

PATHS/PAGES/PACES (P3) STATE OF THE DISTRICT

March 13, 2019



- ▶ Introductions - PATHS Co-Chairs
- ▶ Meeting Purpose – PATHS Co-Chairs
- ▶ Housekeeping – Dr. Bob McBride
- ▶ State of the District Address - Dr. Karen Sullivan & Dr. Ivette Dubiel

AGENDA

Meeting Purpose

- ▶ P3 Coalition is a partnership of District 204 African American parent groups:
 - ▶ Parents and Administrators Together Helping Students (PATHS) established in 2010,
 - ▶ Parents Advocating for the Greater Enrichment of Students (PAGES) established in 2013, and
 - ▶ Parents and Administration Collaborating to Enrich Students (PACES) established in 2016.
- ▶ • P3 and District 204 collaboration (April 2016)

P3 Coalition Initiatives

- 1) Increase the number of African American Teachers in District 204
- 2) District Wide Equity and Cultural Sensitivity Training
- 3) Academic Programs in support of African American Students
- 4) Existing District 204 Program assessment for effectiveness
- 5) Transformation of the District's Extracurricular Activities Culture
- 6) Reduction in the behavior/suspensions for African American Students

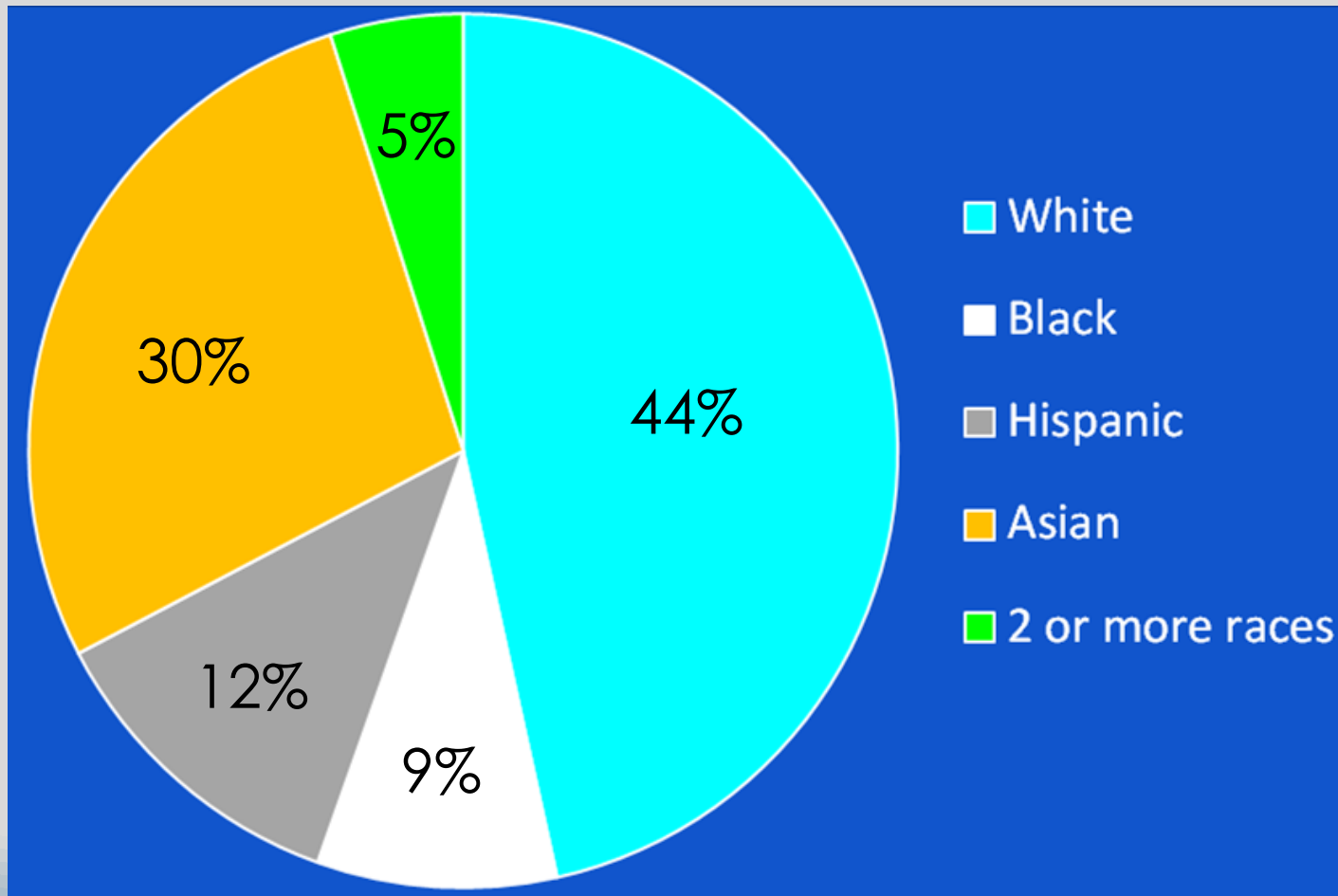
State of the District Presentation

By Dr. Karen Sullivan

- ▶ District Demographics
- ▶ Academic Growth
- ▶ Discipline Data
- ▶ Recruitment and Retention of Diverse Workforce
- ▶ Professional Learning—Equity and Cultural Proficiency

AGENDA

District Demographics



- ▶ **Make data driven decisions to programs**
 - ▶ (e.g., EOS, Discipline, Extracurricular data)
- ▶ **Provide culturally relevant curriculum and instruction**
 - ▶ (e.g., preschool, 1:1, PA/Accelerated Math inclusion)
- ▶ **Extend learning opportunities to mitigate learning loss**
 - ▶ (e.g., summer bridge program, summer reading programs)

