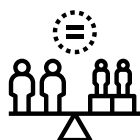


DELAWARE'S EQUITY DATA

Equitable education is the pursuit of achievement, fairness, and opportunity in education. Ensuring that students with disabilities are not being suspended at a rate higher than their peers is one way that schools can promote equity within school discipline practices.

U.S. Department of Education Office of Special Education Programs (OSEP) has worked with State Education Agencies (including the Delaware Department of Education) to promote and support changes to education that will improve results for children with disabilities under IDEA. States are required to develop a State Performance Plan (SPP) describing how it will improve outcomes for students with disabilities over a 4-year period of time and to report annually on progress. Outcomes include areas such as graduation rate, dropout rate, participation and performance on assessments in reading and math, as well as compliance with all special education laws



Indicator 4B - Significant Discrepancy

The percent of districts that have:

(a) a significant discrepancy by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and

(b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

Measurement & Calculation:

of districts that have policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements

of districts that meet the state's minimum n-size (student count)

Historical Discrepancy Data

FFY	2014	2015	2016	2017	2018	2019
Target	0%	0%	0%	0%	0%	0%
Data	0%	4.65	100%	50.00%	0%	0%

Number of Districts that met the states minimum n size of 10:

FFY 17: 6

FFY 18: 3

FFY 19: 3