STATE PERFORMANCE PLAN INDICATOR SUPPORT GUIDE

ILLINOIS SPECIAL EDUCATION ACCOUNTABILITY AND SUPPORT SYSTEM

ISBE Special Education Department

Illinois Special Education Accountability and Support System

State Performance Plan Indicator Support Guide

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

The SPP is developed as a six-year plan that is composed of compliance indicators, including Disproportionality, Early Childhood Transition, Secondary Transition, and General Supervision, as well as results indicators, including Graduation, Dropout, Assessment, and Educational Environments. 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 districts' data for students with disabilities.

This document is provided as a resource that offers guiding questions for SPP Indicators 1 – 14 to assist districts with ensuring quality programs and services for students with disabilities. The questions are designed to evaluate district processes and promote thoughtful conversations among district accountability teams to review practices and identify areas where improvement may be needed for compliance or enhanced performance results. This guide is available as a resource for all districts to be used in conjunction with other continuous improvement tools and data analysis measures for improving student outcomes.

Indicator 1: Graduation

Indicator 1 is a results indicator that measures the percentage of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma [20 U.S.C. 1416(a)(3)(A)].

Essential Questions:
- ❖ How can the district work with younger students to ensure that the proper course of study is followed to align with their transition plan?

- ❖ How does the district ensure the necessary credits are earned toward graduation?

- ❖ What factors lead to students completing high school in four years?

- ❖ Is the most appropriate curriculum for each student being implemented?

What supports are in place for students with IEPs that need credit recovery?	Notes:
How do you ensure students with IEPs have access to credit-bearing core curriculum and are making progress toward graduation with a regular diploma?	Notes:
How does the district ensure professional learning is followed by quality implementation to proactively plan for students with IEPs to be on track for graduation?	Notes:
Describe the early warning system you use to identify at-risk students. How does the district implement efforts to prevent the need for students to receive transition services beyond four years of high school?	Notes:

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Indicator 2: Dropout

Indicator 2 is a results indicator that measures the percentage of youth with IEPs dropping out of high school [20 U.S.C. 1416 (a)(3)(A)].

Essential Questions:

❖ How do IEP teams ensure transition plans are not only implemented but revisited and adjusted, when necessary?

❖ In what ways does the district determine the reasons students dropped out of school (e.g., appropriate course of study either not developed or followed, lack of mentoring opportunity)?

❖ How does the district check for accuracy of data to ensure enrollment and special education records are accurate?

❖ Does the district have a system for tracking access to curriculum during suspension/expulsion?

What partnerships have been formed with civic, health, community-based, and/or faith-affiliated agencies and organizations to provide a network of services for at-risk students?	Notes:
How does the district ensure students feel connected? What are the procedures to actively involve students for an effective transition planning process?	Notes:
What evidence-based practices has the district implemented that are known to impact dropout rates?	Notes:
How does the district monitor chronic absenteeism?	Notes:

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Indicator 3: Statewide Assessments

Indicator 3 is a results indicator that measures the participation and performance of children with IEPs on statewide assessments [20 U.S.C.1416 (a)(3)]:
  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.

Essential Questions:

❖ In what ways does the district monitor Educational Environment/Least Restrictive Environment (LRE) data and measure any correlation with student achievement (e.g., English language arts and math proficiency) for students with disabilities?

❖ How does the district ensure students with disabilities are provided with an appropriate curriculum in subject areas?

What criteria is used to determine whether a student should take the alternate assessment?	Notes:
How do you ensure students with IEPs have access to the general education grade-level curriculum with core instruction and appropriate interventions?	Notes:
What evidence-based practices are in place to ensure students with IEPs meet or exceed state standards?	Notes:

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Indicator 4: Suspension/Expulsion

Indicator 4A -- This 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).

Indicator 4B -- This 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 [20 U.S.C. 1416(a)(3)(A); 20 U.S.C. 1412(a)(22)].

