Illinois State Board of Education

Special Education Department

State Performance Plan (SPP) Indicator 4

Suspension/Expulsion Data Analysis and Self-Assessment Tool

|  |  |
| --- | --- |
| **District:** |  |
| **Contact Person:** |  |
| **Phone Number:** |  |
| **Email Address:** |  |

**State Performance Plan Indicator 4: Suspension/Expulsion**

1. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with IEPs for greater than 10 days in a school year; and
2. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, and practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

OVERVIEW OF REQUIREMENTS

This data analysis and self-assessment tool must be completed by all school districts identified by the State as having a significant discrepancy in the rates of suspensions and/or expulsions of students with disabilities for greater than 10 days in a school year and/or the rates of suspensions and/or expulsions of students with disabilities in a racial/ethnic category. A district is determined to have a significant discrepancy if:

* Its suspension/expulsion rate is greater than the State Suspension/Expulsion Rate plus one standard deviation for **three consecutive years**, AND
* The district had at least five students with disabilities suspended or expelled more than ten days.

This data analysis and self-assessment tool is based upon the following requirements:

**34 Code of Federal Regulations §300.170 Suspension and expulsion rates.**

1. *General*. The SEA must examine data, including data disaggregated by race and ethnicity, to determine if significant discrepancies are occurring in the rate of long-term suspensions and expulsions of children with disabilities—
   1. Among LEAs in the State; or
   2. Compared to the rates for nondisabled children within those agencies.
2. *Review and revision of policies*. If the discrepancies described in paragraph (a) of this section are occurring, the SEA must review and, if appropriate, revise (or require the affected State agency or LEA to revise) its policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, to ensure that these policies, procedures, and practices comply with the Act.

IDENTIFICATION OF NONCOMPLIANCE

As required by the Office of Special Education Programs (OSEP), ISBE must issue findings to LEAs that are not in compliance with 34 CFR §300.170 and ensure timely correction of noncompliance 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 State and Federal requirements. Any district receiving a finding of noncompliance will be required to develop an improvement plan to address the area(s) of noncompliance. These districts must submit quarterly status reports on the activities included in the improvement plan, as well as documentation of any changes made to their policies, procedures, or practices as a result of the finding of noncompliance.

**Data Analysis**

Districts that have been identified as having a significant discrepancy in the rate of suspensions/expulsions of greater than 10 days in a school year for children with IEPs (4A and/or 4B) are required to utilize discipline data for the last completed school year to complete the following analysis:

1. Disaggregate the following data sets using data from the last completed school year.
   1. Total number and percentage of students enrolled in the district

|  |  |  |
| --- | --- | --- |
| **Student Population** | **Total Number** | **Percentage of the Total Population** |
| Students with Disabilities |  |  |
| Students without Disabilities |  |  |
| English Learners (ELs) with Disabilities |  |  |

* 1. Number and percentage of students removed > 10 days

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Attendance Center\*** | **# of Students with Disabilities Removed > 10 Days** | **% of Students with Disabilities Removed > 10 Days** | **# of Students without Disabilities Removed > 10 Days** | **% of Students without Disabilities Removed > 10 Days** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

\* All schools/buildings within the district that removed students for more than 10 days should be included in this table. For example, if there are 15 schools/buildings in the district that removed students for more than 10 days, each of those buildings should be listed in this table.

* 1. Number and percentage of students removed > 10 days by race

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Race/Ethnicity** | **# of Students with Disabilities Removed > 10 Days** | **% of Students with Disabilities Removed > 10 Days** | **# of Students without Disabilities Removed > 10 Days** | **% of Students without Disabilities Removed > 10 Days** |
| White |  |  |  |  |
| Hispanic or Latino |  |  |  |  |
| American Indian/Alaska Native |  |  |  |  |
| Asian |  |  |  |  |
| Black or African American |  |  |  |  |
| Native Hawaiian or Other Pacific Islander |  |  |  |  |
| Two or More Races |  |  |  |  |

* 1. Number and percentage of EL students removed > than 10 days

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **English Learners** | **# of Students with Disabilities Removed > 10 Days** | **% of Students with Disabilities Removed > 10 Days** | **# of Students without Disabilities Removed > 10 Days** | **% of Students without Disabilities Removed > 10 Days** |
| ELs |  |  |  |  |

