



100 North First Street  
Springfield, Illinois 62777

**ISBE SPECIAL EDUCATION  
ACCOUNTABILITY AND SUPPORT SYSTEM  
CORRECTIVE ACTION PLAN (CAP) TEMPLATE**

**SPECIAL EDUCATION DEPARTMENT**

The ISBE Special Education Department uses this improvement and accountability tool to address low performance and/or noncompliance. ISBE must monitor the implementation and enforcement of Part B, of the Individuals with Disabilities Education Act (IDEA). This monitoring responsibility requires districts to submit brief narrative reports and deliverables/products outlining the progress and completion of each activity included in the CAP. In addition, the district must submit data in a timely manner to ensure verification of correction of noncompliance. Correction of noncompliance must be corrective as soon as possible but no later than one year from the date of ISBE notification letter.

***All activities must be implemented upon approval by ISBE.***

SCHOOL DISTRICT NAME	SCHOOL YEAR	SUBMISSION DATE(S)
SCHOOL DISTRICT ADDRESS (Include City, Street, and ZIP Code)		
SUPERINTENDENT NAME		SUPERINTENDENT NAME
SUPERINTENDENT PHONE (Include Area Code)		SUPERINTENDENT FAX (Include Area Code)
DISTRICT CONTACT PERSON NAME		DISTRICT CONTACT PERSON TITLE
DISTRICT CONTACT PERSON EMAIL	DISTRICT CONTACT PERSON PHONE	DISTRICT CONTACT PERSON FAX
ISBE PRINCIPAL CONTACT NAME	ISBE PRINCIPAL CONTACT EMAIL	ISBE PRINCIPAL CONTACT PHONE
STATE PERFORMANCE PLAN CONTACT NAME	STATE PERF. PLAN CONTACT EMAIL	STATE PERF. PLAN PHONE

**State Performance Plan Indicators for Access, Equity, and Progress Outcomes - Compliance**

Districts are required to address any score below 3. Check each applicable indicator with a score below 3.

- Indicator 4b Suspension/Expulsion
- Indicator 9 Disproportionality (Individualized Education Programs)
- Indicator 10 Disproportionality Categories
- Indicator 11 Child Find
- Indicator 12 IDEA Part C to Part B
- Indicator 13 Postsecondary Transition
- Timely Correction of Noncompliance

## Data Analysis and Root Cause Determination for Compliance Indicators

Based on a review of district data, what factors contributed to the noncompliance?

- Consider data trends for Indicators 4, 9, and 10.
- Consider delay code reasons and descriptions for Indicators 11 and 12.
- Consider the eight areas of the ISBE Scoring Rubric for Indicator 13.
- Consider whether the noncompliance was specific to certain schools, disability categories, races/ethnicities, grade levels, etc.  
(Address each noncompliant indicator separately.)

Based on the review of district data, what was determined to be the root cause of the noncompliance for each indicator with a score of zero? (Demonstrate how root causes will be addressed via the activity section of the Corrective Action Plan.)

What data was used to support the root cause determination for each indicator?

What district policies, procedures, and/or practices will be revised to support sustained compliance?  
(Address each indicator separately.)

**Policies:**

  
  

**Procedures:**

  
  

**Practices:**

## Corrective Action Plan for Compliance Indicators

Address revisions to policies, procedures, and/or practices *(as well as any other activities designed to correct noncompliance)* in the activity section of the **Corrective Action Plan** below.

<b>Activities to Correct Noncompliance and Sustain Compliance</b>	<b>Timelines for Activity Completion</b>	<b>Name and Title of Person(s) Responsible for Correction and Implementation</b>	<b>Materials and Deliverables Used as Evidence of Activity Implementation <i>(Must be submitted to assigned ISBE Principal Consultant)</i></b>

# TIER 2 and TIER Districts ONLY

***Complete the information below***

## District Accountability Team

Each district must convene a District Accountability Team (DAT) if it has a **Tier 2** or **Tier 3** determination. The selection of team members must be representative of different departments (e.g., administration, general education, special education, etc.).

**District Team Leader:**

DISTRICT TEAM LEADER NAME	POSITION OR TITLE/ROLE	EMAIL ADDRESS
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**Team Members:**

TEAM MEMBER NAME	POSITION OR TITLE/ROLE	EMAIL ADDRESS
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TEAM MEMBER NAME	POSITION OR TITLE/ROLE	EMAIL ADDRESS

## State Performance Plan Indicators for Access, Equity, and Progress Outcomes – Results

Districts are required to address scores of zero (0) or one (1). Check each applicable indicator and record the corresponding scores of zero (0) or one (1).

**Results:**

- |   |              |
|---|--------------|
| <input type="checkbox"/> Indicator 1 Graduation                     | SCORE: _____ |
| <input type="checkbox"/> Indicator 5a Least Restrictive Environment | SCORE: _____ |
| <input type="checkbox"/> Indicator 6a Early Childhood Settings      | SCORE: _____ |

## TIER 2 and TIER Districts ONLY *(continued)*

### Data Analysis and Root Cause Determination for Results Indicators

Based on a review of district data, what factors contributed to the low performance?

- Consider whether the low performance was specific to certain schools, disability categories, races/ethnicities, grade levels, etc. *(Address each indicator separately.)*

Based on the review of district data, what was determined to be the root cause of the low performance for each indicator with a score of zero or 1? *(Demonstrate how root causes will be addressed via the activity section of the Corrective Action Plan below.)*

What data was used to support the root cause determination for each indicator?

What district policies, procedures, and/or practices will be revised to support improved results?  
*(Address each indicator separately.)*

**Policies:**

  
  

**Procedures:**

  
  

**Practices:**

## TIER 2 and TIER Districts ONLY *(continued)*

### Corrective Action Plan for Compliance Indicators

Address revisions to policies, procedures, and/or practices *(as well as any other activities designed to improve performance)* in the activity section of the **Improvement Plan** below.

Activities to Support Improved Results	Timelines for Activity Completion	Name/Title of Person Responsible for Implementation and Correction	Materials Used as Evidence of Activity Implementation

### Technical Assistance Requirement for Tier 2 and Tier 3 Districts Compliance and Results Indicators

Select the State and/or national technical assistance resources that ISBE has identified to support improvement with compliance and results indicators.

**Results:**

- |   |  |
|---|--|
| <input type="checkbox"/> IESE Network National Center on Intensive Intervention<br><input type="checkbox"/> Specific Learning Disabilities Support Project (SLD Project)<br><input type="checkbox"/> Behavior Assessment Training Project (BAT)<br><input type="checkbox"/> Early Choices<br><input type="checkbox"/> The Progress Center | <input type="checkbox"/> Harrisburg Project<br><input type="checkbox"/> National Center on Intensive Intervention<br><input type="checkbox"/> IRIS Center<br><input type="checkbox"/> National Technical Assistance Center on Transition - The Collaborative (NTACT-C) |
|---|--|