



# Graduation Dropout Rates of Suspension & Expulsion

December 9, 2022



Monitoring and Compliance Branch  
Exceptional Support Branch

Special Education Advisory Council





# Agenda

- Short review of the monitoring priorities for:
  - Indicator 1: Graduation
  - Indicator 2: Dropout
  - Indicator 4 A&B: Rates of Suspension & Expulsion
- Performance since the establishment of the baseline
- Current strategies for improvement
- Discussion of new ideas and strategies for improvement



# Indicator 1: Graduation Measurement Change



Previous

Percent of students who started 9th grade together who graduated within four years.

Four-year adjusted cohort rate.



FFY 2020

Percent of youth with IEPs exiting from high school with a regular high school diploma.

Graduation as a percent of exiters.  
Not cohort-based.  
Cannot be compared to “graduation rate”  
for all students or other subgroups.



# Indicator 1: Graduation FFY 2020-25

## Monitoring Priority

Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma (20 U.S.C. 1416 (a)(3)(A)).



## **Lag Data**

For the FFY 2021 SPP/APR, use data from 2020-2021.



# Measurement

States must report a percentage using the number of youth with IEPs (ages 14-21) who exited special education due to graduating with a regular high school diploma in the numerator and the number of all youth with IEPs who left high school (ages 14-21) in the denominator.

## **Numerator**

Students graduating with a regular diploma high school diploma

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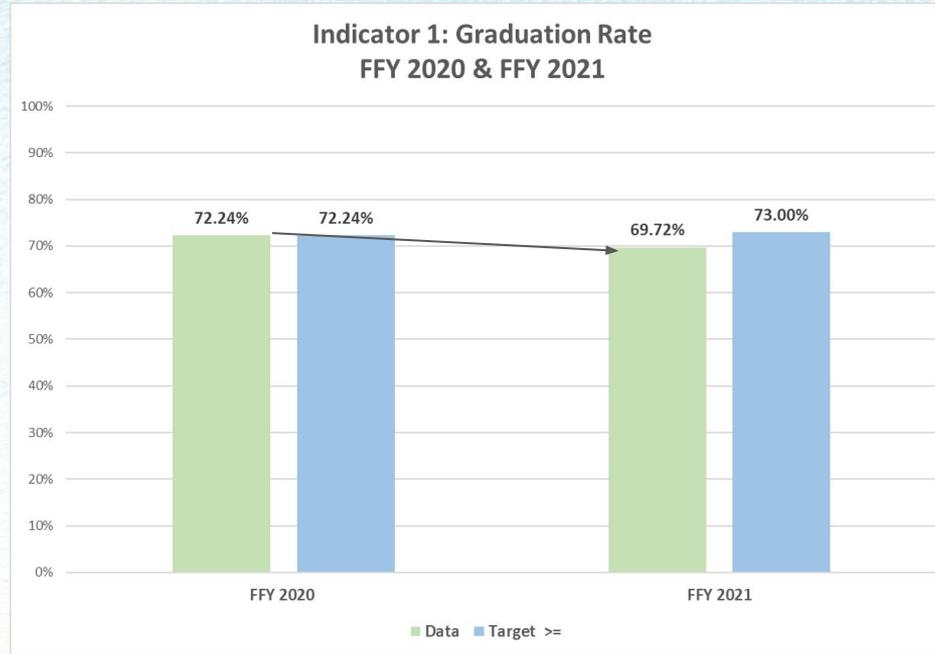
## **Denominator**

All students who left high school:

- Graduated with a regular high school diploma
- Received a certificate
- Reached maximum age
- Dropped out



