| ODE logo | **State Performance Plan (SPP)**  **Fact Sheet**  **Indicator B4A: Suspension and Expulsion** | | | |
| --- | --- | --- | --- | --- |
|  | |  |  |  |

# **Oregon State Performance Plan**

Under the Individuals with Disabilities Education Act of 2004 (IDEA), the Oregon Department of Education (ODE) is required to submit a six-year State Performance Plan (SPP) to the Office of Special Education Programs (OSEP). The OSEP has developed key performance measures, known as indicators, to measure both compliance and results. The OSEP sets the targets for compliance indicators and the ODE sets targets for the results indicators. The SPP must include targets for each results indicator. The ODE reports on progress made toward these indicators each year in the Annual Performance Report (APR). Every six years the ODE must review results targets and engage key partners in the development of new targets. ODE is currently seeking input related to the indicators for which targets must be established and will be holding a public input session to discuss data related to this indicator in December 2021. Please see the [ODE State Performance Plan and Annual Reports for Special Education webpage](https://www.oregon.gov/ode/reports-and-data/SpEdReports/Pages/State-Performance-Plan-and-Annual-Performance-Report-for-Special-Education.aspx) for more information and to register for the public input session. You can also provide input without attending the session through [this survey](https://app.smartsheet.com/b/publish?EQBCT=f3071e8bc3114363b078314a6e577265).

# **What does this indicator measure and why is it important?**

Indicator B4 is divided into two categories. Indicator B4A is a performance indicator that addresses a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) by measuring the 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 with IEPs (Individualized Education Programs). Indicator B4B measures rates of suspension and expulsion by race/ethnicity, is a compliance indicator, and requires a target of 0%. Indicator B4 is a critical equity indicator that examines the suspension/expulsion rate for children with disabilities compared to the district-level suspension/expulsion rate for children without disabilities. It speaks to Oregon’s capacity to educate children experiencing disability without using exclusionary discipline.

# **What is the data source for Indicator 4?**

Indicator B4 (both B4A and B4B) uses the State discipline data, including the State’s analysis of the State’s Discipline data collected under IDEA Section 618. Discrepancy can be computed by either comparing the rates of suspensions and expulsions for children with IEPs to rates for nondisabled children within the LEA or by comparing the rates of suspensions and expulsions for children with IEPs among LEAs within the State. In Oregon, this data is computed by comparing the rates of suspensions and expulsions for children with IEPs to rates for nondisabled children within the LEA.

# **Does the baseline need to be set or reset for this indicator?**

Yes, ODE proposes using the most recently established target (62.00%, in 2019) as a new baseline for this indicator for the FFY 2020-2025 State Performance Plan.

# **How has Oregon performed over time?**

These percentages were calculated using all districts regardless of n-size.

In 2016, ODE established a new baseline to account for n-size.

| **FFY** | **2016** | **2014** | **2015** | **2016** | **2017** | **2018** | **2019** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Target ≤ | *Baseline* | 7.20% | 6.70% | 68.65% | 68.15% | 67.65% | 62.00% |
| Data | 62.96% | 13.71% | 8.63% | 62.96% | 66.67% | 53.13% | 67.74% |

# **What are the new targets?**

The ODE will not set new targets until we hear from our partners. There are several ways to set new targets. It could be a percentage decrease, start with the end game in mind, or examine trends over time and make predictions based on trends. Some helpful information about setting targets:

* Targets are meant to support improved results and outcomes for children and families. They should be within reach but still show growth.
* Change takes time. Targets can be created with this understanding in mind. For example, targets may stay the same for several years in a row, and then decrease slightly during the final target year (FFY 2025). Alternatively, targets could show a slight decrease each year.
* ***FFY 2020 and FFY 2021 discipline data is impacted by COVID-19.***

**Example A for B4A Targets: Baseline Year 2019 with a target of 62%**

| **FFY** | **2020** | **2021** | **2022** | **2023** | **2024** | **2025** |
| --- | --- | --- | --- | --- | --- | --- |
| 4A Targets ≤ | 62.00% | 62.00% | 61.75% | 61.50% | 61.25% | 61.00% |

Example A shows a gradual improvement.

**Example B for B4A Targets: Baseline Year 2019 with a target of 62%**

| **FFY** | **2020** | **2021** | **2022** | **2023** | **2024** | **2025** |
| --- | --- | --- | --- | --- | --- | --- |
| 4A Targets ≤ | 62.00% | 62.00% | 61.50% | 61.25% | 61.00% | 60.50% |

Example B shows more improvement.

**If you need more information in order to provide input, please contact:  
Lisa Bateman, Education Specialist, at lisa.bateman@state.or.us.**