

**June 3, 2024**

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Rick Trujillo, Deputy Chief of ODLSS  
Wayne Williams, Executive Director, ODLSS Operations  
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Dear Mr. Long, Mr. Trujillo, and Mr. Williams,

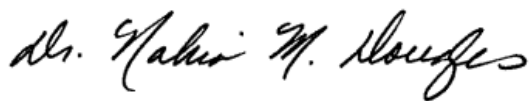
The Illinois State Board of Education (ISBE) Special Education Programmatic Support Department is grateful for your cooperation and assistance with Individualized Education Program (IEP) submissions, virtual Interviews with staff, and digital schedules as part of the Illinois Special Education Accountability and Support System process and Enhanced General Supervision Plan (EGSP). ISBE intends for the enclosed report to support a root cause analysis and collaboration with Chicago Public Schools (CPS) networks and schools. ISBE has developed Supportive Action Plans with the identified schools in Wave 2 to ensure the following priorities associated with ISBE/CPS collaborative goals are achieved in accordance with the ESGP:

**Instructional Quality:** Improve the quality of IEP writing and development for individualized services via high-quality instructional practices and progress monitoring.

**Service Delivery:** Improve quality of service delivery as driven by improved IEP quality.

If you have any questions regarding this report or the Illinois Special Education Accountability and Support System's EGSP process, please contact Rhonda Marks [rmarks@isbe.net](mailto:rmarks@isbe.net), Lesley Paramo [LPARAMO@isbe.net](mailto:LPARAMO@isbe.net), or Dr. William Truesdale [wtruesdale@isbe.net](mailto:wtruesdale@isbe.net).

Sincerely,



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

Cc: Dr. Jason Helfer, Chief Education Officer – Instruction, Illinois State Board of Education  
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## Introduction and Purpose

Beginning with the 2022-23 school year, Chicago Public Schools (CPS) and the Illinois State Board of Education (ISBE) commenced a collaborative transition from the previously separate monitoring activities of the ISBE Public Inquiry Corrective Action (2018-22) and the ongoing ISBE Special Education integrated monitoring activities into a consolidated Enhanced General Supervision Plan (EGSP), as permitted by the Individuals with Disabilities Education Act (IDEA) and the Illinois School Code. The primary goal of the EGSP is for CPS and ISBE to collaboratively implement the goals of the CPS Office of Diverse Learner Supports and Services (ODLSS) to meaningfully improve outcomes for CPS students with disabilities and their families.

The ISBE Special Education Programmatic Support Department genuinely appreciates the cooperation ODLSS provided during Wave 2 of this process, particularly the assistance with district and network communications, Individualized Education Program (IEP) submissions, and school-specific support. The following report summarizes Wave 2 district networks and school information. ISBE recommends ODLSS utilize this information, keeping its 2023-24 school year goals and priorities in mind, to conduct a thorough root cause analysis that ensures that the EGSP priorities and related milestones are on track. ISBE will continue to provide technical support and assistance to achieve the EGSP goals and/or adjust practices and processes, as necessary, during the 2024-25 school year.

## Selected Networks and Data Sources

Per the EGSP and in collaboration with CPS leadership, 10 CPS district networks were selected to participate in Wave 2 of the Illinois Special Education Accountability and Support System tasks for ISBE's school-based review of the provision of special education and related services to students with disabilities. The networks and schools were chosen to provide an overview of the district across the city; encompass all grade levels; and represent distinct implementation of special education policies, procedures, and practices.

The EGSP is unique to CPS and ISBE; therefore, no determination is made in this analysis or the Network Summary Reports about compliance and/or results-based State Performance Plan Indicators for the selected networks and their participating schools.

### Network Demographics

The selected networks include Hanson Park and Northwest located in geographic area West; Alcott and Lorca located in geographic area North; Finkl and Madero located in geographic area West/Southwest; Carson and Seward located in geographic area Southwest; Reavis, Fiske, Powell, Gillespie, Carver, Bennett, Dunbar, and South Shore International located in geographic area South. Geographical areas for Independent Schools Principals (ISP) and Charter Schools vary throughout CPS locations. Table 1 lists the networks and schools included in Wave 2.

**Table 1***Wave 2 Networks and Schools*

Network 3	Network 4	Network 7	Network 8
<ul style="list-style-type: none"><li>• Hanson Park Elementary School</li><li>• Northwest Middle School</li></ul>	<ul style="list-style-type: none"><li>• Louisa May Alcott College Preparatory Elementary School</li><li>• Federico Garcia Lorca Elementary School</li></ul>	<ul style="list-style-type: none"><li>• William F. Finkl Academy</li><li>• Madero Middle School</li></ul>	<ul style="list-style-type: none"><li>• Rachel Carson ISP</li></ul>
Network 9	Network 12	Network 13	Network 17
<ul style="list-style-type: none"><li>• Reavis Math and Science Elementary School</li><li>• Fiske Elementary IB World School</li></ul>	<ul style="list-style-type: none"><li>• Adam Clayton Powell Jr. Paideia Academy</li><li>• Gillespie Technology Magnet Cluster School</li></ul>	<ul style="list-style-type: none"><li>• George Washington Carver Elementary School</li><li>• Bennett Elementary School</li></ul>	<ul style="list-style-type: none"><li>• Dunbar Vocational Career Academy</li><li>• South Shore International College Preparatory High School</li></ul>
Independent School Principals			
<ul style="list-style-type: none"><li>• Little Village Elementary School</li></ul>		<ul style="list-style-type: none"><li>• Irene C. Hernandez Middle School for the Advancement of Science</li><li>• William H. Seward Communication Arts Academy Elementary School</li></ul>	
Charter Schools			
<ul style="list-style-type: none"><li>• Acero Charter Sor Juana Ines de la Cruz</li><li>• CISC Network School Prairie Campus Elementary School</li></ul>	<ul style="list-style-type: none"><li>• KIPP Academy Campus</li><li>• Learn Charter Middle School</li></ul>	<ul style="list-style-type: none"><li>• Providence-Englewood Elementary Charter</li><li>• Namaste Elementary Charter School</li></ul>	<ul style="list-style-type: none"><li>• EPIC Charter School</li><li>• YCCS Charter Chatham</li></ul>

**Data Sources**

Data was collected and reviewed from various sources: ISBE School Report Cards; CPS IEP file reviews; virtual interviews with individual school staff (including related services providers [RSPs]); and staff surveys of school and network administrators, teachers, special education classroom assistants (SECAs),

and RSPs. Master schedules, teacher schedules, RSP schedules, student schedules, and SECA schedules were provided digitally. Review of the data was utilized to identify areas of strength and areas of need for each school to target through action steps encompassed in a Supportive Action Plan. ISBE also used data sources to provide recommendations for resources, technical assistance, coaching, and professional development activities.

