



INDIANA  
DEPARTMENT of  
EDUCATION

# INDICATOR 4

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## MONITORING AND COMPLIANCE GUIDE

**Indiana Department of Education**

Office of Special Education

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## Indicator 4: Suspension and Expulsion

### Authority

The Individuals with Disabilities Education Act, requires that states implement a general supervision system that includes monitoring of local educational agencies (LEAs)<sup>1</sup>. As part of general supervision responsibilities, the state must examine data annually<sup>2</sup> to determine if significant discrepancies are occurring in the rate of long-term suspensions and expulsion of children with disabilities compared to the rates for nondisabled children within the LEA<sup>3</sup>.

### Definition

4A: Percentage of local education agencies (LEAs) with significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with individualized education programs (IEPs).

4B: Percentage of LEAs with (a) significant discrepancy by race/ethnicity in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs and (b) policies, procedures, and/or practices that contribute to the significant discrepancy, and 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.

- IDOE uses three years of data when analyzing for significant discrepancy. The data making up each year's analysis contains the last three years of data lagged by one year. For example, the FFY 2023 State Performance Plan/Annual Performance Report (SPP/APR) submitted February 1, 2025, includes data from the 2020-2021, 2021-2022, 2022-2023 school year. (See the state targets includes in the State Performance Plan in Appendix A).
- If an LEA exceeds the state-established threshold of 2.0 for three consecutive years, IDOE must review, and, if appropriate require the LEA to revise policies, procedures, and practices (PPP) relating to the development and implementation of Individual Education Programs, the use of positive behavioral interventions and supports, and procedural safeguards, to ensure compliance with IDEA<sup>4</sup>.
- The comparison used to determine the discrepancy is based on a rate ratio comparing the number of students with a disability who are removed more than

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<sup>1</sup> [34 CFR 300.149](#)

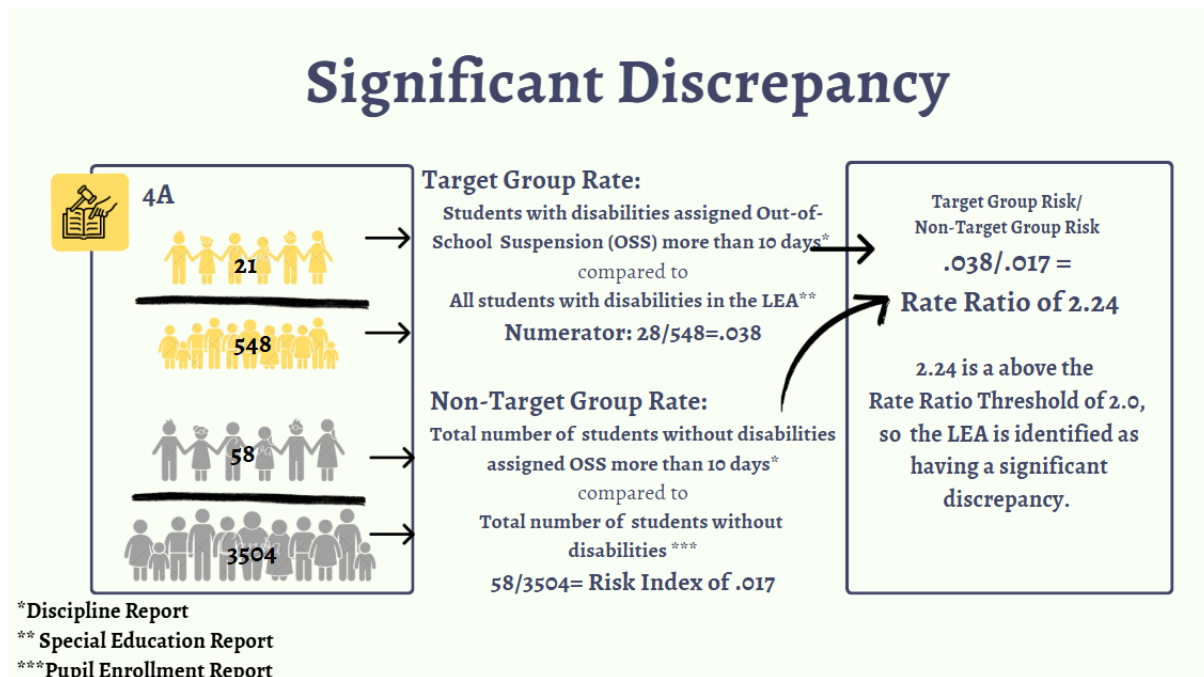
<sup>2</sup> [511 IAC 7-46-4\(b\)\(2\)](#)

