prepopulate list on other sheets" checkbox, if you previously checked it.

Step 3. Enter comparison data on the **Comparison – Discipline**, **Comparison – Identification**, and **Comparison – Placement** sheets.

- Based on the number of years you selected to report on the **Main Menu** page for the discipline, identification, and placement significant disproportionality categories, rows and columns will appear and allow for data entry on these comparison sheets (see example of the **Comparison – Discipline** sheet in figure 4).

Figure 4. Comparison – Discipline sheet example with 3 years of data, by racial/ethnic group
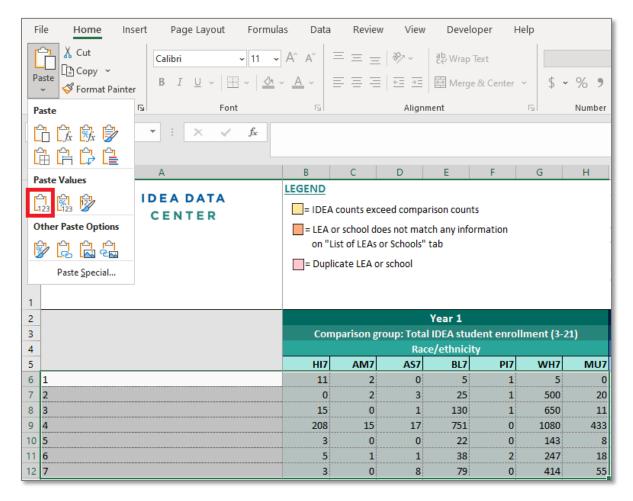

- At the top of the comparison input sheets are a legend, the definitions for the racial/ethnic codes, and instructions for copying and pasting data into the sheets
  - The legend provides explanations for the different shading of cells on this sheet.
    - The calculator highlights in yellow any cells with IDEA counts exceeding comparison counts for an LEA or school ( ). For example, if for Year 1 LEA B reported 15 Asian students with disabilities ages 3–21 in the **Comparison – Discipline** sheet and 35 Asian students with disabilities with in-school suspensions more than 10 days in the **IDEA – Discipline** sheet, the cell for the counts of Asian students with disabilities in Year 1 will be highlighted yellow in both the **Comparison – Discipline** and **IDEA – Discipline** sheets.
    - In column A, if an LEA or school does not match any unique identifiers you entered on **List of LEAs or Schools** sheet, the calculator will highlight these nonmatching LEAs or schools in orange ( ). In the final determinations of significant disproportionality displayed on the **Identified Sig Dispro** sheet, the calculator will not include LEAs or schools that you included on the other input sheets and not on the **List of LEAs or Schools**.
    - In column A, the calculator will highlight duplicate LEAs or schools in light red ( ).
  - The definitions of racial/ethnic codes address the codes used in row five (see figure 4). The definitions are as follows:
    - HI7 – Hispanic/Latino
    - AM7 – American Indian or Alaska Native
    - AS7 – Asian
    - BL7 – Black or African American

- PI7 – Native Hawaiian or Other Pacific Islander

- WH7 – White

- MU7 – Two or more races

– The copy and paste instructions provide guidance on how to copy information from a separate source and paste values only into the calculator to retain all conditional formatting checks. To paste data as values, select the first cell in which you want to input data, go to the "Home" tab on the Excel ribbon, and select "Paste" under the "Clipboard" section of the ribbon (see figure 5 below). Under the "Paste Values" section of the "Paste" dropdown menu, select the clipboard icon with numbers ( ) to paste only values.

Figure 5.   Screenshot of how to paste data copied from another source as values in the *Significant Disproportionality Calculator*

- If you did not specify the number of years of data included in the calculations of significant disproportionality in *Step 1: General Information* on the **Main Menu** sheet, no columns for data entry will appear.

    – If you selected the number of years of data (1, 2, or 3 years) but you did not select school years from dropdown menus for each year on the **Main Menu** sheet, the columns for data entry will appear and the calculator will use labels of "Year 1," "Year 2," and "Year 3" on these comparison input sheets.
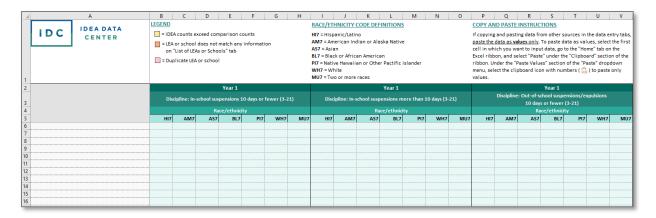
– If you selected the number of years of data and school years from dropdown menus for each year on the **Main Menu** sheet, these school years will appear as labels in the columns that will appear for data entry.

Step 4. Enter IDEA data on the **IDEA – Discipline**, **IDEA – Identification**, and **IDEA – Placement** sheets.

- Based on the number of years you reported on the **Main Menu** page for the discipline, identification, and placement significant disproportionality categories, rows and columns will appear and allow for data entry on these IDEA sheets (see example of the **IDEA – Discipline** sheet in figure 6).

