To: Board of Education

Dr. Eric Olson, Superintendent

From: Dr. Lea Anne Frost, Director of Student Services

Date: August 12, 2021

Re: Review and Update of the Student Services Department

The Student Services Department will be providing an update on student achievement from the 2020-21 school year, results of the 2020-21 Parent IEP Feedback Survey, and an update on the progress being made on the 2017-18 Student Services Audit.

Student Achievement

Uncertain as to how student achievement data was tracked before 2018, the Student Services Department utilized the Illinois Assessment for Readiness (IAR) and Dynamic Learning Maps (DLM), both state assessments, beginning the 2018-19 school year. With COVID-19 and a year without state assessment data, the Department turned to utilize Measure of Academic Progress (MAP) data with the first data pull for the Department from fall 2020. The fall 2020 data noted students with IEPs achieving at the 43rd percentile in reading and 32nd percentile in math. When this information was first reported in February 2021, the Department was proceeding with caution with the results as this information demonstrated that students with IEPs were performing in the average range for both reading and math.

The Department also reviewed the fall growth percentiles. A rate at the 50th percentile shows average growth. Hence, students with IEPs made growth in reading as expected. However, the data showed a lower growth rate in math. Overall, these data show students with IEPs tracking similarly with their district general education peers in growth.

To compare the data for students with IEPs and general education students for spring 2021, we were able to convert the fall 2020 data by grade level. These data show that there was average to above-average performance for all other grade levels in reading except for sixth and seventh-grade levels. For growth percentiles, each grade level made at least average growth in reading.

For math, the second and fifth graders were in the average range with all other grades straddling the below to below-average range. For growth, except for sixth and seventh grade, all other grade levels did not achieve average growth.

While spring 2021 reading and math achievement percentile data came in lower than the fall 2020 data, it is more in line with what we would expect to see for results for students with IEPs. As Dr. Lopez explained at the June 24, 2021 Board meeting, we would expect our general education students to be performing at the 40th percentile and above in our core curriculum. Students performing in the 26th through 39th percentile range tend to be students receiving intervention support within our Multi-Tiered System of Supports (MTSS) process. Students performing at or below the 25th percentile (which is below the average range), tend to be students who require Tier III interventions or specially designed instruction/special education services. However, to continue to close the skill/performance gaps, we would like to see above-average growth which is not demonstrated overall in the spring 2021 data. The spring 2021 reading scores fell from the fall for all grade levels. Second, fifth, and sixth-grade students

maintained average growth with all other grade levels falling to below or below-average growth.

The spring 2021 math achievement scores also fell from the fall for all grade levels. However average growth was noted in second, seventh, and eighth grade.

In reviewing these data, it is important to note that:

- Rosters for students with IEPs are constantly changing and are updated each testing session
 - Students may no longer be on the roster or additional students may be added to the roster
 - Growth percentile charts might have lower student numbers because students had to take both tests within that timeframe to be part of the statistics
- Rosters for students with IEPs are created based on student eligibility for special education services (not based on specific disability categories)

In determining possible rationale for the dip in results, the Department considered:

- Student fatigue, lack of motivation or engagement
 - Specifically, most students returned to full in-person learning on 3/29/21 with the following assessment schedule:
 - IAR testing began 4/13-27 (third through eighth grade)
 - MAP assessment began 5/10-24 (second through eighth grade)
 - ISA (Illinois Science Assessment) for the fifth and eighth grade was held 5/24-28
 - ACCESS (an English Language proficiency assessment) was held 3/15 -5/25 (assessment begins in kindergarten)
- Learning Environments
 - The recent transition back into in-person learning
 - Some students remained in a remote setting
 - Distractions
 - Engagement
 - Internet Disruptions

Foreseeing some potential concerns related to the disruption of instruction, the Department has taken the following steps:

- Offering staff to participate in the following summer training:
 - Xtreme Reading (new reading program at middle school)
 - Writing strategies
 - Data collection, analysis, and intervention selection
 - A social-emotional universal screener (SAEBRS)
 - De-escalation techniques
 - Training through Hyde Park School for multi-sensory math instruction
- Providing the following training to staff at the beginning of the year:
 - Wilson Certification
 - Paragraph writing strategies
 - FastBridge Assessment
 - Additional training can be offered as well
- Providing a host of training to new staff
- Arranging time for review of data with staff during teacher institute training in breakout sessions with psychologists and coordinators to further delve into the data and plan for

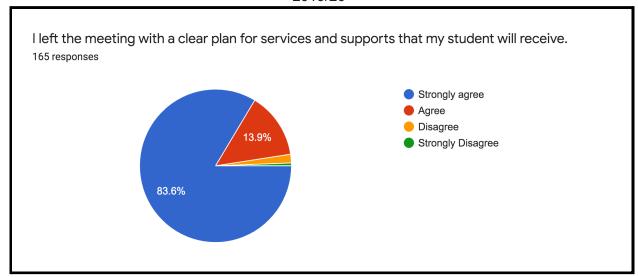
- individuals and groups of students
- Offering ongoing differentiation coaching using data to address student growth
- Using a push-in and pull-out service delivery model for 2021-22 for K-3rd grade students to ensure foundational skills are acquired
- Continuing the use of the intervention curriculum map and data to make informed decisions
- Closely monitoring the fall data to further inform decision-making

Parent IEP Feedback

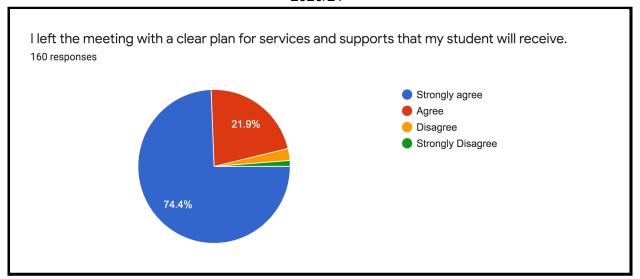
As reported to the Board at the February 2021 meeting, an important aspect of the Department is gathering parent feedback on their IEP experiences. In coordination with our special education staff, a parent IEP feedback form was created and began dissemination in November 2019. The form is provided to parents via an electronic link after each IEP meeting. Data that are being shared in this report are from the 2019/20 and 2020/21 school years. For 2019/20, we had a response rate of 36%; for 2020/21 our response rate is 30%. These data are representative of all schools D64 students attend.

