

2009-2010 Monitoring Evaluation Summary

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A. INTRODUCTION	1
B. DEFINITIONS	1
1. Racial/Ethnic Groups	1
2. Indicators	2
3. Benchmarks and Trigger	2
4. Risk Ratio and Weighted Risk Ratio	3
C. INDICATORS	5
1. Suspension/Expulsion Rate	5
2. Graduation Rate	5
3. Dropout Rate	6
4. Least Restrictive Environment	6
5. Secondary Transition	7
D. ARKANSAS COMPREHENSIVE TESTING, ASSESSMENT, and ACCOUNTABILITY PROGRAM (ACTAAP) PARTICIPATION	7
E. IDENTIFICATION	8
1. Identification – Specific Disabilities	8
2. Identification – All Disabilities	10

Table 1. Summary on Benchmark, Trigger Values, and Disproportionality on Monitoring Priority Indicator	3
Table 2. Summary on Benchmark, Trigger Values, and Disproportionality on Monitoring Priority Indicator ACTAAP	8
Table 3. Summary on Benchmark, Trigger Values, and Disproportionality on Monitoring Priority Indicator	9
Table 4. Identification (All Disabilities) Disproportionality Over-Representation Calculation	10
Table 5A. Monitoring Data Summary Table by Indicator	12
Table 5B. Monitoring Data Summary Table by Race	13
Table 6. Summary on Benchmark, Trigger Values, and Disproportionality on Monitoring Priority Indicator	14
Figure 1a. Indicators of Discipline, Graduation, Dropout, and Least Restrictive Environment Disproportionate Representation on Monitoring Report	3
Figure 1b. Secondary Transition Difference and Trigger Value on Monitoring Report	7
Figure 2. Trigger Value and Disproportionate Representation on ACTAAP Monitoring Report	8
Figure 3. Disproportionality Risk Ratios by Disability Category on Monitoring Report	9
Figure 4. Identification (All Disabilities) Disproportionality on Monitoring Report	11

A. INTRODUCTION

The Individuals with Disabilities Education Act of 2004, Part-B (IDEA) requires States and local education agencies (LEAs) to take steps to address the disproportionate representation in special education. The Arkansas Department of Education Special Education Unit must monitor LEAs' disproportionate representation of racial and ethnic groups in special education and related services to the extent the representation is the result of inappropriate identification.

Federal Regulations provide for the collection and examination of data to determine if disproportionality based on race and ethnicity is occurring with respect to:

- ◆ the identification of children as children with disabilities including children with disabilities with particular impairments
- ◆ the placement in particular settings of such children
- ◆ the incidence, duration, and type of disciplinary actions, including suspensions and expulsions

This document is to be used in conjunction with the Monitoring Profile for each district. The Monitoring Profile provides two years of district and special education data. The previous year is used to determine whether a district triggers in a monitoring priority area or is at risk for disproportionate representation.

B. DEFINITIONS

1. Racial/Ethnic Groups

Starting with the 2009/2010 school year, seven racial/ethnic groups are implemented to identify student's race and ethnicity instead of five groups previously used in the last report. These seven racial/ethnic groups are:

Racial/Ethnic Groups	Description
American Indian or Alaskan Native (N)	A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
Asian (A)	A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, including, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
Black or African American (B)	A person having origins in any of the black racial groups of Africa.
Hispanic or Latino (H)	A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
Native Hawaiian or Pacific Islander (P)	A person having origins in any of the original people of Hawaii, Guam, Samoa or other Pacific Islands.
White (W)	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
Two or more race groups (T)	A person having origins in two or more race groups.

2. Indicators

An indicator is a calculated measure used to assess the performance of special education programs within school districts in Arkansas. There are a few indicators used for the monitoring purpose, such as Suspension/Expulsion, Graduation, Dropout, Least Restrictive Environment, etc.

3. Benchmarks and Trigger

The benchmarks are the levels of performance expected for each district. These benchmarks are calculated using the 3-year Arkansas average (2001/2002, 2002/2003, and 2003/2004) for school districts with racial/ethnic group enrollment between 5% and 95%. In addition, children with disabilities ages 5 to 21 placed in private residential facility were also removed from the special education child count and district enrollment data (where appropriate, i.e. LRE and disproportionality).

A trigger is the level of performance that indicates a need for improvement within the school district special education program on a particular indicator. The trigger value is calculated as the 3-year average \pm standard deviation. Typically, the trigger value is based on a comparison to a similar indicator in the district and the special education. A value highlighted in **red** identifies a district for which the district and special education difference triggers in a monitoring priority area such as suspension/expulsion, graduation, dropout and least restrictive environment.

