

Kansas State Performance Plan: Indicator 4: Suspension/Expulsion

What is Indicator 4?

Indicator 4 is divided into two categories, Indicator 4A and Indicator 4B. Indicator 4A is a measurement of whether a district has a significant discrepancy in the rate of suspensions and expulsions for greater than 10 days in a school year of children with a disability. Indicator 4B is a measurement of whether a district has a significant discrepancy in the rate of suspensions and expulsions for greater than 10 days in a school year of children with a disability, and, policies, procedures or practices that contribute to the significant discrepancy 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.

What is the data source for Indicator 4?

Data for Indicator 4 is calculated through suspension and expulsion incidents collected in the Discipline Data Collection in the Kansas Integrated Accountability System (KIAS), a [KSDE Web Application](#). The Discipline Data Collection is required to be submitted annually in June by all accredited buildings. The data submitted through the Discipline Data Collection is analyzed against special education data submitted in SPEDPro, a [KSDE web application](#).

For more information, contact:

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Where can I find the Indicator 4 data that KSDE collects and reports to the U.S. Department of Education?

The data for all Kansas State Performance Plan indicators, including data for Indicator 4, are published on the [Kansas State Performance Plan-Annual Performance Report](#) page and, after log in, on [Kansas APR Reports](#).

Is Indicator 4 reported to the U.S. Department of Education at the state or school district level?

For Indicator 4A, KSDE reports the number of districts that have a significant discrepancy in the rate of suspension and expulsion of greater than 10 days in a school year for students with disabilities. For Indicator 4B, KSDE reports the number of districts that have a significant discrepancy, by race and ethnicity, in the rate of suspension and expulsion for students with disabilities.