



Consolidated Community School District 59, IL

Equity Task Force Meeting 3

September 22, 2022

Cropper *G/S*



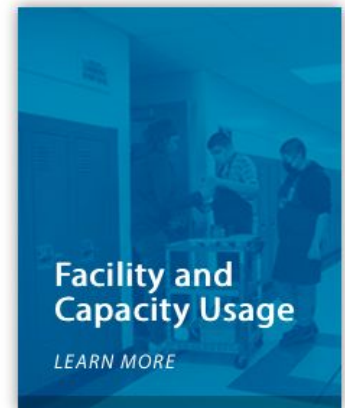
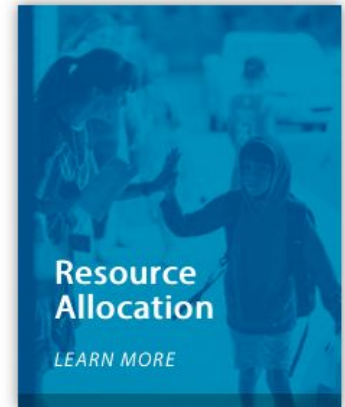
Process & Timeline for Equity Study

	May '22	June '22	July '22	Aug. '22	Sept. '22	Oct. '22	Nov. '22
<i>Data Collection</i>							
<i>Data Analysis / Assimilation</i>							
<i>Baseline Options Development</i>							
<i>Internal Planning Team Work (1-2 meetings per month)</i>							
<i>Public Advisory Committee Meeting 1</i> <i>- Review Background Data and DRAFT Options</i>				8/ 22			
<i>Public Advisory Committee Meeting 2</i> <i>- DRAFT Options Review</i>					9/ 8		
<i>Public Advisory Committee Meeting 3</i> <i>- DRAFT Options Review</i>					9/ 22		
<i>Public Advisory Committee Meeting 4</i> <i>- Final considerations regarding DRAFT Options</i>						10/ 3	
<i>Anticipated Presentation of Final Recommendations to the Board of Education</i>						10/ 10	

We are here →



AREAS OF FOCUS





Recap of the Option Review Process

- **First Meeting of the Equity Task Force, August 22nd**
 - Presentation & review of 2 approaches to address inequities in CCSD59
 - Redistricting with School Closures (1 Option)
 - Redistricting + School Pairings + Repurposing a School (4 Options)
- **Second Meeting of the Equity Task Force, September 8th**
 - Focus on most viable option
 - Elimination of redistricting option
 - Review of “Draft Option” (Redistricting + School Pairing + Repurposing a School)



Why is redistricting alone not a viable option?

Typically, the first step in trying to provide a solution is to attempt to move boundaries while affecting as few students as possible.

Cropper GIS evaluated the current boundaries and developed a series of redistricting-only options to attempt to achieve more equitable utilization and demographics.

Findings suggest that the redistricting-only effort will only resolve imbalances in school utilization but not demographics, unless drastic measures are explored by creating satellite areas within neighborhoods and drawing lines through residential communities.

Any redistricting option also involves the closing of at least 2 or more schools in order to effectively utilize facilities while achieving more demographic diversity.

The location and size of schools and communities within CCSD59 makes it a very ideal place to consider operating a school-pairing model.

- Schools that are paired are close in proximity to each other and Junior High Schools.
- The numbers of students living in the different neighborhoods/communities in CCSD59 in the district vary greatly.
 - Some have lots of children where others do not.
 - Pairing schools helps to neutralize this dynamic and provides a healthy enrollment for each building (not too many and/or not enough).