Monitoring Priority Indicator	Benchmark	Trigger Value
Suspension/Expulsion	0.09%	> 1.24% difference between special education and district
Graduation	24.27%	> 41.41% difference between district and special education
Dropout	1.55%	> 5.46% difference between special education and district
Least Restrictive Environment (LRE)	42.05%	< 29.76% of students in regular class placement

Differences or discrepancies between district and special education indicators in school districts across the state are varied. For example, the **graduation rate** is an indicator of how successfully district students are completing regular course requirements for graduation compared to special education students. The benchmark (or the 3-year Arkansas average difference) is a 24.27% difference between 12th grade district graduation rates and 12th grade special education graduation rates. The trigger, or the level of performance that indicates a need for improvement on graduation rates, is a **41.41%** difference between district and special education graduation rates. Please note that a district for which the special education percentage falls between the state benchmark and trigger value should begin taking steps to address any policy, procedures, or practices that could lead to trigger.

Disproportionality is over-representation of students from a racial/ethnic group identified with a type of disability under the IDEA. When a racial/ethnic group's numbers in special education are statistically higher than they should be, they are considered disproportionate. When schools have higher numbers of certain ethnic or minority students enrolled in

special education that they should have by statistical standards, it signals the possibility that some of the students may not be truly disabled and may have been incorrectly identified.

4. Risk Ratio and Weighted Risk Ratio

Racial/ethnic disproportionality in special education has been an issue of concern. A variety of measures have been used to assess racial/ethnic disproportionality in the field of special education. One of these measures, the risk ratio (RR), compares a racial/ethnic group's risk of receiving special education and related services to the risk for a comparison group. However, some potential problems may be faced when applying the risk ratio to analyze the district-level data when the student population of the particular racial/ethnic group is small. Hence, WESTAT recommended another measuring tool, **weighted risk ratio (WRR)**, to provide modifications to the risk ratio calculation. WRR can be used to assess disproportionality because it adjusts for comparison group variability by weighting the results by state racial/ethnic composition and allows for comparison of districts. The risk for disproportionate racial/ethnic representation of students in special education compared to the district is calculated using WRR whereby the risk in one particular racial/ethnic group is compared to all other racial/ethnic groups.

In the Monitoring Profile, this WRR value is labeled *At Risk for Disproportionate Representation* on the right portion of Monitoring Report page 1 (See Figure 1a). This value allows the district to compare risk with other districts since the racial composition of Arkansas is considered. Results for all racial/ethnic groups are reported. However, districts for which the number of students of the race of interest is fewer than 10, WRR cannot be calculated. In these cases the disproportionate minority representation WRR is left blank in the Monitoring Profile for each district.

A value highlighted in **blue** indicates a district that is at risk for disproportionate representation of a racial/ethnic group in a monitoring priority area.

- ◆ If the risk exceeds the value of **2.00** for suspension/expulsion or dropout of its disproportionate racial representation, the district is considered to be at risk for **over-representation** of a racial/ethnic group within the school district special education program.
- ◆ If the risk falls below the value of **0.50** for graduation and least restrictive environment of its disproportional racial representation, it signifies an **under-representation** of a racial/ethnic group within the school district special education program.

A district may trigger on any, or all, monitoring priority indicators. Please examine the values of each of the indicators and their associated triggers as well as the highlight to determine if the district triggers on a monitoring priority indicator (Table 1, Figure 1a and Figure 1b).

The identification of another two areas of concern, such as racial disparity in any particular specific disability category and the racial composition of students receiving special education disproportionately represented are explained with detailed information in the Section D (page 8).

Table 1. Summary on Benchmark, Trigger Values, and Disproportionality on Monitoring Priority Indicator

Monitoring Priority Indicator	Benchmark	Trigger Value	Disproportionality Weighted Risk Ratios by Each Individual Racial Group Over- or Under-Representation
Suspension/Expulsion	0.09%	> 1.24%	> 2.00
Graduation	24.27%	> 41.41%	< 0.50
Dropout	1.55%	> 5.46%	> 2.00
Least Restrictive Environment (LRE)	42.05%	< 29.76%	<0.50

◆ A value highlighted in red identifies a district for which the district and special education difference triggers in a monitoring priority area.

◆ A value highlighted in blue indicates a district that is at risk for disproportionate representation of a racial/ethnic group in a monitoring priority area.