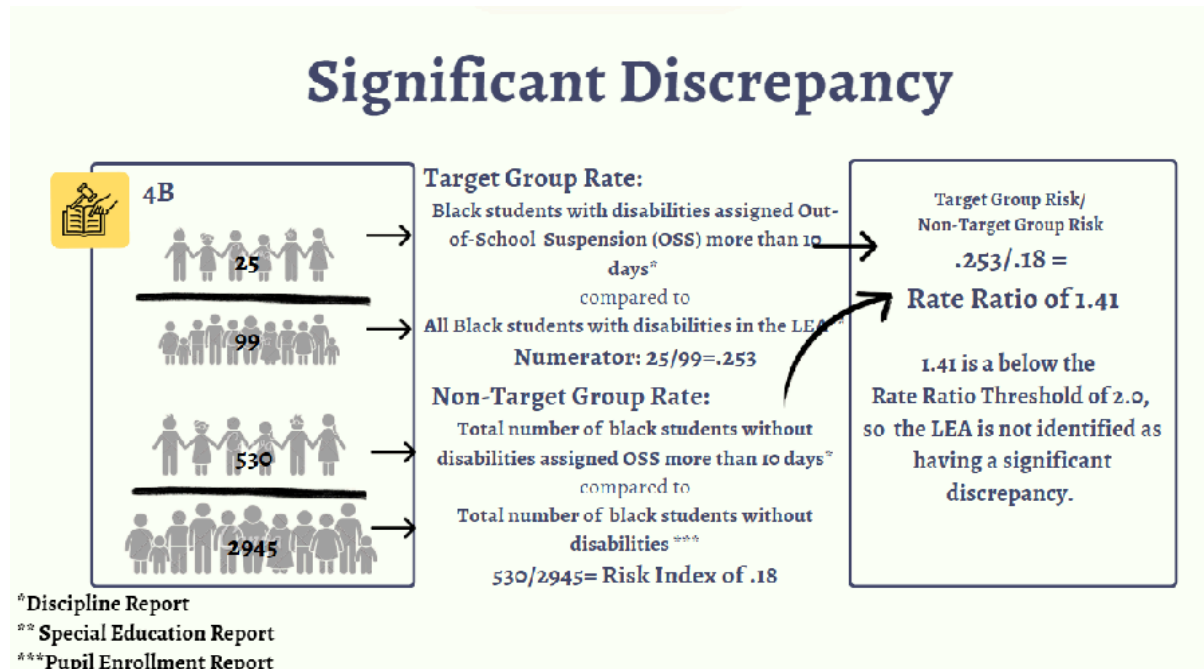
<sup>3</sup> [34 CFR 300.170\(a\)](#)

<sup>4</sup> [34 CFR 300.170\(b\)](#)

10 days in a school year to students without a disability who are removed more than 10 days in a school year.

- 4A is a comparison of students with and without disabilities of all races/ethnicities.
- 4B is a comparison of students with and without disabilities of a specific race/ethnicity group (the following racial and ethnic groups are included in the calculation - American Indian, Asian, Black or African American, Native Hawaiian/other Pacific Islander, White, and Two or more races/Multiracial).





