

Section V.B

Significant Disproportionality Reporting Form¹

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, if any, 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

1. Has the State established a minimum N size of 30 or less in each of the 14 categories of analysis described in 34 CFR §300.647(b)(3) and (4) and 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?
 - a. If you answered **YES**, stop. You do not need to complete the rest of this document.
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 34 CFR §300.647(b)(3) and (4)?
 - a. If you answered **YES** to question 2 and use only one minimum n-size of 30 or less, fill in the information here: _____ and provide the rationale here: _____. If more than one minimum n-size of 30 or less is used, complete the following table by providing the n-sizes and rationales for each.
 - b. If you answered **NO** to question 2 and only use one minimum n-size, fill in the information here: _____ and provide the rationale here: _____. If more than one minimum n-size is used, complete the following table by providing the n-sizes and rationales for each. In addition to the justification described above, 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 34 CFR §300.647(b)(7).

| Category of Analysis | Minimum N-Size | Rationale |
|----------------------|----------------|-----------|
| All disabilities | | |

¹ This document is for informational purposes only. It includes all the data elements that States will be required to submit using a fillable PDF form that will be distributed with the Part B application for funds.

| | | |
|--|--|--|
| Autism | | |
| Emotional disturbance | | |
| Intellectual disability | | |
| Other health impairments | | |
| Specific learning disability | | |
| Speech and language | | |
| 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 | | |

impairments

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 34 CFR §300.647(b)(3) and (4)?
 - a. If you answered **YES** to question 3 and only use one minimum cell-size of 10 or less, fill in the information here: _____ and provide the rationale here: _____. If more than one minimum cell size of 10 or less is used, complete the following table by providing the cell-sizes and rationales for each.
 - b. If you answered **NO** to question 3 and only use one minimum cell-size, fill in the information here: _____ and provide the rationale here: _____. If more than one minimum cell-size is used, complete the following table by providing the cell-sizes and rationales for each. In addition to the justification described above, 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 34 CFR §300.647(b)(7).

| Category of Analysis | Cell Size | Rationale |
|-------------------------|-----------|-----------|
| 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 | | |

Section c: Risk Ratio Thresholds

4. Does your state use one risk ratio threshold for each of the 14 categories of analysis described in 34 CFR §300.647(b)(3) and (4)?
 - a. If you answered **YES** to question 4, provide the threshold here: _____ and provide the rationale here: _____.
 - b. If you answered **NO** to question 4, complete the table immediately following and provide the rationale for the chosen risk ratio threshold for each category.

| Category of Analysis | Risk Ratio Threshold | Rationale |
|--|-----------------------------|------------------|
| 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 | | |

Section d: Reasonable Progress

5. Does your state utilize the reasonable progress flexibility?
 - a. If you answered **NO** to question 5, proceed to question 6.
 - b. Does your state utilize the same reasonable progress flexibility for each of the 14 categories of analysis described in 34 CFR §300.647(b)(3) and (4)?
 - i. If you answered **YES** to question 5b, provide your State's standard for measuring reasonable progress here: _____ and your rationale here: _____.
 - ii. If you answered **NO** to question 5b, complete the following table by providing your State's standards for reasonable progress and your rationale for each category.

| Category of Analysis | Standard | Rationale |
|--|-----------------|------------------|
| 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 | | |

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 34 CFR §300.647(b)(3) and (4)?
- If you answered **YES** to question 6, provide the number of years of data your State uses in making annual determinations of significant disproportionality: ____ years
 - If you answered **NO** to question 6, complete the table immediately following.

| 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 | |

Public Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a currently valid OMB control number. The valid OMB control number for this collection is 1820-0030. Public reporting burden for this collection of information is estimated to average 14 hours per responses, and an average of 25 additional hours for responses reporting data related to significant disproportionality in a given year, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. If you have comments or concerns regarding the status of your individual submission of this form, please contact Jennifer Simpson at Jennifer.Simpson@ed.gov or at the Office of Special Education and Rehabilitative Services US Department of Education, 400 Maryland Avenue SW, Washington, DC 20202.