Understanding the State Performance Plan Indicators and

Special Education Data Collection

Illinois State Board of Education
Special Education Department
2023

Table of Contents

State Performance Plan/Annual Performance Report

In accordance with 20 U.S.C 1416(b)(2)(C)(ii)(II) of the Individuals with Disabilities Education Act (IDEA), the Illinois State Board of Education (ISBE) is required each February to submit an Annual Performance Report (APR) to the Office of Special Education Programs (OSEP) regarding the state's overall performance in relation to the 17 Indicators included in the State Performance Plan (SPP).

The SPP is developed as a six-year plan that is composed of Compliance Indicators, including Suspension/Expulsion (Race/Ethnicity), Disproportionality, Early Childhood Transition, Evaluation Timelines (Child Find), Secondary Transition, and Results Indicators, including Graduation, Drop Out, Assessment, Educational Environments, Early Childhood Outcomes, Parent Involvement, Post-School Outcomes, Resolution/Mediation Sessions and the State Systemic Improvement Plan. Each Indicator incorporates a measurable and rigorous target for each year of the SPP cycle, and these targets are used as a basis for analyzing each district's data for students with disabilities.

Compliance Indicators	Results Indicators
Indicator 4b - Suspension/Expulsion	Indicator 1 - Graduation
Indicator 9/10 - Disproportionality	Indicator 2 - Drop Out
Indicator 11 - Evaluation Timelines (Child Find)	Indicator 3 - Assessment
Indicator 12 - Early Childhood Transition	Indicator 4a - Suspension/Expulsion
Indicator 13 - Secondary Transition	Indicator 5/6 - Educational Environments
	Indicator 7 - Early Childhood Outcomes
	Indicator 8 - Parent Involvement
	Indicator 14 - Post-School Outcomes
	Indicator 15/16 - Resolution Sessions/Mediation
	Indicator 17 - State Systemic Improvement Plan

Additional information regarding the State Performance Plan, including the Annual Performance Report, can be found on the ISBE SPP/APR Indicators webpage.

Special Education Data Sources and Reporting Requirements

Student Information System

The Every Student Succeeds Act increased accountability and reporting requirements regarding student academic achievement. ISBE and the IBM Corp. developed a state-level Student Information System (SIS) to fulfill these and other federal and state reporting requirements. Students are assigned a unique identification number. All data to and from the state will use that unique identifier. The use of individual student records:

- Increases the state's capacity to follow a student's progress over time;
- Provides better quality data to drive more enlightened policy decisions resulting in enhanced educational opportunities for all children;
- Reduces data collection burden on schools and districts; and
- Enhances the use and relevance of state data by districts and schools.

What Special Education Data is Collected in SIS?

- Assessment (Indicator 3)
- Discipline (Indicator 4)
- Early Childhood Transition (Indicator 12)
- Early Childhood Outcomes (Indicator 7)
- Exit Enrollment (Indicators 1 and 2)

Resources
- Data Elements and Validations
- Documentation/Tools
- Key Dates
- Overview and Access SIS Presentation
- SIS Development Notes for SY 2023
- SIS Training Modules

IEP-Special Education Tracking and Reporting

The IEP-Student Tracking and Reporting (I-Star) system is the agency's web-based method of collecting all special education student and personnel approvals and claims for reimbursement. Many data elements are collected to comply with IDEA Section 611 Part B Flow Through for students ages 3-21 and Section 619 Preschool for students ages 3-5. The I-Star system also includes an electronic Individualized Education Plan (IEP) module. Data can be entered and edited using online screens or submitted via batch file processing.

I-Star validates all student entries via coordination and alignment with SIS. A required SIS identification number allows student demographics to automatically be populated, eliminating duplicate entry for school districts. The SIS enrollment will also be used to control access to the student.

I-Star validates all personnel entries via coordination and alignment with the Employment Information System, which collects and analyzes employee-related information directly from districts. In addition, personnel entries for proper licensure and endorsements are verified against the Educator Licensure Information System.

What Special Education Data is Collected in I-Star?
- Child Find Timelines (Indicator 11)
- Educational Environments (Indicator 5 and 6)
- Federal IDEA Special Education Personnel Reporting
- IDEA Child Count
- Personnel Approval
- Post-School Outcomes Survey (Indicator 14)
- Pupil Reimbursement
- Special Education Exit (Indicator 1 and 2)
- Secondary Transition (Indicator 13)

Resources
- 2022-23 Planning Calendar for Illinois Special Education Directors
- Commonly Questioned I-Star Error Codes/Descriptions
- End of the Year in I-Star-Video
- How to Run Reports in I-Star-Video
- I-Star New User Training 2022-23-Video
- I-Star User Guides
- Preparing for Child Count-Video
- Special Education Child Count Certification in I-Star - Video
- Special Education Data Life Cycle
- Student Approval Recheck Edits
- Student Reports
- Students with Disabilities Claim and Reimbursement Instructions
- Student with Disabilities Data Collections and Approval Instructions

Other ISBE Special Education Data Collections

- Coordinated Early Intervention Services (CEIS) Reporting
- Parent Involvement (Indicator 8)

Why Does ISBE Collect Special Education Data?

