

## Using the Report of District Data for B-4

### Indicator Definitions

#### Indicator B-4A: Suspension/Expulsion

Results indicator: Suspension and expulsion:

A district 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. Districts with fewer than five students with an IEP suspended/expelled for greater than ten days are exempt from these calculations.

#### Indicator 4B: Suspension/Expulsion

Compliance indicator: Suspension and expulsion by Race/Ethnicity:

This indicator focuses on significant discrepancies in the rate of suspension/expulsion of students with an IEP in six racial/ethnic groups. The percentage of students with an IEP suspended/expelled out-of-school for greater than ten days are calculated for each racial/ethnic group for each district. Districts 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. Districts with fewer than 30 students with an IEP are exempt from significant discrepancy calculations. Racial/ethnic groups with fewer than ten students are also exempt, so many districts will not have results for all six racial/ethnic groups.

### Purpose of Report

In order to identify strengths and challenges, allocate resources effectively and ensure success for all students, educators need to be able to make data-driven decisions. Effectively using data will illuminate those things that are working and those that need to be adjusted.

The goal of providing district level discipline data to the Intermediate School District (ISD) is to make ISDs aware of their district's rates of suspensions, as it relates to indicators B-4A and B-4B. The data shows suspension/expulsion data for districts in your ISD. When reviewing the data, emphasis should be placed on the districts that have exceeded the state's targets and those that are close to exceeding the targets. ISD personnel along with district personnel should have ongoing meetings throughout the school year to discuss, review, analyze and implement needed changes to improve discipline for all students at the district. The district will need to provide additional data from their student information system where discipline data is stored.

If a district has exceeded the target for B-4A, the district must work with the ISD to review and, if applicable, revise its policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, as well as procedural safeguards to ensure compliance.

### Next Steps

The ISD should consider assisting districts to establish a District Discipline Team to monitor discipline data, recommend interventions and ensure accountability at the district and building level.

Suggested Discipline Team Members: Superintendent, Director of Special Education, ISD personnel, building principals, assistant principals, Dean of Students, data personnel, Social Workers, Teachers, Paraprofessionals, parents, and board members.

Suspension is a widely used disciplinary technique in both general and special education but research has raised serious questions about its effects. The frequent use of suspension has many undesirable and unintended outcomes, including a less healthy school environment, lower academic achievement, higher levels of disruptive or antisocial behavior, and higher school dropout rates. To combat these outcomes, your district should consider the following questions when analyzing your district's data.

- Are incidents disproportionately occurring at certain times or in certain locations?
- Are some students disproportionately disciplined based on demographic characteristics?
- Are some students disproportionately represented in certain types of referrals?
- Are some students disciplined more harshly than other students for the same infractions?
- Are some staff disproportionately referring all students, or groups of students, for discipline?
- Are some schools disproportionately disciplining all students or groups of students?
- Are interventions having a positive effect on the frequency of disciplinary referrals for all students? For groups of students?
- What interventions are currently being used in the district/school buildings?
- What types of training does the district/school buildings need? Will it be ongoing? How will it be sustained?
- What universal and targeted interventions for disruptive behavior are being used within your schools?
- Are your disciplinary policies and practices proactive or reactive?
- Is there a need to revise/develop policies that support alternatives to suspension discipline model district-wide?

The Discipline Toolkit and its resources ([Discipline Toolkit](#)) are available for your use. If you have questions, please contact Charles Thomas at [thomasc29@michigan.gov](mailto:thomasc29@michigan.gov).