

# Significant Disproportionality and Discipline

Webinar Series

August 15, 2019



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\*\*\*Please note, a few clarifications have been made to this PowerPoint. Therefore, it will vary slightly from the PowerPoint in the webinar recording. No substantive changes were made.\*\*\*

## VISION

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To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

## MISSION

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To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

MISSISSIPPI STATE BOARD OF EDUCATION  
**STRATEGIC PLAN GOALS**

1

All Students Proficient and Showing Growth in All Assessed Areas



2

Every Student Graduates from High School and is Ready for College and Career



3

Every Child Has Access to a High-Quality Early Childhood Program



4

Every School Has Effective Teachers and Leaders



5

Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes



6

Every School and District is Rated “C” or Higher



# What is Significant Disproportionality?

- Disproportionality is an overrepresentation of some racial or ethnic group in a category.
- Disproportionality becomes *significant* when the overrepresentation exceeds a defined threshold.

# Discipline Analysis Categories

- For students with disabilities ages 3 through 21, **out of school suspensions and expulsions** of **10 days or fewer**
- For children with disabilities ages 3 through 21, **out school suspensions and expulsions** of **more than 10 days**
- For children with disabilities ages 3 through 21, **in-school suspension** of **10 days or fewer**
- For children with disabilities ages 3 through 21, **in-school suspensions** of **more than 10 days**
- For children with disabilities ages 3 through 21, disciplinary removals **in total**, including **in-school and out-of-school suspensions, expulsions, removals by school personnel to an interim alternative education setting, and removals by a hearing officer**

# Categories of analysis are applied to each of 7 racial or ethnic groups:

- Hispanic/Latino of any race, and for individuals who are non-Hispanic/Latino only;
- American Indian or Alaska Native;
- Asian;
- Black or African American;
- Native Hawaiian or Other Pacific Islander;
- White; and
- Two or more Races

# Methodology – Risk Ratio

Must calculate a risk ration for each LEA for each of the racial/ethnic groups for each analysis category (98 calculations)

## Risk Ratio:

### What is a specific racial/ethnic groups risk of:

Receiving special education and related services for a particular disability

Being placed in a particular educational environment

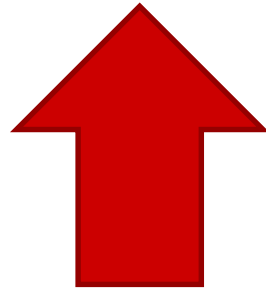
Experiencing a particular disciplinary removal



As compared to the risk for all other children

# Mississippi's Methodology

FY 20 (2019-2020 SY)	FY21 (2020-2021 SY)	FY 22 (2021-2022)
<ul style="list-style-type: none"><li>• N-Size – 40</li><li>• Cell Size – 40</li><li>• Risk Ratio Threshold – 4.0</li><li>• 3 consecutive years including current year</li></ul>	<ul style="list-style-type: none"><li>• N-Size – 30 (risk denominator)</li><li>• Cell Size – 10 (risk numerator)</li><li>• Risk Ratio Threshold – 3.0</li><li>• 3 consecutive years including current year</li></ul>	<ul style="list-style-type: none"><li>• N-Size – 30 (risk denominator)</li><li>• Cell Size – 10 (risk numerator)</li><li>• Risk Ratio Threshold – 2.0</li><li>• 3 consecutive years including current year</li></ul>



**For today's examples, we will be using the Methodology scheduled to be implemented in FY21**



# Methodology – Risk Ratio - Discipline

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Number of children with disabilities from racial/ethnic group in a discipline category

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Number of children with disabilities from same racial/ethnic group

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Number of all other children with disabilities in discipline category

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Number of all other children with disabilities

# Methodology – Risk Ratio - Discipline

For children with disabilities ages 3 through 21, **out of school suspensions and expulsions** of **10 days or fewer**

Number of African American children with disabilities with out of school suspensions/expulsions of 10 days or fewer

Total number of African American children with disabilities

÷

Number of all other children with disabilities with out of school suspensions/expulsions of 10 days or fewer

Total number of all other children with disabilities

# Methodology – Risk Ratio - Discipline

For children with disabilities ages 3 through 21, **out of school suspensions and expulsions** of **10 days or fewer**

