



BEST FOR
ALL

We will set all students on a path to success.

**Proposed State Performance Plan
(SPP)/Annual Performance Report
(APR) Targets for Indicator 4A:**

**Suspensions and
Expulsions**



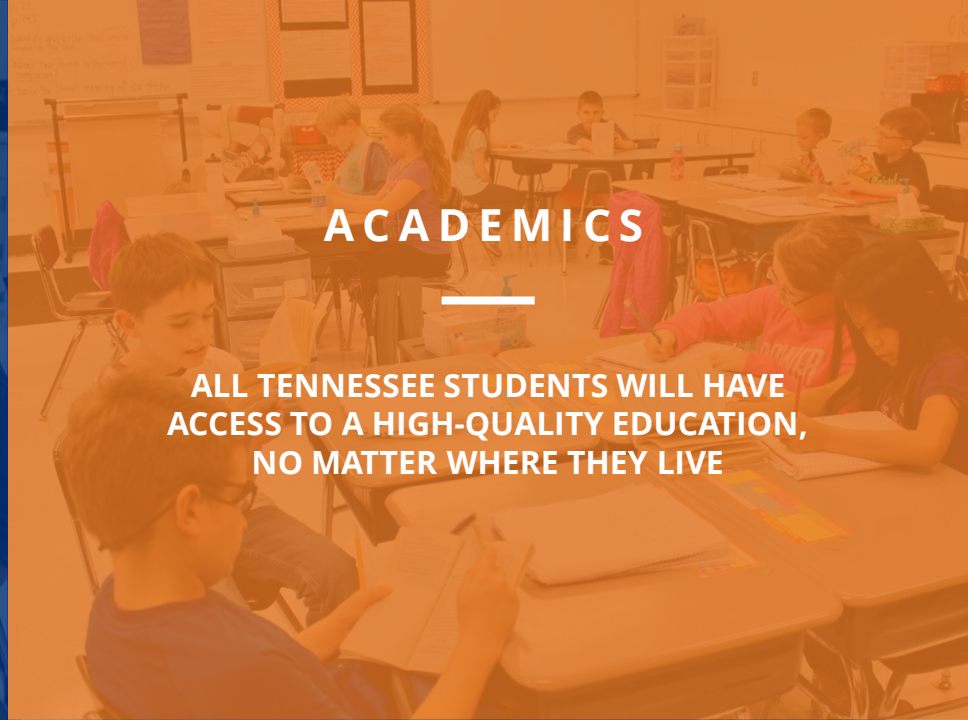
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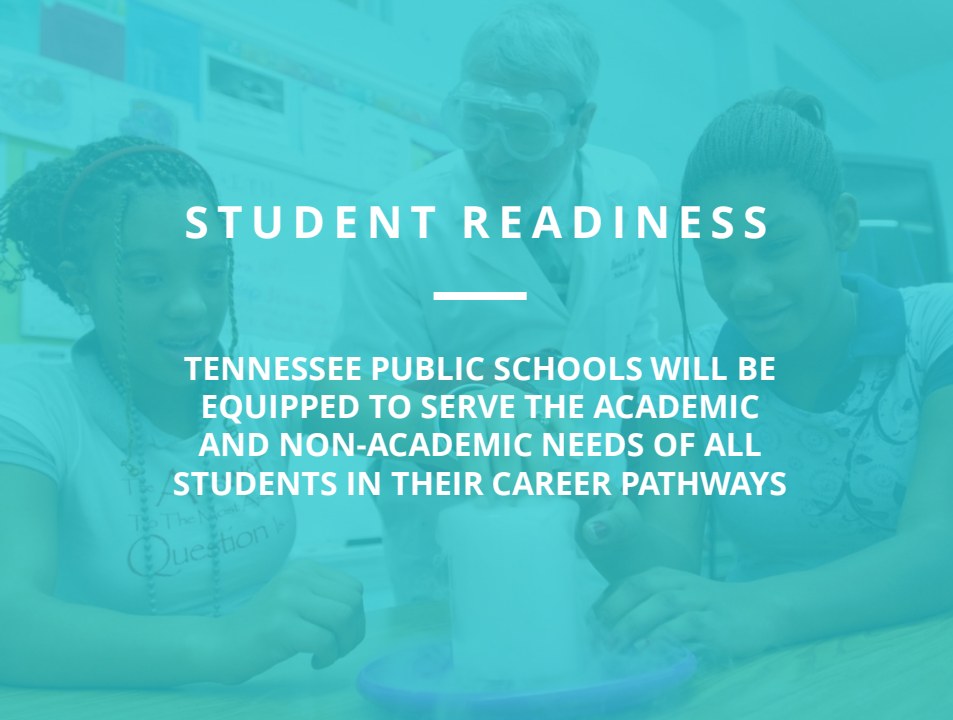
ACADEMICS

