

State Performance Plan (SPP)/ Annual Performance Report (APR) 2020-2025

Individuals with Disabilities
Education Act (IDEA)



Indicator 4: Suspension/Expulsion of Students with Disabilities



Agenda- Indicator 4

- Frequently Used Terms for Suspension/expulsion
- How the Measurement Works
- Data in New York State (Trends and Comparisons)
- Data in New York in Comparison to Other States
- Improvement Activities
- Next Steps and Closing



Frequently Used Terms

Term	Description
State Performance Plan or SPP	Evaluates the state's efforts to implement the requirements and purposes of the Individuals with Disabilities Education Act (IDEA) and describes how the state will improve its implementation.
Targets	Performance objectives set for SPP measurements
Annual Performance Report (APR) Reported Data	Data reported to the United States Department of Education Office of Special Education Programs (OSEP) against the state's targets
Baseline	Data starting point to measure improvement over time
N-Size	Minimum number of students necessary to include one of these student subgroups, such as minimum number of students with disabilities enrolled (i.e., denominator of the equation)
Cell size	The minimum number of children experiencing a particular outcome (i.e., numerator of the equation)
Standard Deviation	A standard deviation is a measure of how dispersed the data is in relation to the mean. In any normal distribution, about 95% of values will be within 2 standard deviations of the mean
Federal Fiscal Year or FFY	Federal Government Fiscal Year (October 1 – September 30)



Measurement for SPP Indicator 4

Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children:

SPP4A

With IEPs

SPP 4B

- By race or ethnicity; and
- policies, procedures or practices that contribute to significant discrepancy



Options for Comparison

Rates of suspension/expulsion for
children with disabilities among
districts within the state

OR

Cell Size

Indicator 4A

NYS uses a minimum cell size of 10 students with disabilities suspended or expelled for more than ten days during the school year

Indicator 4B

NYS uses a minimum cell size of 10 students with disabilities of a particular race or ethnicity* suspended or expelled

SPP Indicator 4 District Notification Criteria



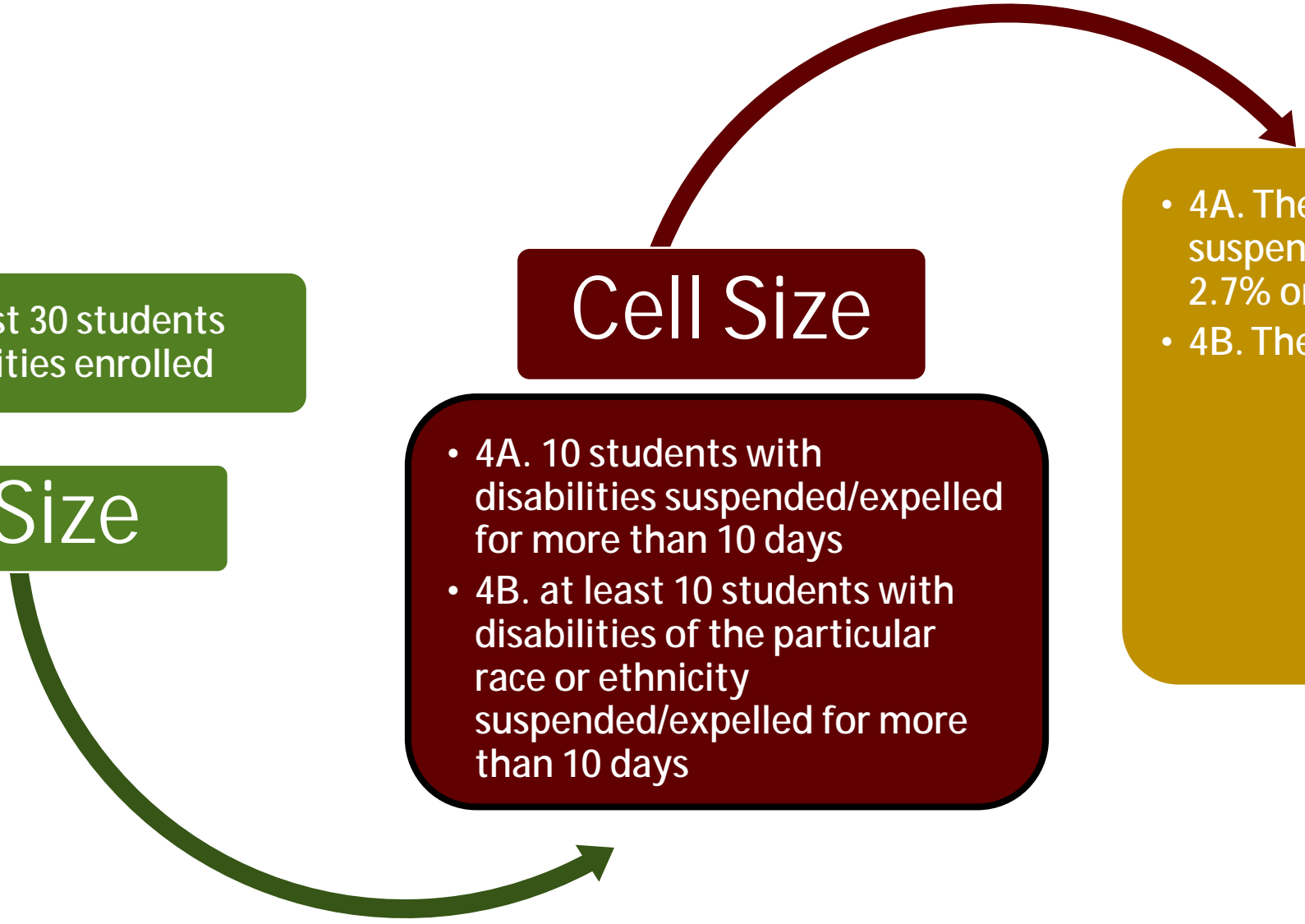
- Have at least 30 students with disabilities enrolled