# Indicator 1: Performance FFY 2020 & FFY 2021



**New Baseline**

**FFY 2020  
72.24%**

**FFY 2021  
73.00%**

**FFY 2022  
74.00%**



# Indicator 1: Performance

## FFY 2020 & FFY 2021

Federal Fiscal Year (FFY)	2020 SY 19-20	2021 SY 20-21
Number of youth with IEPs (ages 14-21) who exited special education by <b>transferring to regular education</b>	243	105
Number of youth with IEPs (ages 14-21) who exited special education by <b>graduating with a regular high school diploma</b>	924	928
Number of youth with IEPs (ages 14-21) who exited special education by <b>receiving a certificate</b>	115	183
Number of youth with IEPs (ages 14-21) who exited special education by <b>reaching maximum age</b>	49	53
Number of youth with IEPs (ages 14-21) who exited special education by <b>moving to be continuing</b>	192	372
Number of youth with IEPs (ages 14-21) who exited special education due to <b>dropping out</b>	191	167
Total Number of Youth with IEPs (ages 14-21) who exited the Department	1722	1817



# Indicator 1: Grad Data by Race/Ethnicity FFY 2020 (SY 2019-20)

Race/Ethnicity	A) TRANSFERR ED TO REGULAR EDUCATION	B) GRADUA TED WITH REGULAR HIGH SCHOOL DIPLOMA	C) RECEIVED A CERTIFICAT E	D) REACHED MAXIMUM AGE	E) DIED	F) MOVED, KNOWN TO BE CONTINUING	G) DROPPED OUT	Grand Total
AM	<10	<10	0	<10	0	<10	0	<10
AS	38	175	26	23	<10	13	22	298
BL	<10	22	<10	0	0	18	0	46
HI	29	95	12	<10	<10	40	20	198
MU	27	88	11	<10	<10	14	21	165
PI	118	433	48	16	<10	52	104	775
WH	26	106	16	<10	<10	53	24	231
Grand Total	243	924	115	49	<10	192	191	1722



# Indicator 1: Grad Data by Race/Ethnicity FFY 2021 (SY 2020-21)

Race/Ethnicity	A) TRANSFERRED TO REGULAR EDUCATION	B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA	C) RECEIVED A CERTIFICATE	D) REACHED MAXIMUM AGE	E) DIED	F) MOVED, KNOWN TO BE CONTINUING	G) DROPPED OUT	Grand Total
AM	<10	<10	0	0	0	<10	0	<10
AS	26	193	69	23	<10	45	23	382
BL	<10	21	<10	<10	0	29	<10	62
HI	0	109	11	0	0	<10	10	131
MU	<10	69	<10	<10	0	23	<10	117
PI	39	413	70	20	<10	139	87	773
WH	32	118	18	<10	<10	133	37	344
Grand Total	105	928	183	53	<10	372	167	1817



# Indicator 1: Grad Data by Elig Category FFY 2020 (SY 2019-20)

Elig Category	A) TRANSFERRED TO REGULAR EDUCATION	B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA	C) RECEIVED A CERTIFICATE	D) REACHED MAXIMUM AGE	E) DIED	F) MOVED, KNOWN TO BE CONTINUING	G) DROPPED OUT	Grand Total
A) ID	<10	39	41	11	0	<10	33	141
B) HI	<10	11	<10	0	0	<10	0	19
C) SLI	<10	<10	<10	0	0	<10	0	<10
D) VI	0	<10	0	0	0	0	0	<10
E) ED	36	76	<10	<10	0	16	24	160
F) OI	0	<10	0	0	0	0	<10	<10
G) OHI	62	166	15	<10	<10	32	41	322
H) SLD	119	565	13	0	<10	100	71	871
I) DB	0	<10	0	0	0	0	0	<10
J) MD	<10	<10	18	22	<10	11	<10	65
K) AUT	13	54	18	10	0	19	12	126
L) TBI	0	<10	0	0	0	<10	<10	<10
Grand Total	243	924	115	49	<10	192	191	1722



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Elig Category	A) TRANSFERRED TO REGULAR EDUCATION	B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA	C) RECEIVED A CERTIFICATE	D) REACHED MAXIMUM AGE	E) DIED	F) MOVED, KNOWN TO BE CONTINUING	G) DROPPED OUT	Grand Total
A) ID	<10	22	65	17	0	20	20	145
B) HI	<10	20	<10	<10	0	<10	0	35
C) SLI	0	<10	<10	0	0	<10	0	<10
D) VI	0	<10	<10	0	0	0	0	<10
E) ED	16	64	<10	0	<10	55	37	182
F) OI	0	<10	<10	<10	0	<10	0	<10
G) OHI	19	182	16	<10	0	79	29	326
H) SLD	60	567	13	0	<10	181	64	886
I) DB	0	0	0	0	0	0	<10	<10
J) MD	<10	0	35	22	<10	<10	<10	74
K) AUT	<10	56	33	10	0	25	<10	136
L) TBI	0	<10	<10	<10	0	0	<10	10
Grand Total	105	928	183	53	<10	372	167	1817



