

# **STATE PERFORMANCE PLAN / ANNUAL PERFORMANCE REPORT: PART B**

**for STATE FORMULA GRANT PROGRAMS under the Individuals with Disabilities Education Act**

**For reporting on  
FFY 2023**

**Illinois**



**PART B DUE February 3, 2025**

**U.S. DEPARTMENT OF EDUCATION  
WASHINGTON, DC 20202**

## Introduction

### Instructions

Provide sufficient detail to ensure that the Secretary and the public are informed of and understand the State's systems designed to drive improved results for students with disabilities and to ensure that the State Educational Agency (SEA) and Local Educational Agencies (LEAs) meet the requirements of IDEA Part B. This introduction must include descriptions of the State's General Supervision System, Technical Assistance System, Professional Development System, Stakeholder Involvement, and Reporting to the Public.

### Intro - Indicator Data

#### Executive Summary

In accordance with 20 U.S.C 1416(b)(2)(C)(ii)(II) of the Individuals with Disabilities Education Act (IDEA), each February, the Illinois State Board of Education (ISBE) is required to submit an Annual Performance Report (APR) to the Office of Special Education Programs (OSEP) in Washington, D.C. regarding the State's overall performance in relation to the 18 State Performance Plan (SPP) Indicators. The SPP includes both results (outcomes) indicators and compliance indicators. Each SPP Indicator incorporates a measurable and rigorous target for each year of the SPP. Results targets are established by ISBE and its stakeholders while compliance targets are established by OSEP. These targets are used as a basis for analyzing the state's data, and each district's data, for students with disabilities.

#### Additional information related to data collection and reporting

Illinois uses several data systems to collect and report SPP and APR data. The two main systems are the Student Information System (SIS) and the IEP Student Tracking and Reporting System, or I-Star. SIS houses exit, assessment, discipline, enrollment, early childhood transition, and early childhood outcomes data. I-Star houses child count, educational environment, special education exit, child find timelines, and secondary transition data. In addition to SIS and I-Star, the Special Education Monitoring System (SEMS) houses dispute resolution data and LEA Determination data. Other separate data collections include a parent survey and post-school outcomes survey. These data sources are utilized to populate the SPP/APR.

#### Number of Districts in your State/Territory during reporting year

866

#### General Supervision System:

**The systems that are in place to ensure that the IDEA Part B requirements are met (e.g., integrated monitoring activities; data on processes and results; the SPP/APR; fiscal management; policies, procedures, and practices resulting in effective implementation; and improvement, correction, incentives, and sanctions). Include a description of all the mechanisms the State uses to identify and verify correction of noncompliance and improve results. This should include, but not be limited to, State monitoring, State database/data system, dispute resolution, fiscal management systems as well as other mechanisms through which the State is able to determine compliance and/or issue written findings of noncompliance. The State should include the following elements:**

#### **Describe the process the State uses to select LEAs for monitoring, the schedule, and number of LEAs monitored per year.**

ISBE's general supervision system is characterized by multiple operational components that are interrelated and function in such a manner to form a comprehensive system. The system is intended to improve educational results and functional outcomes for children with disabilities. It also is designed to identify noncompliance and ensure correction of identified noncompliance in a timely manner. The system is designed to:

- Select LEAs for tiered monitoring activities.
- Maintain a high level of compliance with IDEA federal regulations and Illinois Administrative Rules for special education.
- Support LEAs in the process of self-assessment, root cause analysis, evaluation, and improvement of compliance and results-focused efforts.
- Establish a continuous and meaningful process focused on improving academic results and functional outcomes for students with disabilities by connecting local data to improvement efforts.
- Connect system improvement activities with multi-year planning and supports.

To identify LEAs for tiered monitoring supports, ISBE utilizes integrated monitoring activities which include the continuous examination of performance for compliance, program improvement, and results. Multiple data sources and methods are used to monitor all LEAs annually. Data sources include the ISBE Student Information System (SIS), the IEP Student Tracking and Reporting System (I-Star) state database, and the Special Education Monitoring System (SEMS). Methods used to monitor LEAs include examining data from statewide databases; conducting onsite visits and virtual LEA reviews; reviewing LEA policies, procedures, and practices; reviewing relevant documentation, such as student records and IEPs; interviewing LEA and special education cooperative personnel; interviewing individuals knowledgeable about the issue(s) in question; reviewing LEA self-assessments; and conducting data verification/desk audit activities. Findings of noncompliance are issued based on the following elements of the general supervision system: on-site monitoring visits, review of LEAs policies and procedures, review of student records and IEPs, state complaints, due process hearings, fiscal findings, credible allegations and SPP Indicators 4B, 9, 10, 11, 12, and 13. ISBE uses current data and trend data to determine the level of technical assistance needed to support correction of noncompliance and program improvement in LEAs through the Illinois Special Education Accountability and Support System.

With the issuance of OSEP QA 23-01, ISBE began to reexamine its integrated monitoring processes to ensure that the LEAs that were most at risk for needing supports were being provided the most intensive level of support. This examination process resulted in ISBE adding an additional layer onto its current system. To ensure all LEAs are comprehensively monitored, ISBE implemented a cyclical monitoring cycle. Each LEA was placed into a cohort group as part of a six-year cyclical monitoring schedule, much like the current Differentiated Monitoring and Support 2.0 monitoring system that OSEP is utilizing to monitor each state. Placement in the cohort groups was based on several risk factors including:

- recent LEA Determination ratings
- number of compliance indicator findings in the last 3 years
- number of complaint findings over the last 3 years
- percentage of students with IEPs greater than the state average
- number of single audit findings for the last 3 years
- percentage of students in SPP 5c higher than the state target
- identification for significant disproportionality during the last 3 years
- LEAs that have schools identified as Targeted/Comprehensive for children with disabilities or Intensive for all students under ESSA.

LEAs can be moved to another cohort if ISBE identifies additional risks that warrant the LEA to be included in an earlier cycle. These risks could include, but are not limited to, credible allegations, increased number of state complaint findings, fiscal risks, or continued noncompliance with State Performance Plan indicators. FFY23 was utilized as a planning year to build the cyclical monitoring cycle. The first cohort included 58 LEAs. Those LEAs began participating in the cyclical monitoring process in October 2024. Subsequent cohorts include 159-160 LEAs. For additional information on the cyclical monitoring schedule, how LEAs were placed into the cyclical monitoring schedule and the number of LEAs monitored each year as part of the cyclical

monitoring process please see <https://www.isbe.net/Documents/Cyclical-Monitoring-Guide.pdf>.

ISBE conducts statutorily required fiscal and administrative monitoring reviews related to federal, including IDEA Part B grants, and state grant awards made by the Illinois State Board of Education. LEAs are chosen for a monitoring engagement through a risk-based selection process which includes but is not limited to reviewing: the Financial and Administrative Risk Assessment, the Merit-Based Review, the Programmatic Risk Assessment, prior history and experience in administering grants, and results of prior audits and/or other regulatory reviews and corrective action status. A complete copy of the approved application, approved budget, and all approved amendments must be maintained by the grantee. These documents and other supporting information must be maintained for a minimum of three years (see Record Retention Requirements) and will be used by ISBE staff to determine fiscal and program compliance. If findings are issued by ISBE, LEAs must provide Corrective Action Plans. Such plans, and subsequent follow-up, are required by the U.S. Department of Education as a condition for grant funding. Additional information regarding fiscal monitoring is further outlined in ISBEs State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures found at the following link [https://www.isbe.net/Documents/fiscal\\_procedure\\_handbk.pdf](https://www.isbe.net/Documents/fiscal_procedure_handbk.pdf).

**Describe how student files are chosen, including the number of student files that are selected, as part of the State's process for determining an LEA's compliance with IDEA requirements and verifying the LEA's correction of any identified compliance.**

ISBE utilizes its data systems to ensure LEAs are compliant with IDEA requirements. Specifically, ISBE utilizes the Student Information System (SIS) Early Childhood Transition System to monitor early childhood transition timelines and the IEP Student Tracking and Reporting System (I-Star) to monitor all special education student data files including child count, educational environment, special education exit, child find timelines, and secondary transition data. LEAs are required to enter special education student level data into the system upon enrollment, exit or IEP change that could impact the student's educational environment, related services and/or transition plan. Data that is entered into the system is run through specific compliance checks and error reports are produced to inform districts if there are compliance issues or errors within the students record. Findings of noncompliance related to SPP Indicators 4b, 9, 10, 11, 12 and 13 are issued through ISBEs LEA Determinations process.

Beginning in FFY24, ISBE implemented a cyclical monitoring cycle. Each LEA has been assigned a specific cohort and year that they will participate in the cyclical monitoring process. LEAs who are part of the cohort for the given monitoring year, will be requested to submit 5 student files to ISBE for review. ISBE will provide each LEA with a list of the 5 required student files that need to be submitted for review. These files will be chosen by ISBE staff utilizing Child Count data and will include a diverse group of students based on disability, racial/ethnic background, educational setting, and grade level. Additionally, the LEA will also be required to review those same 5 student files and an additional number of student files based on the total student population for the district.

Sample Size Guidelines for Individual Student Record Reviews:

LEAs with 1-5 students with IEPs must review all records

LEAs with 6-99 students with IEPs must review 5 records

LEAs with 100-249 students with IEPs must review 10 student records.

LEAs with 250-499 students with IEPs must review 15 student records

LEAs with 500-999 students with IEPs must review 20 student records

LEAs with 1000-1999 students with IEPs must review 25 student records

LEAs with greater than or equal to 2000 students with IEPs must review 30 student records

ISBE will provide a list of students, utilizing Child Count data, whose records are to be reviewed. The LEA must review the list and notify ISBE if a student on the list is no longer enrolled in the district. ISBE will identify another student file to be reviewed. A record review must be completed for all students on the list. If non-compliance is identified through the review either by ISBE staff or the LEA, corrective action steps will be identified including additional file reviews by ISBE staff to ensure that the non-compliance has been corrected and that subsequent non-compliance does not exist. The student file review process will include the LEA resubmitting the student file that was found to have non-compliance for review to ensure the student level non-compliance was corrected. ISBE will request additional individual student records for review, that align with the original sample size guidelines outlined above. For LEAs with less than 5 students with IEPs, ISBE will ensure all student files are reviewed again following updates to the student level files.

LEAs with findings of noncompliance are required to submit a corrective action plan (CAP) to ISBE for approval. As part of the CAP, the district must identify the root cause of the non-compliance, identify district policies, procedures, and/or practices that contributed to or resulted in the noncompliance, submit changes made to such policies, procedures, and/or practices that lead to the noncompliance and the corrective action steps that will be implemented to correct the non-compliance including the date by which they will be completed, and the persons responsible for ensuring the CAP is implemented.

To verify correction of noncompliance and close districts' findings of noncompliance for SPP Indicator 4b, ISBE must verify the student level findings of noncompliance has been corrected and the policies and procedures that lead to the noncompliance are corrected. ISBE verifies this through a file review of each individual student for which the noncompliance was related to and through a review of updated policies and procedures. ISBE must also verify that the LEA is correctly implementing the specific regulatory requirements. ISBE will verify this through a review of updated student level discipline data from SIS.

To verify correction of noncompliance and close districts' findings of noncompliance for SPP Indicators 9 and 10 ISBE must verify the student level findings of noncompliance has been corrected and the policies and procedures that lead to the noncompliance are corrected. ISBE verifies this through a file review of each individual student for which the noncompliance was related to and through a review of updated policies and procedures. ISBE must also verify that the LEA is correctly implementing the specific regulatory requirements. ISBE will verify this through a review of updated Child Count data.

To verify correction of noncompliance and close districts' findings of noncompliance for SPP Indicator 11, ISBE examines new/updated data in the I-Star database for each LEA that had a finding of noncompliance. See SPP Indicator 11 for details on how each report is generated to confirm verification of correction of noncompliance. For districts with under 500,000 inhabitants, a review of three subsequent months with a completed initial evaluation and no delays verifies correction. For districts with 500,000 inhabitants or more, a review of 20 subsequent cases with a completed initial evaluation and no delays verifies correction.

To verify correction of non-compliance related to SPP 12, ISBE examines new/updated data in the SIS Early Childhood Transition database for each LEA who had identified findings of non-compliance. This examination is completed by reviewing "Completed Records" from the dropdown menu for each LEA with a finding of noncompliance. See SPP Indicator 12 for details on how each report is generated to confirm verification of correction of noncompliance. Districts with under 500,000 inhabitants, a review of three subsequent months with a completed evaluation and no delays verifies correction. Districts with 500,000 inhabitants or more, a review of 20 subsequent cases with a completed evaluation and no delays verifies correction.

To verify correction of findings of non-compliance related to SPP 13, districts must submit the corrected IEPs for the students whose transition plans where noncompliance was identified. Those transition plans will be reviewed by ISBE staff to ensure all required corrections have been completed and that the transition plan meets all requirements. To ensure no further non-compliance exists, additional files are submitted by the district to ISBE for review. The following criteria is utilized to determine the number of additional files an LEA must submit:

- Five (5) IEPs for LEAs that are 95% to 99.99% compliant.
- Ten (10) IEPs for LEAs that are 90% to 94.99% compliant.
- Fifteen (15) IEPs for LEAs that are less than 90% compliant.

For LEAs with over 500,000 inhabitants, a review of 10% of the number of noncompliant files originally identified are submitted by the district for ISBE to review. Once all submitted files are found to be compliant, the finding of non-compliance will be closed.

For fiscal findings individual students files are typically not pulled, however if they would be, ISBE would use the same methodology as stated above.

**Describe the data system(s) the State uses to collect monitoring and SPP/APR data, and the period from which records are reviewed.**

The collection, verification, examination, analysis, reporting, status determination, and improvement of data is encompassed under this general supervision component. Timeliness and accuracy of data are emphasized through the data systems compliance checks and error notification systems process. Additionally, LEAs with outstanding errors and/or late data reports will receive point deductions on their annual LEA Determination. Data are used to identify patterns or trends, evaluate the performance of LEAs, select LEAs for onsite monitoring activities, determine the status of each LEA, improve programs, measure progress, design technical assistance activities, etc. Illinois uses several data systems to collect and report SPP and APR data. ISBE staff review this data throughout the year to align with EDPass data submissions and the LEA Determinations process. The two main systems are the Student Information System (SIS) and the IEP Student Tracking and Reporting System, or I-Star. SIS houses exit, assessment, discipline, enrollment, early childhood transition, and early childhood outcomes data. I-Star houses child count, educational environment, special education exit, child find timelines, and secondary transition data. LEAs enter data into both systems throughout the school year. Each school year collection includes data that is dated between July 1st and June 30th of the given fiscal year. In addition to SIS and I-Star, the Special Education Monitoring System (SEMS) houses dispute resolution data and LEA Determination data. Other separate data collections include a parent survey and post-school outcomes survey. These data sources are utilized to populate the SPP/APR. Please see <https://www.isbe.net/Documents/SPP-Data-Collections-Guide.pdf> and <https://www.isbe.net/Documents/Data-and-Approval-Instructions-Manual.pdf> for additional information on data collection procedures and timelines related to monitoring and SPP/APR data.

**Describe how the State issues findings: by number of instances or by LEAs.**

All findings of non-compliance are issued by number of LEAs.

**If applicable, describe the adopted procedures that permit its LEAs to correct noncompliance prior to the State's issuance of a finding (i.e., pre-finding correction).**

N/A

**Describe the State's system of graduated and progressive sanctions to ensure the correction of identified noncompliance and to address areas in need of improvement, used as necessary and consistent with IDEA Part B's enforcement provisions, the OMB Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance), and State rules.**

ISBE's policies and procedures, found in the Illinois Administrative Code (IAC), describe the methods used to identify and correct noncompliance. ISBE addresses effective implementation of practices through program improvement, which includes planning, coordination, incentives, follow up, and sanctions. ISBE determines the status of each LEA on an annual basis and addresses corrective action planning and follow-up tracking of correction and improvement. ISBE uses a tiered supports model to provide an appropriate level of assistance for LEAs. Each LEA is assigned a level of support on an annual basis. Specific activities are required of an LEA that are intended to both ensure compliance and assist districts with improved results. Ensuring correction of noncompliance and meeting state targets via incentives and sanctions also is part of this component. ISBE may impose additional conditions, including, but not limited to, suspension and the conditions listed under 2 CFR 200.207 (Specific conditions) if a grantee fails to comply with federal or state statutes, regulations, or the terms and conditions of an award. If ISBE determines that noncompliance cannot be remedied by imposing additional conditions, ISBE may take one or more of the following actions, as appropriate in the circumstances: (1) Temporarily withhold cash payments pending correction of the deficiency by the nonfederal entity or more severe enforcement action by the federal awarding agency or passthrough entity. (2) Disallow (that is, deny both use of funds and any applicable matching credit for) all or part of the cost of the activity or action not in compliance. (3) Wholly or partly suspend or terminate the federal award. (4) Initiate suspension or debarment proceedings as authorized under 2 CFR Part 180 and federal awarding agency regulations (or in the case of a pass-through entity, recommend such a proceeding be initiated by a federal awarding agency). (5) Withhold further awards. (6) Take other remedies that may be legally available, including Stop Pay as authorized under Section 105 of the Illinois Grant Accountability and Transparency Act (30 ILCS 708/105). Please see <https://www.isbe.net/Pages/General-Supervision.aspx> and <https://www.isbe.net/Pages/Special-Education-Regulations-Legislation.aspx> for additional information.

ISBE's fiscal management procedures are defined by regulations that align with federal requirements. These regulations can be found at the following link <https://www.isbe.net/Documents/100ARK.pdf>. Each school district, joint agreement, or regional program that receives Part B funds, whether directly or as a sub-recipient, must provide for audit coverage for these funds through their school district or joint agreement and report this on the ISBE Annual Financial Report. In addition, 2 CFR Part 200 – Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards requires entities that expend \$750,000 or more a year in federal awards to have a single or program-specific audit conducted. Any grant funds that have been misspent or are being improperly held are subject to recovery by the grantor agency that made the grant or, alternatively, by the attorney general. The grantor agency making the grant shall take affirmative and timely action to recover all misspent or improperly held grant funds. In order to effectuate the recovery of such grant funds, the grantor agency making the grant is authorized to use any one or a combination of the following: a) Offset against existing grants of, or future grants to be made by, the grantor agency making the recovery; b) Authorize the offset from existing grants or grants to be made by other grantor agencies; c) Authorize the comptroller to offset any payment from any funds administered by the comptroller for payment to the grantee, including, but not limited to, distributions of appropriated funds and payment of refunds; d) Initiate any debt collection method authorized by law to any private person; or e) Remove the grantee from any of the grantor agency's programs and forbid the grantee's participation in any such future grant programs for a period not to exceed two years. Please see <https://www.isbe.net/Pages/IDEA-Part-B-Grant-Program-Information.aspx> for additional information. <https://www.isbe.net/Documents/Financial-Compliance-Checklists.pdf>.

**Describe how the State makes annual determinations of LEA performance, including the criteria the State uses and the schedule for notifying LEAs of their determinations. If the determinations are made public, include a web link for the most recent determinations.**

Each September, ISBE selects local education agencies (LEAs) for tiered monitoring and support by identifying potential risk through the LEA Determinations process. According to 616(a)(1)(c)(i) and 300.600(a) of the Individuals with Disabilities Education Act of 2004 (IDEA 2004), States are required to make "Determinations" under 616(d) on the performance of LEAs regarding the provision of special education and related services. ISBE utilizes data from indicator measures of success to determine the degree to which a LEA is correctly implementing the requirements of Part B of the IDEA. This leads to an overall determination for LEAs in one of the following categories: Meets Requirements, Needs Assistance, Needs Assistance for Two or More Consecutive Years, Needs Intervention, Needs Intervention for Three or More Consecutive Years, or Needs Substantial Intervention. As implied, these categories represent various intensities of technical assistance and intervention/support.

Each State is required to make such a determination using these categories for every LEA within the state on an annual basis. Each state decides what criteria it will use to identify the status of each LEA within the required categories. In making Determinations under the Illinois Special Education Accountability and Support System, the Illinois State Board of Education (ISBE) currently considers the following indicator measures of success:

1. LEA performance on State Performance Plan (SPP) compliance indicators (Indicators 4B, 9, 10, 11, 12, 13)

2. LEA performance on SPP results indicators (Indicators 1, 5a, 6a)
3. Timely correction of noncompliance
4. IDEA Part B single audit findings
5. Timely, Valid, and Reliable Data

Additional information on the LEA Determination process, technical assistance tools, tips and resources can be found at the following link <https://www.isbe.net/Documents/LEA-Determinations-Process.pdf>.

ISBE does not publicly post LEA Determinations.

**Provide the web link to information about the State's general supervision policies, procedures, and process that is made available to the public.**

<https://www.isbe.net/Documents/IL-Sped-Acct-Support-Sys-Info.pdf>

**Technical Assistance System:**

**The mechanisms that the State has in place to ensure the timely delivery of high quality, evidence-based technical assistance, and support to LEAs.**

ISBE's technical assistance system addresses both the timely correction of noncompliance and improved results for students with disabilities through an array of modalities and graduated levels of intensity, from consultation to ongoing coaching and support from ISBE staff and technical assistance providers. Support is provided virtually and onsite. Technical assistance centers around a coaching and support network model, focused on systems change, which supports sustainable implementation of evidence-based practices and employs data collection and analysis for ongoing progress monitoring and data-based decision making. Evidence of correction of noncompliance and evidence of change results in compliance, improved outcomes, and improved capacity and sustainability at the LEA level.

ISBE's technical assistance system includes the Illinois State Personnel Development Grant (SPDG), entitled, "Illinois Elevating Special Educators," or IESE. The IESE Network is a statewide system of professional learning that uses a comprehensive regional delivery system to serve all districts through differentiated, research-based professional learning and supportive services. The IESE Network provides training, technical assistance, mentoring, and coaching to staff who support students with disabilities with the goal of building seamless, sustainable delivery systems for specialized populations of learners and improving outcomes for students with disabilities. IESE also focuses on engaging families as partners in the educational process and decision making. The IESE Network partners with Illinois Institutes of Higher Education, Parent Training and Information Centers, the Illinois Alliance of Administrators of Special Education, the Illinois Association of Regional Superintendents of Schools, and the Special Education Leadership Academy to meet its objectives. The IESE Network provides a multi-tiered delivery approach to LEAs based upon multiple measures, including the State Performance Plan (SPP) indicators, special education vacancies, and survey data. ISBE works collaboratively with the IESE Network to support districts with LEA Determination designations of "Needs Assistance for Two or More Consecutive Years" and "Needs Intervention". During the 2023-2024 school year, LEAs designated as "Needs Intervention" will be required to work with the IESE Network. Additional information regarding the IESE Network can be found at: <https://www.iesenetwork.org/>.

Technical assistance is also provided by the Harrisburg Project, a contract funded by IDEA Part B discretionary funds to support technical assistance for special education data collection, including the accurate and timely submission of indicator data. The Harrisburg project maintains a website which provides live webinar events, recorded training webinars, help snippet videos, user guides, handouts, and the dissemination of ISBE guidance to districts and special education cooperatives. Harrisburg Project provides training and support on LEA determinations, SPP Indicators and possible indicator findings, and other special education data included in the state's data collection system called I-Star. From July 2023 through June 2024, Harrisburg Project responded to 9,692 support requests from LEAs, of which 90% were resolved within 24 hours or less. They received 9,082 phone calls totaling over 38,783 minutes, received 31,309 emails, sent 216,745 email bursts, and hosted 94 trainings with 1,842 attendees. In addition to that, 445 training packets were requested and shipped to clients. Additional information regarding the Harrisburg Project can be found at: <https://www.hbug.k12.il.us/>. In addition, ISBE funds technical assistance projects related to assistive technology, students who are deaf or hard of hearing, students with deaf-blindness, transition, early childhood, and collaborative family and community partnerships. ISBE staff also provide technical assistance to the field in all areas of general supervision. ISBE's technical assistance systems provide professional guidance and targeted consulting to assist school personnel in making use of available tools to build the capacity of their school districts to improve compliance and outcomes.

**Professional Development System:**

**The mechanisms the State has in place to ensure that service providers have the skills to effectively provide services that improve results for children with disabilities.**

ISBE's professional development system is implemented primarily through its funded technical assistance and training projects. These projects funded by IDEA Part D State Personnel Development Grants, Part B Discretionary grants, or State funds include the Specific Learning Disabilities Support Project, the Behavior Assessment Training Project, the Illinois Elevating Special Educators Network (IESE), the Illinois Special Education Leadership Academy (ISELA), the Assistive Technology Technical Assistance, Training, and Resources Project (ATTATR), the Autism Training and Technical Assistance Project (ATTA), the Autism Learning and Support (A+) Project, the Illinois Service Resource Center (ISRC), Illinois Deaf Blind Project (ILDBP), the Illinois Center for Transition and Work (ICTW), STAR NET, Early CHOICES, the Center for Intensive Behavioral Supports (CIBS), and the IEP Tutorial Project (IEPQ).

- The Specific Learning Disabilities Support Project (SLD Project) provides training and resources to all special education personnel to help reduce the achievement gap and to meet the educational needs of all students with specific learning disabilities. It aims to increase reading and math skills and decrease achievement gaps by expanding upon the development of previous training materials to address "specially designed instruction" for students with specific learning disabilities, including, but not limited to, dyslexia. (<https://sldsupports.org/>)
- The Behavior Assessment Training Project (BAT Project) provides comprehensive, professional learning for special education personnel on culturally responsive Functional Behavior Assessment (FBA) practices and Behavior Intervention Plans (BIPs) for students with disabilities across all grade levels. Districts identified with a disproportionate rate of suspension and expulsion for students with disabilities will receive training and support on FBAs and BIPs. State-level guidelines will be developed, per 105 ILCS/14-8.05, to address culturally responsive, evidence-based behavior interventions for students across all grade levels. (<https://stemedresearch.siu.edu/behavior-assessment-training/>)
- The Illinois Elevating Special Educators Network (IESE) is a statewide system of professional learning that focuses on enhancing the effectiveness of staff who support students with disabilities through research-based professional development, delivering mentoring to increase the retention of early career special education teachers and professional learning to support pipeline recruitment efforts to address the Illinois special education teacher shortage, increasing the engagement of families as partners in the educational process and decision making, and delivering professional learning and technical assistance to build seamless and sustainable delivery systems for specialized populations of learners (<https://www.iesenetwork.org/>).
- The Illinois Special Education Leadership Academy (ISELA) provides advanced professional learning opportunities aligned to the needs of leaders of special services and offers one-to-one mentoring, coaching, and resources to support new and current leaders navigating the ongoing changes in the field of special education (<https://www.nsseo.org/professional-learning/sela>)
- The Assistive Technology Technical Assistance, Training, and Resource Project (ATTATR) provides guided and intensive training to educators,

administrators, paraprofessionals and parents on use of assistive technology to support attainment of IEP goals and knowledge of the principles of universal design for learning to promote differentiated instructional strategies. Illinois has three grant projects under the umbrella of ATTATR that address the use of assistive technology in schools: AT Technical Assistance and Resources (AT-TA), AT Device Loan and Evaluation (AT-LE), and AT Exchange Network (AT-EN). These projects seek to build capacity and awareness of professionals at all levels of education, students, parents and families, and community members around use of Assistive Technology in education. Additionally, these projects increase availability of quality assistive technology devices, computer systems, durable medical equipment, AAC, and other AT items to support students' access to curriculum throughout the state. (<https://www.isbe.net/Pages/Special-Education-Assistive-Technology.aspx>).

- The Autism Training and Technical Assistance Project (ATTA) develops and presents resources that assist individuals with autism in their transition from secondary education to postsecondary education or employment. The ATTA also seeks to provide training and support to important stakeholders as they work to provide an equitable experience for individuals with autism (<https://autismcollegeandcareer.com/>).
  - The Autism Professional Learning and Support (A+) Project provides professional learning and individualized coaching to school teams to support the significant behavioral needs of students with autism spectrum disorder and related communication and behavior disorders (<https://autismplusil.org/>).
  - The Illinois Service Resource Center (ISRC) provides professional learning and coaching for schools and families working with students who are deaf or hard of hearing or visually impaired with significant behavioral challenges (<https://www.nsseo.org/services/isrc>).
  - Illinois Deaf Blind Project (ILDBP) provides professional learning and coaching for schools and families working with students with deaf-blindness (<https://www.philiprockcenter.org/ildbp>).
  - The Illinois Center for Transition and Work (ICTW) provides targeted technical assistance to schools to develop effective transition programming for students with the most significant disabilities. They also provide a wealth of transition resources and offer professional learning for schools working with transition-age youth (<https://ictw.illinois.edu/>).
  - STAR NET provides professional development on a variety of topics to support the programming of early childhood students with disabilities (<https://www.starnet.org/>).
  - Early CHOICES provides professional development to support inclusive practices in early childhood (<https://www.eclre.org/>).
  - The Center for Intensive Behavioral Supports (CIBS) develops professional learning and resources to reduce the use of physical restraint, time out, and isolated time out. Training focuses on crisis de-escalation, restorative practices, identifying signs of distress during physical restraint and time out, trauma-informed practices, and behavior management practices (<https://www.behavioralsupportsil.org/>).
  - The IEP Quality Project (IEPQ) provides an online resource and professional learning opportunities on how to develop well-designed Individualized Education Programs aligned to state standards (<https://iepq.education.illinois.edu/public/about>).
- These various technical assistance and training projects, combined with professional development, resources, and support by ISBE staff, provide a comprehensive professional development system to ensure service providers have the skills to effectively provide services that improve results for students with disabilities. ISBE's professional development system ensures that training opportunities meet educator and administrator needs, range from early childhood through secondary transition, cover multiple special populations such as autism and deaf-blindness, and address the writing of quality IEPs and the implementation of IEP services through trainings related to areas such as assistive technology, and focus on academic and behavior needs of students with disabilities.

#### **Stakeholder Engagement:**

**The mechanisms for broad stakeholder engagement, including activities carried out to obtain input from, and build the capacity of, a diverse group of parents to support the implementation activities designed to improve outcomes, including target setting and any subsequent revisions to targets, analyzing data, developing improvement strategies, and evaluating progress.**

In FFY23, revisions to targets were not made. ISBE did engage with a diverse group of stakeholders, including ISBE staff members, special education administrators, superintendents, and parents of students with disabilities including members of the parent advisory council. These meetings were held to discuss the LEA Determinations process, specifically addressing the current n-size (5 students with IEPs) utilized for results indicators in this process, and to introduce stakeholders to the proposed cyclical monitoring process. During the two meetings data was shared regarding the current LEA Determinations process with the n-size of 5 and data regarding the impact of eliminating the n-size or changing it to 10 or 15. After the data was presented, the stakeholder group determined that continuing to utilize an n-size of 5 for the results indicators was appropriate. Stakeholders were also asked to consider awarding points to an LEA if an LEA doesn't meet the n-size but meets or exceeds the state target. Stakeholders agreed that if an LEA doesn't meet the n-size for the results indicator they should not receive points despite meeting or exceeding the state target. These stakeholder meetings were held December 1, 2023, and February 26, 2024. Please see <https://www.isbe.net/Documents/Stakeholder-Meeting-20231201.pdf> and <https://www.isbe.net/Documents/Stakeholder-Meeting-20240226.pdf> for more information.

During the initial target setting, ISBE collected stakeholder feedback on its proposed SPP targets in multiple ways. ISBE's Special Education Department initiated a series of stakeholder meetings to establish targets for the new six-year cycle of the SPP. These meetings were held virtually over a two-month period to maximize participation and were designed to engage stakeholders from various backgrounds. The following existing stakeholder groups participated in feedback sessions with ISBE:

- Early Childhood Least Restrictive Environment Stakeholders Consortium
- Advisory Council on the Education of Children with Disabilities (formerly ISAC)
- Creating a Positive Pathway Forward for Special Education in Illinois
- Illinois Multi-Tiered System of Support (MTSS) Network Advisory Council
- Early Childhood Outcomes System Stakeholders Committee
- Illinois Alliance of Administrators of Special Education

Stakeholders included professional development providers, school district representatives, educational advocates, Illinois Early Learning Project representatives, Chicago Public Schools representatives, Parent Training and Information Center representatives, parent members of Advisory Council on the Education of Children with Disabilities, early intervention representatives, inclusion support specialists, individuals with disabilities, students with disabilities, parents of children with disabilities, parents from advisory committees, general public representatives, higher education representatives, Department of Corrections representatives, Illinois Service Resource Center representatives, directors of special education, assistant directors of special education, special education supervisors, special education coordinators, directors of innovative learning and technology, special education cooperative governing board members, regional superintendents, assistant regional superintendents, school business officials, and special education attorneys. In addition, the Illinois MTSS director, ISBE State Personnel Development Grant (SPDG) coordinator, ISBE director of Special Education, ISBE SPP/State Systemic Improvement Plan coordinator, and ISBE Section 619 coordinator participated in one or more stakeholder meetings. These meetings increased ISBE's capacity of diverse groups of parents and allowed them to have a voice in the development of targets and activities designed to improve outcomes for children with disabilities.

Each session sought stakeholder feedback on if the proposed SPP targets were reasonable and achievable. The stakeholder groups provided input on proposed targets for one or more of the following SPP indicators: 1, 2, 3, 4A, 5, 6, 7, 8, 14, 15, 16, and 17. Once the proposed targets for SPP indicators were determined reasonable and achievable, ISBE recorded 16 separate SPP modules and posted them on the website. Each of the SPP modules shared information specific to the indicator(s) being addressed, such as state and national trend data, measurements, and proposed SPP targets for the FFY 2020-25 SPP cycle. Each module sought stakeholder feedback on whether the proposed SPP targets were reasonable and achievable by requesting that the participant complete a survey. The survey was open for over two months to gather stakeholder input. Prior to initiating the module recordings and survey, ISBE advertised broadly via state bulletins, listservs, Parent Training and Information Center publications, other state technical

assistance resource centers, and the six stakeholder groups mentioned previously. These stakeholders represented a variety of regions of the state and races/ethnicities.

**Apply stakeholder engagement from introduction to all Part B results indicators (y/n)**

YES

**Number of Parent Members:**

17

**Parent Members Engagement:**

**Describe how the parent members of the State Advisory Panel, parent center staff, parents from local and statewide advocacy and advisory committees, and individual parents were engaged in setting targets, analyzing data, developing improvement strategies, and evaluating progress.**

During FFY23, ISBE staff engaged with parent members of the Advisory Council on the Education of Children with Disabilities, parent members of IESE, parent training center staff, and parents from various advisory committees through in person and virtual meetings. During these meetings, parents are provided the opportunity to engage in data analysis, progress evaluation, target setting, and revising targets. Individual parent representatives have the same opportunities as other stakeholder group members to engage in data analysis, progress evaluation, target setting, and revising targets. Any parent of a child with a disability can have input into the SPP/APR through public participation of Advisory Council meetings, by reaching out to the parent training centers and/or by contacting ISBE.

During the initial target setting for the new six-year cycle of the SPP, seventeen parent representatives had the opportunity to engage in data analysis, progress evaluation, and target setting through virtual meetings as members of the six existing stakeholder groups mentioned above. Parent representatives included parent members of the Advisory Council on the Education of Children with Disabilities, parent training center staff, parents from various advisory committees, and individual parents. These parents also had the opportunity to suggest ideas for improvement for specific SPP Indicators. Parent representatives on these six stakeholder groups had the same opportunities as other group members to provide feedback to ISBE. In addition, every individual parent of a child with a disability aged 3-21 in the state of Illinois had the opportunity to listen to recorded modules for specific SPP Indicators and to complete SPP Indicator surveys as a means of providing feedback to ISBE on proposed targets and suggestions for improvement. The survey was open for over two months to gather stakeholder input. Prior to initiating the survey and corresponding SPP module recordings, ISBE advertised broadly via state bulletins, listservs, Parent Training and Information Center publications, other state technical assistance resource centers, and the six stakeholder groups mentioned previously.

**Activities to Improve Outcomes for Children with Disabilities:**

**The activities conducted to increase the capacity of diverse groups of parents to support the development of implementation activities designed to improve outcomes for children with disabilities.**

ISBE continues to participate in activities to improve outcomes for children with disabilities. During FY 2023, ISBE staff engaged monthly with representatives from the two OSEP-funded PTIs, the Council, and Equip for Equality, the state's protection, and advocacy group. These meetings provided a means for ISBE to collaborate with groups representing and supporting diverse groups of parents by focusing on current issues impacting outcomes for students with disabilities and reviewing each entity's resources and current professional learning opportunities for families. ISBE also met monthly with the Special Education Advocates Coalition of Chicago (SPEACC), a group of advocates from several entities such as Access Living and Equip for Equality. This group focuses on improving outcomes for students with disabilities specifically in the City of Chicago District 299.

During the original target setting process, ISBE facilitated multiple opportunities to increase the capacity of diverse groups of parents engaging in activities designed to improve outcomes for students with disabilities. Every parent of a child with a disability aged 3-21 in the state of Illinois had the opportunity to listen to recorded modules for specific SPP Indicators and to complete SPP Indicator surveys as a means of providing feedback to ISBE for the new six-year cycle of the SPP. The survey was open for over two months to gather stakeholder input. Prior to initiating the survey and corresponding SPP module recordings, ISBE advertised broadly via state bulletins, listservs, Parent Training and Information Center publications, other state technical assistance resource centers, and the six stakeholder groups mentioned previously. The survey collected demographic information regarding primary role, race/ethnicity, and geographic region of the state. Stakeholders represented a variety of regions of the state and races/ethnicities. Survey completers identified themselves as community members, educators, administrators, and other stakeholders. A summary of stakeholder input is available on the ISBE website: <https://www.isbe.net/Documents/SH-Survey-Summary.pdf>

**Soliciting Public Input:**

**The mechanisms and timelines for soliciting public input for setting targets, analyzing data, developing improvement strategies, and evaluating progress.**

To solicit public input to establish targets for the new six-year cycle of the SPP, ISBE's Special Education Department initiated a series of stakeholder meetings. These meetings were held virtually over a two-month period to maximize participation and were designed to engage stakeholders from various backgrounds. The following existing stakeholder groups participated in feedback sessions with ISBE:

- Early Childhood Least Restrictive Environment Stakeholders Consortium
- Illinois State Advisory Council on the Education of Children with Disabilities
- Creating a Positive Pathway Forward for Special Education in Illinois
- Illinois Multi-Tiered System of Support (MTSS) Network Advisory Council
- Early Childhood Outcomes System Stakeholders Committee
- Illinois Alliance of Administrators of Special Education

Stakeholders included professional development providers, school district representatives, educational advocates, Illinois Early Learning Project representatives, Chicago Public Schools representatives, Parent Training and Information Center representatives, early intervention representatives, inclusion support specialists, individuals with disabilities, students with disabilities, parents of children with disabilities, general public representatives, higher education representatives, Department of Corrections representatives, Illinois Service Resource Center representatives, directors of special education, assistant directors of special education, special education supervisors, special education coordinators, directors of innovative learning and technology, special education cooperative governing board members, regional superintendents, assistant regional superintendents, school business officials, and special education attorneys. In addition, the Illinois MTSS director, ISBE State Personnel Development Grant (SPDG) coordinator, ISBE director of Special Education, ISBE SPP/State Systemic Improvement Plan coordinator, and ISBE Section 619 coordinator participated in one or more stakeholder meetings. A total of 121 stakeholder group members chose to participate in these six feedback sessions. All stakeholder meetings were organized and facilitated by ISBE, with the assistance of group leaders.

The meetings provided information on the SPP indicators to apprise stakeholders of the history and data trends so that they could make informed recommendations. The presentations included an introductory section on the SPP as well as information regarding goals for stakeholder input. Information about setting new baselines and targets was also provided. Then details about the importance of each indicator and how specific indicators

are defined, measured, and calculated were shared. National and state trend data were explained, average rates of change were discussed, and comparisons to similar states were provided for some indicators. Each session sought stakeholder feedback on whether the proposed SPP targets were reasonable and achievable.

To analyze data and develop improvement strategies, ISBE solicited feedback from a diverse group of stakeholders, including ISBE staff members, special education administrators, superintendents, and parents of students with disabilities including members of the parent advisory council. These meetings were held to discuss the LEA Determinations process, specifically addressing the current n-size (5 students with IEPs) utilized for results indicators in this process, and to introduce stakeholders to the proposed cyclical monitoring process. During the two meetings data was shared regarding the current LEA Determinations process with the n-size of 5 and data regarding the impact of eliminating the n-size or changing it to 10 or 15. After the data was presented, the stakeholder group determined that continuing to utilize an n-size of 5 for the results indicators was appropriate. Stakeholders were also asked to consider awarding points to an LEA if an LEA doesn't meet the n-size but meets or exceeds the state target. Stakeholders agreed that if an LEA doesn't meet the n-size for the results indicator they should not receive points despite meeting or exceeding the state target. These stakeholder meetings were held December 1, 2023, and February 26, 2024. Please see <https://www.isbe.net/Documents/Stakeholder-Meeting-20231201.pdf> and <https://www.isbe.net/Documents/Stakeholder-Meeting-20240226.pdf> for more information.

#### **Making Results Available to the Public:**

**The mechanisms and timelines for making the results of the target setting, data analysis, development of the improvement strategies, and evaluation available to the public.**

ISBE posts the most recent SPP/APR on this webpage: <https://www.isbe.net/Pages/General-Supervision.aspx>. Specific SPP indicator information is available for public review on this webpage, <https://www.isbe.net/Pages/SPPAPR-Indicators.aspx>, including indicator descriptions, measurements, data sources, targets, and resources. A stakeholder input section on the webpage currently hosts the stakeholder survey summary gathered at the beginning of this SPP cycle.

#### **Reporting to the Public**

**How and where the State reported to the public on the FFY 2022 performance of each LEA located in the State on the targets in the SPP/APR as soon as practicable, but no later than 120 days following the State's submission of its FFY 2022 APR, as required by 34 CFR §300.602(b)(1)(i)(A); and a description of where, on its Web site, a complete copy of the State's SPP/APR, including any revisions if the State has revised the targets that it submitted with its FFY 2022 APR in 2024, is available.**

The Illinois SPP/APR continues to be available on the ISBE website at <https://www.isbe.net/Pages/General-Supervision.aspx>. Special education data is integrated into the Illinois Report Card for each school district and is available on the ISBE website at <https://www.isbe.net/ilreportcard>. Special education data for each district is accessed through the IL Interactive Report Card link at <https://www.illinoisreportcard.com/>. After selecting a specific district, choose the custom report card builder button in the upper right-hand corner of the district snapshot. Once the custom report card builder button is clicked a window will open. In this window choose the school year data report (e.g., 2021, 2022, 2023, or 2024), next under students choose "Students with IEPs". Once this is completed, click Generate Report and a PDF report for the district will be created. This report can be created for each district within the State.

#### **Intro - Prior FFY Required Actions**

None

#### **Intro - OSEP Response**

#### **Intro - Required Actions**

# Indicator 1: Graduation

## Instructions and Measurement

**Monitoring Priority:** FAPE in the LRE

**Results indicator:** Percent of youth with Individualized Education Programs (IEPs) exiting special education due to graduating with a regular high school diploma. (20 U.S.C. 1416 (a)(3)(A))

### Data Source

Same data as used for reporting to the Department under section 618 of the Individuals with Disabilities Education Act (IDEA), using the definitions in ED*FACTS* file specification FS009.

### Measurement

States must report a percentage using the number of youth with IEPs (ages 14-21) who exited special education due to graduating with a regular high school diploma in the numerator and the number of all youth with IEPs who exited high school (ages 14-21) in the denominator.

### Instructions

*Sampling is not allowed.*

Data for this indicator are "lag" data. Describe the results of the State's examination of the data for the year before the reporting year (e.g., for the FFY 2023 SPP/APR, use data from 2022-2023), and compare the results to the target.

Include in the denominator the following exiting categories: (a) graduated with a regular high school diploma; (b) graduated with a state-defined alternate diploma; (c) received a certificate; (d) reached maximum age; or (e) dropped out.

Do not include in the denominator the number of youths with IEPs who exited special education due to: (a) transferring to regular education; or (b) who moved but are known to be continuing in an educational program.

Provide a narrative that describes the conditions youth must meet in order to graduate with a regular high school diploma. If the conditions that youth with IEPs must meet in order to graduate with a regular high school diploma are different, please explain.

## 1 - Indicator Data

### Historical Data

Baseline Year	Baseline Data
2019	82.57%

FFY	2018	2019	2020	2021	2022
Target >=	73.00%	74.20%	82.60%	82.60%	82.60%
Data	71.64%	69.90%	87.43%	86.79%	84.76%

### Targets

FFY	2023	2024	2025
Target >=	82.60%	82.60%	84.00%

### Targets: Description of Stakeholder Input

In FFY23, revisions to targets were not made. ISBE did engage with a diverse group of stakeholders, including ISBE staff members, special education administrators, superintendents, and parents of students with disabilities including members of the parent advisory council. These meetings were held to discuss the LEA Determinations process, specifically addressing the current n-size (5 students with IEPs) utilized for results indicators in this process, and to introduce stakeholders to the proposed cyclical monitoring process. During the two meetings data was shared regarding the current LEA Determinations process with the n-size of 5 and data regarding the impact of eliminating the n-size or changing it to 10 or 15. After the data was presented, the stakeholder group determined that continuing to utilize an n-size of 5 for the results indicators was appropriate. Stakeholders were also asked to consider awarding points to an LEA if an LEA doesn't meet the n-size but meets or exceeds the state target. Stakeholders agreed that if an LEA doesn't meet the n-size for the results indicator they should not receive points despite meeting or exceeding the state target. These stakeholder meetings were held December 1, 2023, and February 26, 2024. Please see <https://www.isbe.net/Documents/Stakeholder-Meeting-20231201.pdf> and <https://www.isbe.net/Documents/Stakeholder-Meeting-20240226.pdf> for more information.