Figure 1a. Indicators of Discipline, Graduation, Dropout, and Least Restrictive Environment Disproportionate Representation on Monitoring Report

Indicator(s)	2008/09	2009/10	SpEd-District Difference <i>Red indicates trigger</i>	Disproportionate Representation
DISCIPLINE				
Special Education				> 2.00
<i>Suspension/Expulsion Rate</i>	1.17%		SPED% – District%	
<i>Number Suspended/Expelled</i>	18 / 1,538		> 1.24%	American Indian/ Alaskan Native
District				Asian
<i>Suspension/Expulsion Rate</i>	0.50%			Black
<i>Number Suspended/Expelled</i>	68 / 13,647			Hispanic
				Hawaiian/ Pacific Islander
				White
				Two or More
GRADUATION				
Special Education				< 0.50
<i>Graduation Rate</i>	100.00%		District% – SPED%	
<i>Number of Graduates</i>	88 / 88		> 41.41%	American Indian/ Alaskan Native
District				Asian
<i>Graduation Rate</i>	99.51%			Black
<i>Number of Graduates</i>	814 / 818			Hispanic
				Hawaiian/ Pacific Islander
				White
				Two or More
DROPOUT				
Special Education				> 2.00
<i>Dropout Rate</i>	2.06%		SPED% – District%	
<i>Number who DropOut</i>	11 / 534		> 5.46%	American Indian/ Alaskan Native
District				Asian
<i>Dropout Rate</i>	4.22%			Black
<i>Number who Dropout</i>	170 / 4,028			Hispanic
				Hawaiian/ Pacific Islander
				White
				Two or More
LEAST RESTRICTIVE ENVIRONMENT				
% of Special Ed students in the Regular Class 80% or more of the day	48.11%	51.13%	#SPED with RC 80% /Child count	
Number of Special Ed students in the Regular Class 80% or more of the day	740 / 1,538	815 / 1,594	< 29.76%	American Indian/ Alaskan Native
			51.13%	Asian
				Black
				Hispanic
				Hawaiian/ Pacific Islander
				White
				Two or More
				1.01
				1.15
				1.04
				0.90
				1.09
				1.23

C. INDICATORS

The district triggers on a monitoring priority indicator are summarized on Table 1 and Figure 1. In addition, for easy-to-understand explanations of triggering for each indicator, refer to the *italicized formulas* within each indicator's description.

1. Suspension/Expulsion Rate

Districts across Arkansas should be suspending or expelling small numbers of students from school each year. The percentage of special education students being suspended or expelled annually in a district should not significantly differ from all students in the district who are suspended or expelled. Thus, percentages of special education and district students receiving suspensions or expulsions **totaling 10 days or more** each year must be similar.

The benchmark for suspension/expulsion rate is the 3-year average difference between district and special education suspension/expulsion rates. The Arkansas special education 3-year average suspension/expulsion rate is 1.13% while the Arkansas district-wide 3-year average suspension/expulsion rate is 1.04%. Comparing the average for districts and special education signifies a 0.09% difference, with a standard deviation of 1.15%. The trigger for this suspension/expulsion is one standard deviation (1.15%) beyond the average Arkansas difference (0.09%). Hence, the **trigger value for suspension/expulsion is 1.24%**. Thus, any district that suspends or expels 1.24% more of its special education students than its district rates will be identified for Monitoring on suspension/expulsion.

$$\text{Formula: (Special Education Suspension/Expulsion rate – District Suspension/Expulsion rate)} \\ = \text{Suspension/Expulsion Difference between Special Education and the District}$$

An increased risk of racial disparity in suspension/expulsion among special education students compared to the district is indicated if the disproportionate minority weighted risk ratio is greater than 2.00. The value greater than **2.00** will be highlighted in **blue**. This risk ratio represents an increased risk of suspension/expulsion among a particular race (e.g., *Black or African American* students) in special education compared to all other races (*American Indian or Alaskan Native, Asian, Hispanic or Latino, Native Hawaiian/Pacific Islander, White, or Two or more race groups*) in the district.

2. Graduation Rate

Special education students should receive support and services during their school careers that allow them to graduate from high school in numbers similar to students in the district. Thus, it is important to ensure that similar percentages of special education and district students are graduating from high school in districts across the State.

The benchmark for the graduation rate is the 3-year average difference between 12th grade district and special education graduation rates. The statewide 3-year average rate for special education is 70.13%. The statewide 3-year average for districts is 94.39%. A comparison of district and special education 12th grade graduation rates results in a 24.27% difference, with a standard deviation of 17.14%. Thus, **the trigger value for graduation is 41.41%**. In other words, any district that graduates 41.41% or more students compared to special education students will be targeted for Monitoring on graduation.

$$\text{Formula: (District 12}^{\text{th}} \text{ Grade Graduation Rate – Special Education 12}^{\text{th}} \text{ Grade Graduation Rate)} \\ = \text{Graduation Difference between District and Special Education}$$

A risk of racial disparity among district graduates compared to graduates in special education is indicated if WRR is less than 0.50. *The value less than 0.50 will be highlighted in blue.* Districts for which the risk ratio is below 0.50 have special education students of a particular race (e.g., Black or African American students) graduating more than all other races (American Indian or Alaskan Native, Asian, Hispanic or Latino, Native Hawaiian/Pacific Islander, White, or Two or more race groups) in the district.

