

**ILLINOIS STATE BOARD OF EDUCATION**



**STATE PERFORMANCE PLAN, PART B**

**Years 2005-2012**

**Revised February 1, 2012**

## Part B State Performance Plan (SPP) for 2005-2012

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## Part B State Performance Plan (SPP) for 2005-2012

**Overview of the State Performance Plan Development:** On September 8, 2005, an all day retreat and meeting was held with Illinois State Board of Education (ISBE) Department of Special Education staff from the Chicago and Springfield offices. Staff spent the afternoon reviewing the SPP monitoring priorities and indicators and brainstorming potential improvement activities, timelines and resources for each indicator. Staff comments were added to the draft SPP and a rough draft was shared with the Illinois State Advisory Council on the Education of Children with Disabilities (ISAC) on October 6, 2005. The role of ISAC is to advise the Governor, Legislature and ISBE on current issues relating to the education of children and youth with disabilities. In addition, ISAC functions as a stakeholder group for ISBE.

On October 21, 2005, a press release was issued stating that ISBE was seeking input on the proposed improvement activities, timelines and resources specific to the Illinois SPP. A draft of the SPP that included required monitoring priority areas as well as their corresponding indicators and measurements was provided on the ISBE website between November 1<sup>st</sup> and November 21<sup>st</sup>. An email address was also provided during this timeframe for the public to provide comments on the SPP, specifically the proposed measurable and rigorous targets that were not predetermined by the federal government and the proposed improvement activities, timelines and resources. In addition, on October 27, 2005, the Assistant Superintendent of Special Education Services along with the two Division Administrators for Special Education Services in Chicago and Springfield prepared a videotaped segment on the SPP. A link to the taped segment was available on the ISBE website between November 8th and November 21st. After the close of the public comment period on November 21<sup>st</sup> comments were reviewed and the proposed SPP was revised where appropriate to incorporate feedback received.

An updated draft of the SPP was then provided to ISAC and the Illinois Interagency Coordinating Council for Part C (IICC) on November 4, 2005. ISAC held a special meeting on November 8, 2005 to provide collective comments to ISBE on the SPP. On November 7, 2005, the updated draft document was shared with ISBE staff. Feedback from ISAC, IICC, the State Board, the public and ISBE staff was incorporated into the SPP where appropriate and the revised document was again shared with ISAC and ISBE staff on November 22, 2005. The document was finalized on December 1, 2005 for submission to the Office of Special Education Programs (OSEP) by December 2, 2005.

ISBE staff continue to have discussions on the collection and reporting processes for the indicators identified in the SPP with ISAC on a regular basis. ISBE discusses baseline data, targets, extensions of targets (to FFY2012) and improvement activities with ISAC as necessary. Additionally, ISBE collaborates with the Illinois Alliance of Administrators of Special Education (IAASE), the Post Secondary Task Force, the Parent Task Force, the Harrisburg Project and other stakeholder groups, as appropriate, on matters pertaining to the SPP. ISBE also shares SPP information with stakeholders throughout the state via various conferences, regional professional development opportunities, and task force meetings. Comments and suggestions from the stakeholder groups are incorporated into the revised SPP, which is available on the ISBE website at <http://www.isbe.net/spec-ed/>.

## Part B State Performance Plan (SPP) for 2005-2012

**Overview of the SPP Development:** Please refer to Overview of the SPP Development Section.

**Monitoring Priority: FAPE in the LRE**

**Indicator 1:** Percent of youth with IEPs graduating from high school with a regular diploma.

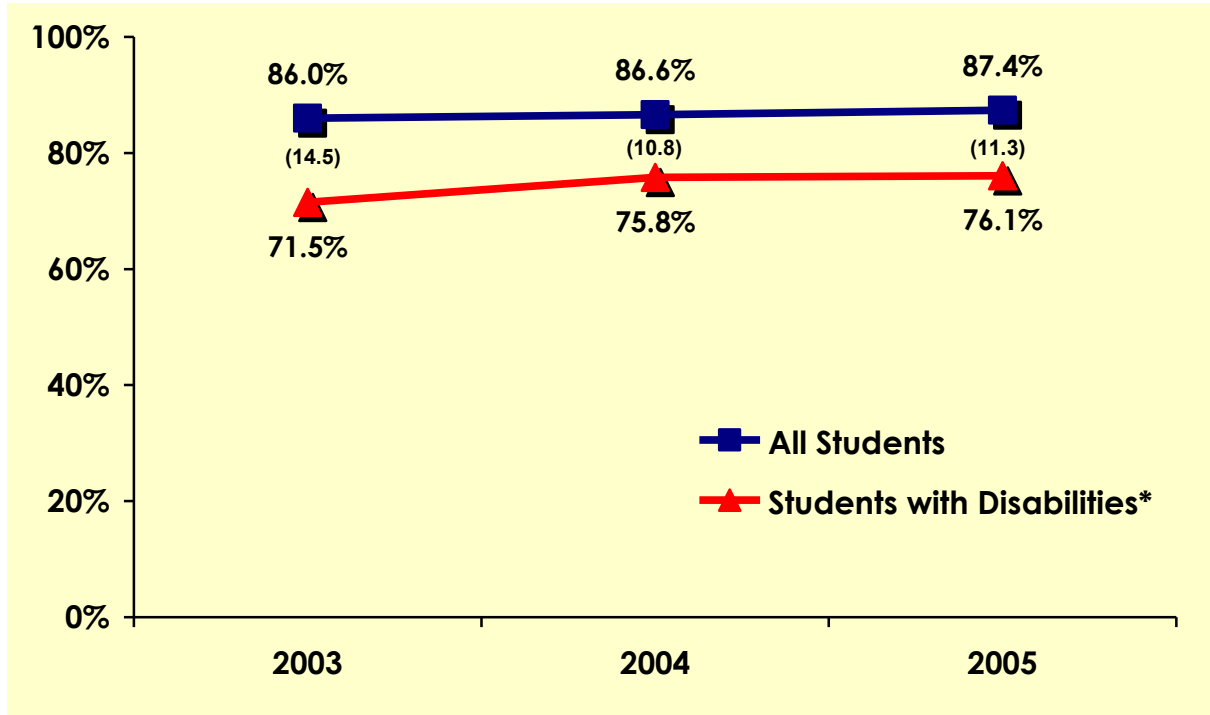
(20 U.S.C. 1416 (a)(3)(A))

**Measurement:** Percent = [(# of youth with IEPs graduating from high school with a regular diploma) divided by the (# of original freshmen with IEPs + Transfer in with IEPs – Transfer out or died with IEPs)] times 100.

**Overview of Issue/Description of System or Process:** Per the Illinois School Code, in addition to other course requirements, each pupil entering the 9<sup>th</sup> grade must successfully complete the following courses to graduate with a regular diploma: three years of language arts; two years of mathematics, one of which may be related to computer technology; one year of science; two years of social studies, of which at least one year must be history of the United States or a combination of history of the United States and American government; and one year chosen from (A) music, (B) art, (C) foreign language, which shall be deemed to include American Sign Language or (D) vocational education. This does not apply to students with disabilities whose course of study is determined by an IEP. Decisions regarding the issuance of a diploma for students with disabilities whose course of study is determined by an IEP are made at the Local Education Agency (LEA), or school district, level. Course requirements are the same for students with disabilities as they are for students without disabilities with the exception of those determined by the IEP team to be inappropriate.

Graduates include only students who were awarded regular diplomas. Students with GEDs and other, non-regular completion certificates are not included. The calculation used to determine graduation rate for all youth and youth with IEPs is a cohort rate. Graduation rate is calculated from School Report Card data files by using the following formula: graduates / original freshmen + transfer in - transfer out or died. This calculation is done for all youth, including youth with IEPs. These data are the same data that are used for reporting to the Department under Title I of the Elementary and Secondary Education Act (ESEA).

**Baseline Data for FFY 2004 (July 1, 2004-June 30, 2005):** Based on School Report Card data collected in May of 2005, the percent of youth with IEPs graduating from high school with a regular diploma is 76.1% as compared to 87.4% of all youth in the State graduating with a regular diploma. Trend data show that the percentage of youth graduating from high school with a regular diploma continues to rise for all youth as well as for youth with IEPs. Measurable and rigorous targets were set for FFY05 through FFY10 based on these data. The FFY08 through FFY10 measurable and rigorous targets for Indicator 2 were then updated to align with the revised federal measurement received by the State in March 2009. FFY11 and FFY12 measurable and rigorous targets were added as required in January 2011.



**Discussion of Baseline Data:** Although trend data show that the percent of youth graduating from high school with a regular diploma continues to rise for all youth as well as for youth with IEPs, the gap between these two groups increased from 2004 to 2005. 2004 data documented 86.6% of all youth graduating from high school with a regular diploma as compared to 75.8% for youth with IEPs. This resulted in a gap of 10.8% for 2004 while the gap for 2005 was 11.3%.

The FFY08 through FFY12 measurable and rigorous targets for Indicator 1 were changed to align with the revised federal measurement and Elementary and Secondary Education Act (ESEA) targets. To reflect this change, the target language was changed from reporting a gap in performance to reporting the actual graduation rate percentage for the cohort. In addition, there is a data lag of one year beginning in FFY08 as States were instructed to describe the results of the data for the year before the reporting year.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	The percent of youth with IEPs graduating with a regular diploma will be no more than 11 percentage points lower than the percent of all youth graduating with a regular diploma.
2006 (2006-2007)	The percent of youth with IEPs graduating with a regular diploma will be no more than 11 percentage points lower than the percent of all youth graduating with a regular diploma.
2007 (2007-2008)	The percent of youth with IEPs graduating with a regular diploma will be no more than 10.5 percentage points lower than the percent of all youth graduating with a regular diploma.
2008 (2007-2008)	The percent of youth with IEPs graduating with a regular diploma will be 75% or more.
2009 (2008-2009)	The percent of youth with IEPs graduating with a regular diploma will be 78% or more.

<b>2010 (2009-2010)</b>	The percent of youth with IEPs graduating with a regular diploma will be 80% or more.
<b>2011 (2010-2011)</b>	The percent of youth with IEPs graduating with a regular diploma will be 80% or more.
<b>2012 (2011-2012)</b>	The percent of youth with IEPs graduating with a regular diploma will be 80% or more.

**Improvement Activities/Timelines/Resources (through 2012):** Graduation rate improvement activities are related to several other indicators in the State Performance Plan (SPP) including Indicators 2, 3, 4, 5, 8, 13, 14 and 20.

<b>Improvement Category</b>	<b>Improvement Activity</b>	<b>Timeline(s)</b>	<b>Resources &amp; Person(s) Responsible</b>
A. Improving Data Collection and Reporting	Utilize data warehousing capabilities to compile, analyze and report data. <ul style="list-style-type: none"> <li>Collaborate across divisions to ensure agencywide use of Title I regulations with regard to the graduation rate definition and calculation</li> </ul>	Ongoing through 2012-2013	ISBE Special Education Division  Special Education Monitoring & Reporting System (SEMRS), Student Information System (SIS), IL Post-School Outcomes Survey
	LEAs utilize ISBE training and technical assistance on effective transition practices, and utilize ISBE evaluation tools, reports and systems to ensure reliable and accurate data through the Transition Planning Self-Assessment (TPSA).	Team trainings ongoing through 2012-2013	ISBE Special Education Division  Illinois Statewide Technical Assistance Center (ISTAC)*, National Secondary Transition Technical Assistance Center (NSTTAC)  SEMRS, SIS, ISTAC website, TPSA
C. Building Systems and Infrastructures to Deliver Support and Technical Assistance	Develop an infrastructure that allows for the scaling up of evidence-based programs by supporting ISTAC integration efforts including embedding implementation science strategies and protocols.	Beginning September 2008 and ongoing through 2012-2013	ISBE Agency Divisions  ISTAC
D. Providing Technical Assistance, Training and Professional Development	LEAs utilize statewide technical assistance projects to implement multi-tiered, schoolwide academic and behavior supports.	Ongoing through 2012-2013	ISBE Special Education and Innovation & Improvement Divisions  ISTAC, Social Emotional Learning (SEL) Project, Illinois RtI Network, Loyola University

			ISTAC website, online training modules
D. Providing Technical Assistance, Training and Professional Development  G. Improving Collaboration and Coordination	Provide technical assistance and training to enhance the capacity of general and special educators to implement research based practices that will increase student graduation rates through: <ul style="list-style-type: none"> <li>▪ High School Reform movement</li> <li>▪ “Check and Connect” as a secondary level of service</li> <li>▪ PBIS implementation in high schools</li> <li>▪ Partnerships with state agencies, higher education entities, ROEs, parents, community agencies, etc. to develop a sustainable system of support.</li> <li>▪ Integration efforts among initiatives (e.g., cross training, sharing resources, utilizing common guiding principles, developing shared evaluation tools and system).</li> </ul>	Ongoing through 2012-2013	ISBE Special Education Division  ISTAC, NSTTAC, Regional Offices of Education (ROEs), Department of Human Services (DHS), Illinois Interagency Coordinating Council (IICC), National Post-School Outcomes Center (NPSO), Loyola University
E. Clarifying, Examining and Developing Policies and Procedures  G. Improving Collaboration and Coordination	Collaborate with other agency divisions and various stakeholders to review and implement the Common Core Standards as adopted by ISBE.	Ongoing through 2012-2013	ISBE Agency Divisions  Illinois Board of Higher Education (IBHE), Illinois Community College Board (ICCB), Illinois Business Round Table (IBRT) and the Office of the Governor  Common Core Standards
H. Evaluating Improvement Processes and Outcomes	Determine whether SPP/APR improvement activities are being implemented as planned and are reaching the target audience.	Quarterly through 2012-2013	ISBE Special Education Division  North Central Regional Resource Center (NCRRC)

\*Illinois Statewide Technical Assistance Center (ISTAC):

- Illinois Positive Behavior Interventions and Support (PBIS) Network
- Children Have Opportunities in Inclusive Community and Educational Environments (CHOICES)
- Illinois Autism Training and Technical Assistance Project (IATTAP)
- Parent & Educator Partnership (PEP)
- Illinois Service Resource Center (ISRC)
- Project REACH
- ISTAC Transition

## Part B State Performance Plan (SPP) for 2005-2012

**Overview of the SPP Development:** Please refer to Overview of the SPP Development Section.

**Monitoring Priority: FAPE in the LRE**

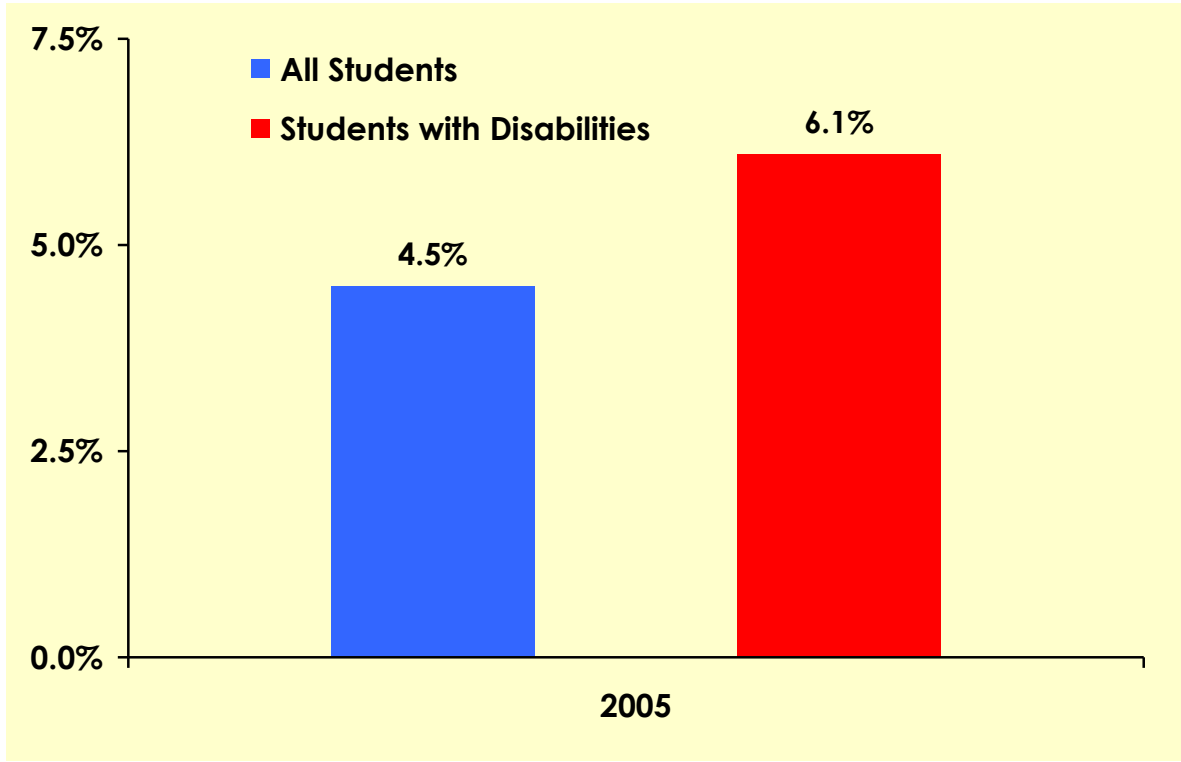
**Indicator 2:** Percent of youth with IEPs dropping out of high school.

(20 U.S.C. 1416(a)(3)(A))

**Measurement:** Percent = [(# of youth with IEPs dropping out of high school) divided by the (total high school enrollment of youth with IEPs)] times 100.

**Overview of Issue/Description of System or Process:** A dropout is defined as any child enrolled in grades 9 through 12 whose name has been removed from the LEA enrollment roster for any reason other than the student's death, extended illness, removal for medical non-compliance, expulsion, aging out, graduation or completion of a program of studies and who has not transferred to another public or private school and is not known to be home schooled by parents or guardians or continuing school in another country. The calculation used to determine the dropout rate for youth with IEPs is the total number of high school dropouts with IEPs for the subgroup as reported in the End of Year Report divided by the total high school enrollment of youth with IEPs as reported in the End of Year Report. The dropout definition is the same for youth with and without IEPs. These data are the same data that are used for reporting to the Department under Title I of the Elementary and Secondary Education Act (ESEA).

**Baseline Data for FFY 2004 (July 1, 2004-June 30, 2005):** Data for all youth dropping out of high school for 2005 was 4.5% (27,380/605,977). The 2004–2005 school year was the first year that dropout data for students with IEPs was collected on the End of Year Report. The End of Year Report did not separate students with and without IEPs between the 1990-91 and 2003-04 school years. Baseline data for youth with IEPs dropping out of high school for 2004-2005 was 6.1% (5,014/82,744). Measurable and rigorous targets were set for FFY05 through FFY10 based on these data. The FFY08 through FFY10 measurable and rigorous targets for Indicator 2 were then updated to align with the revised federal measurement received by the State in March 2009. FFY11 and FFY12 measurable and rigorous targets were added as required in January 2011.



**Discussion of Baseline Data:** Baseline data show a 1.6 percentage point gap between all youth dropping out of high school and youth with IEPs dropping out of high school. ISBE’s measurable and rigorous targets focus on decreasing the percentage gap between all youth and youth with IEPs dropping out of high school. ISBE originally had difficulty collecting dropout data in a timely manner for the SPP through the End of Year (EOY) Report. However, throughout the life of the SPP, EOY reporting has significantly improved. Beginning with FFY09, these data will be collected through the Student Information System (SIS).

The FFY08 through FFY12 measurable and rigorous targets for Indicator 2 were changed to align with the revised federal measurement and ESEA targets. To reflect this change, the target language was changed from reporting a gap in performance to reporting the actual dropout rate percentage. In addition, there is a data lag of one year beginning in FFY08 as States were instructed to describe the results of the data for the year before the reporting year.

FFY	Measurable and Rigorous Target
<b>2005</b> (2005-2006)	The percent of youth with IEPs dropping out of high school will be no more than 1.85 percentage points higher than the percent of all youth dropping out of high school.
<b>2006</b> (2006-2007)	The percent of youth with IEPs dropping out of high school will be no more than 1.4 percentage points higher than the percent of all youth dropping out of high school.
<b>2007</b> (2007-2008)	The percent of youth with IEPs dropping out of high school will be no more than 1.3 percentage points higher than the percent of all youth dropping out of high school.
<b>2008</b> (2007-2008)	The percent of youth with IEPs dropping out of high school will be no more than 5.5%.

<b>2009 (2008-2009)</b>	The percent of youth with IEPs dropping out of high school will be no more than 5.5%.
<b>2010 (2009-2010)</b>	The percent of youth with IEPs dropping out of high school will be no more than 5.0%.
<b>2011 (2010-2011)</b>	The percent of youth with IEPs dropping out of high school will be no more than 5.0%.
<b>2012 (2011-2012)</b>	The percent of youth with IEPs dropping out of high school will be no more than 5.0%.

**Improvement Activities/Timelines/Resources (through 2012):** Dropout improvement activities are related to several other indicators in the SPP including Indicators 1, 3, 4, 5, 8, 13, 14 and 20.

<b>Improvement Category</b>	<b>Improvement Activity</b>	<b>Timeline(s)</b>	<b>Resources &amp; Person(s) Responsible</b>
A. Improving Data Collection and Reporting	Utilize data warehousing capabilities to compile, analyze and report data. <ul style="list-style-type: none"> <li>Collaborate across divisions to ensure the consistent use of the dropout rate definition and calculation</li> </ul>	Ongoing through 2012-2013	ISBE Special Education Division  SEMRS, SIS, IL Post-School Outcomes Survey
	LEAs utilize ISBE training and technical assistance on effective transition practices, and utilize ISBE evaluation tools, reports and systems to ensure reliable and accurate data through the TPSA.	Team trainings ongoing through 2012-2013	ISBE Special Education Division  ISTAC, NSTTAC  SEMRS, SIS, ISTAC website, TPSA
	Ensure timely and accurate submission of dropout data through SIS by assisting the ISBE Data Analysis & Progress Reporting Division.	Ongoing through 2012-2013	ISBE Special Education Division  End of Year Report statewide conclusions
C. Building Systems and Infrastructures to Deliver Support and Technical Assistance	Develop an infrastructure that allows for the scaling up of evidence-based programs by supporting ISTAC integration efforts including embedding implementation science strategies and protocols.	Beginning September 2008 and ongoing through 2012-2013	ISBE Agency Divisions  ISTAC
D. Providing Technical Assistance, Training and Professional Development	LEAs utilize statewide technical assistance projects to implement multi-tiered, schoolwide academic and behavior supports. <ul style="list-style-type: none"> <li>LEAs will access the TPSA tool to plan for, engage in,</li> </ul>	Ongoing through 2012-2013	ISBE Special Education and Innovation & Improvement Divisions  ISTAC, SEL Project, <u>Illinois Rtl Network</u> , Loyola University

	and re-assess the implementation of a continuum of transition best practices (e.g., program structure, collaboration, student-focused planning, student development, and family involvement) and access ISBE technical assistance and training.		ISTAC website, online training modules
D. Providing Technical Assistance, Training and Professional Development  G. Improving Collaboration and Coordination	Provide technical assistance and training to enhance the capacity of general and special educators to implement research based practices that will decrease student dropout rates through: <ul style="list-style-type: none"> <li>▪ The High School Reform movement</li> <li>▪ "Check and Connect" as a secondary level of service</li> <li>▪ PBIS implementation in high schools</li> <li>▪ Partnerships with state agencies, higher education entities, ROEs, parents, community agencies, etc. to develop a sustainable system of support.</li> <li>▪ Integration efforts among initiatives (e.g., cross training, sharing resources, utilizing common guiding principles, developing shared evaluation tools and system).</li> </ul>	Ongoing through 2012-2013	ISBE Special Education Division  ISTAC, ROEs, DHS, IICC, Local Area Networks (LANs), Community Residential Services Authority (CRSA), NPSO, Loyola University  National Dropout Prevention Center (NDPC) and NSTTAC  Student Information Management for Educational Outcomes (SIMEO) and Virtual Information Management of Educational Outcomes (VIMEO)
E. Clarifying, Examining and Developing Policies and Procedures  G. Improving Collaboration and Coordination	Collaborate with other agency divisions and various stakeholders to review and implement the Common Core Standards as adopted by ISBE.	Ongoing through 2012-2013	ISBE Agency Divisions  IBHE, ICCB, IBRT and the Office of the Governor  Common Core Standards
H. Evaluating Improvement Processes and Outcomes	Determine whether SPP/APR improvement activities are being implemented as planned and are reaching the target audience.	Quarterly through 2012-2013	ISBE Special Education Division  NCRRC

## Part B State Performance Plan (SPP) for 2005-2012

**Overview of the SPP Development:** Please refer to Overview of the SPP Development Section.

### **Monitoring Priority: FAPE in the LRE**

**Indicator 3:** Participation and performance of children with IEPs on statewide assessments:

- A. Percent of the districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup.
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

(20 U.S.C. 1416(a)(3)(A))

#### **Measurement:**

- A. AYP percent = [(# of districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup) divided by the (total # of districts that have a disability subgroup that meets the State's minimum "n" size)] times 100.
- B. Participation rate percent = [(# of children with IEPs participating in the assessment) divided by the (total # of children with IEPs enrolled during the testing window, calculated separately for reading and math)].
- C. Proficiency rate percent = [(# of children with IEPs enrolled for a full academic year scoring at or above proficient) divided by the (total # of children with IEPs enrolled for a full academic year, calculated separately for reading and math)].

#### **Indicator 3A:**

##### **Overview of Issue/Description of System or Process: Assessment Files, Assessment Vendor, Student Answer Sheets, School Report Card Data Files**

Illinois tested students in grades 3, 5, 8 and 11 in school years 2002-2003 through 2004-2005. The following tests were used in Illinois to calculate AYP: the Illinois Standards Achievement Test (ISAT), the Prairie State Achievement Examination (PSAE), the Illinois Measure of Annual Growth in English (IMAGE) and the Illinois Alternate Assessment (IAA). However, beginning with FFY07, IMAGE was no longer administered. Illinois does not currently have an alternate assessment against grade level standards. The grade 2 assessment for Title I-funded schools serving grade 2 as their highest grade is the TerraNova. Illinois does not allow schools or parents to "exempt" children from State or district-wide assessments.

In 2002-2003, the following information was tracked for each LEA: (a) A list of the Title I funded schools in the LEA that are in School Improvement Status as defined by the federal No Child Left Behind Act of 2001, (b) Number of schools in this LEA, (c) Number of Title I schools, (d) Number of Title I schools in School Improvement Status, and (d) Percent of schools in School Improvement Status.

In 2003-2004, three conditions were required for making adequate yearly progress (AYP):

1. At least 95.0% tested for Reading and Mathematics for the All Group and Subgroups. If the current year's participation rates were less than 95%, the participation rate for AYP would be considered sufficient if the average of the current year and the preceding year was at least 95%, or if the average of the current year and the two preceding years was at least 95%. Only actual participation rates were

printed in the Report Card. If the participation rate printed was less than 95% but 'Met AYP' was 'Yes', it meant the 95% condition was met by averaging.

2. At least 40.0% Meeting/Exceeding Standards for Reading and Mathematics for the All Group, and at least 37.0% for all Subgroups to compensate for error in measurement for smaller subgroup sizes, or meet Safe Harbor requirements.\*
3. At least 89.0% Attendance Rate for elementary LEAs or at least 66.0% Graduation Rate for high school LEAs. Unit LEAs must meet both criteria.

\* Subgroups with fewer than 40 students were not reported. Safe harbor only applied to subgroups. In order for safe harbor to apply, a subgroup must have decreased by 10% the percentage of scores that did not meet state standards from the previous year plus must have met the other indicators (attendance rate for non-high school LEAs, graduation rate for high school LEAs, and attendance and graduation rates for unit LEAs) for the subgroup. Safe harbor allowed LEAs an alternate method to meet subgroup minimum targets on achievement.

In 2004-2005, four conditions were required for making adequate yearly progress (AYP):

1. At least 95.0% tested for Reading and Mathematics for the All Group and Subgroups. If the current year's participation rates are less than 95%, the participation rate for AYP will be considered sufficient if the average of the current year and the preceding year is at least 95%, or if the average of the current year and the two preceding years is at least 95%. Only actual participation rates are printed in the Report Card. If the participation rate printed is less than 95% but 'Met AYP' is 'Yes', it means the 95% condition was met by averaging.
2. At least 47.5% Meeting/Exceeding Standards for reading and mathematics for the All and each subgroup; for subgroups under the 47.5% Meeting/Exceeding requirement, a 95% confidence interval has been applied; or meet Safe Harbor requirements.\*\*
3. For those schools not making AYP because of the IEP subgroup only, 14% was added to the percent Meeting/Exceeding Standards for this subgroup to calculate AYP as provided by the new federal 2% flexibility.
4. At least 89.0% Attendance Rate for elementary LEAs or at least 67.0% Graduation Rate for high school LEAs. Unit LEAs must meet both criteria.

\*\* Subgroups with fewer than 45 students are not reported. Safe harbor only applies to subgroups of 45 or more. In order for safe harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high school LEAs, graduation rate for high school LEAs, and attendance and graduation rates for unit LEAs) for the subgroup. Safe harbor allows LEAs an alternate method to meet subgroup minimum targets on achievement.

**Baseline Data for FFY 2004 (July 1, 2004-June 30, 2005):**

<b>Number/Percent of LEAs Meeting Illinois' AYP Objectives for Progress for the Disability Subgroup (SWD)</b>			
<b>Year</b>	<b>Math</b>	<b>Reading</b>	<b>Overall (Math + Reading)</b>
<b>2004-2005 (424 LEAs with "N" Size of 45 for SWD)</b>	<b>277 of 424 65.3%</b>	<b>233 of 424 55.0%</b>	<b>214 of 424 50.5%</b>

**Discussion of Baseline Data:** Each year, the state calculates a school or LEA's AYP to determine if students are improving their performance based on the established annual targets. Illinois SPP targets are aligned with the No Child Left Behind (NCLB) targets found in the Illinois Accountability Workbook. The Illinois accountability plan was originally adopted in June 2003, revised in May 2004 and revised May-August 2005. Illinois received a formal letter on September 15, 2005 from the United States Department of Education, Office of Elementary and Secondary Education approving amendments to the plan.