For the first survey question, the results of the parent feedback show that for the 2019/20 school year, 97.5% of parents agreed or strongly agreed that they left the IEP meeting with a clear plan for services and support their student would receive. The data from 2020/21, at 96.3%, closely aligns with this information.

2019/20

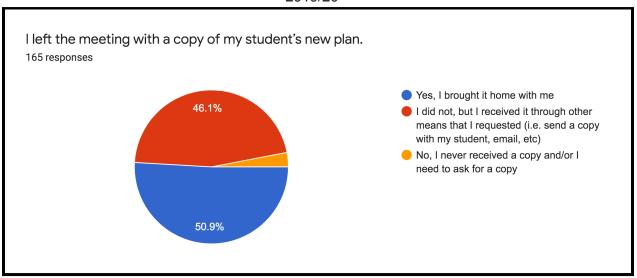


2020/21

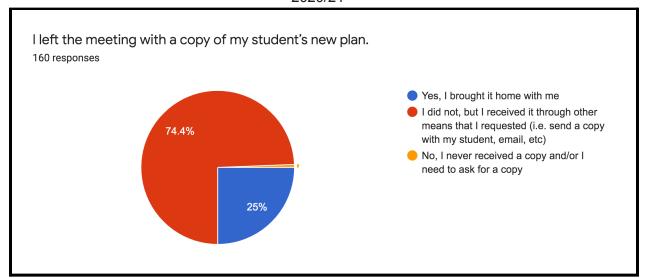


The second question asked about parent's access to the new IEP plan. In 2019/20, 97% of parents reported receiving their student's new plan; in 2020/21, 99.4% reported receiving a copy.

2019/20

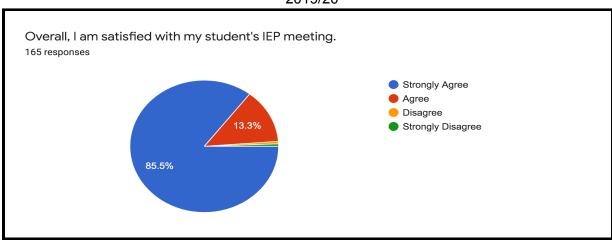


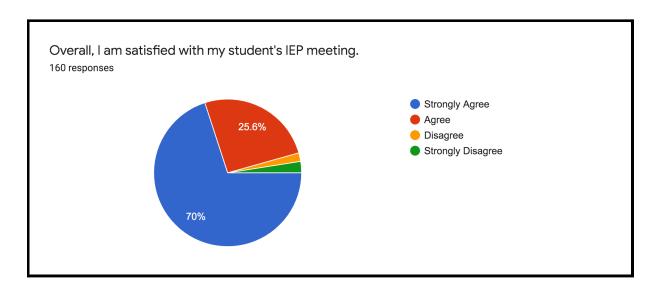
2020/21



The results for the next survey question show that in 2019/20, 98.8% of parents stated that they were satisfied with their student's IEP meeting. The data from 2020/21 is similar, at 95.6%.

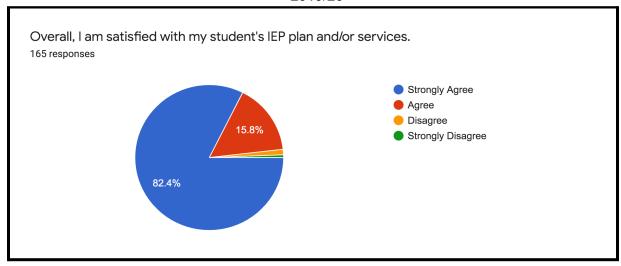
2019/20

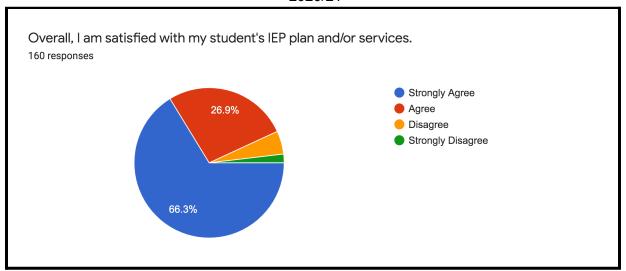




Our fourth survey question shows that in 2019/20, 98.2% of parents were satisfied with their student's IEP plan and/or services. The data from 2020/21 also show strong approval from parents with their student's IEP plan at 93.2%.

2019/20





As parents are equal partners at IEP meetings, we wanted to gauge how well parents felt their input was considered. This information helps us further develop our facilitated IEP approach. We hope to see a steady rise in the percentages for the following statements:

- "My input was requested and shared as part of the IEP meeting."
- "My input was reflected as part of the meeting agenda."
- "My questions, concerns, and input directly impacted the focus of the IEP meeting" and
- "My input was incorporated throughout the development of the IEP."

Additionally, we hope to see a decrease in the percentage for the statement: "None of these apply, I do not feel that the team included my input into the meeting."

In comparing data from 2019/20 with 2020/21, we noticed some fluctuations in how parents described how their input was accounted for in the meeting with a slight increase (1.3%) in parents identifying that they did not feel the team included their input.

I feel that my input was included within the IEP process in the following ways (check all that apply).				
	2020/21	2019/20		
My input was requested and shared as part of the IEP meeting	84.4%	79.4%		
My input was reflected as part of the meeting agenda	58.1%	59.4%		
My questions, concerns, and input directly impacted the focus of the IEP meeting	55%	60.6%		
My input was incorporated throughout the development of the IEP	55%	61.8%		
None of these apply, but I do feel that the team included my input into the meeting	5.6%	7.3%		
None of these apply, I do not feel that the team included my input into the meeting	1.9%	0.6%		

The next survey question asks the parents to share if and how they were provided information regarding their student's progress in a meaningful way. We hope to see a steady rise in the percentages for the following statements:

- "I was given an understanding of how my child is currently performing."
- "Data was visually represented or graphed."
- "Data and/or an explanation was given to inform me as to why goals were proposed" and
- "I was given an understanding of the progress I can expect my student to make in one year."

Additionally, we hope to see a decrease in the percentage for the statement: "None of these apply, I do not feel I was given information regarding my student's progress in a meaningful way."

In comparing data from 2019/20 with 2020/21, we noticed a slight increase in the question "I was given an understanding of how my child is currently performing" and a slight increase (.7%) in parents identifying that they did not feel they were provided information about their student's progress in a meaningful way. We also noted some issues with data, especially the drop in data being presented visually. Data collection, representation, and analysis will be an area focused on this coming school year.

