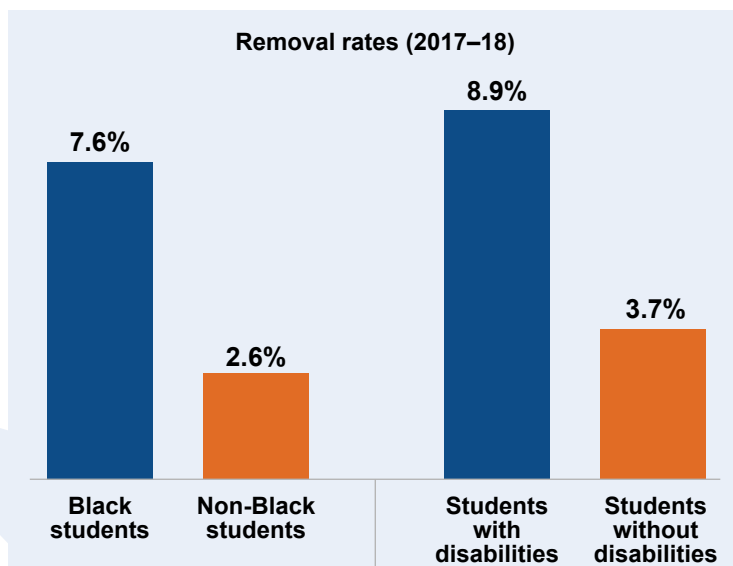
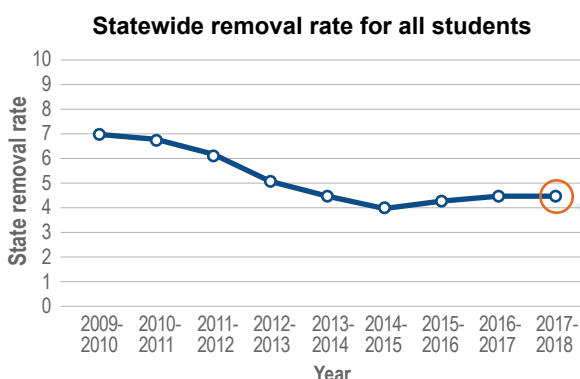


RESEARCH REVIEW: Understanding discipline disparities in Maryland

Although disciplinary removals—out-of-school suspensions and expulsions—have declined in Maryland over the past 10 years, discipline disparities persist.

Black students and **students with disabilities** are removed from the school setting at more than **TWICE the rates** of their peers.¹



Why is this a problem?

Even when they commit the same infraction, in the same school, Black students and students with disabilities are more likely to be removed.² This is a national issue that is not confined to Maryland.³ Removing students from the classroom is associated with an increased risk of poor academic performance and dropping out.⁴

How do schools identified with discipline disparities differ from schools without disparities?

Schools with discipline disparities shared some characteristics.⁵

Elementary Schools	Middle and High Schools
<ul style="list-style-type: none"> ↑ % of inexperienced teachers ↑ % of Black students ↑ Student mobility rate⁶ 	<ul style="list-style-type: none"> ↑ % of inexperienced teachers ↑ Student promotion rate⁷
<ul style="list-style-type: none"> ↓ % of Asian and White students ↓ Performance on state end-of-year English language arts assessments⁸ 	<ul style="list-style-type: none"> ↓ % of Asian students ↓ Performance on state end-of-year English language arts assessments⁸

These similarities can provide insight into the kinds of support they might need to eliminate disproportionality, such as:

- **Implicit bias training** for school staff to improve classroom management
- **Social-emotional learning programming** to help newly enrolled students make a positive and supportive transition into the school community
- Implementation of **culturally relevant and evidence-based instructional and behavioral interventions**

What is Maryland doing to address this?

The Maryland State Department of Education (MSDE) is taking steps to ensure that removals are used as a *last resort* and are *applied equitably*, including:

- **Identifying schools** that are disproportionately removing students.
- **Providing technical assistance** to help identified schools implement corrective action plans that address root causes of disproportionate discipline and create a safe and supportive environment for all students.
- **Using research and data** on disciplinary trends to identify supports schools might need to improve, such as professional development on [restorative practices](#).
- **Disseminating resources** on social-emotional learning, preventive strategies, and alternatives to disciplinary removals such as [Positive Behavior Interventions & Supports](#).

To learn more, visit MSDE's [Student Discipline](#) and [State Board of Education Task Force](#) information pages.

How the REL is helping MSDE

MSDE is working in partnership with the [Regional Educational Laboratory \(REL\) Mid-Atlantic](#) to drive an evidence-based approach to improving disciplinary policy and practice by:

- **Conducting analyses of MSDE's school discipline data** to identify trends in, and school characteristics associated with, disproportionate rates of exclusionary discipline for students based on race/ethnicity and disability status.

These analyses can help Maryland:

1. prioritize and differentiate technical support to school districts
2. determine what types of supports might be necessary to address disparities

- **Supporting disproportionality action plan implementation** through coaching and consultation in assessing the implementation of district-developed action plans for reducing disproportionalities in exclusionary discipline.



Watch the video

Watch the Video: [MSDE Discusses the Partnership](#)

¹ Lacoë, J., & Manley, M. (2019). Disproportionality in school discipline: An assessment in Maryland through 2018. Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Mid-Atlantic. <https://eric.ed.gov/?id=ED598820>

² By 4 percentage points compared to white students and students without disabilities, respectively.

³ Losen, D. J., & Gillespie, J. (2012). *Opportunities suspended: The disparate impact of disciplinary exclusion from school*. Los Angeles, CA: Civil Rights Project/ Proyecto Derechos Civiles. <https://eric.ed.gov/?id=ED534184>; U.S. Government Accountability Office. (2018, March). K-12 education: Discipline disparities for black students, boys, and students with disabilities. (Publication No. GAO-18-258). Retrieved from <https://www.gao.gov/products/GAO-18-258>; Barrett N., McEachin, A., Mills, J., & Valant, J. (2019). Disparities in Student Discipline by Race and Family Income (EdWorkingPaper No.19-53). Retrieved from Annenberg Institute at Brown University: <http://edworkingpapers.com/ai19-53>

⁴ Lacoë, J., & Steinberg, M. P. (2019, March). Do suspensions affect student outcomes? *Education Evaluation and Policy Analysis*. <https://eric.ed.gov/?id=EJ1204837>; Gregory, A., Skiba, R. J., & Noguera, P. A. (2010). The achievement gap and the discipline gap: Two sides of the same coin? *Educational Researcher*, 39(1), 59–68. <https://eric.ed.gov/?id=EJ886500>; Fabelo, T., Thompson, M. D., Plotkin, M., Carmichael, D., Marchbanks, M. P., & Booth, E. A. (2011). *Breaking schools' rules: A statewide study of how school discipline relates to students' success and juvenile justice involvement*. New York: Council of State Governments Justice Center.

⁵ Lacoë, J., & Manley, M. (2019). Disproportionality in school discipline: An assessment in Maryland through 2018 (REL 2019-XXX). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Mid-Atlantic. Retrieved from <http://ies.ed.gov/ncee/edlabs>

⁶ Percentage of students entering (transferring in or re-entering) school during school year after the first day of school. [Learn More](#)

⁷ Percentage of students that advanced from one grade to a higher level at the end of the school year. [Learn More](#)

⁸ Performance data reflect [2016 PARCC proficiency scores](#) on English language arts and math assessments. MSDE transitioned from PARCC to the [Maryland Comprehensive Assessment Program \(MCAP\)](#) and a [new report card](#) in 2018.