Baseline data for Illinois documents that the percent of LEAs meeting the State's AYP objectives for progress for the IEP subgroup in Reading only, Math only, and the combined content areas is higher than the 2004-2005 NCLB target/SPP measurable and rigorous target (47.5%) for this indicator.

**Indicator 3B:**

**Overview of Issue/Description of System or Process:** Utilizing the following assessments, Illinois tested students in grades 3, 5, 8 and 11 in school years 2002-2003 through 2004-2005. Illinois regular academic assessments with or without accommodations include the Illinois Standards Achievement Test (ISAT), the Prairie State Achievement Examination (PSAE) and the Illinois Measure of Annual Growth in English (IMAGE). Illinois does not currently have an alternate assessment against grade level standards. The alternate assessment against alternate achievement standards is the Illinois Alternate Assessment (IAA).

Illinois does not allow schools or parents to "exempt" children from State or district-wide assessments. Data utilized for calculations includes assessment files, student answer sheets and School Report Card data files. Calculations include the total enrollment of students with IEPs in the tested grades during the testing period.

Illinois utilizes the School Report Card and the Annual State Report on Special Education Performance (the State Special Education Profile) as public reporting vehicles. The State Special Education Profile, profiles for specific LEAs and a guide may be accessed at: <http://webqa1.isbe.net/specedprofiles/Searchcriteria1.aspx>.

**Baseline Data for FFY 2004 (July 1, 2004-June 30, 2005):**

Participation information provided below requires the following clarifications:

- In 2002-2003 and 2003-2004, IEP teams were permitted to select different state assessments in reading and/or math for students with disabilities. For example, the IEP team may determine that the ISAT was the appropriate assessment for Math while choosing the IAA as appropriate for reading assessment. Therefore, the participation figures for those years contain some duplication which caused inflated percentages in 2002-2003 and may have caused inflated percentages in 2003-2004. In 2004-2005 and thereafter, IEP teams were directed to select only one (1) state assessment for testing in all content areas.
- 2002-2003, 2003-2004 and 2004-2005 "Regular Assessment" participation data reflects students with disabilities assessed with the ISAT, PSAE and IMAGE in grades 3, 5, 8 and 11.
- In 2004-2005, participation numbers were inaccurate due to duplicate records. The test contractors were unable to merge student records based on LEA identification numbers because not all LEAs used them. The numbers of absences were unknown, which also contributed to the discrepancies. The Student Information System (SIS) (anticipated date of full implementation: Fall, 2007) will have state issued identification numbers. Therefore, the contractors will merge records from the state identification numbers. The duplicate record issue will be virtually eliminated.

<b>Math Participation 2002-2003</b>						
<b>Number/Percent (#/%) of Students with Disabilities (SWD) by Grade Level</b>						
<b>Grade</b>	<b># of students in the grade assessed (a)</b>	<b>#/% of students assessed without accommodations (b)</b>	<b>#/% of students assessed with accommodations (c)</b>	<b>#/% of students assessed with alternate assessment against grade level standards (d)</b>	<b>#/% of students assessed with alternate assessment against alternate achievement standards (e)</b>	<b>Overall #/% (b+c+d+e) ÷ a</b>
<b>3</b>	21526	7519 (34.9%)	13780 (64.0%)	N/A	1331 (6.2%)	22630 (105%)
<b>5</b>	22576	16670 (73.8%)	5679 (25.2%)		1285 (5.7%)	23634 (105%)
<b>8</b>	22432	5349 (23.8%)	16838 (75.1%)		1256 (5.6%)	23443 (105%)
<b>11</b>	14771	4605 (31.2%)	7588 (51.4%)		1190 (8.1%)	13383 (90.6%)
<b>Total</b>	<b>81305</b>	<b>34143 (42.0%)</b>	<b>43885 (54.0%)</b>	<b>N/A</b>	<b>5062 (6.2%)</b>	<b>83090 (102.2%)</b>

<b>Children included in (a) above but not included in the other counts above.</b>			
<b>Grade</b>	<b>Parental Exemptions</b>	<b>Absent</b>	<b>Not Assessed for Other Reasons</b>
<b>3</b>	0	1796	315
<b>5</b>	0	844	467
<b>8</b>	0	995	663
<b>11</b>	0	2809	552
<b>Total</b>	<b>0</b>	<b>6444</b>	<b>1997</b>

<b>Math Participation 2003-2004</b>						
<b>Number/Percent (#/%) of Students with Disabilities (SWD) by Grade Level</b>						
<b>Grade</b>	<b># of students in the grade assessed (a)</b>	<b>#/% of students assessed without accommodations (b)</b>	<b>#/% of students assessed with accommodations (c)</b>	<b>#/% of students assessed with alternate assessment against grade level standards (d)</b>	<b>#/% of students assessed with alternate assessment against alternate achievement standards (e)</b>	<b>Overall #/% (b+c+d+e) ÷ a</b>
<b>3</b>	23330	7331 (31.4%)	14552 (62.4%)	N/A	1287 (5.5%)	23170 (99.3%)
<b>5</b>	24592	5036 (20.5%)	17989 (73.1%)		1361 (5.5%)	24386 (99.1%)
<b>6</b>	24953	4765 (19.1%)	18650 (74.7%)		1263 (5.1%)	24678 (98.9%)
<b>11</b>	15474	5047 (32.6%)	8277 (53.5%)		1199 (7.7%)	14523 (93.8%)
<b>Total</b>	<b>88349</b>	<b>22179 (25.1%)</b>	<b>59468 (67.3%)</b>	<b>N/A</b>	<b>5110 (5.8%)</b>	<b>86757 (98.2%)</b>

<b>Children included in (a) above but not included in the other counts above.</b>			
<b>Grade</b>	<b>Parental Exemptions</b>	<b>Absent</b>	<b>Not Assessed for Other Reasons</b>
<b>3</b>	0	160	330
<b>5</b>	0	206	287
<b>8</b>	0	275	527
<b>11</b>	0	867	1313
<b>Total</b>	<b>0</b>	<b>1508</b>	<b>2457</b>

<b>Math Participation 2004-2005</b>						
<b>Number/Percent (#/%) of Students with Disabilities (SWD) by Grade Level</b>						
<b>Grade</b>	<b># of students in the grade assessed (a)</b>	<b>#/% of students assessed without accommodations (b)</b>	<b>#/% of students assessed with accommodations (c)</b>	<b>#/% of students assessed with alternate assessment against grade level standards (d)</b>	<b>#/% of students assessed with alternate assessment against alternate achievement standards (e)</b>	<b>Overall #/% (b+c+d+e) ÷ a</b>
<b>3</b>	22688	8257 (36.4%)	12987 (57.2%)	N/A	1399 (6.2%)	22643 (99.8%)
<b>5</b>	24702	6007 (24.3%)	17320 (70.0%)		1380 (5.6%)	24707 (99.9%)
<b>6</b>	25143	5389 (21.4%)	18252 (72.6%)		1321 (5.3%)	24962 (99.3%)
<b>11</b>	16134	4779 (29.6%)	9662 (59.9%)		1288 (8.0%)	15729 (97.5%)
<b>Total</b>	<b>88667</b>	<b>24432 (27.6%)</b>	<b>58221 (65.7%)</b>	<b>N/A</b>	<b>5388 (6.1%)</b>	<b>88041 (99.4%)</b>

<b>Children included in (a) above but not included in the other counts above.</b>			
<b>Grade</b>	<b>Parental Exemptions</b>	<b>Absent</b>	<b>Not Assessed for Other Reasons</b>
<b>3</b>	0	0	265
<b>5</b>	0	0	250
<b>8</b>	0	0	388
<b>11</b>	0	0	969
<b>Total</b>	<b>0</b>	<b>0</b>	<b>1872</b>

<b>Reading Participation 2002-2003 Number/Percent (#/%) of Students with Disabilities (SWD) by Grade Level</b>						
<b>Grade</b>	<b># of students in the grade assessed (a)</b>	<b>#/% of students assessed without accommodations (b)</b>	<b>#/% of students assessed with accommodations (c)</b>	<b>#/% of students assessed with alternate assessment against grade level standards (d)</b>	<b>#/% of students assessed with alternate assessment against alternate achievement standards (e)</b>	<b>Overall #/% (b+c+d+e) ÷ a</b>
<b>3</b>	21526	7525 (35.0%)	13786 (64.0%)	N/A	1383 (6.4%)	22694 (105%)
<b>5</b>	22576	5683 (25.2%)	16670 (37.6%)		1325 (5.9%)	23678 (105%)
<b>8</b>	22432	5348 (23.8%)	16845 (75.1%)		1263 (5.6%)	23456 (105%)
<b>11</b>	14771	4604 (31.2%)	7588 (51.4%)		1190 (8.1%)	13382 (90.1%)
<b>Total</b>	<b>81305</b>	<b>23160 (28.5%)</b>	<b>54889 (67.5%)</b>	<b>N/A</b>	<b>5161 (6.3%)</b>	<b>83210 (102.3%)</b>

<b>Children included in (a) above but not included in the other counts above.</b>			
<b>Grade</b>	<b>Parental Exemptions</b>	<b>Absent</b>	<b>Not Assessed for Other Reasons</b>
<b>3</b>	0	1744	700
<b>5</b>	0	804	492
<b>8</b>	0	988	680
<b>11</b>	0	2809	475
<b>Total</b>	<b>0</b>	<b>6345</b>	<b>2347</b>

<b>Reading Participation 2003-2004 Number/Percent (#/%) of Students with Disabilities (SWD) by Grade Level</b>						
<b>Grade</b>	<b># of students in the grade assessed (a)</b>	<b>#/% of students assessed without accommodations (b)</b>	<b>#/% of students assessed with accommodations (c)</b>	<b>#/% of students assessed with alternate assessment against grade level standards (d)</b>	<b>#/% of students assessed with alternate assessment against alternate achievement standards (e)</b>	<b>Overall #/% (b+c+d+e) ÷ a</b>
<b>3</b>	23330	7388 (31.7%)	14450 (61.9%)	N/A	1318 (5.6%)	23156 (99.2%)
<b>5</b>	24592	5113 (20.8%)	17893 (72.8%)		1400 (5.7%)	24406 (99.3%)
<b>8</b>	24953	4867 (19.5%)	18547 (74.3%)		1273 (5.1%)	24687 (98.9%)
<b>11</b>	15474	5073 (32.8%)	8255 (53.3%)		1199 (7.7%)	14527 (93.8%)
<b>Total</b>	<b>88349</b>	<b>22441 (25.4%)</b>	<b>59145 (66.9%)</b>	<b>N/A</b>	<b>5190 (5.9%)</b>	<b>86776 (98.2%)</b>

<b>Children included in a above but not included in the other counts above.</b>			
<b>Grade</b>	<b>Parental Exemptions</b>	<b>Absent</b>	<b>Not Assessed for Other Reasons</b>
<b>3</b>	0	130	419
<b>5</b>	0	165	399
<b>8</b>	0	265	627
<b>11</b>	0	945	1347
<b>Total</b>	<b>0</b>	<b>1505</b>	<b>2792</b>

Reading Participation 2004-2005 Number/Percent (#/%) of Students with Disabilities (SWD) by Grade Level						
Grade	# of students in the grade assessed (a)	#/% of students assessed without accommodations (b)	#/% of students assessed with accommodations (c)	#/% of students assessed with alternate assessment against grade level standards (d)	#/% of students assessed with alternate assessment against alternate achievement standards (e)	Overall #/% (b+c+d+e) ÷ a
3	22688	8256 (36.4%)	12982 (57.2%)	N/A	1360 (6.0%)	22598 (99.6%)
5	24702	6009 (24.3%)	17316 (70.1%)		1407 (5.7%)	24732 (99.9%)
8	25143	5389 (21.4%)	18251 (72.6%)		1335 (5.3%)	24975 (99.3%)
11	16134	4780 (29.6%)	9662 (59.9%)		1288 (8.0%)	15730 (97.5%)
<b>Total</b>	<b>88667</b>	<b>24434 (27.6%)</b>	<b>58211 (65.7%)</b>		<b>N/A</b>	<b>5390 (6.1%)</b>

Children included in (a) above but not included in the other counts above.			
Grade	Parental Exemptions	Absent	Not Assessed for Other Reasons
3	0	0	348
5	0	0	349
8	0	0	472
11	0	0	1002
<b>Total</b>	<b>0</b>	<b>0</b>	<b>2171</b>

**Discussion of Baseline Data:** Based on School Report Card data files collected during the 2004-2005 school year, the participation rate for children with IEPs in a regular assessment with no accommodations, in a regular assessment with accommodations and in an alternate assessment against alternate achievement standards in reading is 99.4% and in mathematics is 99.4%. Considering the inflated participation percentages in 2002-2003, no accurate comparison can be made using that data. The percentage of students with disabilities participating in statewide assessments in reading has increased from 98.2% in 2003-2004 to 99.4% in 2004-2005 and in mathematics from 98.2% in 2003-2004 to 99.4% in 2004-2005. Students with disabilities continue to participate in all state sponsored assessments at a high rate and that rate of participation continues to increase. As previously noted, the numbers of absences in 2004-2005 are unknown. Therefore, no conclusions may be drawn on this matter. All data noted under "Not Assessed for Other Reasons" are invalid scores from both the regular and alternate state assessments. A student may receive no score, even though he/she took a test for a variety of reasons. The two main reasons are:

- That the student did not complete enough of the test to receive a score.
- There was a testing irregularity that resulted in the suppression of the student's results.

**Indicator 3C:**

**Overview of Issue/Description of System or Process:** During the 2002-2003, 2003-2004 and 2004-2005 school years Illinois tested grades 3, 5, 8 and 11. Regular assessments with or without accommodations include the Illinois Standards Achievement Test (ISAT), the Prairie State Achievement Examination (PSAE) and the Illinois Measure of Annual Growth in English (IMAGE) in grades 3, 5, 8 and 11. The alternate assessment against alternate achievement standards includes the Illinois Alternate Assessment (IAA). Illinois does not have an alternate assessment against grade level standards. Data used for calculations includes assessment files, student answer sheets and School Report Card data files.

Scores that are considered proficient or above include:

- Test scores at “Meets Standards” or “Exceeds Standards” on the ISAT in grades 3, 5, 8 and on the PSAE in grade 11, combined scores for reading and for mathematics.
- Test scores at “Expanding” or “Transitioning” on the IMAGE in grades 3, 5, 8 and 11, combined scores for reading.
- Test scores at “Meets Standards” or “Exceeds Standards” on the IMAGE in grades 3, 5, 8 and 11 for mathematics.
- Test scores at “Progressing” or “Attaining” on the IAA in grades 3, 5, 8 and 11, combined score for reading and for mathematics.

All test scores considered proficient or above for the ISAT, IMAGE and IAA are combined for reporting purposes for both reading and math.

**Baseline Data for FFY 2004 (July 1, 2004-June 30, 2005):** Participation numbers are inaccurate when duplicate records occur, especially when there are no scores. However, the following performance data are accurate because there are test scores and each student has one score in a subject area.

<b>Math Performance 2002-2003 Proficient or Above Number/Percent (#/%) of Students with Disabilities (SWD) by Grade Level</b>						
<b>Grade</b>	<b># of students in the grade assessed (a)</b>	<b>#/% of students assessed without accommodations (b)</b>	<b>#/% of students assessed with accommodations (c)</b>	<b>#/% of students assessed with alternate assessment against grade level standards (d)</b>	<b>#/% of students assessed with alternate assessment against alternate achievement standards (e)</b>	<b>Overall #/% (b+c+d+e) ÷ a</b>
<b>3</b>	21526	4792 22.3%	6351 29.5%	N/A	507 2.4%	11650 54.1%
<b>5</b>	22576	2589 11.5%	5138 22.8%		430 1.9%	8157 36.1%
<b>8</b>	22432	976 4.4%	1835 8.2%		337 1.5%	3148 14.1%
<b>11</b>	14771	488 3.3%	1000 6.8%		323 2.2%	1811 1.2%
<b>Total</b>	<b>81305</b>	<b>8845 10.9%</b>	<b>14324 17.6%</b>		<b>N/A</b>	<b>1597 2.0%</b>

Children included in (a) above but not included in the other counts above.			
Grade	Parental Exemptions	Absent	Not Assessed for Other Reasons
3	0	1796	315
5	0	844	467
8	0	995	663
11	0	2809	552
<b>Total</b>	<b>0</b>	<b>6444</b>	<b>1997</b>

Math Performance 2003-2004 Proficient or Above Number/Percent (#/%) of Students with Disabilities (SWD) by Grade Level						
Grade	# of students in the grade assessed (a)	#/ % of students assessed without accommodations (b)	#/ % of students assessed with accommodations (c)	#/ % of students assessed with alternate assessment against grade level standards (d)	#/ % of students assessed with alternate assessment against alternate achievement standards (e)	Overall #/ % (b+c+d+e) ÷ a
3	23330	5426	7031	N/A	575	13032
		23.3%	30.1%		55.9%	
5	24592	2673	5956		605	9234
		10.9%	24.2%		2.5%	37.5%
8	24953	822	2327		525	3674
		3.3%	9.3%	2.1%	14.7%	
11	15474	476	982	537	2082	
		3.1%	6.3%	3.5%	13.5%	
<b>Total</b>	<b>88349</b>	<b>9397</b>	<b>16296</b>	<b>N/A</b>	<b>2242</b>	<b>28022</b>
		<b>10.6%</b>	<b>18.4%</b>		<b>2.5%</b>	<b>31.7%</b>

Children included in (a) above but not included in the other counts above.			
Grade	Parental Exemptions	Absent	Not Assessed for Other Reasons
3	0	160	330
5	0	206	287
8	0	275	527
11	0	867	1313
<b>Total</b>	<b>0</b>	<b>1508</b>	<b>2457</b>

Math Performance 2004-2005 Proficient or Above Number/Percent (#/%) of Students with Disabilities (SWD) by Grade Level							
Grade	# of students in the grade assessed (a)	#/% of students proficient or above assessed without accommodations (b)	#/% of students proficient or above assessed with accommodations (c)	#/% of students proficient or above assessed with alternate assessment against grade level standards (d)	#/% of students proficient or above assessed with alternate assessment against alternate achievement standards (e)	Overall #/% (b+c+d+e) ÷ a	
3	22688	5672	6564	N/A	790	13026	
		25.0%	28.9%			3.5%	57.4%
5	24702	2965	6409			818	10192
		12.0%	25.9%			3.3%	41.3%
8	25143	902	2598			739	4239
		3.6%	10.3%			3.0%	16.9%
11	16134	481	1196		528	2205	
		3.0%	7.4%		3.3%	13.7%	
<b>Total</b>	<b>88667</b>	<b>11216</b>	<b>16767</b>	<b>N/A</b>	<b>2875</b>	<b>29662</b>	
		<b>12.6%</b>	<b>18.9%</b>		<b>3.2%</b>	<b>34.4%</b>	

Children included in (a) above but not included in the other counts above.			
Grade	Parental Exemptions	Absent	Not Assessed for Other Reasons
3	0	0	265
5	0	0	250
8	0	0	388
11	0	0	969
<b>Total</b>	<b>0</b>	<b>0</b>	<b>1872</b>

Reading Performance 2002-2003 Proficient or Above Number/Percent (#/%) of Students with Disabilities (SWD) by Grade Level							
Grade	# of students in the grade assessed (a)	#/% of students proficient or above assessed without accommodations (b)	#/% of students proficient or above assessed with accommodations (c)	#/% of students proficient or above assessed with alternate assessment against grade level standards (d)	#/% of students proficient or above assessed with alternate assessment against alternate achievement standards (e)	Overall #/% (b+c+d+e) ÷ a	
<b>3</b>	21526	3631 16.9%	2849 13.2%	N/A	628 2.9%	7108 33.0%	
<b>5</b>	22576	2148 9.5%	3368 14.9%		539 2.4%	6055 26.8%	
<b>8</b>	22432	1405 6.3%	2774 12.4%		429 1.9%	4608 20.5%	
<b>11</b>	14771	610 4.1%	1167 7.9%		401 2.74%	2178 14.7%	
<b>Total</b>	<b>81305</b>	<b>7794</b> <b>9.6%</b>	<b>10158</b> <b>12.5%</b>		<b>N/A</b>	<b>1997</b> <b>2.5%</b>	<b>19949</b> <b>24.5%</b>

Children included in (a) above but not included in the other counts above.			
Grade	Parental Exemptions	Absent	Not Assessed for Other Reasons
<b>3</b>	0	1744	700
<b>5</b>	0	804	492
<b>8</b>	0	988	680
<b>11</b>	0	2809	475
<b>Total</b>	<b>0</b>	<b>6345</b>	<b>2347</b>

Reading Performance 2003-2004 Proficient or Above Number/Percent (#/%) of Students with Disabilities (SWD) by Grade Level						
Grade	# of students in the grade assessed (a)	#/% of students proficient or above assessed without accommodations (b)	#/% of students proficient or above assessed with accommodations (c)	#/% of students proficient or above assessed with alternate assessment against grade level standards (d)	#/% of students proficient or above assessed with alternate assessment against alternate achievement standards (e)	Overall #/% (b+c+d+e) ÷ a
<b>3</b>	23330	4146 17.8%	3207 13.7%	N/A	729 3.1%	8082 34.6%
<b>5</b>	24592	2123 8.6%	3379 13.7%		759 3.1%	6261 25.5%
<b>8</b>	24953	1333 5.3%	4184 16.8%		611 2.5%	6128 24.6%
<b>11</b>	15474	618 4.0%	1302 8.4%		663 4.3%	2583 16.7%
<b>Total</b>	<b>88349</b>	<b>8220</b> <b>9.3%</b>	<b>12072</b> <b>13.7%</b>		<b>N/A</b>	<b>2762</b> <b>3.1%</b>

Children included in (a) above but not included in the other counts above			
Grade	Parental Exemptions	Absent	Not Assessed for Other Reasons
<b>3</b>	0	130	419
<b>5</b>	0	165	399
<b>8</b>	0	265	627
<b>11</b>	0	945	1347
<b>Total</b>	<b>0</b>	<b>1505</b>	<b>2792</b>

Reading Performance 2004-2005 Proficient or Above Number/Percent (#/%) of Students with Disabilities (SWD) by Grade Level							
Grade	# of students in the grade assessed (a)	#/% of students proficient or above assessed without accommodations (b)	#/% of students proficient or above assessed with accommodations (c)	#/% of students proficient or above assessed with alternate assessment against grade level standards (d)	#/% of students proficient or above assessed with alternate assessment against alternate achievement standards (e)	Overall #/% (b+c+d+e) ÷ a	
3	22688	4522 19.9%	3428 15.1%	N/A	870 3.8%	8820 38.9%	
5	24702	2341 9.5%	3894 15.8%		879 3.6%	7114 28.8%	
8	25143	1798 7.2%	5358 21.3%		815 3.3%	7971 31.7%	
11	16134	671 4.2%	1474 9.1%		632 3.9%	2777 17.2%	
<b>Total</b>	<b>88667</b>	<b>9332</b> <b>10.5%</b>	<b>14154</b> <b>16.0%</b>		<b>N/A</b>	<b>3196</b> <b>3.6%</b>	<b>26682</b> <b>30.1%</b>

Children included in (a) above but not included in the other counts above.			
Grade	Parental Exemptions	Absent	Not Assessed for Other Reasons
3	0	0	348
5	0	0	349
8	0	0	472
11	0	0	1002
<b>Total</b>	<b>0</b>	<b>0</b>	<b>2171</b>

**Discussion of Baseline Data:** In 2002-2003, the proficiency rate for children with IEPs against grade level standards and alternate achievement standards in reading was 24.5% and in mathematics was 30.5%. In 2003-2004, the proficiency rate was 26.1% in reading and 31.7% in math. Based on School Report Card data files collected during the 2004-2005 school year, the proficiency rate for children with IEPs against grade level standards and alternate achievement standards in reading was 30.1% and in mathematics was 34.4%. Therefore, the proficiency rate for children with IEPs against grade level standards and alternate achievement standards in reading and in mathematics has continued to increase through the baseline year.

As previously noted, the numbers of absences in 2004-2005 are unknown. Therefore, no conclusions may be drawn on this matter. All data noted under “Not Assessed for Other Reasons” are invalid scores from both the regular and alternate state assessments. A student may receive no score, even though he/she took a test for a variety of reasons. The two main reasons are:

- That the student did not complete enough of the test to receive a score.
- There was a testing irregularity that resulted in the suppression of the student’s results.

FFY	Indicator 3: Measurable and Rigorous Targets
<b>2005</b> <b>(2005-2006)</b>	3A. 47.5% 3B. 95% 3C. 32% Reading, 35% Math
<b>2006</b> <b>(2006-2007)</b>	3A. 55.0% 3B. 95% 3C. 34% Reading, 36% Math
<b>2007</b> <b>(2007-2008)</b>	3A. 62.5% 3B. 95% 3C. 36% Reading, 37% Math
<b>2008</b> <b>(2008-2009)</b>	3A. 70.0% 3B. 95% Reading, 95% Math 3C. 38% Reading, 38% Math
<b>2009</b> <b>(2009-2010)</b>	3A. 77.5% 3B. 95% Reading, 95% Math 3C. 40% Reading, 39% Math
<b>2010</b> <b>(2010-2011)</b>	3A. 85.0% 3B. 95% Reading, 95% Math 3C. 42% Reading, 40% Math
<b>2011</b> <b>(2011-2012)</b>	3A. 85.0% 3B. 95% Reading, 95% Math 3C. 42% Reading, 40% Math
<b>2012</b> <b>(2012-2013)</b>	3A. 85.0% 3B. 95% Reading, 95% Math 3C. 42% Reading, 40% Math

**Improvement Activities/Timelines/Resources (through 2012):** Statewide assessment improvement activities are related to several other indicators in the SPP including Indicators 1, 2, 4, 5, 8, 9, 10 and 20.

Improvement Category	Improvement Activity	Timeline(s)	Resources & Person(s) Responsible
A. Improving Data Collection and Reporting	Enhance and integrate the statewide evaluation systems that allow for data-based decision making across training and technical assistance initiatives, and within ISBE, through the sharing of evidence-based practices, evaluation tools and reports.	Beginning September 2008 and ongoing through 2012-2013	ISBE Special Education Division  ISTAC  SEMRS, SIS, SIMEO, VIMEO, Special Education Data System (SEDS)
	Utilize data warehousing capabilities to compile, analyze and report data.	Ongoing through 2012-2013	ISBE Special Education Division  SEMRS, SIS, SEDS, Special Education Approval and Reimbursement System (SEARS)
C. Building Systems and Infrastructures to Deliver Support and Technical Assistance	Develop an infrastructure that allows for the scaling up of evidence-based programs by supporting ISTAC integration efforts including embedding implementation science strategies and protocols.	Beginning September 2008 and ongoing through 2012-2013	ISBE Agency Divisions  ISTAC
D. Providing Technical Assistance, Training and Professional Development	LEAs utilize statewide technical assistance projects to implement multi-tiered, schoolwide academic and behavior supports.	Ongoing through 2012-2013	ISBE Special Education and Innovation & Improvement Divisions  ISTAC, SEL Project, <u>Illinois RtI Network</u>  ISTAC website, online training modules
D. Providing Technical Assistance, Training and Professional Development  G. Improving Collaboration and Coordination	Provide technical assistance and training to enhance the capacity of general and special educators to implement research based practices that will increase student access to the general education curriculum at grade level (e.g., differentiated instruction, universal design, multiple intelligences, cooperative group work, co-teaching, early intervening services) through: <ul style="list-style-type: none"> <li>▪ Partnerships with state agencies, higher education entities, <u>Illinois RtI Network</u>, ROEs, parents, community</li> </ul>	Ongoing through 2012-2013	ISBE Special Education Division  ISTAC, ROEs, Illinois Children’s Mental Health Partnership (ICMHP), Department of Mental Health (DMH), DHS  Online training modules

	<p>agencies, etc. to develop a sustainable system of support.</p> <ul style="list-style-type: none"> <li>▪ Integration efforts among initiatives (e.g., cross training, sharing resources, utilizing common guiding principles**, developing shared evaluation tools and system).</li> </ul>		
H. Evaluating Improvement Processes and Outcomes	Determine whether SPP/APR improvement activities are being implemented as planned and are reaching the target audience.	Quarterly through 2012-2013	ISBE Special Education Division  NCRRC

## Part B State Performance Plan (SPP) for 2005-2012

**Overview of the SPP Development:** Please refer to Overview of the SPP Development Section.

### **Monitoring Priority: FAPE in the LRE**

**Indicator 4:** Rates of suspension and expulsion:

A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and

B. Percent of districts that have: (a) 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 (b) 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.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

#### **Measurement:**

A. Percent = [(# of districts that have a significant discrepancy in the rates of suspensions and expulsions for greater than 10 days in a school year of children with IEPs) divided by the (# of districts in the State)] times 100.

B. Percent = [(# of districts that have (a) 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 (b) 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) divided by the (# of districts in the State)] times 100.

The Illinois definition of "significant discrepancy" is a suspension/expulsion rate greater than the State Suspension/Expulsion Rate plus one standard deviation for three consecutive years.

**Overview of Issue/Description of System or Process for Indicators 4A and 4B:** The Student Information System (SIS) is the mechanism utilized by the ISBE Data Analysis and Progress Reporting Division to collect school-level data regarding suspension and expulsion for all students. The SIS includes Table 5 from the Part B state-reported data required by the U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs. Table 5 is entitled, "Report of Children with Disabilities Unilaterally Removed or Suspended/Expelled for More than 10 Days." It is required to be utilized for this indicator. ISBE's examination of the data includes a comparison among LEAs within the state.

