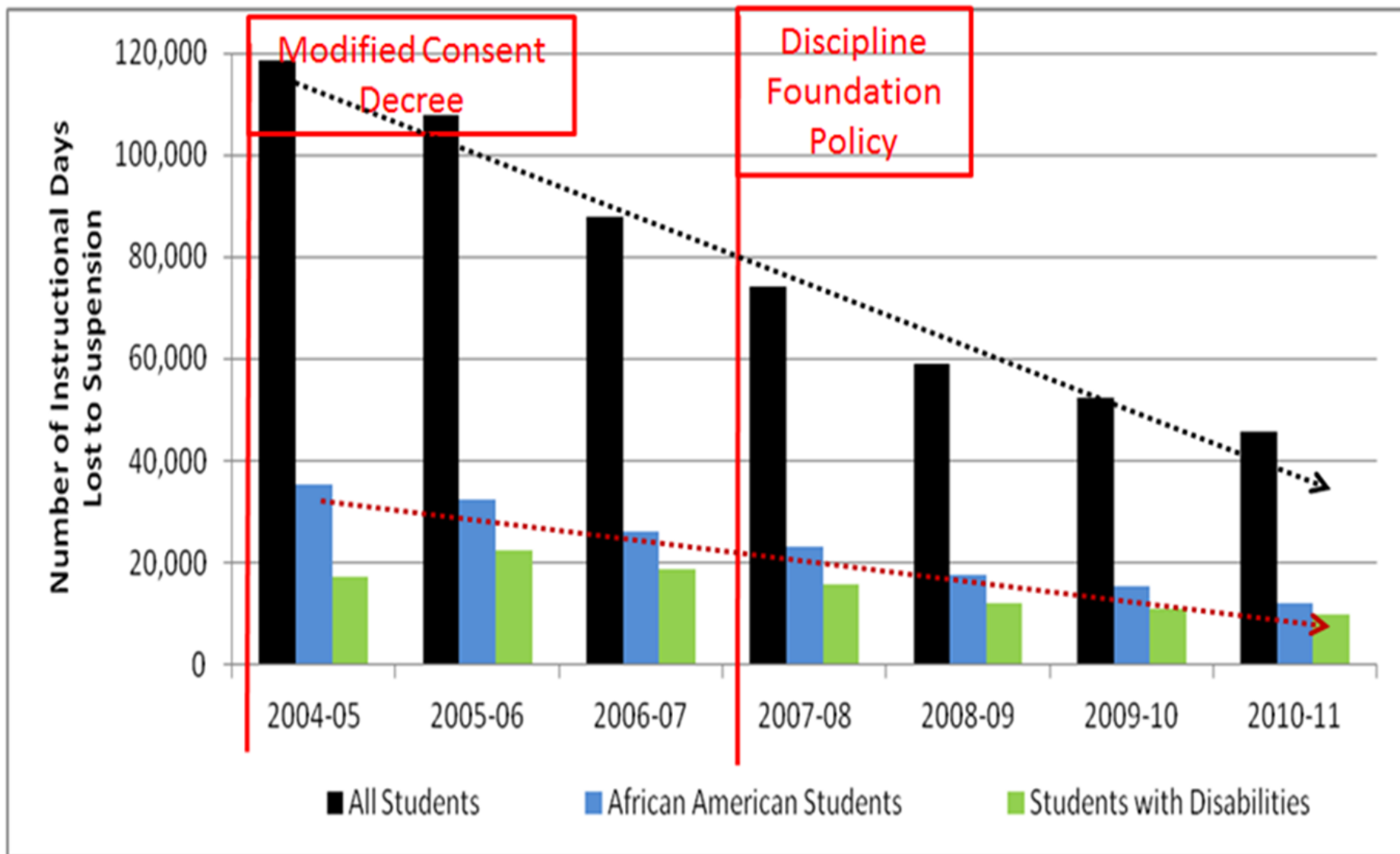


Reducing Disproportionality: Suspensions of African-American Students with Disabilities

Division of Special Education
January 17, 2018

District-wide Total Days of Suspension



African American Students 7 year average of Total Suspensions (29.4%)

Students with Disabilities 7 year average of Total Suspensions (20.1%)

Review of Recent Data

- During the 2004-2005 school year over 5,000 students with disabilities were suspended for more than 10 days.
- During the 2015-2016 school year 37 students with disabilities were suspended for more than 10 days.
- Of the 37 students with disabilities suspended for 10 or more days in 2015-2016, 19 (51.3%) were African American.
- During the 2015-2016 school year, 10.14% of students with disabilities were African American.