Essential Questions:

- ❖ What protocols need to be developed and implemented for improved student discipline outcomes?

- ❖ How does the district use discipline data to drive decision-making for improved outcomes?

How does the district follow up with staff professional development efforts to ensure fidelity with the development and implementation of a Functional Behavioral Assessment/Behavioral Intervention Plan? (*For example, does the district conduct file reviews to verify proactive discipline measures are reflected in student IEPs?*)	Notes:
How does the district ensure improved protocols to address student discipline are fully implemented?	Notes:

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Indicator 5: Educational Environments (ages 6-21)

Indicator 5 is a results indicator that measures the percentage of school-aged students with IEPs served [20 U.S.C. 1416(a)(3)(A)]:

   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.

Essential Questions:

   ❖ In what ways does the district assist a student to be successful in the general education classroom (e.g., placement, accommodations)?

   ❖ How does the district analyze child count data for specific disability categories, grade level, school building, or any other relative factors to drive student success?

How do you ensure that student placements outside the general education classroom are receiving the same core curriculum for their age and grade level as their nondisabled general education peers?	Notes:
How does the district promote collaboration, data-informed decision-making, and co-planning among general and special educators at the prevention and intervention levels?	Notes:
What professional learning do general and special education teachers receive so that students with IEPs have access to their grade-level core curriculum within the general education environment?	Notes:
How is the inclusion of students with IEPs implemented in the general education environment?	Notes:

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Indicator 6: Educational Environments (ages 3-5)

Indicator 6 is a results indicator that measures the percentage of preschool children with IEPs attending [20 U.S.C. 1416(a)(3)(A)]:
- A. A regular early childhood (EC) program and receiving the majority of special education and related services in the regular EC program,
- B. A separate special education class/separate school/residential facility, or
- C. In the home.

Essential Questions:

- ❖ Is the team collaborating with local child care centers, preschools, and other early childhood settings to coordinate inclusive services?

- ❖ What are the district's procedures for determining placement in the LRE?

What is the early childhood programming for children (ages 3 through 5) with IEPs?	Notes:
What relationships does the district have with early intervention programs to inform placement decisions for incoming students with disabilities?	Notes:
How does your Local Education Agency (LEA) provide special education and related services to children with IEPs placed in a general education early childhood program?	Notes:
What professional learning do general and special education teachers receive so that students with IEPs have access to the general education environment?	Notes:
What are specific changes in practice that teachers will need to make for early childhood to achieve high-quality inclusive classrooms?	Notes:

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Indicator 7: Early Childhood Outcomes

Indicator 7 is a results indicator that measures the percentage of preschool children aged 3 through 5 with IEPs who demonstrate improved [20 U.S.C. 1416(a)(3)(A)]:
  A. Positive social-emotional skills,
  B. Acquisition and use of knowledge and skills, and
  C. Use of appropriate behaviors to meet their needs.

Essential Questions:

  ❖ How does the district ensure preschool program improvements are fully implemented?

  ❖ In what ways does the district use data results (e.g., location, LRE, type of services, interventions) to strengthen preschool student outcomes?

How does the district ensure children with IEPs (ages 3-5) acquire and *use knowledge and skills* associated with early language/communication and early literacy?	Notes:
How does the district ensure children with IEPs (ages 3-5) *develop appropriate behaviors* to meet their needs?	Notes:
How does the district ensure children with IEPs (ages 3-5) *develop positive social/emotional skills?*	Notes:

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

Essential Questions:

❖ How does the district increase survey response rates to determine parental satisfaction?

❖ Does the district have a uniform method of parent survey distribution?

❖ How does the district use survey results to facilitate improvements with parental concerns?