I was provided information regarding my student's progress in a meaningful way (check all that apply).				
	2020/21	2019/20		
I was given an understanding of how my child is currently performing	91.3%	90.9%		
Data was visually represented or graphed	38.1%	50.3%		
Data and/or an explanation was given to inform me as to why goals were proposed	66.9%	73.3%		
I was given an understanding of the progress I can expect my student to make in one year	66.3%	66.7%		
None of these apply, but I do feel I was given information regarding my student's progress in a meaningful way	4.4%	5.5%		
None of these apply, I do not feel I was given information regarding my student's progress in a meaningful way	1.9%	1.2%		

The last survey question asks parents about areas in which they need additional information. This information is shared with our special education coordinators and staff as well as our PT3 group. We will be working together in determining ways to best address these areas of need.

Is there a part of the IEP process that you would like more information about (check all that apply)?				
	2020/21	2019/20		
Goals	30.3%	33.3%		
Accommodations/Modification	36.4%	25.9%		
Assessments	31.8%	27.8%		
Extended School Year	45.5%	35.2%		
Functional Behavior Assessment and Behavior Intervention Plan	15.2%	25.9%		

These data are reviewed with all staff in the Department as well as PT3. We will continue to work together to celebrate the successes, address the areas of need, and continually monitor.

District Audit Review

D64 conducted two audits during the spring of 2018. One audit was conducted by the interim director Mike Padavic, and the other by LMT consulting. These audits and their findings are addressed continuously by the Department and PT3. Progress on each area of the audit is identified in the attached chart (attachment 1).

Over the last three years, it is evident that the Department and District have made great progress on the audit findings. Much work has been done within each of the finding areas. Particular emphasis has been made on professional development and building systems (504, MTSS). Additionally, communication has been a priority in ensuring all staff is aware of procedures and processes and information is being delivered accurately and timely. Communicating with parents has also been emphasized in which specific presentations, manuals, and web pages have been created to further foster information sharing.

Some areas that will continue to be addressed will be a part of District committee work, PT3, or activities within the Strategic Plan. The Department will continue to address and monitor all the findings.

In the past, the Board has asked about completing a new audit. This will be an activity that we will initiate this year so that we can have the results in the spring and plan accordingly.

Conclusion

The Department is using a wide range of data in determining areas of focus and decision-making. This includes data retrieved from the state, parents, and staff. Within the past three years and with the implications of COVID-19, the Department and the District are continuing to make positive progress.

Progress on Special Education Audit - Summer 2021

Report to Board as:	LMT	Padavic	3-year progress update	Items to continue to address
Finding 1: Strong, systemic professional development opportunities need to be provided throughout the buildings and district to all staff (i.e. co-teaching, restorative justice, facilitated IEP, goal writing, diversity/disabilit y awareness training, mentoring).	 Strong, systematic professional development opportunities for certified staff should be created focusing on the celebration of diversity, overcoming bias, appropriate programming for the social-emotional health and wellness of students, behavioral de-escalation and modification techniques, and understanding the unique needs of students with special needs. A review of co-teaching models and how to use these models to increase the academic achievement of students should also be considered with follow-up coaching for teams Staff members should 	Staffing/Professional Development Conduct professional growth workshops on co-teaching (both introductory and advanced) and restorative justice practice, scheduled for this summer. This fall, launch training for staff on how to conduct facilitated IEP meetings. Explore additional professional development for staff in IEP goal-writing, working with students who have difficulty attending school (i.e., school refusal), working with students with complex health issues, and other priority areas. In addition, per IDEA, the District every spring will provide a	Numerous professional development opportunities have been provided internally and externally including, but not limited to: Curriculum Assessment Executive Functioning Mental Health Behavior Management Service Delivery IEP writing Data Collection and Analysis Facilitated IEP process Crisis Prevention Intervention Technology tools for Students Student Records Unique Needs of Students with Disabilities Procedures	 Continue offering training on foundational pieces of instruction (i.e. curriculum, assessment, mental health, behavior, service delivery, etc) Offer trainings on: Overcoming Bias; Diversity or disability awareness for all D64 staff (part of Strategic Plan) Monitor and review the new Teacher Assistant handbook Continue to work towards having a certified CPI trainer in each building

- engage in high-quality professional development on creating goals and objectives that are measurable and based on student strengths and challenges at an individual's ability level rather than objectives based on percentiles and assessment outcomes
- The superintendent and district office team should engage in training aimed at increasing knowledge of the intricacies of special education law, the importance of writing goals that are individualized and should aim to be an integral part of the team as the reform efforts progress and expand. This will allow parents to see partners in their children's education and a renewed commitment to open communication and change.
- A quality mentoring program should be established for all

- professional needs assessment to staff throughout the district and provide offerings to best meet their professional growth needs and to support District initiatives. Professional growth should target:
 - IEP/goal writing and formal facilitated IEP training
 - Mentoring of new staff--initial "need to know" and ongoing training linked to job responsibility
 - Social-emotion al learning, including restorative justice/practices
 - Diversity/disabil ity awareness training for all staff, given the expanded co-teaching model

Parents/Guardians Outreach

Conduct quarterly

(Medicaid claims) and systems (Embrace, R & G workload assist)

- District Administrators have been provided with internal professional development including but not limited to:
 - Special Education Regulations
 - Student Discipline
 - o 504
 - MTSS
 - Child Abuse and DCFS procedures
 - Student Records
 - McKinney-Vento
- The district has a mentoring program that includes all special education staff roles.
 Additionally, the district provides a "New Teacher Training" program every year in which the Student Services provides numerous trainings for new staff to access
- Parents have had

 Professional development needs assessment conducted yearly eligible first and second year special education personnel to build relationships and support them as they acclimate to District 64. meeting of the special education parent group on topics of mutual concern and interest to parents, staff, and District

Standardization of Practice/IEP process

- Training should be ongoing to make sure all IEP meetings are run consistently through the District. Consider that the District train staff on the use of facilitated IEP
- Use a consistent program specifically geared to teacher aide training. The creation of a TA Handbook would also help to standardize expectations and training.

access to several trainings including, but not limited to:

- A Parent's
 Perspective of Autism
- Facilitated IEP training
- o D64 504 Procedures
- D64 Multi-Tiered
 System of
 Supports
 process
- The New
 Abnormal: Top
 10 Strategies for
 Supporting the
 Family during
 COVID-19
- Facilitated collaboration across disciplines, including but not limited to:
 - Music
 - o PE
 - o Art
 - Social Studies (middle school)
 - Science (middle school)
- A D64 All Staff
 Professional
 Development Needs
 Assessment survey is
 sent to all D64 staff on a

			yearly basis for planning for the following school year	
Finding 2: Special Education Administrators need to become visible, accessible, and instructional leaders.	The coordinator position should be reviewed to provide the ability to better know, understand, and be visible to gain the trust of staff members and lead to better outcomes for student programming in meetings. This will create a more personalized approach and another valuable team member who is familiar with the student when critical decisions are being made.	 Special education coordinators and the assistant department director were not perceived as being visible and accessible; the coordinator allocation for the elementary schools was not being provided in the same ratio as the middle school allocation. The District has already been able to address this imbalance, with the Board's recent authorization to hire an additional elementary coordinator for 2018-19. This should help these administrators to be more visible and accessible to staff. Mr. Padavic began each morning at one of the schools to spend time with staff in person. The new director should incorporate this practice in her schedule. 	The Director and Assistant Director of Student Services have been actively involved by: Attending and participating in 504 and IEP meetings Meeting with teams, related services groups, department secretaries, and specialized staff (BCBA, ATT specialist, Intervention Coach) Meeting with representatives of the PREA Sped Committee and PRTAA Visiting schools and classrooms The Director and Assistant Director meet monthly with the Special education coordinators to discuss various items and determine a	 The Director and Assistant Director will continue to monitor the visibility and accessibility of special education coordinators The Director and Assistant Director will continue to attend team, building, and classroom meetings

			consistent approach. The special education coordinators are scheduled to be in their assigned buildings approximately 2 ½ days per week. During their time in each building, special education coordinators hold staff, team, and IEP meetings as well as engage in various other activities that are in coordination with the building administration. The Director and Assistant Director meet weekly to discuss pertinent student services issues and problem-solve The Director and Assistant Director are accessible to the coordinators and building administrators	
Finding 3: On-going vertical articulation needs to occur; consider the creation of a newsletter and	Vertical articulation should occur to allow for a streamlined transition from elementary to middle school and additionally the middle to high school transition.	Continue this practice, (monthly staff meetings) so that there is a consistent voice and communication from the department	 Student placement decisions are a result of IEP team meetings and include the review of data Transition processes are in place for ECH ->K, 5th->6th grade, 	The Director and Assistant Director will increase their attendance at weekly building special education The Director and Assistant Director will increase their attendance at weekly building special education

other communication systems including regularly scheduled meetings.

- Shared ownership should begin to occur in placement decisions, and all other aspects of the special education eligibility process.
- The Director of Special Education should create a newsletter to inform staff of celebrations within the department, highlight diversity and understanding, and offer suggestions and strategies for working with students across all school environments and working to create greater understanding and acceptance for students. This should assist in creating the family culture that staff felt in the past and feels is currently missing.
- director, and that all staff hear the same message and have an opportunity to raise questions and concerns in real time. Such meetings will also encourage timely two-way communication between teachers and district
- This practice (weekly building special education meetings of which the Director would attend monthly) should be continued, as it helped build rapport between the building staff and the District office, and quickly identified both common and unique points of action for resources or staffing.
- Mr. Padavic initiated regular separate meetings with each of the specialist groups independently to talk about specific concerns related to their particular areas of expertise. These specialists include

- and 8th grade ->HS, though they will continue to be "tweaked", as needed, to make the transition process smoother
- Eligibility processes
 have been reviewed
 with coordinators and
 staff to ensure
 consistency throughout
 the district. Training
 has been offered
 (internal and external)
 and guidance
 documents and
 materials have been
 created to assist in the
 process
- Department meetings are held on "Green" Wednesdays in which whole, small or team groups address specific areas of need
- Changes to the Student Services webpages occurred during summer 2021 so that parents can easily access and navigate information and resources about programs, services, and procedures
- The District Student Handbook is updated

- meetings
- Continuation of SNAPSHOTs bi-monthly newsletter to staff
- Monitor and update all other communication systems as needed
- Continued monitoring of the transition processes between buildings

speech language, OT/PT, social workers, and psychologists. This practice should be continued once every trimester. • The new director should start weekly staff updates for the 2018-19 school year. The updates need not be extensive; it is the regularity and critical content that is essential.	yearly to ensure parents are receiving new information yearly Staff communication has been enhanced through: Updating the student services portal for staff with training presentations and other resources Releasing a bi-weekly newsletter to staff called "Snapshots" that contain new information, reminders, links to resources and celebrations Creating a Student Services Staff manual that memorializes policies, procedures, and practices for implementation Increased our use of systems (Embrace, R & G Workload Assist, NWEA, PowerSchool) to become more
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			effective and efficient with data and time	
Finding 4: Systems (504, MTSS, a continuum of services, and academic and behavioral curriculum/meth odologies/interv entions/assess ment) need to be reviewed, detailed, developed, and communicated; these systems need to be implemented consistently and with fidelity.	 Staff and Administration should be provided with a detailed, yet easily understood explanation of the Tiers of the MTSS and clarification of Core, Core Plus, and other interventions. Staff and administrators reported difficulty in maneuvering the current system. Data systems should be created or refined to judge the success of programs from an academic achievement lens and to review the sustainability of programs to create advanced opportunities for all students. Buildings should use data to determine the feasibility of programs and appropriate allocation of resources. A team should be 	 Continue to review the roll out of tiered intervention offerings to ensure fidelity of implementation of the process and paperwork. Additionally, monitor the year two expansion of social emotional and behavioral supports across all three tiers. Create a team to review the continuum of services currently available and discuss opportunities to change or maintain the existing Continuum of Service offerings. Standardization of Practice The Instructional classrooms across the District serve a wide range of students. The District has abundant resources for staff and students. These materials and resources will be reviewed and refreshed to ensure that 	 Created a Section 504 public manual and slide deck as well as a guidance manual for Assistant Principals Assistant Principals and Assistant Director of Student Services meet quarterly to review 504 procedures and policies Created an MTSS handbook, presentation, and notification letter for parents Developed for student recordkeeping and data collection, EmbraceMTSS for Tier 2 and Tier 3 interventions in all academic and functional areas Further developed staff webpages in the areas of motor, speech/language, and social work to support general education teachers' interventions for MTSS Tier 2 and Tier 3 Created staff resources with written directions 	 Continue the refining of data systems Establishment of additional specialized programs such as a life skills program and a program for students with behavioral needs Continuation of curriculum investigation and review With the Student Learning Department, continue to refine the MTSS process

