

ISBE Special Education Data Road Map

Navigating through State and Federal Data Requirements



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Special Education and Support Services

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INTRODUCTION:

In accordance with 20 U.S.C 1416(b)(2)(C)(ii)(II) of the Individuals with Disabilities Education Act (IDEA), each February, the Illinois State Board of Education (ISBE) is required to submit an Annual Performance Report (APR) to the Office of Special Education Programs (OSEP) regarding the State's overall performance in relation to the 20 Indicators in the State Performance Plan. The State Performance Plan (SPP) was developed as a six-year plan that was to be comprised of Compliance Indicators including Disproportionality, Early Childhood Transition, Secondary Transition and General Supervision, and Results Indicators, including Graduation, Drop Out, Assessment and Educational Environments. Each Indicator incorporates a measurable and rigorous target for each year of the SPP cycle. These targets are used as a basis for analyzing each district's data for students with disabilities. To obtain a copy of Illinois' SPP or APR, please visit the ISBE website at: <http://www.isbe.net/spec-ed/Default.htm>.

The purpose of this document is to help districts and special education cooperatives understand the "big picture" of special education data in Illinois by showing the process between district's reporting of data to ISBE and the final reports and decisions based on these data. In this document, you will find a brief description of each SPP Indicator, the data systems ISBE utilizes to collect district reported data and additional information regarding each collection. You will also find how these data are used to make decisions at the state and federal levels. Along the way, there are helpful roadside assistance tips to ensure accurate and consistent reporting for your district, as well as a few frequently asked questions.

ISBE's intent is to give districts and special education cooperatives a better understanding of how their data drives decision making to improve results for students with disabilities statewide.

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Special Education Data Reporting Requirements

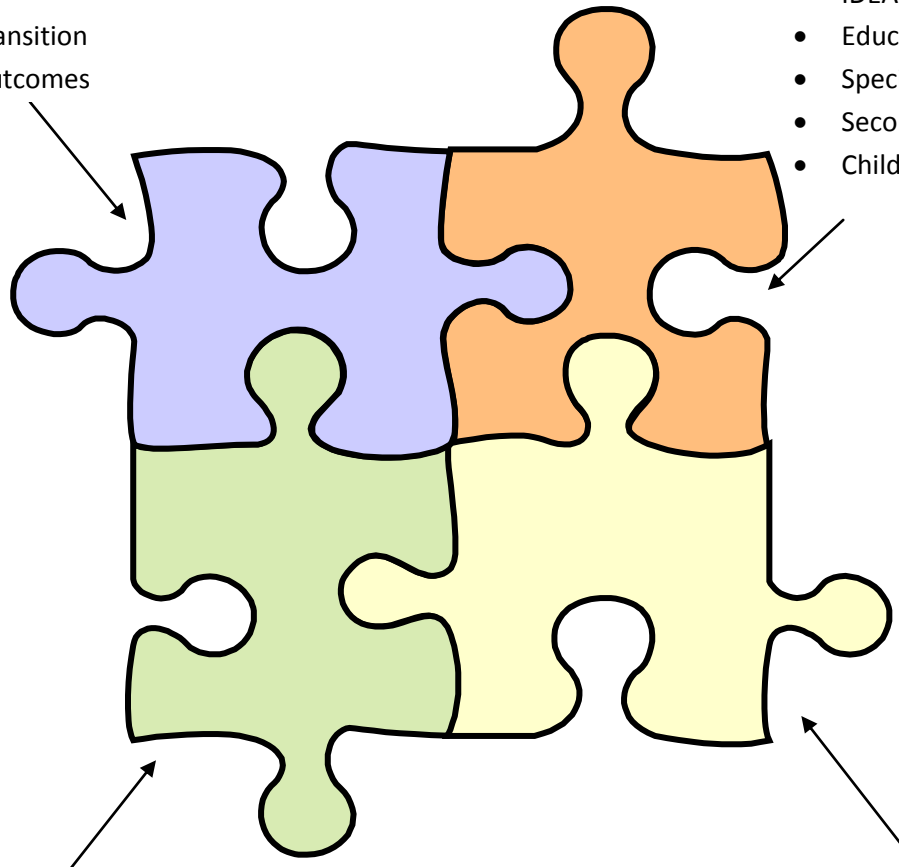
Putting all the Pieces Together

Student Information System

- Assessment
- Discipline
- Early Childhood Transition
- Early Childhood Outcomes

Funding and Child Tracking System

- Pupil Reimbursement
- IDEA 12/1 Child Count
- Educational Environment
- Special Education Exit
- Secondary Transition
- Child Find Timelines



Personnel Approval and Reimbursement:

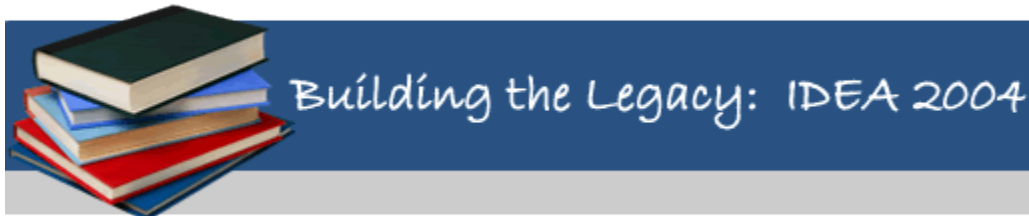
- Personnel Approval and Reimbursement
- Federal IDEA Special Education Personnel Reporting

Other ISBE Data Collections:

- Post School Outcomes Survey
- Coordinated Early Intervening Services Reporting
- Parent Survey



Why does ISBE collect Special Education Data?



IDEA Section 616

- State Performance Plan (SPP)
- Annual Performance Report (APR)
- State and Local Determinations
- Public Reporting

IDEA Section 618

- Child Count
- Personnel
- Educational Environment
- Exiting Special Education
- Disciplinary Removals
- Assessment
- Dispute Resolution
- Coordinated Early Intervening Services (CEIS)

Elementary and Secondary Education Act (ESEA)

SPP Indicator 1: Graduation Rates

Indicator 1 Definition: The percent of youth with IEPs graduating from high school with a regular diploma.

Indicator 1 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.

Starting Point: Data Collection

Graduation rates are based on Exit Enrollment data for students, entered by districts in the Student Information System (SIS). Districts must use the proper exit codes for all students in SIS. For more information on Exit Enrollment codes, please review the SIS data elements at: http://www.isbe.net/sis/html/data_elements.htm.