N-Size

Cell Size

- 4A. 10 students with disabilities suspended/expelled for more than 10 days
- 4B. at least 10 students with disabilities of the particular race or ethnicity suspended/expelled for more than 10 days

- 4A. The suspension/expulsion rate of 2.7% or higher
- 4B. The suspension rate by race/ethnicity





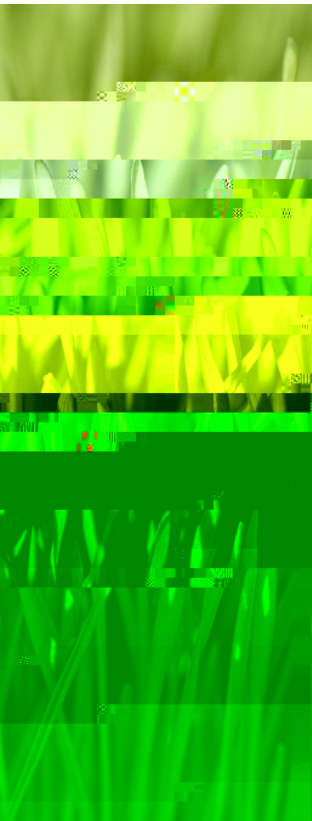
Indicator 4A Annual Performance Report (APR)

Number of school districts identified as having significant discrepancy

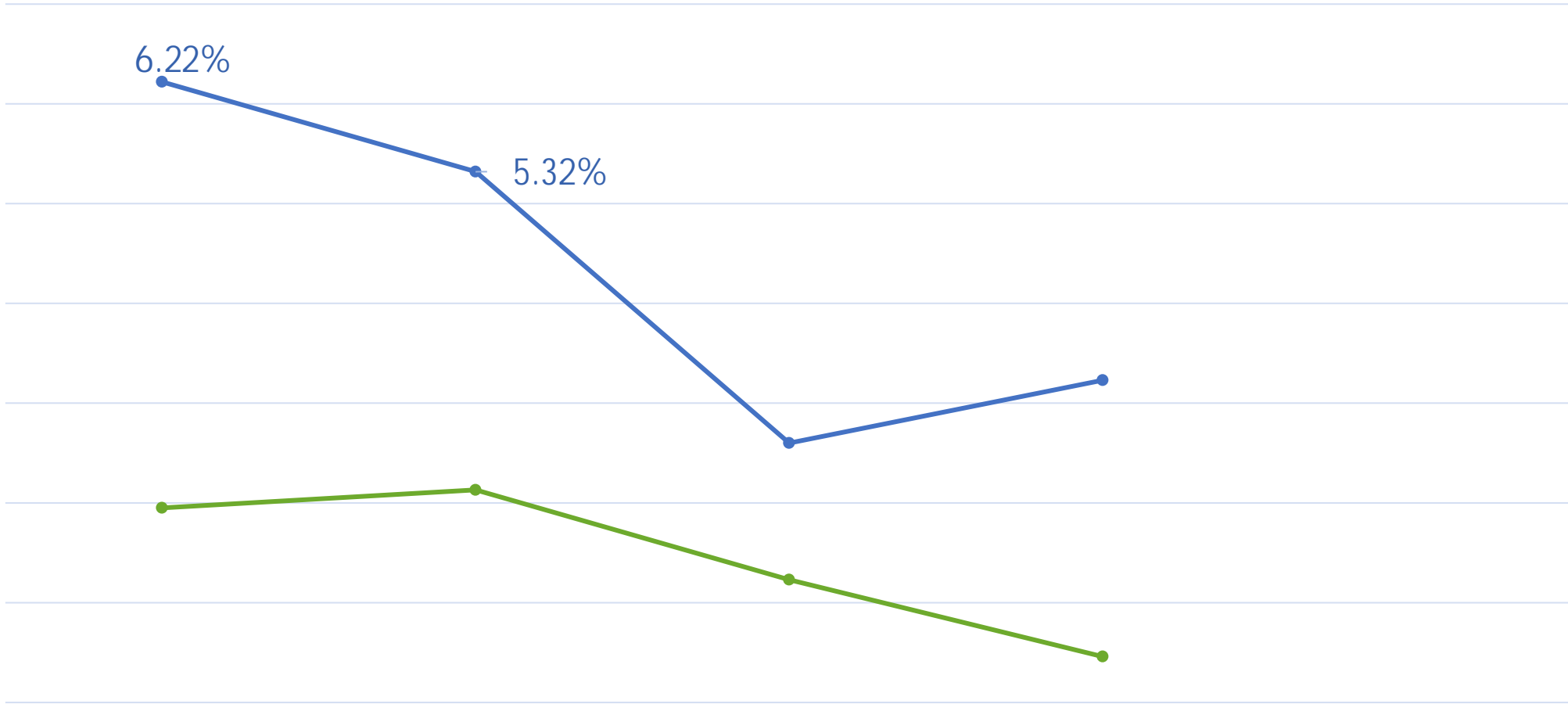
Number of school districts in the State with at least 30 students with disabilities