# Indicator 2: Dropout Measurement Change



Previous

**Option 1:** Use 618 exiting data for the year before the reporting year.

**Option 2:** Use the annual event school dropout rate for students leaving a school in a single year.



FFY 2020

## Only Option 1

Dropouts as a percent of exiters.

No general education comparison.

OSEP removed “# of students who died” from the measurement.

**HIDOE has  
been using  
Option 1  
since 2015**



# Indicator 2: Dropout

## Monitoring Priority

Percent of youth with Individualized Education Programs (IEPs) dropping out of high school (20 U.S.C. 1416 (a)(3)(A)).

## Measurement

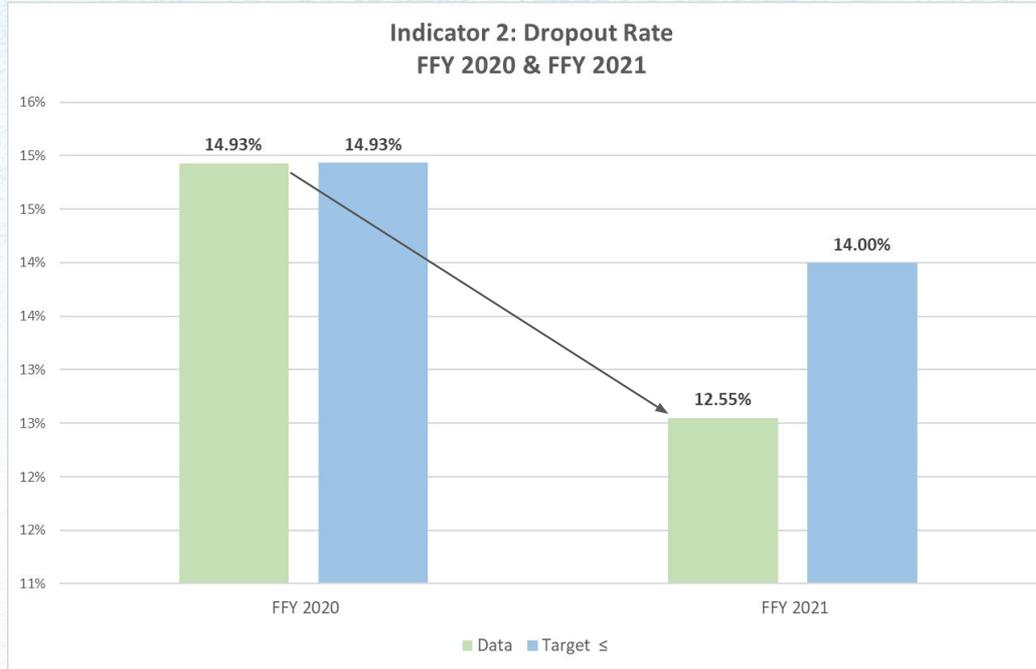
Number of youth with IEPs (ages 14-21) who dropped out of high school in the **numerator** and the number of all youth with IEPs who left high school (ages 14-21) in the **denominator**.

## Lag Data

For the FFY 2021 SPP/APR, use data from 2020-2021.



