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# **Suspensions & Expulsions**

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**Project EASIER Data Conference**  
**April 12, 2006**

# ■ Suspensions and Expulsions

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## Overview

- Data Elements
- Common Errors
- Previous Results
- Safe and Drug Free Schools
- Special Education

# ■ Suspensions and Expulsions

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## Data Elements

- **Removal Type – type of removal from the classroom**
  - Out of School Suspension
  - Expulsion
  - Removal to an Interim Educational Setting

# Suspensions and Expulsions

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## **Data Elements**

- **Reason for Removal – primary reason the student was removed from the classroom**
  - Drug related
  - Alcohol related
  - Both drug and alcohol related
  - Weapons related
  - Administrative law judge, court action, or hearing officer determination
  - Physical fighting
  - Non-drug and non-weapon related, other than those already listed

# Suspensions and Expulsions

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## **Data Elements**

- **Violence-Related Indicator**
  - student was determined by the local school board to have physically injured or threatened to injure another student at school or at a school-sponsored activity in one of the following crimes;
    - Forcible felony
    - Physical assault with injury
    - Sexual assault
    - Extortion
    - Use of bomb/explosive device
    - Gang activity
    - Carrying or using weapon

# ■ Suspensions and Expulsions

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## **Data Elements**

- **Length of removal – full school days removed from the classroom**
- **Date of removal – date the removal began**

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## Common Errors

- Data elements missing
- Length of removal
  - Use of partial days
    - 1/2 day suspension = 1 day
    - Must round up
  - Use of days other than school days
    - Do not count weekends, other school breaks
  - Use of more days than in one school year
    - Maximum length is equal to number of days in one school year according to the district's school calendar

# ■ Suspensions and Expulsions

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## **Common Errors**

- **How to handle suspension then expulsion for the same incident?**



# ■ Suspensions and Expulsions

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## Previous Results

- **03-04 and 04-05 school year aggregate results available in Condition of Education Report**
- **04-05 school year available by district on DE web-site:**

<http://www.state.ia.us/educate/fis/pre/eddata/ied05/index.html>

# ■ Suspensions and Expulsions

## Previous Results

- **04-05 suspensions + expulsions by incident**

Incident Type	Total	Per 100 Students
Physical Fighting	9,354	1.98
Weapons	649	0.14
Alcohol	558	0.12
Drugs	824	0.17
Total	11,385	2.41

# ■ Suspensions and Expulsions

## Previous Results

- 04-05 suspensions + expulsions ***by school level***

School Level	Total	Per 100 Students
High School	4,803	3.07
Junior High	457	3.53
Middle School	3,964	4.76
Elementary School	1,854	0.87
Other	307	4.00
Total	11,385	2.41

# ■ Suspensions and Expulsions

## Previous Results

- 04-05 suspensions + expulsions *by enrollment category*

Enrollment Category	Total	Per 100 Students
<250	47	0.87
250-399	207	1.19
400-599	319	0.87
600-999	809	1.14
1,000-2,499	1,647	1.36
2,500-7,499	1,858	0.19
7,500 +	6,498	5.15
Total	11,385	2.41

# ■ Suspensions and Expulsions

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## **Safe and Drug Free Schools**

- **requirement to gather and report this information to the federal government under NCLB**
- **In the future we will gather more detailed information**
- **Data should also be helpful with CSIP, SDFSC budgets and annual reports, and drug and violence prevention planning**

# Talking Points

- SPP
- Suspension and Expulsion Specifics
  - Priority (Essential Question)
  - Indicator
  - Measurement
  - Overview
  - Baseline
  - Target
  - Improvement Activities
- Future Data Collection Activities



# IDEA 2004

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- Must develop a State Performance Plan (SPP).
- Focus on improving educational results and functional outcomes—e.g., “results.”
- Are still required to meeting compliance requirements, particularly those most closely related to results.



# ■ Suspension and Expulsion Specifics







# Indicators

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- 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
- 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. [New Indicator]

# ■ Measurement

- 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 # of districts in the State times 100.
- 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 # of districts in the State times 100. Include State's definition of "significant discrepancy."



# Overview of Issue/Description of System or Process

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- Prior Data Collection Efforts
- Past Methodology
- Past Analysis and Results



# Methodology

(a) rate of suspensions > 10 days for = students with disabilities	# of students with disabilities suspended <i>divided by</i> # of students with disabilities enrolled in school year
(b) rate of suspensions > 10 days for = students without disabilities	# of students without disabilities suspended <i>divided by</i> # of students without enrolled in school year
Difference in the rates of suspension = between (a) and (b)	(a) – (b)


# Baseline Data for FFY 2004 (2004-05)

- **Five** districts, or 1.36% of Iowa's districts, were identified as having a significant discrepancy of 2% above the State average of .56% in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.

# ■ Measurable and Rigorous Targets

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- For the 2005-06 School Year
  - A. 1.5% or less of districts are identified as having a significant discrepancy of 2% above the State average in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.
  - B. To be provided in the February 2007 APR



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<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>2005</b> <b>(2005-2006)</b>	<b>A. 1.5% or less</b> <b>B. To be provided in the February 2007 APR.</b>
<b>2006</b> <b>(2006-2007)</b>	<b>A. 1.5% or less</b> <b>B. To be provided in the February 2007 APR.</b>
<b>2007</b> <b>(2007-2008)</b>	<b>A. 1.5% or less</b> <b>B. To be provided in the February 2007 APR.</b>
<b>2008</b> <b>(2008-2009)</b>	<b>A. 1.3% or less</b> <b>B. To be provided in the February 2007 APR.</b>
<b>2009</b> <b>(2009-2010)</b>	<b>A. 1.2% or less</b> <b>B. To be provided in the February 2007 APR.</b>
<b>2010</b> <b>(2010-2011)</b>	<b>A. 1% or less</b> <b>B. To be provided in the February 2007 APR.</b>

# Improvement Activities and Timelines

<b>Research (Statewide systemic issues and specific AEA and district issues).</b>	<b>Annually</b>
<b>Planning (Statewide systemic issues and specific AEA and district issues).</b>	<b>2005-2006</b>
<b>Professional Development and Implementation.</b>	<b>2006-2011</b>
<b>Evaluation and Progress Monitoring.</b>	<b>2007-2011</b>
<b>Revision to Practice.</b>	<b>2008-2011</b>



# Resources

- Special Education Advisory Panel, SEA Staff (Special Education), University of Iowa Child Psychiatry, Iowa Behavioral Alliance, and Area Education Agencies
- Part B Funding
- ESEA Funding
- SIG

# ■ Future Data Collection Activities

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- Federal Changes in Definitions and Requirements
- In-School Suspension
- Summer Project EASIER Training
- Timelines and Compliance

# ■ Contact Information

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