## IEP Data Analysis Across Networks

ISBE reviewed the IEPs submitted by ODLSS and network schools to ensure they align with the priorities of the EGSP. These priorities are to improve the quality of IEP writing and development of individualized services via high-quality instructional practices and progress monitoring and to improve the quality-of-service delivery driven by improved IEP content. Each of the 10 networks and network schools submitted IEPs based on the rubric listed in Table 3.

**Table 2**

*IEP Review Rubric*

<b>% of Students with Disabilities within the School</b>	<b># of IEPs to be Reviewed School</b>	<b># of IEPs to be Reviewed Network</b>	<b>Total # of IEPs to be Reviewed</b>
17% and below	3 IEPs	2 IEPs	5 IEPs
18-20%	6 IEPs	4 IEPs	10 IEPs
21-29%	10 IEPs	5 IEPs	15 IEPs
30-39%	14 IEPs	6 IEPs	20 IEPs
40% and above	17 IEPs	8 IEPs	25 IEPs

**Table 3**

*IEPs reviewed per network.*

<b>Network/School</b>	<b>Number of IEPs</b>
<b>Network 3</b>	<b>9 IEPs</b>
<b>Network 4</b>	<b>11 IEPs</b>
<b>Network 7</b>	<b>7 IEPs</b>
<b>Network 8</b>	<b>4 IEPs</b>
<b>Network 9</b>	<b>4 IEPs</b>
<b>Network 12</b>	<b>6 IEPs</b>
<b>Network 13</b>	<b>4 IEPs</b>
<b>Network 17</b>	<b>7 IEPs</b>
<b>ISP</b>	<b>4 IEPs</b>
<b>Charter</b>	<b>12 IEPs</b>

Each network received its own detailed report about its IEPs; frequent observations across networks are subsequently noted. These observations tended to fall into the following areas: policies and procedures; Present Levels of Academic Achievement and Functional Performance (PLAAFP); goals; parent concerns/engagement; and accommodations, modifications, and supports.

### **Policies and Procedures**

Overall, all IEPs reviewed were structured in a way that aligned to state and federal regulations. These structures included, but were not limited to, academic levels, assessment, graduation, curriculum modifications and accommodations, alternative grading scales, paraprofessional fading plans, SECA responsibilities, and placement within the general education classroom. Consideration for Extended School Year and transportation were appropriately documented.

There was no evidence that would otherwise indicate that the IEP team did not meet annually or failed to meet the triennial reevaluation deadlines. The files generally included all necessary Conference Data Information, Student Identification Information, and Parent/Guardian Information. There was consistent evidence that Procedural Safeguards were sent with the Notification of Conference (NOC). However, if Procedural Safeguards were not sent at the time of the NOC, there was generally no additional reference to when the parent may or may not have been offered this document.

When parent/guardian(s) native language was identified as a language other than English and there is no interpreter present or translated documents present in the file, IEP teams inconsistently provided explanation as to the extent of the parent language needs and/or the parents verbal or written refusal of a qualified language interpreter.

### **Present Levels of Academic Achievement and Functional Performance**

The General Considerations section in the reviewed IEP files denoted PLAAFP with statements of current student strengths, learning styles, and other individual student data required for PLAAFP development. However, a lack of consistency in the level of detail provided in the PLAAFPs was noted. Some IEPs provided PLAAFPs that overemphasized narrative summaries of student performance through teacher and staff observations, lacking up-to-date progress monitoring data, teacher administered diagnostics, and formative and summative assessments with a description of skill(s) mastered.

Evaluation and assessment data were detailed in the corresponding sections of the IEP, but some files that were reviewed contained data with no interpretation or an explanation of how they represented the students' academic skills or social, emotional needs. Furthermore, the IEP evaluation criteria were carried over year to year with no further explanation as to how the students' skills have progressed since the evaluation.

### **IEP Goals**

Goal statements written in the reviewed IEP files were reflective of the state goals and Illinois Learning Standards. Goal statements were objective and measurable and, generally, described what the student should accomplish throughout the time of the IEP implementation period. However, benchmarks were not consistently written in a manner that guided instructional practices for progressive skill growth.

The goals that were reviewed mainly aligned to the IEP PLAAFP, but in some cases, they did not reflect the student's current achievement level as presented in the PLAAFP. In some instances, IEP goal

statements targeted more than one skill area, which made it unclear as to what the skill was that was being targeted or measured.

### **Parent Concerns and Parent Engagement**

IEPs reviewed generally contained statements indicating cross-collaboration between staff (special and general education teachers, RSPs, and SECAs) throughout several areas of the IEP. Parent and/or guardian feedback was limited to the Parent Concerns section of the IEP and rarely presented itself in the PLAAFP, goals, additional notes, etc. A lack of parent training services and opportunities also was distinctly noted.

### **Accommodations, Modifications, and Supports**

Supplementary aids, accommodations, and/or program modifications were listed on the IEP. Across several IEP files, there was limited to no differentiation based on the current, individual needs of the student as described in the PLAAFP. The listed aids, accommodations, and modifications were general in nature and demonstrated little contrast across student files.

## **Analysis for Staff Surveys**

A confidential staff survey was developed to gather feedback and information from CPS staff on key areas that the district should focus on in the enhanced model of supervision. Each question provided respondents an opportunity to include comments or additional information they would like to share related to the question. ODLSS assisted ISBE with the survey by disseminating the survey links via email to all administrators, general education teachers, special education teachers, RSPs, and SECAs in the district. Survey results were not disaggregated by network to ensure participant confidentiality in networks with low response rates. This data reflects the responses of all Wave 2 networks/entities. Survey questions were unique to the role of the participant and addressed the individual responsibilities assigned to each position category. Table 4 summarizes the number of survey participants and their role.

**Table 4**

*Number of Survey Participants by Role*

<b>Participant Role</b>	<b>Total Number of Participants</b>
Teachers	847
Related Service Providers	294
Special Education Classroom Assistants	368
Administrators	81
Case Managers	142

Response categories for all survey questions were: *Strongly Agree, Agree, Neutral/Unknown, Disagree, and Strongly Disagree*. Each survey was composed of 10-15 questions. ISBE principal consultants evaluated the results and compared networks to determine that two main themes could be identified

across participant role and network: professional learning systems and time allotted to complete position requirements. Questions related to these themes are reported and discussed below. However, examining the overall patterns and trends of each item from each survey will be an important aspect of the root cause analysis. ISBE encourages you to reference Appendix A to access the full survey results. Table 5, 6, 7, 8, and 9 list the Wave 2 survey results for participating staff based on their roles.

