

Indicator 4 A/B: Suspension and Expulsion

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Common Terms

- Below are some common terms and acronyms you may hear during these presentations. Please also refer to the handout you should have received for a list of more terms and their meanings, as well as a place for you to take notes.
- **The Department/DESE**
 - MA Department of Elementary and Secondary Education
- **SEPP**
 - Office of Special Education Planning and Policy Development
- **OSEP**
 - US Office of Special Education Programs
- **SPP/APR**
 - State Performance Plan/Annual Performance Report
- **Stakeholder**
- **Indicator**

SPP/APR Stakeholder Feedback Purpose

- Included as part of yearly report to the federal Office of Special Education Programs (OSEP).
- Provide a status of outcomes of Special Education in Massachusetts.
- Share important updates and information about Indicators.
- Gather feedback and input to improve outcomes for children with disabilities.

Overall Purpose – Why are we here?

To **share the status** in each area we are responsible for

- *How are students with disabilities doing?*

To **gather feedback** to help us improve in each area

- *What can we do differently to improve?*



Overall Purpose – Why are we here?

- DESE is seeking stakeholder input on the following four areas:
 1. Target Setting (Performance Indicators 1, 2, 3, 5, 6, 7, and 14)
 2. Data Analysis (All indicators)
 3. Evaluation of Progress (All indicators)
 4. Development of Improvement Strategies (All indicators)

Other DESE Offices and Resources

- For questions related to general special education policies and supports and the SPP/APR, contact [Special Education Planning and Policy](#) or specialeducation@doe.mass.edu
- Other DESE Offices to contact for specific questions and comments related to:
 - Compliance and Monitoring - [Public School Monitoring](#)
 - Complaints and Oversight - [Problem Resolution Systems](#)
 - MCAS, MCAS-Alt, Access - [Student Assessment Services](#)
 - [Approved Special Education Schools](#)

Meeting Norms

- Each meeting is a specific purpose and topic.
 - DESE will follow up on any questions or comments that are not addressed during the presentation.
- All voices count, all opinions are valid, but offer reasoning behind your thinking.
- If you have questions either:
 - Use the “Raise Hand” function on Zoom, or
 - Type questions in the chat box.
- Please stay muted when not talking.

Data Analysis and Evaluation of Progress

- Indicator 4 Review
 - What is it?
 - What does it measure?
 - How is it measured?
- Data for FFY2022

What is Indicator 4A?

- Indicator 4 measures **significant discrepancy** in suspension or expulsion rates of students with Individual Education Plans (IEPs).
- A district is identified as having a significant discrepancy if the suspension and expulsion rate of students with IEPs in the district is five times the state's annual rate of disciplinary removal of all students with IEPs for **two consecutive years**.
- A district is included in this data analysis if:
 - They have 30 or more students with IEPs enrolled (This is called our "n" size")
 - They have 3 or more students with IEPs suspended or expelled for greater than 10 days annually (This is called our "cell" size)

What is Indicator 4B?

- Indicator 4B measures significant discrepancy in suspension or expulsion of students with IEPs in **racial and ethnic subgroups**, as compared to the statewide removal rates for students with IEPs.
- A district is identified as having a significant discrepancy if districts have shown removal rates of students with IEPs from a particular racial or ethnic group of greater than **five times the state rate for three consecutive years**
- A district is included in this data analysis if:
 - They have 10 or more students with IEPs in a particular racial/ethnic group (This is called our "n" size")
 - They have 3 or more students with IEPs in subgroup suspended or expelled for greater than 10 days annually (This is called our "cell" size)

Indicator 4

- Districts identified with significant discrepancy must submit policies, practices and procedures (PPPs) for review to the Department.
- DESE reviews PPPs. If any deficiencies are found in the PPPs, they must be corrected by the district within one year from date of notification and the district must submit evidence of the corrections to the DESE for verification.
- Identified districts are invited to participate Professional Learning. This engagement included:
 - discussion of district-specific data;
 - information about successful strategies that LEAs have implemented;
 - Discussions and support for challenges districts are facing related to student discipline practice; and
 - Providing opportunity for reflection on policies, practices, and procedures in order to support students on IEPS and reduce the use of disciplinary removals.

Indicator 4 Data

4A

Number of districts that have a significant discrepancy	Number of districts that met the State's minimum n-size	FFY2021 Data	FFY 2022 Target	FFY 2022
1	369	0.267%	0.00%	0.271%

4B

Number of districts that have a significant discrepancy, by race or ethnicity	Number of districts that have policies, procedures, or practices that contribute to the significant discrepancy and do not comply with requirements	Number of districts that met the State's minimum n-size	FFY2021 Data	FFY 2022 Target	FFY 2022
0	0	396	0.00%	0.00%	0.00%

What is the Department Currently Doing?

- Rethinking Discipline Professional Development Updates
 - Aligns with changes to new mental health law
 - Focuses on engaging and reengaging students in learning and using (and documenting use and results of) alternatives to suspension.
 - Focuses on looking at “Alternative remedies” such as: (i) mediation; (ii) conflict resolution; (iii) restorative justice; and (iv) collaborative problem solving.
 - School or district wide models are designed to reengage students in the learning process, with
 - (i) positive behavioral interventions and supports models and
 - (ii) trauma sensitive learning models.

Improvement Strategies

1. Are there other data points, related to student discipline for students with disabilities, that you believe should be reviewed, collected and analyzed by DESE?
2. Are there any questions related to student discipline that we should be considering that we haven't talked about yet?
3. What are your biggest concerns around the discipline of students with disabilities?

Resources

- [Student and Family Support \(SFS\) – Rethinking Discipline Initiative](#)
- The U.S. Department of Education's (USED) Office for Civil Rights (OCR) and the U.S. Department of Justice's Civil Rights Division (Justice) jointly released a [Resource on Confronting Racial Discrimination in Student Discipline](#).
- The USED's Office of Elementary and Secondary Education (OESE), Office of Safe & Supportive Schools Technical Assistance Centers released a series of [fact sheets](#) on how school leaders and members of school communities may support students' social, emotional, behavioral, and academic well-being and success.

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