

# ISBE Special Education Data Road Map

Navigating through State and Federal Data Requirements



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Special Education Services

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## *Introduction*

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In accordance with 20 U.S.C 1416(b)(2)(C)(ii)(II) of the Individuals with Disabilities Education Act (IDEA), each February, the Illinois State Board of Education (ISBE) is required to submit an Annual Performance Report (APR) to the Office of Special Education Programs (OSEP) regarding the State's overall performance in relation to the 17 Indicators in the State Performance Plan (SPP). The SPP was developed as a six-year plan that was to be comprised of Compliance Indicators including Disproportionality, Early Childhood Transition, Secondary Transition and General Supervision, and Results Indicators, including Graduation, Drop Out, Assessment and Educational Environments. Each Indicator incorporates a measurable and rigorous target for each year of the SPP cycle. These targets are used as a basis for analyzing each districts' data for students with disabilities. To obtain a copy of Illinois' SPP or APR, please visit the ISBE website at the link below and look under the "Resources" heading:

<https://www.isbe.net/Pages/State-Performance-Plan-Data-and-Accountability.aspx>.

The purpose of this document is to help districts and special education cooperatives understand the "big picture" of special education data in Illinois by showing the process between district's reporting of data to ISBE and the final reports and decisions based on these data. In this document, you will find a brief description of each SPP Indicator, the data systems ISBE utilizes to collect district reported data and additional information regarding each collection. You will also find how these data are used to make decisions at the state and federal levels. Along the way, there are helpful roadside assistance tips to ensure accurate and consistent reporting for your district, as well as a few frequently asked questions.

ISBE's intent is to give districts and special education cooperatives a better understanding of how their data drives decision making to improve results for students with disabilities statewide.

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## *Special Education Data Reporting Requirements - Putting all the Pieces Together*

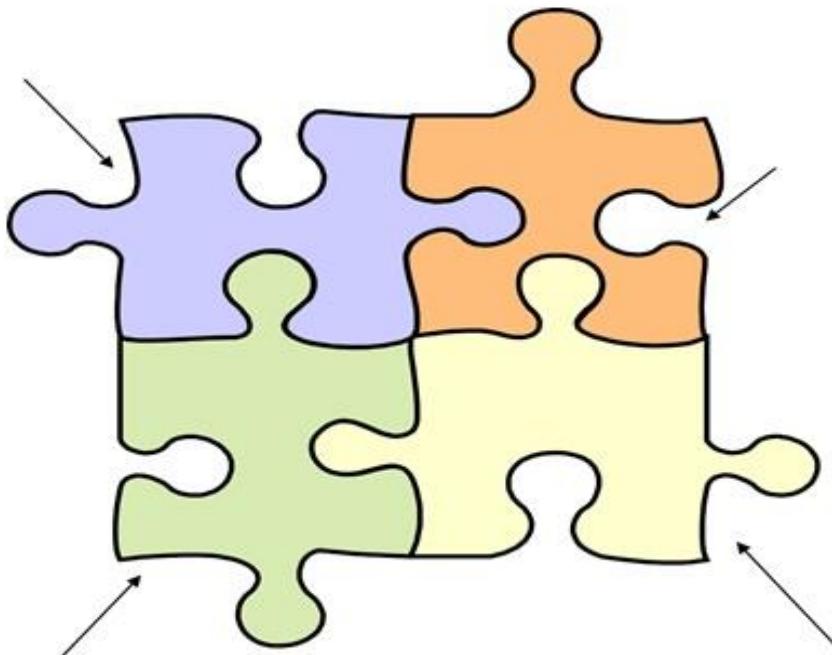
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### **Student Information System (SIS)**

- Assessment
- Discipline
- Early Childhood Transition
- Early Childhood Outcomes

### **IEP Special Education Tracking & Reporting (I-Star)**

- Pupil Reimbursement
- IDEA 12/1 Child Count
- Educational Environment
- Special Education Exit
- Secondary Transition
- Child Find Timelines



### **Personnel Approval**

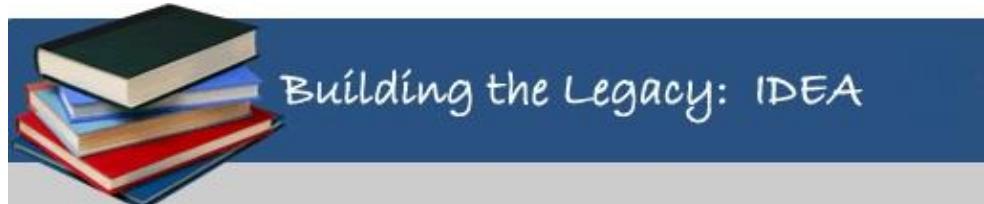
- Personnel Approval (I-Star)
- Federal IDEA Special Education Personnel Reporting

### **Other ISBE Data Collections**

- Post School Outcomes Survey
- Coordinated Early Intervention Services (CEIS) Reporting
- Parent Survey



## Why does ISBE collect Special Education data?



### IDEA Section 616

- State Performance Plan (SPP)
- Annual Performance Report (APR)
- State and Local Determinations
- Public Reporting

### IDEA Section 618

- Child Count
- Personnel
- Educational Environment
- Exiting Special Education
- Disciplinary Removals
- Assessment
- Dispute Resolution
- Coordinated Early Intervening Services (CEIS)

## *Every Student Succeeds Act (ESSA)*

## SPP Indicator 1: Graduation Rates

**Indicator 1 Definition:** The percent of youth with IEPs graduating from high school with a regular diploma.

**Indicator 1 Measurement:** 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.

### Starting Point: Data Collection

Graduation rates are based on Exit Enrollment data for students, entered by districts in the Student Information System (SIS). Districts must use the proper exit codes for all students in SIS. For more information on Exit Enrollment codes, please review the SIS data elements at: <https://www.isbe.net/Pages/SIS-Data-Elements-approved-codes-and-indicators.aspx>.

#### Road Side Assistance Tip!

Accurate reporting of IDEA Services (Yes or No) in SIS will ensure graduation rates are accurately calculated for the IEP subgroup.

### Next Steps: Data Analysis

The graduation rate is calculated based on the Graduation Rate guidance under ESSA <https://www2.ed.gov/policy/elsec/leg/essa/essagradrateguidance.pdf>.

The SIS webinars have discussed the Adjusted Cohort Graduation Rate and the archived SIS webinar materials and recording are available at: <https://www.isbe.net/Pages/Systems-Student-Information-System-Archived-Webinars-and-Presentations.aspx>. This recent PowerPoint presentation at the above link discusses the adjusted cohort graduation rate: <https://www.isbe.net/Documents/End-of-Year-2019-Report-Card-Data-Verification.pdf>.

Definition of a “graduate” under the four-year adjusted cohort graduation rate:

Graduates only include students who graduate with a regular high school diploma in four years or less in the original cohort that is, the cohort with which he or she started 9th grade. ISBE also calculates 5-year and 6-year cohort graduation rates. For more information, see page 15 of the Report Card Metrics here: <https://www.isbe.net/Documents/RC-Metrics.pdf>.

A student with a disability who does not graduate with a regular high school diploma, but instead receives an alternative diploma, certificate of completion, or any other degree or certificate that is not fully aligned with a State’s academic content standards may not be counted as graduating.

