



MSDE Public Website of State Performance Plan Results

Local School System Results for Special Education

Maryland: Indicator 9

Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Results

	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
State Baseline:	-	0.00%	-	-	-	-	-
State Target:	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
State Results:	-	-	0.00% Target Met	-	-	-	-

Narrative Description of Indicator

Data Source and Definition of “disproportionate representation”

Maryland determines the percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification through an analysis of data from the Maryland Student Services Information System, using the measuring criteria, “n”, cited below, and the analysis of the results of on-site and off-site monitoring, local school systems’ and public agencies’ self-assessments, Due Process Complaints and written State complaints.

Maryland defines disproportionate representation by using weighted risk ratios calculated according to the instructions provided in the IDEA publication, “Methods For Assessing Racial/Ethnic Disproportionality In Special Education: A Technical Assistance Guide.” <http://www.ideadata.org/docs/Disproportionality%20Technical%20Assistance%20Guide.pdf>

The MSDE identifies local school systems with weighted risk ratios of 1.5 or higher for each particular racial and ethnic group as significantly disproportionate for over-identification, and a weighted risk ratio of .05 or lower for each particular racial and ethnic group as significantly disproportionate for under-representation. The application of the weighted risk ratio is limited to local school systems that have more than 20 students of a particular racial and ethnic group classified as having a disability. When there are 20 or fewer students in a racial and ethnic group classified as having a disability, the following criteria are applied to measuring discrepancy:

- If there are more than 10 students in a racial and ethnic group classified as having a disability, the “expected number of students” in the disability category is calculated by multiplying the total number of students classified with a disability by the proportion of all students in a racial and ethnic group. If the difference between the observed number of students classified with that disability and the expected number of students is greater than 10 then the local school systems is deemed to be disproportionate.
- If there are 10 or fewer students in a racial and ethnic group classified as having a disability, then that local school systems is not determined discrepant since the number is too small for the calculation to be meaningful.

Other Data for this Indicator

Based on the totality of the analyses of data from the MSDE Student Services Information System, using the measuring criteria “n” cited above, and the analysis of the results of on-site and off-site monitoring, local school systems’ self-assessments, Due Process Complaints and written State complaints, MSDE met the target for this Indicator. No local school systems were identified with disproportionate representation of any racial and ethnic groups in special education and related services that is the result of inappropriate identification.