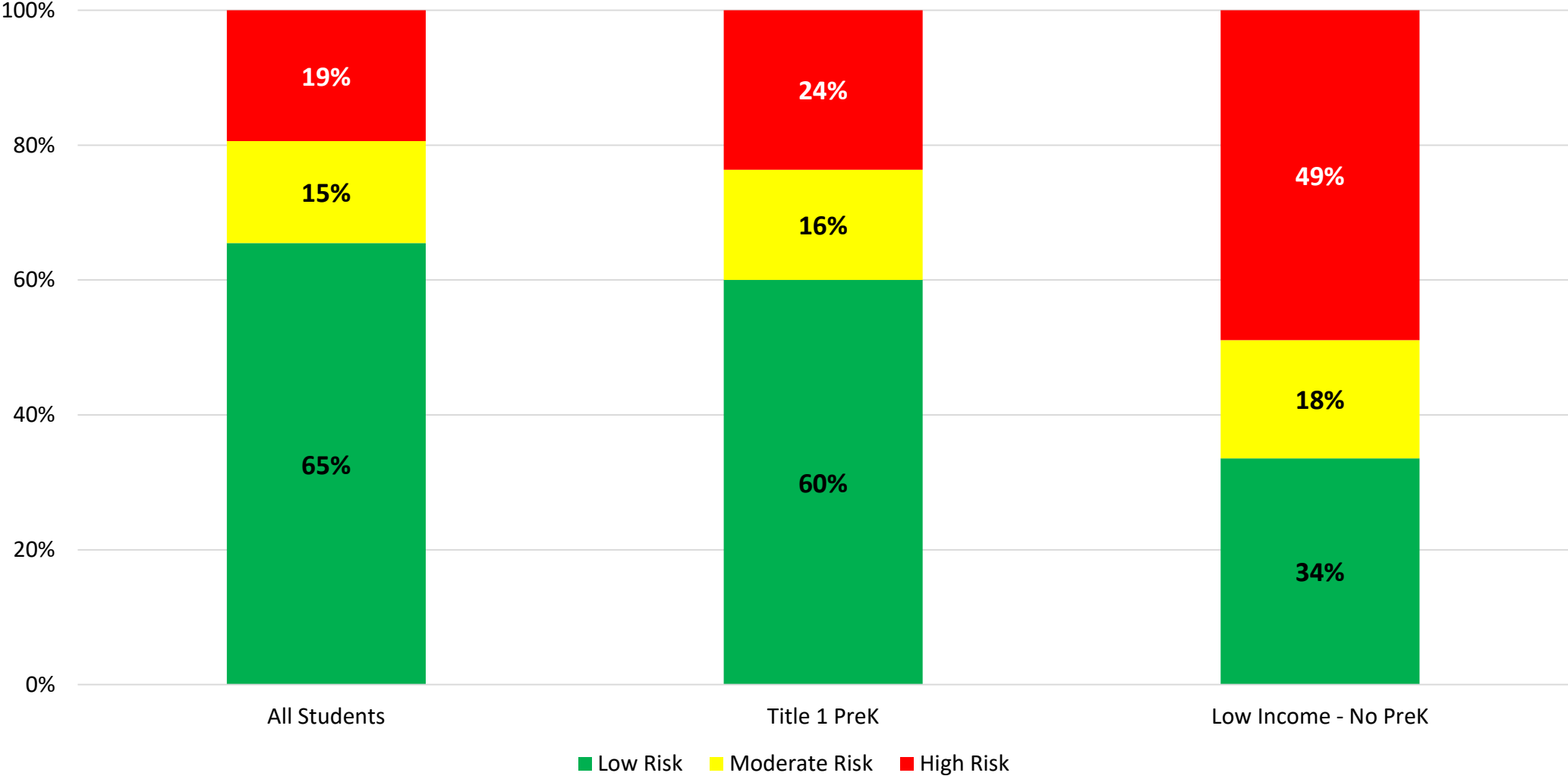
EQUITY IMPLEMENTATION PLAN GOALS

- ▶ Pre-kindergarten
- ▶ Struggling Learners Study—additional intervention time
- ▶ Summer programs for at-risk and talent development for under represented students
- ▶ Summer bridge programs (at-risk freshman)
- ▶ Equal Opportunity Schools (EOS)

