



NSSEO – D25 Audit

Findings and Recommendations

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Question 1: To what extent are families satisfied with the special education support and processes provided by AHSD25?

Data Source:

- Customized Family Satisfaction Survey



Families reported high levels of overall satisfaction (81%)

Strengths

- School Climate
- Scheduling and Participation
- Family IEP Involvement

Opportunities

- Friendships and Social Relationships
- Family School/Community Event Involvement



Recommendations

Friendships and Social Relationships:

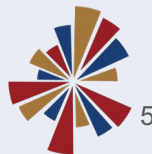
- Collect additional feedback to better understand parent hopes and expectations for friendships and social relationships for students with IEPs and explore ways to best support these needs through D25 Parent Academy offerings
- Explore opportunities to leverage the existing structures and supports for in-school social relationships outside of school



Recommendations

Family School/Community Event Involvement:

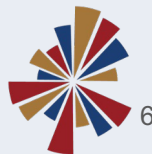
- Provide staff with training and information about community resources
- Include information about community resources in ongoing district and school communication
- Incorporate information about community agencies and resources into D25 Parent Academy offerings



Recommendations

Additional Recommendation:

- Continue to explore options as a District for increasing capacity to serve students in increasingly inclusive settings
- Reassess family satisfaction annually to continue to monitor and improve satisfaction across all indicators of effective family involvement in IEP and inclusive practices



Question 2: Does AHSD25 implement an appropriate process for determining special education eligibility?

Data Sources:

- IEP Audit - evaluation practices
- D25 RTI Manual/Website
- ISBE Report Card - distribution of disability categories, local and state trends



Yes, audit findings regarding district eligibility/evaluation practices reflect a consistent, well-defined IEP process for determining eligibility.

Strengths

- Strong academic MTSS
- IEP Audit reveals appropriate evaluation and eligibility practices for SLD and other categories
- No disproportionalities across disability categories

Opportunities

- Continue to improve social-emotional / behavioral MTSS



Recommendation

- Continue the ongoing work to improve social-emotional and behavioral MTSS



Question 3: Is AHSD25 including parents in the decision making process for determining educational placements of students with IEPs?

Data Sources:

- IEP Audit – parent attendance, meeting options
- Family Satisfaction Survey
- Artifact Review – D25 Guidelines for Placement Changes
- Parent Interviews



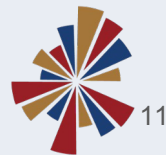
Yes, 85% of Family Survey respondents reported agreement across multiple indicators of successful family IEP involvement

Strengths

- High levels of parent attendance and participation at IEP meetings, good documentation
- Good parent understanding of their rights and their child's IEP
- New D25 guidance provides clarity and support for families through placement changes

Opportunities

- Slightly lower family feelings of equal partnership and voice in the IEP process
- Slightly lower family feelings of involvement in the transition process between schools/ programs



Recommendations

- Continue providing support to maintain the high level of parent attendance and understanding of IEP meetings and processes
- Continue to utilize the newly developed *D25 Guidelines for Placement Changes* to support teams and families
- Consider providing training and additional guidance to staff and parents in the use of structures and processes to support high levels of effective communication and collaboration across all IEP team members – Facilitated IEP or similar



Question 4: To what extent is AHSD25 educating students in the Least Restrictive Environment in students' home schools? How does D25 compare to area districts with implementing inclusive practices?

Data Sources:

- Artifact Review – D25 continuum of services
- ISBE Report Card – EE codes compared to state and local
- Referral and enrollment trends at NSSEO

Yes, patterns of student placement and services reflect an ongoing commitment of the District to inclusive practices and education within the LRE.

Strengths

- Continuum of services similar to comparable local districts
- EE codes overall are aligned to local averages and are more inclusive than state averages

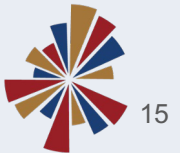
Opportunities

- Enrollment of D25 students at Miner School presents opportunities for innovation and new inclusive opportunities



Recommendation

- Continue to explore collaborative options for increasing provision of services and supports and capacity-building within D25.



Question 5: To what extent is AHSD25 utilizing inclusive practices across all schools?

Data Sources:

- Family Satisfaction Survey
- Staff Survey
- Leadership Survey
- Parent Interviews
- Artifact Review



The District is utilizing inclusive practices to a large extent across all schools, with 69% of measured Best Practice Indicators implemented at a high level.

Strengths

- Distribution/location of students, classes (types), and teachers
- School climate
- Teaching and learning practices
- Student scheduling and participation
- Effective IEP evaluation and progress monitoring
- Family IEP involvement

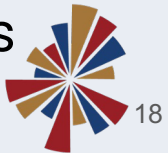
Opportunities

- Systems and structures for collaboration between and among staff
- Professional development to support inclusive practices
- Planning for continued school improvement as it relates to inclusive practices



Recommendations

- Develop a multi-year plan to establish systems for ongoing reflection and improvement of school- and district-wide inclusive practices aligned to the D25 Strategic Plan
- Establish structures and processes to enhance staff collaboration related to inclusive practices
 - Clarify and communicate the goals/purposes of collaboration with regards to inclusive practices
 - Analyze and leverage existing collaboration successes (data days, etc.)



Recommendations

- Develop a multi-year professional development plan to support:
 - Understanding of student IEPs/disabilities and aligned supports
 - The rationale and benefits of inclusive practices and celebration of diversity
 - Familiarity with instructional strategies and best practices to support effective inclusive education



Recommendations

- Resume committee work focused on research/guidance for use of 1:1 TA support in order to clarify roles and plan to provide training to TAs and teachers aligned to practices to support independence and learning





Thank You!

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