



Data Analysis Reflections Form

**Michigan Department of Education Office of Special Education
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Use this document with the Data Analysis Tool to answer the data reflection questions related to district data. The Data Analysis Tool referenced above can be found at the Catamaran Training Website (<http://training.catamaran.partners>). The tables referenced in the questions below are the tables in the Data Analysis Tool.

ISD Name:

District Name:

Start Date of Reflections:

End Date of Reflections:

Looking at Demographic Data

1. Is the proportion of each race/ethnicity of students with IEPs (Table 4) in the district comparable to the proportion of the race/ethnicity of all students in the district (Table 2)? (Answer yes or no for each race/ethnicity in total and by gender. If no, you may provide further explanation.

a. American Indian:

i. Female:

ii. Male:

b. Asian:

i. Female:

ii. Male:

c. Black or African American:

i. Female:

ii. Male:

d. Hispanic:

i. Female:

ii. Male:

e. Hawaiian or Pacific Islander:

i. Female:

ii. Male:

f. Two or More Races:

i. Female:

ii. Male:

g. White:

i. Female:

ii. Male:

2. Is the proportion of each race/ethnicity of students with an IEP suspended for more than ten days (Table 6) comparable to the proportion of the race/ethnicity of students with an IEP (Table 4)? (Answer for each race/ethnicity in total and by gender.)

a. American Indian:

i. Female:

ii. Male:

b. Asian:

i. Female:

ii. Male:

c. Black or African American:

i. Female:

ii. Male:

d. Hispanic:

i. Female:

ii. Male:

e. Hawaiian or Pacific Islander:

i. Female:

ii. Male:

f. Two or More Races:

i. Female:

ii. Male:

g. White:

i. Female:

ii. Male:

Looking at Referral Data

1. How does the composition of the number of students referred for disciplinary action for each race/ethnicity (Table 8) compare to the overall student composition (Table 2)?

2. How does this compare to the district’s overall gender composition (see Table 2)?

3. Based on the data reviewed, are there practices in the district causing students to be referred at different rates by race/ethnicity and/or gender? If so, which ones?

4. How does the composition of the number of disciplinary referrals by race/ethnicity (Table 10) compare to the overall student composition (Table 2)?

5. How does this compare to the district's overall gender composition (see Table 2)?

6. Based on the data reviewed, are there practices in the district causing multiple referrals for a single student by race/ethnicity and/or gender?

Referrals Resulting in Suspension

1. How does the racial/ethnic composition of disciplinary referrals resulting in suspension (Table 12) compare to the overall student composition (Table 2)?

2. How does this compare to the district's overall gender composition (sSee Table 2)?
3. Based on the data reviewed, are there practices in the district causing referrals to be treated differently by race/ethnicity and/or gender? If so, which ones?

Top Five Most Cited Infractions for Disciplinary Referrals

1. Are different racial/ethnic groups of students referred for different infractions? If so, why?
2. Are there differences in the infractions related to gender?
3. What is the relationship between the most commonly cited infractions (Table 13) and those most likely to result in suspensions (Table 14)?

4. What relationships are there among the most commonly cited infractions and those most likely to result in suspension and race/ethnicity and gender?
5. What do the data indicate about the district's discipline practices?

Effectiveness of Suspensions

1. What observations are there about the effectiveness of suspensions?
2. What do the data indicate about the district's discipline practices?

Summary of Reflections

1. Review all of the reflections in this worksheet. List three new things learned from examining the data. (These can be positive or negative.)

2. List two interesting or surprising things (challenge assumptions).

3. What is one question remaining about discipline in the district warranting further exploration?

Challenge Statement

After analyzing and reflecting on the data, the next step is to develop a Challenge Statement. A Challenge Statement should be a clear, concise statement of the issues needing to be addressed. Be as specific as possible by addressing the who, what, when, and where of the issues. The goal is to focus on one or two specific issues.

Example: In Shenanigans Middle School (where), 6th-grade male Hispanic students with IEPs (who) are suspended three times as often as students with IEPs that are female or of other races/ethnicities (what) for failure to follow classroom rules during instruction (when).

1. Whom does the issue affect?

2. What is the problem?

3. When does the problem occur?

4. Where does the problem occur?

Notes/Additional Information

Include any relevant notes or additional information.