### Yearly Review Cycle

At the end of each calendar year, discipline data (DOE-ES) is retrieved by an IDOE Data Specialist, checked for potential errors, and then analyzed to determine the rate ratio for each LEA. LEAs that are identified in the analysis with a rate ratio that exceeds the state threshold for three consecutive years are flagged for participation in the review of PPP. LEAs can appeal the statistical review by providing relevant information and evidence to [osemonitoring@doe.in.gov](mailto:osemonitoring@doe.in.gov) within three weeks of provision of the data from IDOE.

LEAs are notified by email of the requirement to participate in the review of PPP and the process details related to the review (for more information, see the “Identification of Noncompliance” section below). Within 3 months of submission of the review, IDOE will notify the LEA of the determined compliance status. If noncompliance is identified, the notification will include details regarding any required corrective action.

LEAs who are found to have noncompliance or have not corrected previous noncompliance for 2 consecutive years will be identified as having continued noncompliance and/or LEAs found to have noncompliance for 3 or more consecutive years will be identified as having longstanding noncompliance related to Indicator 4 Results Driven Accountability (RDA) results (for more information see the “Results Drive Accountability” section below).

## Identification of Noncompliance

The determination of compliance related to Indicator 4A and 4B is based on a two-step process:

1. IDOE analyzes data to determine which LEAs meet the state's definition of significant discrepancy.
2. LEAs meeting the state definition submit to IDOE a review of the LEA's policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards ([Significant Discrepancy Policy, Procedure, and Practice Review Matrix](#)). IDOE reviews the submission and determines if the LEA is compliant with IDEA and state regulations.

## Notification of Noncompliance

LEAs found to have noncompliance are notified by email including a detailed description of the specific statutory or regulatory requirement found to be noncompliant, the qualitative data used to identify the noncompliance, required corrective action and any required timelines.

## Correction of Noncompliance and Tiered Support

LEAs must correct noncompliance as soon as possible, but in no case later than one year from the date of notification.

Corrective action may include:

- Correction of individual child-specific noncompliance;
- Revision of policy, procedures, and/or practices;
- Development of a corrective action or improvement plan; and/or
- Participation in technical assistance, and/or professional development.

Corrective action and level of support are intensified for LEAs identified as having continued (2 consecutive years) and longstanding (3 or more consecutive years) noncompliance.

### Tier One Support

Tier one technical assistance is provided when an LEA has been initially identified to. All LEAs in tier one will complete a root cause analysis and develop a corrective action



plan to address the identified areas contributing to noncompliance. IDOE will meet with the LEA at least twice per school year, either virtually or in person, to review progress and revise the plans as needed. In the initial meeting with IDOE, the file review rubric will be reviewed with the LEA. Subsequent meetings will focus on tracking of action items in the corrective action plan and implementation of corrective action.

### **Tier Two Support**

Tier two technical assistance is provided when LEAs are identified as having continued noncompliance. All LEAs with continued noncompliance will review, and if needed, revise the corrective action plan developed as part of the initial identification of noncompliance process. IDOE will meet at least three times per school year, either virtually or in person, to review progress and revise plans as needed. The initial and subsequent file review rubric and previously created corrective action plan will be reviewed and IDOE will provide individualized feedback to the LEA to address any success gaps that are contributing to the continued noncompliance. The LEA will be required to participate in technical assistance as part of the corrective action plan.

### **Tier Three Support**

Tier three technical assistance is provided when LEAs that have not corrected noncompliance within 2 years of notification are identified as having longstanding noncompliance. All LEAs with longstanding noncompliance will review and, if needed, revise the corrective action plan developed as part of the initial identification of the noncompliance process. All technical assistance in this tier is individualized to better assist the school in meeting requirements for release from findings. IDOE will meet with the LEA to assist in developing a corrective action plan that addresses each concern identified. IDOE will meet with the LEA at least quarterly, either virtually or in person, to check progress of the corrective action plan, discuss system barriers, discuss data tracking, and revise the plan as needed. LEAs with longstanding noncompliance will be required to participate in technical assistance as part of the corrective action plan.

