



*OFFICE OF THE*  
**Deputy Superintendent**

# **Stakeholder Input**

**Indicators 4A & 4B**

**Suspension/Expulsion**

**Monitoring and Compliance Branch**



# Overview

<h2>SPP/APR</h2>	<h2>Resources</h2>
<ul style="list-style-type: none"><li>• The State Performance Plan (SPP)/Annual Performance Report (APR) is developed in six year intervals.</li><li>• It is a single document that measures the State's efforts in meeting the Individuals with Disabilities Education Improvement Act of 2004 (IDEA).</li></ul>	<ul style="list-style-type: none"><li>• SPP/APR FFY 2020 on <a href="#"><u><i>HIDOE's website</i></u></a></li><li>• <a href="#"><u><i>FFY 2020 Part B Indicator Measurement Table</i></u></a> for submission beginning in February 2022</li></ul>



# Requirements for Baselines & Targets

## Baselines

**State can reset the baselines if:**

- Calculation methodology changed.
- Data measurement method or process is revised.

## Targets

**Targets Must:**

- Be rigorous, yet achievable.
- Show improvement over baseline.
- Be set with the advice of stakeholders.
- Be rooted in, and build on, past experience when possible.



# Things to Consider

Is the proposed rate difference rigorous and achievable?

Provide any suggestions that may help improve outcomes for this indicator.

In what way(s) might teachers, administrators, parents, or other stakeholders assist the HIDOE in reducing suspensions and expulsions?



# Indicator 4: Rates 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 **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
  - 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)



# Targets for 4A and 4B

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

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

*For these two indicators, we will be reviewing longitudinal data and discuss only the methodology and the rate difference of what determines significant discrepancy for Hawaii and will not be setting new targets.*



# Determining Significant Discrepancy

- For 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).

## Reminder

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



# Discipline Data

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

618 Data Table FS006 (Longitudinal data can be accessed on [HIDOE's website](#))

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 Totaling 10 Days or Less

- 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 2020, States use School Year 2019-2020.





## Significant Discrepancy Calculation Rate Difference (OSEP-Approved Methodology)

**Rate difference** compares suspension/expulsion rate for students with IEPs to the suspension/expulsion rate for students without IEPs.

- For example, a positive rate difference indicates how much greater the suspension/expulsion rate for students with IEPs is as compared to the suspension/expulsion rate for students without IEPs.

**The State has a significant discrepancy when...**

...its suspension/expulsion rate for students with IEPs is **x (the rate difference)** percentage points or more than its suspension/expulsion rate for students without IEPs.



## HIDOE's Current Definition of Significant Discrepancy

- HIDOE has significant discrepancy when suspension/expulsion rate difference is **3 percentage points or more.**
  - *When the suspension/expulsion rate of students with IEPs is 3 percentage points more than the suspension/expulsion rate of students without IEPs.*
- HIDOE minimum cell size is of **5 or more students.**



# Calculating HIDOE's Significant Discrepancy

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

### 4A

# 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

### 4B

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

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



# Calculating HIDEOE's Significant Discrepancy

## *Step 2: Calculate the Rate Difference*

State % of students  
with IEPs  
suspended/expelled  
> 10 days

-

State % of students  
without IEPs  
suspended/expelled  
> 10 days



# Calculating HIDOE's Significant Discrepancy

**Step 3: Determine whether there is significant discrepancy (Rate Difference 3 percentage points or more)**

Federal Fiscal Year/ School Year	Total number of students with IEPs suspended/ expelled for more than 10 days	Total number of students with IEPs in the State	Students with IEPs Rate	Total number of students without IEPs suspended/ expelled for more than 10 days	Total number students without IEPs in the State	Students without IEPs Rate	Rate Difference (Students with IEPs - Students without IEPs)	Significant Discrepancy (Rate difference must be 3 percentage points or more)
FFY 2019 (SY 2018-19)	175	19,592	<b>0.89%</b>	493	162,107	<b>0.30%</b>	<b>0.59</b>	No

$$\begin{array}{c} \text{Rate} \\ \text{Difference} \end{array} = \begin{array}{c} \text{The Rate of suspensions/} \\ \text{expulsions for students} \\ \text{with IEPs} \\ \text{(0.89\%)} \end{array} - \begin{array}{c} \text{The State Rate of} \\ \text{suspensions/ expulsions} \\ \text{for students without IEPs} \\ \text{(0.30\%)} \end{array} = \begin{array}{c} 0.59 \\ \text{(is smaller than 3} \\ \text{percentage points} \\ \text{from .30\%)} \end{array}$$