Number of African American children with disabilities with out of school suspensions/expulsions of 10 days or fewer	32
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Total number of African American children with disabilities	167
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Number of all other children with disabilities with out of school suspensions/expulsions of 10 days or fewer	13
<hr/>	
Total number of all other children with disabilities	264

# Methodology – Risk Ratio - Discipline

For children with disabilities ages 3 through 21, **out of school suspensions and expulsions** of **10 days or fewer**

$$\frac{\text{Number of African American children with disabilities with out of school suspensions/expulsions of 10 days or fewer}}{\text{Total number of African American children with disabilities}} = 19.16$$

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$$\frac{\text{Number of all other children with disabilities with out of school suspensions/expulsions of 10 days or fewer}}{\text{Total number of all other children with disabilities}} = 4.92$$

# Methodology – Risk Ratio - Discipline

For children with disabilities ages 3 through 21, **out of school suspensions and expulsions** of **10 days or fewer**

$$\frac{\text{Number of African American children with out of school suspensions/expulsions of 10 days or fewer}}{\text{Total number of African American children with disabilities}} = \frac{32}{167} = 19.16$$

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$$19.16 \div 4.92 = \mathbf{3.89}$$

$$\frac{\text{Number of all other children with out of school suspensions/expulsions of 10 days or fewer}}{\text{Total number of all other children with disabilities}} = \frac{13}{264} = 4.92$$

This exceeds the threshold of 3.0 and the district would be considered disproportionate.

# Methodology – Risk Ratio - Discipline

- For children with disabilities ages 3 through 21, **out school suspensions and expulsions** of **more than 10 days**

Number of African American children with disabilities with out of school suspensions/expulsions of more than 10 days

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Total number of African American children with disabilities

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Number of all other children with disabilities with out of school suspensions/expulsions of more than 10 days

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Total number of all other children with disabilities

# Methodology – Risk Ratio - Discipline

For children with disabilities ages 3 through 21, **out of school suspensions and expulsions** of **more than 10 days**

Number of African American children with disabilities with out of school suspensions/expulsions of more than 10 days

14

Total number of African American children with disabilities

528

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Number of all other children with disabilities with out of school suspensions/expulsions of more than 10 days

0

Total number of all other children with disabilities

264

Does not meet minimum cell size –  
**must use State Data for comparison**

# Methodology – Risk Ratio - Discipline

For children with disabilities ages 3 through 21, **out of school suspensions and expulsions** of **more than 10 days**

Number of African American children with disabilities with out of school suspensions/expulsions of more than 10 days	14
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Total number of African American children with disabilities	528
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Number of all other children with disabilities with out of school suspensions/expulsions of more than 10 days	88
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Total number of all other children with disabilities	33104

State Level Data



# Methodology – Risk Ratio - Discipline

For children with disabilities ages 3 through 21, **out of school suspensions and expulsions** of **more than 10 days**

$$\frac{\text{Number of African American children with out of school suspensions/expulsions of more than 10 days}}{\text{Total Number of African American children with disabilities}} = \frac{14}{528} = 2.65$$

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$$\frac{\text{Number of all other children with out of school suspensions/expulsions of more than 10 days}}{\text{Total Number of all other children with disabilities}} = \frac{88}{33104} = 0.27$$

State Level Data

# Methodology – Risk Ratio - Discipline

For children with disabilities ages 3 through 21, **out of school suspensions and expulsions** of **more than 10 days**

$$\frac{\text{Number of African American children with out of school suspensions/expulsions of more than 10 days}}{\text{Total Number of African American children with disabilities}} = \frac{14}{528} = 2.65$$

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$$\frac{\text{Number of all other children with out of school suspensions/expulsions of more than 10 days}}{\text{Total number of all other children with disabilities}} = \frac{88}{33104} = 0.27$$

$$2.65 \div 0.27 = \mathbf{9.81}$$

This exceeds the threshold of 3.0 and the district would be considered disproportionate.