## Teacher Survey Results

More than 847 general education and special education teachers completed the survey. When asked about their access to high-quality learning opportunities, teachers agreed (14.17%), neutral (29.63%), disagreed (18.77%), strongly disagreed (16.41). There also were diverse responses when asked whether they had time to develop high-quality IEPs and whether they had received data and input from other team members. A total of 16.65 % of teachers agreed with this statement, but the next largest response category was disagreed (21.96%), followed by strongly disagreed (21.49%) and neutral (20.43%)

**Table 5**

### Wave 2 Selected Teacher Survey Results

Item	Average Rating	Percentage of Teachers Responding				
		Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly Disagree (5)
<i>Teachers have access to high-quality professional learning opportunities rooted in Adult Learning Theory.</i>	2.95	21.02%	14.17%	29.63%	18.77%	16.41%
<i>Special education and general education teachers are provided with sufficient opportunities and time to develop quality IEPs, and they receive data and input from other IEP Team members</i>	3.09	19.48%	16.65%	20.43%	21.96%	21.49%
<i>Teachers receive monthly Case Manager meeting materials and can discuss the sections therein to ensure understanding and appropriate application to daily teaching responsibilities.</i>	2.90	26.33%	16.06%	19.60%	17.12%	20.90%

Note: The distribution of responses for each survey item equals 100% +/- 1%.

## Related Service Provider Survey Results

Survey participants gave their perspective related to time allotment. For example, 13.95% of RSPs agreed they have the requisite time and opportunities to deliver IEP-related services in a timely manner. But another 22.45 % disagreed and 31.97% strongly disagreed. And while RSPs reported that other education providers are available to collaborate with them, 20.75% strongly agreed and 9.86% agreed.

RSPs reported having access to professional development and training regarding the provision of related services to students with disabilities who have IEPs or 504 Plans (14.63% strongly agreed, 13.95% agreed). However, fewer reported having access to professional development and training regarding Multi-Tiered Systems of Support (MTSS) and at-risk students (10.88% strongly agreed, 18.03% agreed).



RSPs have diverse experiences pertaining to adequate workspace to provide related service providers with the appropriate level of privacy. Twenty-two percent of RSPs reported having adequate space (16.67% strongly agreed, 25.51% agreed), while 20.7% reported not having adequate space (17.69% disagreed, 20.07% strongly disagreed).

**Table 6**

*Wave 2 Selected Related Service Provider Survey Results*

Item	Average Rating	Percentage of RSPs Responding <sup>17</sup>				
		Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly Disagree (5)
<i>RSPs have access to professional development and other training opportunities regarding the provision of related services to students with disabilities who have IEPs or 504 Plans.</i>	3.43	14.63%	13.95%	17.01%	22.45%	31.97%
<i>RSPs have access to professional development and other training opportunities regarding MTSS and at-risk students.</i>	3.27	10.88%	18.03%	24.49%	26.53%	20.70%
<i>RSPs have the requisite time and opportunity to appropriately deliver related services in a timely manner in accordance with student IEPs (or 504 Plans, if applicable).</i>	3.24	11.56%	18.37%	23.47%	27.89%	18.71%
<i>RSPs have the requisite time and opportunity to appropriately consult and collaborate with other special education providers and general education teachers in accordance with student IEPs (or 504 Plans, if applicable) consistently.</i>	3.19	9.86%	20.75%	26.19%	27.21%	15.99%
<i>Other education providers (e.g., teachers, case managers, paraprofessionals, fellow RSPs, etc.) are cooperative and dedicate time to consult and collaborating with you in accordance with student IEPs (or 504 Plans, if applicable) on a consistent basis.</i>	3.21	9.86%	21.09%	23.81%	28.23%	17.01%
<i>Schools provide RSPs with adequate workspace and area(s) to provide student services with a reasonable amount of privacy.</i>	2.99	16.67%	25.51%	20.07%	17.69%	20.07%

*Note: The distribution of responses for each survey item equals 100% +/- 1%.*

**Special Education Classroom Assistants Survey Results**

Many SECAs reported being scheduled appropriately and only assigned to students with IEPs. However, 16.30% of SECAs disagreed with this statement and 26.23% strongly disagreed. Less than half of responding SECAs reported they are invited to participate in IEP meetings (30.16% strongly agreed, 11.14% agreed). However, SECAs reported that they are encouraged, or given opportunities, to provide information regarding student-based interventions/supports, progress monitoring, and/or other data to the IEP team prior to students' IEP meetings (26.43% strongly agreed, 13.0% agreed). SECAs reported that they are provided with professional development opportunities (27.17% strongly agreed, 13.86% agreed). However, 14.13% disagreed, 28.80% strongly disagreed.

**Table 7***Wave 2 Selected Special Education Classroom Assistants Survey Results*

Item	Average Rating	Percentage of SECAs Responding				
		Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly Disagree (5)
<i>SECAs are scheduled appropriately and assigned only student-based duties per IEPs when students are in the building; SECAs are not assigned clerical/administrative duties (e.g., general group lunchroom/recess duties, making copies, bus duty) that take them away from IEP-based student services.</i>	3.02	27.45%	13.04%	16.58%	16.30%	26.63%
<i>SECAs are invited to participate in IEP meetings (or 504 Plan meetings when applicable) and may attend in part or in whole.</i>	3.08	30.16%	11.14%	14.13%	9.78%	34.78%
<i>SECAs are encouraged to, or have the opportunity to, provide information regarding student-based interventions/supports, progress monitoring, and/or other data to the IEP team prior to students' IEP meetings (or 504 Plan meetings, if applicable).</i>	3.09	26.43%	13.08%	14.17%	17.71%	28.61%
<i>SECAs are provided with professional development opportunities.</i>	3.04	27.17%	13.86%	16.03%	14.13%	28.80%

*Note: The distribution of responses for each survey item equals 100% +/- 1%.*

**Administrator Survey Results**

Administrator surveys indicated that more than half of administrators indicated that they were unsure whether ODLSS District Representatives and ODLSS Special Education Administrators (SEAs), collectively, receive professional development and training on how to best present critical special education information (best practices, legal requirements, CPS policies, etc.) to network and school personnel (24.80% strongly agreed, 17.80% agreed). Most administrators reported that their school has a consistent process to disseminate, review, and discuss professional development and other training materials regarding special education (28.40% strongly agreed, 17.28% agreed). Administrators unanimously agreed that special education staff are utilized appropriately and to the maximum extent possible to implement IEP services, supports, and minutes (45.68% strongly agreed, 20.99% agreed).

