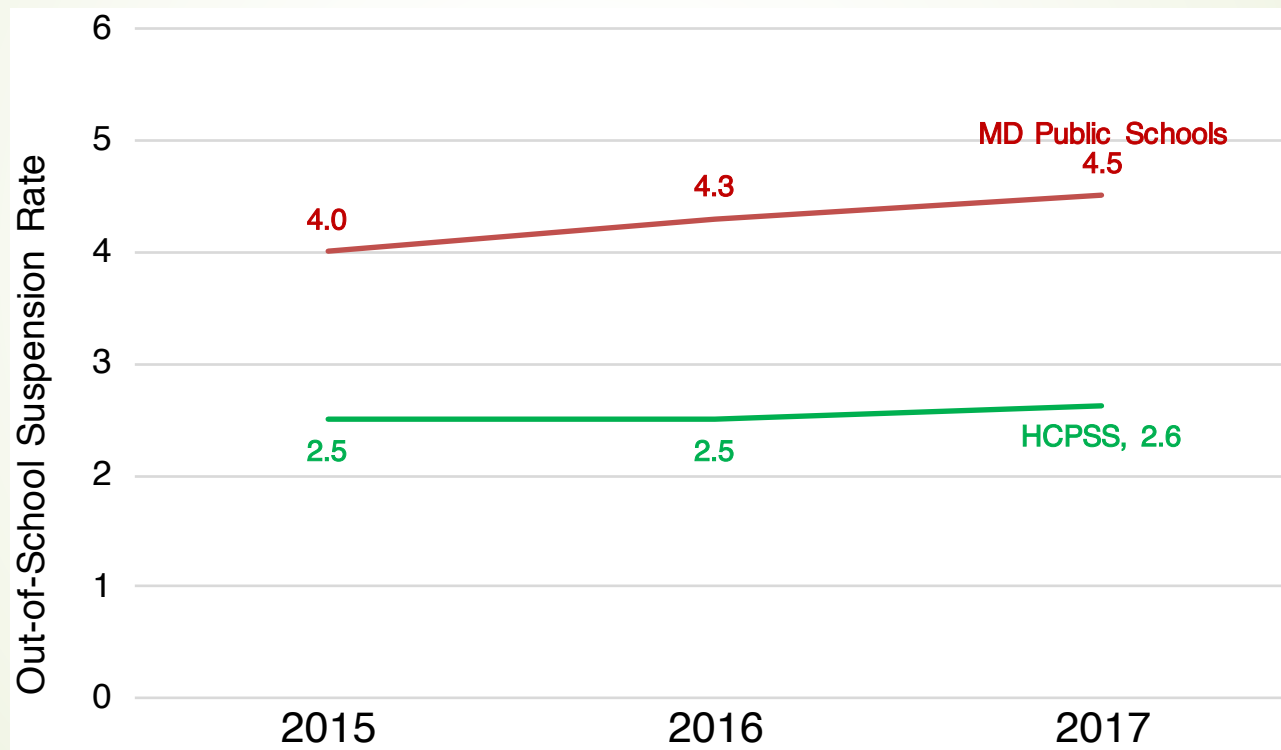


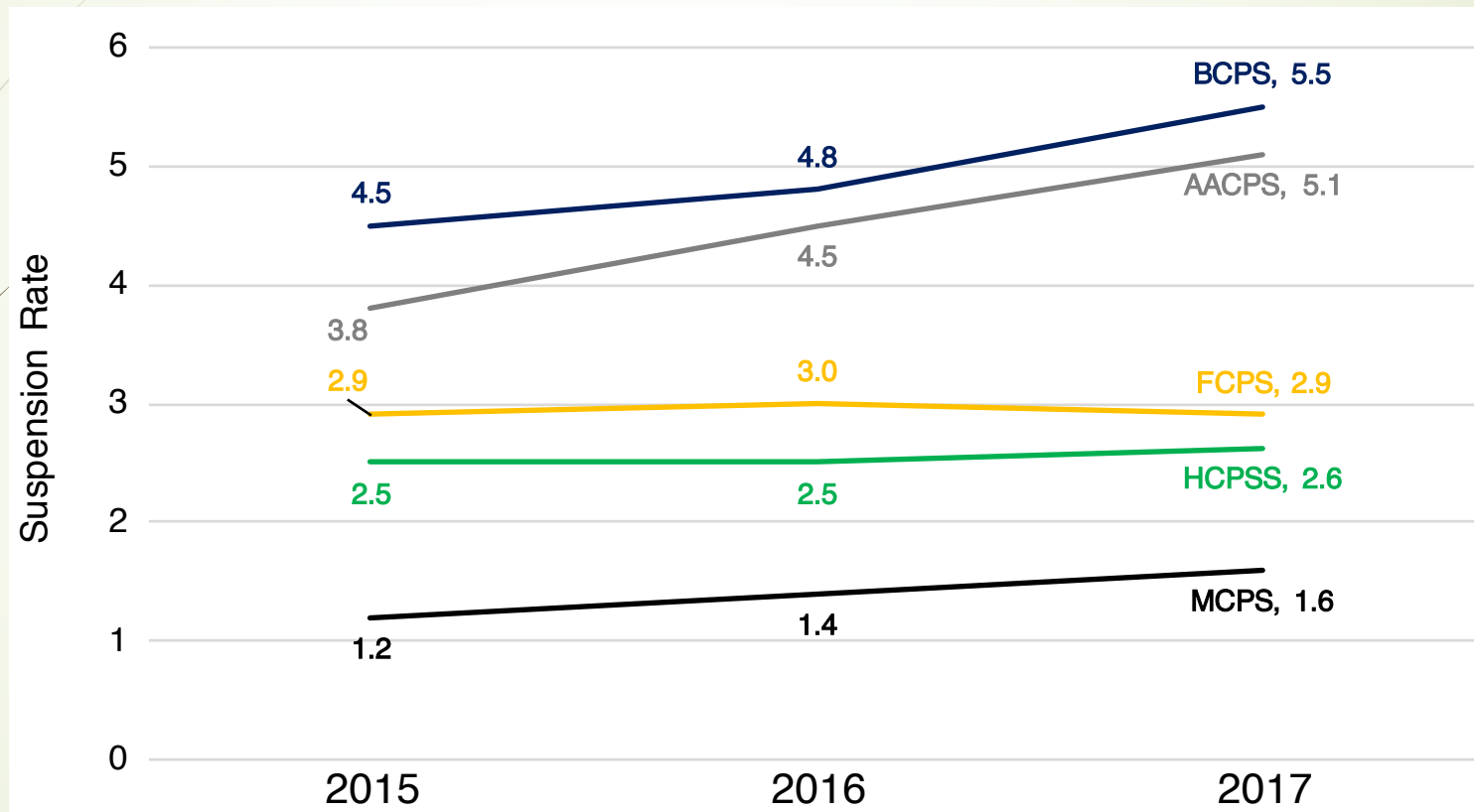
Trends in Out-of-School Suspensions 2017: Current State



