
Illinois State Performance Plan



and Annual Performance Report

Topics Today

- SPP and APR Overview
 - District Special Education Profiles
 - Part B Tree of Influence
 - LEA Determinations
 - Findings of Noncompliance for SPP
Compliance Indicators (and Indicator 15)
-

State Performance Plan

- IDEA requires States to develop and submit a six-year SPP to OSEP, USDE
 - The SPP is designed to evaluate the State's efforts to implement the requirements and purposes of IDEA and describe how the State will improve its implementation
 - Several priority areas with specific indicators defined for each area
 - Measurable and rigorous targets defined for each indicator to show progress throughout the six-year period
 - States required to publicly report on Indicators 1-5 and 8-14
 - States also required to submit an Annual Performance Report (APR) each February during the life of the SPP
 - Link to the Illinois SPP and APR: www.isbe.net/spec-ed
 - Link to Part B Tree of Influence:
<http://www.usoe.k12.ut.us/sars/lawsregs/0708handbook/year1/tree.pdf>
-

SPP Indicators

Compliance Indicators

- Suspension/Expulsion-Race/Ethnicity (4B)
- Disproportionality (9 & 10)
- Evaluation (11)
- Transition from Part C to Part B (12)
- Secondary Transition (13)
- Correction of Noncompliance (15)
- Complaints (16)
- Due Process Hearings (17)
- State-Reported Data (20)

Results Indicators

- Graduation Rates (1)
- Dropout Rates (2)
- Statewide Assessment (3)
- Suspension/Expulsion (4A)
- EE Ages 6-21 (5)
- EE Ages 3-5 (6)
- Preschool Outcomes (7)
- Parent Involvement (8)
- Post-School Outcomes (14)
- Resolution Sessions (18)
- Mediation Agreements (19)

Targets set by OSEP

Targets set by ISAC

District Specific Data

- Are data available at the district level related to the SPP Indicators?
 - Yes!
 - Where can these data be found for my district?
 - District Special Education Profiles
 - <http://webprod1.isbe.net/LEAProfile/SearchCriteria1.aspx>
-

District Special Education Profile

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 http://webprt1.isbe.net/WebReports/WebReportsCR.aspx


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2009-2010 Illinois Special Education Profile
 Illinois State Board of Education
 Department of Special Education



PEORIA SD 150
 PEORIA, ILLINOIS

Section One: Background Information

Student Population

	Total Enrollment	Students with IEPs**	
		Enrollment	Percent
District	13,853	2,833	20.5
All Unit Districts*	886,985	137,304	15.5
State	2,097,972	308,795	14.7

Percent of Students by Race / Ethnicity

		White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi Racial
District	All Students	28.4	62.7	5.9	2.0	0.1	0.9
	Students with IEPs	28.3	65.6	4.2	1.3	0.5	
State	All Students	52.6	18.9	21.1	4.2	0.2	2.9
	Students with IEPs	56.5	22.6	18.8	2.0	0.2	

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Section Five: State Performance Plan

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SPP Indicator	Indicator Description	2009-2010 District Data	2009-2010 State Target	District Met State Target? ✓ = Yes
1	2008-09 Graduation rate for students with IEPs (Data lag one year)	94.5%	78.0%	✓
2	2008-09 Dropout rate for students with IEPs (Data lag one year)	9.8%	5.5%	
3a	Made adequate yearly progress (AYP) for students with IEPs	No	Yes	
3b	Reading assessment participation rate for students with IEPs	99.6%	95.0%	✓
3b	Math assessment participation rate for students with IEPs	99.6%	95.0%	✓
3c	Students with IEPs meeting or exceeding standards on state reading assessments	37.3%	40.0%	
3c	Students with IEPs meeting or exceeding standards on state math assessments	49.8%	39.0%	✓
4a	Did the district have a significant discrepancy in the rate of suspensions and expulsions of children with IEPs for greater than 10 days in 2008-2009? (Data lag one year)	Yes	No	
4b	Did the district have a significant discrepancy by race or ethnicity, in the rate of suspensions and expulsions greater than 10 days of children with IEPs and have policies, procedures and practices that contributed to the significant discrepancy in 2008-09?	Yes	Baseline Year: Comparison to state target will be made in future school years.	
5a	Students with IEPs ages 6-21 inside the general classroom \geq 80% of the time	37.6%	49.6%	