Responses related to compensatory education meetings and recovery services were more diverse. Administrators felt they received appropriate and comprehensive training on compensatory education training on compensatory education meetings, related analysis, and funding analysis (16.05% strongly agree, 23.47% agree). Other respondents did not feel they have had adequate training (11.11% disagreed, 17.28% strongly disagreed). Fewer administrators felt adequately trained on recovery services meetings, related analysis, and funding analysis (18.52% strongly agreed, 22.22% agreed). Many administrators responded neutrally (29.63%) as disagreed (13.58%) and strongly disagreed (16.05%) to this item.

**Table 8***Wave 2 Selected Administrator Survey Results*

Item	Average Rating	Percentage of Administrators Responding				
		Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly Disagree (5)
<i>Your school(s) has/have a consistent process to disseminate, review, and discuss professional development and other training materials (e.g., case manager meeting materials) regarding special education (e.g., best practices, legal requirements, roles, and responsibilities).</i>	3.51	32.10	24.69%	19.75%	8.64%	14.81%
<i>ODLSS District Representatives/SEAs, collectively, receive professional development and training on how to best present critical special education information (best practices, legal requirements, CPS policies, etc.) to Network and school personnel.</i>	3.46	28.40%	17.28%	37.04%	6.17%	11.11%
<i>Special education staff (Special Education teachers and SECAs) are being utilized appropriately and to the maximum extent possible to implement IEP services, supports, and minutes; staff schedules indicate IEP-based duties and assignments only throughout the entire school day.</i>	3.68	45.68%	20.99%	6.17%	9.88%	17.28%
<i>You have received appropriate and comprehensive training regarding Compensatory Education meetings, related analysis, and funding sources.</i>	3.10	16.05%	23.47%	32.10%	11.11%	17.28%
<i>You have received appropriate and comprehensive training/information regarding Recovery Services meetings, related analysis, and funding sources.</i>	3.14	18.52%	22.22%	29.63%	13.58%	16.05%

*Note: The distribution of responses for each survey item equals 100% +/- 1%.*

**Case Manager Survey Results**

Case managers reported having adequate time to meet regularly with special education providers regarding with special education providers regarding academic and social-emotional matters, teacher-student relationships, data-based interventions, and data-based student outcomes (25.35% strongly agreed, 19.75% agreed). However, closer to half reported not having adequate time to address these responsibilities (12.68% disagreed, 43.66% strongly disagreed). The survey results also revealed that most case managers (24.65% strongly agreed and 9.86% agree), that special education staff (teachers and SECAs) are utilized appropriately (only for IEP-based duties and assignments) and to the maximum extent possible to implement IEP services, supports, and minutes. Most case managers reported having adequate training opportunities and resources to provide support and guidance in writing quality IEPs and developing individualized student services (27.46% strongly agreed, 15.40% agreed).

**Table 9***Wave 2 Selected Case Manager Survey Results*

Item	Average Rating	Percentage of Case Managers Responding				
		Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly Disagree (5)
<i>You are provided with adequate time to meet regularly with special education providers regarding academic and social-emotional matters, teacher-student relationships, data-based interventions, and data-based student outcomes and progress.</i>	2.96	25.35%	19.72%	14.79%	14.08%	26.06%
<i>Special education staff (Special Education teachers and SECAs) are being utilized appropriately and to the maximum extent possible to implement IEP services, supports, and minutes; staff schedules indicate only IEP-based duties and assignments throughout the entire school day.</i>	3.41	24.65%	9.86%	9.15%	12.68%	43.66%
<i>You are provided with appropriate training and resources to provide support and guidance to improve the quality of IEP writing and development for individualized student services.</i>	3.07	27.46%	15.49%	10.56%	15.49%	30.99%

Note: The distribution of responses for each survey item equals 100% +/- 1%.

## Interviews: Data Analysis Across Network Schools

ISBE conducted confidential interviews with Wave 2 network and school staff. The responses in this section are opinions based on personal feelings and experiences and are therefore subjective. As such, ISBE noted a spectrum of responses from participating staff. Topics and themes from these interviews are reported to help CPS gain insight into systemic practices that can impact service delivery and instructional practices for students with disabilities. It will be important for CPS to examine these trends as part of a root cause analysis to ensure recommended practices and procedures are consistently implemented and fully understood by school-based staff. ISBE interview questions covered five main areas:

- Staff responses related to district policies, practices, and procedures.
- Staff responses related to data use.
- Staff responses related to least restrictive environment (LRE)/continuum of services.
- Staff responses related to support and resources.
- Staff responses related to parent engagement.

ISBE developed individualized interview questions specific to special education service delivery roles: teachers, special education classroom assistants, special education administrators, district representatives, case managers, and school-based administrators. ISBE interviewed 123 staff members across the Wave 2 networks.

**Staff Responses Related to District Policies, Practices, and Procedures**

Trends across the Networks pointed to consistencies within each school adhering to state and federal regulations, collaborative meetings, the provision of supports and resources from administrative and network staff, and inclusionary practices. There tended to be discrepancies concerning a wide range of policies, practices, and procedures, such as, the utilization of staff as interpreters at IEP meetings, the proper utilization of SECAs, access to current professional development opportunities, knowledge of procedures for IEP Facilitation/Dispute Resolution. Additionally, some schools stated there is a lack of necessary special education staff to fulfill and provide required special education services.

**Staff Responses Related to Data Use**

Trends across the Networks pointed to consistencies within each school to access Student Services Management for student IEP information and development. It was stated that SECAs are provided needed information. There is consistent utilization of qualitative/quantitative evaluative data to develop IEPs.

**Staff Responses Related to Supports and Resources**

All schools were consistent in reporting that support and resources are provided through administration and/or network staff. Related services reported that they are given a stipend to purchase material.

**Staff Responses Related to Collaboration**

There was a discrepancy between staff concerning consistent interdepartmental collaboration meetings, to staff collaboration leading to equitable inclusion of students with disabilities and inclusionary instructional practices.

**Staff Responses Related to LRE/Continuum of Services**

There is concern about special education staff allocation to properly meet service delivery minutes and location required by IEP content.

**Staff Responses Related to Evaluation/IEP Process**

Trends across the Networks pointed to consistencies with schools utilizing the most current evaluation data and the involvement of multiple stakeholders in the information/data-gathering process. Some schools reported obstacles in referring English Learners, reviewing existing data for transfer students, and the provision of adequate space for related service providers.