For the Indicator 4A baseline year (July 1, 2004 – June 30, 2005) only, ISBE utilized three criteria to determine possible significant discrepancies in the rates of suspensions and expulsions of children with disabilities greater than 10 days in a school year among LEAs: 1) a LEA had at least 90 students with IEPs and 2) the percent of those students with IEPs suspended or expelled for more than 10 days in a school year was greater than the most recently available national data OR 3) the percent of those students with IEPs suspended or expelled for more than 10 days in a school year was greater than 5%. However, based on a review of best practices from other states, ISBE has modified its criteria beginning with the July 1, 2005 – June 30, 2006 timeframe with the intent of making it more comparable to other states' criteria. In that vein, the modified criteria include comparisons within the state versus comparisons

against national data. Baseline data is provided below utilizing both the original criteria with the national comparison and the revised criteria based upon state criteria.

Beginning with the July 1, 2005 – June 30, 2006 timeframe, significant discrepancy for Indicator 4A and 4B will be determined as follows:

1. A Suspension/Expulsion Rate is calculated for each LEA as follows:  
 $((\# \text{ of students with IEPs suspended or expelled for more than 10 days}) / (\# \text{ of students with IEPs})) * 100$
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 LEA is determined to have a significant discrepancy if:
  - a. its Suspension/Expulsion Rate is greater than the State Suspension/Expulsion Rate + one standard deviation for three consecutive years, **AND**
  - b. the LEA had at least five students suspended or expelled more than 10 days.

In October 2008, ISBE worked collaboratively with its primary stakeholder group, ISAC, to add language to the definition of “significant discrepancy” to include the phrase, “for three consecutive years.” The purpose of this expansion was to better align the definition with the current improvement activities for Indicator 4. Therefore, a significant discrepancy for Indicator 4 is now based on three consecutive years.

**Baseline Data for Indicator 4A for FFY 2004 (July 1, 2004 – June 30, 2005):** Based on the End of Year Report data collected during the 2004-2005 school year, the percent of LEAs identified by ISBE as having a significant discrepancy in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year is 7.17%. ISBE data documents a total of 879 Illinois public LEAs during the 2004-2005 school year. A total of 63 LEAs out of 879 met the criteria for possible significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year for 2004-2005. 2002-2003 data, updated as of July 31, 2004, from the OSEP website, Table AE-2 Percentage of Children (Based on Child Count) with Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses, Removal Based on a Hearing Officer Determination Regarding Likely Injury, or Suspension/Expulsion, by Disability, shows a national average of 1.13% for the percent of students with IEPs suspended or expelled for more than 10 days in a school year.

Utilizing the new significant discrepancy criteria, the percent of LEAs identified by ISBE as having a significant discrepancy in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year is 3.87%. A total of 34 LEAs out of 879 met the criteria for possible significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year for 2004-2005.

**Discussion of Baseline Data for Indicator 4A:** 2004-2005 data show the percent of LEAs identified by ISBE as having a significant discrepancy in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year is 7.11%. Therefore, 7.11% of the LEAs were above the national average. Sixty-one LEAs met the first and second criteria. Two LEAs met the third and fourth criteria. LEA percentages above the national data percentage ranged from a high of 7.89% to a low of 1.14%. ISBE notified these LEAs of the discrepancies in their data in April 2006 and LEAs provided reviews and analyses of their data to ISBE in May 2006.

When utilizing the new significant discrepancy criteria against the 2004-2005 data, the data showed 1,865 students suspended or expelled greater than 10 days out of 321,586 students with IEPs in the State, for a State Rate of 0.58%. The standard deviation from the State Rate was 1.56. Consequently, LEAs were identified that had a rate greater than the State Rate + one standard deviation or 2.14% (0.58 + 1.56).

Thirty-four of the original 61 LEAs had at least 5 students suspended or expelled greater than 10 days and a suspension/expulsion rate greater than 2.14%. Therefore, utilizing the new criteria, 3.87% of the LEAs had a significant discrepancy. Five LEAs documented rates between 7.00% – 8.00%, one LEA documented a rate between 6.00% – 7.00%, five LEAs documented rates between 5.00% – 6.00%, five LEAs documented rates between 4.00% - 5.00%, seven LEAs documented rates between 3.00% - 4.00%, and eleven LEAs documented rates between 2.14% - 3.00%.

**2004-2005 School Year**

Number of LEAs Meeting 4A Criteria	S/E Rates 7–8%	S/E Rates 6–7%	S/E Rates 5–6%	S/E Rates 4–5%	S/E Rates 3–4%	S/E Rates 2.14–3%
34 (3.87%)	5	1	5	5	7	11

**Baseline Data for Indicator 4B for FFY 2009 (using 2008-2009 data)**

ISBE examined the rates of suspensions and expulsions greater than 10 days in a school year of children with IEPs for all 867 LEAs in the 2008-09 school year. Of the 867 LEAs, 770 LEAs reported 0 suspensions and expulsions greater than 10 days in a school year of children with IEPs for the past three consecutive school years (2006-07, 2007-08 & 2008-09). Of the remaining 97 LEAs which reported at least 1 child with an IEP with suspensions or expulsions greater than 10 days in a school year, 71 did not meet the minimum “n” size requirement of at least 5 students with IEPs in a particular race/ethnicity suspended or expelled more than 10 days in a school year for the past three consecutive years. Baseline data for 4B indicate that 2.31% (20 / 867) LEAs have significant discrepancies by race or ethnicity. Six of the 867 LEAs (0.69%) LEAs have significant discrepancies by race or ethnicity, as well as policies, procedures and practices that contribute to the significant discrepancy that do not comply with the requirements related to the development and implementation of IEPs, the use of positive behavioral interventions and supports and procedural safeguards.

**4B(a). LEAs with Significant Discrepancy, by Race/Ethnicity, in Rates of Suspension/Expulsion:**

Year	Total Number of LEAs	Number of LEAs that have Significant Discrepancies by Race or Ethnicity	Percent
FFY 2009 (using 2008-2009 data)	867	20	2.31%

**4B(b). LEAs with Significant Discrepancy, by Race/Ethnicity, in Rates of Suspensions/Expulsions; 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.**

Year	Total Number of LEAs	Number of LEAs that have Significant Discrepancies, by Race or Ethnicity, 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.	Percent
FFY 2009 (using 2008-2009 data)	867	6	0.69%

### Discussion of Baseline Data:

Baseline data indicate that 0.69% (6 / 867) LEAs have a significant discrepancy, by race or ethnicity, and policies, procedures and practices that contribute to the significant discrepancy that do not comply with the requirements related to the development and implementation of IEPs, the use of positive behavioral interventions and supports and procedural safeguards. Illinois was substantially compliant, but did not meet the measurable and rigorous target of 0% for this indicator.

There is a data lag of one year beginning in FFY08 and continuing through FFY12 as States were instructed to describe the results of the data for the year before the reporting year.

FFY	Measurable and Rigorous Target
<b>2005</b> <b>(2005-2006)</b>	4A 5% 4B N/A
<b>2006</b> <b>(2006-2007)</b>	4A 5% 4B N/A
<b>2007</b> <b>(2007-2008)</b>	4A 5% 4B N/A
<b>2008</b> <b>(2008-2009)</b>	4A 5% 4B N/A
<b>2009</b> <b>(2008-2009)</b>	4A 5% 4B 0% (Baseline year)
<b>2010</b> <b>(2009-2010)</b>	4A 5% 4B 0%
<b>2011</b> <b>(2010-2011)</b>	4A 5% 4B 0%
<b>2012</b> <b>(2011-2012)</b>	4A 5% 4B 0%

### Review of Policies, Procedures, and Practices

For FFY09, 20 LEAs met the suspension/expulsion criteria for significant discrepancy by racial or ethnic category. Because of the similarities in the process used for identification of Indicator 4A and Indicator 4B, some overlap exists. Eighteen out of the 20 LEAs identified for 4B were also identified for 4A. Two out of 20 LEAs were identified for only 4B. All LEAs were required to complete a self-assessment that included a review of policies, procedures and practices related to suspensions and expulsions. A function of this review required LEAs to address the collection of data, the development and implementation of IEPs, the use of positive behavioral interventions and supports and procedural safeguards to ensure that such policies, procedures and practices comply with applicable requirements. Each LEA had to develop an action plan to reduce the rates of suspension/expulsions of children with disabilities for more than ten days in a school year. Action plans included methods for improving data collection to track patterns of student behavior; additional training and professional development for teachers and administrators; and implementation of research-based prevention programs, such as PBIS and RtI.

After the State reviewed the completed LEA self-assessments, it was determined that 6 of the 20 LEAs did not meet the requirements of 34 CFR 300.170(b) for FFY09. These 6 LEAs were notified that this constituted a finding of noncompliance, requiring timely correction within one year from the date of the finding. These LEAs were required by the State to review and revise policies, procedures and practices in one or more of the following areas: the development and implementation of IEPs, the use of positive behavioral interventions and supports or procedural safeguards. The revisions of policies, practices and procedures were to be added to the District Improvement Plan (DIP) and approved by ISBE. LEAs were also required to report such revisions to the public. ISBE implemented a verification process to ensure that DIPs were implemented, noncompliance was corrected and LEAs were now correctly implementing the specific regulatory requirement. The LEAs have until August 2011 to correct their noncompliance.

**Improvement Activities/Timelines/Resources (through 2012):** Suspension and expulsion rate improvement activities are related to several other indicators in the SPP including Indicators 1, 2, 3, 5, 8, 9, 10, 15 and 20.

Improvement Category	Improvement Activity	Timeline(s)	Resources & Person(s) Responsible
A. Improving Data Collection and Reporting	Utilize data warehousing capabilities to compile, analyze and report data. <ul style="list-style-type: none"> <li>▪ Conduct data analysis to identify LEAs with significant discrepancies in suspension/expulsion rates.</li> </ul>	Ongoing through 2012-2013	ISBE Special Education Division  SEMRS, SIS
	Notify LEAs of response requirements (self-assessment) and review such responses in accordance with established criteria.	Completed annually and ongoing through 2012-2013	ISBE Special Education Division  Self-assessment tool
	LEAs utilize ISBE training and technical assistance on effective positive behavior interventions and supports, and utilize ISBE evaluation tools, reports and systems to ensure reliable and accurate data through: <ul style="list-style-type: none"> <li>▪ Individual student data collection via SIMEO</li> <li>▪ PBIS team trainings</li> </ul>	Team trainings ongoing through 2012-2013	ISBE Special Education Division  ISTAC, LANs, CRSA, DHS, ICMHP, School Mental Health  SEMRS, SIS, ISTAC website, SIMEO, Behavior Intervention Guidelines
	Complete a data verification process for unit and high LEAs with the highest enrollments of students with IEPs that report zero suspensions/expulsions.	Completed annually and ongoing through 2012-2013	ISBE Special Education Division  SIS
	Complete a data verification process for all LEAs that report the expulsion of students with IEPs without the provision of special education and related services.	Completed annually and ongoing through 2012-2013	ISBE Special Education Division  SIS
	Annually review the self-assessment tool to ensure alignment with State and Federal regulations.	Beginning January 2009 and ongoing through 2012-2013	ISBE Special Education Division  PBIS Network

	Improve the consistency of data collection by disseminating information and providing technical assistance on timely and accurate data entry.	Ongoing through 2012-2013	ISBE Special Education Division  SIS
C. Building Systems and Infrastructures to Deliver Support and Technical Assistance	Develop an infrastructure that allows for the scaling up of evidence-based programs by supporting ISTAC integration efforts including embedding implementation science strategies and protocols.	Beginning September 2008 and ongoing through 2012-2013	ISBE Agency Divisions  ISTAC
D. Providing Technical Assistance, Training and Professional Development	LEAs will utilize statewide technical assistance projects to implement multi-tiered, schoolwide academic and behavior supports.	Ongoing through 2012-2013	ISBE Special Education and Innovation & Improvement Divisions  ISTAC, SEL Project, <u>Illinois Rtl Network</u>  ISTAC website, online training modules, ISBE Parent's Guide
D. Providing Technical Assistance, Training and Professional Development	Assist LEAs with improvement plans that address corrective actions for issues of noncompliance.	Ongoing through 2012-2013	ISBE Special Education Division
E. Clarifying, Examining and Developing Policies and Procedures	Require LEAs with significant discrepancies that meet established criteria to add activities to their District Improvement Plan (DIP) to review/ revise policies, practices and procedures related to suspension/ expulsion.	Annually through 2012-2013	Online DIP Template
	Require the submission of a status report on the steps taken to address suspension/expulsion since completing the self assessment for LEAs that complete a self assessment and are found not to meet criteria, but that are identified as significantly discrepant again the following year.	Annually through 2012-2013	Status Report Template
H. Evaluating Improvement Processes and Outcomes	Determine whether SPP/APR improvement activities are being implemented as planned and are reaching the target audience.	Quarterly through 2012-2013	ISBE Special Education Division  NCRRC

## Part B State Performance Plan (SPP) for 2005-2012

**Overview of the SPP Development:** Please refer to Overview of the SPP Development Section.

### **Monitoring Priority: FAPE in the LRE**

**Indicator 5:** Percent of children with IEPs aged 6 through 21 served:

- A. Inside the regular class 80% or more of the day;
- B. Inside the regular class less than 40% of the day; and
- C. In separate schools, residential facilities, or homebound/hospital placements.

(20 U.S.C. 1416(a)(3)(A))

#### **Measurement:**

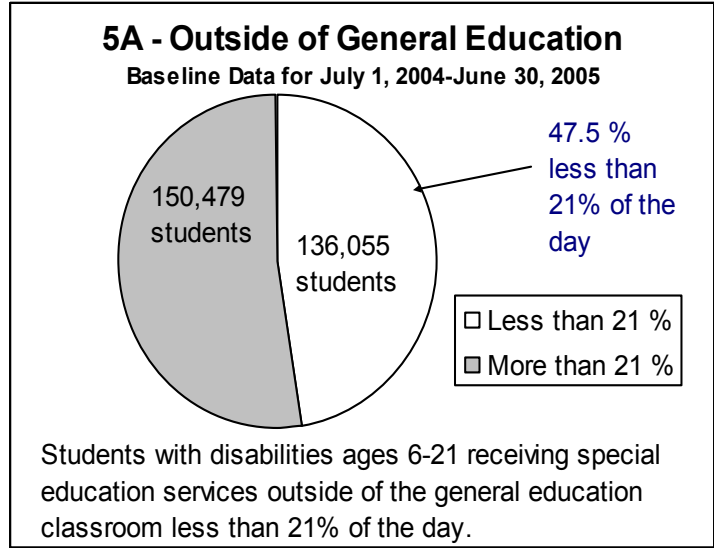
- A. Percent = [(# of children with IEPs served inside the regular class 80% or more of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- B. Percent = [(# of children with IEPs served inside the regular class less than 40% of the day) divided by the (total # students aged 6 through 21 with IEPs)] times 100.

Percent = [(# of children with IEPs served in separate schools, residential facilities, or homebound/hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

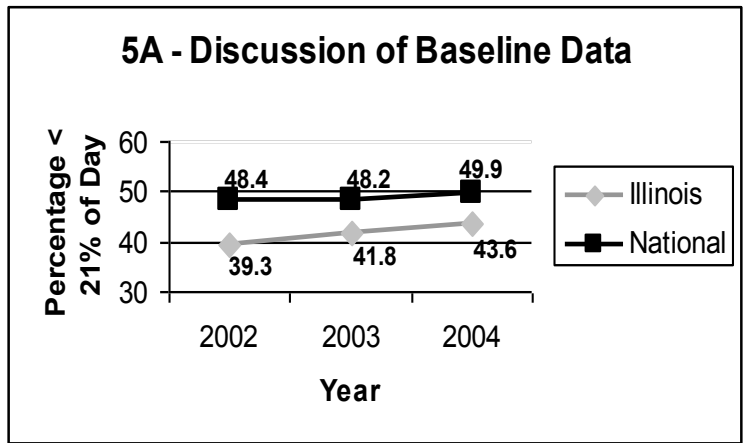
**Overview of Issue/Description of System or Process:** These data are collected in the Funding and Child Tracking System (FACTS). The calculations include:

- ◆ the sum of students in educational environment code 01 (inside the regular class 80% or more of the day) divided by the total number of students with IEPs ages 6-21 on the FACTS December 1 child count,
- ◆ the sum of students in educational environment code 03 (inside the regular class less than 40% of the day) divided by the total number of students with IEPs ages 6-21 on the FACTS December 1 child count, and
- ◆ the sum of students in educational environment codes 04-16 (in separate schools, residential facilities, or homebound/hospital placements) divided by the total number of students with IEPs ages 6-21 on the FACTS December 1 child count.

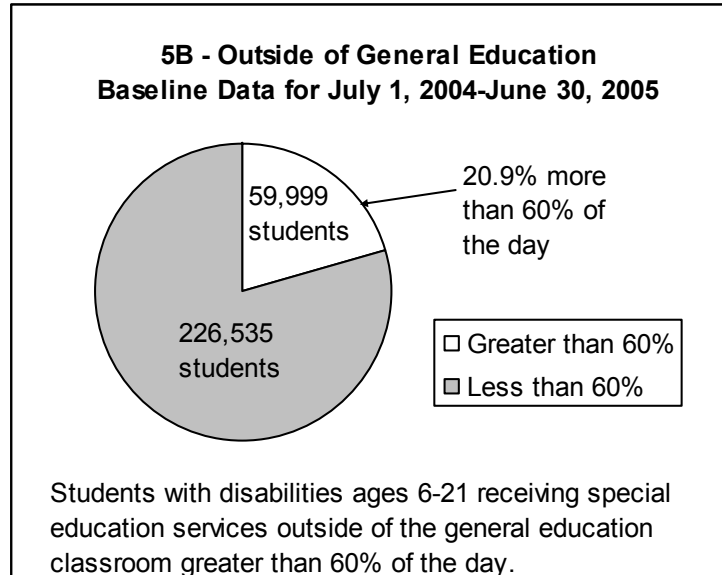
**Baseline Data for Indicator 5A for FFY 2004 (July 1, 2004-June 30, 2005):** The December 1, 2004 child count from FACTS documents 47.5% of students with disabilities ages 6-21 receiving special education services outside of the general education classroom less than 21% of the day. Data indicated that there were 136,055 children with IEPs removed from regular class less than 21% of the day. There were 286,534 students aged 6-21 with IEPs during the timeframe. The percentage of students with disabilities receiving services outside of the general education classroom less than 21% of the day has increased since 2002 (from 39.3% in 2002 to 47.5% in 2005).



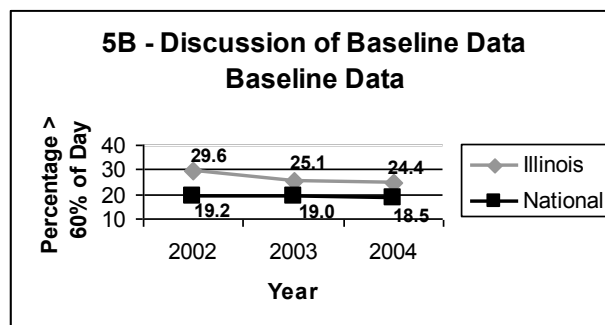
**Discussion of Baseline Data for Indicator 5A:** Even though the percentage of students with disabilities receiving services outside of the general education classroom less than 21% of the day in Illinois has continued to increase since 2002, national percentages have increased as well and remain higher than Illinois percentages (2004 IL = 43.6%, national = 49.9%; 2003 IL = 41.8% national = 48.2%; 2002 IL = 39.3%, national = 48.4%). However, Illinois continues to decrease the gap between state and national percentages (2002 gap = 9.1%, 2003 gap = 6.4%, 2004 gap = 3.3%).



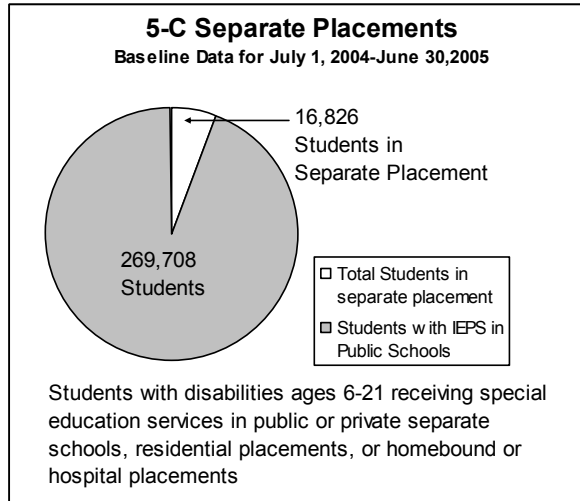
**Baseline Data for Indicator 5B for FFY 2004 (July 1, 2004-June 30, 2005):** The December 1, 2004 child count from FACTS documents 20.9% of students with disabilities ages 6-21 receiving special education services outside of the general education classroom greater than 60% of the day. Data indicated that there were 59,999 children with IEPs removed from regular class greater than 60% of the day. There were 286,534 students aged 6-21 with IEPs during the timeframe. The percentage of students with disabilities receiving services outside of the general education classroom greater than 60% of the day has decreased since 2002 (from 26.6% in 2002 to 20.9% in 2005).



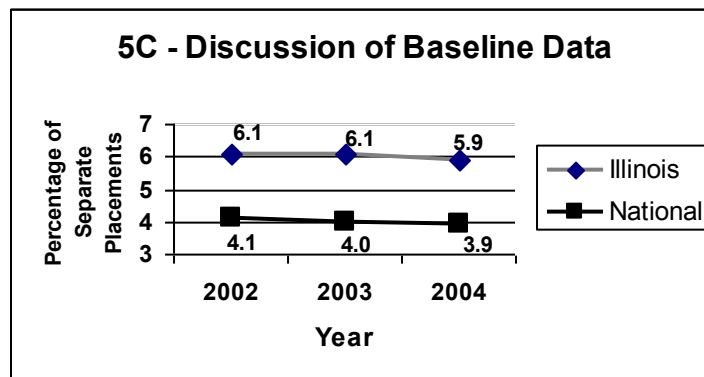
**Discussion of Baseline Data for Indicator 5B:** Even though the percentage of students with disabilities receiving services outside of the general education classroom greater than 60% of the day in Illinois has continued to decrease since 2002, national percentages have continued to decrease as well and remain lower than Illinois percentages (2004 IL = 24.4%, national = 18.5%; 2003 IL = 25.1% national = 19.0%; 2002 IL = 26.6%, national = 19.2%). However, Illinois continues to decrease the gap between state and national percentages (2002 gap = 7.4%, 2003 gap = 6.1%, 2004 gap = 4.9%).



**Baseline Data for Indicator 5C for FFY 2004 (July 1, 2004-June 30, 2005):** The December 1, 2004 child count from FACTS documents 5.9% of students with disabilities ages 6-21 receiving special education services in public or private separate schools, residential placements, or homebound or hospital placements. Data indicated that there were 9,765 children with IEPs served in public separate schools, 5,861 served in private separate schools, 361 served in public residential placements, 449 served in private residential placements and 390 served in homebound or hospital placements for a total of 16,826 children. There were 286,534 students aged 6-21 with IEPs during the timeframe. The percentage of students with disabilities receiving services in public or private separate schools, residential placements or homebound or hospital placements has decreased since 2002 (from 6.1% in 2002 to 5.9% in 2005).



**Discussion of Baseline Data for Indicator 5C:** Even though the percentage of students with disabilities receiving services in public or private separate schools, residential placements or homebound or hospital placements has decreased since 2002, national percentages have decreased as well, and remain lower than Illinois percentages (2004 IL = 5.9%, national = 3.9%; 2003 IL = 6.1% national = 4.0%; 2002 IL = 6.1%, national = 4.1%). The gap between state and national percentages has remained consistent (around 2.0%).



FFY	Measurable and Rigorous Target
<b>2005 (2005-2006)</b>	Indicator 5A 48.00%
	Indicator 5B 20.50%
	Indicator 5C 5.57%
<b>2006 (2006-2007)</b>	Indicator 5A 48.50%
	Indicator 5B 20.10%
	Indicator 5C 5.24%

<b>2007</b> <b>(2007-2008)</b>	Indicator 5A	49.00%
	Indicator 5B	19.70%
	Indicator 5C	4.91%
<b>2008</b> <b>(2008-2009)</b>	Indicator 5A	49.30%
	Indicator 5B	19.30%
	Indicator 5C	4.58%
<b>2009</b> <b>(2009-2010)</b>	Indicator 5A	49.60%
	Indicator 5B	18.90%
	Indicator 5C	4.25%
<b>2010</b> <b>(2010-2011)</b>	Indicator 5A	49.90%
	Indicator 5B	18.50%
	Indicator 5C	3.90%
<b>2011</b> <b>(2011-2012)</b>	Indicator 5A	51.00%
	Indicator 5B	18.50%
	Indicator 5C	3.90%
<b>2012</b> <b>(2012-2013)</b>	Indicator 5A	52.00%
	Indicator 5B	18.50%
	Indicator 5C	3.90%

**Improvement Activities/Timelines/Resources (through 2012):** School age educational environment improvement activities are related to several other indicators in the SPP including Indicator 1, 2, 3, 4, 8, 9, 10, 13, 14 and 20.

<b>Improvement Category</b>	<b>Improvement Activity</b>	<b>Timeline(s)</b>	<b>Resources &amp; Person(s) Responsible</b>
A. Improving Data Collection and Reporting  H. Evaluating Improvement Processes and Outcomes	Enhance and integrate the statewide evaluation systems that allow for data-based decision making across training and technical assistance initiatives, and within ISBE, through the sharing of evidence-based practices, evaluation tools and reports.	Beginning September 2008 and ongoing through 2012-2013	ISBE Special Education Division  ISTAC  SEMRS, SIS, SIMEO, VIMEO, SEDS
	Utilize data warehousing capabilities to compile, analyze and report data. <ul style="list-style-type: none"> <li>▪ Explore the development of LRE protocols/self-assessments to support LEA improvement.</li> </ul>	Ongoing through 2012-2013	ISBE Special Education Division  SEMRS, SIS, SEDS, SEARS

	LEAs utilize ISBE training and technical assistance, and utilize ISBE evaluation tools, reports and systems to ensure reliable and accurate data.	Team trainings ongoing through 2012-2013	ISBE Special Education Division ISTAC SEMRS, SIS, SIMEO, VIMEO, SEDS
B. Improving Systems Administration and Monitoring	Target Indicator 5 through the focused monitoring system to ensure FAPE in the LRE and a continuum of placement options. <ul style="list-style-type: none"> <li>Review and revise focused monitoring protocols and forms to expand investigation into LEA rationale for placing students in separate facilities.</li> </ul>	Implemented February 2006 and ongoing through 2012-2013  March – August 2010	ISBE Special Education Division Focused Monitoring Team Leaders  ISTAC  DIPs
	Promote and support local data use to improve LRE results statewide via the Data Accountability Center (DAC) pilot.	Beginning January 2011 and ongoing through 2012-13	ISBE Special Education Division  DAC
C. Building Systems and Infrastructures to Deliver Support and Technical Assistance	Develop an infrastructure that allows for the scaling up of evidence-based programs by supporting ISTAC integration efforts including embedding implementation science strategies and protocols.	Beginning September 2008 and ongoing through 2012-2013	ISBE Agency Divisions  ISTAC
D. Providing Technical Assistance, Training and Professional Development	LEAs will utilize statewide technical assistance projects to implement multi-tiered, schoolwide academic and behavior supports. <ul style="list-style-type: none"> <li>Issue guidance outlining appropriate decision-making processes for educational placements of students with disabilities.</li> <li>Host an LRE Institute with an emphasis on outlining appropriate decision making processes for educational placements of students with disabilities.</li> </ul>	Ongoing through 2012-2013  May 2011  Beginning 2011-2012	ISBE Special Education and Innovation & Improvement Divisions  ISTAC, SEL Project, <u>Illinois RTI Network</u>  ISTAC website, online training modules
D. Providing Technical Assistance, Training and Professional Development	Assist LEAs with improvement plans that address corrective actions for issues of noncompliance.	Ongoing through 2012-2013	ISBE Special Education Division
D. Providing Technical Assistance,	Provide technical assistance and training to enhance the capacity of general and special	Ongoing through 2012-2013	ISBE Special Education Division

<p>Training and Professional Development</p> <p>G. Improving Collaboration and Coordination</p>	<p>educators to implement research based practices that will increase student access to the general education curriculum at grade level (e.g., differentiated instruction, universal design, multiple intelligences, cooperative group work, co-teaching, early intervening services) through:</p> <ul style="list-style-type: none"> <li>▪ Integration efforts among initiatives (e.g., cross training, sharing resources, utilizing common guiding principles, developing shared evaluation tools and system). <ul style="list-style-type: none"> <li>○ Review and revise ISTAC protocols and forms to require LEAs to reexamine placement decisions for students in separate facilities.</li> </ul> </li> <li>▪ Special Education Director's Conference</li> </ul>	<p>July 2011</p>	<p>ISTAC</p>
<p>H. Evaluating Improvement Processes and Outcomes</p>	<p>Determine whether SPP/APR improvement activities are being implemented as planned and are reaching the target audience.</p>	<p>Quarterly through 2012-2013</p>	<p>ISBE Special Education Division</p> <p>NCRRRC</p>

**Part B State Performance Plan (SPP) for 2005-2012**

**Overview of the SPP Development:** Please refer to Overview of the SPP Development Section.

**Monitoring Priority: FAPE in the LRE**

**Indicator 6:** Percent of children aged 3 through 5 with IEPs attending a:

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and;
- B. Separate special education class, separate school or residential facility.

(20 U.S.C. 1416(a)(3)(A))

**Measurement:**

- A. Percent = [(# of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.
- B. Percent = [(# of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.

**Overview of Issue/Description of System or Process:** To be determined.

**Baseline Data:** States are not required to report on Indicator 6 in the FFY10 APR; however, the State and LEAs will continue to collect data on this indicator.

FFY	Measurable and Rigorous Target
<b>2005</b> (2005-2006)	N/A
<b>2006</b> (2006-2007)	N/A
<b>2007</b> (2007-2008)	N/A
<b>2008</b> (2008-2009)	N/A
<b>2009</b> (2009-2010)	N/A
<b>2010</b> (2010-2011)	N/A
<b>2011</b> (2011-2012)	TBD

<b>2012</b> <b>(2012-2013)</b>	TBD
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**Improvement Activities/Timelines/Resources (through 2012):** To be determined.