ALL TENNESSEE STUDENTS WILL HAVE ACCESS TO A HIGH-QUALITY EDUCATION, NO MATTER WHERE THEY LIVE



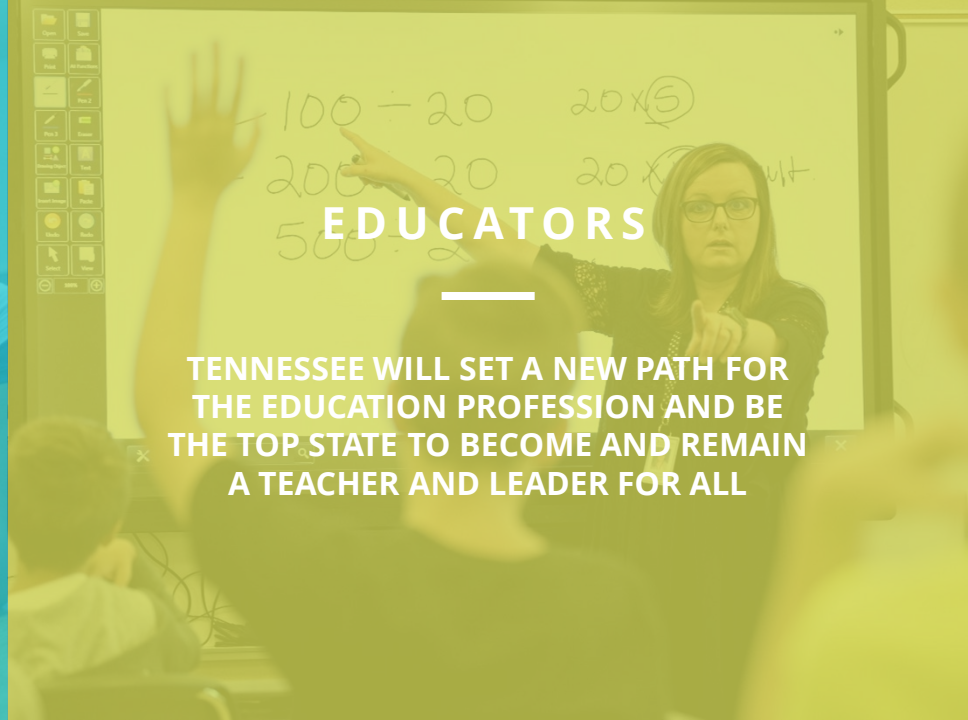
STUDENT READINESS

TENNESSEE PUBLIC SCHOOLS WILL BE EQUIPPED TO SERVE THE ACADEMIC AND NON-ACADEMIC NEEDS OF ALL STUDENTS IN THEIR CAREER PATHWAYS



EDUCATORS

TENNESSEE WILL SET A NEW PATH FOR THE EDUCATION PROFESSION AND BE THE TOP STATE TO BECOME AND REMAIN A TEACHER AND LEADER FOR ALL



Agenda



- SPP/APR Context
- Indicator Summary
- Proposed Targets
- Stakeholder Feedback



State Performance Plan (SPP)



Under the Individuals with Disabilities Education Act (IDEA) of 2004, each state is required to annually develop a performance plan evaluating the state's implementation of special education.

- The SPP describes how the state will improve implementation of special education.
- The SPP contains rigorous targets for 17 compliance-based and results-based indicators of performance.
- Targets for these indicators are collaboratively set by the department and stakeholder groups.

Annual Performance Report (APR)



The APR is submitted annually by states to the U.S. Department of Education and details progress toward meeting SPP targets for each indicator.

- The APR includes state data and explanations of data, if necessary.
- The federal fiscal year (FFY) 2020 APR (reporting on the 2020-21 school year), will be submitted on February 1, 2022.
- Tennessee’s SPPs/APRs are available [here](#) under the “Statewide Annual Performance Reports” tab.

Indicator 4A: Suspensions and Expulsions



- Percentage of school districts that have a significant discrepancy in the rate of suspensions and expulsions for students with IEPs.
- Data Sources: Statewide IEP Management System (EDPlan/EasyIEP) and the statewide Education Information System (EIS).

Numerator = Number of school districts that have a significant discrepancy in the rate of suspensions and expulsions for students with IEPs.

Denominator = Number of school districts that met the state's minimum n-size for number of students with IEPs suspended or expelled greater than 10 days in a school year.

