

# EQUITY JOURNEY: UPDATE PRESENTATION

COMMITTEE OF THE WHOLE  
September 27, 2022



COMMUNITY CONSOLIDATED  
SCHOOL DISTRICT 59

COTW Equity Journey Update

# AREAS OF FOCUS



## Access to Programming

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## Class Sizes

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## Demographics

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## Enrollment

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## Facility and Capacity Usage

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## Student Outcomes

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# EQUITY TASK FORCE: WORK TO DATE

- **First Meeting, 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, September 8th**
  - Focus on most viable option
    - Elimination of redistricting option
    - Review of “Draft Option” (Redistricting + School Pairing + Repurposing a School)
- **Third Meeting, September 22nd**
  - Review of Draft Options & Impact of School Pairings



# 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.



# REDISTRICTING ALONE: NOT A VIABLE OPTION- CONT.

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).





Community Consolidated  
School District 59, IL  
Elementary Redistricting Exercise

**DRAFT EXERCISE**



**NOT A VIABLE OR  
RECOMMENDED OPTION**

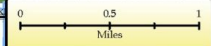
**Legend**

**School Type**

- ES
- ▲ JHS
- ▬ 2021-22 ES Boundaries

**ES Redistricting Option  
Zones**

- Admiral Byrd ES
- Brentwood ES
- Clearmont ES
- Devonshire ES
- Forest View ES
- John Jay ES
- Juliette Low ES
- Robert Frost ES
- Rupley ES
- Salt Creek ES



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

CropperGIS

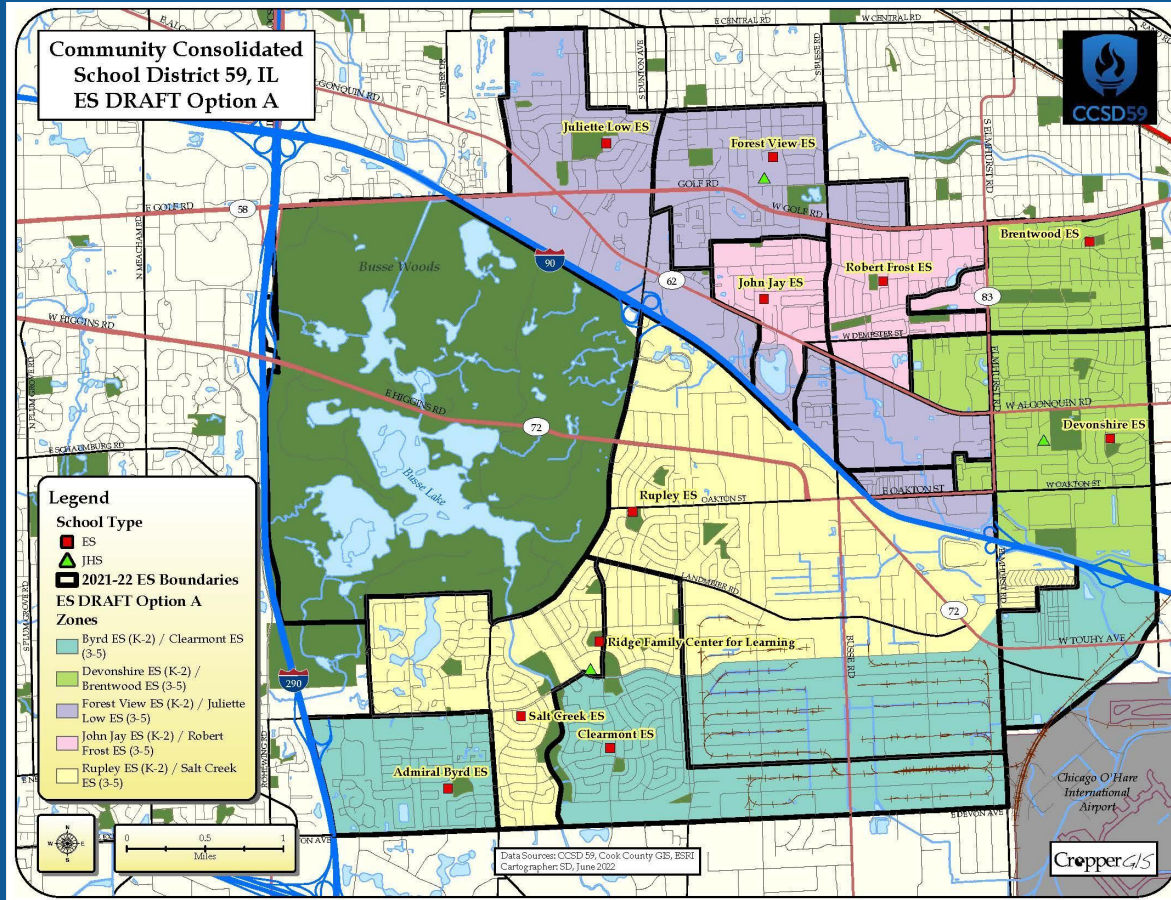
# DRAFT OPTIONS:

## REDISTRICTING + SCHOOL PAIRING + REPURPOSING A SCHOOL

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



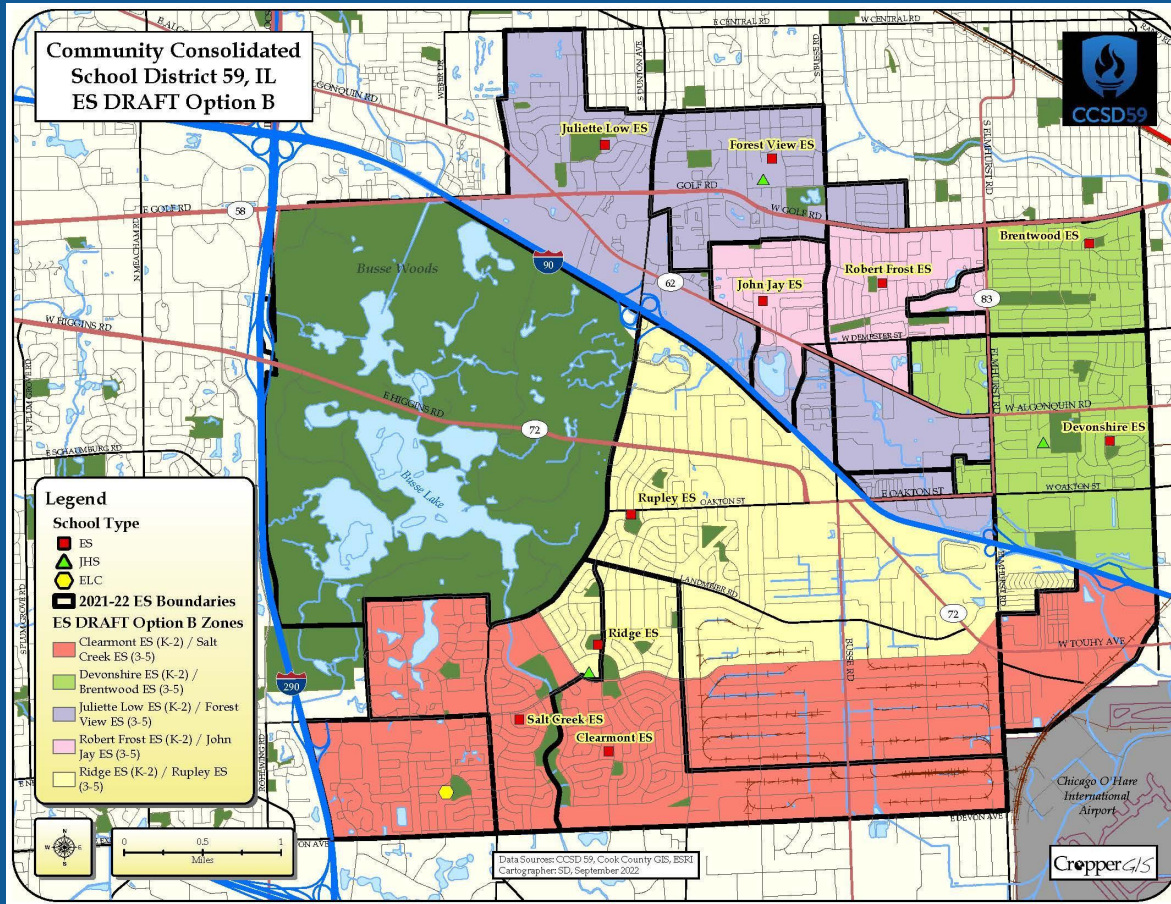
# DRAFT OPTION A



- 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.

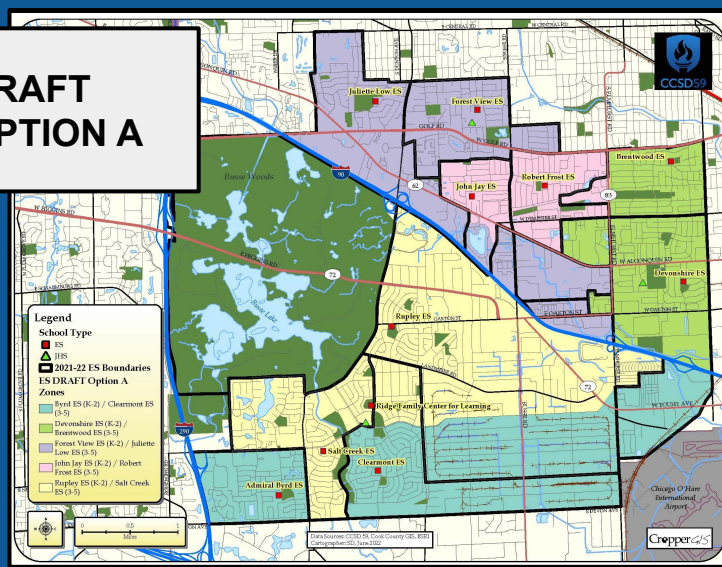


# DRAFT OPTION B



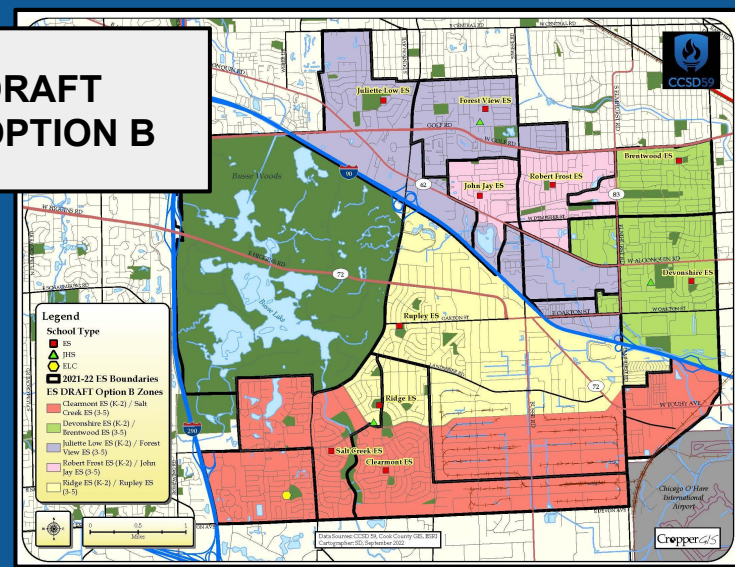
- Moves boundary lines and pairs schools
- Estimates count all CCSD59 students living within each zone per the grade level
- Pairs
- Devonshire (K-2) / Brentwood (3-5)
- Low (K-2) / Forest View (3-5)
- Frost (K-2) / Jay (3-5)
- Ridge (K-2) / Rupley (3-5)
- Salt Creek (3-5) / Clearmont (K-2)
- Byrd assumed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

## 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.

## 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)
  - Low (**K-2**) / Forest View (**3-5**)
  - Frost (**K-2**) / Jay (**3-5**)
  - **Ridge (K-2)** / Rupley (**3-5**)
  - 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 PAIRINGS

- 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

- Loss of PTO 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 PAIRINGS: 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





# BENEFITS OF SCHOOL PAIRINGS: RESEARCH- CONT.

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

- 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



# BENEFITS OF SCHOOL PAIRINGS 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
  - Option A: Byrd & Clearmont (South), Forest View & Juliette Low (North)
  - Option B: Ridge & Rupley (South), Forest View & Juliette Low (North)
- ELC expanded to both the north and south sides of the district
- ELS
  - Option to maintain K-5 at Rupley and/or shift some classrooms to school pairs based on student need



# BENEFITS OF SCHOOL PAIRINGS IN CCSD59

- **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



# CLASS SIZE & GRADE LEVEL SECTIONS: CURRENT & PROJECTED STATUS

Elementary Current & Projected Classes & Average Class Size (Northside)												
School	GenEd Monolingual		GenEd Dual Language 1-Way Spanish		GenEd Dual Language 2-Way Spanish		GenEd Dual Language 1-Way Polish		Total Classes		Average Class Size	
School / Status	Current Classes	Option A	Current Classes	Option A	Current Classes	Option A	Current Classes	Option A	Current Classes	Option A	Current Classes	Option A
Brentwood	18	13	5	0	0	6	0	0	23	19	18.4	18.9
Devonshire	15	15	0	0	0	6	0	0	15	21	18.3	19.5
Frost	12	11	10	0	0	8	0	0	22	19	15.2	17.2
John Jay	6	10	3	0	9	8	0	0	18	18	16.5	17.1
Forest View	15	11	0	0	0	8	0	3	15	22	19.7	18.8
Juliette Low	6	11	0	0	11	8	0	3	17	21	15.6	17.6



# CLASS SIZE & GRADE LEVEL SECTIONS: CURRENT & PROJECTED (Option A Sample)

**Forest View (K-5 Current)**

Grades / Programs	GenEd Monolingual	GenEd Dual Language: Spanish 1-Way	GenEd Dual Language: Spanish 2-Way	GenEd Dual Language: Polish 1-Way	Total Classes	Average Class Size
K	3				3	17.7
1	2				2	18.5
2	3				3	19.3
3	2				2	23.5
4	2				2	25.5
5	3				3	16.7
<b>Total</b>	<b>15</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>15</b>	<b>19.7</b>

**Juliette Low (K-5 Current)**

Grades / Programs	GenEd Monolingual	GenEd Dual Language: Spanish 1-Way	GenEd Dual Language: Spanish 2-Way	GenEd Dual Language: Polish 1-Way	Total Classes	Average Class Size
K	1		2		3	17.0
1	1		2		3	15.7
2	1		2		3	14.0
3	1		2		3	12.3
4	1		2		3	16.3
5	1		1		2	19.5
<b>Total</b>	<b>6</b>	<b>0</b>	<b>11</b>	<b>0</b>	<b>17</b>	<b>15.6</b>