## Part B State Performance Plan (SPP) for 2005-2012

**Overview of the SPP Development:** Please refer to Indicator 1 in the SPP for a detailed overview of development.

### **Monitoring Priority: FAPE in the LRE**

**Indicator 7:** Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416(a)(3)(A))

#### **Measurement: Progress categories for A, B and C:**

- a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# of preschool children with IEPs assessed)] times 100.
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (# of preschool children with IEPs assessed)] times 100.
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

#### **Summary Statements for Each of the Three Outcomes (use for FFY 2008-2009 reporting):**

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

#### **Measurement for Summary Statement 1:**

Percent = # of preschool children reported in progress category (c) plus # of preschool children reported in category (d) divided by [# of preschool children reported in progress category (a) plus # of preschool children reported in category (b) plus # of preschool children reported in category (c) plus # of preschool children reported in category (d)] times 100.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

#### **Measurement for Summary Statement 2:**

Percent = # of preschool children reported in progress category (d) plus # of preschool children reported in category (e) divided by the total # of preschool children reported in progress categories (a) + (b) + (c) + (d) + (e) times 100.

**Overview of Issue/Description of System or Process:** The outcome measurement system for Illinois was developed with input from a committee of stakeholders including LEA personnel from rural and urban LEAs and special education cooperatives, higher education, and representation from the Department of Human Services who is the Part C Early Intervention (EI) Lead Agency. In Illinois, many LEAs and special education cooperatives have high quality assessment practices in place. A large majority of LEAs and special education cooperatives are funded by ISBE to operate pre-kindergarten programs for children at risk of academic failure. These pre-kindergarten programs, for the most part, are already using evidence-based curricula and assessment systems identified by ISBE. Many LEAs “blend” their pre-kindergarten programs and early childhood special education services to facilitate a high quality early childhood program for all preschool aged children served by the LEA.

A fundamental principle in developing the outcome measurement system is that it enhances and adds increased value to the high quality early childhood programs in Illinois. Therefore the outcomes measurement system is based on LEAs’ use of multiple sources of information on a child’s functioning on each of the outcomes. LEAs are required to choose from a variety of assessment tools (listed below) identified by the committee and ISBE as research-based and technically adequate.

LEAs must choose from the following list of research-based, technically adequate assessment tools to measure the progress of children receiving early childhood special education services:

#### Broad-Based General Assessments

- Assessment, Evaluation, and Programming Systems (AEPS)
- Bank Street
- Battelle Developmental Inventory (BDI)
- Brigance Diagnostic Inventory of Early Development-Revised
- Carolina Curriculum for Infants and Toddlers or Preschoolers with Special Needs
- High Scope Child Observation Record (COR)
- Creative Curriculum
- Learning Accomplishment Profile (LAP) and related instruments (e.g., LAP-D, E-LAP)
- Hawaii Early Learning Profile (HELP)
- Transdisciplinary Play-Based Assessment (TPBA) - Revised (Toni Linder)
- Work Sampling System Illinois (WSS-IL)
- Portage Project 0-6 (WI)

#### Broad-Based Screening Instruments

- Developmental indicators for Assessment of Learning (DIAL- 3 or DIAL-R)
- Early Screening Inventory (ESI-R or ESI-P)
- Battelle Screen
- Brigance Screen
- Ages and Stages
- AGS Early Screening Profiles
- FirstSTEP-First Screening Test for Evaluating Preschoolers
- CIP (Comprehensive Identification Process) Screen
- Chicago Early
- Infant-Preschool Play Assessment Scale (I-PAS)

Supplemental\*\* Assessments for Social-Emotional (Child Outcome 1)

- Ages and Stages - Social-Emotional
- Vineland Adaptive Behavior Scales

Supplemental Assessments for Literacy (under Child Outcome 2)

- Getting Ready to Read
- Early Literacy Assessment (ELA) - High Scope
- Individual Growth and Developmental indicators (IGDIs) ([www.ggg.umn.edu](http://www.ggg.umn.edu))
- PALS-PreK
- Test of Early Reading Ability (TERA-3)
- Pre-Literacy Rating Scale

Supplemental Assessments for Adaptive Behavior and Meeting Own Needs (Child Outcome 3)

- Ages and Stages - Social-Emotional
- Vineland Adaptive Behavior Scales

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\*This list does not include assessments that would be used by therapists or other specialists as part of their evaluation of particular areas of development (e.g., speech-language pathologists might use the Preschool Language Scale or other specialized instrument to obtain more in-depth information on a child's language development or a psychologist might use the Mullen Scale).

\*\*Supplemental assessments will be useful when the general assessment does not cover all of the required areas, or for children who are receiving only speech services.

ISBE has adapted the *Child Outcomes Summary Form* (COSF) by adding the relevant Illinois Early Learning Standards (ELS) as “sub-areas” in the 3 required outcome areas. In order to provide a uniform scale for the State, LEAs will use the COSF developed by the ECO Center to report measurement data on each child. The Illinois Child Outcomes Measurement System will be:

- Based on developmental progress.
- Focused on child behavior in real settings (authentic)
- Accommodate children's special sensory, motor and cultural needs
- Aligned with outcome systems for typically developing children

The Illinois COSF utilizes a 7 point rating scale for each early learning standard sub-area, with an overall rating for each required outcome area. A “7” represents functioning at the same level as a typically developing peer, whereas the “1” represents functioning that is farthest removed from that of a typically developing peer. Anchors are provided for the “3” and the “5” as well. The anchors are described in terms of how typical the behavior is in everyday situations, in comparison to expectations for age-matched peers, and in terms of conditions or behaviors that interfere with the child's ability to achieve age-expected behaviors and skills. The 2, 4 and 6 ratings are used if the team feels that, based on all of the information available, the child's functioning lies somewhere between the scale points that are defined. A score of 6 or 7 is the criteria for defining “comparable to same age peers.”

The Overall Summary Rating for each one of the 3 outcomes is linked to “sub-areas” that reflect the ELS. The sub-areas are rated first, using a consensus process, based on the best available information. The sub-areas are then considered together, with more consensus discussion to determine the overall rating. The overall rating is not an average; instead, it is based on consensus, using the sub-area ratings as one more piece of information. The purpose of the sub-area ratings is to help the team think about the many things that should be considered in the overall ratings. The Illinois COSF includes a section to document the evidence that was used for making each of the summary ratings. Including the Early Learning

Standards in the COSF assists teams in rating the child comparable to same-aged peers and increases the validity and reliability of the ratings.

Illinois uses a team process to complete the developmental ratings on each child. The team is comprised of 2 or more persons who meet to complete the rating scale and select the outcome indicator. The team considers information from those familiar with the child in a variety of contexts and uses a systematic process for making decisions. The team process is supported by having individuals who have knowledge of typical child development, regular monitoring of child progress, multiple sources of information and a structure for coming to team consensus. The LEAs have flexibility in who participates and how the team process is accomplished, but they are required to submit a plan to ISBE regarding their process and what measurement tools they intend to use.

The COSF may be completed as a part of the Individual Family Service Plan/Individualized Education Program (IFSP/IEP) meeting, as a result of a meeting of staff familiar with the child, or by a special educator and a parent. The team bases their ratings on existing child data, including evaluations and information provided by the parents of the child, current classroom-based assessments and observations, and observations by teachers and related service providers to determine the present levels of performance. Outcome ratings will be discussed and included at initial IEP development or within 30 school days of IEP development and upon the child's exit from ECSE services.

The Illinois early childhood training and technical assistance system, STARNET, which has been in existence for 21 years, has 6 regional centers that provided regional training for providers, administrators and families. STARNET staff and a consultant from the University of Illinois developed a training module on using the COSF, using the web based system, reporting data, and interpreting and using data for program improvement. The training module was implemented in January of 2006 and is posted on the ISBE website at: [http://www.isbe.net/earlychi/pdf/Child\\_Out\\_PP\\_7-06.pdf](http://www.isbe.net/earlychi/pdf/Child_Out_PP_7-06.pdf).

The Early Childhood Outcomes Systems (ECOS) for Part B and Part C are aligned. Both systems use the same child outcomes and the same reporting process. Exit information from Part C can be used as entry information for Part B.

The ECOS data collection system was incorporated into the SIS in Fall 2009. LEAs may continue to use the assessment tools from the list above, however, on exit they are required to choose the curriculum-based assessment used with the child, from eight possible "anchor" assessments. LEAs are also required to report how parent information was used in determining the ratings and who participated in the rating process by role. All other processes described above remain the same.

Children aged 3 through 5 years old who entered early childhood special education services after March of 2006, and exited with at least 6 months of service are included in the assessment and reporting process. The outcome ratings from entrance into the Early Childhood Special Education (ECSE) program will be matched to exit outcome ratings for individual children. At the LEA and state levels, analysis of matched scores will yield for each of the three outcomes:

- a) Percent of preschool children who did not improve functioning.
- b) Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers.
- c) Percent of preschool children who improved functioning to a level nearer to same aged peers but did not reach it (improved developmental trajectory).
- d) Percent of children who improved functioning to reach a level comparable to same aged peers (gap closes).
- e) Percent of children who maintained functioning at a level comparable to same-aged peers.

**Baseline Data for FFY 2008 (2008-2009):**

**Progress Data for Preschool Children Exiting 2008-2009**

<b>A. Positive social-emotional skills (including social relationships):</b>	<b>Number of children</b>	<b>% of children</b>
a. Percent of children who did not improve functioning	<b>379</b>	<b>3.8%</b>
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	<b>503</b>	<b>5.0%</b>
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	<b>3067</b>	<b>30.8%</b>
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	<b>4275</b>	<b>42.9%</b>
e. Percent of children who maintained functioning at a level comparable to same-aged peers	<b>1743</b>	<b>17.5%</b>
<b>Total</b>	<b>N=9967</b>	<b>100%</b>
<b>B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):</b>	<b>Number of children</b>	<b>% of children</b>
a. Percent of children who did not improve functioning	<b>347</b>	<b>3.5%</b>
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	<b>518</b>	<b>5.2%</b>
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	<b>3036</b>	<b>30.5%</b>
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	<b>4291</b>	<b>43.1%</b>
e. Percent of children who maintained functioning at a level comparable to same-aged peers	<b>1775</b>	<b>17.8%</b>
<b>Total</b>	<b>N=9967</b>	<b>100%</b>
<b>C. Use of appropriate behaviors to meet their needs:</b>	<b>Number of children</b>	<b>% of children</b>
a. Percent of children who did not improve functioning	<b>311</b>	<b>3.1%</b>
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	<b>427</b>	<b>4.3%</b>
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	<b>1999</b>	<b>20.1%</b>

d. Percent of children who improved functioning to reach a level comparable to same-aged peers	<b>4787</b>	<b>48.0%</b>
e. Percent of children who maintained functioning at a level comparable to same-aged peers	<b>2443</b>	<b>24.5%</b>
<b>Total</b>	<b>N=9967</b>	<b>100%</b>

**Baseline Data for Preschool Children Exiting 2008-2009**

Summary Statements	% of children
<b>Outcome A: Positive social-emotional skills (including social relationships)</b>	
1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program	<b>89.3%</b>
2. The percent of children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program	<b>60.4%</b>
<b>Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)</b>	
1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program	<b>89.4%</b>
2. The percent of children who were functioning within age expectations in Outcome B by the time they turned 6 years of age or exited the program	<b>60.9%</b>
<b>Outcome C: Use of appropriate behaviors to meet their needs</b>	
1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program	<b>90.2%</b>
2. The percent of children who were functioning within age expectations in Outcome C by the time they turned 6 years of age or exited the program	<b>72.5%</b>

**Discussion of Baseline Data:** Illinois uses the summary statements developed by the ECO Center to report and establish baseline data for FFY 2008. These data represent children who entered early childhood programs during the 2005-2006, 2006-2007, 2007-2008, or 2008-2009 school years, were in the program for at least 6 months and exited during the 2008-2009 school year. In FFY 2008, Illinois saw consistent results across all three outcome areas. For example, in outcome areas A, B and C, approximately 90% of children showed substantial growth in the respective area. For outcome areas A and B, approximately 60% of children exit the program within age expectations. More students are exiting the program within age expectations in outcome area C, at 72.5%

**Measurable and Rigorous Target:**

**Targets for Preschool Children Exiting in FFY 2009 (2009-10) and FFY 2010 (2010-2011)  
and Reported in Feb 2011 and Feb 2012**

Summary Statements	Targets FFY 2009 (% of children)	Targets FFY 2010 (% of children)
<b>Outcome A: Positive social-emotional skills (including social relationships)</b>		
1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program	89.5%	90.0%
2. The percent of children who were functioning within age expectations in Outcome A by the time they exited the program	61.0%	61.5%
<b>Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)</b>		
1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program	90.0%	90.5%
2. The percent of children who were functioning within age expectations in Outcome B by the time they exited the program	61.5%	62.0%
<b>Outcome C: Use of appropriate behaviors to meet their needs</b>		
1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program	90.5%	91.0%
2. The percent of children who were functioning within age expectations in Outcome C by the time they exited the program	73.0%	73.5%

After reviewing the FFY 2008 baseline data and seeking stakeholder input from ISAC, Illinois set the targets above for Indicator 7. Since these measurements and analyses are relatively new on a national level, Illinois chose to set conservative targets for FFY 2009 and 2010. The FFY 2010 targets currently carry through to FFY 2011 and 2012. The State plans to review and adjust these targets, as necessary, as trend data become available. Due to current national and state concerns regarding the unfamiliarity with typical child development by the teams completing the COSF, the Early Childhood Outcomes Stakeholders Committee, ISBE staff and ISAC are exploring the possibility of setting new targets for Indicator 7 in the coming years.

**Improvement Activities/Timelines/Resources (through 2012):** Preschool outcome improvement activities are related to several other indicators in the SPP including Indicators 6, 8, 12 and 20.

Improvement Category	Improvement Activity	Timeline(s)	Resources & Person(s) Responsible
A. Improving Data Collection and Reporting	Utilize data warehousing capabilities to compile, analyze and report data. <ul style="list-style-type: none"> <li>▪ Conduct Early Childhood Special Education (ECSE) Coordinators Roundtable</li> </ul>	Ongoing through 2012-2013	ISBE Special Education and Early Childhood Divisions  Support and Technical Assistance Regionally

	meetings across the state to provide ongoing training and support on Early Childhood Outcomes (ECO) System and SIS integration.		(STARNET), ECO Stakeholder Group  SIS, SEARS, ECO Center
	Conduct a comparison of the Child Outcomes Summary Form (COSF) ratings and available evaluation and assessment data with ECSE Coordinators, EC teachers, school social workers and other relevant personnel. <ul style="list-style-type: none"> <li>Incorporate information obtained into guidance and training materials to continuously improve data quality</li> </ul>	Ongoing through 2012-2013	ISBE Special Education and Early Childhood Divisions  STARNET, ECO Stakeholder Group, EC Teachers, School Social Workers  COSF ratings, evaluation and assessment data
C. Building Systems and Infrastructures to Deliver Support and Technical Assistance	Survey LEAs to ascertain training and technical assistance needs.	Annually	ISBE Special Education and Early Childhood Divisions  STARNET
C. Building Systems and Infrastructures to Deliver Support and Technical Assistance	Develop an infrastructure that allows for the scaling up of evidence-based programs by supporting ISTAC integration efforts including embedding implementation science strategies and protocols.	Beginning September 2008 and ongoing through 2012-2013	ISBE Agency Divisions  ISTAC
D. Providing Technical Assistance, Training and Professional Development	LEAs will utilize statewide technical assistance projects to implement multi-tiered, systemic social-emotional, language and behavior supports. <ul style="list-style-type: none"> <li>Preschool Rtl</li> </ul>	Ongoing through 2012-2013	ISBE Special Education, Early Childhood and Innovation & Improvement Divisions  ISTAC, SEL Project, <u>Illinois Rtl Network</u> , STARNET  ISTAC website, online training modules
	Provide training on evaluation and assessment tools that are considered valid and reliable, and that have been cross-walked by the ECO Center to allow assessment results to appropriately inform ratings on the COSF, thereby increasing inter-rater reliability.	Ongoing through 2012-2013	ISBE Early Childhood Division  STARNET, EC Block Grant, EC Training & Technical Assistance Project, ECO Stakeholder Group
D. Providing Technical Assistance, Training and Professional	Provide technical assistance and training to enhance the capacity of general and special educators to implement research based practices that will improve EC outcomes through:	Ongoing through 2012-2013	ISBE Special Education and Early Childhood Divisions  ISTAC, DHS, Child and Family Connections

<p>Development</p> <p>G. Improving Collaboration and Coordination</p>	<ul style="list-style-type: none"> <li>▪ Partnerships with state agencies, parents, community agencies, etc. to develop a sustainable system of support.</li> <li>▪ Integration efforts among initiatives (e.g., cross training, sharing resources, utilizing common guiding principles, developing shared evaluation tools and system).</li> <li>▪ Training sessions on EC outcomes during the statewide conference, Sharing a Vision and/or the Special Education Directors Conference.</li> </ul>		<p>(CFCs), LEA staff</p> <p>ECO Center</p>
<p>H. Evaluating Improvement Processes and Outcomes</p>	<p>Determine whether SPP/APR improvement activities are being implemented as planned and are reaching the target audience.</p>	<p>Quarterly through 2012-2013</p>	<p>ISBE Special Education and Early Childhood Divisions</p> <p>NCRRC</p>
	<p>Develop and pilot a quality assurance protocol based on COSF review.</p>	<p>Ongoing through 2012-2013</p>	<p>ISBE Early Childhood Division</p> <p>ECO Stakeholder Group</p> <p>ECO Center</p>

## Part B State Performance Plan (SPP) for 2005-2012

**Overview of the SPP Development:** Please refer to Overview of the SPP Development Section.

### **Monitoring Priority: FAPE in the LRE**

**Indicator 8:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

(20 U.S.C. 1416(a)(3)(A))

**Measurement:** Percent = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100.

**Overview of Issue/Description of System or Process:** ISBE was unable to provide baseline data for Indicator 8 during FFY 2005 in the SPP/APR submission on February 1, 2007. ISBE subsequently provided baseline data on April 2007. However, ISBE has revised these baseline data due to a change in the methodology used to analyze Indicator 8. This revised baseline data is provided below. Previously, ISBE conducted a Rausch analysis on the Illinois Parent Involvement Survey data to examine the level of parent agreement that schools facilitated parent involvement as a means of improving services and results for children with disabilities statewide. While ISBE appreciated the rigor of the Rausch analysis, Illinois was concerned that this rigorous analysis would not be accessible and understandable to key stakeholders, including parents, administrators, teachers, legislators, and the general public. Thus, ISBE has been working over the past year with stakeholders and the North Central Regional Resource Center (NCRRC) to revise the analysis of the Illinois Parent Involvement Survey, as described in the *Analysis of 2005-2006 Illinois Parent Involvement Survey Results* section below.

### **Survey Sampling Methodology:**

ISBE uses the first 25 items from the Parent Survey developed by the National Center for Special Education Accountability Monitoring (NCSEAM) to measure the percentage of parents who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

To ensure a representative sample of the population statewide and from each LEA annually, ISBE uses a sampling calculator to select a sample of LEAs for each school year. ISBE developed a six year cycle for LEAs selected to ensure that every LEA is included in this data collection over the span of the State Performance Plan. This six-year cycle has been carefully developed to ensure the sample of families selected for the survey annually are representative of the State and each LEA demographically in terms of age, primary disability, race/ethnicity, and gender. ISBE sends the Illinois Parent Involvement Survey to all parents of students with disabilities within the LEA during the year the LEA has been selected for the survey, except for the Chicago Public Schools (CPS) District 299. CPS is selected every year of the six year cycle, and ISBE ensures that a proportionate representation of parents of students with disabilities from the LEA receive the survey annually.

### **Baseline Data for FFY 2005 (2005-2006):**

#### *Respondent Characteristics*

Of the 10,000 parents of students with disabilities in Illinois who were selected to participate in the 2005-2006 Illinois Parent Involvement Survey, 1,334 parents responded, yielding a 13.3% response rate. 90.5% of the respondents completed the survey in English, while 9.5% of the respondents completed the survey in Spanish.

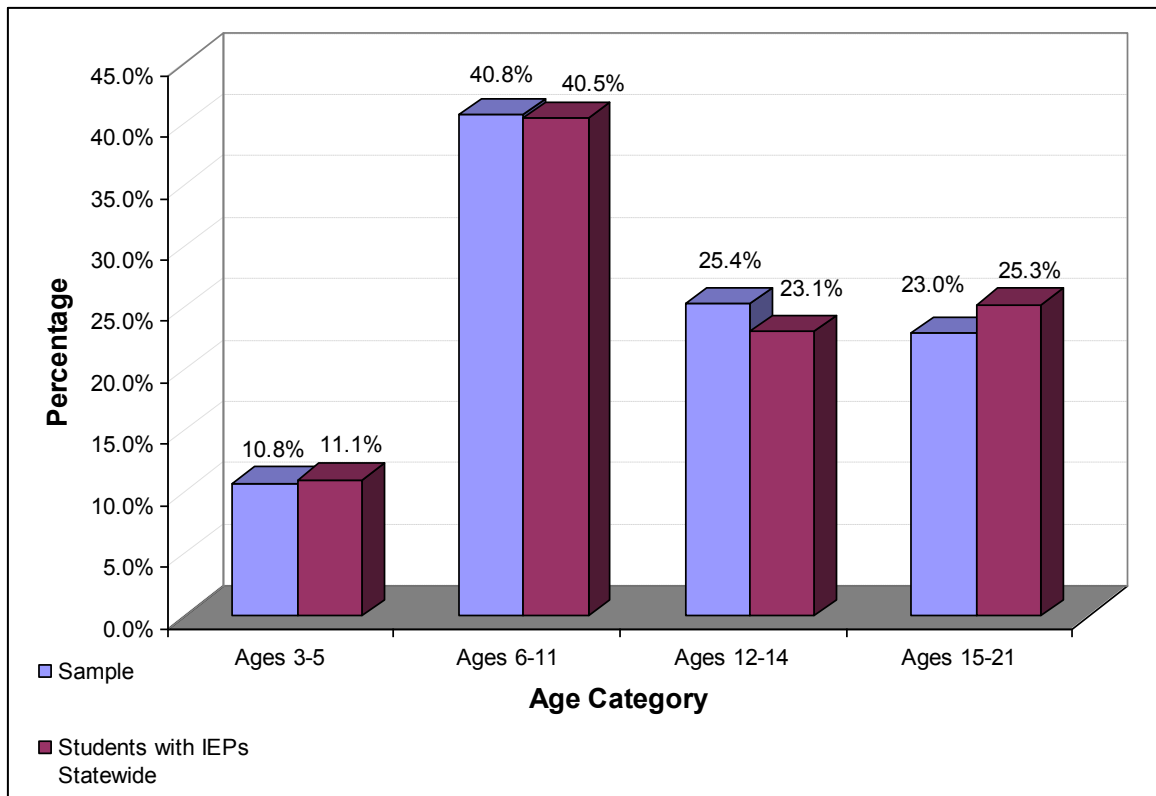
Although the sample of 10,000 families was carefully selected to ensure accurate representation of student demographics statewide and by LEA, Illinois has examined the representativeness of the 1,334 families that

chose to respond to the survey. Illinois compared the age distribution of students with disabilities in Illinois (as of the December 1, 2005 child count) to the ages of students with disabilities whose families participated in the survey, as seen in Table 7 and Figure 7 below. Overall Illinois is satisfied with the representativeness of these survey data based upon age.

**Table 7: Comparison of December 1, 2005 Child Count to families which participated in the 2005-2006 Illinois Parent Involvement Survey by Age Category**

Age Category	December 1, 2005 Child Count	Child Count Percentage	Sample	Sample Percentage
Ages 3-5	35,708	11.1%	144	10.8%
Ages 6-11	130,651	40.5%	544	40.8%
Ages 12-14	74,652	23.1%	339	25.4%
Ages 15-21	81,530	25.3%	307	23.0%
<b>TOTAL</b>	<b>322,541</b>	<b>100%</b>	<b>1,334</b>	<b>100%</b>

**Figure 7: Comparison of December 1, 2005 Child Count to families which participated in the 2005-2006 Illinois Parent Involvement Survey by Age Category**

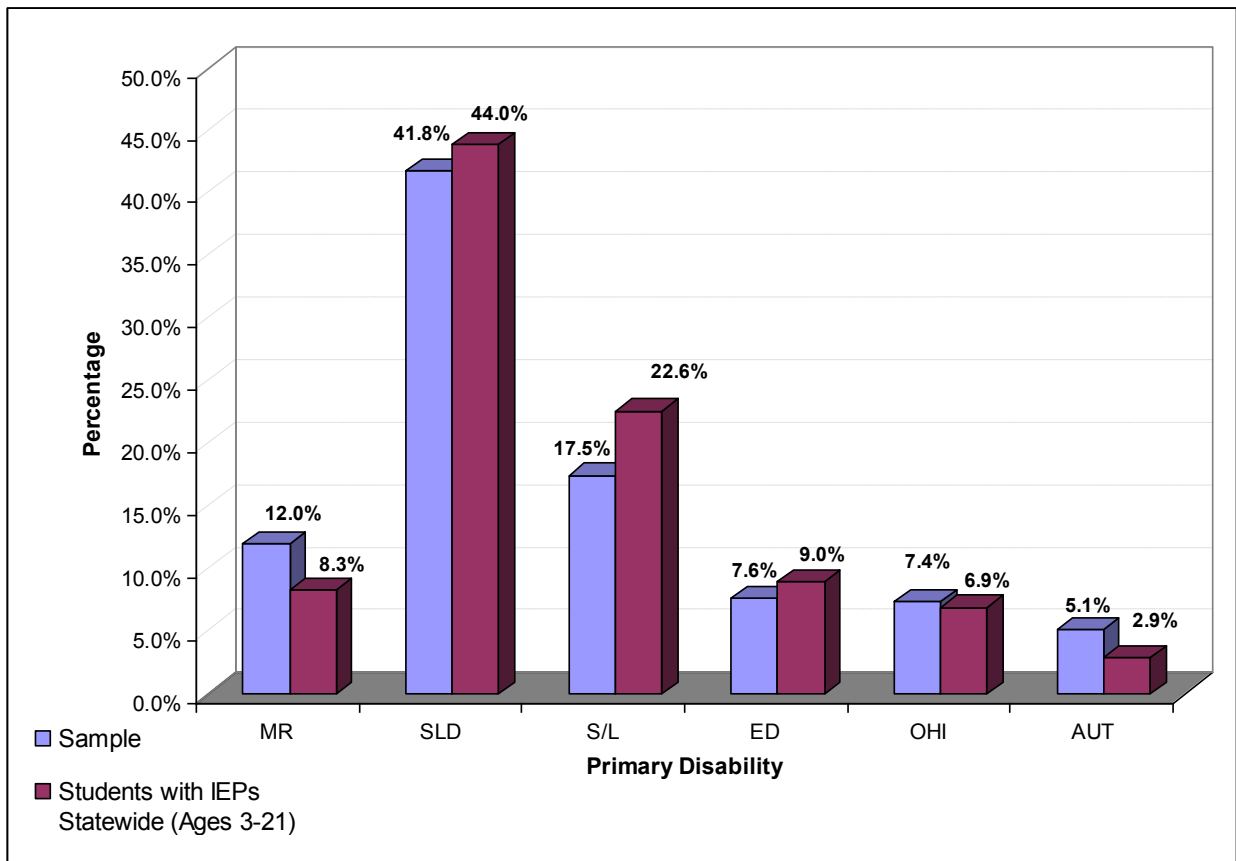


ISBE has also carefully examined the distribution of primary disability category of students whose families participated in the 2005-2006 Illinois Parent Involvement Survey as compared to the statewide distribution as reported in the December 1, 2005 Child Count. ISBE’s analysis can be seen in Table 8 and Figure 8 below. While conducting this analysis, ISBE found that amongst families which responded to the survey, those with students with Speech/Language Impairments and Specific Learning Disabilities were underrepresented as compared to statewide Child Count data. Further, families with students with Autism and Cognitive Disability were slightly overrepresented amongst the survey respondents. These variations must be considered when using the 2005-2006 Illinois Parent Involvement Survey results to make inferences about families statewide.

