



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

Individuals with Disabilities
Education Act (IDEA)



**IDEA STATE
PERFORMANCE
PLAN
STAKEHOLDER
ENGAGEMENT**



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

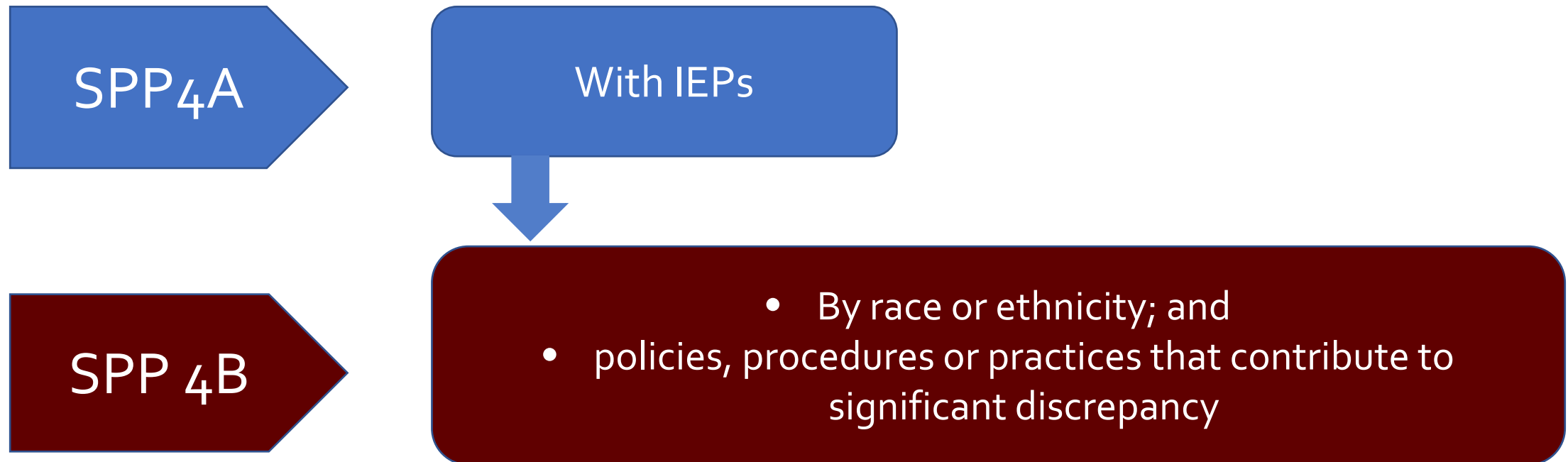


Term	Description
State Performance Plan or SPP	Evaluates the state's efforts to implement the requirements and purposes of the Individuals with Disabilities Education Act (IDEA) and describes how the state will improve its implementation.
Targets	Performance objectives set for SPP measurements
Annual 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:



Options for Comparison

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

OR

Rates of suspension/expulsion for children with disabilities to the rates for children without disabilities within each district



For FFY 2018, New York was one of 37 states that used the state-level suspension/expulsion rate for children with disabilities to set the bar/threshold and then compared the district-level suspension/expulsion rates for children with disabilities. This comparison option was the most common option used nationally.



N-Size in FFY 2018

Indicator 4A

NYS uses a minimum n-size of 30 students with disabilities enrolled



In FFY 2018, 76% of states used a minimum n-size for SPP 4A

Indicator 4B

NYS uses a minimum n-size of 30 students with disabilities enrolled



In FFY 2018, 96% of states used a minimum n-size for SPP 4B

Using a minimum N-size reduces the possibility of school districts being inappropriately identified for significant discrepancy due to small populations and not systemic issues contributing to the significant discrepancy.



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 for more than 10 days during the school year

*The subgroups for race or ethnicity include American Indian, Asian, Black or African American, Native Hawaiian/other Pacific Islander, White, and Two or more races.



Threshold for Significant Discrepancy

Indicator 4A

A suspension/expulsion rate of 2.7% (two times the State-level suspension/expulsion rate in 2004-05) for children with disabilities.