**Forest View (K-2) / JLow (3-5) Pairing**

Grades / Programs	GenEd Monolingual	GenEd Dual Language: Spanish 1-Way	GenEd Dual Language: Spanish 2-Way	GenEd Dual Language: Polish 1-Way	Total Classes	Average Class Size
K	4		3	1	8	17.5
1	3		3	1	7	19.1
2	4		2	1	7	19.9
3	3		2	1	6	19.3
4	4		3	1	8	17.4
5	4		2	1	7	16.4
<b>Total</b>	<b>22</b>	<b>0</b>	<b>15</b>	<b>6</b>	<b>43</b>	<b>18.2</b>





# CLASS SIZE & GRADE LEVEL SECTIONS: CURRENT & PROJECTED STATUS

Elementary Current & Projected Classes & Average Class Size (Southside)												
School	GenEd Monolingual		GenEd Dual Language 1-Way Spanish		GenEd Dual Language 2-Way Spanish		GenEd Dual Language 1-Way Polish		Total Classes		Average Class Size	
School / Status	Current Classes	Option A	Current Classes	Option A	Current Classes	Option A	Current Classes	Option A	Current Classes	Option A	Current Classes	Option A
Byrd	7	9	10	0	0	6	0	3	17	18	18.1	17.3
Clearmont	12	11	0	0	0	6	12	3	24	19	17.5	18.6
Rupley	6	10	6	0	0	8	0	0	12	18	20.5	17.3
Salt Creek	9	11	5	0	8	7	0	0	22	18	18.1	18.6
Ridge	12		0		0		0		12		19.1	
School / Status	Current Classes	Option B	Current Classes	Option B	Current Classes	Option B	Current Classes	Option B	Current Classes	Option B	Current Classes	Option B
Ridge	7	8	10	0	0	7	0	3	17	18	18.1	16.4
Rupley	6	8	6	0	0	6	0	3	12	17	20.5	18.2
Clearmont	12	10	0	0	0	8	12	0	24	18	17.5	19.0
Salt Creek	9	11	5	0	8	7	0	0	22	18	18.1	17.6



# CLASS SIZE & GRADE LEVEL SECTIONS: CURRENT & PROJECTED (Option A Sample)

**Byrd (K-5 Current)**

Grades / Programs	GenEd Monolingual	GenEd Dual Language: Spanish 1-Way	GenEd Dual Language: Spanish 2-Way	GenEd Dual Language: Polish 1-Way	Total Classes	Average Class Size
K	1	1			2	19.5
1	1	1			2	24.5
2	1	2			3	18.7
3	2	2			4	13.3
4	1	2			3	17.0
5	1	2			3	19.7
<b>Total</b>	<b>7</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>17</b>	<b>18.1</b>

**Clearmont (K-5 Current)**

Grades / Programs	GenEd Monolingual	GenEd Dual Language: Spanish 1-Way	GenEd Dual Language: Spanish 2-Way	GenEd Dual Language: Polish 1-Way	Total Classes	Average Class Size
K	2			2	4	15.5
1	2			2	4	16.0
2	2			2	4	20.8
3	2			2	4	17.8
4	2			2	4	14.8
5	2			2	4	20.3
<b>Total</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>12</b>	<b>24</b>	<b>17.5</b>

**Byrd (K-2) / Clearmont (3-5) Pairing**

Grades / Programs	GenEd Monolingual	GenEd Dual Language: Spanish 1-Way	GenEd Dual Language: Spanish 2-Way	GenEd Dual Language: Polish 1-Way	Total Classes	Average Class Size
K	3		2	1	6	16.5
1	3		2	1	6	18.0
2	3		2	1	6	17.5
3	3		2	1	6	19.2
4	3		2	1	6	16.7
5	4		2	1	7	19.7
<b>Total</b>	<b>19</b>	<b>0</b>	<b>12</b>	<b>6</b>	<b>37</b>	<b>18.0</b>



# CLASS SIZE & GRADE LEVEL SECTIONS: CURRENT & PROJECTED (Option B Sample)

**Clearmont (K-5 Current)**

Grades / Programs	GenEd Monolingual	GenEd Dual Language: Spanish 1-Way	GenEd Dual Language: Spanish 2-Way	GenEd Dual Language: Polish 1-Way	Total Classes	Average Class Size
K	2			2	4	15.5
1	2			2	4	16.0
2	2			2	4	20.8
3	2			2	4	17.8
4	2			2	4	14.8
5	2			2	4	20.3
<b>Total</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>12</b>	<b>24</b>	<b>17.5</b>

**Salt Creek (K-5 Current)**

Grades / Programs	GenEd Monolingual	GenEd Dual Language: Spanish 1-Way	GenEd Dual Language: Spanish 2-Way	GenEd Dual Language: Polish 1-Way	Total Classes	Average Class Size
K	1	0	2		3	18.3
1	2	1	2		5	15.0
2	2	1	1		4	17.3
3	1	1	1		3	21.3
4	2	1	1		4	18.8
5	1	1	1		3	20.3
<b>Total</b>	<b>9</b>	<b>5</b>	<b>8</b>	<b>0</b>	<b>22</b>	<b>18.1</b>

**Clearmont (K-2) / Salt Creek (3-5) Pairing**

Grades / Programs	GenEd Monolingual	GenEd Dual Language: Spanish 1-Way	GenEd Dual Language: Spanish 2-Way	GenEd Dual Language: Polish 1-Way	Total Classes	Average Class Size
K	2		2		4	19.4
1	4		3		7	17.9
2	4		3		7	19.9
3	3		3		6	17.0
4	4		2		6	17.4
5	4		2		6	18.4
<b>Total</b>	<b>21</b>	<b>0</b>	<b>15</b>	<b>0</b>	<b>36</b>	<b>18.1</b>



# BENEFITS OF SCHOOL PAIRINGS IN CCSD59

- **Demographics**
  - Greater balance & diversity of students across race/ethnicity, socioeconomic status, and languages



# RACE & ETHNICITY CURRENT & PROJECTED STATUS

2022.23 Current Elementary Race/Ethnicity Demographics (Northside)

Elementary School	American Indian / Alaskan Native	Asian	African American / Black	Hispanic	Native Hawaiian or Other Pacific Islander	White	Multi- Racial
Brentwood	0.5%	21.7%	8.3%	33.8%	0.0%	31.2%	4.5%
Devonshire	1.4%	17.6%	4.0%	22.7%	0.0%	50.7%	3.6%
Frost	0.9%	6.0%	8.1%	52.2%	0.3%	29.6%	3.0%
John Jay	1.3%	7.3%	7.0%	65.8%	0.0%	13.0%	5.6%
Forest View	1.7%	29.6%	9.9%	16.0%	0.0%	39.5%	3.4%
Juliette Low	1.1%	11.7%	4.1%	47.4%	0.0%	33.8%	1.9%
Average	1.4%	10.8%	4.7%	40.8%	0.0%	39.0%	3.2%

Northside Pairings (Option A)

Devonshire (K-2) / Brentwood (3-5)	0.8%	17.2%	5.2%	36.2%	0.0%	36.2%	4.4%
John Jay (K-2) / Frost (3-5)	0.6%	13.2%	8.4%	46.9%	0.2%	25.9%	4.8%
Forest View (K-2) / Juliette Low (3-5) +DL Polish	1.6%	15.8%	5.3%	34.5%	0.0%	40.5%	2.3%