**Table 8: Comparison of December 1, 2005 Child Count (Ages 3 – 21) to families which participated in the 2005-2006 Illinois Parent Involvement Survey by Primary Disability**

Disability	December 1, 2005 Child Count	Child Count Percentage	Sample	Sample Percentage
Cognitive Disability (MR)	26,924	8.3%	160	12.0%
Orthopedic Impairment (PI)	2,539	0.8%	24	1.8%
Specific Learning Disability (SLD)	141,763	44.0%	558	41.8%
Visual Impairment (VI)	1,152	0.4%	5	0.4%
Hearing Impairment (HI)	4,038	1.3%	22	1.6%
Deaf-Blindness (D-B)	43	0.0%	0	0.0%
Speech/Language Impairment (S/L)	72,971	22.6%	233	17.5%
Emotional Disability (ED)	29,025	9.0%	102	7.6%
Other Health Impairment (OHI)	22,320	6.9%	99	7.4%
Multiple Disabilities (MD)	1,277	0.4%	10	0.7%
Developmental Delay(DD)	10,188	3.2%	49	3.7%
Autism (AUT)	9,455	2.9%	68	5.1%
Traumatic Brain Injury (TBI)	846	0.3%	4	0.3%
<b>TOTAL</b>	<b>322,541</b>	<b>100%</b>	<b>1,334</b>	<b>100%</b>

**Figure 8: Comparison of December 1, 2005 Child Count (Ages 3 – 21) to families which participated in the 2005-2006 Illinois Parent Involvement Survey by Primary Disability for selected disability categories**

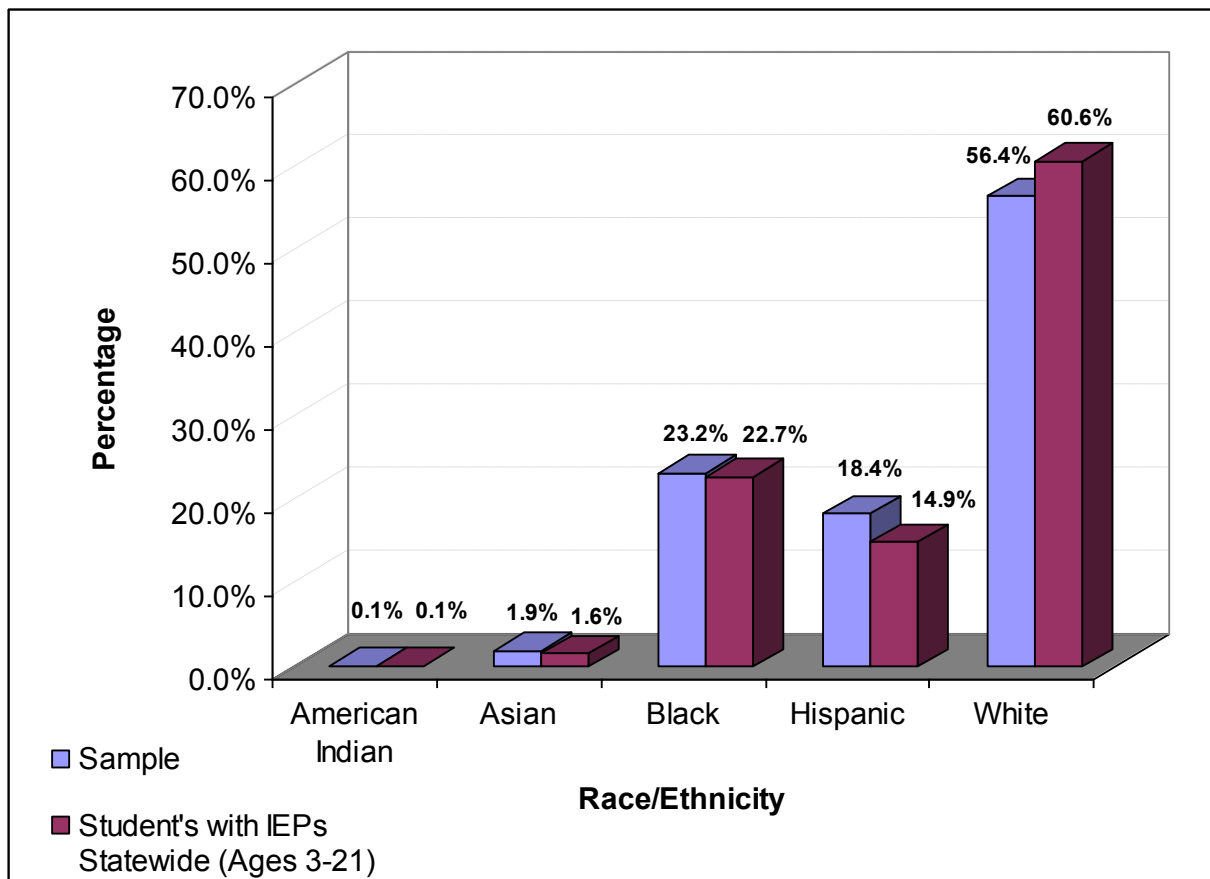


Next, ISBE analyzed the representativeness of families who chose to participate in the 2005-2006 Illinois Parent Involvement Survey by race/ethnicity. ISBE's analysis can be seen in Table 9 and Figure 9 below. ISBE has found that families who were White were underrepresented amongst sample respondents, while families that were Hispanic were generally overrepresented amongst sample respondents. These variations must be carefully considered when using the 2005-2006 Illinois Parent Involvement Survey results to make inferences about families statewide.

**Table 9: Comparison of December 1, 2005 Child Count to families which participated in the 2005-2006 Illinois Parent Involvement Survey by Race/Ethnicity**

Race/Ethnicity	December 1, 2005 Child Count	Child Count Percentage	Sample	Sample Percentage
American Indian or Alaskan Native	459	0.1%	2	0.1%
Asian or Other Pacific Islander	5,086	1.6%	25	1.9%
Black	73,314	22.7%	309	23.2%
Hispanic	48,174	14.9%	245	18.4%
White	195,508	60.6%	753	56.4%
<b>TOTAL</b>	<b>322,541</b>	<b>100%</b>	<b>1,334</b>	<b>100%</b>

**Figure 9: Comparison of December 1, 2005 Child Count to families which participated in the 2005-2006 Illinois Parent Involvement Survey by Race/Ethnicity**

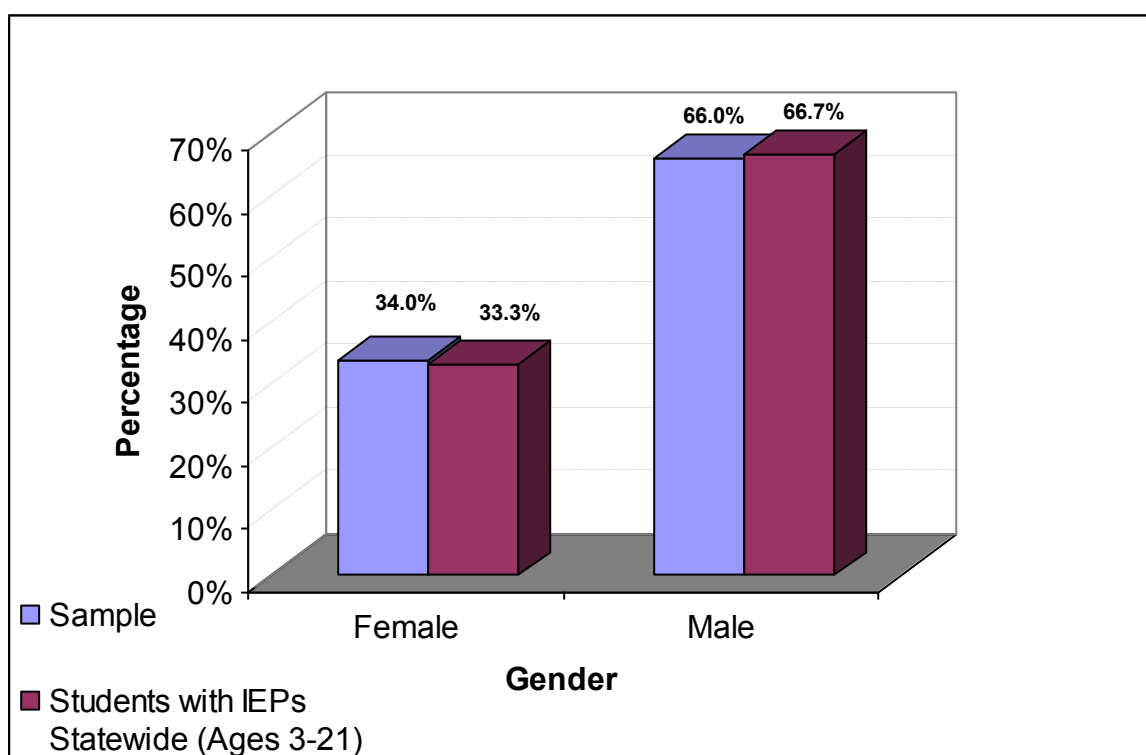


Finally, Illinois examined the representativeness of the sample respondents to the Child Count data by gender. Illinois' analysis can be seen in Table 10 and Figure 10 below. Overall, Illinois is satisfied with the representativeness of these survey data based upon gender.

**Table 10: Comparison of December 1, 2005 Child Count to families which participated in the 2005-2006 Illinois Parent Involvement Survey by Gender**

Gender	December 1, 2005 Child Count	Child Count Percentage	Sample	Sample Percentage
Female	107,518	33.3%	453	34.0%
Male	215,023	66.7%	881	66.0%
<b>TOTAL</b>	<b>322,541</b>	<b>100%</b>	<b>1,334</b>	<b>100%</b>

**Figure 10: Comparison of December 1, 2005 Child Count to families which participated in the 2005-2006 Illinois Parent Involvement Survey by Gender**



*Analysis of 2005-2006 Illinois Parent Involvement Survey Results*

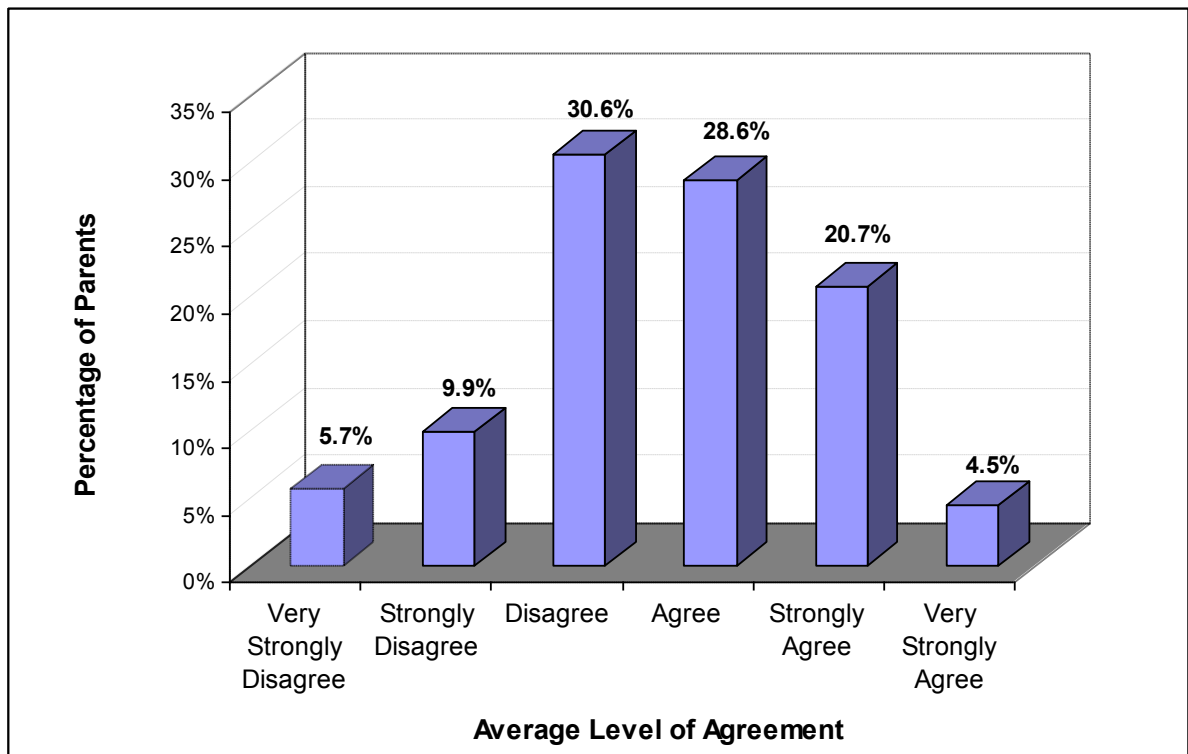
While analyzing the 2005-2006 Illinois Parent Involvement Survey results, ISBE calculated each survey respondent's average position or level of agreement across all 25 survey items on the Illinois Parent Involvement Survey, which were provided by the National Center for Special Education Accountability Monitoring (NCSEAM). Specifically responses to each of the 25 items were assigned a value of 1 through 6 according to a Likert, where a response of "Very Strongly Disagree" was assigned a value of 1, "Strongly Disagree" was assigned a value of 2, "Disagree" was assigned a value of 3, "Agree" was assigned a value of 4, "Strongly Agree" was assigned a value of 5 and "Very Strongly Agree" was assigned a value of 6. An average score across all 25 items was calculated for each respondent. ISBE has defined general agreement as an average score which is greater than or equal to 4.0. Of the 1,334 families who responded to the survey, 718 (53.8%) respondents had an average score which was greater than or equal to 4.0, as shown in Table 11 and Figure 11 below. Thus, the results of this survey indicate that 53.8% of parents with

a child receiving special education services report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. Any inference based upon these data to the population of parents with students with disabilities statewide should only be made while carefully considering the representativeness of the sample respondents as compared to the rest of the state, as described in the *Respondent Characteristics* above.

**Table 11: Average Level of Agreement amongst parents with students with disabilities (Ages 3 – 21) who participated in the 2005-2006 Illinois Parent Involvement Survey**

Level of Agreement	Average Score Range	Total	Percentage
Very Strongly Disagree	1.00 – 1.99	76	5.7%
Strongly Disagree	2.00 – 2.99	132	9.9%
Disagree	3.00 – 3.99	408	30.6%
Agree	4.00 – 4.99	382	28.6%
Strongly Agree	5.00 – 4.99	276	20.7%
Very Strongly Agree	6.00	60	4.5%
<b>TOTAL</b>		1,334	100%
<b>2005-2006 Indicator 8 Percentage = (382+276+60)/1,334 = 53.8%</b>			

**Figure 11: Average Level of Agreement amongst parents with students with disabilities (Ages 3 – 21) who participated in the 2005-2006 Illinois Parent Involvement Survey**



ISBE further examined the overall levels of agreement (“Very Strongly Agree”, “Strongly Agree” and “Agree”) and disagreement (“Very Strongly Disagree”, “Strongly Disagree” and “Disagree”) for each of the 25 survey items. This analysis is provided in Table 12 below.

**Table 12: Analysis of 2005-2006 Illinois Parent Involvement Survey by Survey Item**

Item	Agreement	Disagreement
I am considered an equal partner with teachers and other professionals in planning my child's program.	81.3%	18.7%
I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	38.4%	61.6%
At the IEP meeting, we discussed how my child would participate in statewide assessments.	64.2%	35.8%
At the IEP meeting, we discussed accommodations and modifications that my child would need.	86.6%	13.4%
All of my concerns and recommendations were documented on the IEP.	81.6%	18.4%
Written justification was given for the extent that my child would not receive services in the regular classroom.	67.6%	32.4%
I was given information about organizations that offer support for parents of students with disabilities.	41.1%	58.9%
I have been asked for my opinion about how well special education services are meeting my child's needs.	62.9%	37.1%
My child's evaluation report is written in terms I understand.	84.7%	15.3%
Written information I receive is written in an understandable way.	85.2%	14.8%
Teachers are available to speak with me.	88.4%	11.6%
Teachers treat me as a team member.	81.6%	18.4%
Teachers and administrators seek out parent input.	72.3%	27.7%
Teachers and administrators show sensitivity to the needs of students with disabilities and their families.	77.3%	22.7%
Teachers and administrators encourage me to participate in the decision-making process.	75.8%	24.2%
Teachers and administrators respect my cultural heritage.	90.7%	9.3%
Teachers and administrators ensure that I have fully understood the Procedural Safeguards [the rules in federal law that protect the rights of parents].	74.5%	25.5%
The school has a person on staff who is available to answer parents' questions.	84.6%	15.4%
The school communicates regularly with me regarding my child's progress on IEP goals.	69.6%	30.4%
The school gives me choices with regard to services that address my child's needs.	64.0%	36.0%
The school offers parents training about special education issues.	41.6%	58.4%
The school offers parents a variety of ways to communicate with teachers.	70.6%	29.4%
The school gives parents the help they may need to play an active role in their child's education.	66.7%	33.3%
The school provides information on agencies that can assist my child in the transition from school.	47.9%	52.1%
The school explains what options parents have if they disagree with a decision of the school.	57.4%	42.6%

**Discussion of Baseline Data:** While analyzing the 2005-2006 Illinois Parent Involvement Survey results, ISBE calculated each survey respondent's average position or level of agreement across all 25 survey items on the Survey, which were provided by the National Center for Special Education Accountability

Monitoring (NCSEAM). Responses to each of the 25 items were assigned a value of 1 through 6 according to a Likert, where a response of “Very Strongly Disagree” was assigned a value of 1, “Strongly Disagree” a value of 2, “Disagree” a value of 3, “Agree” a value of 4, “Strongly Agree” a value of 5 and “Very Strongly Agree” a value of 6. An average score across all 25 items was calculated for each respondent. ISBE defines general agreement as an average score which is greater than or equal to 4.0. Of the 1,334 families who responded to the survey, 718 (53.8%) had an average score which was greater than or equal to 4.0, as shown in Table 11 and Figure 11. The results of the survey indicate that 53.8% of parents with a child receiving special education services report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. Any inference based upon these data to the population of parents with students with disabilities statewide should only be made while carefully considering the representativeness of the sample respondents as compared to the rest of the state, as described in the *Respondent Characteristics* above.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Baseline data was collected for the 2005-2006 school year. No target necessary.
2006 (2006-2007)	54%
2007 (2007-2008)	55%
2008 (2008-2009)	56%
2009 (2009-2010)	57%
2010 (2010-2011)	58%
2011 (2011-2012)	58%
2012 (2012-2013)	58%

**Improvement Activities/Timelines/Resources (through 2012):** Parental involvement improvement activities are related to several other indicators in the SPP including Indicators 1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 19 and 20.

Improvement Category	Improvement Activity	Timeline(s)	Resources & Person(s) Responsible
A. Improving Data Collection and Reporting	Utilize data warehousing capabilities to compile, analyze and report data to improve practice.	Ongoing through 2012-2013	ISBE Special Education Division  Annual ISBE Parent Survey

	<ul style="list-style-type: none"> <li>Establish a call-in center to offer support and follow up to parents in responding to annual ISBE Parent Survey for Special Education</li> <li><u>LEAs and special education cooperatives that meet the "n" size of 10 receive reports that include the perceptions of families within their catchment area.</u></li> </ul>		<p>for Special Education</p> <p><u>Parent &amp; Educator Partnership (PEP)</u></p>
	Utilize evaluation data to increase survey response rates and improve parent school partnerships.	Team trainings ongoing through 2012-2013	<p>ISBE Special Education Division</p> <p>ISTAC</p> <p>ISTAC website, annual ISBE Parent Survey for Special Education, <u>webinars on LRE, secondary transition and conflict resolution on PEP website</u></p>
B. Improving Systems Administration and Monitoring	<p>Include parents on ISBE Focused Monitoring teams</p> <ul style="list-style-type: none"> <li>Parents are equal team members</li> <li>Facilitation of the public forum</li> <li>Parents are equal team members on the LEA improvement planning team</li> </ul>	Ongoing through 2012-2013	<p>ISBE focused monitoring team leaders</p> <p>Parent Mentors</p> <p>Parents in LEAs</p>
C. Building Systems and Infrastructures to Deliver Support and Technical Assistance	Develop an infrastructure that allows for the scaling up of evidence-based programs by supporting ISTAC integration efforts including embedding implementation science strategies and protocols.	Beginning September 2008 and ongoing through 2012-2013	<p>ISBE Agency Divisions</p> <p>ISTAC</p>
D. Providing Technical Assistance, Training and Professional Development	<p>Provide technical assistance and training to enhance the capacity of general and special educators to promote parent involvement through the implementation of the PTAs National Standards for Family-School Partnerships or Joyce Epstein's Framework of Six Types of Involvement</p> <ul style="list-style-type: none"> <li>Integration efforts among initiatives (e.g., cross training, sharing resources, utilizing common guiding principles**, developing shared evaluation tools and system).</li> </ul>	Ongoing through 2012-2013	<p>ISBE Special Education Division</p> <p>ISTAC, Illinois State Advisory Council (ISAC), Illinois Special Education Leadership Academy (ISELA)</p> <p>Annual ISBE Parent Survey for Special Education</p> <p>Focused Monitoring parent involvement probes, public forums and parent surveys</p>
G. Improving Collaboration and Coordination			

H. Evaluating Improvement Processes and Outcomes	Determine whether SPP/APR improvement activities are being implemented as planned and are reaching the target audience.	Quarterly through 2012-2013	ISBE Special Education Division  NCRRRC
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## Part B State Performance Plan (SPP) for 2005-2012

**Overview of the SPP Development:** Please refer to Overview of the SPP Development Section.

### **Monitoring Priority: Disproportionality**

**Indicator 9:** Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

**Measurement:** Percent = [(# of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

**Overview of Issue/Description of System or Process:** Disproportionate representation (or disproportionality) of racial/ethnic groups in special education is defined as students in a particular racial/ethnic group (i.e., Asian, Black, Hispanic, Native American or White) being at a considerably greater or lesser risk of being identified as eligible for special education and related services than all other racial/ethnic groups enrolled either in the LEA or in the state (depending on the type of risk ratio calculation applied, as discussed below). ISBE uses a risk ratio to determine state risk for racial/ethnic disproportionality. To determine LEA risk for racial/ethnic disproportionality, ISBE uses a weighted risk ratio for LEAs in which there are at least 10 students in the racial/ethnic group and at least 10 students in the comparison group (all students in the racial/ethnic group enrolled in the LEA), and an alternate risk ratio for LEAs in which there are at least 10 students in the racial/ethnic group but fewer than 10 students in the comparison group enrolled in the LEA. Data utilized for these calculations are taken from the annual Fall Enrollment Counts from SIS (for all students, grades 1-12) and December Child Count (for students with IEPs, ages 6-21), which is the same data reported to OSEP on Table 1 (Child Count) of Information Collection 1820-0043 (Report of Children with Disabilities Receiving Special Education under Part B of the IDEA, as amended).

### **Determining if Disproportionate Representation is the Result of Inappropriate Identification**

ISBE uses a two-step process to determine the existence of disproportionality based on race and ethnicity in special education that is the result of inappropriate identification. ISBE calculates a weighted or alternate risk ratio for every LEA in the state with regard to overall special education eligibility. Such risk ratios are calculated for each racial/ethnic group enrolled in a LEA. ISBE's criterion for determining overrepresentation based on race/ethnicity is a calculated weighted or alternate risk ratio of 3.0 or higher for three consecutive years for a particular racial/ethnic group in which there are at least ten students in the special education population. ISBE's criterion for determining underrepresentation based on race/ethnicity is a calculated weighted or alternate risk ratio of 0.25 or lower for three consecutive years for a particular racial/ethnic group in which there are at least ten students in the special education population. In order to verify whether the disproportionality is the result of inappropriate identification in those LEAs with a risk ratio of 3.0 or higher or 0.25 or lower, ISBE requires the identified LEAs to conduct self-assessment activities, including data verification and a review of policies, practices and procedures related to curriculum and instruction, child find, evaluations, eligibility determinations and IEPs, through one of the following:

- a. Completing a Special Education Disproportionality Self-Assessment (for newly identified LEAs),
- b. Completing a Status Report (for continuing LEAs with the same area of disproportionality two years in a row) or
- c. Completing a Status Report with a Self-Assessment Update (for continuing LEAs with disproportionality two years in a row, but in a different area than the previous year).

The LEAs then submit the results of those activities to ISBE. ISBE reviews the LEA documentation (which includes information resulting from the LEA's review of policies, practices and procedures) and, combined with the LEA data, determines whether or not the disproportionality is, in fact, the result of inappropriate identification of students. For those LEAs found to have disproportionate representation two years in a row, the LEA and State review processes include a review of any new policies or procedures that went into effect since the prior review.

**Baseline Data for FFY 2005 (2005-2006):** Verified FFY05 (2005-2006) baseline data document that 12 out of 872, or 1.4 percent of all Illinois LEAs had disproportionate representation of one or more racial and ethnic groups in special education, and zero of 872, or 0.00 percent of all LEAs were found to have disproportionality due to inappropriate identification.

**Discussion of Baseline Data:** ISBE completed its analysis of disproportionality data using 2003, 2004 and 2005 December Child Count and Fall Housing data and established a preliminary baseline of the percentage of LEAs with possible significant disproportionality in special education due to inappropriate identification. ISBE analyzed self-study data from those LEAs. Illinois met the target of 0% for FFY05.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	0%
2006 (2006-2007)	0%
2007 (2007-2008)	0%
2008 (2008-2009)	0%
2009 (2009-2010)	0%
2010 (2010-2011)	0%
2011 (2011-2012)	0%
2012 (2012-2013)	0%

**Improvement Activities/Timelines/Resources (through 2012):** Disproportionality improvement activities are related to several other indicators in the SPP including Indicator 3, 4, 5, 8, 10, 15 and 20.

Improvement Category	Improvement Activity	Timeline(s)	Resources & Person(s) Responsible
A. Improving Data Collection and Reporting	Utilize data warehousing capabilities to compile, analyze and report data <u>in order to calculate disproportionality risk ratios.</u>	Ongoing through 2012-2013	ISBE Special Education Division  SEMRS, SIS, SEARS
	LEAs utilize ISBE training and technical assistance, and utilize ISBE evaluation tools, reports and systems to ensure reliable and accurate data through: <ul style="list-style-type: none"> <li>▪ PBIS and <u>Illinois Rtl Network</u> team trainings</li> <li>▪ Web-based training modules</li> <li>▪ ISBE staff technical assistance</li> </ul>	Team trainings ongoing through 2012-2013  Web-based training module in 2010	ISBE Special Education Division  <u>ISTAC, Illinois Rtl Network</u>  SEMRS, SIS, SIMEO, VIMEO, websites ( <u>ISTAC, Illinois Rtl Network</u> and ISBE)
	Conduct data analysis, using the applicable risk ratio, to identify LEAs with disproportionate representation of racial and ethnic groups in special education. The SEA will notify LEAs of response requirements and review such responses in accordance with established criteria.	Annually each September to December through 2012-2013	ISBE Special Education Division  SIS, FACTS
C. Building Systems and Infrastructures to Deliver Support and Technical Assistance	Develop an infrastructure that allows for the scaling up of evidence-based programs by supporting ISTAC integration efforts including embedding implementation science strategies and protocols.	Beginning September 2008 and ongoing through 2012-2013	ISBE Agency Divisions  ISTAC
D. Providing Technical Assistance, Training and Professional Development	LEAs will utilize statewide technical assistance projects to implement multi-tiered, schoolwide academic and behavior supports <u>to support prevention and/or reduction in disproportionate representation.</u>	Ongoing through 2012-2013	ISBE Special Education and Innovation & Improvement Divisions  ISTAC, SEL Project, <u>Illinois Rtl Network</u>  ISTAC and <u>Illinois Rtl Network</u> websites and online training modules
D. Providing Technical Assistance, Training and Professional Development	Assist LEAs with improvement plans that address corrective actions for issues of <u>noncompliance, including disproportionate representation due to inappropriate identification.</u>	Ongoing through 2012-2013	ISBE Special Education Division
D. Providing Technical Assistance, Training and	Provide technical assistance and training to enhance the capacity of general and special educators to implement research based	Ongoing through 2012-2013	ISBE Special Education Division  ISTAC, ROEs, ISAC,

Professional Development  G. Improving Collaboration and Coordination	practices that will decrease disproportionality due to inappropriate identification through: <ul style="list-style-type: none"> <li>Partnerships with state agencies, higher education entities, <u>Illinois RtI Network</u>, ROEs, parents, community agencies, etc., to develop a sustainable system of support.</li> <li>Integration efforts among initiatives (e.g., cross training, sharing resources, utilizing common guiding principles, developing shared evaluation tools and system).</li> </ul>		higher education entities  ISTAC website online training modules  NCRRC
E. Clarifying, Examining and Developing Policies and Procedures	Require LEAs with verified disproportionality due to inappropriate identification to add activities to their DIP to correct, as soon as possible but no later than one year of notification of noncompliance, those policies, practices and procedures that have resulted in inappropriate identification.	Annually each March through 2012-2013	ISBE Special Education Division  Online DIP Template, LEA notification letter
	Require LEAs that complete a self assessment and are found not to have inappropriate identification, but that are identified for disproportionality again the following year, to submit a status report on the steps taken to address disproportionality since completing the self assessments.	Annually each September through 2012-2013	ISBE Special Education Division  Status Report Template
H. Evaluating Improvement Processes and Outcomes	Determine whether SPP/APR improvement activities are being implemented as planned and are reaching the target audience.	Quarterly through 2012-2013	ISBE Special Education Division  NCRRC
	Analyze data to evaluate the impact of the LEA disproportionality determination, DIP and technical assistance process and use evaluation data to modify/revise the approach to identifying and working with LEAs.	Annually through 2012-2013	LEA improvement plan progress reports; LEA evaluation of ISBE process

## Part B State Performance Plan (SPP) for 2005-2012

**Overview of the SPP Development:** Please refer to Indicator 1 for a detailed overview of development.

### **Monitoring Priority: Disproportionality**

**Indicator 10:** Percent of districts identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

#### **Measurement:**

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

**Overview of Issue/Description of System or Process:** Disproportionate representation (or disproportionality) of racial/ethnic groups in special education disability categories is defined as students in a particular racial/ethnic group (i.e., Asian, Black, Hispanic, Native American or White) being at a considerably greater or lesser risk of being identified as eligible for special education and related services in a specific disability category (Speech/Language, Specific Learning Disability, Emotional Disturbance, Mental Retardation, Autism and Other Health Impaired) than all other racial/ethnic groups enrolled either in the LEA or in the state (depending on the type of risk ratio calculation applied, as discussed below). ISBE uses a risk ratio to determine state risk for racial/ethnic disproportionality. To determine LEA risk for racial/ethnic disproportionality, ISBE uses a weighted risk ratio for LEAs in which there are at least 10 students in the racial/ethnic group and at least 10 students in the comparison group (all students in the racial/ethnic group enrolled in the LEA), and an alternate risk ratio for LEAs in which there are at least 10 students in the racial/ethnic group but fewer than 10 students in the comparison group enrolled in the LEA. Data utilized for these calculations are taken from the annual Fall Enrollment Counts from SIS (for all students, grades 1-12) and December Child Count (for students with IEPs, ages 6-21), which is the same Child Count data reported to OSEP.

#### **Determining if Disproportionate Representation is the Result of Inappropriate Identification**

ISBE uses a two-step process to determine the existence of disproportionality based on race and ethnicity in special education that is the result of inappropriate identification. ISBE calculates a weighted or alternate risk ratio for every LEA in the state with regard to overall special education eligibility. Such risk ratios are calculated for each racial/ethnic group enrolled in a LEA. ISBE's criterion for determining overrepresentation based on race/ethnicity is a calculated weighted or alternate risk ratio of 3.0 or higher for three consecutive years for a particular racial/ethnic group in which there are at least ten students in the special education population. ISBE's criterion for determining underrepresentation based on race/ethnicity is a calculated weighted or alternate risk ratio of 0.25 or lower for three consecutive years for a particular racial/ethnic group in which there are at least ten students in the special education population. In order to verify whether the disproportionality is the result of inappropriate identification in those LEAs with a risk ratio of 3.0 or higher or 0.25 or lower, ISBE requires the identified LEAs to conduct self-assessment activities, including data verification and a review of policies, practices and procedures related to curriculum and instruction, child find, evaluations, eligibility determinations and IEPs, through one of the following:

- a. Completing a Special Education Disproportionality Self-Assessment (for newly identified LEAs),
- b. Completing a Status Report (for continuing LEAs with the same area of disproportionality two years in a row) or
- c. Completing a Status Report with a Self-Assessment Update (for continuing LEAs with disproportionality two years in a row, but in a different area than the previous year).