During the initial target setting, ISBE collected stakeholder feedback on its proposed SPP targets in multiple ways. ISBE's Special Education Department initiated a series of stakeholder meetings to establish targets for the new six-year cycle of the SPP. These meetings were held virtually over a two-month period to maximize participation and were designed to engage stakeholders from various backgrounds. The following existing stakeholder groups participated in feedback sessions with ISBE:

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- Advisory Council on the Education of Children with Disabilities (formerly ISAC)
- Creating a Positive Pathway Forward for Special Education in Illinois
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- Early Childhood Outcomes System Stakeholders Committee
- Illinois Alliance of Administrators of Special Education

Stakeholders included professional development providers, school district representatives, educational advocates, Illinois Early Learning Project representatives, Chicago Public Schools representatives, Parent Training and Information Center representatives, parent members of Advisory Council on the Education of Children with Disabilities, early intervention representatives, inclusion support specialists, individuals with disabilities, students with disabilities, parents of children with disabilities, parents from advisory committees, general public representatives, higher education representatives, Department of Corrections representatives, Illinois Service Resource Center representatives, directors of special education, assistant directors of special

education, special education supervisors, special education coordinators, directors of innovative learning and technology, special education cooperative governing board members, regional superintendents, assistant regional superintendents, school business officials, and special education attorneys. In addition, the Illinois MTSS director, ISBE State Personnel Development Grant (SPDG) coordinator, ISBE director of Special Education, ISBE SPP/State Systemic Improvement Plan coordinator, and ISBE Section 619 coordinator participated in one or more stakeholder meetings. These meetings increased ISBE's capacity of diverse groups of parents and allowed them to have a voice in the development of targets and activities designed to improve outcomes for children with disabilities.

Each session sought stakeholder feedback on if the proposed SPP targets were reasonable and achievable. The stakeholder groups provided input on proposed targets for one or more of the following SPP indicators: 1, 2, 3, 4A, 5, 6, 7, 8, 14, 15, 16, and 17. Once the proposed targets for SPP indicators were determined reasonable and achievable, ISBE recorded 16 separate SPP modules and posted them on the website. Each of the SPP modules shared information specific to the indicator(s) being addressed, such as state and national trend data, measurements, and proposed SPP targets for the FFY 2020-25 SPP cycle. Each module sought stakeholder feedback on whether the proposed SPP targets were reasonable and achievable by requesting that the participant complete a survey. The survey was open for over two months to gather stakeholder input. Prior to initiating the module recordings and survey, ISBE advertised broadly via state bulletins, listservs, Parent Training and Information Center publications, other state technical assistance resource centers, and the six stakeholder groups mentioned previously. These stakeholders represented a variety of regions of the state and races/ethnicities.

**Prepopulated Data**

Source	Date	Description	Data
SY 2022-23 Exiting Data Groups (EDFacts file spec FS009; Data Group 85)	02/21/2024	Number of youth with IEPs (ages 14-21) who exited special education by graduating with a regular high school diploma (a)	16,666
SY 2022-23 Exiting Data Groups (EDFacts file spec FS009; Data Group 85)	02/21/2024	Number of youth with IEPs (ages 14-21) who exited special education by graduating with a state-defined alternate diploma (b)	
SY 2022-23 Exiting Data Groups (EDFacts file spec FS009; Data Group 85)	02/21/2024	Number of youth with IEPs (ages 14-21) who exited special education by receiving a certificate (c)	304
SY 2022-23 Exiting Data Groups (EDFacts file spec FS009; Data Group 85)	02/21/2024	Number of youth with IEPs (ages 14-21) who exited special education by reaching maximum age (d)	196
SY 2022-23 Exiting Data Groups (EDFacts file spec FS009; Data Group 85)	02/21/2024	Number of youth with IEPs (ages 14-21) who exited special education due to dropping out (e)	2,209

**FFY 2023 SPP/APR Data**

Number of youth with IEPs (ages 14-21) who exited special education due to graduating with a regular high school diploma	Number of all youth with IEPs who exited special education (ages 14-21)	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
16,666	19,375	84.76%	82.60%	86.02%	Met target	No Slippage

**Graduation Conditions**

**Provide a narrative that describes the conditions youth must meet in order to graduate with a regular high school diploma.**

At the State level, the conditions that youth with IEPs must meet in order to graduate with a regular high school diploma are the same as those for youth without IEPs. Per the Illinois School Code, in addition to other course requirements, each pupil entering the 9th grade must successfully complete the following courses to graduate with a standard high school diploma: four years of language arts; two years of writing intensive courses, one of which must be English and the other of which may be English or any other subject; three years of mathematics, one of which must be Algebra I and one of which must include geometry content; two years of science; two years of social studies, of which at least one year must be history of the United States or a combination of history of the United States and American government, and at least one semester must be civics; and one year chosen from (A) music, (B) art, (C) foreign language, which shall be deemed to include American Sign Language or (D) vocational education. Curriculum and credit requirements are the same for students with disabilities as they are for students without disabilities with the exception of those determined by the local IEP team to be inappropriate. Decisions regarding the issuance of a diploma for students whose course of study is guided by an IEP are made at the LEA level, based upon State requirements for the issuance of a high school diploma. Graduates include only students who were awarded regular high school diplomas. Students who are awarded GEDs or certificates of completion are considered non-graduates.

**Are the conditions that youth with IEPs must meet to graduate with a regular high school diploma different from the conditions noted above? (yes/no)**

NO

**Provide additional information about this indicator (optional)**

**1 - Prior FFY Required Actions**

None

**1 - OSEP Response**

**1 - Required Actions**

## Indicator 2: Drop Out

### Instructions and Measurement

**Monitoring Priority:** FAPE in the LRE

**Results indicator:** Percent of youth with IEPs who exited special education due to dropping out. (20 U.S.C. 1416 (a)(3)(A))

#### Data Source

Same data as used for reporting to the Department under section 618 of the Individuals with Disabilities Education Act (IDEA), using the definitions in ED*Facts* file specification FS009.

#### Measurement

States must report a percentage using the number of youth with IEPs (ages 14-21) who exited special education due to dropping out in the numerator and the number of all youth with IEPs who exited special education (ages 14-21) in the denominator.

#### Instructions

*Sampling is not allowed.*

Data for this indicator are "lag" data. Describe the results of the State's examination of the section 618 exiting data for the year before the reporting year (e.g., for the FFY 2023 SPP/APR, use data from 2022-2023), and compare the results to the target.

Include in the denominator the following exiting categories: (a) graduated with a regular high school diploma; (b) graduated with a state-defined alternate diploma; (c) received a certificate; (d) reached maximum age; or (e) dropped out.

Do not include in the denominator the number of youths with IEPs who exited special education due to: (a) transferring to regular education; or (b) who moved but are known to be continuing in an educational program.

Provide a narrative that describes what counts as dropping out for all youth. Please explain if there is a difference between what counts as dropping out for all students and what counts as dropping out for students with IEPs.

## 2 - Indicator Data

### Historical Data

Baseline Year	Baseline Data
2019	13.73%

FFY	2018	2019	2020	2021	2022
Target <=	4.50%	4.50%	13.70%	13.70%	13.70%
Data	3.22%	2.89%	8.92%	9.55%	12.51%

### Targets

FFY	2023	2024	2025
Target <=	13.70%	13.70%	13.00%

### Targets: Description of Stakeholder Input

In FFY23, revisions to targets were not made. ISBE did engage with a diverse group of stakeholders, including ISBE staff members, special education administrators, superintendents, and parents of students with disabilities including members of the parent advisory council. These meetings were held to discuss the LEA Determinations process, specifically addressing the current n-size (5 students with IEPs) utilized for results indicators in this process, and to introduce stakeholders to the proposed cyclical monitoring process. During the two meetings data was shared regarding the current LEA Determinations process with the n-size of 5 and data regarding the impact of eliminating the n-size or changing it to 10 or 15. After the data was presented, the stakeholder group determined that continuing to utilize an n-size of 5 for the results indicators was appropriate. Stakeholders were also asked to consider awarding points to an LEA if an LEA doesn't meet the n-size but meets or exceeds the state target. Stakeholders agreed that if an LEA doesn't meet the n-size for the results indicator they should not receive points despite meeting or exceeding the state target. These stakeholder meetings were held December 1, 2023, and February 26, 2024. Please see <https://www.isbe.net/Documents/Stakeholder-Meeting-20231201.pdf> and <https://www.isbe.net/Documents/Stakeholder-Meeting-20240226.pdf> for more information.

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Stakeholders included professional development providers, school district representatives, educational advocates, Illinois Early Learning Project representatives, Chicago Public Schools representatives, Parent Training and Information Center representatives, parent members of Advisory Council on the Education of Children with Disabilities, early intervention representatives, inclusion support specialists, individuals with disabilities, students with disabilities, parents of children with disabilities, parents from advisory committees, general public representatives, higher education representatives, Department of Corrections representatives, Illinois Service Resource Center representatives, directors of special education, assistant directors of special education, special education supervisors, special education coordinators, directors of innovative learning and technology, special education cooperative governing board members, regional superintendents, assistant regional superintendents, school business officials, and special education attorneys. In

In addition, the Illinois MTSS director, ISBE State Personnel Development Grant (SPDG) coordinator, ISBE director of Special Education, ISBE SPP/State Systemic Improvement Plan coordinator, and ISBE Section 619 coordinator participated in one or more stakeholder meetings. These meetings increased ISBE's capacity of diverse groups of parents and allowed them to have a voice in the development of targets and activities designed to improve outcomes for children with disabilities.

Each session sought stakeholder feedback on if the proposed SPP targets were reasonable and achievable. The stakeholder groups provided input on proposed targets for one or more of the following SPP indicators: 1, 2, 3, 4A, 5, 6, 7, 8, 14, 15, 16, and 17. Once the proposed targets for SPP indicators were determined reasonable and achievable, ISBE recorded 16 separate SPP modules and posted them on the website. Each of the SPP modules shared information specific to the indicator(s) being addressed, such as state and national trend data, measurements, and proposed SPP targets for the FFY 2020-25 SPP cycle. Each module sought stakeholder feedback on whether the proposed SPP targets were reasonable and achievable by requesting that the participant complete a survey. The survey was open for over two months to gather stakeholder input. Prior to initiating the module recordings and survey, ISBE advertised broadly via state bulletins, listservs, Parent Training and Information Center publications, other state technical assistance resource centers, and the six stakeholder groups mentioned previously. These stakeholders represented a variety of regions of the state and races/ethnicities.

**Prepopulated Data**

Source	Date	Description	Data
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SY 2022-23 Exiting Data Groups (EDFacts file spec FS009; Data Group 85)	02/21/2024	Number of youth with IEPs (ages 14-21) who exited special education by reaching maximum age (d)	196
SY 2022-23 Exiting Data Groups (EDFacts file spec FS009; Data Group 85)	02/21/2024	Number of youth with IEPs (ages 14-21) who exited special education due to dropping out (e)	2,209

**FFY 2023 SPP/APR Data**

Number of youth with IEPs (ages 14-21) who exited special education due to dropping out	Number of all youth with IEPs who exited special education (ages 14-21)	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
2,209	19,375	12.51%	13.70%	11.40%	Met target	No Slippage

**Provide a narrative that describes what counts as dropping out for all youth**

A dropout is defined as any child enrolled in grades 9 through 12 who has exited from the LEA enrollment roster for any reason other than the student's death, extended illness, removal for medical non-compliance, expulsion, aging out, graduation or completion of a program of study, and who has not transferred to another public or private school, and is not known to be home schooled by parents or guardians or continuing school in another country. The calculation used to determine the dropout rate for youth with IEPs is the total number of high school dropouts with IEPs for the subgroup as reported in the statewide Student Information System (SIS) divided by the total high school enrollment of youth with IEPs as reported in SIS.

**Is there a difference in what counts as dropping out for youth with IEPs? (yes/no)**

NO

If yes, explain the difference in what counts as dropping out for youth with IEPs.

**Provide additional information about this indicator (optional)**

**2 - Prior FFY Required Actions**

None

**2 - OSEP Response**

**2 - Required Actions**

## Indicator 3A: Participation for Children with IEPs

### Instructions and Measurement

**Monitoring Priority:** FAPE in the LRE

**Results indicator:** Participation and performance of children with IEPs on statewide assessments:

- A. Participation rate for children with IEPs.
- B. Proficiency rate for children with IEPs against grade level academic achievement standards.
- C. Proficiency rate for children with IEPs against alternate academic achievement standards.
- D. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

#### Data Source

3A. Same data as used for reporting to the Department under Title I of the ESEA, using ED Facts file specifications FS185 and 188.

#### Measurement

A. Participation rate percent = [(# of children with IEPs participating in an assessment) divided by the (total # of children with IEPs enrolled during the testing window)]. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

#### Instructions

Describe the results of the calculations and compare the results to the targets. Provide the actual numbers used in the calculation.

Include information regarding where to find public reports of assessment participation and performance results, as required by 34 CFR §300.160(f), i.e., a link to the Web site where these data are reported.

Indicator 3A: Provide separate reading/language arts and mathematics participation rates for children with IEPs for each of the following grades: 4, 8, & high school. Account for ALL children with IEPs, in grades 4, 8, and high school, including children not participating in assessments and those not enrolled for a full academic year. Only include children with disabilities who had an IEP at the time of testing.

### 3A - Indicator Data

#### Historical Data:

Subject	Group	Group Name	Baseline Year	Baseline Data
Reading	A	Grade 4	2018	98.16%
Reading	B	Grade 8	2018	96.93%
Reading	C	Grade HS	2018	95.19%
Math	A	Grade 4	2018	97.99%
Math	B	Grade 8	2018	96.45%
Math	C	Grade HS	2018	95.17%

#### Targets

Subject	Group	Group Name	2023	2024	2025
Reading	A >=	Grade 4	95.00%	95.00%	95.00%
Reading	B >=	Grade 8	95.00%	95.00%	95.00%
Reading	C >=	Grade HS	95.00%	95.00%	95.00%
Math	A >=	Grade 4	95.00%	95.00%	95.00%
Math	B >=	Grade 8	95.00%	95.00%	95.00%
Math	C >=	Grade HS	95.00%	95.00%	95.00%

#### Targets: Description of Stakeholder Input

In FFY23, revisions to targets were not made. ISBE did engage with a diverse group of stakeholders, including ISBE staff members, special education administrators, superintendents, and parents of students with disabilities including members of the parent advisory council. These meetings were held to discuss the LEA Determinations process, specifically addressing the current n-size (5 students with IEPs) utilized for results indicators in this process, and to introduce stakeholders to the proposed cyclical monitoring process. During the two meetings data was shared regarding the current LEA Determinations process with the n-size of 5 and data regarding the impact of eliminating the n-size or changing it to 10 or 15. After the data was presented, the stakeholder group determined that continuing to utilize an n-size of 5 for the results indicators was appropriate. Stakeholders were also asked to consider awarding points to an LEA if an LEA doesn't meet the n-size but meets or exceeds the state target. Stakeholders agreed that if an LEA doesn't meet the n-size for the results indicator they should not receive points despite meeting or exceeding the state target. These stakeholder meetings were held December 1, 2023, and February 26, 2024. Please see <https://www.isbe.net/Documents/Stakeholder-Meeting-20231201.pdf> and <https://www.isbe.net/Documents/Stakeholder-Meeting-20240226.pdf> for more information.

During the initial target setting, ISBE collected stakeholder feedback on its proposed SPP targets in multiple ways. ISBE's Special Education Department

initiated a series of stakeholder meetings to establish targets for the new six-year cycle of the SPP. These meetings were held virtually over a two-month period to maximize participation and were designed to engage stakeholders from various backgrounds. The following existing stakeholder groups participated in feedback sessions with ISBE:

- Early Childhood Least Restrictive Environment Stakeholders Consortium
- Advisory Council on the Education of Children with Disabilities (formerly ISAC)
- Creating a Positive Pathway Forward for Special Education in Illinois
- Illinois Multi-Tiered System of Support (MTSS) Network Advisory Council
- Early Childhood Outcomes System Stakeholders Committee
- Illinois Alliance of Administrators of Special Education

Stakeholders included professional development providers, school district representatives, educational advocates, Illinois Early Learning Project representatives, Chicago Public Schools representatives, Parent Training and Information Center representatives, parent members of Advisory Council on the Education of Children with Disabilities, early intervention representatives, inclusion support specialists, individuals with disabilities, students with disabilities, parents of children with disabilities, parents from advisory committees, general public representatives, higher education representatives, Department of Corrections representatives, Illinois Service Resource Center representatives, directors of special education, assistant directors of special education, special education supervisors, special education coordinators, directors of innovative learning and technology, special education cooperative governing board members, regional superintendents, assistant regional superintendents, school business officials, and special education attorneys. In addition, the Illinois MTSS director, ISBE State Personnel Development Grant (SPDG) coordinator, ISBE director of Special Education, ISBE SPP/State Systemic Improvement Plan coordinator, and ISBE Section 619 coordinator participated in one or more stakeholder meetings. These meetings increased ISBE's capacity of diverse groups of parents and allowed them to have a voice in the development of targets and activities designed to improve outcomes for children with disabilities.

Each session sought stakeholder feedback on if the proposed SPP targets were reasonable and achievable. The stakeholder groups provided input on proposed targets for one or more of the following SPP indicators: 1, 2, 3, 4A, 5, 6, 7, 8, 14, 15, 16, and 17. Once the proposed targets for SPP indicators were determined reasonable and achievable, ISBE recorded 16 separate SPP modules and posted them on the website. Each of the SPP modules shared information specific to the indicator(s) being addressed, such as state and national trend data, measurements, and proposed SPP targets for the FFY 2020-25 SPP cycle. Each module sought stakeholder feedback on whether the proposed SPP targets were reasonable and achievable by requesting that the participant complete a survey. The survey was open for over two months to gather stakeholder input. Prior to initiating the module recordings and survey, ISBE advertised broadly via state bulletins, listservs, Parent Training and Information Center publications, other state technical assistance resource centers, and the six stakeholder groups mentioned previously. These stakeholders represented a variety of regions of the state and races/ethnicities.

#### FFY 2023 Data Disaggregation from EDFacts

##### Data Source:

SY 2023-24 Assessment Data Groups - Reading (EDFacts file spec FS188; Data Group: 589)

##### Date:

01/08/2025

##### Reading Assessment Participation Data by Grade (1)

Group	Grade 4	Grade 8	Grade HS
a. Children with IEPs (2)	22,512	20,641	20,682
b. Children with IEPs in regular assessment with no accommodations (3)	1,237	553	2,373
c. Children with IEPs in regular assessment with accommodations (3)	19,077	17,975	14,954
d. Children with IEPs in alternate assessment against alternate standards	1,670	1,430	1,719

##### Data Source:

SY 2023-24 Assessment Data Groups - Math (EDFacts file spec FS185; Data Group: 588)

##### Date:

01/08/2025

##### Math Assessment Participation Data by Grade

Group	Grade 4	Grade 8	Grade HS
a. Children with IEPs (2)	22,488	20,640	20,677
b. Children with IEPs in regular assessment with no accommodations (3)	1,236	554	2,365
c. Children with IEPs in regular assessment with accommodations (3)	19,048	17,905	14,908
d. Children with IEPs in alternate assessment against alternate standards	1,654	1,436	1,716

(1) The children with IEPs who are English learners and took the ELP in lieu of the regular reading/language arts assessment are not included in the prefilled data in this indicator.

(2) The children with IEPs count excludes children with disabilities who were reported as exempt due to significant medical emergency in row A for all the prefilled data in this indicator.

(3) The term “regular assessment” is an aggregation of the following types of assessments, as applicable for each grade/ grade group: regular assessment based on grade-level achievement standards, advanced assessment, Innovative Assessment Demonstration Authority (IADA) pilot assessment, high school regular assessment I, high school regular assessment II, high school regular assessment III and locally-selected nationally recognized high school assessment in the prefilled data in this indicator.

**FFY 2023 SPP/APR Data: Reading Assessment**

Group	Group Name	Number of Children with IEPs Participating	Number of Children with IEPs	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A	Grade 4	21,984	22,512	97.75%	95.00%	97.65%	Met target	No Slippage
B	Grade 8	19,958	20,641	96.36%	95.00%	96.69%	Met target	No Slippage
C	Grade HS	19,046	20,682	90.94%	95.00%	92.09%	Did not meet target	No Slippage

**FFY 2023 SPP/APR Data: Math Assessment**

Group	Group Name	Number of Children with IEPs Participating	Number of Children with IEPs	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A	Grade 4	21,938	22,488	97.53%	95.00%	97.55%	Met target	No Slippage
B	Grade 8	19,895	20,640	95.96%	95.00%	96.39%	Met target	No Slippage
C	Grade HS	18,989	20,677	90.27%	95.00%	91.84%	Did not meet target	No Slippage

**Regulatory Information**

The SEA, (or, in the case of a district-wide assessment, LEA) must make available to the public, and report to the public with the same frequency and in the same detail as it reports on the assessment of nondisabled children: (1) the number of children with disabilities participating in: (a) regular assessments, and the number of those children who were provided accommodations in order to participate in those assessments; and (b) alternate assessments aligned with alternate achievement standards; and (2) the performance of children with disabilities on regular assessments and on alternate assessments, compared with the achievement of all children, including children with disabilities, on those assessments. [20 U.S.C. 1412 (a)(16)(D); 34 CFR §300.160(f)]

**Public Reporting Information**

**Provide links to the page(s) where you provide public reports of assessment results.**

Public reports of assessment results can be found via the links below.

The Illinois State Report Card for reporting assessment data for students with and without disabilities is available under the Academic Progress section at the following link <https://www.illinoisreportcard.com/State.aspx>. The FFY 20, FFY 21, FFY 22 and FFY 23 assessment results reports specifically for students with disabilities can be found at the following link <https://www.isbe.net/Pages/SPP-APR-Indicator-3.aspx>, under the Assessment Participation and Results Reports for Students with Disabilities drop down at the bottom of the page.

The Illinois State Performance Plan/Annual Performance Report, Part B provides assessment data for students with disabilities at the following link: <https://www.isbe.net/Pages/General-Supervision.aspx>

The Assessment Participation Report required by OSEP can be found at the following link <https://www.isbe.net/Pages/SPP-APR-Indicator-3.aspx>, under the Assessment Participation and Results Reports for Students with Disabilities drop down at the bottom of the page.

**Provide additional information about this indicator (optional)**

**3A - Prior FFY Required Actions**

Within 90 days of the receipt of the State’s 2024 determination letter, the State must provide to OSEP a Web link that demonstrates that it has reported, for FFY 2022, to the public, on the statewide assessments of children with disabilities in accordance with 34 C.F.R. § 300.160(f). In addition, OSEP reminds the State that in the FFY 2023 SPP/APR, the State must include a Web link that demonstrates compliance with 34 C.F.R. § 300.160(f) for FFY 2023.

**Response to actions required in FFY 2022 SPP/APR**

Please find assessment participation reports for FFY 2022 and FFY 2023 using the following link <https://www.isbe.net/Pages/SPP-APR-Indicator-3.aspx>. On the lower portion of page there is a drop down that houses Assessment Participation and Results Reports for Students with Disabilities.

**3A - OSEP Response**

### 3A - Required Actions

## Indicator 3B: Proficiency for Children with IEPs (Grade Level Academic Achievement Standards)

### Instructions and Measurement

**Monitoring Priority:** FAPE in the LRE

**Results indicator:** Participation and performance of children with IEPs on statewide assessments:

- A. Participation rate for children with IEPs.
- B. Proficiency rate for children with IEPs against grade level academic achievement standards.
- C. Proficiency rate for children with IEPs against alternate academic achievement standards.
- D. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

### Data Source

3B. Same data as used for reporting to the Department under Title I of the ESEA, using *EDFacts* file specifications FS175 and 178.

### Measurement

B. Proficiency rate percent = [(# of children with IEPs scoring at or above proficient against grade level academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned for the regular assessment)]. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

### Instructions

Describe the results of the calculations and compare the results to the targets. Provide the actual numbers used in the calculation.

Include information regarding where to find public reports of assessment participation and performance results, as required by 34 CFR §300.160(f), i.e., a link to the Web site where these data are reported.

Indicator 3B: Proficiency calculations in this SPP/APR must result in proficiency rates for children with IEPs on the regular assessment in reading/language arts and mathematics assessments (separately) in each of the following grades: 4, 8, and high school, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year. Only include children with disabilities who had an IEP at the time of testing.

## 3B - Indicator Data

### Historical Data:

Subject	Group	Group Name	Baseline Year	Baseline Data
Reading	A	Grade 4	2018	9.97%
Reading	B	Grade 8	2018	6.92%
Reading	C	Grade HS	2018	7.46%
Math	A	Grade 4	2018	10.80%
Math	B	Grade 8	2018	5.34%
Math	C	Grade HS	2018	6.29%

### Targets

Subject	Group	Group Name	2023	2024	2025
Reading	A >=	Grade 4	10.00%	10.00%	11.00%
Reading	B >=	Grade 8	7.00%	7.00%	8.00%
Reading	C >=	Grade HS	7.50%	7.50%	8.00%
Math	A >=	Grade 4	11.00%	11.00%	12.00%
Math	B >=	Grade 8	5.50%	5.50%	6.50%
Math	C >=	Grade HS	6.50%	6.50%	7.00%

### Targets: Description of Stakeholder Input

In FFY23, revisions to targets were not made. ISBE did engage with a diverse group of stakeholders, including ISBE staff members, special education administrators, superintendents, and parents of students with disabilities including members of the parent advisory council. These meetings were held to discuss the LEA Determinations process, specifically addressing the current n-size (5 students with IEPs) utilized for results indicators in this process, and to introduce stakeholders to the proposed cyclical monitoring process. During the two meetings data was shared regarding the current LEA Determinations process with the n-size of 5 and data regarding the impact of eliminating the n-size or changing it to 10 or 15. After the data was presented, the stakeholder group determined that continuing to utilize an n-size of 5 for the results indicators was appropriate. Stakeholders were also asked to consider awarding points to an LEA if an LEA doesn't meet the n-size but meets or exceeds the state target. Stakeholders agreed that if an LEA doesn't meet the n-size for the results indicator they should not receive points despite meeting or exceeding the state target. These stakeholder meetings were held December 1, 2023, and February 26, 2024. Please see <https://www.isbe.net/Documents/Stakeholder-Meeting-20231201.pdf> and <https://www.isbe.net/Documents/Stakeholder-Meeting-20240226.pdf> for more information.

During the initial target setting, ISBE collected stakeholder feedback on its proposed SPP targets in multiple ways. ISBE's Special Education Department

initiated a series of stakeholder meetings to establish targets for the new six-year cycle of the SPP. These meetings were held virtually over a two-month period to maximize participation and were designed to engage stakeholders from various backgrounds. The following existing stakeholder groups participated in feedback sessions with ISBE:

- Early Childhood Least Restrictive Environment Stakeholders Consortium
- Advisory Council on the Education of Children with Disabilities (formerly ISAC)
- Creating a Positive Pathway Forward for Special Education in Illinois
- Illinois Multi-Tiered System of Support (MTSS) Network Advisory Council
- Early Childhood Outcomes System Stakeholders Committee
- Illinois Alliance of Administrators of Special Education

Stakeholders included professional development providers, school district representatives, educational advocates, Illinois Early Learning Project representatives, Chicago Public Schools representatives, Parent Training and Information Center representatives, parent members of Advisory Council on the Education of Children with Disabilities, early intervention representatives, inclusion support specialists, individuals with disabilities, students with disabilities, parents of children with disabilities, parents from advisory committees, general public representatives, higher education representatives, Department of Corrections representatives, Illinois Service Resource Center representatives, directors of special education, assistant directors of special education, special education supervisors, special education coordinators, directors of innovative learning and technology, special education cooperative governing board members, regional superintendents, assistant regional superintendents, school business officials, and special education attorneys. In addition, the Illinois MTSS director, ISBE State Personnel Development Grant (SPDG) coordinator, ISBE director of Special Education, ISBE SPP/State Systemic Improvement Plan coordinator, and ISBE Section 619 coordinator participated in one or more stakeholder meetings. These meetings increased ISBE's capacity of diverse groups of parents and allowed them to have a voice in the development of targets and activities designed to improve outcomes for children with disabilities.

Each session sought stakeholder feedback on if the proposed SPP targets were reasonable and achievable. The stakeholder groups provided input on proposed targets for one or more of the following SPP indicators: 1, 2, 3, 4A, 5, 6, 7, 8, 14, 15, 16, and 17. Once the proposed targets for SPP indicators were determined reasonable and achievable, ISBE recorded 16 separate SPP modules and posted them on the website. Each of the SPP modules shared information specific to the indicator(s) being addressed, such as state and national trend data, measurements, and proposed SPP targets for the FFY 2020-25 SPP cycle. Each module sought stakeholder feedback on whether the proposed SPP targets were reasonable and achievable by requesting that the participant complete a survey. The survey was open for over two months to gather stakeholder input. Prior to initiating the module recordings and survey, ISBE advertised broadly via state bulletins, listservs, Parent Training and Information Center publications, other state technical assistance resource centers, and the six stakeholder groups mentioned previously. These stakeholders represented a variety of regions of the state and races/ethnicities.

#### FFY 2023 Data Disaggregation from EDFacts

##### Data Source:

SY 2023-24 Assessment Data Groups - Reading (EDFacts file spec FS178; Data Group: 584)

##### Date:

01/08/2025

##### Reading Assessment Proficiency Data by Grade (1)

Group	Grade 4	Grade 8	Grade HS
a. Children with IEPs who received a valid score and a proficiency level was assigned for the regular assessment	20,314	18,528	17,327
b. Children with IEPs in regular assessment with no accommodations scored at or above proficient against grade level	235	123	182
c. Children with IEPs in regular assessment with accommodations scored at or above proficient against grade level	2,063	1,997	952

##### Data Source:

SY 2023-24 Assessment Data Groups - Math (EDFacts file spec FS175; Data Group: 583)

##### Date:

01/08/2025

##### Math Assessment Proficiency Data by Grade (1)

Group	Grade 4	Grade 8	Grade HS
a. Children with IEPs who received a valid score and a proficiency level was assigned for the regular assessment	20,284	18,459	17,273
b. Children with IEPs in regular assessment with no accommodations scored at or	173	56	102

above proficient against grade level			
c. Children with IEPs in regular assessment with accommodations scored at or above proficient against grade level	1,775	779	584

(1)The term “regular assessment” is an aggregation of the following types of assessments as applicable for each grade/ grade group: regular assessment based on grade-level achievement standards, advanced assessment, Innovative Assessment Demonstration Authority (IADA) pilot assessment, high school regular assessment I, high school regular assessment II, high school regular assessment III and locally-selected nationally recognized high school assessment in the prefilled data in this indicator.

**FFY 2023 SPP/APR Data: Reading Assessment**

Group	Group Name	Number of Children with IEPs Scoring At or Above Proficient Against Grade Level Academic Standards	Number of Children with IEPs who Received a Valid Score and for whom a Proficiency Level was Assigned for the Regular Assessment	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A	Grade 4	2,298	20,314	9.93%	10.00%	11.31%	Met target	No Slippage
B	Grade 8	2,120	18,528	7.61%	7.00%	11.44%	Met target	No Slippage
C	Grade HS	1,134	17,327	6.94%	7.50%	6.54%	Did not meet target	Slippage

**Provide reasons for slippage for Group C, if applicable**

ISBE analyzed assessment data for SY 2023-2024 and compared it to SY 2022-2023 to identify a rationale for slippage for indicator 3B in high school reading. When comparing the number of students with IEPs who participated in the high school reading assessment and received a proficiency rating, ISBE identified that there was an increase of 779 students (+4.71%) in SY 2023-2024 as compared to SY 2022-2023. In SY 2022-2023, 1,149 students with IEPs received a score of proficient or higher on the high school reading assessment, compared to 1,134 in SY 2023-2024 (-1.31%). Based on the data reviewed, ISBE hypothesizes that the increase in the number of students who participated in the high school reading assessment and received a proficiency rating lead to the slippage of 0.4 percentage points from SY 2022-2023 to SY 2023-2024.

**FFY 2023 SPP/APR Data: Math Assessment**

Group	Group Name	Number of Children with IEPs Scoring At or Above Proficient Against Grade Level Academic Standards	Number of Children with IEPs who Received a Valid Score and for whom a Proficiency Level was Assigned for the Regular Assessment	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A	Grade 4	1,948	20,284	9.46%	11.00%	9.60%	Did not meet target	No Slippage
B	Grade 8	835	18,459	4.14%	5.50%	4.52%	Did not meet target	No Slippage
C	Grade HS	686	17,273	4.42%	6.50%	3.97%	Did not meet target	Slippage

**Provide reasons for slippage for Group C, if applicable**

ISBE analyzed assessment data for SY 2023-2024 and compared it to SY 2022-2023 to identify a rationale for slippage for indicator 3B in high school math. When comparing the number of students with IEPs who participated in the high school math assessment and received a proficiency rating, ISBE identified that there was an increase of 725 students (+4.38%) in SY 2023-2024 as compared to SY 2022-2023. ISBE has seen an increase in the number of students with IEPs who participated in the high school math assessment and received a proficiency rating yearly. Since SY 2020-2021, ISBE has seen an increase of 1,203 (+7.49%) students with IEPs who participated in the high school math assessment and received a proficiency rating on the high school math assessment. To further review the rationale for slippage, ISBE also reviewed math proficiency data related to the overall proficiency rate for all students in Illinois and identified that the proficiency rate dropped 0.6 percentage points from SY 2022-2023. Further data was reviewed to identify trends in proficiency rates for students with disabilities and the overall proficiency rate for all students. This data revealed that the overall math proficiency rate for high school math has declined 3.2 percentage points since SY 2020-2021. Given this data, ISBE hypothesizes that the overall increase of students with IEPs participating in the high school math assessment and the overall proficiency rate decline contributed to the slippage.

**Regulatory Information**

The SEA, (or, in the case of a district-wide assessment, LEA) must make available to the public, and report to the public with the same frequency and in the same detail as it reports on the assessment of nondisabled children: (1) the number of children with disabilities participating in: (a) regular assessments, and the number of those children who were provided accommodations in order to participate in those assessments; and (b) alternate assessments aligned with alternate achievement standards; and (2) the performance of children with

disabilities on regular assessments and on alternate assessments, compared with the achievement of all children, including children with disabilities, on those assessments. [20 U.S.C. 1412 (a)(16)(D); 34 CFR §300.160(f)]

**Public Reporting Information**

**Provide links to the page(s) where you provide public reports of assessment results.**

Public reports of assessment results can be found via the links below.

The Illinois State Report Card for reporting assessment data for students with and without disabilities is available under the Academic Progress section at the following link <https://www.illinoisreportcard.com/State.aspx>. The FFY 20, FFY 21, FFY 22 and FFY 23 assessment results reports specifically for students with disabilities can be found at the following link <https://www.isbe.net/Pages/SPP-APR-Indicator-3.aspx>, under the Assessment Participation and Results Reports for Students with Disabilities drop down at the bottom of the page.

The Illinois State Performance Plan/Annual Performance Report, Part B provides assessment data for students with disabilities at the following link:

<https://www.isbe.net/Pages/General-Supervision.aspx>

The Assessment Participation Report required by OSEP can be found at the following link <https://www.isbe.net/Pages/SPP-APR-Indicator-3.aspx>, under the Assessment Participation and Results Reports for Students with Disabilities drop down at the bottom of the page.

**Provide additional information about this indicator (optional)**

**3B - Prior FFY Required Actions**

None

**3B - OSEP Response**

**3B - Required Actions**

## Indicator 3C: Proficiency for Children with IEPs (Alternate Academic Achievement Standards)

### Instructions and Measurement

**Monitoring Priority:** FAPE in the LRE

**Results indicator:** Participation and performance of children with IEPs on statewide assessments:

- A. Participation rate for children with IEPs.
- B. Proficiency rate for children with IEPs against grade level academic achievement standards.
- C. Proficiency rate for children with IEPs against alternate academic achievement standards.
- D. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

### Data Source

3C. Same data as used for reporting to the Department under Title I of the ESEA, using ED*Facts* file specifications FS175 and 178.

### Measurement

C. Proficiency rate percent = [(# of children with IEPs scoring at or above proficient against alternate academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned for the alternate assessment)]. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

### Instructions

Describe the results of the calculations and compare the results to the targets. Provide the actual numbers used in the calculation.

Include information regarding where to find public reports of assessment participation and performance results, as required by 34 CFR §300.160(f), i.e., a link to the Web site where these data are reported.

Indicator 3C: Proficiency calculations in this SPP/APR must result in proficiency rates for children with IEPs on the alternate assessment in reading/language arts and mathematics assessments (separately) in each of the following grades: 4, 8, and high school, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year. Only include children with disabilities who had an IEP at the time of testing.

## 3C - Indicator Data

### Historical Data:

Subject	Group	Group Name	Baseline Year	Baseline Data
Reading	A	Grade 4	2018	13.60%
Reading	B	Grade 8	2018	22.08%
Reading	C	Grade HS	2018	21.50%
Math	A	Grade 4	2018	19.45%
Math	B	Grade 8	2018	4.18%
Math	C	Grade HS	2018	3.44%

### Targets

Subject	Group	Group Name	2023	2024	2025
Reading	A >=	Grade 4	14.00%	14.00%	15.00%
Reading	B >=	Grade 8	22.50%	22.50%	23.50%
Reading	C >=	Grade HS	22.00%	22.00%	22.50%
Math	A >=	Grade 4	19.50%	19.50%	20.50%
Math	B >=	Grade 8	4.50%	4.50%	5.50%
Math	C >=	Grade HS	3.50%	3.50%	4.00%

### Targets: Description of Stakeholder Input

In FFY23, revisions to targets were not made. ISBE did engage with a diverse group of stakeholders, including ISBE staff members, special education administrators, superintendents, and parents of students with disabilities including members of the parent advisory council. These meetings were held to discuss the LEA Determinations process, specifically addressing the current n-size (5 students with IEPs) utilized for results indicators in this process, and to introduce stakeholders to the proposed cyclical monitoring process. During the two meetings data was shared regarding the current LEA Determinations process with the n-size of 5 and data regarding the impact of eliminating the n-size or changing it to 10 or 15. After the data was presented, the stakeholder group determined that continuing to utilize an n-size of 5 for the results indicators was appropriate. Stakeholders were also asked to consider awarding points to an LEA if an LEA doesn't meet the n-size but meets or exceeds the state target. Stakeholders agreed that if an LEA doesn't meet the n-size for the results indicator they should not receive points despite meeting or exceeding the state target. These stakeholder meetings were held December 1, 2023, and February 26, 2024. Please see <https://www.isbe.net/Documents/Stakeholder-Meeting-20231201.pdf> and

<https://www.isbe.net/Documents/Stakeholder-Meeting-20240226.pdf> for more information.

During the initial target setting, ISBE collected stakeholder feedback on its proposed SPP targets in multiple ways. ISBE's Special Education Department initiated a series of stakeholder meetings to establish targets for the new six-year cycle of the SPP. These meetings were held virtually over a two-month period to maximize participation and were designed to engage stakeholders from various backgrounds. The following existing stakeholder groups participated in feedback sessions with ISBE:

- Early Childhood Least Restrictive Environment Stakeholders Consortium
- Advisory Council on the Education of Children with Disabilities (formerly ISAC)
- Creating a Positive Pathway Forward for Special Education in Illinois
- Illinois Multi-Tiered System of Support (MTSS) Network Advisory Council
- Early Childhood Outcomes System Stakeholders Committee
- Illinois Alliance of Administrators of Special Education

Stakeholders included professional development providers, school district representatives, educational advocates, Illinois Early Learning Project representatives, Chicago Public Schools representatives, Parent Training and Information Center representatives, parent members of Advisory Council on the Education of Children with Disabilities, early intervention representatives, inclusion support specialists, individuals with disabilities, students with disabilities, parents of children with disabilities, parents from advisory committees, general public representatives, higher education representatives, Department of Corrections representatives, Illinois Service Resource Center representatives, directors of special education, assistant directors of special education, special education supervisors, special education coordinators, directors of innovative learning and technology, special education cooperative governing board members, regional superintendents, assistant regional superintendents, school business officials, and special education attorneys. In addition, the Illinois MTSS director, ISBE State Personnel Development Grant (SPDG) coordinator, ISBE director of Special Education, ISBE SPP/State Systemic Improvement Plan coordinator, and ISBE Section 619 coordinator participated in one or more stakeholder meetings. These meetings increased ISBE's capacity of diverse groups of parents and allowed them to have a voice in the development of targets and activities designed to improve outcomes for children with disabilities.

Each session sought stakeholder feedback on if the proposed SPP targets were reasonable and achievable. The stakeholder groups provided input on proposed targets for one or more of the following SPP indicators: 1, 2, 3, 4A, 5, 6, 7, 8, 14, 15, 16, and 17. Once the proposed targets for SPP indicators were determined reasonable and achievable, ISBE recorded 16 separate SPP modules and posted them on the website. Each of the SPP modules shared information specific to the indicator(s) being addressed, such as state and national trend data, measurements, and proposed SPP targets for the FFY 2020-25 SPP cycle. Each module sought stakeholder feedback on whether the proposed SPP targets were reasonable and achievable by requesting that the participant complete a survey. The survey was open for over two months to gather stakeholder input. Prior to initiating the module recordings and survey, ISBE advertised broadly via state bulletins, listservs, Parent Training and Information Center publications, other state technical assistance resource centers, and the six stakeholder groups mentioned previously. These stakeholders represented a variety of regions of the state and races/ethnicities.

#### FFY 2023 Data Disaggregation from EDFacts

##### Data Source:

SY 2023-24 Assessment Data Groups - Reading (EDFacts file spec FS178; Data Group: 584)

##### Date:

01/08/2025

##### Reading Assessment Proficiency Data by Grade

Group	Grade 4	Grade 8	Grade HS
a. Children with IEPs who received a valid score and a proficiency level was assigned for the alternate assessment	1,670	1,430	1,719
b. Children with IEPs in alternate assessment against alternate standards scored at or above proficient	138	247	381

##### Data Source:

SY 2023-24 Assessment Data Groups - Math (EDFacts file spec FS175; Data Group: 583)

##### Date:

01/08/2025

##### Math Assessment Proficiency Data by Grade

Group	Grade 4	Grade 8	Grade HS
a. Children with IEPs who received a valid score and a proficiency level was assigned for the alternate assessment	1,654	1,436	1,716
b. Children with IEPs in alternate assessment against alternate standards scored at or above proficient	378	90	345

#### FFY 2023 SPP/APR Data: Reading Assessment

Group	Group Name	Number of Children with IEPs Scoring At or Above Proficient Against Alternate Academic Achievement Standards	Number of Children with IEPs who Received a Valid Score and for whom a Proficiency Level was Assigned for the Alternate Assessment	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A	Grade 4	138	1,670	9.29%	14.00%	8.26%	Did not meet target	Slippage
B	Grade 8	247	1,430	15.27%	22.50%	17.27%	Did not meet target	No Slippage
C	Grade HS	381	1,719	19.03%	22.00%	22.16%	Met target	No Slippage

**Provide reasons for slippage for Group A, if applicable**

ISBE analyzed assessment data for SY 2023-2024 and compared it to SY 2022-2023 to identify a rational for slippage for indicator 3C in 4th grade reading. When comparing the number of students with IEPs who participated in the 4th grade reading assessments, ISBE identified that there was an increase of 1,312 students (+6.35%) in SY 2023-2024 as compared to SY 2022-2023. Further analysis identified that the number of students who received a valid score on the 4th grade regular reading assessment increased by 1,228 students (+6.43%) from SY 2022-2023 to SY 2023-2024. ISBE also noted an increase in the number of students that received a valid score on the 4th grade reading alternate assessment. An increase of 87 students (+5.50%) from SY 2022-2023 to SY 2023-2024 received a valid score on the 4th grade reading alternate assessment. While the number of students who received a valid score on the 4th grade reading alternate assessment increased the number of students who received a score at or above proficient as compared to alternate assessments standards decreased by 9 students (-1.03%) from SY 2022-2023 to SY 2023-2024. Based on data reviewed, ISBE hypothesizes that the increase in the overall number of students who participated in the 4th grade Reading Assessment, including the 4th grade reading alternate assessment led to the slippage.