Draft Options: Redistricting+School Pairing+Repurposing a School

- Draft Option A (Previous “Draft Option”)
- Draft Option B (NEW)



DRAFT OPTION A (Formerly “Draft Option”)

Community Consolidated
School District 59, IL
ES DRAFT Option A



Legend

- School Type**
- ES
 - JHS
- 2021-22 ES Boundaries
ES DRAFT Option A**
- Zones**
- Byrd ES (K-2) / Clearmont ES (3-5)
 - Devonshire ES (K-2) / Brentwood ES (3-5)
 - Forest View ES (K-2) / Juliette Low ES (3-5)
 - John Jay ES (K-2) / Robert Frost ES (3-5)
 - Rupley ES (K-2) / Salt Creek ES (3-5)



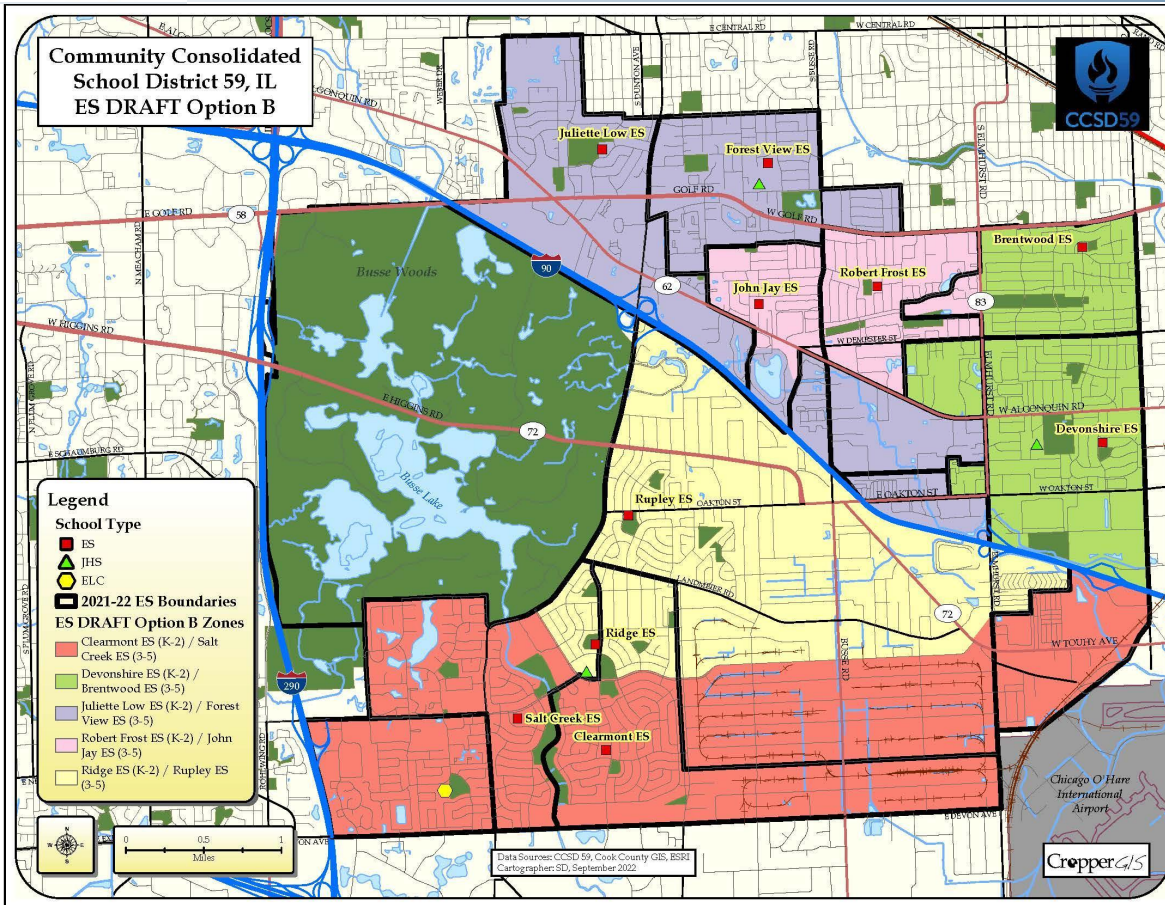
Data Sources: CCSD 59, Cook County GIS, ESRI
Cartographer: SD, June 2022

CropperGIS

- Moves boundary lines and pairs schools
- Estimates count all CCSD59 students living within each zone per the grade level
- Pairs
 - Devonshire (K-2) / Brentwood (3-5)
 - Forest View (K-2) / Low (3-5)
 - Jay (K-2) / Frost (3-5)
 - Rupley (K-2) / Salt Creek (3-5)
 - Byrd (K-2) / Clearmont (3-5)
 - Ridge assumed to be location for an Early Learning Center.



