



# Illinois State Board of Education

## SPP Indicator 4: Suspension and Expulsion Rates in Special Education

Special Education Department

Equity • Quality • Collaboration • Community

# Objectives

- Review suspension/expulsion of students with disabilities as related to the State Performance Plan (SPP) Indicators 4A and 4B.
- Identify how districts are determined to have discrepant rates of suspension/expulsion for students with disabilities for greater than 10 days for three consecutive years.
- Provide recommendations for completing the revised data analysis and self-assessment tool.
- Discuss findings of noncompliance.

# State Performance Plan Indicator 4A

- SPP Indicator 4A: Percent of districts identified by the state as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.



# State Performance Plan Indicator 4B

- SPP Indicator 4B: Percent of districts identified by the state as having (a) a significant discrepancy in the rates of suspensions and expulsions of children with Individualized Education Plans (IEPs) of greater than 10 days in a school year by race and ethnicity and (b) that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with the requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.



# Determining a Significant Discrepancy

1. A district suspension/expulsion rate is calculated for each district as follows:

4A:  $[(\# \text{ of students with IEPs suspended or expelled for more than 10 days}) / (\# \text{ of students with IEPs})] * 100$

4B:  $[(\# \text{ of students with IEPs suspended or expelled in a racial/ethnic category for more than 10 days}) / (\# \text{ of students with IEPs in a racial/ethnic category})] * 100$



# Determining a Significant Discrepancy

2. A state suspension/expulsion rate is calculated in the same manner by using the total number of students with IEPs suspended or expelled for more than 10 days in the entire state, and the total number of students with IEPs in the entire state.
3. A standard deviation from the state suspension/expulsion rate is then calculated.
4. A district is determined to have a significant discrepancy if:
  - a. Its suspension/expulsion rate is greater than the state suspension/expulsion rate plus one standard deviation for three consecutive years, AND
  - b. The district had at least five students suspended or expelled more than 10 days.



# What does this mean for districts?

- ISBE notifies all school districts identified by the state as having a significant discrepancy in the rates of suspensions and expulsions of:
  - 4A: All children with disabilities for greater than 10 days in a school year for three consecutive years.
  - 4B: Children with disabilities for greater than 10 days in a school year for three consecutive years by race/ethnicity.
- Districts conduct self-assessment activities, including data analysis, root cause analysis, and analysis of policies, procedures, and practices.



# Accessing the Data Analysis and Self-Assessment Tool

- The data analysis and self-assessment tool is available on the ISBE [website](#).
- Additional resources that may be helpful for districts to review prior to completing the data analysis and self assessment tool are also available on the website, including:
  - A [Frequently Asked Questions](#) document
  - The [SPP Indicator Support Guide](#)
  - The [ISBE Special Education Data Road Map](#)
  - An [action planning guide](#) for addressing the root causes of disparities in school discipline from the National Center on Safe Supportive Learning Environments



# Completing the Data Analysis and Self-Assessment Tool

- Analyze disaggregated discipline data from the last completed school year in order to identify trends.
- Identify the root cause.
- Analyze district policies, procedures, and practices in order to identify what areas need to be revised in order to address the identified root cause.
- Identify the immediate actions the district will take in order to address the discrepant rates of suspension/expulsion for students with disabilities.
- Provide a status update demonstrating completion of the district's previously identified activities, if applicable.



# Recommended Practices



- Develop an interdisciplinary team and select a leader.
- Identify and collect data sources for review.
- Establish timelines to ensure completion by the required due date.



# ISBE Review Process

- Using a scoring rubric, ISBE reviews the completed data analysis and self-assessment tool to determine whether policies, procedures, and practices comply with state and federal regulations and that districts are taking the appropriate steps to reduce the number of suspensions and/or expulsions of students with disabilities.
- If ISBE determines that the district IS NOT taking the appropriate steps, a finding of noncompliance will be issued.



# Findings of Noncompliance

- The Office of Special Education Programs requires ISBE to ensure timely correction of noncompliance within one year from the date of the finding.



# Required Follow-Up

- Findings of noncompliance are tied to annual LEA Determinations and the Illinois Special Education Accountability and Support System. The district's LEA Determination is released in September of each year. Once the LEA Determination is made, the district can determine which template is required for correction. The ISBE Corrective Action Plan (CAP) and combined Improvement Plan and CAP templates are available on the [ISBE Special Education System Support Plans webpage](#)



# Required Follow-Up

- Districts with open findings of noncompliance are assigned an ISBE SPP contact to support the district with its Corrective Action Plan 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.



# Corrective Action Plan

- The CAP must include information regarding the noncompliance issue; where the noncompliance occurred; the root cause of the noncompliance; district policies, procedures, and/or practices that contributed to or resulted in the non-compliance and 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.



# Correction of Noncompliance

- 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. This is referred to as data correction, or Prong 1. ISBE must also verify that the district is correctly implementing the specific regulatory requirements based on a review of updated data. This is referred to as data verification, or Prong 2. 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, or prongs, is verified.



# Significant Disproportionality/Exclusionary Discipline

- Please note that a district may be identified under SPP 4 and cited under the requirements for significant disproportionality for the same three-year time period. Further, a district may also be cited under the requirements of exclusionary discipline for the same three-year period.
- See information regarding [significant disproportionality](#).
- See information regarding [exclusionary discipline](#).



# Contact Information

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