## Destination: Reporting

- Illinois IDEA Part B Annual Performance Report (APR) - [https://www.isbe.net/Documents/annual\\_partB.pdf](https://www.isbe.net/Documents/annual_partB.pdf)
- eReport Card - <http://webprod.isbe.net/ereportcard/publicsite/getSearchCriteria.aspx>
- Illinois Interactive Report Card - <https://www.illinoisreportcard.com/>

### Data Maintenance Checklist

✓	Run the SIS “SIS and I-STAR Alignment Report” report for the district against district pupil reports in I-Star to ensure the correct number of students are identified as having an IEP in SIS.
✓	Make sure the district is using the proper exit codes for all students. Please review the SIS data elements for exit codes at: <a href="https://www.isbe.net/Pages/SIS-Data-Elements-approved-codes-and-indicators.aspx">https://www.isbe.net/Pages/SIS-Data-Elements-approved-codes-and-indicators.aspx</a> .
✓	Make sure the district is using the actual exit date for students.

### Frequently Asked Question:

**Q:** How should I count a student with an IEP who doesn't graduate within the four year cohort because the IEP team decides the student should continue to receive services until they age out?

**A:** Please refer to “SIS Exit Codes for Students with IEPs Receiving Services Through Age 21” section at the end of this document for specific details on how these students should be reported to SIS.

## SPP Indicator 2: Dropout Rates

**Indicator 2 Definition:** The percent of youth with IEPs dropping out of high school.

**Indicator 2 Measurement:** Percent= (# of youth with IEPs dropping out of high school) divided by the (total high school enrollment of youth with IEPs) times 100.

### Starting Point: Data Collection

Dropout rates are based on Exit Enrollment data for students, entered by districts into SIS. Districts must use the proper exit codes for all students in SIS. Student enrollments must be exited from SIS by July 31 each year.

*Students receiving ESY should remain enrolled in SIS (or be exited and re-enrolled if home or serving school changes) until ESY is ended.* Please review the SIS data elements at: <https://www.isbe.net/Pages/SIS-Data-Elements-approved-codes-and-indicators.aspx> for more information on Exit Enrollment codes.

#### Road Side Assistance Tip!

Accurate reporting of IDEA Services (Yes or No) in SIS will ensure dropout rates are accurately calculated for the IEP subgroup.

### Definition of a “dropout”:

A dropout is defined in the USDE FS009 file specifications as students who were enrolled at the start of the reporting period but were not enrolled at the end of the reporting period and did not exit special education through any of the other means/permitted values for the basis of exit (i.e., graduated with a regular high school diploma, received a certificate, reached maximum age, died, moved but known to be continuing, transferred to regular education). The dropout category includes dropouts, runaways, GED recipients (in cases where students are required to drop out of the secondary educational program in order to pursue the GED certificate), expulsions, status unknown, students who moved but are not known to be continuing in another educational program, and other exiters from special education.

### Next Steps: Data Analysis

Dropout rates are calculated from SIS Exit Enrollment data for students enrolled in Grades 9-12. If there are multiple enrollments for a student within a school year, the last Enrollment Exit Code is used. The following Enrollment Exit Codes are counted in the numerator of the IEP Dropout Rate.

Code	Dropout
09	Dropped Out
10	Transfer to GED program
11	Moved, not known to be continuing

## Destination: Reporting

- Illinois IDEA Part B Annual Performance Report (APR) - [https://www.isbe.net/Documents/annual\\_partB.pdf](https://www.isbe.net/Documents/annual_partB.pdf)
- eReport Card - <http://webprod.isbe.net/ereportcard/publicsite/getSearchCriteria.aspx>
- Illinois Interactive Report Card - <https://www.illinoisreportcard.com/>

### Data Maintenance Checklist

✓	Ensure the district is using the correct exit codes for students in SIS.
✓	Ensure the district is reflecting the current IEP status of each student in SIS and I-Star.
✓	Ensure the district is using the actual exit date for the student.

### Frequently Asked Questions:

**Q: Why do my district's graduation and dropout rates not total 100% (Graduation rate + dropout rate ≠ 100%)?**

**A:** The method for calculating a graduation rate is a cohort rate (group of original freshmen entering and exiting high school with a regular diploma within four years), whereas the method for calculating a dropout rate is an incident rate (the number of students grades 9 through 12 dropping out at any time within the school year).

## ***SPP Indicator 3: Assessment Participation & Performance***

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**Indicator 3 Definition:** Participation and performance of children with IEPs on statewide assessments:

- A. (N/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.
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified, and alternate academic achievement standards.

**Indicator 3 Measurement:**

- A. (N/A) AYP percent
- 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.
- 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.

### **Starting Point: Data Collection**

Student Assessment data is collected in SIS. For more information regarding the technical assistance resources for the Illinois Student Assessment Reporting and the SIS Assessment process please visit the following links:

- SIS Main Webpage: <https://www.isbe.net/Pages/Student-Information-System.aspx>
- ISBE Student Assessment Division: <https://www.isbe.net/Pages/Assessment.aspx>
- SIS Key Dates: <https://www.isbe.net/Pages/Student-Information-System-Key-Dates.aspx>
- SIS User Manual: <https://www.isbe.net/Documents/sis-training.pdf>
- SIS Data Elements: <https://www.isbe.net/Pages/SIS-Data-Elements-approved-codes-and-indicators.aspx>
- Archived SIS Webinars: <https://www.isbe.net/Pages/Systems-Student-Information-System-Archived-Webinars-and-Presentations.aspx>
- Report Card Metrics: <https://www.isbe.net/Documents/RC-Metrics.pdf>

## Next Steps: Data Analysis

The participation and performance of students for reading and math are shown on the IIRC (see link below).

### Road Side Assistance Tip!

Accurate reporting of IDEA Services (Yes or No) in SIS will ensure assessment participation and performance rates are accurately calculated for the IEP subgroup.

## Destination: Reporting

- Illinois IDEA Part B Annual Performance Report (APR) - [https://www.isbe.net/Documents/annual\\_partB.pdf](https://www.isbe.net/Documents/annual_partB.pdf)
- eReport Card - <http://webprod.isbe.net/ereportcard/publicsite/getSearchCriteria.aspx>
- Illinois Interactive Report Card (IIRC) - <https://www.illinoisreportcard.com/>

### Data Maintenance Checklist

✓	Ensure that all students with IEPs are marked with IDEA Services = "Yes" in SIS.
✓	Verify that Pre-assessment ID labels are correct in SIS.
✓	Utilize the Assessment Correction Window to verify student data is correct in SIS.

**Indicator 4 Definition:**

- 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.
- 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.

**Indicator 4 Measurement:**

- 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.
- 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.

**Starting Point: Data Collection**

Districts currently report student discipline data to SIS for students with and without disabilities. Individual student level data is reported including Incident Date, Incident Number, Disability Type (if applicable), Incident Type, Disciplinary Action and Disciplinary Duration. For more information on the student discipline data elements please review the following link: <https://www.isbe.net/Pages/SIS-Data-Elements-approved-codes-and-indicators.aspx>.

Additionally, the archived SIS webinar entitled “ISBE SIS 2009 Assessment Correction and New SIS Functionality – Webinar (April 2009)” demonstrates student discipline reporting in SIS. The archived webinar recording and accompanying materials are available at <https://www.isbe.net/Pages/Systems-Student-Information-System-Archived-Webinars-and-Presentations.aspx>.

**Road Side Assistance Tip!**

The “Home School” is responsible for reporting all student discipline data in SIS including alternative education students.