### **Verification that the LEA is Correctly Implementing Regulatory Requirements**

Following the correction of each individual case of noncompliance and submission of a corrective action plan, IDOE must complete a subsequent review of the LEAs PPP to determine that the LEA is correctly implementing regulatory requirements with no additional noncompliance identified. LEAs are notified of the results of the subsequent review indicating compliance has been verified or that additional noncompliance has been identified. The notification of additional noncompliance will include a detailed description of the specific statutory or regulatory requirement found to be noncompliant,

the qualitative data used to identify the noncompliance, required corrective action and any required timelines.

## Results Driven Accountability (RDA)

When a corporation meets the target for a particular compliance indicator, they are considered “compliant” and are assigned a score of 5. If the corporation has a “finding of noncompliance” for an indicator, the corporation is assigned a score of 1.<sup>5</sup> Indicator 4A is not included in the RDA scoring but is included as a non-scored indicator.

Category Weights for Compliance Index	
Category	Percentage Weight
Indicator 4B	8%
Indicator 9	8%
Indicator 10	8%
Indicator 11	22%
Indicator 12	22%
Indicator 13	22%
Continued Noncompliance	5%
Longstanding Noncompliance	5%
Total	100%

## Requesting Technical Assistance (TA)

### Technical Assistance

Technical assistance involves communication between a specialist or consultant and the LEA to receive targeted support with a development need or problem to build organizational capacity. IDOE offers support with [various levels of technical assistance](#),

<sup>5</sup> If the compliance target (100% or 0%) is not met for the compliance indicators, the corporation is out of compliance and must correct the noncompliance within one year. For Indicators 11, 12, and 13, a corporation is designated as “substantially compliant” for the indicator and will receive a score of 5 if their compliance falls within a range of 95% - 100%. “Substantial compliance” is still considered a finding and must be corrected.



and the Technical Assistance Request Form may be submitted to request these resources. The levels of technical support and correlating resources can be found below:

Technical Assistance Resources	
Level of Support	Resources
<b>Universal</b>	<p><u><a href="#">IEP TA Center</a></u></p> <ul style="list-style-type: none"> <li>• <u><a href="#">Self-Paced Modules:</a></u> <ul style="list-style-type: none"> <li>○ MTSS In Motion</li> <li>○ Inclusive Instructional Practices</li> </ul> </li> <li>• <u><a href="#">Workshops:</a></u> <ul style="list-style-type: none"> <li>○ <u><a href="#">Developing Behavior Intervention Plans</a></u></li> <li>○ <u><a href="#">Specially Designed Instruction: What, Where, When, and How</a></u></li> <li>○ <u><a href="#">What Administrators Need to Know About SPED</a></u></li> </ul> </li> </ul> <p><u><a href="#">Office of Special Education Program (OSEP)</a></u></p> <ul style="list-style-type: none"> <li>• <u><a href="#">Center on PBIS: Using PBIS to Ensure Racial Equality in School Discipline</a></u></li> <li>• <u><a href="#">Center on PBIS: TA Approach for Equity in School Discipline</a></u></li> <li>• <u><a href="#">Center on PBIS: Addressing Inequities in School Discipline</a></u></li> </ul>
<b>Targeted</b>	<ul style="list-style-type: none"> <li>• <u><a href="#">IDOE Technical Assistance Request Form</a></u></li> </ul>
<b>Intensive</b>	<ul style="list-style-type: none"> <li>• <u><a href="#">IDOE Technical Assistance Request Form</a></u></li> </ul>

Contact IDOE's [Office of Special Education](#) for additional support.

## Appendix A - State Targets

### Indicator 4A

Indicator 4A- Suspension/Expulsion						
Target Year	2020	2021	2022	2023	2024	2025
Target Data	1.70%	1.65%	1.60%	1.55%	1.50%	1.45%

### Indicator 4B

Indicator 4B- Suspension/Expulsion						
Target Year	2020	2021	2022	2023	2024	2025
Target Data	0%	0%	0%	0%	0%	0%