In FFY 2018, using a state-level suspension/expulsion rate was the most common method to set the bar/threshold for 4A

Indicator 4B

A suspension/expulsion rate of two standard deviations from the State-level suspension/expulsion rate.



In FFY 2018, four states used standard deviation to set the bar/threshold for 4B



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 or ethnicity greater than two standard deviations above the mean for SWDs and inappropriate policies, procedures and practices.

Threshold



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 that
have significant discrepancy in
the rate of suspension and
expulsion of greater than 10
days in a school year for children
with IEPs



Indicator 4B Annual Performance Report (APR)

Number of school districts identified as having significant discrepancy in a particular race or ethnicity and inappropriate policies, procedures or practices that contribute to the significant discrepancy.

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

$$\times 100 =$$

Percent of school districts that have significant discrepancy by race/ethnicity and inappropriate policies, procedures, or practices that contribute to the significant discrepancy



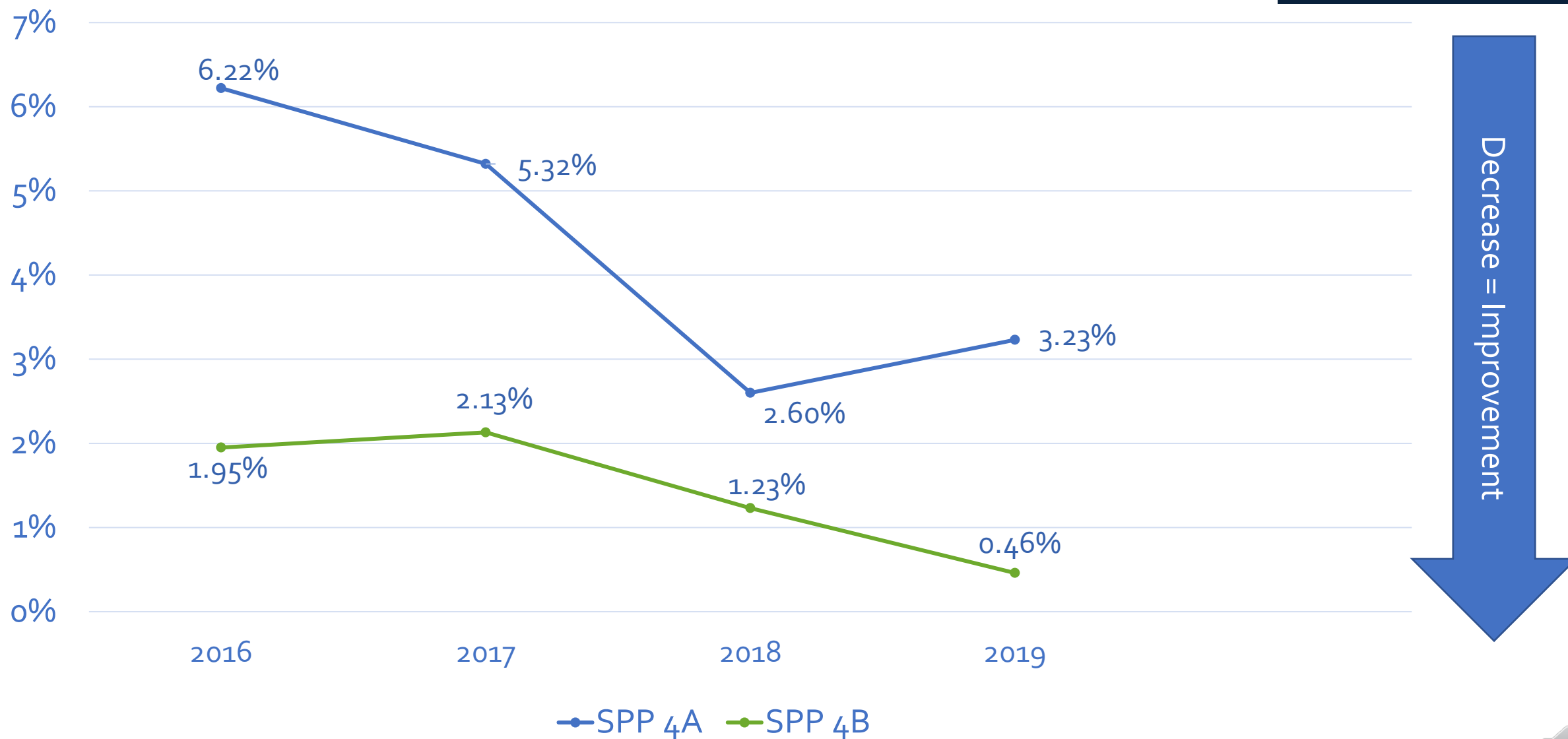


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Facilitator check for understanding on the SPP measurement or how the data is used to measure results or outcomes.