Identifiable student information will be removed from each discipline record in SIS on August 1st of each year for disciplinary incidents that occurred between July 1st and June 30th of the previous school year. The SIS ID, student name, and date of birth will be dropped from each discipline record to protect the confidentiality of student discipline data.

### Next Steps: Data Analysis

The Student Information System (SIS) is the mechanism utilized by the ISBE Data Analysis and Progress Reporting Division to collect school-level data regarding suspension and expulsion for all students. In Illinois, significant discrepancy for Indicator 4A is determined as follows:

- A Suspension/Expulsion Rate is calculated for each LEA as follows:
  - $((\# \text{ of students with IEPs suspended or expelled for more than 10 days}) / (\# \text{ of students with IEPs})) * 100$
- A State Suspension/Expulsion Rate is calculated in the same manner by using the total number of students with IEPs suspended or expelled for more than 10 days in the entire state, and the total number of students with IEPs in the entire state.
- A standard deviation from the State Suspension/Expulsion Rate is then calculated.
- An LEA is determined to have a significant discrepancy if:
  - its Suspension/Expulsion Rate is greater than the State Suspension/ Expulsion Rate + one standard deviation for three consecutive years, **AND**
  - the LEA had at least five students suspended or expelled more than 10 days for three consecutive years.

Significant discrepancy for Indicator 4B is determined as follows:

- A Suspension/Expulsion Rate is calculated for each LEA as follows:
  - $((\# \text{ of students with IEPs suspended or expelled for more than 10 days by race}) / (\# \text{ of students with IEPs by race})) * 100$
- A State Suspension/Expulsion Rate is calculated in the same manner by using the total number of students with IEPs suspended or expelled for more than 10 days in the entire state, and the total number of students with IEPs in the entire state.
- A standard deviation from the State Suspension/Expulsion Rate is then calculated.
- An LEA is determined to have a significant discrepancy if:
  - its Suspension/Expulsion Rate by race is greater than the State Suspension/Expulsion Rate + one standard deviation for three consecutive years, **AND**
  - the LEA had at least five students (within a particular race/ethnicity) suspended or expelled more than 10 days for three consecutive years.

## Destination: Reporting

- Illinois IDEA Part B Annual Performance Report (APR) - [https://www.isbe.net/Documents/annual\\_partB.pdf](https://www.isbe.net/Documents/annual_partB.pdf)
- eReport Card - <http://webprod.isbe.net/ereportcard/publicsite/getSearchCriteria.aspx>
- Illinois Interactive Report Card - <https://www.illinoisreportcard.com/>
- Link to Indicator 4 on the ISBE website: <https://www.isbe.net/Pages/Special-Education-Indicator-4.aspx>
- Additional Indicator 4 Q&A resource: <https://www.isbe.net/Documents/indicator4-faq.pdf>

### Data Maintenance Checklist

✓	Submit your district's discipline data by the July 31 <sup>st</sup> SIS deadline.
✓	Before reporting on a student with a disability, verify that at the time of the incident the student had an IEP to ensure the proper coding of the student's disability type.
✓	Verify that the appropriate discipline codes were chosen for each student and incident.

### Frequently Asked Questions:

**Q: When a student receives a disciplinary action that removes him/her from regular classes, we isolate that student from other students for the day and they have a teacher with them giving instruction. Should this be called in-school suspension?**

**A:** This description seems to fit the definition of “In-School Suspension” as found in the Data Elements. Instances in which a child is temporarily removed from his/her regular classroom(s) for disciplinary purposes but remains under the direct supervision of school personnel should be reported as an in-school suspension. For further information, please refer to the SIS Data Elements documentation.

**Q: Our district gives suspensions in ½ day increments (e.g. 2 ½ days suspension). Since SIS only allows us to report in whole numbers, should we round up or down?**

**A:** The district should round up when reporting discipline data to SIS. A 2 ½ day suspension would be reported in SIS with the Disciplinary Duration Code 03.

**Q: Does the district need to report after school, Saturday or lunch detentions to SIS?**

**A:** No. The district should only report instances in which a child is temporarily removed from his/her regular classroom(s) for disciplinary purposes.

**Q: What is the difference between the disciplinary action of ‘Transfer to Alternative Program in lieu of another disciplinary action’ versus ‘Unilateral Removal to an Interim Alternative Educational Setting by School Personnel’?**

**A:** Please refer to the Data Elements documentation for complete definitions regarding the Disciplinary Action Codes. “Unilateral Removal to an Interim Alternative Educational Setting by School Personnel” would only be used for students who have an IEP. School personnel would be taking this action in accordance with 34 CFR§300.530(g) of the IDEA regulations. “Transfer to Alternative Program in lieu of another disciplinary action” could be applicable any student, regardless of whether the student has an IEP or not.

**Q: If a student has an IEP for only a portion of the school year, how do we report their discipline data in SIS?**

**A:** If the student did not have an IEP at the time of the disciplinary incident, the district should report “Code 99: None” in the Disability Type Category Description, at which time these incidents do not accumulate toward the 10 day or greater analysis under Indicator 4. If the student did have an IEP at the time of the disciplinary incidents, the district is required to appropriately report the student’s primary disability category. For more information on this please review the “Student Discipline” SIS data elements at: <https://www.isbe.net/Pages/SIS-Data-Elements-approved-codes-and-indicators.aspx>.

**Q: When examining my district’s District Special Education Profile for Indicator 4A why does the State Target reflect the word “No” instead of giving the percentage as listed in the SPP?**

**A:** Indicator 4A as defined by OSEP, is that no more than that statewide percentage of districts reflect having a significant discrepancy in the rates of suspensions/expulsions greater than 10 days in regard to students with IEPs. Since the District Special Education Profiles break this analysis down to the district level, using the statewide percentage would not be applicable. Instead, the target is described as “No,” in that it is the target that each district would not reflect a significant discrepancy.

## **Indicator 5: Educational Environments for students 6-21**

**Indicator 5 Definition:** Percent of children with IEPs aged 6 through 21 served:

- Inside the regular class 80% or more of the day.
- Inside the regular class less than 40% of the day; and
- In separate schools, residential facilities, or homebound/hospital placements.

**Indicator 5 Measurement:**

- 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.
- 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.
- 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.

### **Starting Point: Data Collection**

For students with IEPs ages 6-21, districts report Educational Environment data in I-Star. Districts must report these data throughout the school year as outlined in the I-Star User Guide at the following link: <http://www.hbug.k12.il.us/IStarHelp.aspx>.

For more information on the Percent Time inside General Education Environment calculation for students aged 6 through 21, Educational Environment codes, and instructions on how to report these data in I-Star, please review the Data Collection and Approval Instructions at: [https://www.isbe.net/Documents/34-30\\_sped\\_facts.pdf](https://www.isbe.net/Documents/34-30_sped_facts.pdf).

### **Next Steps: Data Analysis**

The educational environment data is displayed in the Special Education Profile section of the District-level Report Card (see the “eReport Card” link below).

#### **Road Side Assistance Tip!**

Remember, the Special Education Profile information only exists on the district-level report card PDF documents.

## Destination: Reporting

- Illinois IDEA Part B Annual Performance Report (APR) - [https://www.isbe.net/Documents/annual\\_partB.pdf](https://www.isbe.net/Documents/annual_partB.pdf)
- eReport Card - <http://webprod.isbe.net/ereportcard/publicsite/getSearchCriteria.aspx>
- Illinois Interactive Report Card - <https://www.illinoisreportcard.com/>

### Data Maintenance Checklist

✓	Ensure accurate reporting of Educational Environment Codes in I-Star.
✓	Check that all Percent Time Inside General Education Classroom calculations are based on bell-to-bell minutes (not instructional minutes). This includes the time a student with a disability spends during lunch, recess and study periods, unless the student has been removed from these periods in order to receive services related to the student's disability.