IDEA gives OSEP the authority to collect data from states for the purposes of:

- Monitoring compliance of implementation of special education programs.
- Analyzing the use of IDEA to improve outcomes for students with disabilities.
- Determining the technical assistance OSEP will provide states to meet IDEA requirements.

Part B and Part C Section 616 Public Reporting Requirements

Per 34 CFR 300.602, states must:
- Report annually to the public the performance of the Local Education Agency (LEA) on the targets in the State Performance Plan as soon as practicable, but no later than 120 days following submission of the Annual Performance Report.
- Make each of the following items available through public means:
  - The state's performance plan, under §300.601(a);
  - Annual performance reports, under paragraph (b)(2) of this section;
  - And the state's annual reports on the performance of each LEA located in the state under paragraph (b)(1)(i)(A) of this section.
- In doing so, the state must, at a minimum, post the plan and reports on the State Education Agency (SEA) website and distribute the plan and reports to the media and through public agencies.
- The state must report annually to the secretary of the U.S. Department of Education (ED) on the performance of the state under the state's performance plan.

IDEA Section 616
- State Performance Plan
- Annual Performance Report
- State and Local Determinations (LEAs and SEAs)
- Public Reporting

Part B and Part C Section 618 Data Submission Requirements

Per *34 CFR 300.640*,
- The SEA must annually report to the ED secretary on the information required by Section 618 of the Act at the times specified by the secretary.

Section 618 of the IDEA requires each state to submit data about:
1. Infants and toddlers who receive early intervention services under Part C of the IDEA.
2. Children with disabilities who receive special education and related services under Part B of the IDEA.

IDEA Section 618

- Assessment (Part B)
- Child Count (Part B and Part C)
- CEIS/Maintenance of Effort - (Part B)
- Disciplinary Removals (Part B)
- Dispute Resolution (Part B and Part C)
- Educational Environment (Part B)
- Exiting Special Education (Part B and Part C)
- Personnel (Part B)
- Settings (Part C)

Indicator 1: Graduation

Indicator 1 is a results indicator that measures the percentage of youth with IEPs graduating from high school with a regular diploma.

Data Source: The ISBE data source is the same data as used for reporting to ED under Section 618 of IDEA, using the definitions in EDFacts file specification FS009. **The data for this indicator lags one year. See table below.**

School Year	LEA Determination Year
2020-21	2021-22
2021-22	2022-23
2022-23	2023-24
2023-24	2024-25
2024-25	2025-26

Measurement:

Number of youth with IEPs (ages 14-21) who exited special education due to graduating with a regular diploma in the numerator and the number of all youth with IEPs who left high school (ages 14-21) in the denominator (in a single year).

Targets for Federal Fiscal Years 2020-25
- SPP 1 - FFY 2020-24 target of 82.6%
- SPP 1 -FFY 2025 target of 84%

Indicator 2: Drop Out

Indicator 2 is a results indicator that measures the percentage of youth with IEPs dropping out of high school.

Data Source: The ISBE data source is the same data as used for reporting to ED under Section 618 of IDEA, using the definitions in EDFacts file specification FS009. **The data for this indicator lags one year. See table below.**

School Year	LEA Determination Year
2020-21	2021-22
2021-22	2022-23
2022-23	2023-24
2023-24	2024-25
2024-25	2025-26

Measurement:

> 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 left high school (ages 14-21) in the denominator (in a single year).

Graduated with regular diploma ✚ Received certificate of completion ✚ Reached maximum age ✚ Dropped Out ＝ Number of students with IEPs who left high school

Targets for Federal Fiscal Years 2020-25
- SPP 2 - FFY 2020-24 target of 13.7%
- SPP 2 – FFY 2025 target of 13%

Indicator 3a: Assessment - Participation

Indicator 3a is a results indicator that measures the participation of children with IEPs on statewide assessments.

Data Source

Same data as used for reporting to ED under Title I of the Elementary and Secondary Education Act (ESEA), using EDFacts file specifications FS185 and FS188.

Measurement:

> [(Number of children with IEPs participating in an assessment) divided by the (total number of children with IEPs enrolled during the testing window)].

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.

