

# State Performance Plan

## Indicator 4: Suspension/Expulsion



### Description of Stakeholder Engagement Activities & Results:

The New York State Education Department (NYSED) is currently developing the State Performance Plan/Annual Performance Report (SPP/APR) for the new six-year cycle for federal fiscal year (FFY) 2020-2025. NYSED's obtained stakeholder input using two central approaches:

- broad public engagement and input through online surveys between October and November 2021; and
- virtual meetings with stakeholder groups in November 2021.

The Office of Special Education (OSE) created a [Stakeholder Involvement](#) webpage with SPP/APR resources to promote feedback and engagement. This included a message from New York State Board of Regent member, Regent Cea, about the [SPP Stakeholder Meetings](#), an [SPP Stakeholder Invitation Letter](#), [At-a-Glance State Performance Plan Summary of Indicators 1-17](#), [Getting to Know New York's SPP/APR Handout](#), and SPP/APR FFY 2020-2025: [General Overview Presentation](#).

For Indicator 4, the OSE created the following resources designed to engage stakeholders and build capacity in data analysis, evaluating progress in meeting New York State targets, the consideration of existing improvement activities, and the development of potential new improvement activities:

#### Resource Links

##### [Indicator 4: Suspension/Expulsion Handout](#)

*A summary of the data used to measure this Indicator and existing improvement activities.*

##### [Introduction and Measurement Description](#)

*An overview of frequently used terms and explanation of the Indicator 4 measurement.*

##### [Statewide Data Trends and Comparisons](#)

*Past trend data of reported performance from New York State, comparable states, and national mean to evaluate New York State's progress in this Indicator.*

##### [Improvement Strategies](#)

*An explanation of existing improvement activities and presentation of potential new activities to promote outcomes in this Indicator.*

##### [Target Setting 4A](#)

*Presentation of NYSED's proposed Indicator 4 targets and methodology used to establish targets.*

##### [Closing](#)

*Additional resources to provide feedback and to evaluate school district performance on this Indicator.*

# Soliciting Public Input

## *Virtual Stakeholder Meetings*

Five virtual stakeholder meetings were held for Indicator 4. Meetings occurred both during the day and in the evening to accommodate different schedules. A total of 75 stakeholders participated in the meetings, including 12 parents. The meetings included an overview of the SPP/APR and viewing of the pre-recorded webinar modules. Each session sought stakeholder feedback on what stood out to them about the trend data and how to use this data to evaluate New York State's progress with consideration of target-setting and improvement activities, what activities could be installed, maintained, or strengthened to address improvements in suspension/expulsion outcomes, whether the proposed SPP targets for the Indicator 4A were rigorous but attainable and any other feedback participants had regarding Indicator 4.

## *Online Survey*

Between October to November 2021, a total of 38 stakeholders completed the online survey for Indicator 4. The Indicator 4 online survey sought stakeholder feedback to evaluate the effectiveness of existing improvement activities in making progress toward suspension/expulsion outcomes, whether participants supported potential new improvement activities, and whether the proposed SPP targets for the Indicator 4A indicator were rigorous but attainable.

Themes of the stakeholder feedback received in the virtual meetings and online surveys on Indicator 4 included:

- the importance of professional development and training for school districts on alternatives to suspension for managing student behaviors;
- the need to provide professional development and training for administrators and other staff who impose suspensions/expulsions on the regulations pertaining to the suspension/expulsion of students with disabilities; and
- training for teachers on Tier 1 behavior/classroom management in a multi-tiered system of supports-integrated (MTSS-I) framework.

Following the collection of stakeholder feedback from the online survey and virtual meetings, internal workgroups comprised of NYSED OSE and Information and Reporting Services reviewed stakeholder responses to identify where recommendations for target-setting and/or improvement strategies could be amended to better align with the input received from parents, school administrators, educators, advocacy organizations, community members and other interested parties. The results of the OSE's incorporation of stakeholder feedback and evaluation of Indicator 4 progress with stakeholders is reflected in NYSED's 2020-2025 SPP/APR targets and OSE's development of improvement strategies as summarized further in this report.

## Stakeholder Meetings & Online Survey

Five virtual stakeholder meetings were held to discuss Indicator 4

Nov. 3<sup>rd</sup> 9:00 – 11:30 AM

Nov. 10<sup>th</sup> 9:00 – 11:30 AM

Nov. 10<sup>th</sup> 6:00 – 8:30 PM

Nov. 18<sup>th</sup> 1:00 – 3:30 PM

Nov. 18<sup>th</sup> 6:00 – 8:30 PM

A total of 75 stakeholders participated in the meeting, including 12 parents.

An online survey was published to collect stakeholder feedback over a six-week period.

A total of 38 stakeholders participated completed an online survey, including 18 parents.

NYSED values its partnership with parents and other key stakeholders in our ongoing efforts to improve outcomes for students with disabilities throughout New York State. Thank you to all who participated in a meeting or survey.

# Feedback on Improvement Strategies

Following the evaluation of Indicator 4 trend data (past targets and performance), stakeholder presentations included a description of improvement strategies with requested feedback on what activities should be considered, maintained, or strengthened to address improvements in suspension/expulsion. The presented information and solicited feedback from a variety of stakeholders, including parents and educators, is intended to increase capacity to support activities around improving student outcomes and meeting the objectives of Indicator 4.

## Improvement Strategies Presented:

*Existing Improvement Activities to Improve Indicator 4 Outcomes:* the OSE presentation included a summary of the strategies used to improve outcomes for Indicator 4: Guidance and Resources, Monitoring and Professional Development and Training.

NYSED provides extensive guidance documents and resources on its webpages to assist school districts, parents, and other stakeholders to improve results for Indicator 4. For example, the OSE webpage includes guidance and resources on the development of individualized education programs (IEP), functional behavioral assessments (FBA) and behavioral intervention plans (BIP). The Office of Student Support Services offers guidance and resources on mental health support and social emotional learning. The Office of Curriculum and Instruction includes NYSED’s Culturally Responsive-Sustaining Education Framework.

NYSED’s Office of Special Education Quality Assurance ensures compliance with regulations pertaining to the suspension/expulsion of students with disabilities through monitoring activities.

The OSE Educational Partnership includes 12 Regional Partnership Centers, 14 School-Age Family and Community Engagement Centers and 14 Early Childhood Family and Community Engagement Centers that provide professional development and training through regional learnings, targeted skills groups, and embedded support to schools to improve outcomes for students with disabilities.

## Stakeholder Feedback on Improvement Strategies:

Participants were asked to rate the effectiveness of the existing improvement activities to improve Indicator 4 outcomes. Though there was no consensus on which of the current improvement strategies was most effective, most agreed that each of these strategies should be strengthened. Participants reported guidance and resources on NYSED website should be updated, monitoring should be increased, and more professional development and training provided to school districts, specifically administrators, to change current systems that include the use of suspension/expulsion. Many participants reported school districts need professional development and training on alternatives to suspension/expulsion for managing student behavior.

Stakeholder responses will be considered by the OSE to improve the strategies that will be implemented to improve results for Indicator 4 in the 2020-2025 SPP/APR.

## Responses on Indicator 4 Targets:

*Indicator 4A Target Setting:* NYSED proposed the following targets for Indicator 4A:

Baseline FFY 2016	FFY	2020	2021	2022	2023	2024	2025
6.22%	Target <=	3.95%	3.90%	3.85%	3.80%	3.75%	3.70%

More than 50% of stakeholders felt the proposed Indicator 4A targets were just right. The New York State 2020-2025 SPP/APR will reflect the proposed Indicator 4A targets as the final targets.