**FFY 2023 SPP/APR Data: Math Assessment**

Group	Group Name	Number of Children with IEPs Scoring At or Above Proficient Against Alternate Academic Achievement Standards	Number of Children with IEPs who Received a Valid Score and for whom a Proficiency Level was Assigned for the Alternate Assessment	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A	Grade 4	378	1,654	30.18%	19.50%	22.85%	Met target	No Slippage
B	Grade 8	90	1,436	6.73%	4.50%	6.27%	Met target	No Slippage
C	Grade HS	345	1,716	16.71%	3.50%	20.10%	Met target	No Slippage

**Regulatory Information**

The SEA, (or, in the case of a district-wide assessment, LEA) must make available to the public, and report to the public with the same frequency and in the same detail as it reports on the assessment of nondisabled children: (1) the number of children with disabilities participating in: (a) regular assessments, and the number of those children who were provided accommodations in order to participate in those assessments; and (b) alternate assessments aligned with alternate achievement standards; and (2) the performance of children with disabilities on regular assessments and on alternate assessments, compared with the achievement of all children, including children with disabilities, on those assessments. [20 U.S.C. 1412 (a)(16)(D); 34 CFR §300.160(f)]

**Public Reporting Information**

**Provide links to the page(s) where you provide public reports of assessment results.**

Public reports of assessment results can be found via the links below.

The Illinois State Report Card for reporting assessment data for students with and without disabilities is available under the Academic Progress section at the following link <https://www.illinoisreportcard.com/State.aspx>. The FFY 20, FFY 21, FFY 22 and FFY 23 assessment results reports specifically for students with disabilities can be found at the following link <https://www.isbe.net/Pages/SPP-APR-Indicator-3.aspx>, under the Assessment Participation and Results Reports for Students with Disabilities drop down at the bottom of the page.

The Illinois State Performance Plan/Annual Performance Report, Part B provides assessment data for students with disabilities at the following link:

<https://www.isbe.net/Pages/General-Supervision.aspx>

The Assessment Participation Report required by OSEP can be found at the following link <https://www.isbe.net/Pages/SPP-APR-Indicator-3.aspx>, under the Assessment Participation and Results Reports for Students with Disabilities drop down at the bottom of the page.

**Provide additional information about this indicator (optional)**

**3C - Prior FFY Required Actions**

None

**3C - OSEP Response**

**3C - Required Actions**

### Indicator 3D: Gap in Proficiency Rates (Grade Level Academic Achievement Standards)

#### Instructions and Measurement

**Monitoring Priority:** FAPE in the LRE

**Results indicator:** Participation and performance of children with IEPs on statewide assessments:

- A. Participation rate for children with IEPs.
- B. Proficiency rate for children with IEPs against grade level academic achievement standards.
- C. Proficiency rate for children with IEPs against alternate academic achievement standards.
- D. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

#### Data Source

3D. Same data as used for reporting to the Department under Title I of the ESEA, using ED*Facts* file specifications FS175 and 178.

#### Measurement

D. Proficiency rate gap = [(proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards for the 2023-2024 school year) subtracted from the (proficiency rate for all students scoring at or above proficient against grade level academic achievement standards for the 2023-2024 school year)]. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. The proficiency rate includes all children enrolled for a full academic year and those not enrolled for a full academic year.

#### Instructions

Describe the results of the calculations and compare the results to the targets. Provide the actual numbers used in the calculation.

Include information regarding where to find public reports of assessment participation and performance results, as required by 34 CFR §300.160(f), i.e., a link to the Web site where these data are reported.

Indicator 3D: Gap calculations in this SPP/APR must result in the proficiency rate for children with IEPs were proficient against grade level academic achievement standards for the 2023-2024 school year compared to the proficiency rate for all students who were proficient against grade level academic achievement standards for the 2023-2024 school year. Calculate separately for reading/language arts and math in each of the following grades: 4, 8, and high school, including both children enrolled for a full academic year and those not enrolled for a full academic year. Only include children with disabilities who had an IEP at the time of testing.

### 3D - Indicator Data

#### Historical Data:

Subject	Group	Group Name	Baseline Year	Baseline Data
Reading	A	Grade 4	2018	26.77
Reading	B	Grade 8	2018	32.68
Reading	C	Grade HS	2018	29.17
Math	A	Grade 4	2018	22.69
Math	B	Grade 8	2018	27.25
Math	C	Grade HS	2018	28.54

#### Targets

Subject	Group	Group Name	2023	2024	2025
Reading	A <=	Grade 4	26.50	26.50	25.50
Reading	B <=	Grade 8	32.50	32.50	31.50
Reading	C <=	Grade HS	29.00	29.00	28.00
Math	A <=	Grade 4	22.50	22.50	21.50
Math	B <=	Grade 8	27.00	27.00	26.00
Math	C <=	Grade HS	28.50	28.50	27.50

#### Targets: Description of Stakeholder Input

In FFY23, revisions to targets were not made. ISBE did engage with a diverse group of stakeholders, including ISBE staff members, special education administrators, superintendents, and parents of students with disabilities including members of the parent advisory council. These meetings were held to discuss the LEA Determinations process, specifically addressing the current n-size (5 students with IEPs) utilized for results indicators in this process, and to introduce stakeholders to the proposed cyclical monitoring process. During the two meetings data was shared regarding the current LEA Determinations process with the n-size of 5 and data regarding the impact of eliminating the n-size or changing it to 10 or 15. After the data was presented, the stakeholder group determined that continuing to utilize an n-size of 5 for the results indicators was appropriate. Stakeholders were also asked to consider awarding points to an LEA if an LEA doesn't meet the n-size but meets or exceeds the state target. Stakeholders agreed that if an LEA doesn't meet the n-size for the results indicator they should not receive points despite meeting or exceeding the state target. These stakeholder meetings were held December 1, 2023, and February 26, 2024. Please see <https://www.isbe.net/Documents/Stakeholder-Meeting-20231201.pdf> and

<https://www.isbe.net/Documents/Stakeholder-Meeting-20240226.pdf> for more information.

During the initial target setting, ISBE collected stakeholder feedback on its proposed SPP targets in multiple ways. ISBE’s Special Education Department initiated a series of stakeholder meetings to establish targets for the new six-year cycle of the SPP. These meetings were held virtually over a two-month period to maximize participation and were designed to engage stakeholders from various backgrounds. The following existing stakeholder groups participated in feedback sessions with ISBE:

- Early Childhood Least Restrictive Environment Stakeholders Consortium
- Advisory Council on the Education of Children with Disabilities (formerly ISAC)
- Creating a Positive Pathway Forward for Special Education in Illinois
- Illinois Multi-Tiered System of Support (MTSS) Network Advisory Council
- Early Childhood Outcomes System Stakeholders Committee
- Illinois Alliance of Administrators of Special Education

Stakeholders included professional development providers, school district representatives, educational advocates, Illinois Early Learning Project representatives, Chicago Public Schools representatives, Parent Training and Information Center representatives, parent members of Advisory Council on the Education of Children with Disabilities, early intervention representatives, inclusion support specialists, individuals with disabilities, students with disabilities, parents of children with disabilities, parents from advisory committees, general public representatives, higher education representatives, Department of Corrections representatives, Illinois Service Resource Center representatives, directors of special education, assistant directors of special education, special education supervisors, special education coordinators, directors of innovative learning and technology, special education cooperative governing board members, regional superintendents, assistant regional superintendents, school business officials, and special education attorneys. In addition, the Illinois MTSS director, ISBE State Personnel Development Grant (SPDG) coordinator, ISBE director of Special Education, ISBE SPP/State Systemic Improvement Plan coordinator, and ISBE Section 619 coordinator participated in one or more stakeholder meetings. These meetings increased ISBE’s capacity of diverse groups of parents and allowed them to have a voice in the development of targets and activities designed to improve outcomes for children with disabilities.

Each session sought stakeholder feedback on if the proposed SPP targets were reasonable and achievable. The stakeholder groups provided input on proposed targets for one or more of the following SPP indicators: 1, 2, 3, 4A, 5, 6, 7, 8, 14, 15, 16, and 17. Once the proposed targets for SPP indicators were determined reasonable and achievable, ISBE recorded 16 separate SPP modules and posted them on the website. Each of the SPP modules shared information specific to the indicator(s) being addressed, such as state and national trend data, measurements, and proposed SPP targets for the FFY 2020-25 SPP cycle. Each module sought stakeholder feedback on whether the proposed SPP targets were reasonable and achievable by requesting that the participant complete a survey. The survey was open for over two months to gather stakeholder input. Prior to initiating the module recordings and survey, ISBE advertised broadly via state bulletins, listservs, Parent Training and Information Center publications, other state technical assistance resource centers, and the six stakeholder groups mentioned previously. These stakeholders represented a variety of regions of the state and races/ethnicities.

**FFY 2023 Data Disaggregation from EDFacts**

**Data Source:**

SY 2023-24 Assessment Data Groups - Reading (EDFacts file spec FS178; Data Group: 584)

**Date:**

01/08/2025

**Reading Assessment Proficiency Data by Grade (1)**

Group	Grade 4	Grade 8	Grade HS
a. All Students who received a valid score and a proficiency was assigned for the regular assessment	129,187	134,600	141,495
b. Children with IEPs who received a valid score and a proficiency was assigned for the regular assessment	20,314	18,528	17,327
c. All students in regular assessment with no accommodations scored at or above proficient against grade level	44,376	61,292	39,698
d. All students in regular assessment with accommodations scored at or above proficient against grade level	3,863	5,305	3,974
e. Children with IEPs in regular assessment with no accommodations scored at or above proficient against grade level	235	123	182
f. Children with IEPs in regular assessment with accommodations scored at or above proficient against grade level	2,063	1,997	952

**Data Source:**

SY 2023-24 Assessment Data Groups - Math (EDFacts file spec FS175; Data Group: 583)

**Date:**

01/08/2025

**Math Assessment Proficiency Data by Grade (1)**

Group	Grade 4	Grade 8	Grade HS
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a. All Students who received a valid score and a proficiency was assigned for the regular assessment	129,080	134,355	141,393
b. Children with IEPs who received a valid score and a proficiency was assigned for the regular assessment	20,284	18,459	17,273
c. All students in regular assessment with no accommodations scored at or above proficient against grade level	33,004	34,725	33,547
d. All students in regular assessment with accommodations scored at or above proficient against grade level	3,212	2,678	3,088
e. Children with IEPs in regular assessment with no accommodations scored at or above proficient against grade level	173	56	102
f. Children with IEPs in regular assessment with accommodations scored at or above proficient against grade level	1,775	779	584

(1)The term “regular assessment” is an aggregation of the following types of assessments as applicable for each grade/ grade group: regular assessment based on grade-level achievement standards, advanced assessment, Innovative Assessment Demonstration Authority (IADA) pilot assessment, high school regular assessment I, high school regular assessment II, high school regular assessment III and locally-selected nationally recognized high school assessment in the pre-filled data in this indicator.

**FFY 2023 SPP/APR Data: Reading Assessment**

Group	Group Name	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A	Grade 4	11.31%	37.34%	25.09	26.50	26.03	Met target	No Slippage
B	Grade 8	11.44%	49.48%	32.62	32.50	38.04	Did not meet target	Slippage
C	Grade HS	6.54%	30.86%	24.43	29.00	24.32	Met target	No Slippage

**Provide reasons for slippage for Group B, if applicable**

ISBE analyzed assessment proficiency data for SY 2023-2024 and compared it to SY 2022-2023 to identify a rationale for slippage for indicator 3d in 8th grade reading. ISBE saw an increase in the percentage of 8th grade students with IEPs who earned a score of proficient or above on the regular reading assessment for a second year in a row, 7.61% in SY 2022-2023 to 11.44% in SY 2023-2024 (+3.83 percentage points). ISBE also saw an increase in proficiency for all students on the regular reading assessment for 8th grade from 40.23% in SY 2022-2023 to 49.48% in SY 2023-2024 (+9.25 percentage points). To further analyze the reason for slippage, ISBE reviewed assessment data for this same group of students during the two previous school years to identify trends with the same student population. During the 7th grade year (SY 2022-2023), 7.8% of students with IEPs were proficient in reading. Students with IEPs had an increase in reading proficiency of +3.64 percentage points from 7th grade to 8th grade. ISBE also analyzed the assessment data for all students during their 7th grade year (SY 2022-2023) and found that 40.5% of all students were proficient in reading. The increase in reading proficiency for all students increased +8.98 percentage points. Additionally, while this group of students was in 6th grade (SY 2021-2022), 4.7% of students with an IEP were proficient in reading and 28.4% of all students were proficient in reading. During the last three school years, ISBE has identified that the same group of students with IEPs had an increase in reading proficiency of +6.7 percentage points, whereas all students have had an increase in reading proficiency of +21.08 percentage points. ISBE hypothesizes that while students with IEPs and all students showed gains in proficiency, the rate of proficiency increase was not the same. ISBE also hypothesizes that the statewide literacy plan introduced in SY23 is impacting the proficiency rates of both populations as seen by the increase in proficiency from SY 21 to SY 24.

**FFY 2023 SPP/APR Data: Math Assessment**

Group	Group Name	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A	Grade 4	9.60%	28.06%	18.04	22.50	18.45	Met target	No Slippage
B	Grade 8	4.52%	27.84%	21.44	27.00	23.32	Met target	No Slippage
C	Grade HS	3.97%	25.91%	22.11	28.50	21.94	Met target	No Slippage

Provide additional information about this indicator (optional)

**3D - Prior FFY Required Actions**

None

**3D - OSEP Response**

**3D - Required Actions**

## Indicator 4A: Suspension/Expulsion

### Instructions and Measurement

**Monitoring Priority:** FAPE in the LRE

**Results Indicator:** Rates of suspension and expulsion:

- A. Percent of local educational agencies (LEA) that have a significant discrepancy, as defined by the State, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and
- B. Percent of LEAs that have: (a) a significant discrepancy, as defined by the State, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy, as defined by the State, and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

#### Data Source

State discipline data, including State's analysis of State's Discipline data collected under IDEA Section 618, where applicable. Discrepancy can be computed by either comparing the rates of suspensions and expulsions for children with IEPs to rates for nondisabled children within the LEA or by comparing the rates of suspensions and expulsions for children with IEPs among LEAs within the State.

#### Measurement

Percent =  $\left[ \left( \frac{\text{\# of LEAs that meet the State-established n and/or cell size (if applicable) that have a significant discrepancy, as defined by the State, in the rates of suspensions and expulsions for more than 10 days during the school year of children with IEPs}}{\text{\# of LEAs in the State that meet the State-established n and/or cell size (if applicable)}} \right) \right] \times 100$ .

Include State's definition of "significant discrepancy."

#### Instructions

If the State has established a minimum n and/or cell size requirement, the State must provide a definition of its minimum n and/or cell size itself and a description thereof (e.g., a State's n size of 15 represents the number of children with disabilities enrolled in an LEA, and a State's cell size of 5 represents the number of children with disabilities who have received out-of-school suspensions and expulsions of more than 10 days within the LEA).

The State must also provide rationales for its minimum n and/or cell size, including why the definitions chosen are reasonable and based on stakeholder input, and how the definitions ensure that the State is appropriately analyzing and identifying LEAs with significant discrepancy. The State must also indicate whether the minimum n and/or cell size represents a change from the prior SPP/APR reporting period. If so, the State must provide an explanation why the minimum n and/or cell size was changed.

The State may only include, in both the numerator and the denominator, LEAs that met that State established n and/or cell size. If the State used a minimum n and/or cell size requirement, report the number of LEAs totally excluded from the calculation as a result of this requirement.

Describe the results of the State's examination of the data for the year before the reporting year (e.g., for the FFY 2023 SPP/APR, use data from 2022-2023), including data disaggregated by race and ethnicity to determine if significant discrepancies, as defined by the State, are occurring in the rates of long-term suspensions and expulsions (more than 10 days during the school year) of children with IEPs, as required at 20 U.S.C. 1412(a)(22). The State's examination must include one of the following comparisons:

- Option 1: The rates of suspensions and expulsions for children with IEPs among LEAs within the State; or
- Option 2: The rates of suspensions and expulsions for children with IEPs to rates of suspensions and expulsions for nondisabled children within the LEAs.

In the description, specify which method the State used to determine possible discrepancies and explain what constitutes those discrepancies.

If, under Option 1, the State uses a State-level long-term suspension and expulsion rate for children with disabilities to compare to LEA-level long-term suspension and expulsion rates for the purpose of determining whether an LEA has a significant discrepancy, the State must provide the State-level long-term suspension and expulsion rate used in its methodology (e.g., if a State has defined significant discrepancy to exist for an LEA whose long-term suspension/expulsion rate exceeds 2 percentage points above the State-level rate of 0.7%, the State must provide OSEP with the State-level rate of 0.7%).

If, under Option 2, the State uses a rate difference to compare the rates of long-term suspensions and expulsions for children with IEPs to the rates of long-term suspensions and expulsions for nondisabled children within the LEA, the State must provide the State-selected rate difference used in its methodology (e.g., if a State has defined significant discrepancy to exist for an LEA whose rate of long-term suspensions and expulsions for children with IEPs is 4 percentage points above the long-term suspension/expulsion rate for nondisabled children, the State must provide OSEP with the rate difference of 4 percentage points). Similarly, if, under Option 2, the State uses a rate ratio to compare the rates of long-term suspensions and expulsions for children with IEPs to the rates of long-term suspensions and expulsions for nondisabled children within the LEA, the State must provide the State-selected rate ratio used in its methodology (e.g., if a State has defined significant discrepancy to exist for an LEA whose ratio of its long-term suspensions and expulsions rate for children with IEPs to long-term suspensions and expulsions rate for nondisabled children is greater than 3.0, the State must provide OSEP with the rate ratio of 3.0).

Because the Measurement Table requires that the data examined for this indicator are lag year data, States should examine the section 618 data that was submitted by LEAs that were in operation during the school year before the reporting year. For example, if a State has 100 LEAs operating in the 2022-2023 school year, those 100 LEAs would have reported section 618 data in 2022-2023 on the number of children suspended/expelled. If the State then opens 15 new LEAs in 2023-2024, suspension/expulsion data from those 15 new LEAs would not be in the 2022-2023 section 618 data set, and therefore, those 15 new LEAs should not be included in the denominator of the calculation. States must use the number of LEAs from the year before the reporting year in its calculation for this indicator. For the FFY 2023 SPP/APR submission, States must use the number of LEAs reported in 2022-2023 (which can be found in the FFY 2022 SPP/APR introduction).

Indicator 4A: Provide the actual numbers used in the calculation (based upon LEAs that met the minimum n and/or cell size requirement, if applicable). If significant discrepancies occurred, describe how the State educational agency reviewed and, if appropriate, revised (or required the affected local educational agency to revise) its policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, to ensure that such policies, procedures, and practices comply with applicable requirements.

Provide detailed information about the timely correction of noncompliance as noted in OSEP's response for the previous SPP/APR. If discrepancies occurred and the LEA with discrepancies had policies, procedures or practices that contributed to the significant discrepancy, as defined by the State, and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, describe how the State ensured that such policies, procedures, and practices were revised to comply with applicable requirements consistent with OSEP Memorandum 23-01, dated July.

If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2023 SPP/APR, the data for FFY 2022), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

Beginning with the FFY 2024 SPP/APR (due February 2, 2026), if the State did not issue any findings because it has adopted procedures that permit its LEAs to correct noncompliance prior to the State's issuance of a finding (i.e., pre-finding correction), the explanation within each applicable indicator must include how the State verified, prior to issuing a finding, that the LEA has corrected each individual case of child-specific noncompliance and is correctly implementing the specific regulatory requirements.

#### 4A - Indicator Data

##### Historical Data

Baseline Year	Baseline Data
2005	3.87%

FFY	2018	2019	2020	2021	2022
Target <=	3.80%	3.80%	3.80%	3.60%	3.40%
Data	1.53%	1.18%	1.29%	0.00%	0.00%

##### Targets

FFY	2023	2024	2025
Target <=	3.20%	3.20%	3.00%

##### Targets: Description of Stakeholder Input

In FFY23, revisions to targets were not made. ISBE did engage with a diverse group of stakeholders, including ISBE staff members, special education administrators, superintendents, and parents of students with disabilities including members of the parent advisory council. These meetings were held to discuss the LEA Determinations process, specifically addressing the current n-size (5 students with IEPs) utilized for results indicators in this process, and to introduce stakeholders to the proposed cyclical monitoring process. During the two meetings data was shared regarding the current LEA Determinations process with the n-size of 5 and data regarding the impact of eliminating the n-size or changing it to 10 or 15. After the data was presented, the stakeholder group determined that continuing to utilize an n-size of 5 for the results indicators was appropriate. Stakeholders were also asked to consider awarding points to an LEA if an LEA doesn't meet the n-size but meets or exceeds the state target. Stakeholders agreed that if an LEA doesn't meet the n-size for the results indicator they should not receive points despite meeting or exceeding the state target. These stakeholder meetings were held December 1, 2023, and February 26, 2024. Please see <https://www.isbe.net/Documents/Stakeholder-Meeting-20231201.pdf> and <https://www.isbe.net/Documents/Stakeholder-Meeting-20240226.pdf> for more information.

During the initial target setting, ISBE collected stakeholder feedback on its proposed SPP targets in multiple ways. ISBE's Special Education Department initiated a series of stakeholder meetings to establish targets for the new six-year cycle of the SPP. These meetings were held virtually over a two-month period to maximize participation and were designed to engage stakeholders from various backgrounds. The following existing stakeholder groups participated in feedback sessions with ISBE:

- Early Childhood Least Restrictive Environment Stakeholders Consortium
- Advisory Council on the Education of Children with Disabilities (formerly ISAC)
- Creating a Positive Pathway Forward for Special Education in Illinois
- Illinois Multi-Tiered System of Support (MTSS) Network Advisory Council
- Early Childhood Outcomes System Stakeholders Committee
- Illinois Alliance of Administrators of Special Education

Stakeholders included professional development providers, school district representatives, educational advocates, Illinois Early Learning Project representatives, Chicago Public Schools representatives, Parent Training and Information Center representatives, parent members of Advisory Council on the Education of Children with Disabilities, early intervention representatives, inclusion support specialists, individuals with disabilities, students with disabilities, parents of children with disabilities, parents from advisory committees, general public representatives, higher education representatives, Department of Corrections representatives, Illinois Service Resource Center representatives, directors of special education, assistant directors of special education, special education supervisors, special education coordinators, directors of innovative learning and technology, special education cooperative governing board members, regional superintendents, assistant regional superintendents, school business officials, and special education attorneys. In addition, the Illinois MTSS director, ISBE State Personnel Development Grant (SPDG) coordinator, ISBE director of Special Education, ISBE SPP/State Systemic Improvement Plan coordinator, and ISBE Section 619 coordinator participated in one or more stakeholder meetings. These meetings increased ISBE's capacity of diverse groups of parents and allowed them to have a voice in the development of targets and activities designed to improve outcomes for children with disabilities.

Each session sought stakeholder feedback on if the proposed SPP targets were reasonable and achievable. The stakeholder groups provided input on proposed targets for one or more of the following SPP indicators: 1, 2, 3, 4A, 5, 6, 7, 8, 14, 15, 16, and 17. Once the proposed targets for SPP indicators were determined reasonable and achievable, ISBE recorded 16 separate SPP modules and posted them on the website. Each of the SPP modules shared information specific to the indicator(s) being addressed, such as state and national trend data, measurements, and proposed SPP targets for the FFY 2020-25 SPP cycle. Each module sought stakeholder feedback on whether the proposed SPP targets were reasonable and achievable by requesting that the participant complete a survey. The survey was open for over two months to gather stakeholder input. Prior to initiating the module recordings and survey, ISBE advertised broadly via state bulletins, listservs, Parent Training and Information Center publications, other state technical assistance resource centers, and the six stakeholder groups mentioned previously. These stakeholders represented a variety of regions of the state and races/ethnicities.

**FFY 2023 SPP/APR Data**

**Has the state established a minimum n/cell-size requirement? (yes/no)**

YES

**If yes, the State must provide a definition of its minimum n and/or cell size itself and a description thereof (e.g., a State's n size of 15 represents the number of children with disabilities enrolled in an LEA, and a State's cell size of 5 represents the number of children with disabilities who have received out-of-school suspensions and expulsions of more than 10 days within the LEA).**

The n-size of 5 represents the number of children with an IEP enrolled in an LEA and the cell size of 1 represents the number of children with IEPs who have received out of school suspensions and expulsions of more than 10 days within an LEA.

**If yes, the State must also provide rationales for its minimum n and/or cell size, including why the definitions chosen are reasonable and based on stakeholder input, and how the definitions ensure that the State is appropriately analyzing and identifying LEAs with significant discrepancy.**

Historically Illinois has used an n-size of 5 students with an IEP enrolled in an LEA and a cell size of 1 student with an IEP who have received an out of school suspension and/or expulsion of more than 10 days within the LEA. As a result, ISBE has examined approximately 25% of its LEAs annually to determine if a significant discrepancy exists. To determine if a significant discrepancy exists and LEA must have a suspension and/or expulsion rate for students with IEPs that is 1 standard deviation above the state rate and have 5 or more students with an IEP who have been suspended or expelled more than 10 days in an LEA for 3 consecutive years. To determine the state rate, ISBE calculates the total # of students with IEPs with more than 10 cumulative days of suspensions and/or expulsions in the State multiplied by 100 divided by the total number of students with IEPs in the State. The state rate has ranged from 0.32 to 0.36 over the last 3 school years. A statewide standard deviation is calculated for total population using the formula: Square root (percent expelled or suspended multiplied by [100 minus percent expelled or suspended]/total enrollment]). This has resulted in a state rate plus 1 standard deviation ranging from 0.33 to 0.37.

ISBE utilizes stakeholder input to ensure alignment of the definitions and improvement activities for Indicator 4, and to maintain consistency in procedures where possible among Indicators 4a, 4b, 9 and 10.

ISBE continues to review data yearly and engage regularly with stakeholders to gather input for ensuring data collections and calculations are reasonably designed to identify LEAs that have a significant discrepancy for students with IEPs in relation to suspensions and expulsions greater than 10 days.

**If yes, the State must also indicate whether the minimum n and/or cell size represents a change from the prior SPP/APR reporting period.**

No change

**If yes, the State must provide an explanation why the minimum n and/or cell size was changed.**

N/A

**If yes, the State may only include, in both the numerator and the denominator, LEAs that met that State-established n/cell size. If the State used a minimum n and/or cell size requirement, report the number of LEAs totally excluded from the calculation as a result of this requirement.**

618

Number of LEAs that have a significant discrepancy	Number of LEAs that met the State's minimum n/cell-size	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
0	234	0.00%	3.20%	0.00%	Met target	No Slippage

**Choose one of the following comparison methodologies to determine whether significant discrepancies are occurring (34 CFR §300.170(a))**

Compare the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among LEAs in the State

**State's definition of "significant discrepancy" and methodology**

The Student Information System (SIS) is the mechanism utilized by the ISBE Data Strategies and Analytics Department to collect student-level data regarding suspension and expulsion for all students. In Illinois, significant discrepancy for Indicator 4A is determined as follows:

1. A Suspension/Expulsion Rate is calculated for each LEA with at least five students with IEPs as follows: ((# of students with IEPs suspended or expelled for more than 10 days) / (# of students with IEPs)) \* 100
2. A State Suspension/Expulsion Rate is calculated in the same manner by using the total number of students with IEPs suspended or expelled for more than 10 days in the entire state, and the total number of students with IEPs in the entire state. This resulted in a state rate of 0.36.
3. A standard deviation from the State Suspension/Expulsion Rate is then calculated. The resulting threshold was 0.37.
4. An LEA is determined to have a significant discrepancy if:
  - a. its Suspension/Expulsion Rate is greater than the State Suspension/Expulsion Rate plus one standard deviation for three consecutive years, AND
  - b. the LEA had at least five students with IEPs suspended or expelled more than 10 days for three consecutive years.

**Provide additional information about this indicator (optional)**

**Review of Policies, Procedures, and Practices (completed in FFY 2023 using 2022-2023 data)**

**Provide a description of the review of policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.**

The State DID NOT identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b)

**Correction of Findings of Noncompliance Identified in FFY 2022**

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
			0

**Correction of Findings of Noncompliance Identified Prior to FFY 2022**

Year Findings of Noncompliance Were Identified	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2022 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected

**4A - Prior FFY Required Actions**

None

**4A - OSEP Response**

**4A - Required Actions**

## Indicator 4B: Suspension/Expulsion

### Instructions and Measurement

**Monitoring Priority:** FAPE in the LRE

**Compliance Indicator:** Rates of suspension and expulsion:

- A. Percent of local educational agencies (LEA) that have a significant discrepancy, as defined by the State, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and
- B. Percent of LEAs that have: (a) a significant discrepancy, as defined by the State, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy, as defined by the State, and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

#### Data Source

State discipline data, including State's analysis of State's Discipline data collected under IDEA Section 618, where applicable. Discrepancy can be computed by either comparing the rates of suspensions and expulsions for children with IEPs to rates for nondisabled children within the LEA or by comparing the rates of suspensions and expulsions for children with IEPs among LEAs within the State.

#### Measurement

Percent = [(# of LEAs that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups that have: (a) a significant discrepancy, as defined by the State, by race or ethnicity, in the rates of suspensions and expulsions of more than 10 days during the school year of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy, as defined by the State, and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards) divided by the (# of LEAs in the State that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups)] times 100.

Include State's definition of "significant discrepancy."

#### Instructions

If the State has established a minimum n and/or cell size requirement, the State must provide a definition of its minimum n and/or cell size itself and a description thereof (e.g., a State's n size of 15 represents the number of children with disabilities enrolled in an LEA, by race and ethnicity, and a State's cell size of 5 represents the number of children with disabilities who have received out-of-school suspensions and expulsions of more than 10 days within the LEA, by race and ethnicity).

The State must also provide rationales for its minimum n and/or cell size, including why the definitions chosen are reasonable and based on stakeholder input, and how the definitions ensure that the State is appropriately analyzing and identifying LEAs with significant discrepancy, by race and ethnicity. The State must also indicate whether the minimum n and/or cell size represents a change from the prior SPP/APR reporting period. If so, the State must provide an explanation why the minimum n and/or cell size was changed.

The State may only include, in both the numerator and the denominator, LEAs that met that State established n and/or cell size. If the State used a minimum n and/or cell size requirement, report the number of LEAs totally excluded from the calculation as a result of this requirement.

Describe the results of the State's examination of the data for the year before the reporting year (e.g., for the FFY 2023 SPP/APR, use data from 2022-2023), including data disaggregated by race and ethnicity to determine if significant discrepancies, as defined by the State, are occurring in the rates of long-term suspensions and expulsions (more than 10 days during the school year) of children with IEPs, as required at 20 U.S.C. 1412(a)(22). The State's examination must include one of the following comparisons:

- Option 1: The rates of suspensions and expulsions for children with IEPs among LEAs within the State; or
- Option 2: The rates of suspensions and expulsions for children with IEPs to the rates of suspensions and expulsions for nondisabled children within the LEAs

In the description, specify which method the State used to determine possible discrepancies and explain what constitutes those discrepancies.

If, under Option 1, the State uses a State-level long-term suspension and expulsion rate for children with disabilities to compare to LEA-level long-term suspension and expulsion rates for the purpose of determining whether an LEA has a significant discrepancy, by race and ethnicity, the State must provide the State-level long-term suspension and expulsion rate used in its methodology (e.g., if a State has defined significant discrepancy to exist for an LEA whose long-term suspension/expulsion rate exceeds 2 percentage points above the State-level rate of 0.7%, the State must provide OSEP with the State-level rate of 0.7%).

If, under Option 2, the State uses a rate difference to compare the rates of long-term suspensions and expulsions for children with IEPs, by race and ethnicity, to the rates of long-term suspensions and expulsions for nondisabled children within the LEA, the State must provide the State-selected rate difference used in its methodology (e.g., if a State has defined significant discrepancy to exist for an LEA whose rate of long-term suspensions and expulsions for children with IEPs, by race and ethnicity, is 4 percentage points above the long-term suspension/expulsion rate for nondisabled children, the State must provide OSEP with the rate difference of 4 percentage points). Similarly, if, under Option 2, the State uses a rate ratio to compare the rates of long-term suspensions and expulsions for children with IEPs, by race and ethnicity, to the rates of long-term suspensions and expulsions for nondisabled children within the LEA, the State must provide the State-selected rate ratio used in its methodology (e.g., if a State has defined significant discrepancy to exist for an LEA whose ratio of its long-term suspensions and expulsions rate for children with IEPs, by race and ethnicity, to long-term suspensions and expulsions rate for nondisabled children is greater than 3.0, the State must provide OSEP with the rate ratio of 3.0).

Because the Measurement Table requires that the data examined for this indicator are lag year data, States should examine the section 618 data that was submitted by LEAs that were in operation during the school year before the reporting year. For example, if a State has 100 LEAs operating in the 2022-2023 school year, those 100 LEAs would have reported section 618 data in 2022-2023 on the number of children suspended/expelled. If the State then opens 15 new LEAs in 2023-2024, suspension/expulsion data from those 15 new LEAs would not be in the 2022-2023 section 618 data set, and therefore, those 15 new LEAs should not be included in the denominator of the calculation. States must use the number of LEAs from the year before the reporting year in its calculation for this indicator. For the FFY 2022 SPP/APR submission, States must use the number of LEAs reported in 2022-2023 (which can be found in the FFY 2022 SPP/APR introduction).

Indicator 4B: Provide the following: (a) the number of LEAs that met the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups that have a significant discrepancy, as defined by the State, by race or ethnicity, in the rates of long-term suspensions and expulsions (more than 10 days during the school year) for children with IEPs; and (b) the number of those LEAs in which policies, procedures or practices contribute to the significant discrepancy, as defined by the State, and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

Provide detailed information about the timely correction of noncompliance as noted in OSEP’s response for the previous SPP/APR. If discrepancies occurred and the LEA with discrepancies had policies, procedures or practices that contributed to the significant discrepancy, as defined by the State, and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, describe how the State ensured that such policies, procedures, and practices were revised to comply with applicable requirements consistent with OSEP Memorandum 23-01, dated July.

If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2023 SPP/APR, the data for FFY 2022), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

Beginning with the FFY 2024 SPP/APR (due February 2, 2026), if the State did not issue any findings because it has adopted procedures that permit its LEAs to correct noncompliance prior to the State’s issuance of a finding (i.e., pre-finding correction), the explanation within each applicable indicator must include how the State verified, prior to issuing a finding, that the LEA has corrected each individual case of child-specific noncompliance and is correctly implementing the specific regulatory requirements.

Targets must be 0% for 4B.

## 4B - Indicator Data

### Not Applicable

Select yes if this indicator is not applicable.

NO

### Historical Data

Baseline Year	Baseline Data
2009	0.70%

FFY	2018	2019	2020	2021	2022
Target	0%	0%	0%	0%	0%
Data	0.00%	0.00%	0.00%	Not Valid and Reliable	0.00%

### Targets

FFY	2023	2024	2025
Target	0%	0%	0%

### FFY 2023 SPP/APR Data

Has the state established a minimum n/cell-size requirement? (yes/no)

YES

If yes, the State must provide a definition of its minimum n and/or cell size itself and a description thereof (e.g., a State’s n size of 15 represents the number of children with disabilities enrolled in an LEA, and a State’s cell size of 5 represents the number of children with disabilities, by race and ethnicity, who have received out-of-school suspensions and expulsions of more than 10 days within the LEA).

The n size of 5 represents the number of children with an IEP enrolled in an LEA and the cell size of 1 represents the number of children with an IEP within a particular race/ethnicity who received out-of-school suspensions and expulsions of more than 10 days within an LEA.

If yes, the State must also provide rationales for its minimum n and/or cell size, including why the definitions chosen are reasonable and based on stakeholder input, and how the definitions ensure that the State is appropriately analyzing and identifying LEAs with significant discrepancy.

Historically Illinois has used an n-size of 5 students with an IEP enrolled in an LEA and a cell size of 1 student with an IEP who have received an out of school suspension and/or expulsion of more than 10 days within the LEA. As a result, ISBE has examined approximately 25% of its LEAs annually to determine if a significant discrepancy exists. To determine if a significant discrepancy exists and LEA must have a suspension and/or expulsion rate for students with IEPs that is 1 standard deviation above the state rate and have 5 or more students with an IEP within a particular race/ethnicity suspended or expelled more than 10 days in each of the 3 school years. To determine the state rate, ISBE calculates the total # of students with IEPs with more than 10 cumulative days of suspensions and/or expulsions in the State multiplied by 100 divided by the total number of students with IEPs in the State. The state rate has ranged from 0.32 to 0.36 over the last 3 school years. A statewide standard deviation is calculated for total population using the formula: Square root (percent expelled or suspended multiplied by 100 minus percent expelled or suspended)/total enrollment]). This has resulted in a state rate plus 1 standard deviation ranging from 0.33 to 0.37.

ISBE utilizes stakeholder input to ensure alignment of the definitions and improvement activities for Indicator 4, and to maintain consistency in procedures where possible among Indicators 4a, 4b, 9 and 10.

ISBE continues to review data yearly and engage regularly with stakeholders to gather input for ensuring data collections and calculations are reasonably designed to identify LEAs that have a significant discrepancy for students with IEPs in relation to suspensions and expulsions greater than 10 days.

If yes, the State must also indicate whether the minimum n and/or cell size represents a change from the prior SPP/APR reporting period.

No change

If yes, the State must provide an explanation why the minimum n and/or cell size was changed.

If yes, the State may only include, in both the numerator and the denominator, LEAs that met the State-established n/cell size. If the State used a minimum n and/or cell size requirement, report the number of LEAs totally excluded from the calculation as a result of this requirement.

632

Number of LEAs that have a significant discrepancy, by race or ethnicity	Number of those LEAs that have policies, procedure or practices that contribute to the significant discrepancy and do not comply with requirements	Number of LEAs that met the State's minimum n/cell-size	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
0	0	220	0.00%	0%	0.00%	Met target	No Slippage

Choose one of the following comparison methodologies to determine whether significant discrepancies are occurring (34 CFR §300.170(a))

Compare the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among LEAs in the State

Were all races and ethnicities included in the review?

YES

State's definition of "significant discrepancy" and methodology

The Student Information System (SIS) is the mechanism utilized by the ISBE Data Strategies and Analytics Department to collect student-level data regarding suspension and expulsion for all students. In Illinois, significant discrepancy for Indicator 4B is determined as follows:

1. A Suspension/Expulsion Rate is calculated for each LEA with at least five students with IEPs in one or more racial/ethnic group as follows: ((# of students with IEPs suspended or expelled for more than 10 days) / (# of students with IEPs)) \* 100
2. A State Suspension/Expulsion Rate is calculated by using the total number of students with IEPs suspended or expelled for more than 10 days in the entire state, by the total number of students with IEPs in the entire state. This resulted in a state rate of 0.36.
3. A standard deviation from the State Suspension/Expulsion Rate is then calculated. A statewide standard deviation is calculated for total population using the formula: Square root ((percent expelled or suspended \* by 100 - percent expelled or suspended) / (by total enrollment)). This resulted in a state rate plus 1 standard deviation of 0.37.
4. An LEA is determined to have a significant discrepancy if:
  - a. its Suspension/Expulsion Rate by race/ethnicity is greater than the overall State Suspension/Expulsion Rate plus one standard deviation for three consecutive years, AND
  - b. the LEA had at least five students with IEPs in one or more racial/ethnic group suspended or expelled more than 10 days for three consecutive years.

Provide additional information about this indicator (optional)

Review of Policies, Procedures, and Practices (completed in FFY 2023 using 2022-2023 data)

Provide a description of the review of policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

The State DID NOT identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b)

Correction of Findings of Noncompliance Identified in FFY 2022

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
0	0	0	0

Correction of Findings of Noncompliance Identified Prior to FFY 2022

Year Findings of Noncompliance Were Identified	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2022 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected

Year Findings of Noncompliance Were Identified	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2022 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected

**4B - Prior FFY Required Actions**

None

**4B - OSEP Response**

**4B- Required Actions**

## Indicator 5: Education Environments (children 5 (Kindergarten) - 21)

### Instructions and Measurement

**Monitoring Priority:** FAPE in the LRE

**Results indicator:** Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served:

- A. Inside the regular class 80% or more of the day;
- B. Inside the regular class less than 40% of the day; and
- C. In separate schools, residential facilities, or homebound/hospital placements.

(20 U.S.C. 1416(a)(3)(A))

#### Data Source

Same data as used for reporting to the Department under section 618 of the IDEA, using the definitions in ED Facts file specification FS002.

#### Measurement

- A. Percent = [(# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day) divided by the (total # of students aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs)] times 100.
- B. Percent = [(# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class less than 40% of the day) divided by the (total # of students aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs)] times 100.
- C. Percent = [(# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served in separate schools, residential facilities, or homebound/hospital placements) divided by the (total # of students aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs)] times 100.

#### Instructions

*Sampling from the State's 618 data is not allowed.*

States must report five-year-old children with disabilities who are enrolled in kindergarten in this indicator. Five-year-old children with disabilities who are enrolled in preschool programs are included in Indicator 6.

Describe the results of the calculations and compare the results to the target.

If the data reported in this indicator are not the same as the State's data reported under section 618 of the IDEA, explain.

## 5 - Indicator Data

### Historical Data

Part	Baseline	FFY	2018	2019	2020	2021	2022
A	2019	Target >=	58.00%	58.00%	52.70%	52.90%	53.10%
A	50.44%	Data	52.79%	52.70%	53.34%	53.19%	53.21%
B	2019	Target <=	15.50%	15.50%	12.37%	12.35%	12.33%
B	12.37%	Data	13.05%	12.92%	13.09%	13.02%	13.04%
C	2019	Target <=	3.90%	3.90%	6.39%	6.38%	6.37%
C	6.39%	Data	6.50%	6.68%	6.28%	6.17%	6.38%

### Targets

FFY	2023	2024	2025
Target A >=	53.30%	53.50%	53.70%
Target B <=	12.31%	12.29%	12.27%
Target C <=	6.36%	6.35%	6.34%

### Targets: Description of Stakeholder Input

In FFY23, revisions to targets were not made. ISBE did engage with a diverse group of stakeholders, including ISBE staff members, special education administrators, superintendents, and parents of students with disabilities including members of the parent advisory council. These meetings were held to discuss the LEA Determinations process, specifically addressing the current n-size (5 students with IEPs) utilized for results indicators in this process, and to introduce stakeholders to the proposed cyclical monitoring process. During the two meetings data was shared regarding the current LEA Determinations process with the n-size of 5 and data regarding the impact of eliminating the n-size or changing it to 10 or 15. After the data was presented, the stakeholder group determined that continuing to utilize an n-size of 5 for the results indicators was appropriate. Stakeholders were also asked to consider awarding points to an LEA if an LEA doesn't meet the n-size but meets or exceeds the state target. Stakeholders agreed that if an LEA doesn't meet the n-size for the results indicator they should not receive points despite meeting or exceeding the state target. These stakeholder meetings were held December 1, 2023, and February 26, 2024. Please see <https://www.isbe.net/Documents/Stakeholder-Meeting-20231201.pdf> and <https://www.isbe.net/Documents/Stakeholder-Meeting-20240226.pdf> for more information.

During the initial target setting, ISBE collected stakeholder feedback on its proposed SPP targets in multiple ways. ISBE's Special Education Department initiated a series of stakeholder meetings to establish targets for the new six-year cycle of the SPP. These meetings were held virtually over a two-month period to maximize participation and were designed to engage stakeholders from various backgrounds. The following existing stakeholder groups participated in feedback sessions with ISBE:

- Early Childhood Least Restrictive Environment Stakeholders Consortium
- Advisory Council on the Education of Children with Disabilities (formerly ISAC)
- Creating a Positive Pathway Forward for Special Education in Illinois
- Illinois Multi-Tiered System of Support (MTSS) Network Advisory Council
- Early Childhood Outcomes System Stakeholders Committee
- Illinois Alliance of Administrators of Special Education

Stakeholders included professional development providers, school district representatives, educational advocates, Illinois Early Learning Project representatives, Chicago Public Schools representatives, Parent Training and Information Center representatives, parent members of Advisory Council on the Education of Children with Disabilities, early intervention representatives, inclusion support specialists, individuals with disabilities, students with disabilities, parents of children with disabilities, parents from advisory committees, general public representatives, higher education representatives, Department of Corrections representatives, Illinois Service Resource Center representatives, directors of special education, assistant directors of special education, special education supervisors, special education coordinators, directors of innovative learning and technology, special education cooperative governing board members, regional superintendents, assistant regional superintendents, school business officials, and special education attorneys. In addition, the Illinois MTSS director, ISBE State Personnel Development Grant (SPDG) coordinator, ISBE director of Special Education, ISBE SPP/State Systemic Improvement Plan coordinator, and ISBE Section 619 coordinator participated in one or more stakeholder meetings. These meetings increased ISBE's capacity of diverse groups of parents and allowed them to have a voice in the development of targets and activities designed to improve outcomes for children with disabilities.

