

# SPP Indicator 4

## Frequently Asked Questions (FAQ)

### Identification

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#### 1. What is SPP Indicator 4?

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State Performance Plan (SPP) Indicator 4 requires states to examine rates of suspension and expulsion as they relate to:

**SPP Indicator 4A:** The percentage of districts that have a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for children with Individualized Education Programs (IEPs).

**SPP Indicator 4B:** The percentage of districts that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

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#### 2. What data are used to calculate rates of suspension/expulsion of students with disabilities and/or students with disabilities in a racial/ethnic group?

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All students with disabilities, prekindergarten and up, who were suspended for more than 10 days in a school year or were expelled as reported by the district in the Student Information System (SIS) were included in the data used to identify districts as having a possible significant discrepancy.

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#### 3. What process is available for districts to dispute ISBE's data?

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ISBE does not have an appeal process for SPP Indicator 4. Data utilized for this analysis have been submitted to ISBE by local districts via SIS.

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#### **4. How are districts notified that noncompliance has been identified?**

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Districts will receive a letter from ISBE indicating that ISBE identified a significant discrepancy in the district's rate of suspension and expulsion of students with disabilities for greater than 10 days in a school year for three consecutive years.

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#### **5. If a district was identified for SPP Indicator 4B, why wasn't it identified for SP Indicator 4A?**

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If the district is not identified for SPP Indicator 4A, it means that the district's suspension/expulsion rate for students with disabilities overall is not considered to be significantly discrepant. However, if the district is identified for SPP Indicator 4B, it is considered to have a significant discrepancy in its suspension/expulsion rate for a specific race/ethnicity category.

### **Self-Assessment Requirements**

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#### **6. Which districts are required to complete the self-assessment?**

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Districts that have met the criteria as having a significant discrepancy in their data regarding the rates of suspension and/or expulsion of students with disabilities for three consecutive years must complete the self-assessment. The self-assessment tool has been revised to make this process more meaningful. Districts are now required to conduct a root cause analysis and an in- depth analysis of policies, procedures, and practices to identify why a discrepancy exists.

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#### **7. If a district is identified for both SPP Indicators 4A and 4B, must the district complete separate self-assessments?**

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No, the district must only complete one self-assessment. If the district is identified for both SPP Indicators 4A and 4B, a single self-assessment must be completed as it relates to all students with disabilities, as well as how it relates to students with disabilities in the specific race/ethnicity category or categories in which the district was identified.

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#### **8. What regulations are related to SPP Indicator 4?**

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- [The Code of Federal Regulations, Part 300](#)
- [The Illinois Administrative Code, Part 226](#)

## Correction of Noncompliance

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### 9. How does ISBE determine a finding of noncompliance?

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The U.S. Department of Education Office of Special Education Programs requires ISBE to issue findings to Local Education Agencies (LEAs) for any identified noncompliance and ensure timely correction within one year. Based upon the established evaluation criteria, ISBE has the authority to identify school district policies, procedures, and practices that are not consistent with federal requirements. ISBE utilizes a scoring rubric to review the results of the self-assessment, including the data analysis, root cause analysis, analysis of policies, procedures, practices, and action steps to determine findings of noncompliance.

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### 10. What must the district do if a finding of noncompliance is issued?

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Findings of noncompliance are tied to annual LEA Determinations and the Illinois Special Education Accountability and Support System. The district's LEA Determination is issued in September of each year. Once the LEA Determination is made, the district will be required to complete a Corrective Action Plan (CAP). The ISBE CAP template is available on the [ISBE System Support Plans webpage](#).

- Districts with open findings of noncompliance are assigned an ISBE SPP contact to support the district with its CAP process.
- Districts must work with their ISBE SPP contact to develop and implement a CAP specific to the SPP indicator that was found to be out of compliance.
- The ISBE SPP contact reviews the CAP and verifies that it adequately addresses the relevant SPP indicator(s).
- Once the ISBE SPP contact verifies this, the CAP is approved.
- After ISBE approves the CAP, the district begins to implement the plan.
- The ISBE SPP contact is available for technical assistance and support, as needed, related to the finding of noncompliance.
- SPP Indicator technical assistance resources are located on the [ISBE SPP/APR Indicators webpage](#).
- See additional information regarding the [Illinois Special Education Accountability and Support System and LEA Determinations and Tiered Supports](#).



### **11. What components must the CAP include?**



- The CAP must include information regarding:
- The root cause of the noncompliance.
- District policies, procedures, and/or practices that contributed to or resulted in the noncompliance.
- Changes made to such policies, procedures, and/or practices.
- The corrective action steps that will be implemented to correct the noncompliance and the date by which they will be completed, and the persons responsible for ensuring the CAP is implemented.



### **12. How is the finding of noncompliance corrected/closed?**



The district will be required to submit progress reports demonstrating that the strategies and activities outlined in the CAP are being implemented with fidelity and will result in systemic change. To demonstrate that previous noncompliance has been corrected, ISBE must verify that the district has corrected each individual case of noncompliance, unless the student is no longer within the jurisdiction of the LEA. ISBE also must verify that the district is correctly implementing the specific regulatory requirements based on a review of updated data. Therefore, at scheduled intervals, the ISBE SPP contact verifies individual student correction and implementation of specific regulatory requirements related to the original finding of noncompliance. The ISBE SPP contact issues a letter closing the finding of noncompliance once correction at both levels is verified.



### **13. How long does the district have to correct the noncompliance?**



Noncompliance must be corrected as soon as possible, but in no case more than one year from identification (i.e., the date on which ISBE provided written notification to the LEA of the noncompliance).



### **14. What are possible enforcement actions if a district is unable to correct the noncompliance within the one-year timeline?**



If the ISBE consultant determines that the district is not making sufficient progress toward meeting the standard of correction, enforcement actions, including, but not limited to, increased technical assistance, additional targeted monitoring activities [e.g., onsite visits, file reviews, etc.] and revisions to the CAP may be implemented.



**15. What can a district do to prevent discrepant rates of suspension/expulsion of students with disabilities?**



A district should develop and maintain preventative and proactive measures, including school climate projects, to reduce the rates of suspension/expulsion of students with disabilities and students with disabilities in a racial/ethnic group. The district is encouraged to implement supports to assist students with disabilities to remain in school and receive appropriate instruction. It also is recommended that the district frequently analyze data and seek technical assistance in order to create and maintain safe and effective learning environments.

**Significant Disproportionality/Exclusionary Discipline**



**16. Can my district be identified for both SPP Indicator 4, significant disproportionality, and/or exclusionary discipline?**



Yes. A district may be identified under SPP Indicator 4 and cited under the requirements for significant disproportionality for the same three-year time period. Further, a district also may be cited under the requirements of exclusionary discipline for the same three-year period.

Information regarding significant disproportionality is available on the [ISBE Significant Disproportionality webpage](#). Information regarding exclusionary discipline is available on the [ISBE School Discipline webpage](#).

If your district has been identified as having a significant discrepancy for SPP Indicator 4A and/or 4B and you have additional questions, please contact the principal consultant identified in the notification letter. If your district has not been identified, but you have general questions regarding SPP Indicator 4A and/or 4B, please contact the Special Education Department at 217-782-5589.