Road Side Assistance Tip!

Accurate reporting of IEP Status (Yes or No) in SIS will ensure graduation rates are accurately calculated for the IEP subgroup.

Next Steps: Data Analysis

The graduation rate is calculated based on the NCLB High School Graduation Rate guidance (<http://www2.ed.gov/policy/elsec/guid/hsrguidance.pdf>). The four-year adjusted-cohort graduation rate only includes students who graduate with a regular high school diploma in four years or less as high school graduates. Therefore, the 2011 calculations will be based on students that were first time 9th graders in the 2007-2008 school year.

The webinar “Calculating the Graduation Rate for 2011 AYP and School Report Card” from June 14, 2011 explains ISBE’s calculation process in greater detail. The archived webinar materials and recording are available at:

http://www.isbe.net/sis/html/archived_meetings.htm#grad061411

Definition of a “graduate” under the four-year adjusted-cohort graduation rate:

Graduates only include students who graduate with a regular high school diploma in four years or less as a high school graduate in the original cohort—that is, the cohort with which he or she started 9th grade. If a student who entered 9th grade for the first time in the 2007-2008 school year and graduates in three years or less, this student would be included in the cohort of students expected to graduate in the 2010-2011 school year.

A student with a disability who does not graduate with a regular high school diploma, but instead receives an alternative diploma, certificate of completion, or any other degree or certificate that is not fully aligned with a State’s academic content standards may not be counted as graduating.

Destination: Reporting

- Adequate Yearly Progress (<http://www.isbe.net/ayp/default.htm>)
- Illinois School Report Cards (<http://webprod.isbe.net/ereportcard/publicsite/getsearchcriteria.aspx>)
- District Special Education Profiles (<http://webprod.isbe.net/LEAProfile/SearchCriteria1.aspx>)
- Annual Performance Report (http://www.isbe.net/spec-ed/pdfs/annual_partB.pdf)

Data Maintenance Checklist

| | |
|---|--|
| ✓ | Run SIS enrollment reports for the district against district pupil reports in the Funding and Child Tracking System (FACTS) to ensure the correct number of students are identified as having an IEP in SIS. |
| ✓ | Make sure the district is using the proper exit codes for all students. |
| ✓ | Make sure the district is using the exact exit date for students. |

Frequently Asked Questions:

Q: How should I count a student with an IEP who doesn't graduate within the four year cohort because the IEP team decides the student should continue to receive services until they age out?

A: A student who takes more than four years to graduate, regardless of the reason, must be included in the adjusted cohort for the four-year graduation rate (the denominator) but may not be counted as a graduate (the numerator). Therefore, students with IEPs who have not graduated since they are receiving services up to age 22, even if the student has met graduation requirements, should be exited from SIS as either "Code 05: Promotion" or "Code 12: Retained In Same Grade", as appropriate, since the student's IEP team has decided to defer graduation to provide further transition services to the student.

SPP Indicator 2: Dropout Rates

Indicator 2 Definition: The percent of youth with IEPs graduating from high school with a regular diploma.

Indicator 2 Measurement: Percent= (# of youth with IEPs dropping out of high school) divided by the (total high school enrollment of youth with IEPs) times 100.

Starting Point: Data Collection

Dropout rates are based on Exit Enrollment data for students, entered by districts into SIS. Districts must use the proper exit codes for all students in SIS. Student enrollments must be exited from SIS by July 31 each year. Please review the SIS data elements at: http://www.isbe.net/sis/html/data_elements.htm for more information on Exit Enrollment codes.

Road Side Assistance Tip!

Accurate reporting of IEP Status (Yes or No) in SIS will ensure dropout rates are accurately calculated for the IEP subgroup.

Definition of a “dropout”:

A dropout is defined as any child enrolled in grades 1 through 12 whose name has been removed from the district enrollment roster for any reason other than his death, extended illness, graduation or completion of a program of studies who has not transferred to another public or private school.

Next Steps: Data Analysis

Dropout rates are calculated from SIS Exit Enrollment data for students enrolled in Grades 9-12. If there are multiple enrollments for a student within a school year, the last Enrollment Exit Code is used. The following Enrollment Exit Codes are counted in the numerator of the IEP Dropout Rate.

| Code | Dropout |
|------|-----------------------------------|
| 09 | Dropped Out |
| 10 | Transfer to GED program |
| 11 | Moved, not known to be continuing |
| 14 | Aged Out |

Destination: Reporting

- District Special Education Profiles (<http://webprod.isbe.net/LEAProfile/SearchCriteria1.aspx>)
- Annual Performance Report (http://www.isbe.net/spec-ed/pdfs/annual_partB.pdf)

Data Maintenance Checklist

- | | |
|---|---|
| ✓ | Ensure the district is using the correct exit codes for students in SIS. |
| ✓ | Ensure the district is reflecting the current IEP status of each student. |
| ✓ | Ensure the district is using the exact exit date for the student. |

Frequently Asked Questions:

Q: Why do my district's graduation and dropout rates not total 100% (Graduation rate + dropout rate \neq 100%)?

A: The method for calculating graduation is a cohort rate (group of original freshmen entering and exiting high school with a regular diploma within four years), where as the method for calculating drop out is an incident rate (the number of students grades 9 through 12 dropping out at any time within the school year).

SPP Indicator 3: Assessment Participation

Indicator 3 Definition:

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.

Indicator 3 Measurement:

- A. AYP percent = # of districts with a disability subgroup that meets the State's minimum "n" size that meets 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. The current "n" size used in calculating AYP is 45 students. Subgroups with fewer than 45 students are not reported.
- 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.

Starting Point: Data Collection

Student Assessment data is collected in SIS. For more information regarding the technical assistance resources for the Illinois Student Assessment Reporting and the SIS Assessment process please visit the following links:

- ISBE Student Assessment Division: <http://www.isbe.net/assessment/default.htm>
- SIS Key Dates: http://www.isbe.net/sis/html/key_dates.htm
- SIS User Manual: http://www.isbe.net/sis/html/user_manual.htm
- SIS Data Elements: http://www.isbe.net/sis/html/data_elements.htm
- Archived SIS Webinars: http://www.isbe.net/sis/html/archived_meetings.htm
- SIS FAQs: <http://www.isbe.net/sis/html/faqs.htm>

Next Steps: Data Analysis

ISBE calculates the percentage of students with IEPs Meeting and Exceeding on state Reading and Math Assessments as well as the percentage of students without IEPs Meeting and Exceeding on State Reading and Math Assessments for each district. ISBE then calculates the “gap” between the performance of these two subgroups.