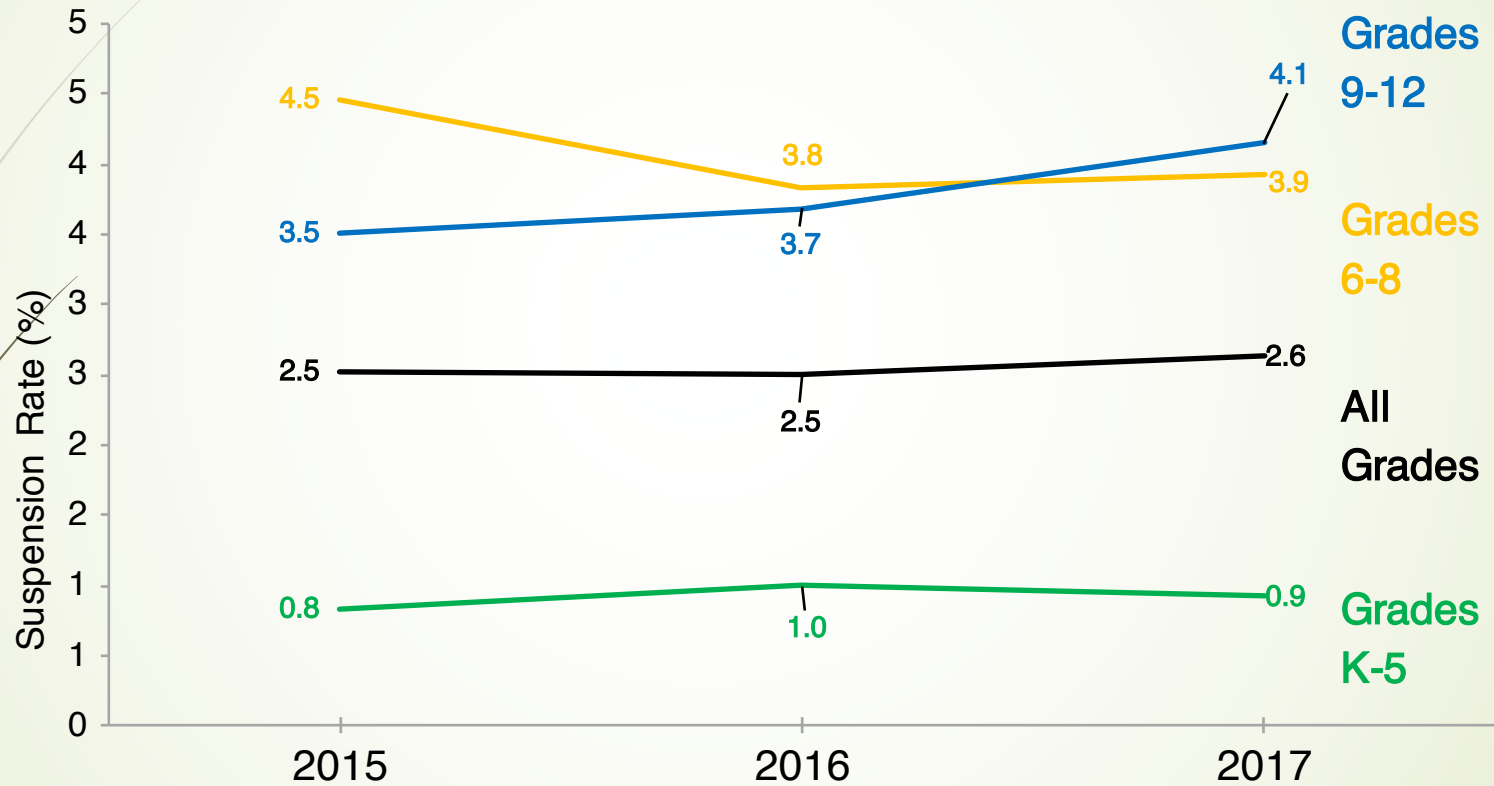
Maryland Public Schools and HCPSS Out-of-School Suspension Rates From 2015 Through 2017



