

Part B State Performance Plan: 2005-2012

Indicator Definition	Measurement	State Goal by 2012-13
<p>Indicator 1: The percent of youth with IEPs graduating from high school with a regular diploma.</p>	<p>Percent = # of youth with IEPs graduating from high school with a regular diploma divided by the (# of original freshmen with IEPs + Transfer in with IEPs - Transfer out or died with IEPs) times 100.</p>	<p>The percent of youth with IEPs graduating with a regular diploma will be 80% or more.</p>
<p>Indicator 2 – The percent of youth with IEPs dropping out of high school.</p>	<p>Percent = (#of youth with IEPs dropping out of high school) divided by the (total high school enrollment of youth with IEPs) times 100.</p>	<p>The percent of youth with IEPs dropping out of high school will be no more than 5.0%.</p>
<p>Indicator 3 – Participation and performance of children with IEPs on statewide assessments:</p> <p>A. Percent of the districts with a disability subgroup that meets the State’s minimum "n" size that meet the State's AYP targets for the disability subgroup.</p> <p>B. Participation rate for children with IEPs .</p> <p>C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.</p>	<p>A. AYP percent = # of districts with a disability subgroup (that meets the State's minimum "n" size) that meets the State's AYP targets for the disability subgroup divided by the total # of districts that have a disability subgroup that meets the State's minimum "n" size. The current "n" size used in calculating AYP is 45 students. Subgroups with fewer than 45 students are not reported.</p> <p>B. Participation rate percent = # of children with IEPs participating in the assessment divided by the total # of children with IEPs enrolled during the testing window, calculated separately for reading and math.</p> <p>C. Proficiency rate percent = # of children with IEPs enrolled for a full academic year scoring at or above proficient divided by the total # of children with IEPs enrolled for a full academic year, calculated separately for reading and math.</p>	<p>A. 85.0% of districts meeting the State’s AYP objectives for progress for children with IEPs</p> <p>B. 95% of students with IEPs (during the testing period) participated in statewide assessments.</p> <p>C. 42% - Reading scores that meet or exceed standards 40% - Math scores that meet or exceed standards</p>
<p>Indicator 4 - A. The percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in the school year for children with IEPs.</p> <p>B. The percent of districts that have (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of 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.</p>	<p>A. Percent = # of districts that have a significant discrepancy in the rates of suspensions and expulsions for greater than 10 days in a school year of children with IEPs divided by the # of districts in the state.</p> <p>B. Percent = # of districts that have (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures and 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 divided by the # of districts in the state.</p>	<p>4A 5% or less of the districts in Illinois will have a Suspension/Expulsion Rate greater than the State Suspension/Expulsion Rate + one standard deviation.</p> <p>4B 0% or less of the districts in Illinois will have a Suspension/Expulsion Rate greater than the State Suspension/Expulsion Rate + one standard deviation (for race/ethnicity).</p>

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<p>Indicator 5 – Percent of children with IEPs aged 6 through 21 served.</p> <p>A – Inside the regular class 80% or more of the day.</p> <p>B – Inside the regular class less than 40% of the day; and</p> <p>C – In separate schools, residential facilities, or homebound/hospital placements.</p>	<p>A. Percent = # of children with IEPs served inside the regular classroom 80% or more of the day divided by the total # of students aged 6 through 21 with IEPs.</p> <p>B. Percent = # of children with IEPs served inside the regular classroom less than 40% of the day divided by the total # of students aged 6 through 21 with IEPs.</p> <p>C. Percent = # of children with IEPs served in separate schools, residential facilities, or homebound/hospital placements divided by the total # of students aged 6 through 21 with IEPs.</p>	<p>Indicator 5A 52.00% of children with IEPs removed from regular class less than 21% of the day</p> <p>Indicator 5B 18.50% of children with IEPs removed from regular class greater than 60% of the day</p> <p>Indicator 5C 3.90% of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements</p>
<p>Indicator 6 – Percent of children with IEPs aged 3-5 attending a:</p> <p>A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and;</p> <p>B. Separate special education class, separate school or residential facility.</p>	<p>A. Percent = # of children aged 3 through 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.</p> <p>B. Percent = # of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.</p>	<p>(TBD) of preschool children with IEPs who received special education services in settings with typically developing peers</p>
<p>Indicator 7 - Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:</p> <p>A. Positive-social emotional skills (including relationships);</p> <p>B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)</p> <p>C. Use of appropriate behaviors to meet their needs.</p>	<p>For each of the outcomes, the following percentages need to be calculated:</p> <p>A. 1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.</p> <p>A. 2. The percent of children who were functioning within age expectations in Outcome A by the time they exited the program</p> <p>B. 1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.</p> <p>B. 2. The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.</p> <p>C. 1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.</p> <p>C. 2. The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.</p>	<p>A. 1. 90.0%</p> <p>A. 2. 61.5%</p> <p>B. 1. 90.5%</p> <p>B. 2. 62.0%</p> <p>C. 1. 91.0%</p> <p>C. 2. 73.5%</p>

