

# Special Education in District 65



Regular Board of Education Meeting  
May 18, 2020

# Purpose

- Reiterate commitment to supporting our exceptional learners
- Provide information about Special Education in D65
- Share concerns about the over representations of Black and Latinx students in special education
- Share recommendations, next steps and opportunities for input

# A Team Effort!

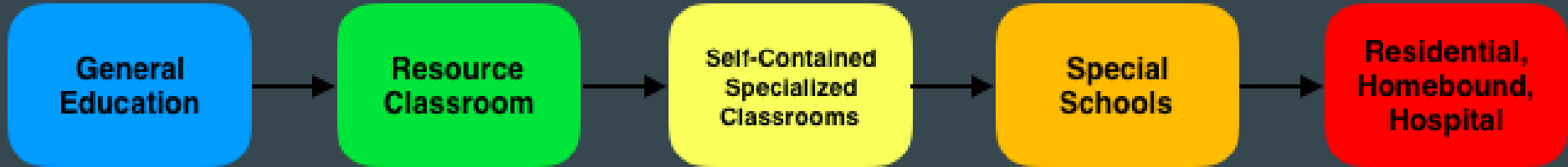
## DEC Joint Inclusion Committee

- Amy Urbanowski (Chute)
- Samantha Brooks (Oakton)
- Elvia Leon (Willard)
- Darleen Wolford (King Arts)
- James Gray (Walker)
- Jaclyn Kostrzewski (Lincolnwood)
- Mindy Shomberg (Lincolnwood)
- Randi Vega (King Arts)
- Kelsey Reineri (Orrington/Park)
- Meredith Rosenfeld (Lincolnwood)
- Nicole Ragnoni (Kingsley)
- Consuelo O'Leary (Bessie Rhodes)
- Soundarya Radhakrishnan (JEH)
- Lily Maso (ECC)

## Special Ed. Standing Committee

- Vernessa Stepney (Chute AP)
- John Mitchell (Rice Principal)
- Samantha Brooks (Oakton)
- Nicole Smith (Kingsley)
- Jenna Hartnett (Nichols)
- Julie Irons (Dewey/Bessie Rhodes)
- Christa Garcia (Dewey)
- Raquel Beran (Dawes)
- Sarah Zaharoff (Bessie Rhodes)
- Sara Novy (Nichols, Bessie Rhodes, Washington)
- Adrian Gancarczyk (Lincolnwood/Willard)
- Vicki Karpats (Willard)
- Dalia Bunni (King Arts)

# Continuum of Special Services in D65



Inclusion and Resource: All schools

Bilingual Special Education available at:

- JEH
- Dawes
- Dewey
- Oakton
- Washington
- Willard
- Bessie Rhodes
- All Middle Schools

CDC program at Lincoln grades K-5 and Nichols grades 6-8

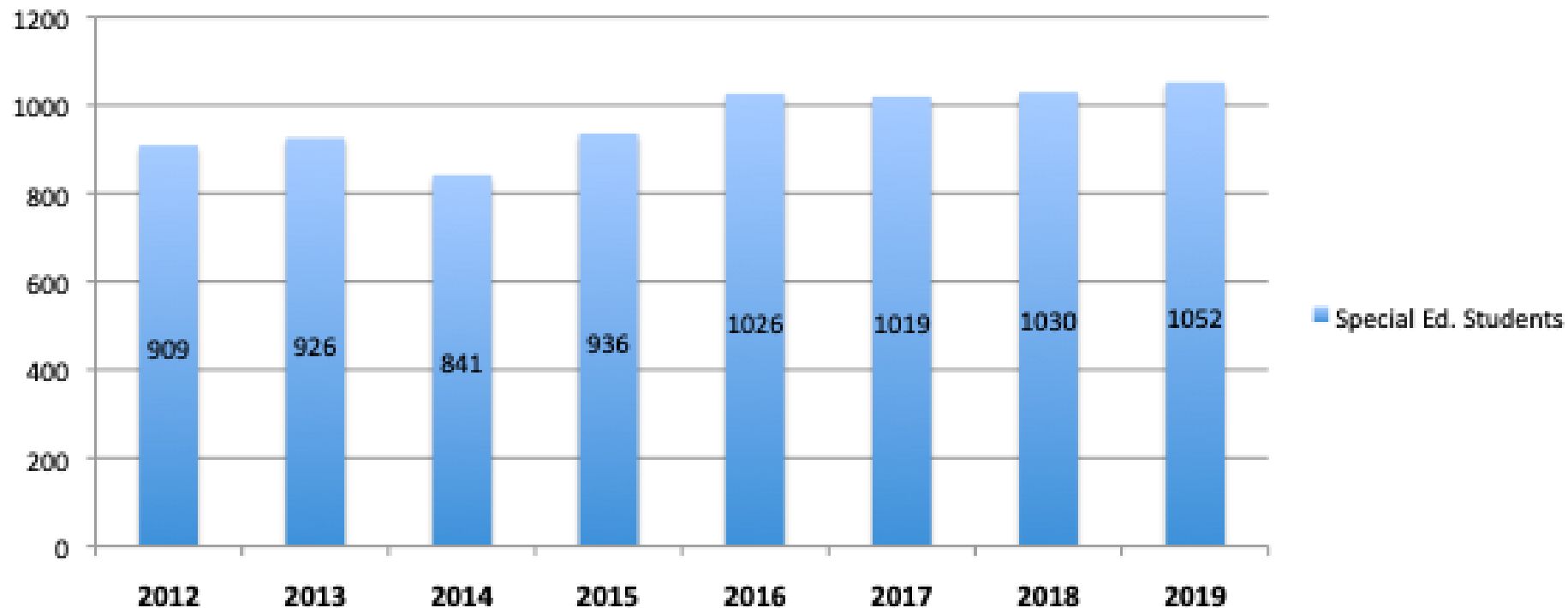
Options at King Arts in grades K-8

Self-Contained

- JEH (pre K)
- Dawes (K-5)
- Orrington (K-5)
- Dewey (K-2)
- Oakton (K-3)
- Lincolnwood (3-5)
- Middle Schools

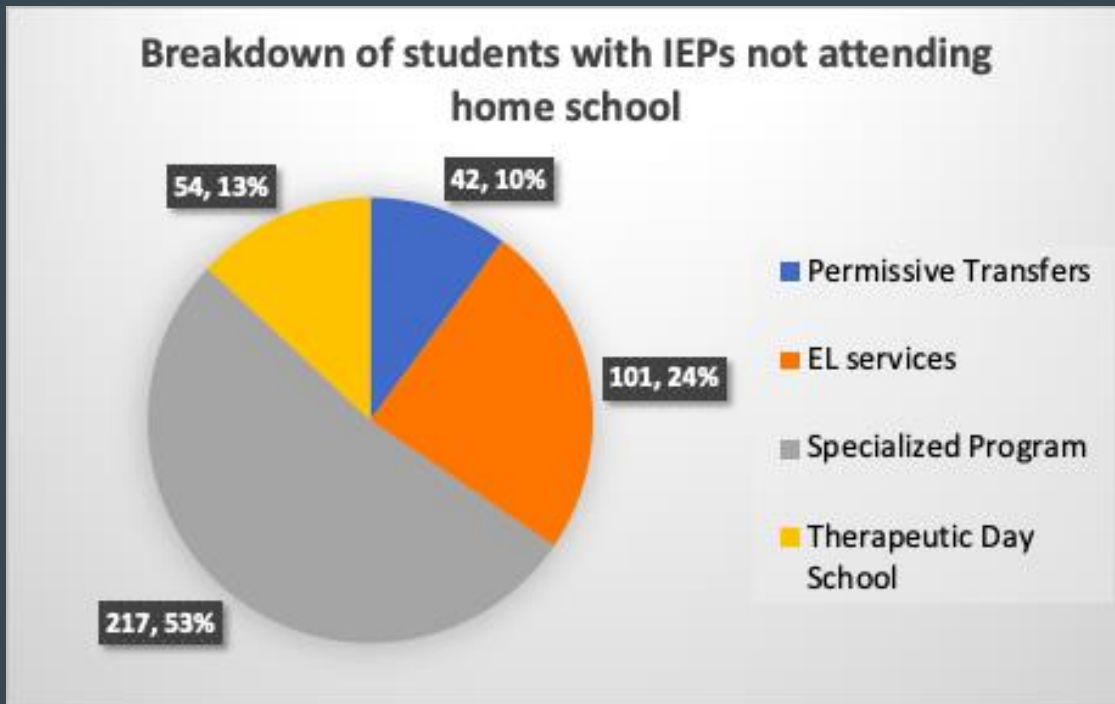
Park School  
Rice Education Center  
Therapeutic Day Schools

