

Indicator 4a: Discipline Discrepancies Fact Sheet

WHAT DOES THIS INDICATOR MEASURE?

Indicator 4a measures significant discrepancies in the rate of suspensions and expulsions of greater than 10 cumulative days in a school year for children with Individualized Education Programs (IEPs) compared to children without disabilities. To calculate indicator 4a:

- (1) Take the number of districts with a discipline discrepancy of 1% or greater for three consecutive years;
- (2) Divide that number by the total number of districts that met the minimum group size;
- (3) The result is the percentage of districts with a discipline discrepancy of 1% or greater for three consecutive years.

WHAT ARE THE DATA CONSIDERATIONS?

Data Source

Indicator 4a is calculated based on the enrollment and discipline data reported by each district in the Education Management Information System (EMIS).

How has this Indicator Changed?

The requirements for indicator 4 have not changed.

Data Notes

- 1) Beginning with the 2018-2019 calculations, indicator 4a business rules were updated to align with disproportionality by considering three years of data, combining suspensions and expulsions into a single calculation and utilizing a minimum cell size of 10 students with disabilities disciplined and a minimum n-size of 30 students with disabilities enrolled.
- 2) Previously, indicator 4a calculated suspensions and expulsions separately, with a minimum cell size of five students with disabilities disciplined and a minimum n-size of 30 students with disabilities enrolled.
- 3) Per Ohio's business rules, discipline discrepancies are considered significant when the rate of out-of-school suspensions and expulsions of greater than 10 cumulative days for students with disabilities exceeds the rate for students without disabilities by at least 1% for three consecutive years.
- 4) Out-of-school suspensions and expulsions of fewer than 10 cumulative days and any instances of in-school suspensions are **not** included in this indicator, though they are included in disproportionality calculations.
- 5) In 2019-2020, five districts were flagged with discipline discrepancies at or above 1% for the 2017-2018, 2018-2019 and 2019-2020 school years and 25 districts met the minimum cell size of 10 students with disabilities disciplined and the minimum n-size of 30 students with disabilities enrolled for all three years.
- 6) Five districts are at risk of being flagged with a discipline discrepancy at or above 1% in 2020-2021, as these five districts exceeded the 1% target for both the 2018-2019 and 2019-2020 school years. The number of districts that meet the minimum group sizes may change with enrollment for 2020-2021.

HOW HAS OHIO PERFORMED OVER TIME?

4a: Percentage of Districts with Discipline Discrepancies $\geq 1\%$ for Three Consecutive Years

2018-2019

2019-2020

Figure 1. Ohio's percentage of districts with discipline discrepancies $\geq 1\%$ decreased from 25% in 2018-2019 to 20% in 2019-2020.

Table 1. Number of districts with a discipline discrepancy $\geq 1\%$ for three consecutive years, number of districts that met the minimum group size, percentage of districts with a discipline discrepancy $\geq 1\%$ and the change in percentage from 2108-2019 to 2019-2020.

4a: Discipline Discrepancy	2018-2019	2019-2020
Three consecutive years of discipline data	2016-2017, 2017-2018, and 2018-2019	2017-2018, 2018-2019, and 2019-2020
Number of districts with a discipline discrepancy $\geq 1\%$ for three consecutive years	6	5
Total number of districts that met the minimum group size	24	25
Percentage of districts with a discipline discrepancy $\geq 1\%$	25.00%	20.00%
Change in percentage	n/a	-5.00%

PROPOSED TARGETS

- Targets should be rigorous, yet attainable.
- Targets may remain the same several years in a row, though the final target year (2025-2026) must reflect improvement over baseline.
- The goal for indicator 4a is to be at or **below** the target.

Table 2. Proposed Target Table Option A – Indicator 4a Discipline Discrepancy

Indicator 4a Discipline Discrepancy	18-19 Baseline	19-20 Data	20-21 Proposed Target	21-22 Proposed Target	22-23 Proposed Target	23-24 Proposed Target	24-25 Proposed Target	25-26 Proposed Target
Percentage of districts with discipline discrepancies of 1% or greater between students with and without disabilities for three consecutive years	25.00%	20.00%	20.00%	20.00%	20.00%	20.00%	19.50%	19.00%

Option A Rationale

- The end goal of 19% represents a 1% reduction from the 2019-2020 data and a 6% decrease from the 2018-2019 baseline.
- The Ohio Department of Education anticipates a slow decline in the percentage of districts with a discipline discrepancy at or exceeding 1% due to changes in business rules (such as combining suspensions and expulsions, considering three years of data, new minimum group sizes) and pandemic-related concerns.
- Although some supports are in place, it will take time for the implementation of behavioral interventions to result in a statewide reduction in discipline discrepancies.
- An integrated model for a statewide multi-tiered system of supports (MTSS) still is in development and not yet available to districts.
- In comparison to Ohio’s 2019-2020 performance, meeting the final target of 19% by 2025-2026 will require **four** fewer districts across Ohio to have a discipline discrepancy of 1% or greater between students with and without disabilities for three consecutive years.

