

**ILLINOIS STATE ADVISORY COUNCIL
ON THE EDUCATION OF
CHILDREN WITH DISABILITIES**

Illinois State Board of Education
Board Room
100 North First Street
Springfield, Illinois 62777

Business Meeting
February 11, 2016
9:00 a.m.

I. Procedural Business

Co-Chair Jennifer Naddeo called the meeting to order at 9:00 a.m. A quorum was present.

ISAC Members Present

Diane Blair-Sherlock
Beth Conran

Suzanne Lee
Kimberly McClellan
Jennifer Naddeo
Mike Otte-v is phone

Lauri Phillips
Serena Preston
Sharon Slover
Carrie Snyder via phone
Susy Woods

ISAC Members Absent

Heath Brosseau
Tiffany Cole

Tiffany Gholson
Ancel Montenelli

Ron Kubalanza

ISBE Staff Present

Dave Andel

Boyd Ferguson

Jodi Fleck

Mary Long

Guests Present

NONE

Introductions

Co-Chair Naddeo welcomed ISAC members and staff and asked that they introduce themselves.

Adoption of Agenda

Motion #1 – Diane Blair Sherlock moved to “amend the agenda and move items I – C & D after item III – A.” **Susy Woods seconded** the motion. **The motion carried.**

Approval of Business Meeting Minutes from December 10, 2015.

Motion #2 –Lauri Phillips moved that “ISAC approve the minutes of December 10, 2015 as presented.” **Susy Woods seconded** the motion. **The motion carried.**

II. Public Participation

No public participation.

III. Illinois State Board of Education Update

Update on Various Topics – Dave Andel, Division Administrator, Special Education Services Division

State Performance Plan/Annual Performance Report (SPP/APR) – Was submitted to **State Performance Plan/Annual Performance Report (SPP/APR) –** Was submitted to OSEP on Feb. 4th, meeting the required timeline for submission.

APR Update - Jodi Fleck, Principal Consultant gave an overview and update on the FYY14 APR progress. Please find the handout attached at the end of these minutes. After going over the handout, Ms. Fleck answered questions from the ISAC members

The **IDEA Part B Annual State Application** was posted on the agency website on February 8, 2016 for the required 60 days, and public comment will be accepted from March 21 through April 29, 2016 for the required 30 day comment period. The application is due to the federal government on May 10, 2016. The application provides general assurances to OSEP that the state will be implementing the provisions of state and federal regulations for Part B of IDEA 2004. The interactive spread sheet identifies amounts for State-level Administration and Targeted Initiatives. The posted spreadsheet is based upon the current year (FFY15) allocation since OSEP has yet to give the anticipated award amounts for FFY16. These amounts will be used until the FFY16 award amount is disclosed.

Focused Monitoring

- Districts – 20 visits scheduled. 6 visits have been completed – 13 scheduled – 1 rescheduled/snow storm – 3 reports are finalized and mailed.
- Chicago SD 299 – 28 visits scheduled – 10 visits have been completed – 18 scheduled – 4 reports have been completed and mailed

LRE Data Cohort VI

- 10 districts are participating in Cohort VI – 5 North part of the state and 5 South-Central part of the state
- First Seminar was conducted on December 3, 2015/North and December 9, 2015/South-Central

- Second Seminar – February 23, 2016/South-Central and March 1, 2016/North

Non-Public 14-7.02 programs

- 12 Comprehensive Onsite Monitoring visits were conducted over the past three (3) months.
- New applications from programs are being reviewed as well as updates that have been received from existing programs

Part 226 Rules

The rulemaking for Part 226 is now complete. The changes took effect January 13, 2016, and were published in the Illinois Register on Friday, January 29, 2016 (see <http://www.cyberdriveillinois.com/departments/index/register/home.html>). You can access the rulemaking on our website at <http://www.isbe.net/rules/archive/default.htm>.

Changes promulgated in Part 226 address five pieces of legislation enacted in the last several years, acknowledge the 2013 change from a system of teacher certification to one of educator licensure, and provide general updates and clarifications.