	formed to explore the creation of a high-quality life skills program. • A team of stakeholders should be formed to engage in critical conversations about programming options for students exhibiting behavioral challenges, and how to create sustainable programs to meet the needs of these students both inside and outside of the home school environment.	D64 is staying current with best practices.	and videos on how to access and create documents within EmbraceMTSS for Tier 2 and Tier 3 The reading, writing and math curricular programs/interventions map was created for interventionists and special education staff; this document is reviewed and updated yearly if needed Developed procedures for maintaining student school records Increased our use of Embrace for state information and documents, data reporting, and use of proper staff allocations to buildings PT3 reviewed the continuum of services and provided feedback and input into the creation of the Structured Learning Community	
Finding 5: Transition process for students need to	 Vertical articulation should occur to allow for a streamlined transition from 		 Transition processes are in place for ECH ->K, 5th->6th grade, and 8th grade ->HS, 	 The transition process for exiting students from special

be defined.	elementary to middle school and additionally the middle to high school transition. • A transition process should be created for students who are no longer eligible for special education services to provide support		though they will continue to be "tweaked", as needed, to make the transition process smoother • Established a more efficient process to communicate with D207 regarding 9th-grade transitions • D207 has access to all IEP documents for 8th-grade students by the fall of students' 8th-grade year • D207 attends annual reviews of 8th graders • Expectations for students from outplacements returning to D64 are discussed within IEP meetings	education
Finding 6: Co-taught classrooms need to have defined expectations and goals.	The district should create and define goals for the co-taught classrooms and how it is different from traditional pull-out services.	Professional Development ■ Conduct professional growth workshops on co-teaching (both introductory and advanced) and restorative justice practice, scheduled for this summer. This fall, launch training for staff	 D64 offers three different trainings to teachers in co-teaching environments. Co-teaching pairs have been offered trainings together In most cases, co-teaching pairs have a common plan time 	 Continue to review co-teaching models Clearly define co-teaching roles Review if co-teaching needs to be

on how to conduct facilitated IEP meetings. Explore additional professional development for staff in IEP goal-writing, working with students who have difficulty attending school (i.e., school refusal), working with students with complex health issues, and other priority areas. In addition, per IDEA, the District every spring will provide a professional needs assessment to staff throughout the district and provide offerings to best meet their professional growth needs and to support District initiatives. Professional growth should target: IEP/goal writing and formal facilitated IEP training Mentoring of new staffinitial "need to know" and ongoing training linked to job responsibility Social emotional	 For the 2021/22 school year co-teaching will be offered 4th-8th grade in reading and mathematics Co-teaching goals were defined to help establish guidelines for the type of learner who requires this level of support Pull-out services were defined to help establish guidelines for the type of learner who requires this level of support
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		learning, including restorative justice/practices • Diversity/disability awareness training for all staff, given the expanded co-teaching model		
Finding 7: Establish programs for inclusion of students (peer buddy, Special Olympics, disability/diversit y awareness, etc.).	 Consideration should be given to the creation of a Best Buddies program at the middle school level to promote inclusion and understanding. Time should be given at all buildings to celebrate diversity of students and work towards the successful inclusion and understanding of students with special needs. 	Standardization of Practice Best Buddies (at Emerson) and Special Olympics (at Emerson, Lincoln and Field) are already in place and running very successfully at several schools. Opportunities should be expanded to the other buildings. These programs help to develop a mindset of inclusion for students, staff, parents and the community.	Began developing a disability awareness curriculum A District-wide Special Olympics team was implemented during spring 2019, the in-person portion of spring 2020, and a remote team during spring 2021 There have been some facilitated collaboration across disciplines with special education including but not limited to: Music (a grant was received and adapted musical instruments were acquired) PE Art Social Studies (middle school)	 Continue development of inclusionary practices Create a disability awareness curriculum

			 Science (middle school) In the spring of 2019, two fifth-grade students at Field School organized an afterschool party for students with special needs, their siblings, and parents Washington School was offered a general autism training (2021) 1st and 2nd graders at Washington were offered a disability awareness activity (2021) Additionally, other celebrations of inclusion occurred at individual buildings such as: Recognition of Infinitec award winners (Lincoln, Washington, and Roosevelt) 	
Finding 8: Engage parents to gain their perspectives, create communication tools and develop resources for	 A yearly parent forum, similar to the parent interview night that was held in April, would assist in data collection and open communication based on structured questions. 	Continue the PT3 subgroups. Identify and conduct parent education workshops in the areas identified by parents. Based on the survey	 Parents and Teachers Talking Together (PT3) meets regularly on a monthly basis An IEP Feedback Survey was developed in November 2019 and continues to be used on an ongoing basis. 	 Continue to provide parent training opportunities Consider structures of future parent engagement opportunities

parents (i.e. parent universities, PT3, annual parent survey, PTO, handbook, website resources, etc.).

- Parent training opportunities should continue to increase collaboration and a better understanding of special education policies and procedures.
- A brochure should be created to assist parents in understanding special education vocabulary and provide an explanation of the continuum of services.
- results. District 64 and the director should continue the steps already underway and consider adding additional parent outreach on selected areas as a priority over the next year. Additionally, the ISBE survey should be sent out annually to allow parents to share their voice surrounding their special education experience.
- Specific communication tools can be expanded or created to provide more information to special education parents on an ongoing basis. These opportunities include:
 - District 64 Special Education PTO -With inclusion being the goal, another opportunity to build awareness and understanding is through the addition of a more formal PTO structure.

