Special Education Program Analysis

Next Steps

Dr. Kathleen Kosteck
Assistant Superintendent
Student Services
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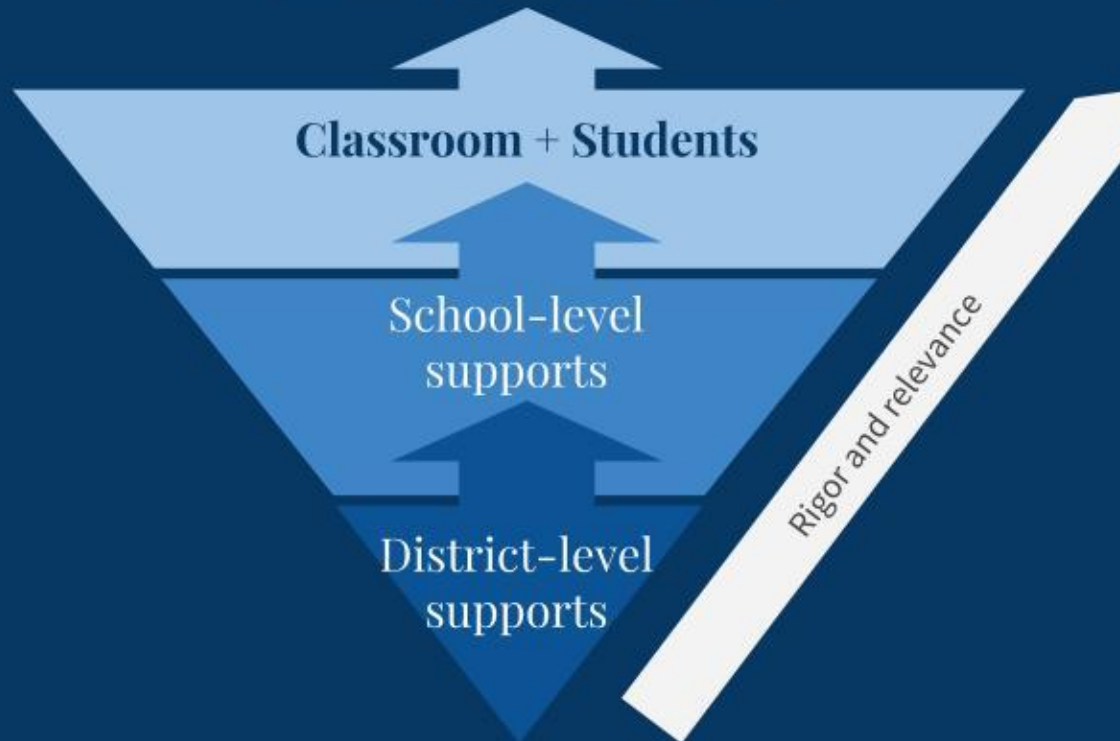
FUTURE FOCUSED
Empowering Students for Success

ELMHURST
COMMUNITY UNIT SCHOOL DISTRICT 205

Where are we going?

Learning and Teaching Priorities

- Help create shared understanding and measurement of district vision, strategies, and priorities

- Develop curriculum resources and assessments in key content areas with new standards or programs that reflect rigor and relevance

