



SCHOOL ASSOCIATION FOR SPECIAL EDUCATION IN DUPAGE

**Strategic Planning Team
November 10, 2022
SASED Administrative Center
2900 Ogden
Lisle, IL 60532
3:00 PM
AGENDA**

- 1. Community Engagement Report**
- 2. State of the Organization Survey Report**
- 3. State of the Organization Survey Report - Open Ended Responses**

SASED (The School Association for Special Education in DuPage County)

Community Engagement Report

November 2022





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Community Engagement Phase for Strategic Planning Report

This report presents the findings of the ENGAGE Phase of the Strategic Planning Process facilitated by Hazard, Young, Attea & Associates (HYA) during the time frame of September - October 2022 for SASSED (The School Association for Special Education in DuPage County). The data contained herein were obtained from input the HYA associates received when they met with individuals and groups in either individual interviews and focus group settings, the results of the online survey completed by stakeholders and other information provided by the administration.

Process

Perception data was gathered from stakeholders through a series of interviews and focus groups and an online survey structured to gather input to assist the Board in reviewing and/or developing its Mission, Vision, Guiding Principles, Strategic Goals and Objectives. The structure of the interviews and focus groups was open, allowing for participants to build upon each other's comments.

The stakeholder interviews and focus groups provided information regarding:

- The current strengths of SASSED,
- The most significant issue(s) they want SASSED to address in the next 2-3 years, and
- The vision and preferred picture of SASSED's future

Perception data was also gathered using a community survey that included the following sections:

- The current state of the COOP,
- The quality of programming,
- strategic plan priorities,
- equity, and
- customized questions developed by SASSED leadership

****The survey data is compiled in a separate document which is attached to this report***

DATA ANALYSIS

Interviews were conducted by Dr. Brian Harris. Focus groups were facilitated, and data was captured by Rebecca Berger. All interview, focus group, and survey data was analyzed by Dr. Brian Harris.

Focus groups and interviews are categorized as qualitative research, and as such, findings must be based on the words and phrases of the participants and not the researcher. Notes were meant to capture individuals' or groups' perspectives, feelings, opinions, values, attitudes, and beliefs about their personal experiences with SASSED.

PARTICIPATION

The numbers of participants, by stakeholder group, in the two methods of data gathering are listed below. It should be emphasized that the data are not a scientific sampling, nor should they necessarily be viewed as representing the majority opinion of the respective groups to which they are attributed. Items are included if, in the associates' judgment, they warranted the SASSED Leadership team and Board's attention.

FOCUS GROUPS

Group	Attendees
Member District Superintendents	7
Member District Administrators	9
SASED Central office support staff	14
SASED program admin/coordinators	9
Member District CSBO's	5
SASED Teachers/staff	10
SASED parents	5
SASED Steering Committee	12
SASED Teachers/Staff	12
Total	83

INTERVIEWS

Group	Attendees
SASED Administrative staff	4
SASED Board members	5
Total	9

Overall Themes and Findings

The results of the interviews and focus groups conducted for the strategic plan process are provided in this section. ***There is close alignment between the overall themes from the interviews, focus groups, and online survey.*** The key findings outlined below provide a basis for the Board of Control and SASSED administration to develop a strategic plan for the future of the organization

Strengths of SASSED

- The exceptional caliber of the teaching staff; they are caring, responsive, skilled, and great at their jobs
- High level of commitment from member districts to use desired services
- Highly responsive and collaborative to member districts when needs arise
- Targeted special education programs and services are excellent and highly desired by the member districts
- Staff that is committed to the students and supporting them to be successful
- Excellent relationships with member districts that focus on high quality programs for students
- Financially stable with fair and equitable fee structure

Challenges Facing SASSED

- Recruiting and retaining high-quality staff
- Alignment of student and staff learning environment needs to rented spaces and the need for a master classroom/facility plan
- Continue to focus on communication with targets on quality, frequency, and timeliness
- Continue to review the financial model that all member districts can support
- Inconsistent operating procedures and protocols
- Provide for new opportunities to member districts and have them participate in the design, development, implementation, and evaluation of these services

Priorities for the Future

- Create conditions to attract, recruit and retain excellent staff that improves employee morale and enhances a positive work culture
- Seek new program opportunities to meet the growing social and emotional (SEL) and mental health needs of students
- Develop a master facility plan to have a safe and secure environment and meet the to program and services needs
- Enhanced communications with all stakeholders
- Review and update all organizational procedures and protocols
- Creating timely professional development and coaching to support member districts
- Continue to enhance current programing, pursue innovative opportunities and provide personalized instruction for students

Summary of Comments from Interviews

Board members

September 22, 27, & 28, 2022

5 Participants

Strengths of the organization

- Good at working with the students and focusing on them.
- Helping students to maximize their potential.
- Good at crisis management.
- Staff that is committed to the students.
- Management of the budget is really good.
- Communication has improved significantly.
- 18 member districts - Diverse membership - Common interests.
- Programming is good.
- Very responsive to the needs of the member districts.
- The fees and structure seem very fair.
- They are very reasonable in their approach to programs.
- Financial stability and business offices are working well.
- Excellent Exec. Director.
- All stakeholders are fully committed to SASSED.
- Support for students in the districts is excellent.
- The collaboration with the SASSED and the member district employees has improved. Professional development is excellent.
- The need for better services of students with significant autism.
- Find ways to incorporate the services into the classrooms.
- Increased inclusive practices and training opportunities.

Significant issues to be addressed in the next 3 years

- Must recruit and maintain quality staff.
- Understanding their enrollment and meeting the needs of the programs.
- Locations for classrooms in member districts are difficult.
- Financing of the COOP needs adjustment.
- The recruitment and retention of staff is critical.
- Seems to be constant problems with the main building.
- Labor shortages are significant.
- Resources need to be allocated to provide the most stable leadership and teachers.
- Operational and programmatic stability.
- Consider changing the pay structure.
- Must create a long term labor management plan.
- Space and services to provide students.

Vision for the future

- Still focus on students and meeting their needs and helping them be successful.
- Establish a strong relationship with member districts.
- Intake process for students is smooth.
- Customer focused on service and cost.

- More success in student achievement and expansion of some of the programs that support students.
- Financially strong and stable.
- More contact to the member districts to share good news.
- Need to operationally settle down and fully staffed.
- Build trust in the organization.
- Improve the climate and culture.
- The financial structure is balanced and reliable to attract and retain staff.
- SASSED operates effectively and for the member districts.
- Districts can work together to meet the needs of the students in the region.
- Build a collaborative team.

SASSED administration

September 22, 2022

4 Participants

Strengths of the organization

- We can meet any need for a student or district.
- The leadership team is really talented.
- Some are very happy and some are not happy at all.
- Many good individual relationships with the schools.
- Program coordinators and staff are excellent.
- Talented and highly skilled people.
- Behavior and specialized programs.
- Intensive programs for language development.
- Related services programs must stay in place.
- Coach programs are excellent.
- Strong commitment to the organization by the employees.
- OT and PT staff and coaches are outstanding.
- High Quality services to member districts that must be maintained.

Significant issues to be addressed in the next 3 years

- Diversity committee.
- Lots of disconnect with staff and leadership - staff morale.
- Programs must evolve.
- Work on how to be an innovative leader...live the vision.
- Change the programs based on changing needs.
- Lack of expected communication from any department.
- Internal structures need to be established.
- Recruitment and maintain staff.
- We must focus on quality instruction.
- Leadership challenges with fear and policy.
- Legal issues always have a cloud over the organization.
- Internal communication could be improved.
- Some merging of programs would be considered and emerged into other programs.
- Inclusive practices.
- Leadership development - Culture /climate.

Vision for the future

- Want to be proud to be here.
- Front runner in practice to all districts and students.
- Really wants a Strategic plan that we can embrace and follow.
- Systematic and professional approach to the organization.
- Strategic plan and then follow it.
- Stabilize the leadership.

