

Illinois State Board of Education

Continuous Improvement Plan  
for Special Education  
(Part B)

Revised  
February 27, 2003

**Goal 1: Illinois will increase by 4.5 percentage points, per year, the percentage of youth with disabilities who exit school with a standard diploma (reaching 90% in the year 2007) and increase employment and/or post-secondary education as currently measured by:**

Goal 1 Desired Results	Baseline Data	Activities to Achieve Results: Improvement Strategies	Timelines and Resources	Evidence of Change
1.A.1. Increase the percentage of students ages 17 to 21 with disabilities who exit with a standard diploma.	1997-98 = 63% 1998-99 = 67.75% (21 <sup>st</sup> and 22 <sup>nd</sup> Annual Report to Congress)	1. ISBE will collect and analyze statewide high school completion data on special education and general education students, disaggregated by LEA (including in- and out-of-district placements). The data will include information on completion of non-academic transition goals. ISBE will analyze the gap between general education and special education students and report results to LEAs.	1a. Hard copy of the report will be produced by <b>August 2004</b> using ISBE staff, external consultants, and databases.  1b. Web-based dissemination of the report will occur by <b>September 2004</b> using ISBE staff, consultants, and databases.	1. Annual analysis readily available and disseminated to LEAs and general public through hard copy and website (via the Illinois Special Education Profile).
		2. ISBE will collect, analyze, and maintain data, statewide and disaggregated by LEA, to determine whether suspension/expulsion rates for students with IEPs are comparable to their proportion of the total student population, and report analysis including the gap between general education and special education results to LEAs.	2. The Department of Special Education in conjunction with the Research Division and the Technology Support Division will collect and prepare analysis beginning with data available in <b>March 2004</b> . Report will be available and disseminated by <b>May 2004</b> and annually thereafter.	2. Annual analysis readily available and disseminated to LEAs and general public through hard copy and website (via the Illinois Special Education Profile).

**Note:** This plan assumes the provision of appropriate instruction and services for linguistically and culturally diverse student populations with qualified bilingual personnel.

**Goal 1:** Illinois will increase by 4.5 percentage points, per year, the percentage of youth with disabilities who exit school with a standard diploma (reaching 90% in the year 2007) and increase employment and/or post-secondary education as currently measured by:

Goal 1 Desired Results	Baseline Data	Activities to Achieve Results: Improvement Strategies	Timelines and Resources	Evidence of Change
		<p>3. Data collected on items 1 and 2 above will be used by ISBE in the development of a technical assistance package of promising practices for increasing graduation rates and for reducing expulsions and suspensions for students with IEPs.</p>	<p>3. Technical assistance package will be developed by the Department of Special Education and available via the website and hardcopy by <a href="#">January 2005</a>. Additionally, statewide workshops will be held from February through May <a href="#">2005</a>.</p>	<p>3. Complete package of promising practices is included in the Illinois Technical Assistance Document/Manual (IL TA Document/Manual), disseminated to LEAs, and made available to other interested organizations.</p>
		<p>4. ISBE will design, conduct, and analyze a follow-up survey of a sample of school leavers (graduates, drop outs and those who age out) with IEPs at 1-, 3-, &amp; 5-year intervals to determine the effectiveness of their IEP/transition plan.</p>	<p>4a. ISBE Research Division with aid from the Special Education Department will design and distribute the survey by <a href="#">April 2004</a>.</p> <p>4b. The Research Division will compile and analyze responses, and the Special Education Department will disseminate reports to LEAs starting in <a href="#">August 2004</a>, and annually thereafter.</p>	<p>4a. LEAs are informed of the results of the satisfaction survey.</p> <p>4b. Results are incorporated into the IL TA Document/Manual.</p>

**Goal 1: Illinois will increase by 4.5 percentage points, per year, the percentage of youth with disabilities who exit school with a standard diploma (reaching 90% in the year 2007) and increase employment and/or post-secondary education as currently measured by:**

Goal 1 Desired Results	Baseline Data	Activities to Achieve Results: Improvement Strategies	Timelines and Resources	Evidence of Change
1.A.2. Increase the percentage of students ages 17 to 21 with disabilities who exit with a standard diploma and employment.	Baseline data is not available.	1. ISBE will use LEA information to develop and manage a comprehensive data system that includes information about the participation of youth with disabilities in transition planning and the employment of youth with disabilities pre- and post-exiting high school.	1a. Data system will be developed in conjunction with other state agencies (i.e. DHS, DES) by April 2004.  1b. Information disseminated by ISBE to LEAs and other appropriate bodies by June 2004.	1a. Information is used to form database on the number of students who participate in transition planning and who exit with a standard diploma and employment and is disseminated to LEAs.  1b. The number of students who participate in transition planning and who receive a variety of training opportunities in natural employment environments increases.
		2. ISBE, with the assistance of LEAs, will develop, implement, update, and/or enhance Interagency Agreements and/or Memoranda of Understanding at state and local levels to enhance supports and services needed for students with disabilities to obtain employment and receive appropriate support.	2a. ISBE in conjunction with LEAs and other state agencies will review current agreements and determine the need for changes or new agreements by September 2002.  2b. Interagency Agreement in place by April 2003.	2. Interagency Agreement and/or Memoranda of Understanding.
		3. ISBE in collaboration with LEAs will craft a trainer-of-trainers model to provide training and technical assistance to educators, students and families regarding services and supports (e.g., job readiness skills, job development and job coaching).	3. ISBE will work with DHS and contractors to develop a training package to train local individuals on providing support and enhancing services. Training will be available January 2003 and ongoing.	3a. Trainer-of-trainers curricula is developed, implemented and evaluated for effectiveness.  3b. The number of educators, students, and families who receive training increases.  3c. The number of students with disabilities who participate in transition planning and who are employed after exiting secondary

