



Consolidated Community School District 59, IL

Equity Task Force Meeting 4

October 3, 2022

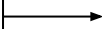
CropperGIS



Process & Timeline for Equity Study

	May '22	June '22	July '22	Aug. '22	Sept. '22	Oct. '22	Nov. '22
Data Collection							
Data Analysis / Assimilation							
Baseline Options Development							
Internal Planning Team Work (1-2 meetings per month)							
<u>Public Advisory Committee Meeting 1</u> <i>- Review Background Data and DRAFT Options</i>				8/ 22			
<u>Public Advisory Committee Meeting 2</u> <i>- DRAFT Options Review</i>					9/ 8		
<u>Public Advisory Committee Meeting 3</u> <i>- DRAFT Options Review</i>					9/ 22		
<u>Public Advisory Committee Meeting 4</u> <i>- Final considerations regarding DRAFT Options</i>						10/ 3	
Board Presentation & Discussion						10/10	
Final Recommendation to the Board							11/14

We are here





AREAS OF FOCUS



**Access to
Programming**

LEARN MORE



Class Sizes

LEARN MORE



Demographics

LEARN MORE



Enrollment

LEARN MORE



**Facility and
Capacity Usage**

LEARN MORE



**Resource
Allocation**

LEARN MORE



Transportation

LEARN MORE



**Student
Outcomes**

LEARN MORE



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)
- **Third Meeting of the Equity Task Force, September 22nd**
 - Review of Purpose (8 Areas of Focus) & Pairing Challenges and Benefits
 - Implementation Timeline Review



What other options were considered?

- Redistricting- changing boundaries within neighborhoods
- Close schools
- Construction- school additions or new buildings
- Moving programs