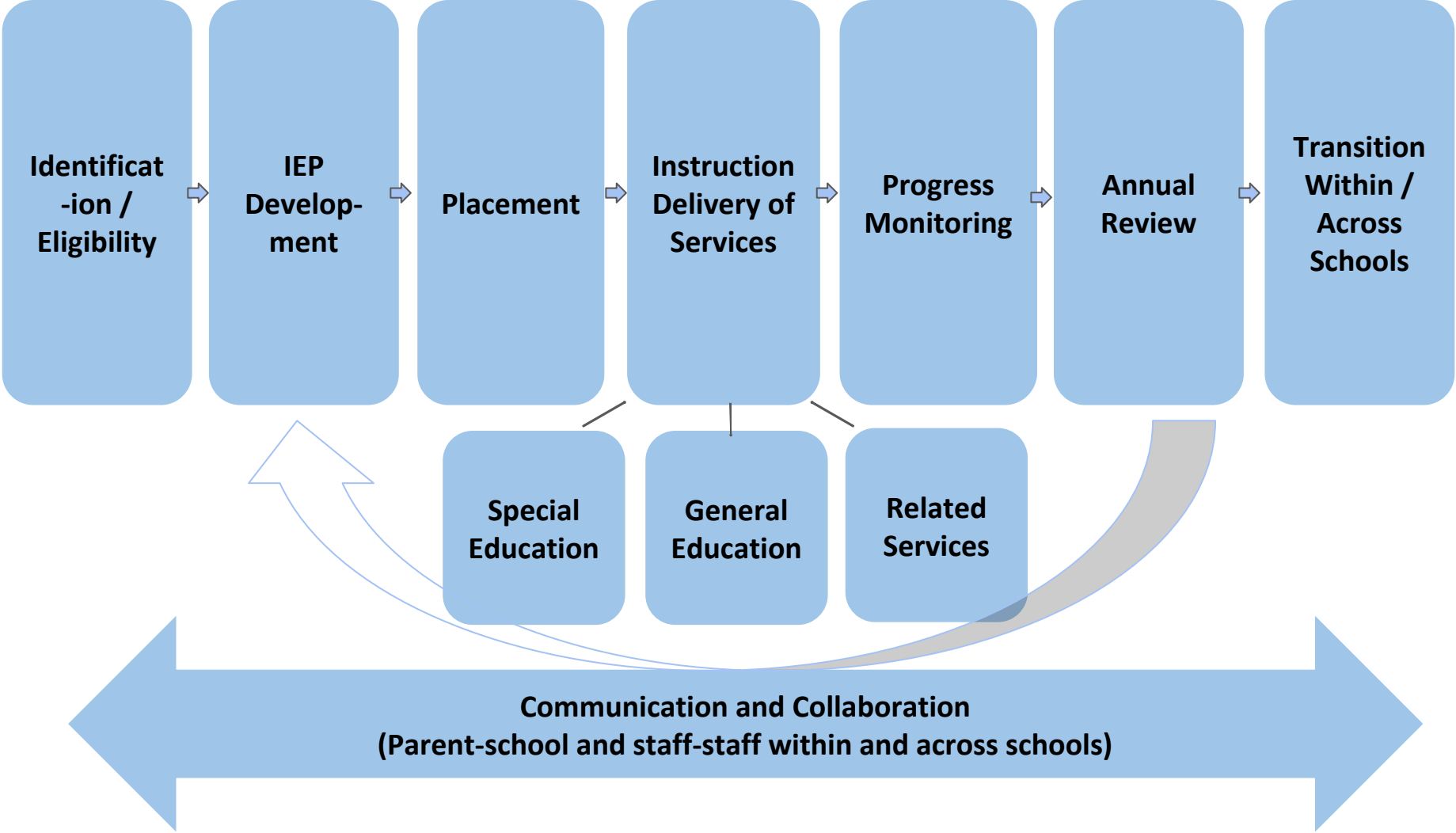- Support instructional strategies aligned to rigor & relevance and the 6C's