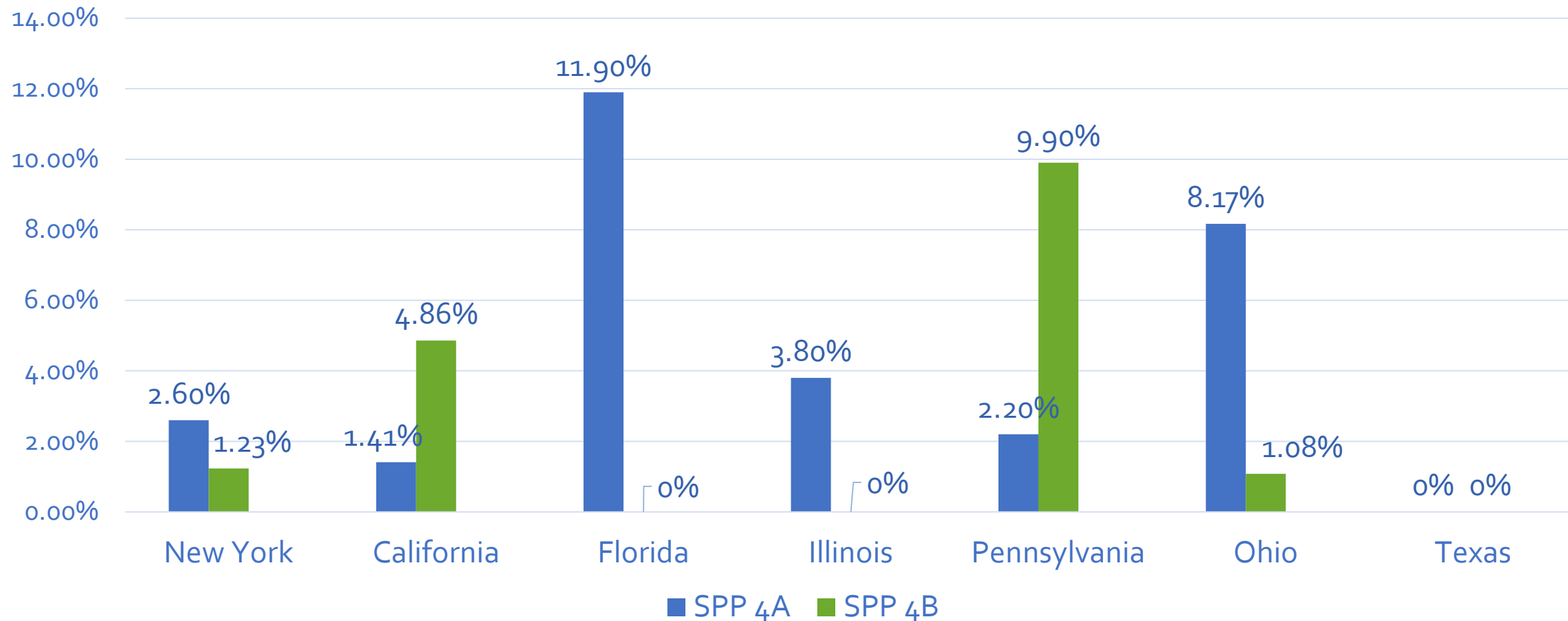


NYS Results for Indicator 4A and 4B FFY 2016 to 2019



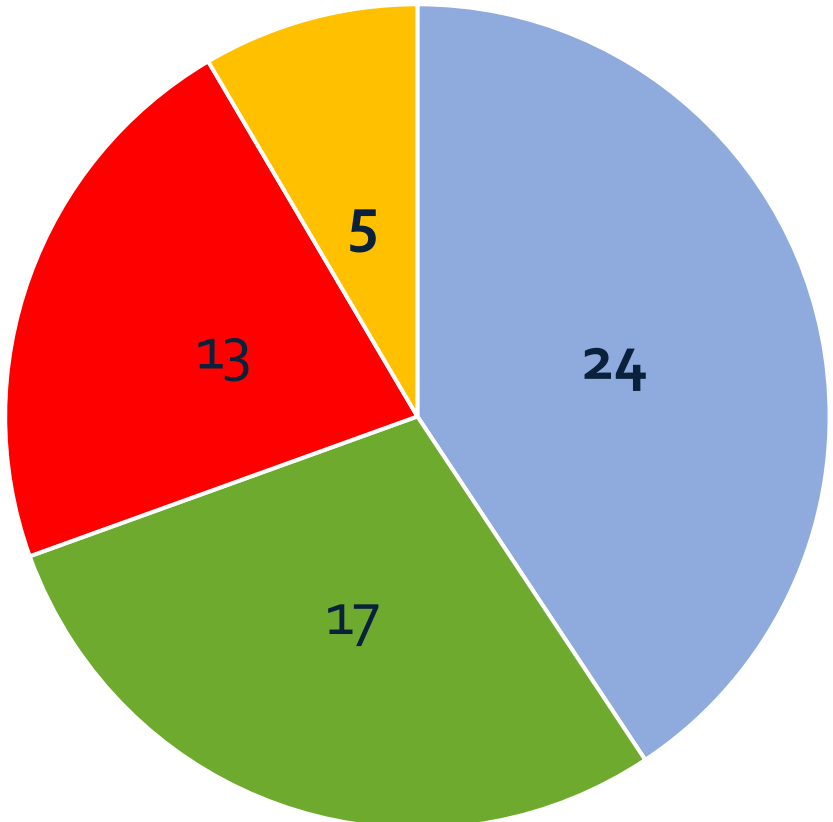
Results by State

Percent of Districts by State for FFY 2018

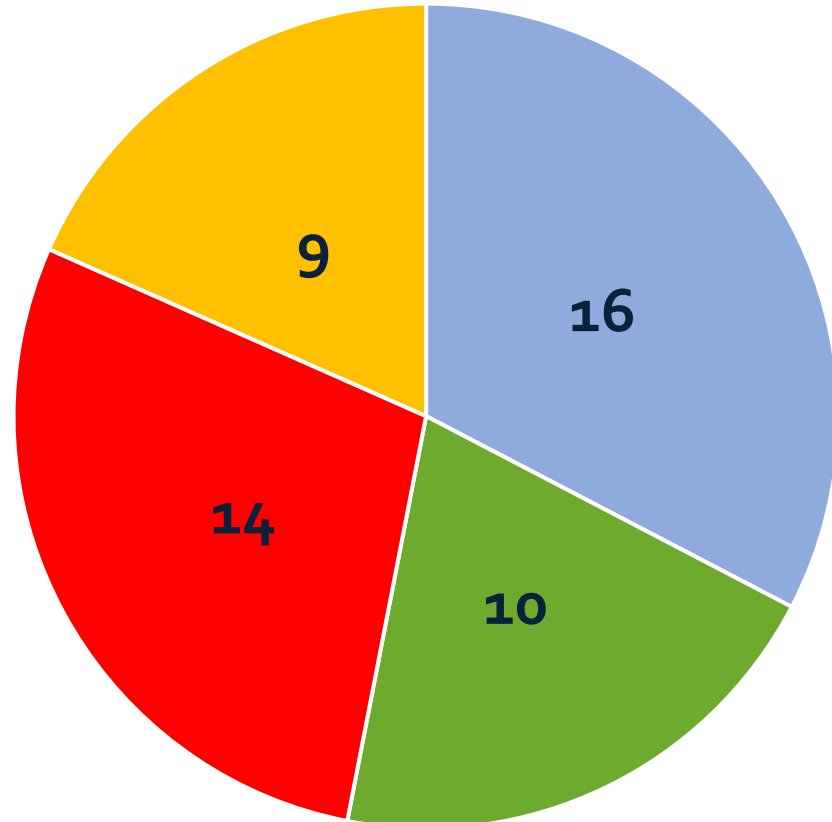


National Indicator 4 Results for FFY 2018

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
Target	3.95%	3.90%	3.85%	3.80%	3.75%	3.70%





- 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



Guidance and Resources



Monitoring for Compliance



Network of Professional Development Specialists



Guidance and Resources



Office of Special Education

<http://www.p12.nysed.gov/specialed/>

- Part 200 and Part 201 regulations
- Publications
 - ❖ IEP Development
 - ❖ Functional Behavioral Assessment
 - ❖ Behavioral Intervention Plan

Student Support Services

<http://www.p12.nysed.gov/sss>

- Mental Health Support
- Social Emotional Learning
- School Safety

Curriculum and Instruction

<http://www.nysed.gov/curriculum-instruction>

- Culturally Responsive-Sustaining Education Framework
- Part 100 regulations

Office of Bilingual Education and World Languages

<http://www.nysed.gov/program-offices/office-bilingual-education-and-world-languages-obewl>

- Part 154 regulations
- Integrated ENL Resources



Indicator 4 Monitoring Activities


Every year a district is notified of significant discrepancy, it must undergo a review of its:



Policies



Procedures



Practices

NYSED has developed a monitoring protocol designed to identify noncompliance with regulatory requirements most closely related to the discipline of students with disabilities



NYSED ensures the timely resolution of the noncompliance





Office of Special Education Educational Partnership Tiered Support & Professional Development



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12 Regional
Partnership Centers

14 School-Age Family
and Community
Engagement Centers

14 Early Childhood
Family and Community
Engagement Centers

Systems Change Work Providing a Variety of Supports to Educational Organizations in New York State

1 Regional Learning

2 Targeted Skills/Support Groups

3 Support Plans





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.





Educational Partnership Resources Targeted Professional Development Improvement Strategies



Regional Learnings

Committee on Preschool Special Education (CPSE)/Committee on Special Education (CSE) Chairperson Training

