



## Indicator 10 Disproportionate Representation

### Indicator Description:

The percentage of districts with disproportionate representation of racial and ethnic groups in specific disability categories is the result of inappropriate identification.

### Measurement:

Percent = [(# of districts, that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups, with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification) divided by the (# of districts in the state that meet a state-established n- and/or cell size (if applicable) for one or more racial/ethnic groups)] times 100.

Include State's definition of "disproportionate representation." Please specify in your definition: 1) the calculation method(s) being used (i.e., risk ratio, weighted risk ratio, e-formula, etc.); and 2) the threshold at which disproportionate representation is identified. Also include, as appropriate, 3) the number of years of data used in the calculation; and 4) any minimum cell and/or n-sizes (i.e., risk numerator and/or risk denominator).

Consider using multiple methods in calculating disproportionate representation of racial and ethnic groups to reduce the risk of overlooking potential problems. Describe the method(s) used to calculate disproportionate representation.

If the State has established a minimum n and/or cell size requirement, the State may only include, in both the numerator and the denominator, districts that met that State-established n and/or cell size. If the State used a minimum n and/or cell size requirement, report the number of districts totally excluded from the calculation as a result of this requirement because the district did not meet the minimum n- and/or cell size for any racial/ethnic group.

Provide the number of districts that met the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups identified with disproportionate representation of racial and ethnic groups in specific disability categories and the number of those districts identified with disproportionate representation that is the result of inappropriate identification.

### Stakeholder Engagement:

Special Education Advisory Panel is used for stakeholder engagement. Meetings with the advisory panel are held monthly via Zoom or in-person. The advisory panel helps



with targets and suggestions for training with districts and dissemination. Official minutes must be kept on all SEAP meetings and must be made available to the public on request.

For target and baseline setting for results indicators:

There was a series of virtual meetings with parents and the general public to review data and set targets. Special education directors are also included.

There are 12 parents of a child with a disability and 4 parent members of organizations out of 27 members on the panel that engaged in setting targets, analyzing data, developing improvement activities, and evaluating progress.

Attendance is tracked by roll call at the beginning of each meeting and members are marked present or absent on an attendance form. The Research Specialist takes roll and provides the parent engage

In-person training was provided to all panel members on October 22, 2025, from the Program Director, Technical Assistance for Excellence in Special Education (TAESE) at Utah State University. Topics included:

- Purpose for the Special Education Advisory Panel Under IDEA
- Knowing and Understanding the Panel By-laws
- IDEA Regulations Regarding the Advisory Panel
- The Panel in the Context of the History of Special Education
- The Relationships Between Part C of IDEA, Section 619, and Part B of IDEA
- Required Membership of the Advisory Panel Under IDEA
- Working as an Advisory Panel
- Duties of the Advisory Panel Under IDEA
- Panel Meeting Procedures
- The Panel and OSEP Related Items – General Supervision/APR and DMS
- Establishing Annual Advisory Panel Priorities

#### Current Issues in Special Education and their Possible Impact on the Advisory Panel

These meetings were advertised on website, flyers were sent to districts for students to take home to parents, districts and parent centers were also notified regarding virtual meetings.

There was a series of ~7 zoom meetings, to collect feedback and answer questions. There was an overview of the indicators, and historical data was presented to review trends. Suggested targets were provided, and comments were recorded. Questions and



comments centered on actual data and how the data impacts children. Chat and verbal discussion were used to collect feedback.

Meetings are held on weekends, evenings and at lunch to maximize the availability of people. These were held from November through January.

Meet at least four times per year.

Solicits nominations for membership from interested parties, including parents.

These meetings serve as the primary mechanism for gathering input on target setting, data analysis, and strategy development. The timeline is aligned with the administrative year (July 1 – June 30).

An annual report of SEAP activities and suggestions to the SEA, which must be made publicly available.

Results of meetings, target setting, and data analysis etc. are discussed in the APR.

