



## Indicator Overview 4A & 4B

### *4A (Suspension/Expulsion)* *4B (Suspension/Expulsion by Race/Ethnicity)*

#### 1. What is the difference between Indicator 4A & 4B?

**4A is a Results Indicator.** A local is considered to have a significant discrepancy if more than five percent of all students with individualized education programs (IEPs) were suspended/expelled out-of-school for greater than ten cumulative days during the school year. Locals with fewer than five students with IEPs suspended/expelled for greater than ten days are exempt from these calculations.

**4B is a Compliance Indicator.** This indicator focuses on significant discrepancies in the rate of suspension/expulsion of students with IEPs in six racial/ethnic groups. In the fall of 2011, the calculation of significant discrepancy changed from a risk ratio calculation to a percentage greater than 3.6 for any racial/ethnic group. The percentage of students with IEPs suspended/expelled out-of-school for greater than ten days are calculated for each racial/ethnic group for each local. Locals with percentages greater than or equal to 3.6 for any racial/ethnic group are identified as having a significant discrepancy. More than one racial/ethnic group may be identified. Locals with fewer than 30 students with IEPs are exempt from significant discrepancy calculations. Racial/ethnic groups with fewer than ten students are also exempt, so many locals will not have results for all six racial/ethnic groups.

Locals having a significant discrepancy by race/ethnicity must have its policies, procedures, or practices reviewed to determine if those policies, procedures, or practices contributed to the significant discrepancy and do not comply with the requirements relating to:

- A. Development and implementation of IEPs
- B. The use of positive behavioral interventions and supports
- C. Procedural safeguards

## **2. Where do these data come from?**

Discipline data are collected in fall, spring, and at the end of the school year in the Michigan Student Data System (MSDS).

## **3. How are calculations for Indicator 4B different from those for Indicators 9 and 10 (Disproportionate Representation)?**

For Indicator 4B, percentages greater than or equal to 3.6 are used to determine whether a significant discrepancy exists. Indicators 9 and 10, use risk ratios to determine disproportionate representation of racial and ethnic groups in special education and related services. The number of students in Indicator 4B, is smaller because it relates specifically to the number of students with IEPs with out-of-school suspension/expulsions greater than ten days while disproportionate representation involves all students with IEPs.

## **4. My local's counts appear to be reasonable. Why, then, have we been selected?**

The 4B analysis examines the percentage of students in each race/ethnicity group who were suspended/expelled out of school greater than ten days. For example, if there are ten Hispanic students with IEPs in the local, and two were suspended/expelled out-of-school for more than ten days, the percentage would be 20, well above the state bar of 3.6 percent, and the local would be identified as having a significant discrepancy in the suspension/expulsion of Hispanic students with IEPs. Low numbers don't necessarily translate into low percentages, and may still result in a visit from a focused monitoring team.

## **5. My local was monitored for suspension/expulsion last school year. Must I go through this process again?**

No. The OSE does not require a focused monitoring activity to review the local's policies, procedures, or practices in the following school year. In the year following a monitoring activity, locals must implement the corrective action plans (CAP) and correct all instances of noncompliance as soon as possible. A new focused monitoring activity may be required in years subsequent to the CAP implementation.

**6. For the purposes of Indicators 4A and 4B, does the number of suspension days that a student with an IEP accumulates during the school year follow the student even if the student enrolls in a different local?**

No. Days of suspension from one local are not added to the days of suspension from a second local during a school year. A local is considered for significant discrepancy based on the students with IEPs the local suspended and expelled for greater than ten days cumulatively during the school year.

**NOTE:** When determining when educational services are required, the local **MUST** include (count) all known days of suspension, including those accrued in another local in the same school year.