

Indicator 4 Significant Discrepancy in Suspension/Expulsion Toolkit

Indicator 4a Risk ratio for all students with disabilities with long-term suspensions/expulsions: rates of suspension and expulsion.

Indicator 4b Findings of (a) a significant discrepancy by racial identity and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements.

Purpose

This district has been notified that significant discrepancy was found, and OSDE-SES must review policies, procedures, or practices before determining if the district “meets target”.

All districts who have three asterisks (***) for Indicator 4 and /or identified that policies, procedures, or practices may be leading to inappropriate identification, refer to the District Determination and address the following: (see exception below).

Upload Board Approved Policy.

Complete Procedure and Practice Review Questions.

Submit Assurance Statement signed by the Superintendent and Special Education Director.

Address Root Cause.

Develop improvement plan including professional development aligned to the indicator.

Establish monitoring tools to measure effectiveness of the improvement plan.

Review progress improvement plan twice.

Submit professional development documentation summary and sign-in sheets.

Exception: Additional activities are required if found to be noncompliant for three consecutive years and/or not have met state target in the same focus area/indicator for two consecutive years. The district will be notified for additional required activities. Activities are developed on a tiered system based on the number of consecutive years with a growth measure built in. Refer to the General Supervision System for additional information.

If 10% or more growth is demonstrated while implementing the plan from the previous year, the district will remain at the tier the LEA was at that resulted in the growth for the next year. If the district drops down below the gain the district will move to the next tier below current placement

Indicator 4 Toolkit Process

Establish a Team - Identify site-based personnel (administrative, instructional, specialized and /or support staff) to participate as members of this team. The team should consist of experts in this area with the ability to implement improvement strategies.

- **Review guiding questions and gather important supporting documents** - Prior to meeting, provide team members with a copy of the toolkit allowing them to become familiar with the tool and gather supporting documentation describing the district’s current practices and procedures. Review the progress made on last school year’s improvement plan if target was not met for Indicator 4 last year.
- **Identify Data** - Prior to meeting, identify all relevant data needed to assist the team through the review process. Review the recommended data sources as well as any additional data the team identifies as relevant. These sources may include:
 - The Discipline Incident Report is (available through EdPlan Reports by selecting Reports>Insights>OK Reports>OK Library>End of Year).
 - District site level discipline data
 - Office referrals (by grade, by teacher, by student)

- District Discipline Policy

➤ **Meet and review practices and procedures.**

- Review results of last year’s data to determine if the current plan is effective or needs revising (if the district did not meet target for this indicator last year).
- Complete a root cause analysis by answering the guiding questions and analyzing collected data.
- Provide a summary describing how the team determined factors linked to the root cause.
- Develop and implement an improvement plan to improve Significant Discrepancy in Suspension/Expulsion.
- Identify professional development to support the improvement plan (professional development must align with area of need identified and must be provided after the improvement plan is submitted.
- Establish monitoring tools needed to measure effectiveness of the improvement plan.

➤ **Continued monitoring and improvement.** Once the plan has been implemented, the team will meet again to analyze results, identify areas of improvement, and adjust the plan as needed to move towards improving performance.

Indicator 4 Root Cause

Step 1: Who is on your Team?

List each team member’s role as well as full name in the box below. Required team members are an Administrator, the Special Education Director, Special Education Teacher, and a General Education Teacher. Optional team members to include may be a Behavior Specialist, additional Special Education Teachers (elementary/EC, middle or high school), additional General Education Teachers (elementary/EC, middle or high school), and Counselors.

Step 2: As a team, consider why the district did not meet the target on this indicator by reviewing the guiding questions completed previously in this toolkit and analyzing data and Information that the team feels is relevant.

Step 3: Summarize the responses to the guiding questions, identifying the factors that the team believes are most linked to the root cause(s). Provide data/information to assist in identifying the root cause. Determine the root cause(s) and provide summary.

Indicator 4 Improvement Plan

Develop an improvement plan for Indicator 4.

Include professional development as a part of the plan.

Describe professional development needed to assist with improving this indicator.

Identify area of focus, who will attend, and date professional development is provided.

Submit the professional development documentation summary and sign-in sheets.

Describe progress review activity and/or data source for determining effectiveness of the improvement plan.

Identify the person(s) responsible for monitoring the progress of the improvement plan. Enter the name, position, and responsibilities of the person(s) monitoring the plan.

Assurance Statement

Districts identified with policies, practices, and/or procedures (PPP) that may be leading to the suspension/expulsions discrepancy by race/ethnic group are required to provide the OSDE-SES with assurance that the LEA will review and correct (PPP) to improve Indicator 4. Please provide the assurance statement signed by the Superintendent and Special Education Director.

First Progress Review

Analyze the collected data identified in the improvement plan as well as any other data gathered to measure the effectiveness of the improvement plan. If the data sources analyzed do not demonstrate progress towards improving the indicator, the district may continue or amend the improvement plan. Provide justification for the decision to either continue or amend the plan.

Guiding Questions for the first progress review:

1. Has the identified team membership changed since the improvement plan was created?
2. Are any additional members needed?
3. What data is the team using to monitor improvement plan's effectiveness?
4. Describe how the improvement plan was implemented. Was it enacted as planned or were changes made? Has the team encountered any challenges or unforeseen obstacles in implementing the improvement plan?
5. What additional activities should be added to the district's improvement plan?
6. What policies, practices, and/or procedures will be changed or implemented?
7. What strategies have been used? Will these continue to be used?
- 8.

Professional Development.

1. Provide a summary of professional development completed.
2. How does the pd relate to the root causes identified by the team?
3. What did the team gain from this pd?
4. How does the LEA need to update and implement practices/policies?
5. What are the next steps to improve results for this indicator?

Provide professional development summary.

Submit Professional Development sign-in sheets aligned to summary.

Professional development sign-sheets must include date and title.

Upload to the LEA Document Library>Compliance tab in EdPlan.

Final Progress Review

Analyze the collected data identified in the improvement plan as well as any other data gathered to measure the

effectiveness of the improvement plan. If the data sources analyzed do not demonstrate progress towards improving the indicator, the district may continue or amend the improvement plan. Provide justification for the decision to either continue or amend the plan.

Guiding Questions for the final progress review:

1. What data is the team using to monitor growth toward the intended outcomes? Does the data demonstrate growth or are other sources of data needed? Please explain.
2. Describe how the improvement plan was implemented. Was it enacted as planned or were changes made? Has the team encountered any challenges or unforeseen obstacles in implementing the improvement plan?
3. What additional activities should be added to the district's improvement plan?
4. What policies, practices, and/or procedures will be changed or implemented?
5. What strategies need to be carried into the following school year?