Road Side Assistance Tip!

Accurate reporting of IEP Status (Yes or No) in SIS will ensure assessment participation and performance rates are accurately calculated for the IEP subgroup.

Destination: Reporting

- Adequate Yearly Progress (<http://www.isbe.net/ayp/default.htm>)
- Illinois School Report Cards (<http://webprod.isbe.net/ereportcard/publicsite/getsearchcriteria.aspx>)
- District Special Education Profiles (<http://webprod.isbe.net/LEAProfile/SearchCriteria1.aspx>)
- Annual Performance Report (http://www.isbe.net/spec-ed/pdfs/annual_partB.pdf)
- IDEA, Section 618, Table 6: Report of the Participation and Performance of Students with Disabilities on State Assessments (www.ideadata.org)

Data Maintenance Checklist

- | | |
|---|---|
| ✓ | Ensure that all students with IEPs are marked with IEP = “Yes” in SIS. |
| ✓ | Verify that Pre-Assessment ID Labels are correct. |
| ✓ | Utilize the Assessment Correction Window to verify student data is correct. |

Frequently Asked Questions:

Q: When examining my district’s District Special Education Profile for Indicator 3A why does the State Target reflect the word “Yes” instead of giving the percentage as listed in the SPP?

A: Indicator 3A as defined by the Office of Special Education Programs (OSEP), is a statewide percentage of districts meeting AYP for the IEP subgroup. Since the District Special Education Profiles break this analysis down to the district level, using the statewide percentage would not be applicable. Instead, the target is described as “Yes”, in that, it is the target that each district will meet AYP for their IEP subgroup.

SPP Indicator 4: Suspension/Expulsion Rates

Indicator 4 Definition:

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

Indicator 4 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.
- 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 and 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.

Starting Point: Data Collection

Districts currently report student discipline data to SIS for students with and without disabilities. Individual student level data is reported including Incident Date, Incident Number, Disability Type (if applicable), Incident Type, Disciplinary Action and Disciplinary Duration. For more information on the student discipline data elements please review the following link: http://www.isbe.net/sis/html/data_elements.htm.

Additionally, the archived SIS webinar entitled “ISBE SIS 2009 Assessment Correction and New SIS Functionality – Webinar (April 2009)” demonstrates student discipline reporting in SIS. The archived webinar recording and accompanying materials are available at http://www.isbe.net/sis/html/archived_meetings.htm#corr09.

Identifiable student information will be removed from each discipline record in SIS on August 1st of each year for disciplinary incidents that occurred between July 1st and June 30th of the previous school year. The SIS ID, student name, and date of birth will be dropped from each discipline record to protect the confidentiality of student discipline data.

Road Side Assistance Tip!

Districts should note that selecting Discipline Code 02- “Expulsion did not receive educational services” in reference to a student with an IEP will result in an automatic follow-up with the district from ISBE to verify if this information is correct as it may be in violation of 34CFR 300.530(b)(2).

Next Steps: Data Analysis

Indicator 4A & 4B:

ISBE employs a two step process for district Indicator 4A & 4B analysis:

- First, ISBE determines if the district is shows a **significant discrepancy** in the rates of out-of-school suspensions/expulsions when compared to the State rate. Significant discrepancy for Indicator 4A and 4B is determined as follows:
 1. A Suspension/Expulsion Rate is calculated for each district 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 district 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 district had at least five students suspended or expelled more than 10 days.

In Illinois, a LEA is determined to meet the state definition of “significant discrepancy” if its suspension/expulsion rate is greater than the State suspension/expulsion rate plus one standard deviation for three consecutive years and the LEA has had at least five students suspended or expelled for more than 10 days.

- C. Second, districts identified as having a potential significant discrepancy for three consecutive years are required to complete a **self-assessment** process in accordance to the requirements of 34 CFR 300.170(b). The purpose of the self-assessment is to review the district’s policies, procedures and practices to determine whether or not they contribute to the significant discrepancy or do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

To review this indicator and its measurable and rigorous targets, please visit the following link: http://www.isbe.net/spec-ed/pdfs/state_performance.pdf.

Data Verification Desk Audits

In addition to the Indicator 4A & 4B analysis described above, ISBE also conducts a **data verification** desk audits with districts whose data show one of the following conditions:

- D. Districts which report low amounts of disciplinary incidents for students with IEPs within a school year, as compared to the district’s Special Education December 1st Child Count.
- E. Districts which report Discipline Code 02-“Expulsion did not receive educational services” in reference to a student with an IEP, as this may be in violation of 34CFR 300.530(b)(2).

Districts selected for these data verification desk audits must verify the accuracy of data reported to SIS.

| |
|-------------------------------|
| Destination: Reporting |
|-------------------------------|

- District Special Education Profiles (<http://webprod.isbe.net/LEAProfile/SearchCriteria1.aspx>)
- Annual Performance Report (http://www.isbe.net/spec-ed/pdfs/annual_partB.pdf)
- Overview of Illinois’ Process for Determining and Addressing Disproportionality in Special Education identification and Significant Disproportionality in Identification, Placement and Discipline: (http://www.isbe.net/spec-ed/pdfs/disproportionality_process.pdf)
- IDEA, Section 618, Table 5: Report of Children with Disabilities Subject to Disciplinary Removal (www.ideadata.org)

| Data Maintenance Checklist | |
|-----------------------------------|---|
| ✓ | Submit your district’s discipline data by the July 31 st SIS deadline. |
| ✓ | Before reporting on a student with a disability, verify that at the time of the incident the student had an IEP to ensure the proper coding of the student’s disability type. |
| ✓ | Verify that the appropriate discipline codes were chosen for each student and incident. |

Frequently Asked Questions:

Q: Are school districts responsible for collecting discipline data for students who are attending alternative educational settings?

A: The Home School is responsible for reporting all student discipline data.

Q: When a student receives a disciplinary action that removes them from regular classes, we isolate them from other students for the day. They have a teacher with them giving instruction. Should this be called in-school suspension?

A: This description seems to fit the definition of “In-School Suspension” as found in the Data Elements. Instances in which a child is temporarily removed from his/her regular classroom(s) for disciplinary purposes but remains under the direct supervision of school personnel should be reported as an in-school suspension. For further information, please refer to the SIS Data Elements documentation.

Q: Our district gives suspensions in ½ day increments (e.g. 2 ½ days suspension). Since SIS only allows us to report in whole numbers, should we round up or down?

A: The district should round up when reporting discipline data to SIS. A 2 ½ day suspension would be reported in SIS with the Disciplinary Duration Code 03.

Q: Does the district need to report after school, Saturday or Lunch detentions to SIS?

A: No. The district should only report instances in which a child is temporarily removed from his/her regular classroom(s) for disciplinary purposes.

Q: What is the difference between the disciplinary action of ‘Transfer to Alternative Program in lieu of another disciplinary action’ versus ‘Unilateral Removal to an Interim Alternative Educational Setting by School Personnel’?

A: Please refer to the Data Elements documentation for complete definitions regarding the Disciplinary Action Codes. “Unilateral Removal to an Interim Alternative Educational Setting by School Personnel” would only be used for students who have an IEP. School personnel would be taking this action in accordance with 34 CFR §300.530(g) of the IDEA regulations. “Transfer to Alternative Program in lieu of another disciplinary action” could be applicable any student, regardless of whether the student has an IEP or not.

Q: If a student has an IEP for only a portion of the school year, how do we report their discipline data in SIS?

A: If the student did not have an IEP at the time of the disciplinary incident, the district should report “Code 99: None” in the Disability Type Category Description, at which time these incidents do not accumulate toward the 10 day or greater analysis under Indicator 4. If the student did have an IEP at the time of the disciplinary incidents, the district is required to appropriately report the student’s primary disability category. For more information on this please review the “Student Discipline” SIS data elements at: http://www.isbe.net/sis/html/data_elements.htm.

Q: When examining my district's District Special Education Profile for Indicator 4A why does the State Target reflect the word "No" instead of giving the percentage as listed in the SPP?

A: Indicator 4A as defined by OSEP, is that no more than that statewide percentage of districts reflect having a significant discrepancy in the rates of suspensions/expulsions greater than 10 days in regards to students with IEPs . Since the District Special Education Profiles break this analysis down to the district level, using the statewide percentage would not be applicable. Instead, the target is described as "No", in that, it is the target that each district would not reflect a significant discrepancy.

Q: Our district received a data verification letter state that there were 0 instances of disciplinary removals for student with disabilities last school year. However, when reviewing the SIS discipline report, it seems to include students with IEPs on the report. Can you explain?

A: The issue may be that while the district reported discipline incidents for students with IEPs, the district may have reported the Disability Category as "None" for these students (See Column G of the SIS Discipline Report). With this field reported as "None", ISBE cannot include these students in federal IDEA discipline reports and analysis.

There is not a block in SIS for this since a student could have an IEP for only a portion of the school year, which makes IEP = Yes. That is, if the student did not have an IEP at the time of the disciplinary incident, the district should report "None" in the Disability Category Description, at which time these incidents do not accumulate toward the 10 day or greater analysis under Indicator 4. If the students did have IEPs at the time of the disciplinary incidents, the district is required to appropriately report the student's primary disability category.

Indicator 5: Educational Environments for students 6-21

Indicator 5 Definition: 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.

Indicator 5 Measurement:

- A. Percent = # of children with IEPs served inside the regular classroom 80% or more of the day divided by the total # of students aged 6 through 21 with IEPs.
- B. Percent = # of children with IEPs served inside the regular classroom less than 40% of the day divided by the total # of students aged 6 through 21 with IEPs.
- C. 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.

Starting Point: Data Collection

For students with IEPs ages 6-21, districts report Educational Environment data to the Funding and Child Tracking System (FACTS). Districts must report these data throughout the school year as outlined in the Special Education Dues Dates on the Funding & Disbursements website (<http://www.isbe.net/funding/html/specialed.htm>). The final FACTS transmission is due June 30th of each year.

For a more information on the Percent Time inside General Education Environment calculation for students aged 6 through 21, Educational Environment codes and instructions on how to report these data to FACTS, please review the FACTS Instructions available at http://www.isbe.net/funding/pdf/34-30_spед_facts.pdf.

Next Steps: Data Analysis

After the final June 30 FACTS transmission, ISBE calculates Indicators 5A, 5B & 5C based on the December 1st child count for children with IEPs ages 6-21. Students reported under EE Code 28 (Parentally Place in Nonpublic Schools and Home-Schooled) as of the December 1st child count are not included in Indicator 5A, 5B or 5C calculations.

Focused Monitoring:

Indicator 5A (the percentage of children with IEPs aged 6 through 21 served inside the regular class 80% or more of the day) has been chosen as the priority area for focused monitoring. The ISBE focused monitoring district selection process divides districts into similar groups based upon district type and enrollment size in order to rank each district according to the district's performance on the priority area. The process of clustering districts allows comparability between similar or "like" districts.

Road Side Assistance Tip!

Districts are selected for a focused monitoring visits based on Indicator 5 data. As such, the accuracy of these data is critical.

Districts are selected for an on-site focused monitoring review based on their ranking within their group on the selected performance indicator. Those districts in each group performing lowest on the critical performance indicator will receive an on-site review. Districts that received a focused monitoring on-site review the previous year and are currently implementing an improvement plan are exempt from selection for the same priority area. In addition, districts that have completed a monitoring review within the past three school years and are in the process of collecting trend data on their progress are exempt from selection for the same priority area.

Destination: Reporting

- District Special Education Profiles
(<http://webprod.isbe.net/LEAProfile/SearchCriteria1.aspx>)
- Annual Performance Report (http://www.isbe.net/spec-ed/pdfs/annual_partB.pdf)
- IDEA, Section 618, Table 3: Individuals with Disabilities Education Act Implementation of FAPE Requirements (www.ideadata.org)

| Data Maintenance Checklist | |
|----------------------------|---|
| √ | Ensure accurate reporting of Educational Environment Codes in FACTS. |
| √ | Check that all Percent Time Inside General Education Classroom calculations are based on bell-to-bell minutes (not instructional minutes). This includes time students with disabilities spend during lunch, recess and study periods, unless the student has been removed from these periods in order to receive services related to the student’s disability. |

Indicator 6: Educational Environment Ages 3-5

Indicator 6 Definition: Percent of children with IEPs aged 3-5 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.

Indicator 6 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.
- B. Percent = # of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.

Starting Point: Data Collection

For children with IEPs ages 3-5, districts report Educational Environment data to the Funding and Child Tracking System (FACTS). Districts must report these data throughout the school year as outlined in the Special Education Dues Dates on the Funding & Disbursements website (<http://www.isbe.net/funding/html/specialed.htm>). The final FACTS transmission is due June 30th of each year.

For a more information on how to report these data to FACTS, please review the FACTS Instructions available at http://www.isbe.net/funding/pdf/34-30_spед_facts.pdf.

Several resources are available at http://www.isbe.net/earlychi/html/ec_speced_lre.htm to assist school districts and special education cooperatives in reporting EC Educational Environment Codes. These resources include:

- A revised document describing the new reporting requirements
- A worksheet for determining the correct EC Educational Environment Codes
- A PowerPoint presentation
- A document describing scenarios
- A training video for the new EC Educational Environment Codes

Next Steps: Data Analysis and Reporting

- District Special Education Profiles (<http://webprod.isbe.net/LEAProfile/SearchCriteria1.aspx>)
- Annual Performance Report (http://www.isbe.net/spec-ed/pdfs/annual_partB.pdf)
- IDEA, Section 618, Table 3: Individuals with Disabilities Education Act Implementation of FAPE Requirements (www.ideadata.org)

Data Maintenance Checklist

- | | |
|---|---|
| ✓ | Ensure accurate reporting of Educational Environment Codes in FACTS. |
| ✓ | Use the Early Childhood Environmental Code worksheet to assist in determining the correct EC EE Code. |

Indicator 7: Early Childhood Outcomes

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

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

Indicator 7 Measurement: For each of the above mentioned outcomes the following percentages need to be calculated:

- 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 same-aged peers but did not reach it.
- D. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers.
- E. Percent of preschool children who maintained functioning at a level comparable to same-aged peers.

Starting Point: Data Collection

Step 1: Collecting Entry and Exit Rating for Children (Ages 3-5) with IEPs

Several resources regarding obtaining Early Childhood Outcomes for children with IEPs ages 3-5 are available at http://www.isbe.net/earlychi/html/ec_speced_outcomes.htm, including frequently asked questions, training on obtaining outcome ratings and recommended forms. There are several steps districts should take to collect Early Childhood Outcomes ratings for students:

- The district team of two or more members should base the entry and exit ratings of the student 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 outcome ratings in each of the three areas.
- To obtain accurate EC outcome ratings for a student, districts may choose from a variety of assessment tools identified by ISBE as researched-based and technically adequate. For more information on these assessments, please review the SPP Indicator 7 section found at the following link: http://www.isbe.net/spec-ed/pdfs/state_performance.pdf.
- When having the discussions on ratings district teams should utilize the Decision Tree for Summary Rating Discussions found at the following link: http://www.isbe.net/sis/pdf/early_childhood_decision_tree.pdf.

Road Side Assistance Tip!

Students receiving only speech services still need to be assessed in all three outcomes areas. Screening information, Ages and Stages Questionnaire (ASQ) checklists, parent and/or therapist information may be used as evidence in determining a rating.

- Entry outcome ratings should be compiled as soon as possible after the child has enrolled in early childhood special education, but in no case later than 45 days after the child enters the program (when school is in session).
- Exit outcome ratings should be compiled at the time the student exits early childhood special education and makes a natural transition to the next program, when the child turns 6 or if the child is deemed no longer to have an IEP.
- Districts are required to use the Illinois Childhood Outcomes Summary Form (COSF) which aligns the ratings process and utilizes the 7 point rating scale for each required outcome area.

Step 2: Reporting Entry and Exit Rating to SIS

The Early Childhood Outcomes (ECO) collection has been incorporated into SIS. Data for the previous school year must be reported to SIS no later than July 31st of each year. For more information on the SIS data elements to be used when reporting this data to SIS, please visit the following link: http://www.isbe.net/sis/html/data_elements.htm.

A March 2009 webinar described the Early Childhood Outcomes **collection** and **reporting** process in IL. The archived webinar recording and materials are available at: http://www.isbe.net/sis/html/archived_meetings.htm#ind7.

Next Steps: Data Analysis

Once ECO data has been reported to SIS, ISBE analyzes each districts data to determine where their student’s outcomes growth falls into the Indicator 7 measurements for each category:

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

ISBE uses the analysis methods prescribed by the national Early Childhood Outcomes Center. More information about this can be found at the following links:

<http://www.fpg.unc.edu/~eco/pages/outcomes.cfm#CalculatingProgress>

<http://www.fpg.unc.edu/~eco/pages/summary.cfm>

Destination: Reporting

- District Special Education Profiles (<http://webprod.isbe.net/LEAProfile/SearchCriteria1.aspx>)
- Annual Performance Report (http://www.isbe.net/spec-ed/pdfs/annual_partB.pdf)

Data Maintenance Checklist

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|---|--|
| ✓ | Ensure that outcomes ratings are obtained at student's entry and exit from the early childhood program. |
| ✓ | Ensure that the district is using assessments ISBE has identified as being research-based and technically adequate. |
| ✓ | Use the Illinois Childhood Outcomes Summary Form (COSF) which aligns the ratings process and utilizes the 7 point rating scale for each required outcome area. |

Frequently Asked Questions:

Q: Should students who come in for only speech services be reported to SIS?

A: Early childhood students who are enrolled in a public school district and are receiving itinerant speech services under an Individualized Education Plan (IEP) should be reported in SIS by the child's Home School.

Q: Do programs need to assess children in all three outcome areas even when it is not an area of concern (e.g. children receiving only speech services)?

A: Yes. Screening information, Ages and Stages Questionnaire (ASQ) checklists, parent and/or therapists' information may be used as evidence in determining ratings.

Q: When must Exit Ratings be reported to SIS for children ages 3-5 with IEPs?

A: Exit outcome ratings should be entered under the following circumstances:

- When the child goes to kindergarten;
- If the child remains in early childhood for his/her kindergarten year, then when the child turns 6; or
- If the child is staffed out of special education and no longer has an Individualized Education Plan (IEP).

Q: When looking at my District Special Education Profile, I know that my district does serve 3-5 year olds, why does the profile state N/A for these categories?

A: Cell sizes of fewer than 10 students are suppressed to protect student identity.

Indicator 8: Parent Involvement

Indicator 8 Definition: 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.

Indicator 8 Measurement: Percent of respondent parents who reported schools facilitated parent involvement as a means of improving services and results for children with disabilities. This measurement is calculated based on results of a 25 question Parent Involvement Survey developed by the National Center for Special Education Accountability Monitoring (NCSEAM).

Starting Point: Data Collection

ISBE sends the Parent Involvement Survey to a representative sample of parents of children with disabilities annually. ISBE developed a six-year cycle to ensure that every LEA is included in this data collection over the span of the SPP. Although districts do not administer the survey themselves, the Superintendent and State Approved Director of Special Education for the districts being surveyed will be notified prior to the survey being sent to district families. For more information, please review Indicator 8 in the SPP found at the following link: http://www.isbe.net/spec-ed/pdfs/state_performance.pdf.

Since the survey is sent to families by ISBE's contractor based on the addresses provided in FACTS, it is imperative that districts keep this student contact information up to date. Through the *iePoint* software, districts have the ability import addresses for students from another district database to assist in keeping addresses updated. For instructions and more information on this utility, please visit the Harrisburg Project website at the following link: http://www.hbug.k12.il.us/resources/RL_Stu.htm.

Next Steps: Data Analysis

Once ISBE has received the results from the Parent Involvement Survey, ISBE then analyzes the responses and determines the representativeness of the sample respondents. ISBE also calculates each survey respondent's average level of agreement across all 25 survey items on the Illinois Parent Involvement Survey.

Destination: Reporting

- District Special Education Profiles (<http://webprod.isbe.net/LEAProfile/SearchCriteria1.aspx>)
- Annual Performance Report (http://www.isbe.net/spec-ed/pdfs/annual_partB.pdf)

Data Maintenance Checklist

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| ✓ | Ensure student addresses are kept up-to-date in FACTS/iePoint. |
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Indicators 9 and 10: Disproportionality

Indicators 9 and 10 Definition:

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.

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

Indicators 9 and 10 Measurements:

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 divided by the # of districts in the State.

Indicator 10: 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.

Starting Point: Data Collection

Student level data reported in FACTS and SIS is used by ISBE to meet Indicator 9 & 10 reporting and analysis requirements. Student information from FACTS is based on the annual December 1st child count. Student information from SIS is based on the annual fall enrollment counts. For more information on these systems, please visit the following links:

- **Student Information System:** (<http://www.isbe.net/sis/default.htm>)
- **Funding and Child Tracking System:** (http://www.isbe.net/funding/pdf/34-30_spед_facts.pdf)

Road Side Assistance Tip!

Because disproportionality calculations are based on district reported data, it is imperative that districts maintain accurate records of students in both FACTS and SIS.

Next Steps: Data Analysis

ISBE employs 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:

- First, ISBE calculates a weighted or alternate risk ratio for every school district in the state with regard to overall special education eligibility. These risk ratios are calculated for each racial/ethnic group enrolled in the district. The criteria for overrepresentation and underrepresentation are as follows:
 - Overrepresentation is a calculated risk ratio (weighted or alternate) 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.
 - Underrepresentation is a calculated risk ratio (weighted or alternate) 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.

- Second, in order to verify whether the disproportionality is the result of inappropriate identification in those districts with risk ratios of 3.0 or higher or 0.25 or lower, ISBE requires the identified districts to conduct self-assessment activities, including data verification and a review of policies, practices and procedures, and then submit the results of those activities to ISBE.

For more information on the risk ratios and the methods used to calculate the risk ratios for the districts please review the following links:

- Overview of Illinois' Process for Determining and Addressing Disproportionality in Special Education identification and Significant Disproportionality in Identification, Placement and Discipline: (http://www.isbe.net/spec-ed/pdfs/disproportionality_process.pdf)
- Weighted and Alternate Risk ratios: (http://www.isbe.net/spec-ed/pdfs/risk_ratio.pdf)
- Methods for Assessing Racial/Ethnic Disproportionality in Special Education: A Technical Assistance Guide (specifically pages 22-24): (<http://www.ideadata.org/docs/Disproportionality%20Technical%20Assistance%20Guide.pdf>)

Destinations: Reporting

- District Special Education Profiles (<http://webprod.isbe.net/LEAProfile/SearchCriteria1.aspx>)
- Annual Performance Report (http://www.isbe.net/spec-ed/pdfs/annual_partB.pdf)

| Data Maintenance Checklist | |
|----------------------------|--|
| ✓ | Accurately report the race/ethnicity for each student. For more information on how to collect and report racial/ethnic codes, please review the resources at http://www.isbe.net/research/Default.htm |
| ✓ | Verify that race/ethnicity data reported in SIS matches data that is reported in FACTS for students with disabilities. |

Frequently Asked Questions:

Q: Are risk ratios used to calculate disproportionality based on the primary or secondary disability of a student?

A: The primary disability of each student is used to calculate the risk ratios.

Q: What are the comparison groups used when calculating disproportionality?

A: Comparison groups are comprised of students of all other races/ethnicities enrolled in the district, regardless of whether or not they receive special education services. For example, if you were looking at African American students receiving special education services overall or in a particular disability category within your district, the comparison group would be all other races/ethnicities (Asian, Hispanic, Native American and White).

Indicator 11: Child Find Timelines

Indicator 11 Definition: Percent of children who are 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. The 60 school day timeline is used in Illinois, as prescribed in 105 ILCS 5/14-8.02.

Indicator 11 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). The 60 school day timeline is used in Illinois, as prescribed in 105 ILCS 5/14-8.02.

Percent = (b) divided by (a).

Starting Point: Data Collection

Districts report data on Indicator 11 timelines to the Funding and Child Tracking System (FACTS). Districts must report these data throughout the school year as outlined in the Special Education Dues Dates on the Funding & Disbursements website (<http://www.isbe.net/funding/html/specialed.htm>). The final FACTS transmission is due June 30th of each year.

Road Side Assistance Tip!

Only initial eligibility determination timelines should be reported to FACTS.

For a more information on reporting Indicator 11 timelines, please review the FACTS Instructions available at http://www.isbe.net/funding/pdf/34-30_spед_facts.pdf.

Districts must also submit district calendars to ISBE through IWAS. These calendars are used to calculate the 60 school day timeline. More information on this is available at: http://www.isbe.net/funding/html/school_calendar.htm.

Districts are also encouraged to utilize the Indicator 11 Resource Guide, available at the following link: http://www.isbe.net/spec-ed/pdfs/indicator_11_res_guide.pdf.

Next Steps: Data Analysis

After the final June 30 FACTS transmission, ISBE examines the data to determine the percentage of students who were evaluated within the 60 school day timeline for each district. If a district reports that there was a delay in the initial evaluation, ISBE also determines if a reason for delay has been properly reported.