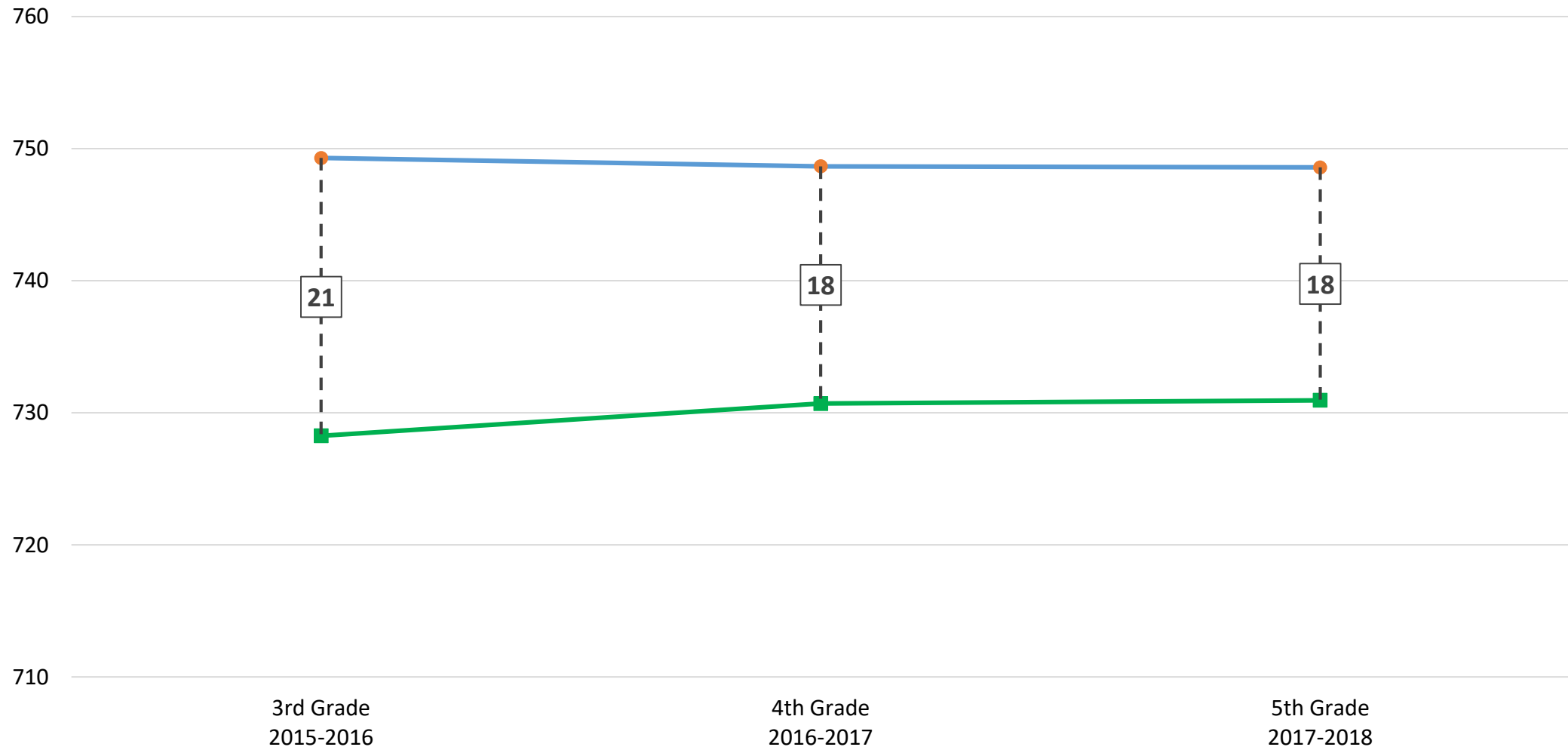
ACADEMIC GROWTH STRATEGIES



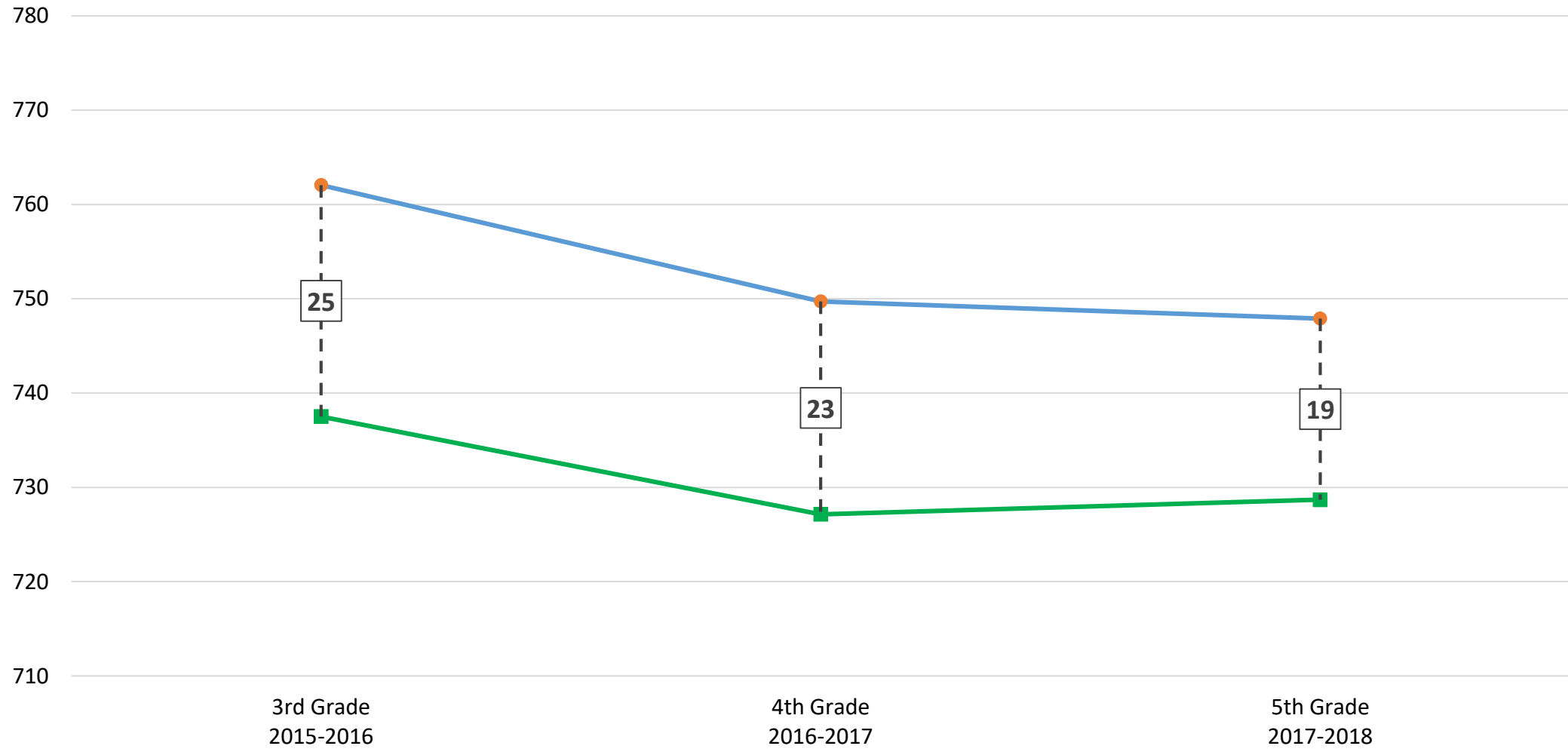
Fall aimswebPlus Early Literacy - Current Kindergarten