# RACE & ETHNICITY CURRENT & PROJECTED STATUS

## 2022.23 Current Elementary Race/Ethnicity Demographics (Southside)

Elementary School	American Indian / Alaskan Native	Asian	African American / Black	Hispanic	Native Hawaiian or Other Pacific Islander	White	Multi- Racial
Byrd	1.3%	1.9%	1.6%	75.6%	0.0%	18.8%	0.6%
Clearmont	0.5%	2.1%	2.6%	13.5%	0.0%	77.9%	3.3%
Ridge	0.4%	22.2%	1.3%	13.3%	0.0%	59.6%	3.1%
Rupley	6.3%	3.9%	2.3%	57.9%	0.0%	27.3%	2.3%
Salt Creek	1.5%	2.2%	2.0%	52.0%	0.0%	39.3%	3.0%
Average	1.4%	10.8%	4.7%	40.8%	0.0%	39.0%	3.2%

## Southside Pairings (Option A)

Byrd (K-2) / Clearmont (3-5) +DL Polish	0.9%	2.5%	1.6%	45.1%	0.0%	47.3%	2.5%
Rupley (K-2) / Salt Creek (3-5)	3.3%	4.5%	3.1%	43.2%	0.0%	43.8%	2.2%

## Southside Pairings (Option B)

Ridge (K-2) / Rupley (3-5) + DL Polish	3.5%	3.0%	2.4%	43.8%	0.0%	46.3%	1.0%
Clearmont (K-2) / Salt Creek (3-5)	0.9%	3.8%	2.4%	44.3%	0.0%	45.1%	3.4%



# RACE & ETHNICITY CURRENT & PROJECTED STATUS

2022.23 Current Junior High Race/Ethnicity Demographics							
Junior High School	American Indian / Alaskan Native	Asian	African American / Black	Hispanic	Native Hawaiian or Other Pacific Islander	White	Multi- Racial
Friendship	1.8%	17.2%	5.3%	33.7%	0.5%	39.1%	2.4%
Grove	1.7%	3.8%	1.7%	49.5%	0.0%	41.2%	2.1%
Holmes	3.7%	10.7%	6.7%	46.5%	0.7%	29.1%	2.6%
Average	2.1%	10.0%	4.2%	43.0%	0.3%	38.1%	2.3%
Jr. High Option A							
Friendship	2.1%	15.6%	5.0%	38.2%	0.4%	36.2%	2.5%
Grove	1.7%	3.9%	1.8%	46.8%	0.0%	43.6%	2.2%
Holmes	3.0%	10.8%	7.2%	45.0%	0.8%	30.9%	2.2%
Jr. High Option B							
Friendship	1.4%	17.8%	5.4%	32.2%	0.5%	40.3%	2.4%
Holmes	3.7%	9.5%	6.1%	50.3%	0.6%	27.4%	2.4%



# DEMOGRAPHICS CURRENT & PROJECTED STATUS

2022-23 Current Elementary Demographics (Northside)					
Elementary School	Dual Language %	ESL %	Multilingual Total %	Socioeconomic Status %	Special Education
Brentwood	18.3%	31.7%	50.0%	57.1%	10.0%
Devonshire	0.0%	33.8%	33.8%	51.6%	11.6%
Frost	44.5%	16.1%	60.6%	68.7%	14.3%
John Jay	69.1%	11.3%	80.4%	70.4%	11.4%
Forest View	0.0%	28.2%	28.2%	39.4%	9.6%
Juliette Low	59.0%	12.0%	71.1%	60.8%	14.4%
Average	37.6%	18.1%	55.7%	56.1%	11.5%
Northside Pairings (Option A)					
Devonshire (K-2) / Brentwood (3-5)	22.1%	26.4%	48.5%	55.6%	12.4%
John Jay (K-2) / Frost (3-5)	40.7%	21.9%	62.5%	62.7%	12.1%
Forest View (K-2) / Juliette Low (3-5) +DL Polish	43.4%	17.1%	60.5%	51.6%	11.1%



# DEMOGRAPHICS CURRENT & PROJECTED STATUS

2022-23 Current Elementary Demographics (Southside)					
Elementary School	Dual Language %	ESL %	Multilingual Total %	Socioeconomic Status %	Special Education
Byrd	56.2%	0.0%	56.2%	72.6%	12.7%
Clearmont	46.1%	11.6%	57.7%	45.8%	9.1%
Ridge	0.0%	25.3%	25.3%	31.3%	9.7%
Rupley	41.1%	26.3%	67.4%	74.3%	12.3%
Salt Creek	62.9%	6.7%	69.7%	61.9%	11.4%
Average	37.6%	18.1%	55.7%	56.1%	11.5%
Southside Pairings (Option A)					
Byrd (K-2) / Clearmont (3-5) +DL Polish	45.3%	7.5%	53.8%	54.6%	10.2%
Rupley (K-2) / Salt Creek (3-5)	40.9%	11.9%	52.8%	57.1%	11.9%
Southside Pairings (Option B)					
Ridge (K-2) / Rupley (3-5) + DL Polish	56.2%	9.9%	66.2%	63.8%	11.6%
Clearmont (K-2) / Salt Creek (3-5)	32.7%	9.5%	42.2%	49.5%	10.6%



# DEMOGRAPHICS CURRENT & PROJECTED STATUS

2022-23 Current Jr. High Demographics					
Jr. High School	Dual Language %	ESL %	Multilingual Total %	Socioeconomic Status %	Special Education
Friendship	20.3%	19.5%	39.8%	55.6%	8.0%
Grove	37.7%	6.9%	44.6%	58.1%	8.2%
Holmes	32.6%	15.0%	47.6%	64.3%	8.5%
Average	30.6%	13.1%	43.7%	57.3%	8.2%
Jr. High (Option A)					
Friendship	27.1%	16.3%	43.4%	57.5%	8.4%
Grove	35.0%	6.8%	41.8%	55.3%	7.8%
Holmes	32.6%	11.6%	44.2%	61.0%	8.8%
Jr. High (Option B)					
Friendship	21.2%	16.8%	38.0%	52.9%	8.1%
Holmes	38.1%	12.4%	50.5%	65.7%	9.1%





# BENEFITS OF SCHOOL PAIRINGS IN CCSD59

- **Enrollment**

- Achieve enrollment goal of at least 300 students per elementary school



# BENEFITS OF SCHOOL PAIRINGS 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



# SCHOOL UTILIZATION: CURRENT & PROJECTED STATUS

2022-23 Enrollment & Utilization Information							
School	Capacity	2022.23 Total Enrolled	Enrolled Utilization	Option A Total Enrolled	Option A Total Utilization	Option B Total Enrolled	Option B Total Utilization
Brentwood	492	422	86%	352	72%		
Byrd	438	307	70%	326	74%		
Clearmont	497	419	84%	350	70%	357	72%
Devonshire	467	275	59%	382	82%		
Forest View	516	292	57%	403	78%		
Frost	497	335	67%	322	65%		
John Jay	423	301	71%	300	71%		
Juliette Low	688	265	39%	369	54%		
Ridge	422	227	54%			290	69%
Rupley	540	301	56%	320	59%	304	56%
Salt Creek	673	403	60%	354	53%	401	60%
Friendship	813	622	77%	723	89%	590	73%
Grove	930	770	83%	718	77%		
Holmes	692	459	66%	362	52%	493	71%



