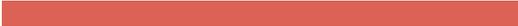




Equity Update

Advancing Educational Equity for All Students in U-46

December 15, 2025



Presented by:

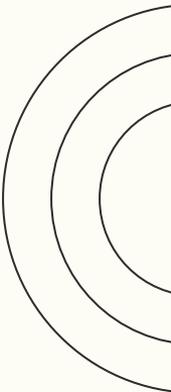
Leatrice Satterwhite, Assistant Superintendent of Equity and Innovation

Griselda Pirtle, Director of Multilingual Multicultural Education

Michele Chapman, Director of Post-Secondary Success

Amanda Leatherby, Director of Specialized Student Services

Lisa Jackson, Director of Diversity, Equity and Inclusion





Our Promise



We promise a safe, caring environment where every student experiences the joy of learning and is empowered and prepared for a successful future.





Equity and Innovation Mission

The mission of School District U-46 for Equity is to aggressively include and value all students; especially those who have been historically marginalized, invisible, and forgotten resulting in persistent achievement and/or excellence gaps.

This mission seeks to operationalize actions through structures and systems to meet student's unique learning needs while developing and preparing them to be vibrant contributors in an increasing interrelated, interconnected, and interdependent global community.

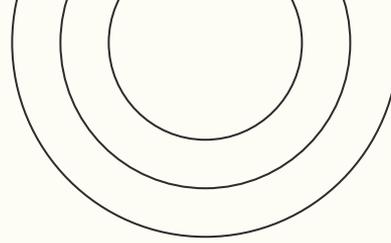


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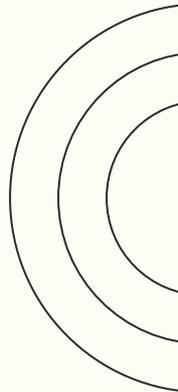
**HBCU and HSI
Tours**





01

**Equity
Committee
Progress**





FY26 Equity Committee Shift



Alignment with District Strategic Plan

As part of the District's new strategic plan, the initiatives of the Equity Committee have been realigned to fully support and reflect the District's overarching goals. The committee's contributions from Equity Plan 2.0 are now fully integrated into the new planning framework, ensuring a cohesive and collaborative approach moving forward.





Equity Committee Subcommittees

Equity Experiences and DEI Learning Opportunities

Support equity by curating resources, engaging diverse presenters, and coordinating culturally responsive learning experiences.

Professional Learning Tools

Advance equity through areas like improved hiring practices, an equity-centered recruitment plan, and tools for culturally and linguistically responsive curriculum review.

Strategic Plan Monitoring and Equity Integration

Monitor and report on the district's equity-focused strategic actions by tracking progress, updating monitoring tools, and identifying gaps or areas of concern.

Supporting Schools Through Enrollment Shifts

Provide DEI learning for schools impacted by boundary changes, emphasizing inclusion, belonging, and awareness of diverse identities, including new MENA categories.

