

## MSDE Public Website of State Performance Plan Results

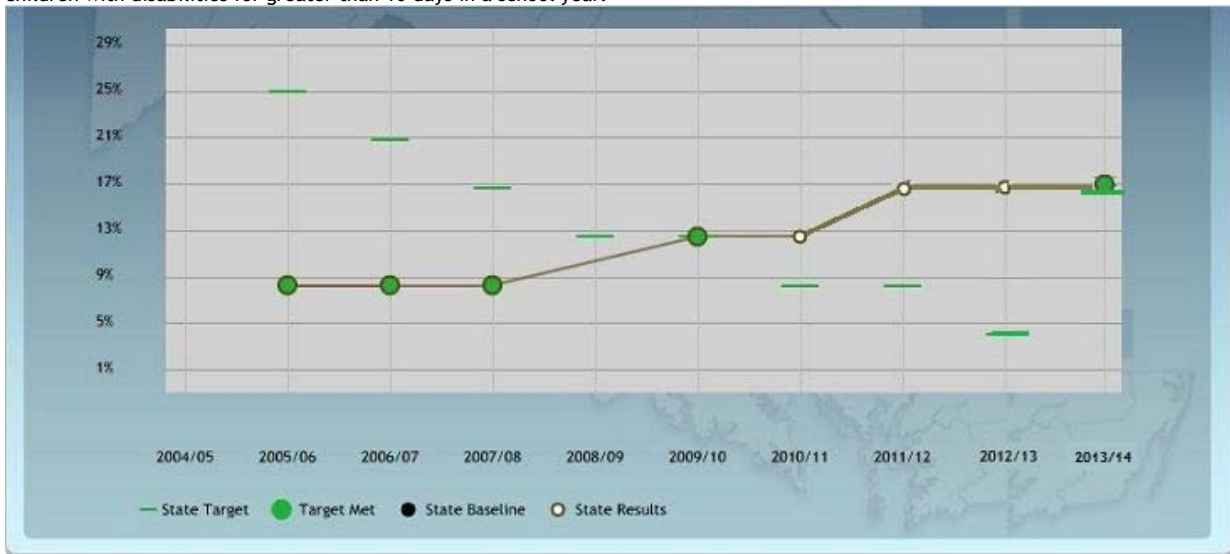
### Local School System Results for Special Education

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.



#### Results

	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
State Baseline:	-	8.3%	-	-	-	-	-	-	-	-
State Target:	-	25%	20.83%	16.67%	12.5%	12.5%	8.33%	8.33%	4.1%	16.0%
State Results:	-	8.3% Target Met	8.3% Target Met	8.3% Target Met	-	12.5% Target Met	12.5%	16.7%	16.7%	16.0%

### 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 2013 (2013-2014) reflects FFY 2012 (2012-2013) 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.
- 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 and 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.

### Other Data for this Indicator

[View Indicator 4A](#) - Suspensions/expulsions of greater than 10 Days of children with disabilities compared to suspensions/expulsions of students without disabilities by Local School System and Public Agency

Maryland identifies local school systems as having a significant discrepancy 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 and the minimum "n" size of 30 is met. Four of 25 local school systems (16%) were identified as having a significant discrepancy for suspensions/expulsions of greater than 10 days during the 2012-2013 school year.

**Ratio of Suspensions of Students with Disabilities Compared to Nondisabled Students**

<u>LSS</u>	<u>Multiple Suspensions</u>	<u>Single Suspension</u>
Allegany	*	*
Anne Arundel	*	*
Baltimore City	2.77	2.17
Baltimore County	2.50	*
Calvert	*	*
Caroline	*	*
Carroll	*	*
Cecil	*	*
Charles	*	*
Dorchester	*	*
Frederick	*	*
Garrett	*	*
Harford	*	*
Howard	*	*
Kent	*	*
Montgomery	4.23	2.23
Prince George's	3.68	2.55
Queen Anne's	*	*
St. Mary's	*	*
Somerset	*	*
Talbot	*	*
Washington	*	*

\* Denotes “not significantly discrepant”

[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 as having a significant discrepancy when the ratio comparing its suspension/expulsion rate for students with disabilities by race or ethnicity to its suspension/expulsion rate for nondisabled students is greater than 2.0 and

the minimum “n” size of 30 is met. Four (4) local school systems representing 16.7% 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 nondisabled students suspended. In all four school systems African American students with disabilities are suspended at a discrepant rate compared to students without disabilities. In one of the four LSSs, Hispanic students with disabilities are suspended at a discrepant rate compared to students without disabilities.

**Ratio of Suspensions of Students with Disabilities by Race Compared to Nondisabled Students**

<u>LSS</u>	<u>American Indian</u>	<u>Asian</u>	<u>African American</u>	<u>White</u>	<u>Hispanic</u>
Allegany	*	*	*	*	*
Anne Arundel	*	*	*	*	*
Baltimore City	*	*	2.39	*	*
Baltimore County	*	*	3.66	*	*
Calvert	*	*	*	*	*
Caroline	*	*	*	*	*
Carroll	*	*	6.21	*	*
Cecil	*	*	*	*	*
Charles	*	*	*	*	*
Dorchester	*	*	*	*	*
Frederick	*	*	*	*	*
Garrett	*	*	*	*	*
Harford	*	*	*	*	*
Howard	*	*	*	*	*
Kent	*	*	*	*	*
Montgomery	*	*	7.27	*	*
Prince George's	2.22	*	4.33	*	*
Queen Anne's	*	*	*	*	*
St. Mary's	*	*	*	*	*
Somerset	*	*	*	*	*
Talbot	*	*	*	*	*
Washington	*	*	*	*	*
Wicomico	*	*	*	*	*
Worcester					

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\* Denotes "not significantly discrepant"

These four local school systems were required to complete a self-review to determine if their policies, procedures and practices relating to the development and implementation of IEPs are appropriate and the use of positive behavioral interventions and supports, and procedural safeguards are in place. Results of this review were submitted to the MSDE. The MSDE reviewed this information and determined that these factors did not contribute to the discrepancy in the rates of suspension of students with disabilities by race to the suspension of nondisabled students in three of the four school systems.