Targets for Federal Fiscal Years 2020-25

Reading:

- SPP 3a - Gr4 - FFY 2020-25 target of 95%
- SPP 3a - Gr8 - FFY 2020-25 target of 95%
- SPP 3a - Gr11 - FFY 2020-25 target of 95%

Math:
- SPP 3a- Gr4 – FFY 2020-25 target of 95%
- SPP 3a - Gr8 – FFY 2020-25 target of 95%
- SPP 3a - Gr11 – FFY 2020-25 target of 95%

Indicator 3b: Assessment - Proficiency Rate for Regular Assessment

Indicator 3b is a results indicator that measures the proficiency rate of children with IEPs against grade level academic achievement standards.

Data Source

Same data as used for reporting to the ED under Title I of ESEA, using EDFacts file specifications FS175 and FS178.

Measurement:

[(Number of children with IEPs scoring at or above proficient against grade level academic achievement standards) divided by the (total number of children with IEPs who received a valid score and for whom a proficiency level was assigned for the regular assessment)].

The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

Targets for Federal Fiscal Years 2020-25

Reading:
- SPP 3b - Gr4 – FFY 2020-24 target of 10% and FFY25 target of 11%
- SPP 3b - Gr8 – FFY 2020-24 target of 7% and FFY25 target of 8%
- SPP 3b - Gr11 -FFY 2020-24 target of 7.5% and FFY25 target of 8%

Math:
- SPP 3b - Gr4 – FFY 2020-24 target of 11% and FFY25 target of 12%
- SPP 3b - Gr8 – FFY 2020-24 target of 5.5% and FFY25 target of 6.5%
- SPP 3b - Gr11 – FFY 2020-24 target of 6.5% and FFY25 target of 7%

Indicator 3c: Assessment - Proficiency Rate for Alternate Assessment

Indicator 3c is a results indicator that measures the proficiency rate of children with IEPs against alternate achievement standards.

Data Source

Same data as used for reporting to ED under Title I of ESEA, using EDFacts file specifications FS175 and FS178.

Measurement:

> [(Number of children with IEPs scoring at or above proficient against alternate academic achievement standards) divided by the (total number of children with IEPs who received a valid score and for whom a proficiency level was assigned for the alternate assessment)].

The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

Targets for Federal Fiscal Years 2020-25

Reading:
- SPP 3c - Gr4 – FFY 2020-24 target of 14.0% and FFY25 target of 15.0%
- SPP 3c - Gr8 – FFY 2020-24 target of 22.5% and FFY25 target of 23.5%
- SPP 3c - Gr11 -FFY 2020-24 target of 22.0% and FFY25 target of 22.5%

Math:
- SPP 3c - Gr4 – FFY 2020-24 target of 19. 5% and FFY25 target of 20.5%
- SPP 3c - Gr8 – FFY 2020-24 target of 4.5% and FFY25 target of 5.5%
- SPP 3c - Gr11 – FFY 2020-24 target of 3.5% and FFY25 target of 4.0%

Indicator 3d: Assessment - Proficiency Gap

Indicator 3d is a results indicator that measures the gap in the proficiency rate of children with IEPs against grade level academic achievement standards.

Data Source

Same data as used for reporting to the ED under Title I of ESEA, using EDFacts file specifications FS175 and FS178.

Measurement:

(Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards for the school year) subtracted from the (proficiency rate for all students scoring at or above proficient against grade level academic achievement standards for the school year).

The proficiency rate includes all children enrolled for a full academic year and those not enrolled for a full academic year.

Targets for Federal Fiscal Years 2020-25

Reading:
- SPP 3d - Gr4 R – FFY 2020-24 target of 26.5% and FFY25 target of 25.5%
- SPP 3d - Gr8 R – FFY 2020-24 target of 32.5% and FFY25 target of 31.5%
- SPP 3d - Gr11 R -FFY 2020-24 target of 29.0% and FFY25 target of 28.0%

Math:
- SPP 3d - Gr4 M – FFY 2020-24 target of 22.5% and FFY25 target of 21.5%
- SPP 3d - Gr8 M – FFY 2020-24 target of 27.0% and FFY25 target of 26.0%
- SPP 3d - Gr11 M – FFY 2020-24 target of 28.5% and FFY25 target of 27.5%

Indicator 4a: Suspension/Expulsion (Overall)

Indicator 4a is a results indicator that measures the rates of suspension/expulsion (percentage of districts that have a significant discrepancy in the rate of suspensions/expulsions greater than 10 cumulative days in a school year for children with IEPs).

Data Source: The federal data source is data collected under Section 618 of the IDEA (Report of Children with Disabilities Subject to Disciplinary Removal). This includes FS006 Children with Disabilities Suspensions/Expulsions, FS002 Children with Disabilities (IDEA) School Age, and FS089 Children with Disabilities (IDEA) Early Childhood. The ISBE data source is the SIS Discipline De-identified Table. **The data for this indicator lags one year. See table below.**

School Year	LEA Determination Year
2020-21	2021-22
2021-22	2022-23
2022-23	2023-24
2023-24	2024-25
2024-25	2025-26

Measurement:

[(Number 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) divided by the (number of LEAs in the state that meet the state-established n and/or cell size (if applicable))] times 100.

