



Special Education Disproportionality Public Status Report

In December 2019, EASD 131 was notified by the Illinois State Board of Education (ISBE) regarding an identified Indicator 10 Disproportionality finding based on race and/or ethnicity of students in special education. This determination was based on annual data submitted by EASD131 to Illinois State Board of Education (ISBE) and represents the previous school year's student enrollment.

In order for ISBE to determine if disproportionality is due to inappropriate identification, the district was required to review and analyze student data at the district and building levels, and complete the Special Education Disproportionality District Self-Assessment, provided by ISBE. The purpose of the status report was to examine systemic factors that may impact the disproportionate identification of students in specific racial/ethnic groups within an identified disability category.

The District reviewed the following action steps to ensure disproportionality did not exist as a result of inappropriate identification:

1. The district's core curriculum is aligned with the Common Core Standards. District adopted Ready Gen and GoMath in 2016/2017. Special education removed remedial curriculum for instructional level classes in 2017/2018.
2. The district follows required Child Find policies, along with a Multi-Tiered Systems of Support (MTSS) process, through which all students with academic and behavioral concerns flow through at the building level. The MTSS team makes recommendations to the special education team in regards to referrals for a full and individual evaluation. The district coordinates with private/parochial schools for referrals as well.
3. The district has a robust pre-k program, an assessment clinic, and Early Intervention (EI) partnerships. Pre-school screenings are conducted, at minimum, twice per school year at the Early Childhood Center, with screenings occurring more frequently and according to the demand of preschool-age population.
4. The district utilizes NWEA MAP, PSAT Suite, and AimsWeb to monitor student progress along with MTSS.
5. For any student suspected of having a disability, parents receive official notice of conference for a meeting to discuss the appropriateness of an evaluation of a student that is either parent or district driven. If the Special Education team deems that an evaluation is warranted, the ISBE/IDEA rules and regulations that govern the evaluation process are followed within the required timelines.
6. When the MTSS team moves forward with a referral, the building IEP team is notified. This flows through the special education coordinator. The special education coordinator handles parental requests for evaluation. All requests for evaluation are directed to the special education coordinator assigned to the school building. If a parent requests an

evaluation, either the staff or building administration directs the communication to the special education coordinator. Training for office staff and building leaders is conducted each fall regarding requests for evaluation.

ISBE completed its review of the self-assessment and status report. Upon conclusion of this review, ISBE determined that the district does have a disproportionality, but not as a result of inappropriate identification. For more information, contact Jeremy Bell, EASD 131 Director of Student Services.