# Indicator 2: Performance FFY 2020 & FFY 2021



**New Baseline**  
**FFY 2020**  
**14.93%**

**FFY 2021**  
**14.00%**

**FFY 2022**  
**13.00%**



# Indicator 2: Data FFY 2020 & FFY 2021

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Number of youth with IEPs (ages 14-21) who exited special education by <b>transferring to regular education</b>	243	105
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Total number of youth with IEPs (ages 14-21) who exited the Department	1722	1817



## Indicator 2: Dropout Data by Race/Ethnicity FFY 2020

Race/Ethnicity	A) TRANSFERRED TO REGULAR EDUCATION	B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA	C) RECEIVED A CERTIFICATE	D) REACHED MAXIMUM AGE	E) DIED	F) MOVED, KNOWN TO BE CONTINUING	G) DROPPED OUT	Grand Total
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# Indicator 2: Dropout Data by Elig Category FFY 2021

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# Indicators 1 & 2: Strategies for Improvement

- [4 ESSER Strategies](#): OSSS leads Healthy Habits, Healthy Schools which prioritizes HMTSS, SEL and trauma-informed practices.
- [HIDOE Here to HELP](#): Student and family awareness campaign to foster student well-being and ensure students are supported and have the resources they need.
- [Education of Homeless Children and Youth \(EHCY\) program](#): Deploys full-time community liaisons in each complex area and provides mobile outreach to students.
- [Enhanced SEL and Student Success Dashboard](#): An electronic educational tool to integrate an early warning attendance, academic, and behavior dashboard with SEL and intervention documentation.
- [Hazel Health](#): A supplemental community-based mental health program.



# Indicators 1 & 2: Cont...Strategies for Improvement

- Hawaii Multi-Tiered System of Support (HMTSS)
  - Mandatory in all schools
  - Implementation Guidelines - March 2021
- Smaller Learning Communities and Career Pathways
- LDS Early Warning System
- Personal Transition Plan (PTP)
- Personalized Interventions/Counselor Support



# Indicators 1 & 2: Other Strategies for Improvement?



[Indicator 1 & 2 Jamboard](#)



# Indicators 4A & 4B: Rate of Suspension & Expulsion

4A. Percent of Local Educational Agencies (LEA) that have a **significant discrepancy**, as defined by the State, **in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs**; and

4B. Percent of LEAs that have:

- a. a **significant discrepancy**, as defined by the state, **by race and ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs**; and
- b. **policies, procedures, or practices that contribute to the significant discrepancy**, as defined by the state, and do not comply with the requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

## Reminder

Hawaii is a Single District State (SEA and LEA are the same).

## Lag Data

For FFY 2021 SPP/APR, use data from 2020-2021.

**Suspensions >10 Days** refer to Out of School Suspensions.



## Targets for Indicators 4A & 4B

4A: Targets were determined by HIDOE with input from stakeholders to be at 0%.

4B: Targets are set by OSEP at 0%.



# Suspension Data FFY 2021 & 2022

## Number of Students by Gender

Children with Disabilities Ages 3-21	3. Out-of-School Suspensions or Expulsions SY 20-21
	B. Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days
Gender	
1. Male	<10
2. Female	<10
3. Total	<10

Children with Disabilities Ages 3-21	3. Out-of-School Suspensions or Expulsions SY 21-22
	B. Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days
Gender	
1. Male	79
2. Female	23
3. Total	102

Consistent with SY 21-22, there were more males than females in the category of out-of-school suspensions for more than 10 days.

FFY 2021 (SY 20-21)  
FFY 2022 (SY 21-22)



# Suspension Data FFY 2021 & 2022

## Number of Students by Disability

Children with Disabilities Ages 3-21	3. Out-of-School Suspensions or Expulsions SY 20-21
	B. Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days
Disability	
1. Intellectual Disability	0
2. Hearing Impairments	0
3. Speech or Language Impairments	0
4. Visual Impairments	0
5. Emotional Disturbance	<10
6. Orthopedic Impairments	0
7. Other Health Impairments	0
8. Specific Learning Disabilities	<10
9. Deaf-Blindness	0
10. Multiple Disabilities	<10
11. Autism	0
12. Traumatic Brain Injury	0
13. Developmental Delay <sup>1</sup>	0
<b>14. Total</b>	<b>&lt;10</b>

Children with Disabilities Ages 3-21	3. Out-of-School Suspensions or Expulsions SY 21-22
	B. Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days
Disability	
1. Intellectual Disability	<10
2. Hearing Impairments	0
3. Speech or Language Impairments	0
4. Visual Impairments	<10
5. Emotional Disturbance	18
6. Orthopedic Impairments	<10
7. Other Health Impairments	22
8. Specific Learning Disabilities	48
9. Deaf-Blindness	0
10. Multiple Disabilities	0
11. Autism	<10
12. Traumatic Brain Injury	0
13. Developmental Delay <sup>1</sup>	<10
<b>14. Total</b>	<b>102</b>