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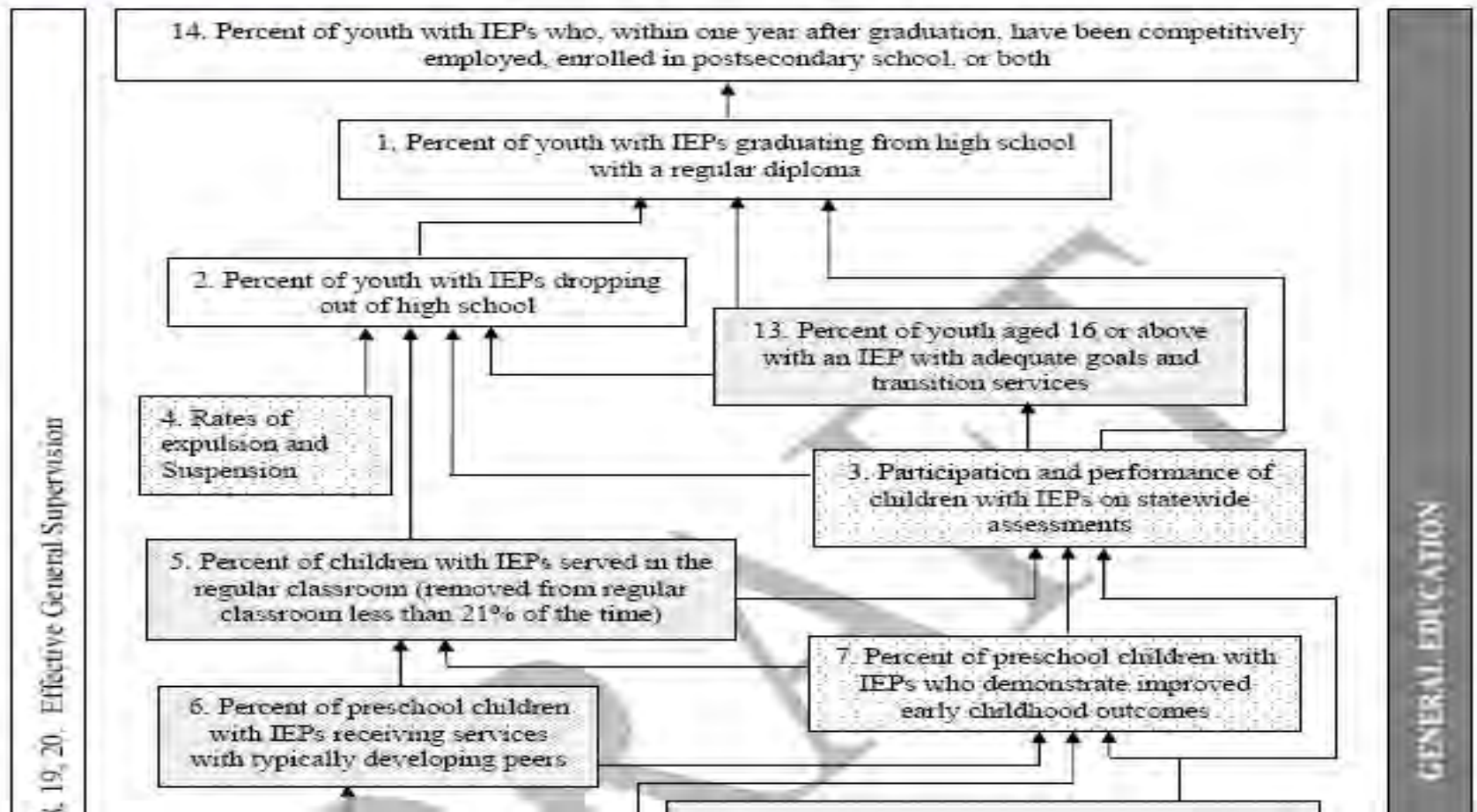
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Part B Tree of Influence



Part B Tree of Influence Using the System of SPP Indicators as a Blueprint for State Improvement



Indicators 14, 1, 2: Outcomes

- Indicator 14: Percent of youth with IEPs who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - Enrolled in higher education w/in one year of leaving high school
 - Enrolled in higher education or competitively employed w/in one year of leaving high school
 - Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment w/in one year of leaving high school.
 - Indicator 1: Percent of youth with IEPs graduating from high school with a regular diploma
 - Indicator 2: Percent of youth with IEPs dropping out of high school
 - Results Indicators (14, 1, 2)
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Section Four: High School Completion

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Section Four: High School Completion in the 2008-09 School Year

Progression through and completion of high school are significant in assessing the success of an educational system. Dropout rate and graduation rate are both critical indicators related to high school completion, reflecting the level at which students receiving special education services both remain in school and graduate with a standard diploma, respectively.