**Staff Responses Related to Parent Engagement**

Trends across the Networks pointed to consistent parent engagement via email, phone calls, in-person meetings, and other forms of electronic communication. Documents are translated according to parent Native Language. Activities are planned by school staff or Parent Advisory Councils, but some activities lack parent participation.

## Feedback and Recommendations

ISBE recommends a deep dive into ISBE's [5Essentials Survey](#), which concerns:

- Effective Leaders
- Collaborative Teachers
- Involved Families
- Supportive Environments
- Ambitious Instruction

Research derived from the survey has proven that schools strong on at least three of the 5Essentials are 10 times more likely to improve student outcomes. The previously cited feedback supports the need for a root cause analysis. ISBE recommends using the Critical Components Tool. This tool can provide guidance for developing, implementing, and evaluating quality programs and special education services. The following recommendations are derived from data collected throughout this report.

### Policies, Practices, and Procedures

- Document in the IEP when Procedural Safeguards are provided to parents/guardians.
- Complete all sections to indicate if the parent requested an interpreter, if an interpreter was provided for, and the language provided. Indicate if the parent requested that the interpreter serve no other role at the meeting and if this request was granted. Include written documentation in the case of parent refusal for interpretation/translation.
- Ensure that related service providers have adequate building space to conduct private and confidential evaluations and services.
- Ensure that SECA support is scheduled appropriately based on the needs of students with IEPs.
- Request staff feedback to maximize scheduling of special education teachers and SECA support.

### IEP Practices

- PLAAFPs should utilize up-to-date progress monitoring data, teacher-administered diagnostics, and formative and summative assessments with a description of skill(s) mastered.
- Include interpretation and explanation of evaluation and assessment data. Update this section annually with an explanation of how the students have progressed since the evaluation.
- Align IEP goals to the current achievement level as presented in the PLAAFP.
- Target a single skill per IEP goal statement.
- Benchmarks that are used should clearly measure skill progression across time.
- Accommodations, modifications, and support should be individualized and aligned to the IEP PLAAFP.
- Highly encourage SECA participation in IEP development and in IEP meetings.

### Collaboration and Professional Learning Opportunities

- Provide high-quality learning opportunities rooted in Adult Learning Theory.
- Allow staff to provide feedback after participating in professional learning opportunities to seek guidance in future professional learning offered.
- Provide coherency in communication between Network district representatives, ODLSS District Representative, and building administrators about training.

### Staff Allocation/Staff Workload

- Leverage scheduling to allow time for adequate time to develop high-quality IEPs and collaborate with IEP teams.

### Data Use

- Apply administrative oversight for consistent utilization of current qualitative and quantitative data from evaluations to develop IEP content.

### LRE/Continuum of Services

- Explore the [Illinois Elevating Special Educators Network \(IESE\)](#) project, a statewide system of professional learning, mentoring, coaching, recruiting, and retaining high quality special educators, and parent and family education.
- Increase network support for improving inclusionary practices across network schools.

### Supports and Resources

- Seek to provide related service providers with professional learning opportunities that support MTSS and at-risk students.

### Parent Engagement

- Incorporate parent feedback and collaboration across multiple sections of the IEP, including PLAAFP goals and additional notes.
- Document parent training services and opportunities in the IEP.

## Resources

The resources listed in Table 10 are a targeted collective summation based on subsections listed above.

**Table 10**

*Targeted Tools and Resources to Assist with Recommendations*

Topic	Resources	Description
Root Cause Analysis	<a href="#">Critical Components Tool</a>	Root cause analysis tool required by ISBE.
IEP Development	<a href="#">IEP Quality Project</a>	Online tutorial program that aids in developing high-quality IEPs; also provides instruction and support to districts.
	<a href="#">IRIS Center: Developing High-Quality IEPs</a>	This module details the process of developing high-quality IEPs for students with disabilities. The module discusses the requirements for IEPs as outlined in IDEA with implications of the Supreme Court's ruling in <i>Endrew F. v. Douglas County School District</i>

	Vanderbilt	
<b>Parent Support</b>	<a href="#">Family Resource Center on Disabilities</a>	Providing parents of children with disabilities with information training and assistance.
<b>Professional Learning</b>	<a href="#">ISBE Standards and Instruction Professional Learning</a>	The Standards and Instruction Department supports professional learning by showcasing in-person and virtual professional development opportunities available across the state.
	<a href="#">Multilingual ISBE-Sponsored WIDA Workshops</a>	WIDA – Professional development to address the needs of English learners.
<b>Resources</b>	<a href="#">ISBE Special Education Catalog of Supports and Resources</a>	The Catalog of Supports and Resources was created in order to provide information regarding resources available to support the diverse needs of students with disabilities. The resources cover the areas of academics, accommodations, assessment, behavior, early childhood, inclusive practices, multilingual learners, transition, and transportation.
	<a href="#">ISBE Website Resources Google Classroom</a>	In collaboration with Illinois State University, this website offers an abundance of activities and resources for use in the classroom.
	<a href="#">State-Sponsored IEP Facilitation</a>	IEP facilitation is a process that helps foster effective communication between parents and districts as they develop a mutually acceptable IEP. This process may be used as a preventative measure in which a trained facilitator promotes whole team participation, acknowledging and addressing differing opinions in a respectful and neutral manner. IEP facilitation can improve relationships between school districts and parents in order to effectively plan services to meet the needs of the student.
	<a href="#">High-Leverage Practices</a>	In partnership with the Collaboration for Effective Educator Development,



		<p>Accountability and Reform, the Council for Exceptional Children has developed and published a set of high-leverage practices (HLPs) for special educators and teacher candidates. The HLPs are organized around four aspects of practice:</p> <ul style="list-style-type: none"> <li>• <a href="#">Collaboration</a></li> <li>• <a href="#">Assessment</a></li> <li>• <a href="#">Social/emotional/behavioral</a></li> <li>• <a href="#">Instruction</a></li> </ul>
	<a href="#">ISBE Illinois Quality Framework</a>	<p>The Illinois Quality Framework is a document that includes standards, indicators, and guiding questions for diverse stakeholder groups to use in open, honest, inquiry-based conversation. These conversations set the stage for the completion of the Illinois Quality Framework Supporting Rubric.</p>

## Next Steps

ISBE principal consultants will be a supportive partner with the CPS schools to collaborate in the development and implementation of the Supportive Action Plan. ISBE principal consultants will:

- Inform the CPS school of relevant available professional learning opportunities; and
- Support and collaborate with CPS school in the alignment of resources, technical assistance, and participation in School Accountability Team meetings to address root causes and implementation of actions listed this Supportive Action Plan

Action steps are based on an integration of the CPS school priorities and ISBE recommendations (actions required and suggested improvements) from the ISBE Network Summary Report. Table 11 shows a template for action steps planning.