Each session sought stakeholder feedback on if the proposed SPP targets were reasonable and achievable. The stakeholder groups provided input on proposed targets for one or more of the following SPP indicators: 1, 2, 3, 4A, 5, 6, 7, 8, 14, 15, 16, and 17. Once the proposed targets for SPP indicators were determined reasonable and achievable, ISBE recorded 16 separate SPP modules and posted them on the website. Each of the SPP modules shared information specific to the indicator(s) being addressed, such as state and national trend data, measurements, and proposed SPP targets for the FFY 2020-25 SPP cycle. Each module sought stakeholder feedback on whether the proposed SPP targets were reasonable and achievable by requesting that the participant complete a survey. The survey was open for over two months to gather stakeholder input. Prior to initiating the module recordings and survey, ISBE advertised broadly via state bulletins, listservs, Parent Training and Information Center publications, other state technical assistance resource centers, and the six stakeholder groups mentioned previously. These stakeholders represented a variety of regions of the state and races/ethnicities.

#### Prepopulated Data

Source	Date	Description	Data
SY 2023-24 Child Count/Educational Environment Data Groups (EDFacts file spec FS002; Data group 74)	07/31/2024	Total number of children with IEPs aged 5 (kindergarten) through 21	278,274
SY 2023-24 Child Count/Educational Environment Data Groups (EDFacts file spec FS002; Data group 74)	07/31/2024	A. Number of children with IEPs aged 5 (kindergarten) through 21 inside the regular class 80% or more of the day	148,868
SY 2023-24 Child Count/Educational Environment Data Groups (EDFacts file spec FS002; Data group 74)	07/31/2024	B. Number of children with IEPs aged 5 (kindergarten) through 21 inside the regular class less than 40% of the day	36,381
SY 2023-24 Child Count/Educational Environment Data Groups (EDFacts file spec FS002; Data group 74)	07/31/2024	c1. Number of children with IEPs aged 5 (kindergarten) through 21 in separate schools	17,206
SY 2023-24 Child Count/Educational Environment Data Groups (EDFacts file spec FS002; Data group 74)	07/31/2024	c2. Number of children with IEPs aged 5 (kindergarten) through 21 in residential facilities	444
SY 2023-24 Child Count/Educational Environment Data Groups (EDFacts file spec FS002; Data group 74)	07/31/2024	c3. Number of children with IEPs aged 5 (kindergarten) through 21 in homebound/hospital placements	496

Select yes if the data reported in this indicator are not the same as the State's data reported under section 618 of the IDEA.

NO

#### FFY 2023 SPP/APR Data

Education Environments	Number of children with IEPs aged 5 (kindergarten) through 21 served	Total number of children with IEPs aged 5 (kindergarten) through 21	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A. Number of children with IEPs aged 5 (kindergarten) through 21 inside the	148,868	278,274	53.21%	53.30%	53.50%	Met target	No Slippage

Education Environments	Number of children with IEPs aged 5 (kindergarten) through 21 served	Total number of children with IEPs aged 5 (kindergarten) through 21	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
regular class 80% or more of the day							
B. Number of children with IEPs aged 5 (kindergarten) through 21 inside the regular class less than 40% of the day	36,381	278,274	13.04%	12.31%	13.07%	Did not meet target	No Slippage
C. Number of children with IEPs aged 5 (kindergarten) through 21 inside separate schools, residential facilities, or homebound/hospital placements [c1+c2+c3]	18,146	278,274	6.38%	6.36%	6.52%	Did not meet target	Slippage
Part	Reasons for slippage, if applicable						
C	<p>ISBE completed an analysis of the data for SPP 5c and identified potential causes for the slippage. The overall special education population of students has increased by nearly 12,000 students over the last two school years including increasing by 8,349 (+3.05%) students from FFY22 to FFY23. Of the 8,349 students 5,237 (62.73%) were placed in SPP 5a, 1,183 (14.17%) students were placed in SPP 5b and 927 (11.10%) students were placed in 5c. Additional analysis of data also indicated that while SPP 5c had an overall increase, SPP 5c1 increased 954 students (+5.87%) from FFY22 to FFY23, SPP5c2 increased 9 students (+1.84%) from FFY22 to FFY23, but SPP5c3 had a decrease of 50 students (-9.17%) from FFY22 to FFY23. In addition to analyzing data related to the number of students who have IEPs, ISBE reviewed placement data in relation to the age of the students who were being placed in separate schools, residential facilities, or hospital/homebound placements. ISBE identified that most students who are 19-21 years old are receiving their educational services in separate schools. In FFY22, 6,407 students aged 19-21 years old were still receiving educational services. Of those 6,407 students, 40.10% were receiving services in a separate school. In FFY23 6,250 (-2.45%) students aged 19-21 years old were still receiving educational services. Of those 6,250 students, 41.20% were receiving services in a separate school. ISBE believes that the decrease in the number of students aged 19-21 who are receiving educational services, coupled with the increase in the overall number of students with IEPs is the root cause of the slippage. While ISBE recognizes the slippage for SPP 5c, most students in Illinois continue to be placed in the general education classroom 80% or more of the school day. ISBE will continue to monitor data related to SPP 5c to ensure students are receiving their special education services in the Least Restrictive Environment (LRE ).</p>						

Provide additional information about this indicator (optional)

### 5 - Prior FFY Required Actions

None

### 5 - OSEP Response

### 5 - Required Actions

## Indicator 6: Preschool Environments

### Instructions and Measurement

**Monitoring Priority:** FAPE in the LRE

**Results indicator:** Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a:

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
- B. Separate special education class, separate school, or residential facility.
- C. Receiving special education and related services in the home.

(20 U.S.C. 1416(a)(3)(A))

#### Data Source

Same data as used for reporting to the Department under section 618 of the IDEA, using the definitions in ED Facts file specification FS089.

#### Measurement

- A. Percent =  $[(\# \text{ of children ages 3, 4, and 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program}) \div (\text{total \# of children ages 3, 4, and 5 with IEPs})] \times 100$ .
- B. Percent =  $[(\# \text{ of children ages 3, 4, and 5 with IEPs attending a separate special education class, separate school, or residential facility}) \div (\text{total \# of children ages 3, 4, and 5 with IEPs})] \times 100$ .
- C. Percent =  $[(\# \text{ of children ages 3, 4, and 5 with IEPs receiving special education and related services in the home}) \div (\text{total \# of children ages 3, 4, and 5 with IEPs})] \times 100$ .

#### Instructions

*Sampling from the State's 618 data is not allowed.*

States must report five-year-old children with disabilities who are enrolled in preschool programs in this indicator. Five-year-old children with disabilities who are enrolled in kindergarten are included in Indicator 5.

States may choose to set one target that is inclusive of children ages 3, 4, and 5, or set individual targets for each age.

For Indicator 6C: States are not required to establish a baseline or targets if the number of children receiving special education and related services in the home is less than 10, regardless of whether the State chooses to set one target that is inclusive of children ages 3, 4, and 5, or set individual targets for each age. In a reporting period during which the number of children receiving special education and related services in the home reaches 10 or greater, States are required to develop baseline and targets and report on them in the corresponding SPP/APR.

For Indicator 6C: States may express their targets in a range (e.g., 75-85%).

Describe the results of the calculations and compare the results to the target.

If the data reported in this indicator are not the same as the State's data reported under IDEA section 618, explain.

## 6 - Indicator Data

### Not Applicable

Select yes if this indicator is not applicable.

NO

#### Historical Data (Inclusive) – 6A, 6B, 6C

Part	FFY	2018	2019	2020	2021	2022
A	Target >=	32.90%	32.90%	46.00%	46.50%	47.00%
A	Data	44.82%	45.42%	48.07%	50.38%	51.39%
B	Target <=	30.50%	30.50%	26.30%	26.04%	25.78%
B	Data	23.49%	23.02%	26.27%	25.66%	24.75%
C	Target <=			0.28%	0.27%	0.26%
C	Data			0.32%	0.27%	0.15%

#### Targets: Description of Stakeholder Input

In FFY23, revisions to targets were not made. ISBE did engage with a diverse group of stakeholders, including ISBE staff members, special education administrators, superintendents, and parents of students with disabilities including members of the parent advisory council. These meetings were held to discuss the LEA Determinations process, specifically addressing the current n-size (5 students with IEPs) utilized for results indicators in this process, and to introduce stakeholders to the proposed cyclical monitoring process. During the two meetings data was shared regarding the current LEA Determinations process with the n-size of 5 and data regarding the impact of eliminating the n-size or changing it to 10 or 15. After the data was presented, the stakeholder group determined that continuing to utilize an n-size of 5 for the results indicators was appropriate. Stakeholders were also asked to consider awarding points to an LEA if an LEA doesn't meet the n-size but meets or exceeds the state target. Stakeholders agreed that if an LEA doesn't meet the n-size for the results indicator they should not receive points despite meeting or exceeding the state target. These stakeholder meetings were held December 1, 2023, and February 26, 2024. Please see <https://www.isbe.net/Documents/Stakeholder-Meeting-20231201.pdf> and <https://www.isbe.net/Documents/Stakeholder-Meeting-20240226.pdf> for more information.

During the initial target setting, ISBE collected stakeholder feedback on its proposed SPP targets in multiple ways. ISBE's Special Education Department initiated a series of stakeholder meetings to establish targets for the new six-year cycle of the SPP. These meetings were held virtually over a two-month period to maximize participation and were designed to engage stakeholders from various backgrounds. The following existing stakeholder groups participated in feedback sessions with ISBE:

- Early Childhood Least Restrictive Environment Stakeholders Consortium
- Advisory Council on the Education of Children with Disabilities (formerly ISAC)
- Creating a Positive Pathway Forward for Special Education in Illinois
- Illinois Multi-Tiered System of Support (MTSS) Network Advisory Council
- Early Childhood Outcomes System Stakeholders Committee
- Illinois Alliance of Administrators of Special Education

Stakeholders included professional development providers, school district representatives, educational advocates, Illinois Early Learning Project representatives, Chicago Public Schools representatives, Parent Training and Information Center representatives, parent members of Advisory Council on the Education of Children with Disabilities, early intervention representatives, inclusion support specialists, individuals with disabilities, students with disabilities, parents of children with disabilities, parents from advisory committees, general public representatives, higher education representatives, Department of Corrections representatives, Illinois Service Resource Center representatives, directors of special education, assistant directors of special education, special education supervisors, special education coordinators, directors of innovative learning and technology, special education cooperative governing board members, regional superintendents, assistant regional superintendents, school business officials, and special education attorneys. In addition, the Illinois MTSS director, ISBE State Personnel Development Grant (SPDG) coordinator, ISBE director of Special Education, ISBE SPP/State Systemic Improvement Plan coordinator, and ISBE Section 619 coordinator participated in one or more stakeholder meetings. These meetings increased ISBE's capacity of diverse groups of parents and allowed them to have a voice in the development of targets and activities designed to improve outcomes for children with disabilities.

Each session sought stakeholder feedback on if the proposed SPP targets were reasonable and achievable. The stakeholder groups provided input on proposed targets for one or more of the following SPP indicators: 1, 2, 3, 4A, 5, 6, 7, 8, 14, 15, 16, and 17. Once the proposed targets for SPP indicators were determined reasonable and achievable, ISBE recorded 16 separate SPP modules and posted them on the website. Each of the SPP modules shared information specific to the indicator(s) being addressed, such as state and national trend data, measurements, and proposed SPP targets for the FFY 2020-25 SPP cycle. Each module sought stakeholder feedback on whether the proposed SPP targets were reasonable and achievable by requesting that the participant complete a survey. The survey was open for over two months to gather stakeholder input. Prior to initiating the module recordings and survey, ISBE advertised broadly via state bulletins, listservs, Parent Training and Information Center publications, other state technical assistance resource centers, and the six stakeholder groups mentioned previously. These stakeholders represented a variety of regions of the state and races/ethnicities.

### Targets

**Please select if the State wants to set baselines and targets based on individual age ranges (i.e., separate baseline and targets for each age), or inclusive of all children ages 3, 4, and 5.**

Inclusive Targets

**Please select if the State wants to use target ranges for 6C.**

Target Range not used

### Baselines for Inclusive Targets option (A, B, C)

Part	Baseline Year	Baseline Data
A	2019	45.91%
B	2019	26.32%
C	2019	0.28%

### Inclusive Targets – 6A, 6B

FFY	2023	2024	2025
Target A >=	47.50%	48.00%	48.50%
Target B <=	25.52%	25.26%	25.00%

### Inclusive Targets – 6C

FFY	2023	2024	2025
Target C <=	0.25%	0.24%	0.23%

### Prepopulated Data

#### Data Source:

SY 2023-24 Child Count/Educational Environment Data Groups (EDFacts file spec FS089; Data group 613)

#### Date:

07/31/2024

Description	3	4	5	3 through 5 - Total
Total number of children with IEPs	10,199	14,347	3,931	28,477
a1. Number of children attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	4,972	7,934	2,262	15,168
b1. Number of children attending separate special education class	2,683	2,890	650	6,223
b2. Number of children attending separate school	295	463	124	882
b3. Number of children attending residential facility	0	3	0	3
c1. Number of children receiving special education and related services in the home	23	13	7	43

Select yes if the data reported in this indicator are not the same as the State's data reported under section 618 of the IDEA.

NO

**FFY 2023 SPP/APR Data - Aged 3 through 5**

Preschool Environments	Number of children with IEPs aged 3 through 5 served	Total number of children with IEPs aged 3 through 5	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A. A regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	15,168	28,477	51.39%	47.50%	53.26%	Met target	No Slippage
B. Separate special education class, separate school, or residential facility	7,108	28,477	24.75%	25.52%	24.96%	Met target	No Slippage
C. Home	43	28,477	0.15%	0.25%	0.15%	Met target	No Slippage

Provide additional information about this indicator (optional)

**6 - Prior FFY Required Actions**

None

**6 - OSEP Response**

**6 - Required Actions**

## Indicator 7: Preschool Outcomes

### Instructions and Measurement

**Monitoring Priority:** FAPE in the LRE

**Results indicator:** Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

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

(20 U.S.C. 1416 (a)(3)(A))

#### Data Source

State selected data source.

#### Measurement

Outcomes:

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

Progress categories for A, B and C:

- a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by (# of preschool children with IEPs assessed)] times 100.
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by (# of preschool children with IEPs assessed)] times 100.
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.

#### Summary Statements for Each of the Three Outcomes:

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Measurement for Summary Statement 1:** Percent = [(# of preschool children reported in progress category (c) plus # of preschool children reported in category (d)) divided by ((# of preschool children reported in progress category (a) plus # of preschool children reported in progress category (b) plus # of preschool children reported in progress category (c) plus # of preschool children reported in progress category (d))] times 100.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

**Measurement for Summary Statement 2:** Percent = [(# of preschool children reported in progress category (d) plus # of preschool children reported in progress category (e)) divided by ((the total # of preschool children reported in progress categories (a) + (b) + (c) + (d) + (e))] times 100.

#### Instructions

Sampling of **children for assessment** is allowed. When sampling is used, submit a description of the sampling methodology outlining how the design will yield valid and reliable estimates. (See [General Instructions](#) on page 3 for additional instructions on sampling.)

In the measurement include, in the numerator and denominator, only children who received special education and related services for at least six months during the age span of three through five years.

Describe the results of the calculations and compare the results to the targets. States will use the progress categories for each of the three Outcomes to calculate and report the two Summary Statements. States have provided targets for the two Summary Statements for the three Outcomes (six numbers for targets for each FFY).

Report progress data and calculate Summary Statements to compare against the six targets. Provide the actual numbers and percentages for the five reporting categories for each of the three Outcomes.

In presenting results, provide the criteria for defining "comparable to same-aged peers." If a State is using the Early Childhood Outcomes Center (ECO) Child Outcomes Summary (COS), then the criteria for defining "comparable to same-aged peers" has been defined as a child who has been assigned a score of 6 or 7 on the COS.

In addition, list the instruments and procedures used to gather data for this indicator, including if the State is using the ECO COS.

## 7 - Indicator Data

**Not Applicable**

**Select yes if this indicator is not applicable.**

NO

#### Historical Data

Part	Baseline	FFY	2018	2019	2020	2021	2022
A1	2019	Target >=	86.30%	86.30%	83.95%	83.95%	83.95%
A1	83.93%	Data	84.38%	83.93%	77.44%	78.98%	79.02%

A2	2019	Target >=	55.60%	55.60%	47.20%	47.20%	47.20%
A2	47.11%	Data	50.08%	47.11%	42.18%	43.15%	40.20%
B1	2019	Target >=	87.00%	87.00%	84.10%	84.10%	84.10%
B1	84.09%	Data	84.24%	84.09%	78.17%	80.35%	80.13%
B2	2019	Target >=	53.90%	53.90%	45.10%	45.10%	45.10%
B2	45.07%	Data	47.95%	45.07%	39.39%	41.57%	39.61%
C1	2019	Target >=	88.10%	88.10%	85.80%	85.80%	85.80%
C1	85.77%	Data	86.39%	85.77%	78.74%	80.64%	80.22%
C2	2019	Target >=	64.30%	64.30%	53.40%	53.40%	53.40%
C2	53.32%	Data	57.14%	53.32%	47.33%	49.01%	45.71%

**Targets**

FFY	2023	2024	2025
Target A1 >=	83.95%	83.95%	84.00%
Target A2 >=	47.20%	47.20%	47.50%
Target B1 >=	84.10%	84.10%	84.50%
Target B2 >=	45.10%	45.10%	45.50%
Target C1 >=	85.80%	85.80%	86.00%
Target C2 >=	53.40%	53.40%	53.50%

**Targets: Description of Stakeholder Input**

In FFY23, revisions to targets were not made. ISBE did engage with a diverse group of stakeholders, including ISBE staff members, special education administrators, superintendents, and parents of students with disabilities including members of the parent advisory council. These meetings were held to discuss the LEA Determinations process, specifically addressing the current n-size (5 students with IEPs) utilized for results indicators in this process, and to introduce stakeholders to the proposed cyclical monitoring process. During the two meetings data was shared regarding the current LEA Determinations process with the n-size of 5 and data regarding the impact of eliminating the n-size or changing it to 10 or 15. After the data was presented, the stakeholder group determined that continuing to utilize an n-size of 5 for the results indicators was appropriate. Stakeholders were also asked to consider awarding points to an LEA if an LEA doesn't meet the n-size but meets or exceeds the state target. Stakeholders agreed that if an LEA doesn't meet the n-size for the results indicator they should not receive points despite meeting or exceeding the state target. These stakeholder meetings were held December 1, 2023, and February 26, 2024. Please see <https://www.isbe.net/Documents/Stakeholder-Meeting-20231201.pdf> and <https://www.isbe.net/Documents/Stakeholder-Meeting-20240226.pdf> for more information.

During the initial target setting, ISBE collected stakeholder feedback on its proposed SPP targets in multiple ways. ISBE's Special Education Department initiated a series of stakeholder meetings to establish targets for the new six-year cycle of the SPP. These meetings were held virtually over a two-month period to maximize participation and were designed to engage stakeholders from various backgrounds. The following existing stakeholder groups participated in feedback sessions with ISBE:

- Early Childhood Least Restrictive Environment Stakeholders Consortium
- Advisory Council on the Education of Children with Disabilities (formerly ISAC)
- Creating a Positive Pathway Forward for Special Education in Illinois
- Illinois Multi-Tiered System of Support (MTSS) Network Advisory Council
- Early Childhood Outcomes System Stakeholders Committee
- Illinois Alliance of Administrators of Special Education

Stakeholders included professional development providers, school district representatives, educational advocates, Illinois Early Learning Project representatives, Chicago Public Schools representatives, Parent Training and Information Center representatives, parent members of Advisory Council on the Education of Children with Disabilities, early intervention representatives, inclusion support specialists, individuals with disabilities, students with disabilities, parents of children with disabilities, parents from advisory committees, general public representatives, higher education representatives, Department of Corrections representatives, Illinois Service Resource Center representatives, directors of special education, assistant directors of special education, special education supervisors, special education coordinators, directors of innovative learning and technology, special education cooperative governing board members, regional superintendents, assistant regional superintendents, school business officials, and special education attorneys. In addition, the Illinois MTSS director, ISBE State Personnel Development Grant (SPDG) coordinator, ISBE director of Special Education, ISBE SPP/State Systemic Improvement Plan coordinator, and ISBE Section 619 coordinator participated in one or more stakeholder meetings. These meetings increased ISBE's capacity of diverse groups of parents and allowed them to have a voice in the development of targets and activities designed to improve outcomes for children with disabilities.

Each session sought stakeholder feedback on if the proposed SPP targets were reasonable and achievable. The stakeholder groups provided input on proposed targets for one or more of the following SPP indicators: 1, 2, 3, 4A, 5, 6, 7, 8, 14, 15, 16, and 17. Once the proposed targets for SPP indicators were determined reasonable and achievable, ISBE recorded 16 separate SPP modules and posted them on the website. Each of the SPP modules shared information specific to the indicator(s) being addressed, such as state and national trend data, measurements, and proposed SPP targets for the FFY 2020-25 SPP cycle. Each module sought stakeholder feedback on whether the proposed SPP targets were reasonable and achievable by

requesting that the participant complete a survey. The survey was open for over two months to gather stakeholder input. Prior to initiating the module recordings and survey, ISBE advertised broadly via state bulletins, listservs, Parent Training and Information Center publications, other state technical assistance resource centers, and the six stakeholder groups mentioned previously. These stakeholders represented a variety of regions of the state and races/ethnicities.

**FFY 2023 SPP/APR Data**

**Number of preschool children aged 3 through 5 with IEPs assessed**

11,972

**Outcome A: Positive social-emotional skills (including social relationships)**

<b>Outcome A Progress Category</b>	<b>Number of children</b>	<b>Percentage of Children</b>
a. Preschool children who did not improve functioning	69	0.58%
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	2,284	19.08%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	4,961	41.44%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	3,624	30.27%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	1,034	8.64%

<b>Outcome A</b>	<b>Numerator</b>	<b>Denominator</b>	<b>FFY 2022 Data</b>	<b>FFY 2023 Target</b>	<b>FFY 2023 Data</b>	<b>Status</b>	<b>Slippage</b>
A1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. <i>Calculation: (c+d)/(a+b+c+d)</i>	8,585	10,938	79.02%	83.95%	78.49%	Did not meet target	No Slippage
A2. The percent of preschool children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program. <i>Calculation: (d+e)/(a+b+c+d+e)</i>	4,658	11,972	40.20%	47.20%	38.91%	Did not meet target	Slippage

**Outcome B: Acquisition and use of knowledge and skills (including early language/communication)**

<b>Outcome B Progress Category</b>	<b>Number of Children</b>	<b>Percentage of Children</b>
a. Preschool children who did not improve functioning	67	0.56%
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	2,261	18.89%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	4,983	41.62%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	3,890	32.49%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	771	6.44%

<b>Outcome B</b>	<b>Numerator</b>	<b>Denominator</b>	<b>FFY 2022 Data</b>	<b>FFY 2023 Target</b>	<b>FFY 2023 Data</b>	<b>Status</b>	<b>Slippage</b>
B1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased	8,873	11,201	80.13%	84.10%	79.22%	Did not meet target	No Slippage

Outcome B	Numerator	Denominator	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
their rate of growth by the time they turned 6 years of age or exited the program. <i>Calculation:</i> $(c+d)/(a+b+c+d)$							
B2. The percent of preschool children who were functioning within age expectations in Outcome B by the time they turned 6 years of age or exited the program. <i>Calculation:</i> $(d+e)/(a+b+c+d+e)$	4,661	11,972	39.61%	45.10%	38.93%	Did not meet target	No Slippage

**Outcome C: Use of appropriate behaviors to meet their needs**

Outcome C Progress Category	Number of Children	Percentage of Children
a. Preschool children who did not improve functioning	76	0.63%
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	2,177	18.18%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	4,419	36.91%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	4,218	35.23%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	1,082	9.04%

Outcome C	Numerator	Denominator	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
C1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. <i>Calculation:</i> $(c+d)/(a+b+c+d)$	8,637	10,890	80.22%	85.80%	79.31%	Did not meet target	No Slippage
C2. The percent of preschool children who were functioning within age expectations in Outcome C by the time they turned 6 years of age or exited the program. <i>Calculation:</i> $(d+e)/(a+b+c+d+e)$	5,300	11,972	45.71%	53.40%	44.27%	Did not meet target	Slippage

Part	Reasons for slippage, if applicable
A2	To identify the reason for slippage, ISBE analyzed data for the last 3 years for outcome category A. The FFY23 SPP Indicator 7 denominators for A1 and A2 are within expected limits as compared to FFY20. FFY21 did see a small decrease in the denominators from previous years, but since then ISBE has seen small increases in FFY22 and FFY23. In FFY23 1,144 (+9.56%) additional students were assessed compared to FFY22. Data analysis of categories D and E, specifically, was conducted and through this analysis ISBE identified that while the percentage of overall students fell in those categories, the number of students who were identified in those categories increased from FFY22 to FFY23. The number of preschool children who improved functioning to reach a level comparable to same-aged peers increased by 238 students (+6.57%). The number of preschool children who maintained functioning at a level comparable to same-aged peers increased by 76 students (+7.35%). While the number of students did increase in both of these categories, the rate of increase was not equal to the rate of increase in total students assessed, therefore ISBE believes the increase in the number of students being assessed was a contributing factor to the slippage.
C2	To identify the reason for slippage, ISBE analyzed data for the last 3 years for outcome category A. The FFY23 SPP Indicator 7 denominators for C1 and AC2 are within expected limits as compared to FFY20. FFY21 did see a small decrease in the denominators from previous years, but since then ISBE has seen small increases in FFY22 and FFY23. In FFY23 1,144 (+9.56%) additional students were assessed compared to FFY22. Data analysis of categories D and E, specifically, was conducted and through this analysis ISBE

Part	Reasons for slippage, if applicable
	identified that while the percentage of overall students fell in those categories, the number of students who were identified in those categories increased from FFY22 to FFY23. The number of preschool children who improved functioning to reach a level comparable to same-aged peers increased by 331 students (+7.85%). The number of preschool children who maintained functioning at a level comparable to same-aged peers increased by 20 students (+0.47%). While the number of students did increase in both of these categories, the rate of increase was not equal to the rate of increase in total students assessed, therefore ISBE believes the increase in the number of students being assessed was a contributing factor to the slippage.

**Does the State include in the numerator and denominator only children who received special education and related services for at least six months during the age span of three through five years? (yes/no)**

YES

Sampling Question	Yes / No
Was sampling used?	NO

**Did you use the Early Childhood Outcomes Center (ECO) Child Outcomes Summary (COS) process? (yes/no)**

YES

**List the instruments and procedures used to gather data for this indicator.**

LEAs are required to choose from the following assessment tools as the Primary Assessment for Indicator 7:

- 1) Assessment, Evaluation, and Programming Systems (AEPS)
- 2) High Scope Child Observation Record (COR)
- 3) Work Sampling System Illinois (WSS-IL)
- 4) My Teaching Strategies GOLD
- 5) Early Learning Scales
- 6) Ages and Stages Questionnaire
- 7) Desired Results Developmental Profile (DRDP)

Upon exit, LEAs are required to choose the curriculum-based assessment used with the child from the seven possible primary assessments. In addition, ISBE utilizes the ECO Child Outcomes Summary (COS) and adds the relevant Illinois Early Learning and Development Standards (IELDS) as “sub-areas” in the 3 required outcome areas. The Overall Summary Rating for each one of the 3 outcomes is linked to “sub-areas” that reflect the IELDS. Including the IELDS in the COS assists teams in rating the child comparable to same-aged peers and increases the validity and reliability of the ratings. The criterion that defines “comparable to same-aged peers” is a child who has been assigned a score of 6 or 7 on the COS.

Illinois uses a team process to complete the developmental ratings on each child. The team is comprised of 2 or more persons who meet to complete the rating scale and select the outcome rating. This team includes parents. The team considers information from those familiar with the child in a variety of contexts and uses a systematic process for making decisions. The team process is supported by having individuals who have knowledge of typical child development, regular monitoring of child progress, multiple sources of information and a structure for coming to team consensus. The team bases their ratings on existing child data, including evaluations and information provided by the parents of the child, current classroom-based assessments and observations, and observations by teachers and related service providers to determine the ratings in each of the three outcome areas.

Children aged 3 through 5 who entered early childhood special education services and exited with at least 6 months of service are included in the assessment and reporting process. The following validations are made prior to programs submitting data:

- One Early Childhood Outcomes “Entry Rating” is mandatory before the student’s enrollment is exited;
- Upon exiting a student’s enrollment, an Early Childhood Outcomes Progress Rating is required if the last rating is more than 6 months old or if the student is exited during the time frame of February 1-July 31, an updated ECO rating must be done during that time frame;
- Impossible rating combinations are not allowed; and
- The entry rating date must be prior to the progress rating date.

The outcome ratings from entrance into the Early Childhood Special Education (ECSE) program are matched to exit outcome ratings for individual children. At the LEA and state levels, analyses of matched scores yield the following for each of the three outcomes:

1. Percent of preschool children who did not improve functioning
2. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers
3. Percent of preschool children who improved functioning to a level nearer to same aged peers but did not reach it
4. Percent of children who improved functioning to reach a level comparable to same aged peers
5. Percent of children who maintained functioning at a level comparable to same-aged peers

**Provide additional information about this indicator (optional)**

## 7 - Prior FFY Required Actions

None

## 7 - OSEP Response

## 7 - Required Actions



## Indicator 8: Parent involvement

### Instructions and Measurement

**Monitoring Priority:** FAPE in the LRE

**Results indicator:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

(20 U.S.C. 1416(a)(3)(A))

#### Data Source

State selected data source.

#### Measurement

Percent = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100.

#### Instructions

*Sampling of parents from whom response is requested is allowed. When sampling is used, submit a description of the sampling methodology outlining how the design will yield valid and reliable estimates. (See General Instructions on page 3 for additional instructions on sampling.)*

Describe the results of the calculations and compare the results to the target.

Provide the actual numbers used in the calculation.

If the State is using a separate data collection methodology for preschool children, the State must provide separate baseline data, targets, and actual target data or discuss the procedures used to combine data from school age and preschool data collection methodologies in a manner that is valid and reliable.

While a survey is not required for this indicator, a State using a survey must submit a copy of any new or revised survey with its SPP/APR.

Report the number of parents to whom the surveys were distributed and the number of respondent parents. The survey response rate is automatically calculated using the submitted data.

States must compare the response rate for the reporting year to the response rate for the previous year (e.g., in the FFY 2023 SPP/APR, compare the FFY 2023 response rate to the FFY 2022 response rate) and describe strategies that will be implemented which are expected to increase the response rate, particularly for those groups that are underrepresented.

The State must also analyze the response rate to identify potential nonresponse bias and take steps to reduce any identified bias and promote response from a broad cross-section of parents of children with disabilities.

Include in the State's analysis the extent to which the demographics of the children for whom parents responded are representative of the demographics of children receiving special education services. States must consider race/ethnicity. In addition, the State's analysis must also include at least one of the following demographics: age of the student, disability category, gender, geographic location, and/or another demographic category approved through the stakeholder input process.

States must describe the metric used to determine representativeness (e.g., +/- 3% discrepancy in the proportion of responders compared to target group).

If the analysis shows that the demographics of the children for whom parents responding are not representative of the demographics of children receiving special education services in the State, describe the strategies that the State will use to ensure that in the future the response data are representative of those demographics. In identifying such strategies, the State should consider factors such as how the State distributed the survey to parents (e.g., by mail, by e-mail, on-line, by telephone, in-person through school personnel), and how responses were collected.

States are encouraged to work in collaboration with their OSEP-funded parent centers in collecting data.

## 8 - Indicator Data

Question	Yes / No
Do you use a separate data collection methodology for preschool children?	NO

### Targets: Description of Stakeholder Input

In FFY23, revisions to targets were not made. ISBE did engage with a diverse group of stakeholders, including ISBE staff members, special education administrators, superintendents, and parents of students with disabilities including members of the parent advisory council. These meetings were held to discuss the LEA Determinations process, specifically addressing the current n-size (5 students with IEPs) utilized for results indicators in this process, and to introduce stakeholders to the proposed cyclical monitoring process. During the two meetings data was shared regarding the current LEA Determinations process with the n-size of 5 and data regarding the impact of eliminating the n-size or changing it to 10 or 15. After the data was presented, the stakeholder group determined that continuing to utilize an n-size of 5 for the results indicators was appropriate. Stakeholders were also asked to consider awarding points to an LEA if an LEA doesn't meet the n-size but meets or exceeds the state target. Stakeholders agreed that if an LEA doesn't meet the n-size for the results indicator they should not receive points despite meeting or exceeding the state target. These stakeholder meetings were held December 1, 2023, and February 26, 2024. Please see <https://www.isbe.net/Documents/Stakeholder-Meeting-20231201.pdf> and <https://www.isbe.net/Documents/Stakeholder-Meeting-20240226.pdf> for more information.

During the initial target setting, ISBE collected stakeholder feedback on its proposed SPP targets in multiple ways. ISBE's Special Education Department initiated a series of stakeholder meetings to establish targets for the new six-year cycle of the SPP. These meetings were held virtually over a two-month period to maximize participation and were designed to engage stakeholders from various backgrounds. The following existing stakeholder groups participated in feedback sessions with ISBE:

- Early Childhood Least Restrictive Environment Stakeholders Consortium
- Advisory Council on the Education of Children with Disabilities (formerly ISAC)
- Creating a Positive Pathway Forward for Special Education in Illinois
- Illinois Multi-Tiered System of Support (MTSS) Network Advisory Council
- Early Childhood Outcomes System Stakeholders Committee
- Illinois Alliance of Administrators of Special Education

Stakeholders included professional development providers, school district representatives, educational advocates, Illinois Early Learning Project representatives, Chicago Public Schools representatives, Parent Training and Information Center representatives, parent members of Advisory Council on the Education of Children with Disabilities, early intervention representatives, inclusion support specialists, individuals with disabilities, students with

disabilities, parents of children with disabilities, parents from advisory committees, general public representatives, higher education representatives, Department of Corrections representatives, Illinois Service Resource Center representatives, directors of special education, assistant directors of special education, special education supervisors, special education coordinators, directors of innovative learning and technology, special education cooperative governing board members, regional superintendents, assistant regional superintendents, school business officials, and special education attorneys. In addition, the Illinois MTSS director, ISBE State Personnel Development Grant (SPDG) coordinator, ISBE director of Special Education, ISBE SPP/State Systemic Improvement Plan coordinator, and ISBE Section 619 coordinator participated in one or more stakeholder meetings. These meetings increased ISBE's capacity of diverse groups of parents and allowed them to have a voice in the development of targets and activities designed to improve outcomes for children with disabilities.

Each session sought stakeholder feedback on if the proposed SPP targets were reasonable and achievable. The stakeholder groups provided input on proposed targets for one or more of the following SPP indicators: 1, 2, 3, 4A, 5, 6, 7, 8, 14, 15, 16, and 17. Once the proposed targets for SPP indicators were determined reasonable and achievable, ISBE recorded 16 separate SPP modules and posted them on the website. Each of the SPP modules shared information specific to the indicator(s) being addressed, such as state and national trend data, measurements, and proposed SPP targets for the FFY 2020-25 SPP cycle. Each module sought stakeholder feedback on whether the proposed SPP targets were reasonable and achievable by requesting that the participant complete a survey. The survey was open for over two months to gather stakeholder input. Prior to initiating the module recordings and survey, ISBE advertised broadly via state bulletins, listservs, Parent Training and Information Center publications, other state technical assistance resource centers, and the six stakeholder groups mentioned previously. These stakeholders represented a variety of regions of the state and races/ethnicities.

#### Historical Data

Baseline Year	Baseline Data
2005	53.80%

FFY	2018	2019	2020	2021	2022
Target >=	61.00%	61.00%	70.50%	71.00%	71.50%
Data	70.00%	73.91%	70.79%	69.17%	69.71%

#### Targets

FFY	2023	2024	2025
Target >=	72.00%	72.50%	73.00%

#### FFY 2023 SPP/APR Data

Number of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities	Total number of respondent parents of children with disabilities	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
2,514	3,479	69.71%	72.00%	72.26%	Met target	No Slippage

**Since the State did not report preschool children separately, discuss the procedures used to combine data from school age and preschool surveys in a manner that is valid and reliable.**

ISBE administers one survey to parents of both preschool and school-aged students with disabilities. ISBE does not administer a different survey to parents of students who are in preschool; therefore, no additional procedures for combining data are required. The survey response data that ISBE receives is disaggregated by age, gender, race/ethnicity, disability category, and English language learners for ages 3-21, with subgroup totals for students ages 3-5 and 6-21. Grouped survey responses are reported to ISBE to provide a big picture of parent perceptions regarding the degree to which schools and districts facilitated parent involvement as a means of improving services and results for their children. Individual district data can be accessed by the respective district as well.

**The number of parents to whom the surveys were distributed.**

47,978

**Percentage of respondent parents**

7.25%

#### Response Rate

FFY	2022	2023
Response Rate	7.31%	7.25%

**Describe the metric used to determine representativeness (e.g., +/- 3% discrepancy in the proportion of responders compared to target group).**

+/- 3% discrepancy in the proportion of responders compared to target group

**Include the State's analyses of the extent to which the demographics of the children for whom parents responded are representative of the demographics of children receiving special education services. States must include race/ethnicity in their analysis. In addition, the State's analysis must also include at least one of the following demographics: age of the student, disability category, gender, geographic location, and/or another demographic category approved through the stakeholder input process.**

The demographic representation of FFY 2023 survey respondents was examined by student age, gender, race/ethnicity, disability, and English language learner status. Given that the overall survey sample was representative of the population of students with disabilities ages 3-21 in the state, an examination of the responses by subgroup provides data regarding whether the survey responses were representative of the children receiving special education services in the state.

While the overall sample of children for whom parents responded to the survey is representative of the statewide population of children receiving special education services in multiple racial/ethnic groups and disability categories, survey result analyses indicated some statistically significant differences between families that did and did not respond to the survey in terms of race/ethnicity and primary disability category.

The demographics of preschool children aged 3-5 receiving special education services, whose parents completed the survey, is representative of five racial/ethnic groups and not representative of two groups. Specifically, families of students identifying as Black and Hispanic were less likely to complete the survey. Students identifying as Black made up 13.15% of the survey group and 7.35% of the survey respondents (a -5.79% difference). Students identifying as Hispanic made up 26.42% of the survey group and 19.85% of the respondents (a -6.57% difference). In contrast, families of students identifying as White were more likely to complete the survey. Students identifying as White made up 49.77% of the survey group and 61.76% of the survey responses (a +11.99% difference).

The demographics of school-aged children receiving special education services, whose parents completed the survey, is representative of four racial/ethnic groups and not representative of three groups. Specifically, families of students identifying as Black or Hispanic were less likely to complete the survey. Students identifying as Black made up 19.58% of the survey group and 9.77% of the survey responses (a -9.81% difference). Students identifying as Hispanic made up 28.09% of the survey group and 24.03% of the survey responses (a -4.06% difference). In contrast, families identifying as White were more likely to complete the survey. Students identifying as White made up 44.79% of the survey group and 56.89% of the survey responses (a +12.10% difference).

When the demographics of both preschool and school-aged children receiving special education services, whose parents completed the survey, the overall sample is representative of four racial/ethnic groups and not representative of three groups. Students identifying as Black made up 19.03% of the overall survey group and 9.49% of the survey respondents (a -9.54% difference). Students identifying as Hispanic made up 27.95% of the overall survey group and 23.54% of the survey respondents (a -4.41% difference). In contrast, students identifying as White made up 45.22% of the overall survey group and 57.46% of the survey responses (a +12.24% difference).

The demographics of preschool children aged 3-5 receiving special education services, whose parents completed the survey, is representative of all the 14 disability categories. The sample of school-aged children receiving special education services, whose parents completed the survey, is representative in 13 of the 14 disability categories. Families of students identified with Specific Learning Disabilities were less likely to complete the survey. Students identified with Specific Learning Disabilities made up 35.09% of the survey group and 27.45% of the survey responses (a -7.64% difference).

When the demographics of both preschool and school-aged children receiving special education services, whose parents completed the survey, the overall sample is representative of representative of 12 of the 14 disability categories. Families of students identified with Specific Learning Disability were less likely to respond to the survey. In contrast, families of students identified as Developmental Delay were more likely to respond to the survey. Students identified with Specific Learning Disabilities made up 32.09% of the overall survey group and 24.26% of the survey responses (a -7.83% difference). Students identified as Developmental Delay made up 13.69% of the overall survey group and 16.90% of the survey responses (a +3.21% difference).

**The demographics of the children for whom parents are responding are representative of the demographics of children receiving special education services. (yes/no)**

NO

**If no, describe the strategies that the State will use to ensure that in the future the response data are representative of those demographics**

ISBE will transition from providing a paper survey option and online survey option, to an online survey as a primary method during the current year's cycle. Parents can still request a paper survey if they require this format. Transitioning to an online only survey will allow ISBE's vendor to report data to ISBE staff more frequently. This will allow ISBE staff to provide an increased level of targeted support to regions, underrepresented families, and school districts that require more technical assistance to increase parent responses. ISBE staff will reach out to districts with low response rates to strongly encourage them to utilize reminder emails, reminder text messages, recorded phone messages, live phone calls, social media accounts, and outreach support from local parent groups to reach underrepresented families for survey completion. ISBE's vendor will also continue to provide a link for districts to provide to parents if they have lost or cannot locate their user ID. They can utilize this link to receive the user ID via email.

ISBE will continue to include resources for parents, families, and districts on its SPP Indicator 8 webpage at: <https://www.isbe.net/Pages/SPP-APR-Indicator-8.aspx>. To support parents, families and districts, an example of the survey will be posted along with the informational flyers that can be distributed at the local level. Information regarding accessibility to language assistance, including a Spanish translation, and contact information for support from ISBE's vendor will also be made available via the website.

**Describe strategies that will be implemented which are expected to increase the response rate year over year, particularly for those groups that are underrepresented.**

ISBE will implement the use of an online survey as the primary method to provide on demand data which will assist ISBE staff with providing increased targeted support for districts and parents who need additional contacts to complete the survey. The electronic survey format will provide an easier platform for parents to utilize as it eliminates the requirement of parents mailing in their completed survey. Following this year's survey ISBE will analyze this year's survey data, technical assistance data and seek feedback from LEAs to identify additional improvements in the survey process. This includes, but is not limited to, investigating if any changes are needed to the survey question wording, the number of questions on the survey, the survey directions and/or the survey packaging to help improve response rates from underrepresented groups, specifically parents who have students receiving special education services that identify as black and/or Hispanic as well as parents who have students who are identified to have a Specific Learning Disability.

ISBE will continue to encourage LEAs to implement two or more of the following activities to maximize the number of surveys completed and increase the response rate: post the survey information and link on the district website, mail flyers home to parents that have a child with a disability, email parents the survey information and link, use the district/school automated phone system to increase parent awareness, notify parent groups to assist in disseminating survey information, utilize text messaging and social media accounts to increase parent awareness, and have parents complete the survey at the conclusion of their annual IEP meeting. ISBE will continue to work with the PTIs to support working with populations of parents who were

less likely to respond to the survey specifically parents who have students receiving special education services that identify as black and/or Hispanic as well as parents who have students who are identified to have a Specific Learning Disability.

**Describe the analysis of the response rate including any nonresponse bias that was identified, and the steps taken to reduce any identified bias and promote response from a broad cross section of parents of children with disabilities.**

ISBE reviewed data related to underrepresented groups completing the survey and found that nonresponse bias data were not significant between the overall survey completers and the two underrepresented groups. The analyses of response rate data for the seven racial/ethnic groups and the fourteen disability categories indicated that three subgroups were less likely to respond. Families of students identifying as Black and Hispanic were less likely to respond to the survey as were families of students identified with Specific Learning Disabilities. Because these subgroups are underrepresented, there is a risk of nonresponse bias in the data. To ensure that these discrepancies were not indicative of nonresponse bias, a deeper look into the data was completed. Data showed that while families identifying as Black and Hispanic were less likely to respond to the survey, 73.64% of the respondent families of students identifying as Black reported that the school facilitated parent involvement and 74.48% of respondent families identifying as Hispanic reported that the school facilitated parent involvement. Statistical weighting was used to adjust the Indicator 8 percentage to reflect the racial/ethnic distribution of Illinois' statewide special education population. The adjusted estimate of overall agreement is 72.60%, which is 0.34% higher than the unweighted statewide Indicator 8 percentage of 72.26%. In addition, families of students identified with Specific Learning Disabilities were less likely to respond to the survey. Because this subgroup is underrepresented, there is a risk of nonresponse bias in the data. However, 70.97% of the respondent families of students identified with Specific Learning Disabilities reported that the school facilitated parent involvement as compared to the overall state rate of 72.26%. Statistical weighting was used to adjust the Indicator 8 percentage to reflect the distribution of disability categories in Illinois' statewide special education population. The adjusted estimate of overall parent agreement is 72.31%, which is 0.05% higher than the unweighted statewide Indicator 8 percentage of 72.26%. Therefore, data showed the discrepancies were not significant enough to identify a nonresponse bias in regard to race/ethnicity and disability category.