## *Indicator 6: Educational Environment Ages 3-5*

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**Indicator 6 Definition:** Percent of children with IEPs aged 3-5 attending a:

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and;
- B. Separate special education class, separate school or residential facility.

**Indicator 6 Measurement:**

- 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.
- B. Percent = # of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.

### **Starting Point: Data Collection**

For children with IEPs ages 3-5, districts report Educational Environment data to the IEP-Student Tracking and Reporting System (I-STAR). Districts must report these data throughout the school year as outlined in the Special Education Due Dates on the Funding & Disbursements website (<https://www.isbe.net/Pages/Grants.aspx>).

For a more information on how to report these data to I-STAR, please review the I-STAR Instructions available at <https://www.isbe.net/Pages/istar.aspx>.

Several resources are available at <https://www.isbe.net/Pages/Preschool-Inclusion-LRE.aspx> to assist school districts and special education cooperatives in reporting Early Childhood (EC) Educational Environment Codes.

To determine accurate EE codes please refer to the Decision Tree for Coding Educational Environment for Preschool Special Education Services available here <http://www.ecle.org/media/97007/decisiontreeforcodingil112015-1.pdf> or the EE Code generator application available at <http://ec-sppsix.com>

## Destination: Reporting

- Illinois IDEA Part B Annual Performance Report (APR) - [https://www.isbe.net/Documents/annual\\_partB.pdf](https://www.isbe.net/Documents/annual_partB.pdf)
- eReport Card - <http://webprod.isbe.net/ereportcard/publicsite/getSearchCriteria.aspx>
- Illinois Interactive Report Card - <https://www.illinoisreportcard.com/>
- IDEA, Section 618, Table 3: Individuals with Disabilities Education Act Implementation of FAPE Requirements ([www.ideaadata.org](http://www.ideaadata.org))

### Data Maintenance Checklist

✓ Ensure accurate reporting of Educational Environment Codes in I-Star.

✓ Use the *Decision Tree for Coding Educational Environment for Preschool Special Education Services* or the EE Code generator application available at <http://ec-sppsix.com>

## *Indicator 7: Early Childhood Outcomes*

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**Indicator 7 Definition:** Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

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

**Indicator 7 Measurement:** For each of the above mentioned outcomes the following percentages need to be calculated:

- A. Percent of preschool children who did not improve functioning.
- B. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers
- C. Percent of preschool children who improved functioning to a level nearer same- aged peers but did not reach it.
- D. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers.
- E. Percent of preschool children who maintained functioning at a level comparable to same- aged peers.

## Starting Point: Data Collection

### Step 1: Collecting Entry and Exit Rating for Children (Ages 3-5) with IEPs

Several resources regarding obtaining Early Childhood (EC) Outcomes for children with IEPs ages 3-5 are available at

<https://www.isbe.net/Pages/Early-Childhood-Outcomes-System.aspx>,

including frequently asked questions, training on obtaining outcome ratings, and recommended forms. There are several steps districts should take to collect Early Childhood Outcomes ratings for students:

- The district team of two or more members should base the entry and progress ratings of the student on existing child data, including evaluations and information provided by the parents of the child, current classroom-based assessments and observations, and observations by teachers and related service providers to determine the outcome ratings in each of the three areas.
- To obtain accurate EC outcome ratings for a student, districts may choose from a variety of assessment tools identified by ISBE as researched-based and technically adequate. For more information on these assessments, please review the SPP Indicator 7 section found at the following link: <https://www.isbe.net/Pages/Early-Childhood-Outcomes-System.aspx>.
- When having the discussions on ratings, district teams should utilize the Decision Tree for Summary Rating discussions found at the following link [https://www.isbe.net/Documents/early\\_childhood\\_decision\\_tree.pdf](https://www.isbe.net/Documents/early_childhood_decision_tree.pdf) or the online application <http://ec-ecotool.com/>.
- Entry outcome ratings should be compiled as soon as possible after the child has enrolled in early childhood special education, but in no case later than 45 days after the child enters the program (when school is in session).
- Progress outcome ratings are required annually between February 1 and July 31 for all preschool age children with IEPs.
- Districts are required to use the Illinois Childhood Outcomes Summary Form (COSF) which aligns the ratings process and utilizes the 7 point rating scale for each required outcome area. The COSF can be found at the following link: [https://www.isbe.net/Documents/ec\\_outcomes\\_sum\\_1pg.pdf](https://www.isbe.net/Documents/ec_outcomes_sum_1pg.pdf).

#### Road Side Assistance Tip!

Students receiving only speech services still need to be assessed in all three outcomes areas. Screening information, Ages and Stages Questionnaire (ASQ) checklists, parent and/or therapist information may be used as evidence in determining a rating.

## Step 2: Reporting Entry and Exit Rating to SIS

The Early Childhood Outcomes (ECO) collection has been incorporated into SIS. Data for the previous school year must be reported to SIS no later than July 31st of each year. For more information on the SIS data elements to be used when reporting this data to SIS, please visit the following link: <https://www.isbe.net/Pages/SIS-Data-Elements-approved-codes-and-indicators.aspx>.

A 2014 webinar named “2014 Changes to the Early Childhood Outcomes System Webinar - February 3, 2014” describes the Early Childhood Outcomes collection and reporting process in Illinois under the “Guidance and Training” section at this link <https://www.isbe.net/Pages/Early-Childhood-Outcomes-System.aspx>. There is also an *Early Childhood Outcomes in Illinois* module which reviews the three Early Childhood Outcomes that are used to help measure the impact of early childhood intervention <http://www.eclre.org/good-to-know/ec-outcomes.aspx>.

### Next Steps: Data Analysis

Once ECO data has been reported to SIS, ISBE analyzes each district’s data to determine where their students’ outcomes growth falls into the Indicator 7 measurements for each category:

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

ISBE uses the analysis methods prescribed by the national Early Childhood Outcomes Center. More information about this can be found at the following link:  
<http://www.fpg.unc.edu/~eco/pages/summary.cfm>

### Destination: Reporting

- Illinois IDEA Part B Annual Performance Report (APR) - [https://www.isbe.net/Documents/annual\\_partB.pdf](https://www.isbe.net/Documents/annual_partB.pdf)
- eReport Card - <http://webprod.isbe.net/ereportcard/publicsite/getSearchCriteria.aspx>
- Illinois Interactive Report Card - <https://www.illinoisreportcard.com/>

#### Data Maintenance Checklist



Ensure that outcomes ratings are obtained at student’s entry and exit from the early childhood program.



Ensure that the district is using assessments ISBE has identified as being research-based and technically adequate.

✓

Use the Illinois Childhood Outcomes Summary Form (COSF) which aligns the ratings process and utilizes the 7 point rating scale for each required outcome area.

**Frequently Asked Questions are available at the following link:**

<https://www.isbe.net/Documents/ec-outcomes-faq.pdf>

## Indicator 8: Parent Survey

**Indicator 8 Definition:** 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.

**Indicator 8 Measurement:** 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).

### Starting Point: Data Collection

ISBE sends the Parent Involvement Survey to a representative sample of parents of children with disabilities annually. ISBE developed a six-year cycle to ensure that every LEA is included in this data collection over the span of the SPP. Although districts do not administer the survey themselves, the Superintendent and State Approved Director of Special Education for the districts being surveyed will be notified prior to the survey being sent to district families.