Summary of Comments from Focus Group Meetings

Member District Superintendents

October 6, 2022

7 Participants

Strengths of the organization

- Many services that meet the needs of kids.
- Programs are excellent.
- They are very responsive and cooperative.
- Very good at providing contracts to meet the needs.
- Better communication - timely and proactive.
- In the past SASSED seemed to be a closed door organization and it is now much more open.
- The business office appears to be more stable.
- The admin seems to be becoming more stable and hopes to continue.
- The veteran staff are solid and really good.
- Quality of content expertise and training.
- Positions are currently filled and hope it will continue.
- Program administrators are really strong, especially the new and younger ones.
- Highly responsive to the districts when needs arise.
- They have been able keep costs reasonable for member districts.
- SASSED's reputation of providing outstanding student services is one of its strengths.
- I believe that reputation is still an accurate representation of SASSED services.

Significant issues to be addressed in the next 3 years

- Attract and retain all staff members at all levels.
- Leadership stability.
- Executive director position is challenging and provides a desirable role to keep stability.
- Want the staff to feel valued and part of a great organization.
- Is there a way to protect member districts from hiring current COOP staff to their districts?
- Must create a recruitment strategy to seek pipelines from Universities and other training programs.
- Maintain the fiscal health of the organization.
- Must have competitive salaries to attract and keep staff.
- Clarify confusion on the billing and fees for service.
- Is SASSED a right sized organization...is it too big.
- Streamline coop that matches program coordination and right size the classrooms.
- How are we financing the improvements to the Southeast building?
- Develop a master facility plan to share with member districts.
- Continue to seek proactive communications on major initiatives.
- Must have a detailed agenda for member districts Admin meetings.

- Director of Spec Ed member district Admin must be communicated with early and often from program directors.
- Consider changing the governing board structure.
- Have Superintendents be the governing board for the day to day management of the coop.
- SASSED's finances and billing is not as clearly understood as it could be.
- It seems like SASSED is sometimes interested in supporting itself as an entity as opposed to being as lean as possible to serve member district needs.

Vision for the future

- Stable HR function.
- Robust communication.
- Measuring student growth and progress that shows success.
- Highly efficient organization.
- Max 5 years for a plan with short term goals and measurable targets.
- Create reasonable targets.
- Concern about transition services and what that may look like in the next several years.
- Need to provide parent resources and training to parents in transition programs.
- Seek a more streamlined organization which is very responsive to member district needs.
- SASSED as a leader in innovative ways to serve special education students (the reputation it had nearly a decade ago) would be my hope.

Member District Administrators

October 7, 2022

9 Participants

Strengths of the organization

- Collaboration is really good.
- SASSED staff is accessible.
- OT, PT very knowledgeable about their fields and problem solving.
- Professional Development, staff training, CPI training.
- Have not found anything that they can't train us on.
- A lot of knowledge from the coop.
- Very proactive in services.
- Relationships between program administrators, teachers, social workers all have the students' best interests in mind.

Significant issues to be addressed in the next 3 years

- Staff changes over the last few years at every level.
- Leadership concerns and changes.
- Have to rebuild those bridges and communications.
- Sometimes I don't know who to contact.
- When roles and programs change and locations change staff doesn't know and then parents don't know.
- Communication.
- Because of the changing of staff sometimes staff doesn't have all the information.
- Is SASSED truly analyzing why they have such a high staff turnover rate.
- Retention of staff is not a priority.

- Release all direct service providers if not tenured every year and then rehired.
- People do not know the chain of command.
- Upper admin has a hand in everything rather than trusting staff to make decisions.
- Lots of red tape. Extra steps to get things approved that don't need to happen.
- Do not have the capacity (staff and organization) to meet student needs.
- SASSED has a waitlist for certain programs.
- Needs to have programs closer to the districts for students that they serve.
- Broad geography which can be a strength and an issue.
- Sometimes students need to be on a bus to get to a program for an hour or longer: safety, medical problems, behavioral. Non progressive or innovative.
- Combative with program directors.
- Times where leadership has been rude and unprofessional.
- Financially transparency: what are we paying for and where is the money going? What is involved in the administrative fee?

Vision for the future

- On the forefront, progressive, the leader in programs.
- Innovative.
- Best practices.
- Being on top of new things coming out from the State.
- Resource for programs.
- Respectful of parents.
- Collaborative IEPs.
- Improve treatment for students and empathy for families.
- SASSED needs to follow the day schedule.
- Development for program directors.
- Staff have proper professional development.
- Multi needs programs for students.
- Onsite professional development.
- Professional development financially managed.
- The Re-integration plan is understood by staff, students, and parents.
- We want the most innovative special education programs.
- Fully supported student and family program for students with Autism; being the expert in the area of Autism. Need a high school Autism program.
- Right now students with Autism all have to go to a therapeutic day.
- Family coaching and wraparound services for students with emotional and behavioral disorders including home visits.
- Great customer service.
- Locations of programs.

SASSED Central Office: support staff, maintenance, technology, clerical

October 7, 2022

14 Participants

Strengths of the organization

- Good staff.
- thoughtful and caring employees.

- Puts students first.

Significant issues to be addressed in the next 3 years

- Low morale.
- Lack of communication, no procedures or policies for anything, figure it out as you go.
- Limited guidance...don't know what their responsibilities are.
- isolated in organization...Don't have a lot of support.
- Brunch for administrative professional day supervisors didn't mingle with administrative assistants.
- Hard to be comfortable with such a turnover.
- When there is a procedure and followed then told they are doing it incorrectly.
- Each department does things differently.
- Team build at the highest level but need to do more team building at their level.
Disconnection between people that feel that they are at the "bottom" and those at the top.
Don't get a lot of professional development at this level.
- Facility concerns..
- Supervisors should model good behavior and how to handle frustration.

Vision for the future

- A cohesive and collaborative organization.
- More employment engagement.
- Better communication and collaboration between staff and programs.
- Effective leadership.
- Students and staff doing something together.
- Clarity of roles.
- Know who to go to for what purpose.
- Trust people to do their jobs and not have to go to the highest level for approval.
- Clear instructions.
- Programs do their jobs in cooperation with each other and the greater goal is to support kids and their families.

SASED program administrators/coordinators/central office

October 7th, 2022

9 members

Strengths of the organization

- A lot of people want and are willing to make positive changes.
- people put in hard work.
- Those that are here care about the organization and the students.
- Staff very knowledgeable.
- Caring and knowledge.
- No districts are leaving. Districts see the value of the SASED.

Significant issues to be addressed in the next 3 years

- Staff retention.

- People share knowledge with others, training manuals would be helpful. Procedures written down.
- Firm processes and procedures put in place.
- Inconsistencies between departments: everyone on the same page doing things in a similar way.
- Strengthening the programs already in place.
- Main focus on serving students.
- There is a wealth of information in our districts and we can leverage their knowledge base.
- Consistency.
- A lot of issues with technology.
- Need to make sure there is enough support in the area of technology; teachers need to be supplied phones that are usable and easier to use.
- Make sure we are financially sound.
- Discrepancy between what each classroom and district has including technology.
- Stay the course rather than expecting immediate outcomes.
- Professional development across districts and consistent and collaborative: don't want teachers to be isolated.

Vision for the future

- Want to see the co-op grow and serve more students and best serve current students and needs.
- Ensure staff can grow to help our most challenging students.
- Personal Development.
- Extending what we can provide to our students.
- Autism services: someone to better serve these students that has a background and training in helping these students.
- Break programs into tiers.
- We are leading with research, innovation, and best practices. Would love for SASSED to be a model for other coops and districts in the state.
- Financially sound.
- More inclusion with our students in the schools they are in.
- Want our students to be welcome to the general ed population and have more peer to peer involvement (not just taking up space).
- Teaching the communication skills to these students and helping facilitate.
- Student outcome data: we regularly measure outcomes and change course when they need to change course.
- Making sure we address equity and inclusion within our programs.
- Make sure that we are financially sound and can provide the best technology to our students and staff.
- We are transformational!
- Consistency across the districts on goals, expectations.
- Great collaboration with all the districts.
- Would love for all SASSED districts to have the same calendar.
- Would love a dedicated attendance person for all SASSED students. Communication would be better, consistent and efficient.
- A leader for both OT/PT staff; a go to person.
- "Leads" in areas that could provide leadership and support and consistency to others in that position.
- Anyone could pick up any IEP and know what to do with it.