ISBE encourages LEAs to implement a variety of activities to maximize the number of surveys completed and to reduce the potential for nonresponse bias. Districts are encouraged to use multiple types of technology to reach diverse parent groups, such as the district website, email, text messaging, and the district/school automated phone system. Districts are also encouraged to mail flyers home to parents, notify parent groups that could assist in disseminating survey information, and make the survey available for parent completion at the conclusion of the annual IEP meeting for parents who are less likely to rely on technology for information. ISBE has also revised its survey notification to parents over the years to keep its message short and simple and to let parents know what they can expect from the survey. ISBE mails the survey and provides information about the survey on the ISBE website, <https://www.isbe.net/Pages/SPP-APR-Indicator-8.aspx>. ISBE has both English and Spanish versions of the survey and provides an email address and toll-free number if parents need assistance completing the survey. A copy of the survey can be found at the following link <http://www.mievaluation.com/isbe2024.htm>.

Beginning in FFY24, ISBE will shift from a paper survey to an online survey as a primary method to reduce the potential for nonresponse bias and allow ISBE staff to receive on demand data to provide increased technical assistance support to districts and families who are underrepresented. Parents may still request a paper survey if they prefer. Parents will receive a short letter which includes a link, a QR code, a unique ID number and detailed directions regarding how to complete the survey. Information regarding how parents can receive support with the survey completion will continue to be included in the letter.

Sampling Question	Yes / No
Was sampling used?	YES
If yes, has your previously approved sampling plan changed?	NO

**Describe the sampling methodology outlining how the design will yield valid and reliable estimates.**

ISBE continued to use the first 25 items from the Parent Survey developed by the National Center for Special Education Accountability Monitoring (NCSEAM) to measure the percentage of parents who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. ISBE continued to use a six-year cycle for LEAs selected to ensure that every LEA is included in the data collection over the span of the State Performance Plan. The six-year survey cycle for FFY 2020-25 is based on the December 1 child count for school year 2020-21. This six-year cycle has been carefully developed to ensure the sample of families selected for the survey annually is representative of the demographics of children receiving special education services in terms of primary disability and race/ethnicity. ISBE mails the Illinois Parent Involvement Survey to a representative sample of parents of students with disabilities within the LEA during the year the LEA has been selected for the survey, except for the Chicago Public Schools (CPS) District 299. CPS has been selected every year of the six-year cycle, and ISBE ensures that a proportionate representation of parents of students with disabilities from the LEA receive the survey annually. Parents have the option to return a paper version of the survey by mail or to complete the survey online. English and Spanish versions of the survey are available to parents.

Of the 47,978 parents of students with disabilities in Illinois who were selected to participate in the 2023-2024 Illinois Parent Involvement Survey, 3,479 parents responded, yielding an 7.25% response rate. This FFY23 response rate decreased 0.06 percentage points from a response rate of 7.31% in FFY22. FFY23 data show that 3,479 respondents completed the survey. The FFY23 response rate of 7.25% was calculated using the total number of surveys received (3,479) divided by the total number of surveys mailed (47,978). However, 68 surveys were undeliverable and were returned to the sender. Therefore, the response rate based on the total number of surveys received (3,479) divided by the total number of surveys assumed delivered (47,910) is 7.26%.

Survey Question	Yes / No
Was a survey used?	YES
If yes, is it a new or revised survey?	NO
If yes, provide a copy of the survey.	

**Provide additional information about this indicator (optional)**

**8 - Prior FFY Required Actions**

In the FFY 2023 SPP/APR, the State must report whether the FFY 2023 data are from a response group that is representative of the demographics of children receiving special education services, and, if not, the actions the State is taking to address this issue. The State must also include its analysis of the extent to which the response data are representative of the demographics of children receiving special education services.

### **Response to actions required in FFY 2022 SPP/APR**

The State reported on the representativeness of the data in the SPP 8 section entitled, "Include the State's analyses of the extent to which the demographics of the students, whom parents responded to the survey, are representative of the demographics of children receiving special education services." The results of the analysis indicated that student age, gender, and English language learner status were not significant predictors of survey completion by parents. Survey result analyses also indicated that families of students identifying as Black and Hispanic were less likely to complete the survey, as were families of students identified with Specific Learning Disabilities. In contrast, families of students identifying as White were more likely to complete the survey, as were families of students identified with Developmental Delay.

The State reported on the actions it is taking to address representativeness in the SPP 8 section entitled, "Describe the strategies that the State will use to ensure that in the future the response data are representative of those demographics." To ensure that future response data are more representative, ISBE continues to work with its survey vendor and the school districts in the current year's survey cycle to complete follow up activities with families who are less likely to complete the survey. ISBE's survey vendor will continue to compile survey response data at regular intervals during the survey timeframe to determine which districts and families will be targeted for follow up communications regarding survey completion. ISBE also includes resources for parents, families, and districts on its SPP Indicator 8 webpage in an effort to increase representativeness.

## **8 - OSEP Response**

### **8 - Required Actions**

In the FFY 2024 SPP/APR, the State must report whether the FFY 2024 data are from a response group that is representative of the demographics of children receiving special education services, and, if not, the actions the State is taking to address this issue. The State must also include its analysis of the extent to which the response data are representative of the demographics of children receiving special education services.

## Indicator 9: Disproportionate Representation

### Instructions and Measurement

**Monitoring Priority:** Disproportionality

**Compliance indicator:** Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

#### Data Source

State's analysis, based on State's Child Count data collected under IDEA section 618, to determine if the disproportionate representation of racial and ethnic groups in special education and related services was the result of inappropriate identification.

#### Measurement

Percent = [(# of districts, that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups, with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (# of districts in the State that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups)] times 100.

Include State's definition of "disproportionate representation." Please specify in your definition: 1) the calculation method(s) being used (i.e., risk ratio, weighted risk ratio, e-formula, etc.); and 2) the threshold at which disproportionate representation is identified. Also include, as appropriate, 3) the number of years of data used in the calculation; and 4) any minimum cell and/or n-sizes (i.e., risk numerator and/or risk denominator).

Based on its review of the 618 data for the reporting year, describe how the State made its annual determination as to whether the disproportionate representation it identified of racial and ethnic groups in special education and related services was the result of inappropriate identification as required by 34 CFR §§300.600(d)(3) and 300.602(a), e.g., using monitoring data; reviewing policies, practices and procedures. In determining disproportionate representation, analyze data, for each district, for all racial and ethnic groups in the district, or all racial and ethnic groups in the district that meet a minimum n and/or cell size set by the State. Report on the percent of districts in which disproportionate representation of racial and ethnic groups in special education and related services is the result of inappropriate identification, even if the determination of inappropriate identification was made after the end of the FFY 2023 reporting period (i.e., after June 30, 2024).

#### Instructions

Provide racial/ethnic disproportionality data for all children aged 5 who are enrolled in kindergarten and aged 6 through 21 served under IDEA, aggregated across all disability categories. Provide the actual numbers used in the calculation.

States are not required to report on underrepresentation.

If the State has established a minimum n and/or cell size requirement, the State may only include, in both the numerator and the denominator, districts that met that State-established n and/or cell size. If the State used a minimum n and/or cell size requirement, report the number of districts totally excluded from the calculation as a result of this requirement because the district did not meet the minimum n and/or cell size for any racial/ethnic group.

Consider using multiple methods in calculating disproportionate representation of racial and ethnic groups to reduce the risk of overlooking potential problems. Describe the method(s) used to calculate disproportionate representation.

Provide the number of districts that met the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups identified with disproportionate representation of racial and ethnic groups in special education and related services and the number of those districts identified with disproportionate representation that is the result of inappropriate identification.

Targets must be 0%.

Provide detailed information about the timely correction of child-specific and regulatory/systemic noncompliance as noted in OSEP's response for the previous SPP/APR. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2023 SPP/APR, the data for FFY 2022), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

Beginning with the FFY 2024 SPP/APR (due February 2, 2026), if the State did not issue any findings because it has adopted procedures that permit its LEAs to correct noncompliance prior to the State's issuance of a finding (i.e., pre-finding correction), the explanation within each applicable indicator must include how the State verified, prior to issuing a finding, that the LEA has corrected each individual case of child-specific noncompliance and is correctly implementing the specific regulatory requirements.

## 9 - Indicator Data

### Not Applicable

Select yes if this indicator is not applicable.

NO

### Historical Data

Baseline Year	Baseline Data
2020	0.00%

FFY	2018	2019	2020	2021	2022
Target	0%	0%	0%	0%	0%
Data	0.00%	0.00%	0.00%	0.00%	0.00%

### Targets

FFY	2023	2024	2025
Target	0%	0%	0%

**FFY 2023 SPP/APR Data**

**Has the state established a minimum n and/or cell size requirement? (yes/no)**

YES

**If yes, the State may only include, in both the numerator and the denominator, districts that met the State-established n and/or cell size. Report the number of districts excluded from the calculation as a result of the requirement.**

25

Number of districts with disproportionate representation of racial/ethnic groups in special education and related services	Number of districts with disproportionate representation of racial/ethnic groups in special education and related services that is the result of inappropriate identification	Number of districts that met the State's minimum n and/or cell size	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
1	0	841	0.00%	0%	0.00%	Met target	No Slippage

**Were all races and ethnicities included in the review?**

YES

**Define “disproportionate representation.” Please specify in your definition: 1) the calculation method(s) being used (i.e., risk ratio, weighted risk ratio, e-formula, etc.); and 2) the threshold at which disproportionate representation is identified. Also include, as appropriate, 3) the number of years of data used in the calculation; and 4) any minimum cell and/or n-sizes (i.e., risk numerator and/or risk denominator).**

Disproportionate representation (or disproportionality) of racial/ethnic groups in special education and related services is currently defined as students in a particular racial/ethnic group (i.e., Asian, Black, Hispanic, Native American, Native Hawaiian/Other Pacific Islander, Two or More Races or White) being at a considerably greater risk of being identified as eligible for special education and related services than all other racial/ethnic groups enrolled either in the LEA or in the state (depending on the type of risk ratio calculation applied, as discussed below). ISBE uses a risk ratio to determine state risk for racial/ethnic disproportionality. To determine LEA risk for racial/ethnic disproportionality, ISBE uses a weighted risk ratio for LEAs that meet the minimum n-size of at least 10 students in the racial/ethnic group and at least 10 students in the comparison group (all students in the racial/ethnic group enrolled in the LEA), and an alternate risk ratio for LEAs that do not meet the minimum n-size requirements, but have at least 10 students in the racial/ethnic group and have fewer than 10 students in the comparison group enrolled in the LEA. The State utilized data from annual Fall Enrollment Counts from the Student Information System, or SIS, (for all students, grades 1-12) and December Child Count (for students with IEPs, aged 5 who are enrolled in Kindergarten and aged 6-21), which is the same data reported to OSEP on Table 1 (Child Count) of Information Collection 1820-0043 (Report of Children with Disabilities Receiving Special Education under Part B of the IDEA, as amended).

ISBE examines data in the given school year to determine the number of LEAs that had at least 10 students with IEPs, aged 5 who are enrolled in kindergarten and aged 6-21, for the past three school years to determine how many LEAs met the minimum cell size for further analysis. ISBE uses a two-step process to determine the existence of disproportionality based on race and ethnicity in special education and related services that is the result of inappropriate identification. First, ISBE calculates a weighted or alternate risk ratio for every LEA in the state with regard to overall special education eligibility. Such risk ratios are calculated for each racial/ethnic group enrolled in a LEA. ISBE’s criteria for determining overrepresentation based on race/ethnicity is a calculated weighted or alternate risk ratio of 3.0 or higher for three consecutive years for a particular racial/ethnic group in which there are at least ten students in the special education population.

Second, to verify whether the disproportionality is the result of inappropriate identification in those LEAs with a risk ratio of 3.0 or higher, ISBE requires the identified LEAs to conduct self-assessment and/or status report activities, including data verification and a review of policies, practices and procedures related to curriculum and instruction, child find, evaluations, eligibility determinations and IEPs. The LEAs submit the results of the self-assessment activities to ISBE. Upon receipt, ISBE reviews the documentation (which includes information resulting from the LEA’s review of policies, practices, and procedures) and combined with the LEA data, determines whether or not the disproportionality is, in fact, the result of inappropriate identification of students. For those LEAs found to have disproportionate representation two or more years in a row, the LEA and State examine district processes, including a review of any new policies or procedures that went into effect since the prior year’s review.

**Describe how the State made its annual determination as to whether the disproportionate representation it identified of racial and ethnic groups in special education and related services was the result of inappropriate identification.**

As described in detail above, ISBE utilizes a LEA self-assessment process to determine whether the disproportionate representation it identified was the result of inappropriate identification. The LEAs submit their self-assessments to ISBE, and the ISBE disproportionality team evaluates the self-assessments using its Disproportionality Self-Assessment Review Checklist/Rubric. A direct link to the self-assessment can be found here: <https://www.isbe.net/Pages/SPP-APR-Indicator-9-10.aspx> under the Self-Assessment drop down. ISBE staff use the Checklist/Rubric to score the five identified focus areas: curriculum and instruction; child find; initial evaluation and re-evaluation; eligibility determination; and individualized education program. The questions under each of the five focus areas are aligned to federal and state regulations and require the LEA to provide evidence for verification. Evidence can include, but is not limited to, copies of policies and procedures, written referrals, copies of Child Find notices/publications, MTSS plan, eligibility reports, IEPs and other student records. ISBE staff determine the extent to which the documentation provided demonstrates compliance with the regulations. ISBE staff score the Checklists/Rubrics and use the results to determine whether the disproportionate representation was the result of inappropriate identification. In FFY23, 841/866 LEAs met the minimum cell size requirement, and 25/866 LEAs did not meet the minimum cell size requirement for further analysis under SPP 9. One LEA met the criteria for overrepresentation based on race/ethnicity set by ISBE. This LEA was required to conduct self-assessment activities for FFY23. After a thorough review of the LEA’s self-assessment, the state determined that the disproportionate representation identified for racial and ethnic groups in special education and related services in this LEA was not the result of inappropriate identification.

**Provide additional information about this indicator (optional)**

**Correction of Findings of Noncompliance Identified in FFY 2022**

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
0	0	0	0

**Correction of Findings of Noncompliance Identified Prior to FFY 2022**

Year Findings of Noncompliance Were Identified	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2022 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected

**9 - Prior FFY Required Actions**

None

**9 - OSEP Response**

**9 - Required Actions**

# Indicator 10: Disproportionate Representation in Specific Disability Categories

## Instructions and Measurement

**Monitoring Priority:** Disproportionality

**Compliance indicator:** Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

### Data Source

State’s analysis, based on State’s Child Count data collected under IDEA section 618, to determine if the disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification.

### Measurement

Percent = [(# of districts, that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups, with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification) divided by the (# of districts in the State that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups)] times 100.

Include State’s definition of “disproportionate representation”. Please specify in your definition: 1) the calculation method(s) being used (i.e., risk ratio, weighted risk ratio, e-formula, etc.); and 2) the threshold at which disproportionate representation is identified. Also include, as appropriate, 3) the number of years of data used in the calculation; and 4) any minimum cell and/or n-sizes (i.e., risk numerator and/or risk denominator).

Based on its review of the section 618 data for the reporting year, describe how the State made its annual determination as to whether the disproportionate representation it identified of racial and ethnic groups in specific disability categories was the result of inappropriate identification as required by 34 CFR §§300.600(d)(3) and 300.602(a), (e.g., using monitoring data; reviewing policies, practices and procedures). In determining disproportionate representation, analyze data, for each district, for all racial and ethnic groups in the district, or all racial and ethnic groups in the district that meet a minimum n and/or cell size set by the State. Report on the percent of districts in which disproportionate representation of racial and ethnic groups in specific disability categories is the result of inappropriate identification, even if the determination of inappropriate identification was made after the end of the FFY 2023 reporting period (i.e., after June 30, 2024).

### Instructions

Provide racial/ethnic disproportionality data for all children aged 5 who are enrolled in kindergarten and aged 6 through 21 served under IDEA. Provide these data at a minimum for children in the following six disability categories: intellectual disability, specific learning disabilities, emotional disturbance, speech or language impairments, other health impairments, and autism. If a State has identified disproportionate representation of racial and ethnic groups in specific disability categories other than these six disability categories, the State must include these data and report on whether the State determined that the disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification. Provide the actual numbers used in the calculation.

States are not required to report on underrepresentation.

If the State has established a minimum n and/or cell size requirement, the State may only include, in both the numerator and the denominator, districts that met that State-established n and/or cell size. If the State used a minimum n and/or cell size requirement, report the number of districts totally excluded from the calculation as a result of this requirement because the district did not meet the minimum n and/or cell size for any racial/ethnic group.

Consider using multiple methods in calculating disproportionate representation of racial and ethnic groups to reduce the risk of overlooking potential problems. Describe the method(s) used to calculate disproportionate representation.

Provide the number of districts that met the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups identified with disproportionate representation of racial and ethnic groups in specific disability categories and the number of those districts identified with disproportionate representation that is the result of inappropriate identification.

Targets must be 0%.

Provide detailed information about the timely correction of child-specific and regulatory/systemic noncompliance as noted in OSEP’s response for the previous SPP/APR. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2023 SPP/APR, the data for FFY 2022), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

Beginning with the FFY 2024 SPP/APR (due February 2, 2026), if the State did not issue any findings because it has adopted procedures that permit its LEAs to correct noncompliance prior to the State’s issuance of a finding (i.e., pre-finding correction), the explanation within each applicable indicator must include how the State verified, prior to issuing a finding, that the LEA has corrected each individual case of child-specific noncompliance and is correctly implementing the specific regulatory requirements.

## 10 - Indicator Data

**Not Applicable**

**Select yes if this indicator is not applicable.**

NO

### Historical Data

Baseline Year	Baseline Data
2020	0.00%

FFY	2018	2019	2020	2021	2022
Target	0%	0%	0%	0%	0%

Data	0.00%	0.00%	0.00%	0.00%	0.00%
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**Targets**

FFY	2023	2024	2025
Target	0%	0%	0%

**FFY 2023 SPP/APR Data**

Has the state established a minimum n and/or cell size requirement? (yes/no)

YES

If yes, the State may only include, in both the numerator and the denominator, districts that met the State-established n and/or cell size. Report the number of districts excluded from the calculation as a result of the requirement.

97

Number of districts with disproportionate representation of racial/ethnic groups in specific disability categories	Number of districts with disproportionate representation of racial/ethnic groups in specific disability categories that is the result of inappropriate identification	Number of districts that met the State's minimum n and/or cell size	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
39	0	769	0.00%	0%	0.00%	Met target	No Slippage

Were all races and ethnicities included in the review?

YES

Define “disproportionate representation”. Please specify in your definition: 1) the calculation method(s) being used (i.e., risk ratio, weighted risk ratio, e-formula, etc.); and 2) the threshold at which disproportionate representation is identified. Also include, as appropriate, 3) the number of years of data used in the calculation; and 4) any minimum cell and/or n-sizes (i.e., risk numerator and/or risk denominator).

Disproportionate representation (or disproportionality) of racial/ethnic groups in special education disability categories is currently defined as students in a particular racial/ethnic group (i.e., Asian, Black, Hispanic, Native American, Native Hawaiian/Other Pacific Islander, Two or More Races or White) being at a considerably greater risk of being identified as eligible for special education and related services in a specific disability category (Speech/Language, Specific Learning Disability, Emotional Disturbance, Intellectual Disability, Autism, and Other Health Impairment) than all other racial/ethnic groups enrolled either in the LEA or in the state (depending on the type of risk ratio calculation applied, as discussed below). ISBE uses a risk ratio to determine state risk for racial/ethnic disproportionality. To determine LEA risk for racial/ethnic disproportionality, ISBE uses a weighted risk ratio for LEAs that meet the minimum n-size requirements of at least 10 students in the racial/ethnic group and at least 10 students in the comparison group (all students in the racial/ethnic group enrolled in the LEA), and an alternate risk ratio for LEAs who do not meet the minimum n-size requirements but have at least 10 students in the racial/ethnic group and have fewer than 10 students in the comparison group enrolled in the LEA. The State utilized data from annual Fall Enrollment Counts from the Student Information System, or SIS, (for all students, grades 1-12) and December Child Count (for students with IEPs, aged 5 who are enrolled in Kindergarten and aged 6-21), which is the same data reported to OSEP on Table 1 (Child Count) of Information Collection 1820-0043 (Report of Children with Disabilities Receiving Special Education under Part B of the IDEA, as amended). ISBE examines data in the given school year to determine the number of LEAs that had at least 10 students with IEPs, aged 5 who are enrolled in kindergarten and aged 6-21, for the past three school years in one of the six disability categories listed above to determine how many LEAs met the minimum cell size for further analysis.

ISBE uses a two-step process to determine the existence of disproportionality based on race and ethnicity in special education disability categories that is the result of inappropriate identification. First, ISBE calculates a weighted or alternate risk ratio for every LEA in the state with regard to overall special education eligibility. Such risk ratios are calculated for each racial/ethnic group enrolled in a LEA. ISBE’s criteria for determining overrepresentation based on race/ethnicity is a calculated weighted or alternate risk ratio of 3.0 or higher for three consecutive years for a particular racial/ ethnic group in which there are at least ten students in the special education population.

Second, to verify whether the disproportionality is the result of inappropriate identification in those LEAs with a risk ratio of 3.0 or higher, ISBE requires the identified LEAs to conduct self-assessment and/or status report activities, including data verification and a review of policies, practices and procedures related to curriculum and instruction, child find, evaluations, eligibility determinations and IEPs. The LEAs submit the results of the self-assessment activities to ISBE. Upon receipt, ISBE reviews the documentation (which includes information resulting from the LEA’s review of policies, practices, and procedures) and combined with the LEA data, determines whether the disproportionality is, in fact, the result of inappropriate identification of students. For those LEAs found to have disproportionate representation two or more years in a row, the LEA and State examine district processes, including a review of any new policies or procedures that went into effect since the prior year’s review.

**Describe how the State made its annual determination as to whether the disproportionate overrepresentation it identified of racial and ethnic groups in specific disability categories was the result of inappropriate identification.**

As described in detail above, ISBE utilizes a LEA self-assessment process to determine whether the disproportionate representation it identified was the result of inappropriate identification. The LEAs submit their self-assessments to ISBE, and the ISBE disproportionality team evaluates the self-assessments using its Disproportionality Self-Assessment Review Checklist/Rubric . A direct link to the self-assessment can be found here:

<https://www.isbe.net/Pages/SPP-APR-Indicator-9-10.aspx> under the Self-Assessment drop down. ISBE staff use the Checklist/Rubric to score the five identified focus areas: curriculum and instruction; child find; initial evaluation and re-evaluation; eligibility determination; and individualized education program. The questions under each of the five focus areas are aligned to federal and state regulations and require the LEA to provide evidence for verification. Evidence can include, but is not limited to, copies of policies and procedures, written referrals, copies of Child Find notices/publications, MTSS plan, eligibility reports, IEPs, and other student records. ISBE staff determine the extent to which the documentation provided demonstrates

compliance with the regulations. ISBE staff score the Checklists/Rubrics and use the results to determine whether the disproportionate representation was the result of inappropriate identification. In FFY23, 769/ 866 LEAs met the minimum cell size requirement. Thirty-nine (39) of the 769 LEAs that met the cell size requirement also met the criteria for overrepresentation based on race/ethnicity in specific disability categories set by ISBE. Therefore, these 39 LEAs were required to conduct self-assessment activities for FFY23. After a thorough review of LEA self-assessments, the state determined that none of the 39 LEAs were found to have disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate identification.

**Provide additional information about this indicator (optional)**

**Correction of Findings of Noncompliance Identified in FFY 2022**

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
0	0	0	0

**Correction of Findings of Noncompliance Identified Prior to FFY 2022**

Year Findings of Noncompliance Were Identified	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2022 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected

**10 - Prior FFY Required Actions**

None

**10 - OSEP Response**

**10 - Required Actions**

## Indicator 11: Child Find

### Instructions and Measurement

**Monitoring Priority:** Effective General Supervision Part B / Child Find

**Compliance indicator:** Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.

(20 U.S.C. 1416(a)(3)(B))

#### Data Source

Data to be taken from State monitoring or State data system and must be based on actual, not an average, number of days. Indicate if the State has established a timeline and, if so, what is the State's timeline for initial evaluations.

#### Measurement

a. # of children for whom parental consent to evaluate was received.

b. # of children whose evaluations were completed within 60 days (or State-established timeline).

Account for children included in (a), but not included in (b). Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

Percent = [(b) divided by (a)] times 100.

#### Instructions

*If data are from State monitoring, describe the method used to select LEAs for monitoring. If data are from a State database, include data for the entire reporting year.*

Describe the results of the calculations and compare the results to the target. Describe the method used to collect these data, and if data are from the State's monitoring, describe the procedures used to collect these data. Provide the actual numbers used in the calculation.

Note that under 34 CFR §300.301(d), the timeframe set for initial evaluation does not apply to a public agency if: (1) the parent of a child repeatedly fails or refuses to produce the child for the evaluation; or (2) a child enrolls in a school of another public agency after the timeframe for initial evaluations has begun, and prior to a determination by the child's previous public agency as to whether the child is a child with a disability. States should not report these exceptions in either the numerator (b) or denominator (a). If the State-established timeframe provides for exceptions through State regulation or policy, describe cases falling within those exceptions and include in b.

Targets must be 100%.

Provide detailed information about the timely correction of child-specific and regulatory/systemic noncompliance as noted in OSEP's response for the previous SPP/APR. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2023 SPP/APR, the data for FFY 2022), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

Beginning with the FFY 2024 SPP/APR (due February 2, 2026), if the State did not issue any findings because it has adopted procedures that permit its LEAs to correct noncompliance prior to the State's issuance of a finding (i.e., pre-finding correction), the explanation within each applicable indicator must include how the State verified, prior to issuing a finding, that the LEA has corrected each individual case of child-specific noncompliance and is correctly implementing the specific regulatory requirements.

## 11 - Indicator Data

### Historical Data

Baseline Year	Baseline Data
2005	64.20%

FFY	2018	2019	2020	2021	2022
Target	100%	100%	100%	100%	100%
Data	99.42%	99.61%	95.13%	99.69%	99.55%

### Targets

FFY	2023	2024	2025
Target	100%	100%	100%

### FFY 2023 SPP/APR Data

(a) Number of children for whom parental consent to evaluate was received	(b) Number of children whose evaluations were completed within 60 days (or State-established timeline)	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
36,498	36,425	99.55%	100%	99.80%	Did not meet target	No Slippage

**Number of children included in (a) but not included in (b)**

73

**Account for children included in (a) but not included in (b). Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.**

In FFY 2023, 73 students evaluations were completed beyond the 60 school-day timeline from the date of parent consent. The number of days beyond the timeline ranged from 1 days to 261 days. Twenty-nine of the 73 evaluations (39.73%) were completed 1-10 days beyond the timeline. Twelve of the 73 evaluations (16.44%) were completed 11-20 days beyond the timeline. Seven of the 73 evaluations (9.59%) were completed 21-30 days beyond the timeline, and 25 of the 73 evaluations (34.25%) were completed more than 30 days beyond the timeline . Reported reasons for exceeding the 60 school-day timeline included procedures/practices not timely (50.68%), due to lack of personnel resource to complete the evaluation (36.99%), due to summer break and lack of personnel or resources during summer break (4.11%) and hearing/vision/medical issues (6.85%).

**Indicate the evaluation timeline used:**

The State established a timeline within which the evaluation must be conducted

**What is the State's timeline for initial evaluations? If the State-established timeframe provides for exceptions through State regulation or policy, describe cases falling within those exceptions and include in (b).**

The State established timeline in Illinois is 60 school days from the date in which parent consent was obtained. The State-established timeframe provides for two exceptions through State regulation or policy. The first exception is when a student's eligibility determination is delayed due to the parent's unavailability and/or inability to attend the initial eligibility determination meeting when all eligibility assessments were completed within the 60 school-day timeline. Districts are required to maintain documentation at the local level regarding the eligibility assessment completion dates and the attempts made to schedule the eligibility determination meeting with the parent. The second exception is when the timeline is properly extended, in accordance with 34 CFR 300.309(c), by mutual written agreement of the child's parents and a group of qualified professionals in the determination of a specific learning disability (SLD).

**What is the source of the data provided for this indicator?**

State database that includes data for the entire reporting year

**Describe the method used to collect these data, and if data are from the State's monitoring, describe the procedures used to collect these data.**

ISBE collects the data through a State database (the IEP Student Tracking and Reporting System, or I-Star) that includes data for the entire reporting year. This system gathers the parental consent date and the eligibility determination date and calculates the actual number of school days taken to complete the eligibility determination. The reason code for the timeline delay is recorded, and acceptable timeline exceptions are noted in the system. ISBE then determines noncompliance, examines the data for patterns of noncompliance within LEAs, and addresses such patterns through its system of general supervision.

**Provide additional information about this indicator (optional)**

**Correction of Findings of Noncompliance Identified in FFY 2022**

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
43	43	0	0

**FFY 2022 Findings of Noncompliance Verified as Corrected**

**Describe how the State verified that the source of noncompliance is correctly implementing the regulatory requirements**

ISBE verified that the 43 LEAs with noncompliance identified in FFY 2022 were correctly implementing 34 CFR 300.301(c)(1) through several specific actions. ISBE made several resources available to assist LEAs with reviewing and revising their policies, procedures, and/or practices related to the identified noncompliance and developing improvement activities to address noncompliance. These resources are located on the ISBE website: <https://www.isbe.net/Pages/SPP-APR-Indicator-11.aspx>. To ensure that noncompliance was corrected to 100%, and to document that LEAs were correctly implementing 34 CFR 300.301(c)(1), LEAs were required to submit a corrective action plan to ISBE that detailed their review process, including data analysis, root cause determination, revisions to policies, procedures, and/or practices to support future compliance, and activities to support future compliance (with corresponding timelines, persons responsible, and materials used as evidence of activity completion). Once the corrective action plan was accepted, ISBE examined new and updated data from the statewide database as a means of verifying correction. ISBE utilizes the data base to create Indicator 11 specific reports for each LEA that was found to have a finding of non-compliance. These reports also provide timeline data to ISBE including the number of days from which parental consent was received and the evaluation was completed, as well as any delay code that might be applicable if the timeline is not met. Through these reports ISBE can identify if student specific noncompliance has been corrected and if continued non-compliance is identified. After completing this process, ISBE was able to verify that 100% of the 43 districts with previously identified noncompliance were now correctly implementing the regulatory requirements related to Indicator 11.

**Describe how the State verified that each individual case of noncompliance was corrected**

ISBE verified that 100% of the initial evaluations identified as not meeting the 60 school-day timeline were completed, although late, through the statewide database. Consistent with OSEP Memorandum 23-01, ISBE verified correction of each individual case of noncompliance, unless the child was no longer within the jurisdiction of the LEA, through a review of updated data via the statewide database. ISBE utilizes the data base to create Indicator

11 specific reports for each LEA that was found to have a finding of non-compliance. These reports provide timeline data to ISBE including the number of days from which parental consent was received and the evaluation was completed, as well as any delay code that might be applicable if the timeline is not met. Through these reports ISBE can identify if student specific noncompliance has been corrected.

**Correction of Findings of Noncompliance Identified Prior to FFY 2022**

Year Findings of Noncompliance Were Identified	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2022 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected

**11 - Prior FFY Required Actions**

Because the State reported less than 100% compliance for FFY 2022, the State must report on the status of correction of noncompliance identified in FFY 2022 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2023 SPP/APR, that it has verified that each LEA with noncompliance identified in FFY 2022 for this indicator is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP QA 23-01. In the FFY 2023 SPP/APR, the State must describe the specific actions that were taken to verify the correction.

If the State did not identify any findings of noncompliance in FFY 2022, although its FFY 2022 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2022.

**Response to actions required in FFY 2022 SPP/APR**

The State reported that it verified that each of the 43 LEAs with noncompliance identified in FFY22 is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) and has corrected each individual case of noncompliance in the SPP 11 section entitled, "FFY 2022 Findings of Noncompliance Verified as Corrected." To ensure that noncompliance was corrected to 100%, and to document that LEAs were correctly implementing 34 CFR 300.301(c)(1), ISBE made resources available on its website for LEAs to support their corrective action plan development and implementation. LEA corrective action plans included data analysis, root cause determination, revisions to policies, procedures, and/or practices to support future compliance, and activities to support future compliance (with corresponding timelines, persons responsible, and materials used as evidence of activity completion). Once the corrective action plan was accepted, ISBE examined new and updated data from the statewide database as a means of verifying correction. Individual correction was verified through updated data from the statewide database. ISBE utilizes the data base to create Indicator 11 specific reports for each LEA that was found to have a finding of non-compliance. These reports also provide timeline data to ISBE including the number of days from which parental consent was received and the evaluation was completed, as well as any delay code that might be applicable if the timeline is not met. Through these reports ISBE can identify if student specific noncompliance has been corrected and if continued non-compliance is identified. After completing this process, ISBE was able to verify that 100% of the 43 districts with previously identified noncompliance were now correctly implementing the regulatory requirements related to Indicator 11.

**11 - OSEP Response**

**11 - Required Actions**

Because the State reported less than 100% compliance for FFY 2023, the State must report on the status of correction of noncompliance identified in FFY 2023 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2024 SPP/APR, that it has verified that each LEA with noncompliance identified in FFY 2023 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA and no outstanding corrective action exists under a State complaint or due process hearing decision for the child, consistent with OSEP QA 23-01. In the FFY 2024 SPP/APR, the State must describe the specific actions that were taken to verify the correction. If the State did not identify any findings of noncompliance in FFY 2023, although its FFY 2023 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings. If the State did not issue any findings because it has adopted procedures that permit its LEAs to correct noncompliance prior to the State's issuance of a finding, the explanation must include how the State verified, prior to issuing a finding, that the LEA has corrected each individual case of child-specific noncompliance and is correctly implementing the specific regulatory requirements.

## Indicator 12: Early Childhood Transition

### Instructions and Measurement

**Monitoring Priority:** Effective General Supervision Part B / Effective Transition

**Compliance indicator:** Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

(20 U.S.C. 1416(a)(3)(B))

#### Data Source

Data to be taken from State monitoring or State data system.

#### Measurement

- a. # of children who have been served in Part C and referred to Part B for Part B eligibility determination.
- b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays.
- c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
- d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.
- e. # of children determined to be eligible for early intervention services under Part C less than 90 days before their third birthdays.
- f. # of children whose parents chose to continue early intervention services beyond the child's third birthday through a State's policy under 34 CFR §303.211 or a similar State option.

Account for children included in (a), but not included in b, c, d, e, or f. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed, and the reasons for the delays.

Percent = [(c) divided by (a - b - d - e - f)] times 100.

#### Instructions

*If data are from State monitoring, describe the method used to select LEAs for monitoring. If data are from a State database, include data for the entire reporting year.*

Describe the results of the calculations and compare the results to the target. Describe the method used to collect these data and if data are from the State's monitoring, describe the procedures used to collect these data. Provide the actual numbers used in the calculation.

Targets must be 100%.

Category f is to be used only by States that have an approved policy for providing parents the option of continuing early intervention services beyond the child's third birthday under 34 CFR §303.211 or a similar State option.

Provide detailed information about the timely correction of child-specific and regulatory/systemic noncompliance as noted in OSEP's response for the previous SPP/APR. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2023 SPP/APR, the data for FFY 2022), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

Beginning with the FFY 2024 SPP/APR (due February 2, 2026), if the State did not issue any findings because it has adopted procedures that permit its LEAs to correct noncompliance prior to the State's issuance of a finding (i.e., pre-finding correction), the explanation within each applicable indicator must include how the State verified, prior to issuing a finding, that the LEA has corrected each individual case of child-specific noncompliance and is correctly implementing the specific regulatory requirements.

## 12 - Indicator Data

### Not Applicable

Select yes if this indicator is not applicable.

NO

#### Historical Data

Baseline Year	Baseline Data
2005	83.40%

FFY	2018	2019	2020	2021	2022
Target	100%	100%	100%	100%	100%
Data	99.03%	97.75%	91.63%	99.03%	98.34%

#### Targets

FFY	2023	2024	2025
Target	100%	100%	100%

**FFY 2023 SPP/APR Data**

a. Number of children who have been served in Part C and referred to Part B for Part B eligibility determination.	11,371
b. Number of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday.	1,614
c. Number of those found eligible who have an IEP developed and implemented by their third birthdays.	8,453
d. Number for whom parent refusals to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.	207
e. Number of children who were referred to Part C less than 90 days before their third birthdays.	33
f. Number of children whose parents chose to continue early intervention services beyond the child's third birthday through a State's policy under 34 CFR §303.211 or a similar State option.	971

Measure	Numerator (c)	Denominator (a-b-d-e-f)	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
Percent of children referred by Part C prior to age 3 who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	8,453	8,546	98.34%	100%	98.91%	Did not meet target	No Slippage

**Number of children who served in Part C and referred to Part B for eligibility determination that are not included in b, c, d, e, or f**

93

**Account for children included in (a), but not included in b, c, d, e, or f. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed, and the reasons for the delays.**

There were 93 students who were included in (a) but not included in b, c, d, or e above. The number of days beyond the timeline ranged from 1-169. Fifty-two students (55.91%) were 1-30 days beyond the timeline, twenty-four students (25.81%) were 31-60 days beyond the timeline, nine students (9.68%) were 61-90 days beyond the timeline, and eight students (8.60%) were 90+ days beyond the timeline. In terms of reasons for the delays, 86.96% were attributed to the Child and Family Connections (CFC) intake agency for children birth to three not notifying the school district at least 90 days prior to the child's third birthday, and 13.54% were attributed to the school districts not completing the evaluation process and developing the IEP by the child's third birthday.

**Attach PDF table (optional)**

**What is the source of the data provided for this indicator?**

State database that includes data for the entire reporting year

**Describe the method used to collect these data, and if data are from the State's monitoring, describe the procedures used to collect these data.**

Data collection for Indicator 12 is integrated into the statewide ISBE Student Information System (SIS). Therefore, the source of the data provided is a State database that includes data for the entire reporting year. Indicator 12 specific data elements include: whether the child was served in Early Intervention (EI); whether there was a referral from Child and Family Connections (CFCs); EI number; eligibility determination date; reason for delay in transition; IEP completion date; and date services began.

**Provide additional information about this indicator (optional)**

**Correction of Findings of Noncompliance Identified in FFY 2022**

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
42	42	0	0

**FFY 2022 Findings of Noncompliance Verified as Corrected**

**Describe how the State verified that the source of noncompliance is correctly implementing the regulatory requirements**

ISBE verified that the 42 LEAs with noncompliance identified in FFY22 were correctly implementing 34 CFR 300.124(b) through several specific actions. ISBE made several resources available to assist LEAs with reviewing and revising their policies, procedures, and/or practices related to the identified noncompliance and developing improvement activities to address noncompliance. These resources and tools are located on the ISBE website: <https://www.isbe.net/Pages/SPP-APR-Indicator-12.aspx>. To ensure that noncompliance was corrected to 100%, and to document that LEAs were correctly implementing 34 CFR 300.124(b), LEAs were required to submit a corrective action plan to ISBE that detailed their review process, including data analysis, root cause determination, revisions to policies, procedures, and/or practices to support future compliance, and activities to support future compliance (with corresponding timelines, persons responsible, and materials used as evidence of activity completion). Once the corrective action plan was accepted, ISBE examined new and updated data from the statewide database as a means of verifying correction. ISBE used the statewide data system to create an Indicator 12 report for each of the LEAs who were issued a finding of noncompliance. This report includes information about students whose evaluations could potentially be late and therefore noncompliant, noncompliant records with delay codes, as well as records for students who were evaluated and had services in place prior to their 3rd birthday. This report allows ISBE to identify if additional noncompliance has occurred as

well as if student centered noncompliance has been corrected. After completing this process, ISBE was able to verify that 100% of the 42 districts with previously identified noncompliance were now correctly implementing the regulatory requirements related to Indicator 12.

**Describe how the State verified that each individual case of noncompliance was corrected**

ISBE verified that 100% of the children referred by Part C prior to age 3, who were found eligible for Part B, had an IEP developed and implemented, although late, through the statewide database. Consistent with OSEP Memorandum 23-01, ISBE verified correction of each individual case of noncompliance, unless the child was no longer within the jurisdiction of the LEA, through a review of updated data via the statewide data system. ISBE used the statewide data system to create an Indicator 12 report for each of the LEAs who were issued a finding of noncompliance. This report includes information about students whose evaluations could potentially be late and therefore noncompliant, noncompliant records with delay codes, as well as records for students who were evaluated and had services in place prior to their 3rd birthday. This report allows ISBE to identify if additional noncompliance has occurred as well as if student centered noncompliance has been corrected.

**Correction of Findings of Noncompliance Identified Prior to FFY 2022**

Year Findings of Noncompliance Were Identified	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2022 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected

**12 - Prior FFY Required Actions**

Because the State reported less than 100% compliance for FFY 2022, the State must report on the status of correction of noncompliance identified in FFY 2022 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2023 SPP/APR, that it has verified that each LEA with noncompliance identified in FFY 2022 for this indicator is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP QA 23-01. In the FFY 2023 SPP/APR, the State must describe the specific actions that were taken to verify the correction.

If the State did not identify any findings of noncompliance in FFY 2022, although its FFY 2022 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2022.

**Response to actions required in FFY 2022 SPP/APR**

The State reported that it verified that each of the 42 LEAs with noncompliance identified in FFY22 is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) and has corrected each individual case of noncompliance in the SPP 12 section entitled, "FFY 2022 Findings of Noncompliance Verified as Corrected." To ensure that noncompliance was corrected to 100%, and to document that LEAs were correctly implementing 34 CFR 300.124(b), ISBE made resources available on its website for LEAs to support their corrective action plan development and implementation. LEA corrective action plans included data analysis, root cause determination, revisions to policies, procedures, and/or practices to support future compliance, and activities to support future compliance (with corresponding timelines, persons responsible, and materials used as evidence of activity completion). Once the corrective action plan was accepted, ISBE examined new and updated data from the statewide database as a means of verifying correction. Individual correction was verified through updated data from the statewide database. ISBE used the statewide data system to create an Indicator 12 report for each of the LEAs who were issued a finding of noncompliance. This report includes information about students whose evaluations could potentially be late and therefore noncompliant, noncompliant records with delay codes, as well as records for students who were evaluated and had services in place prior to their 3rd birthday. This report allows ISBE to identify if additional noncompliance has occurred as well as if student centered noncompliance has been corrected.

After completing this process, ISBE was able to verify that 100% of the 42 districts with previously identified noncompliance were now correctly implementing the regulatory requirements related to Indicator 12.

**12 - OSEP Response**

**12 - Required Actions**

Because the State reported less than 100% compliance for FFY 2023, the State must report on the status of correction of noncompliance identified in FFY 2023 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2024 SPP/APR, that it has verified that each LEA with noncompliance identified in FFY 2023 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA and no outstanding corrective action exists under a State complaint or due process hearing decision for the child, consistent with OSEP QA 23-01. In the FFY 2024 SPP/APR, the State must describe the specific actions that were taken to verify the correction. If the State did not identify any findings of noncompliance in FFY 2023, although its FFY 2023 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings. If the State did not issue any findings because it has adopted procedures that permit its LEAs to correct noncompliance prior to the State's issuance of a finding, the explanation must include how the State verified, prior to issuing a finding, that the LEA has corrected each individual case of child-specific noncompliance and is correctly implementing the specific regulatory requirements.

## Indicator 13: Secondary Transition

### Instructions and Measurement

**Monitoring Priority:** Effective General Supervision Part B / Effective Transition

**Compliance indicator:** Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services including courses of study that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency that is likely to be responsible for providing or paying for transition services, including, if appropriate, pre-employment transition services, was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

(20 U.S.C. 1416(a)(3)(B))

#### Data Source

Data to be taken from State monitoring or State data system.

#### Measurement

Percent = [(# of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services including courses of study that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency that is likely to be responsible for providing or paying for transition services, including, if appropriate, pre-employment transition services, was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority) divided by the (# of youth with an IEP age 16 and above)] times 100.

If a State's policies and procedures provide that public agencies must meet these requirements at an age younger than 16, the State may, but is not required to, choose to include youth beginning at that younger age in its data for this indicator. If a State chooses to do this, it must state this clearly in its SPP/APR and ensure that its baseline data are based on youth beginning at that younger age.

#### Instructions

*If data are from State monitoring, describe the method used to select LEAs for monitoring. If data are from a State database, include data for the entire reporting year.*

Describe the results of the calculations and compare the results to the target. Describe the method used to collect these data and if data are from the State's monitoring, describe the procedures used to collect these data. Provide the actual numbers used in the calculation.

Targets must be 100%.

Provide detailed information about the timely correction of child-specific and regulatory/systemic noncompliance as noted in OSEP's response for the previous SPP/APR. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2023 SPP/APR, the data for FFY 2022), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

Beginning with the FFY 2024 SPP/APR (due February 2, 2026), if the State did not issue any findings because it has adopted procedures that permit its LEAs to correct noncompliance prior to the State's issuance of a finding (i.e., pre-finding correction), the explanation within each applicable indicator must include how the State verified, prior to issuing a finding, that the LEA has corrected each individual case of child-specific noncompliance and is correctly implementing the specific regulatory requirements.

