



## 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	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
State Baseline:	-	0.00%	-	-	-	-	-	-	-	-	-	-	-	-	-
State Target:	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
State Results:	-	-	0.00% Target Met	0.00% Target Met	0.00% Target Met	0% Target Met	0% Target Met	0% Target Met	0% Target Met	0% Target Met	0% Target Met	0% Target Met	0% Target Met	0% Target Met	0% Target Met

### Narrative Description of Indicator

Indicator 9: Disproportionate Representation

The State will use its 618 data, collected the last Friday in October, 2018, from each of the 25 local school systems, and reported in the *Maryland Early Intervention/Special Education Services Census Data and Related Tables*.

#### Definition of “Disproportionate Representation” and Methodology

Disproportionality is defined as having students in a particular racial/ethnic group (i.e., American Indian or Alaskan Native, Asian, African American, White, Hispanic, Hawaiian or Pacific Islander, or 2 or more races), being at a considerably greater or lesser risk of being identified as eligible for special education and related services than all other racial/ethnic groups enrolled either in the local school system (LSS) or in the State.

Beginning in FFY 2017, Indicator 9 identifies local school systems as having a disproportionality when the ratio comparing its suspension/expulsion rate for children with disabilities to its suspension/expulsion rate for children without disabilities is greater than 2.0, the minimum cell size of 5, and the minimum “n” size of 20. In applying the cell and “n” size requirements the DEI/SES only included in both the numerator and the denominator, districts that met that State’s requirements. The State also reported the number of districts excluded from the calculation as a result of this requirement.

#### Identification of Disproportionality

MSDE’s analysis of the data for the 2018-2019 performance period demonstrated that no LSSs were identified as having disproportionate representation of racial and ethnic groups in special education and related services. No LSSs were excluded from the calculation.