$$\times 100 =$$

Percent of school districts

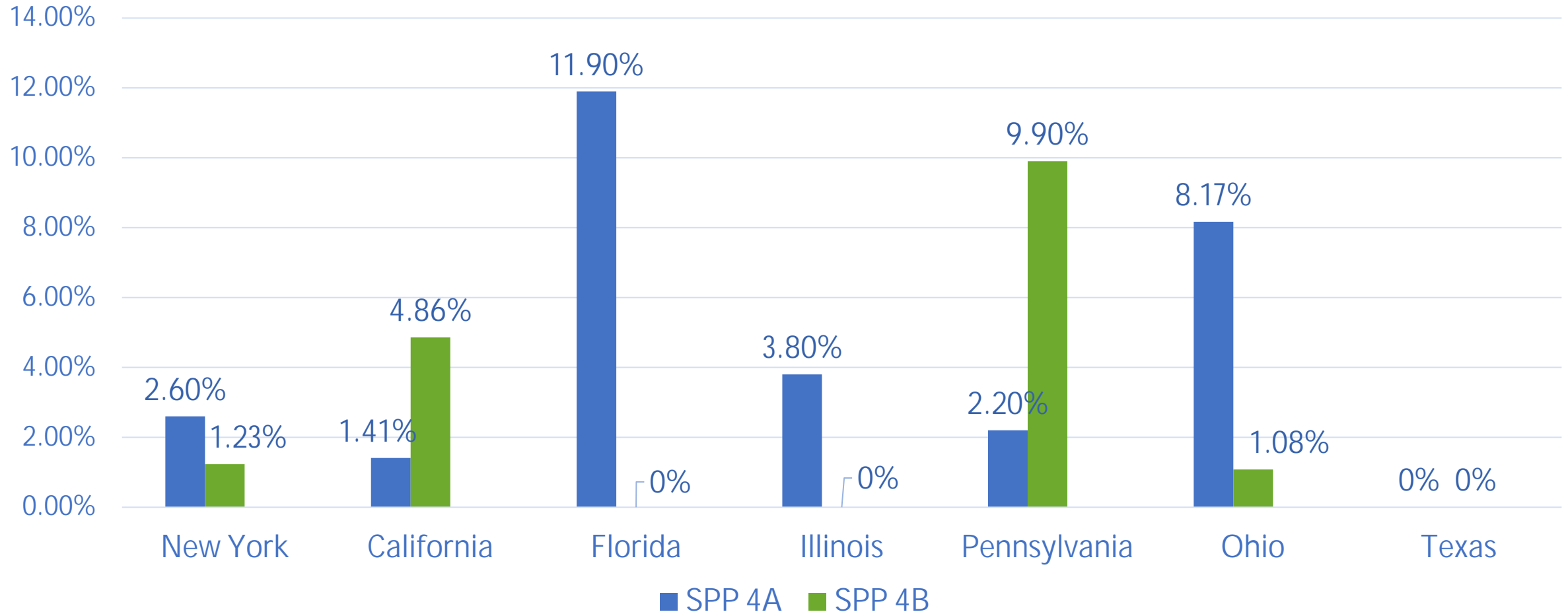


NYS Results for Indicator 4A and 4B FFY 2016 to 2019



Results by State

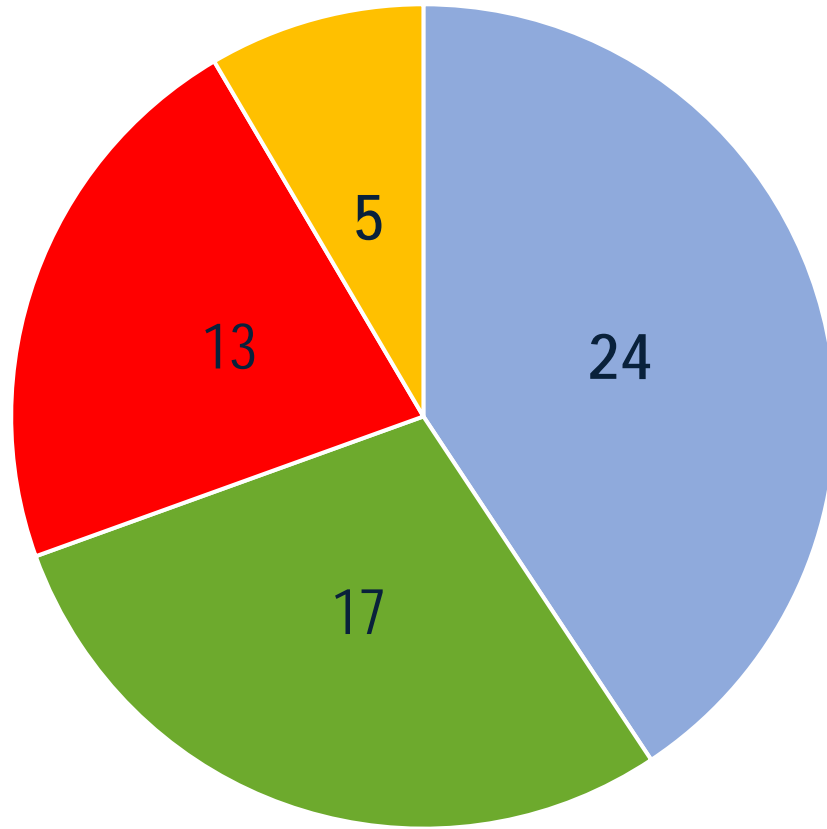
Percent of Districts by State for FFY 2018