**Table 11**

### *Action Steps Template*

<b>Action Step 1: (What is the target area)</b>				
<b><u>Action Step</u></b> <i>What action will be taken? How will progress be monitored? How will you measure progress?</i>	<b><u>Person Responsible</u></b> <i>Who will oversee the implementation of action steps (include role of the principal)?</i>	<b><u>Required Resources</u></b> <i>Professional learning, technical assistance, resources, ISBE/ODLSS supports.</i>	<b><u>Timeline</u></b> <i>Projection of initiation dates.</i>	<b><u>Outcome</u></b> <i>What were the outcomes of implementation, including measurement</i>

				<i>of progress, barriers, revision of action step?</i>
<ul style="list-style-type: none"> <li>• <b>Action:</b></li> <li>• <b>Progress Monitoring:</b></li> <li>• <b>Progress Measurement:</b></li> </ul>	•	•	•	•

## Conclusion

The Illinois State Board of Education appreciates the efforts that the CPS ODLSS and all participating networks and schools put forth during Wave 2 of the Illinois Special Education Accountability and Support System process. The foundation for the Enhanced General Supervision Plan process was modeled on the results-based accountability framework that provides a balanced approach for accountability and emphasizes improved outcomes that align with the EGSP priorities of instructional quality and service delivery. If you have any questions regarding this report or the Illinois Special Education Accountability and Support System's CPS EGSP process, please contact your principal consultant.

## Appendix A: Wave 2 Survey Results

**Table A1. Wave 2 Teacher Survey Results**

Item	Average Rating	Percentage of Teachers Responding				
		Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly Disagree (5)
Question 1						
Teachers engage in discussion and collaboration with colleagues (student's other teachers, RSPs, paraprofessionals, case managers) to prepare for: Referral meetings, Consent Assessment Planning meetings, Evaluations, Eligibility Determination meetings, IEP meetings, and Manifestation Determination Review meetings.	3.15	20.31%	15.82%	16.53%	23.26%	24.09%
Question 2						
IEPs for 8th grade or 12th grade students with disabilities incorporate strategies that address individual academic challenges to graduate on time (or as indicated in the IEP).	3.19	19.06%	10.15%	27.51%	16.53%	26.21%
Question 3						
IEPs for 8th grade or 12th grade students with disabilities incorporate strategies that address individual social-emotional and/or functional challenges to graduate on time (or as indicated in the IEP).	3.19	19.83%	9.80%	27.63%	17.12%	25.62%
Question 4						
Parents are provided with Draft RSP reports and assessment results (for initial evaluations or reevaluations) and Draft IEP documents at least 3 school days prior to an Eligibility Determination and/or IEP meeting.	3.29	23.02%	9.09%	17.47%	16.88%	33.53%
Question 5						
Teachers have access to high-quality professional learning opportunities rooted in Adult Learning Theory.	2.95	21.02%	14.17%	29.63%	18.77%	16.41%
Question 6						
Your school employs (i.e., has filled) the requisite number of certified special education teachers and bilingual special education teachers to provide instructional services to students with disabilities per their IEPs. This question speaks to positions approved by ODLSS, not the number of positions you believe the school should have.	3.07	21.13%	15.23%	21.13%	20.31%	22.40%
Question 7						
If your school has special education teacher vacancies, administration secures properly certified substitutes and, if not, incorporates a contingency plan to ensure students are receiving most/all their IEP minutes, and those minutes/services are tracked accordingly.	3.13	16.88%	18.18%	20.78%	23.38%	20.78%
Question 8						
If IEP services are not provided regularly due to teacher vacancies or lack of certified substitute teachers, progress monitoring data is tracked, and parents are notified of compensatory education meetings when necessary.	3.02	21.25%	12.75%	28.57%	12.75%	21.25%
Question 9						

Item	Average Rating	Percentage of Teachers Responding				
		Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly Disagree (5)
<i>Special Education and General Education teachers are provided with sufficient opportunities and time to develop quality IEPs, and they receive data and input from other IEP team members.</i>	3.09	19.48%	16.65%	20.43%	21.69%	21.49%
<b>Question 10</b>						
<i>Teachers receive monthly Case Manager meeting materials and have the opportunity to discuss the sections therein to ensure understanding and appropriate application to daily teaching responsibilities.</i>	2.90	26.33%	16.06%	19.60%	17.12%	20.90%
<b>Question 11</b>						
<i>General Education teachers implement accommodations and modifications and can speak to the impact on individual students at IEP meetings.</i>	3.18	20.31%	14.05%	19.60%	19.36%	26.68%
<b>Question 12</b>						
<i>SECAs (i.e. paraprofessionals) are utilized appropriately, providing IEP-based support and services to students and teachers and are not assigned clerical duties and general lunchroom or recess duties.</i>	3.09	22.55%	15.35%	17.24%	20.31%	24.65%

Note: The distribution of responses for each survey item equals 100% +/- 1%

**Table A2. Wave 2 Related Service Provider Survey Results**

Item	Average Rating	Percentage of RSPs Responding				
		Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly Disagree (5)
Question 1						
RSPs have access to Professional Development and other training opportunities regarding the provision of related services to students with disabilities who have IEPs or 504 Plans.	3.43	14.63%	13.95%	17.01%	22.45%	31.97%
Question 2						
RSPs have access to Professional Development and other training opportunities regarding MTSS and at-risk students.	3.27	10.88%	18.03%	24.49%	26.53%	20.70%
Question 3						
RSPs are consistently provided with the necessary evaluative tools to comprehensively assess and determine the impact of a student's disability on learning and access to the general education curriculum.	3.24	11.56%	18.37%	23.47%	27.89%	18.71%
Question 4						
RSPs have the requisite time and opportunity to appropriately deliver related services in a timely manner in accordance with student IEPs (or 504 Plans, if applicable).	3.20	10.54%	20.41%	25.51%	25.51%	18.03%
Question 5						
RSPs have the requisite time and opportunity to appropriately consult and collaborate with other special education providers and general education teachers in accordance with student IEPs (or 504 Plans, if applicable) on a consistent basis.	3.19	9.86%	20.75%	26.19%	27.21%	15.99%
Question 6						