Graduation Rate

The **Graduation Rate** in Illinois is defined as the percent of the original freshman class who graduated with a standard diploma, adjusted for student transfers and deaths. Per federal reporting requirements, the reporting of graduation rates lags one year.

Graduation Rates for Students with IEPs

	2007	2008	2009
District	93.2	68.2	94.5
State	71.9	81.2	78.1

Compared to All Students

	Students with IEPs	All Students	Gap
District	94.5	85.8	8.7
State	78.1	87.1	-9.0

Year	Students with IEPs	All Students
2007	93.2%	89.8%
2008	68.2%	83.2%
2009	94.5%	85.8%

Dropout Rate

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Section Four: High School Completion

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Dropout Rate

A **Dropout** is defined as any child whose name has been removed from the district-housed roster for any reason other than death, extended illness, graduation, or completion of a program of studies and who has not transferred to another public or private school, or who did not re-enroll as expected in the fall.

Dropout Rate is calculated as the percent of students in grades 9 through 12 who dropped out. Per federal reporting requirements, the reporting of dropout rates lags one year.

Dropout Rates for Students with IEPs

	2007	2008	2009
District	0.8	8.4	9.8
State	6.1	5.0	5.1

Compared to All Students

	Students with IEPs	All Students	Gap
District	9.8	7.8	-2.0
State	5.1	3.4	-1.7

Year	Students With IEPs	All Students
2007	0.8%	0.3%
2008	8.4%	7.0%
2009	9.8%	7.8%

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Section Five: State Performance Plan

SPP Indicator	Indicator Description	2009-2010 District Data	2009-2010 State Target	District Met State Target? ✓ = Yes
1	2008-09 Graduation rate for students with IEPs (Data lag one year)	94.5%	78.0%	✓
2	2008-09 Dropout rate for students with IEPs (Data lag one year)	9.8%	5.5%	

14a	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education within one year of leaving high school	24.3%	Baseline Year: Comparison to state target will be made in future school years.
14b	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education or competitively employed within one year of leaving high school	64.9%	Baseline Year: Comparison to state target will be made in future school years.
14c	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education or some other post secondary education or training program; or competitively employed or in some other employment within one year of leaving high school	70.3%	Baseline Year: Comparison to state target will be made in future school years.

Indicators 4, 3, 7: Intermediate Outcomes

- Indicator 4: Rates of suspension/expulsion
 - Indicator 3: Participation and performance of children with IEPs on statewide assessments
 - Indicator 7: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved early childhood outcomes
 - Results Indicators (4, 3, 7)
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Section Two: Student Performance

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Section Two: Student Performance

In order to protect students' identities, test data for groups of fewer than 10 students are not reported.

Participation Rate for State Assessments

As reported on the Illinois State Board of Education Report Cards.

		2008		2009		2010	
		Students with IEPs	All Students	Students with IEPs	All Students	Students with IEPs	All Students
District	Enrollment*	1,738	7,387	1,681	7,077	1,648	7,038
	Reading	99.1	99.5	99.3	99.8	99.6	99.7
	Mathematics	99.1	99.5	99.3	99.8	99.6	99.7
State	Enrollment*	153,444	1,080,912	152,593	1,073,392	150,721	1,068,202
	Reading	99.5	99.7	99.6	99.7	99.5	99.8
	Mathematics	99.5	99.7	99.6	99.7	99.8	99.8

*Enrollment in the tested grades on the first day of testing.

Overall Student Performance

The following table presents the overall percentages of state test scores considered proficient or above. This combines all subjects for all grades tested for the following tests: the **Illinois Standards Achievement Test (ISAT)** for students in grades 3 through 8; the **Prairie State Achievement Examination (PSAE)** for students in grade 11; and the **Illinois Alternate Assessment (IAA)** for students with disabilities whose Individual Education Programs (IEPs) indicate that participation in the ISAT or PSAE would not be appropriate.