## 13 - Indicator Data

### Historical Data

Baseline Year	Baseline Data
2009	79.20%

FFY	2018	2019	2020	2021	2022
Target	100%	100%	100%	100%	100%
Data	99.57%	99.70%	99.70%	98.07%	98.67%

### Targets

FFY	2023	2024	2025
Target	100%	100%	100%

### FFY 2023 SPP/APR Data

Number of youth aged 16 and above with IEPs that contain each of the required components for secondary transition	Number of youth with IEPs aged 16 and above	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
67,731	68,501	98.67%	100%	98.88%	Did not meet target	No Slippage

**What is the source of the data provided for this indicator?**

State database that includes data for the entire reporting year

**Describe the method used to collect these data, and if data are from the State's monitoring, describe the procedures used to collect these data.**

ISBE collects the data through a State database (the IEP Student Tracking and Reporting System, or I-Star) that includes data for the entire reporting year. Due to requirements in Illinois state rules and regulations, the data submitted to ISBE by school districts is for students 14 ½ years old and older; however, per the Indicator 13 measurement requirements, only students ages 16 and older are included in the calculation. The Students with Disabilities Data Collection and Approval Instructions for use with I-Star provide procedures for file transmission to ISBE.

Question	Yes / No
Do the State's policies and procedures provide that public agencies must meet these requirements at an age younger than 16?	YES
If yes, did the State choose to include youth at an age younger than 16 in its data for this indicator and ensure that its baseline data are based on youth beginning at that younger age?	NO

**If no, please explain**

The OSEP Part B SPP and APR Indicator Measurement Table for FFY 2023 indicates that a State may, but is not required to, choose to include youth beginning at that younger age in its data for this indicator. If a State chooses to do this, it must state this clearly in its SPP/APR and ensure that its baseline data are based on youth beginning at that younger age.

ISBE continued to report students aged 16 and above in the new SPP/APR cycle without including its youth aged 14 ½ to 16. The consistent reporting of the percent of youth with IEPs aged 16 and above for this indicator allows ISBE and its stakeholders to continue monitoring trend data from the original baseline data in order to inform decision making around Indicator 13 improvement efforts. ISBE and its stakeholders chose to retain the original baseline for SPP Indicator 13 for this reason.

**Provide additional information about this indicator (optional)**

**Correction of Findings of Noncompliance Identified in FFY 2022**

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
8	8		0

**FFY 2022 Findings of Noncompliance Verified as Corrected**

**Describe how the State verified that the source of noncompliance is correctly implementing the regulatory requirements**

ISBE verified that all 8 LEAs with noncompliance identified in FFY 2022 were correctly implementing 34 CFR 300.320(b) and 300.321(b) through several specific actions. ISBE made multiple resources available to assist LEAs with reviewing and revising their policies, procedures, and/or practices related to the identified noncompliance and developing improvement activities to address noncompliance. These resources are located on the ISBE website: <https://www.isbe.net/Pages/SPP-APR-Indicator-13.aspx>. To ensure that noncompliance was corrected to 100%, and to document that LEAs were correctly implementing 34 CFR 300.320(b) and 300.321(b), LEAs were required to submit a corrective action plan to ISBE that detailed their review process, including data analysis, root cause determination, revisions to policies, procedures, and/or practices to support future compliance, and activities to support future compliance (with corresponding timelines, persons responsible, and materials used as evidence of activity completion). Once the corrective action plan was accepted, ISBE examined new and updated data, such as IEPs and other pertinent secondary transition documentation, as a means of verifying correction. ISBE staff used the Illinois State Performance Plan Indicator 13 Scoring Rubric as a tool to assist with verification of correction. The Rubric can be found on the ISBE website: <https://www.isbe.net/Pages/SPP-APR-Indicator-13.aspx>. After completing this process, ISBE was able to verify that 100% of the 8 districts with previously identified noncompliance were now correctly implementing the regulatory requirements related to Indicator 13.

**Describe how the State verified that each individual case of noncompliance was corrected**

ISBE verified that 100% of youth aged 16 and above had IEPs that contained each of the required components for secondary transition through a review of updated data including previously noncompliant individual student IEPs and other pertinent secondary transition documentation for each student. ISBE staff used the Illinois State Performance Plan Indicator 13 Scoring Rubric as an evaluation tool to assist with the review of amended individual student IEPs, secondary transition documentation for each student, and verification of correction. The ISBE Scoring Rubric addresses eight required areas related to secondary transition and Indicator 13 requirements. ISBE adapted the Rubric from the NSTTAC Indicator 13 checklist prepared by the National Secondary Transition Technical Assistance Center (NSTTAC). The ISBE Scoring Rubric is available on the ISBE website for districts to use in collecting data to meet the regulatory requirements of Indicator 13. The Rubric can be found on the ISBE website: <https://www.isbe.net/Pages/SPP-APR-Indicator-13.aspx>. Consistent with OSEP QA 23-01, ISBE verified correction of each individual case of noncompliance, unless the child was no longer within the jurisdiction of the LEA, through updated data from previously noncompliant files.

**Correction of Findings of Noncompliance Identified Prior to FFY 2022**

Year Findings of Noncompliance Were Identified	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2022 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected

### 13 - Prior FFY Required Actions

Because the State reported less than 100% compliance for FFY 2022, the State must report on the status of correction of noncompliance identified in FFY 2022 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2023 SPP/APR, that it has verified that each LEA with noncompliance identified in FFY 2022 for this indicator is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP QA 23-01. In the FFY 2023 SPP/APR, the State must describe the specific actions that were taken to verify the correction.

If the State did not identify any findings of noncompliance in FFY 2022, although its FFY 2022 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2022.

#### Response to actions required in FFY 2022 SPP/APR

The State reported that it verified that each of the 9 LEAs with noncompliance identified in FFY22 is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) and has corrected each individual case of noncompliance in the SPP 13 section entitled, "FFY 2022 Findings of Noncompliance Verified as Corrected." To ensure that noncompliance was corrected to 100%, and to document that LEAs were correctly implementing 34 CFR 300.320(b) and 300.321(b), ISBE made resources available on its website at the following link <https://www.isbe.net/Pages/SPP-APR-Indicator-13.aspx> for LEAs to support their corrective action plan development and implementation. LEA corrective action plans included data analysis, root cause determination, revisions to policies, procedures, and/or practices to support future compliance, and activities to support future compliance (with corresponding timelines, persons responsible, and materials used as evidence of activity completion). Once the corrective action plan was accepted, ISBE examined new and updated data from IEPs and other pertinent secondary transition documentation as a means of verifying correction. Individual correction was verified through updated data from previously noncompliant student records. The Illinois State Performance Plan Indicator 13 Scoring Rubric was used to evaluate amended individual student IEPs, secondary transition documentation for each student, and verification of correction. After completing this process, ISBE was able to verify that 100% of the 9 districts with previously identified noncompliance were now correctly implementing the regulatory requirements related to Indicator 13.

### 13 - OSEP Response

#### 13 - Required Actions

Because the State reported less than 100% compliance for FFY 2023, the State must report on the status of correction of noncompliance identified in FFY 2023 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2024 SPP/APR, that it has verified that each LEA with noncompliance identified in FFY 2023 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA and no outstanding corrective action exists under a State complaint or due process hearing decision for the child, consistent with OSEP QA 23-01. In the FFY 2024 SPP/APR, the State must describe the specific actions that were taken to verify the correction. If the State did not identify any findings of noncompliance in FFY 2023, although its FFY 2023 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings. If the State did not issue any findings because it has adopted procedures that permit its LEAs to correct noncompliance prior to the State's issuance of a finding, the explanation must include how the State verified, prior to issuing a finding, that the LEA has corrected each individual case of child-specific noncompliance and is correctly implementing the specific regulatory requirements.

## Indicator 14: Post-School Outcomes

### Instructions and Measurement

**Monitoring Priority:** Effective General Supervision Part B / Effective Transition

**Results indicator:** Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- A. Enrolled in higher education within one year of leaving high school.
- B. Enrolled in higher education or competitively employed within one year of leaving high school.
- C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

(20 U.S.C. 1416(a)(3)(B))

#### Data Source

State selected data source.

#### Measurement

- A. Percent enrolled in higher education =  $\left[\frac{\text{\# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school}}{\text{\# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school}}\right]$  times 100.
- B. Percent enrolled in higher education or competitively employed within one year of leaving high school =  $\left[\frac{\text{\# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school}}{\text{\# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school}}\right]$  times 100.
- C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment =  $\left[\frac{\text{\# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment}}{\text{\# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school}}\right]$  times 100.

#### Instructions

*Sampling of youth who had IEPs and are no longer in secondary school is allowed. When sampling is used, submit a description of the sampling methodology outlining how the design will yield valid and reliable estimates of the target population. (See [General Instructions](#) on page 3 for additional instructions on sampling.)*

Collect data by September 2024 on students who left school during 2022-2023, timing the data collection so that at least one year has passed since the students left school. Include students who dropped out during 2022-2023 or who were expected to return but did not return for the current school year. This includes all youth who had an IEP in effect at the time they left school, including those who graduated with a regular diploma or some other credential, dropped out, or aged out.

#### I. Definitions

*Enrolled in higher education* as used in measures A, B, and C means youth have been enrolled on a full- or part-time basis in a community college (two-year program) or college/university (four or more year program) for at least one complete term, at any time in the year since leaving high school.

*Competitive employment* as used in measures B and C: States have two options to report data under “competitive employment”:

Option 1: Use the same definition as used to report in the FFY 2015 SPP/APR, i.e., competitive employment means that youth have worked for pay at or above the minimum wage in a setting with others who are nondisabled for a period of 20 hours a week for at least 90 days at any time in the year since leaving high school. This includes military employment.

Option 2: States report in alignment with the term “competitive integrated employment” and its definition, in section 7(5) of the Rehabilitation Act of 1973, as amended by Workforce Innovation and Opportunity Act (WIOA). For the purpose of defining the rate of compensation for students working on a “part-time basis” under this category, OSEP maintains the standard of 20 hours a week for at least 90 days at any time in the year since leaving high school. This definition applies to military employment.

*Enrolled in other postsecondary education or training* as used in measure C, means youth have been enrolled on a full- or part-time basis for at least 1 complete term at any time in the year since leaving high school in an education or training program (e.g., Job Corps, adult education, workforce development program, vocational technical school which is less than a two-year program).

*Some other employment* as used in measure C means youth have worked for pay or been self-employed for a period of at least 90 days at any time in the year since leaving high school. This includes working in a family business (e.g., farm, store, fishing, ranching, catering services).

#### II. Data Reporting

States must describe the metric used to determine representativeness (e.g., +/- 3% discrepancy in the proportion of responders compared to target group).

Provide the total number of targeted youth in the sample or census.

Provide the actual numbers for each of the following mutually exclusive categories. The actual number of “leavers” who are:

1. Enrolled in higher education within one year of leaving high school;
2. Competitively employed within one year of leaving high school (but not enrolled in higher education);
3. Enrolled in some other postsecondary education or training program within one year of leaving high school (but not enrolled in higher education or competitively employed);
4. In some other employment within one year of leaving high school (but not enrolled in higher education, some other postsecondary education or training program, or competitively employed).

“Leavers” should only be counted in one of the above categories, and the categories are organized hierarchically. So, for example, “leavers” who are enrolled in full- or part-time higher education within one year of leaving high school should only be reported in category 1, even if they also

happen to be employed. Likewise, “leavers” who are not enrolled in either part- or full-time higher education, but who are competitively employed, should only be reported under category 2, even if they happen to be enrolled in some other postsecondary education or training program.

States must compare the response rate for the reporting year to the response rate for the previous year (e.g., in the FFY 2023 SPP/APR, compare the FFY 2023 response rate to the FFY 2022 response rate), and describe strategies that will be implemented which are expected to increase the response rate year over year, particularly for those groups that are underrepresented.

The State must also analyze the response rate to identify potential nonresponse bias and take steps to reduce any identified bias and promote response from a broad cross section of youth who are no longer in secondary school and had IEPs in effect at the time they left school.

### III. Reporting on the Measures/Indicators

Targets must be established for measures A, B, and C.

Measure A: For purposes of reporting on the measures/indicators, please note that any youth enrolled in an institution of higher education (that meets any definition of this term in the Higher Education Act (HEA)) within one year of leaving high school *must* be reported under measure A. This could include youth who also happen to be competitively employed, or in some other training program; however, the key outcome we are interested in here is enrollment in higher education.

Measure B: All youth reported under measure A should also be reported under measure B, in addition to all youth that obtain competitive employment within one year of leaving high school.

Measure C: All youth reported under measures A and B should also be reported under measure C, in addition to youth that are enrolled in some other postsecondary education or training program, or in some other employment.

Include the State’s analysis of the extent to which the response data are representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school. States must include race/ethnicity in their analysis. In addition, the State’s analysis must include at least one of the following demographics: disability category, gender, geographic location, and/or another demographic category approved through the stakeholder input process.

If the analysis shows that the response data are not representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school, describe the strategies that the State will use to ensure that in the future the response data are representative of those demographics. In identifying such strategies, the State should consider factors such as how the State collected the data.

## 14 - Indicator Data

### Historical Data

Measure	Baseline	FFY	2018	2019	2020	2021	2022
A	2017	Target >=	35.00%	35.10%	29.60%	29.60%	29.60%
A	29.59%	Data	29.58%	29.55%	22.17%	29.11%	23.51%
B	2017	Target >=	57.00%	57.00%	63.50%	63.50%	63.50%
B	63.46%	Data	60.88%	66.90%	61.32%	68.67%	68.85%
C	2017	Target >=	75.00%	75.00%	75.75%	75.75%	75.75%
C	75.74%	Data	71.79%	77.62%	73.21%	79.01%	80.02%

### FFY 2021 Targets

FFY	2023	2024	2025
Target A >=	29.60%	29.60%	30.00%
Target B >=	63.50%	63.50%	66.00%
Target C >=	75.75%	75.75%	78.25%

### Targets: Description of Stakeholder Input

In FFY23, revisions to targets were not made. ISBE did engage with a diverse group of stakeholders, including ISBE staff members, special education administrators, superintendents, and parents of students with disabilities including members of the parent advisory council. These meetings were held to discuss the LEA Determinations process, specifically addressing the current n-size (5 students with IEPs) utilized for results indicators in this process, and to introduce stakeholders to the proposed cyclical monitoring process. During the two meetings data was shared regarding the current LEA Determinations process with the n-size of 5 and data regarding the impact of eliminating the n-size or changing it to 10 or 15. After the data was presented, the stakeholder group determined that continuing to utilize an n-size of 5 for the results indicators was appropriate. Stakeholders were also asked to consider awarding points to an LEA if an LEA doesn’t meet the n-size but meets or exceeds the state target. Stakeholders agreed that if an LEA doesn’t meet the n-size for the results indicator they should not receive points despite meeting or exceeding the state target. These stakeholder meetings were held December 1, 2023, and February 26, 2024. Please see <https://www.isbe.net/Documents/Stakeholder-Meeting-20231201.pdf> and <https://www.isbe.net/Documents/Stakeholder-Meeting-20240226.pdf> for more information.

During the initial target setting, ISBE collected stakeholder feedback on its proposed SPP targets in multiple ways. ISBE's Special Education Department initiated a series of stakeholder meetings to establish targets for the new six-year cycle of the SPP. These meetings were held virtually over a two-month period to maximize participation and were designed to engage stakeholders from various backgrounds. The following existing stakeholder groups participated in feedback sessions with ISBE:

- Early Childhood Least Restrictive Environment Stakeholders Consortium
- Advisory Council on the Education of Children with Disabilities (formerly ISAC)
- Creating a Positive Pathway Forward for Special Education in Illinois
- Illinois Multi-Tiered System of Support (MTSS) Network Advisory Council
- Early Childhood Outcomes System Stakeholders Committee
- Illinois Alliance of Administrators of Special Education

Stakeholders included professional development providers, school district representatives, educational advocates, Illinois Early Learning Project representatives, Chicago Public Schools representatives, Parent Training and Information Center representatives, parent members of Advisory Council on the Education of Children with Disabilities, early intervention representatives, inclusion support specialists, individuals with disabilities, students with disabilities, parents of children with disabilities, parents from advisory committees, general public representatives, higher education representatives, Department of Corrections representatives, Illinois Service Resource Center representatives, directors of special education, assistant directors of special education, special education supervisors, special education coordinators, directors of innovative learning and technology, special education cooperative governing board members, regional superintendents, assistant regional superintendents, school business officials, and special education attorneys. In addition, the Illinois MTSS director, ISBE State Personnel Development Grant (SPDG) coordinator, ISBE director of Special Education, ISBE SPP/State Systemic Improvement Plan coordinator, and ISBE Section 619 coordinator participated in one or more stakeholder meetings. These meetings increased ISBE's capacity of diverse groups of parents and allowed them to have a voice in the development of targets and activities designed to improve outcomes for children with disabilities.

Each session sought stakeholder feedback on if the proposed SPP targets were reasonable and achievable. The stakeholder groups provided input on proposed targets for one or more of the following SPP indicators: 1, 2, 3, 4A, 5, 6, 7, 8, 14, 15, 16, and 17. Once the proposed targets for SPP indicators were determined reasonable and achievable, ISBE recorded 16 separate SPP modules and posted them on the website. Each of the SPP modules shared information specific to the indicator(s) being addressed, such as state and national trend data, measurements, and proposed SPP targets for the FFY 2020-25 SPP cycle. Each module sought stakeholder feedback on whether the proposed SPP targets were reasonable and achievable by requesting that the participant complete a survey. The survey was open for over two months to gather stakeholder input. Prior to initiating the module recordings and survey, ISBE advertised broadly via state bulletins, listservs, Parent Training and Information Center publications, other state technical assistance resource centers, and the six stakeholder groups mentioned previously. These stakeholders represented a variety of regions of the state and races/ethnicities.

#### FFY 2023 SPP/APR Data

Total number of targeted youth in the sample or census	2,416
Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school	1,166
Response Rate	48.26%
1. Number of respondent youth who enrolled in higher education within one year of leaving high school	290
2. Number of respondent youth who competitively employed within one year of leaving high school	467
3. Number of respondent youth enrolled in some other postsecondary education or training program within one year of leaving high school (but not enrolled in higher education or competitively employed)	50
4. Number of respondent youth who are in some other employment within one year of leaving high school (but not enrolled in higher education, some other postsecondary education or training program, or competitively employed).	85

Measure	Number of respondent youth	Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A. Enrolled in higher education (1)	290	1,166	23.51%	29.60%	24.87%	Did not meet target	No Slippage
B. Enrolled in higher education or competitively employed within one year of leaving high school (1 +2)	757	1,166	68.85%	63.50%	64.92%	Met target	No Slippage
C. Enrolled in higher	892	1,166	80.02%	75.75%	76.50%	Met target	No Slippage

Measure	Number of respondent youth	Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
education, or in some other postsecondary education or training program; or competitively employed or in some other employment (1+2+3+4)							

**Please select the reporting option your State is using:**

Option 1: Use the same definition as used to report in the FFY 2015 SPP/APR, i.e., competitive employment means that youth have worked for pay at or above the minimum wage in a setting with others who are nondisabled for a period of 20 hours a week for at least 90 days at any time in the year since leaving high school. This includes military employment.

**Response Rate**

FFY	2022	2023
Response Rate	39.44%	48.26%

**Describe the metric used to determine representativeness (e.g., +/- 3% discrepancy in the proportion of responders compared to target group).**

The metric used to determine representativeness was a +/- 3% discrepancy in the proportion of responders as compared to the target group.

**Include the State’s analyses of the extent to which the response data are representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school. States must include race/ethnicity in its analysis. In addition, the State’s analysis must include at least one of the following demographics: disability category, gender, geographic location, and/or another demographic category approved through the stakeholder input process.**

The demographic representation of FFY23 survey respondents was examined by gender, race/ethnicity, exit reason, and disability category. Given that the overall survey sample was representative of the state’s youth who are no longer in secondary school and had IEPs in effect at the time they left school, an examination of the response rate by subgroup sheds light on whether the survey responses were also representative of this state population. Male students made up 64.65% of the survey group and 64.41% of the survey responses. Female students made up 35.35% of the survey group and 35.59% of the survey responses. Therefore, the sample of students who responded to the survey is representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school in terms of gender. While the overall sample of students who responded to the survey is representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school, in four (4) racial/ethnic groups, all exit types and all disability categories, survey result analyses indicated some statistically significant differences between students who did and did not respond to the survey in terms of three (3) race/ethnicity. Specifically, school leavers identifying as Black or Hispanic were less likely to complete the survey. Youth identifying as Black who were no longer in secondary school and had IEPs in effect at the time they left school made up 18.67% of the survey group and 13.81% of the survey responses (an -4.86% difference). Youth who identified as Hispanic who were no longer in secondary school and had IEPs in effect at the time they left school made up 27.77% of the survey group and 23.26% of the survey responses (a -4.16% difference). In contrast, school leavers identifying as White, were more likely to complete the survey. Youth identifying as White who were no longer in secondary school and had IEPs in effect at the time, they left school made up 47.10% of the survey group and 56.17% of the survey responses (a +9.07% difference).

**The response data is representative of the demographics of youth who are no longer in school and had IEPs in effect at the time they left school. (yes/no)**

NO

**If no, describe the strategies that the State will use to ensure that in the future the response data are representative of those demographics.**

In an effort to ensure that future response data are representative, ISBE maintains resources for parents, students, and districts on its SPP Indicator 14 webpage: <https://www.isbe.net/Pages/SPP-APR-Indicator-14.aspx> and includes the weblink in multiple documents to increase awareness of its existence. For example, a link to the SPP 14 webpage is provided as a resource in the web application that local school districts are required to use to access the SPP Indicator 14 survey. The notification letter LEAs received regarding the SPP 14 survey includes a link to the Indicator 14 webpage as well. In terms of resources available on the webpage, ISBE has two documents from the National Post-School Outcomes Center to help improve the representativeness of survey respondents (Collecting Post-School Outcome Data: Strategies for Increasing Response Rates and Contacting Hard-to-Find Youth: Strategies for the Post-School Survey). ISBE also loads these National Post-School Outcomes Center resources directly into the SPP 14 district web application for the survey. LEAs are strongly encouraged to use the strategies listed in these documents to improve response rate and representativeness. In addition, ISBE will work with the school districts in the FFY 2024 survey cycle to complete follow up activities with students or families who are less likely to complete the survey. For example, districts will be strongly encouraged to utilize electronic survey invitations, reminder emails, reminder text messages, recorded phone messages, live phone calls, and assistance from local parent groups to provide information and outreach to support survey completion for underrepresented students and families. Districts will be strongly encouraged to send a sample letter to each

selected student/family prior to administering the survey to notify them of the survey and its purpose. Districts will also be instructed to ensure students/families have access to language assistance, including Spanish-language interpreters if needed. To ensure the largest LEA continues to complete survey activities for the FFY 2024 cycle, ISBE will continue working directly with the LEA's transition coordinator and team to provide support prior to and during the process. ISBE will continue working with the transition team for this LEA in early 2025 to ensure the LEA is prepared to administer the survey. ISBE will also analyze the LEAs data closely to identify if there are any issues with the administration of the survey. ISBE staff plan to share the response data at regular intervals.

**Describe strategies that will be implemented which are expected to increase the response rate year over year, particularly for those groups that are underrepresented.**

The ISBE Special Education Department staff will work with the Information Technology Department to compile a detailed response data report at regular intervals during the survey timeframe to identify districts and underrepresented subgroups that need additional support to increase survey completion. Specifically, ISBE will analyze the sampling frame prior to the survey opening and identify LEAs who have a higher percentage of students who are in historically underrepresented subgroups. ISBE will increase support provided to these LEAs to increase the response rate of historically underrepresented groups. ISBE will seek input from these LEAs to identify additional strategies that can be implemented. In addition to these strategies, The Harrisburg Project will continue to provide technical assistance support through email and phone call reminders about the survey, and by supporting districts who needed help with the survey completion.

**Describe the analysis of the response rate including any nonresponse bias that was identified, and the steps taken to reduce any identified bias and promote response from a broad cross section of youth who are no longer in secondary school and had IEPs in effect at the time they left school.**

To ensure a representative sample of the population statewide and from each LEA annually, ISBE uses a sampling calculator to determine the number of students to survey in each LEA. Given a total statewide population of leavers between 1500 and 2500, ISBE needs approximately 350 respondents to achieve a 95% Confidence level with a plus or minus 5% confidence interval. ISBE has experienced a 40% respondent rate, so the target minimum number of students selected for the survey must be greater than 875. ISBE provides information about the survey on the SPP 14 webpage: <https://www.isbe.net/Pages/SPP-APR-Indicator-14.aspx>. ISBE has both English and Spanish versions of the sample letter to former students and survey interview questions and interviewer script. Districts are strongly encouraged to utilize multiple types of technology to reach diverse student leavers, such as electronic survey invitations, reminder emails, reminder text messages, recorded phone messages, and live phone calls. Districts are also encouraged to garner support from local parent groups to reach school leavers who are less likely to rely on technology. Districts are strongly encouraged to send a sample letter to each selected student/family prior to administering the survey to notify them of the survey and its purpose. Districts are also instructed to ensure students/families have access to language assistance, including Spanish-language interpreters if needed.

Since ISBE identified subgroups that were underrepresented, nonresponse bias may be present. To identify if nonresponse bias exists amongst the underrepresented subgroups, ISBE reviewed data related to underrepresented groups completing the survey. Data shows that students who identified as Black made up 18.67% of the surveys group and 13.81% of the survey responses. This subgroup is the third largest subgroup completing the survey and is the third largest response group in the survey. The statistical difference is -4.86%. Students who identified as Hispanic made up 27.77% of the surveys attempted and 23.16% of the survey responses. The statistical difference is -4.16%. In addition to this analysis, ISBE also analyzed the non-response rates for LEAs in the state. Through this analysis it was identified that the cumulative nonresponse rate for LEAs outside of the largest LEA in the state was 45.04%, whereas the largest district in the state had a cumulative nonresponse rate of 70.03%. The largest district in the state was expected to survey 594 students. Of the 594 students expected to be surveyed, 302 of those students identified as Hispanic, which represents 45.01% of the total number of students to be surveyed who identified as Hispanic. Of the 594 students expected to be surveyed, 209 students of those students identified as African American, which is 46.34% of the total number of students expected to be surveyed who identified as African American. Of the 594 students expected to complete the survey only 178 students completed the survey.

While there is a statistical difference over 3% for both subgroups, ISBE did not identify nonresponse bias. The statistical difference above the 3% threshold was 1.86 points below the expected percentage for students who identified as African American and 1.16 points below the expected percentage for students who identified as Hispanic. Despite these differences, the survey response subgroups continued to remain in the expected order of representativeness.

Sampling Question	Yes / No
Was sampling used?	YES
If yes, has your previously approved sampling plan changed?	NO

**Describe the sampling methodology outlining how the design will yield valid and reliable estimates.**

ISBE continued to use the data collection tool developed by the National Post-School Outcomes Center (NPSO) to gather post-school outcomes information on school leavers with IEPs. To ensure a representative sample of the population statewide and from each LEA annually, ISBE uses a sampling calculator to determine the number of students to survey in each LEA. All LEAs using sampling are required to survey a minimum of 35 school leavers. A stratified random sampling procedure is used to identify individuals for each of these LEAs. The SEA generates a report to indicate which school leavers need to be surveyed to ensure that the sample is representative of each LEA's population of school leavers based on exit code, disability, and race/ethnicity. LEAs with 35 or fewer school leavers with IEPs are required to survey all leavers. All LEAs are included in the data collection efforts at least once during the span of this SPP cycle. LEAs must document at least 3 attempts to contact youth regarding the survey, and complete survey data must be submitted to pass edit checks. Edit checks are completed at several levels to ensure that survey data are valid and reliable. The State Performance Plan Data Collection (SPPDC) web application is utilized for data reporting. After this data is collected, the response rate for this survey is compared to the entire population of school leavers across the state of Illinois annually. After the data file is received at ISBE, multiple error checks are run to ensure that survey data are valid and reliable.

Survey Question	Yes / No
Was a survey used?	YES
If yes, is it a new or revised survey?	NO

**Provide additional information about this indicator (optional)**

## **14 - Prior FFY Required Actions**

In the FFY 2023 SPP/APR, the State must report whether the FFY 2023 data are representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school, and, if not, the actions the State is taking to address this issue. The State must also include its analysis of the extent to which the response data are representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school.

### **Response to actions required in FFY 2022 SPP/APR**

The State reported on the representativeness of the data in the SPP 14 section entitled, "Include the State's analyses of the extent to which the response data are representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school." The results of the analysis indicated that student gender was not a significant predictor of survey completion. Survey result analyses also indicated that school leavers identifying as Black and Hispanic were less likely to complete the survey. In contrast, school leavers identifying as White were more likely to complete the survey.

The State reported on the actions it is taking to address representativeness in the SPP 14 section entitled, "Describe the strategies that the State will use to ensure that in the future the response data are representative of those demographics." To ensure that future response data are more representative, ISBE includes NTACT resource documents to the SPP 14 webpage and provides the link to the SPP 14 webpage in the SPP 14 survey application and the LEA survey notification letter. ISBE will load these resources directly into the SPP 14 application for the 2024-2025 survey.

## **14 - OSEP Response**

### **14 - Required Actions**

In the FFY 2024 SPP/APR, the State must report whether the FFY 2024 data are representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school, and, if not, the actions the State is taking to address this issue. The State must also include its analysis of the extent to which the response data are representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school.

## Indicator 15: Resolution Sessions

### Instructions and Measurement

**Monitoring Priority:** Effective General Supervision Part B / General Supervision

**Results Indicator:** Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements. (20 U.S.C. 1416(a)(3)(B))

#### Data Source

Data collected under section 618 of the IDEA (IDEA Part B Dispute Resolution Survey in the ED Facts Metadata and Process System (EMAPS)).

#### Measurement

Percent = (3.1(a) divided by 3.1) times 100.

#### Instructions

*Sampling is not allowed.*

Describe the results of the calculations and compare the results to the target.

States are not required to establish baselines or targets if the number of resolution sessions is less than 10. In a reporting period when the number of resolution sessions reaches 10 or greater, develop baseline and targets and report on them in the corresponding SPP/APR.

States may express their targets in a range (e.g., 75-85%).

If the data reported in this indicator are not the same as the State's data under IDEA section 618, explain.

States are not required to report data at the LEA level.

### 15 - Indicator Data

Select yes to use target ranges

Target Range not used

#### Prepopulated Data

Source	Date	Description	Data
SY 2023-24 EMAPS IDEA Part B Dispute Resolution Survey; Section C: Due Process Complaints	11/13/2024	3.1 Number of resolution sessions	54
SY 2023-24 EMAPS IDEA Part B Dispute Resolution Survey; Section C: Due Process Complaints	11/13/2024	3.1(a) Number resolution sessions resolved through settlement agreements	11

Select yes if the data reported in this indicator are not the same as the State's data reported under section 618 of the IDEA.

NO

#### Targets: Description of Stakeholder Input

In FFY23, revisions to targets were not made. ISBE did engage with a diverse group of stakeholders, including ISBE staff members, special education administrators, superintendents, and parents of students with disabilities including members of the parent advisory council. These meetings were held to discuss the LEA Determinations process, specifically addressing the current n-size (5 students with IEPs) utilized for results indicators in this process, and to introduce stakeholders to the proposed cyclical monitoring process. During the two meetings data was shared regarding the current LEA Determinations process with the n-size of 5 and data regarding the impact of eliminating the n-size or changing it to 10 or 15. After the data was presented, the stakeholder group determined that continuing to utilize an n-size of 5 for the results indicators was appropriate. Stakeholders were also asked to consider awarding points to an LEA if an LEA doesn't meet the n-size but meets or exceeds the state target. Stakeholders agreed that if an LEA doesn't meet the n-size for the results indicator they should not receive points despite meeting or exceeding the state target. These stakeholder meetings were held December 1, 2023, and February 26, 2024. Please see <https://www.isbe.net/Documents/Stakeholder-Meeting-20231201.pdf> and <https://www.isbe.net/Documents/Stakeholder-Meeting-20240226.pdf> for more information.

During the initial target setting, ISBE collected stakeholder feedback on its proposed SPP targets in multiple ways. ISBE's Special Education Department initiated a series of stakeholder meetings to establish targets for the new six-year cycle of the SPP. These meetings were held virtually over a two-month period to maximize participation and were designed to engage stakeholders from various backgrounds. The following existing stakeholder groups participated in feedback sessions with ISBE:

- Early Childhood Least Restrictive Environment Stakeholders Consortium
- Advisory Council on the Education of Children with Disabilities (formerly ISAC)
- Creating a Positive Pathway Forward for Special Education in Illinois
- Illinois Multi-Tiered System of Support (MTSS) Network Advisory Council
- Early Childhood Outcomes System Stakeholders Committee
- Illinois Alliance of Administrators of Special Education

Stakeholders included professional development providers, school district representatives, educational advocates, Illinois Early Learning Project representatives, Chicago Public Schools representatives, Parent Training and Information Center representatives, parent members of Advisory Council on the Education of Children with Disabilities, early intervention representatives, inclusion support specialists, individuals with disabilities, students with disabilities, parents of children with disabilities, parents from advisory committees, general public representatives, higher education representatives, Department of Corrections representatives, Illinois Service Resource Center representatives, directors of special education, assistant directors of special education, special education supervisors, special education coordinators, directors of innovative learning and technology, special education cooperative governing board members, regional superintendents, assistant regional superintendents, school business officials, and special education attorneys. In addition, the Illinois MTSS director, ISBE State Personnel Development Grant (SPDG) coordinator, ISBE director of Special Education, ISBE SPP/State Systemic Improvement Plan coordinator, and ISBE Section 619 coordinator participated in one or more stakeholder meetings. These meetings

increased ISBE's capacity of diverse groups of parents and allowed them to have a voice in the development of targets and activities designed to improve outcomes for children with disabilities.

Each session sought stakeholder feedback on if the proposed SPP targets were reasonable and achievable. The stakeholder groups provided input on proposed targets for one or more of the following SPP indicators: 1, 2, 3, 4A, 5, 6, 7, 8, 14, 15, 16, and 17. Once the proposed targets for SPP indicators were determined reasonable and achievable, ISBE recorded 16 separate SPP modules and posted them on the website. Each of the SPP modules shared information specific to the indicator(s) being addressed, such as state and national trend data, measurements, and proposed SPP targets for the FFY 2020-25 SPP cycle. Each module sought stakeholder feedback on whether the proposed SPP targets were reasonable and achievable by requesting that the participant complete a survey. The survey was open for over two months to gather stakeholder input. Prior to initiating the module recordings and survey, ISBE advertised broadly via state bulletins, listservs, Parent Training and Information Center publications, other state technical assistance resource centers, and the six stakeholder groups mentioned previously. These stakeholders represented a variety of regions of the state and races/ethnicities.

**Historical Data**

Baseline Year	Baseline Data
2012	26.67%

FFY	2018	2019	2020	2021	2022
Target >=	25.00% - 35.00%	25.10%-35.10%	25.10%	25.10%	25.10%
Data	37.04%	16.67%	25.00%	10.00%	51.22%

**Targets**

FFY	2023	2024	2025
Target >=	25.10%	25.10%	25.10%

**FFY 2023 SPP/APR Data**

3.1(a) Number resolutions sessions resolved through settlement agreements	3.1 Number of resolutions sessions	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
11	54	51.22%	25.10%	20.37%	Did not meet target	Slippage

**Provide reasons for slippage, if applicable**

To identify the root cause for slippage, ISBE analyzed data, from FFY22 and FFY23, related to the number of resolution sessions which were resolved through settlement agreements. ISBE received a total of 254 due process complaints in FFY23 compared to 274 in FFY22 (-7.30%). Of those 254 due process complaints that were filed, 163 (64%) were withdrawn or dismissed without a hearing, compared to 238 (86.86%) in FFY22. Additionally, in FFY23, 65 due process complaints were pending compared to 18 in FFY22. The number of still-pending cases (65) is due mainly to a large surge of cases ISBE had between May 1 and June 30, 2024. In that period alone, ISBE received 53 new due process cases, representing about 22% of our total filings for the entire year. Including the new filings received in April 2024, one-third of our total filings for the year occurred in the last quarter of the fiscal year. ISBE hypothesizes that the significant decrease in the number of due process complaints that were withdrawn coupled with the increase in the number of due process complaints pending lead to the slippage when comparing FFY22 and FFY23.

**Provide additional information about this indicator (optional)**

**15 - Prior FFY Required Actions**

None

**15 - OSEP Response**

**15 - Required Actions**

## Indicator 16: Mediation

### Instructions and Measurement

**Monitoring Priority:** Effective General Supervision Part B / General Supervision

**Results indicator:** Percent of mediations held that resulted in mediation agreements.

(20 U.S.C. 1416(a)(3)(B))

#### Data Source

Data collected under section 618 of the IDEA (IDEA Part B Dispute Resolution Survey in the ED Facts Metadata and Process System (EMAPS)).

#### Measurement

Percent =  $(2.1(a)(i) + 2.1(b)(i))$  divided by 2.1 times 100.

#### Instructions

*Sampling is not allowed.*

Describe the results of the calculations and compare the results to the target.

States are not required to establish baselines or targets if the number of mediations is less than 10. In a reporting period when the number of mediations reaches 10 or greater, develop baseline and targets and report on them in the corresponding SPP/APR.

States may express their targets in a range (e.g., 75-85%).

If the data reported in this indicator are not the same as the State's data under IDEA section 618, explain.

States are not required to report data at the LEA level.

## 16 - Indicator Data

### Select yes to use target ranges

Target Range not used

### Prepopulated Data

Source	Date	Description	Data
SY 2023-24 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/13/2024	2.1 Mediations held	277
SY 2023-24 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/13/2024	2.1.a.i Mediations agreements related to due process complaints	57
SY 2023-24 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/13/2024	2.1.b.i Mediations agreements not related to due process complaints	120

Select yes if the data reported in this indicator are not the same as the State's data reported under section 618 of the IDEA.

NO

### Targets: Description of Stakeholder Input

In FFY23, revisions to targets were not made. ISBE did engage with a diverse group of stakeholders, including ISBE staff members, special education administrators, superintendents, and parents of students with disabilities including members of the parent advisory council. These meetings were held to discuss the LEA Determinations process, specifically addressing the current n-size (5 students with IEPs) utilized for results indicators in this process, and to introduce stakeholders to the proposed cyclical monitoring process. During the two meetings data was shared regarding the current LEA Determinations process with the n-size of 5 and data regarding the impact of eliminating the n-size or changing it to 10 or 15. After the data was presented, the stakeholder group determined that continuing to utilize an n-size of 5 for the results indicators was appropriate. Stakeholders were also asked to consider awarding points to an LEA if an LEA doesn't meet the n-size but meets or exceeds the state target. Stakeholders agreed that if an LEA doesn't meet the n-size for the results indicator they should not receive points despite meeting or exceeding the state target. These stakeholder meetings were held December 1, 2023, and February 26, 2024. Please see <https://www.isbe.net/Documents/Stakeholder-Meeting-20231201.pdf> and <https://www.isbe.net/Documents/Stakeholder-Meeting-20240226.pdf> for more information.

During the initial target setting, ISBE collected stakeholder feedback on its proposed SPP targets in multiple ways. ISBE's Special Education Department initiated a series of stakeholder meetings to establish targets for the new six-year cycle of the SPP. These meetings were held virtually over a two-month period to maximize participation and were designed to engage stakeholders from various backgrounds. The following existing stakeholder groups participated in feedback sessions with ISBE:

- Early Childhood Least Restrictive Environment Stakeholders Consortium
- Advisory Council on the Education of Children with Disabilities (formerly ISAC)
- Creating a Positive Pathway Forward for Special Education in Illinois
- Illinois Multi-Tiered System of Support (MTSS) Network Advisory Council
- Early Childhood Outcomes System Stakeholders Committee
- Illinois Alliance of Administrators of Special Education

Stakeholders included professional development providers, school district representatives, educational advocates, Illinois Early Learning Project representatives, Chicago Public Schools representatives, Parent Training and Information Center representatives, parent members of Advisory Council on the Education of Children with Disabilities, early intervention representatives, inclusion support specialists, individuals with disabilities, students with disabilities, parents of children with disabilities, parents from advisory committees, general public representatives, higher education representatives, Department of Corrections representatives, Illinois Service Resource Center representatives, directors of special education, assistant directors of special education, special education supervisors, special education coordinators, directors of innovative learning and technology, special education cooperative governing board members, regional superintendents, assistant regional superintendents, school business officials, and special education attorneys. In

In addition, the Illinois MTSS director, ISBE State Personnel Development Grant (SPDG) coordinator, ISBE director of Special Education, ISBE SPP/State Systemic Improvement Plan coordinator, and ISBE Section 619 coordinator participated in one or more stakeholder meetings. These meetings increased ISBE's capacity of diverse groups of parents and allowed them to have a voice in the development of targets and activities designed to improve outcomes for children with disabilities.

Each session sought stakeholder feedback on if the proposed SPP targets were reasonable and achievable. The stakeholder groups provided input on proposed targets for one or more of the following SPP indicators: 1, 2, 3, 4A, 5, 6, 7, 8, 14, 15, 16, and 17. Once the proposed targets for SPP indicators were determined reasonable and achievable, ISBE recorded 16 separate SPP modules and posted them on the website. Each of the SPP modules shared information specific to the indicator(s) being addressed, such as state and national trend data, measurements, and proposed SPP targets for the FFY 2020-25 SPP cycle. Each module sought stakeholder feedback on whether the proposed SPP targets were reasonable and achievable by requesting that the participant complete a survey. The survey was open for over two months to gather stakeholder input. Prior to initiating the module recordings and survey, ISBE advertised broadly via state bulletins, listservs, Parent Training and Information Center publications, other state technical assistance resource centers, and the six stakeholder groups mentioned previously. These stakeholders represented a variety of regions of the state and races/ethnicities.

#### Historical Data

Baseline Year	Baseline Data
2012	66.67%

FFY	2018	2019	2020	2021	2022
Target >=	67.00%	67.00%	67.00%	67.00%	67.00%
Data	62.37%	66.67%	50.00%	62.70%	70.61%

#### Targets

FFY	2023	2024	2025
Target >=	67.00%	67.00%	67.00%

#### FFY 2023 SPP/APR Data

2.1.a.i Mediation agreements related to due process complaints	2.1.b.i Mediation agreements not related to due process complaints	2.1 Number of mediations held	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
57	120	277	70.61%	67.00%	63.90%	Did not meet target	Slippage

#### Provide reasons for slippage, if applicable

To identify the root cause for slippage, ISBE analyzed data related to the number of mediation agreements reached through mediation sessions from FFY22 compared to FFY23. In FFY23, 500 mediation sessions were requested compared to 502 in FFY22. In FFY22 313 mediations were held compared to 277 in FFY23 (-11.50%). In FFY22 135 mediations were held related to due process complaints compared to 106 in FFY23 (-21.48%). In FFY22 76 mediation agreements were related to due process complaints compared to 57 in FFY23 (-25.00%). In FFY22 178 mediation agreements were not related to due process complaints compared to 120 in FFY23 (-32.58%). In FFY22, 52 mediation requests were pending compared to 74 in FFY23 (+29.75%). In FFY22, 137/502 (27.29%) mediation requests were withdrawn compared to 149/500 (29.80%). The difference between the number of cases withdrawn in FFY22 compared to FFY23 is +2.51%. Through this data analysis, ISBE hypothesizes that the slippage from FFY22 to FFY23 is due to several factors. While the amount of mediation requests remained stable, the number of mediation requests withdrawn or not held increased by 2.51%. This coupled with the number of mediation requests pending in FFY23 increasing 29.75% from FFY22 significantly impacts the amount of potential mediation agreements that could be reached which resulted in slippage from FFY22 to FFY23.

#### Provide additional information about this indicator (optional)

#### 16 - Prior FFY Required Actions

None

#### 16 - OSEP Response

#### 16 - Required Actions



## Indicator 17: State Systemic Improvement Plan

### Instructions and Measurement

**Monitoring Priority:** General Supervision

The State's SPP/APR includes a State Systemic Improvement Plan (SSIP) that meets the requirements set forth for this indicator.

#### Measurement

The State's SPP/APR includes an SSIP that is a comprehensive, ambitious, yet achievable multi-year plan for improving results for children with disabilities. The SSIP includes each of the components described below.

#### Instructions

**Baseline Data:** The State must provide baseline data that must be expressed as a percentage, and which is aligned with the State-identified Measurable Result(s) (SiMR) for Children with Disabilities.

**Targets:** In its FFY 2020 SPP/APR, due February 1, 2022, the State must provide measurable and rigorous targets (expressed as percentages) for each of the six years from FFY 2020 through FFY 2025. The State's FFY 2025 target must demonstrate improvement over the State's baseline data.

**Updated Data:** In its FFYs 2020 through FFY 2025 SPPs/APRs, due February 2022 through February 2027, the State must provide updated data for that specific FFY (expressed as percentages) and that data must be aligned with the State-identified Measurable Result(s) Children with Disabilities. In its FFYs 2020 through FFY 2025 SPPs/APRs, the State must report on whether it met its target.