Member District CSBO-Business managers
October 12th, 2022
5 attendees

Strengths of the organization

- Respond quickly to answer questions.
- good support for special education and resources.
- good student programs.
- Guiding helps us maximize revenues.
- Starting to ask the right questions.

Significant issues to be addressed in the next 3 years

- Balancing the various superintendents and their needs.
- Turnover at the leadership level.
- Don't feel that the leadership has the knowledge yet.
- Not enough relevant experience.
- The shift from the responsibilities of the COOP back to the schools.
- Medicaid.
- CSBO's do not work strongly in this domain, bleeding money.
- General understanding of special education.
- Could be more of a resource.
- Not proactive from CSBO perspective.
- Student enrollment dropping at SASSED makes costs go up.
- Find ways to keep enrollment high.
- Cost. Transportation.
- Many transitions in staff and leadership.
- Understanding who is responsible for what: source doc to understand where the responsibilities lie.
- What are SASSED's responsibilities and what are the district's responsibilities? Simplify the process.
- What is driving the numbers? Transparency of what programs cost.
- Understanding special education finance.
- Need more understanding and resources for the CSBO's and time to understand.
- Want to understand the programs that SASSED offers.

Vision for the future

- More shared services for districts with SASSED.
- OT/PT costs addressed.
- Less contract staffing to save money.
- More proactive on staffing programs.
- More CSBO's on the finance committee and less board members.
- We have an informed membership that understands the programs and the finances.
- We want to understand it but don't know where to start or know the right questions to ask.

- Menu of services and where the money is going.
- Continue to include CSBOs in order to maintain trust and keep their costs down.
- Board members making informed decisions.
- Optimistic with current leadership.

SASED licensed and and non-licensed staff

October 12th, 2022

10 attendees

Strengths of the organization

- Good Staff and talent.
- highly skilled staff with a high level of expertise.
- Staff very motivated and dedicated to students.
- Strengths are happening despite leadership and turnover of staff.
- SASED has kept going from the bottom up not top down.
- Program administrators.

Significant issues to be addressed in the next 3 years

- Lots of change over the past few years. Turnover of all levels.
- Second in command has been replaced in 3 years (need exit interviews). Lack of respect, everything is micromanaged by leadership.
- Program level decisions should be made at the program level.
- Tight leash on people.
- People that have left the district have been blackballed when they have left the district.
- Leadership has been asked to leave and no one is communicated to why. Communication is void.
- Lack of communication.
- Pulling the apps (SOPA) from teachers ipads.
- Micromanagement with no decision making.
- Requests are not responded to.
- Decisions are fear based.
- Leadership not listening.
- Ask for things and then don't get an answer.
- Past leadership trusted that staff knows what they are doing.
- Technology leadership.
- Districts have a negative opinion of SASED.
- How to keep districts in SASED.
- Enrollment is down.
- Not enough support for staff.
- Districts hiring contracted TA's.
- Expected to do so much in the classrooms without training and resources to do their jobs, teachers being blamed for it.
- Needs going up and resources going down.

Vision for the future

- Communication is great.
- Strong relationships.

- Trust.
- Everyone is supported at every level both staff and students.
- Process and procedures exist.
- Every decision doesn't have to go through so many channels.
- Trusting staff. care for, appreciate, and support staff.
- Transparency.
- Services that SASSED says it is providing they are indeed providing.
- Students and staff were treated respectfully.
- Follow through for programs before the person that started the program is gone.
- Equity.
- Innovators and leaders.
- Programs that don't just look good on paper.
- Safety for students.
- Staff is valued.
- Staff is trained better to manage behavior.
- Reports of climate surveys are shared.
- Students are getting what they need.
- TA's are paid better.
- Trained TA's and admin assistants.
- Proactive not just putting out fires and being reactionary.
- Being able to keep districts in SASSED.
- Programs where we are leaders.
- Utilize staff by empowering people.
- Professional development support.
- Transition services including vocational services.

SASSED Parents
 October 12th, 2022
 5 attendees

Strengths of the organization

- Transition team did a great job with Covid and figuring it out.
- Great Covid support.
- Teaching staff and commitment to the students is incredible.
- Great teachers, very accommodating, flexible.
- Adjusted to the needs of the students.
- Great knowledge of staff. PT, OT and speech.

Significant issues to be addressed in the next 3 years

- Bussing and transportation: on the bus for 50 minutes.
- Planning for fall in the spring for health issues if possible.
- Addressing health issues.
- Communication with all the team members and parents once a quarter for students.
- Don't know who to contact for what.
- Consistency for students.

Vision for the future

- One or two facilities in a central area that is relatively convenient for everyone.
- One for early childhood, elementary, high school on a campus so the students have consistency.
- More outreach and education so parents know about services and programs that SASSED offers.
- Broader outreach to inform people.
- Space that is appropriate for the program.
- Continue PT, OT and speech for the students.
- Consistency with teachers and staff.
- Better communication.
- Early intervention.
- Provide better resources to parents.
- Excellent transition services for students and families.

SASSED Steering Committee
October 12th, 2022
12 Attendees

Strengths of the organization

- Staff at SASSED are very dedicated, implementing strategies and practices. Highly skilled, Very caring and connected to the families.
- Wide range of services and resources for public schools.
- Good OT/PT services.
- Ensure students have positive experiences in schools.
- Access to staff.
- Specialized instruction.
- SASSED progressive in collecting data.
- Steering committee does a lot of good work.

Significant issues to be addressed in the next 3 years

- Better communication.
- Training is ongoing, but we need more opportunities to collaborate.
- Spread thin.
- Staff retention
- Large turnover.
- Creating a culture of trust.
- Power program administrators to make decisions.
- Agency TA's that are making more money than SASSED TA's.
- TA's will go to an agency for better pay: discrepancies in salary.
- Technology and leadership.
- A lot of barriers with technology, very frustrating, barriers for people to do their jobs.
- Top leadership is not building the relationships to promote supportive culture and trust at SASSED.
- So many websites are blocked and students can't go to relevant sites.
- No working printers. Can't get ink from SASSED in a timely manner so staff tends to buy it themselves.
- Everything takes too long to get done.

- Devices from SASSED are very conservative as far as apps and websites. Firewalls put a damper on services.
- Early childhood program is in a building that is not in an early childhood building therefore the students are not provided proper equipment, peers to interact with, and appropriate lunches.
- A kindergarten classroom in a 6th grade hallway. Not in the best interest of the kids. Some classrooms feel like an afterthought: logistic issues. Communication with member districts of what services that SASSED offers. Fear that parents are talking to each other and collaborating with each other. The distance of programs from home school presents barriers.
- More marketing: Feels like we are not getting our name out, but rather we are a secret or not known.
- Programs have changed and are being presented and discussed as if they haven't changed.
- Treating people as professionals.
- Progressive and innovative up until the last few years.
- We are more reactive instead of proactive over the past few years.
- High level of turnover.
- Upper leadership needs to provide a more team approach: trust people to do their jobs.
- People need structure and support and need to know expectations.
- The staff doesn't feel that they have anyone to protect them or have their back.
- The board does not have a program committee.
- The member districts leadership and boards do not understand SASSED needs and expectations of the district that the classrooms are in.
- Seemed like I checked a box that the students had the same opportunities that other students had.
- Safety for our students. Needs of our students are not being met.
- New administration caters to districts rather than the districts seeing the expertise and value of SASSED and who we are.
- Feel more driven from the board and make them happy rather than what the students need.
- SASSED currently has a negative reputation in the communities.

