



DUPAGE/WEST COOK GOVERNING BOARD
BOARD BRIEFS
May 16, 2019 – FOURTH QUARTERLY MEETING

**GOVERNING BOARD
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School Districts #86 & #181

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#91, #98, #100

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COORDINATOR

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Approval of the New DuPage West Cook Intergovernmental Cooperation Agreement

The proposed revisions to the DuPage West Cook Intergovernmental Cooperation Agreement (formerly the DuPage West Cook Low Incidence Service Agreement, Articles of Agreement) were unanimously approved by the DuPage West Cook Governing Board for ratification by the association's member districts. Each member district's Board of Education will consider a resolution to approve the proposed amendments. The proposed revisions, with a cover letter from legal counsel explaining the rationale for the revisions, the process used & identifying the changes were sent the following day to either the DWC Board Representative or the District Superintendent requesting they put this on the agenda of their next Board meeting. We will need 51%, or minimally 47, of the 92 districts to approve the changes. We requested all responses by September 1st.

Approval of the new Lease Agreement between DuPage West Cook & Hinsdale Township HSD #86

The proposed new lease agreement between DuPage West Cook & Hinsdale Township High School District #86 was unanimously approved by the DuPage West Cook Governing Board. The new lease is for 10 years & will automatically renew for additional 5-year terms. LADSE will be the Operating Entity & SASSED is the Fiscal Trustee/Manager.

Student Recognition & Highlights

Vision Program - Addison Trail High School

Daniel Zuniga/D131 has been with the Vision program since preschool, & he is now a Freshman. He was featured in The Daily Herald on 4/11/19. He runs on the Blazers track team with a running aide. He enjoys being part of a team & the prospect of making new friends.

Javier Castillo/D88 has been with the Vision program since preschool, & he is now a Sophomore. He is competing in Skills USA, which is a national student organization for career & technical education.

Alex Gamino/C201 is currently a Junior. He is a member of the Math team, & a member of the ILMEA State Level Chorus Group. ILMEA is the Illinois Music Education Association, which exists to advocate for universal access to comprehensive music education; deliver exemplary professional development for educators; & provide outstanding musical experiences for all Illinois learners facilitated by licensed music educators.

Deaf/Hard of Hearing Program –North School

Shooting Star Winners

Demonte Montague/D15; Jasmine Coffey/D20; Carissa Zukowski/D44; Alan Martinez/D45; Mya Fortiz/D84; Erick Silva/D87; Justin Dominguez/ D89; Jayden Morris/D96; Aaron Cuerington-Morgan/D98; Ramus Jenkins/D98; Armando Gutierrez/D100; Aidyn Heneghan/D200.

DHH Girl Scout Troop

Jasmine Coffey/D20; Stephanie Hinojosa/D33; Marilyn Maldonado/D66; Mya Fortiz/D84; Eleanor Lara/D100; Madeline Rodriguez/D102.

SOAR – Academic Effort

Alondra Proa/D33; Kevin Feller/D45; Anthony Briguglio/D93; Lukas Farlin/D204; AJ Aguayo/D205.



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Safety Patrol

Marilyn Maldonado/D66; Mya Fortiz/D84; Ramus Jenkins/D98; AJ Aguayo/D205

Art Show

AJ Aguayo/D205

LADSE/Hinsdale South High School DHH Student Recognition

Sports, Activities & Awards

June 2018

Special Olympics Track

- Jon Hlavacek /D205 - Standing Long Jump 3rd

Special Olympics Swimming

- Valerie Gutierrez /C220 - Swimming 25 M Backstroke 6th; Swimming 25 M Freestyle 3rd
- Alicia Starks/C209 - 25 M Backstroke 6th; 25 M Freestyle 7th

September 2018

Fall Breakfast Club (quarterly all building staff recognition)

- Carlos Castro /C209 for DHH Department

November 2018

Deaf Academic Bowl Team took 3rd Place at Harper College

- Chase Martin/D86
- Jalyn Moss /D204
- Angel Nunez/ D200
- Mateo Escontrias /C209

