

Indicator 4: Suspension/Expulsion

What is the purpose of Indicator 4?

4A Results Indicator and 4 B Compliance Indicator:

- A. Percent of local educational agencies (LEA) that have a significant discrepancy, as defined by the State, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and
- B. Percent of LEAs that have: (a) a significant discrepancy, as defined by the State, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy, as defined by the State, and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

Indicator Goal:

4A: is to identify the percent of districts that have a significant discrepancy in the rates of suspensions and expulsions of students with IEPs of greater than 10 days in a school year.

4B: is to identify the 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 for students 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 supports, and procedural safeguards.

Connections to other indicator results: A student's academic achievement (Indicator 3) and graduation rate (Indicator 1) are directly related to their exposure to the general curriculum. When students are suspended from school, they lose access to the general curriculum and fall further behind academically. Also, research shows a strong link between suspension and student dropout rates (Indicator 2) <https://www.edutopia.org/blog/link-between-suspension-and-dropout-robyn-gee>

How do I enter or access district data?

Districts should:

- Please use this link <https://apps.sd.gov/DP42LaunchPad/Logon.aspx> to access the Launchpad system. Your username and password are the same as last year.
- If the site will not let you submit your data, it means you need to make corrections. There will be a red error message that will guide you in making the necessary corrections.
- If you need assistance with data assistance or password retrieval, please email Rebecca.Cain@state.sd.us or call Rebecca Cain at 605-280-3568

What is the submission timeline?

- Data collection: School calendar year
- Districts may submit data between May 15 and June 30

How is this indicator calculated?

Indicator 4A: Based on stakeholder input, South Dakota's definition of significant discrepancy for 4A includes a rate ratio threshold of **6 times** the state's average rate for **two consecutive years** of data. The minimum cell size for children with IEPs suspended and expelled greater than 10 days is **0**. The minimum N size for children with IEPs is **0**.

Indicator 4B: Based on stakeholder input, South Dakota's definition of significant discrepancy for 4B includes a rate ratio threshold of **8 times** the state's average rate for **two consecutive years** of data. The minimum cell size for children with IEPs suspended and expelled greater than 10 days is **0**. The minimum N size for children with IEPs is **20**.

How do I improve my results?

- ✓ Ensure your procedures are written and staff have access and are trained in them
- ✓ Review your district's policies, practices, and procedures regarding suspension/ expulsion. Has the process been followed?
- ✓ What training does staff need to positively and proactively handle problem behavior?

Frequently asked questions

Is my district's data accurate?

Your data is taken from the Launchpad secure website.

Remember:

Districts enter data into the Launchpad secured website, which is different than the Safe & Drug Free Schools secure website utilized by Title 1.

RESOURCES

1. State Performance Plan: <https://doe.sd.gov/sped/SPP.aspx>
2. Discipline and Positive Behavior Interventions and Supports: <https://doe.sd.gov/sped/pbis.aspx>
3. Positive Behavioral Interventions and Supports: www.pbis.org