



Disproportionality in U-46

March 1, 2021



Dr. Joshua Carpenter, Assistant Superintendent Teaching and Learning

Dr. Leatrice Satterwhite, Director Specialized Student Services

Dr. Kelly Gilbert, Comprehensive Coordinated Early Intervening Services Coordinator



Objectives

- **Understand disproportionality and its impact on School District U-46 African Americans**
- **Identify School District U-46's action steps in addressing disproportionality**



Hispanic =  = 0.4

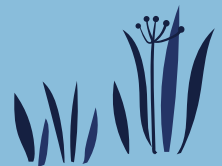
Asian =  = 0.04

Black =  = 6.0

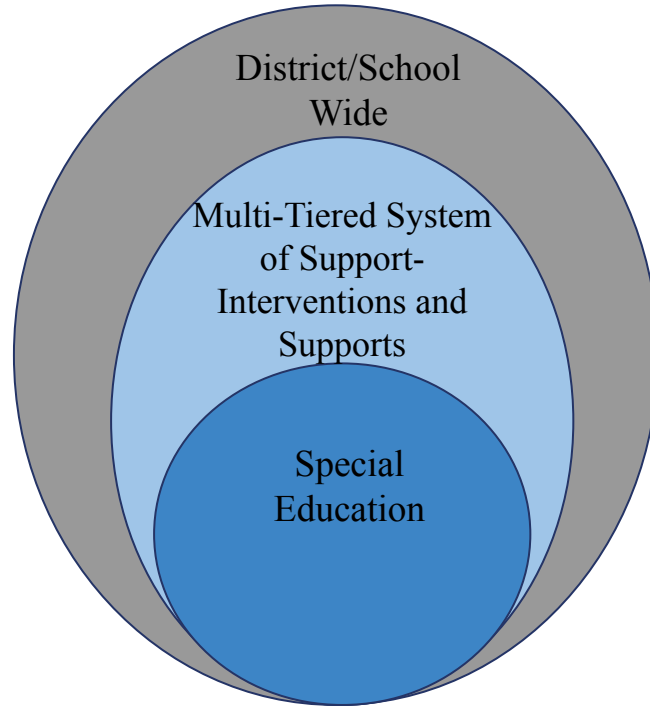
White =  = 1.2

Multiracial =  = 2.8

Risk Ratio reads:
← *times as likely
than everyone else*



Disproportionality is Complex



While disproportionality citations come from special education laws, the factors that lead to it are oftentimes outside of the realm of special education.



CEIS compared to CCEIS

CEIS: Coordinated Early Intervening Services (Voluntary)

Services provided to students K-12 who are not currently identified as needing special education or related services but who also need additional academic and/or behavioral supports to succeed in a general education environment.

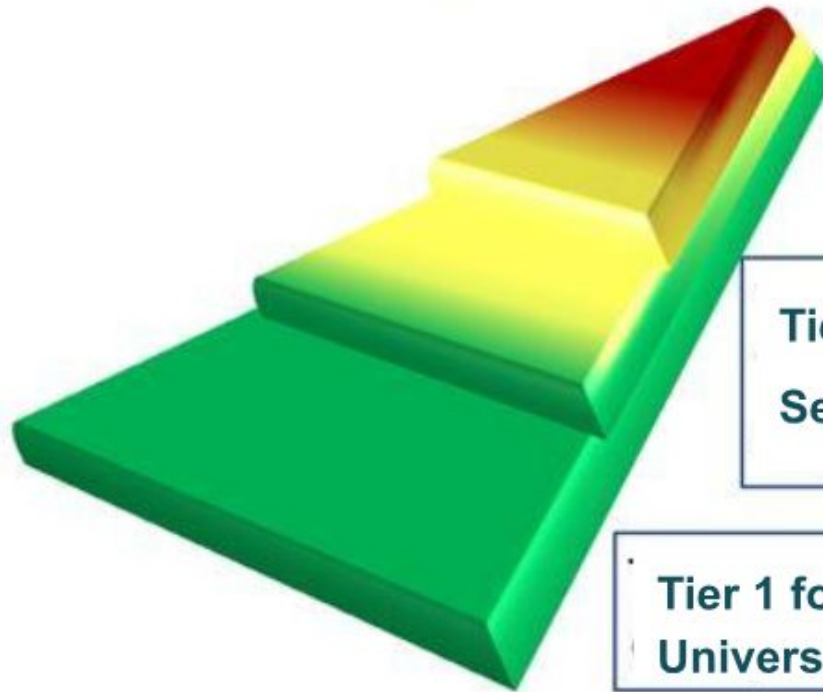
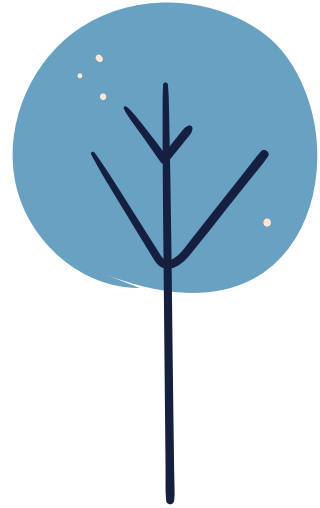


CCEIS: Comprehensive CEIS (Involuntary)

Services provided to students 3 years through 12th grade who are not currently identified as needing special education or related services but who also need additional academic and/or behavioral supports to succeed in a general education environment AND includes children currently identified as needing special education or related services within the disproportionate group identified.

Voluntary CEIS vs.
Mandatory CCEIS

Continuum of Academic & Social-Emotional Learning and Behavior Support



Tier 3 for *Few*:
Tertiary

Tier 2 for *Some*:
Secondary

Tier 1 for *All*:
Universal



Who has been working on this?

