SECTION V.B.
SIGNIFICANT DISPROPORTIONALITY REPORTING FORM

Introduction:

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

Section A: Minimum N-Sizes

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

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

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

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

2a. Does your State use the same minimum n-size for all categories of analysis?	☒ Yes ☐ No

> If you answered **YES** to question 2a:
> - Fill in *Table 1* below by providing the minimum n-size and rationale.
>
> If you answered **NO** to question 2a:
> - Fill in *Table 2* below by providing the minimum n-sizes and rationales for each category of analysis.

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

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

2b. Does your State use the same minimum n-size for all categories of analysis?	☐ Yes ☐ No

> If you answered **YES** to question 2b:
> - Fill in *Table 1* below by providing the minimum n-size and *detailed* rationale.
>
> If you answered **NO** to question 2b:
> - Fill in *Table 2* below by providing the minimum n-sizes and *detailed* rationales for each category of analysis over 30.

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

Category of Analysis	Minimum N-Size	Rationale *(detailed rationale required if minimum n-size is more than 30)*
All categories of analysis	30	Minimum n-size is 30, which is presumptively reasonable.

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

Category of Analysis	Minimum N-Size	Rationale *(detailed rationale required if minimum n-size is more than 30)*
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 B: Minimum Cell Sizes

3. Does your State use a presumptively reasonable minimum cell size of 10 or less for each of the 24 categories of analysis described in § 300.647(b)(3) and (4)?	☒ Yes ☐ No

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

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

If you answered **YES** to question 3a:
- Fill in *Table 3* below by providing the minimum cell size and rationale.

If you answered **NO** to question 3a:
- Fill in *Table 4* below by providing the minimum cell sizes and rationales for each category of analysis.

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

Minimum Cell Size Detailed Rationale(s) Required

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

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

If you answered **YES** to question 3b:
- Fill in *Table 3* below by providing the minimum cell size and *detailed* rationale.

If you answered **NO** to question 3b:
- Fill in *Table 4* below by providing the minimum cell sizes and *detailed* rationales for each category of analysis over 10.

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

Category of Analysis	Minimum Cell Size	Rationale *(detailed rationale required if minimum cell size is more than 10)*
All categories of analysis	10	Minimum cell size is 10, which is presumptively reasonable.

Table 4: Minimum Cell Size - Multiple Minimum Cell Sizes

Category of Analysis	Minimum Cell Size	Rationale *(detailed rationale required if minimum cell size is more than 10)*
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 § 300.647(b)(3) and (4)?	☒ Yes ☐ No

If you answered **YES** to question 4:
- Fill in *Table 5* below by providing the risk ratio threshold and rationale.

If you answered **NO** to question 4:
- Fill in *Table 6* below by providing the risk ratio threshold and rationales for each category of analysis.

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

Category of Analysis	Risk Ratio Threshold	Rationale
All categories of analysis	3.0	Risk Ratio threshold is 3.0, which is presumptively reasonable and a decrease from the 4.0 threshold used in previous years under significant disproportionality

Table 6: Risk Ration Threshold - Multiple Risk Ratio Thresholds

Category of Analysis	Minimum 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 D: Reasonable Progress

5. Does your State utilize the reasonable progress flexibility?	☒ Yes	☐ No

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

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

If you answered **YES** to question 5a:
- Fill in *Table 7* below by providing the State's standard for measuring reasonable progress and rationale.

If you answered **NO** to question 5a:
- Fill in *Table 8* below by providing the State's standards for reasonable progress and the rationale for each category of analysis.

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

Category of Analysis	Risk Ratio Threshold	Rationale
All categories of analysis	0.20	A reduction of 0.20 in each of the consecutive years would demonstrate a concerted effort by the district to reduce the identified numeric disproportionality at a reasonable rate considering the counts of students that would need to be impacted each year.

Table 8: Reasonable Progress - Multiple Standards

Category of Analysis	Minimum 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 E: Number of Years of Data

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

If you answered **YES** to question 6:
- Fill in *Table 9* below by providing the number of years of data the State uses in making annual determinations of significant disproportionality.

If you answered **NO** to question 6:
- Fill in *Table 10* below by providing the number of years of data the State uses in making annual determinations of significant disproportionality and rationales for each category of analysis.

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

Category of Analysis	Number of Years of Data Used
All categories of analysis	3

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

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

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