



Overview of SPP Indicators B-4A and B-4B

Michigan Department of Education Office of Special Education
March 2021

B-4A (Rates of Suspension and Expulsion)

B-4B (Rates of Suspension and Expulsion by Race/Ethnicity)

What is the difference between Indicator B-4A and Indicator B-4B?

B-4A is a Results Indicator. A district is considered to have a significant discrepancy if five percent or more of all students with an individualized education program (IEP) were suspended or expelled out-of-school for more than ten cumulative days during the school year. Districts with fewer than five students with an IEP suspended or expelled for more than ten days are exempt from these calculations.

B-4B is a Compliance Indicator. As a compliance indicator, the state target is to have zero percent of districts with a significant discrepancy. This indicator focuses on significant discrepancies in the rates of suspension and expulsion of students with an IEP in six racial/ethnic groups. The percentage of students with an IEP suspended or expelled out-of-school for more than ten days are calculated for each racial/ethnic group for each member district. Member districts with percentages greater than or equal to five for any racial/ethnic group are identified as having a significant discrepancy. More than one racial/ethnic group may be identified.

Member districts are exempt from significant discrepancy calculations in the following situations:

- The member district has fewer than 30 students with an IEP.
- A racial/ethnic group has fewer than ten students with an IEP (many member districts will not have results for all six racial/ethnic groups).
- A racial/ethnic group has fewer than five students with an IEP suspended or expelled for more than ten days.

Districts having a significant discrepancy by race/ethnicity must have its policies, procedures, or practices reviewed to determine if those policies, procedures, or practices

contributed to the significant discrepancy and do not comply with the requirements relating to:

- Development and implementation of IEPs.
- The use of positive behavioral interventions and supports.
- Procedural safeguards.

Calculations

All discipline data come from the Michigan Student Data System (MSDS). The Office of Special Education (OSE) uses data from the fall, spring, and school year files generated by the Center for Educational Performance and Information (CEPI). The school year file also includes any student record maintenance that was entered during the year.

B-4A Rate

$$\frac{\text{\# of students with an IEP suspended/expelled out of school > 10 days in the school year}}{\text{Total \# of students with an IEP in the district}}$$

B-4B Rate

$$\frac{\text{\# of students with an IEP by race/ethnicity suspended/expelled out of school > 10 days in the school year}}{\text{Total \# of students with an IEP by race/ethnicity in the district}}$$

Differences Between B-4A and B-4B

B-4A	B-4B
Overall rate of suspension or expulsion of students with an IEP	Rate of suspension or expulsion of students with an IEP by race/ethnicity
Based on data alone (significant discrepancy)	Monitoring to determine if policies, procedures, and practices contribute to the significant discrepancy
Results indicator with the target set by the State	Compliance indicator with the target set by the federal government The target is 0%

The district’s counts appear to be reasonable. Why has it been selected for a monitoring activity?

The B-4B analysis examines the percentage of students in each race/ethnicity group who were suspended or expelled out of school for more than ten days. For example, if there are ten Hispanic students with an IEP in the district and six were suspended or expelled out-of-school for more than ten days, the percentage is 60. This is well above the state target of less than 5 percent, and the district would be identified as having a significant discrepancy in the suspension and expulsion of Hispanic students with an IEP. Low numbers do not necessarily translate into low percentages and may still result in a monitoring activity.

The district was monitored for suspension and expulsion last school year. Must the district go through the monitoring process again?

Yes. The Office of Special Education (OSE) requires a monitoring activity to review the district’s policies, procedures, or practices in each school year for which a significant discrepancy is determined. In the year following a monitoring activity, if noncompliance was identified, districts must implement the corrective action plans (CAP) and correct all instances of noncompliance as soon as possible. Monitoring may be a review of the progress of correction. If adequate progress is not being made, the OSE may determine additional monitoring activities are needed.

For Indicators B-4A and B-4B, does the number of suspension days a student with an IEP accumulates during the school year follow the student even if the student enrolls in a different district?

No. Days of suspension from one district are not added to the days of suspension from a second district during a school year. A district is considered for significant discrepancy based on the students with an IEP the district suspended and expelled for greater than ten days during the school year.

NOTE: When determining when educational services are required, the district **MUST** include (count) all known days of suspension, including those accrued in another district in the same school year.