Mr. Tony Sanders- Superintendent
Dr. Suzanne Johnson- Deputy Superintendent
Dr. Josh Carpenter- Assistant Superintendent
Dr. Teresa Lance- Assistant Superintendent
Mr. Steve Burger- Assistant Superintendent
Dr. Ushma Shah- Assistant Superintendent
Ms. Lela Majstorovic- Assistant Superintendent
Dr. Leatrice Satterwhite- Director Specialized Student Services
Mr. John Heiderscheidt- Director School Culture and Safety
Ms. Katheryne Kettle- Assistant Director Multi-Tiered Systems of Support
Ms. Amanda Giacalone- Assistant Director of Compliance Specialized Student Services
Ms. Heather Volchko- District-Wide Behavior Consultant
Mr. Chris Zielinski- District-Wide Behavior Consultant

Dr. Kelly Gilbert- Comprehensive Coordinated Early Intervening Services (CEIS) Coordinator
Dr. Robin Barazza- Coordinator of Student Discipline
Ms. Denise See- Specialized Student Services Administrator
Mr. Sam LeDeaux- Multi-Tiered Systems of Support Administrator
Ms. Linnie Tarrant- Assistant Principal, Larkin High School
Mr. Jim Medcalf- Data Analyst
Ms. Mary Abbott- Lead Social Worker
Ms. Lillian Aldawoodi- School Psychologist
Ms. Justine Catella- School Psychologist
Ms. Audrey Leaver- Instructional Coach- Century Oaks Elementary School
Ms. Tiffany Paoletti- Teacher, Harriet Gifford Elementary School
Ms. Maureen Kane- MTSS Lead, Harriet Gifford Elementary School

Timeline of Required CCEIS* Action Steps

2015-2016	2016-2017	2017-2018 CEIS Designation	2018-2019 CCEIS Designation	2019-2020	2020-2021
Specialized Student Services	Specialized Student Services	Specialized Student Services	District-Wide	District-Wide	District-Wide/ School Based
<p>Eligibility Data Analysis</p> <p>Concentration on data specific to Indicator 9 and 10</p> <p>Emotional Disturbance (ED) Summer Workgroup</p> <p>*Comprehensive Coordinated Early Intervening Services</p>	<p>ED Eligibility Training</p> <p>Internal Audit of 4 Critical Components of ED Evaluation Process</p> <p>Collaboration with MTSS initiated</p> <p>Pathway Behavior Interventions Plans are developed and revised with associated professional development</p> <p>District-Wide community resource fair to strengthen community partnership</p>	<p>Internal Audit Continued</p> <p>Initial finding of disproportionate representation by ISBE received</p> <p>Plans to transition from an effort only within Specialized Student Services to a District-Wide approach continued</p>	<p>CEIS Team Created</p> <p>CEIS Meetings initiated</p> <p>Pre-Referral Intervention Manual purchased</p> <p>Original CEIS plan written and submitted to ISBE</p> <p>Internal data review of schools that identify students with an ED eligibility higher rate</p> <p>Professional development on equity and SEL supports</p>	<p>ISBE Disproportionality Training attended</p> <p>Revisions of CEIS plan by CEIS Committee with feedback from superintendent, cabinet and SEC</p> <p>Job descriptions created for coordinator and other positions in the plan</p> <p>Request for Proposal (RFP) evaluated and selected</p> <p>District MTSS Committee Involvement</p> <p>SEL resources purchased</p>	<p>CEIS Committee expanded</p> <p>RFP awarded to Consultant hired to conduct root cause analysis</p> <p>Coordinator hired</p> <p>Focus Groups and Surveys completed</p> <p>Summer learning opportunity identified with planning and implementation</p> <p>Ongoing cross-departmental meetings</p>

Since 2017-2018, there have been ongoing meetings with the Superintendent and Cabinet Members.

Summer 2020

Disproportionality
Consultants and
Coordinator Candidates
Interviewed

October/November 2020

Virtuoso Education
Consulting Contracted
Coordinator Hired

December-January 2021

Data Template
Completed to Begin
Needs Assessment.
Ongoing Department
Meetings to Share and
Collaborate

February-March 2021

Meetings with Superintendent
Cabinet, and Board of
Education.
Focus Groups and Surveys will
Begin

April-May

Family Engagement
Liaison Begins

May 2021

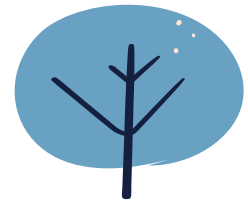
Planning for
Monitoring
Implementation and
Outcomes

June-July 2021

Summer Learning
Opportunity Begins

2020-2021

Advancing the work of
Comprehensive Coordinated Early
Intervening Services in U-46



What Does This Mean for our District?



MTSS

Review data rule expectations for providing interventions and supports for students ensuring a focus on Tier 1 Instructional and Social Emotional Learning



Equity

Continue having critical conversations about race and address implicit bias supporting our district's equity plan



Collaboration

For school year 2021-2022, integrate root cause analysis outcomes in school improvement plans



Social Emotional

Enhance follow through of student engagement in hybrid and remote learning



Integration

Support and participate in the upcoming focus groups and surveys for parents, staff, and students



Resources and Support

The following resources and supports will include, but are not limited to:

- One-on-one support with our CEIS Coordinator and future CEIS staff
- Family Engagement Liaison to serve as liaison between school and parents
- Potential student summer learning opportunities based on data and selected criteria
- Support with School Improvement Plan integration
- Fall 2021 professional development and additional resources based on root cause analysis outcomes
- Fall 2021 collaboration with district consultant, Virtuoso Education Consulting





Thank you

