

DELAWARE'S EQUITY DATA

One measure of equitable education is ensuring that students with disabilities are not being inappropriately identified for special education or related services by race or ethnicity. MTSS and differentiated instruction help prevent the inappropriate identification of students for special education; instead, these practices allow students to receive supports and interventions according to their unique needs within general education programming .

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 9 - Disproportionate Representation

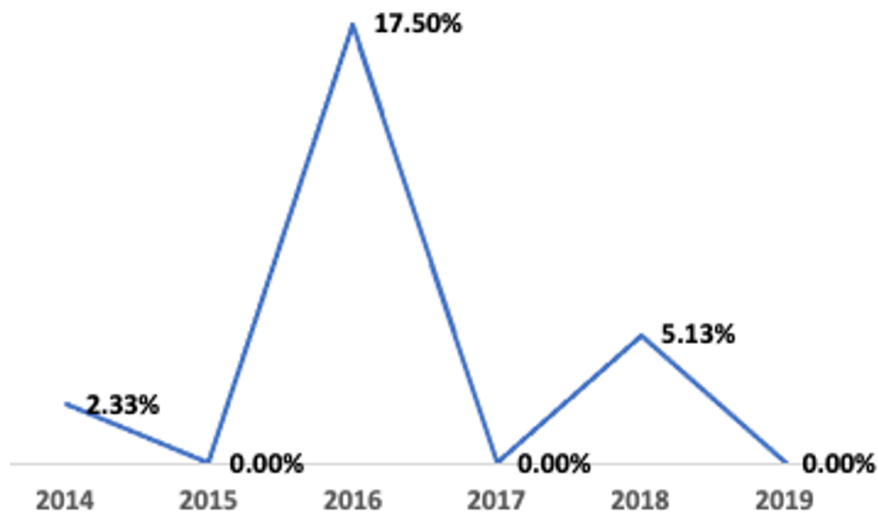
Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Measurement & Calculation:

$$\frac{\text{\# of students with disabilities in "X" (ethnic/racial group)}}{\text{Total \# of "X" (ethnic/racial group) in the school population}}$$

$$\frac{\text{\# all other non-"X" students with disabilities}}{\text{Total \# of non-"X" in the school population}}$$

Historical Disproportionate Data



Delaware
Department of Education