DRAFT OPTION B (NEW)

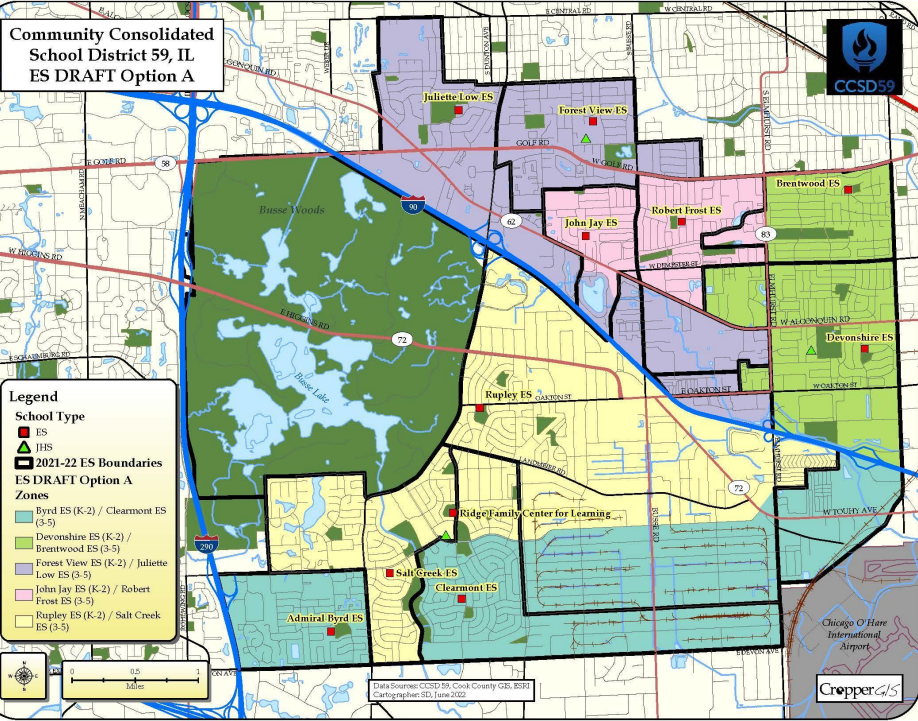


- Moves boundary lines and pairs schools
- Estimates count all CCSD59 students living within each zone per the grade level
- Pairs
 - Devonshire (K-2) / Brentwood (3-5)
 - Low (K-2) / Forest View (3-5)
 - Frost (K-2) / Jay (3-5)
 - Ridge (K-2) / Rupley (3-5)
 - Salt Creek (3-5) / Clearmont (K-2)
- Byrd assumed to be location for an Early Learning Center.

Community Consolidated School District 59, IL ES DRAFT Option A



- Legend**
- School Type**
- ES
 - JHS
 - ELC
- 2021-22 ES Boundaries**
- ES DRAFT Option A Zones**
- Byrd ES (K-2) / Clearmont ES (3-5)
 - Devonshire ES (K-2) / Brentwood ES (3-5)
 - Forest View ES (K-2) / Juliette Low ES (3-5)
 - John Jay ES (K-2) / Robert Frost ES (3-5)
 - Rupley ES (K-2) / Salt Creek ES (3-5)