	2008			2009			2010		
	Students with IEPs	Students without IEPs	Gap	Students with IEPs	Students without IEPs	Gap	Students with IEPs	Students without IEPs	Gap

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Section Five: State Performance Plan

3a	Made adequate yearly progress (AYP) for students with IEPs	No	Yes	
3b	Reading assessment participation rate for students with IEPs	99.6%	95.0%	✓
3b	Math assessment participation rate for students with IEPs	99.6%	95.0%	✓
3c	Students with IEPs meeting or exceeding standards on state reading assessments	37.3%	40.0%	
3c	Students with IEPs meeting or exceeding standards on state math assessments	49.8%	39.0%	✓
4a	Did the district have a significant discrepancy in the rate of suspensions and expulsions of children with IEPs for greater than 10 days in 2008-2009? (Data lag one year)	Yes	No	
4b	Did the district have a significant discrepancy by race or ethnicity, in the rate of suspensions and expulsions greater than 10 days of children with IEPs and have policies, procedures and practices that contributed to the significant discrepancy in 2008-09?	Yes	Baseline Year: Comparison to state target will be made in future school years.	

Section Five: State Performance Plan

7a	Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved functioning in positive social-emotional skills	91.6%	89.5%	✓
7a	Children in an Early Childhood Special Education program who were functioning within age expectations with positive social-emotional skills by the time they exited the program.	49.4%	61.0%	
7b	Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved acquisition and use of knowledge and skills by the time they exited the program.	93.2%	90.0%	✓
7b	Children in an Early Childhood Special Education program who were functioning within age expectations with acquisition and use of knowledge and skills by the time they exited the program.	50.6%	61.5%	
7c	Children who entered or exited an Early Childhood Special Education program that substantially increased their rate of growth in the use of appropriate behavior to meet their needs by the time they exited the program.	87.3%	90.5%	
7c	Children in an Early Childhood Special Education program that were functioning within age expectations regarding the use of appropriate behavior to meet their needs by the time they exited the program.	65.8%	73.0%	

Indicators 13, 5, 6, 8: Strategies/Effort

- 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.
 - Indicator 5: Percent of children with IEPs aged 6 through 21 served inside the regular class
 - Indicator 6: 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
 - 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.
 - Compliance Indicator (13)
 - Results Indicators (5, 6, 8)
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Section Three: Educational Environment

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Section Three: Educational Environment

Educational environment refers to the extent to which students with disabilities receive special education and related services in classes or schools with their non-disabled peers. Research has shown that students with disabilities who are educated in the *least restrictive environment* show increased motivation, higher self-esteem, improved communication and socialization skills and greater academic achievement than those students in a more restrictive, or segregated, environment.

Educational environments for students ages 6 through 21 can be generally classified into four settings:

1. Students receiving special education or related services inside the general classroom 80% or more of the time,
2. Students receiving special education or related services inside the general classroom 40% to 79% of the time,
3. Students receiving special education or related services inside the general classroom less than 40% of the time, and
4. Students receiving special education or related services in a separate educational facility.

Percent of Students with IEPs in Various Educational Environments

	2008			Separate Facility	2009			Separate Facility	2010			Separate Facility
	% of Time Inside the General Classroom				% of Time Inside the General Classroom				% of Time Inside the General Classroom			
	≥80%	40-79%	<40%		≥80%	40-79%	<40%		≥80%	40-79%	<40%	
District	35.5	14.9	42.5	7.0	34.6	15.5	41.3	8.6	37.6	20.0	33.7	8.7
All Unit Districts*	50.8	27.3	16.9	5.0	52.2	26.7	15.8	5.2	53.6	26.7	14.3	5.4

Educational Environments for Selected Disabilities

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Section Three: Educational Environment

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Early Childhood Educational Environments (ages 3-5)

Educational environments for children ages 3 through 5 include those used for students ages 6 through 21, described on the preceding page, as well as the following additional settings:

1. Children receiving special education or related services fulltime in a separate class/facility,
2. Children receiving special education or related services fulltime in the child's home and,
3. Children receiving special education or related services from a service provider, and who did not attend an early childhood or special education program.

The following information is provided for children ages 3 through 5.

Percent of Students with IEPs in Various Educational Environments

	Time Inside the General Classroom			Separate Class/ Facility	Home	Service Provider
	≥ 80%	40-79%	< 40%			
District	43.8	7.2	15.5	27.1	0.3	6.1
All Unit Districts*	53.0	7.4	7.1	22.9	0.6	9.0

Educational Environments for Selected Disabilities

		% of Time Inside the General Classroom			Sep. Class/ Facility	Home	Service Provider
		≥ 80%	40-79%	<40%			
Autism	District	14.3	0.0	71.4	14.3	0.0	0.0
	All Unit Districts*	26.8	12.5	19.0	40.9	0.4	0.4
Cognitive Disability	District	12.5	12.5	12.5	62.5	0.0	0.0
	All Unit Districts*	14.2	8.3	29.2	45.8	0.0	2.5
Developmental Delay	District	45.1	13.4	29.3	11.0	0.6	0.6
	All Unit Districts*	22.7	12.0	12.7	22.5	0.25	0.0

