



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	2014/15	2015/16	2016/17
State Baseline:	-	8.3%	-	-	-	-	-	-	-	-	-	-	-
State Target:	-	25%	20.83%	16.67%	12.5%	12.5%	8.33%	8.33%	4.1%	16.0%	12.0%	12.0%	50.0%
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% Target Met	16.0%	12.0% Target Met	50.0% 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.

**These data presented are lag data for FFY 2016 (2016-2017) that reflect FFY 2015 (2016-2017) 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 Indicator 4A 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, the minimum “n” size of 30. The calculation of the FFY 2016-2017 data for this indicator changed based on the revised methodology required by the US Department of Education, Office of Special Education Programs (OSEP). The data reported for FFY 2016-2017 reflects the data from the year before the current reporting year which is the FFY 2015-2016 data.

In applying the “n” size requirement the DSE/EIS only included in both the numerator and the denominator, districts that met that State-established n size. The State also reported the number of districts excluded from the calculation as a result of this requirement.

The DSE/EIS based on the revised methodology established the FFY 2016 data of 50% as the baseline year and revised the targets for both FFY 2017 and FFY 2018. The DSE/EIS identified 3 of the 6 the local school systems (LSS) were identified as having a significant discrepancy for suspensions/expulsions of greater than 10 days during the 2015-2016 school year. In addition, 19 of the 25 local school systems were excluded because they did not meet the State established minimum “n” size requirement of 30 students with disabilities suspended greater than 10 days. A review of policies, procedures, and practices, consistent with 34 CFR § 300.170(b) was conducted through on-sited targeted reviews, non-compliance was not identified.

[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

Indicator 4 B identifies local school systems (LSS) 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. Three (3) local school systems were identified having 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 three (3) school systems African American students with disabilities are suspended at a discrepant rate compared to students without disabilities. The FFY 2016 data also demonstrated that nineteen (19) of the 25 LSS were excluded because they did not meet the State established “n” size of 30 students. The FFY 2016-2017 data for this indicator was 0%.

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

The DSE/EIS conducted a targeted review of local school systems 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 analyzed by the DSE/EIS staff. The DSE/EIS's review of the relevant information concluded 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, thus noncompliance was not identified.