# BENEFITS OF SCHOOL PAIRINGS IN CCSD59

- **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



# BENEFITS OF SCHOOL PAIRINGS IN CCSD59

- **Transportation**
  - Reduced average route times and ranges across the district



# SCHOOL TRANSPORTATION: CURRENT STATUS

2022.23 Transportation Information	Walkers		Bus Riders		Total Students	Bus Count	Route Time Information			
	Count	% Enrollment	Count	% Enrollment			Average Route Time	Median Route Time	Range (Low)	Range (High)
Brentwood	184	43.4%	240	56.6%	424	5	21	21	18	26
Byrd	64	20.8%	243	79.2%	307	7	31	33	16	54
Clearmont	231	55.1%	188	44.9%	419	7	42	41	28	56
Devonshire	115	41.7%	161	58.3%	276	5	17	15	13	22
Forest View	76	26.0%	216	74.0%	292	6	22	24	9	27
Frost	227	67.8%	108	32.2%	335	2	28	28	21	34
John Jay	212	71.4%	85	28.6%	297	2	54	54	48	59
Juliette Low	110	41.5%	155	58.5%	265	5	32	33	22	37
Ridge	51	22.5%	176	77.5%	227	8	43	43	31	52
Rupley	95	38.8%	150	61.2%	245	5	21	24	9	31
Salt Creek	110	27.2%	294	72.8%	404	6	37	38	19	52
Elementary Totals / Ave.	1475	42.3%	2016	57.7%	3491	58	32	33	21	41
Friendship	210	34.9%	391	65.1%	601	8	21	23	10	32
Grove	267	34.7%	503	65.3%	770	13	32	29	25	55
Holmes	44	9.9%	400	90.1%	444	9	33	32	25	49
Jr. High Totals / Average	521	28.7%	1294	71.3%	1815	30	29	29	20	45
District Total / Average	1996	37.6%	3310	62.4%	5306	88	31	31	21	42



# SCHOOL TRANSPORTATION: PROJECTED

School Transportation Information	Transportation				Total Students	Number of Busses	Bussing			
	Walkers		Bus Riders				Route Time Information			
	Count	Percent of Enrollment	Count	Percent of Enrollment			Average Route Time	Median Route Time	Range (Low)	Range (High)
Current Elementary Totals / Average	1475	42.3%	2016	57.7%	3491	58	32	33	21	41
Option A Elementary Totals / Average	848	24.4%	2633	75.6%	3481	61	14	10	7	31
Option B Elementary Totals / Average	955	27.4%	2528	72.6%	3483	58	16	10	4	36
Current Jr. High Totals / Average	521	28.7%	1294	71.3%	1815	30	29	29	20	45
Option A Jr. High Totals / Average	556	30.8%	1249	69.2%	1805	28	17	16	9	30
Option B Jr. High Totals / Average	509	28.2%	1296	71.8%	1805	29	12	11	8	20
Current District Total / Average	1996	37.6%	3310	62.4%	5306	88	31	31	21	42
Option A District Totals / Average	1404	26.6%	3882	73.4%	5286	89	15	13	8	31
Option B District Totals / Average	1464	27.7%	3824	72.3%	5288	87	14	11	6	30





# BENEFITS OF SCHOOL PAIRINGS 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



# DECISION & IMPLEMENTATION TIMELINE

- Board Decision Timeline: Anticipated November 14, 2022
- Implementation Start: Fall 2023 or Fall 2024
- Implementation Start Considerations:
  - 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?



# NEXT STEPS

- Final Equity Task Force Meeting: Monday, October 3rd
- Board Meeting: Monday, October 10th
  - Recommendation of Plan
- Community & Staff Presentations of Plan
- Board Meeting: Monday, November 14th
  - Board Action



# QUESTIONS & DISCUSSION



# ADDITIONAL RESOURCES AND REFERENCE SLIDES



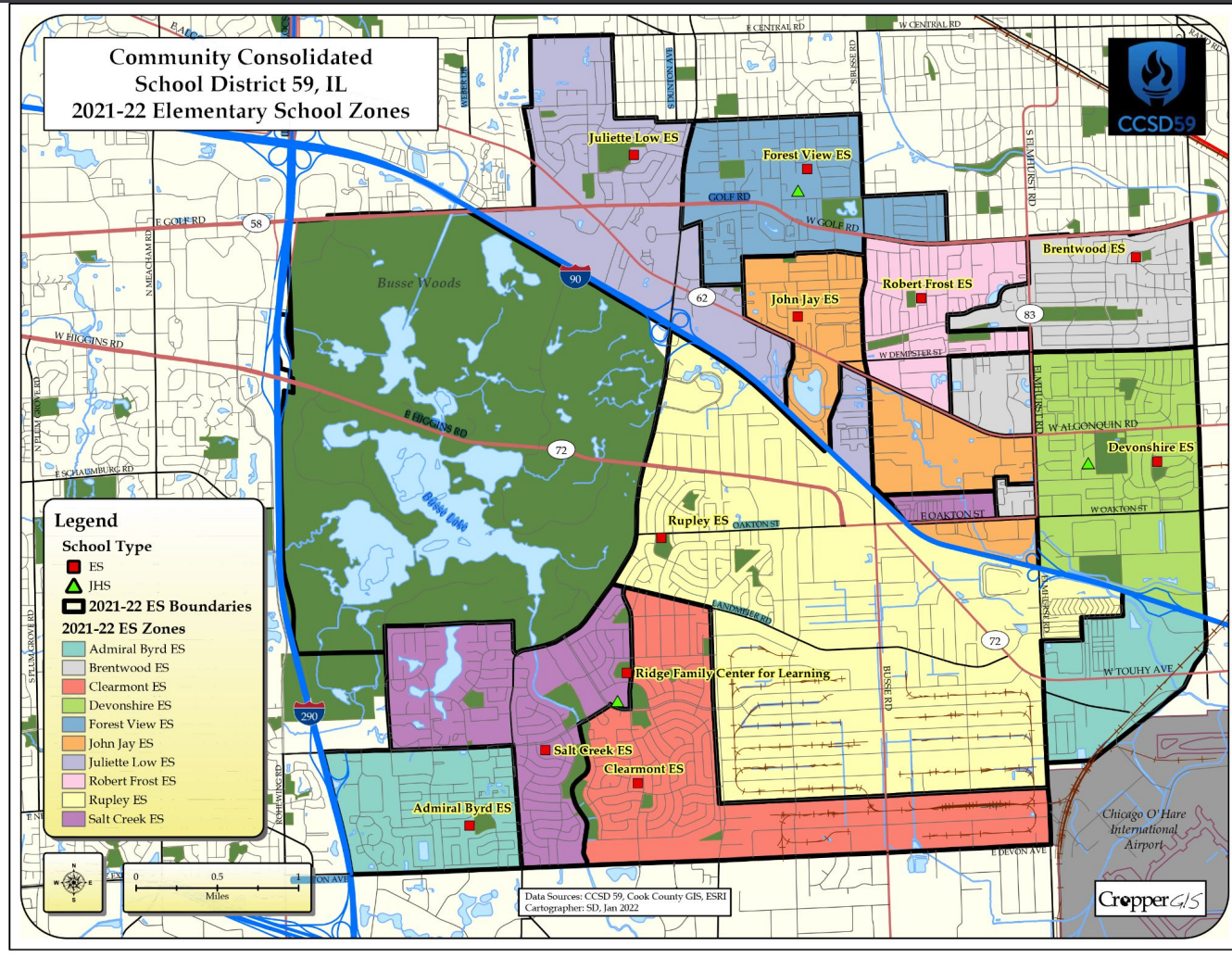
# BOUNDARY, PROGRAMMING, & CONSTRUCTION HISTORY