Presentation outline

- Process of prioritizing next steps

- Key areas of feedback and next steps

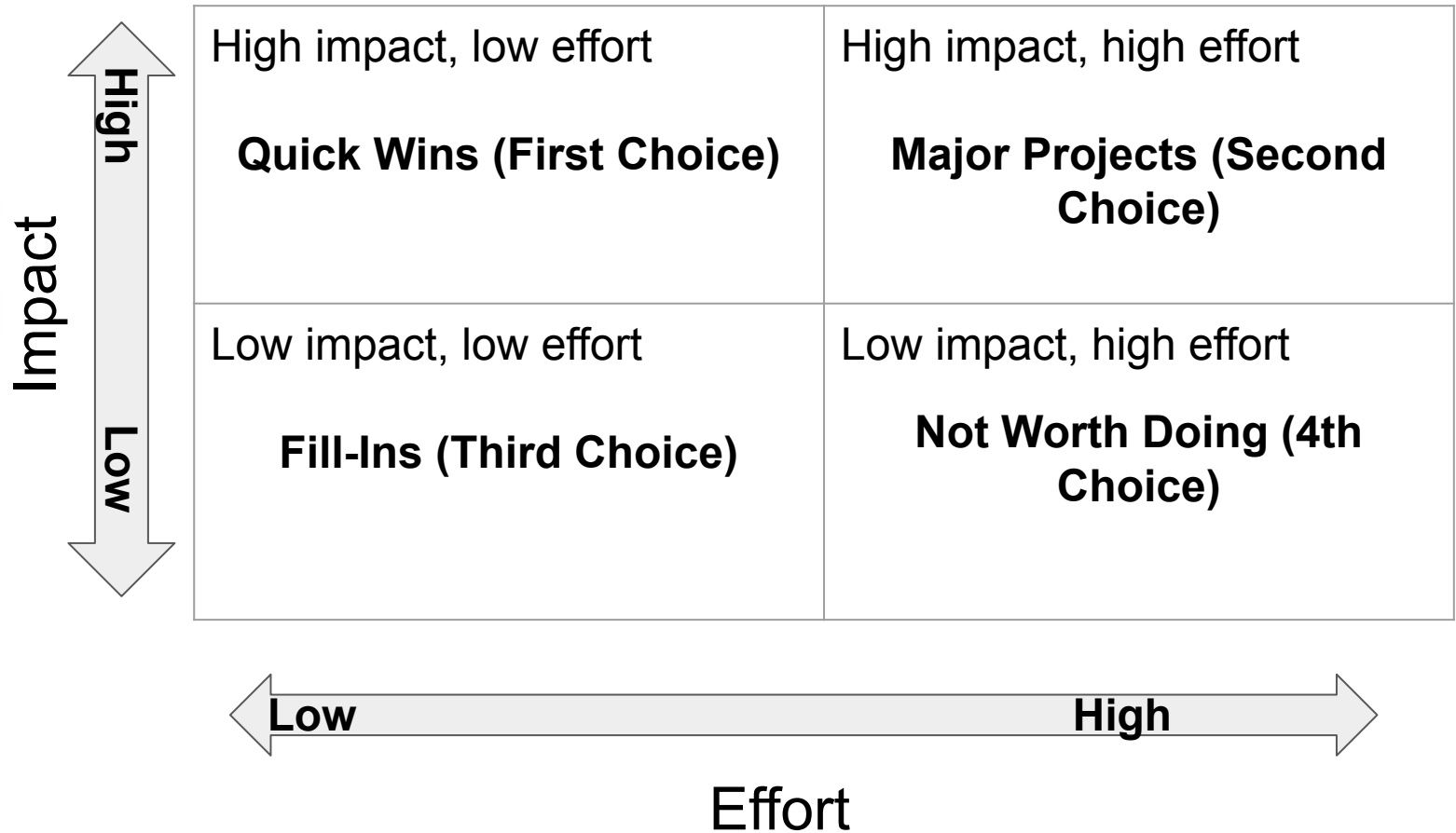- Overview/timeline of next steps

First, determine highest priority desired outcome of special education services based on feedback

- **Students will graduate college, career, and life-ready**
- Students will learn and grow
- Students will feel engaged and satisfied
- Parents will feel engaged and satisfied

Next, prioritize possible next steps in each element of report findings using impact/effort matrix

Identificat-ion / Eligibility	IEP Develop-ment	Placement	Instruction Delivery of Services	Progress Monitoring	Annual Review	Transition Within / Across Schools

Special Education	General Education	Related Services

Communication and Collaboration
(Parent-school and staff-staff within and across schools)

Impact/effort matrix: which elements will lead to desired outcomes?