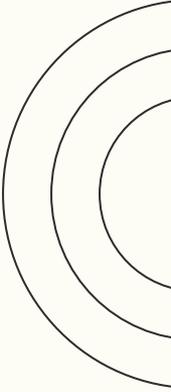




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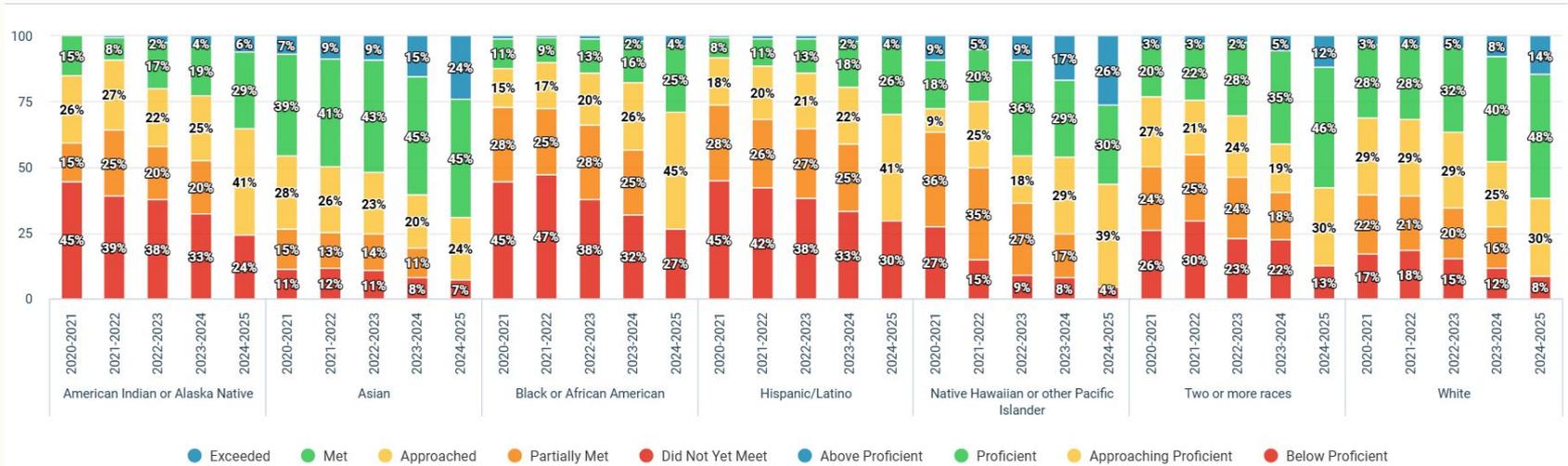