**Goal 1: Illinois will increase by 4.5 percentage points, per year, the percentage of youth with disabilities who exit school with a standard diploma (reaching 90% in the year 2007) and increase employment and/or post-secondary education as currently measured by:**

Goal 1 Desired Results	Baseline Data	Activities to Achieve Results: Improvement Strategies	Timelines and Resources	Evidence of Change
				education increases.
1.A.3. Increase the percentage of students ages 17 to 21 with disabilities who exit with a standard diploma, complete an alternative education program or GED and go on to post-secondary education.	Baseline data is not available.	<p>1a. ISBE will use LEA information to develop and manage a comprehensive data system that includes information about the participation of youth with disabilities in transition planning and the post-secondary enrollment of youth with disabilities.</p> <p>1b. Proposed data system will be used to identify baseline data for use in measuring progress over time.</p> <p>2. ISBE, in collaboration with LEAs, will craft a trainer-of-trainers model to provide training and technical assistance to educators, students and families regarding services and supports available for post-secondary education.</p>	<p>1a. ISBE technology and special education staff will develop a data system proposal by <b>January 2003</b> anticipating October 2003 implementation.</p> <p>1b. Report on post secondary enrollment disseminated on <b>September 2004</b> and annually thereafter.</p> <p>2. Training package will be developed in collaboration with DHS, Community College Board, Board of Higher Education and ISBE Center for Partnerships/ Workforce Development by <b>January 2005</b>.</p> <p>Training will be initiated by <b>March 2005</b>.</p>	<p>1. Information is used to form a database on the number of students who participate in transition planning and who exit with a standard diploma and enroll in post-secondary education; summary data is disseminated to LEAs.</p> <p>2a. Trainer-of-trainers curricula is developed, implemented and evaluated for effectiveness.</p> <p>2b. The number of educators, students and families who receive training increases.</p> <p>2c. The number of students with disabilities who enroll in post-secondary education increases.</p>

**Goal 1: Illinois will increase by 4.5 percentage points, per year, the percentage of youth with disabilities who exit school with a standard diploma (reaching 90% in the year 2007) and increase employment and/or post-secondary education as currently measured by:**

Goal 1 Desired Results	Baseline Data	Activities to Achieve Results: Improvement Strategies	Timelines and Resources	Evidence of Change
1.B. Decrease the drop-out rate of students (ages 14-21) with disabilities.	At the end of the 2000-2001 school year, 3,921 students with disabilities between the ages of 14 and 21 dropped out of school. (ISBE data reporting)	1. ISBE will collect and analyze statewide data on the drop-out rate of special and general education students. This data will be disaggregated by LEAs with an analysis discussing the gap between general and special education students.	1. Department of Special Education in collaboration with the Division of Research, Division of Funding & Disbursements, and the Center for Technology will complete the report by <a href="#">April 2004</a> and dissemination annually thereafter.	1. Annual analysis readily available and disseminated to LEAs and general public through hard copy and website (via the Illinois Special Education Profile).
		2. Data collected on item #1 will be used by ISBE in the development of a technical assistance package of promising practices and incentives to LEAs for decreasing drop-out rates for students with IEPs.	2. Department of Special Education in collaboration with the Division of Secondary Education, Division of Standards, Division of Assessments and Division of School Initiatives will develop and disseminate package by <a href="#">September 2004</a> .	2. Promising practices are included in the Illinois Technical Assistance document/manual and disseminated to LEAs and other interested organizations.
1.C. Increase the percentage of students with disabilities who participate in either statewide (ISAT,PSAE, & IMAGE) or alternate assessments (IAA).	Numbers only - baseline data is not currently available.  For 2000:  ISAT – 97,898 students with disabilities  ISAT – 640,429 students without disabilities.  PSAE – 9129 students with disabilities.	1. ISBE in collaboration with LEAs will determine a process for disaggregating assessment participation data by grade levels to LEAs.	1. Process developed and data disseminated in collaboration with the Department of Special Education and the Department of Standards, Assessment and Accountability by October 2003 and annually thereafter.	1. ISBE is able to account for all students with a disability regarding participation on statewide assessments. Annual analysis is readily available and disseminated to LEAs and general public through hard copy and website via the Illinois Special Education Profile.

**Goal 1: Illinois will increase by 4.5 percentage points, per year, the percentage of youth with disabilities who exit school with a standard diploma (reaching 90% in the year 2007) and increase employment and/or post-secondary education as currently measured by:**

Goal 1 Desired Results	Baseline Data	Activities to Achieve Results: Improvement Strategies	Timelines and Resources	Evidence of Change
	PSAE – 103,536 students without disabilities.  IMAGE – (all students) 38,661  IAA – 5633			
1.D. Increase the percentage of students with disabilities who perform at the “meet standards” or “exceed standards” level as measured by the ISAT or PSAE or alternate assessments (IAA).	The attached table (Attachment A) outlines the performance of students with IEPs on the ISAT and PSAE during the 2000-2001 school year, with a comparison to the performance on non-disabled students.	1. IEPs reflect alignment to the Illinois Learning Standards, appropriate accommodations and modifications in instructional programs, and participation in statewide assessments.	1a. Data collected and analyzed by the Department of Special Education in collaboration with the Department of Standards, Assessment and Accountability Division by June 2004.  1b. Report disseminated by November 2004 and annually thereafter.	1. Increase in the percentage of students whose IEPs reflect alignment with the Illinois Learning Standards, appropriate accommodations and modifications in instructional program, and participation in statewide assessments
1.E. Decrease the percentage of students with disabilities who are suspended.	As of the end of the 1999-2000 school year, 1,344 students with disabilities were suspended for more than ten school days during the school year.	1. ISBE will collect, analyze, and maintain statewide suspension rate data for all students, disaggregated by regular and special education students and by LEAs, and report analysis, including the difference between regular and special education results, to LEAs.	1. Department of Special Education in cooperation with the Division of Research will compile data and disseminate report annually beginning February 2004.	1. Annual analysis readily available and disseminated to LEAs and general public through hard copy and website (via the Illinois Special Education Profile).
1.F. Decrease the percentage of students (ages 14-21) with	As of the end of the 1999-2000 school year, 331	1. ISBE will collect, analyze, and maintain statewide	1. Department of Special Education in cooperation	1. Annual analysis readily available and disseminated to LEAs and general