## Total Students with IEPs



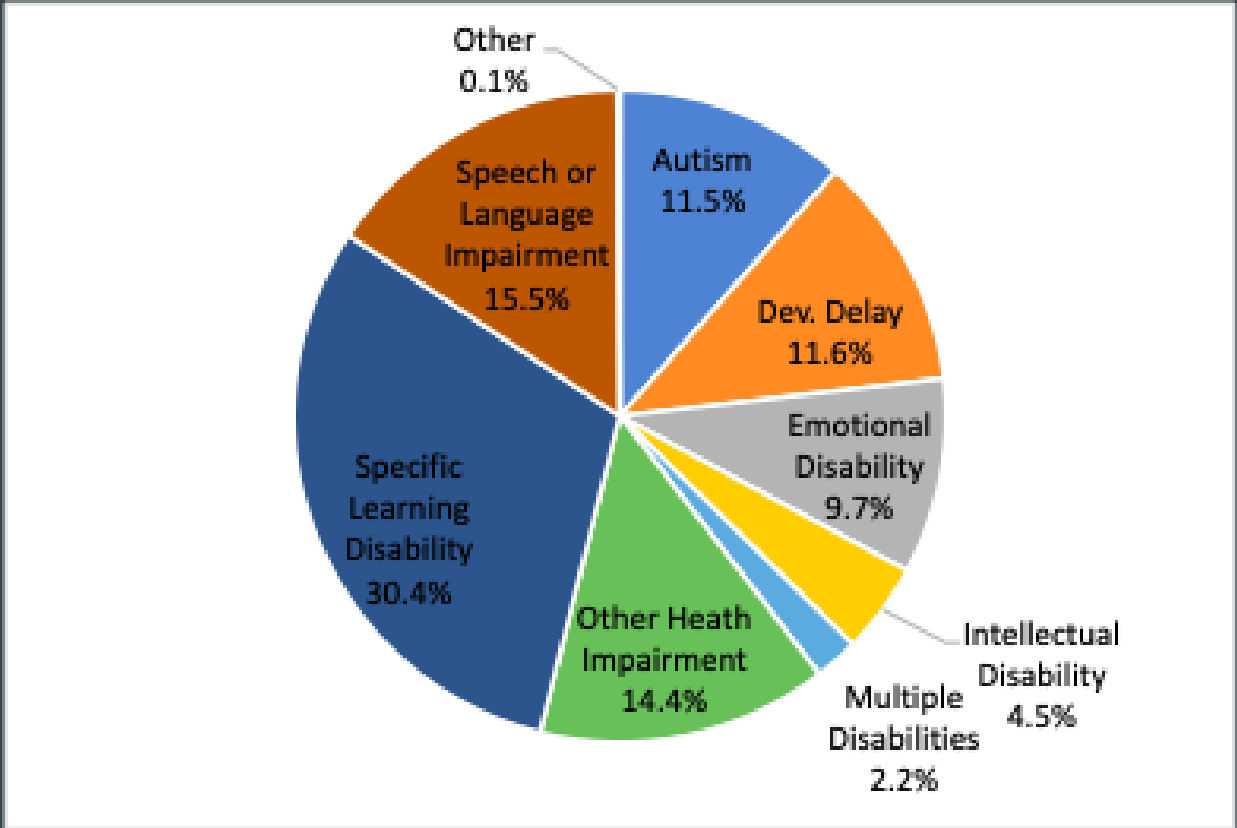
# Current Reality

414 students with IEPs in D65 do not attend their home school (38% of all students with IEPs):

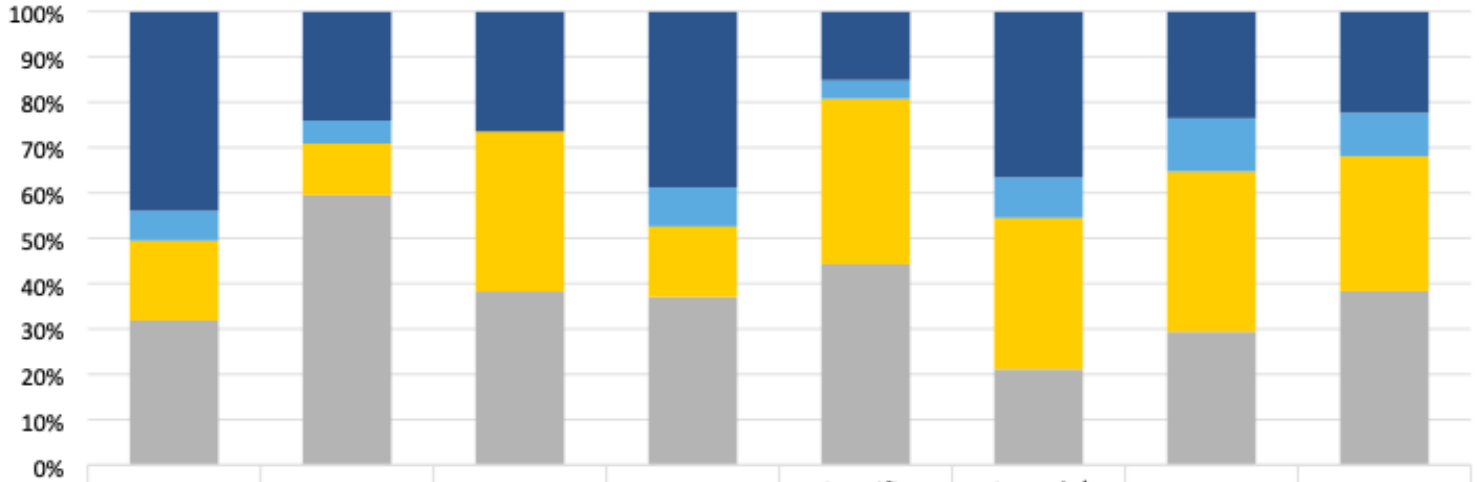


76% of General Education students attend home school compared to 62% of students with IEPs who attend home school (excludes JEH)