**Academic
Growth**





IAR ELA Performance by Ethnicity 2020 - 2025



American Indian

12% increase in Met and Exceeded

Asian

9% increase in Met and Exceeded

Black

11% increase in Met and Exceeded

Hispanic

10% increase in Met and Exceeded

Native Hawaiian

10% increase in Met and Exceeded

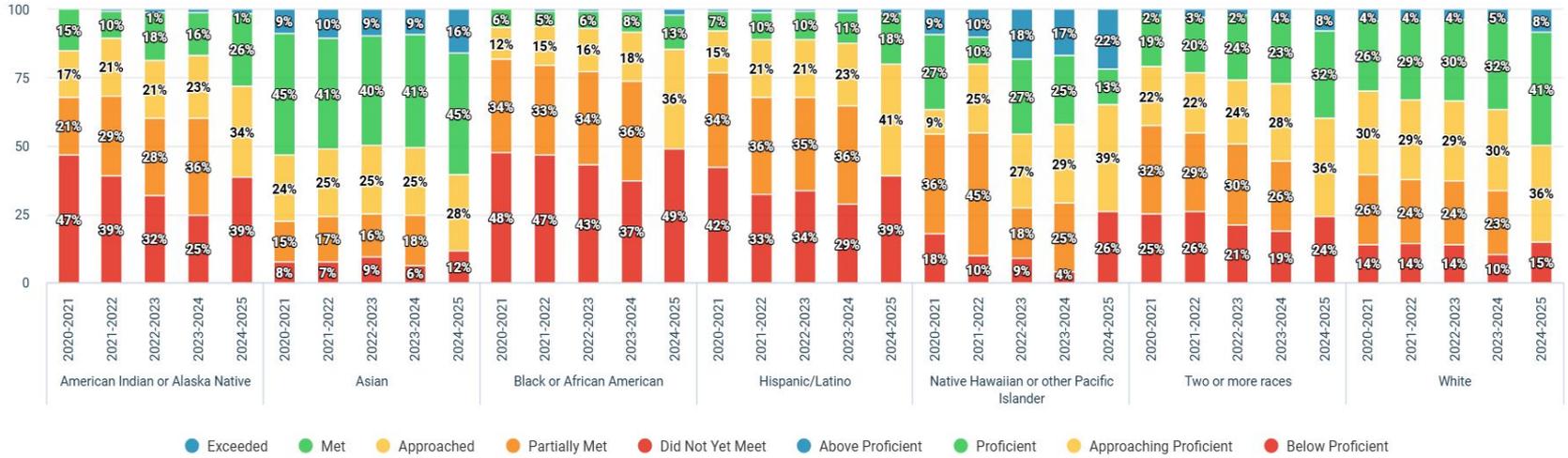
Two or More Races

18% increase in Met and Exceeded

White

14% increase in Met and Exceeded

IAR Math Performance by Ethnicity 2020 - 2025



American Indian

10% increase in Met and Exceeded

Asian

11% increase in Met and Exceeded

Black

7% increase in Met and Exceeded

Hispanic

8% increase in Met and Exceeded

Native Hawaiian

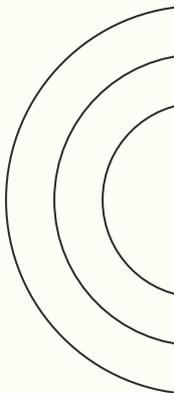
7% decrease in Met and Exceeded

Two or More races

13% increase in Met and Exceeded

White

12% increase in Met and Exceeded



03

**Equity and
Innovation
Advancement
S**



Multilingual Multicultural Education Department

Griselda Pirtle, Director



Elementary MME Programs



Integrated English as a Second Language (ESL)

2025-2026		2026-2027	
Liberty	K-6	Liberty	K-5
Creekside	K	Creekside	K-5
Timber Trails	K	Timber Trails	K-5

Dual Language (DL)

Shift from One-way Dual Language and Two-way Dual Language			
2025-2026		2026-2027	
Elementary DL	K-1	Elementary DL	K-5

MME Future Considerations



Wall-to-Wall Dual Language Sites

A school in which all students, across all grade levels and classrooms, participate in a Dual Language (DL) program rather than it being a strand or a program within a program.

Current and Next Steps

- Research Phase
- Consult with Neighboring Districts
- Discuss with Dual Language Leadership Team
- Consider Opt-out options
- Conduct focus groups with Admin and Teachers

Elementary Polish Dual Language Program

Launch an 80/20 Polish Dual Language Program in School Year 2028–2029, beginning with Kindergarten at one school site and expanding to additional grade levels in subsequent years.

Current and Next Steps

- Visit to Community Consolidated School District 59
- Backwards Planning for launching in 2028-2029
- Call to Committee



Post-Secondary Success Department

Michele Chapman, Director



Post Secondary Experiences

Goal #4 Ready to Embrace a Diverse and Changing World
4.B Students in grades 6-12 completing courses, activities, or experiences aligned to the PaCE Framework.



Explore - all U-46 8th grade students

Career Field Trips - Manufacturing Tour, Educator Rising, Zurich Headquarters, and the ECC Apprenticeship Fair

Post-Secondary Fair - Colleges, Universities, and Certificate Programs

FAFSA Information Nights - all high schools and FAFSA completion workshops for students

HS Post-Secondary Teams - College Representative Visits, EHS College Fair, college application events, and post-secondary planning



