

# APR Calculation Methodology for Indicators 4A, 4B, 9, and 10

## Indicator 04: Suspension/Expulsion

### 4A: Significant difference in rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

The special education benchmark for suspension/expulsion (s/e) rate is the three-year difference between district rates for general education students as compared to children with disabilities greater than 10 days out-of-school suspension/expulsion. Districts are identified as having a significant difference if special education rates are 1.364 percentage points higher than the rate for general education students. The formula is presented below.

*Formula: Suspension/expulsion rate for children with disabilities – Suspension/expulsion rate for general education students = Difference between special education & general education students.*

Exclusion is possible if the:

- LEA's special education student discipline count for greater than 10 days out-of-school suspension/expulsion is less than 5.

Any district identified for having a significant difference (special education rates are 1.364 percentage points higher than the rate for general education students) in a given year is required to submit a self-assessment for the review discipline policies, procedures, and practices.

### Indicator 4B: Rates of Suspension and Expulsion by Race or Ethnicity

The measurement for 4B uses a percent difference calculation; the calculation is the difference between the rate of suspensions/expulsions exceeding 10 days within a school year for a specific racial group of students with disabilities (SWD) and that of general education students.

Exclusion criteria are applied after the percent difference is calculated. The formula is presented below:

*Formula: suspension/expulsion rate for students with disabilities of a specific race/ethnic group – suspension/expulsion rate for general education students = difference between special education students by race or ethnicity & general education students.*

Exclusion is possible if the:

- LEA's special education child count is less than or equal to 40 students;
- a particular race/ethnicity in LEA's special education child count for the race/ethnicity is less than or equal to 10; or
- special education student discipline count for greater than 10 days out-of-school suspension/expulsion is less than 5.

Any district identified for having a percentage difference greater than 4 (special education rate for a specific race is more than four (4) percentage points higher than general education rate) in a given year is required to submit a self-assessment for the review discipline policies, procedures, and practices.

## **APR Calculation Methodology for Indicators 4A, 4B, 9, and 10**

### **Indicator 09: Disproportionality – Eligibility**

A risk ratio/alternate risk ratio methodology is being used to determine if a district has a disproportionate over- representation. District enrollment and special education child count data are examined and adjusted according to the following criteria.

1. The December 1 child count by race for the selected year is the IDEA data set and is adjusted for students whose educational environment is parentally placed in a private school, correctional facility, or a private residential treatment program. These student are removed from the child count data set.
2. The October 1 enrollment counts by race for the selected year is the comparison data set.
3. After the October 1 enrollment and December 1 child count have been adjusted for risk ratios are generated using a cell size of 5, an N size of 15, and a risk ratio threshold of 3.
4. Any district exceeding a risk ratio of 3 for a specific race will flag and is required to submit a self-assessment for the review discipline policies, procedures, and practices

### **Indicator 10: Disproportionality – Child with a Disability**

There are six disability categories that must be examined under Indicator 10: Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairments, Specific Learning Disabilities, and Speech Language Impairment. A risk ratio methodology is used to determine if a district has disproportionate representation by race within the six disabilities. District enrollment and special education child count data are examined and adjusted according to the following criteria.

1. The December 1 child count by race for the selected year is the IDEA data set and is adjusted for students whose educational environment is parentally placed in a private school, correctional facility, or a private residential treatment program. These student are removed from the child count data set.
2. The October 1 enrollment counts by race for the selected year is the comparison data set.
3. After the October 1 enrollment and December 1 child count have been adjusted risk ratios are generated using a cell size of 5, an N size of 15, and a risk ratio threshold of 3.
4. Any district exceeding a risk ratio of 3 for a specific race and disability will flag and is required to submit a self-assessment for the review discipline policies, procedures, and practices