* 1. Number and percentage of students removed > than 10 days by grade

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grade** | **# of Students with Disabilities Removed > 10 Days** | **% of Students with Disabilities Removed > 10 Days** | **# of Students without Disabilities Removed > 10 Days** | **% of Students without Disabilities Removed > 10 Days** |
| Kindergarten |  |  |  |  |
| First |  |  |  |  |
| Second |  |  |  |  |
| Third |  |  |  |  |
| Fourth |  |  |  |  |
| Fifth |  |  |  |  |
| Sixth |  |  |  |  |
| Seventh |  |  |  |  |
| Eighth |  |  |  |  |
| Ninth |  |  |  |  |
| Tenth |  |  |  |  |
| Eleventh |  |  |  |  |
| Twelfth |  |  |  |  |

* 1. Number and percentage of students with disabilities removed > 10 days by disability:

|  |  |  |
| --- | --- | --- |
| **Disability Category** | **# of Students with Disabilities Removed > 10 Days** | **% of Students with Disabilities Removed > 10 Days** |
| Intellectual Disability |  |  |
| Orthopedic Impairment |  |  |
| Specific Learning Disability |  |  |
| Visual Impairment |  |  |
| Hearing Impairment |  |  |
| Deafness |  |  |
| Deaf-Blindness |  |  |
| Speech or Language Impairment |  |  |
| Emotional Disability |  |  |
| Other Health Impairment |  |  |
| Multiple Disabilities |  |  |
| Developmental Delay |  |  |
| Autism |  |  |
| Traumatic Brain Injury |  |  |

1. Which offenses are students with disabilities being **suspended/expelled** for most? Please list the top three most common reasons for disciplinary removals for each race/ethnicity category for students with disabilities (SWD) and students without disabilities (SWOD). Please provide a key if using abbreviations and/or discipline codes. Provide definitions (handbook) of the infractions.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **1st** | | **2nd** | | **3rd** | |
| **Race/Ethnicity** | **SWD** | **SWOD** | **SWD** | **SWOD** | **SWD** | **SWOD** |
| White |  |  |  |  |  |  |
| Hispanic or Latino |  |  |  |  |  |  |
| American Indian/Alaska Native |  |  |  |  |  |  |
| Asian |  |  |  |  |  |  |
| Black or African American |  |  |  |  |  |  |
| Native Hawaiian or Other Pacific Islander |  |  |  |  |  |  |
| Two or More Races |  |  |  |  |  |  |

**File Review Results Summary**

After completing the File Review Checklist, indicate:

* The number of student records marked Yes
* The number of student records marked No
* The number of student records marked Not-Applicable

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| File Review Item | Regulation | Number of Records  Yes | Number of Records  No | Number of Records  N/A |
| 1 | 34 CFR 300.530(b)  34 CFR 300.536 |  |  |  |
| 2 | 34 CFR 300.530(a) |  |  |  |
| 3 | 34 CFR 300.530(e)(1) |  |  |  |
| 4 | 34 CFR 300.530(e)(1) (i)-(ii) |  |  |  |
| 5 | 34 CFR 300.530(f) |  |  |  |
| 6 | 34 CFR 300.530(d)(1) (i)-(ii) |  |  |  |
| 7 | 34 CFR 300.530(f)(1)(i) |  |  |  |
| 8 | 34 CFR 300.530(f)(1)(ii)  34 CFR 300.530(f)(2) |  |  |  |
| 9 | 34 CFR 300.530(g) |  |  |  |
| 10 | 34 CFR 300.530(g)(1-3) |  |  |  |
| 11 | 34 CFR 300.530(b)(2) |  |  |  |
| 12 | 34 CFR 300.530(d)(4) |  |  |  |
| 13 | 34 CFR 300.501(b) |  |  |  |
| 14 | 34 CFR 300.324(a)(2)(i) |  |  |  |
| 15 | 34 CFR 300.324 (a)(3)(i);  34 CFR 300.530(d)(4) |  |  |  |
| 16 | 23 IAC 226.230(b) |  |  |  |
| 17 | 34 CFR 300.530(h) |  |  |  |
| 18 | 34 CFR 300.530(h) |  |  |  |
| 19 | 34 CFR 300.503 |  |  |  |
| 20 | 34 CFR 300.530(d) |  |  |  |

**Root Cause Analysis**

After completing the data analysis and file review checklist, please answer the following questions and provide a thorough explanation to support the response.