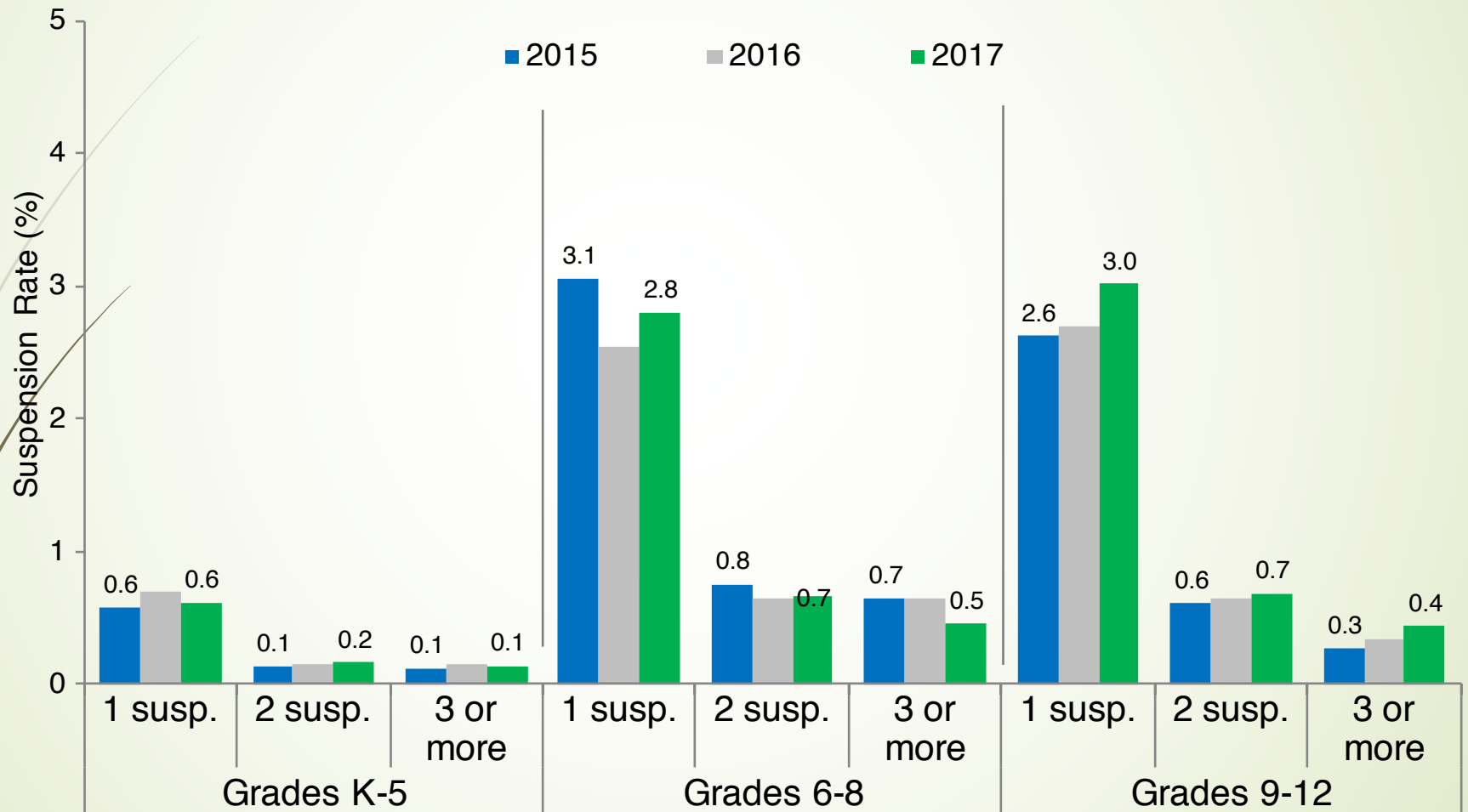
Comparison to Three-year Out-of-School Suspension Trends at HCPSS to Nearby Local Education Agencies



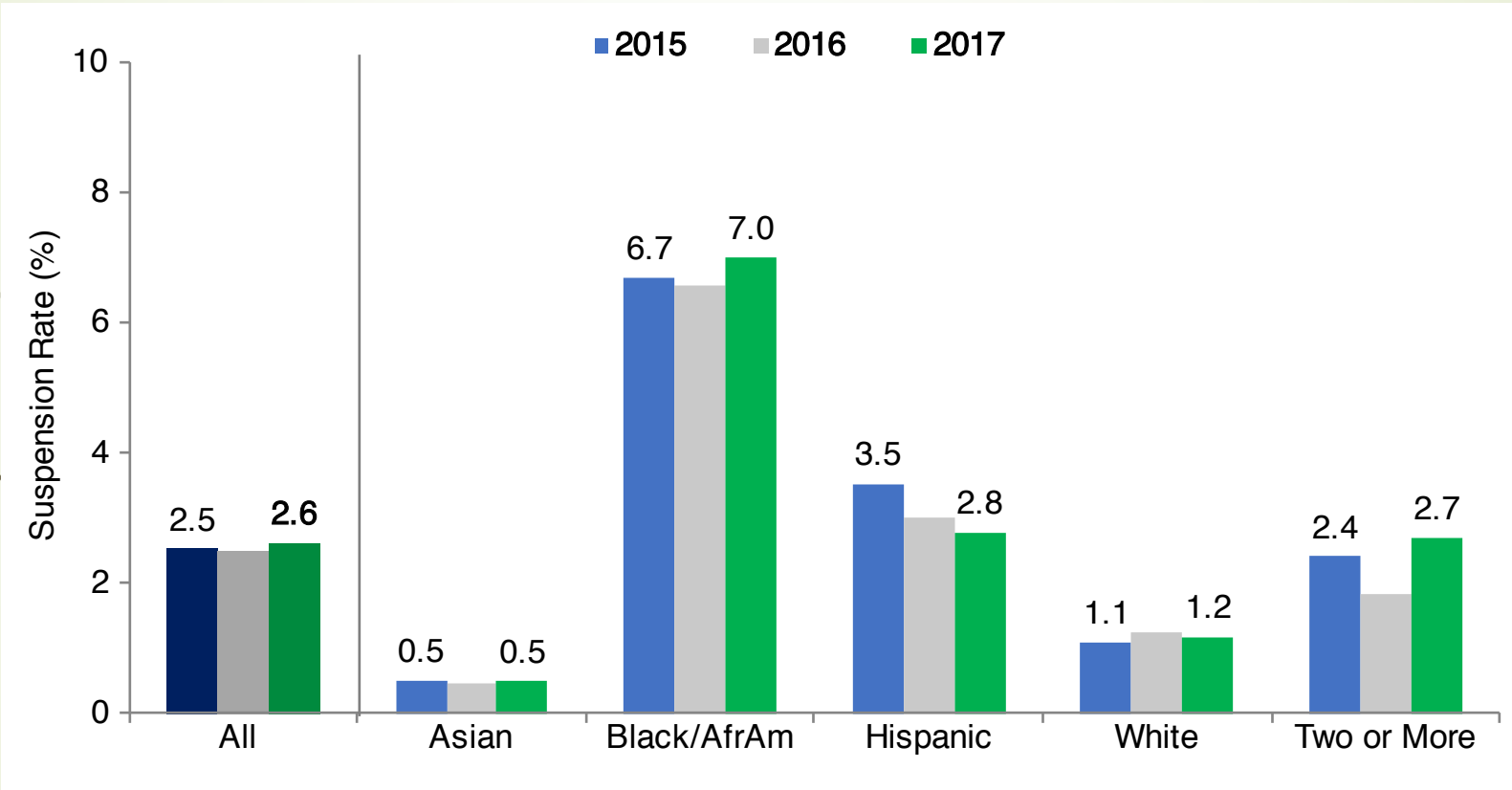
Out of School Suspension Rates by School Level