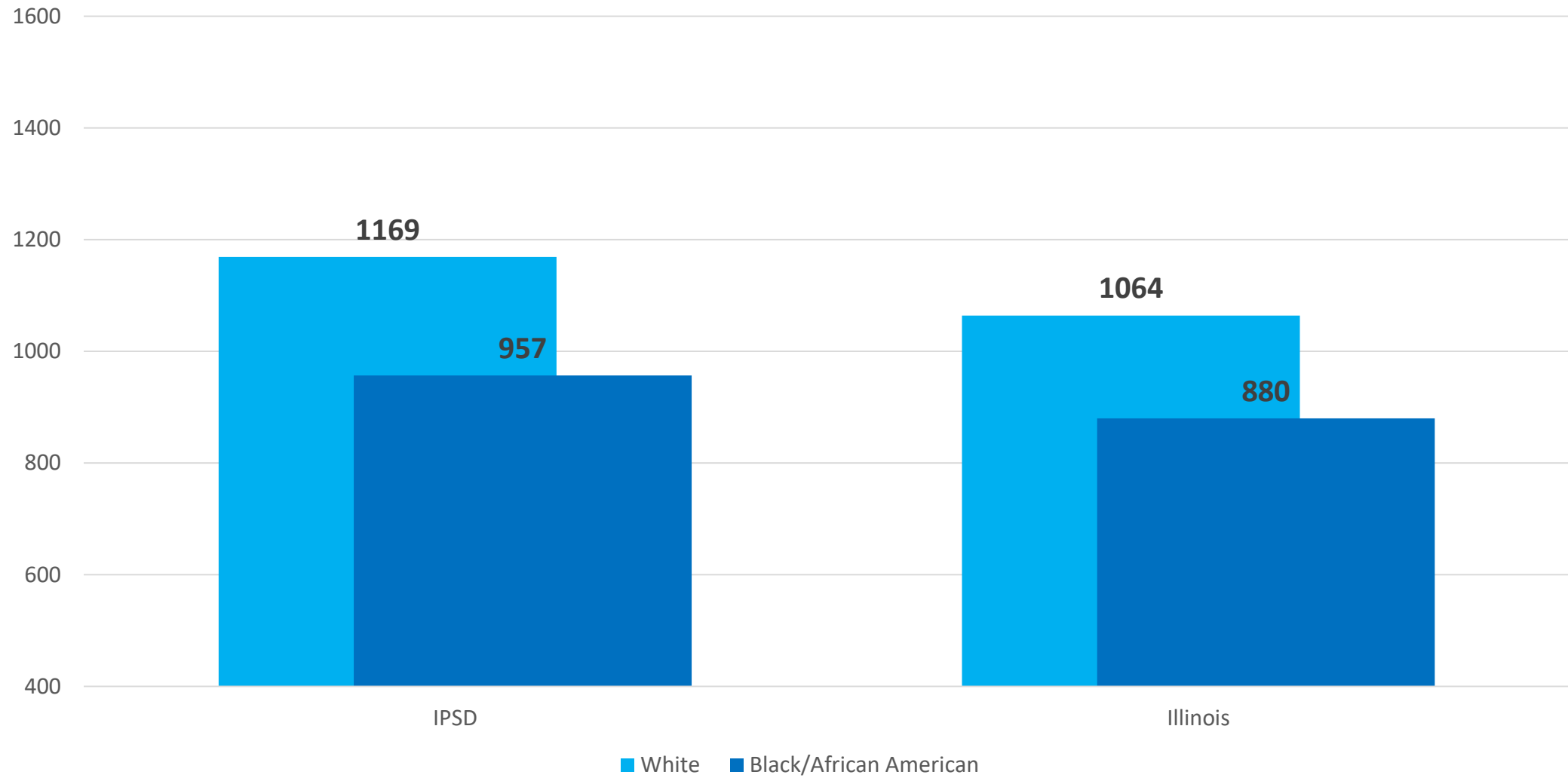
Gap - Average PARCC ELA Scores Three Year Cohort - 5th Grade in 17-18



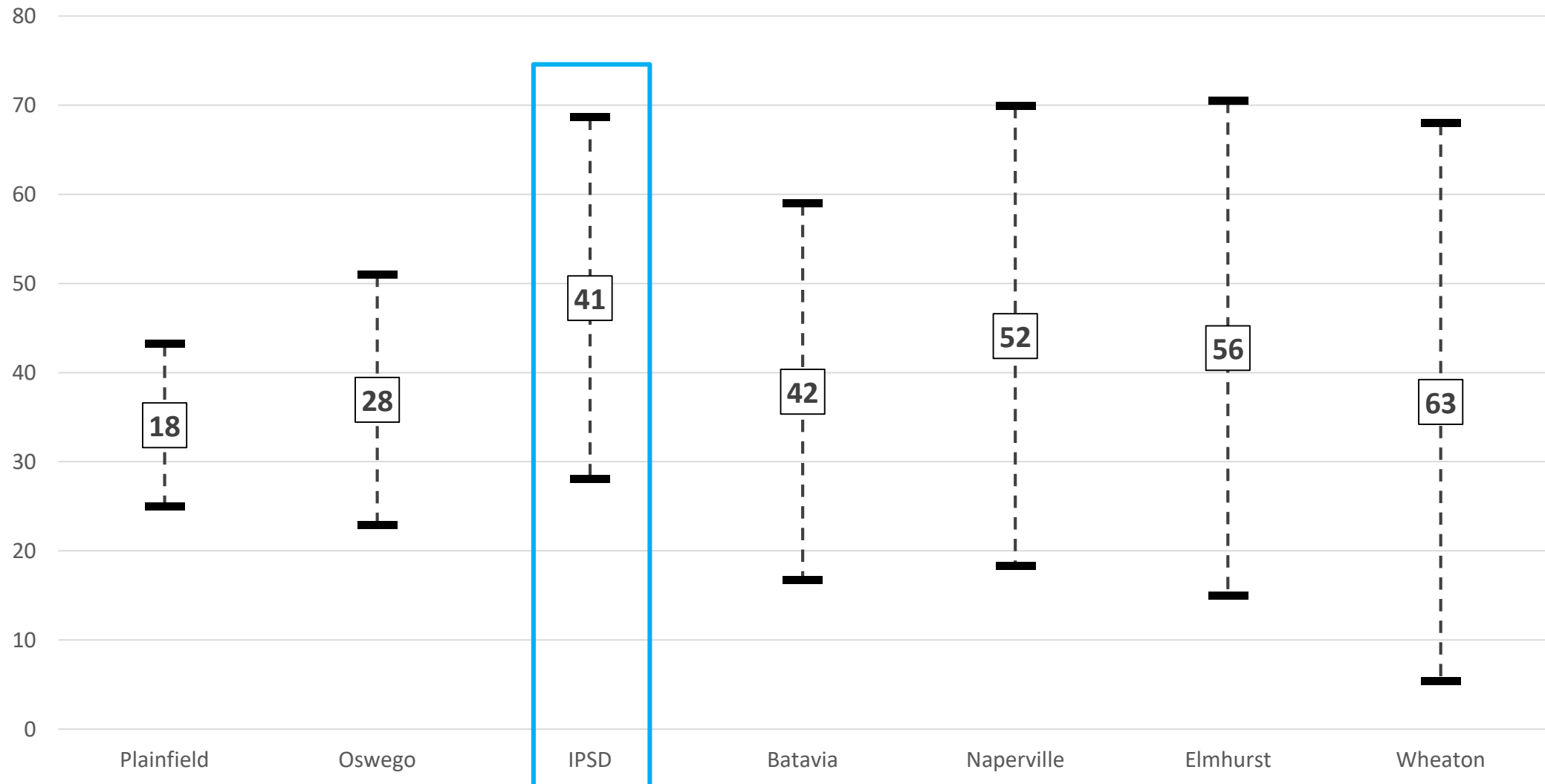
Gap - Average PARCC Math Scores Three Year Cohort - 5th Grade in 17-18



