IL-EMPOWER Case Study: Partnering to Improve Student Outcomes for ALL Students

Merle Siefken, Director, IL-EMPOWER

Dr. Melissa Hannasch, Director, IL MTSS-N

Pam Walden, Coaching Services Coordinator, IL MTSS-N

Paula Hubbard, Director of Special Education, Granite City CUSD #9

Jill Relleke, Supervisor of Special Education, Granite City CUSD #9
ISBE’s Mission

In part, is to...

Provide leadership and resources to achieve excellence...empower districts, and ensure equitable outcomes for all students.
Guiding Principles of IL-EMPOWER

- Educator-led with choice & voice; doing with schools
- Capacity development in Governance and Management, Curriculum and Instruction, and Climate and Culture
- Differentiated supports, customized for local context
- Peer-to-peer learning opportunities
- Continuous growth and development for results as an iterative process
- Focus on equity within every school and for each and every child
IL-EMPOWER Improvement Cycle

1. Data Analysis
2. Systems Needs Assessment
3. Approved Learning Partner
4. School Improvement Plan
5. Program/Process Evaluation
IL-EMPOWER Improvement Cycle

- Excellence
- Evaluation
- Innovation
- Implementation
- Equity
## Report Card 18 Underperforming

<table>
<thead>
<tr>
<th>Student Group Instances within 560 Underperforming Schools</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEP</td>
<td>485</td>
</tr>
<tr>
<td>Black</td>
<td>91</td>
</tr>
<tr>
<td>EL</td>
<td>70</td>
</tr>
<tr>
<td>Low Income</td>
<td>53</td>
</tr>
<tr>
<td>Hispanic</td>
<td>12</td>
</tr>
<tr>
<td>White</td>
<td>10</td>
</tr>
<tr>
<td>Multiracial</td>
<td>10</td>
</tr>
<tr>
<td>American Indian</td>
<td>1</td>
</tr>
<tr>
<td>Former EL</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>733</td>
</tr>
</tbody>
</table>
Targeted Supports

• Schools identified for targeted support *may* access supports through IL-EMPOWER.

• Schools engage in continuous improvement to improve the performance of student groups identified through the success indicators.

• Schools will complete and submit:
  - Needs Assessment
  - School Improvement Plan
Comprehensive Supports

• Schools identified for comprehensive supports must use IL-EMPOWER.

• Schools engage in a continuous school improvement process and submit:
  o Needs Assessment
  o Approved Learning Partner
  o School Improvement Plan
Whole Child ● Whole School ● Whole Community

District/School

Learning Partner (Vendor & Peer)

Students

ISBE (School Support Manager)
Illinois MTSS Network

IL-EMPOWER approved learning partner:

Governance and Management
Curriculum and Instruction
Climate and Culture
MTSS: A System of Supports
THAT WORKS

Our goal is to provide Illinois educational entities with professional learning that builds leadership and educator capacity to improve practice and make a positive impact on student growth and outcomes.

Electronic Handouts available at
https://ilmtss.net
Resources>Event
Materials>Special Ed
Directors Conf_19>IL-
EMPOWER Case Study
What would it take to get learning growth for every student, every year in your schools?
MTSS: A System of Supports
THAT WORKS
A Multi-Tiered System of Supports is a framework for continuous improvement that is systemic, prevention-focused, and data-informed, providing a coherent continuum of supports responsive to meet the needs of ALL learners.
Supportive Partnerships
# Special Ed Data

<table>
<thead>
<tr>
<th></th>
<th>District level 2017</th>
<th>District level 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEPS</td>
<td>19%</td>
<td>20%</td>
</tr>
<tr>
<td>&gt; 80% (time in general ed.) State Target 57 %</td>
<td>57%</td>
<td>55%</td>
</tr>
<tr>
<td>40-79%</td>
<td>13%</td>
<td>16%</td>
</tr>
<tr>
<td>&lt; 40% Target 16.0</td>
<td>21%</td>
<td>20%</td>
</tr>
<tr>
<td>Facility Target 3.9</td>
<td>9%</td>
<td>9%</td>
</tr>
<tr>
<td>Met ELA</td>
<td>2%</td>
<td>4%</td>
</tr>
<tr>
<td>Approaching ELA</td>
<td>10%</td>
<td>9%</td>
</tr>
<tr>
<td>Met Math</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>Approaching Math</td>
<td>8%</td>
<td>8%</td>
</tr>
</tbody>
</table>

## ELA IEP Cohort

<table>
<thead>
<tr>
<th>Year</th>
<th>ELA IEP Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015 3rd-</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>2016 4th – 2%</td>
</tr>
<tr>
<td>2016 3rd-</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>2017 4th – 7%</td>
</tr>
<tr>
<td>2017 3rd-</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>2018 4th- 8%</td>
</tr>
<tr>
<td>2018 3rd-</td>
<td>7%</td>
</tr>
</tbody>
</table>
Granite City Timeline

- 2014-15: Co-teaching
- 2015-16: LRE Cohort
- 2015-16: Instructional Resource
- 2016-present: TZ-IL MTSS
- 2018-19: IL Empower IL MTSS
IL Empower Designations

3 • Commendable

2 • Underperforming
   • 1 IEP, 1 IEP, 2 or more races, low income

2 • Lowest Performing
   • All student groups
Obstacles to Overcome
District Improvement Goals

**ELA**
- increase the # of students meeting or exceeding state standards on state assessment

**Math**
- increase the # of students meeting or exceeding state standards on state assessment

**Climate Culture**
- increase attendance and reduce office discipline referrals; Trauma Informed Practices
SAM-I Self-Assessment of a Multi-tiered System of Support
Back to school 2017-18

The Wildcat Way

Hallway

Waiting
- Stay seated in assigned area.
- Keep hands, feet, and objects to self.

