

ISBE Special Education Department

State Performance Plan Indicators

3b, 3c and 3d

Stakeholder Feedback Webinar

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Agenda

- State Performance Plan (SPP)/Annual Performance Report(APR)
 - Defined
 - SPP Indicators
 - Stakeholder Feedback Requirements
 - Changes in State Assessments and Targets
- SPP Indicators 3b, 3c, 3d
 - Defined
 - Data
- Next Steps
 - Stakeholder Feedback Survey
- Questions



State Performance Plan (SPP)/Annual Performance Report(APR)

SPP/APR

Defined:

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.

ISBE's State Performance Plan (SPP) functions as an accountability mechanism and the actual plan for systems change. It documents quantifiable indications of performance in the priority areas of free appropriate public education in the Least Restrictive Environment, disproportionality, and effective supervision. Measurable and effective targets exist for each SPP indicator with the intention of leading to improved results for children and youth with disabilities.

SPP/APR-Results Indicators

SPP 1-Graduation

SPP 2-Drop Out

SPP 3-Assessment

**SPP 4a-
Suspension/Expulsion**

**SPP 5-Educational
Environment (6-21)**

**SPP 6-Educational
Environment (3-5)**

**SPP 7 Preschool
Outcomes**

**SPP 8 Parent
Involvement**

**SPP 15 Resolution
Sessions**

SPP 16 Mediation

**SPP 17 State Systemic
Improvement Plan
(SSIP)**

SPP/APR-Compliance Indicators

**SPP 4b-
Suspension/
Expulsion**

**SPP 9/10-
Disproportionality**

**SPP 11-Evaluation
Timelines**

**SPP 12-Early
Childhood
Transition**

**SPP 13-Secondary
Transition**

**SPP 18-General
Supervision**

SPP/APR Stakeholder Feedback Requirements



ISBE is required to seek stakeholder feedback regarding state targets for results indicators.



If a change is made in the way a results indicator is measured, stakeholder feedback is required to determine if the state targets should be adjusted.

Assessment Changes

- In SY2024-25, ISBE changed the assessment it uses to measure 11th grade proficiency in reading and math from the SAT to the ACT.
- In SY2024-25, ISBE adopted new, research-informed, and right-sized assessment performance levels for grades 3-11 on state assessments. Given these changes, ISBE is required to gather stakeholder feedback to determine if the current state targets for SPP Indicator 3b, 3c, and 3d need to be adjusted.



SPP Indicators 3b, 3c and 3d

SPP Indicators 3b, 3c, and 3d Defined

Indicator 3b: Proficiency rate for children with IEPs against grade level academic achievement standards.

- Proficiency rate percent = $\left[\frac{\text{(\# of children with IEPs scoring at or above proficient against grade level academic achievement standards)}}{\text{(total \# of children with IEPs who received a valid score and for whom a proficiency level was assigned for the regular assessment)}} \right]$

Indicator 3c: Proficiency rate for children with IEPs against alternate academic achievement standards.

- Proficiency rate percent = $\left[\frac{\text{(\# of children with IEPs scoring at or above proficient against alternate academic achievement standards)}}{\text{(total \# of children with IEPs who received a valid score and for whom a proficiency level was assigned for the alternate assessment)}} \right]$.

Indicator 3d: Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.

- Proficiency rate gap = $\left[\text{(proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards for the 2024-2025 school year)} \right. \\ \left. \text{subtracted from the (proficiency rate for all students scoring at or above proficient against grade level academic achievement standards for the 2024-2025 school year)} \right]$.

SPP Indicators 3b Data

Grade	Subject	Baseline Data	SY 24 & SY25 State Target	SY24 Data	Met State Target	SY 25-26 State Target
4 th Grade	Reading	9.97%	10%	11.31%	Yes	11%
4 th Grade	Math	10.8%	11%	9.6%	No	12%
8 th Grade	Reading	6.92%	7%	11.44%	Yes	8%
8 th Grade	Math	5.34%	5.5%	4.52%	No	6.5%
11 th Grade	Reading	7.46%	7.5%	6.54%	No	8%
11 th Grade	Math	6.29%	6.5%	3.97%	No	7%

SPP Indicator 3c Data

Grade	Subject	Baseline Data	SY 24 & SY25 State Target	SY24 Data	Met State Target	SY 25-26 State Target
4 th Grade	Reading	13.6%	14%	8.26%	No	15%
4 th Grade	Math	19.45%	19.5%	22.85%	Yes	20.5%
8 th Grade	Reading	22.08%	22.5%	17.27%	No	23.5%
8 th Grade	Math	4.18%	4.5%	6.27%	Yes	5.5%
11 th Grade	Reading	21.5%	22%	22.16%	Yes	22.5%
11 th Grade	Math	3.44%	3.5%	20.1%	Yes	4%

SPP Indicator 3d Data

Grade	Subject	Baseline Data	SY 24 & SY25 State Target	SY24 Data	Met State Target	SY 25-26 State Target
4 th Grade	Reading	26.77%	26.5%	26.03%	Yes	25.5%
4 th Grade	Math	22.69%	22.5%	18.45%	Yes	21.5%
8 th Grade	Reading	32.68%	32.5%	38.05%	No	31.5%
8 th Grade	Math	27.25%	27%	23.32%	Yes	26%
11 th Grade	Reading	29.17%	29%	24.32%	Yes	28%
11 th Grade	Math	28.54%	28.5%	21.94%	Yes	27.5%



Next Steps

Next Steps



ISBE has developed a survey to collect stakeholder feedback.



Please use the QR code on the following slide to complete the survey.



ISBE will post this webinar and the survey link to our website.



Results of the survey will be posted to ISBE's webpage and reported in the SPP/APR

Survey Link

State Performance Plan (SPP)
Indicator 3 Stakeholder Feedback





Questions?

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