**Goal 1: Illinois will increase by 4.5 percentage points, per year, the percentage of youth with disabilities who exit school with a standard diploma (reaching 90% in the year 2007) and increase employment and/or post-secondary education as currently measured by:**

Goal 1 Desired Results	Baseline Data	Activities to Achieve Results: Improvement Strategies	Timelines and Resources	Evidence of Change
disabilities who are expelled.	students with disabilities were subject to expulsion for acts involving drugs, weapons, or acts substantially likely to result in injury to the student or others (ISBE data reporting).	expulsion rate data on all students, disaggregated by regular and special education students and by LEAs, and report analysis, including the difference between regular and special education results, to LEAs.	with Division of Research will compile data and prepare report annually beginning <a href="#">February 2004</a> .	public through hard copy and website (via the Illinois Special Education Profile).

**Goal 2: Illinois will increase by 4.5 percentage points, per year, the number of students with disabilities (3-21) who are provided Free and Appropriate Public Education in general education classrooms (80%+ time) in the school they would attend if not disabled as measured by:**

Goal 2 Desired Results	Baseline Data	Activities to Achieve Results: Improvement Strategies	Timelines and Resources	Evidence of Change
<p>2.A. Increase the percentage of students with disabilities (ages 6-21) who are served in general education with non-disabled peers 80% or more of the time, and decrease the percentage of students with disabilities who are served in general education with non-disabled peers less than 40% of the time.</p>	<p>At the end of the 1998-1999 school year, 36.7% of students with disabilities were placed in general education for 80% of the school day or more. This represents an increase of 7.7% since the 1995-1996 school year (OSEP Annual Reports to Congress).</p>			<p>The percentage of students with disabilities (6-21) who are in regular education settings 80% or more of the time meets or exceeds the annual goal.</p>
		<p>1. ISBE will collect, analyze, and maintain statewide least restrictive environment data for students with IEPs, disaggregated by disability and other student demographic variables and by LEAs, and report analysis.</p>	<p>1a. Report will be developed by the Department of Special Education in cooperation with the Funding and Disbursements Division, the Research Division, and the Data Division by <b>December 2003</b>.</p> <p>1b. Report is disseminated to LEAs and the public by <b>April 2004</b> and annually thereafter.</p>	<p>1. Annual analysis readily available and disseminated to LEAs and general public through hard copy and website (via the Illinois Special Education Profile).</p>
		<p>2. ISBE will enhance Funding and Child Tracking System (FACTS) data system to include fields for assistive technology and behavior management plans.</p>	<p>2. By October 2002, the FACTS data system will be changed to include assistive technology and behavior management plans. The Funding and Disbursement Division will collaborate with the Department of Special Education in redesigning the FACTS form and instructions.</p>	<p>2. The collection system is changed and information is included on the Illinois Special Education Profile.</p>

**Goal 2: Illinois will increase by 4.5 percentage points, per year, the number of students with disabilities (3-21) who are provided Free and Appropriate Public Education in general education classrooms (80%+ time) in the school they would attend if not disabled as measured by:**

Goal 2 Desired Results	Baseline Data	Activities to Achieve Results: Improvement Strategies	Timelines and Resources	Evidence of Change
		<p>3. ISBE will provide for training and technical assistance to Joint Agreements and LEAs that is designed to increase their capacity to educate students with disabilities in the least restrictive environment (including positive behavior supports, <a href="#">appropriate related services</a>, assistive technology devices and collaborative techniques).</p>	<p>3a. Training process, curricula and evaluation system will be developed by the Department of Special Education staff in collaboration with state professional and parent organizations and external consultants by <a href="#">July 2003</a>.</p> <p>3b. Beginning in <a href="#">September 2003</a>, and ongoing thereafter, training will be provided by ISBE staff and/or external consultants.</p>	<p>3a. Effective training process and curricula is developed, implemented and evaluated.</p> <p>3b. Identified peer cohort and trainer-of-trainers model (ISBE in collaboration with state associations) is developed, implemented and evaluated.</p>
		<p>4. ISBE will promote the recruitment of a cadre of general education teachers that have provided model instructional methods for students with disabilities to provide in-service training. Instructional methods will include techniques and methods appropriate for curriculum modifications, <a href="#">positive behavior supports</a> and assistive technology.</p>	<p>4a. The trainer-of-trainers model, including an evaluation system, will be developed by ISBE staff in collaboration with regular education, special education and parent associations by <a href="#">May 2004</a>.</p> <p>4b. Recruitment of a cadre of regular education teachers to serve as trainers and implementation of the trainer-of-trainers model will occur by <a href="#">September 2004</a> and ongoing thereafter.</p>	<p>4a. Identified peer cohort and trainer-of-trainers model (ISBE in collaboration with state associations) is developed, implemented and evaluated.</p> <p><a href="#">4b. The number of students with disabilities who receive FAPE in less restrictive environments increases.</a></p>
		<p>5. ISBE will provide training and technical assistance to school administrators. The training will be designed to increase the capacity of LEAs to educate</p>	<p>5a. Training process, curricula and evaluation system will be developed by Department of Special Education staff in</p>	<p>5a. The number of administrators who receive and evaluate this training increases.</p> <p>5b. The number of students</p>