The addresses are extracted from the Student Information System (SIS). It is imperative that districts keep this student/parent contact information in SIS up to date.

### Next Steps: Data Analysis

Once ISBE has received the results from the Parent Involvement Survey, ISBE then analyzes the responses and determines the representativeness of the sample respondents. ISBE also calculates each survey respondent's average level of agreement across all 25 survey items on the Illinois Parent Involvement Survey. ISBE reports the participation rate to the USDE every year at the beginning of February for Indicator 8.

### Destination: Reporting

- Illinois IDEA Part B Annual Performance Report (APR) - [https://www.isbe.net/Documents/annual\\_partB.pdf](https://www.isbe.net/Documents/annual_partB.pdf)
- eReport Card - <http://webprod.isbe.net/ereportcard/publicsite/getSearchCriteria.aspx>
- Illinois Interactive Report Card - <https://www.illinoisreportcard.com/>
- For more information, please review Indicator 8 at the following link: <https://www.isbe.net/Pages/Special-Education-Indicator-8-Parent-Survey.aspx>.

### Data Maintenance Checklist



Ensure student addresses are kept up-to-date in I-Star.

## *Indicators 9 and 10: Disproportionality*

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### **Indicator 9 and 10 Definitions:**

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.

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.

### **Indicator 9 and 10 Measurements:**

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 divided by the # of districts in the State.

Indicator 10: 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.

#### **Starting Point: Data Collection**

Student level data reported in I-Star and SIS is used by ISBE to meet Indicators 9 & 10 reporting and analysis requirements. Student information from I-Star is based on the annual Special Education Child Count. Student information from SIS is based on the annual fall enrollment counts.

#### **Road Side Assistance Tip!**

Because disproportionality calculations are based on district reported data, it is imperative that districts maintain accurate records of students in both I-Star and SIS.

## Next Steps: Data Analysis

ISBE employs a two-step process to determine the existence of disproportionality based on race and ethnicity in special education that is the result of inappropriate identification:

- First, ISBE calculates a weighted or alternate risk ratio for every school district in the state with regard to overall special education eligibility. These risk ratios are calculated for each racial/ethnic group enrolled in the district. The criteria for overrepresentation is as follows:
  - Overrepresentation is a calculated risk ratio (weighted or alternate) of 3.0 or higher for three consecutive years for a particular racial/ethnic group in which there are at least ten students in the special education population.
- Second, in order to verify whether the disproportionality is the result of inappropriate identification in those districts with risk ratios of 3.0 or higher, ISBE requires the identified districts to conduct self-assessment activities, including data verification and a review of policies, practices, and procedures, and then submit the results of those activities to ISBE.

## Destination: Reporting

- Illinois IDEA Part B Annual Performance Report (APR) - [https://www.isbe.net/Documents/annual\\_partB.pdf](https://www.isbe.net/Documents/annual_partB.pdf)
- eReport Card - <http://webprod.isbe.net/ereportcard/publicsite/getSearchCriteria.aspx>
- Illinois Interactive Report Card - <https://www.illinoisreportcard.com/>
- Overview of Illinois' Process for Determining and Addressing Disproportionality in Special Education identification and Significant Disproportionality in Identification, Placement and Discipline - [https://www.isbe.net/Documents/disproportionality\\_process.pdf#search=Significant%20Disproportionality](https://www.isbe.net/Documents/disproportionality_process.pdf#search=Significant%20Disproportionality)

### Data Maintenance Checklist



Accurately report the race/ethnicity for each student. For more information on how to collect and report racial/ethnic codes, please review the resources on page 2 at this SIS resource:  
[https://www.isbe.net/Documents/student\\_demographics.pdf](https://www.isbe.net/Documents/student_demographics.pdf)



Verify that race/ethnicity data reported in SIS matches data that is reported in I-Star for students with disabilities.

## **Frequently Asked Questions:**

**Q: Are risk ratios used to calculate disproportionality based on the primary or secondary disability of a student?**

**A:** Only the primary disability of each student is used to calculate the risk ratios.

**Q: What are the comparison groups used when calculating disproportionality?**

**A:** Comparison groups are comprised of students of all other races/ethnicities enrolled in the district, regardless of whether or not they receive special education services. For example, if you were looking at Hispanic students receiving special education services overall or in a particular disability category within your district, the comparison group would be all other races/ethnicities (American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White and Two or More Races).

## Indicator 11: Child Find Timelines

**Indicator 11 Definition:** Percent of children who are 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.

### Indicator 11 Measurement:

- A. # of children for whom parental consent to evaluate was received.
- B. # of children whose evaluations were completed within 60 school days

$$\text{Percentage} = \frac{B}{A}$$

### Starting Point: Data Collection

Districts report data on Indicator 11 timelines to I-Star. Districts must report these data throughout the school year as outlined in the “Students with Disabilities Data Collection and Approval Instructions” document on the Funding & Disbursements website ([https://www.isbe.net/Documents/34-30\\_sped\\_facts.pdf](https://www.isbe.net/Documents/34-30_sped_facts.pdf)).

Districts must also submit district calendars to ISBE through IWAS. These calendars are used to calculate the 60 school day timeline. More information on this is available at: [https://www.isbe.net/Documents/ps\\_guidelines.pdf#search=School%20Calendar](https://www.isbe.net/Documents/ps_guidelines.pdf#search=School%20Calendar).

Districts are also encouraged to utilize the Indicator 11 Resource Guide, available at the following link: <https://www.isbe.net/Pages/Special-Education-Indicator-11.aspx>.

#### Road Side Assistance Tip!

It is *extremely* important that districts choose the appropriate Reason Delay Codes in I-Star. Delay Codes 03, 04, 05, and 06 result in district-level findings of noncompliance issued by the Special Education Division.

### Next Steps: Data Analysis

After the final I-Star transmission, ISBE examines the data to determine the percentage of students who were evaluated within the 60 school day timeline for each district. If a district reports that there was a delay in the initial evaluation, ISBE also determines if a reason for delay has been properly reported.

## Destination: Reporting

- Illinois IDEA Part B Annual Performance Report (APR) - [https://www.isbe.net/Documents/annual\\_partB.pdf](https://www.isbe.net/Documents/annual_partB.pdf)
- eReport Card - <http://webprod.isbe.net/ereportcard/publicsite/getSearchCriteria.aspx>
- Illinois Interactive Report Card - <https://www.illinoisreportcard.com/>
- Students with Disabilities Data Collection and Approval Instructions: [https://www.isbe.net/Documents/34-30\\_sped\\_facts.pdf](https://www.isbe.net/Documents/34-30_sped_facts.pdf)

### Data Maintenance Checklist

✓	Ensure that the date for parental consent and the date for initial eligibility determination are reported accurately.
✓	Ensure that the district is not reporting re-evaluation timelines.
✓	Timelines for students found ineligible for Special Education Services should still be reported in I-Star, under Fund Code N or U (as appropriate).
✓	If there is a reason for delay in the initial eligibility of a student, ensure the district is reporting the proper reason for delay code.
✓	Make sure that the District Calendar is final and fully approved.