1. Based on the above data analysis for suspensions/expulsions of greater than 10 days in a school year for children with IEPs, what conclusions can you draw by:
   1. Student population?
      1. Are students with disabilities suspended/expelled at a higher rate than students without disabilities?
      2. Are English Learners (Els) with Disabilities suspended/expelled at a higher rate than students without disabilities?
   2. Attendance center?
      1. Are the data evenly distributed across the district or are there particular school buildings that are experiencing higher rates of suspensions/expulsions for students with disabilities than others?
      2. Did the team determine any patterns that exist regarding removals?
   3. Race/ethnicity?
      1. Are the data evenly distributed across the district or are there particular racial/ethnic groups that are experiencing higher rates of suspensions/expulsions for students with disabilities than others?
      2. Did the team determine any patterns that exist regarding removals?
   4. Grade?
      1. Are the data evenly distributed across the district or are there particular grades that are experiencing higher rates of suspensions/expulsions for students with disabilities than others?
      2. Did the team determine any patterns that exist regarding removals?
   5. Disability category?
      1. Are the data evenly distributed across the district or are there particular disability categories that are experiencing higher rates of suspensions/expulsions for students with disabilities than others?
      2. Did the team determine any patterns that exist regarding removals?
   6. Offense/infraction?
      1. Are the data evenly distributed across the district or are there particular offenses that result in higher rates of suspensions/expulsions for students with disabilities than others?
      2. Did the team determine any patterns that exist regarding removals?
2. Based on the results of the student record reviews for children with IEPs who have suspensions/expulsions of greater than 10 days in a school year, what conclusions can you draw regarding:
   1. The development and implementation of IEPs?
      1. Address any items marked as No on the student record reviews
   2. The use of positive behavioral interventions and supports?
      1. Address any items marked as No on the student record reviews
   3. Procedural safeguards?
      1. Address any items marked as No on the student record reviews

**Root Cause**

Based on the data analysis and student record reviews, the team has determined the following to be the root cause(s) of the significant discrepancy in the rates of suspensions and/or expulsions of students with disabilities for greater than 10 days:

**Action Steps**

Based on the district’s root cause analysis, identify the immediate actions the district will take in order to address the discrepant rates of suspension/expulsion for students with disabilities (Indicator 4A and/or 4B). Districts should consider system factors that are related to their root cause(s) when determining activities for action steps (e.g., instruction, leadership, climate/environment, opportunity gaps, adult interventions, cultural responsiveness, etc.). List at least three NEW activities along with a brief narrative explaining how the district plans to implement each activity to address the discrepant rates of suspension/expulsion for students with disabilities for greater than 10 days. For each activity, indicate the person(s) responsible, timelines/monitoring dates, and evidence of implementation. NOTE: ISBE will request evidence of implementation if the district is issued a finding of noncompliance or is identified for Indicator 4 A/B in the future.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Activity | | Person(s) Responsible (by title) | Timelines/Monitoring Dates | Evidence of Implementation |
| 1 | **EXAMPLE:** Using a sample of IEPs, conduct an internal file review to ensure that BIPs are developed in accordance with the regulatory requirements and to identify training needs for any areas of deficiency that are identified as a result of this review. | Special education director and coordinators | Quarterly | Summary of findings and actions taken |
| 2 | EXAMPLE: Based upon the results of the internal file review, provide training to staff in areas identified as deficient (i.e., data collection, development of BIP, implementation of positive behavioral supports, etc.). | Special education director | On-going | Documentation of training (i.e., attendance record, training materials, etc.) |
| 3 | EXAMPLE: Regularly review building-level discipline data to and identify which students are in need of additional supports. | Building administrators | Monthly | Building level discipline data |

**Status Update**

If the district was identified for Indicator 4 last year, please include progress report and data to demonstrate attainment of previously identified action steps.

|  |  |  |
| --- | --- | --- |
| Progress Report Activity | | Outcomes (Including data, if applicable) |
| 1 | **EXAMPLE:** Using a sample of IEPs, conduct an internal file review to ensure that BIPs are developed in accordance with the regulatory requirements and to identify training needs for any areas of deficiency that are identified as a result of this review. | For this example, districts could provide information regarding the number of BIPs reviewed, a summary of the findings of the file review, etc. |
| 2 | EXAMPLE: Based upon the results of the internal file review, provide training to staff in areas identified as deficient (i.e., data collection, development of BIP, implementation of positive behavioral supports, etc.). | For this example, districts could provide information regarding training dates, outcomes of the training, fidelity data, etc. Districts could share how the training helped staff and students and what happened as a result of the training. |
| 3 | EXAMPLE: Regularly review building-level discipline data to identify which students are in need of additional supports. | For this example, districts could provide the frequency with which they review data, detail regarding increased levels of support provided to students as a result of the data review, etc. |