	High impact, low effort **Quick Wins (First Choice)**	High impact, high effort **Major Projects (Second Choice)**
	Low impact, low effort **Fill-Ins (Third Choice)**	Low impact, high effort **Not Worth Doing (4th Choice)**

Impact ↑ High / Low

Effort ← Low / High →

Findings related to instruction/delivery of services were seen as high impact - and mostly major projects
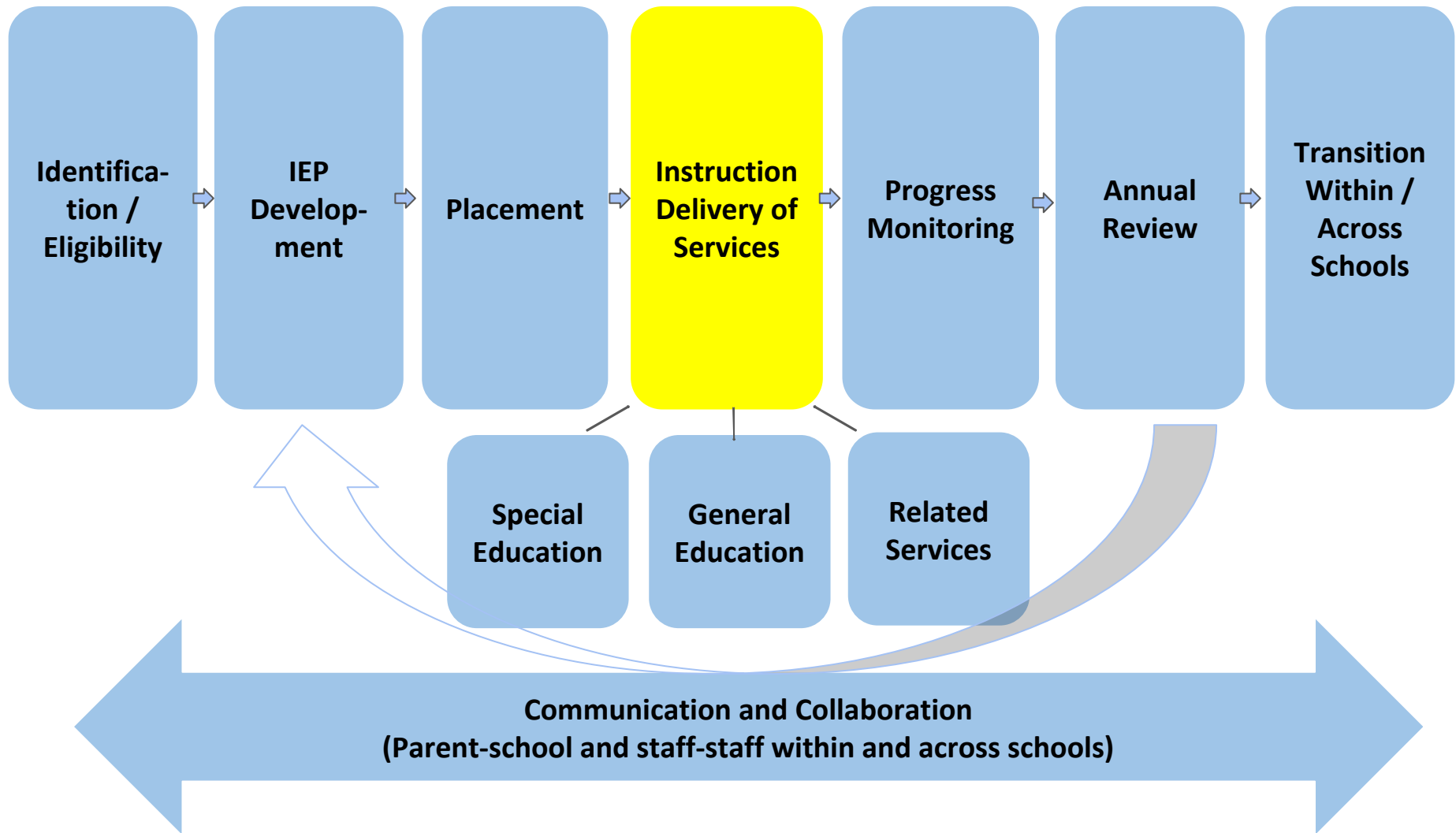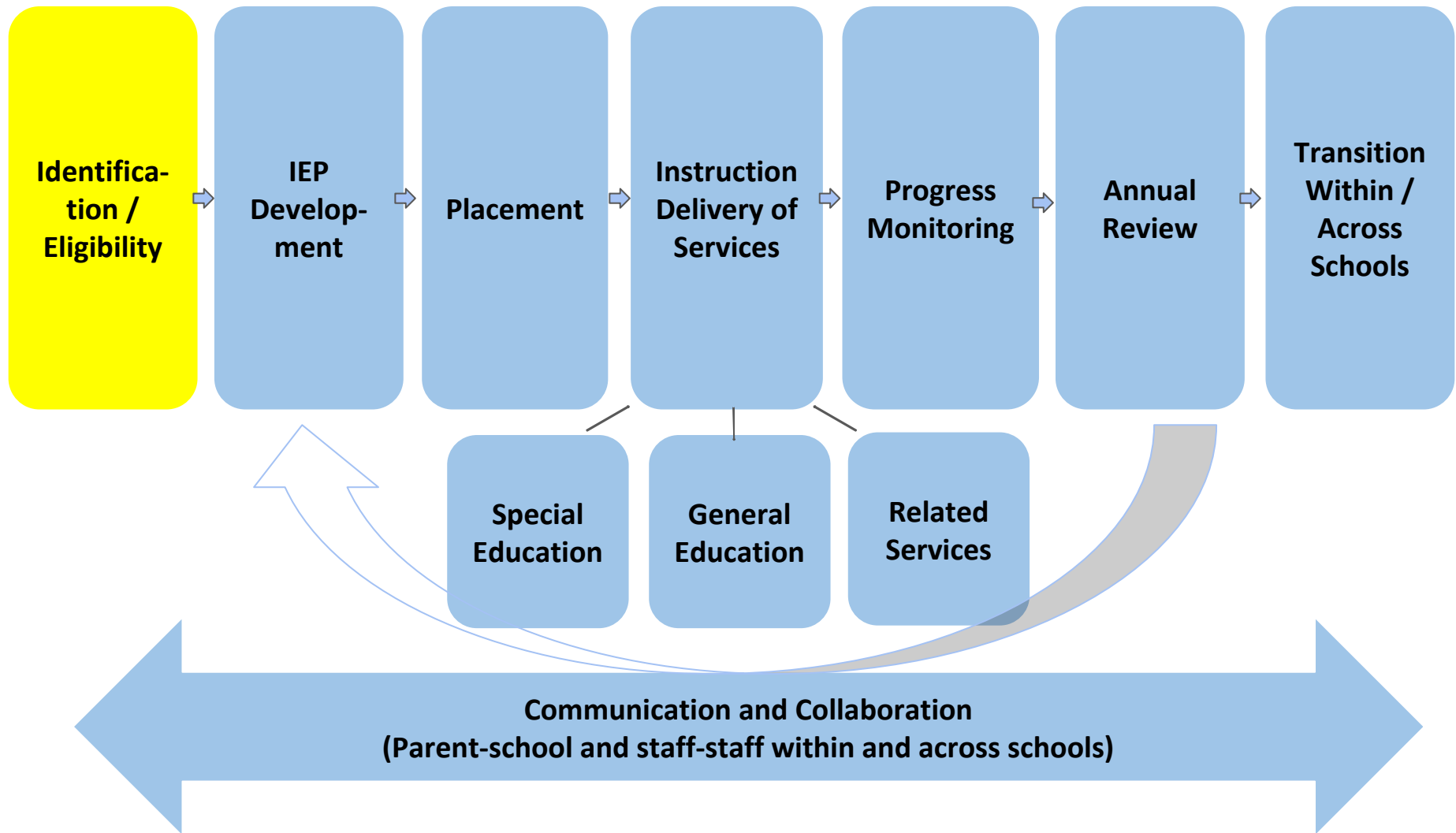
Element: Instruction/Delivery of Services