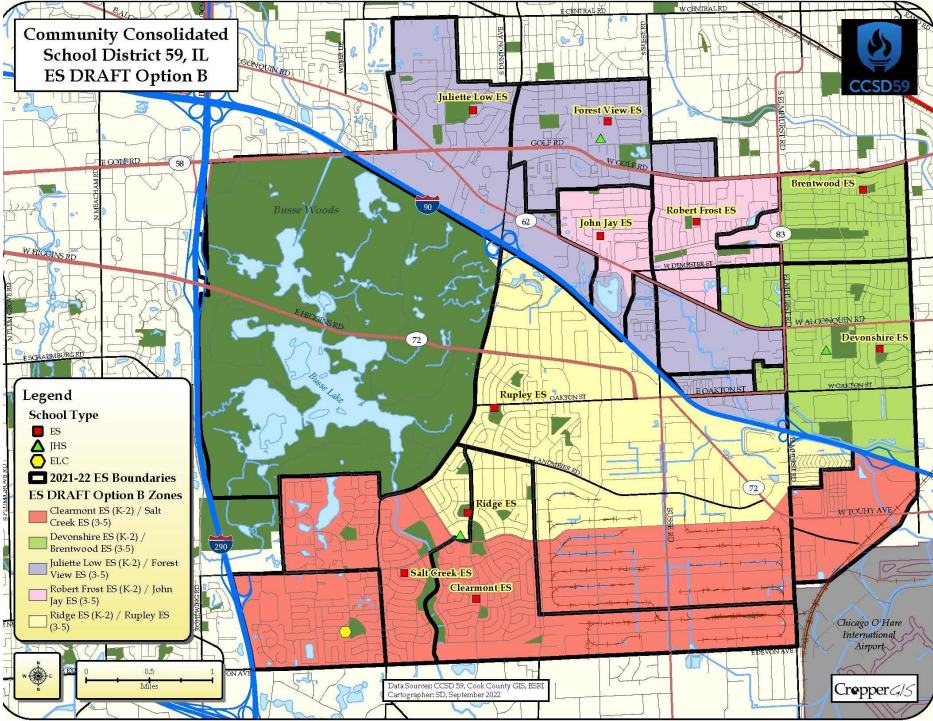
DRAFT OPTION A

- Moves boundary lines and pairs schools
- Estimates count all CCSD59 students living within each zone per the grade level
- Pairs
 - Devonshire (K-2) / Brentwood (3-5)
 - Forest View (K-2) / Low (3-5)
 - Jay (K-2) / Frost (3-5)
 - Rupley (K-2) / Salt Creek (3-5)
 - Byrd (K-2) / Clearmont (3-5)
- Ridge assumed to be location for an Early Learning Center.

Community Consolidated School District 59, IL ES DRAFT Option B



- Legend**
- School Type**
- ES
 - JHS
 - ELC
- 2021-22 ES Boundaries**
- ES DRAFT Option B Zones**
- Clearmont ES (K-2) / Salt Creek ES (3-5)
 - Devonshire ES (K-2) / Brentwood ES (3-5)
 - Juliette Low ES (K-2) / Forest View ES (3-5)
 - Robert Frost ES (K-2) / John Jay ES (3-5)
 - Ridge ES (K-2) / Rupley ES (3-5)



DRAFT OPTION B

- Moves boundary lines and pairs schools
- Estimates count all CCSD59 students living within each zone per the grade level
- Pairs
 - Devonshire (K-2) / Brentwood (3-5)
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 - Frost (K-2) / Jay (3-5)
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 - Clearmont (K-2) / Salt Creek (3-5)
- Byrd assumed to be location for an Early Learning Center.

Data on both options indicate that either will better balance utilization and demographics among all schools. CCSD59 is continuing to evaluate these options with current data that aligns with the 8 areas of focus regarding equity.



Challenges with School Pairing

- Added transition between K-2 & 3-5 schools & social-emotional impact.
- Staff/student/parent relationships don't have as much longevity as a K-5 school.
- Loss of upper grades (3-5) mentoring and modeling for primary grades (K-2).
- K-5 siblings attending separate schools.
- After school care across two schools, instead of one.
- Change in busing and transportation for families.