- These data is shared with the Board, PT3, and staff annually. The survey is used for discussion on growth areas and celebration. This survey was an outgrowth of the survey that PT3 devised and implemented at the end of the 2018/19 school year but received limited parent responses
- PT3 is utilized as a medium to gather perspectives such as the development of SLC and "placing on hold" co-teaching for K-3 for the 2021/22 school year.
- PT3 has several accomplishments including the creation of updated web pages and informational videos (that address audit matters) as well as devising a mission statement for Student Services
- Several informational meetings were provided to parents on topics such as 504, MTSS, ESY, Facilitated IEP,

- Continue to coordinate the PT3 group
- Coordinate with the PTO/A and All Abilities group

		could be the homebase for other materials that parents/guardians would find helpful on an ongoing basis, such as materials on demystifying the IEP process for parents/guardians and the ABC's of Special Education, for example. Add new materials and work with the Parent Group to bring forward further helpful items to be included. Parents/Guardians Outreach Conduct quarterly meeting of the special education parent group on topics of mutual concern and interest to parents, staff, and District	has had difficulties in organizing since COVID Student Services regularly presents updates to the Board on special education data and audit progression Director held monthly coffee meetings during the in-person portion of the 2019/20 school year with little attendance by parents	
Finding 9: Secure additional staff to provide additional	 Buildings should use data to determine the feasibility of programs and appropriate allocation of 	Special education coordinators and the assistant department director were not	 The District utilizes a method for determining the need for hiring additional special education staff 	Continue to monitor

programming options (BCBA, psychologist, social worker, dean, and special education administrators).

resources.

perceived as being visible and accessible; the coordinator allocation for the elementary schools was not being provided in the same ratio as the middle school allocation. The District has already been able to address this imbalance, with the Board's recent authorization to hire an additional elementary coordinator for 2018-19. This should help these administrators to be more visible and accessible to staff.

Department and Curriculum

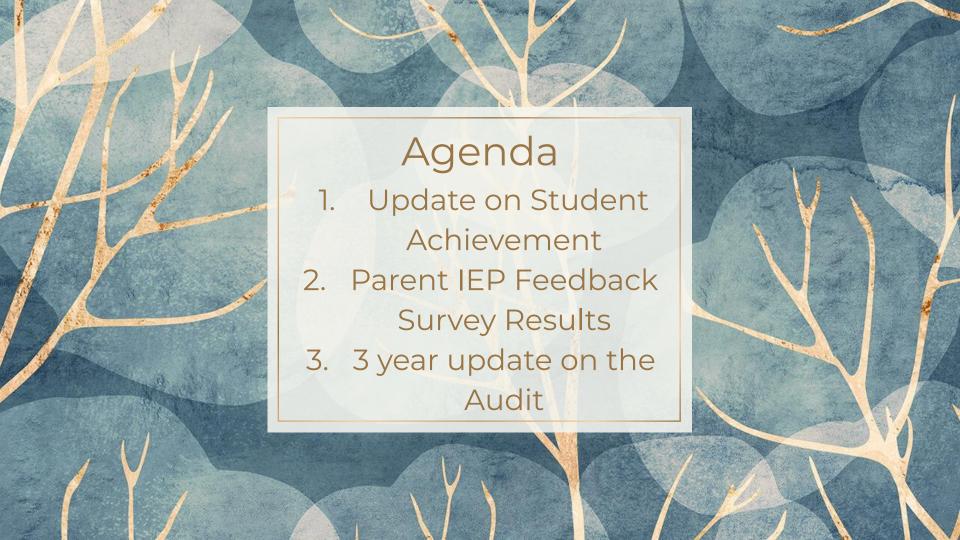
District explores hiring behavior interventionist to provide additional and more timely support to staff and students in behavioral crisis as well as to build the capacity of special education/crisis teams to intervene as needed

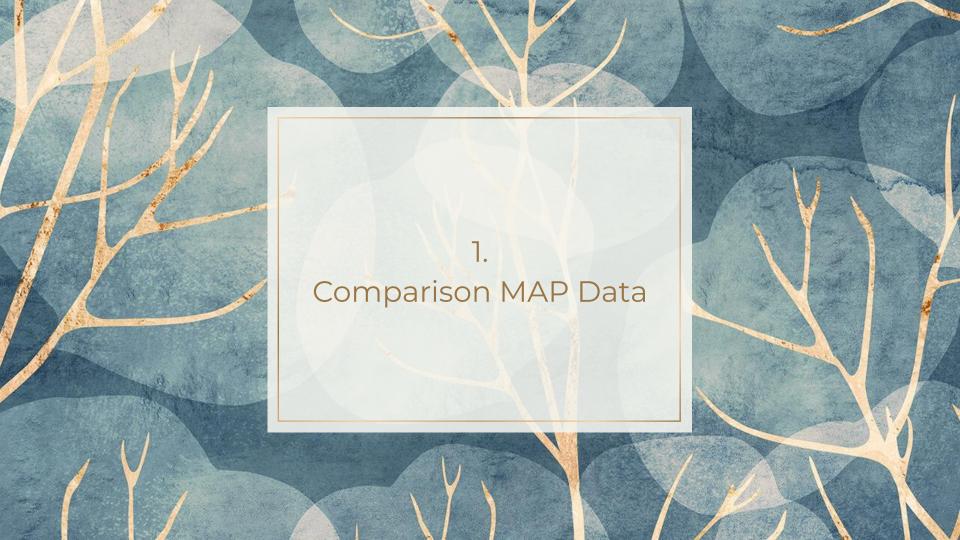
District Investment in Special

- The District has hired the following staff:
 - Board Certified Behavior Analyst(BCBA),
 - Psychologist
 - Social Worker
 - Full time
 Assistive
 Technology
 Specialist
 - InterventionSpecialist
 - Special education coordinator
 - Special education teachers
 - Speech and Language Therapist
 - School nurse
- The District is welcoming interns in the areas of psychology, social work, and speech and language
- A Staffing Needs
 Assessment Survey is sent to all staff in
 November and analyzed

		■ Consider for 2018-19 adding new staff positions, including a social worker to share caseloads at the larger elementary buildings; K-8 behavior interventionist; and a Dean to help support current building leadership with growing enrollment at Emerson Middle School.		
Finding 10: Create a path for change that does not have competing reform efforts.	 Teams should be formed or strengthened to aid in reviewing initiatives to avoid competition of these initiatives during the reform process in the special education department. A specialized team should be formed to engage in moving the department forward by deliberate planning of implementation of audit suggestions and findings 		 Ensure all special education coordinators have common goals for evaluation purposes to promote consistency of messages to staff The department is included in the Diversity and Equity Task Force There is a clear purpose and definition of work for PT3 and the D64 Student Services Dept. Meetings with the All Abilities subgroup were occurring prior to COVID 	Continue to monitor