# Percentage of students by Disability Category



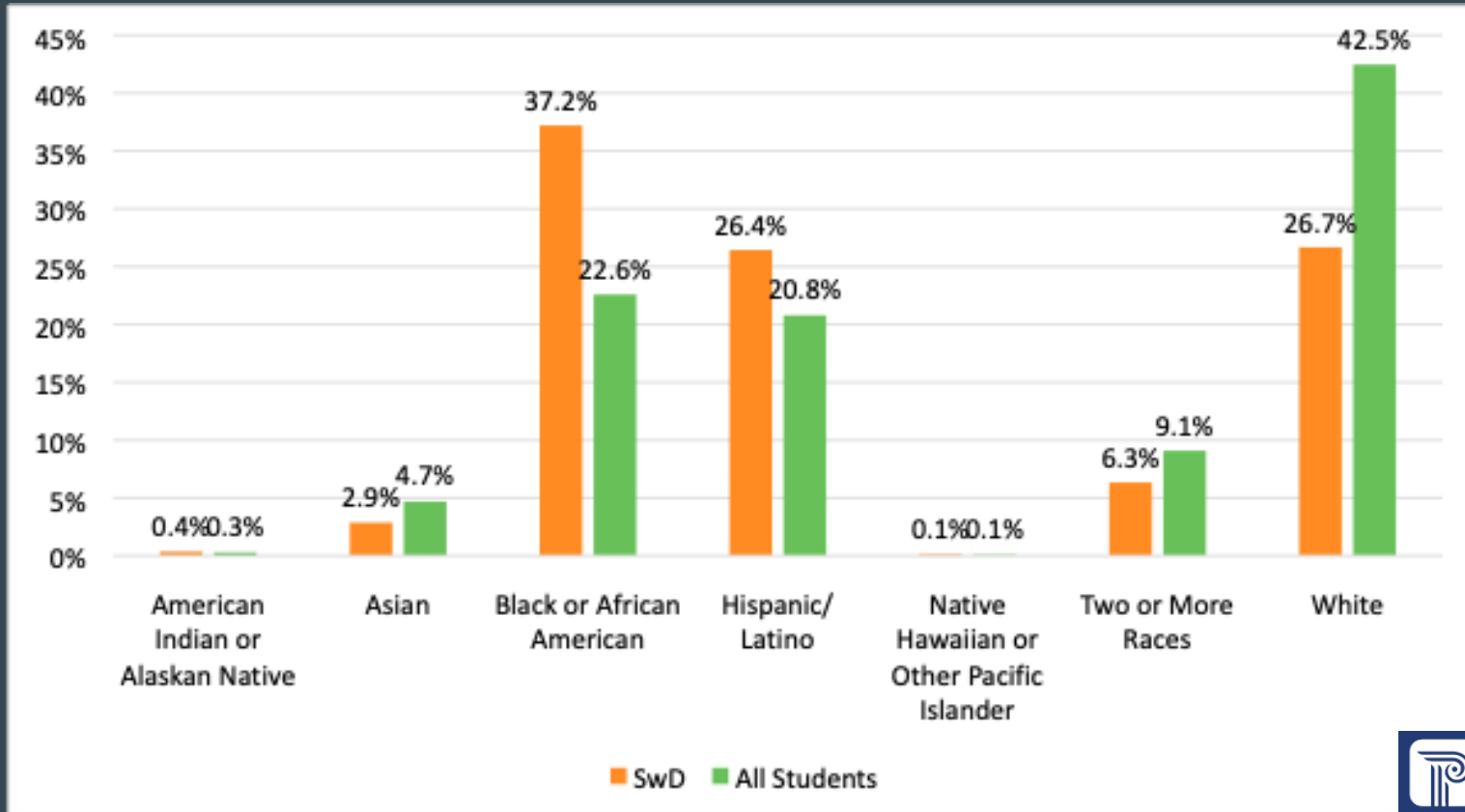
# Percentage of Students by Disability and Race



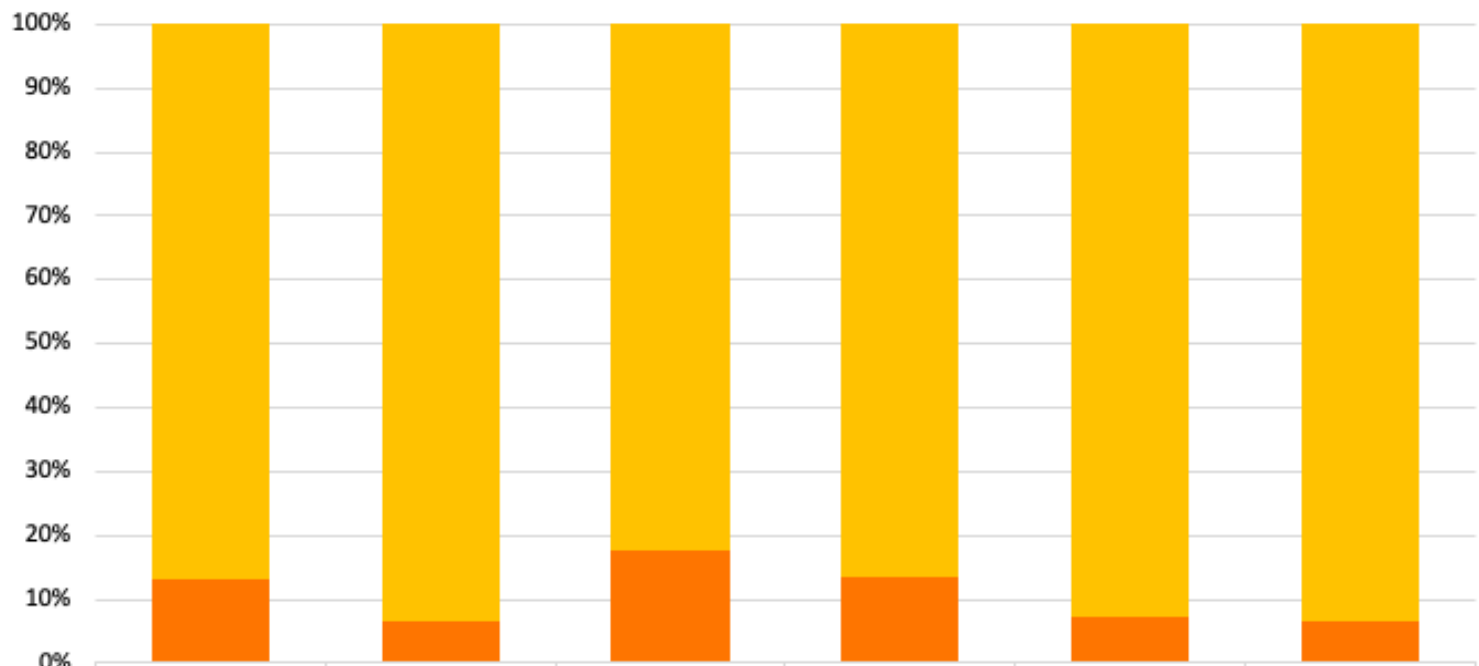
	Autism	Emotional Disability	Intellectual Disability	Other Health Impairment	Specific Learning Disability	Speech/ Language Impairment	Multiple Disabilities	DD
■ White	42.1%	23.8%	24.3%	37.8%	14.7%	35.2%	22.2%	21.9%
■ Two or more races	6.3%	5.0%	0.0%	8.4%	4.0%	8.6%	11.1%	9.4%
■ Hispanic	16.8%	11.3%	32.4%	15.1%	35.5%	32.0%	33.3%	29.2%
■ Black or African American	30.5%	58.8%	35.1%	36.1%	43.0%	20.3%	27.8%	37.5%