**Goal 2: Illinois will increase by 4.5 percentage points, per year, the number of students with disabilities (3-21) who are provided Free and Appropriate Public Education in general education classrooms (80%+ time) in the school they would attend if not disabled as measured by:**

Goal 2 Desired Results	Baseline Data	Activities to Achieve Results: Improvement Strategies	Timelines and Resources	Evidence of Change
		students with disabilities in the least restrictive environment.	collaboration with state professional and parent organizations and external consultants by January 2003.  5b. Beginning in March 2003 and ongoing thereafter training will be provided by ISBE staff and external consultants.	with disabilities who receive FAPE in less restrictive environments increases.
		6. ISBE will develop and distribute training materials that model best practices for curriculum modification and positive behavior supports for students with disabilities.	6a. By January 2004, ISBE in collaboration with professional and parent organizations, will identify best practices to be included in the technical assistance manual.  6b. Technical assistance manual will be disseminated by March 2004.	6. Completed package of promising practices is included in the Illinois Technical Assistance document/manual and disseminated to LEAs as well as other interested organizations.
2.B. Increase the percentage of children with disabilities (ages 3-5) served in general settings with non-disabled peers 80% or more of the time, and decrease the percentage of students with disabilities who are in general settings with non-disabled peers less than 40% of the time.	The 22 <sup>nd</sup> Annual Report to Congress states that Illinois serves 49.49% of children with disabilities ages 3 to 5 in general settings 80% or more of the time. The national average is 52.52% of children (3-5) in general settings 80% or more of the time.	1. The ISBE will examine best practices in serving children with disabilities ages 3 to 5 in typical settings and provide LEAs with technical assistance in implementing the IDEA and least restrictive environment requirements.	1a. The Department of Special Education and the Early Childhood Division will develop the preferred practices document by January 2003.  1b. Document disseminated and ongoing training initiated by September 2003.	1a. A document of preferred practices, with applicability to Illinois, exists and has been disseminated to LEAs and the public.  1b. The number of children with disabilities (ages 3-5) who receive FAPE in less restrictive environments increases.

**Goal 2: Illinois will increase by 4.5 percentage points, per year, the number of students with disabilities (3-21) who are provided Free and Appropriate Public Education in general education classrooms (80%+ time) in the school they would attend if not disabled as measured by:**

Goal 2 Desired Results	Baseline Data	Activities to Achieve Results: Improvement Strategies	Timelines and Resources	Evidence of Change
		<p>2. The ISBE will examine the current procedures for recording setting data for children ages 3 to 5 to determine their accuracy and compliance with the intent of IDEA.</p>	<p>2a. By <a href="#">September 2003</a>, the Special Education Department in cooperation with the Early Intervention Division and the Funding and Disbursement Division will review the current procedures for recording setting data for children ages 3-5.</p> <p>2b. By <a href="#">December 2003</a>, any changes recommended shall be implemented.</p> <p>2c. By <a href="#">October 2004</a>, the data collected shall be analyzed and a comparative analysis completed and disseminated by school district, Joint Agreement and statewide.</p>	<p>2. The ISBE has determined appropriate methods for accurately accounting for the settings in which children ages 3 to 5 are served and the methods of compliance with federal law.</p>

**Goal 2: Illinois will increase by 4.5 percentage points, per year, the number of students with disabilities (3-21) who are provided Free and Appropriate Public Education in general education classrooms (80%+ time) in the school they would attend if not disabled as measured by:**

Goal 2 Desired Results	Baseline Data	Activities to Achieve Results: Improvement Strategies	Timelines and Resources	Evidence of Change
<p>2.C. Infants and toddlers served in Part C who are determined to have a need for Part B services receive Part B services in a timely manner (in accordance with Illinois rules and regulations).</p>	<p>1. No quantitative baseline data exists to accurately describe the compliance issues. The self-assessment indicated public input describing individual problems in implementation that require a more thorough analysis. An interagency agreement exists that requires collaboration between ISBE and DHS on transition from Part C to Part B.</p>	<p>1. The ISBE in collaboration with DHS will develop a process for establishing baseline data and conducting an analysis of data on children served in Part C and their transition needs related to Part B, and the systemic issues that need to be resolved in order to achieve a smooth transition.</p>	<p>1a. Criteria for establishing baseline and method of analysis selected, data collected and report with recommendations prepared through external consultants/contract by <b>July 2003</b>.</p> <p>1b. DHS and ISBE review revision and approval of recommendations completed by <b>October 2003</b>.</p> <p>1c. Implementation of changes initiated by <b>January 2004</b> and ongoing until complete.</p>	<p>1. A document exists that provides recommendations to ISBE and DHS for implementing changes in administrative structure, operating procedures and accountability/monitoring methods that achieves compliance with federal law.</p>
		<p>2. The ISBE will collaborate with DHS on monitoring the Interagency Agreement.</p>	<p>2a. An Interagency Agreement between ISBE and DHS will be operational by August 2001.</p> <p>2b. By <b>July 2003</b>, a summative report on the implementation of the agreement will be available on the website and in hard copy.</p>	<p>2. An evaluation report exists that describes the effectiveness of the first year of implementation of the Interagency Agreement.</p>

NOTE: Goal Number 2 includes the premise that a continuum of services and settings will be available as appropriate to meet the needs of individual students with disabilities.