3. Dropout Rate

Special education students should receive support and services that allow them to remain in high school (i.e., not dropout) in numbers similar to students in the district. Thus, it is important to ensure that similar percentages of special education and district students are not dropping out from high school in districts across the State. The benchmark for the dropout rate is the 3-year average difference between district and special education dropout rates. The statewide 3-year average dropout rate for special education is 2.72%. The statewide 3-year average dropout rate for districts is 4.27%. The difference between district and special education is 1.55%, with a standard deviation of 3.91%; hence, **the trigger value for dropout is 5.46%**. In other words, any district for which the difference between the dropout rate in special education and that of the district exceeds 5.46% will be identified for Monitoring on dropout.

**Formula: (Special Education Ages 14-21 Dropout Rate – District Grades 9-12 Dropout Rate)
= Dropout Difference between District and Special Education**

A risk of disproportionate racial representation among district dropouts compared to dropouts in special education is indicated if the weighted risk ratio is greater than 2.00. *The value greater than 2.00 will be highlighted in blue.* This risk represents an increased risk of dropout among students of a particular race (e.g., Black or African American students) in special education compared to all other races (American Indian or Alaskan Native, Asian, Hispanic or Latino, Native Hawaiian/Pacific Islander, White, or Two or more race groups) in the district.

4. Least Restrictive Environment

Special education students should receive support and services, to the greatest extent possible, in regular education classes. Thus, the U.S. Department of Education Office of Special Education Programs is tracking the number of special education students in school districts who receive special education *in the regular classroom* at least 80% of the school day. Please note that in previous years the percent of students placed *outside the regular classroom* less than 21% of the school day was calculated. These values are equivalent; thus year-to-year comparisons may be made.

**Formula: (Number of Special Education Students in Regular Classroom 80% or Greater of the School Day /Child Count)
= Least Restrictive Environment**

The benchmark for Least Restrictive Environment (LRE) is the 3-year Arkansas average (2001/2002, 2002/2003, and 2003/2004) of the proportion of students receiving special education in the regular classroom at least 80% of the school day minus those students in private residential facilities. The 3-year average value for Arkansas LRE is 42.05%, with a standard deviation of 12.29%. Thus, **the trigger value for LRE is 29.76%**. Hence, any district that has less than 29.76% of its special education students in the regular classroom at least 80% of the school day will be identified for Monitoring on LRE. An increased likelihood of racial disparity in LRE among special education students of a particular race compared to all other

rates in special education is indicated if the weighted risk ratio is less than 0.50. *The value less than 0.50 will be highlighted in blue.*

5. Secondary Transition

Special Education students age 16-21 with a Secondary Transition Plan that will enable the student to meet the post secondary goals. Reporting Secondary Transition data includes all school age students ages 16 and older served in a particular district for the school year. Those students with transition plans are entered in APSCN as the date the initial secondary transition plan section of the IEP was finalized in the student’s current school district.

$$\text{Formula: } \left(\frac{\text{Number of Special Education Students with Secondary Transition Plan}}{\text{Number of Students Ages 16-21}} \right) = \text{Percentage of Special Education Students Ages 16-21 with a Secondary Transition Plan}$$

If the Secondary Transition percentage is **less than 100%** (the value will be highlighted in red) (Figure 1b), then the district will be triggered on Secondary Transition. To ensure all Special Education students 16 years and older have a transition plan in place and those who do not have a transition plan are accounted for. Verification on the “Placement” of the student is essential, in particular, if the student is in a juvenile detention center or a residential placement.

Figure 1b. Secondary Transition Difference and Trigger Value on Monitoring Report

Indicator(s)	2008/09	2009/10	SpEd-District Difference Red indicates trigger
SECONDARY TRANSITION			
% of Special Ed students age 16-21 with a Secondary Transition Plan that will enable the student to meet the post secondary goals	100.00%	98.86%	98.86%
Number of Special Ed students with Secondary Transition Plan / Number of students age 16-21	95 / 95	87 / 88	

D. ARKANSAS COMPREHENSIVE TESTING, ASSESSMENT, and ACCOUNTABILITY PROGRAM (ACTAAP) PARTICIPATION

In accordance with NCLB and the Arkansas IDEA State Performance Plan, a minimum of 95% of special education students will participate in the statewide criterion reference test, Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP). Hence, the State benchmark is 95% participation. If ACTAAP participation is **less than 95%** (the value will be highlighted in red), then the district will be triggered on ACTAAP. The trigger must be addressed in the district’s Arkansas Comprehensive School Improvement Plan (ACSIP).

Please note that special education enrollment is determined *at the time of testing*. For example, a student in special education at the time of testing is tested under special education. That same student exits special education shortly after testing. This student was in special education at the time of testing, so the student is included in the special education enrollment.