# Percentage of Students with Disabilities by Race vs. Percentage of all D65 Students by Race



# Percentage of Students with and w/o Disabilities by Race



	American Indian or Alaskan Native	Asian	Black or African American	LatinX	Two or More Races	White
SwD	13.0%	6.5%	17.6%	13.6%	7.4%	6.7%
SwoD	87.0%	93.5%	82.4%	86.4%	92.6%	93.3%

n = 23

n = 368

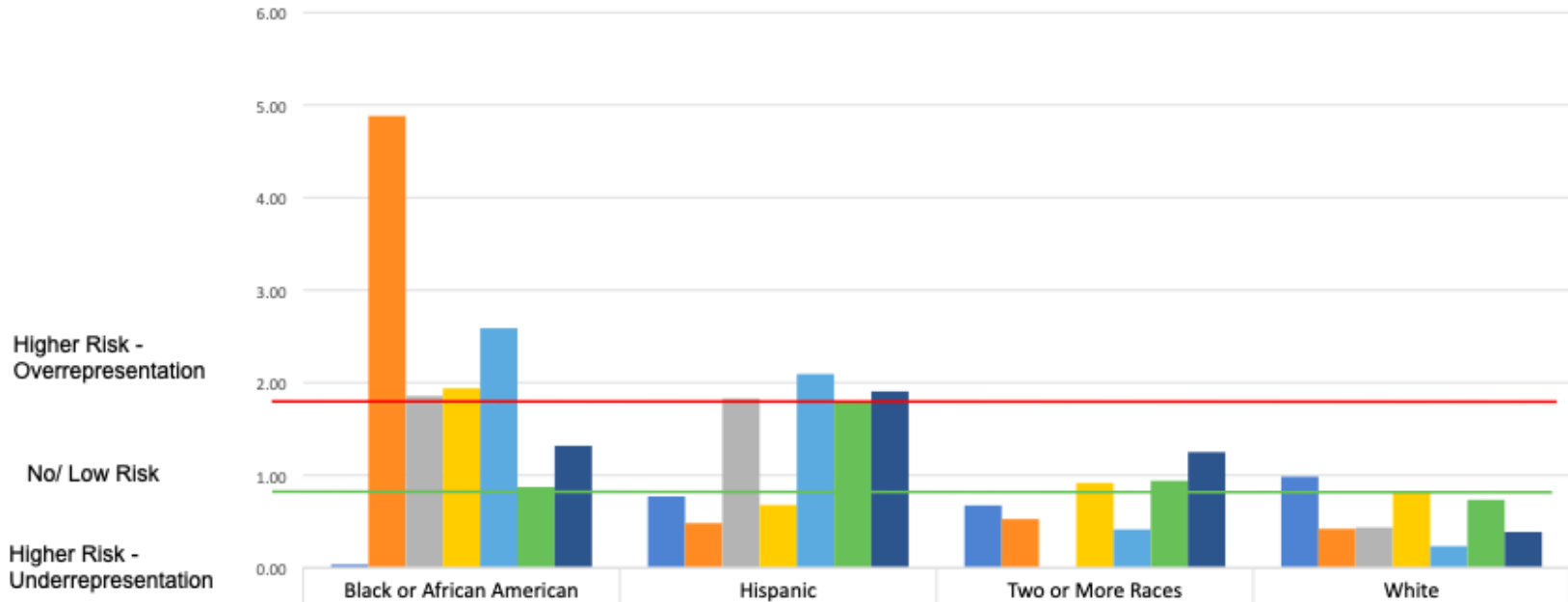
n = 1,769

n = 1,628

n = 712

n = 3,326

# Risk Ratios by Race and Disability

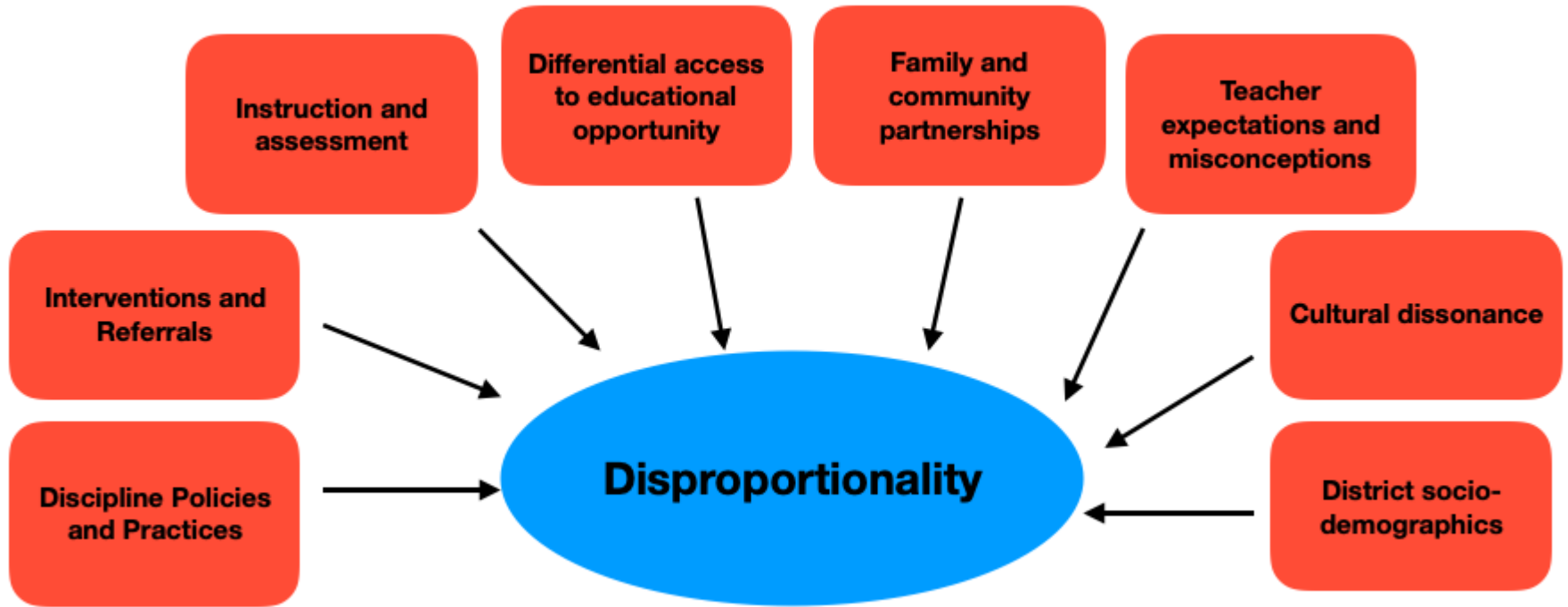


■ Autism	0.04	0.77	0.67	0.99
■ Emotional Disability	4.88	0.48	0.53	0.42
■ Intellectual Disability	1.86	1.83	0.00	0.44
■ Other Health Impairment	1.94	0.68	0.92	0.82
■ Specific Learning Disability	2.59	2.09	0.41	0.23
■ Speech/ Language Impairment	0.87	1.80	0.94	0.73
■ Multiple Disabilities	1.32	1.91	1.25	0.39

