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.	Ha	s 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	Yes	No
	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?		

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	Yes	No
	the 14 categories of analysis described in § 300.647(b)(3) and (4)?	163	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	2a. Does your State use the same minimum n-size for all categories of analysis?	Yes	No
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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	
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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.

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

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

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

	Minimum	Rationale
Category of Analysis	N-Size	(detailed rationale required if minimum n-size is more than 30)
All disabilities		
Autism		
Autisiii		
Emotional		
disturbance		
Intellectual disability		
intencetaal also binty		

	Minimum	Rationale
Category of Analysis	N-Size	(detailed rationale required if minimum n-size is more than 30)
Other health		
impairments		
Specific learning		
disability		
aloability		
Canada and Laws		
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		
<to days<="" td=""><td></td><td></td></to>		

	Minimum	Rationale
Category of Analysis	N-Size	(detailed rationale required if minimum n-size is more than 30)
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	Yes	No	
	of the 14 categories of analysis described in § 300.647(b)(3) and (4)?	res	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	Vee	Nia
	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	
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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 size and *detailed* rationales for each category of analysis over 10.

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

	Minimum	Rationale
Category of Analysis	Cell Size	(detailed rationale required if minimum cell size is more than 10)
All categories of analysis		

Table 4: Minimum Cell Size — Multiple Minimum Cell Sizes

	Minimum Cell	Rationale
Category of Analysis	Size	(detailed rationale required if minimum cell size is more than 10)
All disabilities		
Autism		

	Minimum Cell	Rationale
Category of Analysis	Size	(detailed rationale required if minimum cell size is more than 10)
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		

Minimum Cell	Rationale
Size	(detailed rationale required if minimum cell size is more than 10)

Section C: Risk Ratio Thresholds

4.	Does your State use one risk ratio threshold for each of the 14 categories of	Yes	No
	analysis described in § 300.647(b)(3) and (4)?	res	INO

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 thresholds and rationales for each category of analysis.

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

	Risk Ratio	
Category of Analysis	Threshold	Rationale
All categories of		
All categories of analysis		

Table 6: Risk Ratios — Multiple Risk Ratio Thresholds

	Risk Ratio	
Category of Analysis	Threshold	Rationale
All disabilities		
Autism		
Emotional disturbance		
Intellectual disability		

	Risk Ratio	
Category of Analysis	Threshold	Rationale
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		

	Risk Ratio	
Category of Analysis	Threshold	Rationale
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
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If you answered **NO** to question 5, proceed to question 6.

5a.	Does your state utilize the same reasonable progress flexibility for each of	Vac	No
	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	Standard	Rationale
All categories of analysis		
analysis		

Table 8: Reasonable Progress — Multiple Standards

Category of Analysis	Standard	Rationale
All disabilities		
Autism		
Emotional disturbance		
Intellectual disability		
Other health impairments		

Category of Analysis	Standard	Rationale
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		

Category of Analysis	Standard	Rationale
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	Yes	No
	analysis described in § 300.647(b)(3) and (4)?		

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 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		

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	

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

Name of Individual Preparing the Form:

Title of Individual Preparing the Form:

Date: