

2008-2009 Annual State Report on
**Special Education
Performance**



Illinois State Board of Education

Notation of School Year. References to years in the *Annual State Report on Special Education Performance* represent school years, not calendar years. For example, 2009 refers to the 2008-2009 school year, spanning fall 2008 to spring 2009.

Students Parentally Placed in Non-Public Schools. Data for students enrolled by a parent/guardian in a non-public (e.g. parochial) school for general education and are not enrolled in the public school district but are receiving special education and/or related services provided by the public school district specified on an Individualized Services Plan (ISP) have been removed from the *Annual State Report on Special Education Performance*.

Separate Educational Facilities. Data reported in the State Performance Plan for Separate Educational Facilities may not reflect the figures shown in the *Annual State Report on Special Education Performance* since the State Performance Plan's definition for Separate Educational Facilities does not include students in correctional facilities. As such, the numbers reported in the *Annual State Report on Special Education Performance* will be slightly higher than those reported in the State Performance Plan.

Data Accuracy. The data presented in different editions of the *Annual State Report on Special Education Performance* occasionally change as a result of various factors, such as identifying and correcting data errors, obtaining data that were previously unavailable and receiving new or updated local data from school districts. As such, statistics presented in this report for previous school years may occasionally be different than what was published in previous Annual State Reports. This reflects our goal to always report the most complete, current and accurate data available at the time of publication.

MESSAGE FROM THE ASSISTANT SUPERINTENDENT

I am pleased to present the seventh Annual State Report on Special Education Performance. As in previous years, the Report summarizes key performance data for students with disabilities that the Illinois State Board of Education regularly reports to the U.S. Department of Education. These performance areas include high school completion, student performance on statewide assessments and educational environments. Each of the three performance areas is introduced by providing the desired results described in the Illinois State Performance Plan followed by overall observations. In addition, a background information section is provided to give an overall picture of students with disabilities in Illinois. Our intent is to publish this Report annually to ensure that parents, teachers, administrators, legislators and the public remain informed of the current performance and progress in improving outcomes for students with disabilities.

After reviewing the data in this report, you will notice significant trends in special education performance. Since 2007, the Specific Learning Disability, Emotional Disability and Cognitive Disability categories have decreased as a percentage of all students receiving special education services. The performance of students with disabilities on the Illinois Standards Achievement Test (ISAT) has steadily improved since 2006. Additionally, the achievement gap between special education and general education performance shows an overall decrease on statewide reading and mathematics assessments since 2006.

In addition to the state-level information in this report, ISBE has made longitudinal performance data available for each Illinois school district in the form of District Special Education Profiles. This information, as well as other information regarding special education, may be obtained by visiting our website at www.isbe.net/spec-ed. In addition, the 29th Annual Report to Congress has been designed to showcase the data collected from states and the national studies that make up the Office of Special Education Programs' (OSEP) National Assessment of the Implementation of the Individuals with Disabilities Education Act. The report may be accessed at: <http://www.ed.gov/about/reports/annual/osep/index.html>.

The Illinois State Board of Education hopes this document will be informative and useful to you.



Elizabeth Hanselman
Assistant Superintendent
Special Education and Support Services
Illinois State Board of Education
March 2011

TABLE OF CONTENTS

Background Information	1
How many Illinois children ages 3-5 are receiving special education services?	2
What percent of children ages 3-5 receiving special education services are identified for each disability category?	3
What percent of Illinois students ages 6-21 are receiving special education services?	4
What percent of students ages 6-21 receiving special education services are identified for each disability category?	5
What is the race/ethnicity distribution of students ages 6-21 receiving special education services?	6
To what extent do parents of students with disabilities agree that they are satisfied with the educational services their children receive?	7
How many formal special education complaints and mediations are processed annually by the Illinois State Board of Education?	8
How many special education due process cases are resolved annually in Illinois?	9
High School Completion	11
High School Graduation Rate — 2006-2009	12
High School Graduation Rate for Students with Disabilities by County — 2009	13
High School Dropout — 2006-2009	14
Student Performance	15
Performance on the Illinois Standards Achievement Test (ISAT) — 2006-2009	16
Performance on the Prairie State Achievement Examination (PSAE) — 2006-2009	17
Performance on the State Reading Tests — 2009	18
Performance on State Reading Tests — 2006-2009	19
Performance on the State Mathematics Tests — 2009	20
Performance on State Mathematics Tests — 2006-2009	21
Performance on the State Science Tests — 2009	22
Performance on State Science Tests — 2006-2009	23
Performance on the Illinois Alternate Assessment (IAA) — 2009	24
Educational Environment	25
Placement in a Variety of Educational Environments, Ages 6-21 — 2007-2009	26
Educational Environments by Race/Ethnicity, Ages 6-21 — 2009	27
Educational Environments for Specific Disabilities, Ages 6-21 — 2009	28
Educational Environments for Specific Disabilities, Ages 6-21 — 2009	29
Glossary	31
End Notes	34



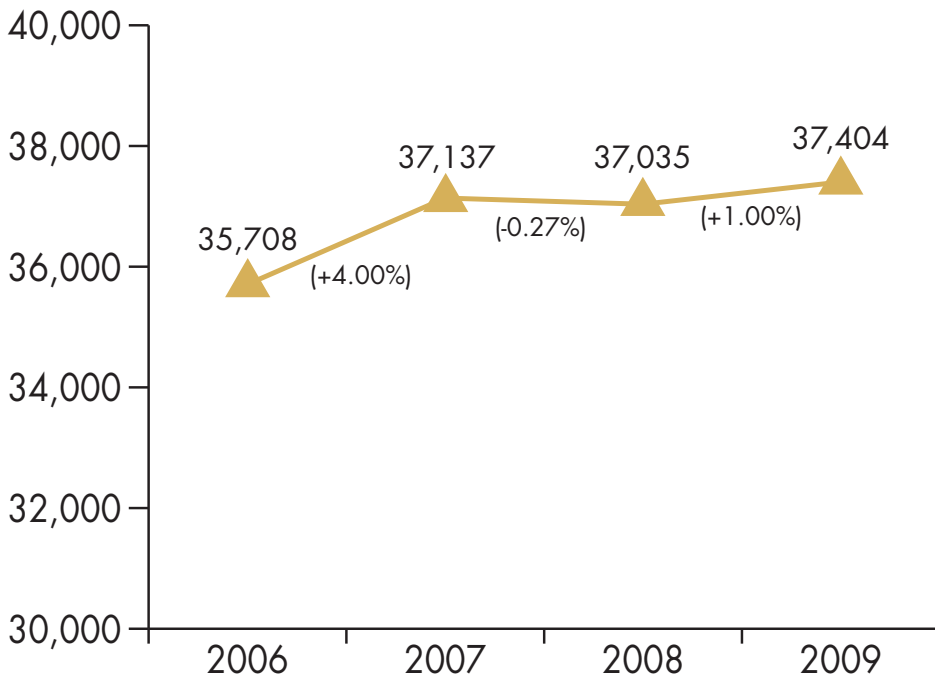
BACKGROUND INFORMATION

The following pages provide background information useful to understanding the status of special education in Illinois. The charts in this Background Section generally describe how many students are being served, the disability categories in which they are identified, and their race or ethnicity. Information is also provided concerning overall parent satisfaction and conflict resolution.

Observations:

- The number of Illinois children ages 3-5 receiving special education services shows an overall increase over the past four years as more children have been identified with disabilities.
- The percent of Illinois students ages 6-21 receiving special education services continues to decrease, however it remains higher than the national percentage.
- The four highest incidence disabilities, Specific Learning Disability, Speech/Language Impairment, Emotional Disability and Cognitive Disability continue to decrease as a percentage of all students ages 6-21 receiving special education services, while Other Health Impairment and Autism continue to show increases.
- White and Black students remain over represented among students receiving special education services, while Hispanic and Asian students are under represented.
- The overall level of satisfaction was highest among parents of students with disabilities in grades pre-kindergarten through 3.

How many Illinois children ages 3-5 are receiving special education services?



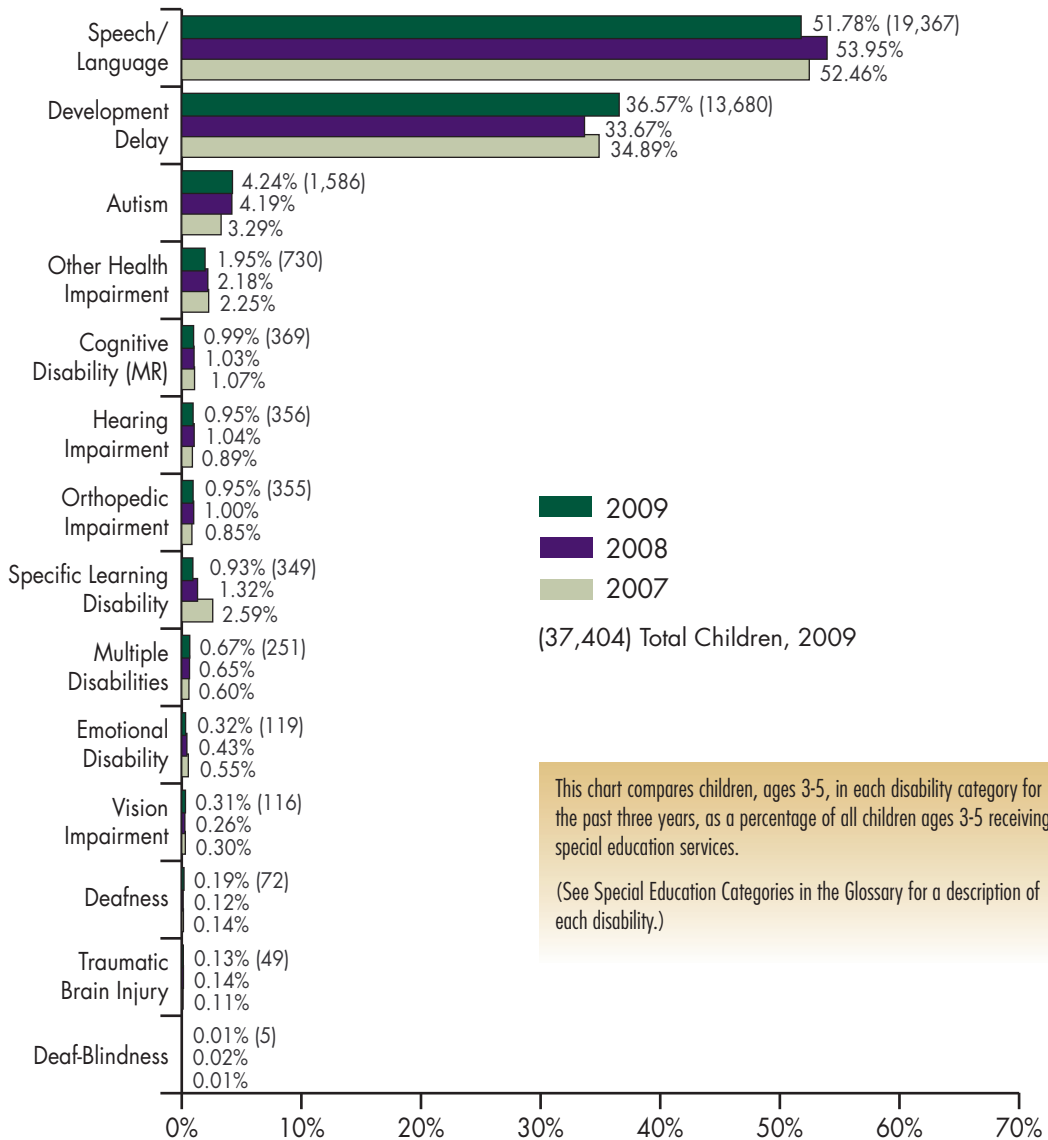
The chart above includes children ages 3-5 in all disability categories over the past four years.

The number of children ages 3-5 receiving special education services has seen an overall increase since 2006 and has remained relatively stable over the past three years.

The overall increase can be attributed to two important factors:

1. More infants and toddlers with disabilities are being identified and served at younger ages. These children then transition to early childhood special education services when they reach the age of 3.
2. Collaboration with Head Start, pre-kindergarten, and child care programs has resulted in identification of more preschool aged children who may need special education services and has provided more placement options for children with IEPs.

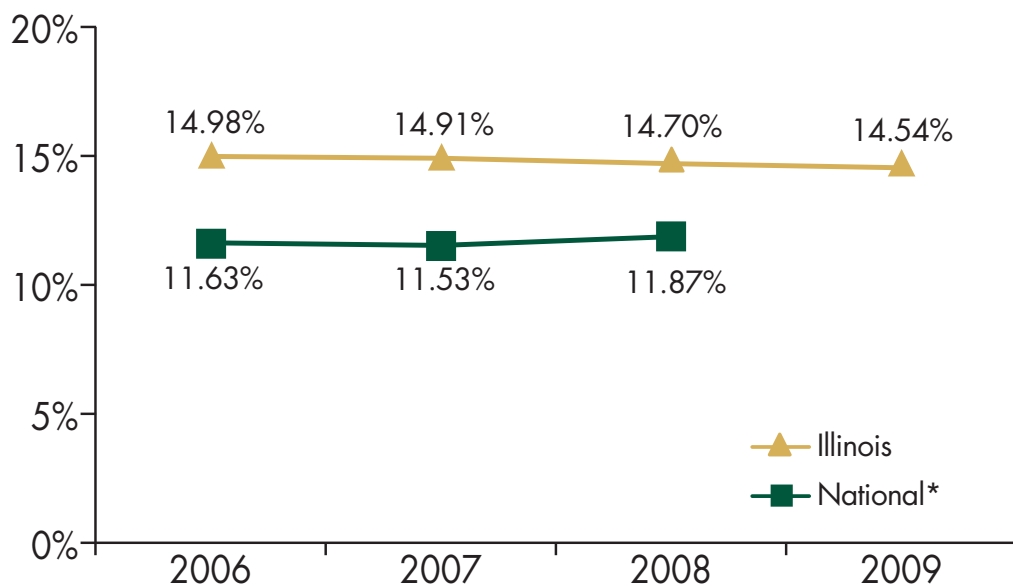
What percent of children ages 3-5 receiving special education services are identified for each disability category?



Despite fluctuations across disability categories, more than 90% of children ages 3-5 receiving special education services have been identified as having a Speech/Language Impairment, Developmental Delay or Autism.

Note: The sum of the percentages may not equal 100 percent because of rounding.

What percent of Illinois students ages 6-21 are receiving special education services?



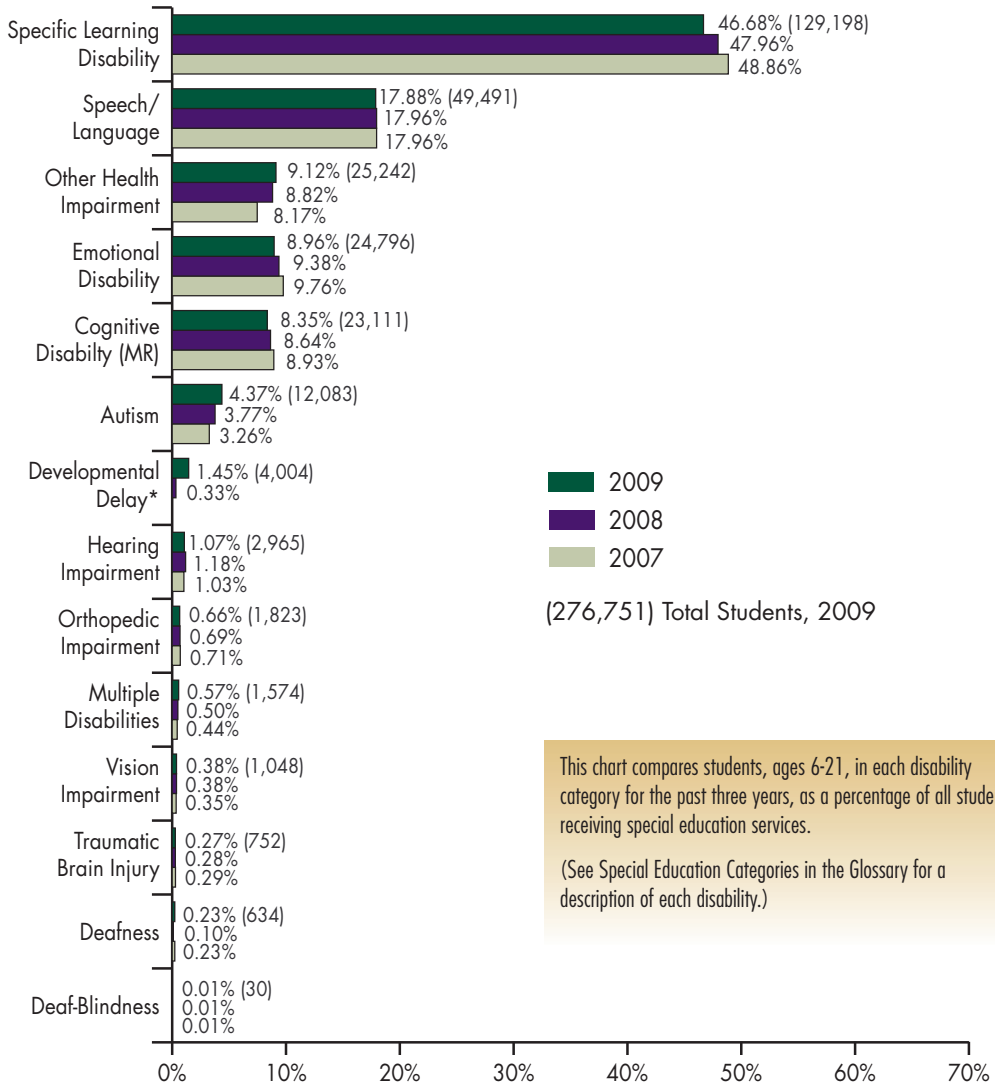
This chart includes students, ages 6-21, in all disability categories over the past four years, as a percentage of total public school enrollment, grades 1 through 12, including students over 18 who are "ungraded".*

The percent of Illinois students ages 6-21 receiving special education services has steadily decreased since 2006.

While Illinois' percentage continues to decrease, it remains higher than the national percentage.

*The U.S. Department of Education, Office of Special Education Programs (OSEP) calculates national figures using students with IEPs ages 6-17 divided by all students in grades pre-kindergarten through 12th grade. As such, national percentages are lower than those calculated at the State level. National data for 2009 were unavailable at the time of printing.

What percent of students ages 6-21 receiving special education services are identified for each disability category?



This chart compares students, ages 6-21, in each disability category for the past three years, as a percentage of all students receiving special education services.
(See Special Education Categories in the Glossary for a description of each disability.)

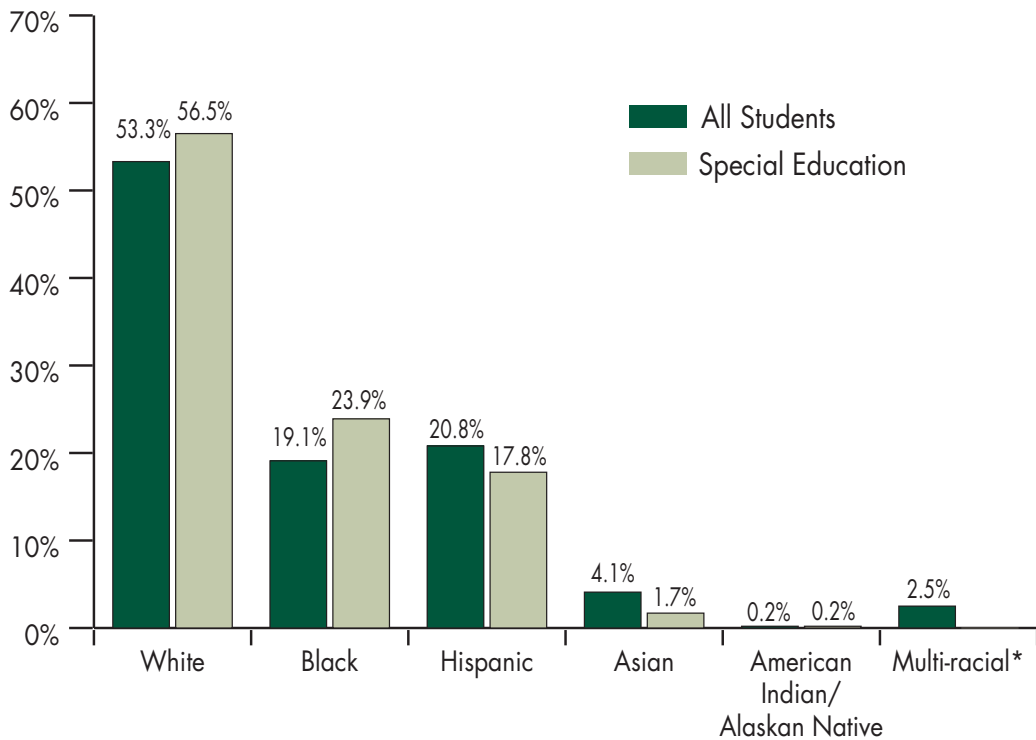
Since 2007, the Specific Learning Disability, Speech/Language, Emotional Disability and Cognitive Disability categories have decreased as a percentage of all students receiving special education services.

The Illinois Statewide Technical Assistance Center (ISTAC) projects continue to work with schools across Illinois to implement evidence-based practices to ensure students are appropriately identified as having a disability.

*Beginning with the 2007-2008 school year, the use of the Developmental Delay category was extended beyond the 3-5 age range to include students ages 6-9.

Note: The sum of the percentages may not equal 100 percent because of rounding.

What is the race/ethnicity distribution of students ages 6-21 receiving special education services?



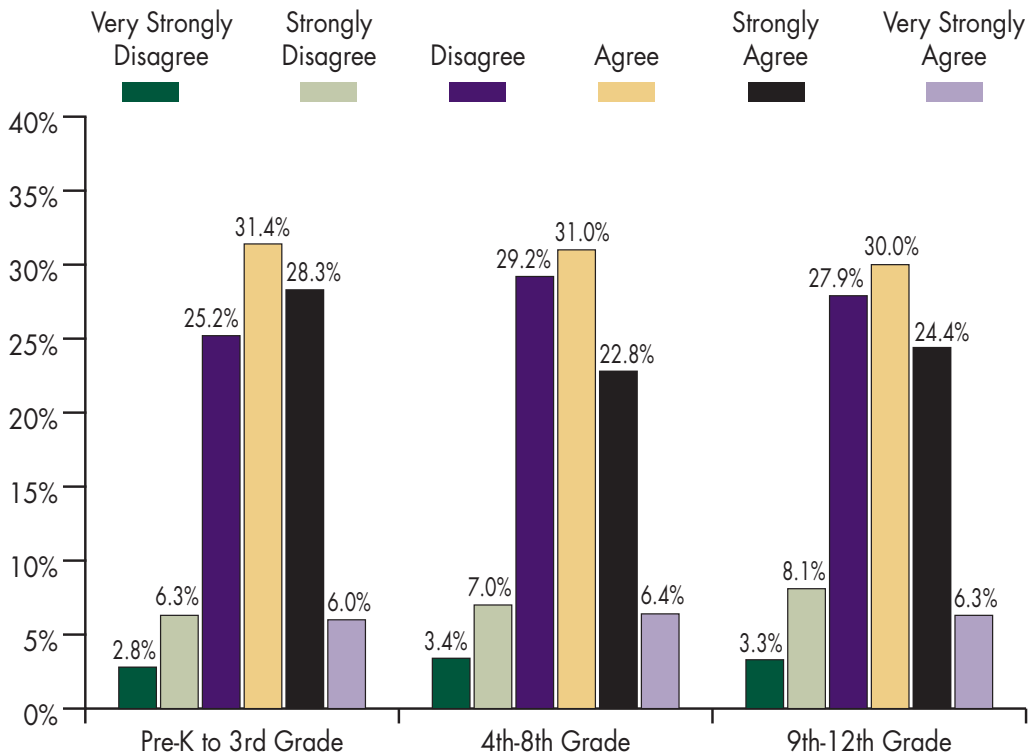
This chart displays the percent of students receiving special education services by race/ethnicity compared to the total student population.

Both White and Black students are over represented among students receiving special education services when compared to the composition of the total student population. However, Hispanic and Asian students are under represented.

**Data for students receiving special education services who are multi-racial are not currently available.*

Note: The sum of the percentages may not equal 100 percent because of rounding.

To what extent do parents of students with disabilities agree that they are satisfied with the educational services their children receive?



This chart compares the overall level of satisfaction of parents of students with disabilities statewide. These data are based on the 2008-2009 Illinois Parent Satisfaction Survey, which was completed by 7,646 parents of students with disabilities across Illinois. The chart above presents the results of this survey by grade level groupings.

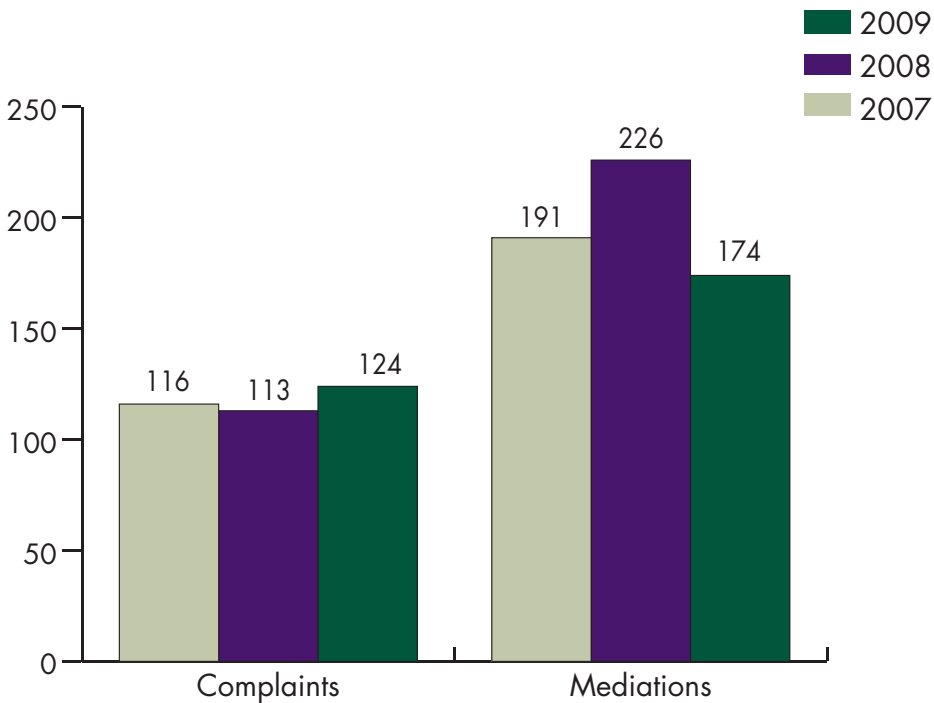
Additional information regarding this survey can be found in the Illinois State Performance Plan at www.isbe.net/spec-ed.

The overall level of agreement (including Agree, Strongly Agree and Very Strongly Agree) was highest with parents of children with disabilities in pre-kindergarten through 3rd grades at 65.7%.

Across all grade levels, 62.3% of parents of students who participated in the survey reported overall satisfaction with the services their children receive.

Note: The sum of the percentages may not equal 100 percent because of rounding.

How many formal special education complaints and mediations are processed annually by the Illinois State Board of Education?

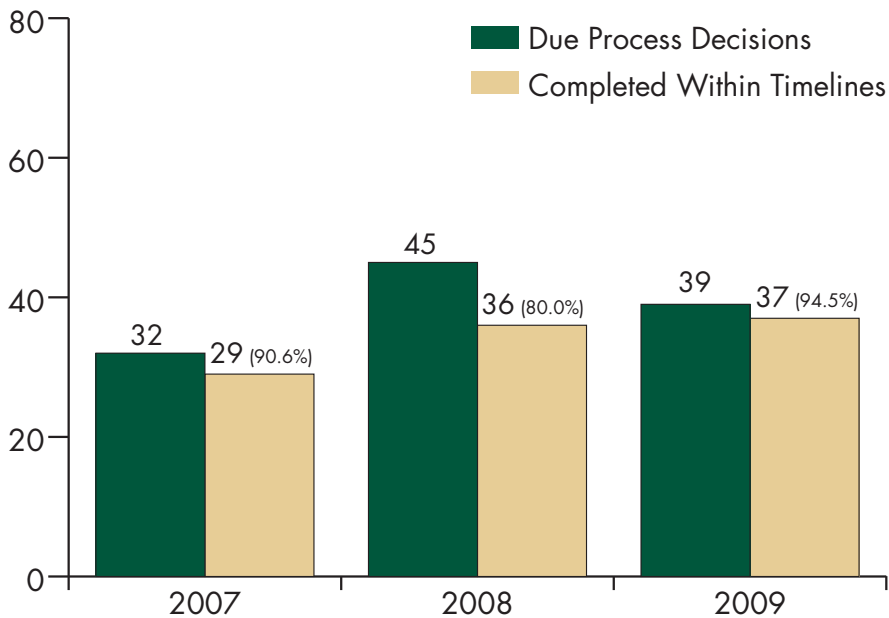


On occasion, parents and schools disagree on the provision of special education and related services for children and how and where they should be provided. When these disagreements cannot be resolved through informal means, three formal mechanisms are provided to parents and schools: **state complaints, mediation and due process hearings.**

While all three of these processes are effective in resolving disputes, mediation has been especially efficient by saving parents, districts and taxpayers the time and expense of formal due process hearings. Further, time and again, parties who have participated in mediation have cited increased understanding and improved communications as added benefits of the process.

Additional information regarding complaints and mediations can be found at: <http://www.isbe.net/spec-ed>

How many special education due process cases are resolved annually in Illinois?



Parents and school districts are permitted to file **due process requests** in response to disputes over the identification, evaluation and educational placement of students with disabilities. Due process hearings in Illinois are officiated by individual hearing officers who guide all proceedings and render legally-binding decisions upon the parties. Parties are afforded the opportunity to appeal due process hearing decisions either to State or Federal court.

Per the requirements of IDEA, due process hearing decisions must be rendered within 45 days of the initiation of the hearing timeline. However, the hearing timeline may be extended at the joint request of both parties to the hearing, or at the discretion of the hearing officer in response to a single-party request.

Additional information regarding due process requests can be found at: <http://www.isbe.net/spec-ed>.

ISBE has taken several measures to improve the number of fully adjudicated due process requests that are within the 45-day timeline or a timeline that is properly extended.





HIGH SCHOOL COMPLETION

Progression through and completion of high school are significant in assessing the success of an educational system. Obtaining a high school diploma carries significant psychological and financial importance for students with disabilities, as it does for all students. It becomes important, therefore, to track the level at which students receiving special education services remain in school and graduate with a standard diploma. The following pages show the progress made to date with regard to the Desired Results listed below.

ISBE has implemented a district level self-assessment and planning tool, the Illinois Transition Practices Self Assessment (TPSA). The TPSA is built on a taxonomy of transition best practices, to enable students, families and school personnel to effectively plan for the student's transition into adult life.

Desired Results:

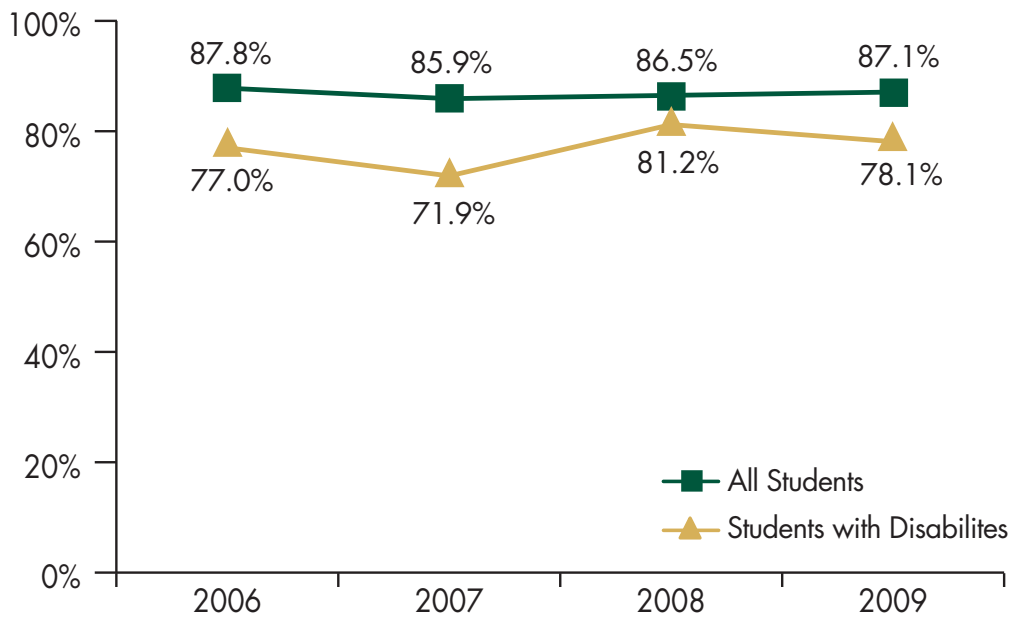
The following targets were defined for the 2008-2009 school year.

- Through the Illinois State Performance Plan the State has set a goal that at least 78% of youth with IEPs would graduate with a regular high school diploma.
- Further, the State has set a goal that no more than 5.5% of youth with IEPs would drop out of high school.

Observations:

- Illinois met the goal that at least 78% of youth with IEPs would graduate with a regular high school diploma. The actual percentage was at 78.1%.
- Illinois met the goal that no more than 5.5% of youth with IEPs would drop out of high school. The actual percentage was at 5.1%.
- The Illinois State Board of Education continues to enhance leadership efforts through the Illinois Statewide Technical Assistance Center (ISTAC) to increase access to information, tools and resources that will improve post-secondary outcomes for students with disabilities.

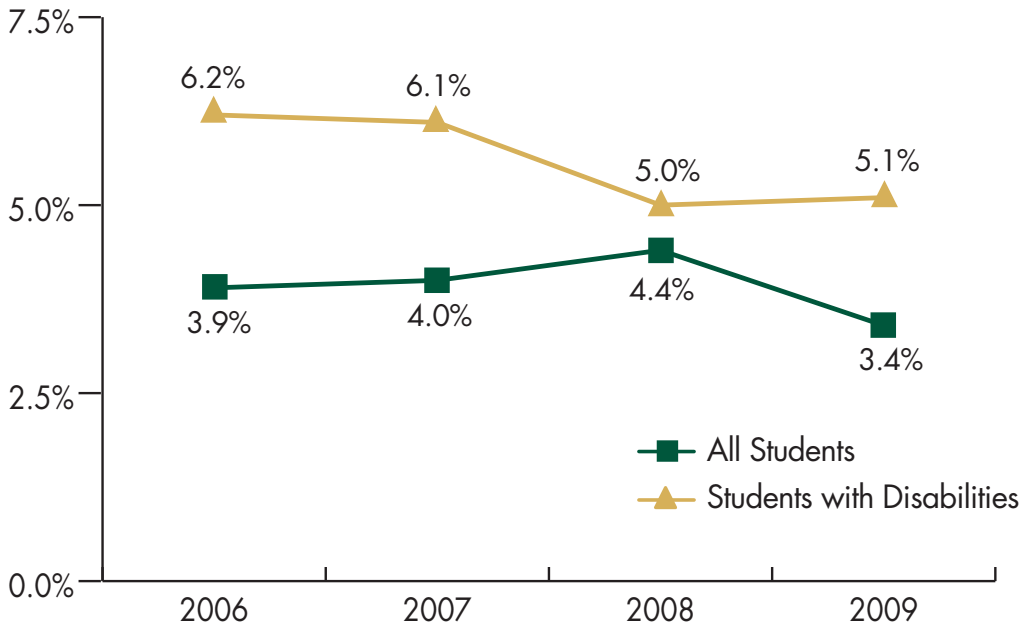
High School Graduation Rate – 2006-2009



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.

Since 2006 the gap between the graduation rates of students with disabilities and all students has decreased from 10.8 to 9.0 percentage points.

High School Dropout – 2006-2009



The High School Dropout Rate in Illinois is defined as the number of dropouts in grades 9-12 divided by the enrollment in grades 9-12.

Overall, the dropout rate for students with IEPs and all youth shows a decrease from the dropout rate for 2006.

As a result, the gap in the dropout rate between students with disabilities and all students has shown an overall decrease since 2006.



STUDENT PERFORMANCE

Assessing the success of an educational system for students with disabilities goes beyond gaining access to educational opportunities. It must involve a systematic evaluation of how well students receiving special education services are actually learning.

In Illinois, state tests are used to measure the performance of students against the Illinois Learning Standards. Access to the general education curriculum increases the potential for success on state tests because it provides opportunities for students to learn the content and skills being tested.

The statements below summarize the goals and status of increased learning while the charts in this Student Performance Section display the progress and challenges that remain for students receiving special education services as reflected by the various Illinois tests.

Desired Results:

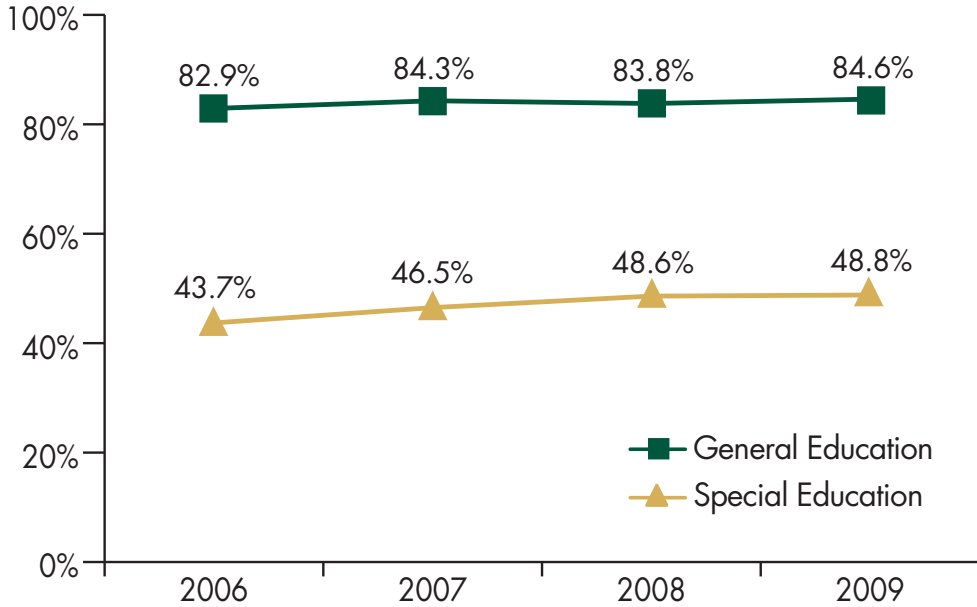
The following are targets defined in the Illinois State Performance Plan for the 2008-2009 school year.

- At least 95% of students with disabilities participate in the state assessments.
- At least 38% of students with disabilities perform at the “Meet Standards” or “Exceed Standards” levels as measured by State reading tests.
- At least 38% of students with disabilities perform at the “Meet Standards” or “Exceed Standards” levels as measured by State math tests.

Observations:

- Illinois exceeded the target defined in the State Performance Plan for participation with 98.0% of students receiving special education services participating in state sponsored assessments in 2009.
- In elementary school, there was a slight increase in the percentage of students receiving special education services who met or exceeded Illinois Learning Standards as measured by the Illinois Standards Achievement Test (ISAT). Slight increases for students receiving special education services came in the areas of reading and mathematics, while science results showed a decrease.
- In high school, both general education and special education students were slightly less proficient, as compared to the 2008 Prairie State Assessment Examination (PSAE).
- The gap between the scores of students receiving special education services and those receiving general education has seen an overall decrease since 2006 in both reading and mathematics.
- Illinois exceeded the targets defined in the State Performance Plan for performance overall in both reading and mathematics.

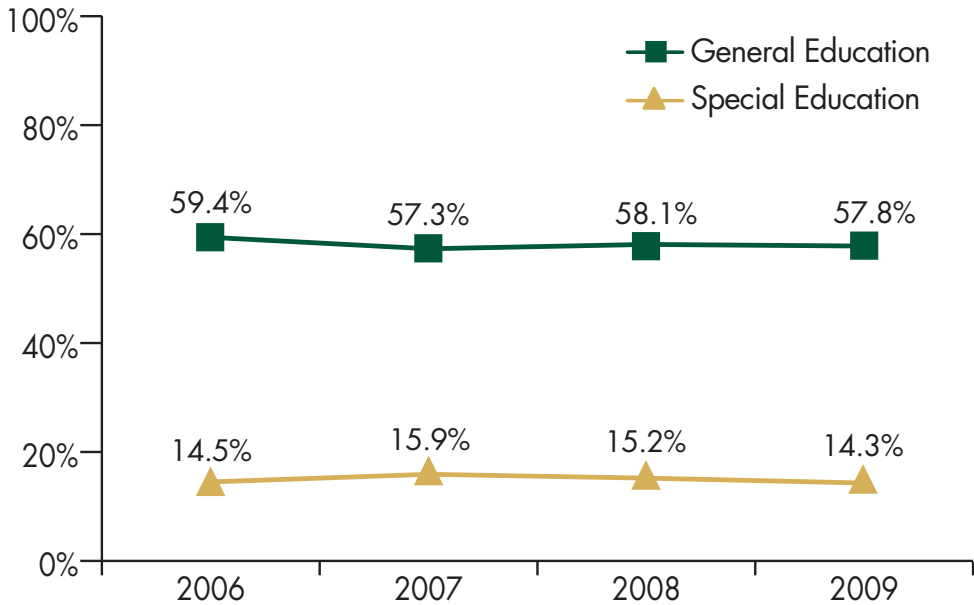
Performance on the Illinois Standards Achievement Test (ISAT) 2006-2009



The Illinois Standards Achievement Test (ISAT) measures the performance of students in grades 3 through 8. This chart illustrates the percent of students performing at "Meet Standards" or "Exceed Standards". Combined score: Reading, Mathematics and Science; all grades tested.

ISAT performance for students receiving special education services has steadily improved since 2006. Further, the gap has shown an overall decrease from 39.2 percentage points in 2006 to 35.8 in 2009.

Performance on the Prairie State Achievement Examination (PSAE) 2006-2009

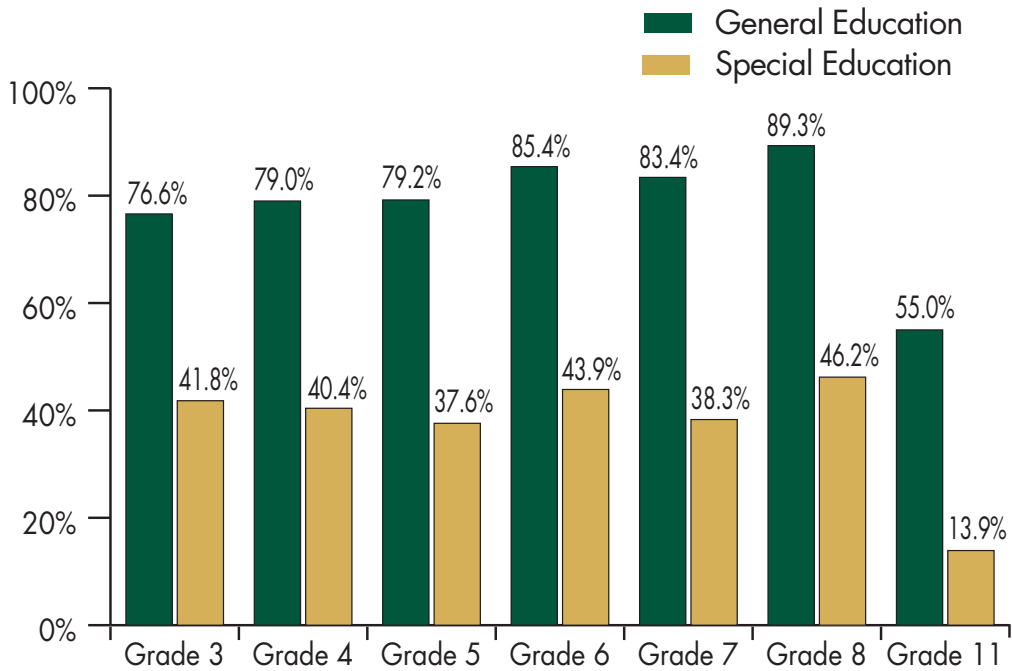


The Prairie State Achievement Examination (PSAE) measures the performance of students in the 11th grade. This chart illustrates the percent of students performing at "Meet Standards" or "Exceed Standards". Combined score: Reading, Mathematics and Science.

PSAE performance for students receiving special education services has remained relatively stable since 2006.

However, the gap between special education and general education performance has shown an overall decrease from 44.9 percentage points in 2006 to 43.5 percentage points in 2009.

Performance on the State Reading Tests* – 2009

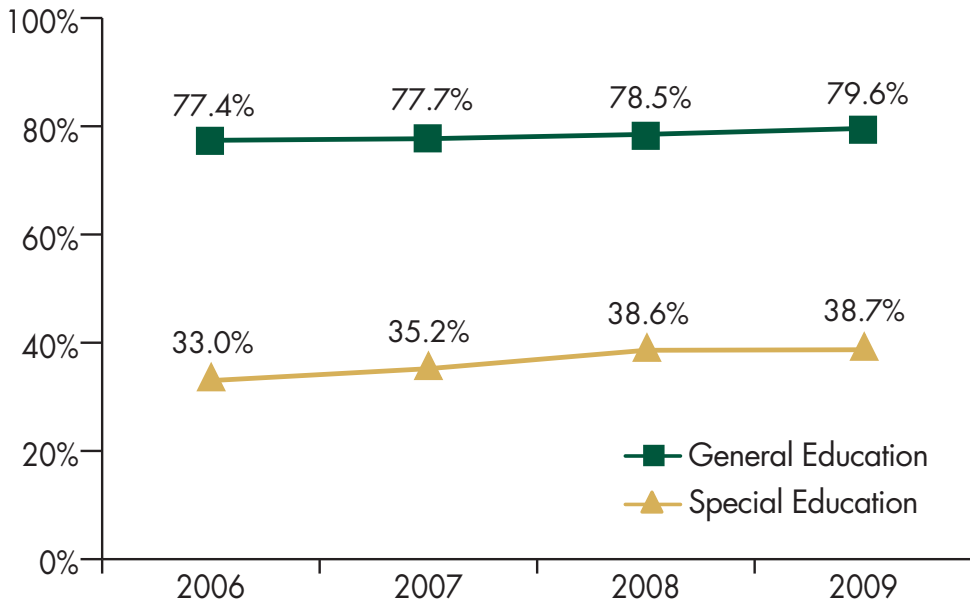


This chart illustrates the percent of students performing at “Meet Standards” or “Exceed Standards.”

The gap in reading test performance between students receiving special education services and general education students is greatest at the 7th, 8th and 11th grade levels.

*ISAT for grades 3 through 8; PSAE for grade 11

Performance on the State Reading Tests* – 2006-2009



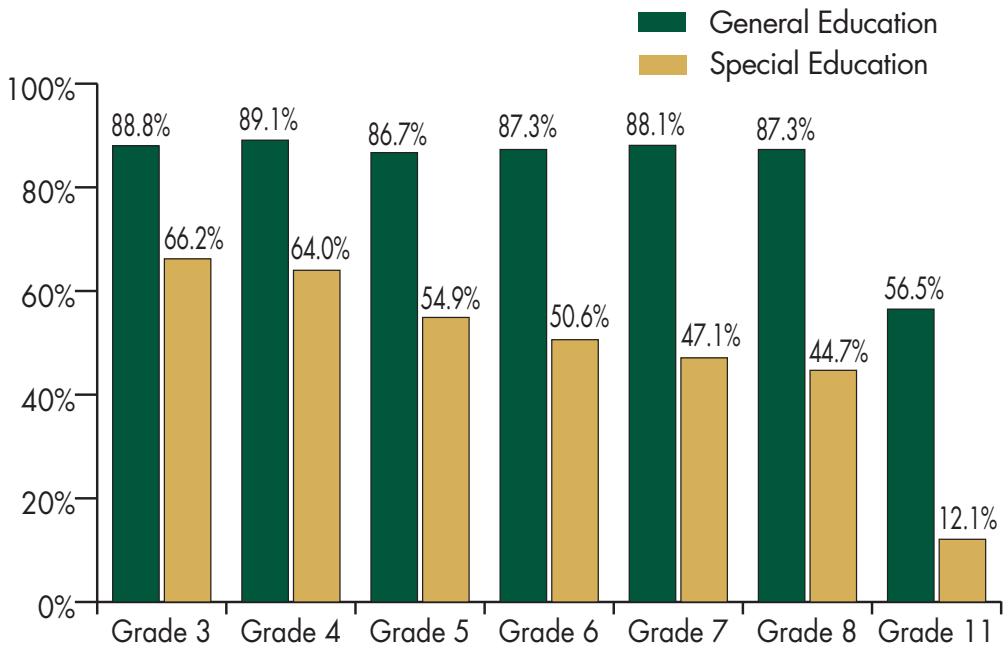
This chart illustrates the percent of students performing at “Meet Standards” or “Exceed Standards” in Reading for the past four years. Combined scores for grades 3 through 8 and 11.

Reading test performance for both students receiving special education services and those in general education has improved since 2006. Overall the gap between special education and general education performance has shown a decrease from 44.4 percentage points in 2006 to 40.9 percentage points in 2009.

Illinois exceeded the State Performance Plan target of having at least 38% of students with disabilities performing at the “Meets Standards” or “Exceed Standards” levels in reading.

*ISAT for grades 3 through 8; PSAE for grade 11

Performance on the State Mathematics Tests* – 2009

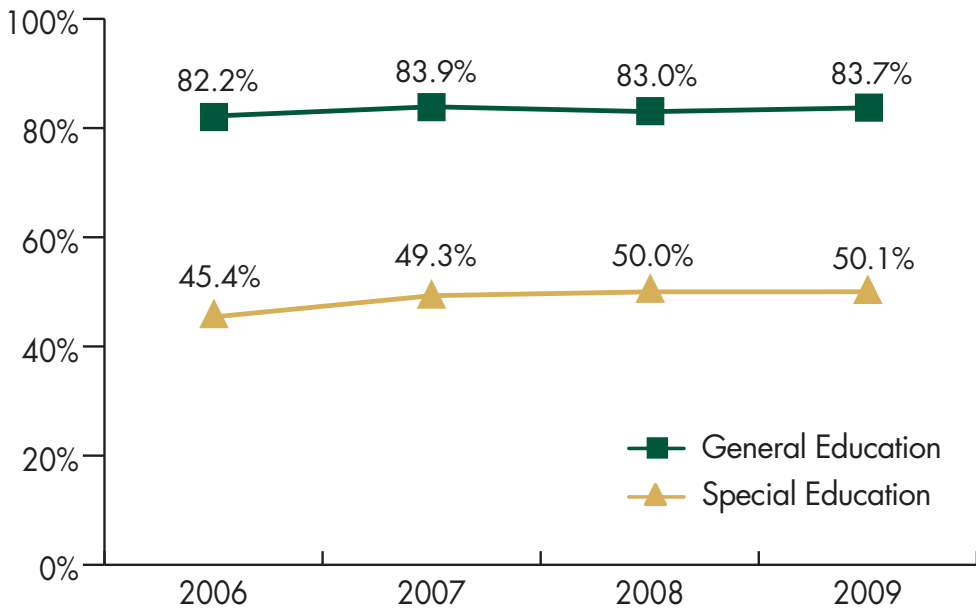


This chart illustrates the percent of students performing at “Meets Standards” or “Exceeds Standards”.

The gap in mathematics test performance between students receiving special education services and general education students is greatest at the 7th, 8th and 11th grade levels.

*ISAT for grades 3 through 8; PSAE for grade 11

Performance on State Mathematics Tests* – 2006-2009



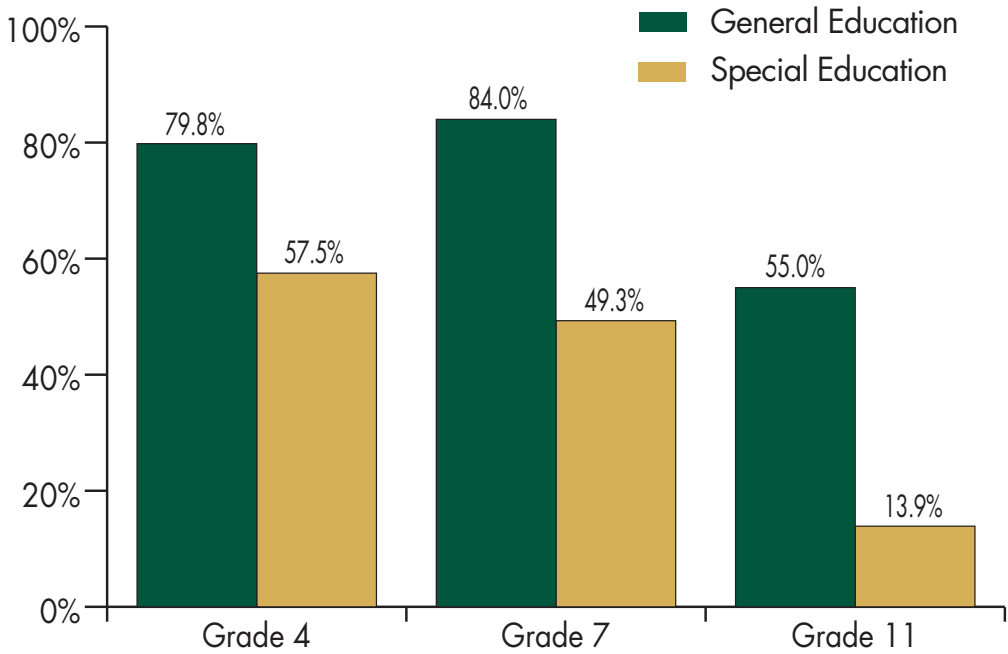
This chart illustrates the percent of students performing at “Meet Standards” or “Exceed Standards” in Mathematics for the past four years. Combined scores for grades 3 through 8 and 11.

Mathematics test performance for students receiving special education services has improved since 2006. The gap between special education and general education students has decreased from 36.8 percentage points in 2006 to 33.6 percentage points in 2009.

Illinois exceeded the State Performance Plan target of having at least 38% of students with disabilities performing at the “Meets Standards” or “Exceed Standards” levels in mathematics.

*ISAT for grades 3 through 8; PSAE for grade 11

Performance on the State Science Tests* – 2009

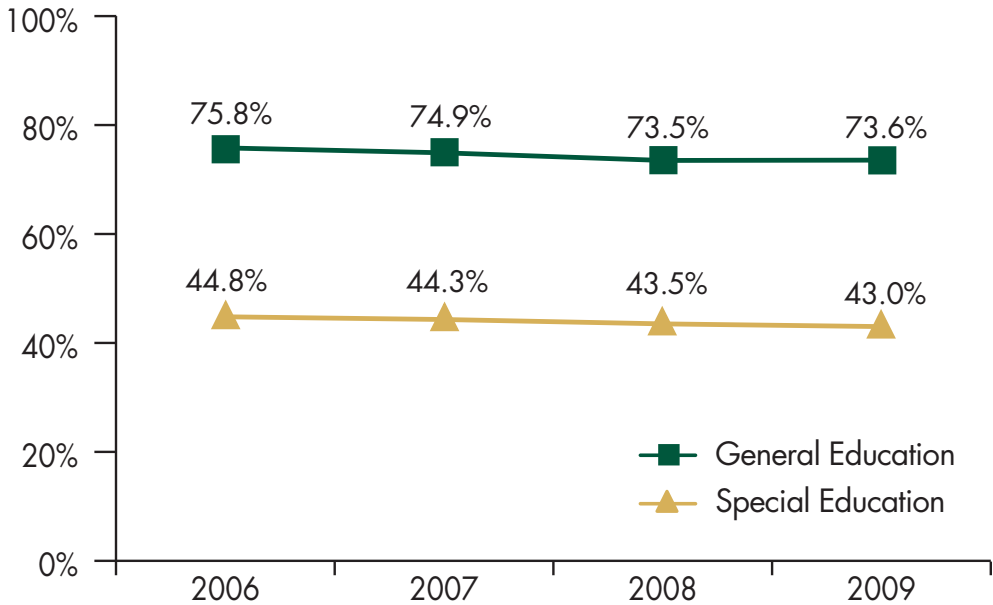


This chart illustrates the percent of students performing at “Meet Standards” or “Exceed Standards”.

The gap in science test performance between students receiving special education services and general education students is greatest at the 11th grade level.

| *ISAT for grades 4 and 7; PSAE for grade 11

Performance on State Science Tests* – 2006-2009



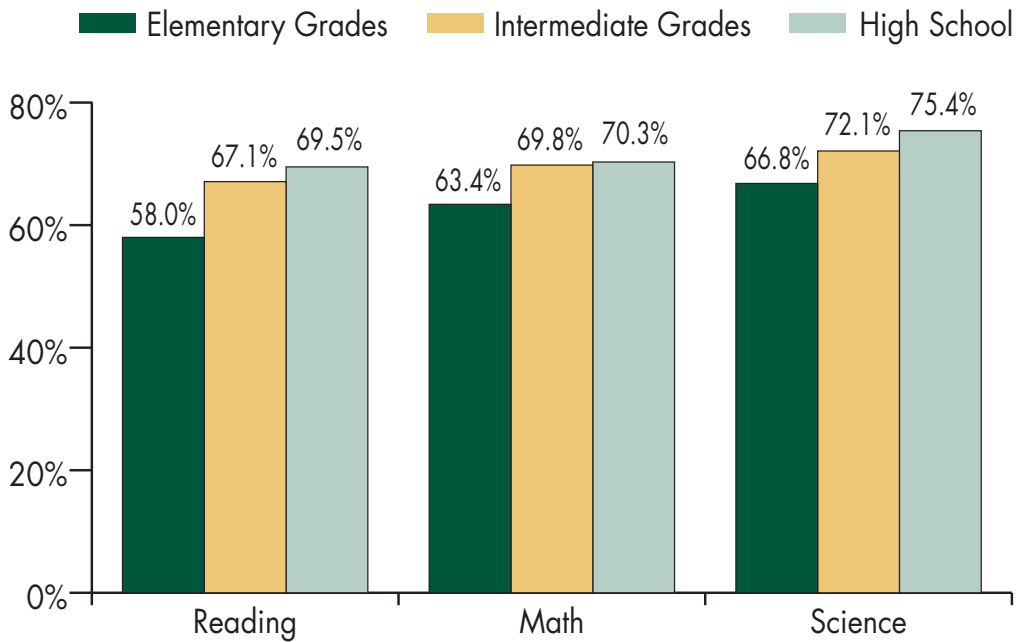
This chart illustrates the percent of students performing at "Meet Standards" or "Exceed Standards" in Science for the past four years. Combined scores for grades 4, 7 and 11.

Science test performance for students receiving special education services and general education students has decreased since 2006.

Further, the gap between the two has remained relatively stable since 2006.

*ISAT for grades 4 and 7; PSAE for grade 11

Performance on the Illinois Alternate Assessment (IAA)



The Illinois Alternate Assessment (IAA) is the instrument the State uses to measure the learning of students with significant disabilities. Students with severe disabilities participate in the IAA if their Individualized Education Programs (IEPs) indicate that participation in the state's regular assessments, the Illinois Standards Achievement Test (ISAT) or the Prairie State Achievement Examination (PSAE), is not appropriate.

This chart shows the percent of students receiving special education services who perform at the "Progressing" or "Attaining" levels in each subject area. For math and reading, elementary grades include grades 3 through 5, intermediate grades include grades 6 through 8 and high school consists of 11th grade. For science, students are tested in grades 4 (elementary), 7 (intermediate) and 11 (high school).

The 2009 alternate assessment results reflect a steady increase in the percentage of students at the "Progressing" or "Attaining" level in reading, mathematics and science from the elementary to high school grades.



EDUCATIONAL ENVIRONMENT

Educational environment refers to the extent which students with disabilities receive special education and related services in natural environments, 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 environment.

Educational environments can be generally classified into four settings:

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

The charts in the Educational Environment Section show the shift in student placement that is gradually taking place in Illinois. The charts also illustrate these findings by disability and by race.

Desired Results:

The following targets were defined for the 2008-2009 school year.

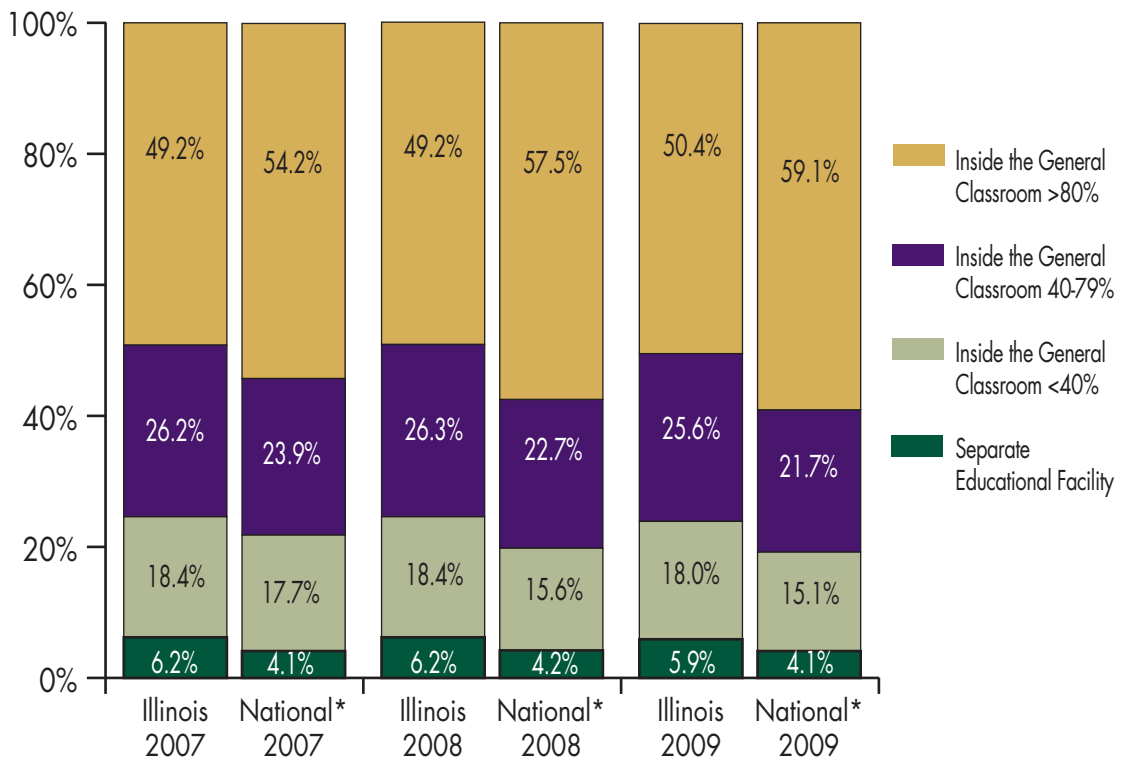
- At least 49.3% of students with disabilities receive special education services inside of the general education classroom 80% or more of the time.
- No more than 19.3% of students with disabilities receive special education services inside of the general education classroom less than 40% of the time.
- No more than 4.58% of students with disabilities receive special education services in a separate educational facility.

Observations:

- Illinois exceeded the State Performance Plan target for the percentage of students receiving special education services inside of the general education classroom 80% or more of the school day.
- Black students receive special education services in less integrated settings than any other race/ethnic group.
- Approximately three out of ten (29.9%) students identified with Emotional Disabilities received special education services in a separate educational facility in 2009.
- Almost three-fourths (74.0%) of students with Cognitive Disabilities (MR) are either served inside of the general classroom less than 40% of the time or are in a separate facility, the highest of any disability category.
- Illinois serves more students in less inclusive settings than the national averages for all of the six highest incidence disabilities except Speech/Language Impairment.
- While Illinois met the State Performance Plan target for students with disabilities receiving special education services inside of the general education classroom less than 40% of the time, the target was not met for students with disabilities receiving special education services in a separate educational settings.

*see End Notes following the Glossary

Placement in a Variety of Educational Environments, Ages 6-21 – 2007-2009



This chart displays the percent of Illinois students with disabilities receiving services in various educational environments for the past three years, compared to national statistics for the same time period.

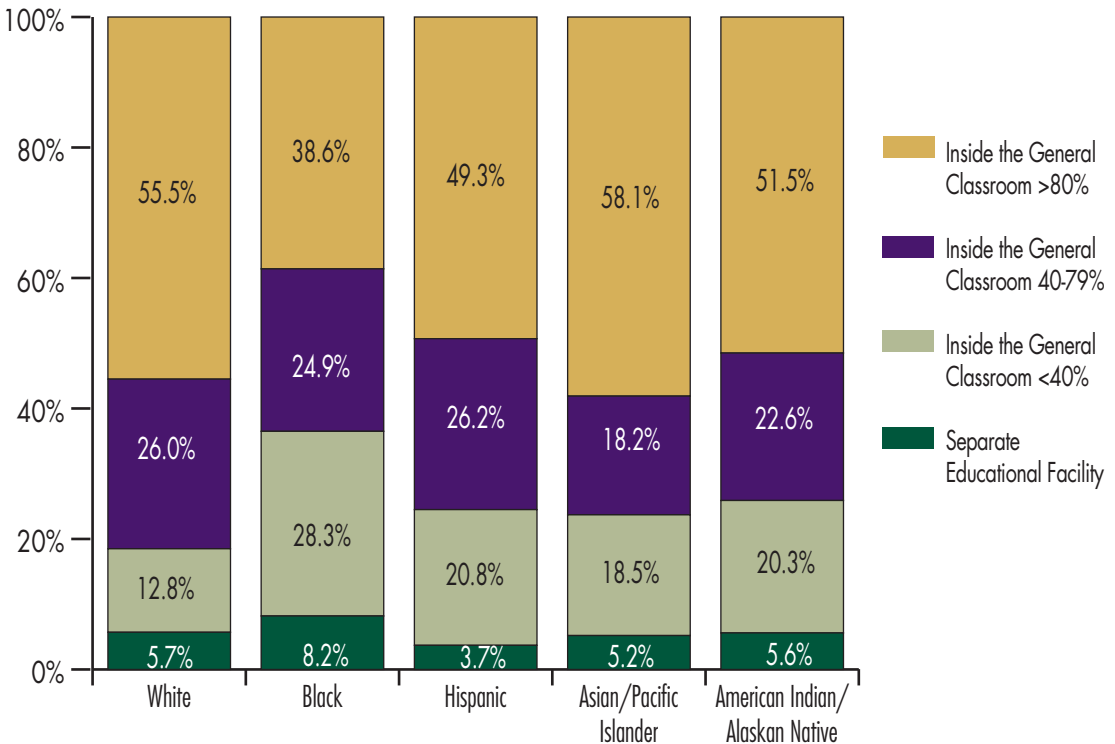
The percent of students receiving special education services inside the general education classroom greater than 80% of the time shows a 1.2 percentage point increase in 2009, yet remains lower than the national percentage.

Through monitoring and technical assistance activities, ensuring the appropriate placement of students with disabilities remains a statewide priority.

*Source: U.S. Department of Education, Office of Special Education Programs (OSEP).

Note: The sum of the percentages may not equal 100 percent because of rounding.

Educational Environments by Race/Ethnicity, Ages 6-21 – 2009

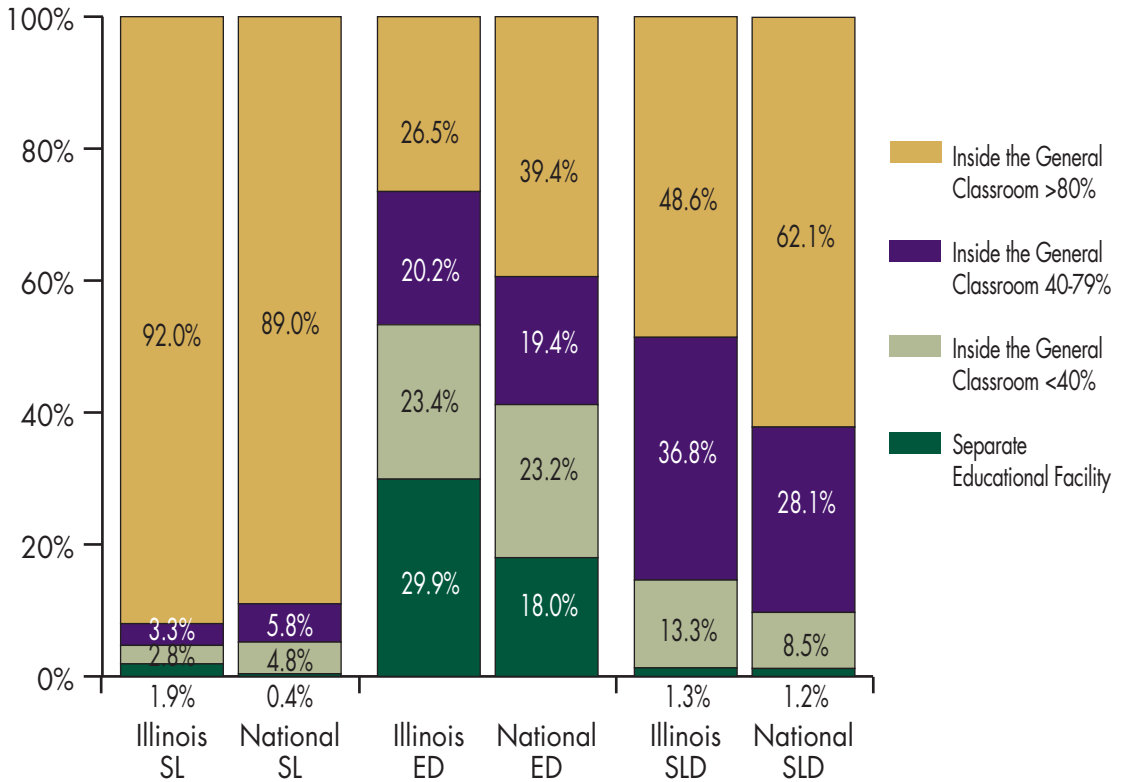


This chart displays settings for the five race/ethnicity categories: White, Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaskan Native.

Black students receive special education services in less integrated settings than any other race/ethnic group. Hispanic students are less likely to receive special education services in separate educational facilities than any other racial/ethnic group.

Note: The sum of the percentages may not equal 100 percent because of rounding.

Educational Environments for Specific Disabilities, Ages 6-21 – 2009

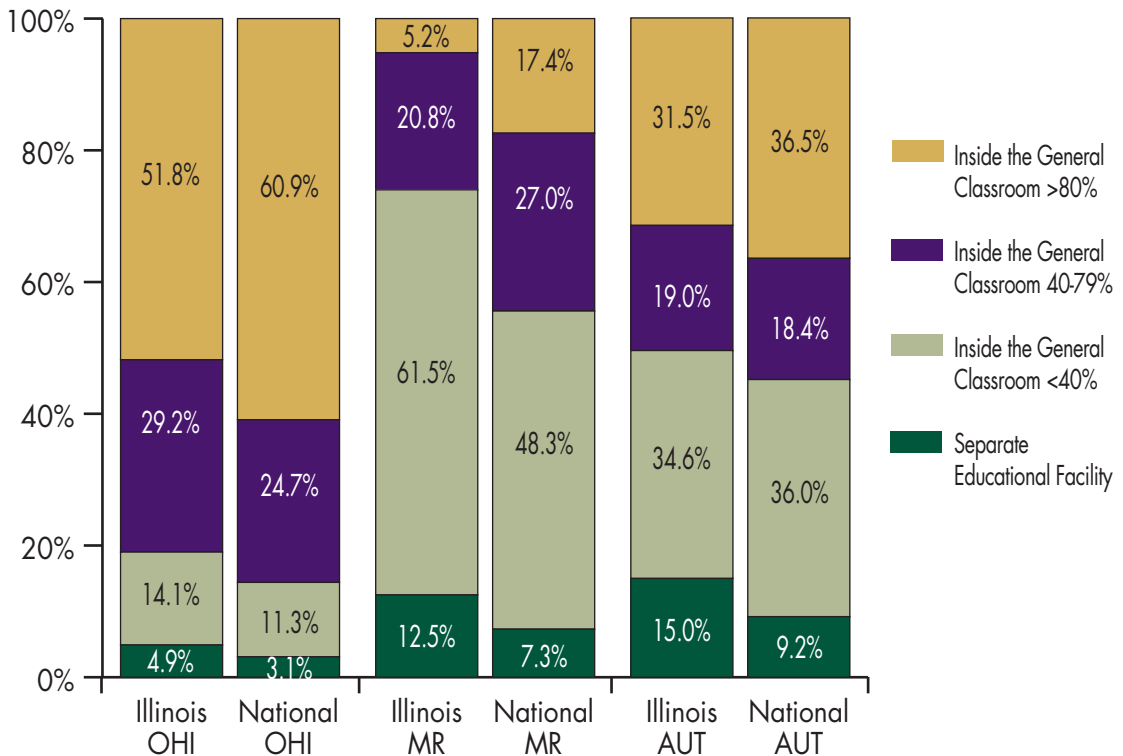


This chart displays student settings by the following disability categories: Speech/Language (SL), Emotional Disability (ED) and Specific Learning Disability (SLD).

Illinois places students in less inclusive settings at a rate below the national averages for both Emotional Disability and Specific Learning Disability. Approximately three out of every 10 Illinois students identified with an Emotional Disability receive special education services in a separate educational facility.

Note: The sum of the percentages may not equal 100 percent because of rounding.

Educational Environments for Specific Disabilities, Ages 6-21 – 2009



This chart displays national student settings for the following disability categories: Other Health Impairment (OHI), Cognitive Disability (MR) and Autism (AUT).

Illinois places students in less inclusive settings at a rate below national averages for Other Health Impairment, Cognitive Disability (MR) and Autism. Students identified with Cognitive Disability (MR) in Illinois are likely to spend most of their time outside of the general classroom.

Note: The sum of the percentages may not equal 100 percent because of rounding.





GLOSSARY

AYP – Adequate Yearly Progress. To meet the requirements of the Federal No Child Left Behind legislation, Illinois has defined what adequate yearly progress should be for all Illinois students, including students with disabilities. This is the measure of yearly progress of all public schools and school districts as they attempt to meet the State’s Learning and Performance Standards.

Complaints. A complaint is a formal disagreement that can be filed with the Illinois State Board of Education if it is believed that the local school district has not complied with the law or that a child’s educational rights have been violated.

Due Process Hearing. A due process hearing is an administrative hearing held to resolve disagreements between the parent and the school district. Due process hearings may be requested by either the parent (or the child at age of majority) or the school district.

IAA – Illinois Alternate Assessment. The Illinois Alternate Assessment (IAA) is the instrument the State uses to measure the learning of students with significant disabilities. Students with severe disabilities participate in the IAA if their Individualized Education Programs (IEPs) indicate that participation in the state’s regular assessments, the Illinois Standards Achievement Test (ISAT) or the Prairie State Achievement Examination (PSAE), is not appropriate.

IDEA – Individuals with Disabilities Education Act. Federal legislation that ensures all children with disabilities have available to them a free appropriate public education that includes special education and related services designed to meet their unique needs.

IEP – Individualized Education Program. A written statement for a child with a disability that is developed, reviewed, and revised in a meeting in accordance with the provisions of IDEA.

ISAT – Illinois Standards Achievement Test. The Illinois Standards Achievement Test (ISAT) is the instrument the State uses to measure individual student achievement relative to the Illinois Learning Standards.

Mediation. Mediation is a voluntary process in which parents and school district personnel are brought together to resolve disputes with the help of a trained mediator. Mediation is designed to resolve issues without going to the often more expensive and more formal due process hearing.

PSAE – Prairie State Achievement Examination. The Prairie State Achievement Examination (PSAE) is the instrument the State uses to measure achievement of grade 11 students relative to the Illinois Learning Standards for reading, mathematics, writing, science and social science.

SPP – State Performance Plan. A six-year plan designed to evaluate the State's efforts to implement the requirements and purposes of IDEA and describe how the State will improve its implementation. The SPP consists of several priority areas with specific indicators defined for each area. Measurable and rigorous targets are defined for each indicator to show progress throughout the six-year period.

IDEA requires states to develop and submit the SPP to the Office of Special Education Programs (OSEP) at the U.S. Department of Education.

A link to the Illinois State Performance Plan, Part B for 2005-2010 can be found on the Special Education Services home page, www.isbe.net/spec-ed.

Special Education Categories

Autism. A developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance.

Cognitive Disability (MR). Significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance.

Deaf-Blindness. Concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

Deafness. A hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child's educational performance.

Developmental Delay. Delay in physical development, cognitive development, communication development, social or emotional development, or adaptive development.

Emotional Disability. (includes schizophrenia but does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance) A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

- An inability to learn that cannot be explained by intellectual, sensory, or health factors;
- An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
- Inappropriate types of behavior or feelings under normal circumstances;
- A general pervasive mood of anxiety or unhappiness or depression; or
- A tendency to develop physical symptoms or fears associated with personal or school problems.

Hearing Impairment. An impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness.

Multiple Disabilities. Concomitant impairments (such as mental retardation-blindness, mental retardation-orthopedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness.

Orthopedic Impairment. A severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

Other Health Impairment. Limited strength, vitality or alertness, including a heightened sensitivity to environmental stimuli, that results in limited alertness with respect to the educational environment that

- is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, or sickle cell anemia; and
- adversely affects a child's educational performance.

Specific Learning Disability. A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

Speech or Language Impairment. A communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance.

Traumatic Brain Injury. An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; psychosocial functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative or to brain injuries induced by birth trauma.

Visual Impairment. An impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

END NOTES

Educational Environment

For summaries of research on educating students with disabilities in the least restrictive environment, see the following:

Buckly, S., Bird, G., Sacks, B., and Archer, T. (2002). *The development of teenagers with Down syndrome in 1987 and 1999: Implications for families and schools*. Down Syndrome News and Update, 2(2).

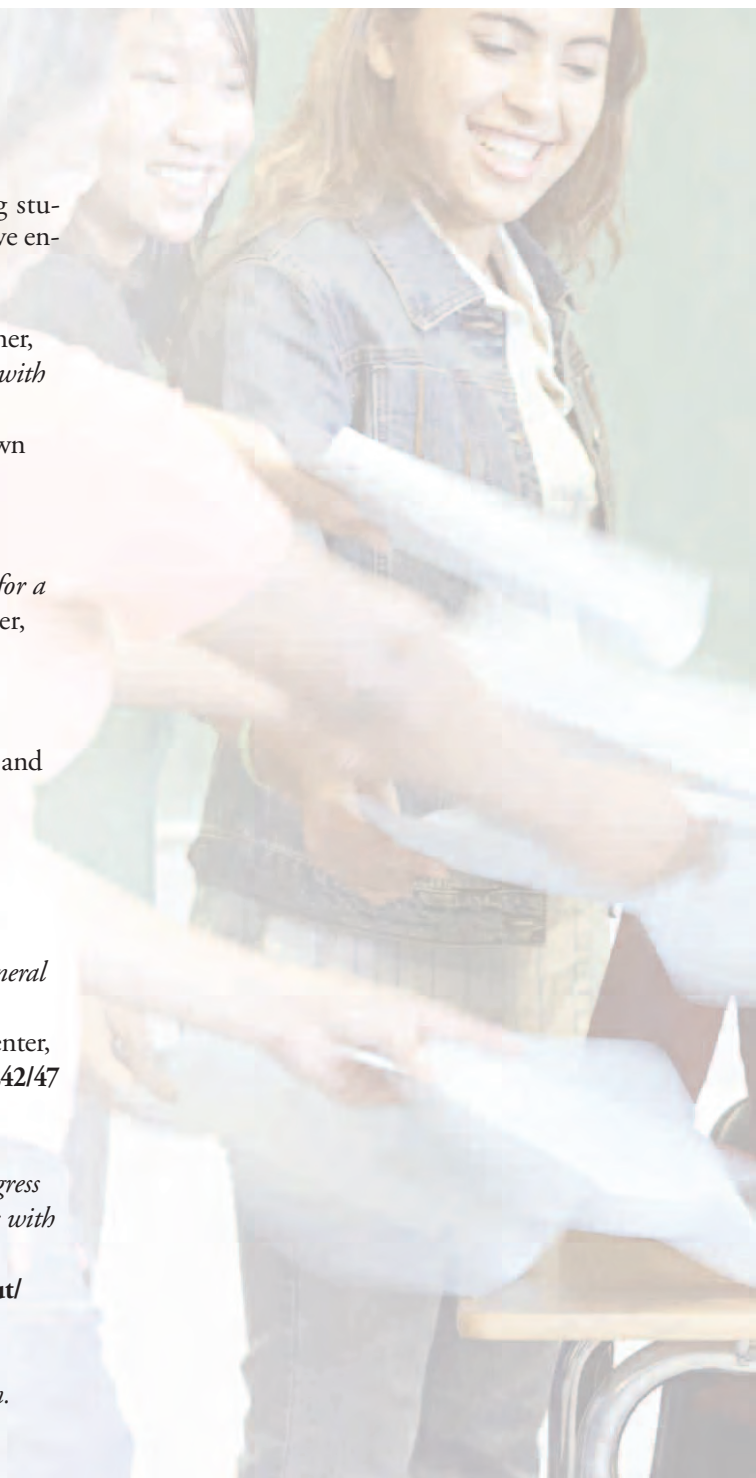
Kochhar, West & Taymans (2000). *Successful inclusion: Practical strategies for a shared responsibility*. Upper Saddle River, NJ: Prentice-Hall.

Lipsky, D.K. & Gartner, A. (1995). National study on inclusion: Overview and summary report. *National Center on Educational Restructuring and Inclusion Bulletin*.

Moore, C. & Gilbreath, D. (2002) *Educating students with disabilities in general education classrooms: A summary of the research*. Western Regional Resource Center, <http://www.rfccnetwork.org/content/view/242/47>

The United States Department of Education's *21st Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act* (April, 2000) III-21 – III-27, <http://www.ed.gov/about/reports/annual/osep/1999/index.html>

Weiner, H.M. (2003). *Effective Inclusion*. TEC, 35(6), 12-18.







Illinois State Board of Education

100 North First Street
Springfield, Illinois 62777-0001

Jesse H. Ruiz, *Board Chair*

Christopher A. Koch, Ed. D., *State Superintendent of Education*

Elizabeth Hanselman, *Assistant Superintendent for Special Education and Support Services*

An Equal Opportunity/Affirmative Action Employer

Printed by the Authority of the State of Illinois

Developed by Special Education Services 04/2011. P11-293 \$1.94

IOCI 0506-11 