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Section Five: State Performance Plan

5a	Students with IEPs ages 6-21 inside the general classroom \geq 80% of the time	37.6%	49.6%	
5b	Students with IEPs ages 6-21 inside the general classroom < 40% of the time	33.7%	18.9%	
5c	Students ages 6-21 with IEPs in separate educational placements	8.66%	4.25%	

6a	Children ages 3-5 in regular early childhood program and receiving majority of special education and related services in the regular early childhood program	States are not required to report on Indicator 6 for the 2009-2010 school year.		
6b	Children ages 3-5 in separate special education class, separate school or residential facility	States are not required to report on Indicator 6 for the 2009-2010 school year.		

8	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.	N/A	N/A	N/A
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13	Youth age 16 and above with an IEP that includes coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	98.1%	Baseline Year: Comparison to state target will be made in future school years.	
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Indicators 11, 12, 9, 10: Fundamental/ High Leverage

- Indicator 11: Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation (or State established timeline)
 - 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
 - Indicators 9 & 10: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services and in specific disability categories that is the result of inappropriate identification
 - Compliance Indicators (9, 10, 11, 12)
-

Section Five: State Performance Plan

9	Did the district have disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification?	No	No	✓
10	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate identification?	No	No	✓

11	Children with parental consent to evaluate who were evaluated and eligibility determined within 60 days	100.0%	100.0%	✓
12	Children referred by early intervention prior to age three who are found eligible for special education services and have an IEP developed and implemented by their third birthdays	100.0%	100.0%	✓

Indicators 15-20: Effective General Supervision

- **Indicator 15: Identify and correct noncompliance no later than one year from identification (timely correction)**
 - Indicator 16: Percent of signed written complaints that were resolved within timelines
 - Indicator 17: Percent of due process hearing requests that were adjudicated within timelines
 - Indicator 18: Percent of hearing requests that were resolved through resolution session settlement agreements
 - Indicator 19: Percent of mediations held that resulted in agreements
 - Indicator 20: State reported data (618, SPP and APR) are timely and accurate
-

What are LEA Determinations?

- IDEA, Section 616 requires each State to make determinations on the performance of each LEA.
 - Determinations are a way of designating the status of each LEA in relation to one of the four following categories:
 - (1) Meets Requirements
 - (2) Needs Assistance
 - (3) Needs Intervention
 - (4) Needs Substantial Intervention
 - States are required to consider all SPP compliance indicators when making LEA determinations
 - States may include SPP results indicators
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The LEA Determination Process in IL

- Each State sets its own criteria for determinations
 - ISBE convenes a small stakeholder group comprised of representatives from:
 - Illinois Association of School Administrators (IASA)
 - Illinois State Advisory Council for Children with Disabilities (ISAC)
 - Illinois Alliance of Administrators of Special Education (IAASE)
 - Illinois Federation of Teachers (IFT)
 - Illinois Education Association (IEA)
 - The determination criteria are recommended by the small stakeholder group to be approved by a large stakeholder group, ISAC.
 - For additional information about LEA determinations please visit the following link: http://www.isbe.net/special-ed/html/lea_determinations.htm
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Findings of Noncompliance

- Federal guidance related to noncompliance
 - FAQs Regarding Identification and Correction of Noncompliance and Reporting on Correction in the SPP/APR” dated 9/3/08
 - OSEP Memorandum 09-02 entitled, “Reporting on Correction of Noncompliance in the Annual Performance Report Required under Sections 616 and 642 of IDEA” dated 10/17/08
 - <http://spp-apr-calendar.rfcnetwork.org/getfile/view/id/575>
 - OSEP clarified that states must make findings of noncompliance when LEAs do not reach the measurable and rigorous targets of either 100% or 0% for SPP compliance indicators (when noncompliance is identified through the State’s data systems)
 - Noncompliance must be corrected w/in 12 months of identification (timely correction for SPP Indicator 15)
 - Additional information and resources on this topic are available at: <http://www.isbe.net/spec-ed/>
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Planning Calendar for Special Education Directors

- Available on ISBE website
 - Contains information regarding ISBE monitoring activities related to SPP Indicators for LEAs
 - Thursday Session #5 from 11:00-12:00 in Rooms 407-408
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Questions?

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