The state-specific calculations are:

- District Level: Total number of students with IEPs with more than 10 cumulative days of Qualifying Suspensions/Expulsions in the district times 100 divided by the total number of students with IEPs in the district.
- State Level: Total number of students with IEPs with more than 10 cumulative days of Qualifying Suspensions/Expulsions in the state times 100 divided by the total number of students with IEPs in the state.

A statewide standard deviation is calculated for total population using the formula: Square root (percentage expelled or suspended times (100 minus the percent expelled or suspended)/total enrollment).

For Indicator 4a, a district is considered to have a significant discrepancy if:

- o The district rate is greater than the state rate plus one standard deviation for three consecutive years, AND
- o There are at least five students with IEPs suspended or expelled more than 10 days in each of the three school years.

Targets for Federal Fiscal Years 2020-25

- SPP 4a – FFY 2020 target of 3.80%
- SPP 4a – FFY 2021 target of 3.60%
- SPP 4a – FFY 2022 target of 3.40%
- SPP 4a – FFY 2023 target of 3.20%
- SPP 4a – FFY 2024 target of 3.20%
- SPP 4a – FFY 2025 target of 3.00%

Indicator 4b: Suspension/Expulsion (Race/Ethnicity)

Indicator 4b is a compliance indicator that measures the rates of suspension and expulsion (percentage of districts that have [a] a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions greater than 10 days in a school year for children with IEPs, and [b] policies, procedures, or practices that contribute to the significant discrepancy 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.

Data Source: The federal data source is data collected under Section 618 of the IDEA (Report of Children with Disabilities Subject to Disciplinary Removal). This includes FS006 Children with Disabilities Suspensions/Expulsions, FS002 Children with Disabilities (IDEA) School Age, and FS089 Children with Disabilities (IDEA) Early Childhood. The ISBE data source is the SIS Discipline De-identified Table. **The data for this indicator lags one year. See table below.**

School Year	LEA Determination Year
2020-21	2021-22
2021-22	2022-23
2022-23	2023-24
2023-24	2024-25
2024-25	2025-26

Measurement

(Number 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 (number 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.

The state-specific calculations are:

- District Level: Total number of students with IEPs with more than 10 cumulative days of Qualifying Suspensions/Expulsions in the district times 100 divided by the total number of students with IEPs in the district.
- State Level: Total number of students with IEPs with more than 10 cumulative days of Qualifying Suspensions/Expulsions in the state times 100 divided by the total number of students with IEPs in the state.

The calculations are performed for the race subgroup at district and state levels if there are five or more students in the subgroup.

A statewide standard deviation is calculated for total population using the formula: Square root (percentage expelled or suspended times (100 minus the percent expelled or suspended)/total enrollment).

- For 4b, a district is considered to have a significant discrepancy if:
  - The district rate within a particular race/ethnicity subgroup is greater than the state rate plus one standard deviation for three consecutive years, AND
  - There are at least five students with IEPs within a particular race/ethnicity suspended or expelled more than 10 days in each of the three school years. The district is considered to have a significant discrepancy if the above conditional is met by at least one racial subgroup.

Targets for Federal Fiscal Years 2020-25

- SPP 4b – FFY 2020-25 target of 0%

Indicator 5: Educational Environment (K-21)

Indicator 5 is a results indicator that measures the percentage of school-aged students with IEPs served:

> *A. Inside the general education classroom 80% or more of the school day,*
> *B. Inside the general education classroom less than 40% of the day, or*
> *C. In separate schools/residential facilities/home/hospital placements.*

Data Source: The same data as used for reporting to ED under Section 618 of the IDEA, using the definitions in EDFacts file specification FS002. The ISBE data source is the I-Star Pupil Count Table.

Measurement

- <u>5a. Percent</u> = [(Number 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 number of students aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs)] times 100. This includes ISBE educational environment code 01.
- <u>5b. Percent</u> = [(Number 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 number of students aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs)] times 100. This includes ISBE educational environment code 03.
- <u>5c. Percent</u> = [(Number 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 number of students aged 5& who are enrolled in kindergarten and aged 6 through 21 with IEPs)] times 100. This includes ISBE educational environment codes 04, 05, 06, 08, 09, 10, 11, 12, 13, 14, 15, and 16.

The total number of children with IEPs aged 5 enrolled in kindergarten and aged 6 through 21 includes ISBE EE codes 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12, 13, 14, 15, 16, and 28.

