

Disproportionality in Alternate Assessment Participation: Identification of disproportionality in alternate assessment participation deals with the issues of disproportionality of a certain subgroup of the students in participating alternate assessment comparing to the all other subgroups of the students. These issues can be addressed by reviewing how disproportionately a subgroup of students is participating alternate assessment among all the subgroups in various student aspects such as race, limited English proficiency, free and reduced lunch status and the gender.

What this means: To determine if disproportionality of students participating in the Indiana’s alternate academic achievement standards assessment exists in each of the three subject areas of ELA, Mathematics and Science, a relative risk ratio approach is used. The data shows that the rate at which particular subgroup who participate in a certain subject area of the alternate assessment is twice or higher than all other subgroups who participate in the same subject of the alternate assessment in your LEA in this year.

Comparisons are made using **risk index**. The risk index is the percentage of students from a particular subgroup who participate in a certain subject area of the alternate assessment among the same subgroup who participated in the same subject area of either the alternate assessment or the general assessment. The risk index for a particular subgroup is compared to the risk index for all other subgroups. Subgroup distinctions are a particular race vs all other races; students with limited English proficiency vs students without limited English proficiency; students of free and reduced lunch eligibility vs students without free and reduced lunch; and male vs female.

Example of calculation

		A	B	C	D	E	F	G
		Total Number participating in the alternate assessment or the general assessment	Students with limited English proficiency participating in the alternate assessment or the general assessment	Total Number participating in the alternate assessment	Students with limited English proficiency participating in the alternate assessment	Risk Index for Students with limited English proficiency (D) ÷ (B)	Risk Index for without limited English proficiency (C-D) ÷ (A-B)	Relative Risk Ratio E ÷ F
2017-18	ABC Corp	1,500	300	30	12	.040000 (4.0000%)	.015000 (1.5000%)	2.6667

Column E: To determine the risk index for the students with limited English proficiency who participated in the alternate assessment, the number of students with limited English proficiency who participated in the alternate assessment (Column D) is divided by the total number of students who participated either the alternate assessment or the general assessment in the LEA (Column B).

Column F: The risk index for the students without limited English proficiency who participated the alternate assessment is determined by the total number of students who participated the alternate assessment (Column C) minus the number of students with limited English proficiency who participated the alternate assessment (Column D) DIVIDED BY the total number participating in the alternate assessment or the general assessment (Column A) minus the number of students with limited English proficiency who participated in the alternate assessment or the general assessment (Column B).

Column G: The relative risk ratio (comparing the students with limited English proficiency to the students without limited English proficiency) is determined by dividing the risk index for the students with limited English proficiency (Column E) by the risk index for the students without limited English proficiency (Column F).

Conclusion: ABC School Corporation has exceeded the 2.0 threshold for students with limited English proficiency. The data shows that students with limited English proficiency have participated in the alternate assessment 2.67 times more frequently than students without limited English proficiency.