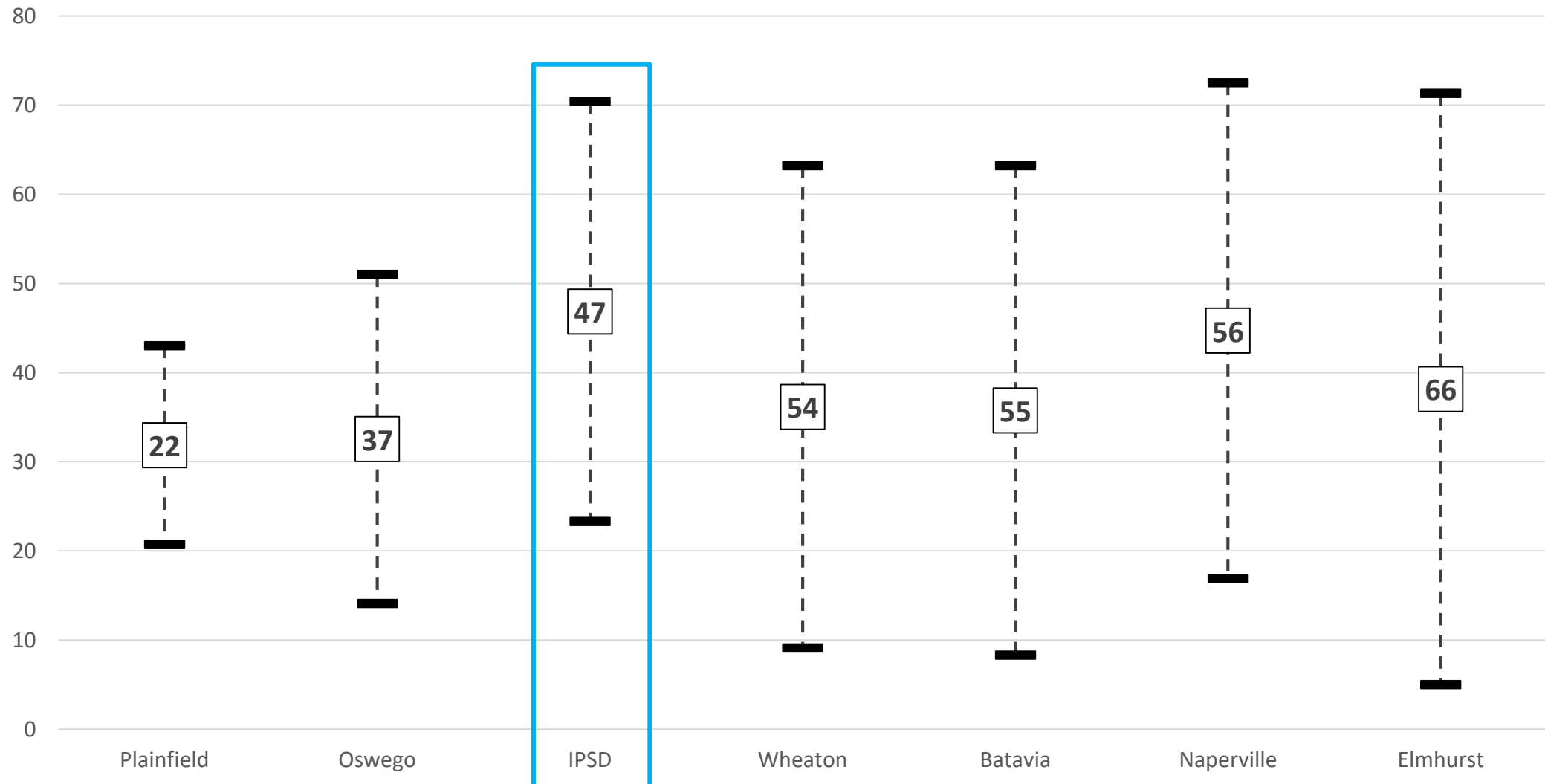
2018 SAT Average Total Score



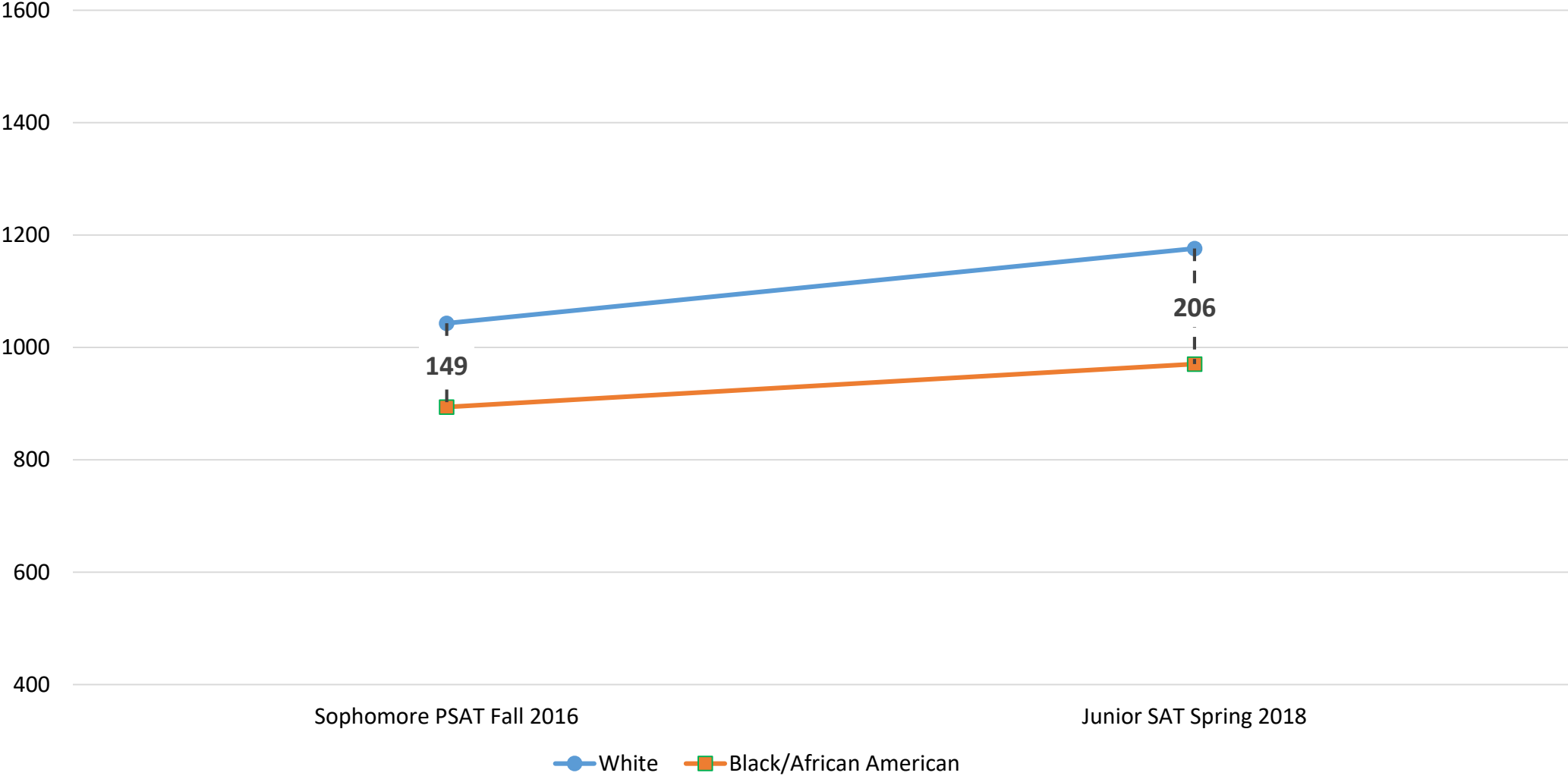
Gap - SAT EBRW - Percent of Students Meeting ISBE Cut Score for Proficiency