Table 3. Proposed Target Table Option B – Indicator 4a Discipline Discrepancy

Indicator 4a Discipline Discrepancy	2018-2019 Baseline	2019-2020 Data	2020-2021 Proposed Target	2021-2022 Proposed Target	2022-2023 Proposed Target	2023-2024 Proposed Target	2024-2025 Proposed Target	2025-2026 Proposed Target
Percentage of districts with discipline discrepancies of 1% or greater between students with and without disabilities for three consecutive years	25.00%	20.00%	20.00%	18.00%	16.00%	14.00%	12.00%	10.00%

Option B Rationale

- This is a more rigorous option with the end goal of 10% representing a 5% decrease from the 2019-2020 data and a 15% decrease from baseline.
- The programmatic considerations described below and changes to instructional settings due to the ongoing pandemic (such as remote learning and hybrid models) could result in a greater reduction from baseline.
- In comparison to Ohio’s 2019-2020 performance, meeting the final target of 10% by 2025-2026 will require **five** fewer districts across Ohio to have a discipline discrepancy of 1% or greater between students with and without disabilities for three consecutive years.

WHAT ARE THE PROGRAMMATIC CONSIDERATIONS?

- 1) On March 2021, the Office for Exceptional Children released [*Each Child Means Each Child: Ohio's Plan to Improve Learning Experiences and Outcomes for Students with Disabilities*](#). This plan includes the anticipated development and implementation of an integrated model for a statewide multi-tiered system of supports (MTSS) that may result in more positive behavioral interventions and fewer disciplinary actions for students with disabilities.
- 2) The [Special Education Profile](#) notifies districts of key performance indicators. Each of the indicators has a review process monitored by the Office for Exceptional Children. The monitoring process encourages systemic improvement through required activities, including a reflective process, data-driven root cause analysis, focused training, review of policies, practices and procedures, and implementation monitoring. This process has been shown to reduce discipline rates for students with disabilities for districts flagged with discipline discrepancies. Districts completing this process receive support from the Office for Exceptional Children and their state support teams.
- 3) Ohio has 16 regions that provide tiered supports to district leaders and educators. Some of the current and planned supports include a focus on restorative practices to decrease exclusionary discipline, a MTSS, family and community engagement and implementation support for Positive Behavioral Interventions and Supports (PBIS).
- 4) Public schools in Ohio are required to adopt policies and procedures regarding [PBIS](#). PBIS is aligned with other initiatives, including the Ohio Improvement Process, Ohio Teacher and Principal Evaluation Systems (OTES and OPES), and *11 District Plan*.
- 5) In June 2021, the Office for Exceptional Children released the *11 District Plan* in response to the [Doe Settlement](#). This plan outlines increased supports from the Ohio Department of Education for students with disabilities in 11 targeted districts. However, the resources and other supports developed will be available statewide and therefore accessible to any district. In 2019-2020, the 11 Districts included 15.7% of Ohio's students with disabilities and 12.12% of all Ohio's students. Objectives within the plan that may support the reduction of discipline discrepancies include PBIS, professional learning for Individualized Education Program supports and services, and professional learning for leadership and teachers.
- 6) [Ohio's Whole Child Framework](#) was developed to broaden district and school focus beyond academics to include meeting students' social-emotional, physical and safety needs. The implementation of the framework is supported through a Whole Child Advisory Group, and resources are available on the Department's [Whole Child webpage](#).
- 7) The [Ohio Center for Autism and Low Incidence](#) (OCALI) has developed extensive resources for teaching professionals and parents. OCALI's [Teaching Diverse Learners Center](#) provides learning opportunities through the following: Challenging Behaviors Webinar Series, Bullying and Individuals with Special Needs and InspirED Zoomcasts. OCALI's learning series also provides a chapter on interventions and a MTSS for Tiers 2 and 3, which includes behavior, and a chapter on the integration of social-emotional standards regarding unit planning.
- 8) [The Kirwan Institute for the Study of Race and Ethnicity](#) at The Ohio State University offers a [Virtual Forum Series](#) that includes a session called Culturally Responsive School Leadership: A Missing Component for Equity Reform. The Kirwan Institute also addresses possible biases between students with disabilities and students without disabilities in the series of [Implicit Bias Modules](#), which could impact discipline discrepancies.