Traveling
- Face forward.
- Maintain one file space.

Be Safe
- Use kind words.
- Hands behind your back.

Be Respectful
- Have class materials ready.
- Walk on the right.

Be Responsible
- Leave no trace.

Voice Volume

Voice Level: 1
- Classroom
- Conversation
- Classroom

Voice Level: 2
- In the Cafeteria
- Normal Volume

Voice Level: 3
- Walking in hallway
- Keep Volume

Voice Level: 4
- Whisper
- Softest Volume

Voice Level: 5
- Talking in hallway
- Assembly
# Behavior Data

<table>
<thead>
<tr>
<th>School</th>
<th>16-17 Occurrences</th>
<th>16-17 Students</th>
<th>17-18 Occurrences</th>
<th>17-18 Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prather</td>
<td>515</td>
<td>81</td>
<td>416</td>
<td>94</td>
</tr>
<tr>
<td>Maryville</td>
<td>527</td>
<td>145</td>
<td>285</td>
<td>75</td>
</tr>
<tr>
<td>Wilson</td>
<td>318</td>
<td>77</td>
<td>100</td>
<td>63</td>
</tr>
<tr>
<td>Mitchell</td>
<td>629</td>
<td>200</td>
<td>224</td>
<td>87</td>
</tr>
<tr>
<td>Frohardt</td>
<td>1063</td>
<td>265</td>
<td>404</td>
<td>112</td>
</tr>
<tr>
<td>Grigsby</td>
<td>1456</td>
<td>387</td>
<td>1469</td>
<td>393</td>
</tr>
<tr>
<td>Coolidge</td>
<td>2580</td>
<td>460</td>
<td>2254</td>
<td>459</td>
</tr>
<tr>
<td>H. S.</td>
<td>3930</td>
<td>902</td>
<td>4098</td>
<td>914</td>
</tr>
</tbody>
</table>
SSIP Action Plan

BACKGROUND INFORMATION:

SSIP: The percentage of 3rd grade students with ISP’s who are proficient or above the grade level standard on the state English-language arts assessment will increase.

ISP Analysis:
- 7.2% (2015)
- 9.7% (2016), 11.7% (2017), 13.7% (2018)

ISP Target: 24.17% (2020)

SSIP Target: The percentage of 3rd grade students with ISP’s who Meet/Exceed on the ELA Statewide assessment in this district is lower than expected.

Target Setting: The SSIP 2015 target is 13.1%. The Meet/Exceed percentage for third grade students with ISP’s on the ELA Statewide assessment in this district is 7.2%. Therefore, there is a gap of 5.9% between present performance and the SSIP 2015 target for 3rd grade students with ISP’s in this district.

Target Setting: The SSIP 2016 target is 11.7%. The Meet/Exceed percentage for third grade students with ISP’s on the ELA Statewide assessment in this district is 9.7%. Therefore, there is a gap of 2.0% between present performance and the SSIP 2016 target for 3rd grade students with ISP’s in this district.

Target Setting: The SSIP 2017 target is 13.7%. The Meet/Exceed percentage for third grade students with ISP’s on the ELA Statewide assessment in this district is 11.7%. Therefore, there is a gap of 2.0% between present performance and the SSIP 2017 target for 3rd grade students with ISP’s in this district.

Target Setting: The SSIP 2018 target is 13.7%. The Meet/Exceed percentage for third grade students with ISP’s on the ELA Statewide assessment in this district is 11.7%. Therefore, there is a gap of 2.0% between present performance and the SSIP 2018 target for 3rd grade students with ISP’s in this district.

Target Setting: The SSIP 2019 target is 13.7%. The Meet/Exceed percentage for third grade students with ISP’s on the ELA Statewide assessment in this district is 11.7%. Therefore, there is a gap of 2.0% between present performance and the SSIP 2019 target for 3rd grade students with ISP’s in this district.

SSIP Identification: Granite City had 2 schools identified in the ‘lowest performing’ category and 2 schools identified for underperforming student groups with the student group identified as students with ISP’s.
Focus of 2018-2019 School Year
IL-EMPOWER 2018-19

- Illinois Quality Framework Supporting Rubric and work plans completed for designated schools.
- All elementary schools completed the Illinois Quality Framework Supporting Rubric.
- Consistent School Improvement Plans developed in **all** elementary buildings.
- Deeper dive into data at district and school level
- Focus on implementing a multi-tiered system for support.
IL-EMPOWER Work plan and data

- Data
- Assessments
- Plans
IL-EMPOWER Funding

- Teacher Professional Learning
- Purchase of Intervention material
- Paid collaboration time for work groups (summer and school year)
- Increased intensity and services of Learning Partner- IL MTSS
“New” Teacher Knowledge Skills
Benefits of Partnering with IL MTSS

- Using data and deeper dive into data
- Creating a consistency
- Positive Behavior Supports
- Movement toward consistent Tier 1,2,3
- Guidance with School Improvement Plans
- Outside viewpoint for improving system, data, practices
Reflection and Questions
The Illinois Multi-Tiered System of Supports Network is an IL-EMPOWER approved Learning Partner and State Personnel Development Grant (SPDG) professional learning initiative of the Illinois State Board of Education. All funding (100%) is from federal sources. The contents of this presentation were developed in part under a grant from the U.S. Department of Education, #H323A150003. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.