The LEAs then submit the results of those activities to ISBE. Upon receipt, ISBE reviews the LEA documentation (which includes information resulting from the LEA's review of policies, practices and procedures) and, combined with the LEA data, determines whether or not the disproportionality is the result of inappropriate identification of students. For those LEAs found to have disproportionate representation two years in a row, the LEA and State review processes include a review of any new policies or procedures that went into effect since the prior review.

**Baseline Data for FFY 2005 (2005-2006):** Verified FFY05 (2005-2006) baseline data document that 64 out of 872, or 7.3 percent of all Illinois LEAs had disproportionate representation of one or more racial and ethnic groups in one or more specific disability categories, and four out of 872, or 0.46 percent of all 872 LEAs were found to have disproportionality due to inappropriate identification.

**Discussion of Baseline Data:** ISBE completed its analysis of disproportionality data using 2003, 2004 and 2005 December Child Count and Fall Housing data and established a preliminary baseline of the percentage of LEAs with possible significant disproportionality by race/ethnicity in specific disability categories that is due to inappropriate identification. ISBE analyzed self-study data from those LEAs. Illinois exceeded the target of 0% by 0.46 percentage points in FFY05.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	0%
2006 (2006-2007)	0%
2007 (2007-2008)	0%
2008 (2008-2009)	0%
2009 (2009-2010)	0%
2010 (2010-2011)	0%
2011 (2011-2012)	0%
2012 (2012-2013)	0%

**Improvement Activities/Timelines/Resources (through 2012):** Disproportionality improvement activities are related to several other indicators in the SPP including Indicators 3, 4, 5, 8, 9, 15 and 20.

Improvement Category	Improvement Activity	Timeline(s)	Resources & Person(s) Responsible
A. Improving Data Collection and Reporting	Utilize data warehousing capabilities to compile, analyze and report data <u>in order to calculate disproportionality risk ratios.</u>	Ongoing through 2012-2013	ISBE Special Education Division  SEMRS, SIS, SEARS
	LEAs utilize ISBE training and technical assistance, and utilize ISBE evaluation tools, reports and systems to ensure reliable and accurate data through: <ul style="list-style-type: none"> <li>▪ PBIS and <u>Illinois RtI Network</u> team trainings</li> <li>▪ Web-based training modules</li> <li>▪ ISBE staff technical assistance</li> </ul>	Team trainings ongoing through 2012-2013  Web-based training module in 2010	ISBE Special Education Division  <u>ISTAC, Illinois RtI Network</u>  SEMRS, SIS, SIMEO, VIMEO, websites (ISTAC, <u>Illinois RtI Network</u> and ISBE)
	Conduct data analysis, using the applicable risk ratio, to identify LEAs with disproportionate representation of racial and ethnic groups in special education disability categories. The SEA will notify LEAs of response requirements and review such responses in accordance with established criteria.	Annually each September to December through 2012-2013	ISBE Special Education Division  SIS, FACTS
C. Building Systems and Infrastructures to Deliver Support and Technical Assistance	Develop an infrastructure that allows for the scaling up of evidence-based programs by supporting ISTAC integration efforts including embedding implementation science strategies and protocols.	Beginning September 2008 and ongoing through 2012-2013	ISBE Agency Divisions  ISTAC
D. Providing Technical Assistance, Training and Professional Development	LEAs will utilize statewide technical assistance projects to implement multi-tiered, schoolwide academic and behavior supports <u>to support prevention and/or reduction in disproportionate representation.</u>	Ongoing through 2012-2013	ISBE Special Education and Innovation & Improvement Divisions  <u>ISTAC, SEL Project, Illinois RtI Network</u>  <u>ISTAC and Illinois RtI Network</u> websites and online training modules
D. Providing Technical	Assist LEAs with improvement plans that address corrective	Ongoing through 2012-2013	ISBE Special Education Division

Assistance, Training and Professional Development	actions for issues of noncompliance, including disproportionate representation due to inappropriate identification.		
D. Providing Technical Assistance, Training and Professional Development  G. Improving Collaboration and Coordination	Provide technical assistance and training to enhance the capacity of general and special educators to implement research based practices that will decrease disproportionality due to inappropriate identification through: <ul style="list-style-type: none"> <li>▪ Partnerships with state agencies, higher education entities, Illinois RtI Network, ROEs, parents, community agencies, etc., to develop a sustainable system of support.</li> <li>▪ Integration efforts among initiatives (e.g., cross training, sharing resources, utilizing common guiding principles, developing shared evaluation tools and system).</li> </ul>	Ongoing through 2012-2013	ISBE Special Education Division  ISTAC, ROEs, ISAC, higher education entities  ISTAC website online training modules  NCRRC
E. Clarifying, Examining and Developing Policies and Procedures	Require LEAs with verified disproportionality due to inappropriate identification to add activities to their DIP to correct, within one year of notification of noncompliance, those policies, practices and procedures that have resulted in inappropriate identification.	Annually each March through 2012-2013	ISBE Special Education Division  Online DIP Template, LEA notification letter
	Require LEAs that complete a self assessment and are found not to have inappropriate identification, but that are identified for disproportionality again the following year, to submit a status report on the steps taken to address disproportionality since completing the self assessments.	Annually each September through 2012-2013	ISBE Special Education Division  Status Report Template
H. Evaluating Improvement Processes and Outcomes	Determine whether SPP/APR improvement activities are being implemented as planned and are reaching the target audience.	Quarterly through 2012-2013	ISBE Special Education Division  NCRRC
	Analyze data to evaluate the impact of the LEA disproportionality determination, DIP and technical assistance process and use evaluation data to modify/revise the approach to identifying and working with LEAs.	Annually through 2012-2013	LEA improvement plan progress reports; LEA evaluation of ISBE process

**Part B State Performance Plan (SPP) for 2005-2012**

**Overview of the SPP Development:** Please refer to Overview of the SPP Development Section.

**Monitoring Priority: Effective General Supervision Part B / Child Find**

**Indicator 11:** Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:**

a. # of children for whom parental consent to evaluate was received.  
 b. # of children whose evaluations were completed within 60 days (or State established timeline).

Account for children included in a but not included in b. Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

Percent = [(b) divided by (a)] times 100.

**Overview of Issue/Description of System or Process:** The current state rules in Illinois require eligibility determination within 60 school days of parental consent. In order to track whether evaluation and eligibility determinations for students who were determined eligible or ineligible for special education and related services were completed within 60 school days, ISBE collects these data through its iePoint software. This system automatically calculates the number of days in the appropriate field. The data collected is sent to ISBE at the end of each school year. ISBE examines the data for patterns of noncompliance within LEAs and addresses such patterns through its system of general supervision. Prior to the implementation of the iePoint system for the 2006-2007 school year, ISBE utilized a web application entitled, "The State Performance Plan Data Collection (SPPDC)" to collect baseline data for this indicator during the 2005-2006 school year. Directors of Special Education logged into the SPPDC system and reported aggregate data for each of their LEAs.

**Baseline Data for FFY 2005 (2005-2006):** Child find data provided by the Local Education Agencies and analyzed by the Special Education Services Division-Springfield found that 64.2% of evaluations met the 60 calendar timeline. There were 131,056 children for whom parental consent to evaluate was received. Of those children, 72,737 were determined not eligible and 12,356 were determined eligible within 60 calendar days.

Measurement	Data
A. Number of children for whom parental consent to evaluate was received.	131,056
B. Number determined not eligible whose evaluations were completed within 60 days (or State established timeline).	72,737
C. Number determined eligible whose evaluations were completed within 60 days (or State established timeline).	12,356
Percent = [(b + c) divided by (a)] times 100	(72,737 + 12,356) divided by 131,056 x 100 = 64.2%

**Discussion of Baseline Data:** Data were reported to ISBE by all LEAs. In the analyses of the data reported, it was found that 64.2% of evaluations met the 60 calendar day timeline. Upon further review, it appears that the number of evaluations that were in compliance with the current state rule of 60 school days was a much higher percentage; however, this cannot be validated because the data were not collected in this manner.

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>2005 (2005-2006)</b>	100%
<b>2006 (2006-2007)</b>	100%
<b>2007 (2007-2008)</b>	100%
<b>2008 (2008-2009)</b>	100%
<b>2009 (2009-2010)</b>	100%
<b>2010 (2010-2011)</b>	100%
<b>2011 (2011-2012)</b>	100%
<b>2012 (2012-2013)</b>	100%

**Improvement Activities/Timelines/Resources (through 2012):** Child find/evaluation improvement activities are related to several other indicators in the SPP including Indicators 8, 12, 15 and 20.

<b>Improvement Category</b>	<b>Improvement Activity</b>	<b>Timeline(s)</b>	<b>Resources &amp; Person(s) Responsible</b>
A. Improving Data Collection and Reporting	Utilize data warehousing capabilities to compile, analyze and report data.	Ongoing through 2012-2013	ISBE Special Education Division SEMRS, SIS, SEARS
	LEAs utilize ISBE training and technical assistance, and utilize ISBE evaluation tools, reports and systems to ensure reliable and accurate data.	Ongoing through 2012-2013	ISBE Special Education Division Harrisburg Project SEMRS, SIS, ISBE website, ISBE memo

D. Providing Technical Assistance, Training and Professional Development	Provide technical assistance and training to enhance the capacity of general and special educators regarding adherence to child find responsibilities and timelines.	Ongoing through 2012-2013	ISBE Special Education Division  Harrisburg Project  ISBE website
	<u>Provide technical assistance and training to LEAs with findings of noncompliance to address lack of personnel resources; procedures and practices; hearing, vision and other medical issues; and parent's unavailability or inability to attend meetings via local improvement plans.</u>	Fall 2009 and ongoing through 2012-2013	ISBE Special Education Division  Harrisburg Project  ISBE website
H. Evaluating Improvement Processes and Outcomes	Determine whether SPP/APR improvement activities are being implemented as planned and are reaching the target audience.	Quarterly through 2012-2013	ISBE Special Education Division  NCRRC

## Part B State Performance Plan (SPP) for 2005-2012

**Overview of the SPP Development:** Please refer to Overview of the SPP Development Section.

### ***Monitoring Priority: Effective General Supervision Part B / Effective Transition***

**Indicator 12:** Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

(20 U.S.C. 1416(a)(3)(B))

#### **Measurement:**

- a. # of children who have been served in Part C and referred to Part B for eligibility determination.
- b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays.
- c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
- d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services.
- e. # of children who were referred to Part C less than 90 days before their third birthdays.

Account for children included in a but not included in b, c, d or e. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.

Percent = [(c) divided by (a – b – d – e) times 100.

**Overview of Issue/Description of System or Process:** At least 90 days prior to the child's third birthday, the Child and Family Connections office (CFC), with the family's consent, is required to hold a transition meeting and invite the LEA. The LEA is required to participate. During this meeting or in a subsequent meeting, the LEA conducts a "domain meeting" with the family to determine what information is available about the child and what evaluations may be necessary to determine eligibility for Part B services. If further evaluations are needed the LEA secures consent from the family for the assessments. Prior to the child's third birthday, the LEA holds an IEP meeting with the family to determine eligibility and to develop the IEP. Services begin on or before the child's third birthday.

A transition tracking system was instituted statewide beginning September 1, 2005, which documents the process and reasons for any delay in eligibility determination. In May of 2005, a memorandum was distributed to all LEAs and special education cooperatives introducing the form and instructions for its completion and return to the CFC. In the meantime, DHS instituted new procedures in their data system to collect information regarding reasons for any delay in eligibility determination or IEP development. Once the CFC began using the new codes to document reasons for delay, ISBE issued another memorandum in October, 2005, explaining the new codes and implications for LEAs. The memorandum directs LEAs to work more closely with the CFCs to ensure an efficient and effective eligibility determination or IEP development by the third birthday of the children referred from EI. DHS will share with ISBE quarterly, the data collected from the transition tracking form so that ISBE can follow up with LEAs that have children with no eligibility determination at age 3 or that have IEPs developed after the child's third birthday because of a LEA error or omission. Due to inconsistent receipt of tracking form data from DHS,

ISBE has instituted the collection of Indicator 12 data through SIS. This will enable ISBE to check data received from DHS for accuracy.

**Baseline Data for FFY 2004 (2004-2005):** The Department of Human Services (DHS) data document that 81.3% of children referred from Part C to Part B had eligibility determined by the third birthday. The baseline data for the 2004-2005 school year has been corrected. The SPP submitted December 2005 did not accurately calculate this percentage based on the calculation given in the measurement for Indicator 12. Incompatible data systems between ISBE and DHS have prevented ISBE from determining the length of delays for the 2004-2005 school year. However, please note these issues have been addressed in order to provide complete data for the 2005-2006 and future school years.

**Table 1**

Eligibility Determinations		2004-2005
A.	Total number of children who have been served in Part C and referred to Part B for eligibility determination	8651
B.	Number of those referred determined to be not eligible and whose eligibilities were determined prior to their third birthdays	967
C.	Number of those referred found eligible who had an IEP developed and implemented by their third birthday	6244 (81.3%)
CFC/LEA/Family Delays (*See below for further discussion)		1440 (18.7%)

**Discussion of Baseline Data:** Based upon the data above, there were a total of 8651 children referred from Part C to Part B and 7211 (81.3%) children had eligibility determinations by their third birthday. There were delays in 18.7% of the cases whether by a CFC delay, family delay or LEA delay.

In January of 2005, DHS implemented new codes under “special education eligibility not determined” into their data system. These codes provide a reason for the delay in eligibility determination. The delay could be “system reasons- CFC or LEA delay” or “family reasons-family general, family moving to private services, or referral declined.” Please note the data below was only collected for the six month period between January – June 2005.

**Reasons for the Delay**

Year	LEA Delay	CFC Delay	Family Delay
<b>January 1, 2005- June 30, 2005</b>	21.5%	2.5%	75.8% <ul style="list-style-type: none"> <li>• <i>General (57%)</i></li> <li>• <i>Moving to Private Services (9.4%)</i></li> <li>• <i>Referral Declined (9.4%)</i></li> </ul>

FFY	Measurable and Rigorous Target
<b>2005 (2005-2006)</b>	100%
<b>2006 (2006-2007)</b>	100%
<b>2007 (2007-2008)</b>	100%

<b>2008</b> <b>(2008-2009)</b>	100%
<b>2009</b> <b>(2009-2010)</b>	100%
<b>2010</b> <b>(2010-2011)</b>	100%
<b>2011</b> <b>(2011-2012)</b>	100%
<b>2012</b> <b>(2012-2013)</b>	100%

**Improvement Activities/Timelines/Resources (through 2012):** Part C to B transition improvement activities are related to several other indicators in the SPP including Indicators 6, 7, 8, 11, 15 and 20.

<b>Improvement Category</b>	<b>Improvement Activity</b>	<b>Timeline(s)</b>	<b>Resources &amp; Person(s) Responsible</b>
A. Improving Data Collection and Reporting	Utilize data warehousing capabilities to compile, analyze and report data. <ul style="list-style-type: none"> <li>▪ Implement the tracking system and integrate data collection into the ISBE SIS.</li> <li>▪ <u>Implement</u> a process to transfer children's names and demographic information to LEAs.</li> <li>▪ <u>Implement</u> procedures for following up with LEAs on the status of children whose names were submitted.</li> </ul>	Beginning Spring 2007 and ongoing through 2012-2013	ISBE Special Education Division  DHS, CFCs  SEMRS, SIS, SEDS, SEARS
	Follow up with LEAs on children for whom no evidence of successful transition from Part C to Part B is documented.	Beginning Spring 2007 and ongoing through 2012-2013	ISBE Special Education Division
	LEAs utilize ISBE training and technical assistance on effective transition practices, and utilize ISBE evaluation tools, reports and systems to ensure reliable and accurate data.	Ongoing through 2012-2013	ISBE Special Education Division  SEMRS, SIS, SEDS, ISBE website  Online training

	<ul style="list-style-type: none"> <li>Provide ongoing technical assistance regarding the tracking system and SIS.</li> </ul>		information
D. Providing Technical Assistance, Training and Professional Development	<p>Provide technical assistance and training to enhance the capacity of general and special educators by:</p> <ul style="list-style-type: none"> <li>Revising an EC Transition Question and Answer document for distribution to LEAs, ECSE Coordinators, parent groups, Directors of Special Education and IAASE.</li> <li>Developing and disseminating a DVD resource in English and Spanish for parents of children exiting early intervention called "When I am Three, Where Will I Be? A Parents' Transition Workbook."</li> </ul> <p>Developing and disseminating guidance for LEAs, ECSE Coordinators, CFC managers, and Directors of Special Education on use of the IFSP for eligibility determination and service provision.</p>	Beginning April 2009 and ongoing through 2012-2013	<p>ISBE Special Education Division</p> <p>DHS, STARNET, CFCs, Child Find Project, Early CHOICES, Transition Guidance Committee (parents, DHS staff, EI service coordinators)</p> <p>Online Transition Tracking Form training, Transition training video, Individualized Family Service Plan (IFSP) guidance document, online EC Transition Q&amp;A document, "When I am Three, Where Will I Be? A Parents' Transition Workbook"</p>
	<p>Develop and implement a training module on best practice in transition from EI to ECSE. CFC and LEA attendance <u>may be applied toward CFC and CPDU hours.</u></p> <p>Update training module.</p>	Beginning 2008 and ongoing through 2012-2013	<p>ISBE Early Childhood and Special Education Divisions</p> <p>STARNET, Child Find Project, Early CHOICES</p>
D. Providing Technical Assistance, Training and Professional Development	Assist LEAs with improvement plans that address corrective actions for issues of noncompliance.	Ongoing through 2012-2013	ISBE Special Education Division
G, Improving Collaboration and Coordination	Implement interagency agreement for transition from Part C to Part B.	Ongoing through 2012-2013	<p>ISBE Early Childhood and Special Education Divisions</p> <p>DHS</p>

	Collaborate with DHS and CFC personnel to use the transition workbook and DVD with parents to promote awareness of, and involvement in the transition process.	Ongoing through 2012-2013	ISBE Early Childhood and Special Education Divisions  DHS, CFCs
H. Evaluating Improvement Processes and Outcomes	Determine whether SPP/APR improvement activities are being implemented as planned and are reaching the target audience.	Quarterly through 2012-2013	ISBE Special Education Division  NCRRC

## Part B State Performance Plan (SPP) for 2005-2012

**Overview of the SPP Development:** Please refer to Overview of the SPP Development Section.

### ***Monitoring Priority: Effective General Supervision Part B / Effective Transition***

**Indicator 13:** Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:** Percent = [(# of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority) divided by the (# of youth with an IEP age 16 and above)] times 100.

**Overview of Issue/Description of System or Process:** LEAs submit data using the Funding and Child Tracking System (FACTS) data collection system contained within the iePoint system. Due to requirements in Illinois state rules and regulations, these data are submitted for students 14½ years old and older; however, per the Indicator 13 measurement requirements, only students ages 16 and older are included in the calculation. Due to recent changes in the measurement, Illinois has accessed support from the National Secondary Transition Technical Assistance Center (NSTTAC) and provided information and training for directors of special education through the statewide annual Special Education Directors Conference and Illinois Association of Administrators of Special Education (IAASE) conferences. ISBE also provides technical assistance on Indicator 13 through the State Transition Consultant, Harrisburg Project and multiple online resources.

**Baseline Data for FFY 2009 (2009-2010):** Baseline data show that 79.2% (47,494 / 59,961) of youth with IEPs aged 16 and above have an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. (There was also evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority).

**Discussion of Baseline Data:** Baseline data document that 79.2% (47,494 / 59,961) of youth with IEPs 16 years old and older met Indicator 13. The State did not meet the measurable and rigorous target of 100% for this indicator. In order to meet the target for Indicator 13, secondary transition has been identified as a priority area for the State. ISBE has invested significant staff time and resources into improving results for Indicator 13. As seen in the improvement activities for this indicator, ISBE offers multiple resources regarding training and technical assistance on effective transition practices, as well as on compliance related to Indicator 13 for impact and capacity building at the local level. In addition, ISBE receives support from the National Drop-Out Prevention Center and the National Secondary Transition Technical Assistance Center regarding this indicator. Statewide Indicator 13 data show that 423 LEAs meet the 100% target and an additional 44 LEAs reported less than 100% but greater than 95%. Therefore, 467 / 491 LEAs are at 95% or above for Indicator 13.

Of the 20.8% (12,467 / 59,961) of youth with IEPs 16 years and older who did not receive appropriate secondary transition services, 94.6% (11,791 / 12,467), were from one large, urban LEA. The remaining 5.4% (676 / 12,467) of youth with IEP's 16 years and older who did not receive appropriate secondary transition services are from 67 different LEAs. The large, urban LEA is undergoing a significant re-organization in the area of secondary transition. With ongoing technical assistance from ISBE, this LEA is developing a strategic plan to systematically address the identified focus areas related to secondary transition, including school-level knowledge regarding transition, professional development, data management, inter-departmental relationships, external partnerships and student/parent support programs. ISBE staff will continue to work closely with this LEA to ensure that identified findings of noncompliance are corrected in relation to Indicator 13, and that systemic changes are implemented to ensure that transition school-level knowledge, professional development, data management, etc. are embedded in the LEA's policies, procedures and practices. ISBE will verify correction with this LEA, as well as the other 67 LEAs with identified noncompliance, to ensure that each LEA is correctly implementing the regulatory requirement(s) related to Indicator 13. ISBE will continue to focus on secondary transition statewide to achieve and maintain the measurable and rigorous target for Indicator 13.

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>2005 (2005-2006)</b>	100%
<b>2006 (2006-2007)</b>	100%
<b>2007 (2007-2008)</b>	100%
<b>2008 (2008-2009)</b>	N/A
<b>2009 (2009-2010)</b>	100% (Baseline year)
<b>2010 (2010-2011)</b>	100%

<b>2011</b> <b>(2011-2012)</b>	100%
<b>2012</b> <b>(2012-2013)</b>	100%

**Improvement Activities/Timelines/Resources (through 2012):** Secondary transition improvement activities are related to several other indicators in the State SPP including Indicators 1, 2, 5, 8, 14, 15 and 20.

<b>Improvement Category</b>	<b>Improvement Activity</b>	<b>Timeline(s)</b>	<b>Resources &amp; Person(s) Responsible</b>
A. Improving Data Collection and Reporting	Utilize data warehousing capabilities to compile, analyze and report data.	Ongoing through 2012-2013	ISBE Special Education Division  ISTAC, <u>Harrisburg Project</u>  SEMRS, SIS, SEDS, SEARS, IL Post-School Outcomes Survey
	<ul style="list-style-type: none"> <li>▪ LEAs utilize ISBE training and technical assistance, and utilize ISBE evaluation tools, reports and systems to ensure reliable and accurate data.</li> </ul>	Ongoing through 2012-2013	ISBE Special Education Division  Harrisburg Project  SEMRS, SIS, ISBE website and <u>online training modules</u> , <u>Indicator 13 Checklist</u>
	<p>Review a sample of LEA data to verify data reliability for LEAs that report 100% for meeting secondary transition plan requirements.</p> <ul style="list-style-type: none"> <li>• Conduct an annual institute and follow up cadre meetings with LEAs that meet the criteria above with an emphasis on compliance, best practices and capacity building.</li> </ul>	<p>Statewide Transition Institute beginning Fall 2010 and annually through 2012-2013</p> <p>Cadre meetings to provide ongoing support for LEA teams ongoing through 2012-2013</p>	<p>ISBE Special Education Division</p> <p>ISTAC, NSTTAC, LEA secondary transition teams</p> <p>TPSA, LEA transition plan data/ evidence and SPP 13 data</p>
C. Building Systems and Infrastructures to Deliver Support and Technical Assistance	Develop an infrastructure that allows for the scaling up of evidence-based programs by supporting ISTAC integration efforts including embedding implementation science strategies and protocols.	Beginning September 2008 and ongoing through 2012-2013	ISBE Agency Divisions  ISTAC

<p>D. Providing Technical Assistance, Training and Professional Development</p>	<p>LEAs will utilize statewide technical assistance projects to implement multi-tiered, schoolwide academic and behavior supports.</p> <p>LEAs will access the TPSA tool to plan for, engage in, and re-assess the implementation of a continuum of transition best practices (e.g., program structure, collaboration, student-focused planning, student development and family involvement) and access ISBE technical assistance and training.</p> <ul style="list-style-type: none"> <li>▪ LEAs will access the Transition Practice Cross Reference Tool to assist with alignment.</li> <li>▪ Short- and long-term impact (e.g., capacity building) for Indicators 1, 2, 5, 8, 14 and 20.</li> </ul>	<p>Ongoing through 2012-2013</p>	<p>ISBE Special Education and Innovation &amp; Improvement Divisions</p> <p>ISTAC, SEL Project, Illinois Rtl Network, Loyola University</p> <p>ISTAC website, online training modules</p>
<p>D. Providing Technical Assistance, Training and Professional Development</p>	<p>Assist LEAs with improvement plans that address corrective actions for issues of noncompliance.</p>	<p>Ongoing through 2012-2013</p>	<p>ISBE Special Education Division</p>
<p>D. Providing Technical Assistance, Training and Professional Development</p> <p>G. Improving Collaboration and Coordination</p>	<p>Provide technical assistance and training to enhance the capacity of general and special educators to implement research based practices that will provide a wide variety of options to expand transition planning through:</p> <ul style="list-style-type: none"> <li>▪ Partnerships with state agencies, higher education entities, ROEs, parents, community agencies, etc. to develop a sustainable system of support.</li> <li>▪ Integration efforts among initiatives (e.g., cross training, sharing resources, utilizing common guiding principles, developing shared evaluation tools</li> </ul>	<p>Ongoing through 2012-2013</p>	<p>ISBE Special Education Division</p> <p>ISTAC, ROEs, IICC, State Rehabilitation Council, Statewide Independent Living Council, Mental Health Transition Workgroup, Board of Higher Education Disability Advisory Committee, P20 Council, Statewide Transition Conference Steering Committee, NPSO, Loyola University</p> <p>Online training modules</p>

	<p>and system).</p> <ul style="list-style-type: none"> <li>▪ Development of a matrix that will cross reference TPSA topic areas (e.g., program structure, interagency collaboration, student-focused planning, student development and family involvement) with resources/tools available within the state and nationally.</li> <li>▪ Integration efforts among initiatives (e.g., cross training, sharing resources, utilizing common guiding principles, developing shared evaluation tools and system).</li> <li>▪ Scaling up access to web-based training on transition and related topics (e.g., co-teaching, differentiated instruction).</li> </ul>		
H. Evaluating Improvement Processes and Outcomes	Determine whether SPP/APR improvement activities are being implemented as planned and are reaching the target audience.	Quarterly through 2012-2013	ISBE Special Education Division  NCRRC

## Part B State Performance Plan (SPP) for 2005-2012

**Overview of the SPP Development:** Please refer to Overview of the SPP Development Section.

### **Monitoring Priority: Effective General Supervision Part B/Effective Transition**

**Indicator 14:** Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- A. Enrolled in higher education within one year of leaving high school.
- B. Enrolled in higher education or competitively employed within one year of leaving high school.
- C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

(20 U.S.C. 1416(a)(3)(B))

#### **Measurement:**

A. Percent enrolled in higher education =  $[(\# \text{ of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school}) \div (\# \text{ of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school})] \times 100$ .

B. Percent enrolled in higher education or competitively employed within one year of leaving high school =  $[(\# \text{ of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school}) \div (\# \text{ of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school})] \times 100$ .

C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment =  $[(\# \text{ of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or some other postsecondary education or training program; or competitively employed or in some other employment}) \div (\# \text{ of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school})] \times 100$ .

#### **Definitions:**

*Higher Education* means youth have been enrolled on a full- or part-time basis in a community college (2 year program) or college/university (4 or more year program) for at least one complete term, at any time in the year since leaving high school.

*Competitive Employment* means that youth have worked for pay at or above the minimum wage in a setting with others who are nondisabled for a period of 20 hours a week for at least 90 days at any time in the year since leaving high school. This includes military employment.

*Some other post-secondary education or training* means youth enrolled on a full- or part-time basis for at least one complete term at any time in the year since leaving high school in an education or training program

*Some other employment* means youth have worked for pay or been self-employed for a period of at least 90 days at any time in the year since leaving high school. This includes working in a family business.

**Overview of Issue/Description of System or Process:**

ISBE has developed a Summary of Performance form that is recommended for use by all LEAs. This recommended form includes a separate page entitled Post-School Data Collection Survey. This page includes all of the necessary demographic information, contact information, and a consent to be signed by the student or guardian for permission to contact them one year after school exit for the purpose of post-school outcomes data collection.

Illinois is using the data collection tool developed by the National Post-School Outcomes Center (NPSO) to gather post-school outcomes information on school leavers with IEPs. ISBE identifies school leavers via the FACTS system. All students included in FACTS with exit codes of A,B,C or D are considered to be school leavers.

- A Graduated from high school with diploma
- B Graduated from high school through certificate of completion/fulfillment of IEP requirements
- C Reached maximum age for special education service, i.e., the student reached the age of 21 prior to the beginning of the current school year
- D Dropped out (age 17 or older)

Data collection, as approved by OSEP in the initial year of this SPP cycle (FFY05), occurs across all four of the Illinois LEA clusters (LEAs with student enrollments of fewer than 50,000) that include school leavers. The sample addresses all students who had an IEP the last year they were in school and includes all youth who left school including graduates, dropouts and youth who aged out. In addition, Chicago Public Schools (a LEA with a student enrollment of 50,000 or more) will be sampled over the span of this SPP.