State Level Data

# Methodology – Risk Ratio - Discipline

For children with disabilities ages 3 through 21, disciplinary removals ***in total***, including **in-school and out-of-school suspensions, expulsions, removals by school personnel to an interim alternative education setting, and removals by a hearing officer.**

Number of disciplinary removals in total for African American children with disabilities

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Total number of African American children with disabilities

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Number of disciplinary removals in total for African American children with disabilities

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Total number of all other children with disabilities

# Methodology – Risk Ratio - Discipline

For children with disabilities ages 3 through 21, disciplinary removals ***in total***, including **in-school and out-of-school suspensions, expulsions, removals by school personnel to an interim alternative education setting, and removals by a hearing officer.**

Number of disciplinary removals in total for African American children with disabilities

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265

Total number of African American children with disabilities

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133

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Number of disciplinary removals in total for all other children with disabilities

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10

Total number of all other children with disabilities

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6

Does not meet minimum N-size –  
**must use State Data for comparison**

# Methodology – Risk Ratio - Discipline

For children with disabilities ages 3 through 21, disciplinary removals ***in total***, including **in-school and out-of-school suspensions, expulsions, removals by school personnel to an interim alternative education setting, and removals by a hearing officer.**

Number of disciplinary removals in total for African American children with disabilities

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265

Total number of African American children with disabilities

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133

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Number of disciplinary removals in total for all other children with disabilities

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8659

Total number of all other children with disabilities

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33104

State Level Data

# Methodology – Risk Ratio - Discipline

For children with disabilities ages 3 through 21, disciplinary removals ***in total***, including **in-school and out-of-school suspensions, expulsions, removals by school personnel to an interim alternative education setting, and removals by a hearing officer.**

$$\frac{\text{Number of disciplinary removals in total for African American children with disabilities}}{\text{Total number of African American children with disabilities}} = \frac{265}{133} = 199.25$$

$$\frac{\text{Number of disciplinary removals in total for all other children with disabilities}}{\text{Total number of all other children with disabilities}} = \frac{8659}{33104} = 26.16$$

State Level Data

# Methodology – Risk Ratio - Discipline

For children with disabilities ages 3 through 21, disciplinary removals ***in total***, including **in-school and out-of-school suspensions, expulsions, removals by school personnel to an interim alternative education setting, and removals by a hearing officer.**

$$\frac{\text{Number of disciplinary removals in total for African American children with disabilities}}{\text{Total Number of African American children with disabilities}} = 199.25$$

$$\frac{265}{133}$$

$$\div \quad \div \quad 199.25 \div 26.16 = 7.62$$

$$\frac{\text{Number of disciplinary removals in total for all other children with disabilities}}{\text{Total number of all other children with disabilities}} = 26.16$$

$$\frac{8659}{33104}$$

This exceeds the threshold of 3.0 and the district would be considered disproportionate.

State Level Data

# What is Your Data Telling You?

## Discipline Categories

Analysis Category: For Children with disabilities ages 3 through 21, in-school suspension of 10 days or fewer <b>Significant Disproportionality Identified – REQUIRED CEIS</b>			
Race/Ethnicity	SY 2016-2017	SY 2017-2018	SY 2018-2019
Hispanic/Latino			
American Indian/Alaska Native			
Asian			
Black or African American	4.67	5.0	4.98
Native Hawaiian or Other Pacific Islander			
White			
Two or More Races			



# What is Your Data Telling You?

## Discipline Categories

Analysis Category: For children with disabilities ages 3 through 21, disciplinary removals in total, including in-school and out-of-school suspension, expulsions, removals by school personnel to an interim alternative setting, and removals by a hearing officer

**Significant Disproportionality Identified – NOT REQUIRED FOR CEIS**

Race/Ethnicity	SY 2016-2017	SY 2017-2018	SY 2018-2019
Hispanic/Latino			
American Indian/Alaska Native			
Asian			
Black or African American	3.25	2.98	2.76
Native Hawaiian or Other Pacific Islander			
White			
Two or More Races			

# What is Your Data Telling You?

## Discipline Categories

Analysis Category: For children with disabilities ages 3 through 21, out-of-school suspensions and expulsions of more than 10 days **Significant Disproportionality Identified – NOT REQUIRED FOR CEIS**

Race/Ethnicity	SY 2016-2017	SY 2017-2018	SY 2018-2019
Hispanic/Latino			
American Indian/Alaska Native			
Asian			
Black or African American	3.89	2.98	3.51
Native Hawaiian or Other Pacific Islander			
White			
Two or More Races			

# ISS and OSS

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- A change in a student's LRE and/or a change to the services detailed in the student's IEP due to a disciplinary infraction should be entered in MSIS as ISS or OSS.

# Questions





MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

Ensuring a bright *future* for every child

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