Of particular note, new Section 226.125 responds to P.A. 98-705, effective July 14, 2014. The law added Section 2-3.161 to the School Code, directing the agency to incorporate into rules "an international definition" of dyslexia, as was recommended by the Reading Instruction Advisory Group in December 2014. Additionally, new Section 226.125 reminds school districts and special education cooperatives that dyslexia is one of a number of disorders that may result in a child's identification as having a specific learning disability, necessitating an evaluation to determine the child's eligibility for special education and related services. New Section 226.125 has been added – rather than defining dyslexia under Section 226.75 (Definitions) – since the term is not used elsewhere in the rules.

Section 226.220(a) acknowledges a change in Section 14-6.01 of the School Code, which requires that special education and related services identified in the Individualized Education Program (IEP) be provided to a student within 10 "school attendance" days after notice regarding the IEP is provided to the student's parents (P.A. 98-219, effective August 9, 2013). Previously, the provision of services was required to begin within 10 calendar days. The rules also clarify that the initial or revised IEP may be implemented in the following school year in situations when notice is provided with fewer than 10 school days left in a school year. For purposes of Section 226.220, "school day" is defined in federal regulations as "any day, including a partial day that children are in attendance at school for instructional purposes".

Under the provisions of P.A. 98-517, effective August 22, 2013, the IEP for students, beginning at age 14½, must address independent living skills (see Section 226.230). Previously, Section 14-8.03 required that the IEP only include independent living skills "where applicable".

Two changes result from P.A. 98-383, effective August 16, 2013. Section 226.560 reiterates statutory language requiring that a parent who participates in a mediation process that fails to resolve disagreements file a request for a due process hearing within 10 days after the mediation concludes in order to continue the student's current educational placement and services.

The law also added Section 14-8.02e to the School Code, requiring that the State Board establish, by rule, "State complaint procedures". While Section 226.570 currently enumerates complaint procedures, it does not address a new requirement for providing an opportunity to the school district, special education cooperative or other public entity that is the subject of the complaint to respond before the complaint's consideration by the State Board of Education. New subsection (c) establishes

a timeframe for an entity to respond and submit its response to the agency. Since the amount of time needed to respond depends on the complexity of the complaint, the rule proposes that the specific deadline for response be included in the agency's notification to the affected entity, but may not, in any instance, exceed 45 days. Additionally, the rule reinforces the requirement in Section 14-8.02e that the entity also is responsible for providing its response to the parent, individual, or organization (or the representing attorney) filing the complaint at the time the response is submitted to the State Board.

Finally, a technical change in Section 226.830 responds to P.A. 96-657, effective August 25, 2009. P.A. 96-657 added Section 14-8.02(g-5) to the School Code, which in part, defined "qualified professionals" for the purpose of independent evaluations of students requested by parents; therefore, a cross-reference to the School Code requirement has been added.

December 1 Special Education Child Count Reporting

Federal regulation at 34 CFR 300.641 requires that all local education agencies (LEAs) annually collect and report an accurate and unduplicated number of children with disabilities receiving special education and related services. Further, 105 ILCS 5/2-3.30 of the School Code requires that students reported must be eligible to receive services or be in a special education program receiving direct or related services approved by a public school district on December 1, be at least age three through age 21, inclusive (i.e., through the day before the student's 22nd birthday) (see 34 CFR 300.101(a)), and have an individualized education program (IEP) or individualized services plan (ISP) in place.

The federal Office of Special Education Programs (OSEP) requires that all state education agencies (SEAs) report special education students counted on December 1 by the following April each year. For the 2015-16 school year, the due date for state reporting is April 6, 2016. For many years, the State Board of Education has met the federal April deadline but has permitted LEAs to add unreported students receiving services on December 1 on subsequent approval transmissions through June 30. This flexibility has created a variety of problems including but not limited to:

- An inaccurate count to compute the State's annual IDEA Part B grant award
- Data integrity related to the submission of the State Performance Plan/Annual Performance Report (SPP/APR) and monitoring
- Inability to timely compute the State's maintenance of effort and LEA non-public proportionate share of IDEA Part B funds

Beginning with the 2015-16 school year, all students receiving special education and related services on December 1, 2015 must be reported with the March 4, 2016 approval transmission. To help with this process, ISBE will provide a report listing all students that are identified as duplicates by early February 2016. These duplicates must be resolved before the March 4th transmission. After the March 4th transmission is received and processed at ISBE, reports listing your official child count number will be sent to you. There will be a short validation period to confirm that this number is correct or to transmit another approval file with additions. March 21, 2016 has been set as the deadline for the validation period. Please be advised that the December 1, 2015 child count reported to OSEP on April 6 will constitute the state's official 2015-16 special education count.