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Indicator 8 - Percent 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.	Percent of respondent parents who reported schools facilitated parent involvement as a means of improving services and results for children with disabilities. This measurement is calculated based on results of a 25 question Parent Involvement Survey developed by the National Center for Special Education Accountability Monitoring (NCSEAM).	58% 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
Indicator 9 - Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	Percent = # of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification divided by the # of districts in the State.	The percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification will be zero (0).
Indicator 10 - Percent of districts identified with disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification.	Percent = # of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification divided by the # of districts in the State.	The percent of districts identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification will be zero (0).
Indicator 11 - Percent of children who are evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted within that timeframe. The 60 school day timeline is used in Illinois, as prescribed in 105 ILCS 5/14-8.02.	A. # of children for whom parental consent to evaluate was received. B. # of children whose evaluations were completed within 60 days (or State established timeline). The 60 school day timeline is used in Illinois, as prescribed in 105 ILCS 5/14-8.02. Percent = (b) divided by (a).	Eligibility determinations will be completed within 60 school days for 100% of children for whom parental consent to evaluate was received.
Indicator 12 - Percent of children referred by Part C prior to age 3, who were found eligible for Part B, and who have an IEP developed and implemented by their 3rd birthdays.	A. # of children who have been served in Part C and referred to Part B for eligibility determination. B. # of those referred determined to be NOT eligible and who eligibility was determined prior to their third birthdays. C. # of those found eligible who have an IEP developed and implemented by their third birthdays. D. # of children for whom parental consent caused delays in evaluation or initial services. E. # of children who were referred to Part C less than 90 days before their third birthdays. Percent = (c) divided by (a-b-d-e).	100% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthdays

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<p>Indicator 13 - Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measureable 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 post secondary 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 was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.</p>	<p>Percent = (# of youth with IEPs aged 16 and above with an IEP that includes appropriate measureable 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 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 # of youth with an IEP age 16 and above).</p>	<p>100% Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.</p>
<p>Indicator 14 - Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:</p> <p>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 competitively employed or in some other employment within one year of leaving high school.</p>	<p>A. Percent enrolled in higher education = (# 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 (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school) B. Percent enrolled in higher education or competitively employed within one year of leaving high school = (# 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 (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school). C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment = (# 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 some other postsecondary education or training program; or competitively employed or in some other employment) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)</p>	<p>A. 35% enrolled in higher education within one year of leaving high school. B. 56.6% enrolled in higher education or competitively employed within one year of leaving high school. C. 69.5% 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.</p>

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Indicator 15 – General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.	Percent of noncompliance corrected within one year of identification: a. # of findings of noncompliance b. # of corrections completed as soon as possible but in no case later than one year from identification. Percent = [(b) divided by (a)] times 100.	100% compliance within one year of identification
Indicator 16 – Percent of signed written complaints with reports issued that were resolved within 60-day timeline extended for exceptional circumstances with respect to a particular complaint, or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the State.	Percent = [(complaints with reports issued within timeline) plus (complaints with reports issued within extended timelines) divided by (total # of complaints issued)] times 100. Percent = [(1.1(b) + 1.1(c) divided by 1.1] times 100.	100% compliant with the 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint
Indicator 17: Percent of adjudicated due process hearing requests that were adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party or in the case of an expedited hearing, within the required timelines.	Percent = [(adjudicated hearing decisions within timeline) plus (adjudicated hearing decisions within extended timeline) divided by (total number of adjudicated hearings)] times 100. Percent = [(3.2(a) + 3.2 (b) divided by 3.2] times 100.	100% compliant with the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party
Indicator 18 – Percent of hearing requests that went to resolution sessions that were resolved through resolution sessions settlement agreements.	Percent = [(resolution session settlement agreements) divided by (total number of resolution sessions)] times 100. Percent = (3.1(a) divided by 3.1) times 100.	45 - 65.0% of hearing requests that went to resolution sessions were resolved through resolution session settlement agreements.
Indicator 19: Percent of mediations held that resulted in mediation agreements.	Percent = [(2.1(a)(i) + 2.1(b)(i) divided by 2.1] times 100.	75 - 85% of mediations held that resulted in mediation agreements
Indicator 20 – State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.	State reported data, including 618 data, State Performance Plan and Annual Performance Reports are: a. submitted on or before due dates (February 1 for child count, including race and ethnicity; placement; November 1 for exiting, discipline, personnel and dispute resolution; and February 1 for Annual Performance Reports and assessment); and b. accurate, including covering the correct year and following the correct measurement.	100% compliant with State reported data (618 and State Performance Plan and Annual Performance Report) being timely and accurate