YEAR DEPLOYED	TYPE	ACTIONS	YEAR DEPLOYED	TYPE	ACTIONS
1988-89	Boundary	Adjusted boundaries to shift a set multi-family housing from John Jay to Juliette Low & to begin to provide Multilingual programming at JLow	2006-07	Boundary	Shift 400 Touhy students from Grove Jr. High to Friendship Jr. High starting with 6th graders
1990-91	Boundary	Adjusted boundaries to shift the area bordered on the north by Landmeier; west by Arlington Heights Rd; South by Elk Grove Blvd; & east by Ridge Ave from Clearmont to Salt Creek	2006-07	Programming	Multilingual 2-Way Dual Language Spanish Program Established @ Salt Creek & Early Childhood classrooms established @ Brentwood
1991-92	Programming	Devonshire students living east of Rt. 83 shifted to Brentwood, ALL Frost students to now attend Friendship, and Special Education classes from Holmes were move to Friendship	2007-08	Programming	Multilingual Dual Language Spanish Oasis shared attendance area established between Salt Creek & Rupley (qualified students formerly attended Salt Creek)
1992-93	Programming	Ridge Multilingual (Bilingual Spanish) program closed with students attending boundary school full time	2010-11	Construction	Classroom additions completed @ Juliette Low
1993-94	Boundary	Boundary Changes: John Jay to JLow (Crystal Towers, Forest Cove, Mansard Place Apts. & Lost Creek Townhomes), John Jay to Salt Creek (Willoway), Holmes to Grove (Willoway), John Jay to Brentwood (Colony Apts.)	2011-12	Construction	Room additions completed @ Ridge (classroom & gym) & Rupley (classrooms & multi-purpose )
1995-96	Programming	LICA (Low Incident Cooperative Agreement) Elementary Hearing Impaired Program Shifted out of Forest View to Brentwood, with the K-5 moving out of D59 the following year	2012-13	Construction	Classroom additions completed @ Frost
1995-96	Construction	Classroom additions completed @ Grove	2013-14	Boundary	Return the 400 Touhy students to Grove Jr. High from Friendship Jr. High beginning with the 6th graders
1998-99	Programming	The Board of Education approved the structure for Ridge Family Center for Learning	2014-15	Programming	Multilingual Return to "Home School" Plan Implemented (DL & ESL) students to attend boundary school (Except DL students from FV & ESL from Byrd)
2000-01	Programming	Site changes for Multilingual student: K-5 Frost ESL students return to Frost, K-5 Bilingual Spanish from Byrd & Clearmont attendance areas attend Byrd, K-5 Bilingual Spanish from Salt Creek & Rupley attend Salt Creek, Grove Cluster K-5 ESL to attend Clearmont	2014-15	Programming	Consolidation of Multilingual Dual Language Polish Program @ Clearmont
2000-01	Construction	Classroom additions completed @ Friendship	2014-15	Construction	Early Learning Center is built
2001-02	Programming	Ridge Family Center for Learning & Early Childhood District Program Open at Ridge	2015-16	Programming	Early Learning Center opens (EC classrooms at Ridge, Forest View, Juliette Low, & John Jay are closed)
2002-03	Programming	Learning Opportunity Program (LOP) Established @ Forest View	2015-16	Programming	Full Day Kindergarten Expanded to ALL Sites
2003-04	Programming	Cross-Categorical Instructional Program (CCIP) Established @ Friendship	2015-16	Programming	LOP Program Consolidated @ Juliette Low
2004-05	Programming	LOP Program Established at Juliette Low for Multilingual Students (Monolingual Students remain @ Forest View)	2016-17	Programming	Multilingual 2-Way DL Spanish expanded to Juliette Low & John Jay
2004-05	Programming	Early Childhood classrooms established @ Forest View	2017-18	Programming	4 year old, District Supported, Early Childhood program established at Ridge (Closed at end of year)
2005-06	Programming	LICA Jr. High Hearing Impaired Program shifted out of Holmes Jr. High & D59	2022.23	Programming	Multilingual 1-way DL Spanish shifted from Devonshire (K-5) & Brentwood (K) to Frost. 6-8 ELS students shift to Holmes from Grove





# 2021.22 Elementary Boundaries










**Community Consolidated  
School District 59, IL  
ES DRAFT Option**

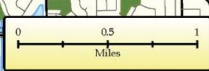


### School Type

-  ES  
 JHS

## 2021-22 ES Boundaries

- ### ES DRAFT Option Zones
- |                                                                                   |                               |
|-----------------------------------------------------------------------------------|-------------------------------|
|  | Byrd / Clearmont ES           |
|  | Devonshire / Brentwood ES     |
|  | Forest View / Juliette Low ES |
|  | John Jay / Robert Frost ES    |
|  | Rupley / Salt Creek ES        |