#### Overview of the Three Phases of the SSIP

It is of the utmost importance to improve results for children with disabilities by improving educational services, including special education and related services. Stakeholders, including parents of children with disabilities, local educational agencies, the State Advisory Panel, and others, are critical participants in improving results for children with disabilities and should be included in developing, implementing, evaluating, and revising the SSIP and included in establishing the State's targets under Indicator 17. The SSIP should include information about stakeholder involvement in all three phases.

##### Phase I: Analysis:

- Data Analysis;
- Analysis of State Infrastructure to Support Improvement and Build Capacity;
- State-identified Measurable Result(s) for Children with Disabilities;
- Selection of Coherent Improvement Strategies; and
- Theory of Action.

**Phase II: Plan** (which, in addition to the Phase I content (including any updates)) outlined above):

- Infrastructure Development;
- Support for local educational agency (LEA) Implementation of Evidence-Based Practices; and
- Evaluation.

**Phase III: Implementation and Evaluation** (which, in addition to the Phase I and Phase II content (including any updates)) outlined above):

- Results of Ongoing Evaluation and Revisions to the SSIP.

#### Specific Content of Each Phase of the SSIP

Refer to FFY 2013-2015 Measurement Table for detailed requirements of Phase I and Phase II SSIP submissions.

Phase III should only include information from Phase I or Phase II if changes or revisions are being made by the State and/or if information previously required in Phase I or Phase II was not reported.

##### Phase III: Implementation and Evaluation

In Phase III, the State must, consistent with its evaluation plan described in Phase II, assess and report on its progress implementing the SSIP. This includes: (A) data and analysis on the extent to which the State has made progress toward and/or met the State-established short-term and long-term outcomes or objectives for implementation of the SSIP and its progress toward achieving the State-identified Measurable Result(s) for Children with Disabilities (SiMR); (B) the rationale for any revisions that were made, or that the State intends to make, to the SSIP as the result of implementation, analysis, and evaluation; and (C) a description of the meaningful stakeholder engagement. If the State intends to continue implementing the SSIP without modifications, the State must describe how the data from the evaluation support this decision.

##### A. Data Analysis

As required in the Instructions for the Indicator/Measurement, in its FFYs 2020 through 2025 SPPs/APRs, the State must report data for that specific FFY (expressed as actual numbers and percentages) that are aligned with the SiMR. The State must report on whether the State met its target. In addition, the State may report on any additional data (e.g., progress monitoring data) that were collected and analyzed that would suggest progress toward the SiMR. States using a subset of the population from the indicator (e.g., a sample, cohort model) should describe how data are collected and analyzed for the SiMR if that was not described in Phase I or Phase II of the SSIP.

##### B. Phase III Implementation, Analysis and Evaluation

The State must provide a narrative or graphic representation, (e.g., a logic model) of the principal activities, measures and outcomes that were implemented since the State's last SSIP submission (i.e., February 1, 2024). The evaluation should align with the theory of action described in Phase I and the evaluation plan described in Phase II. The State must describe any changes to the activities, strategies, or timelines described in Phase II and include a rationale or justification for the changes. If the State intends to continue implementing the SSIP without modifications, the State must describe how the data from the evaluation support this decision.

The State must summarize the infrastructure improvement strategies that were implemented, and the short-term outcomes achieved, including the measures or rationale used by the State and stakeholders to assess and communicate achievement. Relate short-term outcomes to one or more areas of a systems framework (e.g., governance, data, finance, accountability/monitoring, quality standards, professional development and/or technical assistance) and explain how these strategies support system change and are necessary for: (a) achievement of the SiMR; (b) sustainability of systems improvement efforts; and/or (c) scale-up. The State must describe the next steps for each infrastructure improvement strategy and the anticipated outcomes to be attained during the next fiscal year (e.g., for the FFY 2023 APR, report on anticipated outcomes to be obtained during FFY 2024, i.e., July 1, 2024-June 30, 2025).

The State must summarize the specific evidence-based practices that were implemented and the strategies or activities that supported their selection and ensured their use with fidelity. Describe how the evidence-based practices, and activities or strategies that support their use, are intended to impact the SiMR by changing program/district policies, procedures, and/or practices, teacher/provider practices (e.g., behaviors), parent/caregiver outcomes,

and/or child outcomes. Describe any additional data (e.g., progress monitoring data) that was collected to support the on-going use of the evidence-based practices and inform decision-making for the next year of SSIP implementation.

**C. Stakeholder Engagement**

The State must describe the specific strategies implemented to engage stakeholders in key improvement efforts and how the State addressed concerns, if any, raised by stakeholders through its engagement activities.

**Additional Implementation Activities**

The State should identify any activities not already described that it intends to implement in the next fiscal year (e.g., for the FFY 2023 APR, report on activities it intends to implement in FFY 2024, i.e., July 1, 2024-June 30, 2025) including a timeline, anticipated data collection and measures, and expected outcomes that are related to the SiMR. The State should describe any newly identified barriers and include steps to address these barriers.

**17 - Indicator Data**

**Section A: Data Analysis**

**What is the State-identified Measurable Result (SiMR)?**

The percentage of 4th grade students with disabilities who are proficient or above the grade level standard on the state English-language arts assessment will increase.

**Has the SiMR changed since the last SSIP submission? (yes/no)**

NO

**Is the State using a subset of the population from the indicator (e.g., a sample, cohort model)? (yes/no)**

NO

**Is the State’s theory of action new or revised since the previous submission? (yes/no)**

NO

**Please provide a link to the current theory of action.**

The current theory of action is on the ISBE website: [www.isbe.net/Pages/SPP-APR-Indicator-17.aspx](http://www.isbe.net/Pages/SPP-APR-Indicator-17.aspx)

**Progress toward the SiMR**

**Please provide the data for the specific FFY listed below (expressed as actual number and percentages).**

**Select yes if the State uses two targets for measurement. (yes/no)**

NO

**Historical Data**

Baseline Year	Baseline Data
2018	9.97%

**Targets**

FFY	Current Relationship	2023	2024	2025
Target	Data must be greater than or equal to the target	10.00%	10.00%	11.00%

**FFY 2023 SPP/APR Data**

Number of 4th Grade Children with IEPs Scoring at or Above Proficient Against Grade Level Academic Achievement Standards for English Language Arts	Number of 4th Grade Children with IEPs who Received a Valid Score and for whom a Proficiency Level was Assigned for the Regular Assessment	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
2,298	20,314	9.93%	10.00%	11.31%	Met target	No Slippage

**Provide the data source for the FFY 2023 data.**

The data source is the same data as used for reporting to the Department under Title I of the ESEA, using EDFacts file specification FS178.

**Please describe how data are collected and analyzed for the SiMR.**

ISBE utilizes data on all 4th grade children with IEPs from the EDFacts file specification FS 178 to measure progress toward the SiMR. Specifically, ISBE analyzes data from the Illinois Assessment of Readiness (IAR) English/Language Arts assessment to determine how many 4th grade children with IEPs scored at or above proficient on this regular assessment. Then ISBE determines whether the current FFY target was met based on the percentage of students scoring at or above proficient as compared to the number of students who received a valid score and for whom a proficiency level was assigned.

**Optional: Has the State collected additional data (i.e., benchmark, CQI, survey) that demonstrates progress toward the SiMR? (yes/no)**

YES

**Describe any additional data collected by the State to assess progress toward the SiMR.**

In addition to the primary source of data used to demonstrate progress toward the SiMR (statewide assessment data), the Illinois Elevating Special Educators (IESE) Network's evaluation plan includes the following additional data collected during the period of July 1, 2023 through June 30, 2024.: Professional Development (PD) Post-Surveys, High Quality Professional Development (HQPD) Checklists, Evidence-Based Professional Development (EBPD) Worksheets, the Illinois Implementation Fidelity Instrument (Illinois IFI), the Illinois Coaching Observation Instrument (COI), systems screening tools, State Capacity Assessments (SCA), and Regional Capacity Assessments (RCA). The IESE Network is a statewide system of professional learning funded by a five-year IDEA Part D State Personnel Development Grant (SPDG). The overall goal of the IESE Network is to improve outcomes for students with disabilities by providing research-based professional development (PD), educator mentoring and coaching, and technical assistance (TA) to district leaders supporting these students. The SPDG outcomes are aligned with SSIP outcomes. PD post-surveys are administered to gather data regarding participant perceptions of their growth in knowledge and skills, the likelihood of implementing what was learned in their classrooms, and their perception of the effect of PD experiences upon the success of their students with disabilities. HQPD Checklists are fidelity measures used extensively within SPDGs to measure the quality of the PD being provided. EBPD worksheets provide data for clear expectations for providers and trainers of the PD, accountability for the quality of the PD and coaching, utilization of effective, research-based adult learning methodology, and the collection of data with high fidelity to the objectives. The Illinois IFI collects qualitative and quantitative data on how training content is implemented in specific classrooms. The Illinois COI is a fidelity instrument IESE Network coaches complete following classroom observations to determine the extent to which the educator is implementing identified High-Leverage Practices (HLPs). Systems screening tools allow the IESE Network to ascertain districts' needs pertaining to state determined areas. IESE Network team members can then target support to those specific needs. The SCA and RCA measure the capacity of the state and each region to implement IESE Network goals. The expectation is that capacity will grow over the years of the SPDG, including perceptions about resources, leadership, data systems, and communication. Data that have been collected at this time include post-PD surveys, HQPD checklists, EBPD worksheets, the Illinois IFI, the Illinois COI, systems screening tools, the SCA, and RCA.

In the May 2024 SPDG Annual Performance Report to OSEP, IAR data from SY2023 were included on measures of student achievement and success. First, in the schools that participated in IESE Network activities (and, therefore, SSIP activities), IAR data for students with disabilities were compared with IAR data for students without disabilities. In English Language Arts, 56.7% of the participating schools closed the gap in IAR achievement scores (Area 1: 42.9%; Area 2: 60.0%; Area 3: 53.7%; Area 4: 61.9%; and Area 5: 100.0%). In addition, 70.4% of schools that partnered with the IESE Network increased or maintained the percentage of students with disabilities meeting or exceeding proficiency on the IAR Reading test. In other words, there is a correlation between schools that participate in the IESE Network and improvement on the IAR Reading test, both in closing the gap with students without disabilities and increasing in proficiency.

While all educators in the state have access to, at minimum, universal supports, not all educators

**Did the State identify any general data quality concerns, unrelated to COVID-19, which affected progress toward the SiMR during the reporting period? (yes/no)**

NO

**Did the State identify any data quality concerns directly related to the COVID-19 pandemic during the reporting period? (yes/no)**

NO

**Section B: Implementation, Analysis and Evaluation**

**Please provide a link to the State's current evaluation plan.**

The current evaluation plan is on the ISBE website: [www.isbe.net/Pages/SPP-APR-Indicator-17.aspx](http://www.isbe.net/Pages/SPP-APR-Indicator-17.aspx)

**Is the State's evaluation plan new or revised since the previous submission? (yes/no)**

YES

**If yes, provide a description of the changes and updates to the evaluation plan.**

After being piloted November 2023-February 2024, the Illinois COI is now considered part of the overall IESE Network evaluation plan. Pilot data from the Illinois COI was presented to the IESE Network Team in February 2024, with revisions made to the instrument based upon conversations. Data will again be reviewed in February 2025.

**If yes, describe a rationale or justification for the changes to the SSIP evaluation plan.**

With input from other OSEP SPDGs and IESE Network staff previously coaching, the Illinois COI was developed by the IESE Network Grant Coordinator, Project Evaluator, and Program Director. The tool is a fidelity measure to determine the extent to which the coaching recommendations of EBPs are implemented effectively and efficiently to the nearest point of the student. The EBPs that are used for coaching fall under the High-Leverage Practices (HLPs) for students with disabilities. A coaching fidelity measure is a required component of the SPDG and cannot be self-reported. The Illinois COI fulfills these requirements.

**Provide a summary of each infrastructure improvement strategy implemented in the reporting period:**

The SSIP improvement strategy addresses providing educators with differentiated professional learning activities (training, TA, mentoring, and coaching) focused on literacy, social-emotional learning (SEL), and systems development and improvement. Activities associated with the improvement strategy focus on delivering research-based professional learning activities to 1) enhance the effectiveness of staff who support students with disabilities and 2) build seamless and sustainable delivery systems for specialized populations of learners. ISBE collaborates with the IESE Network to address the

improvement strategy and activities. Based on districts' LEA Determinations, IESE staff utilizes a universal screening tool and collaborative analysis guide to identify a district's needs and provide targeted differentiated support. The IESE Network screening tool focuses on helping districts identify factors related to the lack of progress for any identified indicator while the collaborative analysis guide helps facilitate a deeper dive into the root cause of low performance for each identified indicator. This infrastructure design allows IESE staff to identify and plan differentiated support for the districts. Utilizing this process in conjunction with assessment tools allows the IESE Network team to gain stakeholder input at the local level as well as base services on data to determine individual district needs.

Districts designated as Meets Requirements or Needs Assistance (NA)-Year 1 through the LEA Determination process fall in the Universal Tier 1 level of support under the ISBE Special Education Accountability and Support System. Districts can inquire about available support and services through an online referral form on the IESE Network website ([www.iesenetwork.org](http://www.iesenetwork.org)). If Tier 1 districts agree to partner and want individualized support, IESE Network staff meets with district and building leaders to review data and make recommendations on the most relevant and valuable resources to include in a professional learning plan. During the 23-24 school year, the IESE Network supported 42 Tier 1 districts.

Districts designated as NA for Two or More Consecutive Years (NA2) through the LEA Determination process fall in the Targeted Tier 2 level of support under the ISBE Special Education Accountability and Support System. NA2 districts are assigned an ISBE Principal Consultant and advised of state and national technical assistance resources that may help them address the area(s) of needed support. The IESE Network is one of these available resources. During the reporting period, the IESE Network worked with one NA2 district by providing professional development.

Districts designated as Needs Intervention (NI), Needs Intervention for Three or More Consecutive Years (NI3), or Needs Substantial Intervention through the LEA Determination process, fall in the Intensive Tier 3 level of support under the ISBE Special Education Accountability and Support System. IESE staff collaborates with ISBE Principal Consultants to facilitate improvement planning and provide individualized oversight, technical assistance, mentoring, and coaching support. Beginning with the 2023-2024 school year, ISBE required all NI districts to engage with the IESE Network as a component of their TA support. The IESE Network worked with 12 Tier 3 districts alongside ISBE Principal Consultants by providing resources and, in some cases, professional development. IESE Network staff worked to create plans for continued support in the 2024-2025 school year.

To monitor the integrity and implementation of this process, the IESE Network Grant Coordinator meets every other week with each area team and the statewide team on opposite weeks. During these meetings, IESE Network team members report on the Continuous Improvement Agreements (CIAs), IESE Network supports and services contracts, with districts as well as plan progress. The Grant Evaluator also attends these meetings to review areawide and statewide data and collaborate on district improvement plans to ensure data collection procedures and timelines are met. Data from current mentoring sessions and/or professional learning sessions are also reviewed and used to plan future sessions. The ISBE Program Director also attends the statewide IESE Network Team meetings and meets with the Grant Coordinator and Evaluator every week.

**Describe the short-term or intermediate outcomes achieved for each infrastructure improvement strategy during the reporting period including the measures or rationale used by the State and stakeholders to assess and communicate achievement. Please relate short-term outcomes to one or more areas of a systems framework (e.g., governance, data, finance, accountability/monitoring, quality standards, professional development and/or technical assistance) and explain how these strategies support system change and are necessary for: (a) achievement of the SiMR; (b) sustainability of systems improvement efforts; and/or (c) scale-up.**

The infrastructure improvement strategies implemented during the reporting period were PD, technical assistance (TA), mentoring, and coaching. Below is a description of the short and intermediate outcomes achieved, measures used to assess outcomes, and how achievement was communicated.

#### Short-term Outcomes

Short-term outcomes focused on increasing knowledge of literacy, SEL, and systems development/improvement through a state area systems framework of PD and/or TA. Participants were surveyed and indicated whether the statements were evident to no extent (1), a small extent (2), some extent (3), or a significant extent (4). Participants also indicated their perceptions of content knowledge and implementation prior to and after the training on a sliding scale (1, not very well; 100, extremely well). These scales apply to all survey results below.

#### Literacy Trainings

-13 trainings  
-325 participants

-Topics included EBPs such as phonemic awareness, phonics, fluency, vocabulary, and comprehension across grade spans and tiers

Survey results of literacy PD sessions (Respondents: 259 educators, 66 paraprofessionals)

#### Educators

-perceived increased knowledge (M=3.32, SD=.70)

-increased ability to apply knowledge (M=3.32, SD=.70)

-intent to incorporate knowledge into teaching (M=3.44, SD=.71)

-believed the PD increased student success (M=3.45, SD=.65)

-significant increase in perceptions about knowledge before training (M=61.66, SD=23.43) compared to after (M=79.36, SD=14.88) (t(127)=10.463, p<.001)

-significant increase in perceptions about implementation of content before training (M=63.73, SD=22.19) compared to after (M=80.96, SD=14.96) (t(127)=10.098, p<.001).

#### Paraprofessionals

-perceived increased knowledge (M=2.94, SD=.79)

-increased ability to apply knowledge (M=2.93, SD=.87)

-increase in their understanding of their role (M=2.76, SD=.97)

-believed the PD would increase student success (M=2.91, SD=.83)

-increase in perceptions of knowledge prior to the training (M=65.30, SD=25.00) compared to after (M=72.41, SD=21.70) (t(52)=3.547, p<.001)

-significant increase in perceptions about implementation of content before the training (M=60.31, SD=21.63) compared to after (M=73.75, SD=21.70) (t(52)=6.543, p<.001).

#### Remote Professional Development Conversations (Respondents: 33)

- perceived opportunity to interact with others around the content presented (M=3.42, SD=.50)

-perceived opportunity to apply the content presented to their professional practice (M=3.41, SD=.50)

-contributed to the success of the students with disabilities in my school (M=3.27, SD=.57)

#### Social-Emotional Learning Trainings

-51 trainings

-1121 participants

-Sessions addressed EBPs relating to behavioral/executive functions, de-escalation, trauma-informed practices, building positive relationships, function-based classroom and individual interventions, and functional behavioral assessments.

Survey results of Social Emotional Learning PD sessions (Respondents: 723 educators, 57 paraprofessionals)

Educators

- perceived increased knowledge of students with disabilities (M=3.49, SD=.63)
- increased ability to apply the knowledge (M=3.53, SD=.61)
- increased likelihood of incorporating it into their teaching (M=3.56, SD=.64)
- believed PD would increase student success (M=3.57, SD=.59)
- significant increase in perceptions of SEL knowledge prior to the training (M=62.23, SD=22.22) compared to after (M=82.64, SD=13.91) ( $t(709)=29.476$ ,  $p<.001$ )
- significant increase in perceptions about implementation of content before the training (M=62.83, SD=22.51) compared to after (M=84.09, SD=14.37) ( $t(712)=28.339$ ,  $p<.001$ ).

Paraprofessionals

- perceived increased knowledge (M=3.32, SD=.69) or understanding of previously learned content (M=3.28, SD=.68)
- increased ability to apply this knowledge (M=3.26, SD=.81)
- increased understanding of their role (M=3.12, SD=.76).

Systems Development and Improvement trainings

-126 development and improvement trainings

-2238 participants

-Sessions addressed EBPs such as co-teaching, universal design for learning, and differentiation. IEP development and data collection were also covered.

Survey results for Systems Development and Improvement sessions (Respondents: 982 educators, 178 paraprofessionals)

Educators

- reported increased knowledge (M=3.38, SD=.69)
- increased application to practice (M=3.39, SD=.68)
- believed they will incorporate knowledge gained into professional practice (M=3.47, SD=.66)
- believed they will reflect upon, evaluate, and adjust teaching because of these sessions (M=3.46, SD=.66).
- reported PD would increase student success (M=3.45, SD=.67).
- reported lower perceptions of content knowledge before PD (M=65.24, SD=22.96) compared to after (M=81.42, SD=15.14) ( $t(967)=27.232$ ,  $p<.001$ ).
- reported lower levels of implementation of the content before PD (M=66.30, SD=22.84) compared to after, (M=82.61, SD=15.77) ( $t(965)=25.994$ ,  $p<.001$ )

Paraprofessionals

- reported increased professional knowledge (M=3.22, SD=.74)
- increased ability to apply the knowledge to the students with disabilities with whom and/or in classrooms where they worked (M=3.22, SD=.79)
- increased understanding of their role (M=3.26, SD=.81)
- believed sessions would increase success of students with disabilities (M=3.24, SD=.71).

Literacy, SEL, systems development, and improvement training outcomes were shared with PD providers and stakeholders through data reports and feedback loops. Data were used to inform content and activities that would best meet participants' needs. This directly supports SiMR achievement and sustainability of activities that contribute to student success.

Intermediate Outcomes

Intermediate outcomes focused on the implementation of seamless and sustainable delivery systems through PD and TA. IESE Network staff met with districts to establish partnerships and identify support based on ISBE LEA Determinations and other data. They used Learning Forward's PD standards and the HQPD Checklist to implement research-based professional learning experiences. They worked with districts in a train-the-trainer model for sustainability of professional learning and seamless delivery of services.

Intermediate outcomes also focused on enhancing the effectiveness of educators who support students with disabilities through coaching and mentoring. Mentoring focuses on the sharing of knowledge and experience between the IESE Network coach and educator while coaching focuses on improving practice (i.e., skills). Coaching is more formalized and is structured around implementation and fidelity. To receive coaching and/or mentoring through the IESE Network, educators request support or administration recommend them for services. Educators mentored and/or coached by IESE Network staff select the area(s) of focus. During the reporting period, IESE Network staff coached five educators in literacy, 15 in SEL, 31 in systems and mentored five educators in literacy, 11 in SEL, and 10 in systems. Since educators can be coached and mentored in more than one area, some educators are duplicated in reported numbers.

Surveys indicated the extent to which statements about literacy support received through the IESE Network supported their knowledge, teaching, and professional growth: (1) to no extent; (2) to a small extent; (3) to some extent; or (4) to a significant extent. For each of the survey items, none of the respondents (N=27) believed that coaching and mentoring had no effect. Participants perceived that the mentoring and coaching increased their knowledge and understanding of content (M=3.44, SD=.64), had been directly applied to their classroom (M=3.59, SD=.64), and positively affected student success (M=3.70, SD=.54).

With special educators having increased knowledge, utilizing that knowledge to incorporate into practice, applying it to their teaching, and believing it will increase students' success, it is anticipated that this will positively affect SiMR percentages.

**Did the State implement any new (newly identified) infrastructure improvement strategies during the reporting period? (yes/no)**

NO

**Provide a summary of the next steps for each infrastructure improvement strategy and the anticipated outcomes to be attained during the next reporting period.**

Next steps for the infrastructure improvement strategy include:

1. continuing to collect data to determine the effects of the differentiated professional development upon multiple measures of student achievement and success;
2. maintain the capacity of the IESE Network to implement effective educational innovations; and
3. grow the capacity of districts and the entities that support them to implement effective educational innovations.

The infrastructure improvement strategies of the IESE Network are expected to affect the achievement and success of students with disabilities in all partnering schools. This will be measured with (1) IAR data in English Language Arts (ELA) comparing scores of students with disabilities to those without disabilities in the schools that partnered with the IESE Network; (2) IAR data proficiency scores for students with disabilities from SY2023 to SY2024 comparing the percentage of students with disabilities who met or exceeded state proficiency standards in schools that partnered with the IESE Network; ; and (3) student suspension/expulsion data, examining whether any differences were evident between schools that partnered with the IESE Network compared to state averages. The data help inform whether the SSIP intermediate outcomes of enhanced effectiveness of educators who support students with disabilities and improved outcomes for students with disabilities are met. The expectation is that the activities of the IESE Network

affect student achievement and suspensions/expulsions in schools that partner with the IESE Network.

Two instruments developed by the State Implementation and Scaling-up Evidence-based Practices (SISEP) Center were used for systems measures: the State Capacity Assessment (SCA) and the Regional Capacity Assessment (RCA). The SCA uses a consensus model of data collection that incorporates qualitative and quantitative data to determine if statements about the capacity for the IESE Network to effectively enact its innovations is (0) not present; (1) partially present; or (2) fully present. SCA data were collected in February 2024 and demonstrated significant growth in the capacity of the IESE Network to implement effective innovations to a score of 100 across all indicators. Illinois reported that each of the indicators were fully present: Leadership (100), Infrastructure and Resources (100), and Communication and Engagement (100). The National Implementation Research Network (NIRN) of UNC Chapel Hill categorizes results over 80 as "fluency," meaning the IESE Network has reached fluency in all aspects of the SCA. The RCA similarly measures capacity but focuses on the regions versus the state. In focusing upon data from September 2024, four of the five Areas reported a score of 100. The indicators are identified as Leadership (100), Competency (97.8), Organization (97.8), and Stage-Based Functioning. One of the Areas reported scores of 88.9 in both Competency and in Organization because the coaching system had not yet been fully implemented and the data from the coaching fidelity instrument had not been reviewed and discussed in order to complete the feedback loop. However, every one of the subcategories in all of the Areas exceeds a score of 80, which is considered "fluency" in the instrument evaluation, meaning that the IESE Network has reached fluency in all aspects of the RCA. The IESE Network Leadership Team will continue to review SCA and RCA data, discuss needed adjustments, and plan next steps. IESE Network's educator coaching competency and capacity will especially be a focus. While PD provides content knowledge, coaching educators is more effective at building skills which can directly impact increased student outcomes. As a statewide system of professional learning, a structured coaching system with specific processes and procedures as well as a fidelity instrument are necessary.

While maintaining capacity at state and regional levels, the IESE Network will also continue working to build implementation capacity at the district-level as well as with other entities (i.e., special education cooperatives and regional offices of education) who support districts. Such work is imperative for educational innovations to reach the point of the student more effectively and efficiently. The IESE Network will achieve this through PD and coaching for instructional leaders which includes tying data to decision-making and HLPs with EBPs. While some HLPs are EBPs (i.e., Explicit Instruction, Flexible Grouping, and Scaffolded Supports), others work directly with EBPs. For example, HLP 18: Use Strategies to Promote Active Student Engagement includes EBPs such as building positive relationships. Technical assistance especially on systems development will assist districts in sustaining innovations.

#### **List the selected evidence-based practices implement in the reporting period:**

The SSIP continued its HLP and EBP focus on literacy, SEL, and systems development during the reporting period. HLPs for students with disabilities when used consistently and with fidelity have been shown to increase outcomes for students with disabilities. While some HLPs are EBPs, referenced below, others have EBPs embedded within the practice. EBPs implemented in the reporting period are listed below:

##### Literacy

- Explicit Instruction (HLP 16)
- Evidence-based Literacy Instruction surrounding phonemic awareness, phonics, fluency, vocabulary, comprehension, writing, and oracy
- Establishing Literacy-Rich Environments
- Multi-Sensory Literacy Activities
- Scaffolded Supports (HLP 15)
- Flexible Grouping (HLP 17)
- Self-Regulated Strategy Development (SRSD) for writing

##### SEL

- Building Positive Relationships
- Function-Based Behavior Interventions
- Strategies to build Executive Functioning skills
- Classroom Management System
- Trauma-Informed Practices
- Emotional Competency
- De-Escalation Strategies
- Functional Behavioral Assessments (HLP 10) & Behavior Intervention Plans

##### Systems Development

- Co-Teaching
- Universal Design for Learning (UDL)
- Differentiation
- Positive and Constructive Behavioral and Academic Feedback (HLP 8 and 22)
- IEP Development based around Student Data & Improved Outcomes
- Collaboration (HLP 1 and 2)

#### **Provide a summary of each evidence-based practice.**

The National Reading Panel cited the Five Essential Components to literacy instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Thus, evidence-based literacy instruction includes teaching the five essential components as well as writing and oracy. In January 2024, the ISBE released the Illinois Comprehensive Literacy Plan which mirrors these essential components as well as explicit and structured literacy instruction. HLPs for students with disabilities are also a focus. For instance, HLP 16: Explicit instruction provides models, multiple opportunities for practice, various methods in which to practice, and continuous feedback. Phonemic awareness activities include activities that allow students to manipulate, substitute, and delete word sounds while phonics instruction allows practices of letter-sound correspondence and decoding skills including multisyllabic words for older students. Decodable readers built into a structured literacy program are necessary. Fluency activities include choral reading, paired reading, and text variety. Text exposure, discussions, and word origins (older students) build vocabulary. Students need opportunities to engage with texts (predicting, visualizing, questioning, summarizing). Older students are also provided opportunities to analyze, interpret, and infer. When considering practice opportunities, multi-sensory literacy activities to include visual, auditory, kinesthetic, and tactile experiences enhance memory and learning such as say, touch, spell in phonics. Flexible student grouping (HLP 17) can also be used to practice skills. This allows students to collaborate with various students of different or similar ability levels. In turn, this also allows for scaffolding of skills (HLP 15) which direct students to build on previous experiences to learn new skills. At all grade levels, students need to be exposed to literacy-rich environments which include not only at-desk materials, but also in classroom stations/centers, wall decor, and across content areas.

SEL is a methodology that helps students of all ages better comprehend their emotions, feel those emotions fully, and demonstrate empathy for others. This includes self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Building positive relationships

with students have been shown to increase student achievement (academic and behavioral). Ways in which to build these relationships include student interests, family and cultural knowledge, greeting students at the door, community circles, and listening deeply. It is also important for teachers to have a consistent classroom management system which includes positively worded expectations, established and well-communicated procedures, visual cues for students, and modeled behaviors. As teachers consider individual student behavior, they must understand behavioral functions (attention, escape/avoidance, sensory, tangible). Interventions based on behavioral function are more effective and efficient than those that are not. Trainings address educator decision-making regarding behavioral functions and possible function-based strategies. Other SEL trainings include ways to de-escalate behavior and work with students who have experienced trauma. De-escalation includes communication, choices, co-regulation, and redirection. Trauma-informed practices include creating safe environments, building positive relationships, fostering expected outcomes, and recognizing triggers and responses.

Systems development and improvement EBPs include co-teaching, UDL, differentiation, and feedback. Co-teaching provides more opportunities for students with disabilities to remain in the general education setting. Trainers review co-teaching models as well as when to use and how to effectively implement them. While UDL is a framework for designing instruction for a broad range of learners, differentiation is considering different learning in lesson delivery. To effectively reach more students, educators should also consider HLP 13: Adapt Curriculum Tasks (accommodations and modifications) needed based on individual student characteristics, preferences and needs. The IESE Network also focused on effective IEP practices which directly relate to improved student outcomes. Throughout PD, coaching, mentoring, and TA, training educators, support personnel, and leadership on positive and constructive feedback leads to academic gains and appropriate behavior increases.

**Provide a summary of how each evidence-based practice and activities or strategies that support its use, is intended to impact the SiMR by changing program/district policies, procedures, and/or practices, teacher/provider practices (e.g., behaviors), parent/caregiver outcomes, and/or child /outcomes.**

With increased educator knowledge in literacy EBPs, positive changes in teacher practice would also be expected. Enhanced effectiveness of educators who support students with disabilities is one of the SSIP's intended intermediate outcomes. Early literacy acquisition is vital to learning. All implemented literacy EBPs relate to high quality, evidence-based literacy instruction. When students have access to EBPs, they learn to read in grades K-2, and by 4th grade, they can transition from learning to read to reading to learn. Improved outcomes for students with disabilities from implemented academic EBPs is one of the intermediate outcomes of the SSIP. It also relates to the long-term outcome, or SiMR. Professional development and individual teacher mentoring and coaching on explicit instruction, evidence-based literacy instruction components and activities (including multi-sensory activities), establishing literacy-rich environments, scaffolding, and flexible grouping have been provided to teachers around the state through the IESE Network's universal supports and services. Research from the last decade has repeatedly indicated the need for these foundational concepts, which are vital for early literacy success. Technical assistance at the district level for district-wide and sustaining implementation are also imperative for successful transfer to practice.

SEL continues to be a secondary focus of the SSIP. Increased educator knowledge regarding SEL is one of the short-term objectives of the SSIP. With increased educator knowledge in SEL, positive changes in teacher practice would also be expected. Enhanced effectiveness of educators who support students with disabilities is one of the SSIP's intended intermediate outcomes. Research indicates students' abilities to self-regulate emotions translates into the classroom, which supports them in focusing on academic learning. Hundreds of studies offer consistent evidence that SEL bolsters academic performance. When students have positive self-perceptions, feel connected to the school, and can express their feelings in productive ways, they are more comfortable taking academic risks and accepting feedback on their work. Educators must be supported through training, coaching, and mentoring to implement EBPs such as building relationships with students, trauma-informed practices, de-escalation techniques, consistent classroom management, and function-based interventions which all impact student outcomes. District-level technical assistance provides leaders with ways in which to support teacher and school personnel with policies and procedures. SEL supports acquisition of academic skills throughout a student's school career. Improved outcomes for students with disabilities from implemented environmental EBPs is one of the intermediate outcomes of the SSIP.

During conversations with stakeholders (i.e., partnering districts and the Advisory Council), systems development and improvement was identified as a high need. Without adequate, effective, and efficient systems in place, literacy and social-emotional learning can be impacted. Literacy and SEL are also often embedded within other systems. For instance, literacy implementation examples are included within co-teaching PD and coaching. SEL is also discussed as an imperative educational environment consideration within UDL and Differentiation. District-level policies and procedures are highly impacted by this area. Therefore, short term outcomes on increased knowledge and intermediate outcomes educator effectiveness as well as seamless and sustainable delivery systems for specialized populations of learners are addressed.

**Describe the data collected to monitor fidelity of implementation and to assess practice change.**

Three instruments were identified to monitor fidelity of implementation and to assess practice change: the High-Quality Professional Development (HQPD) Checklist, the Illinois IFI, and the Illinois Coaching Observation Instrument (COI).

**HQPD Checklist**

The HQPD Checklist, a nationally validated instrument widely used as a fidelity measure for SPDGs, is completed for each PD session the IESE Network provides. There were 229 HQPD Checklists completed for this reporting cycle. The target identified for the IESE Network is that 90% of those completed (90% of the 229, which is 206) will have 90% determined as high quality (90% of the 206, which is 185). Therefore, the target is that 185 of 206 is determined as high quality, even though the total number of HQPD Checklists completed is 229. The IESE Network had exceeded that target, with 211 HQPD Checklists determined as high quality, or over 100% (114%) of the target of 185 being met.

**Illinois IFI**

In addition to using the HQPD Checklist to ensure fidelity of high-quality PD, the Illinois IFI was developed by the IESE Network. The IFI, sent approximately three weeks after an IESE Network training session, collects data from participants. Three quantitative questions are asked about:

1. whether and to what extent the elements from the training session were implemented into their classroom and professional practice.
2. perspectives of the effect that implementation of the training elements had upon their students with disabilities; and
3. a reflection regarding how they plan to incorporate these elements, long-term, into their professional practice.

For this reporting period, there were 428 respondents to the Illinois IFI. The data indicate that 97% of respondents report that they implement either all (44.1%) or some (52.8%) of the PD strategies they learn. Participants believe the implementation positively affected their students (92.3%), and that 71% of participants will fully implement this content into their professional practice, either with few or no changes (48.7%) or with some significant tweaks (22.2%). An additional 27.8% state that they plan to partially incorporate the PD strategies they received into their practice.

**Illinois COI**

A third fidelity measure, the Illinois COI, was used to assess the degree to which IESE Network coaches observed the identified HLPs in the practice of an educator during a classroom coaching observation session. The COI was piloted (November 2023-February 2024) and then implemented (March 2024-May 2024) during this reporting period. Because the implementation period was short, there were not enough cases reported to conduct a formal evaluation (N=6); therefore, the data below are from the pilot. Full implementation data will be available for next year's report.

For each of the coaching observations, the coach and the coachee collaborated to identify a minimum of three HLPs upon which to focus for the observations. The scale used in the COI during the observation is (1) did not observe; (2) minimally observed; (3) observed; and (4) observed as a strength. The data below are reported by HLP, and statistical analysis are reported were valid.

- ? HLP 1: Collaborate with professionals to increase student success - The mean value for the beginning of the cycle observations was  $M=2.44$ ,  $SD=0.89$ . There were no other follow-up observations;
- ? HLP 4: Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs - There was a significant difference found between the beginning of the cycle observations ( $M=1.83$ ,  $SD=0.95$ ) compared to the follow-up observations ( $M=2.88$ ,  $SD=1.05$ ) ( $t(45)=3.497$ ,  $p<.001$ );
- ? HLP 6: Use student assessment data, analyze instructional practices, and make necessary adjustments that improve outcomes - The beginning of the cycle observations had a mean value of  $M=1.70$  ( $SD=0.73$ ), and the follow-up observations had a value of  $M=2.63$  ( $SD=0.74$ );
- ? HLP 7: Establish a consistent, organized, and responsive learning environment - There was a significant difference found between the beginning of the cycle observations ( $M=2.44$ ,  $SD=0.85$ ) compared to the follow-up observations ( $M=2.81$ ,  $SD=0.90$ ) ( $t(78)=1.894$ ,  $p=.031$ );
- ? HLP 8: Provide positive and constructive feedback to guide students' behavior - There was a significant difference found between the beginning of the cycle observations ( $M=2.30$ ,  $SD=0.79$ ) compared to the follow-up observations ( $M=3.24$ ,  $SD=0.64$ ) ( $t(75)=5.719$ ,  $p<.001$ );
- ? HLP 11: Identify and prioritize long- and short-term goals - The mean value for the beginning of the cycle observations was  $M=2.13$ ,  $SD=0.99$ . There were no other follow-up observations;
- ? HLP 12: Systematically design instruction toward a specific learning goal - There was a significant difference found between the beginning of the cycle observations ( $M=1.67$ ,  $SD=0.71$ ) compared to the follow-up observations ( $M=2.50$ ,  $SD=0.98$ ) ( $t(82)=4.476$ ,  $p<.001$ );
- ? HLP 15: Provide scaffolded supports - There was a significant difference found between the beginning of the cycle observations ( $M=1.96$ ,  $SD=0.90$ ) compared to the follow-up observations ( $M=2.72$ ,  $SD=1.10$ ) ( $t(87)=3.572$ ,  $p<.001$ );
- ? HLP 16: Use explicit instruction - There was no significant difference found between the beginning of the cycle observations ( $M=2.40$ ,  $SD=0.83$ ) compared to the follow-up observations ( $M=2.57$ ,  $SD=0.51$ ) ( $t(54)=0.707$ ,  $p=.241$ );
- ? HLP 17: Use flexible grouping - The beginning of the cycle observations had a mean value of  $M=1.67$  ( $SD=0.82$ ), and the follow-up observations had a value of  $M=3.11$  ( $SD=1.36$ );
- ? HLP 18: Use strategies to promote active student engagement - There was a significant difference found between the beginning of the cycle observations ( $M=2.48$ ,  $SD=0.91$ ) compared to the follow-up observations ( $M=2.83$ ,  $SD=1.00$ ) ( $t(74)=1.640$ ,  $p=.053$ );
- ? HLP 20: Provided intensive instruction for academics and behavior - The mean value for the beginning of the cycle observations was  $M=1.00$ ,  $SD=0.00$ . There were no other follow-up observations;
- ? HLP 22: Provide positive and constructive feedback to guide students' learning - There was a significant difference found between the beginning of the cycle observations ( $M=2.33$ ,  $SD=0.78$ ) compared to the follow-up observations ( $M=3.17$ ,  $SD=0.72$ ) ( $t(22)=2.726$ ,  $p=.006$ ).

No HLPs decreased in mean value dependent upon coaching, and in all of the cases, the mean value of the population was higher after coaching than before.

**Describe any additional data (e.g., progress monitoring) that was collected that supports the decision to continue the ongoing use of each evidence-based practice.**

The IESE Network used feedback loops which support decisions to continue ongoing use of our current and any additional EBPs. In IESE Network Area and State Team Meetings, the Project Evaluator reviews recent data to discuss what is going well and areas for growth. IESE Network staff provides suggestions for needed implementation and/or training updates. The IESE Network Advisory Council was also used as part of the feedback loop. Members provided feedback on specific data points such as IESE Network impact on student outcome data which directly link to EBPs and SiMR.

**Provide a summary of the next steps for each evidence-based practice and the anticipated outcomes to be attained during the next reporting period.**

Data from the PD Post-Surveys, SCA, RCA, HQPD Checklists, the Illinois IFI, and the Illinois COI will be reviewed regularly to determine areas of strength and needed improvement of IESE Network activities. This review of the data is a continual feedback loop which is integrated into the systems of the IESE Network. The PD Post-Surveys enable the IESE Network Leadership Team to determine the extent to which the PD, mentoring cohorts, and remote professional development conversations have contributed to perceptions of content knowledge gains, applications into classrooms, and further understanding of evidence-based literacy and SEL practices and their effects upon student achievement. The IESE Network will continue to focus on literacy and SEL EBPs with emphasis being placed on those found to be most beneficial based on data in increasing educator effectiveness and student achievement. It is anticipated educators' perceptions of their effectiveness will increase, as well as an increase in student achievement by using focused literacy and SEL EBPs.

Systems development and improvement EBP PD will continue to be provided by the IESE Network to address developing seamless and sustainable delivery systems for specialized populations of learners. Data from the SCA and RCAs will be utilized in conjunction with PD Post-Surveys to determine whether the leadership, communication, data sharing, and resources need changes in order to provide the state team and the regional teams with the capacity to continue to expand the initiatives of the IESE Network across the state of Illinois. For systems development and improvement this includes co-teaching, UDL, and HLP use and implementation. In addition, results from the Illinois COI will provide valuable insight into where adjustments in the coaching model will need to be made. Strong state and regional systems create strong district-level systems. It is anticipated educator effectiveness will increase, and therefore, student achievement by having and providing PD on systems development and improvement.

**Does the State intend to continue implementing the SSIP without modifications? (yes/no)**

YES

**If yes, describe how evaluation data support the decision to implement without any modifications to the SSIP.**

The assessment instruments being used by the IESE Network Project Evaluator to determine the extent to which the IESE Network is meeting its stated outcomes, are providing data that identify the strengths, weaknesses, and next steps toward improvement for the SPDG. Data from the administration of both the SCA and the RCA have indicated that the capacity for the state and the regions to implement the effective EBPs identified by the IESE Network are strong, as well as uncovering areas of improvement, as described in previous SSIP sections. The HQPD Checklist provides data on the quality of the PD being provided through the members of the IESE Network staff, as measured against a validated instrument regularly used and recommended by OSEP. This instrument, in partnership with data from the PD post-surveys, provides data on the quality and perceptions of the PD provided across the state. As reported, the data from these instruments are reviewed and discussed in weekly Quick Reports to the IESE Network areas, in bi-weekly meetings of the IESE Network leadership team, in quarterly in-person meetings of the IESE Network leadership team, and in annual IESE Network leadership retreats, always with the eye of using the data to make next-step decisions about providing support throughout the state of Illinois to elevating special educators and improving outcomes of students with disabilities. The Illinois IFI collects data on how high-quality PD across

Illinois is being implemented in the classrooms of those who participated in the support provided by the IESE Network. Data from the administration of this instrument are reported above and have been discussed at the February 2024 in-person quarterly meeting of the IESE Network, to determine next steps for increasing the EBP implementation in our state's classrooms. Finally, the Illinois COI has been fully implemented as an observation tool for IESE Network coaches and coachees to determine how well educators have been implementing High Leverage Practices in their classrooms, with multiple observations occurring throughout the coaching cycle to measure improvement and growth. Based upon the data provided throughout this report, the IESE Network and ISBE do not believe any changes are necessary at this time in implementing the SSIP.

## **Section C: Stakeholder Engagement**

### **Description of Stakeholder Input**

In FFY23, revisions to targets were not made. ISBE did engage with a diverse group of stakeholders, including ISBE staff members, special education administrators, superintendents, and parents of students with disabilities including members of the parent advisory council. These meetings were held to discuss the LEA Determinations process, specifically addressing the current n-size (5 students with IEPs) utilized for results indicators in this process, and to introduce stakeholders to the proposed cyclical monitoring process. During the two meetings data was shared regarding the current LEA Determinations process with the n-size of 5 and data regarding the impact of eliminating the n-size or changing it to 10 or 15. After the data was presented, the stakeholder group determined that continuing to utilize an n-size of 5 for the results indicators was appropriate. Stakeholders were also asked to consider awarding points to an LEA if an LEA doesn't meet the n-size but meets or exceeds the state target. Stakeholders agreed that if an LEA doesn't meet the n-size for the results indicator they should not receive points despite meeting or exceeding the state target. These stakeholder meetings were held December 1, 2023, and February 26, 2024. Please see <https://www.isbe.net/Documents/Stakeholder-Meeting-20231201.pdf> and <https://www.isbe.net/Documents/Stakeholder-Meeting-20240226.pdf> for more information.