A Review of Recent Data

During the 2016-2017 School Year:

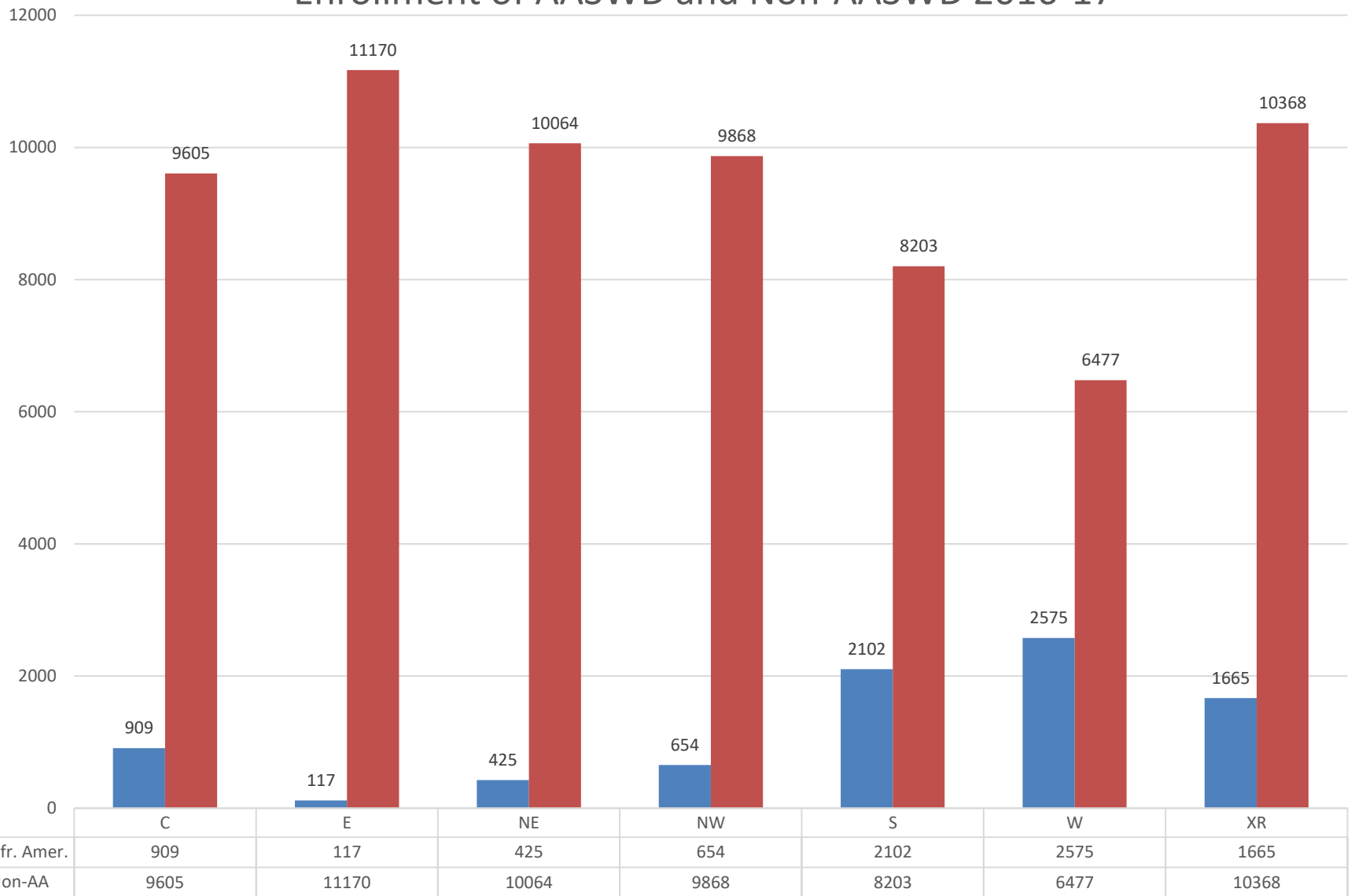
- Districtwide African Americans comprised 11.4% of students with disabilities (AASWD).
- Suspensions issued to AASWD constitute 33% of the suspensions amongst students with disabilities.
- These students experienced a suspension rate of 5.56%, which is 3.9X that of non-African American students with disabilities (1.4%).