U46
ACADEMIC SUCCESS FOR ALL

School District U-46

By the end of 8th grade	By the end of 10th grade	By the end of 11th grade	By the end of 12th grade
<ul style="list-style-type: none"> • Complete an elective course to explore career interests • Know skills related to career interests • Know how career pathway courses and experiences contribute to degree programs or postsecondary options • Know one or two careers for further exploration • Complete a career interest survey • Complete a cost-of-education plan • Develop an appropriate in early college credit courses • Outline a plan for community service and extracurricular activities related to postsecondary plans • Select course work for postsecondary/career plans aligned with the EHS College and Career Readiness Indicators (CCRI) • Know the relationship between high school coursework, attendance, and grades to postsecondary plans • Understand that taking the right courses in high school can reduce the cost of college 	<ul style="list-style-type: none"> • Identify four related postsecondary paths and/or college majors strongly correlated with career area of interest • Create a postsecondary goal • Attend a college fair • Connect and build relationships with 2-3 adults to support the postsecondary and career selection process • Know different types of postsecondary credentials and institutions • Attend a postsecondary options workshop • Enroll as appropriate in early college credit courses • Select course work for postsecondary/career plans aligned with the EHS College and Career Readiness Indicators (CCRI) • Attend a basic financial aid presentation with a financial aide • Know general cost ranges of various postsecondary options 	<ul style="list-style-type: none"> • Complete a resume and personal statement • Participate in activities related to their career field(s) of interest • Visit at least one workplace aligned with career interests • Compare and contrast personal strengths and weaknesses with career choice • Review and update postsecondary goal • Know entrance requirements, including application deadlines, for relevant postsecondary programs of study • Complete a college financial inventory • Know 3-5 credit courses, one safety, one math school for postsecondary program of study • Enroll as appropriate in early college credit courses • Select course work for postsecondary/career plans aligned with the EHS College and Career Readiness Indicators (CCRI) • Complete a Postsecondary Plan (Worksheet) 1-4 (1-on-1/teacher meeting) 	<ul style="list-style-type: none"> • Attend a career exploration day, activity, or presentation • Participate in activities related to their career field(s) of interest • Ensure all steps in the postsecondary/career processes are completed to the maximum • Complete 1 or more admissions applications to postsecondary institutions • Visit at least 3 postsecondary institutions • Secure letters of recommendation for college and scholarship applications • Enroll as appropriate in early college credit courses • Complete a financial aid application • Know estimated cost of chosen postsecondary program • Understand the student loan process and available loan options • Know the difference between need-based, merit-based, and self-help financial aid • Complete a thorough scholarship search and application process • Know how to find scholarship opportunities • Understand the various aspects of personal banking and finance wellness • Know how salary impacts standard of living • Understand how to be a responsible borrower • Understand 91-44, pay stubs, and income taxes



ISAC

46 | Career and Postsecondary

Postsecondary Education, Exploration, Preparation, and Transition

Finance, Math and Money

Post-Secondary Department Updates



Gifted Programming/Accelerated Placement

- Gifted Identification
- Information sessions for parents
- Single Subject Acceleration
- Whole Grade Acceleration

Magnet Academies

- Successful lottery process
- Implementation of updated academy courses and dual credit placement

AVID

- Implementation at three elementary schools
- AVID strategies complementing our building's school improvement plans

Counselors

- Students in Grade 5-11 course selection
- Full-time dual credit application and selection
- Promotion of early college experiences



Specialized Student Services

Amanda Leatherby, Director





Significant Disproportionality



- State Performance Plan Indicator 10
 - Measures disproportionate representation of racial/ethnic groups in special education disability categories.
 - Illinois State Board of Education measure: Risk Ratio below **3.0**
 - Risk Ratio is used to determine whether a district has a significant disproportionality in special education identification, placement or discipline.
 - A risk ratio of **3.0 or higher for three consecutive years** results in a significant disproportionality finding.
 - This finding requires that 15% of our IDEA funds go toward Comprehensive Coordinated Early Intervening Services (CCEIS).
 - FY26: \$1,200,372.00
- 
- 



Significant Disproportionality



U-46 has been found to be over identifying Black students with an emotional disability as compared to students from other racial groups.

School Year	Race	Disability	Ratio Type	Ratio
2022-23	Black	ED	W	4.17
2023-24	Black	ED	W	3.77
2024-25	Black	ED	W	3.95



Key Moves

- Family and Community Engagement Specialists
 - Expanding CPI training
 - Restorative practices training
 - Early Learners Coaches
- 



Diversity, Equity, and Inclusion

Lisa Jackson, Director





Student Mentorship



Goal 1: Building Early Academic and Social-Emotional Foundations

AAMPed Up | African American Males in PreK

Early Attention



Number of African American/Black boys in Pre-K who are identified with an emotional disability.