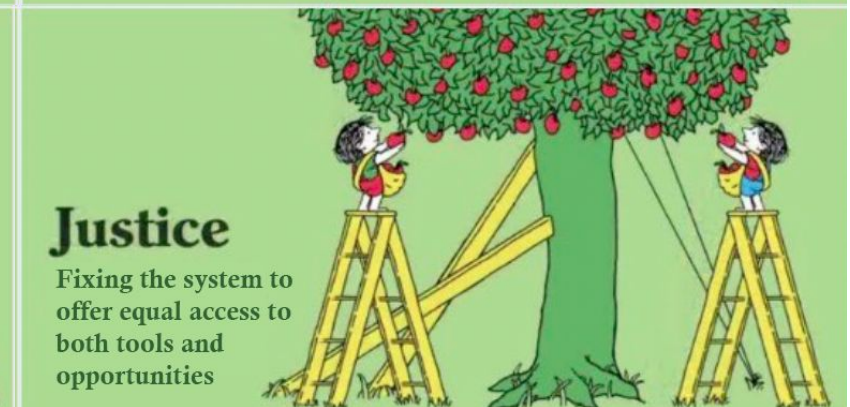
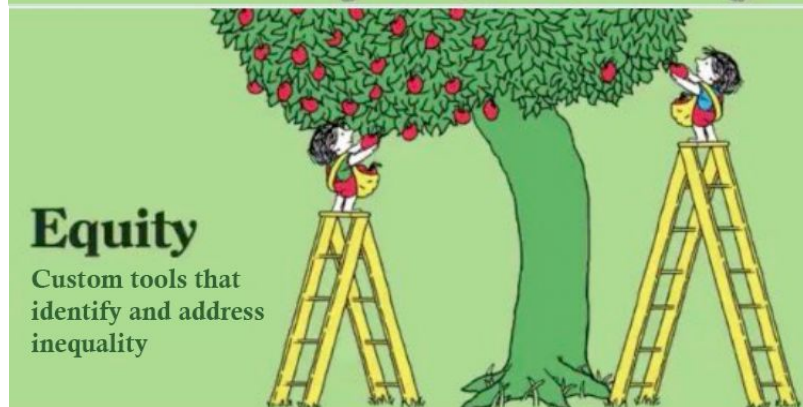
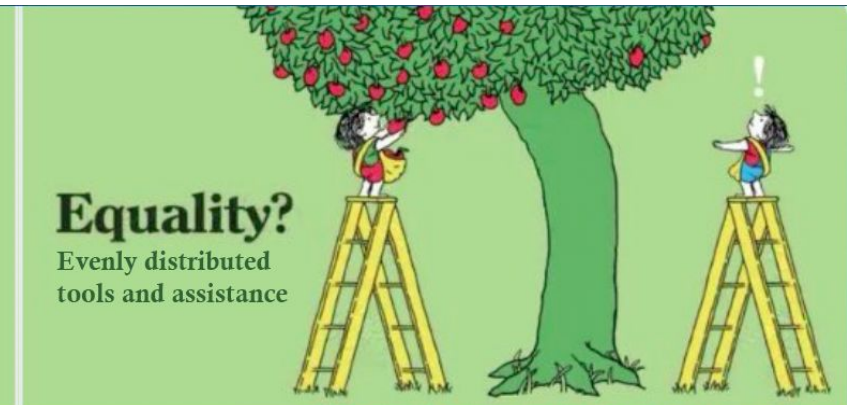
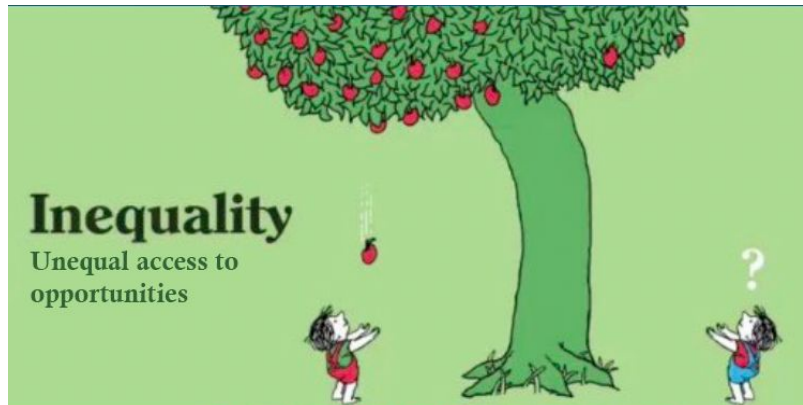


CCSD59 Boundary, Programming, & Construction History

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



What is our WHY?