Destination: Reporting

- District Special Education Profiles (<http://webprod.isbe.net/LEAProfile/SearchCriteria1.aspx>)
- Annual Performance Report (http://www.isbe.net/spec-ed/pdfs/annual_partB.pdf)

Data Maintenance Checklist

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|---|--|
| ✓ | Ensure that the date for parental consent and the date for initial eligibility determination are reported accurately. |
| ✓ | Ensure that the district is not reporting re-evaluation timelines. |
| ✓ | Timelines for students found ineligible for Special Education Services should still be reported in FACTS, under Fund Code N or U (as appropriate). |
| ✓ | If there is a reason for delay in the initial eligibility of a student, ensure the district is reporting the proper reason for delay code. |

Indicator 12: Part C to Part B Transition

Indicator 12 Definition: Percent of children referred by Part C prior to age 3, who were found eligible for Part B, and who have an IEP developed and implemented by the 3rd birthdays.

Indicator 12 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 who 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 parental 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.

Percent = (c) divided by (a-b-d-e).

Starting Point: Data Collection

There are several steps involved in the early childhood transition data sharing and reporting process involving the Department of Human Services (DHS), Child and Family Connections (CFC) offices, ISBE, school districts and special education cooperatives:

- ISBE receives a list from DHS regarding children between the ages of 27 and 36 months who potentially will transition from Part C to Part B.
 - This list includes information from DHS regarding the district to which the child will potentially transition.
 - Every other month, ISBE distributes the Early Intervention to Early Childhood Special Education Transition Report (commonly known as the “27 Month List”) **based on the district identified by DHS for each child.**
 - This report is sent to the EC Special Education Transition Coordinator identified for each district/special education cooperative.
 - Districts should review this report and first contact the CFC regarding the status of children for whom a referral has not been received.
- At least 90 days prior to a child’s third birthday, the Child and Family Connections (CFC) office, with the family’s consent, is required to hold a transition meeting and invite the intended school district of the student. During this period the EI to EC Transition Tracking Form is developed and shared with the district. The district is required to participate in this process.
- Prior to the child’s third birthday, the district needs to hold an IEP meeting with the family to determine the child’s eligibility, discuss what services will be needed, develop the IEP and determine when the IEP will be implemented for the student.

Road Side Assistance Tip!

ISBE sends the Early Intervention to Early Childhood Special Education Transition Report to one individual per district. In many instances, this individual is at the district’s special education cooperative. Changes to the recipient of the report should be sent to ISBE.

Districts should complete the Tracking Form for this student and send it back to the CFC. The CFC will then forward this information on the DHS. **Districts do not need to send a copy of this Tracking Form to ISBE, unless otherwise requested.**

- For students who enroll in the school district, data regarding the student’s transition from Early Intervention to Early Childhood must be reported to SIS no later than July 31st of each school year. For more information on the reporting of Early Intervention to Early Childhood transition data in SIS, please visit the following link: http://www.isbe.net/sis/pdf/early_childhood.pdf.
- Students who are found ineligible and do not enroll in the school district cannot be reported to SIS, since they are not enrolled in the district. Data regarding the transition status of these children will be determined from final DHS data for that particular fiscal year.

Districts are also encouraged to utilize the Early Childhood Special Education Transition webpage (http://www.isbe.net/earlychi/html/ec_speced_intervention.htm) when going through the transition process. This webpage provides helpful tools and resources to guide districts through the transition steps from Early Intervention through Early Childhood.

Next Steps: Data Analysis

At the end of each fiscal year, ISBE receives final data from DHS regarding the status of each child’s transition. Using final SIS and DHS data from the previous fiscal year, ISBE examines the data to determine the percentage of students that fall into each of the measurement categories for Indicator 12. If a district reports that there was a delay in the eligibility determination and/or the development of the IEP, ISBE verifies that a proper reason for delay has been reported.

There are instances when there are discrepancies between the final data received from DHS and those reported in SIS. For these instances, ISBE also utilizes a **follow-up process** with districts in which ISBE notifies the LEAs of these discrepancies. In particular, ISBE follows up with LEAs where, based on final DHS data, there appears to be a delay in transition which does not agree with data report to SIS. During this follow-up process, districts are able to clarify any discrepancies within the specified timeframe. ISBE then uses these updated district reported data for final Indicator 12 analysis and reporting.

Destination: Reporting

- District Special Education Profiles (<http://webprod.isbe.net/LEAProfile/SearchCriteria1.aspx>)
- Annual Performance Report (http://www.isbe.net/spec-ed/pdfs/annual_partB.pdf)

Data Maintenance Checklist

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| ✓ | Utilize the EI to EC 27 month report to plan for upcoming potential children transitioning into your district. |
| ✓ | Work closely with the CFC service coordinator to ensure a timely transition for each child. |
| | Ensure that the dates for initial eligibility determination, IEP development and beginning services are being reported accurately. |
| ✓ | If there is a reason for delay in the determination of the child's eligibility, ensure the accurate reason for delay is reported. |
| ✓ | Respond promptly to any follow-up requests from ISBE. |

Frequently Asked Questions:

Q: When should the CFC service coordinator provide formal, written referral of a potentially eligible student to the district?

A: Discussions with the family regarding transition at age 3 may occur as soon as the child enters early intervention. Transition activities, however, should begin no later than six months prior to the child's third birthday.

Q: Under Indicator 12 I have to determine eligibility and develop the IEP by the child's third birthday, does this exempt me from having to follow the 60 day timeframe in Indicator 11?

A: No. The Indicator 11 timelines still apply. Per federal regulations, districts are still under obligation to follow the 60 day timeline from date of parental consent to evaluate.

Indicator 13: Secondary Transition

Indicator 13 Definition: 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 post secondary 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.

Indicator 13 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).

Starting Point: Data Collection

Districts report data on Indicator 13 to the Funding and Child Tracking System (FACTS). Districts must report these data throughout the school year as outlined in the Special Education Dues Dates on the Funding & Disbursements website (<http://www.isbe.net/funding/html/specialed.htm>). The final FACTS transmission is due June 30th of each year.

For a more information on reporting Indicator 13, please review the FACTS Instructions available at http://www.isbe.net/funding/pdf/34-30_spед_facts.pdf.

Districts should also review the Indicator 13 Transition webpage (<http://www.isbe.net/spec-ed/html/indicator13.htm>) for useful tools and resources regarding implementing Postsecondary Transition plans for students.

Next Steps: Data Analysis

After the final June 30 FACTS transmission, ISBE calculates Indicators 13 based on the December 1st child count for students with IEPs ages 16-21.