There is also an annual parent conference in partnership with the Mississippi Parent Training and Information Center, which is also open to teachers and directors. The data are presented during the conference, and targets are discussed during this.

### **Target Setting:**

Target must be 0%.

### **Online SPP/APR Submission Tool Information:**

Bureau Director of Data and Compliance, Director of Data Analysis and Reporting, Developer in OTSS, and Executive Special Education Director have access to the SPP/APR Tool with access to submit and edit the SPP/APR report. Executive Special Education Director approves who receives that access, and Deborah manages access and communication with Partner Support. OTSS has edit only access.

Users with access to the tool login here: <https://emaps.ed.gov/suite/>

### **Data Stewards:**

Executive Director, Office of Special Education, provides final review, approval, and certification of all SPP/APR submissions and related data reports.

Education Program Administrator for Data and Reporting / Part B Data Manager, Office of Special Education, oversees data collection, validation, and analysis; coordinates timelines and ensures compliance with IDEA and federal reporting requirements; serves as primary liaison with Partner Support and OSEP.



Data and Reporting Data Specialists, Office of Special Education, Conduct data collection and validation; analyze district-level data; provide technical assistance to LEAs; ensure data accuracy in SharePoint and related systems.

Director of Policy and Practice, Office of Special Education, reviews data and reports for alignment with state policies and program requirements; assists with interpreting results and developing improvement strategies.

Director of Data Analysis and Reporting, Office of Technology and Strategic Services, pulls data from backend systems for Indicators 1–14; compiles data for the APR and LEA determinations; ensures consistency across state data systems.

EDFacts Coordinators, Office of Technology and Strategic Services, maintain EDFacts file specifications, formatting, and submission requirements; ensure alignment of all data files with federal reporting standards.

#### **Data Source Description:**

State's analysis, based on State's Child Count data collected under IDEA section 618, to determine if the disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification.

Provide racial/ethnic disproportionality data for children ages 5 and enrolled in kindergarten through 21 served under IDEA. Provide these data at a minimum for children in the following six disability categories: intellectual disability, specific learning disabilities, emotional disturbance, speech or language impairments, other health impairments, and autism.

Report on the percent of districts in which disproportionate representation of racial and ethnic groups in specific disability categories is the result of inappropriate identification, even if the determination of inappropriate identification was made after the end of the FFY 2016 (i.e., after June 30, 2017).

The source of data for Indicator 10 is Child Count and Enrollment data sets. Please refer to the Child Count and Educational Environments protocol for a description of Child Count data sources.

Enrollment data is collected through MSIS 2.0. Monthly enrollment counts, called Net Membership counts, are certified by LEAs. For Indicator 10 calculations, Month 3 data (Enrollment as of December 1) is used since it aligns with the Child Count timeframe.

Using these datasets, stored data procedures perform the calculations for Indicator 10 data.



## **State Collection and Submission Schedule:**

Please refer to the Child Count and Educational Environments protocol for a description of Child Count data collection process and schedule.

For Month 3 enrollment data, MSIS 2.0 is open for daily data submission via API beginning in August of each year. The Month 3 data certification window opens on December 1 and closes on December 10.

SEA staff will run the associated stored data procedures once both collections have been reviewed and verified by OSE and OTSS staff for completeness and accuracy, ensuring all districts are represented and there are no missing required elements.

## **Collection:**

The Bureau of Policy and Programs, Data Analyst, and designated professional development coordinators provide training regarding Child Find. Training concerns guidance for LEAs around disability categorization while doing eligibility and child find and not defaulting to certain categories, to ensure they are categorized correctly.

The OTSS Developer enters and validates indicator data in the APR Reporting Tool for 1-14 when data is available. The Bureau Director of Data and Compliance enters the written parts of the data.