What types of parent meetings are held that provide parents the opportunity to meet one another? What is the frequency of their occurrence?	Notes:
How does the LEA ensure that parents are equal partners in writing and evaluating the IEP and making placement decisions?	Notes:
What practices exist within your district to develop a family engagement system that provides supports to parents?	Notes:

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

Essential Questions:

- ❖ Has the district noticed a trend of any specific race/ethnic group being more frequently referred for special education identification?

- ❖ In what ways do districtwide policies and practices review and ensure accuracy of data related to the ethnicity/race of students with IEPs?

How does the district ensure appropriate identification and services for students who are transferred in with an IEP? For example, what is the transfer or transition process to determine appropriate student IEP needs?	Notes:
How does the district ensure appropriate identification and eligibility decisions for special education and related services that are not inappropriately influenced by the student's racial, ethnic, or cultural background (e.g., accurate IEP-Student Tracking and Reporting (I-Star) system and Student Information System (SIS) data)?	Notes:

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Indicator 10: Disproportionality -- Specific Disability Categories

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

Essential Questions:

❖ Has the district noticed a trend of any specific race/ethnic group more frequently referred for special education identification?

❖ What practices does the district use to ensure that there is not a disproportionate representation of racial, ethnic, or cultural groups in specific disability categories as a result of inappropriate identification?

What are the districtwide policies and practices for reviewing and ensuring accuracy of data related to the ethnicity/race of students with IEPs in specific disability categories?	Notes:
How does the district ensure appropriate identification and eligibility decisions for special education and related services in specific disability categories that are not inappropriately influenced by the student's racial, ethnic, or cultural background (e.g., accurate I-Star and SIS data)?	Notes:

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Indicator 11: Evaluation Timelines

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

Essential Questions:

- ❖ In what ways does the district review processes and procedures related to compliance with timelines for evaluation after parental consent is received?

- ❖ How does the district provide efficient training for staff to ensure IEP timeline requirements are understood and followed?

How are initial evaluation timelines monitored at the district level?	Notes:
What resources and services are provided to ensure timely evaluations?	Notes:

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

Essential Questions:

- ❖ Are districts receiving notice from Part C (at least 90 days prior to the student turning 3) to begin transition activities and evaluations?

- ❖ Are district procedures in place for evaluating students turning age 3, including during the summer?

What are your evaluation procedures/schedules (screenings, assessments, meetings) for children transitioning from early childhood?	Notes:
What processes does the district utilize to partner with early intervention and early childhood program providers to guide the timely development of IEPs for incoming students with disabilities?	Notes:

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

Essential Questions:

- ❖ Are annual goals specific, measurable, achievable, relevant, and time-bound (SMART) and directly aligned to students' postsecondary goals?
- ❖ Are Career and Technical Education and/or advanced courses included in students' course of study, as appropriate, for their chosen career or occupation?
- ❖ Does the district consider data from Indicators 1, 2, and 14 in its programming for Indicator 13?
- ❖ How does the district ensure every student will demonstrate self-determination skills and actively participate in transition planning for independent living after high school?
- ❖ What is the process to ensure every student will demonstrate pre-employment skills and be prepared for competitive employment after graduation?
- ❖ What is the process and timing of discussions for the district to work with outside agencies, including higher education disability offices and mental health facilities, to improve student postsecondary outcomes for all students (e.g., it is basic compliance for all students to be connected to outside agencies prior to graduation)?

How does the district ensure students are active participants in the transition planning process, including the Summary of Performance?	Notes:
How does the district involve families and community agencies in transition planning?	Notes:
What steps does the district take to ensure that transition assessments, services, course of study, and annual IEP goals align to individualized student postsecondary goals?	Notes:

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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 [20 U.S.C. 1416(a)(3)(B)]:
    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
    D. Competitively employed or in some other employment within one year of leaving high school.

Essential Questions:

❖   Are quality transition plans in place, followed, and revisited often -- at the very least annually?

❖   What variety of programs are provided as part of transition plans?

How does the district utilize the post-school outcomes survey results to evaluate programming and services to ensure greater student success?	Notes:

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