Item	Average Rating	Percentage of RSPs Responding				
		Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly Disagree (5)
<i>Other education providers (e.g., teachers, case managers, paraprofessionals, fellow RSPs, etc.) are cooperative and dedicate time to consult and collaborate with you in accordance with student IEPs (or 504 Plans, if applicable) on a consistent basis.</i>	3.21	9.86%	21.09%	23.81%	28.23%	17.01%
<b>Question 7</b>						
<i>RSPs document, share, and discuss current evaluative data at Eligibility Determination and IEP meetings versus a simple review of past evaluative data as the source of current student abilities.</i>	3.48	19.05%	12.24%	8.16%	23.13%	37.41%
<b>Question 8</b>						
<i>RSPs adjust service delivery models, evaluation criteria, and LRE minutes based on individual student needs, progress, and data versus their caseloads or what a parent/guardian prefers.</i>	3.35	17.01%	14.63%	14.63%	24.15%	29.59%
<b>Question 9</b>						
<i>RSPs are notified in a timely manner when a Dispute Resolution matter occurs at one of their assigned schools: Mediation, Due Process, State Complaint, ISBE Facilitated IEP Meeting.</i>	3.26	11.22%	13.27%	32.65%	24.49%	18.37%
<b>Question 10</b>						
<i>Schools provide RSPs with adequate workspace and area(s) to provide student services with a reasonable amount of privacy.</i>	2.99	16.67%	25.51%	20.07%	17.69%	20.07%
<b>Question 11</b>						
<i>Special Education staff (Special Education teachers and SECAs) are being utilized appropriately in school(s) and to the maximum extent possible to implement IEP services, supports, and minutes. If disagree, please describe and provide examples in the narrative.</i>	3.13	11.22%	21.09%	27.55%	23.47%	16.67%
<b>Question 12</b>						
<i>IEP Team members engage in discussion and collaboration with their IEP Team colleagues (RSPs, general education and special education teachers, paraprofessionals, case managers) to adequately prepare for: Referral meetings, Consent Assessment Planning meetings, Evaluations, Eligibility Determination meetings, IEP meetings, and Manifestation Determination Reviews.</i>	3.18	15.38%	23.08%	17.95%	15.38%	28.21%

Note: The distribution of responses for each survey item equals 100% +/- 1%

**Table A3. Special Education Classroom Assistant Survey Results**

Item	Average Rating	Percentage of SECAs Responding				
		Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly Disagree (5)
Question 1						
SECAs are scheduled appropriately and assigned only student-based duties per IEPs when students are in the building; SECAs are not assigned clerical/administrative duties (e.g., general	3.02	27.45%	13.04%	16.58%	16.30%	26.63%

Item	Average Rating	Percentage of SECAs Responding				
		Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly Disagree (5)
<i>group lunchroom/recess duties, making copies, bus duty) that take them away from IEP-based student services.</i>						
<b>Question 2</b>						
<i>SECAs have schedules that indicate specific times, locations (e.g., classroom), student names, and class descriptions (e.g., ELA, science, etc.); schedules reflect SECA assignments for the entire workday.</i>	3.02	30.98%	11.68%	13.04%	13.32%	30.98%
<b>Question 3</b>						
<i>SECAs are not directed to serve as substitute teachers. If SECAs are assigned as substitute teachers, please indicate the circumstances and frequency that this occurs.</i>	2.87	28.53%	15.49%	20.11%	11.96%	23.91%
<b>Question 4</b>						
<i>Bilingual SECAs are not utilized as interpreters at IEP meetings. If SECAs are directed to serve in this role, please indicate the circumstances and frequency that this occurs.</i>	2.78	34.78%	8.42%	23.37%	10.87%	22.55%
<b>Question 5</b>						
<i>SECAs are invited to participate in IEP meetings (or 504 Plan meetings, when applicable) and may attend in part or in whole.</i>	3.08	30.16%	11.14%	14.13%	9.78%	34.78%
<b>Question 6</b>						
<i>SECAs are encouraged to, or have the opportunity to, provide information regarding student-based interventions/supports, progress monitoring, and/or other data to the IEP team prior to students' IEP meetings (or 504 Plan meetings, if applicable).</i>	3.09	26.43%	13.08%	14.17%	17.71%	28.61%
<b>Question 7</b>						
<i>SECAs are provided with updated information (or a copy of a new IEP or 504 Plan) after all IEP/504 meetings and revisions.</i>	3.53	18.42%	13.16%	13.16%	7.89%	47.37%
<b>Question 8</b>						
<i>SECAs are provided with professional development opportunities. If so, please describe the types of PD and frequency.</i>	3.04	27.17%	13.86%	16.03%	14.13%	28.80%
<b>Question 9</b>						
<i>Special Education teachers collaborate with SECAs to plan, implement, and adjust supports and services for students per their IEPs (or 504 Plans, when applicable).</i>	3.14	23.37%	12.50%	20.11%	14.40%	29.62%
<b>Question 10</b>						
<i>If applicable, General Education teachers collaborate with SECAs to plan, implement, and adjust supports and services for students per their IEPs (or 504 Plans, when applicable).</i>	3.16	19.84%	13.86%	23.37%	16.30%	26.63%

Note: The distribution of responses for each survey item equals 100% +/- 1%

**Table A4. Administrator Survey Results**

Item	Average Rating	Percentage of Administrators Responding				
		Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly Disagree (5)
Question 1						
There is administrative oversight and support to ensure that 8th grade or 12th grade students with disabilities meet CPS requirements to graduate on time.	3.64	46.91%	16.05%	9.88%	8.64%	18.52%
Question 2						
You are notified in a timely manner when a Dispute Resolution matter occurs at your school/one of your assigned schools: Mediation, Due Process, State Complaint, ISBE Facilitated IEP Meeting.	3.74	29.63%	27.16%	13.58%	9.88%	19.75%
Question 3						
The function of ISBE Facilitated IEP Meetings and the process to request facilitation has been communicated to school administrators and Network Chiefs.	3.11	20.99%	18.52%	29.63%	12.35%	18.52%
Question 4						
Your school/your assigned schools has/have been provided with information regarding how to request a third-party interpreter for IEP (or other) meetings and related communications to families and students, and support is provided to locate and schedule an interpreter.	3.37	38.27%	12.35%	20.99%	4.94%	23.46%
Question 5						
CPS school-based administrators (e.g., principals, APs) regularly meet with their Case Manager(s), and Special Education providers (teachers, paraprofessionals, clinicians) regarding academic and social-emotional supports, positive teacher-student relationships, and data-based expectations and improvements for students with disabilities.	3.61	39.51%	22.22%	13.58%	8.64%	14.81%
Question 6						
Your school(s) has/have a consistent process to disseminate, review, and discuss professional development and other training materials (e.g., Case Manager Meeting materials) regarding special education (e.g., best practices, legal requirements, roles and responsibilities).	3.51	32.10%	24.69%	19.75%	8.64%	14.81%
Question 7						
ODLSS District Representatives/SEAs, collectively, receive professional development and training on how to best present critical special education information (best practices, legal requirements, CPS policies, etc.) to Network and school personnel.	3.46	28.40%	17.28%	37.04%	6.17%	11.11%
Question 8						
ODLSS has informed Networks and schools of their partnership with ISBE, with the mutual goal of supporting the well-being and achievement of CPS' students with disabilities.	3.53	34.57%	24.69%	16.05%	8.64%	16.05%
Question 9						
You have received timely communication of ODLSS policy and procedures regarding the provision of interpretation services at IEP meetings and translation of IEP documents. Examples may	3.37	27.16%	27.16%	18.52%	9.88%	17.28%