- Develop **school improvement plan goals** around special education student performance
- Enhance **professional learning** on **responsive teaching** (differentiation) for all teachers
- Offer **graduate training for special education teachers in reading** (endorsement)
- Expand Transition services to include on-site **College of DuPage** opportunities
- Increase **educational assistants' professional learning time**
- Increase **supports related to behavior**
  - Dedicated FTE for behavior support
  - ACCESS program
  - Overall district behavioral health plan

Addressing findings related to identification (and pre-identification) also seen as high impact

Identification- / Eligibility

IEP Develop-ment

Placement

Instruction Delivery of Services

Progress Monitoring

Annual Review

Transition Within / Across Schools

Special Education

General Education

Related Services

Communication and Collaboration
(Parent-school and staff-staff within and across schools)

Element: Identification and Eligibility

- Develop a districtwide **Multi-Tiered System of Support** (MTSS)
  - Form **MTSS Steering Committee**
- Improve **IEP goal development**, specifically in the area of providing comparison to typical developing peers
- Implement **peer review process** for IEP goal development

Progress monitoring identified as another high-impact element to tackle

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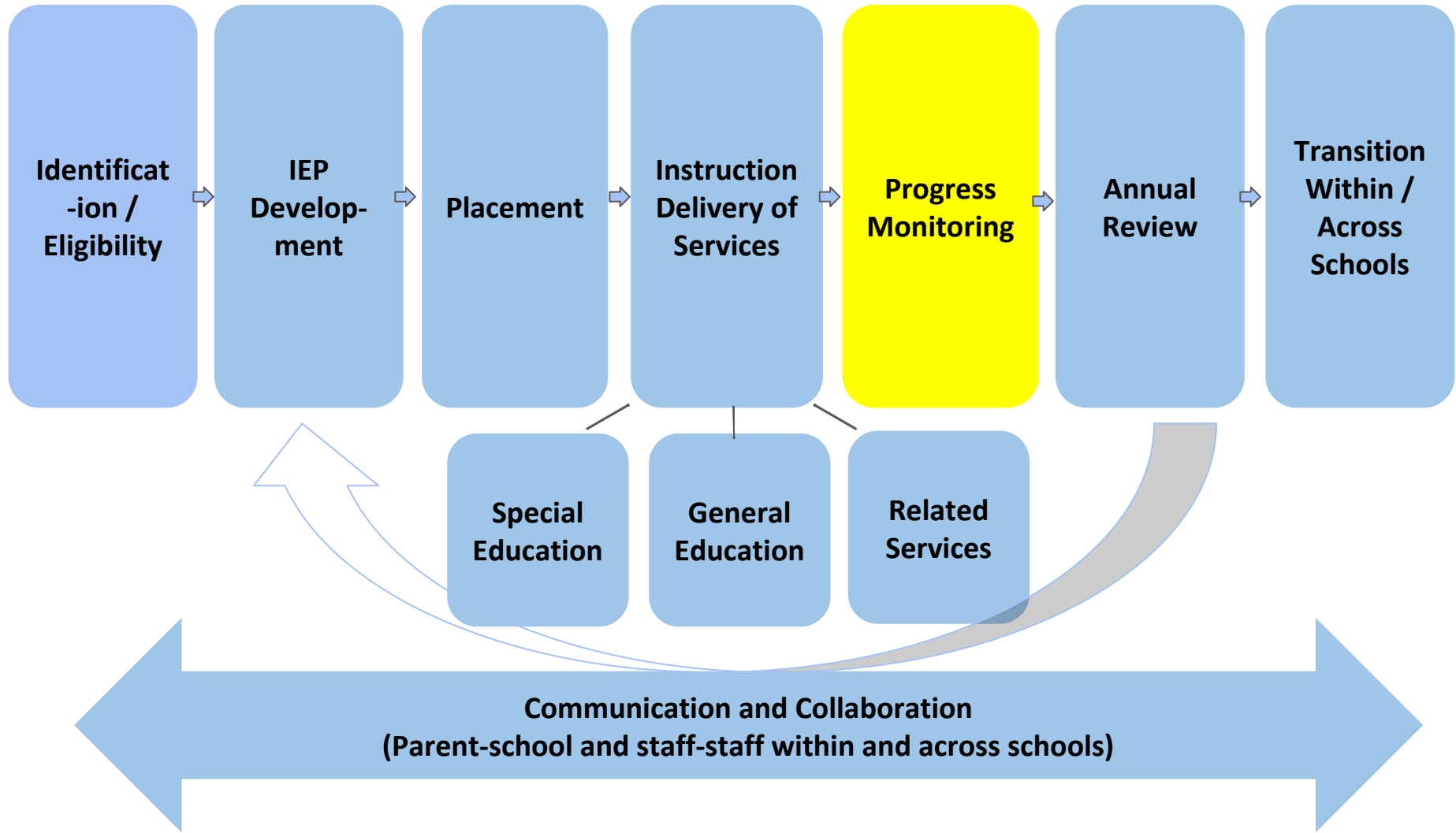
Element: Progress Monitoring