FALL 2020 Roster for Students with IEPs

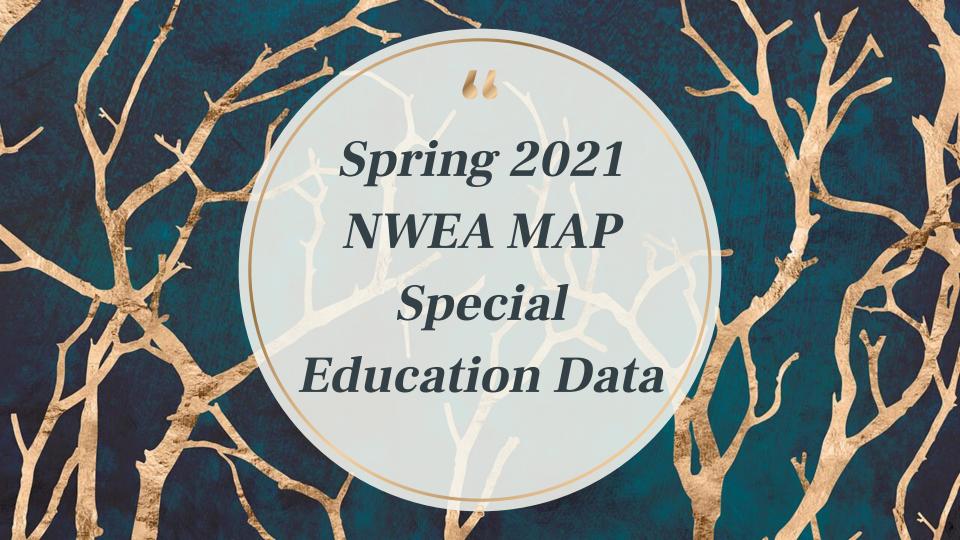
	Fall Achievement Percentiles 2020	Fall Growth Percentiles 2019/2020
General Education Reading	92	40.5
Special Education Reading	43	51.5
General Education Math	85	37
Special Education Math	32	34

FALL 2020 Roster for Students with IEPs

Reading	Fall Achievement Percentiles 2020	Fall Growth Percentiles 2019/2020
2nd (82 students)	61	N/A
3rd (75 students)	53	58
4th (62 students)	42	47
5th (75 students)	54	45
6th (46 students)	23	45
7th (58 students)	21	53
8th (59 students)	43	61

FALL 2020 Roster for Students with IEPs

Math	Fall Achievement Percentiles 2020	Fall Growth Percentiles 2019/2020
2nd (86 students)	56	N/A
3rd (76 students)	24	28
4th (64 students)	27	30
5th (74 students)	45	22
6th (46 students)	25	46
7th (58 students)	26	43
8th (58 students)	24	35



SPRING 2021 Roster for Students with IEPs

	Spring Achievement Percentiles 2021	Fall 2020 to Spring 2021 Growth Percentiles
General Education Reading	84	56
Special Education Reading	21	35
General Education Math	85	41
Special Education Math	18	37

SPRING 2021 Roster for Students with IEPs

Reading	Fall Achievement Percentiles 2020	Spring Achievement Percentiles 2021	Fall 2020 to Spring 2021 Growth Percentiles
2nd (73 students)	67	60	51
3rd (69 students)	40	11	19
4th (62 students)	28	17	34
5th (65 students)	35	25	42
6th (47 students)	18	9	40
7th (50 students)	11	7	34
8th (52 students)	40	20	23

SPRING 2021 Roster for Students with IEPs

Math	Fall Achievement Percentiles 2020	Spring Achievement Percentiles 2021	Fall 2020 to Spring 2021 Growth Percentiles
2nd (74 students)	51	43	51
3rd (70 students)	16	9	33
4th (62 students)	18	17	39
5th (65 students)	29	16	30
6th (47 students)	18	10	19
7th (52 students)	18	16	43
8th (53 students)	22	16	45

NWEA MAP Roster Data

- Rosters for students with IEPs are constantly changing and are updated each testing session
 - Students may no longer be on the roster or additional students may be added to the roster
 - Growth percentile charts might have lower student numbers because students had to take both tests within that timeframe to be part of the statistics
- Rosters for students with IEPs are created based on student eligibility for special education services (not based on specific disability categories)

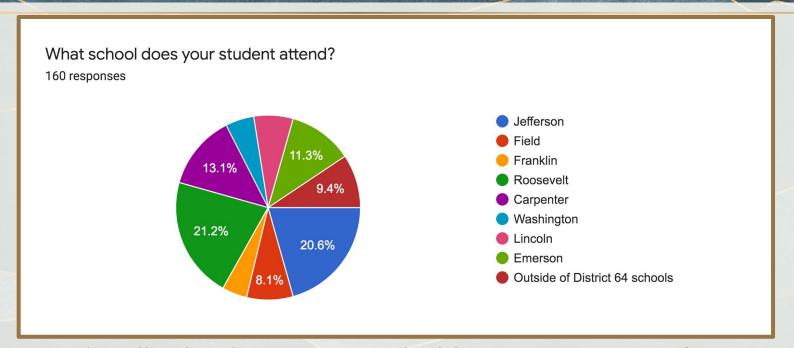
Possible Reasons for Dips in Scores

- Student fatigue/lack of motivation or engagement
 - Students returned to full in person on 3/29, IAR testing began 4/13-27; MAP assessment began 5/10-24; ISA for 5th and 8th was 5/24-28; ACCESS testing began 3/15 5/25
- Learning Environments
 - Recent transition back into in-person learning
 - Some students remained in a remote setting
 - Distractions
 - Engagement
 - Internet Disruptions

Next Steps

- This summer, we offered staff to participate in the following trainings:
 - Xtreme Reading (new reading program at middle school)
 - Writing strategies
 - Data collection, analysis, and intervention selection
 - A social emotional universal screener (SAEBRS)
 - De-escalation techniques
 - Math training through Hyde Park for Multi-sensory math training
- We will also provide the following trainings to staff at the beginning of the year:
 - Wilson Certification
 - Paragraph writing strategies
 - FastBridge Assessment
 - Additional trainings can be offered as well
- We will also provide a host of trainings to new staff
- Data will be reviewed with staff during teacher institute training with breakout sessions with psychologists and coordinators to further delve into the data and plan for individuals and groups of students
- Ongoing differentiation coaching using data to address student growth
- Using a push-in and pull-out service delivery model for 2021-22 for K-3rd grade students to ensure foundational skills are acquired
- We will closely monitor the fall data to further inform direction
- Continue use of the intervention curriculum map and data to make informed decisions

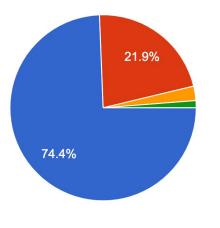




FY '21 All Schools Represented with a response rate of 30% FY '20 All Schools Represented with a response rate of 36%

I left the meeting with a clear plan for services and supports that my student will receive.