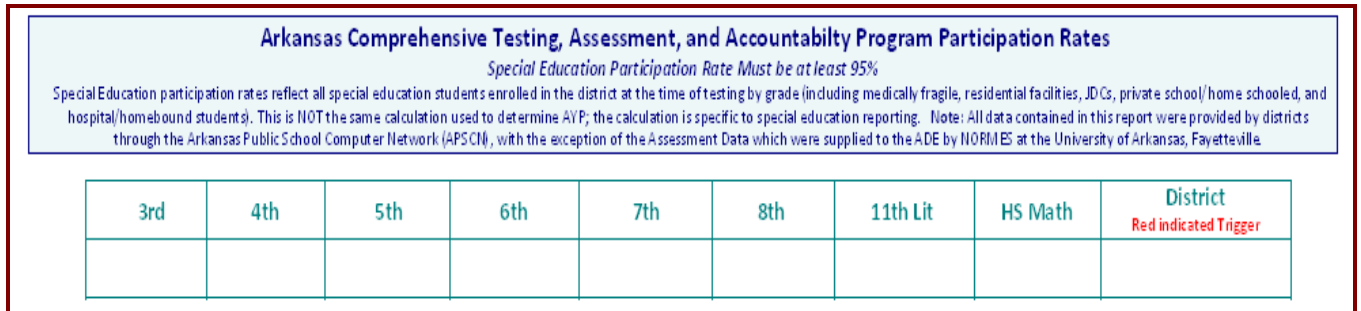
**Formula: (Number of Special Education Students Tested / Special Education Enrollment at Time of Testing)
= Special Education Participation Rate**

The calculation for Monitoring differs from that of the Adequate Yearly Progress (AYP) in that the enrollment data for all special education students enrolled at the time of testing includes students in residential treatment facilities, juvenile detention centers, hospital/homebound, private schools, and home school. Thus, Monitoring ACTAAP Participation should not be compared with AYP. The risk of having disproportionate ACTAAP participation is not calculated due to the complexity of reporting requirements. Table 2 and Figure 2 illustrated the benchmark and trigger values for Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP) Participation.

Table 2. Summary on Benchmark, Trigger Values, and Disproportionality on Monitoring Priority Indicator ACTAAP

Monitoring Priority Indicator	Benchmark	Trigger Value	Disproportionality Weighted Risk Ratios Over- or Under-Representation
Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP) Participation	95.00%	< 95.00%	NA

Figure 2. Trigger Value and Disproportionate Representation on ACTAAP Monitoring Report



E. IDENTIFICATION

1. Identification – Specific Disabilities

Racial disparity in specific disabilities is examined via the weighted risk ratio using the same methodology as with all disabilities. Each disability is examined separately (Table 3). A weighted risk ratio greater than **4.00** indicates an over-representation and a risk ratio lower than **0.25** indicates an under-representation in a particular race in a specific disability as compared to the district composition.

Districts with fewer than 10 students in a disability by race/ethnic group are excluded from possible over/under representation. There are six disabilities (autism, emotional disturbance, mental retardation, other health impairments, specific learning disabilities, and speech/language impairments as “Disability Group 1”) being reviewed for federal reporting purposes. For any of these six disabilities, if it is shown in **green** color, it will be reviewed for over-representation and if it is shown in **brown** color, it will be reviewed for under-representation. The remaining six disabilities (traumatic brain injury, and visual impairments, deaf-blindness, hearing impairments, orthopedic impairments, and multiple disabilities as “Disability Group 2”) are displayed for district awareness of possible over/under representation (shown in **blue** color if to be

reviewed). An example of the Identification (Specific Disabilities) Disproportionality on the page 2 of the Monitoring Report is shown on Figure 3.

Table 3. Summary on Benchmark, Trigger Values, and Disproportionality on Monitoring Priority Indicator

Monitoring Priority Indicator	Disproportionality Weighted Risk Ratios Over- or Under-Representation			
	Over-Representation		Under-Representation	
	Disability Group 1	Disability Group 2	Disability Group 1	Disability Group 2
American Indian/Alaskan Native	>4.00	>4.00	<0.25	<0.25
Asian	>4.00	>4.00	<0.25	<0.25
Black or African American	>4.00	>4.00	<0.25	<0.25
Hispanic or Latino	>4.00	>4.00	<0.25	<0.25
Native Hawaiian/Pacific Islander	>4.00	>4.00	<0.25	<0.25
White	>4.00	>4.00	<0.25	<0.25
Two or more race groups	>4.00	>4.00	<0.25	<0.25
Disability Group 1:	autism, emotional disturbance, mental retardation, other health impairments, specific learning disabilities, and speech/language impairments			
Disability Group 2:	traumatic brain injury, and visual impairments, deaf-blindness, hearing impairments, orthopedic impairments, and multiple disabilities			

Figure 3. Disproportionality Risk Ratios by Disability Category on Monitory Report