# Problems Resulting from Disproportionality

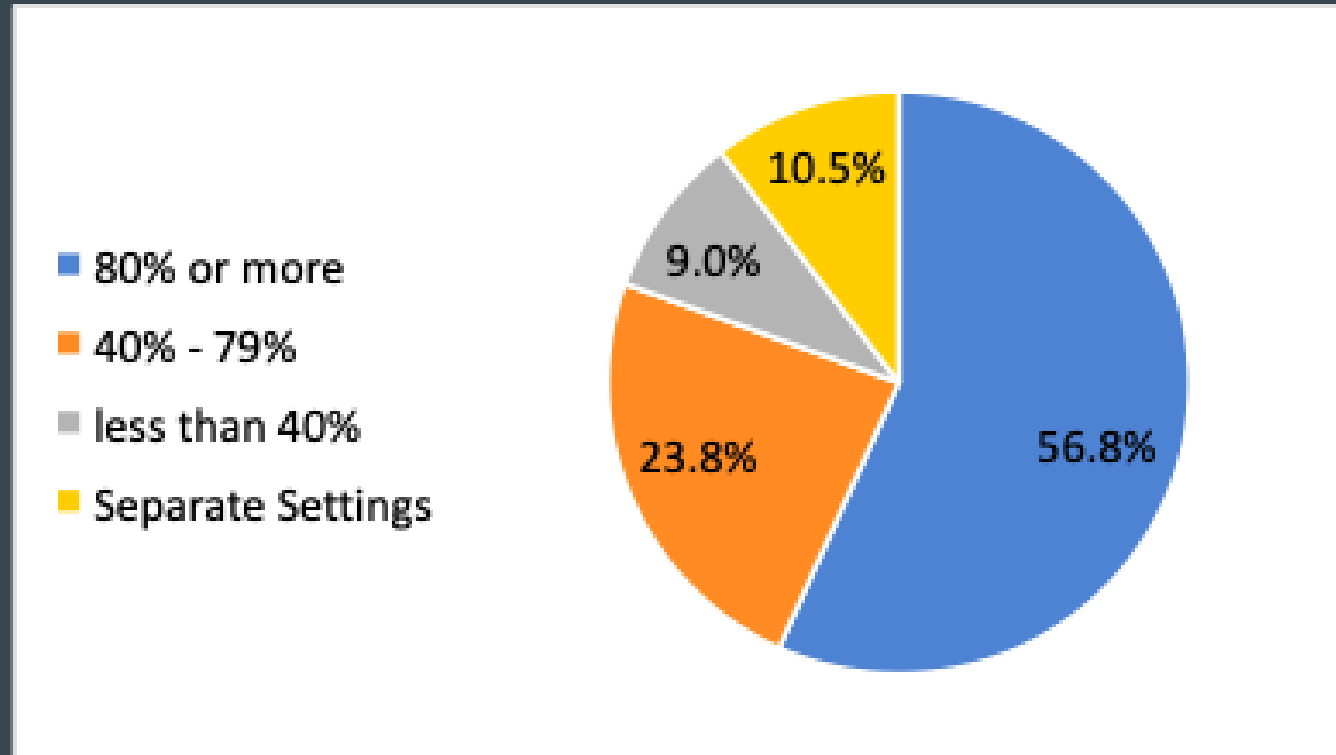
- Prevents children from reaching potential
- Fuels negative stereotypes
- Racial profiling that disadvantages students
- Lower expectations among staff, parents and students themselves
- Prevent schools from recognizing the need to make adjustments to curriculum and teaching methods that will reach all students.

Logsdon, Ann (2019). *Disproportionality of race in special education programs*. Very Well Family.

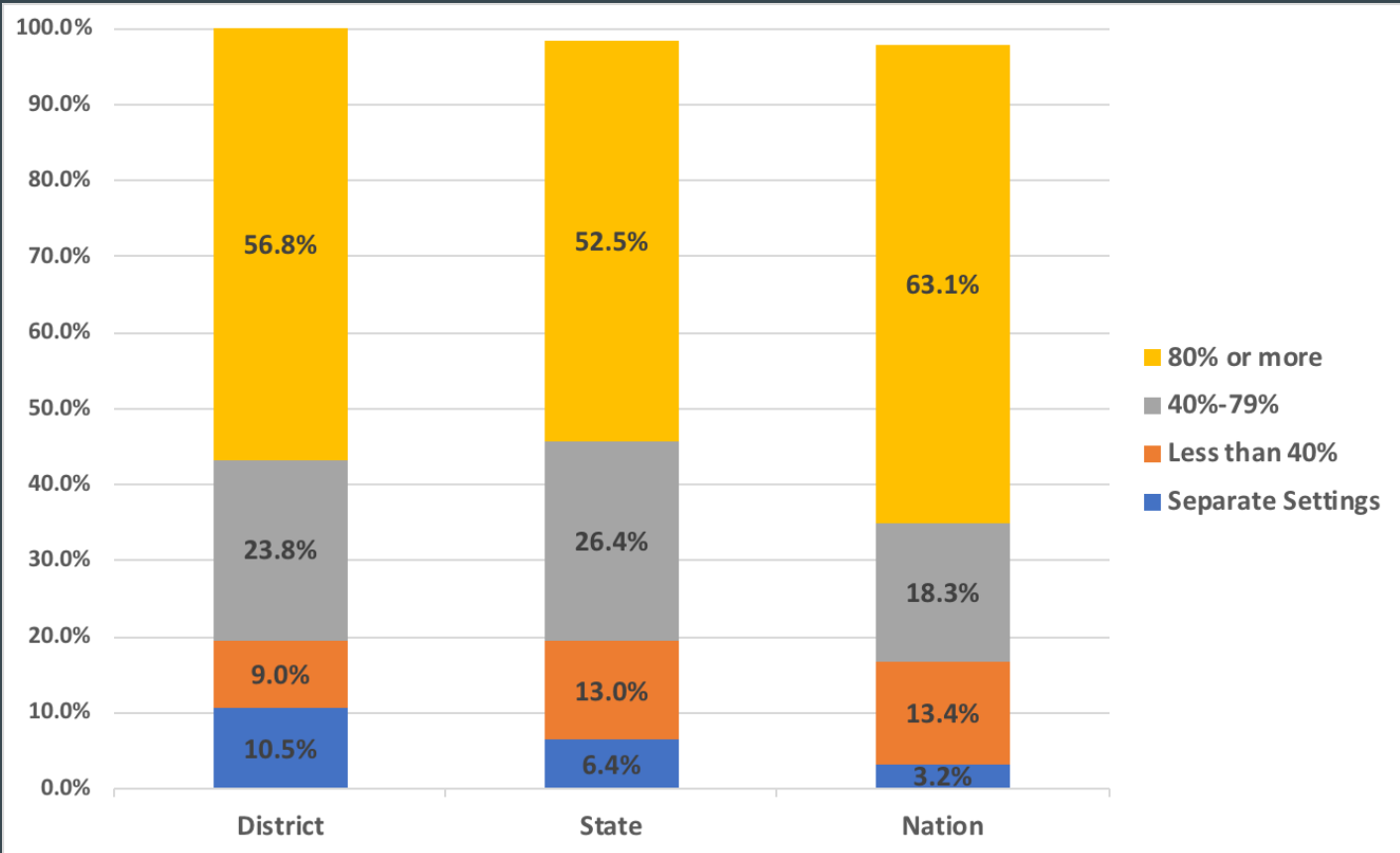


Voulgarides, C. K. & Zwerger, N.. *Identifying the Root Causes of Disproportionality*. New York University, Metropolitan Center for Research on Equity and the Transformation of Schools.