- Build repertoire of **progress monitoring tools** across levels
- Expand use of **goal attainment scales** at 6-12 level
- Develop administrative **goal review process** at building level

Improving various aspects of communication and collaboration identified as high-impact by multiple stakeholders

| Identificat-ion / Eligibility | ⇨ | IEP Develop-ment | ⇨ | Placement | ⇨ | Instruction Delivery of Services | ⇨ | Progress Monitoring | ⇨ | Annual Review | ⇨ | Transition Within / Across Schools |

Special Education   General Education   Related Services

**Communication and Collaboration
(Parent-school and staff-staff within and across schools)**
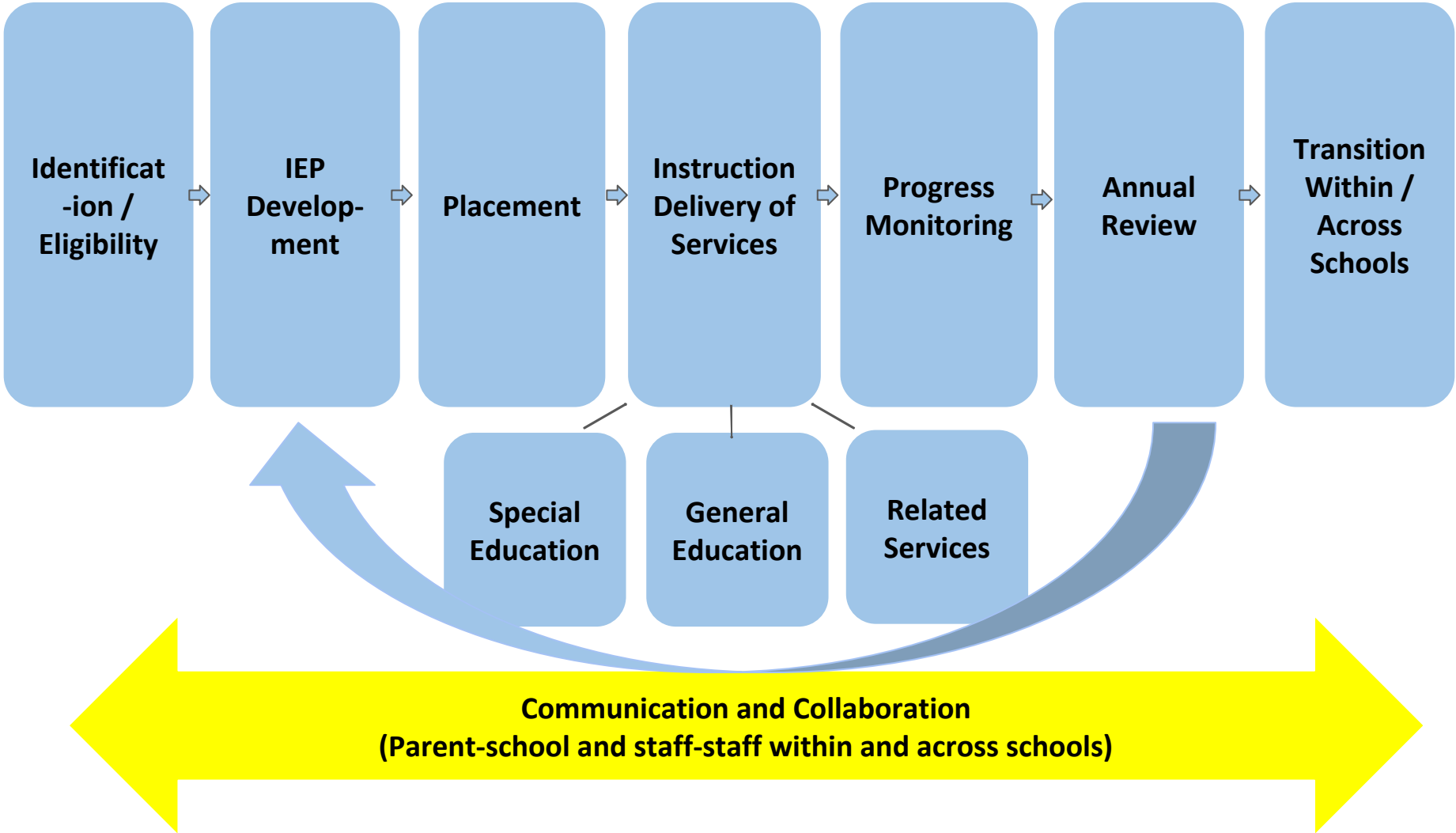
Element: Communication & Collaboration

- Enhance **parent information meetings** at level changes
- Develop **parent education series** on "IEP process"
- Provide parents **draft goals prior to IEP meetings**
- Build **increased collaboration time** into teacher schedules (K-5, 6-8)
- Enhance **collaborative practices** within a PLC
- Implement use of **facilitated IEP process** (EC-8)
- Implement **student-led IEP process** (high school)

Other data collection updates

- Parent survey - IEP meeting focus
  - 165 respondents (~13% response rate)
  - Fed findings into action planning
  - Report on findings will be disseminated shortly
- Co-teaching study
  - Student survey, teacher survey, observations and logs
  - Will feed findings into planning around professional learning for 19-20
- Graduating senior survey on perceptions of preparation
  - Will feed findings into planning around professional learning

Overview/timeline of key activities

	Summer 2019	19/20 year	20/21 year
Instruction			
Reading cohort	Planning	Implementation	Ongoing
Transition COD		Implementation	Ongoing
Behavior supports	Planning	Implementation	Ongoing
Identification & Progress Monitoring			
MTSS	Planning	Planning	Implementation
Prog monitoring tools		Planning	Implementation
Communication			
IEP goals, IEP process, information, IEP meetings		Planning	Impl	Ongoing
Collaboration			
Schedule changes	Planning	Implementation	Ongoing
PLC collaboration		Planning	Implementation