Vision for the future

- Service Student focus.
- Do what is right by kids.
- Restructure how we serve kids.
- Better communication across the organization.
- Involve program administrators in financial decisions:
- Our needs are met, Including the budget and where the money is going.
- Accountability.
- Trust and Respect.
- More autonomous.
- We are trusted and administrators have faith in our abilities.
- Prepare students for the future and autonomy.
- Instructional opportunities.
- Standard operating procedures (in writing).
- Transparency of why decisions are made.
- SASSED understands what is happening in the buildings, respected rules of school.
- People want to stay here and work here.
- School code and law has changed and we haven't been communicated. Autism services and students with behavioral programs need to be serviced. Flexibility and confidence.
- Change the programs as the needs of the students change.
- Increase transition in adulthood for both students and parents.

- Supporting parents in this transition and providing resources for students as they graduate from the program.
- Transition services improved for all students.
- We truly maximize students' outcomes.

SASED licensed and and non-licensed staff

October 12th, 2022

12 attendees

Strengths of the organization

- A lot of resources from the OT and PT departments.
- Wealth of resources and knowledge.
- Some departments collaborate with each other and problem solve.
- People that work here are fantastic.
- Enjoy the direct service aspect.
- Direct administrator allows us to be autonomous.
- We get enough support as we need.
- Seek out assistance from others and work well together.
- Professional knowledge in our dept.
- Supportive staff.
- Support from leaders in our department.
- SASED admin and supervisor supportive.
- Professional courtesy.
- Dedicated to doing good things for kids.

Significant issues to be addressed in the next 3 years

- Lack of communication.
- Administrators put in positions and no direction given.
- They didn't know our students and our programs.
- Administrators removed mid-year.
- Students are not notified when the program changes.
- Staffing in general is a program.
- Lack of nursing: Stars program no nurse for past 2 years and parents are unaware that they don't have adequate medical staff.
- Lack of staff in the classroom. This creates a lot of inconsistencies and safety issues.
- Contracted staff have a lack of training: feel like having to babysit them. Reduces morale for other TA's because the contracted TA's receive more money.
- Unprofessional contracted staff.
- Programs changed and structure changed, but no direction is given.
- Not enough coverage for programs, no longer what it used to be. Administrators are not able to run programs that they have only been at district for 1 year and don't know the program.
- A lot of turnover with upper level administrators.
- Administrators do not know SASED that well and it trickles down. Administrators are responsible for too much, putting out fires.
- Classroom teachers do not receive information on how to handle behavioral situations and can't get ahold of supervisors so are on their own.

- Need knowledge and background on the field that you are supervising. Leadership has knowledge for example when running meetings.
- Many times the supervisors do not have the answers to parents' questions because they don't have the knowledge.
- The SASSED website is really poor.
- The salary of TA's needs to be competitive.
- We are not listening to our districts and what they need.
- Districts can't afford to use the services anymore.
- What is our vision? Where are we going?
- Our reputation and relationships have changed and are negative.
- SASSED had a good reputation up until about 5 years ago.
- SASSED doesn't provide the wraparound service that they used to.
- Districts do not see the value of SASSED.
- Lack of staff training even when requested.
- No working printers in many of the buildings.
- We are trying to explore next steps and careers for kids and we can't do this with so many sites blocked.
- Want to help students apply for jobs at Target, Home Depot etc.. are blocked
- Lack of trust of employees.
- Assistive technology piece restricted, outdated.
- We shouldn't be waiting on SOPA for two years for approval.
- We are employees and want to teach.
- Staff said that they wouldn't send their own kids to the current SASSED programs.
- Keeping teachers by valuing teachers.
- Lack of respect and trust that we can do our jobs: micromanagement. Program directors are constantly leaving.
- Safety issues: therapists do not have keys because they are SASSED employees.

Vision for the future

- Awareness of the programs that SASSED offers.
- Get quality employees: better marketing that we have openings for jobs. Consistent staff.
- SASSED programs are valued.
- Competitive pay.
- Great organizational training.
- Consistent training: don't just go through the motions or say we are doing a new program, educate and train staff on the program and how to implement it. Paid time for staff to do training.
- Teachers, PT, OT, Social Workers are consulted with programming.
- Teachers know the students and are consulted on what the students need for current and future reading and math programs.
- Better logistical planning.
- Adequate subs so teachers can do training.
- Focus on the big picture.
- We are treated as professionals.
- We are not just surviving but we are thriving.
- Tired of standing still.
- We are leading districts as problem solvers.





School Association for Special Education
in DuPage County
State Of The Organization Survey Results

October 2022

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METHODOLOGY

The survey results contained in this document are based on HYA's research. The survey addresses organization performance and equity. The State of the Organization summary reports responses in four performance areas:

- Vision and Values (VV) - Leadership's ability to provide a clear and compelling vision for the future, align organization programs to the broader vision of the organization, and uphold high expectations for all stakeholders
- Teaching and Learning (TL) - Leadership's ability to guide educational programs, make data-driven decisions, and implement effective instructional change
- Community Engagement (CE) - Leadership's ability to be the voice of the organization, engage with the community, and involve stakeholders in realizing the organization's vision
- Management (M) - Leadership's ability to guide operations, manage resources, recruit and retain highly effective personnel, and create an equitable accountability system for all employees

EXECUTIVE SUMMARY

The State of the Organization Survey was completed by 242 stakeholders. The largest stakeholder group surveyed were SASSED certified staff members. SASSED certified staff members represented 43.0 percent of all respondents. Nearly a quarter of respondents were parent/guardian. They made up the second most populous stakeholder group at 22.3 percent of all respondents. The third largest participant group were SASSED support staff members at 18.2 percent of all respondents.

Regarding the State of the Organization, the following statements were perceived to be organization strengths:

- Teachers personalize instructional strategies to address individual learning needs.
- Organization schools are safe.
- The social and emotional needs of students are being addressed.
- Employees are held accountable to high standards.
- The Organization employs effective teachers, administrators and support staff in its schools.

The top-rated priorities for the future are:

- Hiring and retaining quality teachers and administrators
- Addressing students' social and emotional needs
- Providing a safe environment for students and employees
- Providing personalized instruction for students
- Ensuring a well-rounded experience for all students

Regarding equity efforts, the following statements received the most "Strongly Agree" and "Agree" responses:

- Students have at least one trusted adult in the building that they can rely on for help.
- Discipline practices that avoid suspension and expulsion are practiced.
- Programs/partnerships exist to feed, clothe, and address the physical and mental health needs of students without these basic needs.
- The Organization allocates resources to ensure struggling students receive support.
- Discipline policies are equitably applied to all students.

