

VIA EMAIL

51084016026

New Berlin CUSD 16

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 2025 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 M. Douglas*

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

Cc: State-approved Director of Special Education

**ILLINOIS SPECIAL EDUCATION ACCOUNTABILITY AND SUPPORT SYSTEM  
FFY 2024 LEA DETERMINATION MATRIX**

	FY 2024 State Target	FY 2024 LEA Data	FY 2023 LEA Data	Score (0-3)
<b>Early Childhood Outcomes</b>				
Indicator 6a: Early Childhood Service Delivery Settings	48.00%	100.00%	100.00%	3
Indicator 12: IDEA Part C to Part B Transition Secondary Outcomes	100%	100.00%	100.00%	3
<b>Secondary Outcomes</b>				
Indicator 1 : Graduation	82.60%	100.00%	100.00%	3
Indicator 13: Secondary Transition Compliance Additional Outcomes	100%	100.00%	100.00%	3
<b>Additional Outcomes</b>				
Indicator 5a: Least Restrictive Environment	53.50%	51.10%	52.40%	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
<b>Fiscal Outcomes</b>				
Fiscal Risk (Single Audits)	No audit findings	Met	Met	3
<b>Data</b>				
Indicator 20: Timely, Valid and Reliable Data	All reports are completed on time and data are found to be valid and reliable	Did not meet	Met	2
<b>TOTAL SCORE</b>	32			
<b>TOTAL POINTS POSSIBLE</b>	36			
<b>OVERALL PERCENTAGE</b>	88.89%			
<b>LEA DETERMINATION</b>	Meets Requirements			
<b>TIERED LEVEL OF SUPPORT</b>	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.