Measurement
Percent = [(# of districts 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)] times 100.

Definition – a district is identified as having Disproportionate Representation if that district meets the following two-year criteria for groups in specific disability categories in special education and related services.

Methodology
KSDE provides each district with a final risk ratio for overrepresentation. If a district has a weighted risk ratio >3.00, the following is implemented:

Year 1 – Potential Disproportionate Representation
Numeric discrepancy – district level data is analyzed for significant disparities by race and ethnicity.

The following is used to determine if a district has potential disproportionate representation and is at risk for noncompliance.

Overrepresentation – The district must have:
- At least 30 students of a racial and ethnic group in the district
- At least 10 students of a racial and ethnic group in a specific disability category;
- At least 10 students in the comparison group*; and
- A weighted risk ratio >3.00.

Year 2 – Disproportionate Representation
Numeric discrepancy – as previously described, with the student “n” size increasing to 30/30/30.

Policies, practices, and procedures – noncompliance can result if policies, practices, or procedures have a discriminatory effect.
- District completes the required Kansas Self-Assessment Tool. The district reviews district policies, practices and procedures specific to the identified racial and ethnic group to determine if the identified IDEA practices occur.
- KSDE team reviews submitted information to determine whether the disproportionate representation is due to inappropriate identification.
- The district is identified as having disproportionate representation when the two-year criteria is met.

* Comparison groups are comprised of students of all other races and ethnicities enrolled in the district. For example, the comparison group for Black students receiving special education services within a district would be all other races and ethnicities (Asian, Hispanic, Native American, Pacific Islander, White, and Multi-racial) enrolled in the district. For Indicator 10, this comparison is done for each of six disability categories: Autism, Emotional Disturbance, Learning Disability, Other Health Impaired, Intellectual Disability and Speech or Language Impaired. The calculation of interest is, for example, what percent of Black students enrolled in the district are identified with Autism compared to what percent of students in all other racial and ethnic groups enrolled in the district are identified with Autism.