**Goal 3: Illinois will increase by 1% per year, starting in 2003, the number of fully-certified or licensed general and special education teachers, administrators, and related services personnel that are prepared to provide a free and appropriate education in the least restrictive environment with individualized supplementary aids and services to students with disabilities as measured by:**

Goal 3 Desired Result	Baseline Data	Activities to Achieve Results Improvement Strategies	Timelines and Resources	Evidence of Change
<p>3.A. Increase the percentage of fully-certified <u>general</u> education teachers who are prepared to instruct students in the least restrictive environment.</p>	<p>Total unfilled educator positions in Illinois in September 2000, was 2,637 (2%). Half of the unfilled positions (1,308) were in the Chicago Public Schools (LEA #299).</p>	<p>1. The ISBE will initiate a dialogue with appropriate governmental entities to revise the standards for general education to include course work in collaboration and curriculum modification/adaptation.</p>	<p>1. Dialog to be initiated by June 2001 with the Departments of Professional Preparation, Certification and Certificate Renewal, the Department of Special Education, representatives from institutes of higher education and professional organizations representing teachers and administrators.</p>	<p>1. Appropriate government entities approval of revised standards.</p>
		<p>2a. The ISBE, in collaboration with Illinois educational and professional organizations representing teachers and administrators, will propose continuing professional development requirements for general education teachers related to collaboration skills and curriculum modification/adaptation for students with disabilities.</p>	<p>2a. Recommendations developed in collaboration with higher education, elementary and secondary education, special education and ISBE and disseminated by August 2001.</p>	<p>2a. Proposed administrative rules for new Part 24 – Standards for All Illinois Teachers.</p>

**Goal 3: Illinois will increase by 1% per year, starting in 2003, the number of fully-certified or licensed general and special education teachers, administrators, and related services personnel that are prepared to provide a free and appropriate education in the least restrictive environment with individualized supplementary aids and services to students with disabilities as measured by:**

Goal 3 Desired Result	Baseline Data	Activities to Achieve Results Improvement Strategies	Timelines and Resources	Evidence of Change
		2b. The ISBE, in collaboration with educational and professional organizations representing teachers and administrators, will propose continuing professional development requirements for general education teachers related to collaboration skills and curriculum modification or adaptation for students with disabilities.	2b. Recommended requirements developed in collaboration with educational and professional organizations representing teachers and administrators with ISBE and disseminated by August 2001.	2b. Proposed changes to administrative rules related to Part 25 – Certification.
		2c. After period of public comment, the ISBE will submit proposed rules to the Court Monitor and parties to the Corey H. litigation.	2c. Proposed rules submitted before January 2, 2002, for changes to be effective January 1, 2003.	2c. After approval of rules through court process, ISBE will implement rules.
		3. ISBE, in partnership with the Illinois Council on Developmental Disabilities (ICDD), will conduct a Symposium for Colleges and Universities that have approved programs preparing special education personnel.	3. Symposium conducted in February 2002.	3. Alignment of programs to new standards.

**Goal 3: Illinois will increase by 1% per year, starting in 2003, the number of fully-certified or licensed general and special education teachers, administrators, and related services personnel that are prepared to provide a free and appropriate education in the least restrictive environment with individualized supplementary aids and services to students with disabilities as measured by:**

Goal 3 Desired Result	Baseline Data	Activities to Achieve Results Improvement Strategies	Timelines and Resources	Evidence of Change
		<p>4. ISBE will recruit a cadre of general education teachers who have provided model instructional methods for students with disabilities to provide in-service training options to general education faculty on techniques and methods appropriate for curriculum modifications, positive behavior supports, and assistive technology.</p>	<p>4a. The trainer-of-trainers model is developed by ISBE in collaboration with Illinois higher education institutions, state professional associations, parent associations and consultants by <b>May 2004</b>.</p> <p>4b. By <b>September 2004</b>, ISBE will establish the cadre of regular education teachers to serve as trainers and initiate implementation of the trainer-of-trainers model.</p>	<p>4. Identified peer cohort and trainer-of-trainers model (ISBE in collaboration with state associations) is developed, implemented and evaluated.</p>
<p>3.B. Increase the percentage of fully certified <u>special</u> education teachers and related service personnel.</p>	<p>ISBE reported attrition (individuals employed in 1999 and not employed in 2000) in special education fully certified personnel to be 6% in 2000 (Educator Supply and Demand).</p> <p>11% of current special education staff is eligible to retire in 2000. This is a 41% increase from 1998 in the number of those eligible to retire.</p>	<p>1. ISBE in association with other state agencies (e.g., the Illinois Student Assistance Commission, etc.) will broaden the scope of incentives available to teacher and related service personnel candidates or other currently certified personnel who are interested in instructing or providing related services to students with disabilities. Special attention will be given to bilingual candidates.</p>	<p>1a. Documentation of new incentives will be developed and completed by ISBE, IHE, and LEAs by <b>January 2004</b>.</p> <p>1b. New incentives initiated by <b>June 2004</b>.</p> <p>1c. Three-year comparison of the number of teacher candidates, including bilingual teachers' candidates, in approved programs disseminated in <b>November 2005</b>.</p>	<p>1. Increase in the number of teacher candidates, including bilingual teachers, in ISBE approved higher education programs.</p>

**Goal 3: Illinois will increase by 1% per year, starting in 2003, the number of fully-certified or licensed general and special education teachers, administrators, and related services personnel that are prepared to provide a free and appropriate education in the least restrictive environment with individualized supplementary aids and services to students with disabilities as measured by:**

