

EQUITY

DISPROPORTIONATE REPRESENTATION IDENTIFICATION BY RACE/ETHNICITY

INDICATOR
10

OFFICE OF SPECIAL EDUCATION RESOURCES



Guidance and resources are available to support promote enhancing "**Conditions for Learning**".



Technical assistance for LEAs can be requested to access direct consultation and professional development for the performance and compliance indicators.



Guidance and resources are available to support **effective IEP development**.

EXTERNAL RESOURCES



Significant Disproportionality: Equity in IDEA (USED).



Reimagining Approaches to Dismantling Disproportionality in Special Education and Beyond (WestEd).



Research-Based Strategies for Addressing Disproportionality in Special Education (WestEd).



FOCUS QUESTION

Are students with disabilities receiving equitable services and supports?

DEFINITION

For the local educational agency (LEA) profiles, this Compliance Indicator explains whether the New Jersey Department of Education (NJDOE) identified the LEA for disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

The NJDOE uses the same calculation to identify significant disproportionality as it does to identify LEAs for disproportionate representation (i.e., Indicators 9 and 10). Disproportionate representation is defined as a risk ratio of 3.0 or higher for three consecutive years. For an LEA to be identified for disproportionate representation it must enroll at least 30 students in the racial/ethnic group and at least 10 children with IEPs in the racial/ethnic group.

The NJDOE defines the risk ratio to determine whether children from a specific racial/ethnic group are identified for special education or related services at a greater rate than all other children enrolled. LEAs with a risk ratio of 3.0 for a racial/ethnic group for three consecutive years are identified for disproportionate representation.

DATA SOURCE

NJSMART

STEP 1: FIRST RISK RATIO CALCULATION



of students from the racial/ethnic group in the specific disability category



total # of enrolled students from the racial/ethnic group

STEP 2: SECOND RISK RATIO CALCULATION



of students of in the specific disability category



total # of enrolled students

STEP 3

The first risk ratio, for the specific racial/ethnic group, is divided by the second risk ratio, for all other children to determine the risk ratio for that racial/ethnic group.

STEP 4

All school districts with a risk ratio of 3.0 for a racial/ethnic group for three consecutive years are identified for disproportionate representation.