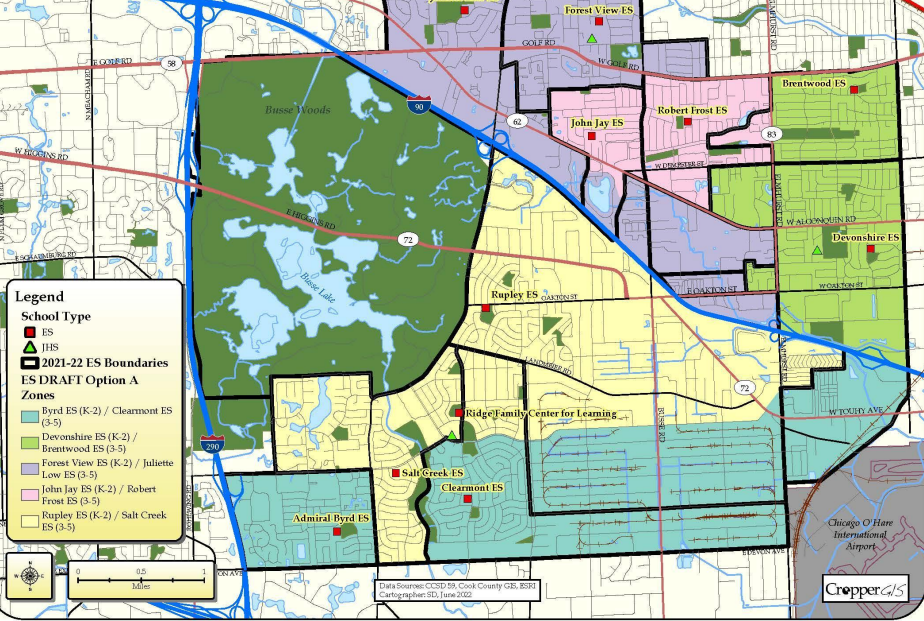




Implications of Status Quo

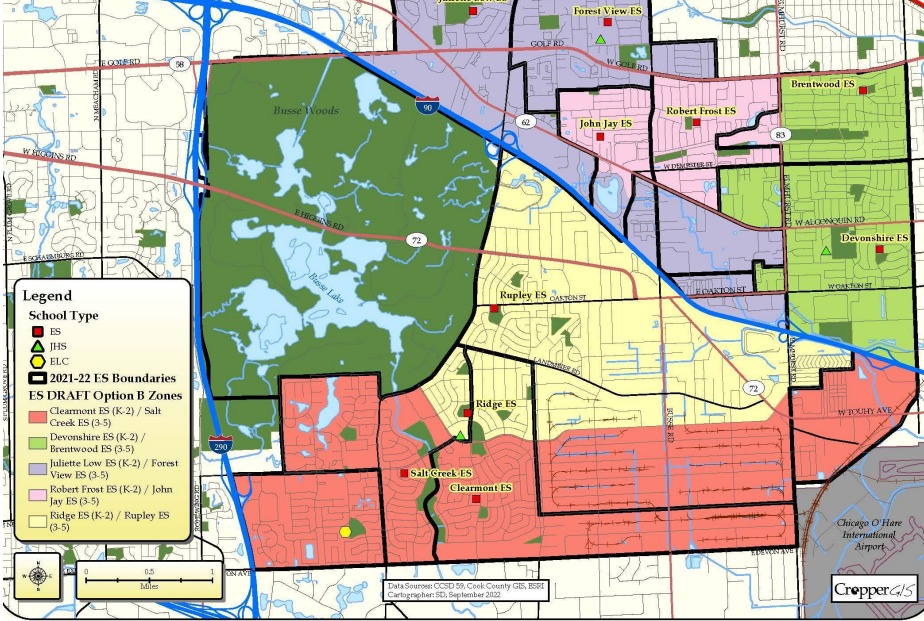
- Shift from a “per building” resource allocation to a “student needs” resource allocation.
- Consolidate Dual Language programs (one-way and two-way) and adjust program locations based on numbers of students.
- Move staff to meet class size fluctuations.
- Accept significant class size ranges or return to multi-grade classrooms.
- Accept significant transportation route times and ranges for students.
- Consider long-term and expanded use of portable classrooms and/or building additions.
- Continue with inconsistent opportunities for collaboration for teachers across grade levels and programs.

Community Consolidated
School District 59, IL
ES DRAFT Option A



DRAFT OPTION A

Community Consolidated
School District 59, IL
ES DRAFT Option B



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)
 - 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.

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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.



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



Small Group Work

- Greatest positive and greatest negative about:
 - Maintaining Status Quo
 - Transition to School Pairings
 - Areas to Consider:
 - Teacher Collaboration
 - Teacher Hiring & Retention
 - Programs: SPED, TDP, DL
 - Parental Involvement
 - Student Outcomes
- Transition Considerations:
 - Short-Term: How do we support the change process for students, families, & staff?
 - Long-Term: How do we annually prepare students and families for transition between 2nd and 3rd grade?



Next Steps

- Board Meeting: Presentation & Discussion
 - Monday, October 10th
- Board Meeting: Final Recommendation & Discussion
 - Monday, November 14th
- Community & Staff Building Presentations
 - October-November
- Board Meeting: Anticipated Board Action
 - Monday, December 12th



Thank you for your participation!