Goal 3 Desired Result	Baseline Data	Activities to Achieve Results Improvement Strategies	Timelines and Resources	Evidence of Change
	<p>19% of current school psychologists are eligible to retire. This is a 33% increase from 1998 in the number eligible to retire.</p> <p>15% of school social workers are eligible to retire. This is a 30% increase from 1998 in those eligible to retire.</p> <p>ISBE reports that 90% of special education personnel were retained from 1999 to 2000.</p> <p>Increased demand for certified personnel in 2000 (from 1999)</p> <p>The greatest increase in demand for personnel is Speech/Language Impaired (22%) and cross-categorical special education (20%).</p> <p>All special education personnel increased 16%.</p> <p>Adapted P.E. = 17%</p> <p>Behavior Disordered = 19%</p> <p>Cross-Categorical = 20%</p> <p>Deaf = 8%</p>	<p>2. The ISBE will collaborate with appropriate governmental entities and interested associations to develop and implement a program of teacher and related service personnel recruitment and retention.</p>	<p>2a. By August 2004, ISBE in collaboration with the Joint Education Committee, the Illinois Education Research Council, IHEs, LEAs and professional associations will complete an analysis of the reasons teacher and related services personnel are leaving the field and develop recommendations to improve the retention rate.</p> <p>2b. By October 2004, ISBE in collaboration with IHEs, LEAs and professional associations will develop recommendations for increasing the number of candidates in special education and related services programs.</p> <p>2c. By January 2005, ISBE will develop and initiate a long-term plan to implement the recommendations for improved retention and increased number of candidates.</p>	<p>2a. Increase in teacher and related services candidates.</p> <p>2b. Increase retention of teacher and related services personnel in the state.</p>

**Goal 3: Illinois will increase by 1% per year, starting in 2003, the number of fully-certified or licensed general and special education teachers, administrators, and related services personnel that are prepared to provide a free and appropriate education in the least restrictive environment with individualized supplementary aids and services to students with disabilities as measured by:**

Goal 3 Desired Result	Baseline Data	Activities to Achieve Results Improvement Strategies	Timelines and Resources	Evidence of Change
	Educationally Handicapped = 7% EMH = 11% Hard of Hearing = 17% Homebound/Hospital = 8% Learning Disabled = 13% Multiply Handicapped = 19% Other/General SpEd = 14% Physical Disabilities = 12% Severe/Profound MH = 12% Speech/Language Impaired = 22% TMH = 13% Visually Impaired = 14%	3. ISBE will implement Transition Rules which place three-year limits on short-term emergency certification and special education approval.	3. Transition Rules implemented July 1, 2001; relevant rules effective January 1, 2002.	3. ISBE issues special education approvals and short-term emergency certification based on Transition Rules.

**Note:** This plan assumes parent surveys, communications and training will be provided in a culturally and linguistically appropriate manner (native language or other mode of communication).

**Goal 4: Illinois will increase the meaningful, effective involvement of families in the educational process of children with disabilities as measured by analyses of survey data and progress from baselines to be established in 2002-2003.**

Goal 4 Desired Result	Baseline Data	Activities to Achieve Results Improvement Strategies	Timelines and Resources	Evidence of Change
<p>4.A. Parents are involved in determining appropriate services for their children and in program improvement activities.</p>	<p>Baseline data is not available.</p>	<p>1. ISBE will <a href="#">provide for the development and implementation of</a> a survey instrument (measuring such items as participation, involvement, satisfaction, knowledge and awareness) based upon input from the Illinois State Advisory Council on the Education of Children with Disabilities (ISAC).</p>	<p>1a. ISBE will collect input from ISAC and determine the means by which the survey will be developed by <a href="#">May 2003</a>.</p> <p>1b. ISBE or external contractor will complete the survey and analyze results by <a href="#">November 2003</a>.</p> <p>1c. ISBE will disseminate results by <a href="#">January 2004</a>.</p>	<p>1. Survey is developed, conducted, and analyzed. The information is disseminated to LEAs and the public.</p>
		<p>2. ISBE will use the survey results as baseline data for future planning and viability of this measurement system.</p>	<p>2. ISBE will complete an analysis of the viability and usefulness of the information as baseline data by <a href="#">March 2004</a>.</p>	<p>2a. Measurement system is accepted or revised.</p> <p>2b. Baseline data established.</p>
		<p>3. ISBE will provide a mechanism for statewide, continuous family input on special education issues (e.g. website message board, phone hot line).</p>	<p>3. ISBE establishes the mechanism for family input and initiates process for using the information received by <a href="#">October 2003</a>.</p>	<p>3a. Mechanism for input is established.</p> <p>3b. Families' questions/issues are addressed.</p> <p>3c. Information is compiled and used to improve ISBE practice.</p>

**Goal 4: Illinois will increase the meaningful, effective involvement of families in the educational process of children with disabilities as measured by analyses of survey data and progress from baselines to be established in 2002-2003.**

Goal 4 Desired Result	Baseline Data	Activities to Achieve Results Improvement Strategies	Timelines and Resources	Evidence of Change
		<p>4. ISBE, in consultation with ISAC, will design and implement a mentorship program for parents. A grant program to fund the development of regional parent liaisons/mentors will be established to provide training and technical assistance to parents of students with disabilities.</p>	<p>4a. ISBE in collaboration with parent centers and LEAs develops mentorship program by <b>March 2004</b>.</p> <p>4b. Mentorship program is implemented by <b>July 2004</b> or as soon as funds are available.</p>	<p>4a. System is developed and implemented.</p> <p>4b. Increased effective parental participation on IEP process.</p> <p>4c. Reduction of the number of mediation and/or due process hearing requests.</p>
		<p>5. ISBE trains parents concerning the special education process, <b>including but not limited to information regarding identification of needed related services, FAPE in the LRE, and parents' role in the state compliance and monitoring system.</b></p>	<p>5a. ISBE in consultation with parent groups, parent training centers, LEAs and consultants will develop a plan for ongoing training of parents, including a process for evaluating the effectiveness of the training, by <b>January 2003</b>.</p> <p>5b. ISBE and consultants will implement the parent training plan by <b>March 2003</b>.</p> <p>5c. ISBE will provide annual reports on the outcomes of the training by <b>August 2003</b> and annually thereafter.</p>	<p>5. Annual report submitted to ISAC and the State Board on the number of parents trained, topics covered, and the effectiveness of the training.</p>