Item	Average Rating	Percentage of Administrators Responding				
		Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly Disagree (5)
<i>include legal requirements on interpretation/translation services, electronic info/links to request interpreter services, ODLSS parent brochures, resources for third-party interpretation services.</i>						
<b>Question 10</b>						
<i>Your school(s) utilize(s) the Case Manager and/or at least one (other) special educator to assist the school administrators/scheduler/programmer with grouping and scheduling students with disabilities appropriately to ensure that all special education minutes are implemented per student IEPs.</i>	3.64	48.15%	17.28%	9.88%	12.35%	23.46%
<b>Question 11</b>						
<i>Special Education staff (Special Education teachers and SECAs) are being utilized appropriately and to the maximum extent possible to implement IEP services, supports, and minutes; staff schedules indicate IEP-based duties and assignments only throughout the entire school day.</i>	3.68	45.68%	20.99%	6.17%	9.88%	17.28%
<b>Question 12</b>						
<i>There is a designated staff member at your school(s) who oversees accurate data entry into the Illinois State Board of Education Student Information System (SIS).</i>	3.46	38.27%	18.52%	14.81%	7.41%	20.99%
<b>Question 13</b>						
<i>You have received appropriate and comprehensive training regarding Compensatory Education meetings, related analysis, and funding sources.</i>	3.10	16.05%	23.47%	32.10%	11.11%	17.28%
<b>Question 14</b>						
<i>You have received appropriate and comprehensive training/information regarding Recovery Services meetings, related analysis, and funding sources.</i>	3.14	18.52%	22.22%	29.63%	13.58%	16.05%

Note: The distribution of responses for each survey item equals 100% +/- 1%

**Table A5. Case Manager Survey Results**

Item	Average Rating	Percentage of Administrators Responding				
		Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly Disagree (5)
Question 1						
Team members engage in discussion and collaboration with their IEP Team colleagues (RSPs, general education and special education teachers, paraprofessionals, case managers) to adequately prepare for: Referral meetings, Consent Assessment Planning meetings, Evaluations, Eligibility Determination Meetings, IEP meetings, and Manifestation Determination Reviews.	3.18	30.28%	9.86%	8.45%	14.08%	37.32%
Question 2						



Item	Average Rating	Percentage of Administrators Responding				
		Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly Disagree (5)
<i>In collaboration with and support from school administration (Principal/AP), and per the ODLSS Procedural Manual, you oversee and ensure implementation of all IEPs and 504 Plans for students with disabilities in your school.</i>	3.33	32.39%	5.63%	5.63%	8.45%	47.89%
<b>Question 3</b>						
<i>Special education teachers develop IEPs based on current qualitative and quantitative data, and PLAAFPs/benchmarks/goals are intentionally updated to meet changing student needs at least annually</i>	3.30	26.06%	11.27%	9.86%	12.86%	40.14%
<b>Question 4</b>						
<i>You have been provided with information on and understand the process to request ISBE Facilitated IEP Meetings, and you have communicated and explained the process to school personnel.</i>	3.21	24.65%	9.86%	17.61%	15.49%	32.39%
<b>Question 5</b>						
<i>A qualified interpreter is invited to all Eligibility Determination, IEP, and 504 Plan meetings for parents who are limited English proficient. If not, please explain via narrative.</i>	3.24	35.92%	2.82%	8.45%	7.04%	45.77%
<b>Question 6</b>						
<i>Your school has been provided with information regarding how to request a third-party interpreter, and support is provided to locate and schedule an interpreter for IEP (or other) meetings and related communications.</i>	3.11	33.10%	7.75%	12.68%	7.75%	38.73%
<b>Question 7</b>						
<i>You are provided with adequate time to meet regularly with special education providers regarding academic and social-emotional matters, teacher-student relationships, data-based interventions, and data-based student outcomes and progress.</i>	2.96	25.35%	19.72%	14.79%	14.08%	26.06%
<b>Question 8</b>						
<i>You and at least one other IEP team member assist the principal/scheduler/programmer with grouping and scheduling students with disabilities appropriately to ensure that all special education minutes are implemented per student IEPs.</i>	3.15	30.99%	11.27%	5.63%	15.49%	36.62%
<b>Question 9</b>						
<i>Special Education staff (Special Education teachers and SECAs) are being utilized appropriately and to the maximum extent possible to implement IEP services, supports, and minutes; staff schedules indicate IEP-based duties and assignments only throughout the entire school day.</i>	3.41	24.65%	9.86%	9.15%	12.68%	43.66%
<b>Question 10</b>						
<i>You are provided with appropriate training and resources to provide support and guidance to improve the quality of IEP writing and development for individualized student services.</i>	3.07	27.46%	15.49%	10.56%	15.49%	30.99%
<b>Question 11</b>						
<i>The IEP Team ensures that service delivery decisions and implementation are informed by data and thoroughly discussed with input from all team members, including the</i>	3.32	28.87%	8.45%	6.34%	14.79%	41.55%

Item	Average Rating	Percentage of Administrators Responding				
		Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly Disagree (5)
<i>parent/guardian. You are equipped and confident in leading these discussions before and during IEP (and other) meetings.</i>						
<b>Question 12</b>						
<i>RSPs are cooperative team members and participate equally in special education meetings and activities.</i>	3.30	32.39%	6.34%	5.63%	10.56%	45.07%
<b>Question 13</b>						
<i>There is administrative oversight and support to ensure that 8th grade or 12th grade students with disabilities meet CPS requirements to graduate on time.</i>	3.33	28.87%	7.04%	9.15%	11.97%	42.96%
<b>Question 14</b>						
<i>You are notified in a timely manner when a Dispute Resolution matter occurs at one of their assigned school/staff: Mediation, Due Process, State Complaint, ISBE Facilitated IEP Meeting</i>	3.30	27.46%	5.63%	14.79%	13.38%	38.73%

Note: The distribution of responses for each survey item equals 100% +/- 1%