Common Misperceptions about School Pairing

- Loss of PTA participation and parent volunteers.
- Communication issues with families if children are at multiple schools instead of one.
- Scheduling overlaps in family involvement from campus to campus, such as Parent Teacher Conferences.
- Less support and resources for students.
- Disruption or loss of friend groups.



Benefits of School Pairing Research

School Pairing is a common method used to help alleviate imbalances in school utilization and demographics. School pairing is used widely in communities across the United States and is not a new concept.

Benefits of pairing (K-2/3-5) include:

- Focus and concentration of curriculum/services to 3 grade levels (as K-2 or 3-5) instead of 6 (as K-5).
- Larger number of teachers to collaborate with within each grade level.
- More classrooms per grade level provide more opportunities to match students to teachers according to teaching and learning styles.
- Resources available in library media centers geared towards smaller grade-level spans.
- Students may be able to participate on a more equitable and developmentally appropriate level in more activities.
- Larger number of classes in 3-grade level school increases opportunities for inclusive practices in which students learn with and learn from others with different abilities, languages, and strengths.
- 3-grade level schools have more of a focus for planning developmentally appropriate school initiatives, activities, and professional development.
- Although an added number of school transitions can be seen as a downside, some believe that having students experience a transition earlier in their schooling better helps them adapt when they transition to Junior High School.



Expected Benefits of School Pairing in CCSD59

- **Access to Programming**
 - Dual Language- Spanish available at all schools K-8
 - Dual Language- Polish expanded to both the north and south sides of the district
 - ELC expanded to both the north and south sides of the district.
- **Class Sizes**
 - Greater balance & consistency of class sizes across grade levels and schools.
 - Increased flexibility in student groupings and teacher assignments.
 - Greater ability to maintain compliance requirements for Dual Language and Special Education.
- **Demographics**
 - Greater balance & diversity of students across race/ethnicity, socioeconomic status, and languages.
- **Enrollment**
 - Achieve enrollment goal of at least 300 students per elementary school.



Benefits of School Pairing in CCSD59

- **Facility Capacity & Usage**
 - Approaching target goal of all school utilization within range of 60%-80%.
 - Keeps all school buildings open and operating.
 - Repurposes a school building to expand ELC opportunities.
- **Resource Allocation**
 - Greater consistency of staffing assignments year-to-year.
 - Greater availability of staffing resources based on student needs (TDP, interventionists, etc.).
 - Greater flexibility and equity of staff positions across all schools.
- **Transportation**
 - Reduced average route times and ranges across the district.



Benefits of School Pairing in CCSD59

- **Student Outcomes**
 - Increased access to best practices that, based on research, are known to improve student achievement:
 - Small group instruction
 - Greater access to interventions
 - Teacher collaboration
 - Access to programming to better meet student needs
 - Curriculum, programming, staffing, resources based on developmental needs
 - Stronger social and emotional skill development, particularly in social awareness



Implementation Timeline

- NO TIMELINES HAVE BEEN DECIDED
- Considerations for Implementation Timeline:
 - What have our students already experienced due to the pandemic?
 - What inequities are most urgent?
 - How much can our school system manage at one time?
 - How long are we able to manage the current issues facing the district?
 - Is phasing of certain changes an option?



Small Group Work

Tonight, we are going to split small groups into various categories.

- Break up into 4 groups as assigned.
- We are asking for additional insight and focus from each stakeholder's unique perspective as both parents and educators.
- Please work within your small groups and discuss what has been presented this evening.
 - Challenges of School Pairings
 - Benefits of School Pairings
 - Timeline



Ongoing Communication Updates

- 88 comments received so far from online comment form.
- Feedback is being tracked for constructive input and is shared with the committee.
- District is continuing to work on ways to communicate with all stakeholders regarding the effort and implementation.
 - Flyer distribution on Friday
- Community of the Whole meeting is September 27th, which all information to-date will be shared and discussed with the Board.



Remember the Committee of the Whole on September 27, 2022

**All are invited to attend but it will
also be available via live stream.**

CCSD59.org/BOELIVE

**Next meeting is
Monday, October 3rd at 5pm!**