Significant Discrepancy Calculation Example



	Total Students Suspended or Expelled in District	Total Number of Students in District	Rate
Students with IEPs	15	100	15%
Students without IEPs	30	1,000	3%
		Rate Ratio =	$.15/.03 = 5.0$

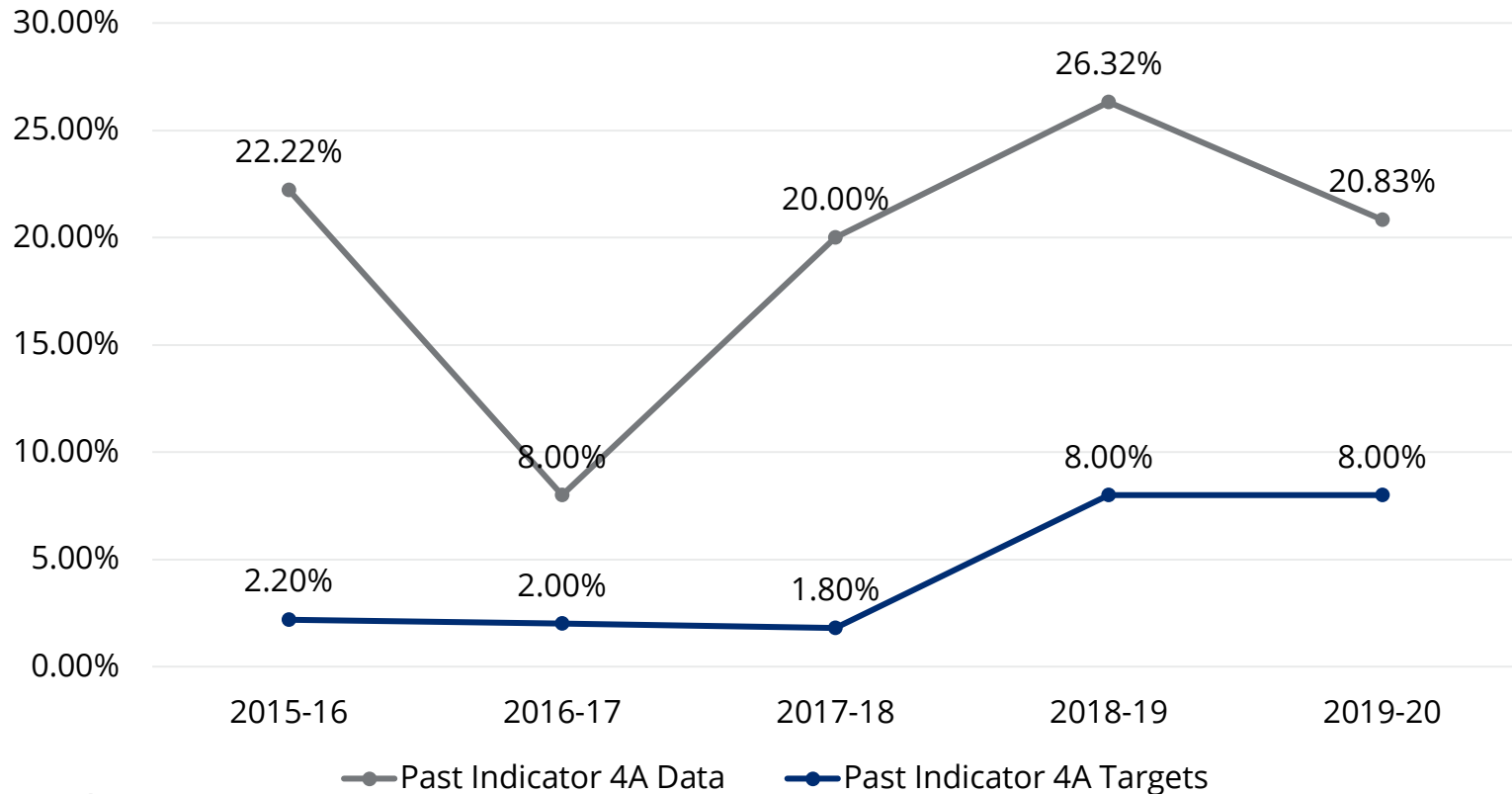
Ratios of **2.0 or more** are considered to be a significant discrepancy.

For more information on the calculation of significant discrepancy, please see this [guidance document](#).

Overall Five-Year Trend



Percent of Districts with a Significant Discrepancy (by APR Year)



Proposed Targets



Tennessee's baseline data, which serves as the starting point for the targets, is from the 2017-18 APR year. The proposal is a **one standard deviation* annual decrease (-2.81% per year)**:

Baseline (2017-18)	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
20.00%	17.19%	14.38%	11.57%	8.76%	5.95%	3.14%

*A standard deviation is a measure of how spread out the data are from the average.

Stakeholder Feedback



https://stateoftennessee.formstack.com/forms/indicator_4_target_setting_feedback

