



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

	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
State Baseline:	8.3%	-	-	-	-	-	-	-	-	-	-	-	71.43%				
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%	71.43%	66.43%	61.43%	50.00%	50.00%
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	71.43% Target Met	57.14% Target Met	50.00% Target Met	0.00% Target Met	0.00% 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.

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 Education Agency and Public Agency

Beginning in FFY 2017, Indicator 4A identifies local education agencies 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 cell size of 5, and the minimum “n” size of 20. In applying the cell and “n” size requirements the DEI/SES only included in both the numerator and the denominator, districts that met that State’s requirements. The State also reported the number of districts excluded from the calculation as a result of this requirement. The MSDE, DEI/SES’s

analysis of the data demonstrated that zero (0) local education agencies (LEAs) met the minimum cell size of 5 students in FFY 2021. No LEAs were excluded due to not meeting an n-size of at least 20. Twenty-one (21) of twenty-five (25) LEAs had zero (0) students suspended greater than 10 days.

[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 4B identifies local education agencies (LEAs) 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, the minimum cell size of 5, and the minimum “n” size of 20. The MSDE, DEI/SES’s analysis of the data demonstrated zero (0) local education agencies met the minimum cell size to be included in the calculations for FFY 2021.

-  [2020-2021 Archive: Special Education - Indicator 4](#)
-  [2019-2020 Archive: Special Education - Indicator 4](#)
-  [2018-2019 Archive: Special Education - Indicator 4](#)
-  [2017-2018 Archive: Special Education - Indicator 4](#)
-  [2016-2017 Archive: Special Education - Indicator 4](#)
-  [2015-2016 Archive: Special Education - Indicator 4](#)
-  [2014-2015 Archive: Special Education - Indicator 4](#)
-  [2013-2014 Archive: Special Education - Indicator 4](#)
-  [2012-2013 Archive: Special Education - Indicator 4](#)
-  [2011-2012 Archive: Special Education - Indicator 4](#)
-  [2010-2011 Archive: Special Education - Indicator 4](#)
-  [2009-2010 Archive: Special Education - Indicator 4](#)
-  [2008-2009 Archive: Special Education - Indicator 4](#)
-  [2007-2008 Archive: Special Education - Indicator 4](#)
-  [2006-2007 Archive: Special Education - Indicator 4](#)
-  [2005-2006 Archive: Special Education - Indicator 4](#)

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