

INDICATOR 4 FACT SHEET

WHAT DOES THIS INDICATOR MEASURE?

Indicator 4 measures the rates of suspension and expulsion. The examination of a significant discrepancy in the rate of suspension and expulsion for students with disabilities greater than 10 days.

Rates of suspension and expulsion:

- A. 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
- B. Percent of LEAs that have: (a) a significant discrepancy, as defined by the State, by race or 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 requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

*The Hawaii Department of Education (Education) is a unitary system, serving as both the state educational agency (SEA) and the LEA.

**Significant discrepancy: When the rate difference is 0.75 percentage points more than the State's suspension/expulsion rate for children without disabilities. The Department uses a minimum N-cell size of five (5) children in order for the data to be included in the analysis.

Measurement

- 4A: Percent = $\left[\left(\frac{\text{\# of LEAs that meet the State-established n and/or cell size (if applicable) that have a significant discrepancy, as defined by the State, in the rates of suspensions and expulsions for more than 10 days during the school year of children with IEPs}}{\text{\# of LEAs in the State that meet the State-established n and/or cell size (if applicable)}} \right) \right] \text{ times } 100.$
- 4B: Percent = $\left[\left(\frac{\text{\# of LEAs that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups that have: (a) a significant discrepancy, as defined by the State, by race or ethnicity, in the rates of suspensions and expulsions of more than 10 days during the school year of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy, as defined by the State, and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards}}{\text{\# of LEAs in the State that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups}} \right) \right] \text{ times } 100.$

WHAT ARE THE DATA CONSIDERATIONS?

Data Source

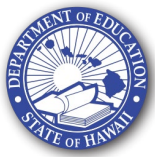
Data are collected from the Statewide Student Enrollment System (SSES).

How has this indicator changed?

In 2020, in preparation for the 2020-2025 SPP/APR cycle, the Department conducted an analysis of indicator 4 disproportionality data. The study revealed that the prior significant discrepancy rate of 3.00% was not providing meaningful results to support targeted program improvement. The threshold of 0.75% percentage points was determined to be statistically relevant. This information was shared, and after discussions with educational partners, the discrepancy rate for this indicator was subsequently set to 0.75% percentage points.

Why is this indicator important?

Examining significant discrepancies helps to identify student equity and educational access for students with disabilities when compared with general education students and/or other ethnicities. Both indicators 4A and 4B require states to examine their suspension/expulsion data in closer detail to ensure appropriate policies, procedures, and practices related to the development and implementation of Individualized Education Programs (IEPs) and the use of positive behavioral interventions and supports are being implemented. Please refer to [Questions and Answers: Addressing the Needs of Children with Disabilities and IDEA's Discipline Provisions ~ OSEP Q&A 22-02](#).



How does this indicator align with the Department's Strategic Implementation Plan?

Goal 1.2: All students learn in a safe, nurturing, and culturally responsive environment.

Data Notes

Because of the data required for Indicator 4 reporting, there is a lag with the data, with preliminary 2021-22 data for reporting in FFY 2023 included and 2020-21.

TARGET SETTING PROCESS

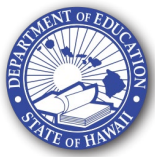
For this indicator, OSEP delegates the responsibility to set targets to the State with input and advice from the Special Education Advisory Council (SEAC) and other educational partners. Targets are set based on longitudinal performance. Longitudinal data was provided for this indicator to our educational partners, and an analysis was conducted to determine the targets for the next six years of the SPP/APR cycle.

Targets are determined by OSEP and set at 0%

Results are reviewed annually.

4A Indicator Measure	FFY 2020-2021 Indicator Baseline	FFY 2021-2022 Proposed Target	FFY 2022-2023 Proposed Target	FFY 2023-2024 Proposed Target	FFY 2024-2025 Proposed Target	FFY 2025-2026 Proposed Target
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	0.00	0.00	0.00	0.00	0.00	0.00

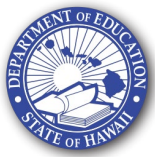
4B Indicator Measure	FFY 2020-2021 Indicator Baseline	FFY 2021-2022 Proposed Target	FFY 2022-2023 Proposed Target	FFY 2023-2024 Proposed Target	FFY 2024-2025 Proposed Target	FFY 2025-2026 Proposed Target
Percent of LEAs that have: (a) a significant discrepancy, as defined by the State, by race or ethnicity, 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 requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards	0.00	0.00	0.00	0.00	0.00	0.00



HOW HAS HAWAII PERFORMED OVER TIME?

FFY 2021 (SY 2020-21) Indicator 4A	Target is set at 0%		
	*Rate Difference must be larger than .75 percentage points for significant discrepancy		
Hawaii	# Special Education Students	# Regular Education Students	Rate Difference
Note: This data was impacted by COVID -19 as students were not on campus.	7 (Total number of special education students removed for greater than 10 days) divided by 20,017 (Total number of special education students) = 0.03%	18 (Total number of regular education students removed for greater than 10 days) divided by 156,673 (Total number of regular education students) = 0.01%	0.03% - 0.01% = 0.02% No significant discrepancy
FFY 2022 (SY 2021-22) Indicator 4A	Target is set at 0%		
	*Rate Difference must be larger than .75 percentage points for significant discrepancy		
Hawaii	# Special Education Students	# Regular Education Students	Rate Difference
	102 (Total number of special education students removed for greater than 10 days) divided by 19,655 (Total number of special education students) = 0.52%	469 (Total number of regular education students removed for greater than 10 days) divided by 153,621 (Total number of regular education students) = 0.31%	0.52% - 0.31% = 0.21% No Significant Discrepancy

Indicator 4B FFY 2022	# of students with IEPs suspended/expelled > 10 days	# of students with IEPs	Rate of suspension/expulsion for students with IEPs	State rate for students w/o IEPs	Rate Difference * The rate difference must be .75 percentage points or more for HIDOE to have a significant discrepancy.
American Indian or Alaska Native	1	40	Cell is smaller than 5	0.31%	NA
Asian	10	3226	0.31%	0.31%	0.00%
Black or African American	0	319	Cell is smaller than 5	0.31%	NA
Hispanic/Latino	26	4210	0.62%	0.31%	0.31%
Native Hawaiian or Other Pacific Islander	55	6309	0.87%	0.31%	0.56% Preventative
White	10	2333	0.43%	0.31%	0.12%



Indicator 4B FFY 2022	# of students with IEPs suspended/expelled > 10 days	# of students with IEPs	Rate of suspension/expulsion for students with IEPs	State rate for students w/o IEPs	Rate Difference * The rate difference must be .75 percentage points or more for HDOE to have a significant discrepancy.
Two or More Races	0	3218	Cell is smaller than 5	0.31%	NA
STATE Total	102	19655	0.52%	0.31%	0.21%

HOW DOES HAWAII COMPARE TO THE NATION?

In the [44th Annual Report to Congress on the Implementation of the Individuals with Disabilities Act, 2022 Report](#), Hawaii, in the school year 2019-20, Hawaii reported 41 students being suspended out of school or expelled for more than 10 days during the school year per 10,000 children and students ages 3 through 31 served under IDEA, Part B. Hawaii was 1 out of 6 states that fell within the range of 41-50 and is highlighted below in bold.

# Of States/Territories	# Of days children ages 3-21 who were suspended out of school or expelled for more than 10 days
2	<5 or unable to calculate
4	1-10
5	11-20
13	21-30
4	31-40
6	41-50
5	51-60
2	61-70
1	71-80
3	81-90
8	100+