All LEAs can continue to report additions and changes for students with disabilities on subsequent approval transmissions for the 2015-16 school year through June 30 but no changes will be made to the official December 1 count. All 2015-16 special education approval and claim dates can be accessed at <http://www.isbe.net/funding/pdf/sped-due-dates-15-16.pdf>.

Questions regarding the FACTS approval procedures should be directed to Jamie Johnson jjohnson@isbe.net or 217/782-5256.

Questions pertaining to the operation of iePoint or NetCheck should be directed to Harrisburg Project (800) 635-5274 or via email at support@hbug.k12.il.us.

Rollout of New I-Star System 2016-17

All local education agencies are formally advised that ISBE is on target to roll out the new I-Star system for the 2016-17 school year. I-Star is the new ISBE web-based special education database system and data management tool for all districts and joint agreements. I-Star incorporates all aspects of student and personnel approvals and claims as well as an optional individualized education program component. The current iePoint software and data transmissions will be eliminated in favor of I-Star.

Some of the features of the new I-Star system include:

- Access via ISBE's IWAS portal. Local administrators will assign security to specific staff and access to modules within I-Star as appropriate.
- All student demographic information will be populated from the Student Information System eliminating duplication and overlapping entries between local education agencies.
- Personnel data will be populated from the Employment Information and Educator Licensure Information Systems.
- Feedback of all user entries and verification of data with ISBE systems in I-Star are in real-time.

Through the 2015-16 school year, pilot sites around the state have been testing the new I-Star system. A list of pilot sites is at www.hbug.k12.il.us/IStar/pilot_sites.aspx. Feedback and enhancements are being tested and implemented in advance of full integration of I-Star beginning in the 2016-17 school year.

Training, questions, and further information on I-Star can be accessed via Harrisburg Project's I-Star webpage at www.hbug.k12.il.us/IStar/default.aspx.

ISBE FY2017 Funding Recommendations

The following recommendations were made at the January ISBE board meeting, related to FY2017 funding recommendations to the general assembly.

1. Appropriations to fully fund GSA Claim at the current statutory Foundation Level of \$6,119 per student
2. Transferring the appropriation for the Special Education – Funding for Children Requiring Special Education Services line item (Funding for Children) into the GSA Claim line item so as to be able to increase the Foundation Level.

The distribution formula for Funding for Children is as follows:

- 29.2% of the appropriation is distributed to Chicago Public Schools as provided for in the Educational Services Block Grant Statute.
- The remaining appropriation is distributed to all other school districts based on two variables: (1) 85% of the funds are distributed based on each district's best three months average daily attendance from the most recent GSA claim and (2) 15% on low income counts from the most recent GSA claim.

The FY2016 appropriation amount for Funding for Children was \$303.8 million. Eighty-eight point seven million dollars was distributed to Chicago Public Schools and the remaining \$215.1 million was distributed based on the 85/15 split described above. The distribution formula for Funding for Children is essentially an Average Daily Attendance Block Grant formula with small measurement of need based upon low-income counts. The Superintendent is recommending that this appropriation amount be transferred into the GSA Formula that distributes funding on a more equitable basis based upon two measures of need.

Modeling of this recommendation (based on FY2016 Data) indicates that the Foundation Level could be increased to \$6,327 which is a \$208 increase to the current statutory Foundation Level of \$6,119.

In summary, the Superintendent's Recommendation follows the principle of equitably distributing resources benefiting 77% of the students in school districts with the least amount of local wealth and the highest concentrations of low-income students in alignment with the design of the General State Aid Formula.