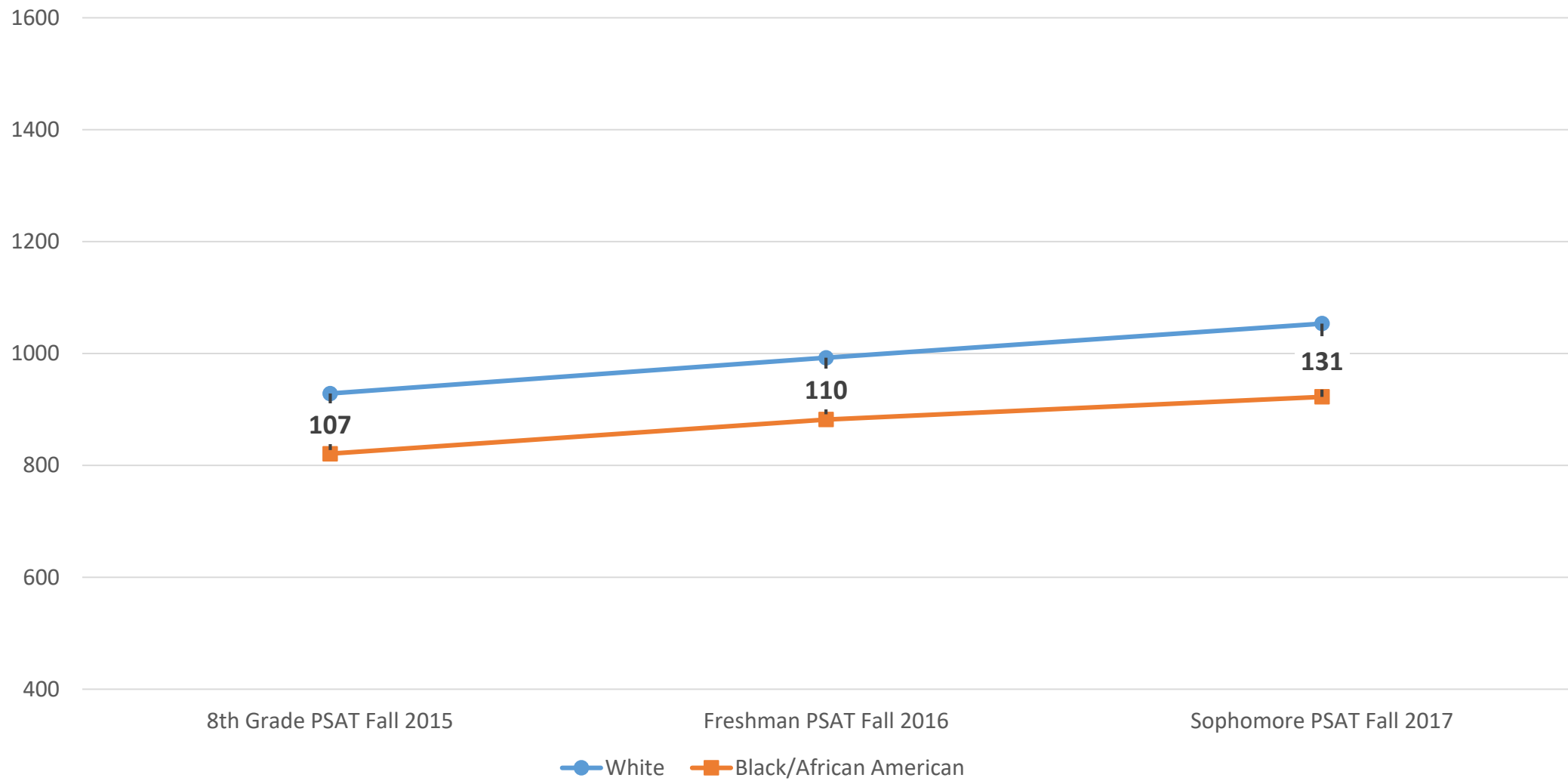
Gap - SAT Math - Percent of Students Meeting ISBE Cut Score for Proficiency