The data for this indicator are returned from the procedure and include district number and district name, the final risk ratio and the flag for if it exceeds the threshold for particular races, and disabilities the total number of students in the state, and total number for that group. And the total risk is statewide for a particular group. Data are entered into the individual APR folder and the specific Indicator folder in MDE's SharePoint site.

An alternate risk ratio is used and compared to the state when the risk ratio cannot be calculated at the State level.

The OTSS Developer will create a pivot table for the Bureau Director of Data and Compliance to read and send to districts with results for those that have been flagged. Reports within MSIS 2.0 are planned for the 2025-26 school year to automate the availability of data to the districts.

## **Data Validation:**

After procedures are run, the OTSS Developer checks to ensure that data are received from all districts. And then if there are districts that have exception outliers – high risks or are NA in each category to confirm that they meet the appropriate cell and N Sizes, and then they ensure that those match.



The OTSS Developer confirms that if a district has a child count, then they should be included. And uses this to create target district list. If some don't meet N size, then he will note that.

### **Data Analysis:**

MS uses the Alternate Risk Ratio for all districts who have at least 10 students with disabilities for each Racial Ethnic group (for 9 and 10) and disability category (for 10).

1 year of data is used. Threshold is => 4.0.

When the list of districts are identified as meeting this criteria, Bureau Director of Data and Compliance and the Data Team email a letter of non-compliance. This letter gives them their data, and an opportunity to review policies, practices and procedures to see if the district needs to complete a change. A phone call follows with a TA Discussion(Bureau of Policy and Programs office and the Office of Professional Development) for what they are looking for and to answer questions about completing the self-assessment. If this is found as not a result of policy practice and procedures, then they get another letter letting them know that they are not noncompliant. Districts are given 2 weeks to complete this review and the data team reviews and verifies the district's review.

Districts use a checklist to review policy practices and procedures.

The Bureau of Data and Compliance enter the number of districts that have disproportion representation due to inappropriate Policies, practices and procedures into the APR tool. The OTSS Developer adds all the methodology. The Bureau of Data and Compliance review the part of the narrative related to policy, practice and procedures.

### **Response to OSEP-Required Actions:**

The Bureau of Data and Compliance reviews required actions and all OSEP feedback. The Executive Director of Special Education and the Bureau Director of Data and Compliance will meet to discuss required actions and determine what needs to be changed. This would be reviewed and implemented.

### **Report on Correction of Identified Noncompliance:**

For districts that are due to inappropriate policies practices and procedures the Data team sends a letter of noncompliance with corrective actions. If there was noncompliance there would be a verification that the corrective action is completed and an onsite review of files.



### **Internal Approval Process:**

The Data Team provides a first pass review of the indicator to see if anything should be added. Then, the Bureau Director of Data and Compliance reviews the SPP/APR and submits the final report.

### **Submission:**

The OTSS Developer enters data into the APR tool and adds some of the indicator information copied and pasted as necessary. The Bureau Director of Data and Compliance reviews and updates narratives. The Executive Special Education Director is authorized to certify the final report.

### **Clarification:**

The Bureau Director of Data and Compliance reviews the request and comments for clarification and addresses the response. The Bureau Director of Data and Compliance creates a chart with each response and provides it to the Bureau Director of Policy and Program to review before entering those responses during the clarification period.

### **Data Governance:**

Mississippi has an established data governance committee and procedures that outlines the process for change control. Any changes to data collections must be formally submitted to the Change Review Board, a subset of the data governance committee and voted upon and approved by data owners.

### **Public Reporting:**

District determination reports in a PDF or Excel form are posted on the website. The OTSS Developer and Director of Data Analysis and Reporting create and prepare the determination reports. The Bureau Director of Data and Compliance will review the reports then have Technical Assistance office post the reports. These are posted here: SPP/APR | The Mississippi Department of Education ([mdek12.org](http://mdek12.org))

Indicators 9 and 10 are included in the determinations.

District determinations help to identify indicators for coaching.