Targets for Federal Fiscal Years 2020-25

- SPP 5a – FFY 2020 target of 52.70%
- SPP 5a – FFY 2021 target of 52.90%
- SPP 5a – FFY 2022 target of 53.10%
- SPP 5a – FFY 2023 target of 53.30%
- SPP 5a – FFY 2024 target of 53.50%
- SPP 5a – FFY 2025 target of 53.70%

- SPP 5b – FFY 2020 target of 12.37%
- SPP 5b – FFY 2021 target of 12.35%
- SPP 5b – FFY 2022 target of 12.33%
- SPP 5b – FFY 2023 target of 12.31%
- SPP 5b – FFY 2024 target of 12.29%
- SPP 5b – FFY 2025 target of 12.27%

- SPP 5c – FFY 2020 target of 6.39%
- SPP 5c – FFY 2021 target of 6.38%
- SPP 5c – FFY 2022 target of 6.37%
- SPP 5c – FFY 2023 target of 6.36%
- SPP 5c – FFY 2024 target of 6.35%
- SPP 5c – FFY 2025 target of 6.34%

Indicator 6: Educational Environment (3-5)

Indicator 6 is a results indicator that measures the percentage of preschool children with IEPs attending:

A. *A regular early childhood program and receiving the majority of special education and related services in the regular early childhood program,*
B. *A separate special education class/separate school/residential facility, or*
C. *In the home.*

Data Source: The same data as used for reporting to ED under Section 618 of the IDEA, using the definitions in EDFacts file specification FS002. The ISBE data source is the I-Star Pupil Count Table.

Measurement:

- 6a. Percent = [(Number 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) divided by the (total number of children ages 3, 4, and 5 with IEPs)] times 100. This includes ISBE educational environment codes 30 and 32.
- 6b. Percent = [(Number of children ages 3, 4, and 5 with IEPs attending a separate special education class, separate school or residential facility) divided by the (total number of children ages 3, 4, and 5 with IEPs)] times 100. This includes ISBE educational environment codes 23, 24, and 25.
- 6c. Percent = [(Number of children ages 3, 4, and 5 with IEPs receiving special education and related services in the home) divided by the (total number of children ages 3, 4, and 5 with IEPs)] times 100. This includes ISBE educational environment code 26.

The total number of children ages 3, 4, and 5 with IEPs includes ISBE EE codes 23, 24, 25, 26, 27, 30, 31, 32, and 33.

Targets for Federal Fiscal Years 2020-25

- SPP 6a – FFY 2020 target of 46.00%
- SPP 6a – FFY 2021 target of 46.50%
- SPP 6a – FFY 2022 target of 47.00%
- SPP 6a – FFY 2023 target of 47.50%
- SPP 6a – FFY 2024 target of 48.00%
- SPP 6a – FFY 2025 target of 48.50%

- SPP 6b – FFY 2020 target of 26.30%

- SPP 6b – FFY 2021 target of 26.04%
- SPP 6b – FFY 2022 target of 25.78%
- SPP 6b – FFY 2023 target of 25.52%
- SPP 6b – FFY 2024 target of 25.26%
- SPP 6b – FFY 2025 target of 25.00%

- SPP 6c – FFY 2020 target of 0.28%
- SPP 6c – FFY 2021 target of 0.27%
- SPP 6c – FFY 2022 target of 0.26%
- SPP 6c – FFY 2023 target of 0.25%
- SPP 6c – FFY 2024 target of 0.24%
- SPP 6c – FFY 2025 target of 0.23%

Indicator 7: Early Childhood (Preschool) Outcomes

Indicator 7 is a results indicator that measures the percentage of preschool children aged 3 through 5 with IEPs who demonstrate improved:

A. *Positive social-emotional skills,*
B. *Acquisition and use of knowledge and skills, and*
C. *Use of appropriate behaviors to meet their needs.*

Data Source: The ISBE data collection source is the SIS Early Childhood data and the Early Childhood Outcomes (state-selected data source). The source of the data is the Data Warehouse, including the updated operational database, and a snapshot database called the Reporting Data Store.

Measurement

The progress rating will rate each of the three outcomes in one of five progress categories/levels of functioning:

a. Did not improve functioning,
b. Improved functioning, but not sufficient to move nearer to functioning comparable to same-aged peers,
c. Improved functioning to a level nearer to same-aged peers but did not reach it,
d. Improved functioning to reach a level comparable to same-aged peers, and
e. Maintained functioning at a level comparable to same-aged peers

Targets for Federal Fiscal Years 2020-25

- SPP 7a1 – FFY 2020-24 target of 83.95%
- SPP 7a1 – FFY 2025 target of 84.00%

- SPP 7a2 – FFY 2020-24 target of 47.2%
- SPP 7a2 – FFY 2025 target of 47.50%

- SPP 7b1 – FFY 2020-24 target of 84.1%
- SPP 7b1 – FFY 2025 target of 84.50%

- SPP 7b2 – FFY 2020-24 target of 45.1%
- SPP 7b2 – FFY 2025 target of 45.50%

- SPP 7c1 – FFY 2020-24 target of 85.8%
- SPP 7c1 – FFY 2025 target of 86.00%

- SPP 7c2 – FFY 2020-24 target of 53.4%
- SPP 7c2 – FFY 2025 target of 53.50%

Indicator 8: Parent Involvement

Indicator 8 is a results indicator that measures the percentage 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.