This recommendation will require language that is enacted in the Budget Implementation Bill for FY2017.

1. Changes to 105 ILCS 5/18-8.05(B)(3) to increase the foundation level.
2. Statutory language to direct the State Board of Education to calculate each district's pro-rate share of the amount needed from the total net GSA funding to be utilized for the provision of special education services in a manner that ensures compliance with Federal Individuals with Disabilities Act Maintenance of Fiscal Effort Requirements.

IDEA Grant Team District Reminders–

Timeline for FY16 IDEA Expenditures

The FY16 IDEA grant funds are for expenditures to operate special education programs and educate students with disabilities during the current fiscal year (July 1, 2015 – June 30, 2016). Expenditures included in the IDEA grants, including end of the year purchases, must be for FY16 costs. The IDEA grant coordinators cannot approve end of the year expenditures which appear to be for FY17 needs. Please be aware of this requirement and budget accordingly to avoid denial of expenditures or potential audit findings.

Timely/Meaningful Consultation (TMC)

Please complete the IDEA proportionate share timely and meaningful consultation no later than May 31, 2016 and **maintain documentation at the district level**. As Illinois is moving to an audit verification process, districts will only submit the TMC documentation upon request from ISBE. All Illinois districts shall:

- ✓ make public notice of the TMC meeting;
- ✓ conduct the timely and meaningful consultation meeting by May 31st,
- ✓ maintain documentation of the notice, meeting agenda, participants, handouts, and attestation documents, at the district level; and
- ✓ provide the TMC documents to the Special Education Services Division, **when requested** as part of a TMC verification audit.

Maintenance of Effort (MOE)

As always, districts and cooperatives are encouraged to monitor spending to ensure maintenance of local spending and the use of IDEA grants as supplemental funds. We anticipate that the MOE compliance worksheets will again be available/mailed in April.

Amendments for staff changes/vacancies

When the grants are submitted in July, districts and cooperatives may have vacant positions which are included in the IDEA grants and noted as “vacant” or “TBD.” As districts/cooperatives submit amendments, they should up-date the filled vacancies.

Final Amendment

Amendments to the IDEA grants can be submitted up to 30 days before the end of the grant:

- May 31, 2016 for a June 30, 2016 end date,
- or August 1, 2016 for an August 31, 2016 end date.

Excess Cost Worksheets

District that did not submit Excess Cost worksheets will be contacted by the Special Education Services Division regarding the status of the FY16 IDEA excess cost worksheet that was due to our office on January 29, 2016.

The 34 CFR 300.202 allows districts to use federal Individuals with Disabilities Education Act (IDEA) funds to meet the excess cost of educating students with disabilities. The IDEA funds are to supplement local spending on special education expenses, as such, each district must calculate its excess cost threshold annually. In accordance with 34 CFR 300.16, 300.202, and Appendix A to Part 300 the Illinois State Board of Education provided an IDEA excess cost worksheet for all Illinois districts to complete and submit by January 29, 2016.

The completed form(s) must be received no later than Friday, **February 19, 2016**. **Failure to submit the FY16 IDEA excess cost documentation to the Special Education Services Division by February 19, 2016 will result in the freezing of district/cooperative IDEA flow-through and preschool funds.**

The FY15 IDEA excess cost documents, instructions, and technical assistance documents/webinars are located on the IDEA grant webpage at http://www.isbe.net/spec-ed/html/idea_part-b.htm. Questions regarding the IDEA excess cost process should be directed to the IDEA grant coordinators by telephone (217/782-5589) or email: Tammy Greco tgrec@isbe.net, Felicia Malloy fmalloy@isbe.net.

Indicator 13 - Transition

Secondary Transition and SPP Indicator 13 Requirements webinar has been updated with the new Indicator 13 rubric and provides an overview of the IDEA transition planning requirements and detailed information about findings of noncompliance, the data verification audit, and resources to support the development of IEP/transition plans that will meet the Indicator 13 requirements.