Disproportionality Risk Ratios by Disability Category						
Risk ratios (RR) indicate risk of racial/ethnic disproportionality compared to all other races. The value in BLUE indicates an over or under representation and is an area of concern. The value in GREEN (over-representation) or BROWN (under-representation) indicates a self-assessment is required. See the summary document for more information. Blanks indicate not applicable (N/A).						
Disability Group 1	Autism	Emotional Disturbance	Mental Retardation	Other Health Impairments	Speech/Language Impairments	Specific Learning Disabilities
American Indian/Alaskan Native						
Asian						
Black (non-Hispanic)						
Hispanic	0.27	0.20	0.69	0.22	0.73	1.19
Hawaiian/Pacific Islander						
White (non-Hispanic)	3.17	6.45	1.19	3.71	1.37	0.83
Two or More						
Disability Group 2	Deaf-Blind	Hearing Impairments	Multiple Disabilities	Orthopedic Impairments	Traumatic Brain Injury	Visual Impairment
American Indian/Alaskan Native						
Asian						
Black (non-Hispanic)						
Hispanic						
Hawaiian/Pacific Islander						
White (non-Hispanic)						
Two or More						

2. Identification – All Disabilities

In order to demonstrate educational equity, relative to opportunity, services, and decision-making, the racial composition of students receiving special education services in a school district should be proportionally similar to the composition of students in the district. Thus, it is important to ensure that these students in a school district are not disproportionately represented in special education in contrast with other students in the district.

The benchmark for over-representation is the difference between special education and district percentage for each racial/ethnic category. To establish a 3-year average benchmark for each racial/ethnic group the following methodology was applied. The over-representation disproportionality by each racial/ethnic group calculation is summarized on Table 4.

- Using the December 1 child count, students were identified if they were receiving services in a private residential treatment program. These students were removed from the special education child count numbers and the district October 1 enrollment numbers. The reason for excluding students in private residential treatment facilities is in the State rules governing private residential treatment facilities. These rules state that a student belongs to the district where the facility is located; therefore, enrollment of such students artificially increases the district’s special education child count and district wide enrollment.
- Once the October 1 enrollment and December 1 child count has been adjusted for private residential treatment students, the percentage of each racial/ethnic group in the district is then calculated. If a racial/ethnic group within the district is less than 5% or more than 95% that group is excluded in the district and special education student counts. The district and special education student counts are then summed by racial/ethnic category to generate statewide totals.
- Using the statewide totals for each racial/ethnic category, the State percent difference is then calculated by subtracting the adjusted State enrollment for each race/ethnicity from the adjusted State special education race/ethnicity child count. This process is conducted for each of the three baseline years and is then averaged resulting in a 3-year average benchmark. In addition, two standard deviations are generated on the percent difference for each race/ethnic category for each of the 3 years. The value of two standard deviations from the 3-year average is then added to the 3-year average benchmark to create a “trigger value.”

Table 4. Identification (All Disabilities) Disproportionality Over-Representation Calculation

Base Value for Disproportionality -All Disabilities		American Indian/Alaskan Native	Asian	Black	Hispanic	Native Hawaiian/Pacific Islander	White	Two
Benchmark (Mean)		0.1038%	-0.4127%	2.7837%	-1.3584%	-0.0817%	-1.0353%	0.0007%
Standard Deviation		1.2382%	2.0769%	5.7465%	2.9396%	0.4533%	6.2845%	0.9533%
(Mean + 2SD) Base Value		2.5802%	3.7412%	14.2767%	4.5208%	0.8249%	11.5337%	1.9073%
-(Mean + 2SD) Base Value		-2.5802%	-3.7412%	-14.2767%	-4.5208%	-0.8249%	-11.5337%	-1.9073%
Trigger Value	Over-Representation	2.5802%	3.7412%	14.2767%	4.5208%	0.8249%	11.5337%	1.9073%
	Under-Representation	-2.5802%	-3.7412%	-14.2767%	-4.5208%	-0.8249%	-11.5337%	-1.9073%

To ascertain if a district will “trigger” for disproportionality over-representation on their Monitoring profile, the current enrollment and child count data are examined (Table 4). The district percent difference for each race/ethnic category is then calculated by subtracting adjusted district enrollment for each race/ethnicity from the adjusted district

special education race/ethnicity data. If the percent difference exceeds the State trigger value for any racial/ethnic group then the district will “trigger” on their Monitoring profile.

Formula: (Special Education Race/Ethnic Category Percent – District Race/Ethnic Category Percent) = Race/Ethnic Category Percent Difference between Special Education and District

If the district exceeds the base value then they are considered to be significant disproportionate in the area of identification. A trigger exception occurs when a racial/ethnic group composition is less than 5% of the State K-12 enrollment. Districts identified as exceeding the trigger value for the above exception are required to conduct a comprehensive self-assessment and submit the review to ADE/SEU. An example of the Identification (All Disabilities) Disproportionality on the page 3 of the Monitoring Report is shown on Figure 4.