Hinsdale South Athlete of the Week

- Julian Saldivar/ C201

December 2018

Special Olympics State Bowling Championship - 2nd Place

- Austin Savickas/C229

Winter Breakfast Club (quarterly all building staff recognition)

- Mateo Escontrias /C209 for DHH Department

January 2019

Special Olympics Basketball - Black team took 1st at Regional Competition

- Sherrie Overton/C217
- Julian Saldivar/C201
- Madison Cerda/C219
- Charly Santiago/D94
- Eduardo Rodriguez/C209
- Cha'nyaa Bennett/W202
 - Transition team took 3rd at Regionals
 - Jon Hlavacek/ D205
 - Cori Lesnik/ D87
 - Austin Savickas/ C229

February 2019

Technology Center of DuPage "A" Team

- Trent Richards/ D87 - Computer Information Systems & Game Design
- Amerah Saleh/ C220 - Cosmetology



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March 2019

Spring Breakfast Club (quarterly all building staff recognition)

- Fiza Waqas/D88 for DHH
- Special Olympics Basketball
- Black team took 1st place in State

April 2019

DHH Volleyball Tournament - 17 Students Participated

- Black team - 3rd place
- Gold team - 4th place and Sportsmanship Award
- Tournament All Stars
 - Mateo Escontrias/C209
 - Julian Saldivar/C201
 - Isaiah Barker/D203
 - Madison Cerda/C219
 - Perla Avilez/C209

Deaf Advocate of the Year Award

- Cha'nyaa Bennett/W202

May 2019

End of the Year Breakfast Club (quarterly all building staff recognition)

- Sherrie Overton/ C217 for DHH
- Emily Proa/ D94 for the Library

Vocational Accomplishments & Plans

Technology Center of DuPage Programs Attended

- Trent Richards/ D87 - Computer Information Systems & Game Design
- Amerah Saleh/ C220 - Cosmetology
- Osama Abdelsalam/ D204 - Auto Body Repair and Refinishing Year II

Employer Paid Jobs Acquired

Full time

- Jose Ugalde/C201- Walmart
- Kevin O'Connor/C209 - Walmart

Part Time

- JaLauni Collins/C217 - Jewel Osco
- Ruben Lara/C217 - Whole Foods

Academic Accomplishments & Plans

College Acceptance Letters

- Chase Martin/D86 - NTID, Gallaudet, and Elmhurst College

2019 DHH Scholarships

- Cha'nyaa Bennett/W202 - Clarendon Hills Lions Club Scholarship
- Chase Martin/D86 - DHH Academic Achievement Scholarship
- Anthony Flores/D88- DHH Post-Secondary Scholarship
- Hannah Garcia/ D204 - Dean Ritter Foundation
- Chase Martin/D86 - Lou McGinley scholarship



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Seniors and Their Destinations

- Cha'nyaa Bennett/W202 - TC
- Anthony Flores / D88 - TC/TCD Culinary Program
- Hannah Garcia / CUSD 204 - College TBD
- Chase Martin / D86 - National Technical Institute for the Deaf
- Kailor Rogers-Nichols / CUSD 201 - TC
- Ahmad Saleh / C217 – TC

LADSE/DHH High School Program Student Outcomes

The LADSE DHH program currently has 59. 45% of the students are Hispanic; 29% are White; 17% are Black/African American; 7% are Asian; and 2% are Native Hawaiian. The student population is 36% female and 64% male. 67% of all students in the program have a secondary disability identified. These include Hearing Impaired/43%, Speech/Language Impairment/3%, Autism/2%, Vision Impaired/3%, OHI/2%, Emotional Disability/9%, Intellectual Disability/3% and Deaf/31%.

Map Scores comparison for all program levels from Winter 2018 to Winter 2019 for upperclassmen: 63% of students increased their scores in Reading; 57% of students increased their scores in Math; and 61% of students increased their scores in Science.

Map Scores comparison for all program levels from Fall 2018 to Winter 2019 for freshman: 88% of students increased their scores in Reading; 83% of students increased their scores in Math; and 20% of students increased their scores in Science. There was a 40% decrease in Science, and 40% remained the same.

