

Part B State Performance Plan (SPP) for 2006-2010

Overview of the State Performance Plan Development

1. See General Overview pages 1-4.
2. For this indicator, the stakeholder team reviewed the status of available data and the continuing need for data verification and improvement in reporting by local education agencies (LEAs).
3. Strategies necessary to achieve compliance and respond to the Office of Special Education Programs (OSEP) Annual Performance Report (APR) letter of September 28, 2005 continue to be implemented and are updated in this report.
4. An external review and analysis of data for determining significant discrepancy resulted in modifications to the methodology and the determination of targets.

Monitoring Priority: FAPE in the LRE

Indicator 4: Rates of suspension and expulsion:

- A. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; and
- B. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity.

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

Measurement:

- A. Percent = [(# of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year) divided by the (# of districts in the State)] times 100.
- B. Percent = [(# of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions for greater than 10 days in a school year of children with disabilities by race ethnicity) divided by the (# of districts in the State)] times 100.

Definition of Significant Discrepancy:

For the purpose of this indicator, the State defines "significant discrepancy" as a disproportionality risk ratio greater than 2.0. This ratio is computed for each LEA based on the number of suspensions/expulsions exceeding ten (10) days in a school year. It is determined by the rate of suspensions and expulsions among children with disabilities by race/ethnicity, divided by the rate of racial/ethnic

representation in the district's special education population. This results in a disproportionality risk ratio for each racial/ethnic group in each LEA.

If the rates for suspension/expulsion for one race/ethnicity match rates for the other race/ethnicity groups within the district, the disproportionality risk ratio will equal 1.0. If any racial/ethnic group has a disproportionality risk ratio greater than or equal to 2.0, the district was identified as having a significant discrepancy.

Overview of Issue/Description of System or Process:

School districts report disciplinary actions for students with IEPs through the state's computerized system operated by the Center for Educational Performance and Information (CEPI). This system is referred to as the Single Record Student Database (SRSD). Race/ethnicity data is collected for all students. School districts are required to report on the frequency of occurrences of each type of disciplinary action three times during the school year. At this time, the suspension/expulsion field is a mandated reporting field only for students with IEPs. The OSE/EIS conducted verification of all data submissions that did not comply with instructions. Additional suspensions/expulsions were reported as a result of that verification process. During January, 2007, a referent group finalized changes to the database in order to enhance the detail regarding discipline procedures for the 2007-2008 school year.

Baseline Data for FFY 2006 (2005-2006):

The overall number of Michigan school districts identified as having a significant discrepancy in suspension/ expulsion among students with IEPs = **7 (0.82%)**

Race Ethnicity	Number of Districts	Percentage of Districts
Black	6	0.72%
Native American	1	0.12%
Asian	0	0%
Hispanic	0	0%
White	0	0%

Source of Data: SRSD

Discussion of Baseline Data:

The baseline was determined by the number of LEAs identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities by race/ethnicity, divided by the number of districts in the State times 100. This resulted in a disproportionality risk ratio.

An analysis of suspension/expulsions was performed only for students with IEPs, because that is the only data available in the state of Michigan. A risk ratio was computed if a district reported five or more suspensions/expulsions within an ethnic group. This adjustment takes into consideration the effect of small numbers on computing risk ratios.

First, the suspension/expulsion rate was computed for each ethnic group for each LEA. Second, the suspension/expulsion rate of each ethnic group within the district's special education population was calculated. Finally, the suspension/expulsion rate by ethnicity was divided by the corresponding district special education rate for ethnicity. This provided a suspension/expulsion disproportionality risk ratio for each racial/ ethnic group for each LEA.

The results of the districts' analyses are combined to get an overall statewide identification of districts discrepant for suspensions/expulsions. In Michigan, this resulted in the identification of seven (7) out of the 834 districts or 0.82% of Michigan districts discrepant for suspensions/expulsions of greater than 10 days.