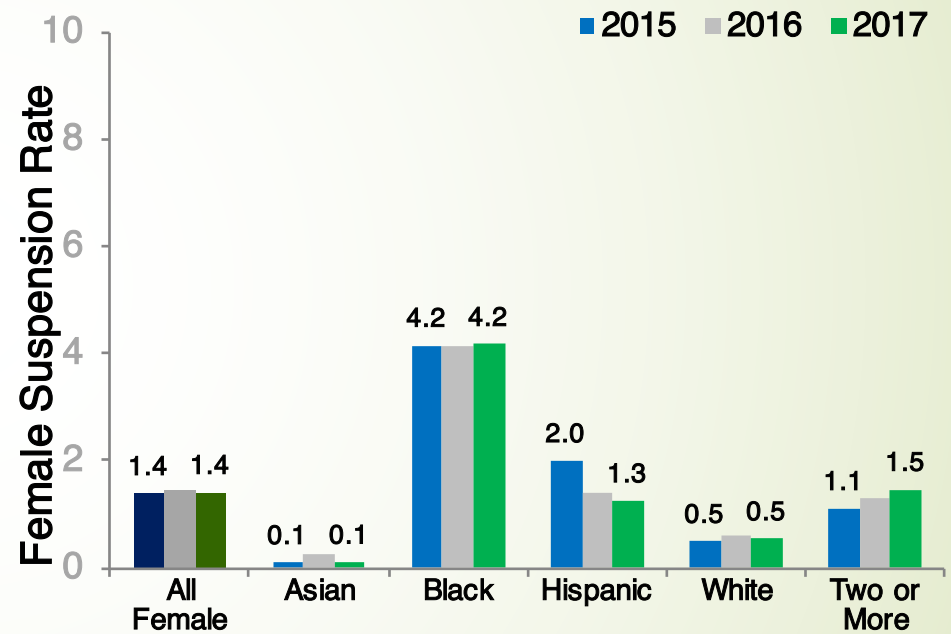
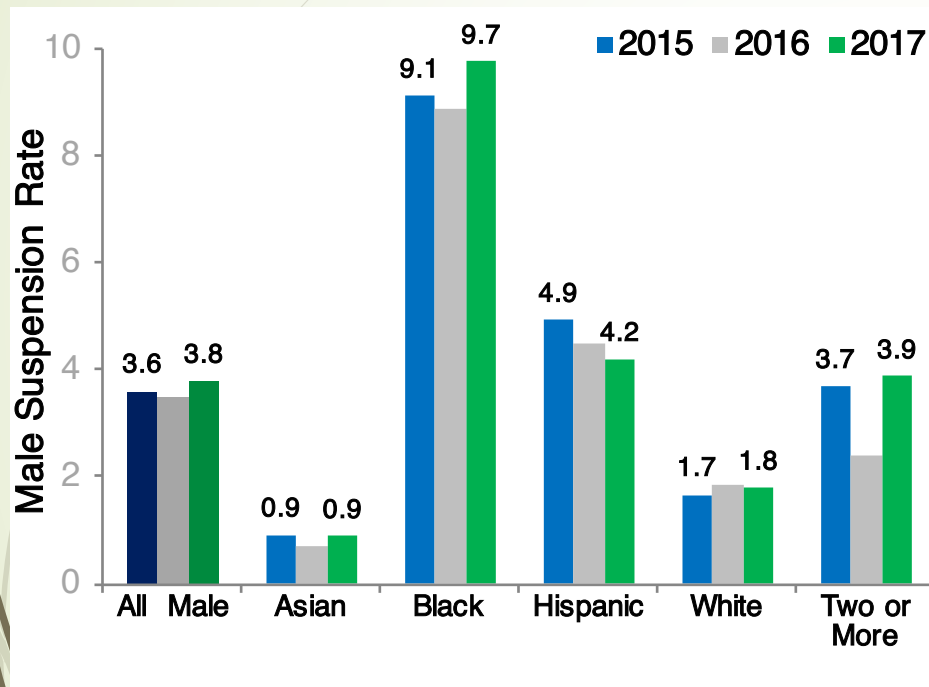
HCPSS Out-of-school suspension rates by number-of-times suspended and school level