FFY 2021 (SY 20-21)  
FFY 2022 (SY 21-22)



# Suspension Data FFY 2021 & 2022

## Number of Students by Race/Ethnicity

Children with Disabilities Ages 3-21	3. Out-of-School Suspensions or Expulsions SY 20-21
	B. Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days
<b>Race/Ethnicity</b>	
1. Hispanic/Latino	0
2. American Indian or Alaska Native	0
3. Asian	<10
4. Black or African American	0
5. Native Hawaiian or Other Pacific Islander	<10
6. White	<10
7. Two or More Races	<10
<b>8. Total</b>	<b>&lt;10</b>

Children with Disabilities Ages 3-21	3. Out-of-School Suspensions or Expulsions SY 21-22
	B. Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days
<b>Race/Ethnicity</b>	
1. Hispanic/Latino	26
2. American Indian or Alaska Native	<10
3. Asian	10
4. Black or African American	0
5. Native Hawaiian or Other Pacific Islander	55
6. White	10
7. Two or More Races	0
<b>8. Total</b>	<b>102</b>

FFY 2021 (SY 20-21)  
FFY 2022 (SY 21-22)



# Determining Significant Discrepancy

- For Indicators 4A and 4B, States must compare either:
  - Option 1: the rates of suspensions/expulsions for students with IEPs to rates for students without IEPs within the LEA;
  - OR
  - Option 2: the rates of suspensions/expulsions for students with IEPs among LEAs within the entire State.
- HIDOE is a single SEA/LEA, thus *Option 1* is the only option appropriate (OSEP).



# Data Source

Both Indicators 4A and 4B use Section 618 data, ED*Facts* file [FS006](#)

618 Data Table FS006 (Longitudinal data can be accessed on <a href="#">HIDOE's Website</a> )		
Students with IEPs Ages 3-21	Out-of-School Suspensions or Expulsions	
	Number of Children with Out-of-School Suspension/Expulsions Totalling 10 Days or Less	Number of Children with Out-of-School Suspension/Expulsions Totalling > 10 Days

- United States Department of Education definition (for states to use to complete Section 618 file specification 006):  
***Out-of-School Suspensions/Expulsions:** Removal from regular school for disciplinary purposes temporarily, for the remainder of the school year, or longer according to LEA policy.*
- Lag Data must be used. For example, for FFY 2021, States use School Year 2020-2021.



# HIDOE's Definition of Significant Discrepancy

- HIDOE has significant discrepancy when suspension/expulsion rate for students with IEPs is **0.75 percentage points or more** than its suspension/expulsion rate for students without IEPs.
- **0.5 rate difference** as the preventative measure to flag awareness to increase supports towards decreasing the number of suspensions and expulsions of more than 10 days for students with IEPs.
- HIDOE minimum cell size is of **five or more students**.



# Calculating Significant Discrepancy

**Step 1:** Calculate the suspension/expulsion rates of students with and without IEPs

# of students with IEPs suspended or expelled for more than 10 cumulative days / # of total students with IEPs) \* 100

# of students without IEPs suspended or expelled for more than 10 cumulative days / # of total students without IEPs) \* 100

**Step 2:** Calculate Rate Difference

- Rate of students with IEPs **minus** Rate of all students without IEPs

**Step 3:** Determine whether there is significant discrepancy

- HIDOE has significant discrepancy when suspension/expulsion rate for students with IEPs is **0.75 percentage points or more** than its suspension/expulsion rate for students without IEPs.



