



## STATE PERFORMANCE PLAN/ANNUAL PERFORMANCE REPORT (SPP/APR) INDICATOR 4 FACT SHEET FFY 2024

### 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 Hawai'i State Department of Education (Department) is a unitary system, serving as both the state educational agency (SEA) and LEA. To determine whether the Department has significant discrepancy, the Department uses the **Rate Difference** methodology.

- Rate difference compares the suspension/expulsion rate for children with disabilities to the suspension/expulsion rate for children without disabilities.
  - Rate difference equation = state suspension/expulsion rate for children with disabilities minus (-) the state rate for children without disabilities.
- The Department defines significant discrepancy when the rate difference is **0.75 percentage points or greater**.
- With educational partner input, the Department adopted a **.50 rate difference** as the preventative measure to flag awareness.

### WHAT ARE THE DATA CONSIDERATIONS?

#### Data Source

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

#### How has this Indicator changed?

In preparation for the 2020–2025 SPP/APR cycle, the Department conducted an analysis of longitudinal Indicator 4 data. The review showed that the previous significant discrepancy threshold of 3.00% did not yield meaningful results or support targeted program improvement efforts. Based on the analysis, a threshold of 0.75 percentage points was identified as statistically relevant. This finding was shared with educational partners, and following collaborative discussions, the significant discrepancy threshold for Indicator 4 was formally adjusted 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 is lag, the FFY 2024 reflects the School Year 2023-24 data.

**TARGET SETTING**

**Targets for both 4A and 4B are set at 0%**

Results are reviewed annually in collaboration with the SEAC members.

**FFY 2024 DATA**

|   |   |  |   |
|---|---|--|---|
| <b>FFY 2024<br/>(SY 2023-24)<br/>Indicator 4A</b> | Target is set at 0%   |  |   |
|   | Rate difference must be larger than .75 percentage points for significant discrepancy   |  |   |
| <b>Hawai'i</b>                                    | <b># Special Education Students</b>   | <b># Regular Education Students</b>  | <b>Rate Difference</b>  |
|   | 129 (Total number of special education students removed for greater than 10 days) divided by 20,222 (Total number of special education students) = <b>0.64%</b> | 431 (Total number of regular education students removed for greater than 10 days) divided by 149,178 (Total number of regular education students) = <b>0.29%</b> | <b>0.64 - 0.29 = 0.35</b><br>The Department does <b>not</b> have significant discrepancy. |

**4B: Significant Discrepancy by Race/Ethnicity**

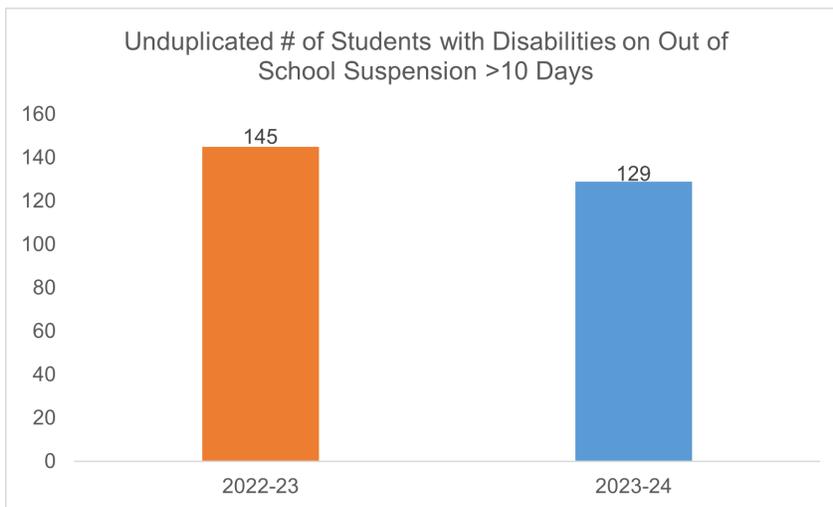
FFY 2024 data indicate that the Department does **not** have any significant discrepancy by race/ethnicity. The Hispanic/Latino and Native Hawaiian or Other Pacific Islander populations fall under the preventative measure to flag for awareness. A negative rate difference means that students with disabilities are suspended at a *lower* rate than students without disabilities.

|   |  |
|---|--|
| <b>INDICATOR 4B: Rate Difference of Suspension/Expulsion by Race/Ethnicity &gt;10 days for Students with IEPs vs. Students without IEPs</b> | <b>FFY 2024 - Rate Difference</b><br>The rate difference must be .75 percentage points or more for the Department to have a significant discrepancy. |
| American Indian or Alaska Native (AM)   | NA   |
| Asian (AS)  | -.10   |
| Black or African American (BL)  | NA   |
| Hispanic/Latino (HI)  | .67  |
| Multiple Races (MU)   | .22  |
| Native Hawaiian or Other Pacific Islander (PI)  | .54  |
| White (WH)  | .02  |



## OUT OF SCHOOL SUSPENSIONS DOWNWARD TREND

As the graph indicates below, the Department has decreased the number of out-of-school suspensions of students with IEPs lasting more than 10 days from school year 2022-23 to school year 2023-24.



## ALTERNATIVES TO SUSPENSION

The Department is increasingly utilizing alternatives to suspension to reduce the use of exclusionary discipline. Instead of removing students from school, the Department promotes interventions such as counseling, in-school supports, restorative practices, and individualized behavior-support plans aligned with its discipline framework. In addition, the Department emphasizes proactive approaches, including Positive Behavioral Interventions and Supports (PBIS), social-emotional learning (SEL), trauma-informed strategies, and restorative methods to address the root causes of behavior. By keeping students engaged in learning while providing meaningful support, the Department aims to reduce overall suspension rates.