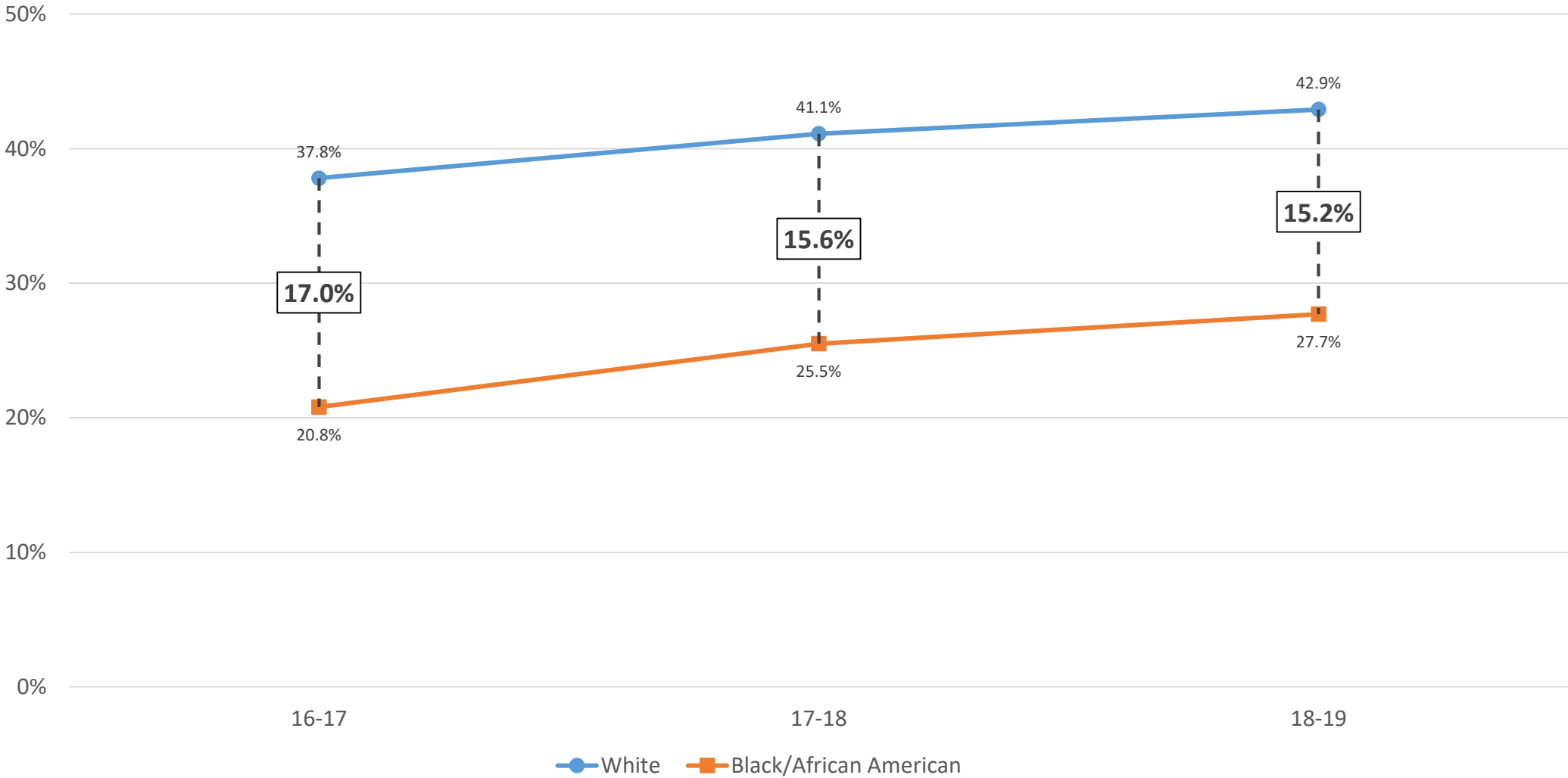
Cohort Growth - Sophomore PSAT to Junior SAT - Current Seniors



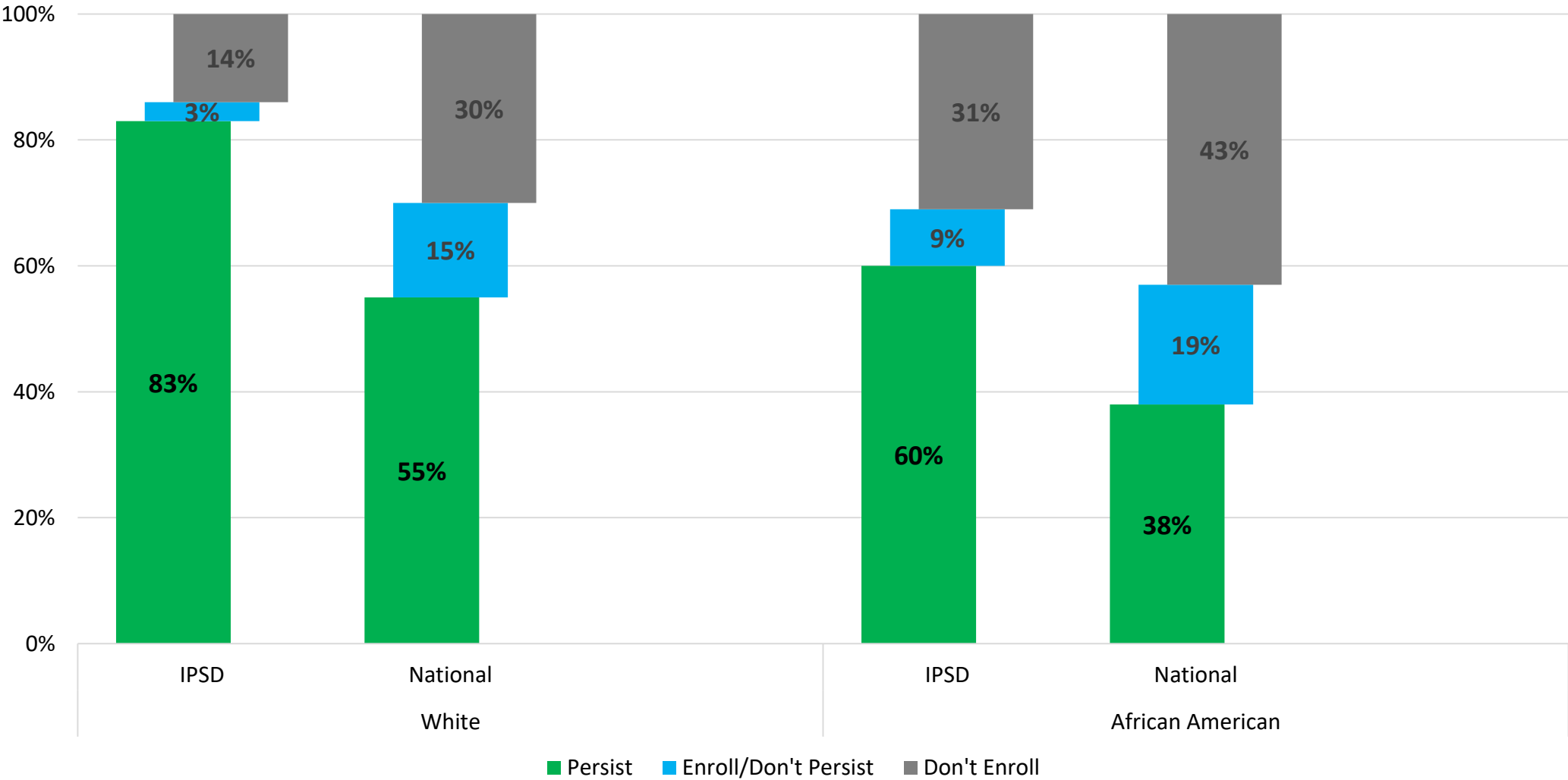
Cohort Growth - 8th Grade PSAT to 10th Grade PSAT - Current Juniors



Gap - Percentage of Group Enrolled in AP



College Enrollment and Persistence - Class of 2016



SAT Suite Changes

	2017-2018		2018-2019	
8 th Grade	PSAT 8/9		PSAT 8/9	
9 th Grade	PSAT/NMSQT			PSAT 8/9**
10 th Grade	PSAT/NMSQT			PSAT 10**
11 th Grade	PSAT/NMSQT	SAT**	PSAT/NMSQT*	SAT**

* For the 2018-2019 school year, the PSAT/NMSQT became voluntary.

