ILLINOIS STATE BOARD OF EDUCATION

Dr. Tony Sanders, State Superintendent of Education
Dr. Steven Isoye, Chair of the Board

100 N. First Street • Springfield, IL 62777
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isbe.net

VIA EMAIL

53060191026 - Midwest Central CUSD 191

Dear Superintendent:

The Illinois State Board of Education (ISBE) has completed its annual LEA Determination review of Illinois school districts. The Individuals with Disabilities Education Act (IDEA), Section 616, requires all states to make determinations about the performance of their local districts regarding the provision of special education and related services to students with disabilities.

Based on this annual review, ISBE has determined that your district **Meets Requirements** in implementing one or more of the requirements of IDEA. This determination is based on multiple data points and indicators described in detail in the Illinois Special Education Accountability and Support System information packet located on the LEA Determinations webpage.

ISBE creates an Illinois Special Education Accountability and Support System LEA Determination Matrix for each district to display the district's performance as compared to the state target on each compliance or results indicator. Your LEA Determination Matrix is enclosed for review.

A determination of **Meets Requirements** requires no further action unless the district has an open finding of noncompliance. **Findings of noncompliance are tied to annual LEA Determinations and the Illinois Special Education Accountability and Support System.** Therefore, please review the district's September 2026 LEA Determination carefully to determine if corrective action is required. Districts with open findings of noncompliance must work with their ISBE SPP contact to complete the corrective action plan process for the identified indicator(s). The required ISBE Corrective Action Plan template to be used for the corrective action plan process is available on the LEA Determinations webpage.

For districts that **Meet Requirements** and have no findings of noncompliance, universal (Tier 1) supports are available for optional use. Please see the Tiered Supports and Resources webpage for universal (Tier 1) support information and technical assistance resources. ISBE appreciates the district's efforts to improve results for students with disabilities. For further information contact the Special Education Department at 217-782-5589.

Sincerely,

Dr. Nakia Douglas
Director of Special Education
Illinois State Board of Education

Cc: State-approved Director of Special Education

District: Midwest Central CUSD 191

ILLINOIS SPECIAL EDUCATION ACCOUNTABILITY AND SUPPORT SYSTEM
FFY 2025 LEA DETERMINATION MATRIX

	FFY 2025 State Target	FFY 2025 LEA Data	FFY 2024 LEA Data	Score (0-3)
Early Childhood Outcomes				
Indicator 6a: Early Childhood Service Delivery Settings	48.5%	77.80%	70.60%	3
Indicator 12: IDEA Part C to Part B Transition Secondary Outcomes	100%	100.00%	100.00%	3
Secondary Outcomes				
Indicator 1 : Graduation	84%	75.00%	33.33%	2
Indicator 13: Secondary Transition Compliance Additional Outcomes	100%	100.00%	100.00%	3
Additional Outcomes				
Indicator 5a: Least Restrictive Environment	53.70%	46.80%	48.00%	0
Indicator 4b: Suspension/Expulsion	No policies contributing to a significant discrepancy	Met	Met	3
Indicator 9 : Disproportionality (IEPs)	No inappropriate identification	Met	Met	3
Indicator 10: Disproportionality (specific disability categories)	No inappropriate identification	Met	Met	3
Indicator 11: Child Find	100%	100.00%	100.00%	3
Timely Correction of Noncompliance	One year	Met	Met	3
Fiscal Outcomes				
Fiscal Risk (Single Audits)	No audit findings	Met	Met	3
Data				
Indicator 20: Timely, Valid and Reliable Data	All date is completed on time and is error-free	Met	Met	3
TOTAL SCORE	32			
TOTAL POINTS POSSIBLE	36			
OVERALL PERCENTAGE	88.89%			
LEA DETERMINATION	Meets Requirements			
TIERED LEVEL OF SUPPORT	1			

The number of points assigned for each indicator is averaged to calculate the total score, overall percentage, LEA Determination, and corresponding tiered level of support. Indicators that are “Not Applicable” for a district (i.e., early childhood outcomes are not applicable for high school districts) are not included in the district’s calculation.

Please refer to the ISBE Special Education Accountability and Support System Tiered Support Model for details regarding each tiered level of support.