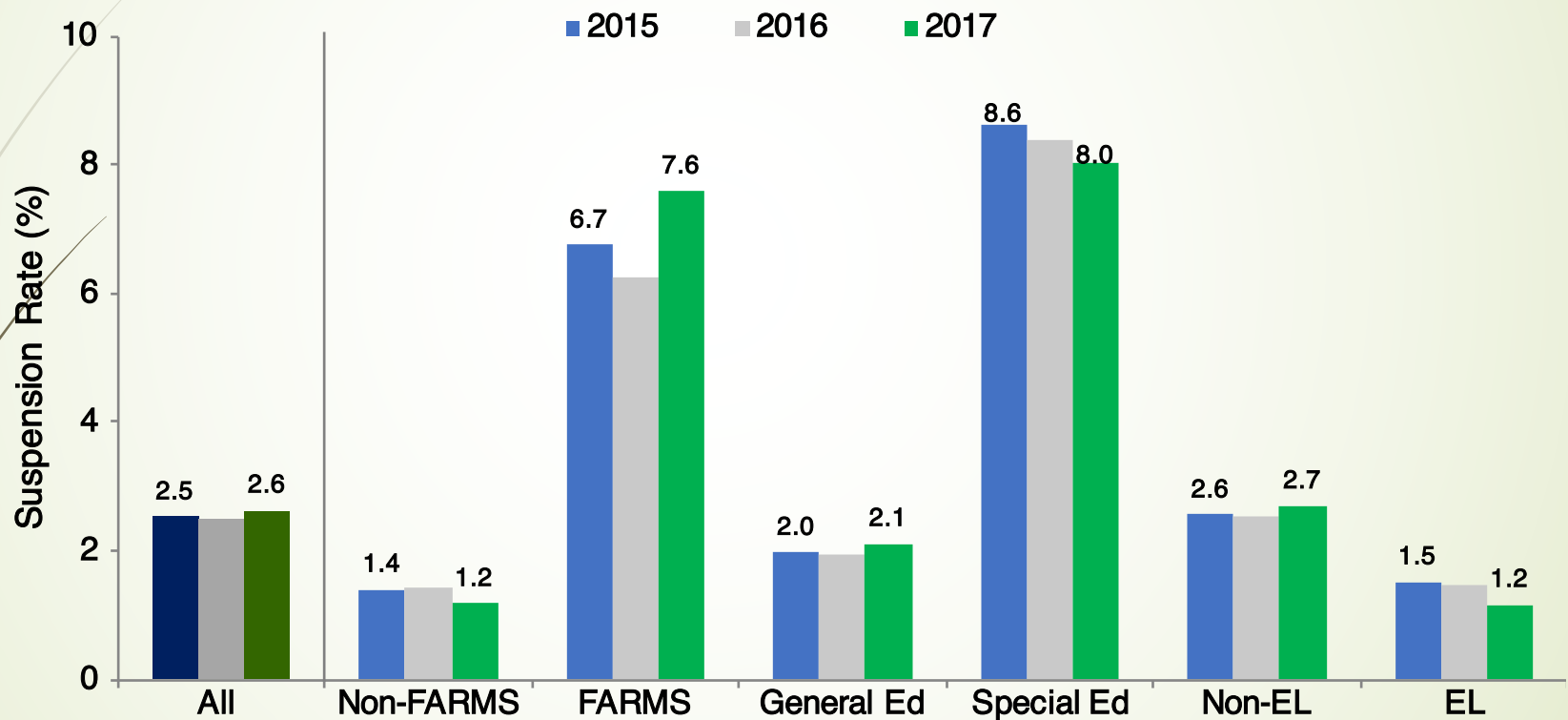
Suspension Rates by Race/Ethnicity



Suspension Rates by Race/Ethnicity for Each Gender



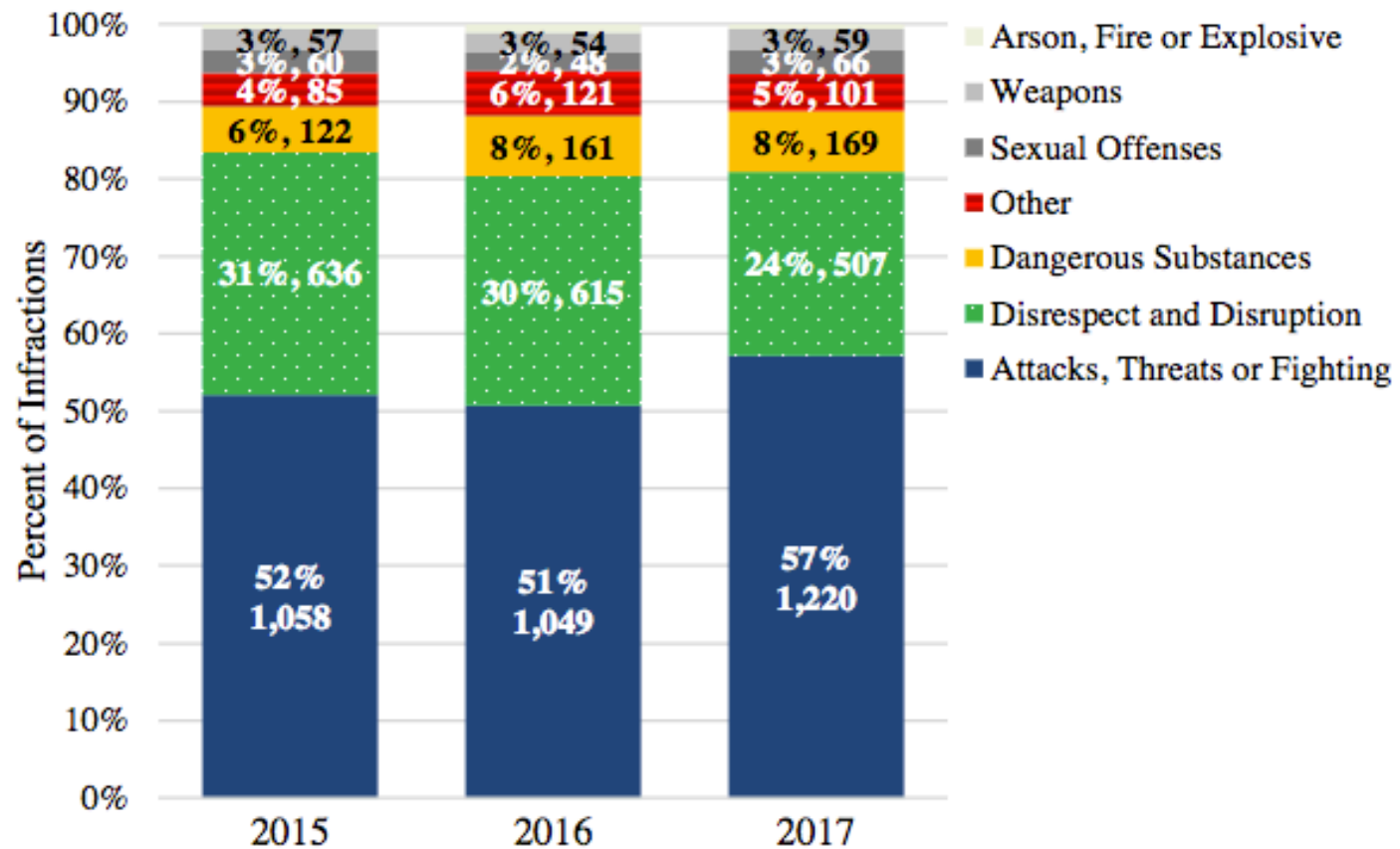
Suspension Rate Trends for Students Who Received Special Services



