Our Goal:
To promote and demonstrate positive trends and outcomes for students receiving services at nonpublic special education programs approved by ISBE
What will we review?

- Preliminary monitoring results
- Numbers:
  - Number of students claimed by disability
- Taskforce Update
  - 7 committees
- Random Thoughts
Results of Monitoring

- Self-evaluation results
- On-site monitoring results
- Comparisons
- Compliance rules most often cited
Monitoring

- Both the self-evaluation and on-site monitoring tool utilized during monitoring visits correspond to the standards expected under 23 Illinois Administrative Code part 401.
- Self-Evaluations are always provided prior to an on-site review (also found on our webpage).
Self-Evaluations by Section

Self-Evaluations

<table>
<thead>
<tr>
<th>Sections</th>
<th>Score</th>
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<tbody>
<tr>
<td>1</td>
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Average Self-Evaluation Score
On-Site Monitoring Results

Onsite Evaluations

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<th>Scores</th>
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Average Onsite Evaluation Score
Comparisons between self-evaluations and on-site results

Comparisons

Sections

Average Onsite Score
Average Self-Evaluation Score
Highest frequency of citations

Top 10 Citations

- Outcome Measures in Program Description: 15
- In-Service Plan: 13
- Report of CB Checks Back to Districts: 11
- Criminal Background Check: 10
- IEP Data Collection: 7
- Implementation: 6
- Class Staff: 6
- Records of Terminated Students: 5
- Related Service Schedule: 5
- Related Service Provision: 5
- Sufficient # of Related Service Personnel: 5

Representation of 32 monitoring visits over a two-year period
Rule Review:

Section 401.10: Application for Eligibility

Each provider seeking to become eligible shall be subject to the program approval process described in this Section. ...

a) ... Each application shall include:

1) An accurate, written description of each program for which approval is requested, which shall indicate ..., the \textit{data that will be collected on the outcomes achieved by those students}, which must reflect the students’ learning goals as described in their respective IEPs, ...

Section 401.150: Classroom Records

... there shall be an educational file for each student ... This file shall contain at least the following:

a) The student's IEP, including a copy of any behavior management plan;

b) \textit{Documentation of ongoing evaluation procedures, indicating the student's progress toward fulfillment of the objectives set forth in the IEP} according to the criteria specified therein;
Section 401.250: Staff Training

Each provider shall *prepare and keep on file an annual plan for in-service training in areas where improvement is desirable*. The provider shall identify these areas based upon an analysis of each program’s implementation in relation to the approved application and based upon data illustrating the achievement of the students served in relation to the goals and objectives stated in their IEPs ...
Numbers

- Students
- Disability Categories
Number of students claimed by disability 2008-2009 vs. 2009–2010

<table>
<thead>
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<td>Mental Impairment (MI)</td>
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<td>Specific Learning Disability (SLD)</td>
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<td>802 (+3)</td>
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<tr>
<td>Visual Impairment (VI)</td>
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<td>5 (-2)</td>
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<td>Hearing Impairment (HI)</td>
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<td>78 (-7)</td>
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<tr>
<td>Deafness (D)</td>
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<tr>
<td>Speech or Language (S/L)</td>
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<td>7 (-1)</td>
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<tr>
<td>Emotional Disturbance (ED)</td>
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<td>Other Health Impairment (OHI)</td>
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<td>Autism (AUT)</td>
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<td>Traumatic Brain Injury (TBI)</td>
<td>80</td>
<td>25 (-55)</td>
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<tr>
<td>Multiple Disabilities (MD)</td>
<td>186</td>
<td>180 (-6)</td>
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TOTAL = 8078

TOTAL = 8124 (+46)

The count for individual disabilities will be slightly higher than the total because of the possibilities of a single student being count in more than one disability category.
2009 - 2010 Claim Data
(Fund Codes B & F)

- 966 - MR
- 802 - LD
- 4468 - ED
- 1415 - AUT
- 690 - OHI

- Cognitive Disability (MR)
- Physical Impairment (PI)
- Specific Learning Disability (SLD)
- Visual Impairment (VI)
- Hearing Impairment (HI)
- Deafness (D)
- Speech or Language (S/L)
- Emotional Disturbance (ED)
- Other Health Impairment (OHI)
- Development Delay (DD)
- Autism (AUT)
- Traumatic Brain Injury (TBI)
- Multiple Disabilities (MD)
Claim data 2005-2006 thru 2009-2010
Outcomes Taskforce

- On August 5, 2009, a group of over 50 administrators came together to examine potential outcomes and indicators of success for approved nonpublic programs. This group determined a preliminary set of common outcomes that schools could compare in order to help show the efficacy of their therapeutic programs. These outcomes will demonstrate the effectiveness of nonpublic schools as well as provide critical information to parents, local education agencies (LEA), and ISBE’s Illinois State Performance Plan (SPP) information to OSEP.

- 7 identified outcome groups established:
  - IEP Progress
  - Academic Progress
  - Behavior Change
  - Transition
  - Reintegration
  - Stakeholder Satisfaction
  - Attendance

- Committee information, meeting notes, and developments can be found on our website.
ISBE 14-7.02 website location and information

- Information regarding 14-7.02 programs can be found at: [http://www.isbe.net/spec-ed/Default.htm](http://www.isbe.net/spec-ed/Default.htm)
- Information consists of
  - Part 401 rules
  - Initial approval and application information
  - Self evaluation reports
  - Overview of programs
  - Comparisons of Public and Private school responsibilities
  - Search engine for approved 14-7.02 schools (Harrisburg now, future ISBE search engine under construction – see virtual exhibit!)
  - Access to individual approved program profile
  - Individual program’s access to application, monitoring review, etc.
  - Resources and links to ISBE divisions (certification, assessment, etc.)
  - Outcome taskforce meeting notes, agendas and updates
  - Contact information
Random thoughts........

- Part 401 Rules, program application, and student roster should always be available, legible and current.
- Statements of intent (certification/forms/etc.)
- Get involved with taskforce
- Always call/email us first.....
- If it doesn’t make sense to you, ask us
Similarities common throughout positive 14-7.02 programs

(not in order of importance)

- Clear vision & mission that is translated to line staff
- Program is student-driven, based on evaluation of individual student. One size does NOT fit all
- All staff have a clear and consistent understanding of policies & procedures
- The “magic” happens at the front lines (classrooms) not in the administrative offices
- Staff interactions with both adults and children remain consistently respectful, empathetic, and positive
- High expectations for student achievement are in evidence
- These are foundations of the program, not add-ons
- On-going training and understanding of current trends
- Knowledge of programmatic effectiveness is based on data
- Staff turnover is minimal