# Indicator 4A: Rate Difference of Suspensions/Expulsions

Federal Fiscal Year/ School Year	Total number of students with IEPs suspended/expelled for more than 10 days	Total number of students with IEPs in the State	Students with IEPs Rate	Total number of students without IEPs suspended/expelled for more than 10 days	Total number of students without IEPs in the State	Students without IEPs Rate	Rate Difference (Students with IEPs - Students without IEPs)	Significant Discrepancy (Rate difference must be 3 percentage points or more)
FFY 2015 (SY 2014-15)	206	18,802	<b>1.10%</b>	810	182,384	<b>0.44%</b>	<b>0.65</b>	No
FFY 2016 (SY 2015-16)	195	19,223	<b>1.01%</b>	757	163,026	<b>0.46%</b>	<b>0.55</b>	No
FFY 2017 (SY 2016-17)	176	19,376	<b>0.91%</b>	584	162,453	<b>0.36%</b>	<b>0.55</b>	No
FFY 2018 (SY 2017-18)	203	18,861	<b>1.08%</b>	611	161,976	<b>0.38%</b>	<b>0.70</b>	No
FFY 2019 (SY 2018-19)	175	19,592	<b>0.89%</b>	493	162,107	<b>0.30%</b>	<b>0.59</b>	No
FFY 2020 (SY 2019-20) <i>*COVID Impact</i>	83	20,125	<b>0.41%</b>	284	161,371	<b>0.18%</b>	<b>0.23</b>	No



# Indicator 4B: Rate Difference by Race/Ethnicity

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

<b>INDICATOR 4B: <u>Rate Difference</u> of Suspension/Expulsion by Race/Ethnicity &gt;10 days for Students with IEPs vs. Students without IEPs.</b>	<b>FFY 2015</b>	<b>FFY 2016</b>	<b>FFY 2017</b>	<b>FFY 2018</b>	<b>FFY 2019</b>	<b>FFY 2020</b>
American Indian or Alaska Native (AM)	NA	NA	NA	NA	NA	NA
Asian (AS)	0.02	-0.05	-0.01	NA	-0.01	-0.04
Black or African American (BL)	0.66	NA	NA	NA	NA	NA
Hispanic/Latino (HI)	0.45	0.78	0.26	0.37	0.19	0.37
Multiple Races (MU)	0.80	0.13	0.08	0.24	0.06	0.08
Native Hawaiian or Other Pacific Islander (PI)	1.29	1.05	1.11	1.56	1.36	0.36
White (WH)	0.10	0.23	0.03	0.25	0.53	0.17

- For cells less than 5, data is not included in the analysis, thus it is indicated as NA.
- FFY 2020 data will not compare with these set of data due to COVID-19 impact.



# Proposal for HIDOE's Definition of Significant Discrepancy

- Based on longitudinal data and discussions with the Special Education Advisory Council (SEAC) and internal stakeholders, HIDOE's current rate difference (3 percentage points) for determining significant discrepancy is too high.
- For FFY 2020-25, the new proposed definition for significant discrepancy is as follows:
  - *HIDOE has significant discrepancy when suspension/expulsion rate difference is **.75 percentage points or more.***
    - *When the suspension/expulsion rate of students with IEPs is .75 percentage points more than the suspension/expulsion rate of students without IEPs.*
- HIDOE is also proposing to adopt **.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's minimum cell size is of **5 or more students remains the same.**





# Your Input

- Is the proposed rate difference rigorous and achievable?
- Provide any suggestions that may help improve outcomes for this indicator.
- In what way(s) might teachers, administrators, parents, or other stakeholders assist the HIDOE in reducing suspensions and expulsions for students with IEPs?
- [Indicator 4 Feedback Form](#)

Questions, please contact the Monitoring and Compliance Branch at [macb@k12.hi.us](mailto:macb@k12.hi.us) or at 808-307-3600.