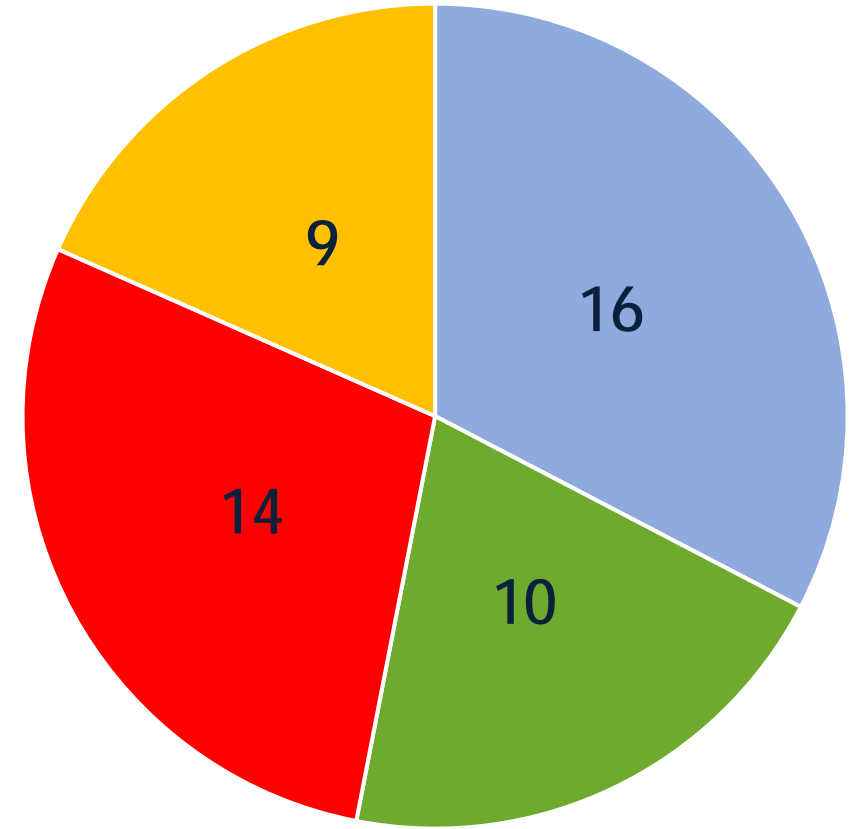
National Indicator 4 Results for FFY 2018



Number of States/Territories 4A



Number of States/Territories 4B



■ 0 ■ .1-4.9% ■ 5.0%-29.9% ■ 30% or more

■ 0 ■ .1-4.9% ■ 5.0%-29.9% ■ 30% or more





4A Targets must be:
Rigorous, yet achievable
Reflect improvement over baseline
Set with the advice of stakeholders

4B Target is zero because Indicator 4B is a compliance measure



Proposed Targets for Indicator 4A



New York Trend Data				
Baseline 6.22%	FFY 2016	FFY 2017	FFY 2018	FFY 2019
Target	6.22%	4.25%	4.00%	4.00%
Data	6.22%	5.32%	2.60%	3.23%

New York Proposed Targets						
Baseline 6.22%	FFY 2020	FFY 2021	FFY 2022	FFY 2023	FFY 2024	FFY 2025 ²



- 1) What did the SPP data tell us?
- 2) How should we use the data to inform our improvement activities?



Stakeholder Discussion



Improvement Strategies and Activities







Office of Special Education Educational Partnership





OSE Educational Partnership Targeted Skills Group (TSG)