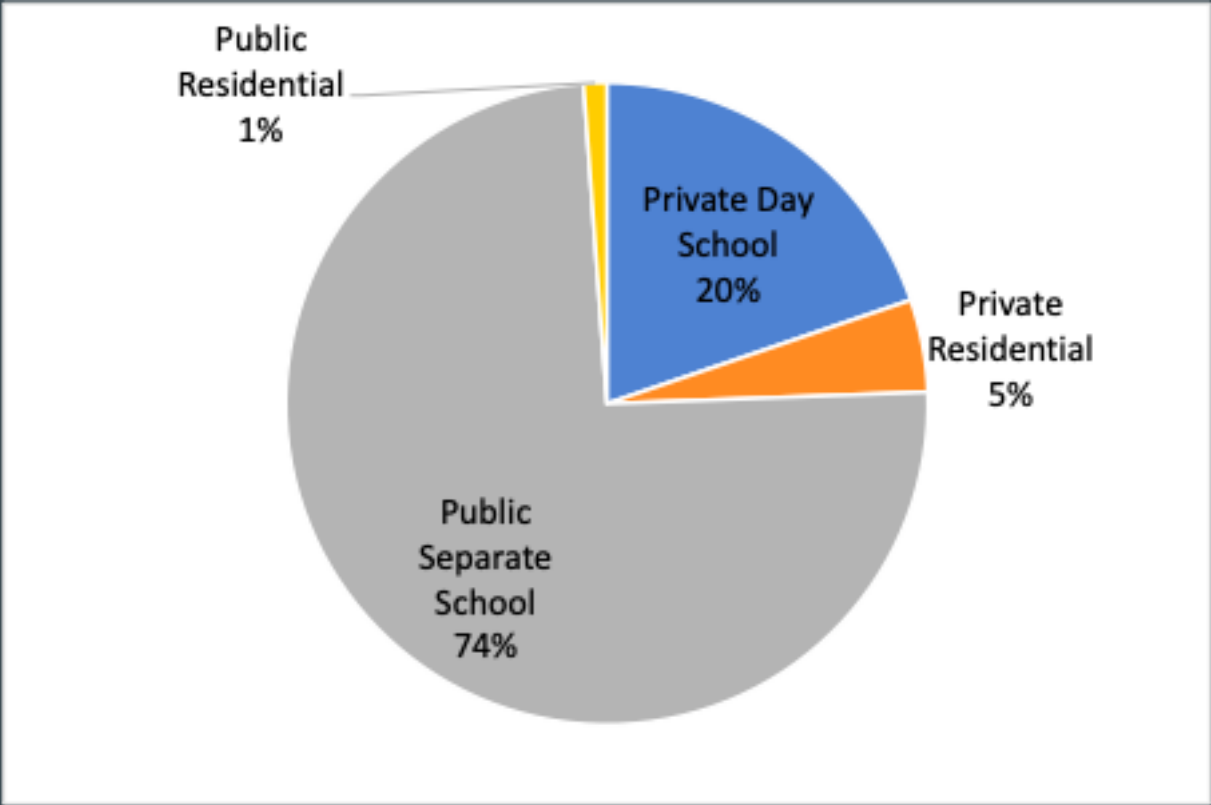
# Percentage of K-8 students with IEPs by Educational Setting