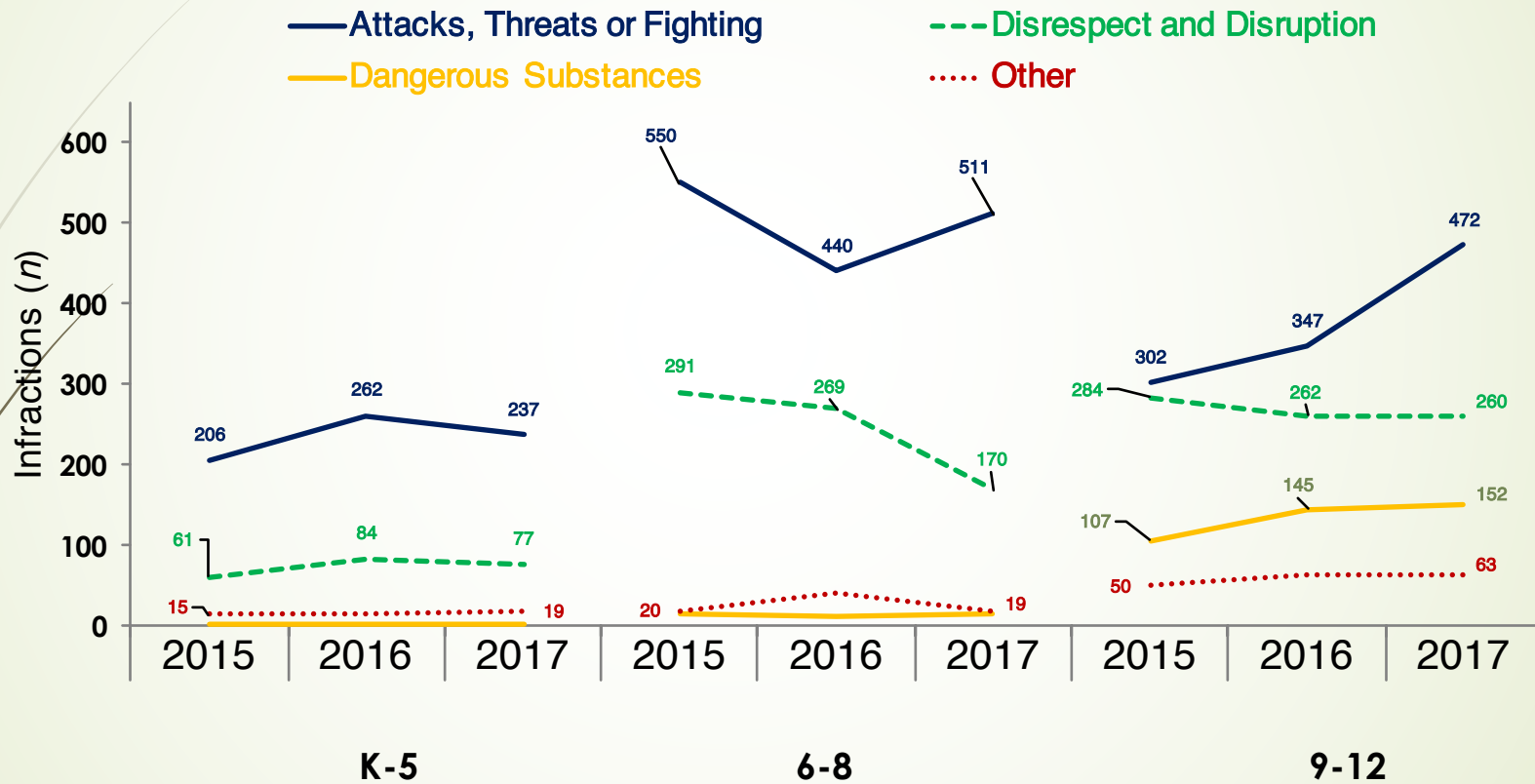
MSDE Infractions

- **Dangerous Substances** include alcohol, inhalants, drugs/controlled substances, tobacco; and selling/soliciting sales of controlled substances, and possessing or using illegal drugs
- **Weapons** include firearms, other guns or weapons, and carrying a firearm to school or school function
- **Attacks, Threats, or Fighting** includes attack or threat to adults or students, fighting, extortion, bullying/harassment, and serious bodily injury
- **Arson, Fire or Explosives** include arson/fire, false alarm/bomb threat, and explosives
- **Sex Offenses** include sexual attack, sexual harassment, and sexual activity
- **Disrespect/Disruption** as of 2016 includes disrespect, disruption, and dress code
- **Other** includes academic dishonesty, inappropriate use of personal electronics, theft, trespassing, and destruction of property.