Student Learning Objective (SLO) Progress

Students use executive functioning skills to focus on improving their performance at the high school level. 84% of students in the DHH high school program met their set growth target on the executive functioning rubric as rated by the DHH staff.

Students improved their content area knowledge to demonstrate mastery in the math curriculum. 83% of students who participated in this SLO improved their scores as measured on the Stanford Achievement Test.

Students improved their content area knowledge to demonstrate mastery in the map skills. 90% of students met their growth target as measured by Stanford Achievement Test.

Students developed receptive sign skills to understand vocabulary taught over the course of the year. 92% of students met their growth target as measured by signed skills test.

After School Participation & Job Placement

100% of the DHH students at Hinsdale South High School participated in an after-school activity. Half of the DHH students at the Transition Center came back to participate in after school activities. All existing DHH students at the Transition Center who are eligible to employment have a full or part time employer paid job.

What are the Next Steps?

A part time ELL certified staff member was added due to an increase in the Hispanic student population. For the upcoming year, an ACCESS account will be created so testing & scoring can be managed more effectively.

Analyze MAP score data by program level to accurately place students & target areas of curriculum to focus on instruction at each level.

Work with the SASSED DHH program to review curriculum to ensure a strong continuum of services from middle to high school.

Offer dual credit/college credit in Earth Science.

The College of DuPage (COD) is offering college credit for American Sign Language (ASL) students.



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SASED DHH/Vision Student Outcomes

The SASED DHH program, EC through 8th grade, currently has 59 students. 52% of the students are Hispanic; 30% are White; 13% are Black/African American; and 5% are Asian. The student population is 43% female and 57% male. 20% of the total DHH population are in Early Childhood.

The SASED Vision program, EC through 12+, currently has 79 students. 32% of the students are Hispanic; 44% are White; 12% are Black/African American; 7% are Asian; 1% are American Indian or Alaskan; and 1% are Unknown. The student population is 44% female and 56% male. 15% of the total Vision population are in Early Childhood.

This school year SASED programs switched from AIMSweb benchmark assessments to Fast Bridge benchmark assessments. The AIMSweb 1.0 system that SASED had been using is shutting down to make way for their new system, & the SASED steering committee determined that Fast Bridge assessments were more accessible to students in our programs than the new AIMSweb assessments.

DHH English/Language Arts & Math

After piloting several Fast Bridge assessments, the DHH program selected aReading & aMath assessments for students in grades 2 – 8, & earlyReading & earlyMath for students in grade K – 1 because these assessments were the most accessible for students who are deaf or hard of hearing.

aReading & aMath are computer adapted assessments of broad reading & math skills. A sign language interpreter interprets directions given to the student during the test session. The earlyReading & earlyMath assessments contain several subtests that make up a composite that is predictive of successful reading & math performance in later grades. Skills in the earlyReading composite include concepts of print, onset sounds, letter names & sounds, word segmenting, nonsense words, sight words & sentence reading. The earlyMath composite subtests include matching quantity, number sequences, numeral identification, decomposing, place value & story problems.

73% of students in K-8th grade met their growth targets (matched to the student's start score) from Fall to Spring on the Fast Bridge aMath (2nd-8th gr) & earlyMath (K-1st gr) benchmark assessments. 61% of DHH students met their growth targets (matched to the student's start score) from Fall to Spring on the Fast Bridge aReading (2nd-8th gr) and earlyReading (K-1st gr).

11% of the students in DHH's K-8th grade classrooms earned scores at or above the 20th percentile in the Spring on the Fast Bridge English Language Arts assessments, placing them in the low average to average range when compared to a typically developing national peer group. On the Fast Bridge math assessments, 8% of students in the DHH program earned a score at or above the 20th percentile compared to the national norm group.

Most of the DHH Program students showed growth/improvement in their Fast Bridge assessment reading and math score from Fall to Spring, 85% & 84%, respectively. 15% of the students grew to such an extent on the Fast Bridge ELA assessment that their percentile rank increased from Fall to Spring, meaning that they are lessening the gap with their peers. On the Fast Bridge math assessments, 27% of the students improved their percentile rank from Fall to Spring.