During the initial target setting, ISBE collected stakeholder feedback on its proposed SPP targets in multiple ways. ISBE's Special Education Department initiated a series of stakeholder meetings to establish targets for the new six-year cycle of the SPP. These meetings were held virtually over a two-month period to maximize participation and were designed to engage stakeholders from various backgrounds. The following existing stakeholder groups participated in feedback sessions with ISBE:

- Early Childhood Least Restrictive Environment Stakeholders Consortium
- Advisory Council on the Education of Children with Disabilities (formerly ISAC)
- Creating a Positive Pathway Forward for Special Education in Illinois
- Illinois Multi-Tiered System of Support (MTSS) Network Advisory Council
- Early Childhood Outcomes System Stakeholders Committee
- Illinois Alliance of Administrators of Special Education

Stakeholders included professional development providers, school district representatives, educational advocates, Illinois Early Learning Project representatives, Chicago Public Schools representatives, Parent Training and Information Center representatives, parent members of Advisory Council on the Education of Children with Disabilities, early intervention representatives, inclusion support specialists, individuals with disabilities, students with disabilities, parents of children with disabilities, parents from advisory committees, general public representatives, higher education representatives, Department of Corrections representatives, Illinois Service Resource Center representatives, directors of special education, assistant directors of special education, special education supervisors, special education coordinators, directors of innovative learning and technology, special education cooperative governing board members, regional superintendents, assistant regional superintendents, school business officials, and special education attorneys. In addition, the Illinois MTSS director, ISBE State Personnel Development Grant (SPDG) coordinator, ISBE director of Special Education, ISBE SPP/State Systemic Improvement Plan coordinator, and ISBE Section 619 coordinator participated in one or more stakeholder meetings. These meetings increased ISBE's capacity of diverse groups of parents and allowed them to have a voice in the development of targets and activities designed to improve outcomes for children with disabilities.

Each session sought stakeholder feedback on if the proposed SPP targets were reasonable and achievable. The stakeholder groups provided input on proposed targets for one or more of the following SPP indicators: 1, 2, 3, 4A, 5, 6, 7, 8, 14, 15, 16, and 17. Once the proposed targets for SPP indicators were determined reasonable and achievable, ISBE recorded 16 separate SPP modules and posted them on the website. Each of the SPP modules shared information specific to the indicator(s) being addressed, such as state and national trend data, measurements, and proposed SPP targets for the FFY 2020-25 SPP cycle. Each module sought stakeholder feedback on whether the proposed SPP targets were reasonable and achievable by requesting that the participant complete a survey. The survey was open for over two months to gather stakeholder input. Prior to initiating the module recordings and survey, ISBE advertised broadly via state bulletins, listservs, Parent Training and Information Center publications, other state technical assistance resource centers, and the six stakeholder groups mentioned previously. These stakeholders represented a variety of regions of the state and races/ethnicities.

### **Describe the specific strategies implemented to engage stakeholders in key improvement efforts.**

ISBE engages with the SPDG/IESE Network Advisory Council as the main stakeholder group for SPP Indicator 17. Council members include representatives from ISBE (n=4), regional education offices (n=5), institutes of higher education (n=4), district general and special education administration (n=6), special education organization leaders (n=2), and parents (n=2). During quarterly council meetings, stakeholders were asked to provide feedback on current trends and needs they were encountering in their settings as well as ways to better engage educators, administrators, and families. Needs included more PD on evidence-based practices, building content knowledge especially around literacy, trauma-informed practices, behavior, and inclusive practices. Administrators need more training around special education systems and system impact on student outcomes. Stakeholders also suggested developing additional training for early career educators as a universal support that any educator can access. Stakeholders stressed the importance of behavior training as well as literacy resources, especially at the upper grade levels. Conversation around linking the trainings to high-leverage practices is important as they may help cover the research-to-practice gap coming out of teacher preparation programs. Districts are also experiencing an increase of uncertified teachers serving in special education settings. Such trainings will provide access to training some educators may not have.

In addition, data updates were shared with council members on RCA results, the Illinois IFI, and the SPDG APR. Stakeholders were pleased to hear about assessment data indicating that the gap between students with and without disabilities was decreasing and more students with disabilities were progressing toward improved state assessment scores. Stakeholders were asked to provide feedback on student attendance as well as suspension/expulsions and ways to address these needs which can directly impact student outcomes. Recommendations for ways the IESE Network can address these areas centered around systems development and training such as building positive relationships, alternatives to suspensions, and behavior training. Stakeholders were also provided initial pilot data from the statewide coaching system, through the Illinois COI. Data from the full implementation of the COI will be made available in late Spring 2025.

Another stakeholder group IESE Network engaged with for feedback and recommendations is the PD participants. Through surveys supplied after PD activities held throughout SY2024, participants provided feedback on their learning needs and recommendations for improving IESE Network supports.

### **Were there any concerns expressed by stakeholders during engagement activities? (yes/no)**

NO

**Additional Implementation Activities**

List any activities not already described that the State intends to implement in the next fiscal year that are related to the SIMR.

Provide a timeline, anticipated data collection and measures, and expected outcomes for these activities that are related to the SiMR.

Describe any newly identified barriers and include steps to address these barriers.

Provide additional information about this indicator (optional).

**17 - Prior FFY Required Actions**

None

**17 - OSEP Response**

**17 - Required Actions**

## Indicator 18: General Supervision

### Instructions and Measurement

**Monitoring Priority:** General Supervision

**Compliance indicator:** This SPP/APR indicator focuses on the State's exercise of its general supervision responsibility to monitor its local educational agencies (LEAs) for requirements under Part B of the Individuals with Disabilities Education Act (IDEA) through the State's reporting on timely correction of noncompliance (20 U.S.C. 1412(a)(11) and 1416(a); and 34 C.F.R. §§ 300.149, 300.600). In reporting on findings under this indicator, the State must include findings from data collected through all components of the State's general supervision system that are used to identify noncompliance. This includes, but is not limited to, information collected through State monitoring, State database/data system, dispute resolution, and fiscal management systems as well as other mechanisms through which noncompliance is identified by the State.

#### Data Source

The State must include findings from data collected through all components of the State's general supervision system that are used to identify noncompliance. This includes, but is not limited to, information collected through State monitoring, State database/data system, dispute resolution, and fiscal management systems as well as other mechanisms through which noncompliance is identified by the State. Provide the actual numbers used in the calculation. Include all findings of noncompliance regardless of the specific type and extent of noncompliance.

#### Measurement

This SPP/APR indicator requires the reporting on the percent of findings of noncompliance corrected within one year of identification:

- a. # of findings of noncompliance issued the prior Federal fiscal year (FFY) (e.g., for the FFY 2023 submission, use FFY 2022, July 1, 2022 – June 30, 2023)
- b. # of findings of noncompliance the State verified were corrected no later than one year after the State's written notification of findings of noncompliance.

$$\text{Percent} = [(b) \text{ divided by } (a)] \text{ times } 100$$

*States are required to complete the General Supervision Data Table within the online reporting tool.*

#### Instructions

**Baseline Data:** The State must provide baseline data expressed as a percentage. OSEP assumes that the State's FFY 2023 data for this indicator is the State's baseline data unless the State provides an explanation for using other baseline data.

Targets must be 100%.

Report in Column A the total number of findings of noncompliance made in FFY 2022 (July 1, 2022 – June 30, 2023) and report in Column B the number of those findings which were timely corrected, as soon as possible and in no case later than one year after the State's written notification of noncompliance.

Starting with the FFY 2023 SPP/APR, States will be required to report on the correction of noncompliance related to compliance indicators 4B, 9, 10, 11, 12, and 13 based on findings issued in FFY 2022. Under each compliance indicator, States report on the correction of noncompliance for that specific indicator. However, in this general supervision Indicator 18, States report on both those findings as well as any additional findings that the State issued related to that compliance indicator.

In the last row of this General Supervision Data Table, States may also provide additional information related to other findings of noncompliance that are not specific to the compliance indicators. This row would include reporting on all other findings of noncompliance that were not reported by the State under the compliance indicators listed below (e.g., Results indicators (including related requirements), Fiscal, Dispute Resolution, etc.). In future years (e.g., with the FFY 2026 SPP/APR), States may be required to further disaggregate findings by results indicators (1, 2, 3, 4A, 5, 6, 7, 8, 14, 15, 16, and 17), fiscal and other areas.

If the State did not ensure timely correction of previous findings of noncompliance, provide information on the nature of any continuing noncompliance and the actions that have been taken, or will be taken, to ensure the subsequent correction of the outstanding noncompliance, to address areas in need of improvement, and any sanctions or enforcement actions used, as necessary and consistent with IDEA's enforcement provisions, the OMB Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance), and State rules.

## 18 - Indicator Data

### Historical Data

Baseline Year	Baseline Data
2023	100.00%

### Targets

FFY	2023	2024	2025
Target	100%	100%	100%

**Indicator 4B. Percent of LEAs that have:** (a) a significant discrepancy, as defined by the State, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy, as defined by the State, and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.. (20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

**Findings of Noncompliance Identified in FFY 2022**

Column A: # of written findings of noncompliance identified in FFY 2022 (7/1/22 – 6/30/23)	Column B: # of any other written findings of noncompliance identified in FFY 2022 not reported in Column A (e.g., those issued based on other IDEA requirements), if applicable	Column C1: # of written findings of noncompliance from Column A that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column C2: # of written findings of noncompliance from Column B that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column D: # of written findings of noncompliance from Columns A and B for which correction was not completed or timely corrected
0	0	0	0	0

Please explain any differences in the number of findings reported in this data table and the number of findings reported in Indicator 4B due to various factors (e.g., additional findings related to other IDEA requirements).

N/A

Please describe, consistent with OSEP QA 23-01, how the State verified that the source of noncompliance is correctly implementing the regulatory requirements based on *updated data*:

N/A

Please describe, consistent with OSEP QA 23-01, how the State verified that each *individual case* of noncompliance was corrected:

N/A

**Indicator 9. Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. (20 U.S.C. 1416(a)(3)(C))**

**Findings of Noncompliance Identified in FFY 2022**

Column A: # of written findings of noncompliance identified in FFY 2022 (7/1/22 – 6/30/23)	Column B: # of any other written findings of noncompliance identified in FFY 2022 not reported in Column A (e.g., those issued based on other IDEA requirements), if applicable	Column C1: # of written findings of noncompliance from Column A that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column C2: # of written findings of noncompliance from Column B that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column D: # of written findings of noncompliance from Columns A and B for which correction was not completed or timely corrected
0	0	0	0	0

Please explain any differences in the number of findings reported in this data table and the number of findings reported in Indicator 9 due to various factors (e.g., additional findings related to other IDEA requirements).

N/A

Please describe, consistent with OSEP QA 23-01, how the State verified that the source of noncompliance is correctly implementing the regulatory requirements based on *updated data*:

N/A

Please describe, consistent with OSEP QA 23-01, how the State verified that each *individual case* of noncompliance was corrected:

N/A

**Indicator 10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. (20 U.S.C. 1416(a)(3)(C))**

**Findings of Noncompliance Identified in FFY 2022**

Column A: # of written findings of noncompliance identified in FFY 2022 (7/1/22 – 6/30/23)	Column B: # of any other written findings of noncompliance identified in FFY 2022 not reported in Column A (e.g., those issued based on other IDEA requirements), if applicable	Column C1: # of written findings of noncompliance from Column A that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column C2: # of written findings of noncompliance from Column B that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column D: # of written findings of noncompliance from Columns A and B for which correction was not completed or timely corrected
0	0	0	0	0

Please explain any differences in the number of findings reported in this data table and the number of findings reported in Indicator 10 due to various factors (e.g., additional findings related to other IDEA requirements).

N/A

Please describe, consistent with OSEP QA 23-01, how the State verified that the source of noncompliance is correctly implementing the regulatory requirements based on *updated data*:

N/A

Please describe, consistent with OSEP QA 23-01, how the State verified that each *individual case* of noncompliance was corrected:

N/A

**Indicator 11. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. (20 U.S.C. 1416(a)(3)(B))**

**Findings of Noncompliance Identified in FFY 2022**

Column A: # of written findings of noncompliance identified in FFY 2022 (7/1/22 – 6/30/23)	Column B: # of any other written findings of noncompliance identified in FFY 2022 not reported in Column A (e.g., those issued based on other IDEA requirements), if applicable	Column C1: # of written findings of noncompliance from Column A that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column C2: # of written findings of noncompliance from Column B that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column D: # of written findings of noncompliance from Columns A and B for which correction was not completed or timely corrected
43	3	43	3	0

**Please explain any differences in the number of findings reported in this data table and the number of findings reported in Indicator 11 due to various factors (e.g., additional findings related to other IDEA requirements).**

ISBE identified 3 findings of noncompliance for SPP 11 through its dispute resolution processes. While these 3 findings included evaluations within the 60 school day timeline following receiving parental consent for an initial evaluation, a violation occurred based on other IDEA requirements. All 3 findings of noncompliance were related to Child Find requirements under 34 CFR 300.111 in which the district did not respond to the request for evaluation in a timely manner based on the Illinois Administrative Code Rules found at 23 IAC 226.110 which requires an LEA to respond to the person making the request for an evaluation within 14 days, identifying whether or not an evaluation is warranted.

**Please describe, consistent with OSEP QA 23-01, how the State verified that the source of noncompliance is correctly implementing the regulatory requirements based on updated data:**

ISBE verified that the 43 LEAs with noncompliance identified in FFY 2022 were correctly implementing 34 CFR 300.301(c)(1) through several specific actions. ISBE made several resources available to assist LEAs with reviewing and revising their policies, procedures, and/or practices related to the identified noncompliance and developing improvement activities to address noncompliance. These resources are located on the ISBE website: <https://www.isbe.net/Pages/SPP-APR-Indicator-11.aspx>. To ensure that noncompliance was corrected to 100%, and to document that LEAs were correctly implementing 34 CFR 300.301(c)(1), LEAs were required to submit a corrective action plan to ISBE that detailed their review process, including data analysis, root cause determination, revisions to policies, procedures, and/or practices to support future compliance, and activities to support future compliance (with corresponding timelines, persons responsible, and materials used as evidence of activity completion). Once the corrective action plan was accepted, ISBE examined new and updated data from the statewide database as a means of verifying correction. ISBE utilizes the data base to create Indicator 11 specific reports for each LEA that was found to have a finding of non-compliance. These reports also provide timeline data to ISBE including the number of days from which parental consent was received and the evaluation was completed, as well as any delay code that might be applicable if the timeline is not met. Through these reports ISBE can identify if student specific noncompliance has been corrected and if continued non-compliance is identified. After completing this process, ISBE was able to verify that 100% of the 43 districts with previously identified noncompliance were now correctly implementing the regulatory requirements related to Indicator 11.

**Please describe, consistent with OSEP QA 23-01, how the State verified that each *individual case* of noncompliance was corrected:**

ISBE verified that 100% of the initial evaluations identified as not meeting the 60 school-day timeline were completed, although late, through the statewide database. Consistent with OSEP QA 23-01, ISBE verified correction of each individual case of noncompliance, unless the child was no longer within the jurisdiction of the LEA, through a review of updated data via the statewide database. ISBE utilizes the data base to create Indicator 11 specific reports for each LEA that was found to have a finding of non-compliance. These reports provide timeline data to ISBE including the number of days from which parental consent was received and the evaluation was completed, as well as any delay code that might be applicable if the timeline is not met. Through these reports, ISBE can identify if student specific noncompliance has been corrected.

**Indicator 12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. (20 U.S.C. 1416(a)(3)(B))**

**Findings of Noncompliance Identified in FFY 2022**

Column A: # of written findings of noncompliance identified in FFY 2022 (7/1/22 – 6/30/23)	Column B: # of any other written findings of noncompliance identified in FFY 2022 not reported in Column A (e.g., those issued based on other IDEA requirements), if applicable	Column C1: # of written findings of noncompliance from Column A that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column C2: # of written findings of noncompliance from Column B that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column D: # of written findings of noncompliance from Columns A and B for which correction was not completed or timely corrected
42	0	42	0	0

Please explain any differences in the number of findings reported in this data table and the number of findings reported in Indicator 12 due to various factors (e.g., additional findings related to other IDEA requirements).

N/A

Please describe, consistent with OSEP QA 23-01, how the State verified that the source of noncompliance is correctly implementing the regulatory requirements based on updated data:

ISBE verified that the 42 LEAs with noncompliance identified in FFY22 were correctly implementing 34 CFR 300.124(b) through several specific actions. ISBE made several resources available to assist LEAs with reviewing and revising their policies, procedures, and/or practices related to the identified noncompliance and developing improvement activities to address noncompliance. These resources and tools are located on the ISBE website: <https://www.isbe.net/Pages/SPP-APR-Indicator-12.aspx>. To ensure that noncompliance was corrected to 100%, and to document that LEAs were correctly implementing 34 CFR 300.124(b), LEAs were required to submit a corrective action plan to ISBE that detailed their review process, including data analysis, root cause determination, revisions to policies, procedures, and/or practices to support future compliance, and activities to support future compliance (with corresponding timelines, persons responsible, and materials used as evidence of activity completion). Once the corrective action plan was accepted, ISBE examined new and updated data from the statewide database as a means of verifying correction. ISBE used the statewide data system to create an Indicator 12 report for each of the LEAs who were issued a finding of noncompliance. This report includes information about students whose evaluations could potentially be late and therefore noncompliant, noncompliant records with delay codes, as well as records for students who were evaluated and had services in place prior to their 3rd birthday. This report allows ISBE to identify if additional noncompliance has occurred as well as if student centered noncompliance has been corrected. After completing this process, ISBE was able to verify that 100% of the 42 districts with previously identified noncompliance were now correctly implementing the regulatory requirements related to Indicator 12.

Please describe, consistent with OSEP QA 23-01, how the State verified that each individual case of noncompliance was corrected:

ISBE verified that 100% of the children referred by Part C prior to age 3, who were found eligible for Part B, had an IEP developed and implemented, although late, through the statewide database. Consistent with OSEP Memorandum 23-01, ISBE verified correction of each individual case of noncompliance, unless the child was no longer within the jurisdiction of the LEA, through a review of updated data via the statewide data system. ISBE used the statewide data system to create an Indicator 12 report for each of the LEAs who were issued a finding of noncompliance. This report includes information about students whose evaluations could potentially be late and therefore noncompliant, noncompliant records with delay codes, as well as records for students who were evaluated and had services in place prior to their 3rd birthday. This report allows ISBE to identify if additional noncompliance has occurred as well as if student centered noncompliance has been corrected.

**Indicator 13. Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services and needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B))**

**Findings of Noncompliance Identified in FFY 2022**

Column A: # of written findings of noncompliance identified in FFY 2022 (7/1/22 – 6/30/23)	Column B: # of any other written findings of noncompliance identified in FFY 2022 not reported in Column A (e.g., those issued based on other IDEA requirements), if applicable	Column C1: # of written findings of noncompliance from Column A that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column C2: # of written findings of noncompliance from Column B that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column D: # of written findings of noncompliance from Columns A and B for which correction was not completed or timely corrected
8	0	8	0	0

Please explain any differences in the number of findings reported in this data table and the number of findings reported in Indicator 13 due to various factors (e.g., additional findings related to other IDEA requirements).

N/A

Please describe, consistent with OSEP QA 23-01, how the State verified that the source of noncompliance is correctly implementing the regulatory requirements based on updated data:

ISBE verified that all 8 LEAs with noncompliance identified in FFY 2022 were correctly implementing 34 CFR 300.320(b) and 300.321(b) through several specific actions. ISBE made multiple resources available to assist LEAs with reviewing and revising their policies, procedures, and/or practices related to the identified noncompliance and developing improvement activities to address noncompliance. These resources are located on the ISBE website: <https://www.isbe.net/Pages/SPP-APR-Indicator-13.aspx>. To ensure that noncompliance was corrected to 100%, and to document that LEAs were correctly implementing 34 CFR 300.320(b) and 300.321(b), LEAs were required to submit a corrective action plan to ISBE that detailed their review process, including data analysis, root cause determination, revisions to policies, procedures, and/or practices to support future compliance, and activities to support future compliance (with corresponding timelines, persons responsible, and materials used as evidence of activity completion). Once the corrective action plan was accepted, ISBE examined new and updated data, such as IEPs and other pertinent secondary transition documentation, as a means of verifying correction. ISBE staff used the Illinois State Performance Plan Indicator 13 Scoring Rubric as a tool to assist with verification of correction. The Rubric can be found on the ISBE website: <https://www.isbe.net/Pages/SPP-APR-Indicator-13.aspx>. After completing this process, ISBE was able to verify that 100% of the 8 districts with previously identified noncompliance were now correctly implementing the regulatory requirements related to Indicator 13.

Please describe, consistent with OSEP QA 23-01, how the State verified that each individual case of noncompliance was corrected:

ISBE verified that 100% of youth aged 16 and above had IEPs that contained each of the required components for secondary transition through a review of updated data including previously noncompliant individual student IEPs and other pertinent secondary transition documentation for each student.

ISBE staff used the Illinois State Performance Plan Indicator 13 Scoring Rubric as an evaluation tool to assist with the review of amended individual student IEPs, secondary transition documentation for each student, and verification of correction. The ISBE Scoring Rubric addresses eight required areas related to secondary transition and Indicator 13 requirements. ISBE adapted the Rubric from the NSTTAC Indicator 13 checklist prepared by the National Secondary Transition Technical Assistance Center (NSTTAC). The ISBE Scoring Rubric is available on the ISBE website for districts to use in collecting data to meet the regulatory requirements of Indicator 13. The Rubric can be found on the ISBE website: <https://www.isbe.net/Pages/SPP-APR-Indicator-13.aspx>. Consistent with OSEP Memorandum 23-01, ISBE verified correction of each individual case of noncompliance, unless the child was no longer within the jurisdiction of the LEA, through updated data from previously noncompliant files.

**Optional for FFY 2023, 2024, and 2025:**

**Other Areas - All other findings: States may report here on all other findings of noncompliance that were not reported under the compliance indicators listed above (e.g., Results indicators (including related requirements), Fiscal, Dispute Resolution, etc.).**

Column B: # of written findings of noncompliance identified in FFY 2022 (7/1/22 – 6/30/23)	Column C2: # of written findings of noncompliance from Column B that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column D: # of written findings of noncompliance from Column B for which correction was not completed or timely corrected

Explain the source (e.g., State monitoring, State database/data system, dispute resolution, fiscal, related requirements, etc.) of any findings reported in this section:

Please describe, consistent with OSEP QA 23-01, how the State verified that the source of noncompliance is correctly implementing the regulatory requirements based on *updated data*:

Please describe, consistent with OSEP QA 23-01, how the State verified that each *individual case* of noncompliance was corrected:

**Total for All Noncompliance Identified (Indicators 4B, 9, 10, 11, 12, 13, and Optional Areas):**

Column A: # of written findings of noncompliance identified in FFY 2022 (7/1/22 – 6/30/23)	Column B: # of any other written findings of noncompliance identified in FFY 2022 not reported in Column A (e.g., those issued based on other IDEA requirements), if applicable	Column C1: # of written findings of noncompliance from Column A that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column C2: # of written findings of noncompliance from Column B that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column D: # of written findings of noncompliance from Columns A and B for which correction was not completed or timely corrected
93	3	93	3	0

**FFY 2023 SPP/APR Data**

Number of findings of Noncompliance that were timely corrected	Number of findings of Noncompliance that were identified FFY 2022	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
96	96		100%	100.00%	N/A	N/A

Percent of findings of noncompliance not corrected or not verified as corrected within one year of identification	0.00%
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Provide additional information about this indicator (optional)

**Summary of Findings of Noncompliance identified in FFY 2022 Corrected in FFY 2023 (corrected within one year from identification of the noncompliance):**

1. Number of findings of noncompliance the State identified during FFY 2022 (the period from July 1, 2022 through June 30, 2023)	96
2. Number of findings the State verified as timely corrected (corrected within one year from the date of written notification to the LEA of the finding)	96

3. Number of findings <u>not</u> verified as corrected within one year	0
--	---

**Subsequent Correction: Summary of All Outstanding Findings of Noncompliance Identified in FFY 2022 Not Timely Corrected in FFY 2023 (corrected more than one year from identification of the noncompliance):**

4. Number of findings of noncompliance not timely corrected	0
5. Number of findings in Col. A the State has verified as corrected beyond the one-year timeline for Indicator 4B, 9, 10, 11, 12, 13 ("subsequent correction")	0
6a. Number of additional written findings of noncompliance (Col. B) the state has verified as corrected beyond the one-year timeline ("subsequent correction") - Indicator 4B	
6b. Number of additional written findings of noncompliance (Col. B) the state has verified as corrected beyond the one-year timeline ("subsequent correction") - Indicator 9	
6c. Number of additional written findings of noncompliance (Col. B) the state has verified as corrected beyond the one-year timeline ("subsequent correction") - Indicator 10	
6d. Number of additional written findings of noncompliance (Col. B) the state has verified as corrected beyond the one-year timeline ("subsequent correction") - Indicator 11	
6e. Number of additional written findings of noncompliance (Col. B) the state has verified as corrected beyond the one-year timeline ("subsequent correction") - Indicator 12	
6f. Number of additional written findings of noncompliance (Col. B) the state has verified as corrected beyond the one-year timeline ("subsequent correction") - Indicator 13	
6g. (optional) Number of written findings of noncompliance (Col. B) the state has verified as corrected beyond the one-year timeline ("subsequent correction") - All other findings	
7. Number of findings <u>not</u> yet verified as corrected	0

**Subsequent correction:** If the State did not ensure timely correction of previous findings of noncompliance, provide information on the nature of any continuing noncompliance and the actions that have been taken, or will be taken, to ensure the subsequent correction of the outstanding noncompliance, to address areas in need of improvement, and any sanctions or enforcement actions used, as necessary and consistent with IDEA's enforcement provisions, the OMB Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance), and State rules.

**18 - OSEP Response**

The State established baseline data, using FFY 2023 data, and OSEP accepts that baseline.

**18 - Required Actions**

## **Certification**

### **Instructions**

Choose the appropriate selection and complete all the certification information fields. Then click the "Submit" button to submit your APR.

#### **Certify**

I certify that I am the Chief State School Officer of the State, or his or her designee, and that the State's submission of its IDEA Part B State Performance Plan/Annual Performance Report is accurate.

#### **Select the certifier's role:**

Designated by the Chief State School Officer to certify

**Name and title of the individual certifying the accuracy of the State's submission of its IDEA Part B State Performance Plan/Annual Performance Report.**

#### **Name:**

Nakia Douglas

#### **Title:**

Illinois State Director of Special Education

#### **Email:**

ndouglas@isbe.net

#### **Phone:**

773-202-6990

#### **Submitted on:**

04/24/25 11:53:44 AM

**Determination Enclosures**

**RDA Matrix**

## Illinois 2025 Part B Results-Driven Accountability Matrix

**Results-Driven Accountability Percentage and Determination (1)**

Percentage (%)	Determination
85.23%	Meets Requirements

**Results and Compliance Overall Scoring**

Section	Total Points Available	Points Earned	Score (%)
Results	20	15	75.00%
Compliance	22	21	95.45%

(1) For a detailed explanation of how the Compliance Score, Results Score, and the Results-Driven Accountability Percentage and Determination were calculated, review "How the Department Made Determinations under Section 616(d) of the Individuals with Disabilities Education Act in 2025: Part B."

**2025 Part B Results Matrix**

**Reading Assessment Elements**

Reading Assessment Elements	Grade	Performance (%)	Score
Percentage of Children with Disabilities Participating in Statewide Assessment (2)	Grade 4	98%	1
Percentage of Children with Disabilities Participating in Statewide Assessment	Grade 8	97%	1
Percentage of Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	Grade 4	25%	1
Percentage of Children with Disabilities Included in Testing on the National Assessment of Educational Progress	Grade 4	89%	1
Percentage of Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	Grade 8	30%	1
Percentage of Children with Disabilities Included in Testing on the National Assessment of Educational Progress	Grade 8	88%	1

**Math Assessment Elements**

<b>Math Assessment Elements</b>	<b>Grade</b>	<b>Performance (%)</b>	<b>Score</b>
Percentage of Children with Disabilities Participating in Statewide Assessment	Grade 4	98%	1
Percentage of Children with Disabilities Participating in Statewide Assessment	Grade 8	96%	1
Percentage of Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	Grade 4	37%	0
Percentage of Children with Disabilities Included in Testing on the National Assessment of Educational Progress	Grade 4	91%	1
Percentage of Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	Grade 8	22%	1
Percentage of Children with Disabilities Included in Testing on the National Assessment of Educational Progress	Grade 8	92%	1

(2) Statewide assessments include the regular assessment and the alternate assessment.

**Exiting Data Elements**

<b>Exiting Data Elements</b>	<b>Performance (%)</b>	<b>Score</b>
<b>Percentage of Children with Disabilities who Dropped Out</b>	11	2
<b>Percentage of Children with Disabilities who Graduated with a Regular High School Diploma*</b>	86	2

\*When providing exiting data under section 618 of the IDEA, States are required to report on the number of students with disabilities who exited an educational program through receipt of a regular high school diploma. These students meet the same standards for graduation as those for students without disabilities. As explained in 34 C.F.R. § 300.102(a)(3)(iv), in effect June 30, 2017, "the term regular high school diploma means the standard high school diploma awarded to the preponderance of students in the State that is fully aligned with State standards, or a higher diploma, except that a regular high school diploma shall not be aligned to the alternate academic achievement standards described in section 1111(b)(1)(E) of the ESEA. A regular high school diploma does not include a recognized equivalent of a diploma, such as a general equivalency diploma, certificate of completion, certificate of attendance, or similar lesser credential."

2025 Part B Compliance Matrix

Part B Compliance Indicator (3)	Performance (%)	Full Correction of Findings of Noncompliance Identified in FFY 2022 (4)	Score
Indicator 4B: Significant discrepancy, by race and ethnicity, in the rate of suspension and expulsion, and policies, procedures or practices that contribute to the significant discrepancy and do not comply with specified requirements.	0.00%	N/A	2
Indicator 9: Disproportionate representation of racial and ethnic groups in special education and related services due to inappropriate identification.	0.00%	N/A	2
Indicator 10: Disproportionate representation of racial and ethnic groups in specific disability categories due to inappropriate identification.	0.00%	N/A	2
Indicator 11: Timely initial evaluation	99.80%	YES	2
Indicator 12: IEP developed and implemented by third birthday	98.91%	YES	2
Indicator 13: Secondary transition	98.88%	YES	2
Indicator 18: General Supervision	100.00%	YES	2
Timely and Accurate State-Reported Data	97.62%		2
Timely State Complaint Decisions	92.67%		1
Timely Due Process Hearing Decisions	100.00%		2
Longstanding Noncompliance			2
Programmatic Specific Conditions	None		
Uncorrected identified noncompliance	None		

(3) The complete language for each indicator is located in the Part B SPP/APR Indicator Measurement Table at:

<https://sites.ed.gov/idea/files/FFY2023-Part-B-SPP-APR-Reformatted-Measurement-Table.pdf>

(4) This column reflects full correction, which is factored into the scoring only when the compliance data are  $\geq 5\%$  and  $< 10\%$  for Indicators 4B, 9, and 10, and  $\geq 90\%$  and  $< 95\%$  for Indicators 11, 12, 13 and 18.







**Data Rubric**

**Illinois**

FFY 2023 APR (1)

**Part B Timely and Accurate Data -- SPP/APR Data**

APR Indicator	Valid and Reliable	Total
1	1	1
2	1	1
3A	1	1
3B	1	1
3C	1	1
3D	1	1
4A	1	1
4B	1	1
5	1	1
6	1	1
7	1	1
8	1	1
9	1	1
10	1	1
11	1	1
12	1	1
13	1	1
14	1	1
15	1	1
16	1	1
17	1	1
18	1	1

**APR Score Calculation**

<b>Subtotal</b>	22
<b>Timely Submission Points</b> - If the FFY 2023 APR was submitted on-time, place the number 5 in the cell on the right.	5
<b>Grand Total</b> - (Sum of Subtotal and Timely Submission Points) =	27

**(1) In the SPP/APR Data table, where there is an N/A in the Valid and Reliable column, the Total column will display a 0. This is a change from prior years in display only; all calculation methods are unchanged. An N/A does not negatively affect a State's score; this is because 1 point is subtracted from the Denominator in the Indicator Calculation table for each cell marked as N/A in the SPP/APR Data table.**

**618 Data (2)**

Table	Timely	Complete Data	Passed Edit Check	Total
Child Count/ Ed Envs Due Date: 7/31/24	1	1	1	3
Personnel Due Date: 3/5/25	1	1	1	3
Exiting Due Date: 3/5/25	1	1	1	3
Discipline Due Date: 3/5/25	1	1	1	3
State Assessment Due Date: 1/8/25	1	1	1	3
Dispute Resolution Due Date: 11/13/24	1	1	1	3
MOE/CEIS Due Date: 9/4/24	1	1	0	2

**618 Score Calculation**

Subtotal	20
Grand Total (Subtotal X 1.28571429) =	25.71

(2) In the 618 Data table, when calculating the value in the Total column, any N/As in the Timely, Complete Data, or Passed Edit Checks columns are treated as a '0'. An N/A does not negatively affect a State's score; this is because 1.28571429 points are subtracted from the Denominator in the Indicator Calculation table for each cell marked as N/A in the 618 Data table.

**Indicator Calculation**

A. APR Grand Total	27
B. 618 Grand Total	25.71
C. APR Grand Total (A) + 618 Grand Total (B) =	52.71
Total N/A Points in APR Data Table Subtracted from Denominator	0
Total N/A Points in 618 Data Table Subtracted from Denominator	0.00
<b>Denominator</b>	54.00
D. Subtotal (C divided by Denominator) (3) =	0.9762
E. Indicator Score (Subtotal D x 100) =	97.62

**(3) Note that any cell marked as N/A in the APR Data Table will decrease the denominator by 1, and any cell marked as N/A in the 618 Data Table will decrease the denominator by 1.28571429.**

## APR and 618 -Timely and Accurate State Reported Data

DATE: February 2025 Submission

### SPP/APR Data

**1) Valid and Reliable Data** - Data provided are from the correct time period, are consistent with 618 (when appropriate) and the measurement, and are consistent with previous indicator data (unless explained).

### Part B 618 Data

**1) Timely** – A State will receive one point if it submits all *EDFacts* files or the entire *EMAPS* survey associated with the IDEA Section 618 data collection to ED by the initial due date for that collection (as described in the table below).

618 Data Collection	EDFacts Files/ EMAPS Survey	Due Date
Part B Child Count and Educational Environments	FS002 & FS089	7/31/2024
Part B Personnel	FS070, FS099, FS112	3/5/2025
Part B Exiting	FS009	3/5/2025
Part B Discipline	FS005, FS006, FS007, FS088, FS143, FS144	3/5/2025
Part B Assessment	FS175, FS178, FS185, FS188	1/8/2025
Part B Dispute Resolution	Part B Dispute Resolution Survey in <i>EMAPS</i>	11/13/2024
Part B LEA Maintenance of Effort Reduction and Coordinated Early Intervening Services	Part B MOE Reduction and CEIS Survey in <i>EMAPS</i>	9/4/2024

**2) Complete Data** – A State will receive one point if it submits data for all files, permitted values, category sets, subtotals, and totals associated with a specific data collection by the initial due date. No data is reported as missing. No placeholder data is submitted. The data and metadata responses submitted to *EDFacts* align. State-level data include data from all districts or agencies.

**3) Passed Edit Check** – A State will receive one point if it submits data that meets all the edit checks related to the specific data collection by the initial due date. The counts included in 618 data submissions are internally consistent within a data collection.

## Dispute Resolution

### IDEA Part B

Illinois

School Year: 2023-24

#### Section A: Written, Signed Complaints

<b>(1) Total number of written signed complaints filed.</b>	262
(1.1) Complaints with reports issued.	150
(1.1) (a) Reports with findings of noncompliance	105
(1.1) (b) Reports within timelines	115
(1.1) (c) Reports within extended timelines	24
(1.2) Complaints pending.	4
(1.2) (a) Complaints pending a due process hearing.	1
(1.3) Complaints withdrawn or dismissed.	108

#### Section B: Mediation Requests

<b>(2) Total number of mediation requests received through all dispute resolution processes.</b>	500
(2.1) Mediations held.	277
(2.1) (a) Mediations held related to due process complaints.	106
(2.1) (a) (i) Mediation agreements related to due process complaints.	57
(2.1) (b) Mediations held not related to due process complaints.	171
(2.1) (b) (i) Mediation agreements not related to due process complaints.	120
(2.2) Mediations pending.	74
(2.3) Mediations withdrawn or not held.	149

#### Section C: Due Process Complaints

<b>(3) Total number of due process complaints filed.</b>	254
(3.1) Resolution meetings.	54
(3.1) (a) Written settlement agreements reached through resolution meetings.	11
(3.2) Hearings fully adjudicated.	26
(3.2) (a) Decisions within timeline (include expedited).	5
(3.2) (b) Decisions within extended timeline.	21
(3.3) Due process complaints pending.	65
(3.4) Due process complaints withdrawn or dismissed (including resolved without a hearing).	163

#### Section D: Expedited Due Process Complaints (Related to Disciplinary Decision)

<b>(4) Total number of expedited due process complaints filed.</b>	15
(4.1) Expedited resolution meetings.	5
(4.1) (a) Expedited written settlement agreements.	0
(4.2) Expedited hearings fully adjudicated.	1
(4.2) (a) Change of placement ordered	0
(4.3) Expedited due process complaints pending.	0
(4.4) Expedited due process complaints withdrawn or dismissed.	14

This report shows the most recent data that was entered by:  
Illinois

These data were extracted on the close date:  
11/13/2024

## How the Department Made Determinations

Below is the location of How the Department Made Determinations (HTDMD) on OSEP's IDEA Website. How the Department Made Determinations in 2025 will be posted in June 2025. Copy and paste the link below into a browser to view.

<https://sites.ed.gov/idea/how-the-department-made-determinations/>



UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

**Final Determination Letter**

June 20, 2025

Honorable Tony Sanders  
State Superintendent of Education  
Illinois State Board of Education  
555 W Monroe St, Suite 900  
Chicago, IL 60661

Dear Superintendent Sanders:

I am writing to advise you of the U.S. Department of Education's (Department) 2025 determination under Section 616 of the Individuals with Disabilities Education Act (IDEA). The Department has determined that Illinois meets the requirements and purposes of Part B of the IDEA. This determination is based on the totality of Illinois' data and information, including the Federal fiscal year (FFY) 2023 State Performance Plan/Annual Performance Report (SPP/APR), other State-reported data, and other publicly available information.

Illinois' 2025 determination is based on the data reflected in its "2025 Part B Results-Driven Accountability Matrix" (RDA Matrix). The RDA Matrix is individualized for each State and Entity and consists of:

- (1) a Compliance Matrix that includes scoring on Compliance Indicators and other compliance factors;
- (2) a Results Matrix that includes scoring on Results Elements;
- (3) a Compliance Score and a Results Score;
- (4) an RDA Percentage based on both the Compliance Score and the Results Score; and
- (5) the State's or Entity's Determination

The RDA Matrix is further explained in a document, entitled "[How the Department Made Determinations under Section 616\(d\) of the Individuals with Disabilities Education Act in 2025: Part B](#)" (HTDMD).

The Office of Special Education Programs (OSEP) is continuing to use both results data and compliance data in making determinations in 2025, as it did for Part B determinations in 2015-2024. (The specifics of the determination procedures and criteria are set forth in the HTDMD document and reflected in the RDA Matrix for Illinois).

In making Part B determinations in 2025, OSEP continued to use results data related to:

- (1) the participation of children with disabilities (CWD) on Statewide assessments (which include the regular assessment and the alternate assessment);
- (2) the participation and performance of CWD on the most recently administered (school year 2023-2024) National Assessment of Educational Progress (NAEP), as applicable (For the 2025 determinations, OSEP is using results data on the participation and performance of children with disabilities on the NAEP for the 50 States, the District of Columbia, the Bureau of Indian Education, and Puerto Rico. OSEP used the available NAEP data for Puerto Rico in making Puerto Rico's 2025 determination as it did for Puerto Rico's 2024 determination. OSEP used the publicly available NAEP data for the Bureau of Indian Education that was comparable to the NAEP data available for the 50 States, the District of Columbia and Puerto Rico; specifically OSEP did not use NAEP participation data in making the BIE's 2025 determination because the most recently administered NAEP participation data for the BIE that is publicly available is 2020, whereas the most recently administered NAEP participation data for the 50 States, the District of Columbia, and Puerto Rico that is publicly available is 2024);
- (3) the percentage of CWD who graduated with a regular high school diploma; and
- (4) the percentage of CWD who dropped out.

For the 2025 IDEA Part B determinations, OSEP also considered performance on timely correction of noncompliance requirements in Indicator 18. While the State's performance on timely correction of noncompliance was a factor in each State or Entity's 2025 Part B Compliance Matrix, no State or Entity received a Needs Intervention determination in 2025 due solely to this criterion. However, this criterion will be fully incorporated beginning with the 2026 determinations.

You may access the results of OSEP's review of Illinois' SPP/APR and other relevant data by accessing the EMAPS SPP/APR reporting tool using your Illinois-specific log-on information at <https://emaps.ed.gov/suite/>. When you access Illinois' SPP/APR on the site, you will find, in applicable Indicators 1 through 18, the OSEP Response to the indicator and any actions that Illinois is required to take. The actions that Illinois is required to take are in the "Required Actions" section of the indicator.

It is important for you to review the Introduction to the SPP/APR, which may also include language in the "OSEP Response" and/or "Required Actions" sections.

400 MARYLAND AVE. S.W., WASHINGTON DC 20202-2600

[www.ed.gov](http://www.ed.gov)

*The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.*

You will also find the following important documents in the Determinations Enclosures section:

- (1) Illinois' RDA Matrix;
- (2) the HTDMD [link](#);
- (3) "2025 Data Rubric Part B," which shows how OSEP calculated Illinois' "Timely and Accurate State-Reported Data" score in the Compliance Matrix; and
- (4) "Dispute Resolution 2023-2024," which includes the IDEA Section 618 data that OSEP used to calculate the Illinois' "Timely State Complaint Decisions" and "Timely Due Process Hearing Decisions" scores in the Compliance Matrix.

As noted above, Illinois' 2025 determination is Meets Requirements. A State's or Entity's 2025 RDA Determination is Meets Requirements if the RDA Percentage is at least 80%, unless OSEP has imposed programmatic Specific Conditions on the State's or Entity's last three IDEA Part B grant awards (for FFYs 2022, 2023, and 2024), and those Specific Conditions are in effect at the time of the 2025 determination.

The Secretary is considering modifying the factors the Department will use in making its determinations in June 2026 and beyond, as part of the Administration's priority to empower States in taking the lead in developing and implementing policies that best serve children with disabilities, and empowering parents with school choice options. As we consider changes to data collection and how we use the data reported to the Department in making annual IDEA determinations, OSEP will provide parents, States, entities, and other stakeholders with an opportunity to comment and provide input through a variety of mechanisms.

For the FFY 2024 SPP/APR submission due on February 1, 2026, OSEP is providing the following information about the IDEA Section 618 data. The 2024-25 IDEA Section 618 Part B data submitted as of the due date will be used for the FFY 2024 SPP/APR and the 2026 IDEA Part B Results Matrix and data submitted during correction opportunities will not be used for these purposes. The 2024-25 IDEA Section 618 Part B data will automatically be prepopulated in the SPP/APR reporting platform for Part B SPP/APR Indicators 3, 5, and 6 (as they have in the past). Under EDFacts Modernization, States and Entities are expected to submit high-quality IDEA Section 618 Part B data that can be published and used by the Department as of the due date. States and Entities are expected to conduct data quality reviews prior to the applicable due date. OSEP expects States and Entities to take one of the following actions for all business rules that are triggered in the appropriate EDFacts system prior to the applicable due date: 1) revise the uploaded data to address the edit; or 2) provide a data note addressing why the data submission triggered the business rule. States and Entities will be unable to submit the IDEA Section 618 Part B data without taking one of these two actions. There will not be a resubmission period for the IDEA Section 618 Part B data.

As a reminder, Illinois must report annually to the public, by posting on the State educational agency's (SEA's) website, the performance of each local educational agency (LEA) located in Illinois on the targets in the SPP/APR as soon as practicable, but no later than 120 days after Illinois' submission of its FFY 2023 SPP/APR. In addition, Illinois must:

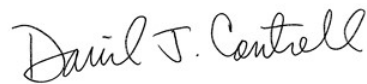
- (1) review LEA performance against targets in the State's SPP/APR;
- (2) determine if each LEA "meets the requirements" of Part B, or "needs assistance," "needs intervention," or "needs substantial intervention" in implementing Part B of the IDEA;
- (3) take appropriate enforcement action; and
- (4) inform each LEA of its determination.

Further, Illinois must make its SPP/APR available to the public by posting it on the SEA's website. Within the upcoming weeks, OSEP will be finalizing a State Profile that:

- (1) includes Illinois' determination letter and SPP/APR, OSEP attachments, and all State or Entity attachments that are accessible in accordance with Section 508 of the Rehabilitation Act of 1973; and
- (2) will be accessible to the public via the ed.gov website.

OSEP appreciates Illinois' efforts to improve results for children and youth with disabilities and looks forward to working with Illinois over the next year as we continue our important work of improving the lives of children with disabilities and their families. Please contact your OSEP State Lead if you have any questions, would like to discuss this further, or want to request technical assistance.

Sincerely,



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David J. Cantrell  
Deputy Director  
Office of Special Education Programs

cc: Illinois Director of Special Education