ANALYSIS

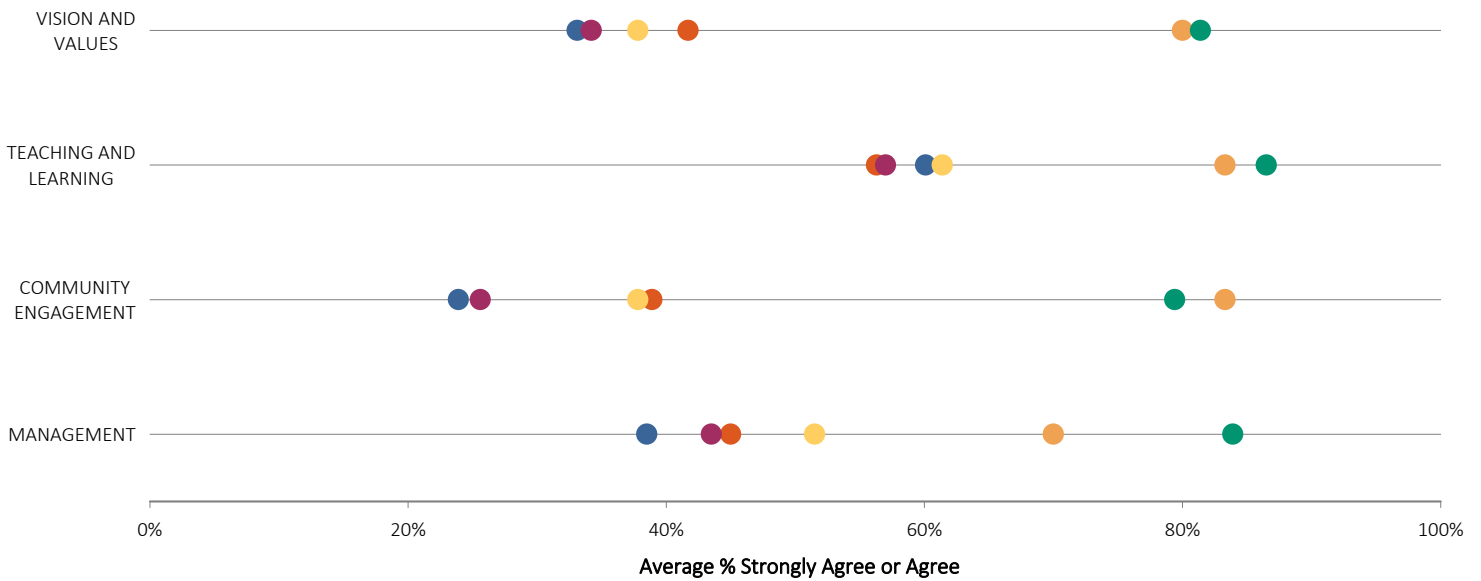
Overall Quality of Education Rating

Respondents were asked to rate the overall quality of education in the Organization on a scale of 1 (Unsatisfactory) to 5 (Excellent). Percent of constituent groups responding "Good" or "Excellent" are presented below.



State of the Organization Summary

Respondents rated statements related to the state of the organization on a scale of 1 (Strongly Disagree) to 5 (Strongly Agree). Each statement corresponds to one of the following constructs: Vision & Values, Teaching & Learning, Community Engagement, and Management. Overall results are presented below; results for individual items are reported in the appendix.



Academic Expectations in the Organization

Respondents rated the academic expectations in the organization on a scale of 1 (Much too low) to 5 (Much too high). Each constituent group's mean is presented below.

Much Too Low **Too Low** **About Right** **Too High** **Much Too High**

Constituent Group Legend



PRIORITIES FOR THE FUTURE DETAILS

Respondents were asked to select 4 statements that best represent what they believe should be the priority and focus of the Board of Education and Administration in the next 3-5 years. Results by constituent group are presented below. Each constituent group’s top 4 most frequently selected statements are depicted by blue cells (reading the chart vertically); consensus is illustrated as multiple constituent groups selected the same statements (reading the chart horizontally).

 Top 4

	All (230)	Member District Administrator (25)	Member District Staff Member (2)	Parent/Guardia n (51)	Sased Administrator (12)	Sased Certified Staff Member (98)	Sased Support Staff Member (42)
Hiring and retaining quality teachers and administrators	70%						
Addressing students’ social and emotional needs	51%						
Providing a safe environment for students and employees	47%						
Providing personalized instruction for students	43%						
Ensuring a well-rounded experience for all students	42%						
Preparing students to be ready for the next grade and ultimately college and career ready	32%						
Integrating current technology into teaching and learning	26%						
Ensuring facilities can support a modern learning environment	23%						
Addressing achievement and opportunity gaps	23%						
Maintaining a positive relationship with the community	14%						
Ensuring fiscal health	13%						
Ensuring high student achievement on standardized tests	5%						

APPENDIX I: STATE OF THE ORGANIZATION ITEM ANALYSIS

Percentages of respondents selecting 5 (Strongly Agree) or 4 (Agree) for each item are presented below.

	All (242)	Member District Administrator (26)	Member District Staff Member (2)	Parent/Guardian (54)	Sased Administrator (12)	Sased Certified Staff Member (104)	Sased Support Staff Member (44)
OVERALL							
Please rate the overall quality of education in the Organization. (5 - Excellent or 4 - Good)	65%	62%	100%	94%	36%	55%	62%
VISION AND VALUES							
The Organization has a clear and compelling shared vision for the future.	39%	20%	50%	83%	17%	24%	33%
The Organization is heading in the right direction.	38%	29%	50%	85%	58%	18%	27%
The Organization has high performance standards for all students.	59%	46%	100%	80%	33%	54%	55%
The Organization makes decisions based on information from data and research.	45%	40%	100%	77%	33%	33%	35%
The Organization is working to close achievement and opportunity gaps.	51%	30%	100%	81%	67%	41%	39%
TEACHING AND LEARNING							
The Organization provides a well-rounded educational experience for all students.	62%	54%	100%	91%	55%	50%	58%
Teachers personalize instructional strategies to address individual learning needs.	84%	62%	100%	90%	58%	88%	87%
Organization schools are safe.	78%	87%	100%	91%	92%	74%	62%
The social and emotional needs of students are being addressed.	68%	67%	100%	85%	75%	58%	70%
Students are on track to be ready for the next grade and ultimately college and career ready.	36%	46%	50%	75%	8%	18%	28%
Technology is integrated into the classroom.	61%	43%	50%	87%	50%	53%	62%
COMMUNITY ENGAGEMENT							
The Organization engages the community as a partner to improve the school system.	35%	13%	50%	77%	42%	18%	33%
There is transparent communication from the Organization.	36%	40%	100%	83%	33%	16%	20%
The Organization engages with diverse racial, cultural and socio-economic groups.	52%	17%	100%	78%	42%	43%	60%
MANAGEMENT							
Facilities are well maintained.	59%	64%	50%	91%	50%	43%	57%
The Organization is fiscally responsible.	37%	29%	50%	75%	25%	23%	29%
The Organization employs effective teachers, administrators and support staff in its schools.	66%	46%	100%	89%	75%	61%	55%
Employees are held accountable to high standards.	68%	40%	100%	80%	58%	70%	66%
Organization technology infrastructure is sufficient to support use of technology in the classroom.	39%	13%	50%	85%	17%	20%	49%

APPENDIX II: PRIORITIES FOR THE FUTURE ITEM ANALYSIS

Respondents were asked to select 4 statements that best represent what they believe should be the priorities and focus of the Board of Education and Administration in the next 3-5 years. Results are presented below by constituent group.

	All (230)	Member District Administrator (25)	Member District Staff Member (2)	Parent/Guardian (51)	Sased Administrator (12)	Sased Certified Staff Member (98)	Sased Support Staff Member (42)
Hiring and retaining quality teachers and administrators	70%	80%	50%	47%	83%	80%	69%
Addressing students' social and emotional needs	51%	64%	0%	61%	25%	49%	45%
Providing a safe environment for students and employees	47%	28%	0%	43%	50%	49%	60%
Providing personalized instruction for students	43%	40%	100%	47%	33%	46%	31%
Ensuring a well-rounded experience for all students	42%	56%	50%	35%	50%	41%	43%
Preparing students to be ready for the next grade and ultimately college and career ready	32%	28%	50%	41%	42%	20%	45%
Integrating current technology into teaching and learning	26%	4%	0%	22%	25%	36%	21%
Ensuring facilities can support a modern learning environment	23%	12%	50%	27%	8%	24%	26%
Addressing achievement and opportunity gaps	23%	48%	100%	20%	33%	16%	19%
Maintaining a positive relationship with the community	14%	12%	0%	18%	17%	13%	12%
Ensuring fiscal health	13%	24%	0%	8%	25%	13%	10%
Ensuring high student achievement on standardized tests	5%	4%	0%	18%	8%	0%	2%

APPENDIX III: EQUITY

Percentages of constituents selecting 5 (Strongly Agree) or 4 (Agree) for each item are presented below.