Suspensions of African-American Students with Disabilities

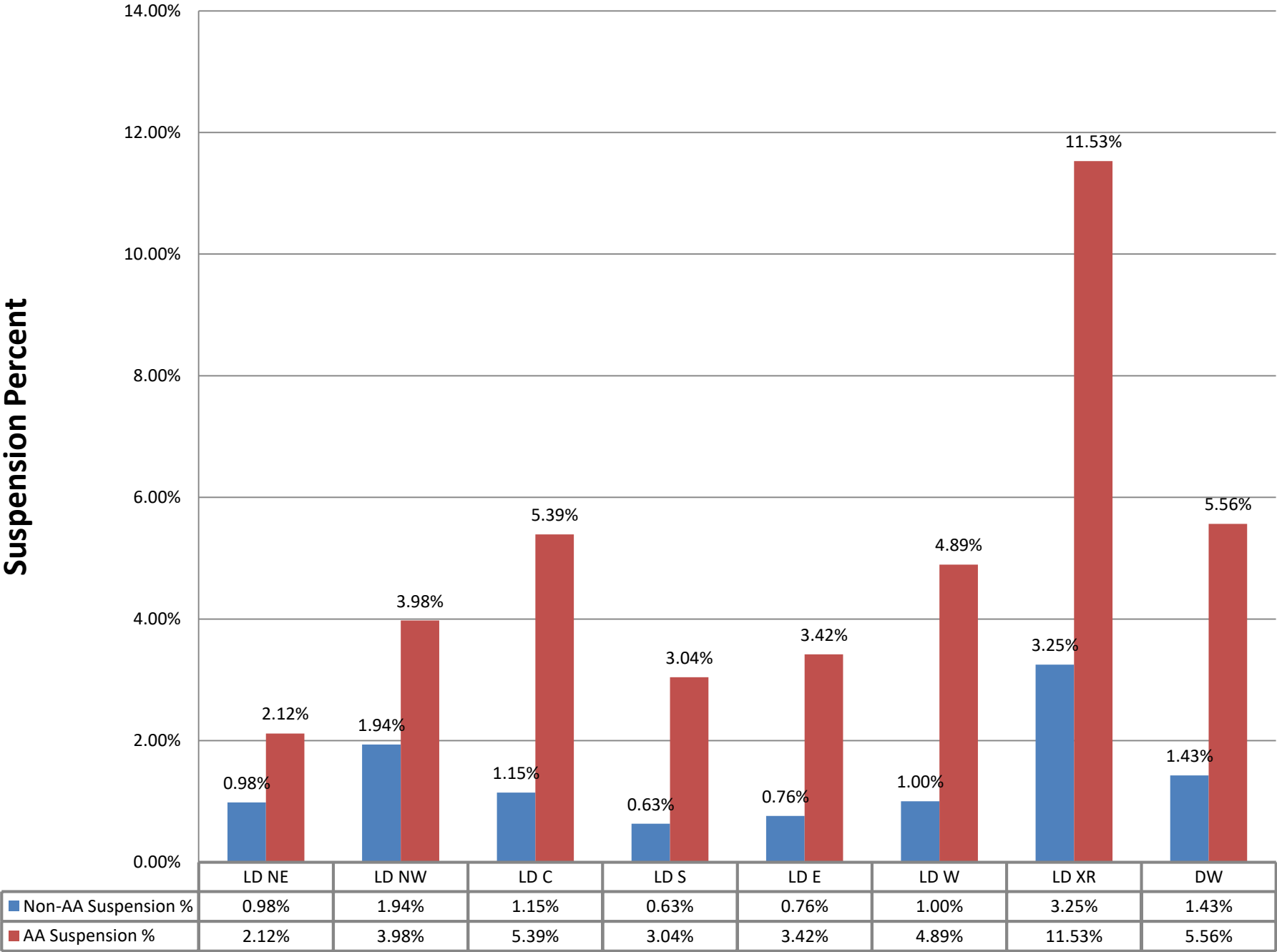
- African American students with disabilities comprise 11.4% of the disabled population.
- Although there is disproportionality in suspensions between African American students with disabilities and non-African American students with disabilities:
 - 77% of our schools educating African Americans with disabilities did not issue a suspension in the 2016-2017 school year.

Enrollment of AASWD and Non-AASWD 2016-17

Number of Students with Disabilities



Single Student Suspension Events for AASWD and Non-AASWD 2016-2017



Suspension Types

- Category I – No administrative discretion to suspend
- Category II – Limited administrative discretion to suspend
- Category III - Administrative discretion to suspend

Addressing Disproportionality

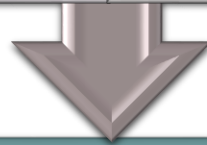


Addressing Disproportionality

Recognition

Provide a recognition letter to LD Superintendents regarding those schools with zero suspensions of African American students with disabilities

Provide a recognition letter to principals with zero suspensions of African American students with disabilities



Universal Awareness

Provide information about suspension disproportionality to school administrators through Division of Special Education, Operations, HHS, AALA, and DOI publications throughout the school year

Include disproportionality suspension data in the Focus Framework dashboard to assist schools in monitoring their suspension rates



Targeted Support

Provide data to LD Superintendent and director(s) for the identified targeted schools and suggest course of action for each school

Meet with school administrators of schools needing support in disproportionality and offer a course of action.

Targeted Support

Alternatives to
Suspension

Culturally-
Linguistically
Responsive
Pedagogy

Student Support
and Progress
Team

Trauma
Informed
Practices

Academic
Engagement

Behavior
Support

Restorative
Justice

Community
Linked
Programs

Data Monitoring