**Goal 5: Illinois will have a general supervision and monitoring system that improves student outcomes as measured by: (a) The percentage of Local Education Agencies (LEAs) monitored who are identified in the lower quartile on a goal measure; and (b) Annual progress of monitored LEAs on the Critical Indicators.**

Goal 5 Desired Result	Baseline Data	Activities to Achieve Results: Improvement Strategies	Timelines and Resources	Evidence of Change
<p>5.A. LEAs (or Joint Agreements) who are identified within the lower 10% when measured against uniform benchmarks are monitored.</p>	<p>Demographic data to analyze appropriate groupings of LEAs and Joint Agreements.</p>	<p>1. ISBE will develop a monitoring system that is focused on Goals 1 through 4 of this plan that includes but is not limited to criteria for use of enforcement strategies to be employed by ISBE should a district fail to correct deficiencies. Monitoring system will include a yearly profile of LEA data that is used to establish baseline data of student and program characteristics and measure progress over time.</p>	<p>1a. Monitoring system developed by <b>November</b> 2003 using Department of Special Education staff and consultants.</p> <p>1b. Monitoring system description disseminated by <b>November</b> 2003.</p> <p>1c. and 1d. Monitoring system implemented during the 2003-04 school year using Department of Special Education staff and peer reviewers.</p>	<p>1a. Monitoring system developed and widely communicated, including priorities, activities and schedule.</p> <p>1b. Criteria are established for enforcement strategies.</p> <p>1c. Enforcement strategies are known to LEAs and public.</p> <p>1d. Sufficient staff is available to implement state-wide monitoring system.</p>
		<p>2. ISBE will develop a risk-analysis methodology that incorporates Goals 1 through 4 and other concerns related to implementation of IDEA (e.g. over-identification of ethnic minority students).</p>	<p>2a. Risk analysis methodology developed by <b>October</b> 2003, using ISBE Special Education staff and databases available at ISBE.</p> <p>2b. Risk analysis methodology incorporated into compliance functions by <b>November</b> 2003.</p> <p>2c. LEA profile information available on website by <b>December</b> 2003.</p>	<p>2. ISBE has a risk analysis that yields an LEA profile on all critical performance indicators leading to the achievement of Goals 1 through 4.</p>
		<p>3. ISBE will gather and use</p>	<p>3. Instruments to measure</p>	<p>3. Survey results following the</p>

**Goal 5: Illinois will have a general supervision and monitoring system that improves student outcomes as measured by: (a) The percentage of Local Education Agencies (LEAs) monitored who are identified in the lower quartile on a goal measure; and (b) Annual progress of monitored LEAs on the Critical Indicators.**

Goal 5 Desired Result	Baseline Data	Activities to Achieve Results: Improvement Strategies	Timelines and Resources	Evidence of Change
		satisfaction information from LEAs (or Joint Agreements) monitored to improve ISBE monitoring system.	satisfaction and methods for incorporating information into the monitoring system is developed and implemented by <a href="#">December 2003</a> , using ISBE Special Education staff.	monitoring visit used for continuous improvement of the monitoring system.
5.B. Monitored LEAs (or Joint Agreements) achieve required progress on the critical indicators for which they were cited.	Baseline data is not available.	1. Corrective action that is measurable.	1. Documentation of measurable corrective actions incorporated into monitoring system developed as of <a href="#">November 2003</a> (See 5a) using ISBE Special Education staff.	1. Corrective actions are based on data and include evidence of change.
		2. Monitoring system will include ISBE procedures (such as periodic progress reports, submission of evidence of change and follow-up visits) to ensure implementation of corrective actions.	2. Develop feedback mechanism that collects, updates, and reports on corrective actions by <a href="#">November 2003</a> , using ISBE Special Education staff.	2. A feedback mechanism exists that provides the state and the public, information on updates of results from correction actions.
5.C. Required procedural safeguards are assured through the application of the 23 Illinois Administrative Code, Part 226 by the Special Education Compliance Division.	The Self Assessment identified the need to continue to have procedural safeguards (mediation, complaint investigation, due process, and approval of policies and procedures) as a part of the compliance monitoring system.	1. <a href="#">ISBE will issue a Memorandum to LEAs and stakeholder groups notifying them that the district practices with respect to special education and related services must be consistent with state and federal regulations including specific reference to the consideration of related services such as psychological counseling.</a>	1. <a href="#">Write and disseminate memorandum to LEAs and stakeholders by April 2003.</a>	1. <a href="#">Annual report of LEA compliance findings documents practices follow procedures.</a>

**Goal 5: Illinois will have a general supervision and monitoring system that improves student outcomes as measured by: (a) The percentage of Local Education Agencies (LEAs) monitored who are identified in the lower quartile on a goal measure; and (b) Annual progress of monitored LEAs on the Critical Indicators.**

Goal 5 Desired Result	Baseline Data	Activities to Achieve Results: Improvement Strategies	Timelines and Resources	Evidence of Change
		<p>2. ISBE will maintain a compliance system that includes due process, complaint investigation, mediation system, and approval of LEAs/Joint Agreements policies and procedures.</p>	<p>2. Coordinated compliance system developed by <a href="#">November 2003</a> using ISBE Special Education staff and consultants.</p>	<p>2. Reduced time on the resolution of issues addressed in due process, complaint and mediation systems.</p>
		<p>3. ISBE will analyze and disseminate to LEAs and general public the aggregated outcomes of the compliance system.</p>	<p>3a. Method of analysis developed by <a href="#">January 2004</a>, using ISBE Special Education staff and consultants.</p> <p>3b. Outcomes of compliance system disseminated to LEAs and general public in <a href="#">May 2004</a> and annually thereafter using ISBE special education staff.</p>	<p>3a. Annual analysis readily available and disseminated to LEAs and the general public through hard copy and website (via the Illinois Special Education Profile).</p> <p>3b. Information is used to improve compliance system.</p> <p><a href="#">3c. Information is used to identify needs and direct training and technical assistance resources.</a></p>
<p>5.D. Increased opportunities exist for parent input into the monitoring process.</p>	<p>Baseline data is not available.</p>	<p>1. ISBE will create measurable requirements, including public notification of monitoring visit activities and timelines, for LEAs to increase opportunities for parent input in regard to ISBE compliance monitoring visits.</p>	<p>1a. Increased opportunities for parent input incorporated into monitoring system by <a href="#">January 2003</a>, using ISBE Special Education staff, parent associations, school personnel and consultants.</p>	<p>1. Documentation exists which verifies that ISBE has notified LEAs of the specific requirements for public notification of ISBE monitoring visits and other requirements related to family participation in the ISBE monitoring process.</p>