	All (217)	Member District Administrator (22)	Member District Staff Member (2)	Parent/Guardian (51)	Sased Administrator (12)	Sased Certified Staff Member (91)	Sased Support Staff Member (39)
Students have at least one trusted adult in the building that they can rely on for help.	81%	44%	50%	91%	67%	83%	89%
Discipline practices that avoid suspension and expulsion are practiced.	61%	48%	50%	56%	82%	64%	62%
Programs/partnerships exist to feed, clothe, and address the physical and mental health needs of students without these basic needs.	54%	40%	50%	73%	50%	46%	56%
The Organization allocates resources to ensure struggling students receive support.	52%	55%	50%	77%	73%	36%	47%
Discipline policies are equitably applied to all students.	51%	33%	50%	65%	45%	49%	53%
Under-represented minority students have equal opportunity to participate in advanced programming.	48%	16%	50%	66%	36%	41%	63%
Minority students are encouraged to participate in extra-curricular sports and activities.	42%	22%	50%	62%	50%	28%	56%
The Organization has eliminated practices that place under-represented minority students in lower level programming.	40%	10%	50%	45%	30%	40%	53%
The diversity of the student population is represented in the teaching faculty and administration.	34%	0%	50%	69%	0%	22%	46%
Minority student voices are sought out for representation on school committees.	28%	5%	50%	55%	20%	17%	34%

Respondents were asked how they self-identify:

	All (224)	Member District Administrator (26)	Member District Staff Member (2)	Parent/Guardian (50)	Sased Administrator (12)	Sased Certified Staff Member (96)	Sased Support Staff Member (38)
Asian	6 3%	0 0%	0 0%	6 12%	0 0%	0 0%	0 0%
Black or African American	5 2%	0 0%	0 0%	4 8%	1 8%	0 0%	0 0%
Hispanic or Latino/a	19 8%	2 8%	0 0%	10 20%	0 0%	5 5%	2 5%
Native Hawaiian or Pacific Islander	1 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 3%
Prefer not to respond	42 19%	5 19%	0 0%	2 4%	0 0%	26 27%	9 24%
Two or More Races	8 4%	0 0%	0 0%	2 4%	0 0%	4 4%	2 5%
White or Caucasian	143 64%	19 73%	2 100%	26 52%	11 92%	61 64%	24 63%

APPENDIX IV: CUSTOM ITEMS

This section includes custom survey items. The first record in each cell is response count. The second record in the cell is the response percent per role.

1. What areas should Programs & Services focus on in the next 3-5 years? Please rate only up to three items as top priority.

Increasing inclusive opportunities in SASSED host district sites for students in SASSED programs.

	All (217)	Member District Administrator (26)	Member District Staff Member (2)	Parent/Guardian (48)	Sased Administrator (12)	Sased Certified Staff Member (92)	Sased Support Staff Member (37)
Not a priority	9 4%	2 8%	0 0%	1 2%	0 0%	3 3%	3 8%
Somewhat a priority	110 51%	18 69%	0 0%	15 31%	5 42%	47 51%	25 68%
Top priority	98 45%	6 23%	2 100%	32 67%	7 58%	42 46%	9 24%

Supporting member districts in extending their continuum of support (keeping their students).

	All (213)	Member District Administrator (26)	Member District Staff Member (2)	Parent/Guardian (49)	Sased Administrator (11)	Sased Certified Staff Member (91)	Sased Support Staff Member (34)
Not a priority	27 13%	1 4%	0 0%	3 6%	0 0%	18 20%	5 15%
Somewhat a priority	98 46%	4 15%	0 0%	23 47%	4 36%	47 52%	20 59%
Top priority	88 41%	21 81%	2 100%	23 47%	7 64%	26 29%	9 26%

Developing high quality IEPs across SASSED and member districts.

	All (217)	Member District Administrator (26)	Member District Staff Member (2)	Parent/Guardian (49)	Sased Administrator (12)	Sased Certified Staff Member (92)	Sased Support Staff Member (36)
Not a priority	14 6%	2 8%	0 0%	2 4%	1 8%	8 9%	1 3%
Somewhat a priority	85 39%	7 27%	0 0%	10 20%	3 25%	46 50%	19 53%
Top priority	118 54%	17 65%	2 100%	37 76%	8 67%	38 41%	16 44%

Moving toward a cross-categorical approach in SASSED programs, based on type and level of need rather than eligibility category.

	All (205)	Member District Administrator (24)	Member District Staff Member (2)	Parent/Guardian (48)	Sased Administrator (12)	Sased Certified Staff Member (85)	Sased Support Staff Member (34)
Not a priority	35 17%	4 17%	1 50%	2 4%	2 17%	24 28%	2 6%
Somewhat a priority	80 39%	8 33%	1 50%	19 40%	1 8%	36 42%	15 44%
Top priority	90 44%	12 50%	0 0%	27 56%	9 75%	25 29%	17 50%

Assessing and supporting fidelity of instructional practices & UDL in SASSED programs and member districts.

	All (200)	Member District Administrator (24)	Member District Staff Member (2)	Parent/Guardian (46)	Sased Administrator (11)	Sased Certified Staff Member (86)	Sased Support Staff Member (31)
Not a priority	20 10%	1 4%	0 0%	5 11%	0 0%	14 16%	0 0%
Somewhat a priority	109 55%	11 46%	1 50%	23 50%	3 27%	47 55%	24 77%
Top priority	71 36%	12 50%	1 50%	18 39%	8 73%	25 29%	7 23%

Providing mentoring supports for new staff (e.g., classes/modules) in SASSED and member districts.

	All (212)	Member District Administrator (25)	Member District Staff Member (2)	Parent/Guardian (47)	Sased Administrator (11)	Sased Certified Staff Member (92)	Sased Support Staff Member (35)
Not a priority	9 4%	2 8%	0 0%	2 4%	0 0%	3 3%	2 6%
Somewhat a priority	77 36%	15 60%	2 100%	20 43%	5 45%	27 29%	8 23%
Top priority	126 59%	8 32%	0 0%	25 53%	6 55%	62 67%	25 71%

Providing cohort university coursework opportunities for special education endorsements.

	All (207)	Member District Administrator (25)	Member District Staff Member (2)	Parent/Guard ian (47)	Sased Administrator (11)	Sased Certified Staff Member (89)	Sased Support Staff Member (33)
Not a priority	55 27%	12 48%	2 100%	4 9%	4 36%	25 28%	8 24%
Somewhat a priority	111 54%	13 52%	0 0%	24 51%	6 55%	52 58%	16 48%
Top priority	41 20%	0 0%	0 0%	19 40%	1 9%	12 13%	9 27%

Other

	All (112)	Member District Administrator (11)	Parent/Guard ian (33)	Sased Administrator (7)	Sased Certified Staff Member (47)	Sased Support Staff Member (14)
Not a priority	74 66%	8 73%	28 85%	6 86%	24 51%	8 57%
Somewhat a priority	8 7%	0 0%	2 6%	0 0%	3 6%	3 21%
Top priority	30 27%	3 27%	3 9%	1 14%	20 43%	3 21%

APPENDIX V: CUSTOM ITEMS

This section includes custom survey items. The first record in each cell is response count. The second record in the cell is the response percent per role.

2. SASED manages progress towards clear goals through planning, action, assessment, and adjustment cycles.

a. SASED collaborates with multiple stakeholders to establish and communicate measurable goals for improving student learning.

	All (204)	Member District Administrator (25)	Member District Staff Member (2)	Parent/Guardian (44)	Sased Administrator (11)	Sased Certified Staff Member (85)	Sased Support Staff Member (37)
Agree	73 36%	6 24%	1 50%	22 50%	4 36%	30 35%	10 27%
Disagree	31 15%	9 36%	0 0%	1 2%	4 36%	14 16%	3 8%
Neither agree nor disagree	73 36%	10 40%	1 50%	6 14%	3 27%	33 39%	20 54%
Strongly agree	20 10%	0 0%	0 0%	15 34%	0 0%	2 2%	3 8%
Strongly disagree	7 3%	0 0%	0 0%	0 0%	0 0%	6 7%	1 3%

b. SASED collaborates with staff to develop and communicate strategies that are aligned with school goals.

	All (204)	Member District Administrator (23)	Member District Staff Member (2)	Parent/Guardian (44)	Sased Administrator (12)	Sased Certified Staff Member (85)	Sased Support Staff Member (38)
Agree	69 34%	6 26%	1 50%	20 45%	5 42%	20 24%	17 45%
Disagree	45 22%	9 39%	0 0%	1 2%	4 33%	27 32%	4 11%
Neither agree nor disagree	52 25%	8 35%	1 50%	9 20%	3 25%	18 21%	13 34%
Strongly agree	20 10%	0 0%	0 0%	14 32%	0 0%	4 5%	2 5%
Strongly disagree	18 9%	0 0%	0 0%	0 0%	0 0%	16 19%	2 5%

c. SASED and all staff regularly analyze school-wide data and instructional practices to monitor progress toward goals, revisiting and adjusting action plans as needed.