Measurable and Rigorous Targets:

Considerations for setting targets included:

- Current status of Michigan data & data collection
- Review of national data
- Data reflecting suspension/expulsion rates furthest from the mean
- Consideration of the recently passed State Board of Education Positive Behavior Support Policy

FFY	Measurable and Rigorous Target
<p>2006 (2006-2007)</p>	<p>Reduce the percent of districts identified as having a significant discrepancy in the rates of suspensions/expulsions of greater than 10 days in a school year of children with disabilities in the following race/ethnic categories:</p> <ul style="list-style-type: none"> • Black to 0.65% or less • Native American to 0.10% or less (one district)
<p>2007 (2007-2008)</p>	<p>Reduce the percent of districts identified as having a significant discrepancy in the rates of suspensions/expulsions of greater than 10 days in a school year of children with disabilities in the following race/ethnic categories:</p> <ul style="list-style-type: none"> • Black to 0.55% or less • Native American to 0%
<p>2008 (2008-2009)</p>	<p>Reduce the percent of districts identified as having a significant discrepancy in the rates of suspensions/expulsions of greater than 10 days in a school year of children with disabilities in the following race/ethnic categories:</p> <ul style="list-style-type: none"> • Black to 0.45% or less • Native American Maintain at 0%
<p>2009 (2009-2010)</p>	<p>Reduce the percent of districts identified as having a significant discrepancy in the rates of suspensions/expulsions of greater than 10 days in a school year of children with disabilities in the following race/ethnic categories:</p> <ul style="list-style-type: none"> • Black to 0.35% or less • Native American Maintain at 0%
<p>2010</p>	<p>Reduce the percent of districts identified as having a significant discrepancy in the rates of suspensions/expulsions of greater than</p>

(2010-2011)	10 days in a school year of children with disabilities in the following race/ethnic categories: <ul style="list-style-type: none"> • Black to 0.25% or less • Native American Maintain at 0%
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Improvement Activities/Timelines/Resources:

Timelines	Activities	Resources
2006-2008	Work with CEPI representatives, the MICIS data system referent group, and stakeholders, including the Michigan Association of Secondary School Principals (MASSP), to finalize a discipline data collection process for all districts.	MDE, OSE/EIS MICIS CEPI Stakeholders MASSP
2006-2011	Complete the OSE/EIS Coordinated Self Review Rubric for districts identified as significantly discrepant on suspension/expulsion rates. This focuses on policies, procedures and practices that lead to a suspension/expulsion rate that is significantly discrepant from the state average in any racial/ethnic group. Identified districts will target problem areas and will develop plans of improvement. Identified districts that continue to be significantly discrepant on their data will enter into a compliance agreement which will require them to participate in the review with direct oversight by the OSE/EIS. The OSE/EIS, with the assistance of ISDs, will provide technical assistance and track district data to assure improvement. Those districts whose rates continue to be significantly discrepant will be subject to sanctions.	MDE, OSE/EIS Identified LEAs ISDs
2006-2011	Notify districts, who have not submitted their suspension/expulsion data in a timely manner for two consecutive school years, that they are out of compliance and subject to sanctions.	State Superintendent OSE/EIS admin
2006-2008	Conduct personnel development for building principals and special education administrators regarding <ul style="list-style-type: none"> • Their role in data collection and analysis • Alternative strategies to the use of suspension/expulsions. 	MDE, OSE/EIS Administrators
2007-2009	Develop a toolkit on special education suspension/expulsions, including disproportionality by race/ethnicity for LEA school improvement teams. Link this with Michigan Map (MI-Map), a statewide school improvement toolkit which helps schools assess their performance and develop activities for improvement.	MDE, OSE/EIS ISDs LEAs

2006-2011	Incorporate suspension/expulsion issues with personnel development designed to address disproportionality issues identified in Indicator #9. ISDs, working with the MASSP, will identify specific areas of need and assist the OSE/EIS in providing these opportunities to administrators.	MDE, OSE/EIS ISDs administrators
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