Vision English/Language Arts & Math

After piloting several of the Fast Bridge assessments, the Vision program selected CBMreading & earlyReading assessments & CBMCAP & earlyMath assessments for this school year because they were the most accessible for students with low vision & for those who are blind. In the CBMreading assessment students read grade level passages aloud & their median words correct per minute & errors are scored. The students also answer comprehension questions & complete a story retell of one of the stories. The earlyReading & earlyMath assessments contain several subtests that make up a composite that is predictive of successful reading & math performance in



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later grades. Skills in the earlyReading composite include concepts of print, onset sounds, letter names & sounds, word segmenting, nonsense words, sight words & sentence reading. The earlyMath composite subtests include matching quantity, number sequences, numeral identification, decomposing, place value & story problems.

It should be noted that the Vision program has many students whose current skill levels are too low to be able to access the Fast Bridge assessments (approximately 48 students). These students took alternate assessments. Data on these alternate assessments was not available at the time of writing of this report.

42% of students in K-8th grade met their growth targets (matched to the student’s start score) from Fall to Spring on the Fast Bridge CBMR (2nd-8th gr) & earlyReading (K-1st gr) benchmark assessments. Fast Bridge does not provide growth percentiles for grades 9-12, therefore, high school students in the Vision program are not included in these data. However, high school data is included in the remaining data. Math performance also could not be assessed using a growth target approach this year due to the prep time needed for creating low vision & braille versions of the math probes. In addition, teachers experienced the unforeseen complication of math problems on the paper-based probes being in a different order than the order presented in the on the online assessment, making scoring of the assessment very time consuming & cumbersome. The result being that the Vision program did not have enough students with both Fall & Spring data points to use growth percentiles.

Most of the Vision Program students who took Fast Bridge reading & math assessments in both Fall & Spring showed growth/improvement in their Fast Bridge assessment score from Fall to Spring, 85% & 62%, respectively. 7% of the students grew to such an extent on the Fast Bridge ELA assessment that their percentile rank increased from Fall to Spring, meaning that they are lessening the gap with their peers. On the Fast Bridge math assessments, 15% of the students improved their percentile rank from Fall to Spring.

Identified Next Steps:

- Pilot goal attainment scaling & growth plan in the Vision Program (*From Goals to Growth* book study follow up)
- Provide targeted training to build staff proficiency in lesson planning & IEP goal writing
- Establish baseline data for staff on the CHAMPS Classroom Observation & develop training for all staff based on results (Steering Committee & Vision/DHH Program Leadership Teams)
- Develop an instructional observation system aligned to Domain 3 of the Danielson Rubric (Steering Committee)
- Pilot *Wonders* and *My Perspectives* curriculum materials across SASED programs, including English Learner support for DHH Program teachers
- Pilot easyCBM math assessment in the Vision Program

DWC Student Enrollment

	<u>5/3/2019</u>	<u>2/4/2019</u>	<u>5/14/2018</u>
Deaf/Hard of Hearing (total SASED & HSHS)	100	99	100.5 (1 student w/a split schedule)
Visually Impaired	79	76	80
LADSE Transition Center	<u>17</u>	<u>18</u>	<u>16.5</u> (1 student w/a split schedule)
	196	193	197

Governing Board Representatives’ Terms

The Board terms were distributed & will be updated as necessary. Resolutions were sent where applicable.

Service Recognition - Thank you for your dedicated service.

Dr. John Correll – Superintendent, Salt Creek SD #48 - retiring

Dr. Michael Volpe – Executive Director, SASED - retiring

Sam Cannata – Director of Business Operations, SASED and Treasurer, DuPage West Cook - retiring



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Service Recognition (continued)

Becky Cortesi-Caruso – Director of Special Education, Cicero SD #99 – accepted a new position elsewhere

Dr. Bruce Law – Superintendent, Hinsdale Township SD #86 – accepted a new position elsewhere

Heather Roy – DHH parent rep – stepping down

If you have any questions or concerns, please contact Nan Diamond, 630-955-8102, ndiamond@sased.org or Dr. James Gunnell, 708-496-3330, jgunnell@aerosped.org.