Key Actions:

- Proactively Engage
 - Observe When Concerns Begin
 - Conduct Regular Outreach to Families
 - Listen to Learn
 - Make Authentic Connections
- 



Student Mentorship



Goal 2: Safety, Sense of Belonging, and Inclusion

Brothers Rise Up and I am LEAD

Expanded Opportunities

Brothers Rise Up

Cornerstone AAMPed Up Strategy

- **Parent Partnership**
 - **Peer Mentorship**
- 

I am LEAD

Open LEAD Leadership Connection

- **Inspiring Voices**
 - **Expanded Peer Relationships**
- 



Family Engagement



Goal 2: Safety, Sense of Belonging, and Inclusion ¡Contigo!

Trusted Partnerships with Our Hispanic Families

Contribute Insights - Share perspectives to influence positive change in schools and the District.

Embrace Opportunities - Connect with district departments to access programs and services.

Share Experiences - Tell their story, celebrate their journey, and share lessons learned to inspire, guide, and connect with other families.

Bridge Relationships - Learn from and with the African American Advisory Council.

Foster Safe Spaces – Create environments where families can share openly, build trust, and strengthen connections with their school and the District.



Panorama Equity and Inclusion Student Survey Fall 2025

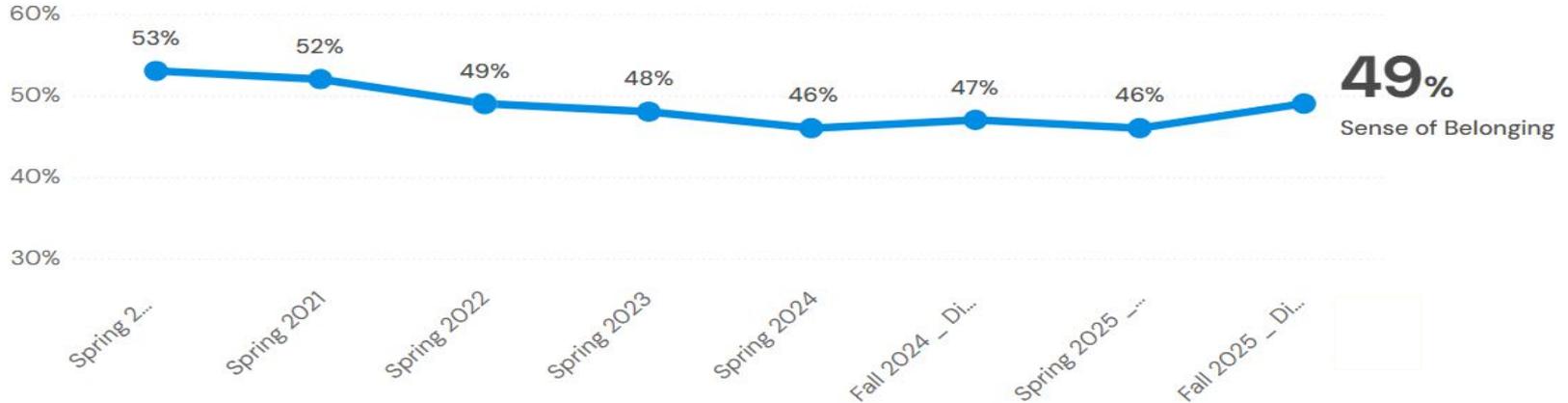
Goal 2: Safety, Sense of Belonging, and Inclusion

Sense of Belonging

How much students feel that they are valued members of the school community.

How have results changed over time?

Percent Favorable

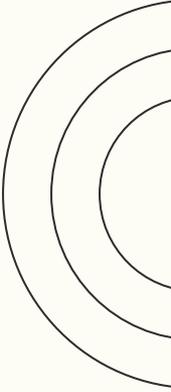




04



Historically Black Colleges and Universities (HBCU) and Hispanic Serving Institutions (HSI) Tours



2026 College Tours

February 26th to March 1st



HSI:

- CalTech Self-Guided Tour
- Loyola Marymount University - Campus Tour
- California State University - L.A. Campus Tour and Information Session
- University of Southern California Campus Tour
- University of California, Los Angeles Campus Tour



HBCU:

- Southern University and A&M College Campus Tour
- Dillard Campus Tour
- Alcorn State University Campus Tour
- Jackson State University - Self Guided Campus Tour
- Xavier University of Louisiana - Campus Tour