DLM Updates

Current enrollment:

10,886 students (2/4/16)

User Accounts:

7,823 Active educator accounts

1,374 Pending educator accounts

Accommodations Selected (State): This is only a few of the listed accommodations available. It is just a glimpse into the usage.

Magnification	1,267 students
Human Read Aloud	6,407 students
Individualized manipulatives	2,295 students
Test admin enter responses	3,760 students
IPad	1,620 students
Adaptive Equipment	690 students
Color overlay	546 students
Invert colors	348 students
Student dictated	189 students
Visual Impairment alt. form	152 students
Braille	17 students
Spoken Audio	58 students
Text Only	11 students
Text and Graphics	47 students

Score Reports

- Sent to districts on February 1, 2016
- Email with password sent to superintendent on February 2, 2016
- Superintendents are not receiving password due to their role is incorrect in Educator Portal
- Working with DLM to correct this issue to ensure that the score reports get out to parents

Data lockdown

- DLM is locking the system down on March 14, 2016
- Prevents districts from creating teacher accounts, upload students, blocks users from completing the required training.
- The lockdown is to help prevent duplicate enrollment and to ensure that the assessment will be administered without any issues
- First contact survey and the PNP will be accessible
- New teacher accounts can be added after the lockdown but the district needs to contact DLM.
- Student rosters will also be created during the lockdown by contacting DLM.

Required training

- The training website is through Moodle <http://training.dynamiclearningmaps.org>
- Has to be completed by February 22, 2016 in order to give teachers enough time to have a roster and complete the PNP and the First Contact Survey
- Username is the email address used for Educator Portal
- Password for first time user is everything before the "@" symbol in the username's email address. The teacher will need to change this after logging in to Moodle.

Student Uploads

- Students were uploaded into the DLM system on February 1.
- Districts that have a new RCDT code due to ROE reassignments are being corrected and the upload will be completed this Friday. Students from these districts were placed in the DLM system on February 8.
- Districts should not manually upload their students because SIS will be doing the upload. Districts that have done a manual upload will create an issue when it comes time for testing.

Save the date – Directors’ Conference 2016 will be held here in Springfield, on August 3, 4 & 5. We are working on a keynote speaker and currently developing workshops and inviting presenters.

Staffing - Springfield - There are currently 14 principal consultant positions open and 1 support staff position open. Chicago- There is currently 2 principal consultant positions open.

Motion #3 – **Susy Woods** moved that “ISAC accept the withdrawal plan of Fox Lake Grade School District #114 from the Special Education Districts of Lake County (SEDOL) co-op. We encourage the district to continue to work toward inclusion, both social and academic to the fullest extent possible, of more students particularly those with autism, emotional disabilities, and intellectual disabilities and we give them kudos for the way they are working toward this withdrawal. . **Serena Preston** seconded the motion. **3 abstentions. The motion carried.**

Motion #4 – **Susy Woods** moved that “ISAC accept the withdrawal plan of Herscher Community School District #2 from the Kankakee Area Special Education Cooperative. We encourage the district to continue to work toward inclusion of more students particularly those with autism, emotional disabilities and intellectual disabilities and to work toward a vocational program that will support those students who need this for transition. **Diane Blair Sherlock** seconded the motion. **The motion carried.**

Committee Reports

Committee reports can be found at the end of the minutes.

Executive – Sharon Slover, Chair – No meeting was held so there is no report at this time.

Access – Diane Blair Sherlock, Chair – See report at the end of these minutes.

Bilingual – Jennifer Naddeo and Ancel Montenelli, Co-Chairs – No meeting was held so there is no report at this time.

Comprehensive State Plan – Susy Woods, Chair –. See report at the end of these minutes.

Family Communications – Beth Conran, Chair – See report at the end of these minutes.

Finance – Mike Otte, Chair – No meeting was held so there is no report at this time.

General Supervision/Due Process – Diane Blair Sherlock, Chair – No meeting was held so there is no report at this time.

Legislation – Susy Woods, Chair – See report at the end of these minutes.

Personnel Development – Suzanne Lee, Chair – See report at the end of these minutes.