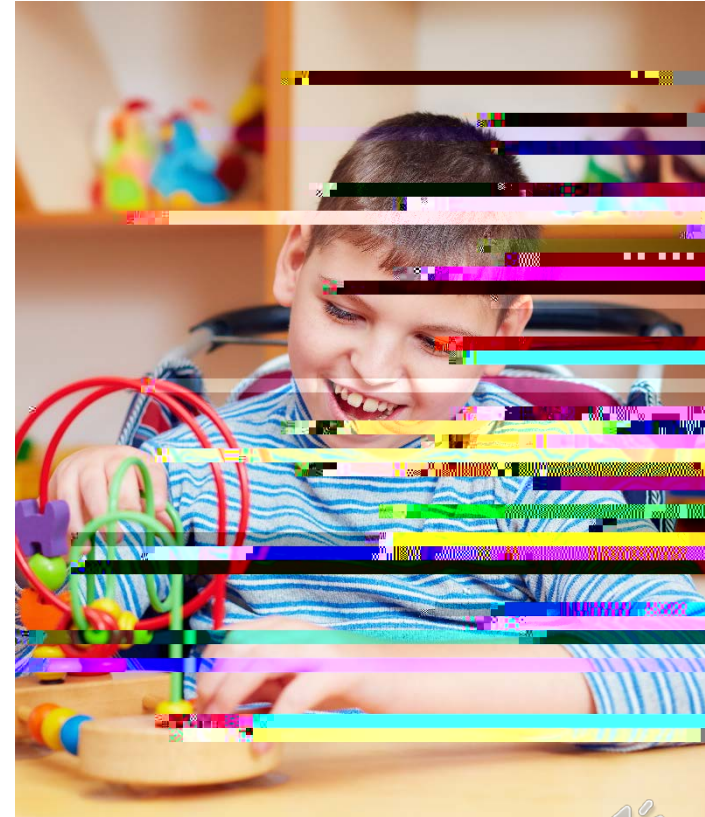
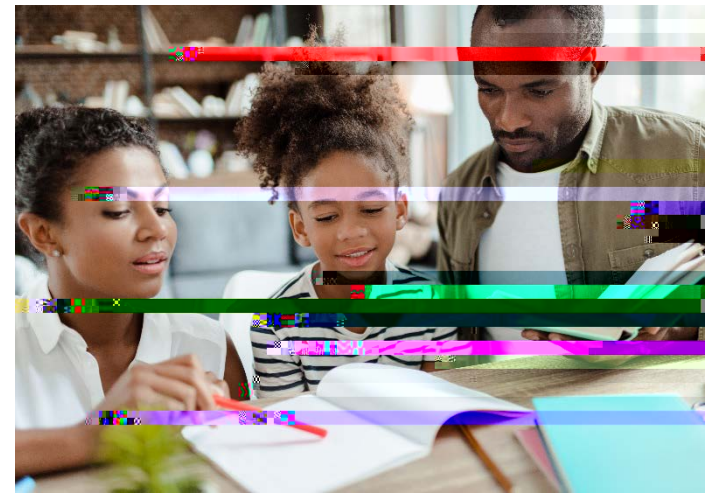
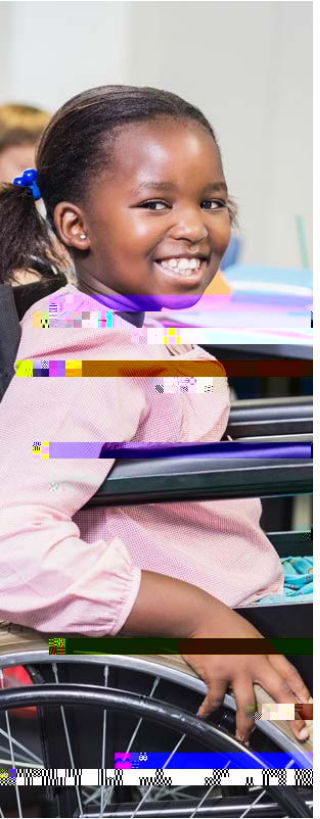
A TSG is professional development and technical assistance provided to a small group to build awareness, learn or develop new skills and problem solve to improve outcomes for students with disabilities.



Any district that receives a notification regarding significant discrepancy in the suspension or expulsion of students with disabilities is required to participate in a TSG.







