

STATE PERFORMANCE PLAN (SPP) INDICATOR SUPPORT GUIDE

ILLINOIS SPECIAL EDUCATION ACCOUNTABILITY AND SUPPORT SYSTEM

ISBE Special Education Department



Illinois
State Board of
Education

Illinois Special Education Accountability and Support System

State Performance Plan (SPP) Indicator Support Guide

The Illinois Special Education Accountability and Support System is designed to identify potential district risk through the Local Education Agency (LEA) determinations process and provide tiered monitoring and support to identified LEAs. The system focuses on monitoring for compliance and results and uses that information to provide targeted, evidence-based technical assistance and professional development to LEAs. The foundation of the Illinois Special Education Accountability and Support System was built on the premise of the results-based accountability (RBA) framework that is currently utilized at the federal level by the U.S. Department of Education in its Office of Special Education Programs. RBA provides a balanced approach to accountability, emphasizing improved results and outcomes in addition to compliance.

This document, the State Performance Plan (SPP) Indicator Support Guide, is provided as a resource and offers guiding questions for each indicator area 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 an optional resource for Tier 1 (Universal) and Tier 2 (Targeted) districts and will be required for Tier 3 (Intensive) districts, facilitated by ISBE special education coaching efforts, 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:

Resources:

- [SPP, Data, and Accountability](#)
- [ISBE Special Education Data Road Map](#)

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 (i.e., 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:

Resources:

- [SPP, Data, and Accountability](#)
- [ISBE Special Education Data Road Map](#)

Indicator 3: Statewide Assessment

Indicator 3 is a results indicator that measures the participation and performance of students 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)]

Essential Questions:

- ❖ In what ways does the district monitor Educational Environment (EE)/Least Restrictive Environment (LRE) data and measure any correlation with student achievement (i.e., ELA and Math proficiency) for students with disabilities?
- ❖ How does the district ensure students with disabilities are provided 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:

Resources:

- [SPP, Data, and Accountability](#)
- [ISBE Special Education Data Road Map](#)

Indicator 4: Suspension/Expulsion

Indicator 4A is a results indicator that measures the rates of suspension/expulsion (percent 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 is a compliance indicator that measures the rates of suspension and expulsion (percent 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 often does the district review suspension/expulsion policies, procedures, and practices to ensure implementation with fidelity?

How does the district use discipline data to drive decision-making for improved outcomes?	Notes:
How does the district follow-up with staff professional development efforts to ensure fidelity with the development and implementation of FBA/BIP plans? 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:

Resources:

- [Suspension/Expulsion Self-Assessment and Data Analysis Tool](#)
- [Frequently Asked Questions \(FAQ\), Indicator 4A/B](#)
- [SPP, Data, and Accountability](#)
- [ISBE Special Education Data Road Map](#)

Indicator 5: Education Environment (ages 6-21)

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.

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

Essential Questions:

- ❖ In what ways does the district assist a student to be successful in the general education classroom (i.e., 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:

Resources:

- [SPP, Data, and Accountability](#)
- [ISBE Special Education Data Road Map](#)

Indicator 6: Education Environment (ages 3-5)

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

- 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.

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

Essential Questions:

- ❖ Is the team collaborating with local childcare 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 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?	

Resources:

- [SPP, Data, and Accountability](#)
- [ISBE Special Education Data Road Map](#)
- [Early Childhood Special Education](#)
- [Early Childhood Inclusion Brochure](#)
- [Inclusion Models and Clarification](#)
- [Inclusive Inquiry Cycle](#)

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:

- 7A. Positive-social emotional skills (including social relationships),
- 7B. Acquisition and use of knowledge and skills (including early language/communication and early literacy), and
- 7C. Use of appropriate behaviors to meet their needs.

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

Essential Questions:

- ❖ How does the district ensure preschool program improvements are fully implemented?
- ❖ In what ways does the district use data results (i.e., location, LRE, type of services, interventions) to strengthen preschool student outcomes?

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

Resources:

- [SPP, Data, and Accountability](#)
- [ISBE Special Education Data Road Map](#)
- [SPP Indicator 7: Early Childhood Outcomes](#)

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:

Resources:

- [SPP, Data, and Accountability](#)
- [ISBE Special Education Data Road Map](#)
- [SPP Indicator 8: Parent Involvement](#)

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 district-wide 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 for special education and related services, and not inappropriately influenced by the student's racial, ethnic, or cultural background (i.e., accurate I-Star and SIS student data)?	Notes:

Resources:

- [SPP, Data, and Accountability](#)
- [ISBE Special Education Data Road Map](#)
- [SPP Indicators 9 & 10 - Disproportionality](#)

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 district-wide 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 for special education and related services in specific disability categories, and not inappropriately influenced by the student's racial, ethnic, or cultural background (i.e., accurate I-Star and SIS student data)?	Notes:

Resources:

- [SPP, Data, and Accountability](#)
- [ISBE Special Education Data Road Map](#)
- [SPP Indicators 9 & 10: Disproportionality](#)

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. The 60-school day timeline is used in Illinois, as prescribed in 105 ILCS 5/14-8.02 [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:

Resources:

- [SPP, Data, and Accountability](#)
- [ISBE Special Education Data Road Map](#)
- [SPP Indicator 11: Evaluation Timelines](#)

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:

Resources:

- [SPP, Data, and Accountability](#)
- [ISBE Special Education Data Road Map](#)
- [SPP Indicator 12: Early Childhood Transition](#)

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 developed as SMART goals and directly aligned to students’ postsecondary goals?
- ❖ Are CTE 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 (i.e., 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:

Resources:

- [SPP, Data, and Accountability](#)
- [ISBE Special Education Data Road Map](#)
- [SPP Indicator 13: Secondary Transition](#)

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.

Per Indicator 14 of the State Performance Plan (SPP), states are required to collect and report data to the U.S. Department of Education on postsecondary education/training and employment outcomes for youth with Individualized Education Programs (IEPs) one year after leaving high school (14C) [20 U.S.C. 1416(a)(3)(B)].

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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Resources:

- [SPP, Data, and Accountability](#)
- [ISBE Special Education Data Road Map](#)
- [SPP Indicator 14: Post-School Outcomes](#)