



Suspension/Expulsion by Race/Ethnicity

Michigan's State Performance Plan
Indicator 4B



Data on Suspension/ Expulsion Matters for Students With Disabilities

- Data on the rates of suspension/expulsion for students with disabilities prompts districts to examine how discipline decisions are made.
- Districts with high rates of suspension/expulsion receive technical assistance from the OSE-EIS regarding additional supports that enable students with disabilities to remain in school and receive appropriate instruction.

Reporting Requirement: Suspension/Expulsion by Race/Ethnicity

Indicator 4B is a compliance indicator.

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 of 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 support, and procedural safeguards.

20 U.S.C. 1416(a)(3)(A);
1412(a)(22)

Michigan Information on Suspension/Expulsion Rates by Race/Ethnicity

School districts report disciplinary actions for students who have Individualized Education Programs (IEPs) through the Single Record Student Database (SRSD) and a data verification process. School districts report specific disciplinary actions for each student every school year.

The Office of Special Education and Early Intervention Services (OSE-EIS) identifies and monitors those districts with significant discrepancies in their suspensions/expulsions for one or more racial/ethnic groups. The OSE-EIS reviews the districts' policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavior interventions and supports, and alignment with procedural safeguards. Districts are required to revise those policies, procedures, and/or practices that may lead to inappropriate suspensions and expulsions.

Michigan's Commitment to Education

On September 12, 2006, the State Board of Education adopted a policy on positive behavior support stating that each school district should implement a system of schoolwide positive behavior support strategies. The vision of this policy is to advance a proactive, positive, skill-building approach for the teaching and learning of successful student behavior. Positive behavioral interventions and supports provide effective strategies that promote appropriate social behavior and respectful learning environments.

Defining Suspension/Expulsion Rates by Race/Ethnicity

A ratio is calculated for each racial/ethnic group within a district based on the number of students suspended/expelled for greater than 10 days. The ratio used depends upon the district's demographic characteristics. For this indicator, Michigan defines "significant discrepancy" as a ratio greater than 2.0 indicating that students in the racial/ethnic group have a significantly greater risk of being suspended/expelled for greater than 10 days.

Districts with fewer than five students with IEPs suspended/expelled for greater than 10 days were exempt from the significant discrepancy calculation, as were racial/ethnic groups with fewer than three students with IEPs suspended/expelled for greater than 10 days.

Michigan's Performance

Measurable and Rigorous Targets

Indicator 4B is a compliance indicator. This target is set by the U.S. Department of Education's Office of Special Education Programs (OSEP) at 0 percent.

Indicator Component	FFY 2008* Result	FFY 2008 Target	FFY 2008 Status
Percent of districts identified by the state as having a significant discrepancy in the rates of suspensions/expulsions by race/ethnicity and policies, procedures, or practices that contribute to the significant discrepancy.	6.5%	0%	Target Not Met

Source: Single Record Student Database (SRSD), Verification Review

*Federal Fiscal Year (FFY) 2008 = July 1, 2008 to June 30, 2009

Michigan did not meet the target for this indicator. The 2008-2009 result is the baseline data for this indicator.

The data presented in this Indicator 4B Special Education Facts are 2008-2009 data because the U.S. Department of Education prescribed a one-year data lag for Indicator 4B so that the districts' policies, procedures, and practices could be reviewed prior to reporting.

For More Information

Michigan State Board of Education's Positive Behavior Support Policy
www.michigan.gov/mde/0,1607,7-140-6530_6564_35177---,00.html

National Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS)
www.pbis.org

Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi)
<http://miblsi.cenmi.org>

Michigan's State Performance Plan (SPP) and Annual Performance Report (APR)
www.michigan.gov/ose-eis

Michigan Can Improve

- The Continuous Improvement and Monitoring System's (CIMS) electronic workbook provides districts with feedback regarding their suspension and expulsion data to assist improvement efforts.
- Districts that demonstrate a significant discrepancy in rates of suspension/expulsion by race/ethnicity—and have policies, procedures, and practices that contribute to the discrepancy—are provided with technical assistance.
- The OSE-EIS collaborates with the Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi) personnel to continue to reduce the rates of suspension/expulsion in the state through positive behavioral interventions and supports. Districts with a significant discrepancy in the rate of suspensions and expulsions have priority when applying to participate in MiBLSi and the Reaching and Teaching Struggling Learners (RTSL) Initiative.