## Indicator 12: Early Childhood Transition (Part C to Part B)

**Indicator 12 Definition:** 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 the 3<sup>rd</sup> birthdays.

### Indicator 12 Measurement:

- 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.

$$\text{Percentage} = \frac{C}{A-B-D-E}$$

### Starting Point: Data Collection

The Early Childhood Transition data resides in ISBE's SIS (Student Information System) under the "Early Childhood Transition" menu choice (left-hand side). To avoid a finding of non-compliance, districts are responsible for reviewing and completing student records through SIS. Districts are also responsible for completing the EI to EC tracking form that comes from their Child and Family Connections (CFC) office.

Below is a brief explanation of the process:

- ISBE receives a list from DHS regarding who potentially will transition from Part C to Part B.
  - This list includes information from DHS regarding the district to which the child will potentially transition.
  - Every other month, ISBE loads data into SIS from DHS **based on the district identified by DHS for each child**.
  - This data is viewable and editable in SIS under the "Early Childhood Transition" menu choice.
  - Districts should review the Early Childhood Transition data in SIS at least once a month, and contact the CFC regarding the status of children for whom a referral has not been received.

#### Road Side Assistance Tip!

Districts and their respective CFC office should have ongoing communication and collaboration to make sure that the students are transitioned by their third birthday.

- The CFC office is required to hold a transition planning conference when the child is between 2 years, 3 months and 2 years, 9 months of age. A school district representative is required to be invited and should attend the meeting. During the same time period, a formal referral packet will be sent to the school district, which includes the Early Intervention to Early Childhood Transition Tracking Form.
- Prior to the child's third birthday, the IEP team needs to determine eligibility and services if applicable. Districts should complete the Tracking Form for the student and return it to their local CFC. The CFC will then forward this information to DHS. **Districts do not need to send a copy of this Tracking Form to ISBE, unless otherwise requested.**
- For students who enroll in the school district, data regarding the student's transition from Early Intervention to Early Childhood must be reported in SIS.

### Next Steps: Data Analysis

“Building Bridges” training for districts for the EI to EC process is provided by StarNet. More information can be found at this link: <https://www.starnet.org/>

The Early Intervention transition delay (TD) codes of ‘04’ and ‘06’ in SIS are the codes that result in a district finding of non-compliance. When non-compliance occurs, a district corrective action plan is required to be submitted to ISBE.

The information shown in the Early Childhood Transition menu choice in SIS allows a district user to see EI to EC data based on a number of different filters or parameters.

## Destination: Reporting

- Early Childhood Special Education Indicator 12 Information - <https://www.isbe.net/Pages/Early-Intervention-to-Early-Childhood-Special-Education-Transition.aspx>
- Illinois IDEA Part B Annual Performance Report (APR) - [https://www.isbe.net/Documents/annual\\_partB.pdf](https://www.isbe.net/Documents/annual_partB.pdf)
- eReport Card - <http://webprod.isbe.net/ereportcard/publicsite/getSearchCriteria.aspx>
- Illinois Interactive Report Card - <https://www.illinoisreportcard.com/>

Data Maintenance Checklist	
✓	Utilize the data in the Early Childhood Transition portion of SIS to plan for upcoming potential children transitioning into your district.
✓	Work closely with the CFC service coordinator to ensure a timely transition for each child.
✓	Ensure that the dates for initial eligibility determination, IEP development, and beginning services are being reported accurately.
✓	If there is a reason for delay in the determination of the child's eligibility, ensure the accurate reason for delay is reported. Remember that TC codes of '04' and '06' in SIS are the codes that trigger non-compliance findings.
✓	Respond promptly to any follow-up requests from ISBE and your CFC.

## Frequently Asked Questions:

**Q: When should the CFC service coordinator provide a formal written referral of a potentially eligible student to the district?**

**A:** Discussions with the family regarding transition at age 3 may occur as soon as the child enters early intervention. Transition activities, however, should begin no later than six months prior to the child's third birthday.

**Q: Under Indicator 12, I have to determine eligibility and develop the IEP by the child's third birthday. Does this exempt me from having to follow the 60 day timeframe in Indicator 11?**

**A:** No. The Indicator 11 timelines still apply. Per federal regulations, districts are still under obligation to follow the 60 day timeline from the date of parental consent to evaluate.

## **Indicator 13: Secondary Transition**

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**Indicator 13 Definition:** 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.

Additionally Illinois state regulations require districts to complete a transition plan during the year the student turns 14½ years of age and annually update the plan.

### **Indicator 13 Measurement:**

Percentage =  $\frac{\text{\# of youth with an IEP that meets the above definition}}{\text{\# of youth with an IEP age 16 and above}}$

#### **Starting Point: Data Collection**

Districts report data on Indicator 13 in the I-Star (IEP Student Tracking and Reporting) system under Student Approvals.

Information regarding Indicator 13 data entry can be found in the I-Star Student User Guide here: <http://www.hbug.k12.il.us/IStarHelp.aspx>

Information regarding due date can be found here:  
<https://www.isbe.net/Documents/planning-calendar.pdf#search=Planning%20Calendar>

Secondary Transition Tools and Resources can be found here:  
<https://www.isbe.net/Pages/Special-Education-Indicator-13.aspx>

#### **Next Steps: Data Analysis**

ISBE calculates Indicator 13 compliance percentage for students with IEPs ages 16-21 after the final Child Count is certified.

I-Star users can verify their data for Indicator 13 compliance by running a report.

## Destination: Reporting

- Illinois IDEA Part B Annual Performance Report (APR) - [https://www.isbe.net/Documents/annual\\_partB.pdf](https://www.isbe.net/Documents/annual_partB.pdf)
- eReport Card - <http://webprod.isbe.net/ereportcard/publicsite/getSearchCriteria.aspx>
- Illinois Interactive Report Card - <https://www.illinoisreportcard.com/>

### Data Maintenance Checklist

✓	Use the Indicator 13 Checklist to ensure that all responses are correct regarding the student's transition plan.
✓	Ensure that all questions are accurately entered into I-Star.
✓	Ensure students aged 14 ½ and older have a completed transition plan.
✓	Verify Indicator 13 compliance monthly through the I-Star Indicator 13 Report.

### Frequently Asked Questions:

**Q: Which students are included in my district's Indicator 13 calculation?**

**A:** For Indicator 13, the calculation includes all students with IEPs in the district ages 16 and older (as of the December 1<sup>st</sup> child count). Data from the final June 30<sup>th</sup> FACTS transmission is used for this calculation.

## **Indicator 14: Secondary Transition/Post School Outcomes**

**Indicator 14 Definition:** Percent 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.
- 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.

### **Indicator 14 Measurement:**

- 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)

### **Starting Point: Data Collection**

For purposes of Indicator 14, a school leaver is any student with an IEP who graduates from high school with a diploma, receives a certificate of completion, "ages out" when they turn 22, or drops out of school at the age of 17 or above. A number of school districts in Illinois are selected each spring to administer the Indicator 14 survey to former students. Districts are categorized by size and type, with one-fourth of the districts in each of the following cohorts (small unit districts, medium unit districts, large unit districts, and high school districts) selected randomly to administer the survey each year. Each district surveys their former students every four years. Local personnel contact former students for a brief interview to assess the areas of postsecondary education, employment, and independent living.

#### **Road Side Assistance Tip!**

For districts with 35 or fewer school leavers, all school leavers are required to be contacted for the survey. For districts with more than 35 school leavers, a random sample of school leavers will be selected by ISBE.