# Percentage of Students by Educational Setting Compared with State and National Data



# Breakdown of Students in Separate Schools

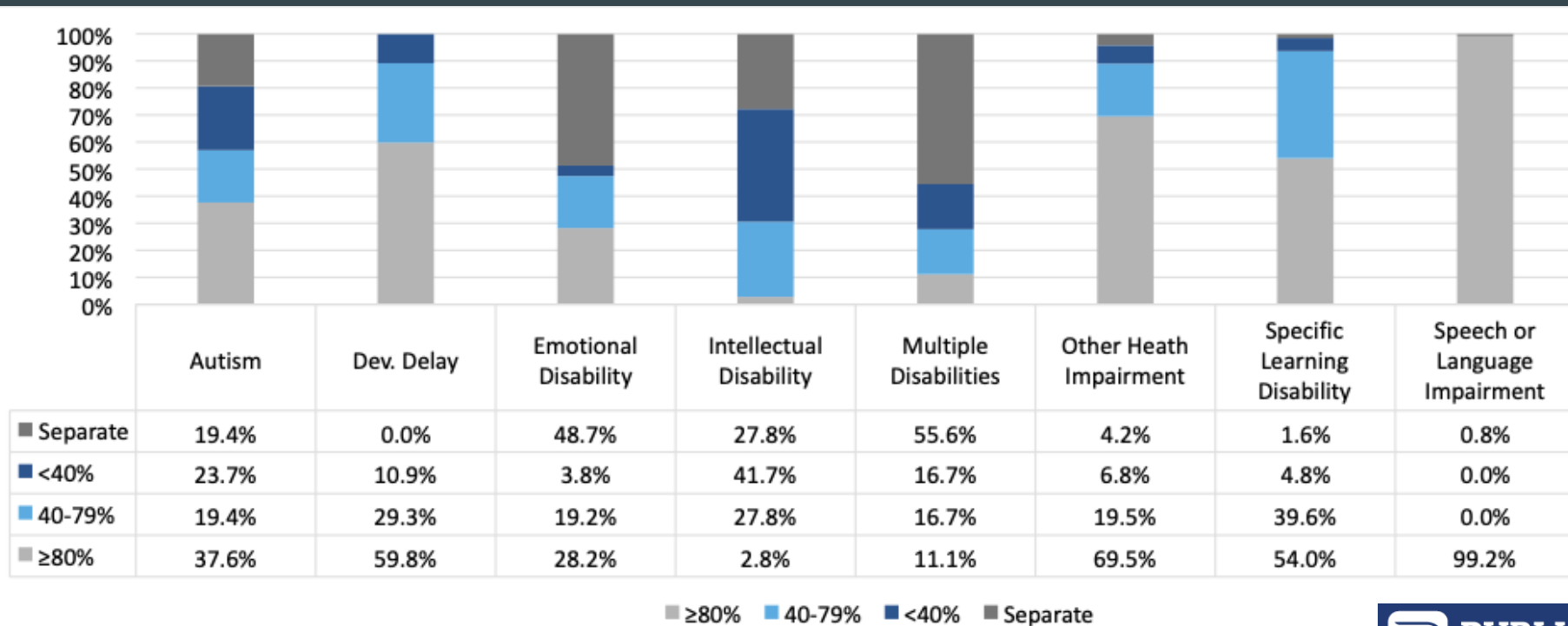




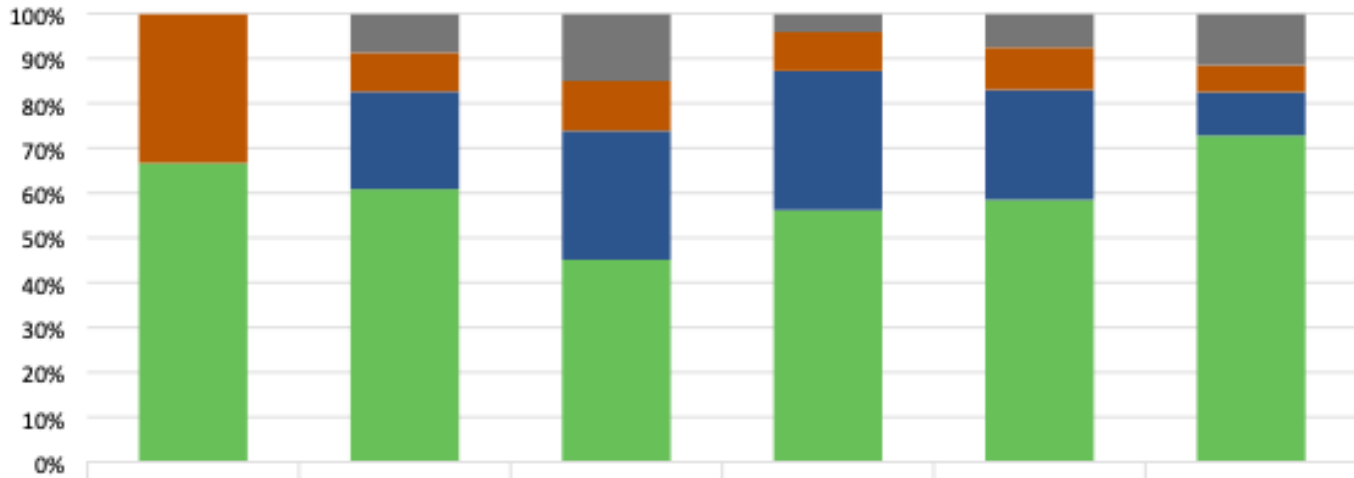
# Priority #1

Ensure access to grade-level, Common Core State Standards aligned assignments for Tier 1 instruction that are rigorous and improve learning for Black and LatinX students.

# Percentage of Students by Disability Category and Educational Setting



# Percentage of Students by Race and Educational Setting



	American Indian or Alaskan Native	Asian	Black or African American	Hispanic/Latino	Two or More Races	White
■ Separate	0.0%	8.7%	15.0%	4.1%	7.5%	11.5%
■ <40%	33.3%	8.7%	11.1%	8.7%	9.4%	6.0%
■ 40-79%	0.0%	21.7%	28.8%	31.1%	24.5%	9.7%
■ ≥80%	66.7%	60.9%	45.1%	56.2%	58.5%	72.8%

