



SPECIAL EDUCATION DEPARTMENT

The Illinois State Board of Education (ISBE) Special Education Department uses this improvement and accountability tool to address low performance. ISBE must monitor the implementation and enforcement of Part B of the Individuals with Disabilities Education Act (IDEA). This monitoring responsibility requires districts to submit brief narrative reports and deliverables/products outlining the progress and completion of each activity included in the Improvement Plan.

All activities must be implemented upon approval by ISBE.

District Contact Information

Name and Address of School District:	School Year:	Submission Date(s):
New Berlin CUSD #16	2024-25	04/29/24
Superintendent Information: <i>(Name, email, phone and fax numbers)</i>		
Jill Larson – jl Larson@pretzelpride.com – (217) 488-2040, extension 405		
District Contact Person Information: <i>(Name, position, email, phone and fax numbers)</i>		
Jill Larson – jl Larson@pretzelpride.com – (217) 488-2040, extension 405		
ISBE Principal Consultant: <i>(Name, email, and phone number)</i>		
Rhonda Marks - Principal Consultant – rmarks@isbe.net - 312-814-5560		
State Performance Plan Contact: <i>(Name, email, and phone number)</i>		

District Accountability Team

Each district must convene a District Accountability Team (DAT) if it has a Tier 2 or Tier 3 – Targeted Level of Support determination. Districts designated for Tier 1 – Universal Level of Support may convene a DAT at their discretion. The selection of team members must be representative of different departments (e.g., administration, general education, special education, etc.). The DAT may use the Critical Components Tool (CCT) for Special Education Programs if it has Tier 1 – Universal or Tier 2 – Targeted Level of Support determination.

All Tier 3 – Needs Intervention (NI) Intensive Level of Support districts are required to use the CCT.

District Team Leader:

Jill Larson

Superintendent

jl Larson@pretzelpride.com

(name)

(position or title/role)

(email address)

Team Members:

Jenny Mendenhall	SASED Administrator	mendenhall@sased.com
(name)	(position or title/role)	(email address)
Kelly Fraase	SASED Director of Students Services & Professional Development	fraase@sased.com
(name)	(position or title/role)	(email address)
(name)	(position or title/role)	(email address)

(Add additional lines as needed)

State Performance Plan Indicators for Access, Equity, and Progress Outcomes – Results

Districts are required to address any score below a 3. Check each applicable indicator with a score below 3.

Results:

<input type="checkbox"/> Indicator 1 Graduation	Score: <u> 3 </u>
<input type="checkbox"/> Indicator 5a Least Restrictive Environment	Score: <u> 0 </u>
<input type="checkbox"/> Indicator 6a Early Childhood Settings	Score: <u> 3 </u>

Fiscal Outcomes: (Please describe any actions taken by the district regarding fiscal risk)

<input type="checkbox"/> Fiscal Risk	Score: <u> 3 </u>
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Data Analysis and Root Cause Determination for Results Indicators

Based on a review of district data, what factors contributed to the low performance? *Consider whether the low performance was specific to certain schools, disability categories, races/ethnicities, grade levels, etc. (Address each indicator separately.)*

Based on the LEA Determination letter and scores, the district did not meet the State Target of 53.10% for Least Restrictive Environment. The district is 45.70%.

The district has been identified as DLM Tier 3: Intensive Supports in accordance with the IL State Plan for 1 Percent Exception and Dynamic Learning Maps Alternate Assessment (DLM-AA) 1 Percent Guidance (January 2024).

Based on the review of district data, what was determined to be the root cause of the low performance for each indicator with a score of zero or 1?

The district has been identified as having 8 students who take the alternate assessment for the 2023-2024 school year.

Demonstrate how root causes will be addressed via the activity section of the Improvement Plan on the next page.

What data was used to support the root cause determination for each indicator?

Of the 8 students taking the DLM, the following is true:

- Autism as Primary: 75% (6 students)
- Intellectual Disability as Primary: 12.5% (1 student)
- Intellectual Disability as Secondary: 50%
- Multiple Disabilities as Primary: 12.5 (1 student)
- 100% of the students who take the DLM-AA have a significant delay.

Additional demographic data for these 8 students:

- 50% of the students attend SASSED, therapeutic day school
- 50% of these students qualify for free-reduced lunch.
- 12.5% of these students moved into the New Berlin School District at the end of the 2022-23 school year since they were a DCFS placement at HOPE School. They were initially in Springfield District #186 and then put in a home in the New Berlin School District. During this time, HOPE School did not administer the 11th grade state assessment so this student had to take the assessment this school year.

Of the tested population grades 3 – 8 of 380 students and having a total enrollment of a little over 850 students, the 1% cap will continue to be an issue.

What district policies, procedures, and/or practices will be revised to support improved results? (*Address each indicator separately.*)

Policies: New Berlin accepts new students, including foster care students, with severe needs who enroll into the district. For all new students who enroll into the district with an IEP, the IEP team will look at the current IEP and determine if the current IEP from the prior district has the student taking the DLM. If so, they will take the DLM with information provided in the IEP, until a meeting is scheduled to revisit the IEP.

New Berlin adheres to the policies and procedures that are in place that align the state and federal regulations to identify children who need special education services. This included providing them with the accommodations and assessing accommodations that are necessary based on eligibility, criteria, and each individual needs.

Procedures: The IEP team reviews the data to ensure that the students meet the criteria to take the DLM-AA by reviewing the indicators. If students are placed in the most restrictive environment such as a therapeutic day school, SASSED this is based on data and is deemed the best educational setting by the IEP team.

Practices: New Berlin has two classrooms that provide extensive instruction with significant needs. Due to small group sizes and level of support that New Berlin provides students with IEPs, New Berlin attracts students with special needs for parents located in the Springfield, Illinois area. Part of the school district includes the west side of Springfield. For students that need therapeutic day setting, the district is part of SASSED Central, Special Education Cooperative.

Address revisions to policies, procedures, and/or practices (as well as any other activities designed to improve performance) in the activity section of the Improvement Plan below.

Improvement Plan for Results Indicators				
Activities to Support Improved Results and Sustainability	Name and Title of Person Responsible for Activity Implementation Oversight	Timelines for Activity Completion	Name and Title of Person Responsible for Implementation and Sustainability	Materials and Deliverables Used as Evidence of Activity Implementation
Review and create a checklist based on the DLM-AA participation guidelines and information from Alternative Assessment Participation webpage.	Jill Larson, Superintendent	May 10, 2024	Jenny Mendenhall/ Special Education Administrator	DLM-AA Participation Guidelines Alternative Assessment Participation webpage Completion of Checklist
Take current 2023-24 students who are currently eligible for DLM-AA and use checklist to double check they qualify for special education services, including move-in students. Then remove any students who should not take the DLM –AA.	Jill Larson, Superintendent	May 10, 2024	Jenny Mendenhall/ Special Education Administrator	Checklist 2023-24 IEPs for students who take the DLM-AA
The New Berlin CUSD #16 Special Education Team will receive education on the DLM criteria.	Jill Larson, Superintendent	December 1, 2024	Jenny Mendenhall/ Special Education Administrator	Webinar CRT agendas
Additional Requirement ONLY for Needs Assistance Two or More Consecutive Years (NA2) Districts				
<p>State or national technical assistance resources accessed prior to activity development: <i>(Address each indicator separately)</i></p> <p>Not applicable</p> <p><i>Document the actions taken as a result of accessing state or national technical assistance resources in the activity section.</i></p>				