

## State Performance Plan Indicator 4B: Suspension and Expulsion Rates

### Methodology for Identifying Local Educational Agencies (LEAs) with Significant Discrepancies in Suspension/Expulsion Rates of Students with Disabilities by Race or Ethnicity

#### Purpose

The Individuals with Disabilities Education Act (IDEA) requires state education agencies to review local educational agency (LEA) data annually to determine if a significant discrepancy in long-term (greater than 10 days) suspension and expulsion rates exists for students with disabilities by race or ethnicity\*. State educational agencies must report their findings in Indicator 4B in the State Performance Plan (SPP)/Annual Performance Report (APR), 20 U.S.C 1416(a)(3)(C) and 1412(a)(22).

#### Procedures

All LEAs are subject to the annual analysis for Indicator 4B; however, an LEA must meet all of the following conditions in order to be included in the analysis:

- LEAs must have a total student population of 100 students or more
- LEAs must have at least 40 students receiving special education services
- LEAs must have at least three students of a specific race or ethnicity receiving special education who also received a disciplinary action that resulted in a removal of greater than 10 days

Given that positive rate differences might result in LEAs being a fraction of a student over the limit, an additional safeguard exists that requires that LEAs must be at least one student (percentage-wise) over the established threshold to be identified as having a significant discrepancy.

#### Rate Difference

Rate Difference asks the question "What is the difference between a particular group's rate and the rate for all other children?" Positive difference indicates the rate for the particular group is greater than the rate for all other children. For this indicator, the difference between the suspension/expulsion rate for students with disabilities from one race/ethnicity group and the suspension/expulsion rate for all students without disabilities in a district is measured. In order to identify LEAs with a significant discrepancy, a threshold must be determined based on the distribution analysis of the rate difference data for all eligible districts. For discrepancies in suspension/expulsion rates of students with disabilities for a particular race or ethnicity, a district would need to be above the positive threshold in order to be identified as having a significant discrepancy. Based on data from 2011-12, a distribution analysis yielded a threshold of 3.47 at the 95 percentile. LEAs that exceed the 3.47 rate difference threshold are considered for reporting purposes to have a significant discrepancy in the discipline of students with disabilities for a particular race or ethnicity.

#### Calculation

$$\left[ \frac{\text{Number of students with disabilities of a specific race or ethnicity receiving suspensions/expulsions greater than 10 days}}{\text{Total number of students with disabilities of a specific race or ethnicity}} \times 100 \right] - \left[ \frac{\text{Number of students without disabilities receiving suspensions/expulsions greater than 10 days}}{\text{Total number of students without disabilities}} \times 100 \right]$$

\*PEIMS 425 Disciplinary Action – Student Disciplinary Action Codes (C164) 01, 02, 03, 04, 05, 09, 11, 12, 15, 25, 50, 51, 52, 53, 56, 58, 59, 61

A complete description of the PEIMS 425 Disciplinary Action – Student record can be found on the TEA website at <http://www.tea.state.tx.us/peims>.

**Example**

Sample ISD has 200 white students receiving special education services. 15 of those white students received disciplinary actions which resulted in removals for more than 10 days. The district has 4,000 non-disabled students. 112 of those students received disciplinary actions which resulted in removals for more than 10 days. The rate difference for this district would be:

$$[(15/200)*100] - [(112/4000)*100] = 4.7$$

**Exceeds the rate difference threshold of 3.47**