**Goal 5: Illinois will have a general supervision and monitoring system that improves student outcomes as measured by: (a) The percentage of Local Education Agencies (LEAs) monitored who are identified in the lower quartile on a goal measure; and (b) Annual progress of monitored LEAs on the Critical Indicators.**

Goal 5 Desired Result	Baseline Data	Activities to Achieve Results: Improvement Strategies	Timelines and Resources	Evidence of Change
		2. ISBE disseminates advanced notice of yearly monitoring schedule to LEAs, Parent Training and Information Centers (PTIC), other interested parties, and the public.	2. Annual monitoring schedule posted on website by <a href="#">November 2003</a> and each year thereafter, using ISBE Special Education staff.	2. The annual schedule exists and has been widely disseminated to LEAs, PTICs, and the public.
		3. ISBE holds open forums for families in conjunction with the on-site monitoring visit.	3. Open forums incorporated into monitoring system by <a href="#">October 2002</a> , using ISBE Special Education staff, parent training centers and consultants.	3. Documentation exists which verifies that forums were held on reported dates, the number of family members attending, and is incorporated into the monitoring report. ISBE increases percentage of surveys completed by parents.
		4. ISBE will examine the role of family members as members of ISBE monitoring teams, their role, methodologies used, etc.	4. Department of Special Education staff, Legal staff and consultants examines the role of family members as members of monitoring teams and report decision to ISAC by April 2003.	4. ISBE reports to ISAC on the role of family members as monitors.
5.E. Eligible children and youth with disabilities in local detention facilities are afforded	Baseline data is not available.	1. ISBE will collect, analyze, and maintain data on students with disabilities in juvenile	1a. Hard copy will be produced by <a href="#">April 2005</a> using ISBE Special Education and	1. Annual analysis readily available and disseminated to LEAs and general public

**Goal 5: Illinois will have a general supervision and monitoring system that improves student outcomes as measured by: (a) The percentage of Local Education Agencies (LEAs) monitored who are identified in the lower quartile on a goal measure; and (b) Annual progress of monitored LEAs on the Critical Indicators.**

Goal 5 Desired Result	Baseline Data	Activities to Achieve Results: Improvement Strategies	Timelines and Resources	Evidence of Change
the same rights under IDEA as children and youth with disabilities served by public agencies, to the extent permitted under IDEA.		detention facilities. disaggregated by LEAs. ISBE will analyze and report on the gap between general and special education results to LEAs.	Research staff and ISBE, DOC and other databases.  1b. Web-based dissemination will occur by <a href="#">June 2005</a> .	through hard copy and website (via the Illinois Special Education Profile).

**PERCENTAGE OF STUDENTS MEETING OR EXCEEDING ISAT AND PSAE STANDARDS (IEP vs. NON-IEP STUDENTS) DURING THE 2000-01 SCHOOL YEAR**

**ISAT**

<b><u>Grade Level</u></b>	<b>Reading</b>		<b>Writing</b>		<b>Math</b>	
	<b><u>IEP</u></b>	<b><u>Non-IEP</u></b>	<b><u>IEP</u></b>	<b><u>Non-IEP</u></b>	<b><u>IEP</u></b>	<b><u>Non-IEP</u></b>
	<b>3</b>	<b>30%</b>	<b>67%</b>	<b>33%</b>	<b>61%</b>	<b>50%</b>
<b>5</b>	<b>23%</b>	<b>64%</b>	<b>37%</b>	<b>75%</b>	<b>29%</b>	<b>67%</b>
<b>8</b>	<b>21%</b>	<b>72%</b>	<b>21%</b>	<b>67%</b>	<b>11%</b>	<b>56%</b>

**Science**

**Social Science**

	<b><u>IEP</u></b>	<b><u>Non-IEP</u></b>	<b><u>IEP</u></b>	<b><u>Non-IEP</u></b>
<b>4</b>	<b>45%</b>	<b>68%</b>	<b>37%</b>	<b>64%</b>
<b>7</b>	<b>37%</b>	<b>77%</b>	<b>23%</b>	<b>66%</b>

**PSAE**

<b><u>Grade Level</u></b>	<b>Reading</b>		<b>Math</b>		<b>Writing</b>		<b>Science</b>		<b>Social Science</b>	
	<b><u>IEP</u></b>	<b><u>Non-IEP</u></b>	<b><u>IEP</u></b>	<b><u>Non-IEP</u></b>	<b><u>IEP</u></b>	<b><u>Non-IEP</u></b>	<b><u>IEP</u></b>	<b><u>Non-IEP</u></b>	<b><u>IEP</u></b>	<b><u>Non-IEP</u></b>
<b>11</b>	<b>16%</b>	<b>61%</b>	<b>12%</b>	<b>57%</b>	<b>14%</b>	<b>63%</b>	<b>12%</b>	<b>54%</b>	<b>18%</b>	<b>61%</b>