Rules and Regulations – Suzanne Lee, Chair – No meeting was held so there is no report at this time.

Transition – Beth Conran, Chair – No meeting was held so there is no report at this time.

IV. Old Business

Appoint vacant chair position on the General Supervision/Due Process Committee and Access Committee

V. New Business

Hotel reservations for April have to be made by March 11, 2016 to guarantee a room at the state rate (one night stay).

Motion #5 – **Diane Blair Sherlock** moved that “ISAC adjourn. **Jeanine Corrdero** seconded the motion. **The motion carried.**

The meeting was adjourned at 12:00 p.m.

**Comprehensive State Plan (Withdrawals) Committee
Monday, February 8, 2016
8:00 a.m.**

Present: Susy Woods (Chair), Sharon Slover, Suzanne Lee, Lauri Phillips

We looked at the withdrawals from Fox Lake Grade School District and Herscher and talked about concerns that we will raise at the meeting if not answered.

Family Communications Meeting
Wednesday, February 10, 2016
8:00 a.m.

Present: Beth Conran, Jeannie Cordero, Lauri Phillips

Discussion: newsletter for Legislative breakfast

This years' newsletter will be approximately 4 pages and highlight:

- Letter from ISAC chair
- Originally Beth was going to highlight gains in district SPP but this data is not available to us yet so the state SPP data is available and she will write an article about how the state as a whole has improved since 2006.
- Lauri will write an article about bullying; the many forms of bullying and highlight positive ways school districts can eliminate this from our kid's school day.
- We will highlight new members with a small introduction write up that we have received from the new members along with pictures.
- Beth was going to spotlight Higher education and did approach some individuals but did not receive a positive response (Are you a reporter?)
- Lauri suggested since ISAC members will be presented with information regarding the CEEDAR project that we could highlight the CEEDAR project in our newsletter. Committee member's agreed.
- Picture from last year's legislative breakfast

Beth will need all items for newsletter **by Mid-March** to send to the teacher who will have his students set it up and print it out.

Jeannie suggested that for future newsletter maybe we could highlight a student and highlight successfully litigated cases that involve students with special needs. Beth just reminded the committee that we could do this but we have to make sure we accurately state the facts. This would be a write up that maybe Jeannie could do since we would need someone with legal experience so we are representing the facts accurately.

The committee also discussed the possibility of having the newsletter published more than just once a year. In the past with only 2 people on the committee and their schedules once a year was all that could be accomplished. We are seeking new committee members that will help us have more hands on board and varying views so that we could publish the newsletter like 3 times a year.

Legislation/Interagency Communication Committee
Wednesday, February 10, 2016
12:00 p.m.

Present: Susy Woods, chair, Beth Conran, Lauri Phillips, Jennifer Naddeo,

Below are the details for the legislative breakfast:

- Menta will do food.
- Jennifer will do art
- Laurie will do picture project. We need a waiver from parents to post pictures.
- Mary will check on money for parents.
- Jennifer will do coffee, and bring easels.
- We will really hit the two education committees and invite them.

Bills to be aware of:

HB4224 (Mayfield) retention if not reading on a certain level.

HB119 (Mayfield) retention committee should decide on retention. This does not include kids with IEPs.

Both of these are still in rules.

SB2137 (Morrison) is about students in transition and service animals and letting the district know.

ISAC Personnel Development Committee
Thursday, February 11, 2016
8:00 a.m.

Present: Suzanne Lee, Beth Conran, Lauri Phillips, Susy Woods

A plan for engaging the ISAC membership as a whole in discussion of the endorsement approaches under consideration by the State Leadership Team working with CEEDAR on special education licensure was discussed.

We will plan to have a Personnel Committee meeting in April to have an open discussion regarding the endorsement approaches being brought forward for stakeholder engagement. It will be critical that ISAC members (regardless of whether they are on the committee) participate in this meeting so that the perspectives of their constituencies are represented. The idea would be to end that meeting with a consensus on a statement from ISAC to be discussed and voted on during the May ISAC Executive Committee meeting. That statement would inform Beth, as ISAC's representative, on her feedback to the State Leadership Team.

