### Annual Performance Report

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#### Measurement: Significant Difference in Discipline - Special Education vs General Education

**Indicator 4A:** Significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs vs. rate of suspensions and expulsions of greater than 10 days in a school year for children without IEPs.

If the special education rate is more than 1.36 points higher than general education a district will flag and be required to submit a self-assessment.

**Indicator 4B:** Significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs by a specific race vs. rate of suspensions and expulsions of greater than 10 days in a school year for all races of children without IEPs.

If the difference for special education by a specific race is more than 4 points higher than general education for all races, a district will flag and be required to submit a self-assessment.

#### Identification

**Measurement: Identification Risk Ratio - Special Education vs Race**

Special Education: Child Count by Race

Comparison data: October 1 Enrollment by Race

Districts with a risk ratio greater than three (3) are flagged and must complete and submit the self-assessment.

**Measurement: Identification by Disability Risk Ratio - Special Education vs Race and Disability**

Special Education: Child Count by Race and Disability

Comparison data: October 1 Enrollment by Race

Districts with a risk ratio greater than three (3) for three (3) consecutive years for the same race/ethnicity and disability is required to set aside funds and provide Comprehensive Coordinated Early Intervening Services (CCEIS).

**Measurement: Educational Environment Risk Ratio - Special Education vs Race**

Special Education: Educational Environment by Race

Comparison data: Child Count by Race

Districts with a risk ratio greater than three (3) for three (3) consecutive years for the same race/ethnicity and disciplinary area is required to set aside funds and provide Comprehensive Coordinated Early Intervening Services (CCEIS).

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**SELF-ASSESSMENT:** The disproportionality self-assessment can clear a district of significant discrepancy or disproportionate representation if inappropriate policies, procedures or practices are not identified. However, the self-assessment cannot remove a district from having to implement CCEIS.

A district identified for CCEIS because of a three year pattern in the same area and race MUST complete the self-assessment with student review worksheets, the Success Gap Rubric, submit an CCEIS implementation plan, set aside funds, and track students served in eSchool.