Data Source: The ISBE data source is the Parent Survey (first 25 items) developed by the National Center for Special Education Accountability Monitoring.

Measurement

The calculation for the resident district or state is:

o Percent = [(Number 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 number of respondent parents of children with disabilities)] times 100.

Targets for Federal Fiscal Years 2020-25

- SPP 8-FFY 2020 target of 70.5%
- SPP 8-FFY 2021 target of 71.0%
- SPP 8-FFY 2022 target of 71.5%
- SPP 8-FFY 2023 target of 72.0%
- SPP 8-FFY 2024 target of 72.5%
- SPP 8-FFY 2025 target of 73.0%

Indicator 9: Disproportionality (Special Education)

Indicator 9 is a compliance indicator that measures the percentage of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Indicator 9 compares the enrollment of all students to those students with IEPs by race/ethnicity at a school, district, and state level.

Data Source: The federal data source is state child count data collected under IDEA Section 618 (Report of Children with Disabilities Receiving Special Education under Part B of IDEA, as Amended). This includes FS002 Children with Disabilities (IDEA) School Age, ages 5 (in kindergarten) through 21 served under IDEA). The ISBE data source is I-Star special education 12/1 counts and SIS 9/30.

Measurement:

 [(Number 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 (number 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.

Targets for Federal Fiscal Years 2020-25

- SPP 9 – FFY 2020-25 target of 0%

Indicator 10: Disproportionality (Specific Disability Category)

Indicator 10 is a compliance indicator that measures the percentage of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Indicator 10 compares the enrollment of all students to those students with IEPs by race/ethnicity at a school, district, and state level.

Data Source: The federal data source is state child count data collected under IDEA Section 618 (Report of Children with Disabilities Receiving Special Education under Part B of IDEA, as Amended). This includes FS002 Children with Disabilities (IDEA) School Age, ages 5 (in kindergarten) through 21 served under IDEA). The ISBE data source is I-Star special education 12/1 counts and SIS 9/30.

Measurement

Percent = [(Number 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 (number of districts in the state that meet a state-established n and/or cell size (if applicable) for one or more racial/ethnic groups)] times 100.

Targets for Federal Fiscal Years 2020-25

- SPP 10 - FFY 2020-25 target of 0%

Indicator 11: Evaluation Timelines (Child Find)

Indicator 11 is a compliance indicator that measures the percentage of children who were evaluated within 60 school days of receiving parental consent for initial evaluation.

Data Source: The ISBE data source is I-Star.

Measurement

   a.   Number of children for whom parental consent to evaluate was received.
   b.   Number of children whose evaluations were completed within 60 school days.

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

Targets for Federal Fiscal Years 2020-25

   - SPP 11-FFY 2020-25 target of 100%

Indicator 12: Early Childhood Transition

Indicator 12 is a compliance indicator that measures the percentage 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.

Data Source: The ISBE data sources are the SIS Early Childhood Transition database and the ISBE Data Warehouse.

Measurement

a. Number of children who have been served in Part C and referred to Part B for Part B eligibility determination.
b. Number of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays.
c. Number of those found eligible who have an IEP developed and implemented by their third birthdays.
d. Number 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. Number of children who were referred to Part C fewer than 90 days before their third birthdays.
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

Percent = [(c) divided by (a - b - d – e-f)] times 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. This has been applicable in Illinois since the start of the 2021-22 school year.

Targets for Federal Fiscal Years 2020-25

- SPP 12-FFY 2020-25 target of 100%

Indicator 13: Secondary Transition

Indicator 13 is a compliance indicator that measures the percentage of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon age-appropriate transition assessments; 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 service needs.

Data Source: The ISBE data source is I-Star.

Measurement:

Percent = [(Number 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 (number of youth with an IEP age 16 and above)] times 100.

Targets for Federal Fiscal Years 2020-25

- SPP 13-FFY 2020-25 target of 100%

Indicator 14: Post-School Outcomes

Indicator 14 is a results indicator that measures the percentage 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, or
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.

Data Source: The ISBE data source is I-Star.

Measurement

A. Percent enrolled in higher education = [(Number 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) divided by the (number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.
B. Percent enrolled in higher education or competitively employed within one year of leaving high school = [(Number 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) divided by the (number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] 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 = [(Number 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) divided by the (number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

Targets for Federal Fiscal Years 2020-25

- SPP 14a – FFY 2020-24 target of 29.6%
- SPP 14a – FFY 2025 target of 30%

- SPP 14b – FFY 2020-24 target of 63.5%

- SPP 14b – FFY 2025 target of 66%

- SPP 14c – FFY 2020-24 target of 75.75%
- SPP 14c – FFY 2025 target of 78.25%

Indicator 15: Resolution Sessions

Indicator 15 is a results indicator that measures the percentage of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

Data Source
The federal data is collected under Section 618 of IDEA (IDEA Part B Dispute Resolution Survey in the EDFacts Metadata and Process System). The ISBE data source is the Special Education Monitoring System.