ISBE also incorporates a **data verification** process for district reported Indicator 13 data. Districts are randomly selected in this process, and are required to submit a pre-determined number of IEPs for review by ISBE. After subsequent review, ISBE will notify districts of the results of their examination.

Destination: Reporting

- District Special Education Profiles
(<http://webprod.isbe.net/LEAProfile/SearchCriteria1.aspx>)
- Annual Performance Report (http://www.isbe.net/spec-ed/pdfs/annual_partB.pdf)

Data Maintenance Checklist

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| ✓ | Use the Illinois State Performance Plan Indicator 13 Checklist to Meet SPP/APR Requirements. |
| ✓ | Ensure that all questions are answered in the <i>iePoint</i> application regarding the student's transition plan. |
| ✓ | Ensure the checklist answers accurately reflect the content of the student's transition plan. |
| ✓ | Ensure this data is reported for the students aged 14 ½ and older. |

Frequently Asked Questions:

Q: Which students are included in my district's Indicator 13 calculation?

A. For Indicator 13, the calculation includes all students with IEPs in the district ages 16 and older (as of the December 1st child count). Data from the final June 30th FACTS transmission is used for this calculation.

Indicator 14: Secondary Transition/Post School Outcomes

Indicator 14 Definition: 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.

Indicator 14 Measurement:

- A. Percent enrolled in higher education = (# 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) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)
- B. Percent enrolled in higher education or competitively employed within in one year of leaving high school = (# 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) divided by (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school).
- C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment = (# 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) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)

Starting Point: Data Collection

Definition of a “school leaver”: Any student with a disability, who drops out, ages out or graduates.

ISBE developed a cycle in which each district is required to report Indicator 14 survey data. Each district was categorized by type and size and was assigned a school year in which to complete the surveys for their high school leavers. Districts required to complete the survey for that year are notified in the spring. The notification includes instructions on how to obtain the list of students they are to survey from the Harrisburg Project website as well as information regarding the web application used to report the survey results. Districts also receive copies of the **Illinois Post School Survey Interview Questions and Interviewer Script**, which gives detailed instructions on how to conduct the survey and what questions

need to be asked. A sample form letter has also been developed for districts to use to notify their school leavers that the district would like to set up a time with them to conduct the survey. For these and other tools and resources on Indicator 14 data collection, please visit the following website: <http://www.isbe.net/spec-ed/html/indicator14.htm>.

Districts are encouraged to review the Indicator 14 reporting tutorial which is located at: <https://www.hbug.k12.il.us/SPPDC/>.

Districts are required to make and report **three attempts** to attempt to collect the data for each of the school leavers (unless the survey is completed or the family refuses to be surveyed). These attempts could include, but are not limited to: direct mail, telephone or in person contacts.

Road Side Assistance Tip!

For districts with 35 or fewer schools leavers, all school leavers are required to be contacted for the survey. For districts with more than 35 school leavers, a random sample of school leavers has been selected by ISBE.

Next Steps: Data Analysis

Once ISBE has received the district reported data for Indicator 14, ISBE applies the Indicator 14 calculations to determine the percentage of students in each of the 3 categories.

Destination: Reporting

- District Special Education Profiles (<http://webprod.isbe.net/LEAProfile/SearchCriteria1.aspx>)
- Annual Performance Report (http://www.isbe.net/spec-ed/pdfs/annual_partB.pdf)

| Data Maintenance Checklist | |
|----------------------------|--|
| ✓ | Ensure that when conducting the survey you have asked the respondent all of the applicable questions outlined in the survey script. |
| ✓ | When reporting the data in the web application, ensure that you have accurately reported every response. |
| ✓ | Ensure that your district reports at least 3 attempts to contact students (unless they complete or refuse to complete the survey earlier). |

Frequently Asked Questions:

Q: Do I need to contact all the students that I have on my list of school leavers?

A. Yes. Districts are required to make at least 3 attempts to contact every student on their listing (unless they complete or refuse to complete the survey earlier).

Q: If a student has indicated that they do not wish to complete the survey, but the district is aware of some of the answers to the questions for that student, can the district enter this information on the student’s behalf?

A: No. If the student has indicated that they do not wish to be a part of the survey, then the district should select the code for “Refused to complete survey” as the first contact attempt. The survey questions should remain unanswered in this instance.

Indicators 15-20: General Supervision

Indicator 15 Definition: 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.

Indicator 16 Definition: Percent of signed written complaints with reports issued that were resolved within 60-day 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.

Indicator 17 Definition: 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.

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

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

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

Starting Point: Data Collection

Data for these indicators are based on statewide data which is collected and maintained by ISBE. Districts are not required to report specifically on these Indicators.

Destination: Reporting

- Annual Performance Report (http://www.isbe.net/specified/pdfs/annual_partB.pdf)

FACTS: December 1 Child Count Data

Throughout the school year districts have several opportunities to report Child Count Data for students with disabilities into FACTS. The final FACTS transmission is June 30th annually. Per 34CFR 300.641, States are required to establish a state-specific Child Count Data collection date between October 1st and December 1st. Once the State has established such a date the date must continue to be used as the Child Count Data collection date every year.

Per Section 2-3.30 of the Illinois School Code, Illinois uses December 1st as the Child Count date. Since ISBE uses the December 1st Child Count Data for the following federal reporting purposes, the accuracy of these data is paramount:

- **Indicator 4: Discipline Data**
- **Indicator 5: Educational Environments for Students 6-21**
- **Indicator 6: Educational Environments for Students 3-5**
- **Indicator 8: Parent Involvement Survey**
- **Indicators 9 and 10: Disproportionality**
- **Indicator 13: Post Secondary Transition**
- **Indicator 20: Timely, Accurate Data Reporting**

Resource Links

Illinois State Performance Plan

http://www.isbe.net/spec-ed/pdfs/state_performance.pdf

Illinois Annual Performance Report

http://www.isbe.net/spec-ed/pdfs/annual_partB.pdf

District Special Education Profiles

<http://webprod1.isbe.net/LEAProfile/SearchCriteria1.aspx>

Funding and Child Tracking System Instructions

http://www.isbe.net/funding/pdf/34-30_spед_facts.pdf

Illinois State Board of Education Special Education webpage

<http://www.isbe.net/spec-ed/Default.htm>

Illinois State Board of Education Early Childhood webpage

http://www.isbe.net/spec-ed/html/lea_determinations.htm

Student Information System

<http://www.isbe.net/sis/default.htm>