	<b>Cohort (Size/Type)</b>	<b>LEA Enrollment Range*</b>	<b>Number of LEAs</b>
Cohort 1	Small Unit LEAs	Less than 551	98
Cohort 2	Medium Unit LEAs	551 - 1845	198
Cohort 3	Large Unit LEAs	More than 1845	99
Cohort 4	High School LEAs	All LEAs included	100
Cohort 5	Chicago Public Schools	-----	1

\* Cohort enrollment range and assignment is determined on an annual basis

LEAs with 35 or fewer school leavers with IEPs are required to collect census data. For the 2005-06 school year, 402 of 461 eligible LEAs (excludes elementary LEAs) had 35 or fewer school leavers with IEPs.

Sampling is utilized to collect post-school outcomes data for those LEAs with more than 35 school leavers with IEPs. For the 2005-06 school year, 59 of 461 eligible LEAs (excludes elementary LEAs) had more than 35 school leavers with IEPs. A stratified random sampling procedure is used to identify individuals for each of these LEAs, using the variables of FACTS exit code, ethnicity, gender, and primary disability. A sampling calculator is used to determine the number of students to survey in each LEA. All LEAs using sampling are required to survey a minimum of 35 school leavers. The SEA generates a report to indicate which school leavers need to be surveyed, to ensure that the sample is representative of each LEA's population of school leavers.

Sampling is utilized to collect post-school outcomes data for Chicago Public Schools (a LEA with student enrollment of 50,000 or more) each year. Twenty percent of the high schools in Chicago

Public Schools (CPS) are surveyed each year. The NPSO sampling calculator is used to ensure that the high schools identified for data collection each year are representative of the entire LEA. High Schools with fewer than 35 school leavers are required to collect census data. Sampling is utilized to collect data for those CPS high schools with more than 35 school leavers with IEPs. A stratified random sampling procedure is used to identify individuals for each high school, using the variables of FACTS exit code, ethnicity, gender, and primary disability. A sampling calculator is used to determine the number of students to survey in each high school.

The following data collection schedule was established:

FFY	Cohorts Surveyed
2006	Cohort 1 – Small Unit LEAs Cohort 5 – Chicago Public Schools (20%) of high schools)
2007	Cohort 2 – Medium Unit LEAs Cohort 5 – Chicago Public Schools (20%) of high schools)
2008	Cohort 3 – Large Unit LEAs Cohort 5 – Chicago Public Schools (20%) of high schools)
2009	Cohort 4 – High School LEAs Cohort 5 – Chicago Public Schools (20%) of high schools)
2010	Cohort 1 – Small Unit LEAs Cohort 5 – Chicago Public Schools (20%) of high schools)

Since states were not required to report Indicator 14 in the February 2010 SPP/APR FFY 2008 submission, ISBE chose not to collect Post School Outcome data. To ensure that all LEAs are included in the data collection efforts at least once during the SPP, ISBE modified the data collection plan. In FFY 2009, Illinois collected data from the cohorts scheduled for data collection in FFY 2008. Thus, all LEAs will be included in the data collection efforts at least once during the span of this SPP. The modified data collection schedule is as follows:

FFY	Cohorts Surveyed
<b>2009 (2009-2010) (2008-2009 school leavers)</b>	Cohort 3 – Large Unit LEAs Cohort 5 - Chicago Public Schools (20% of high schools)
<b>2010 (2010-2011) (2009-2010 school leavers)</b>	Cohort 4 – High School LEAs Cohort 5 - Chicago Public Schools (20% of high schools)

<p><b>2011 (2011-2012) (2010-2011 school leavers)</b></p>	<p>Cohort 1 – Small Unit LEAs  Cohort 5 - Chicago Public Schools (20 % of high schools)</p>
<p><b>2012 (2012-2013) (2011-2012 school leavers)</b></p>	<p>Cohort 2 – Medium Unit LEAs  Cohort 5 - Chicago Public Schools (20% of high schools)</p>

Data are collected by LEA staff in the designated cohort between April 1 and September 30 of the year following school exit. Training for staff on data collection is provided via the State Performance Plan Data Collection web application. This training addresses such issues as basic data collection, locating and contacting students, interviewing techniques and guidance on response rates and missing data. One-on-one technical assistance is provided by SEA staff upon request.

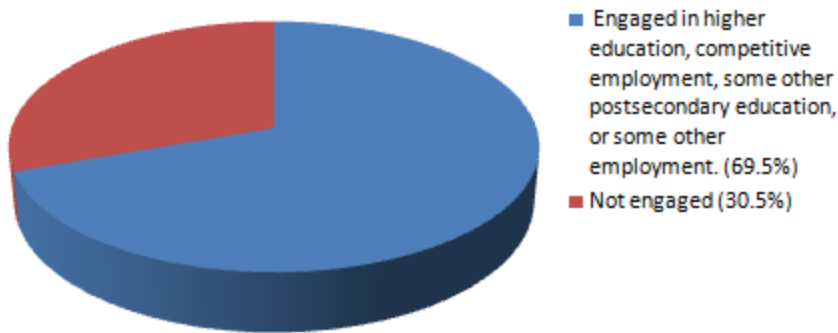
The State Performance Plan Data Collection (SPPDC) web application is utilized for data reporting. After these data are collected, the response rate for this survey will be compared to the entire population of school leavers across the state of Illinois annually. While individual years' response rates may differ slightly from the entire population of school leavers across the four variables considered (exit code, ethnicity, gender, and primary disability), the cumulative response rates across the time span of the SPP should be representative across these variables since all LEAs will eventually be included. The SEA will provide data analysis and provide tabular reports to the LEAs.

The SEA regularly meets with stakeholder members of the Illinois Interagency Coordinating Council, the Illinois State Advisory Council for Students with Disabilities, and the Illinois Alliance of Administrators of Special Education to review post-school outcomes data and identify areas in need of improvement. Additionally, the Illinois Transition Outcomes Workgroup continues to meet regularly to address data collection, training and technical assistance needs in the areas of transition and post school outcomes. Beginning in FFY 2010, in partnership with these stakeholders, ISBE will develop a plan for the use of post school outcomes data to better understand what is happening with our school leavers.

**Baseline Data for FFY 2009 (2009-2010):** Of the 4,381 entries in the ISBE Indicator 14 web application, 2,114 of the responses (48.2%) aligned with the NPSO guidance document definition of "respondents." Of those 2,114 survey respondents, baseline data document that the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school was 29.5% (623 / 2,114), while 56.5% were enrolled in higher education or competitively employed within one year of leaving high school (623 [higher education] + 572 [competitively employed] / 2,114) and 69.2% (623 [higher education] + 572 [competitively employed] + 160 [some other post-secondary education or training] + 108 [some other employment] / 2,114) were enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

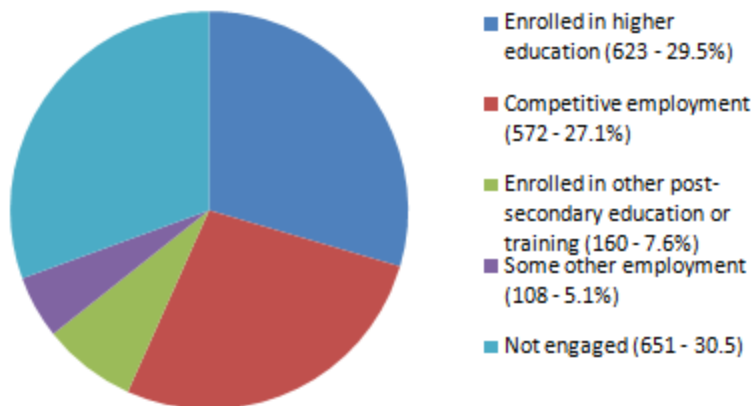
## Baseline Data for FFY 2009 (2009-2010)

### Overall Post School Outcomes Survey Results

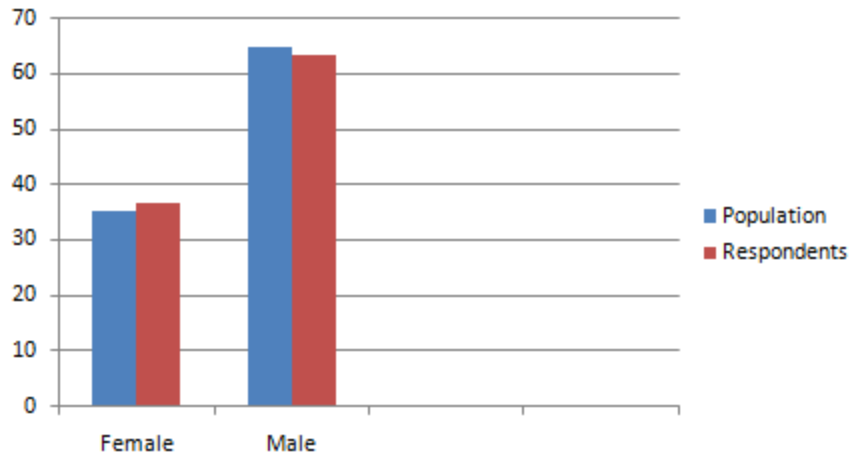


## Baseline Data for FFY 2009 (2009-2010)

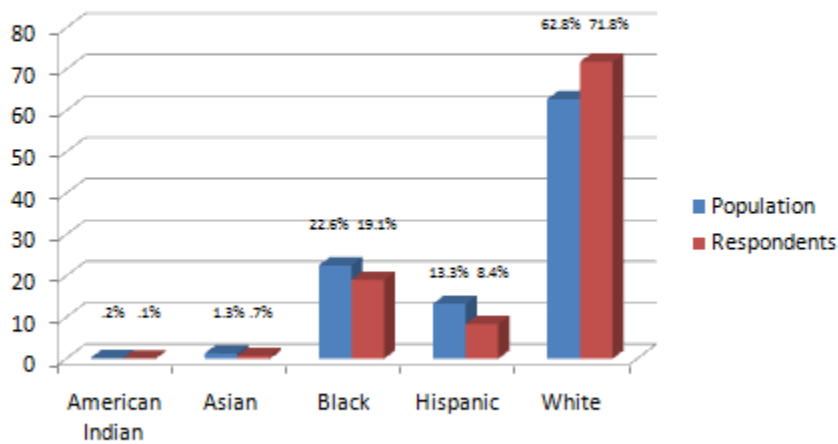
### Post School Outcomes for 2008-09 School Year Leavers



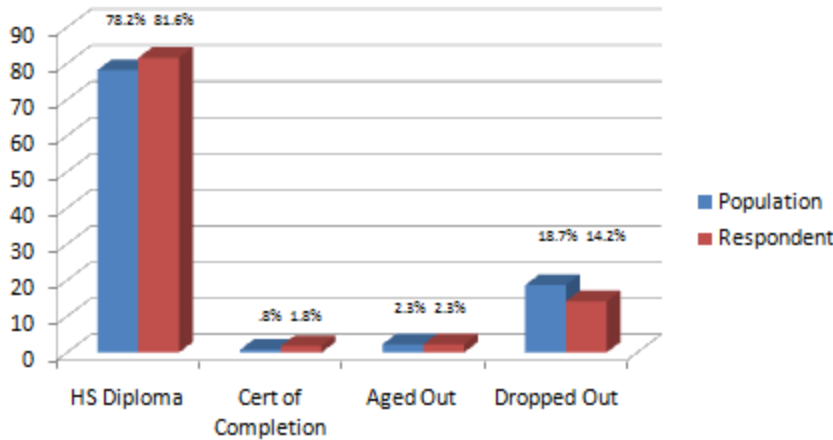
## Post School Outcomes Survey Gender Distribution



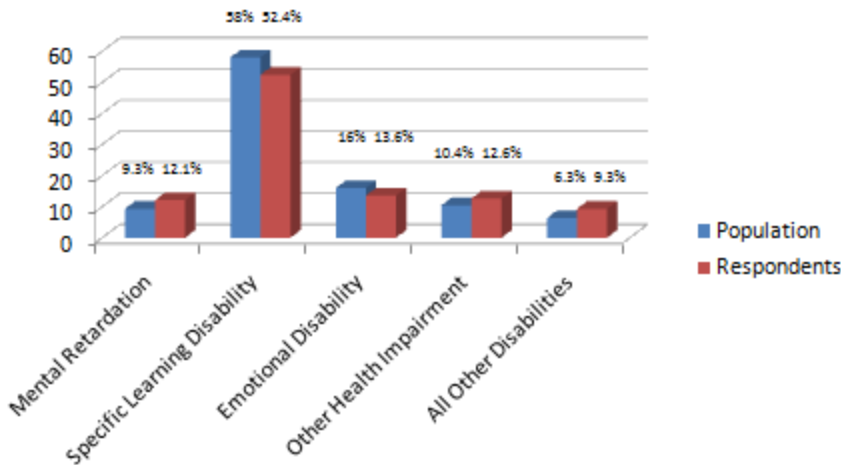
## Post School Outcomes Survey Race/Ethnicity Distribution



## Post School Outcomes Survey Exit Reason Distribution



## Post School Outcomes Survey Disability Distribution



**Discussion of Baseline Data:** Data were collected from Cohort 3 (large unit LEAs) and 20% of high schools in Chicago Public Schools in FFY 2009. 4,381 school leavers were selected for the survey. Of those, 2,114 responses aligned with what was in the NPSO guidance document as “respondents”, resulting in a response rate of 48.2%. The makeup of that respondent group is shown in the previous charts. It should be reiterated that, while individual year’s respondents may differ slightly from the entire population of school leavers across the four variables considered, the cumulative pool of respondents across the time span of the SPP should be representative across these variables since all LEAs will eventually be included.

In conjunction with the SPP improvement activities regarding training on effective transition practices, ISBE has received technical assistance from OSEP, the North Central Regional Resource Center (NCRRC), the National Secondary Transition Technical Assistance Center (NSTTAC), the National Drop-Out Prevention Center for Youth (NDCP/Youth), Shared Work: National Community of Practice on Transition and the Illinois Statewide Technical Assistance Center (ISTAC) partners. Consultants from NSTTAC, NDCP/Youth and ISTAC have provided technical assistance by presenting at the Statewide Transition Conference, the Special Education Director's Conference and Illinois Alliance of Administrators of Special Education (IAASE) conferences on topics related to transition. In addition, technical assistance from all of the above projects has allowed ISBE to be able to develop a variety of transition resources and make them easily accessible for LEAs and other stakeholders on ISBE's webpage. This includes the Transition Planning Self-Assessment (TPSA) - The TPSA tool assists LEAs in analyzing the full continuum of secondary transition practices (e.g., program structure, interagency collaboration, student-focused planning, student development and family involvement) and engaging in a reciprocal process of action planning, implementation and on-going re-assessment. LEAs implement the TPSA and use the data to conduct action planning and develop objectives, strategies and activities for improving their transition services to students. LEAs also have access to online training related to action planning with the TPSA. Additionally, LEAs have access to the Transition Practices Cross Reference Tool to aid in development of quality LEA improvement plans. This tool aligns with identified evidence based practices and provides suggestions for implementation of those practices. ISBE will continue to focus on secondary transition to achieve the measurable and rigorous target for Indicator 14.

FFY	Measurable and Rigorous Target
<b>2005</b> <b>(2005-2006)</b>	N/A
<b>2006</b> <b>(2006-2007)</b>	N/A
<b>2007</b> <b>(2007-2008)</b>	N/A
<b>2008</b> <b>(2008-2009)</b>	N/A
<b>2009</b> <b>(2009-2010)</b>	N/A (Baseline year)
<b>2010</b> <b>(2010-2011)</b>	<ul style="list-style-type: none"> <li data-bbox="496 1556 1317 1612">A. 35.0% enrolled in higher education within one year of leaving high school.</li> <li data-bbox="496 1650 1341 1707">B. 56.5% enrolled in higher education or competitively employed within one year of leaving high school.</li> <li data-bbox="496 1745 1341 1829">C. 69.5% enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.</li> </ul>

<p align="center"><b>2011 (2011-2012)</b></p>	<p>A. 35.0% enrolled in higher education within one year of leaving high school.</p> <p>B. 56.5% enrolled in higher education or competitively employed within one year of leaving high school.</p> <p>C. 69.5% enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.</p>
<p align="center"><b>2012 (2012-2013)</b></p>	<p>A. 35.0% enrolled in higher education within one year of leaving high school.</p> <p>B. 56.6% enrolled in higher education or competitively employed within one year of leaving high school.</p> <p>C. 69.5% enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.</p>

**Improvement Activities/Timelines/Resources (through 2012):** Secondary transition improvement activities are related to several other indicators in the State SPP including Indicators 1, 2, 5, 8, 14, 15 and 20.

Improvement Category	Improvement Activity	Timeline(s)	Resources & Person(s) Responsible
A. Improving Data Collection and Reporting	<p>Utilize data warehousing capabilities to compile, analyze and report data.</p> <ul style="list-style-type: none"> <li>• <u>Use post-school outcomes data to guide SEA and LEA decisions regarding program improvement and technical assistance.</u></li> </ul>	Ongoing through 2012-2013	<p>ISBE Special Education Division</p> <p>SEMRS, SIS, SEDS, SEARS, IL Post-School Outcomes Survey</p> <p><u>NPSO resources</u></p>
	<p>LEAs utilize ISBE training and technical assistance on effective transition practices, and utilize ISBE evaluation tools, reports and systems to ensure reliable and accurate data through web-based training modules <u>and other resources.</u></p>	Team trainings ongoing through 2012-2013	<p>ISBE Special Education Division</p> <p><u>Harrisburg Project</u></p> <p>Web-based training modules, <u>ISBE website</u></p>
	<p>Provide technical assistance and training to:</p> <ul style="list-style-type: none"> <li>▪ Cohort 2 LEAs on data collection and increasing response rates.</li> <li>▪ Cohort 3 LEAs on data collection and increasing response rates.</li> </ul>	March 2009-March 2013	<p>ISBE Special Education Division</p> <p>Cohort/LEA notification letters, conference calls, ISBE website</p>

	<ul style="list-style-type: none"> <li>▪ Cohort 4 LEAs on data collection and increasing response rates.</li> <li>▪ Cohort 1 LEAs on data collection and increasing response rates.</li> <li>▪ Cohort 2 LEAs on data collection and increasing response rates.</li> </ul>		
C. Building Systems and Infrastructures to Deliver Support and Technical Assistance	Develop an infrastructure that allows for the scaling up of evidence-based programs by supporting ISTAC integration efforts including embedding implementation science strategies and protocols.	Beginning September 2008 and ongoing through 2012-2013	ISBE Agency Divisions  ISTAC
D. Providing Technical Assistance, Training and Professional Development	LEAs will utilize statewide technical assistance projects to implement multi-tiered, schoolwide academic and behavior supports.	Ongoing through 2012-2013	ISBE Special Education and Innovation & Improvement Divisions  ISTAC, SEL Project, <u>Rtl Network</u>  ISTAC website, online training modules
D. Providing Technical Assistance, Training and Professional Development  G. Improving Collaboration and Coordination	Provide technical assistance and training to enhance the capacity of general and special educators to implement research based practices that will improve post-school outcomes for students through: <ul style="list-style-type: none"> <li>▪ Check and connect as a secondary level of service.</li> <li>▪ PBIS implementation in high schools.</li> <li>▪ Partnerships with state agencies, higher education entities, ROEs, parents, community agencies, etc. to develop a sustainable system of support.</li> <li>▪ Integration efforts among initiatives (e.g., cross training, sharing resources, utilizing common guiding principles, developing shared evaluation tools and system).</li> </ul>	Ongoing through 2012-2013	ISBE Special Education Division  ISTAC, ROEs, DHS, IICC, NSTTAC, NPSO  <u>SIMEO, VIMEO, TPSA, Transition Practices Alignment: Evidenced-Based Practices, Tools and Resources, and Lesson Plans tool</u>
H. Evaluating Improvement Processes and Outcomes	Determine whether SPP/APR improvement activities are being implemented as planned and are reaching the target audience.	Quarterly through 2012-2013	ISBE Special Education Division  NCRRC

## Part B State Performance Plan (SPP) for 2005-2012

**Overview of the SPP Development:** Please refer to Overview of the SPP Development Section.

### ***Monitoring Priority: Effective General Supervision Part B/General Supervision***

**Indicator 15:** General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

(20 U.S.C. 1416(a)(3)(B))

#### **Measurement:**

Percent of noncompliance corrected within one year of identification:

- a. # of findings of noncompliance.
- b. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = [(b) divided by (a)] times 100.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and enforcement actions that the State has taken.

**Overview of Issue/Description of System or Process:** During the 2003-2004 school year, the SEA utilized a cyclical comprehensive compliance monitoring system which focused on critical performance areas identified through the state-level Continuous Improvement Plan. Prior to the scheduled on-site review, the LEA participated in a self-study process, while the SEA reviewed available data, such as the School Report Card, annual special education performance reports, child count information, conflict resolution materials and previous compliance monitoring reports. During the on-site review, additional information was gathered through a public forum, parent surveys, staff interviews/surveys and student file reviews. Subsequent to the review, a final report was generated, which presented an overview of the monitoring process and identified areas of strength and noncompliance with specific requirements for corrective actions. The measurement included the identification of noncompliance through the comprehensive monitoring system described above, the complaint system and due process hearing officer decisions with noncompliance if issues were related to the issues in the hearing. Issues of noncompliance related to either one (1) of the 20 State Performance Plan indicators or other topical areas, such as IEP team participants and general content of the IEP. Mediation does not identify noncompliance. ISBE has taken the following technical assistance or enforcement actions when LEAs have not corrected areas of noncompliance within one year: utilization of the state recognition process with schools/LEAs by notifying schools/LEAs of probationary status and non-recognition status; discontinued one State Charter for noncompliance with IDEA; imposed financial oversight of school/LEAs; and imposed specific purposes for the use of federal IDEA funds. ISBE also provided technical assistance through the use of discretionary projects and in some instances required the use of LEA discretionary funds for specific activities to correct noncompliance. Finally, ISBE has allocated additional funding to address areas of noncompliance outside the one year timeframe.

**Baseline Data for FFY 2003 (July 1, 2003-June 30, 2004):** The Special Education Services Division – Springfield conducted comprehensive compliance monitoring reviews with a total of 359 LEAs during the 2003-2004 school year. In our State Performance Plan, submitted in December 2, 2005, the following information was provided regarding the findings of noncompliance for monitoring: (a) there were a total of 252 findings of noncompliance; (b) 5.26%

of those findings, related to the priority areas, were resolved within the one year period; and (c) 14.02% of those findings, related to other areas, were resolved within the one year period. Additionally, noncompliance found through other mechanisms, showed that 61 of the 67 findings were corrected within one year from identification.

Upon the provision of technical assistance provided by the United States Department of Education, Office of Special Education Services, regarding our data collection procedures, we revisited each report and reviewed all data collected for each LEA. The analysis of the data included separating and categorizing the findings of noncompliance, resulting in the following criteria:

- Findings of noncompliance reflect Federal regulations only; issues related to State regulations which exceed federal are no longer included in the data reported to OSEP.
- The date used to show “compliance” with the correction actions was used rather than the date used to show an overall performance change in each LEA which may take longer than a one year period.
- The date of correction for “each federal finding” was used rather than the date of the letter closing the final report.

Based upon the new criteria, there is vast improvement in our 2003-2004 data as seen below. After integrating the data together, there were 252 findings of noncompliance identified with 216 corrected and completed within one year bring the percentage to 85.71%.

The ISBE mediation system does not identify noncompliance. No data were available for due process hearing officer decisions with noncompliance when the issues were related to the issues in the hearing. ISBE’s data system did not collect due process hearing data in this manner. The Special Education Data System currently includes this data element as a component.

**2003-2004 Measurement**

<b>Year</b>	<b>Number of LEAs</b>	<b>Findings of Noncompliance Identified</b>	<b>Number of Corrections Completed within One Year</b>	<b>Percentage of Issues of Noncompliance Corrected within One Year</b>
2003-2004	359	252	216	85.71%

**Discussion of Baseline Data:** ISBE’s general supervision system includes a variety of activities, such as on-site monitoring, complaint investigations and due process hearings. The data shows that 216 of 252 (85.71%) findings were corrected within one year of identification. Upon review of the identified findings of noncompliance, it was noted that, in most cases, the resolution for the findings of noncompliance required a longer time period for correction, based upon the activities implemented to ensure compliance. Corrective action plans have included major local-level system revisions, the provision of staff training, revisions to data collection procedures and on-going technical assistance from ISBE to promote an increased impact on students with disabilities as well as improved performance outcomes for these students. Such activities often require additional documentation from a LEA as well as additional follow-up and time spent by ISBE staff addressing corrective plans with a LEA. The continued progress of the monitoring process has been assured through scheduled follow-up on-site visits and the review of documents and materials submitted in order to verify full completion of the required corrections, as well as long-term maintenance of compliance. Implementation of the computerized reminder system for complaint investigators, monitoring team leaders, and due process hearing officers is expected to improve timeliness issues.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100%
2006 (2006-2007)	100%
2007 (2007-2008)	100%
2008 (2008-2009)	100%
2009 (2009-2010)	100%
2010 (2010-2011)	100%
2011 (2011-2012)	100%
2012 (2012-2013)	100%

**Improvement Activities/Timelines/Resources (through 2012):** Correction of noncompliance improvement activities are related to several other indicators in the SPP including Indicators 4, 9, 10, 11, 12, 13, 16, 17 and 20.

Improvement Category	Improvement Activity	Timeline(s)	Resources & Person(s) Responsible
A. Improving Data Collection and Reporting	Utilize data warehousing capabilities to compile, analyze and report data by: <ul style="list-style-type: none"> <li>▪ implementing SEDS to ensure that monitoring team leaders are provided with timely reminders, including when a LEA is at risk of failing to meet required timelines</li> <li>▪ Implementing SEDS to ensure that complaint investigators are provided with timely reminders throughout the complaint process, including when a</li> </ul>	Ongoing through 2012-2013	ISBE Special Education Division  SEDS, <u>SPP Indicator database</u> , conflict resolution reports

	<p>complaint is at risk of failing to meet required timelines.</p> <ul style="list-style-type: none"> <li>▪ Adding a warning from SEDS to the appropriate staff member for any findings of noncompliance not corrected within 9 months of identification. Any findings of noncompliance not corrected by this point may also trigger a written warning from a division administrator, including the possibility of further sanctions if timely correction of the noncompliance is not demonstrated.</li> <li>▪ <u>Develop</u> procedures for providing timely reminders to staff for SPP Indicators that are not a part of SEDS.</li> </ul>		
	<p>Monitor timelines to ensure that staff meet the timelines; provide appropriate remediation, if necessary</p> <ul style="list-style-type: none"> <li>▪ Create monthly compliance reports for each investigator to review and analyze</li> <li>▪ Monitoring team leader timelines are reviewed in monthly meetings</li> <li>▪ Address timeliness on a monthly basis as needed with staff</li> </ul>	Ongoing through 2012-2013	ISBE Administration SEDS data reporting
	<p>Analyze data across the general supervision areas to drive agency decision making regarding training activities</p> <ul style="list-style-type: none"> <li>▪ Collect data from the SEDS system</li> <li>▪ Analyze data to determine needs in specific areas (geographic, issue related, etc.)</li> <li>▪ Develop technical assistance documents and or trainings to address specific issues.</li> </ul>	Ongoing through 2012-2013	ISBE Special Education Division Stakeholder groups SEDS

B. Improving Systems Administration and Monitoring	Employ technical assistance and sanctions to address correction of noncompliance.	Ongoing through 2012-2013	ISBE Special Education Division  Focused Monitoring Manual procedures, Sanctions Procedures document
	Re-initiate monitoring procedures to allow for the acknowledgement of single corrections completed within one year from identification rather than acknowledgement after all issues of noncompliance within the entity have been corrected.	Ongoing through 2012-2013	Focused Monitoring Manual Procedures
	Adjust timelines for a LEA's submission of focused monitoring progress reports to ensure compliance is demonstrated no later than one year from identification. Adjustment of timelines may also result in conducting on-site visits at an earlier point in the monitoring cycle.	Beginning FFY08  Ongoing through 2012-2013	Focused Monitoring Manual Procedures
D, Providing Technical Assistance, Training and Professional Development	Provide technical assistance and training to ISBE staff on SEDS on a continual basis to incorporate specific needs of staff and to provide consistent input and data. <ul style="list-style-type: none"> <li>▪ Complete a needs assessment for the various system users</li> <li>▪ Provide training based upon the needs of those users</li> </ul>	Ongoing through 2012-2013	Needs assessment form, training materials
	Provide training for staff on issues surrounding internal timeline procedures, the identification of noncompliance, the range of corrective actions to ensure compliance, ISBE's authority to impose sanctions and the imposition of progressive discipline (sanctions) with LEAs that do not complete corrective actions or meet timelines.	Ongoing through 2012-2013	ISBE Special Education Division  Needs assessment form, training agendas
	Develop web-based trainings for LEAs to access on various issues in special education.	Beginning FFY08  Ongoing through 2012-2013	ISBE Special Education Division  ISBE website

	Assist LEAs with <u>findings of noncompliance by providing ongoing training and support to ensure subsequent correction.</u>	Ongoing through 2012-2013	ISBE Special Education Division  Illinois Interactive Report Card (IIRC), DIPs, Compliance Monitoring Reports
H. Evaluating Improvement Processes and Outcomes	Determine whether SPP/APR improvement activities are being implemented as planned and are reaching the target audience.	Quarterly through 2012-2013	ISBE Special Education Division  NCRRC

## Part B State Performance Plan (SPP) for 2005-2012

**Overview of the SPP Development:** Please refer to Overview of the SPP Development Section.

**Monitoring Priority: Effective General Supervision Part B/General Supervision**

**Indicator 16:** Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint, or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the State.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:** Percent = [(complaints with reports issued within timeline) plus (complaints with reports issued within extended timelines) divided by (total # of complaints issued)] times 100.  
Percent = [(1.1(b) + 1.1(c)) divided by 1.1] times 100.