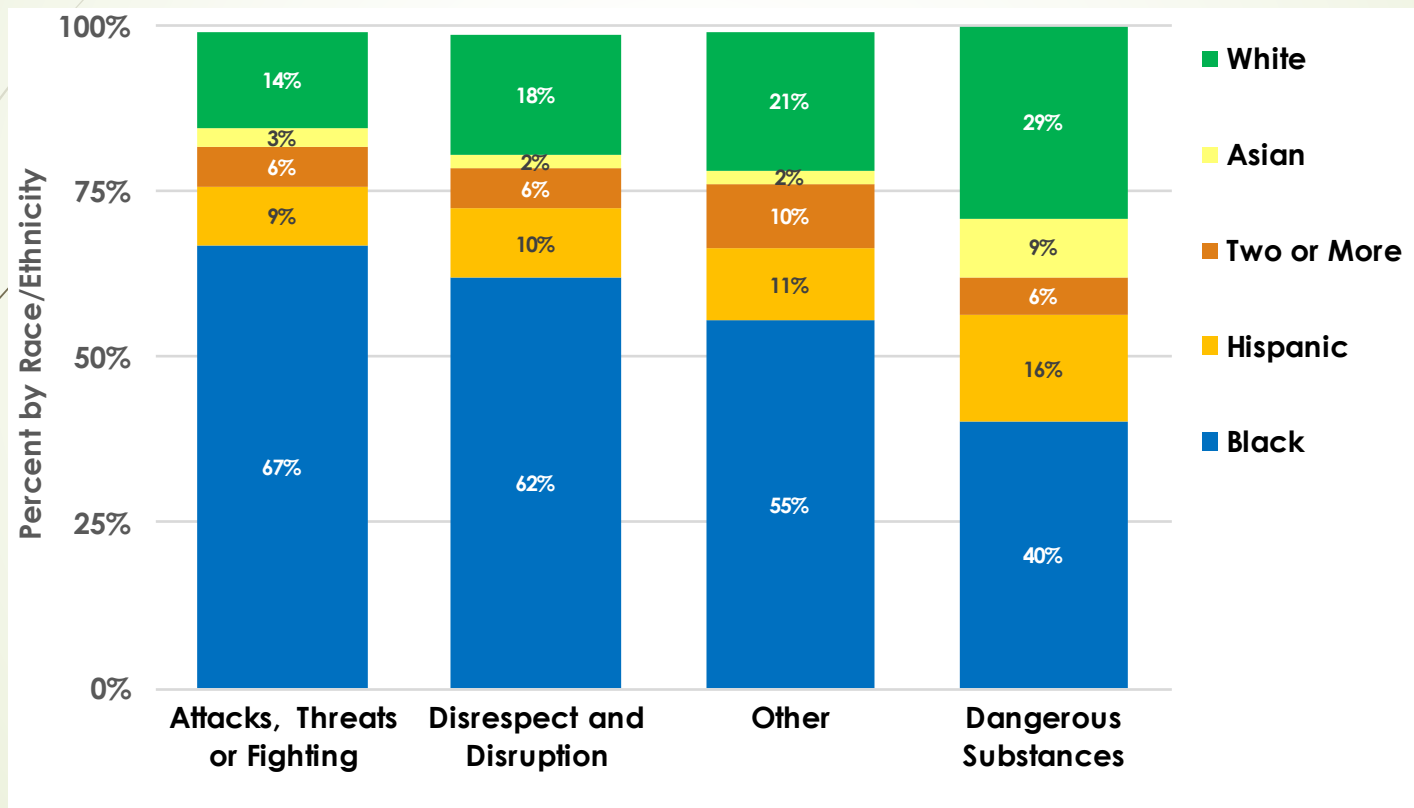
Distribution of Infractions that resulted in Out-of-School Suspensions (MSDE codes)