Figure 4. Identification (All Disabilities) Disproportionality on Monitoring Report

Indicator	2008/09		2009/10		2009/10 SpEd-District Difference Over-Representation : Red = Trigger Over-Representation : Green = Subject to Review Under-Representation : Brown = Subject to Review
	Student counts	Percentage	Student counts	Percentage	
DISPROPORTIONALITY					
Number and % of American Indian/Alaskan Native Students					
Special Education (N)	/	N/A	/	N/A	N/A
District (N)	/	N/A	/	N/A	N/A
Number and % of Asian Students					
Special Education (A)	/	N/A	/	N/A	N/A
District (A)	/	N/A	/	N/A	N/A
Number and % of Black Students					
Special Education (B)	112 / 187	59.89%	108 / 174	62.07%	16.73%
District (B)	854 / 1,808	47.23%	841 / 1,855	45.34%	
Number and % of Hispanic Students					
Special Education (H)	/	N/A	/	N/A	N/A
District (H)	/	N/A	/	N/A	N/A
Number and % of Hawaiian/Pacific Islander Students					
Special Education (P)	Hawaiian/Pacific Islander Race Group was not available in 2008/09		/	N/A	N/A
District (P)	Hawaiian/Pacific Islander Race Group was not available in 2008/09		/	N/A	N/A
Number and % of White Students					
Special Education (W)	71 / 187	37.97%	64 / 174	36.78%	-13.68%
District (W)	904 / 1,808	50.00%	936 / 1,855	50.46%	
Number and % of Two or More Race Students					
Special Education (T)	Two-or-more Race Group was not available in 2008/09		/	N/A	N/A
District (T)	Two-or-more Race Group was not available in 2008/09		/	N/A	N/A

For example: **DISPROPORTIONALITY: Over-Representation**

% White_Special Education
Number of White Sp Ed Students

30.00%
 60 / 200

% White_District
Number of White Students in District

17.42%
 270 / 1,550

12.58%

This district would trigger for over-representation of white students in special education since the percent difference is greater than 11.534% (see Table 4).

Table 5A summaries the data elements, sources of data, and data collection for each indicator and Table 5B summaries the data elements, source of data, and data collection for each racial/race group.

Table 6 provides the overall summary on benchmark, trigger values, and disproportionality on Monitoring Priority Indicator.

Table 5A. Monitoring Data Summary Table by Indicator

Indicator	Data Elements & Source of Data
Suspensions/Expulsions – Special Education	[Number of Special Education Students Suspended/Expelled > 10 days (APSCN Cycle 7)] / [Total Child Count (APSCN Cycle 4)]
Suspensions/Expulsions – District	[Number of District Education Students Suspended/Expelled > 10 days (APSCN Cycle 7)] / [3 rd Quarter Average ADM (APSCN Cycle 1-5)]
Graduation Rate – Special Education	[Number of Special Education Graduates (APSCN Cycle 7)] / [Number of 12 th Grade Special Education Students (APSCN Cycle 4)]
Graduation Rate – District	[Number of Graduating 12 th Grade Students (APSCN Cycle 2)] / [Number of 12 th Grade Students Enrolled on October 1 (APSCN Cycle 2)]
Dropout Rate – Special Education	[Number of Special Education Dropouts (APSCN Cycle 7)] / [(Number of Special Education Students Ages 14-21 (APSCN Cycle 4)]
Dropout Rate – District	[Number of District Dropouts (APSCN Cycle 4, Reasons 4-14)] / [Number of District Education Students Grades 9-12 (APSCN Cycle 2)]
Least Restrictive Environment % (RG Placement ≥ 80%) – Special Education	[Number of Special Education Students in RG Placement at Least 80% of the School Day (APSCN Cycle 4)] / [Total Number of Special Education Students (APSCN Cycle 4 minus Private Residential)]
Secondary Transition	[Number of Special Education Students with Secondary Transition Plan (APSCN Cycle 7)] / [Number of District Education Students Ages 16-21 (APSCN Cycle 7)]