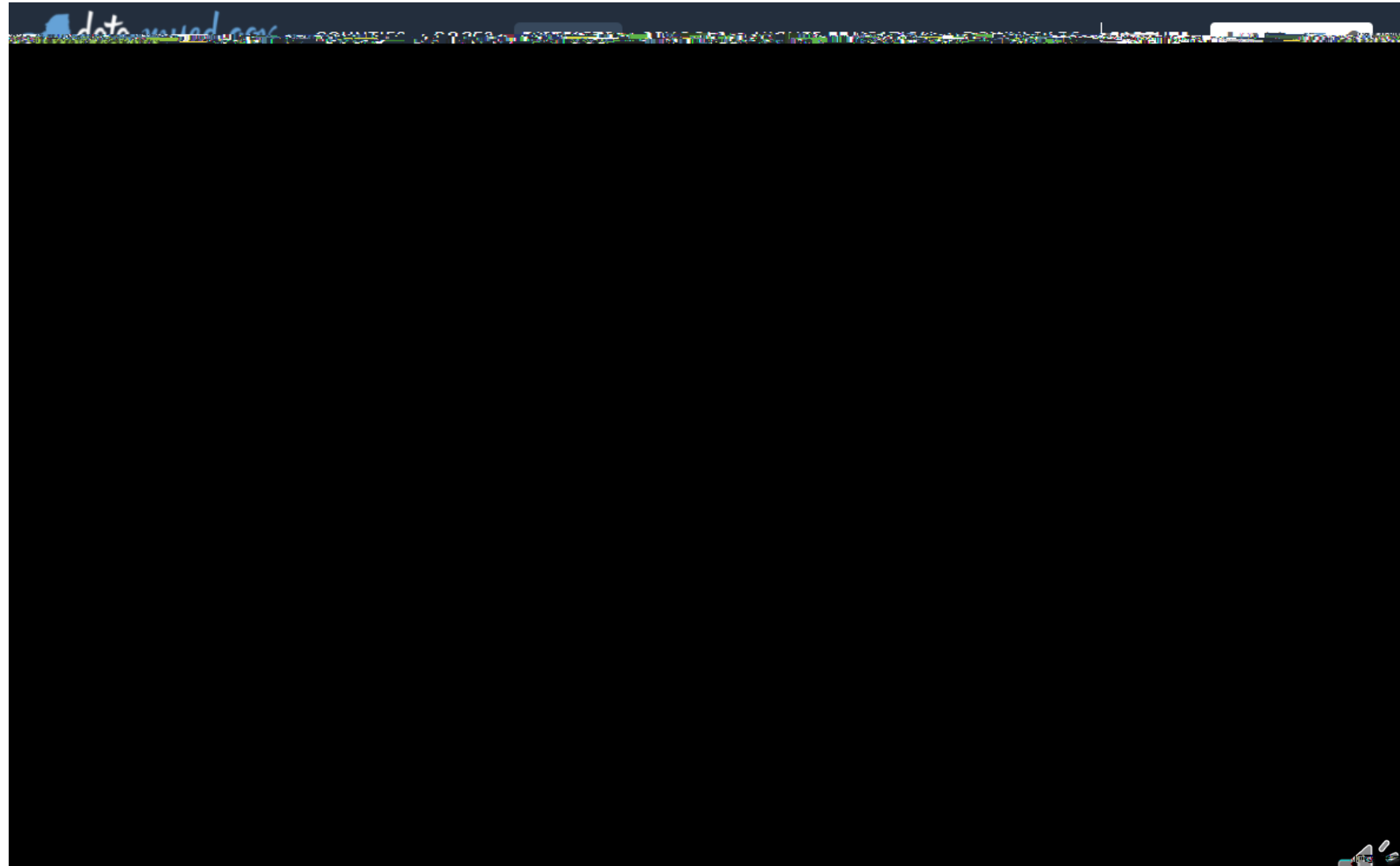
What activities could be considered, maintained, or strengthened to improve NYS results for SPP Indicator 4- Suspension and Expulsion of Students with Disabilities?

Stakeholder Discussion



New York State School District SPP Data

Additional information on SPP Indicator data may be found in school district "Special Education Data" reports available at data.nysed.gov



THANK YOU FOR YOUR CONTRIBUTION

Your Voice is Important to
New York State's Efforts to
Improve Outcomes for our
Students with Disabilities