	All (200)	Member District Administrator (23)	Member District Staff Member (2)	Parent/Guardian (42)	Sased Administrator (12)	Sased Certified Staff Member (85)	Sased Support Staff Member (36)
Agree	69 35%	6 26%	1 50%	18 43%	7 58%	29 34%	8 22%
Disagree	29 15%	5 22%	0 0%	0 0%	3 25%	15 18%	6 17%
Neither agree nor disagree	72 36%	12 52%	1 50%	9 21%	2 17%	32 38%	16 44%
Strongly agree	23 12%	0 0%	0 0%	15 36%	0 0%	5 6%	3 8%
Strongly disagree	7 4%	0 0%	0 0%	0 0%	0 0%	4 5%	3 8%

3. SASED supports highly effective instruction.

a. SASED ensures that teachers engage in the planning of the curricula through oversight of standards-based units, lessons, and pacing.

	All (199)	Member District Administrator (23)	Member District Staff Member (2)	Parent/Guardian (43)	Sased Administrator (12)	Sased Certified Staff Member (83)	Sased Support Staff Member (36)
Agree	66 33%	8 35%	1 50%	20 47%	1 8%	21 25%	15 42%
Disagree	29 15%	5 22%	0 0%	1 2%	3 25%	17 20%	3 8%
Neither agree nor disagree	72 36%	9 39%	1 50%	8 19%	8 67%	33 40%	13 36%
Strongly agree	27 14%	1 4%	0 0%	14 33%	0 0%	8 10%	4 11%
Strongly disagree	5 3%	0 0%	0 0%	0 0%	0 0%	4 5%	1 3%

b. SASSED provides formative feedback and guidance to teachers, aligned to the Instructional Framework, which is actionable and clearly describes strengths and areas for growth.

	All (197)	Member District Administrator (22)	Member District Staff Member (2)	Parent/Guardian (43)	Sased Administrator (12)	Sased Certified Staff Member (83)	Sased Support Staff Member (35)
Agree	52 26%	5 23%	1 50%	16 37%	1 8%	21 25%	8 23%
Disagree	32 16%	3 14%	0 0%	1 2%	4 33%	22 27%	2 6%
Neither agree nor disagree	87 44%	14 64%	1 50%	13 30%	7 58%	33 40%	19 54%
Strongly agree	19 10%	0 0%	0 0%	13 30%	0 0%	2 2%	4 11%
Strongly disagree	7 4%	0 0%	0 0%	0 0%	0 0%	5 6%	2 6%

c. SASSED demonstrates an understanding of data analysis and ensures the use of a complete student learning data-cycle.

	All (195)	Member District Administrator (23)	Member District Staff Member (2)	Parent/Guardian (43)	Sased Administrator (12)	Sased Certified Staff Member (83)	Sased Support Staff Member (32)
Agree	65 33%	7 30%	1 50%	15 35%	4 33%	30 36%	8 25%
Disagree	30 15%	4 17%	0 0%	2 5%	5 42%	18 22%	1 3%
Neither agree nor disagree	69 35%	10 43%	1 50%	11 26%	3 25%	26 31%	18 56%
Strongly agree	22 11%	1 4%	0 0%	15 35%	0 0%	3 4%	3 9%
Strongly disagree	9 5%	1 4%	0 0%	0 0%	0 0%	6 7%	2 6%

4. SASSED Program teams use multiple data sources to adjust practice.

a. Program teams analyze students' progress toward goals.

	All (201)	Member District Administrator (24)	Member District Staff Member (2)	Parent/Guardian (44)	Sased Administrator (12)	Sased Certified Staff Member (84)	Sased Support Staff Member (35)
Agree	106 53%	15 63%	1 50%	19 43%	8 67%	47 56%	16 46%
Disagree	13 6%	2 8%	0 0%	1 2%	2 17%	5 6%	3 9%
Neither agree nor disagree	42 21%	6 25%	0 0%	6 14%	2 17%	18 21%	10 29%
Strongly agree	38 19%	1 4%	1 50%	18 41%	0 0%	13 15%	5 14%
Strongly disagree	2 1%	0 0%	0 0%	0 0%	0 0%	1 1%	1 3%

b. Program teams plan and adjust instruction in response to data.

	All (197)	Member District Administrator (23)	Member District Staff Member (2)	Parent/Guardian (43)	Sased Administrator (12)	Sased Certified Staff Member (82)	Sased Support Staff Member (35)
Agree	88 45%	11 48%	1 50%	20 47%	5 42%	35 43%	16 46%
Disagree	15 8%	2 9%	0 0%	2 5%	1 8%	10 12%	0 0%
Neither agree nor disagree	55 28%	9 39%	0 0%	8 19%	6 50%	21 26%	11 31%
Strongly agree	32 16%	1 4%	1 50%	13 30%	0 0%	12 15%	5 14%
Strongly disagree	7 4%	0 0%	0 0%	0 0%	0 0%	4 5%	3 9%

c. Program teams appropriately recommend students for tiered interventions, including opportunities for acceleration.

	All (199)	Member District Administrator (23)	Member District Staff Member (2)	Parent/Guardian (44)	Sased Administrator (11)	Sased Certified Staff Member (84)	Sased Support Staff Member (35)
Agree	78 39%	3 13%	1 50%	22 50%	5 45%	32 38%	15 43%
Disagree	28 14%	4 17%	0 0%	3 7%	3 27%	15 18%	3 9%
Neither agree nor disagree	67 34%	15 65%	1 50%	8 18%	3 27%	27 32%	13 37%
Strongly agree	19 10%	0 0%	0 0%	10 23%	0 0%	5 6%	4 11%
Strongly disagree	7 4%	1 4%	0 0%	1 2%	0 0%	5 6%	0 0%

5. SASED makes full use of the evaluation system to develop faculty and staff capacity through organization-wide reflection and professional development and to hold them accountable for performance.

a. SASED reinforces performance expectations for all staff and allocates time to support staff in meeting those expectations.

	All (199)	Member District Administrator (23)	Member District Staff Member (2)	Parent/Guardian (42)	Sased Administrator (12)	Sased Certified Staff Member (84)	Sased Support Staff Member (36)
Agree	63 32%	4 17%	2 100%	15 36%	4 33%	27 32%	11 31%
Disagree	43 22%	6 26%	0 0%	0 0%	6 50%	25 30%	6 17%
Neither agree nor disagree	63 32%	13 57%	0 0%	16 38%	2 17%	17 20%	15 42%
Strongly agree	17 9%	0 0%	0 0%	10 24%	0 0%	4 5%	3 8%
Strongly disagree	13 7%	0 0%	0 0%	1 2%	0 0%	11 13%	1 3%

b. SASED uses multiple methods to provide timely support and interventions to struggling teachers and staff as indicated by data and/or informal or formal observations.

	All (201)	Member District Administrator (22)	Member District Staff Member (2)	Parent/Guardian (43)	Sased Administrator (12)	Sased Certified Staff Member (84)	Sased Support Staff Member (38)
Agree	48 24%	4 18%	1 50%	14 33%	4 33%	12 14%	13 34%
Disagree	40 20%	4 18%	0 0%	0 0%	3 25%	26 31%	7 18%
Neither agree nor disagree	75 37%	14 64%	1 50%	15 35%	5 42%	28 33%	12 32%
Strongly agree	20 10%	0 0%	0 0%	12 28%	0 0%	4 5%	4 11%
Strongly disagree	18 9%	0 0%	0 0%	2 5%	0 0%	14 17%	2 5%

c. SASED engages all staff in differentiated professional development based on identified needs aligned with the organization's instructional vision.