# Calculating Significant Discrepancy

## Indicator 4A: Target is at 0% (Results Indicator)

*Rate Difference must be .75% or higher that the rate of students without disabilities for significant discrepancy*

Hawaii	Special Education Rate of Suspension	Regular Education Rate of Suspension	Rate Difference Rate of suspension (IEPs) - Rate of suspension (without IEPs)	Significant Discrepancy?
<b>FFY 2021 (SY 2020-2021)</b>	<b>7</b> (Total number of special education students removed for greater than 10 days) divided by <b>20,017</b> (Total number of special education students) = <b>0.03%</b>	<b>18</b> (Total number of regular education students removed for greater than 10 days) divided by <b>156,673</b> (Total number of regular education students) = <b>0.01%</b>	<b>0.03% - 0.01% = 0.02 percentage points</b>	No



# Indicator 4B: Significant Discrepancy

## Indicator 4B: Target is at 0%

FFY 20201 (SY 2020-21) by Race/Ethnicity	Count of Student ID	Sped OSS Counts	Sped Rate	Gen Ed All Rate	Rate Difference Suspension rate of students with IEPs - Suspension rate of all students without IEPs	Significant Discrepancy?
Hispanic/Latino	4100	0	0.00%	0.01%	NA	No
American Indian or Alaskan Native	45	0	0.00%	0.01%	NA	No
Asian	3355	<5	0.03%	0.01%	NA	No
Black or African American	343	0	0.00%	0.01%	NA	No
Native Hawaiian or Other Pacific Islander	6618	<5	0.06%	0.01%	NA	No
White	2352	<5	0.04%	0.01%	NA	No
Two or more races	3204	<5	0.03%	0.01%	NA	No
Grand Total	20017	<10	0.03%	0.01%	NA	No



# Indicator 4B: Longitudinal Data

$$\begin{array}{c} \text{Rate} \\ \text{Difference} \end{array} = \begin{array}{c} \text{The rate of} \\ \text{suspensions/expulsions for a} \\ \text{students with IEPs of a certain} \\ \text{ethnicity} \end{array} - \begin{array}{c} \text{The State rate of} \\ \text{suspensions/expulsions} \\ \text{for students without IEPs} \end{array}$$

<b>INDICATOR 4B: Rate of Suspension/Expulsion by Race/Ethnicity &gt;10 days for Students with IEPs</b>	<b>FFY 2018</b>	<b>FFY 2019</b>	<b>FFY 2020</b>	<b>FFY 2021</b>
American Indian or Alaska Native (AM)	NA	NA	NA	NA
Asian (AS)	NA	-0.01	-0.04	NA
Black or African American (BL)	NA	NA	NA	NA
Hispanic/Latino (HI)	0.37	0.19	0.37	NA
Multiple Races (MU)	0.24	0.06	0.08	NA
Native Hawaiian or Other Pacific Islander (PI)	1.56	1.36	0.36	NA
White (WH)	0.25	0.53	0.17	NA



## Indicator 4A: Longitudinal Data

FFY	Students with IEPs	Students with IEPs OSS>10 Days	Rate of students OSS>10 Days	Students without IEPs	Students without IEPs OSS>10 Days	Rate of students OSS>10 Days	Rate Difference Students with IEPs - Students without IEPs
2018	18,861	203	1.08%	161,976	611	0.38%	0.70
2019	19,592	175	0.89%	162,107	493	0.30%	0.59
2020	20,125	83	0.41	161,371	284	0.18%	0.23
2021	20,017	<10	0.03%	156,673	18	0.01%	0.01
2022	19,655	102	0.52%	153,621	324	0.21%	0.31



## Indicators 4A & 4B: Improvement Strategies

- Hawaii Multi-Tiered System of Support (HMTSS)
  - Mandatory in all schools
    - Implementation Guidelines - March 2021
- Professional Development Sessions
  - Cultural Responsiveness
  - Inclusive Skill-Building Learning Approach
- Alternatives to Suspensions



## Indicators 4A & 4B: Improvement Strategies

- Skill Building Learning Approach (ISLA)
  - Piloted in 4 schools to decrease out of school suspensions.
    - Kea • au High
    - Lahainaluna High
    - Kapalama Elem
    - Konawaena Middle



# Indicators 4A & 4B: Other Improvement Strategies to Reduce the Rate of Suspensions & Expulsions?



[Indicator 4A & 4B Jamboard](#)



## Reporting Out/Next Steps

Thank you for participating in our Discussion!



Please leave this meeting and return to the Main Session.