Figure 6.   **IDEA – Discipline sheet example with three of the five discipline categories in Year 1**

- At the top of the IDEA input sheets are a legend, the definitions for the racial/ethnic codes, and instructions for copying and pasting data into the sheets. This information is the same as information at the top of the comparison input sheets. Details about and definitions of this information can be found here, following figure 4 within this user's guide.

- If you did not select the number of years of data you included in the calculations of significant disproportionality in *Step 1: General Information* on the **Main Menu** sheet, no columns for data entry will appear.

  – If you did select the number of years of data (1, 2, or 3 years) but you did not select school years from dropdown menus for each year on the **Main Menu** sheet, the columns for data entry will appear and the calculator will use the labels of "Year 1," "Year 2," and "Year 3" on these IDEA input sheets.

  – If you did select the number of years of data and the school years from dropdown menus for each year on the **Main Menu** sheet, these school years will appear as labels in the columns that will appear for data entry.

- Five significant disproportionality categories related to discipline of students with disabilities (3–21) will appear for each year of data you used (based on the number of years of data you selected on the **Main Menu** sheet). These categories are

  – in-school suspensions 10 days or fewer;

  – in-school suspensions more than 10 days;

  – out-of-school suspensions 10 days or fewer;

- out-of-school suspensions more than 10 days; and

- total disciplinary removals.

- Seven significant disproportionality categories related to identification of students with disabilities (ages 3–21) will appear for each year of data you used (based on the number of years of data you selected on the **Main Menu** sheet). These categories are

  - all children with disabilities

  - children identified with following impairments

    ▪ Autism;

    ▪ Emotional disturbance;

    ▪ Intellectual disabilities;

    ▪ Other health impairments;

    ▪ Specific learning disabilities; and

    ▪ Speech or language Impairments.

- Two significant disproportionality categories related to placement of students with disabilities (ages 5 in kindergarten through age 21) will appear for each year of data you used (based on the number of years of data you selected on the **Main Menu** sheet). These categories are

  - inside a regular class less than 40 percent of the day; and

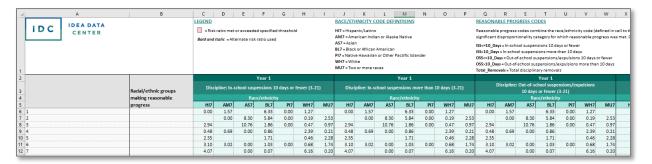 - inside separate schools and residential facilities.

Reviewing the Results Sheets

Once you have provided information and data on the input sheets and the "Calculate" button on the **Main Menu** sheet has been selected, four new results sheets will appear in the calculator: **Discipline Risk Ratios**, **Identification Risk Ratios**, **Placement Risk Ratios**, and **Identified Sig Dispro**.

Step 1. Examine the **Discipline Risk Ratios**, **Identification Risk Ratios**, and **Placement Risk Ratios** sheets.

- Risk ratios are calculated for the 14 significant disproportionality categories across all the selected years, based on counts you reported for the different racial/ethnic groups. figure 7 displays how these sheets are formatted.
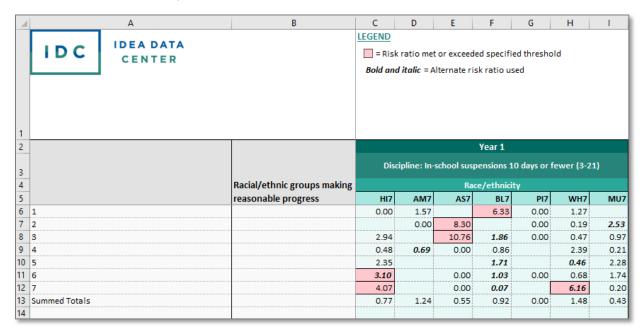
Figure 7. **Discipline Risk Ratios sheet example with three of the five discipline categories in Year 1 and display of the information at the top of the sheet**

- The calculator generates risk ratios based on *Step 2: Criteria* on the **Main Menu** sheet.

  – Minimum n-size and minimum cell size—The calculator will generate risk ratios only if both the minimum n-size and the minimum cell size are met for the target racial/ethnic group. If you do not report a minimum n-size and/or cell size, the calculator will calculate risk ratios for all racial/ethnic groups that have data.

    ▪ The calculator will automatically calculate alternate risk ratios when the comparison group in an LEA or school does not meet the minimum n-size or minimum cell size requirements.[4]

    ▪ The calculator flags alternate risk ratios in the **Discipline Risk Ratios**, **Identification Risk Ratios**, and **Placement Risk Ratios** sheets in bold and italicized font (see figure 8).

  – Risk ratio thresholds—The calculator uses these thresholds to determine significant disproportionality for each of the 14 categories and the seven racial/ethnic groups within each category. The calculator will highlight those risk ratios exceeding the set threshold in light red (☐), as shown in figure 8. If you set no risk ratio threshold, then the calculator will highlight no risk ratios.