**Overview of Issue/Description of System or Process:** Complaints are defined as written allegations that the LEA or ISBE has violated one or more of the State or Federal applicable laws and/or the regulations promulgated under those laws. The calculations primarily include letters stating the desire to file a complaint which allege violations of special education laws and regulations and require an investigation to determine compliance. In addition, the calculations include letters which request a complaint investigation but identify issues over which ISBE has no jurisdiction. These requests result in a letter of response to the complainant. Letters requiring a response that do not meet the above definition are not included in the calculation.

**Baseline Data for FFY 2004 (July 1, 2004-June 30, 2005):** Complaint counts provided by the Special Education Services Division-Springfield document 96.5% of signed written complaints with reports issued that were resolved within the 60-day timeline or a timeline extended for exceptional circumstances. There were 96 complaints with reports issued within the timeline and 15 complaints with reports issued within extended timelines for a total of 111 complaints within timelines. The total number of complaints issued was 115.

Year	Complaints with Letters of Finding	Complaints with Reports Issued within 60-Day Timeline	Complaints with Timeline Extension	Percent of Complaints within Timelines
<b>2004-2005</b>	115	96	15	96.5%

**Discussion of Baseline Data:** Illinois missed the measurable and rigorous target by 4%. Four complaints did not meet timelines. The Special Education Services Division continues to implement a computerized reminder system for complaint investigators. A steady decrease in the number of complaints which did not meet the required timelines is anticipated.

FFY	Measurable and Rigorous Target
<b>2005 (2005-2006)</b>	100%
<b>2006 (2006-2007)</b>	100%

<b>2007 (2007-2008)</b>	100%
<b>2008 (2008-2009)</b>	100%
<b>2009 (2009-2010)</b>	100%
<b>2010 (2010-2011)</b>	100%
<b>2011 (2011-2012)</b>	100%
<b>2012 (2012-2013)</b>	100%

**Improvement Activities/Timelines/Resources (through 2012):** Complaint investigation improvement activities are related to several other indicators in the SPP including Indicators 15 and 20.

<b>Improvement Category</b>	<b>Improvement Activity</b>	<b>Timeline(s)</b>	<b>Resources &amp; Person(s) Responsible</b>
A. Improving Data Collection and Reporting	Utilize data warehousing capabilities to compile, analyze and report data by: <ul style="list-style-type: none"> <li>implementing the Special Education Data System (SEDS) to ensure that complaint investigators are provided with timely reminders throughout the complaint process, including when a complaint is at risk of failing to meet required timelines.</li> </ul>	Ongoing through 2012-2013	ISBE Special Education Division  SEDS, conflict resolution reports
	Monitor complaint timelines to ensure that investigators meet the timelines; provide appropriate remediation, if necessary <ul style="list-style-type: none"> <li>Create monthly compliance reports for each investigator to review and analyze</li> <li>Address timeliness on a monthly basis as needed with staff</li> </ul>	Ongoing through 2012-2013	ISBE Special Education Administration  SEDS data reporting
	Analyze complaint data to drive agency decision making regarding training activities	Ongoing through 2012-2013	ISBE Special Education Division

	<ul style="list-style-type: none"> <li>▪ Collect data from the SEDS system</li> <li>▪ Analyze data to determine needs in specific areas (geographic, issue related)</li> </ul> Develop technical assistance documents and or trainings to address specific issues.		
B. Improving Systems Administration and Monitoring	Identify and impose sanctions to LEAs for timeline violations.	Ongoing through 2012-2013	Written responses to school LEAs
	Completion of detailed overview of the Complaint Process system describing features of current system and recommendations of needed changes and improvements.	Summer 2008 through Fall 2012-2013	ISBE Special Education Division NCRRC, CADRE, PTIs
D, Providing Technical Assistance, Training and Professional Development	Provide technical assistance and training to ISBE Special Education Staff on SEDS on a continual basis to incorporate specific needs of staff and to provide consistent input and data. <ul style="list-style-type: none"> <li>▪ Complete a needs assessment for system users (complaint investigators)</li> <li>▪ Provide training based upon the needs of those users</li> </ul>	Ongoing through 2012-2013	Needs assessment form, training materials
E. Clarifying, Examining and Developing Policies and Procedures	Review complaint procedures and revise as necessary to ensure 100% compliance with timelines as well as document progressive steps to address areas of noncompliance identified through the complaint process.	Ongoing through 2012-2013	ISBE Special Education Division NCRRC, CADRE Complaint procedures
H. Evaluating Improvement Processes and Outcomes	Determine whether SPP/APR improvement activities are being implemented as planned and are reaching the target audience.	Quarterly through 2012-2013	ISBE Special Education Division NCRRC

## Part B State Performance Plan (SPP) for 2005-2012

**Overview of the SPP Development:** Please refer to Overview of the SPP Development Section.

### ***Monitoring Priority: Effective General Supervision Part B / General Supervision***

**Indicator 17:** Percent of adjudicated due process hearing requests that were adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party or in the case of an expedited hearing, within the required timelines.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:** Percent = [(adjudicated hearing decisions within timeline) plus (adjudicated hearing decisions within extended timeline) divided by (total number of adjudicated hearings)] times 100.

Percent = [(3.2(a) + 3.2(b)) divided by 3.2] times 100.

**Overview of Issue/Description of System or Process:** Parents and LEAs are permitted to file due process complaint notices (termed “due process requests” in Illinois) in response to disputes concerning the identification, evaluation and educational placement of students with disabilities. Due process hearings are conducted by due process hearing officers who are independent contractors of the SEA. The hearing officers are assigned at random to a case and authorized to conduct all aspects of a due process hearing upon appointment to a case. Upon the close of a hearing, the hearing officer is authorized to render a full and complete hearing decision that is legally-binding upon both parties to the hearing. Non-prevailing parties are permitted a right to seek administrative review of the decision in a State or Federal court.

Under Illinois and Federal law, the default timelines for a hearing request are described below. The following timeline presumes the initiation of a hearing request by a parent (which constitutes over 90% of all hearing requests in Illinois) and that the parties will undertake a resolution process as mandated by Section 615 of IDEIA 2004:

**Day 0:** Hearing request received by an LEA

**Day 5:** Deadline for hearing request to be forwarded to the SEA by the LEA for appointment of a hearing officer

**Day 10:** Deadline for LEA response to due process request and filing of notice of insufficiency

**Day 15:** Deadline for convening of initial meeting for resolution session

**Day 30:** Deadline for completion of resolution session process

**Day 31:** First day of 45-day hearing timeline

**Day 51:** Deadline for conducting pre-hearing conference

**Day 65:** Deadline for completion of hearing proceeding

**Day 75:** Deadline for rendering of hearing decision

The foregoing timelines may be extended by the hearing officer upon the motion of one of the parties. Also, under Illinois law, the hearing officer is mandated to extend hearing timelines upon receipt of a joint motion for extension of timelines by the parties. Additionally, the hearing officer

has the authority to extend the timelines of the resolution process due to delays occasioned by one party's failure to participate in the resolution session process.

**Baseline Data for FFY 2004 (2004-2005):** It should be noted initially that the baseline data is based upon timelines and procedures that were in effect under the 1997 revision of IDEA. Therefore, the data described below is based upon a basic 45-day timeline for the completion of due process hearings without the additional procedures pertaining to responses and resolution processes.

	<b>2004-2005</b>
<b>Total Adjudicated Cases</b>	35
<b>Number of Decision Within the 45-Day Timeline</b>	1
<b>Number of Decisions Within Extended Timelines</b>	24 (71.4%)
<b>Number of Decisions Outside of the Timelines</b>	10

Due process counts provided by the Special Education Services Division-Springfield document that, of 466 total hearing requests, 25 of 35 hearings (71.4%) were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of one or both parties. One fully adjudicated hearing decision was within the 45-day timeline and 24 fully adjudicated hearing decisions were within extended timelines. There were 35 fully adjudicated hearing decisions between July 1, 2004 and June 30, 2005.

**Discussion of Baseline Data:** Illinois missed the measurable and rigorous target by 28.6%. Of the 10 cases in which timelines were exceeded, there were nine cases where inadequate documentation was provided regarding the granting of a continuance and one in which the hearing officer could not locate a party to the proceedings. Over the past year ISBE has taken several measures to improve the number of fully adjudicated due process hearing requests that were within the 45-day timeline or a timeline that is properly extended. Data have improved as a result of such measures (2004-2005 = 71.4%, 2003-2004 = 63.2% and 2002-2003 = 27.2%). ISBE is implementing new improvement activities in addition to the existing strategies and activities as listed below.

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>2005 (2005-2006)</b>	100%
<b>2006 (2006-2007)</b>	100%
<b>2007 (2007-2008)</b>	100%
<b>2008 (2008-2009)</b>	100%
<b>2009 (2009-2010)</b>	100%

<b>2010 (2010-2011)</b>	100%
<b>2011 (2011-2012)</b>	100%
<b>2012 (2012-2013)</b>	100%

**Improvement Activities/Timelines/Resources (through 2012):** Due process improvement activities are related to several other indicators in the SPP including Indicators 15, 18, 19 and 20.

<b>Improvement Category</b>	<b>Improvement Activity</b>	<b>Timeline(s)</b>	<b>Resources &amp; Person(s) Responsible</b>
A. Improving Data Collection and Reporting	Utilize data warehousing capabilities to compile, analyze and report data by implementing the Special Education Data System (SEDS) to ensure that hearing officers are provided with timely reminders when a case is at risk of failing to meet required timelines.	Summer 2006  Ongoing through 2012-2013	ISBE Special Education Division  SEDS, conflict resolution reports
	Monitor hearing officer caseloads and timelines to ensure that hearing officers receive prompt and appropriate remediation and/or professional discipline for failure to document appropriate timelines; provide appropriate remediation.	Quarterly  Ongoing through 2012-2011	Hearing Officer Training Entity, Evaluation Entity  SEDS
	Develop new forms and warnings reminding hearing officers to include required information on extension of time orders, including new decision-issuance dates.	Ongoing through 2012-2013	ISBE  SEDS
E. Clarifying, Examining and Developing Policies and Procedures	Form a broad stakeholder group to identify existing inefficiencies in State rules and regulations and to develop long-term proposals for revision and reform of due process procedures	Winter 2008-Fall 2013	ISBE Special Education Division  ISAC, CADRE, PTIs, Due Process Hearing Officers, Due Process Screening Committee, State Bar Association
H. Evaluating Improvement Processes and Outcomes	Determine whether SPP/APR improvement activities are being implemented as planned and are reaching the target audience.	Quarterly through 2012-2013	ISBE Special Education Division  NCRRRC

	<u>Evaluate job performance of individual hearing officers by assessing hearing officer compliance with data requirements associated with all hearing timelines and extensions of time.</u>	<u>Quarterly; ongoing through 2012-2013</u>	<u>ISBE</u> <u>Independent hearing officer performance evaluator</u>
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## Part B State Performance Plan (SPP) for 2005-2012

**Overview of the SPP Development:** Please refer to Overview of the SPP Development Section.

**Monitoring Priority: Effective General Supervision Part B/General Supervision**

**Indicator 18:** Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:** Percent = [(resolution session settlement agreements) divided by (total number of resolution sessions)] times 100.

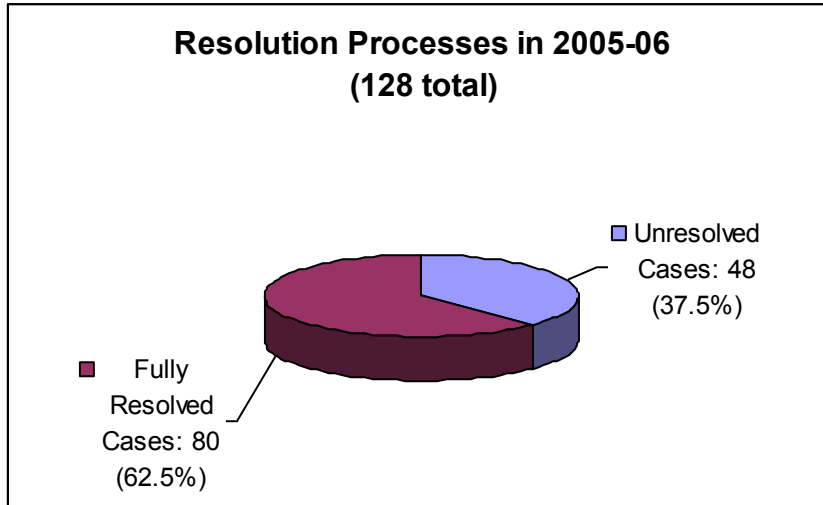
Percent = (3.1(a) divided by 3.1) times 100.

**Overview of Issue/Description of System or Process:** On July 1, 2005, Illinois began implementing the new due process hearing procedures mandated under IDEIA 2004. Specifically, with all hearing requests initiated from July 1, 2005 onward, parties were mandated to convene a resolution process within 15 days after a hearing request had been received by the LEA. Also in accordance with IDEIA requirements, parties were informed of the basic procedures for convening resolution sessions, including:

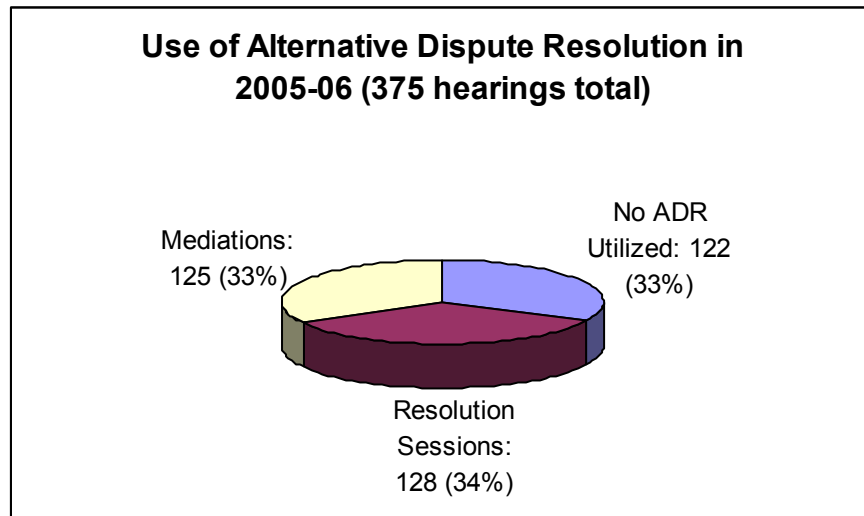
- 1) the prohibition of attorney involvement in the resolution session meetings unless the parent chose to bring an attorney;
- 2) full participation by both parties unless the resolution was mutually waived in writing,
- 3) the requirement for the hearing timelines to proceed upon the 30<sup>th</sup> day following the initiation of the hearing request;
- 4) the legally-binding nature of written resolution session agreements; and
- 5) the 3-day right of either party to void a written resolution session agreement.

In addition, Illinois due process hearing officers were provided training on the new resolution session requirements and provided guidance on monitoring whether these sessions were occurring. Illinois will continue to refine its process for collection resolution session data to ensure maximum accuracy with minimum obtrusiveness upon the parties and due process hearing officers.

**Baseline Data for FFY 2005 (2005-2006):** Based upon counts provided by Illinois Due Process Hearing Officers, 128 of the 375 due process hearings initiated went through the resolution process. Of the 128 cases going to resolution, 80 cases fully settled. The 80 settled cases represent 62.5% of the cases going to resolution session. Of the 375 total hearings requested, the 80 fully settled cases represent 21.3% of all hearings initiated in 2005-2006.



**Discussion of Baseline Data:** Despite Illinois' efforts to disseminate information on the use of the resolution process, the majority of parties in due process hearings chose to utilize mediation in lieu of the resolution process or to forego alternative dispute procedures altogether. Illinois data indicates that of the 375 hearings initiated in 2005-06, 128 went to resolution, 125 went to mediation and 122 bypassed all forms of dispute resolution.



This data clearly suggest that parties to due process may still be seeking further information on the effectiveness and utility of resolution sessions as a means of settling due process cases. In this regard, Illinois' improvement efforts with regard to this SPP Indicator will be directed toward the dissemination of more data on the resolution process to the wider public in an effort to engage more parties in the resolution session process.

As of FFY 2006 (2006-2007), the measurable and rigorous targets have been changed to a range of 45-65% per the recent guidance of OSEP. This range appears to be a rational prediction of compliance rates based on the two years of data thus far compiled on the resolution process in Illinois. Nonetheless, ISBE also recognizes that the newness of the process and the reality that ISBE has no direct supervisory control over the participants in the resolution process leaves open the likelihood that further adjustments to the target will be required over time. It should be noted that the proposed range of 45-65% does encompass the targets initially proposed in Illinois' SPP.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	62.5%
2006 (2006-2007)	45-65%
2007 (2007-2008)	45-65%
2008 (2008-2009)	45-65%
2009 (2009-2010)	45-65%
2010 (2010-2011)	45-65%
2011 (2011-2012)	45-65%
2012 (2012-2013)	45-65%

**Improvement Activities/Timelines/Resources (through 2012):** Resolution session improvement activities are related to several other indicators in the SPP including Indicators 17, 19 and 20.

Improvement Category	Improvement Activity	Timeline(s)	Resources & Person(s) Responsible
A. Improving Data Collection and Reporting	Utilize data warehousing capabilities to monitor, on an ongoing basis, active due process cases to ensure that resolutions process data are being reported promptly to ISBE by the parties. Data derived from the monitoring process will be analyzed to determine whether procedures are being completed in a timely manner and that outcomes are reported accurately.	Ongoing through 2012-2013	Hearing Officer Training Entity  SEDS
	Obtain data on resolution session outcomes, using selected data gathering tools available in the SEDS system, to assess actual results and outcomes.	Summer 2010  Ongoing through 2012-2013	ISBE Special Education Division  PTIs, Hearing Officers  Survey tool

D, Providing Technical Assistance, Training and Professional Development	Provide written information and ongoing technical support to interested stakeholders concerning the use of the Resolution Process, including: <ul style="list-style-type: none"> <li>▪ Revised Parent's Rights Guide</li> <li>▪ Webinars and/or presentations on resolution sessions</li> </ul>	Ongoing through 2012-2013	ISBE Special Education Division PTIs ISBE website
	Disseminate information concerning the ongoing effectiveness of the Resolution Process to the public to enable stakeholders to understand the viability of Resolution Processes as a means of settling due process disputes.	Ongoing through 2012-2013	PTIs Annual State Report on Special Education Performance, ISBE website
H. Evaluating Improvement Processes and Outcomes	Determine whether SPP/APR improvement activities are being implemented as planned and are reaching the target audience.	Quarterly through 2012-2013	ISBE Special Education Division NCRRC

**Part B State Performance Plan (SPP) for 2005-2012**

**Overview of the SPP Development:** Please refer to Overview of the SPP Development Section.

**Monitoring Priority: Effective General Supervision Part B / General Supervision**

**Indicator 19:** Percent of mediations held that resulted in mediation agreements.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:** Percent = [(2.1(a)(i) + 2.1(b)(i)) divided by 2.1] times 100.

**Overview of Issue/Description of System or Process:** Illinois mediation service, designed as an alternative to the due process hearing, is a means of resolving disagreements regarding the appropriateness of special education and related services. ISBE provides this service upon request and agreement of the parties. Mediation can be requested with or without the request of a due process hearing. ISBE independently contracts with ten experienced individuals trained in alternative dispute resolution techniques.

**Baseline Data for FFY 2004 (2004-2005):** Mediation counts provided by the Special Education Services Division-Springfield documented 77.2% of mediations held that resulted in mediation agreements. There were 100 mediation agreements related to due process and 25 mediation agreements not related to due process for a total of 125 agreements. There were 162 total mediations held within the timeframe.

	<b>Total Number of Mediations Held</b>	<b>Mediation Agreements Related to Due Process</b>	<b>Mediation Agreements not Related to Due Process</b>	<b>Percentage</b>
<b>2004-2005</b>	162	100	25	77.2%

**Discussion of Baseline Data:** A written agreement was not achieved in 37 of the 162 mediations held within the timeframe. Of those 37 cases, 25 were related to a due process hearing and 12 were not related to a due process hearing. It should be noted that the time spent in mediation may have later had a positive impact on the parties if they reached settlement. Because mediation is a voluntary process where parties willingly participate in hopes of reaching a mutually agreeable written agreement, there can be no guarantee that 100% of mediations will produce such a result. Taking into consideration the voluntary process as well as Illinois trend data, ISBE considers a reasonable target to be between 75% and 85% agreement.

Beginning with the target data for FFY 2006, the measurable and rigorous target has been changed to a range of 75-85% as allowed by OSEP. This percentage was recommended as a reasonable rate of mediations that result in agreements and is consistent with national mediation success rate data. In reviewing our data over the past several years, our success rate falls within this range.

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>2005 (2005-2006)</b>	77.5%
<b>2006 (2006-2007)</b>	75-85%

<b>2007</b> <b>(2007-2008)</b>	75-85%
<b>2008</b> <b>(2008-2009)</b>	75-85%
<b>2009</b> <b>(2009-2010)</b>	75-85%
<b>2010</b> <b>(2010-2011)</b>	75-85%
<b>2011</b> <b>(2011-2012)</b>	75-85%
<b>2012</b> <b>(2012-2013)</b>	75-85%

**Improvement Activities/Timelines/Resources (through 2012):** Mediation improvement activities are related to several other indicators in the SPP including Indicators 8, 17, 18 and 20.

<b>Improvement Category</b>	<b>Improvement Activity</b>	<b>Timeline(s)</b>	<b>Resources &amp; Person(s) Responsible</b>
A. Improving Data Collection and Reporting	Utilize data warehousing capabilities to compile, analyze and report data by: <ul style="list-style-type: none"> <li>▪ implementing SEDS to ensure that mediators are provided with accurate and timely information</li> <li>▪ training mediators on SEDS for full implementation of the system by individuals utilizing the system</li> <li>▪ analyzing mediation data to drive agency decision making regarding needed training activities.</li> </ul>	Annually and ongoing through 2012-2013	ISBE Special Education Division  SEDS, conflict resolution reports, SEDS Procedures Manual, mediation training agenda
D. Providing Technical Assistance, Training and Professional Development	Provide technical assistance and training to mediators to provide timely information on mediation and alternative dispute resolution techniques, special education rules and regulations, and consistency in mediation procedures and practices, including durable agreements by: <ul style="list-style-type: none"> <li>▪ conducting a needs</li> </ul>	Annually and ongoing through 2012-2013	ISBE Special Education Division  Needs assessment, handouts, agenda, mediation records, evaluation forms

	<p>assessment regarding mediators request for training</p> <ul style="list-style-type: none"> <li>▪ analyzing mediation records, including the written agreements and evaluation forms returned by involved parties, to determine possible professional development needs of mediators.</li> </ul>		
	<p>Increase public awareness to parent groups and LEAs to explain and encourage the use of mediation as a voluntary alternative to due process by:</p> <ul style="list-style-type: none"> <li>▪ updating documents and resources</li> <li>▪ reviewing and revising mediation information on the ISBE website</li> <li>▪ posting a webcast about the mediation process</li> <li>▪ disseminating information, and/or making information available, to LEAs and parents regarding the availability of mediation services as well as the procedures for accessing the system to resolve existing disputes.</li> </ul>	Annually and ongoing through 2012-2013	<p>ISBE Special Education Division</p> <p>NCCRC, CADRE</p> <p>ISBE mailings, ISBE website, Principles of Mediation document, mediation brochure, mediation Q&amp;A document, How to Prepare for Medication document, mediation information sent to parties with due process materials, Parent's Guide</p>
H. Evaluating Improvement Processes and Outcomes	<p>Determine whether SPP/APR improvement activities are being implemented as planned and are reaching the target audience.</p>	Quarterly through 2012-2013	<p>ISBE Special Education Division</p> <p>NCRRC</p>
	<p>Evaluate the mediation process, including mediator performance, to assess the ongoing success rate of individual mediators by reviewing mediator qualifications and the evaluation process; proposing recommendations for improvement and implementing those recommendations through the continual review and revision of the evaluation form.</p>	Annually and ongoing through 2012-2013	<p>ISBE Special Education Division</p> <p>NCCRC, CADRE</p> <p>SEDS</p>

## Part B State Performance Plan (SPP) for 2005-2012

**Overview of the SPP Development:** Please refer to Overview of the SPP Development Section.

### ***Monitoring Priority: Effective General Supervision Part B/General Supervision***

**Indicator 20:** State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:** State reported data, including 618 data, State Performance Plan and Annual Performance Reports are:

- a. submitted on or before due dates (February 1 for child count, including race and ethnicity; placement; November 1 for exiting, discipline, personnel and dispute resolution; and February 1 for Annual Performance Reports and assessment); and
- b. accurate, including covering the correct year and following the correct measurement.

**Overview of Issue/Description of System or Process:** ISBE employs the following mechanisms to ensure that data submitted to OSEP are error free, consistent, valid and reliable. The special education Funding and Child Tracking System (FACTS) is a computerized tracking system for eligible children under IDEA. It is used to meet reporting requirements for children with disabilities in the State. Each LEA electronically submits its data on students with disabilities. This data documents each child's name, type of disability, age, race/ethnicity and educational environment. In addition, personnel data are included in FACTS. The computer system edits the data for errors and crosschecks for possible duplication of a child in the State. Within FACTS/iePoint numerous edit checks are built into the system. For example: identification of individual students (name, birth date), educational placement, exit code and anticipated post-secondary services. The special education division will include ongoing communication with other relevant divisions to assist and enforce timeliness reporting. In addition, ISBE maintains a FACTS/iePoint instruction manual on its website and provides technical assistance both onsite for LEAs and during state conferences via the Harrisburg Project. Counts are compared with prior year counts for reasonableness of fluctuation and other information.

Dropout and discipline data are collected through the Student Information System (SIS). Please refer to indicators 2 and 4 for additional information regarding the data submission and error check process for the End of Year Report.

ISBE conducted a series of nine data training sessions across the state with a total of 340 LEA special education directors, assistant directors, and data coordinators in attendance. These data training sessions focused on accurate data reporting specifically with regard to graduation, dropout, educational environment, and assessment participation data.

**Baseline Data for FFY 2004 (July 1, 2004-June 30, 2005):** The unverified Illinois 618 data for child count, including race and ethnicity, and placement for 2004-2005 were submitted to OSEP on February 1, 2005 and a revision of the verified child count and placement data was submitted on November 1, 2005. Please refer to the following Table(s):

**Data for School Year 2004-2005**

<b>Description</b>	<b>Date Submitted</b>	<b>OSEP Deadline</b>
618 Table 1: Child Count	February 1, 2005 (Unverified) November 1, 2005 (Verified)	February 1, 2005
618 Table 2: Personnel	November 1, 2005 (Unverified) January 31, 2006 (Verified)	November 1, 2005
618 Table 3: Educational Environment	February 1, 2005 (Unverified) November 1, 2005 (Verified)	February 1, 2005
618 Table 4: Exit Data	November 1, 2005 (Verified)	November 1, 2005
618 Table 5: Discipline	January 5, 2006 (Verified)	November 1, 2005

**Discussion of Baseline Data:** Collection and reporting of timely and accurate data is a priority at both the SEA and LEA levels in Illinois. ISBE has made significant progress in its ability to collect and report SPP data. For example, the agency designed a Student Information System (SIS) which assigns a unique student identifier to each student to collect demographic, performance and program participation data for each student; track students from school to school and LEA to LEA within Illinois; and report timely and accurate data. ISBE anticipates the replacement of FACTS with iePoint during the 2007-2008 school year. ISBE continues intra-agency collaboration to link or integrate agency data systems such as the Special Education Monitoring/Reporting System (SEMRS), the Special Education and Approval Reimbursement System (SEARS) and the Special Education Data System (SEDS). With the implementation of these systems, ISBE is confident that data reporting requirements outlined in the SPP will be met.

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>2005</b> <b>(2005-2006)</b>	100%
<b>2006</b> <b>(2006-2007)</b>	100%
<b>2007</b> <b>(2007-2008)</b>	100%
<b>2008</b> <b>(2008-2009)</b>	100%
<b>2009</b> <b>(2009-2010)</b>	100%
<b>2010</b> <b>(2010-2011)</b>	100%
<b>2011</b> <b>(2011-2012)</b>	100%
<b>2012</b> <b>(2012-2013)</b>	100%

**Improvement Activities/Timelines/Resources (through 2012):** State reported data improvement activities are related to all other indicators in the SPP.

Improvement Category	Improvement Activity	Timeline(s)	Resources & Person(s) Responsible
A. Improving Data Collection and Reporting	<p>Utilize data warehousing capabilities to compile, analyze and report data.</p> <ul style="list-style-type: none"> <li>▪ Conduct random data verification visits and desk audits for LEAs with atypical patterns in submitted data.</li> </ul>	Ongoing through 2012-2013	<p>ISBE Special Education Division</p> <p>SEMRS, SIS</p>
	<p>LEAs utilize ISBE training and technical assistance, and utilize ISBE evaluation tools, reports and systems to ensure reliable and accurate data.</p>	Ongoing through 2012-2013	<p>ISBE Special Education, Funding &amp; Disbursements, Assessment and Data Analysis &amp; Progress Reporting Divisions</p> <p>Data training materials</p>
D. Providing Technical Assistance, Training and Professional Development	<p>Provide technical assistance and training to enhance the capacity of general and special educators regarding:</p> <ul style="list-style-type: none"> <li>▪ data collection requirements, timelines and accompanying sanctions</li> <li>▪ accurately reporting and submitting data</li> </ul>	Ongoing through 2012-2013	<p>ISBE Special Education Division</p> <p>Harrisburg Project</p> <p>Guidance memoranda</p>
E. Clarifying, Examining and Developing Policies and Procedures	<p>Increase intra-agency staff collaboration to ensure timely collection of required data elements for federal reporting.</p>	Ongoing through 2012-2013	Timely and accurate data reports
G. Improving Collaboration and Coordination	<p>Continue intra-agency collaboration to link or integrate agency data systems (SIS, iePoint, SEMRS, SEARS and SEDS).</p>	Ongoing through 2012-2013	Integrated data systems
H. Evaluating Improvement Processes and Outcomes	<p>Determine whether SPP/APR improvement activities are being implemented as planned and are reaching the target audience.</p>	Quarterly through 2012-2013	<p>ISBE Special Education Division</p> <p>NCRR</p>