	All (200)	Member District Administrator (21)	Member District Staff Member (2)	Parent/Guardian (43)	Sased Administrator (12)	Sased Certified Staff Member (84)	Sased Support Staff Member (38)
Agree	53 27%	7 33%	1 50%	17 40%	2 17%	13 15%	13 34%
Disagree	53 27%	4 19%	0 0%	1 2%	5 42%	33 39%	10 26%
Neither agree nor disagree	55 28%	9 43%	1 50%	14 33%	4 33%	20 24%	7 18%
Strongly agree	18 9%	1 5%	0 0%	10 23%	0 0%	2 2%	5 13%
Strongly disagree	21 11%	0 0%	0 0%	1 2%	1 8%	16 19%	3 8%



Open-Ended Responses

School Association for Special Education
in DuPage County
State Of The Organization Survey Results

The comments included in this report are provided verbatim as they were written by survey respondents. No attempt has been made to redact or sanitize comments in any way. The district should consult with its attorney before releasing this document publicly.

Define other:**Member District Administrator**

- Addressing the culture and climate of SASSED - Use the staff culture and climate survey to improve the organization internally
- Hire and retain high quality staff so that your programs are available to districts. You are no longer a viable part of our continuum of services because you are rarely able to take our students who need this programming.
- Increasing the capacity of SASSED programming to meet the needs of students from member districts

Define other:**Parent/Guardian**

- Helping kids become who they want to be and feel like they belong
- Keeping the kids in their home districts and school is the highest priority!
- Me gustaría que se aplicaran talleres y habilidades son respecto al síndrome de tourette
- Thank you

Define other:**Sased Administrator**

- Use best practice approaches ---evidence based for student in special populations.
Professional development for how and what to teach in reading and math.
Professional development for teaching assistants--not just on populations or prompting but also instructing students during centers, responding to behavior, and maintaining a professional and ethical self.

Define other:**Sased Certified Staff Member**

- Addressing the psychological safety of all staff.
Retaining administration and certified level positions.
Communicating mission, vision, priorities, changes, etc. across SASSED
- Competitive compensation and benefits.
- Creating an organization that districts and staff can be proud of. SASSED has really declined with this new administration.
- Culture at SASSED
Communication across SASSED
Relationships with member districts
- Defining a clear vision for each program, defined roles/identity, and student/population growth.
- Ensuring that the buildings within SASSED have the proper materials necessary to maintain communication and education within the building. Including printers, ink, paper, working radios, etc.
- Family connections ad supports
- Getting information regarding our program to parents and districts so they know of the availability and advantages to self-contained programming options for some students who need small group settings with highly specialized supports.
- Hands on job training/skill building opportunities starting with junior high students.
- Having Administrators do their Job (letting them - not being micromanaged by the executive director). Also hiring and retaining top quality administrators. Why can't we keep admin??? Micromanagement by the Executive Director. the average "SASED" age (length of employment in administration) for current administration with the exemption of 2 long time admins - is less than 2 years!!!
- hiring/retention of qualified staff; communication with the member SASSED and districts' administration and staff; less meetings; do not take away technology and/systems in place until one has been developed and effective; cleaning up/organizing the admin center/classrooms out in the district buildings

- Improve staff morale- repair trust, stop top down decisions, provide mentoring/training and support professional development that staff needs, improve overall communication within SASSED.

Value staff- establish awards and recognition for staff other than years of service.

Encourage instruction where the student is versus "Teaching to the Middle" mentality.

Improve program goals and develop ways to "stand out" in the community as an organization where students excel and receive top of the line services.

If you send out a staff survey and identify staff concerns address them and share the plan with staff.

Work toward a better TA contract so SASSED TAs do not feel unappreciated and underpaid working side by side with contracted TAs.

Look at workload versus caseload.

Encourage research.

Create ways for more staff to be involved in planning committees including incentives.

- Maintaining and recruiting high level staff
- Making sure that SASSED students are able to (in some way) interact with the students at the school district where they are (i.e., assembly)
- More opportunities to connect SASSED students with mainstream classes/schools
- One of SASSED's top priorities should be informing parents and the surrounding communities about the benefits of self-contained programs for some children. Districts are not mandated to mention our self-contained programs so many parents aren't aware of the small class size and highly specialized support that is available to their students. It should be a priority for SASSED to spread this information, not only to keep our programs robust, but to ensure that students with specific needs are able to receive the highly specialized services we can provide.

Another top priority should be providing a variety of curriculum materials that meet the needs of the varied students in our programs. We need to stop trying to find single source curriculum materials that will fit everyone's needs. What makes us special is that our programs are supposed to provide highly specialized and individualized learning environments. Thinking one reading program or math program would be suitable for children who have hearing deficits or autism and need a great deal of visual support would also meet the needs of students with visual impairments who need more auditory and tactile support is, in my opinion, flawed. We should embrace the differences in our varied populations and try to find the materials that best meets their different needs rather than trying to make them all fit in one box. I am aware that having one source of ELA or Math curriculum materials is an easier way to obtain data that can be compared across programs; however, the data collected will be inherently flawed since at least one of the programs will be using materials that don't really fit the needs of their students or they will have to modify the materials so much that the validity of the data collected using that program is not accurate. Educating these students is challenging and using the appropriate materials for each program should be a priority. Collecting data to compare the programs should take a back seat to that. I realize data is important, but it also has to be accurate. If comparing the different programs is an administrative priority, then we need to think creatively and find solutions to that issue that don't impact student access to appropriate materials.

- Provide adequate staffing and a safe environment
- Provide equal opportunities for marginalized groups. Instill ethical practices that align with the disability rights movement. Listen to voices of the students/populations we serve (e.g., Autistic voices/Autistic Self Advocacy Network, etc.).
- Providing hands on training on research based interventions for both Academic and SEL to all staff across SASSED. Integrating technology into programming and finding innovative ways to separate the SASSED Programming from other alternative programming options available in the area. Increase marketing strategies to ensure that all member district employees truly understand the available programming within SASSED and how to access it.
- Realizing SASSED is a service, so as such fully staffing the building and providing a lot of support will result in districts referring more kids, in turn, resulting in more referrals, in turn, resulting in more revenue, in turn providing better support to our teachers and staff, without which, all the administrators don't even matter. "Corporate goals" don't mean shit if your car's wheels are falling off and you haven't changed your oil in 20,000 miles and you put in a work ticket for your car and it never actually gets fixed, just get duct tape slapped on it.
- Safety of students and staff within our programs. Both psychologically and physically.
- There are so many. First providing equal access and opportunity within our member district buildings. Second, making an attempt to provide some sort of meaningful inclusion opportunities instead of being relegated to the self-contained classroom to which they are assigned. Third, providing a respectful environment for students with the training and support for staff to actually recognize student potential, instead of seeing them as a "behavior." Lastly, increasing team collaboration recognizing the talents of each team member to problem solve for the students while providing the adequate time to do plan for student success.

- Choosing curriculum based on the needs of the individual program and grade level. The same curriculum for all programs does not work. For example, DHH needs visual curriculum and VI needs auditory curriculum. Also, the younger the student the more the student needs 1 to 1 instruction. Additionally, pay for paras should be increased. It takes a while for anyone to learn how to work with students with special needs. If you want quality people who will stay employed with SASED, show them the respect they deserve and increase their pay.
 - n/a
 - None
 - Paying staff a competitive wage. Retaining enough staff to not burden classrooms when staff is out sick (never enough subs). Recognizing that staff is not at a level to ensure that duty-free lunches are provided (this is unpaid time and often staff is not able to take that 30 minutes, therefore having supervisory duties for 7.5 hours in a day (when only paid for 7). Programs moved to a bell-to-bell schedule this year but did not ensure that there was enough staff coverage to actually see this implemented successfully (IE: day was extended, but not enough staff to allow each staff to take a 30 min duty-free lunch, essentially working the extra 30 minutes unpaid).
 - providing support and involvement of parents/caregivers in their child's educational experience (e.g open houses, parent inservices, parent groups etc.)
 - Reach out to each employee group and attempt to support them in a way that is meaningful and productive.
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