The IEP-Student Tracking and Reporting System (I-Star) is the web application districts use to report survey results for Indicator 14. Districts have the choice to select one of two survey options. One option is an eight-question tool that meets minimum federal reporting requirements. The second option is an expanded survey allowing former students to provide additional information on their post-secondary experiences in education, employment, and independent living, as well as how high school prepared them for adult living. The application will identify the school leavers your district needs to contact. Districts are required to make at least **three attempts** to contact the selected students and must document these attempts in the web application. For more tools and resources on Indicator 14 data collection, please visit <https://www.isbe.net/Pages/Special-Education-Indicator-14.aspx>.

### Next Steps: Data Analysis

Once ISBE has received the district reported data for Indicator 14, ISBE applies the Indicator 14 calculations to determine the percentage of students in each of the 3 categories.

### Destination: Reporting

- Illinois IDEA Part B Annual Performance Report (APR) - [https://www.isbe.net/Documents/annual\\_partB.pdf](https://www.isbe.net/Documents/annual_partB.pdf)
- eReport Card - <http://webprod.isbe.net/ereportcard/publicsite/getSearchCriteria.aspx>
- Illinois Interactive Report Card - <https://www.illinoisreportcard.com/>
- Go to SPP14 within the I-Star system through IWAS.

### Data Maintenance Checklist

✓	Ensure that when conducting the survey you have asked the respondent all of the applicable questions outlined in the survey script.
✓	When reporting the data in I-Star, ensure that you have accurately reported every response.
✓	Ensure that your district reports at least 3 attempts to contact students (unless they complete or refuse to complete the survey earlier).
✓	In I-Star, under SPP14, make sure data is marked "Complete" for each student.

## **Frequently Asked Questions:**

**Q: Do I need to contact all the students that I have on my list of school leavers?**

**A:** Yes. Districts are required to make at least 3 attempts to contact every student on their listing (unless they complete or refuse to complete the survey).

**Q: If a student has indicated that they do not wish to complete the survey, but the district is aware of some of the answers to the questions for that student, can the district enter this information on the student's behalf?**

**A:** No. If the student has indicated that he/she does not wish to be a part of the survey, then the district should select the code for "Refused to complete survey" as the first contact attempt. The survey questions should remain unanswered in this instance.

**Q: Can a student's family member respond on behalf of the student?**

**A:** Yes.

**Q: If a student identified in the application as a school leaver returns to school, does the student need to be surveyed?**

**A:** No, I-Star will ask whether the student has returned to school. If the answer is yes, the student will be marked as "Complete".

## *Indicators 15-17: General Supervision*

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**Indicator 15 Definition:** Resolution Sessions. This is the percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

**Indicator 16 Definition:** Mediation Agreements. This is the percent of mediations held that resulted in mediation agreements.

**Indicator 17 Definition:** State Systematic Improvement Plan (SSIP). This is a results indicator that measures the percentage of 3<sup>rd</sup> grade students with disabilities who are proficient or above the grade level standard on the state English-language arts assessment.

### **Starting Point: Data Collection**

Data for indicators 15 and 16 are based on statewide data which is collected and maintained by ISBE. Districts are not required to report specifically on these two Indicators.

Indicator 17 data is collected and analyzed by ISBE only for very specific SSIP districts.

### **Destination: Reporting**

- Illinois IDEA Part B Annual Performance Report (APR) -  
[https://www.isbe.net/Documents/annual\\_partB.pdf](https://www.isbe.net/Documents/annual_partB.pdf)

## ***I-Star December 1 Child Count Data***

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Throughout the school year, districts have several opportunities to report Child Count Data for students with disabilities into I-Star. The final I-Star transmission is typically in February annually. Per 34CFR 300.641, States are required to establish a state-specific Child Count Data collection date between October 1<sup>st</sup> and December 1<sup>st</sup>. Once the State has established such a date the date must continue to be used as the Child Count Data collection date every year.

Per Section 2-3.30 of the Illinois School Code, Illinois uses December 1st as the Child Count date. Since ISBE uses the December 1st Child Count Data for the following federal reporting purposes, the accuracy of these data is paramount:

- Indicator 4: [Discipline Data \(SIS\)](#)
- Indicator 5: [Educational Environments for Students 6-21](#)
- Indicator 6: [Educational Environments for Students 3-5](#)
- Indicator 8: [Parent Involvement Survey](#)
- Indicators 9 and 10: [Disproportionality](#)
- Indicator 13: [Post-Secondary Transition](#)

The IDEA 2004 regulations at 34 CFR 300.101(a) and state special education rules at 23 IAC 226.50 require school districts to provide a free appropriate public education (FAPE) in accordance with 34 CFR 300.101 through 300.103 to eligible students through the age of 21, inclusive (i.e., the day before the student's 22<sup>nd</sup> birthday). The following scenarios are provided to help guide districts in reporting Student Information System (SIS) Exit Codes for students with IEPs that provide for special education and/or related services through the age of 21.

**For a student who meets graduation requirements within 4 years of high school, but the issuance of a diploma is deferred to provide special education, transition planning, transition services or related services prescribed by the student's IEP as described in 23 IAC 226.50(c)(3)(a):**

- While the student is still in school, use Exit Code 12: "Retained in Same Grade."
- When the student has completed his/her transition planning, transition services, special education and/or related services and a regular high school diploma has been issued to the student, use Exit Code 06: "Graduated with a regular diploma". (At this time the provision of FAPE is no longer required and the student should not be subsequently reported to SIS.)

For a student who meets graduation requirements after the 4<sup>th</sup> year of high school:

- While the student is still in school, use Exit Code 12: "Retained in Same Grade."
- When the student has completed his/her transition planning, transition services, special education and/or related services and a regular high school diploma has been issued to the student, use Exit Code 06: "Graduated with a regular diploma". (At this time the provision of FAPE is no longer required and the student should not be subsequently reported to SIS.)

**For a student who does not meet graduation requirements** and continues to be eligible for special education, transition planning, transition services or related services and the student ultimately receives a certificate of completion:

- While the student is still in school, use Exit Code 12: "Retained in Same Grade."
- When the student has completed recommended special education, transition planning, transition services and/or related services and receives a certificate of completion, use exit code 15: "Certificate of Completion."
- In this circumstance, the district should not use the Exit Code 14: "Aged Out" (even if the student has reached the age of 22 when the certificate of completion is received).

**For a student who does not meet graduation requirements** and reaches the maximum age for services (i.e., the day before the student's 22<sup>nd</sup> birthday), does not fulfill the educational program prescribed in his/her IEP, and does not receive a certificate of completion:

- While the student is still in school, use Exit Code 12: "Retained in Same Grade."
- When the student has reached the maximum age for services, use the Exit Code 14: "Aged Out."

## Comprehensive Coordinated Early Intervening Services (CCEIS) Reporting

In accordance with IDEA 2004 regulations at 34 CFR, 300.226, school districts may use up to 15 percent of IDEA Part B flow-through funds to develop and implement early intervening services for students in grades K-12 not identified as needing special education or related services but who need additional academic and behavioral support to succeed in the general education environment. Districts that voluntarily use up to 15 percent of IDEA Part B flow-through funds or are required to use 15 percent of IDEA Part B flow-through funds to develop and implement coordinated early intervening services (CEIS) must report the following data to ISBE per 34 CFR 300.226(d) of the federal IDEA regulations. This information is reported in the *IDEA Part B Flow-Through* application in *IWAS*. The screenshot below is provided for reference.