Creating the IEP

Classroom Management Training

Fundamentals in Equity: Exploring Equity and Cultural Responsiveness

Identifying and Intensifying Interventions: What To Do and How To Do It

FBA/BIP Toolkit

Using the FBA/BIP Process to Support Students needing Intensive Intervention





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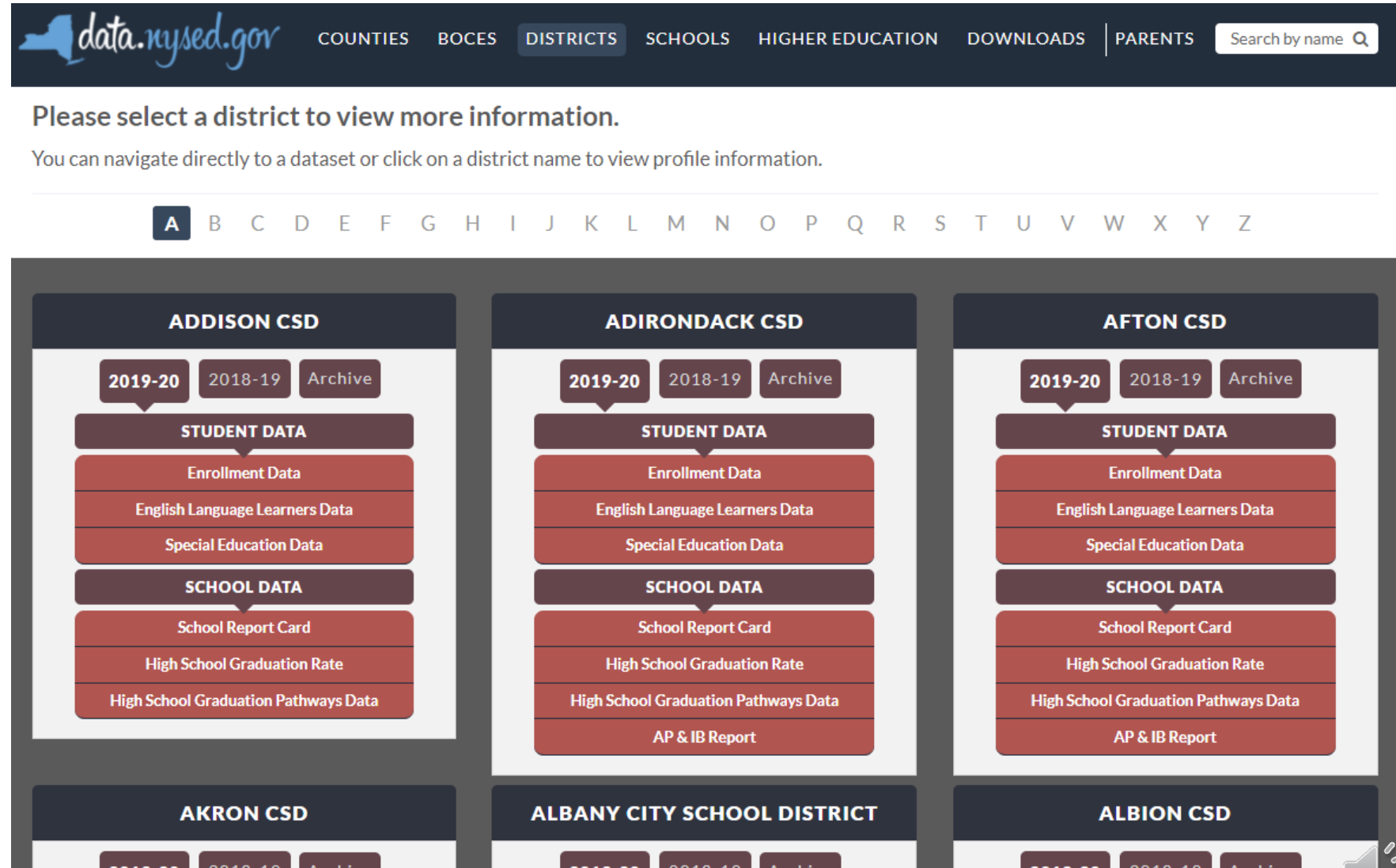
What activities could be considered, maintained, or strengthened to improve NYS results for SPP Indicator 4- Suspension and Expulsion of Students with Disabilities?

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



The screenshot shows the data.nysed.gov website interface. At the top, there is a navigation bar with the logo and menu items: COUNTIES, BOCES, DISTRICTS (highlighted), SCHOOLS, HIGHER EDUCATION, DOWNLOADS, PARENTS, and a search box labeled "Search by name". Below the navigation bar, a message reads: "Please select a district to view more information. You can navigate directly to a dataset or click on a district name to view profile information." A horizontal alphabetical index (A-Z) is displayed below the message. The main content area features a grid of district data cards. The visible cards are for ADDISON CSD, ADIRONDACK CSD, AFTON CSD, AKRON CSD, ALBANY CITY SCHOOL DISTRICT, and ALBION CSD. Each card displays a dropdown menu for the school year (2019-20, 2018-19, Archive) and lists data categories: STUDENT DATA (Enrollment Data, English Language Learners Data, Special Education Data) and SCHOOL DATA (School Report Card, High School Graduation Rate, High School Graduation Pathways Data, AP & IB Report).



Share Your Voice in our Online Survey



Each SPP Indicator has an online survey to collect input on NYS's target-setting and/or improvement activities

The online surveys are intended to collect feedback from interested stakeholders. They are available for those who are not attending a virtual meeting or for those who have additional information to share beyond the virtual meetings

Please visit the [SPP/APR webpage](#) to submit your survey



THANK YOU FOR YOUR CONTRIBUTION

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