n = 3

n = 23

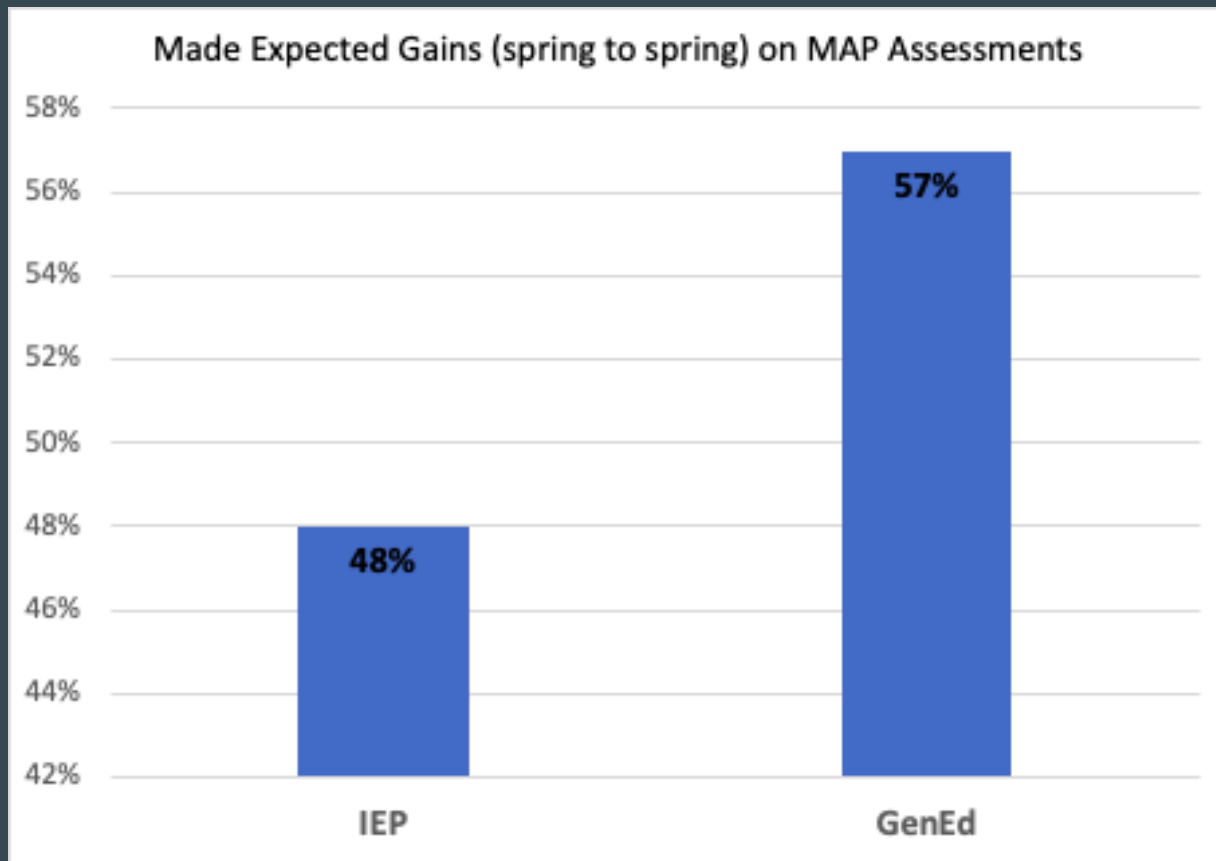
n = 306

n = 219

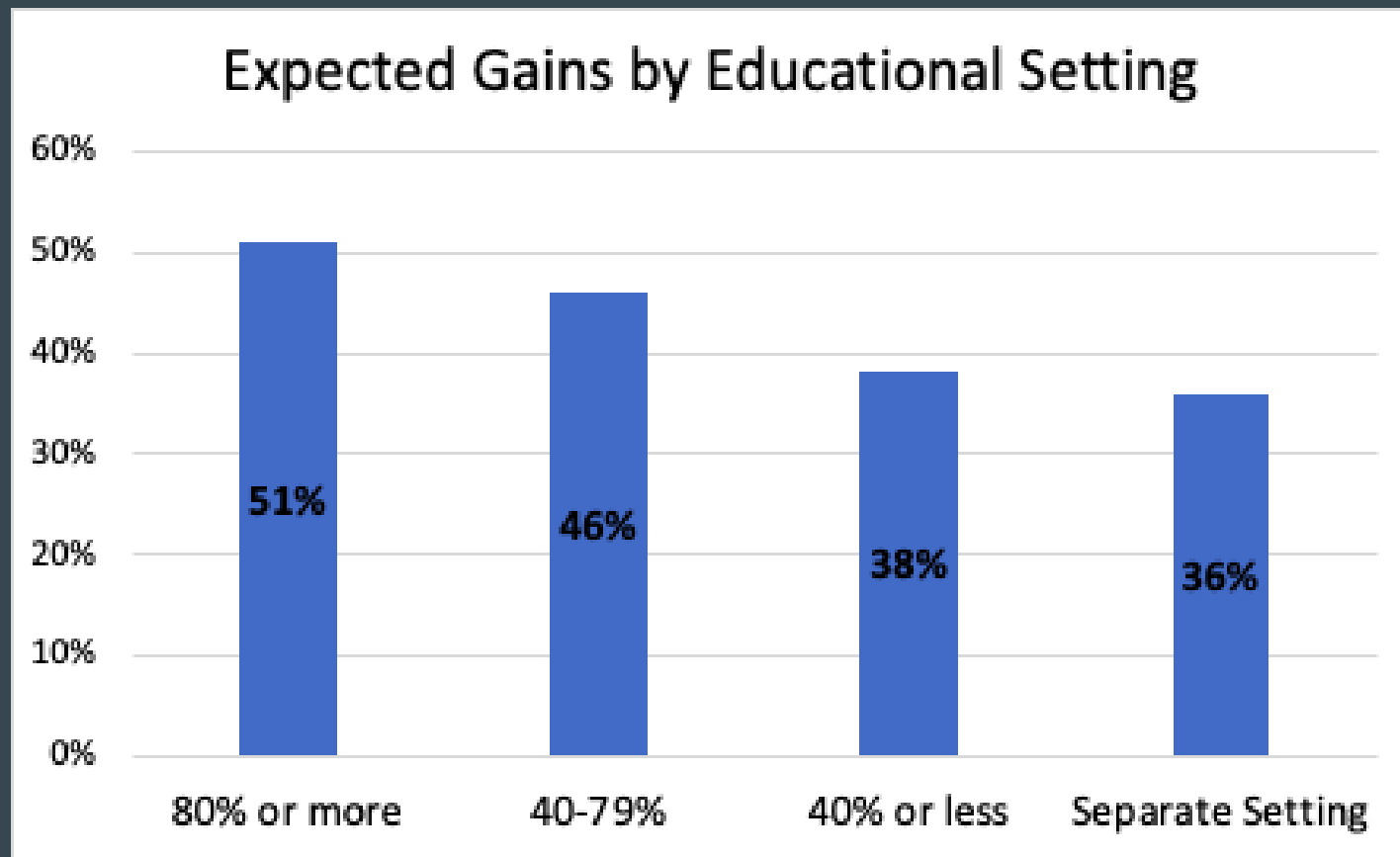
n = 53

n = 217

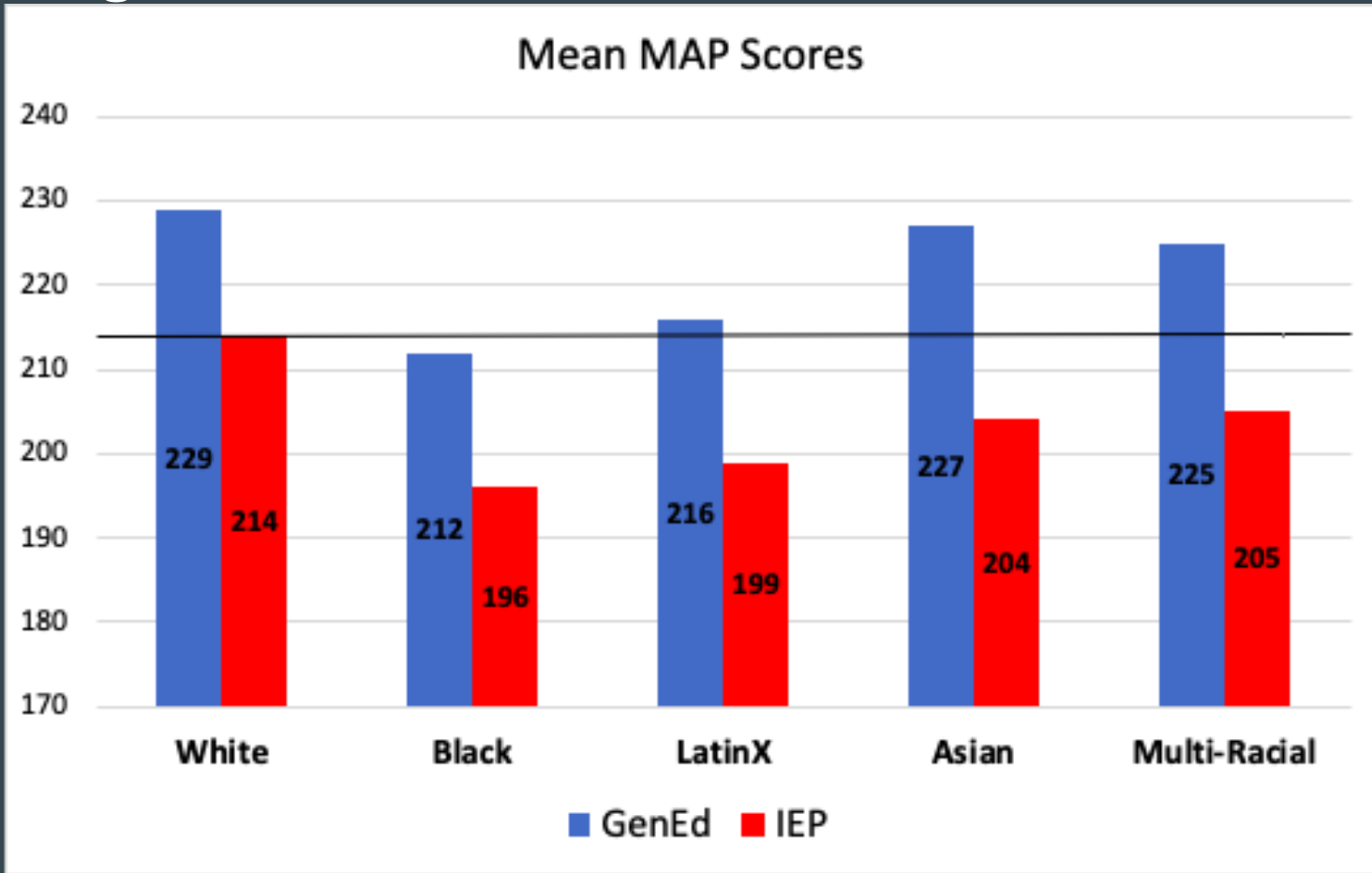
# Learning Outcomes



# Learning Outcomes



# Learning Outcomes: Mean MAP Scores by Race



# What does the research say?

Placement in special education does NOT ensure students receive quality instruction. Research shows that too often:

- Instruction in special ed. classrooms can be less rigorous (particularly for students of color)
- Once a child is placed in special ed., there is little movement (growth and educational setting)
- Methods of instruction not evidenced base, and based on day-to-day decisions of school personnel

Truth in Labeling: Disproportionality in Special Education: National Education Association (2007)

Voulgarides, C. K. & Zwerger, N.. *Identifying the Root Causes of Disproportionality*. New York University, Metropolitan Center for Research on Equity and the Transformation of Schools.

# Next Steps and Considerations

- Programmatic, Organizational and Financial Audit
  - Parent and Educator focus groups
- Partnership with Deborah McKnight from Pacific Education Group:
  - SpELL Training: Special Education and ELL Racial Equity Leadership Development
  - SpELL Equity Walk
  - Moving from Compliance to Excellence and Equity: Training for Educators



# Next Steps and Considerations

## Inclusion and Special Ed. Standing Committee Recommendations

- Expand programming at Dewey, Oakton, Lincolnwood (2020-2021)
- Increase capacity for supporting students at home school at Kingsley, Walker, Willard, Lincoln, Washington
- Training and support for Co-Teaching teams
- Increase access to Gen. Ed. for all students with disabilities
- Reflection protocol and observation tool to utilize during the MTSS process to consider implications of implicit biases and to assess educational environment and culturally responsive practices.

THANK YOU!