Figure 8.   Discipline Risk Ratios sheet example of formatting for risk ratios exceeding the threshold (highlighted in red) and formatting for alternate risk ratios (bold and italicized font)
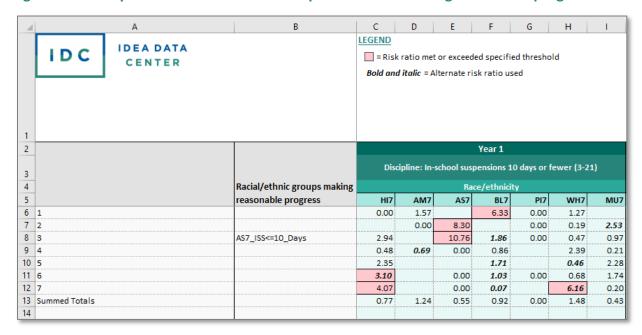

  – Reasonable progress—If you include reasonable progress in calculations of significant disproportionality, the calculator will still highlight risk ratios exceeding the established thresholds in light red, but column B ("Racial/ethnic groups making reasonable progress") will populate with codes reflecting the racial/ethnic groups and significant disproportionality categories where reasonable progress was made (see figure 9).

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[4] See 34 CFR §300.647(b)(5).

Figure 9. Discipline Risk Ratios sheet example of an LEA meeting reasonable progress

- The calculator defines these reasonable progress codes at the top of the **Discipline Risk Ratios**, **Identification Risk Ratios**, and **Placement Risk Ratios** sheets. The codes begin with the race/ethnicity code (codes defined on within this user guide) and then the significant disproportionality category code. These category codes are defined as follows:
  - discipline categories
    - ♦ ISS<=10_Days = In-school suspensions 10 days or fewer
    - ♦ ISS>10_Days = In-school suspensions more than 10 days
    - ♦ OSS<=10_Days = Out-of-school suspensions/expulsions 10 days or fewer
    - ♦ OSS>10_Days = Out-of-school suspensions/expulsions more than 10 days
    - ♦ Total_Removals = Total disciplinary removals
  - identification categories
    - ♦ All_Students = All students with disabilities
    - ♦ AUT = Autism
    - ♦ EMD = Emotional Disturbance
    - ♦ ID = Intellectual Disabilities
    - ♦ OHI = Other Health Impairments
    - ♦ SLD = Specific Learning Disabilities
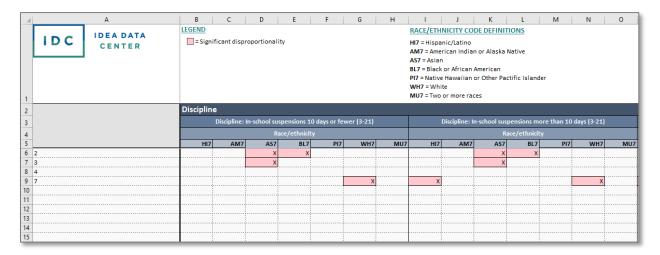   - ♦ SLI = Speech or Language Impairments

- placement categories

  ♦ <40% = Inside a regular class less than 40 percent of the day

  ♦ SS&RF = Inside separate schools and residential facilities

- As an example of what reasonable progress codes look like, if LEA Z made reasonable progress for Hispanic/Latino students with disabilities receiving out-of-school suspensions/expulsions 10 days or fewer, the reasonable progress code would be **HI7_OSS<=10_Days**.

- If you elect to include reasonable progress in final determinations of significant disproportionality based on your entry in *Step 2: Criteria* on the **Main Menu** sheet, those LEAs or schools demonstrating reasonable progress for a particular racial/ethnic group and significant disproportionality category will not be identified with significant disproportionality for this racial/ethnic group and significant disproportionality category on the **Identified Sig Dispro** sheet.

Step 2. Examine the **Identified Sig Dispro** sheet.

- The calculator uses the criteria you established on the **Main Menu** sheet, the LEAs or schools you entered on the **List of LEAs or Schools** sheet, and the information you entered on the input sheets to ultimately calculate risk ratios and identify LEAs or schools with significant disproportionality.

- The **Identified Sig Dispro** sheet displays only those LEAs or schools that meet all criteria for significant disproportionality. This means the LEAs or schools on this sheet have risk ratios for a particular racial/ethnic group in a significant disproportionality category over a specified number of years exceeding the state risk ratio threshold.

- The calculator denotes the racial/ethnic groups and categories identified for significant disproportionality with an "X" and highlighted in light red (☐), as shown in figure 10.

- If users elect to include reasonable progress in determinations of significant disproportionality, those LEAs or schools exceeding risk ratios over 3 years but decreasing the risk ratios by a specified amount from year 1 to year 2 and year 2 to year 3 will not be identified with significant disproportionality.

Figure 10. Identified Sig Dispro sheet example with four LEAs identified with significant disproportionality in two discipline categories for particular racial/ethnic groups

Questions or Problems Using the Calculator?

See the **Instructions** sheet in the calculator for additional information if you have questions or encounter problems while using the calculator.

- This calculator assumes a basic knowledge of Excel.

- For questions about the *Significant Disproportionality Calculator* that are not specific to the use of Excel, email your IDC State Liaison or ideadata@westat.com.