Targets for Federal Fiscal Years 2020-25
- SPP 15 – FFY 2020-25 target of 25.10%

Indicator 16: Mediation

Indicator 16 is a results indicator that measures the percentage of mediations held that resulted in mediation agreements.

Data Source
The federal data is collected under Section 618 of IDEA (IDEA Part B Dispute Resolution Survey in the EDFacts Metadata and Process System). The ISBE data source is the Special Education Monitoring System.

Targets for Federal Fiscal Years 2020-25
- SPP 16 – FFY 2020-25 target of 67%

Indicator 17: State Systemic Improvement Plan

Indicator 17 [The State Systemic Improvement Plan (SSIP)] is a results indicator that measures the proficiency rate for fourth grade children with IEPs against grade-level academic achievement standards on the state reading/language arts assessment.

Data Source: The ISBE data source is the Illinois Assessment of Readiness. This is the same data as is used for reporting to ED under Title I of ESEA, using EDFacts file specifications FS175 and 178.

Measurement:

Proficiency rate percent = [(Number of children with IEPs scoring at or above proficient against grade level academic achievement standards) divided by the (total number of children with IEPs who received a valid score and for whom a proficiency level was assigned for the regular assessment)].

Targets for Federal Fiscal Years 2020-25

- SPP 17-FFY 2020 target of 10%
- SPP 17-FFY 2021 target of 10%
- SPP 17-FFY 2022 target of 10%
- SPP 17-FFY 2023 target of 10%
- SPP 17-FFY 2024 target of 10%
- SPP 17-FFY 2025 target of 11%

APPENDIX A
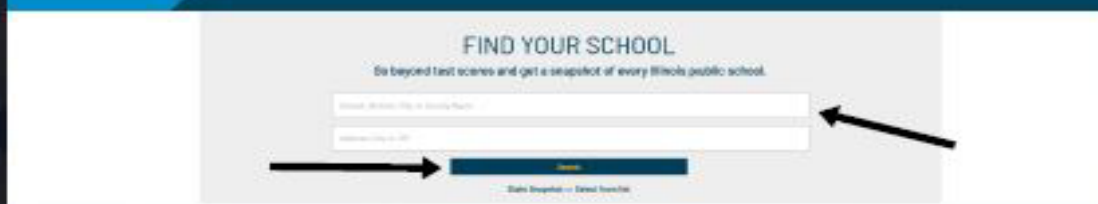
How to Access SPP/APR Indicator Data
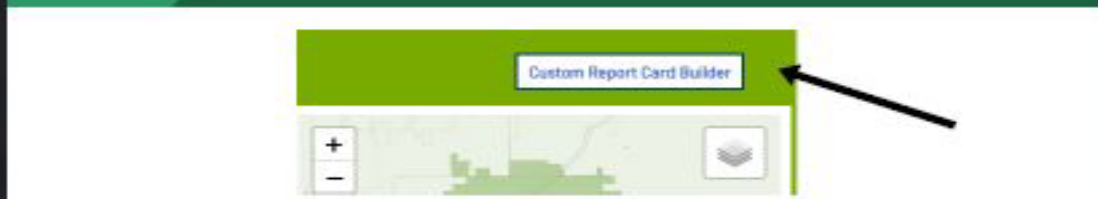
01. Go to the Illinois Report Card Webpage

https://www.isbe.net/Pages/IL-Report-Card.aspx

02. Enter the name of school or district, hit search

FIND YOUR SCHOOL
Be beyond test scores and get a snapshot of every Illinois public school.

03. Click Custom Report Card Builder

Custom Report Card Builder

04. Building your Custom Report Card

1. Click Deselect All
2. Click Students
3. Under Students, Click Students with IEPs
4. Click Generate Report
5. Open the PDF Report

This PDF report will provide data regarding SPP Indicators 1-14 (as applicable)

Resources

Indicators 1 and 2	• Graduation and Drop Out Rate: Indicators 1 and 2 Measurement Changes From FFY 2019 to FFY 2020-2025
	• National Technical Assistance Center on Transition
	    o Locating and Re-Engaging Secondary Students with Disabilities
	    o School Completion Toolkit
	• SPP Indicators 1 and 2
	    o FAQ on Graduation Rate Coding for Students
	• Student Information Systems (SIS) Webpage
	    o Exit Enrollment
	    o SIS Data Elements and Validations