Table 5B. Monitoring Data Summary Table by Race

Indicator	Data Elements & Source of Data
% American Indian – Special Education	[Number of American Indian Special Education Students (APSCN Cycle 4)] / [Total Number of Special Education Students minus Private Residential (APSCN Cycle 4)]
% American Indian – District	[Number of American Indian Students Enrolled on October 1 (APSCN Cycle 2)] / [Total Enrollment on October 1 minus Private Residential (APSCN Cycle 2)]
% Asian – Special Education	[Number of Asian Special Education Students (APSCN Cycle 4)] / [Total Number of Special Education Students minus Private Residential (APSCN Cycle 4)]
% Asian – District	[Number of Asian Students Enrolled on October 1 (APSCN Cycle 2)] / [Total Enrollment on October 1 minus Private Residential (APSCN Cycle 2)]
% Black – Special Education	[Number of Black Special Education Students (APSCN Cycle 4)] / [Total Number of Special Education Students minus Private Residential (APSCN Cycle 4)]
% Black – District	[Number of Black Students Enrolled on October 1 (APSCN Cycle 2)] / [Total Enrollment on October 1 minus Private Residential (APSCN Cycle 2)]
% Hispanic – Special Education	[Number of Hispanic Special Education Students (APSCN Cycle 4)] / [Total Number of Special Education Students minus Private Residential (APSCN Cycle 4)]
% Hispanic – District	[Number of Hispanic Students Enrolled on October 1 (APSCN Cycle 2)] / [Total Enrollment on October 1 (APSCN Cycle 2)]
% Pacific Islander – Special Education	[Number of Pacific Islander Special Education Students (APSCN Cycle 4)] / [Total Number of White Special Education Students minus Private Residential (APSCN Cycle 4)]
% Pacific Islander – District	[Number of Pacific Islander Students Enrolled on October 1 (APSCN Cycle 2)] / [Total Enrollment on October 1 minus Private Residential (APSCN Cycle 2)]
% White – Special Education	[Number of White Special Education Students (APSCN Cycle 4)] / [Total Number of White Special Education Students minus Private Residential (APSCN Cycle 4)]
% White – District	[Number of White Students Enrolled on October 1 (APSCN Cycle 2)] / [Total Enrollment on October 1 minus Private Residential (APSCN Cycle 2)]
% Two – Special Education	[Number of Two or More Races Special Education Students (APSCN Cycle 4)] / [Total Number of White Special Education Students minus Private Residential (APSCN Cycle 4)]
% Two – District	[Number of Two or More Races Students Enrolled on October 1 (APSCN Cycle 2)] / [Total Enrollment on October 1 minus Private Residential (APSCN Cycle 2)]
% Participation – Special Education	[Number of Special Education Students Tested (NORMEs)] / [Special Education Enrollment at time of testing]

**All data contained in this report were provided by districts through the Arkansas Public School Computer Network (APSCN), with the exception of the ACTAAP data, which were provided to the Arkansas Department of Education (ADE) by NORMES of the University of Arkansas-Fayetteville (<http://orme.uark.edu>). Additional information regarding calculations may be obtained by contacting the Director of the IDEA Data & Research Office at University of Arkansas-Little Rock, Jody Fields, Ph.D. (jfields@ualr.edu) or the IDEA Research Statistician, Jean Chen, Ph.D. (cychen@ualr.edu).

Table 6. Summary on Benchmark, Trigger Values, and Disproportionality on Monitoring Priority Indicator

Monitoring Priority Indicator	Benchmark	Trigger Value		Disproportionality Weighted Risk Ratios Over or Under Representation			
		Over-Representation	Under-Representation	Over-Representation	Under-Representation	1	2
Suspension/Expulsion	0.09%	> 1.24%		> 2.00			
Graduation	24.27%	> 41.41%		< 0.50			
Drop-Out	1.55%	> 5.46%		> 2.00			
Least Restrictive Environment (LRE)	42.05%	< 29.76%		<0.50			
Secondary Transition	Mandatory	< 100%		NA			
Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP) Participation	95.00%	< 95.00%		NA			
Disproportionality – All Disabilities	By Race Group	Over-Representation	Under-Representation	Over-Representation	Under-Representation		
		Indicators		Disability Groups			
				1	2	1	2
American Indian/Alaskan Native	0.1038%	> 2.5802%	< -2.5802%	>4.00	>4.00	<0.25	<0.25
Asian	-0.4127%	> 3.7412%	< -3.7412%	>4.00	>4.00	<0.25	<0.25
Black	2.7837%	> 14.2767%	< -14.2767%	>4.00	>4.00	<0.25	<0.25
Hispanic	-1.3584%	> 4.5208%	< -4.5208%	>4.00	>4.00	<0.25	<0.25
Native Hawaiian/Pacific Islander	-0.0817%	> 0.8249%	< -0.8249%	>4.00	>4.00	<0.25	<0.25
White	-1.0353%	> 11.5337%	< -11.5337%	>4.00	>4.00	<0.25	<0.25
Two or more races	0.0007%	> 1.9073%	< -1.9073%	>4.00	>4.00	<0.25	<0.25
Disability Group 1:	autism, emotional disturbance, mental retardation, other health impairments, specific learning disabilities, and speech/language impairments						
Disability Group 2:	traumatic brain injury, and visual impairments, deaf-blindness, hearing impairments, orthopedic impairments, and multiple disabilities						