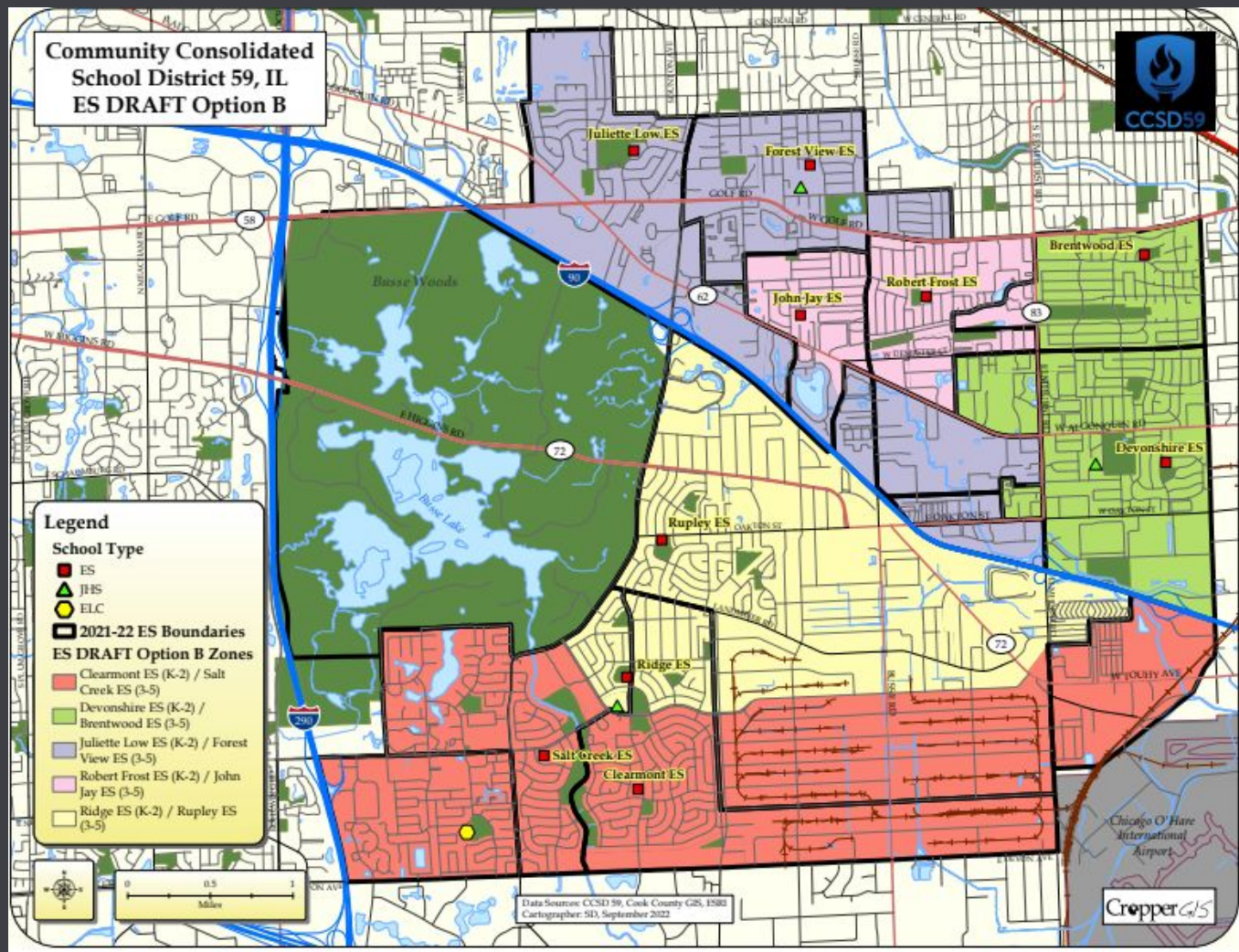


Data Sources: CCSD 59, Cook County GIS, ESRI  
Cartographer: SD, June 2022

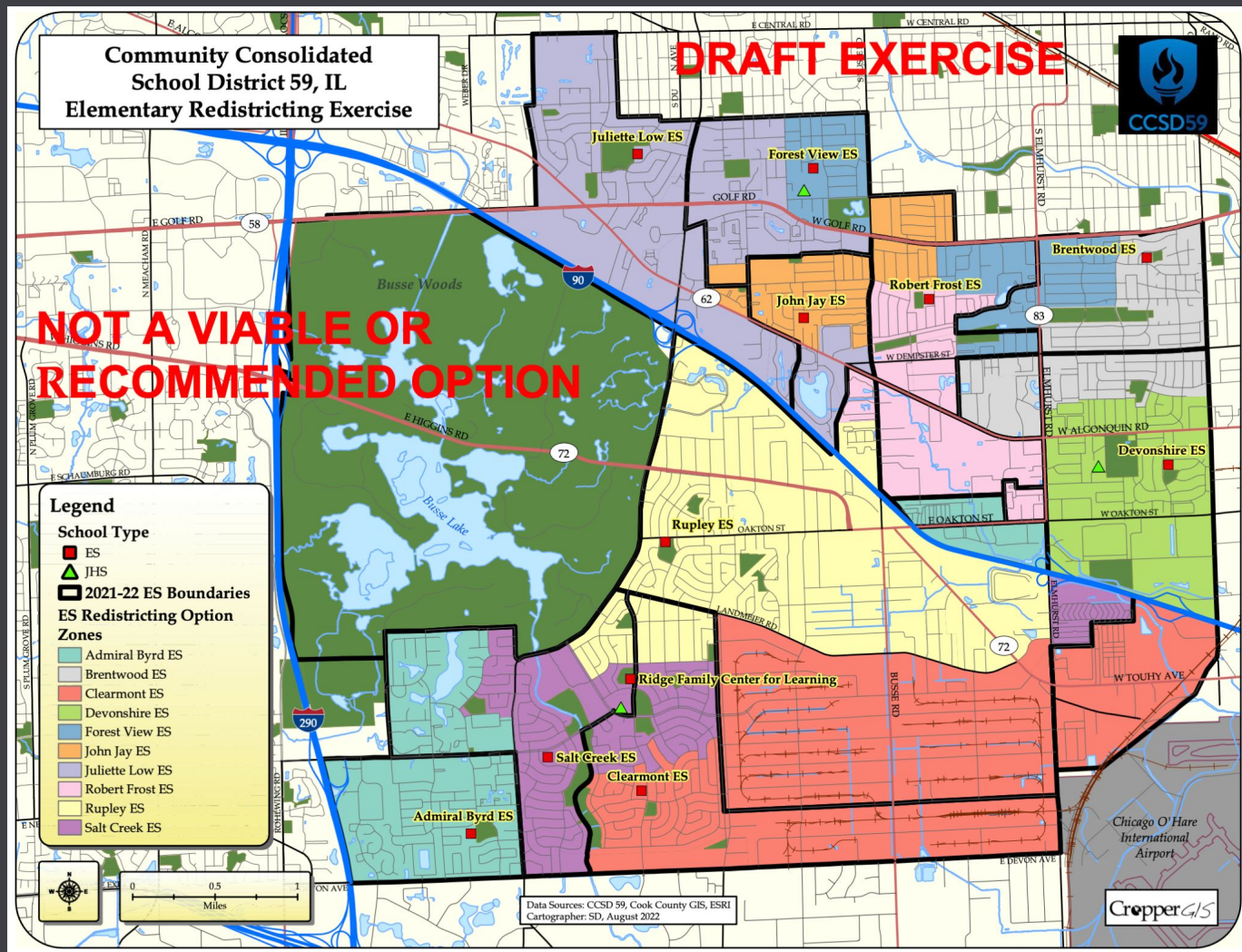
Crepper G/S



# Elementary Pairing Option B

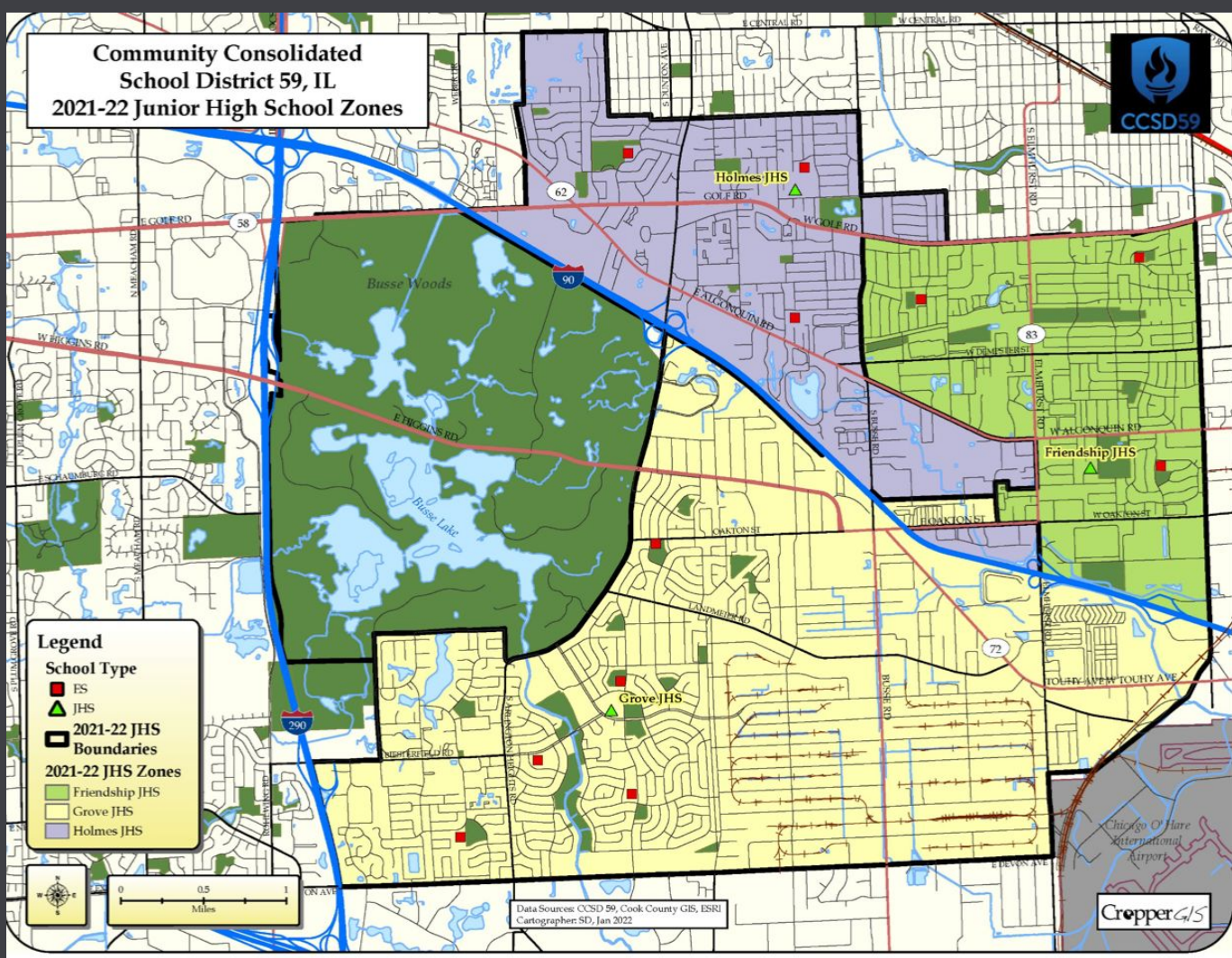


# Elementary Redistricting Exercise



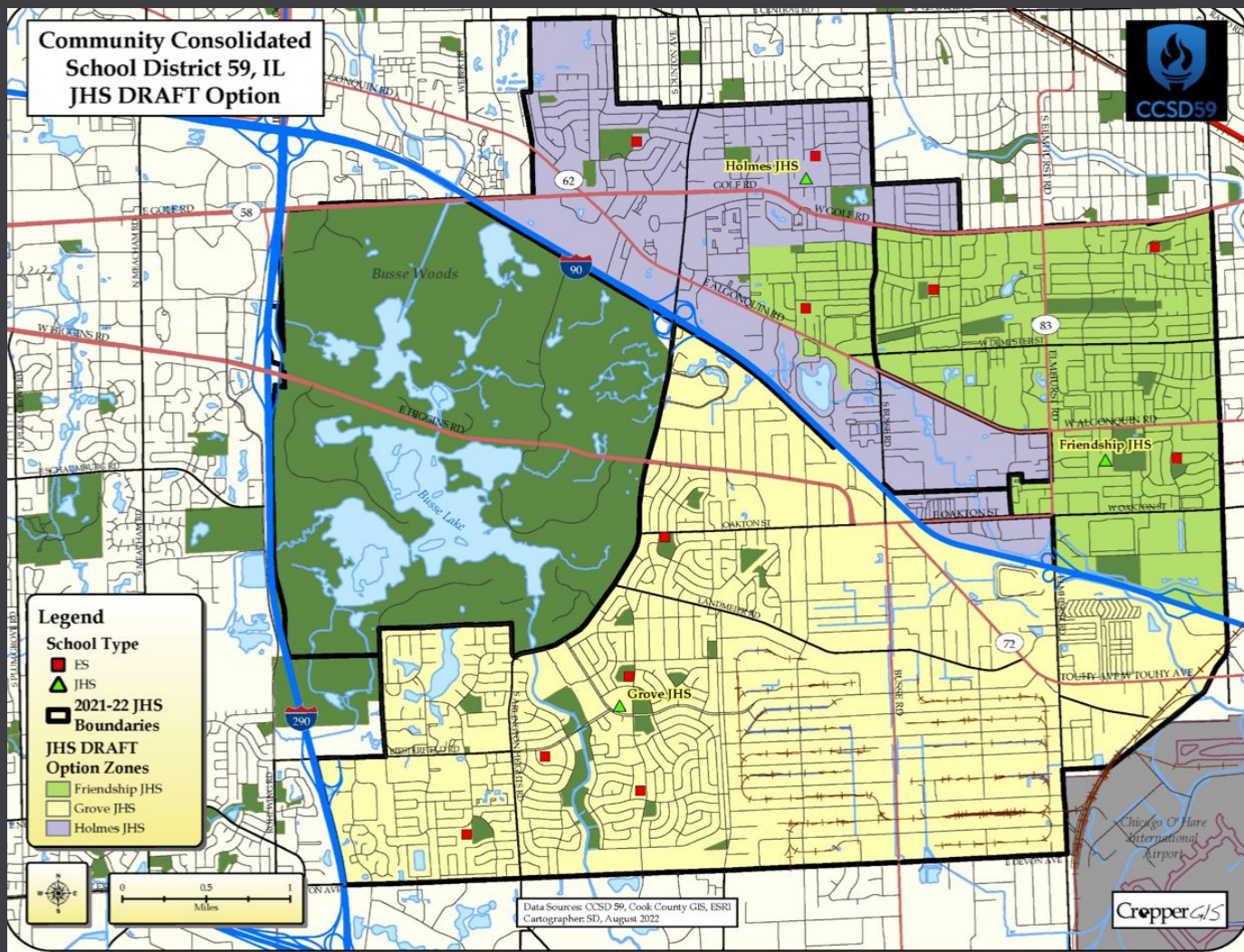


# 2021.22 Jr. High Boundaries





# Jr. High Pairing / Redistricting



# BOARD POLICY GUIDANCE

Board Policy	Current	PRESS Update
7:30  Student Assignment & Intra-District Transfer	<p><b><u>Attendance Areas</u></b> The School District is divided into school attendance areas. The Superintendent shall review the boundary lines annually and recommend any changes to the Board of Education. A map of the District showing current school attendance areas shall be maintained by the Superintendent.</p> <p>Students living in a given school attendance area shall attend that school. <b><i>The Superintendent shall establish administrative procedures for approval of parental requests for student(s) to transfer to another school within the District.</i></b> Students who are granted a transfer within the District shall be responsible for their own transportation.</p> <p>Homeless children shall be assigned according to Board Policy 7:60.</p>	<p><b><u>Attendance Areas</u></b> The School District is divided into school attendance areas. The Superintendent will:</p> <ol style="list-style-type: none"> <li>1. Review the boundary lines annually and recommend to the School Board any changes or revisions for existing units; or</li> <li>2. <b>Create new units using a lens that considers preventing segregation and the elimination of separating students in the District's schools because of color, race, or nationality.</b></li> </ol> <p>The Superintendent or designee shall maintain a map of the District showing current school attendance areas. <b>All records pertaining to the creation, alteration, or revision of attendance units are open to the public.</b> Students living in a given school attendance area will be assigned to that school. Homeless children shall be assigned according to policy 6:140, Education of Homeless Children</p>
Policy Link	<b><u>7:30 Student Assignment &amp; Intra-District Transfer</u></b>	<b><u>7:30 Student Assignment &amp; Intra-District Transfer (PRESS)</u></b>
	<b><u>4.150 Facility Management &amp; Building Programs</u></b>	<b><u>4:150 Facility Management &amp; Building Programs (PRESS- Footnotes change)</u></b>