ISAC will likely have a second opportunity to make public comment as ISBE staff move any proposals for change through their process involving the State Educator Preparation and Licensure Board and the State Board. Dates and process for this opportunity have not yet been developed.

ISAC Access Committee
Wednesday, February 10, 2016
12:15 p.m.

Present: Diane J. Blair-Sherlock, Kimberly McClellan, Jennifer Naddeo, Suzy Woods, Elizabeth Conron

Discussion was held on the strategies and directions of this newly reformed subcommittee. The subcommittee will explore development of a 2-3 year plan for the subcommittee. The subcommittee will initially begin consideration of the following issues: Assistive technology, access to Universal Design for instruction, access of parents with disabilities and access of children with disabilities to field trips and extracurricular activities.

Illinois State Board of Education FFY14 SPP/APR Progress

Indicator	SPP Target	FFY14 Actual	FFY13 Comparison
Indicators - Meeting Targets			
2 (Dropout)	4.90%	3.97%	No slippage (4.10%)
4a (Suspension/Expulsion - IEPs)	4.60% or less	2.79%	No slippage (4.40%)
5b (Educational Environment – 40% or < Gen. Ed.)	17.50%	13.19%	No slippage (13.36%)
6a (Preschool Educational Environment – general ed.)	32.50%	35.41%	No slippage (33.74%)
6b (Preschool Educational Environment - separate)	30.90%	29.15%	No slippage (29.24%)
8 (Parent Involvement)	59.00%	67.84%	No slippage (67.00%)
9 (Disproportionality - Special Education)	0.00%	0.00%	No slippage (N/A)
10 (Disproportionality - Specific Disability Categories)	0.00%	0.00%	No slippage (N/A)
14a (Post-School Outcomes)	35.00%	39.74%	No slippage (29.32%)
14b (Post-School Outcomes)	56.90%	69.60%	No slippage (60.99%)
14c (Post-School Outcomes)	72.00%	79.69%	No slippage (71.54%)
15 (Resolution Sessions)	25.00-35.00%	37.84%	No Slippage (18.89%)
16 (Mediation)	66.00%	74.74%	No slippage (76.03%)
Indicators – Substantially Compliant			
4b (Suspension/Expulsion – IEPs & Race/Ethnicity)	0.00%	0.12%	Slippage (0.00%)
11 (Child Find)	100.00%	99.63%	No slippage (99.77%)
12 (Part C to Part B Transition)	100.00%	98.30%	No slippage (98.84%)

Indicators – Not Meeting Targets			
1 (Graduation)	84.00%	71.76%	No slippage (70.10%)
3b (Statewide Assessment - Participation)	95.00% Read 95.00% Math	93.30% 93.40%	Slippage (97.48%) Slippage (97.69%)
3c (Statewide Assessment - Performance)	42.00% Read	10.12%	Slippage (20.75%)
3c (Statewide Assessment - Performance)	40.00% Math	8.26%	Slippage (24.53%)
5a (Educational Environment – 80% or > Gen. Ed.)	54.00%	53.00%	No slippage (53.80%)
5c (Educational Environment – Separate Facilities)	3.90%	6.31%	No slippage (6.43%)
7a1 (Preschool Social-Emotional Skills-increased growth)	85.90%	71.90%	No slippage (67.25%)
7a2 (Preschool Social-Emotional Skills-w/in expectations)	55.30%	47.39%	No slippage (39.45%)
7b1 (Preschool Lang./Comm. Skills-increased growth)	86.70%	73.44%	No slippage (68.12%)
7b2 (Preschool Lang./Comm. Skills-w/in expectations)	53.60%	46.32%	No slippage (36.79%)
7c1 (Preschool Behavioral Skills-increased growth)	87.80%	74.36%	No slippage (69.33%)
7c2 (Preschool Behavioral Skills-w/in expectations)	64.00%	55.61%	No slippage (46.77%)
13 (Secondary Transition)	100.00%	93.07%	No slippage (93.73%)

Indicators – Not Applicable for FFY14 Reporting			
3a (Statewide Assessment – AYP/AMO)			