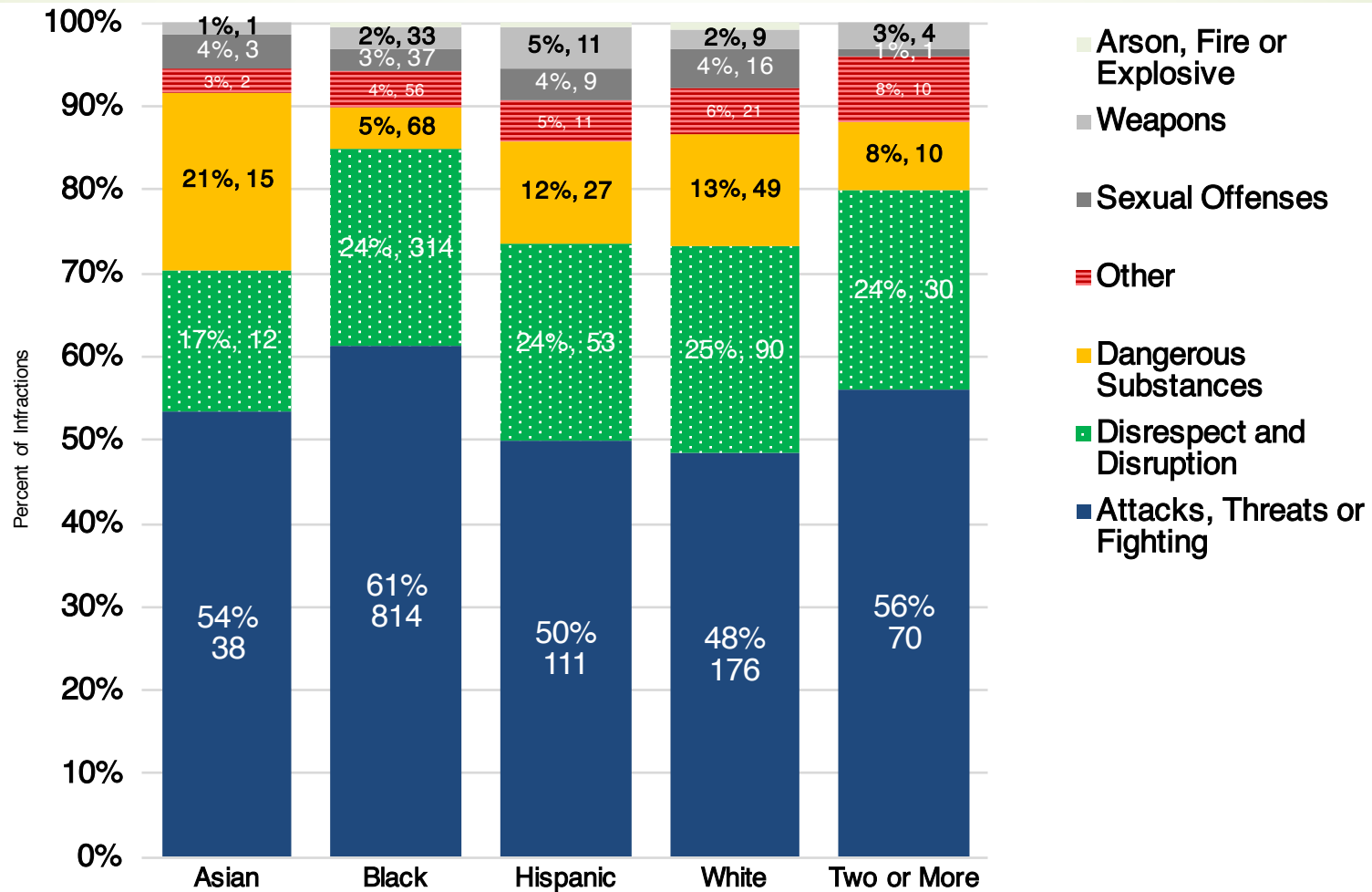
Most Common Infraction Types by School Level



Race/Ethnicity of Students Suspended for Each of the Four Most Common Infraction Types



The Distribution of Infraction Types That Resulted in Out-of-School Suspensions for Each Racial/Ethnic Group



Conclusions

- Suspension rates have remained between 2.5 and 2.6 percent since 2015.
- Suspension rates have remained consistently lower than the state average.
- Disproportionate rates of suspension by student groups exist.
- African American, Hispanic/Latino students were suspended at higher rates than their peers.
- Students who receive FARMS and special education services were suspended at higher rates than their peers.
- Males students were suspended at higher rates than female students.
- The describes patterns persist over time at all school levels.



Future Directions to Reach Desired State

- ▶ HCPSS aims to reduce overall suspension rates by continuing to build prosocial school environments with clear, appropriate and consistent expectations and consequences to address student behavior.
- ▶ All schools are working on the consistent implementation of prosocial strategies that include restorative practices to build a nurturing environment.
- ▶ HCPSS is committed to reduce the over-representation of student groups in suspensions: Black/African American and Hispanic/Latino.
- ▶ HCPSS is committed to reduce the over-representation of students who receive FARMS and special education services.

Disproportionality in School Discipline

- ▶ When specific student group(s) receive a higher (over-representation) or lower (under-representation) proportion of suspensions or expulsions compared to their peers.
- ▶ MSDE uses two measures in tandem to examine disproportionality in school discipline: Risk ratio and State comparison.



Risk Ratio

- $$\frac{\% \text{ of Black students suspended}}{\% \text{ of non-Black students suspended}}$$
- < 1.0 Lower risk for a student to be removed (suspended)
- 1.0 Proportionate risk
- >1.0 Higher risk for a student to be removed (suspended)



State Comparison

- *% of students with disabilities suspended a specific middle school*
3-year average Maryland middle and high school suspension rate
- < 1.0 A lower removal rate in comparison to the state
- 1.0 Proportionate in comparison to the state
- > 1.0 A higher removal rate in comparison to the state

Maryland Model: Identification of Schools

- Beginning in School Year 2018-2019...
- A school will be identified as disproportionate if...
 - The Risk Ratio and State Comparison measures for one or more student groups within a school meet or exceed a value of 3.0.



MSDE Three-Year Accountability System

- ▶ Phase 1 January 2017-June 2017: Initial data review using three-year trend data to educate and assess data trends.
- ▶ Phase 2 June 2017-June 2018: Root Cause Analysis: Central and school teams analyze and take action on suspension data to address disproportionate suspension data
- ▶ Phase 3 July 2018 Full Implementation: Pursue and take specific actions to reduce disproportionality in discipline practices



Potential Root Causes and Research-Based Strategies: System-Wide and Classroom Level

- **Fairness and Clear rules**
- **Positive Relationships**
- **Quality Instruction**
- **Monitoring and Reflection**



"Good is the enemy of
Great."

Jim Collins

Progress



- ▶ Disproportionate
June 2017
- ▶ 1 High School
- ▶ 1 Middle School
- ▶ 9 Elementary Schools

- ▶ Disproportionate
January 2018
- ▶ 0 High School
- ▶ 0 Middle School
- ▶ 5 Elementary Schools