

MSDE Public Website of State Performance Plan Results

Local School System Results for Special Education

Maryland: Indicator 4

Rates of suspensions and expulsions.

Results of Indicator 4A

Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.

The graph below displays the ratio of students with disabilities suspended compared to nondisabled students suspended (for suspensions summing to more than 10 days).

PLEASE NOTE: A value of "0" (Zero) on the graph denotes No Significant Discrepancy.

Results

	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
State Target:	-	25%	20.83%	16.67%	12.5%	12.5%	8.33%	8.33%	4.1%
State Results:	-	8.3% Target Met	8.3% Target Met	8.3% Target Met		12.5% Target Met			
State Ratio Baseline:	1.89	-	-	-	-	-	-	-	-
State Ratio Target:	-	2	2	2	2	2	2	2	2
State Ratio Results:	-	1.84 Target Met	1.54 Target Met	1.50 Target Met	-	1.36 Target Met	-	-	-

Narrative Description of Indicator

** States were not required to report actual target data for this indicator in the FFY 2008 (2008-2009) APR.

** The data presented for FFY 2009 (2009-2010) reflects FFY 2008 (2008-2009) data.

This indicator consists of two parts, 4A and 4B.

- 4A - Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.
PLEASE NOTE: A value of "0" (Zero) on the graph denotes No Significant Discrepancy.
- 4B - Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity. OSEP informed not to report data for Indicator 4B.

Other Data for this Indicator

[View Indicator 4A](#) - Multiple Suspensions Summing to Longer than 10 Days by Local School System and Public Agency

Maryland identifies local school systems with significant discrepancy by comparing the percentage of students with disabilities suspended to the percentage of students without disabilities suspended. If the percentage of suspensions among students with disabilities is twice that of the percentage of suspensions among students without disabilities and meets the minimum “n” the local school system is identified as significantly discrepant. Please refer to attached Table 5. Three local school systems (12.5%) were identified as having a significant discrepancy for multiple suspension events longer than 10 days during the 2019-2020 school year.

*Minimum “n” size is based on the local school system’s total enrollment and is as follows:

- Total enrollment less than 8,999 = “n” size 15
- Total enrollment 9,000 to 34,999 = “n” size 20
- Total enrollment 35,000 to 79,999 = “n” size 25, and,
- Total enrollment more than 80,000 = “n” size 30

[View Indicator 4A](#) - Single Suspensions Summing to Longer than 10 Days by Local School System and Public Agency

The number of local school systems with single suspensions of greater than 10 days for students with disabilities compared to nondisabled students has declined to only one (1) local school system representing 4.1% of the local school systems in the State.

[View Indicator 4B](#) - 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.

Maryland identifies local school systems with significant discrepancy by race or ethnicity, by comparing the percentage of students with disabilities suspended to the percentage of students without disabilities suspended. If the percentage of suspensions among students with disabilities in a particular race or ethnicity is twice that of the percentage of suspensions among students without disabilities and meets the minimum “n” size*, the local school system is identified as significantly discrepant. Please refer to attached Table 5. One (1) local school system representing 4.1% of the local school systems in the State has a significant discrepancy by race or ethnicity when comparing the percentage of students with disabilities suspended to the percentage of students without disabilities suspended.

*Minimum “n” size is based on the local school system’s total enrollment and is as follows:

- Total enrollment less than 8,999 = “n” size 15
- Total enrollment 9,000 to 34,999 = “n” size 20
- Total enrollment 35,000 to 79,999 = “n” size 25, and,
- Total enrollment more than 80,000 = “n” size 30

The State identified two local school systems with 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 compared to nondisabled students. One local school system was identified in the race category of white. A review of policies and procedures indicate that they comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. The second local school system was identified in the race category of African American. A review of this local school system’s policies and procedures indicates noncompliance with requirements and therefore contributes to the significant discrepancy.