160 responses



Strongly agree

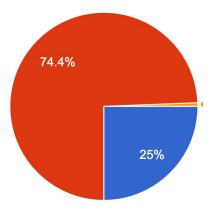
Agree

Disagree

Strongly Disagree

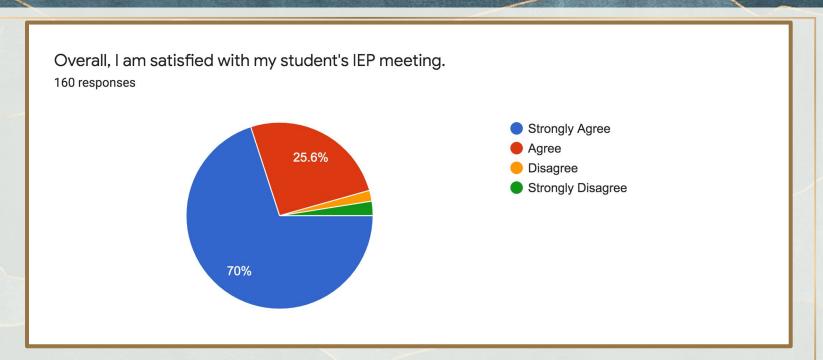
FY '21 96.3% Strongly Agree or Agree FY '20 97.5% Strongly Agree or Agree

I left the meeting with a copy of my student's new plan. 160 responses

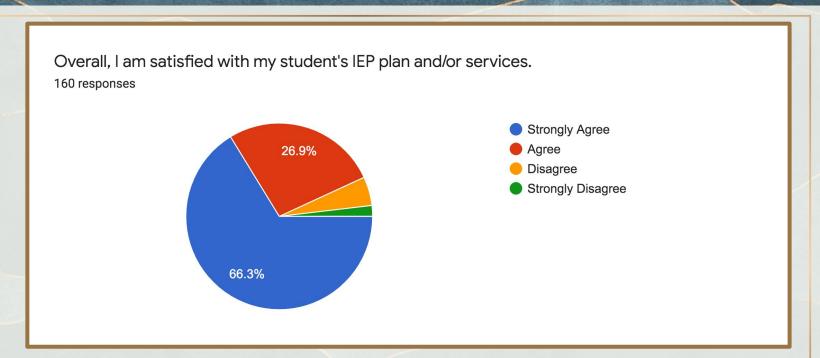


- Yes, I brought it home with me
- I did not, but I received it through other means that I requested (i.e. send a copy with my student, email, etc)
- No, I never received a copy and/or I need to ask for a copy

FY '21 **99.4%** Received a copy FY '20 97% Received a copy



FY '21 95.6% Strongly Agree or Agree! FY '20 98.8% Strongly Agree of Agree!



FY 21 93.2% Strongly Agree or Agree FY 20 98.2% Strongly Agree or Agree

I feel that my input was included within the IEP process in the following ways (check all that apply).

	2020/21	2019/20
My input was requested and shared as part of the IEP meeting	84.4%	79.4%
My input was reflected as part of the meeting agenda	58.1%	59.4%
My questions, concerns, and input directly impacted the focus of the IEP meeting		60.6%
My input was incorporated throughout the development of the IEP		61.8%
None of these apply, but I do feel that the team included my input into the meeting	5.6%	7.3%
None of these apply, I do not feel that the team included my input into the meeting	1.9%	0.6%

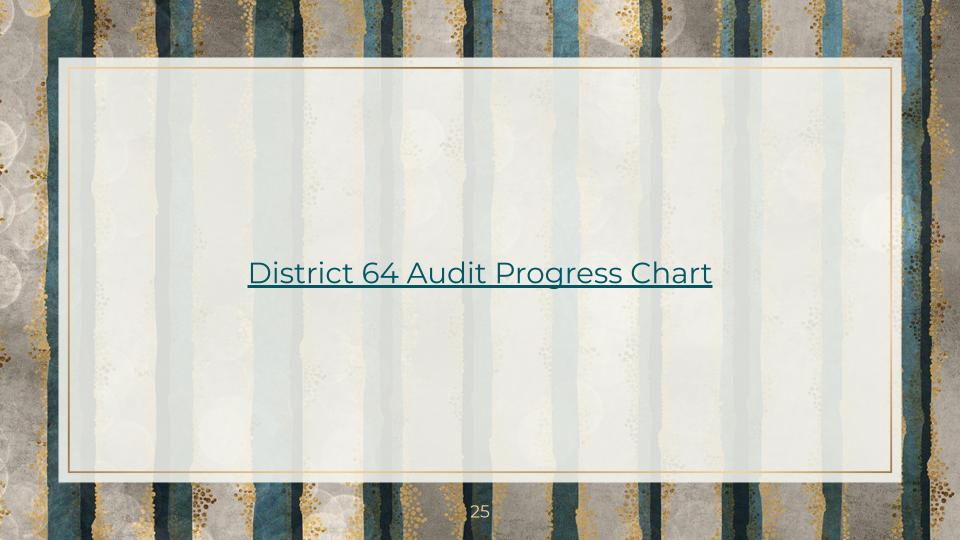
I was provided information regarding my student's progress in a meaningful way (check all that apply).

	2020/21	2019/20
I was given an understanding of how my child is currently performing	91.3%	90.9%
Data was visually represented or graphed	38.1%	50.3%
Data and/or an explanation was given to inform me as to why goals were proposed	66.9%	73.3%
I was given an understanding of the progress I can expect my student to make in one year	66.3%	66.7%
None of these apply, but I do feel I was given information regarding my student's progress in a meaningful way		5.5%
None of these apply, I do not feel I was given information regarding my student's progress in a meaningful way	1.9%	1.2%

Is there a part of the IEP process that you would like more information about (check all that apply)?

	2020/21	2019/20
Goals	30.3%	33.3%
Accommodations/Modification	36.4%	25.9%
Assessments	31.8%	27.8%
Extended School Year	45.5%	35.2%
Functional Behavior Assessment and Behavior Intervention Plan	15.2%	25.9%





Questions?

Thank You!