The screenshot shows a Microsoft Internet Explorer window with the title 'Grant Application - Internet Explorer'. The address bar shows the URL: [https://sec.isbe.net/Grant\\_Web/ApplicationShell.aspx?DisplayName=CCEIS%20Reporting](https://sec.isbe.net/Grant_Web/ApplicationShell.aspx?DisplayName=CCEIS%20Reporting). The page header includes the Illinois State Board of Education logo and the 'ISBE Web Security Module - Pen...' link. The main menu bar includes File, Edit, View, Favorites, Tools, Help, and a toolbar with icons for Back, Forward, Stop, Refresh, and Print.

The top navigation bar contains tabs: Overview, Applicant Information, Amendments, FFATA, Maintenance Of Effort, Program Specific, Budget Pages, Programmatic Risk, GATA Pages, Assurances, Submit, Application History, Page Lock Control, and Application Print. Below this, a sub-navigation bar shows 'Abstract' and 'Coordinated Early Intervening Services'.

The main content area is titled 'Coordinated Early Intervening Services (CEIS) Reporting'. A sub-instruction 'See the Overview page for Instructions' is present. The section title 'Indicate how CEIS funds/services were ACTUALLY implemented in the prior year.\*' is followed by a list of radio buttons:

- Funds were NOT used for CEIS (No additional information is required on this page. Save the page and move to the next tab.)
- Funds were used VOLUNTARILY for CEIS
- Funds were used as REQUIRED for CEIS
- Budgeted, but did not expend funds for CEIS

A text input field labeled 'Funds actually used for CEIS' is shown with a placeholder value of '0'.

Below this, a question 'Indicate which allocation year the district used funds for CEIS purposes.' has two radio buttons:

- FY17
- FY18

A note at the bottom of the page states: 'The IDEA regulations at 34 CFR 300.226(d) require an LEA to report data to ISBE if the district/cooperative used up to 15% of IDEA Part B Flow-Through funds (voluntarily or required) to develop and implement coordinated early intervening services (CEIS) in the school year covered by the prior application. Provide the information requested below for school year 2016-2017.'

Two numbered questions are listed:

1.  Total number of children in the LEA receiving CEIS during the 2017-2018 school year.\*
2.  Total number of children in the LEA receiving CEIS under IDEA any time in the past three school years ( 2015-2016, 2016-2017, 2017-2018 ) AND who went on to receive special education and related services in the school year prior to this application (2017-2018)\*

Instructions for completing Questions 1 and 2 above:

For Question 1 above, report the total number of children who received CEIS under IDEA at any point during the course of the 2017-2018 school year. This should be an UNDULICATED count.

- A child should be included in this count if he/she is also included in #2 above, IF he/she received CEIS during school year 2017-2018.
- If the CEIS funds were used for behavioral and educational evaluations, professional development or a school-wide intervention initiative, refer to the guidance from the US Department of Education which describes in questions 7 and 8 how to count and track students under these circumstances.

NOTE: As such, districts should NOT report 0 children receiving CEIS under #1 above.

[http://www2.ed.gov/policy/speced/guid/idea/ceis\\_pg3.html](http://www2.ed.gov/policy/speced/guid/idea/ceis_pg3.html)

For Question 2 above, report the total number of children who received CEIS under IDEA at any time in the past three school years ( 2015-2016, 2016-2017, 2017-2018 ) and subsequently received special education and related services in 2017-2018. This should be an UNDULICATED count.

- If a child received CEIS in the fall semester of 2017-2018 (Fall 2017) and started receiving special education services in the spring semester of 2017-2018 (Spring 2018), the child should be counted in #2.
- Students who were found eligible but who did NOT receive special education services should NOT be counted in #2.
- Report 0 for any district which had children who received CEIS under IDEA any time in the past three school years ( 2015-2016, 2016-2017, 2018-2019 ) but NONE of these children received special education and related services in 2017-2018.

\*Required field

## **Instructions**

The grantee must select the best option provided for how CEIS were implemented in the prior year and from which fiscal year funds were used. IDEA funds are good for 27 months, therefore it is possible to utilize carryover from previous years for this purpose. Most will select the current fiscal year.

In Question #1, report the total number of children who received CEIS under IDEA at any point during the course of the previous school year. This should be an unduplicated count.

- A child should be included in this count if he/she is also included in Question #2, if he/she received CEIS during the previous school year.
- If the CEIS funds were used for behavioral and educational evaluations, professional development, or a school-wide intervention initiative, please refer to the guidance from the US Department of Education (available at [http://www2.ed.gov/policy/speced/guid/idea/ceis\\_pg3.html](http://www2.ed.gov/policy/speced/guid/idea/ceis_pg3.html)) which describes in Questions 7 & 8 how to count and track students under these circumstances.
- As such, districts should **NOT** report "0" children receiving CEIS under Question #1 if funds were utilized for CEIS in the previous fiscal year.

In Question #2, report the total number of children who received CEIS under IDEA anytime in the in the current school year or past two school years and subsequently received special education and related services in the current school year. This should be an unduplicated count.

- Students who were found eligible, but did not receive special education services should **NOT** be included in this count.
- Report "0" for any district which had children who received CEIS under IDEA anytime in the past two school years, but none of these children received special education and related services in the current year.

Below are useful links for assistance with planning, utilizing and tracking CEIS.

- <https://ideadata.org/toolkits/>
- <https://ideadata.org/resources/resource/1689/using-the-coordinated-early-intervening-services-ceis-fiscal-and-student>
- <https://cifr.wested.org/resources/ceis/>

## Resource Links

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Link #	Description	Resource Link
1	Illinois IDEA Part B Annual Performance Report (APR)	<a href="https://www.isbe.net/Documents/annual_partB.pdf">https://www.isbe.net/Documents/annual_partB.pdf</a>
2	ISBE Early Childhood Webpage	<a href="https://www.isbe.net/Pages/Early-Childhood.aspx">https://www.isbe.net/Pages/Early-Childhood.aspx</a>
3	Harrisburg Website (I-Star) Training and Technical Support	<a href="http://www.hbug.k12.il.us/">http://www.hbug.k12.il.us/</a>
4	Illinois Interactive Report Card	<a href="https://www.illinoisreportcard.com/">https://www.illinoisreportcard.com/</a>
5	I-Star User Guide	<a href="http://www.hbug.k12.il.us/IstarUserguide/index.htm">http://www.hbug.k12.il.us/IstarUserguide/index.htm</a>
6	I-Star Webpage	<a href="https://www.isbe.net/Pages/istar.aspx">https://www.isbe.net/Pages/istar.aspx</a>
7	eReport Card  <i>Special Education Profiles are only shown on "District Reports" at the end of the report card.</i>	<a href="http://webprod.isbe.net/ereportcard/publicsite/getSearchCriteria.aspx">http://webprod.isbe.net/ereportcard/publicsite/getSearchCriteria.aspx</a>
8	ISBE Special Education Services Division Webpage	<a href="https://www.isbe.net/Pages/Special-Education-Programs.aspx">https://www.isbe.net/Pages/Special-Education-Programs.aspx</a>
9	SIS (Student Information System) Webpage	<a href="https://www.isbe.net/Pages/Student-Information-System.aspx">https://www.isbe.net/Pages/Student-Information-System.aspx</a>
10	Illinois State Performance Plan (SPP)	<a href="https://www.isbe.net/Pages/State-Performance-Plan-Data-and-Accountability.aspx">https://www.isbe.net/Pages/State-Performance-Plan-Data-and-Accountability.aspx</a>