Indicators 3a, 3b, 3c, and 3d	• ISBE Assessment Department
	    o Dynamic Learning Maps Alternate Assessment (DLM-AA)
	    o Illinois Assessment of Readiness (IAR)
	    o Participation in Spring 2023 SAT with Essay or DLM-AA for Grades 11 and 12
	    o SAT
	• SPP Indicator 3
	    o ISBE Special Education Catalog of Resources and Supports
	• Student Information System Webpage
	    o SIS Data Elements and Validations
	    o SIS Training Modules

Indicators 4a/4b	• Center on PBIS • Questions and Answers Addressing the Needs of Children with Disabilities and IDEAs Discipline Provisions

	- Positive Proactive Approaches to Supporting Children with Disabilities: A Guide for Stakeholders
	- SPP Indicator 4
	  - Frequently Asked Questions for SPP Indicator 4
	- Student Information Systems (SIS) Webpage
	  - Student Discipline
	  - Student Discipline Groups Presentation
	  - SIS Data Elements and Validations

Indicator 5	- IEP-Student Tracking and Reporting System (I-Star) Webpage
	  - Harrisburg Project I-Star User Guide
	- OSEP Funded TA Centers and Resources
	  - TIES Center
	    - Inclusive Education Roadmap
	    - The Power of Peers: Peer Engagement Implementation Guides
	    - Creating Communities of Belonging for Students with Significant Cognitive Disabilities
	    - Design for Each and Every Learner: Universal Design for Learning Modules
	    - Inclusive Big Ideas
	    - Comprehensive Inclusive Education: General Education and the Inclusive IEP
	  - Progress Center

	■ Reflecting on Our Practice: Ten Ways Schools Can Foster Belonging Among Students With and Without Disabilities ■ Ten Dimensions of Belonging and Reflection Questions ○ IRIS Center ■ Creating an Inclusive School Environment: A Model for School Leaders ■ Accessing the General Education Curriculum: Inclusion Considerations for Students with Disabilities ■ Inclusion of Students with Significant Cognitive Disabilities: Supports in the General Education Classroom - SPP Indicator 5 ○ ISBE Special Education Catalog of Resources and Supports
Indicator 6	- ISBE Early Childhood Webpage ○ Early Choices ○ Illinois STAR NET ○ The Center - IEP-Student Tracking and Reporting System (I-Star) Webpage ○ Harrisburg Project I-Star User Guide - SPP Indicator 6 ○ ISBE Special Education Catalog of Resources and Supports
Indicator 7	- ISBE Early Childhood Webpage - Student Information System (SIS) Webpage

	- SIS Data Elements and Validations - SPP Indicator 7 - Decision Tree for Coding Preschool Environments for Children ages 3-5 Served Under IDEA not in Kindergarten - Decision Tree for Summary Rating Discussions - Early Childhood Outcomes FAQ - Early Childhood Outcomes Modules
Indicator 8	- SPP Indicator 8 - SPP 8 Cycle List FY21-FY26
Indicators 9/10	- IEP-Student Tracking and Reporting System (I-Star) Webpage - Harrisburg Project I-Star User Guide - National Center on Intensive Intervention - SPP Indicator 9/10 - Equity in IDEA regulations: Disproportionate Representation, Significant Discrepancy, Significant Disproportionality - Indicator 9 & 10 FAQ
Indicator 11	- IEP-Student Tracking and Reporting System (I-Star) Webpage - Harrisburg Project I-Star User Guide - I-Star Indicator 11 Tutorial - SPP Indicator 11 and Fund Code U in I-Star-video - SPP Indicator 11
Indicator 12	- ISBE Early Childhood Webpage - Student Information System (SIS) Webpage - Early Childhood Transition

	○ SIS Data Elements and Validations - SPP Indicator 12 ○ Early Intervention to Early Childhood Special Education FAQ
Indicator 13	- Center for Transition and Work ○ What is Transition Assessment? - IEP-Student Tracking and Reporting System (I-Star) Webpage ○ Harrisburg Project I-Star User Guide ○ I-Star-How to Run SPP Indicator 13 Reports for Students NOT Meeting Requirements-Video ○ I-Star SPP Indicator 13 Tutorial ○ I-Star SPP Indicator 13-Video Tutorial - National Technical Assistance Center on Transition - SPP Indicator 13
Indicator 14	- Contacting Hard to Find Youth - IEP-Student Tracking and Reporting System (I-Star) Webpage ○ Harrisburg Project I-Star User Guide ○ How to Access SPP Indicator 14 in I-Star-video - National Technical Assistance Center on Transition - SPP Indicator 14 ○ Selected Districts 2021-2024 ○ Selected CPS High Schools 2021-2025
Indicator 17	- The IESE Network - SPP Indicator 17 ○ SSIP Evaluation Plan ○ SSIP Logic Model ○ SSIP Theory of Action