** State mandated assessments

- ▶ Review discipline data and restorative practices in accordance with P.A. 99-456 with the goal of decreasing disparities across groups


EQUITY IMPLEMENTATION PLAN GOAL

P.A. 99-456

Possible Reasons for OSS



Threat to
school safety



Disruption to
other students'
learning
opportunities

2017-2018 OUT-OF-SCHOOL SUSPENSION (OSS) DATA

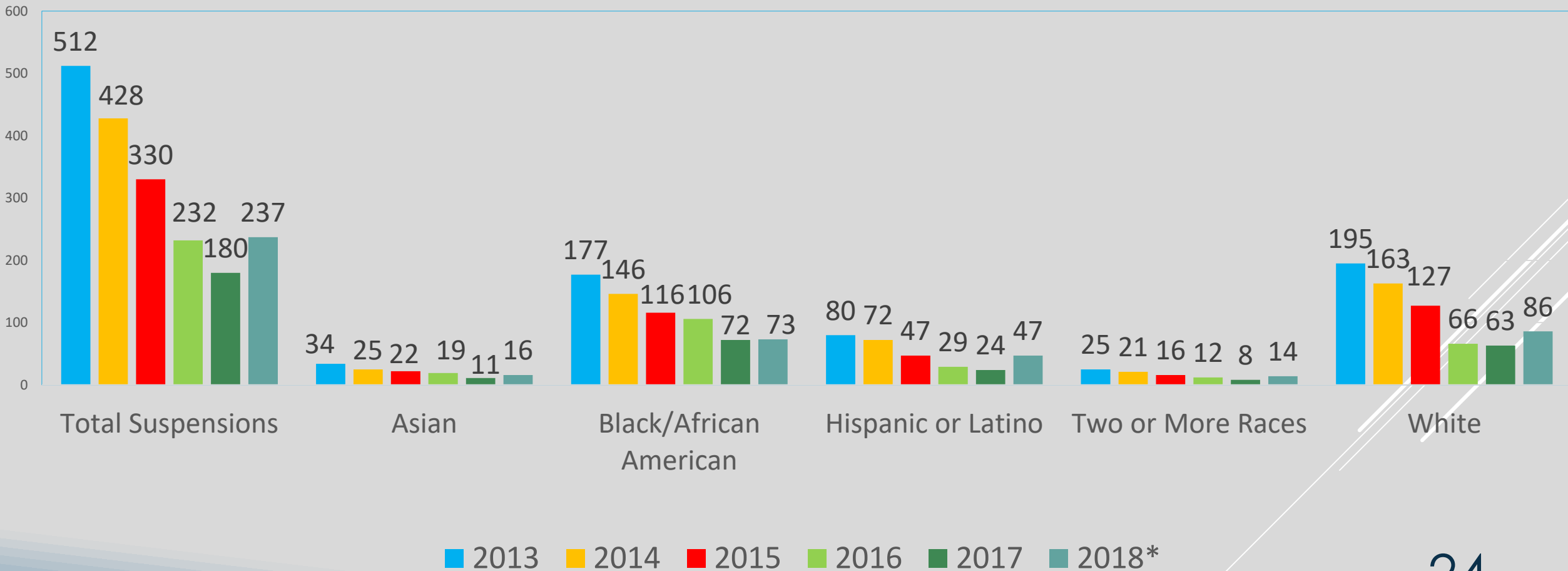
District Overall – 28,454 student enrollment

1.1% of students (313 students) received an OSS

- Elementary: 0.2% of students (19 students) received an OSS
- Middle: 0.9% of students (63 students) received an OSS
- High: 2.5% of students (237 students) received an OSS


6-YEAR SUSPENSION DATA - HIGH SCHOOL

Out of School Suspensions - # of Students with Suspensions



OSS HIGH SCHOOL INFRACTIONS

Physical Aggression
Gross Insubordination
Drugs
Disorderly Conduct
Vaping/Tobacco



Interventions

- **Parent Re-entry meetings**
- **360 Youth Referral**
- **Parental & Student Education about Vaping**
- **Restorative Justice Circles**
- **Mentor Assignment**
- **Social Emotional Learning (SEL) Activities in ISS**

MULTI-TIERED SYSTEM OF SUPPORT

- Universal
 - Positive Behavior Intervention & Supports(PBIS)
 - Building a positive climate/culture
 - Increased professional development for principals and staff
 - Restorative justice, Understanding Implicit bias, De-escalation training
- Targeted
 - Components of restorative justice
 - Creative responses/alternatives to suspension
 - Increased parental contact (proactive communications, re-entry meetings)
 - Expanded collaboration with 360 Youth Services & other community resources

MULTI-TIERED SYSTEM OF SUPPORT

Evaluation

- District/Grade/House level review of discipline
 - Assistant Superintendent, Principals, Assistant Principals, and Deans discuss the following:
 - Review of behavior scenarios
 - Focus on equity across all student groups
 - Analyze trends for potential bias
- Review of individual student infractions
- Analyze infractions for potential bias
- Consultation with district administration regarding incidence anomalies
- Review of student supports

- ▶ Increase the number of highly qualified diverse staff members

EQUITY IMPLEMENTATION PLAN GOAL

National

- ▶ From 2008 to 2016, teacher candidates enrolling and completing teacher prep programs decreased by 23%

Illinois

- ▶ From 2010 to 2016, teacher candidates enrolling and completing teacher prep programs decreased by 53%

TEACHER SUPPLY TRENDS

2010-2011

- ▶ 32,433 (any student enrolled at any level)
 - ▶ 24,659 – White
 - ▶ 2,494 – Hispanic/Latino
 - ▶ 2,204 – Black or African American
 - ▶ 920 – Asian
 - ▶ 463 – Two or more races
 - ▶ 128 – American Indian, Pacific Islander, Native Alaskan, or Native Hawaiian

2015-2016

- ▶ 12,763 (any student enrolled at any level)
 - ▶ 9,178 – White
 - ▶ 1,424 – Hispanic/Latino
 - ▶ 766 – Black or African American
 - ▶ 460 – Asian
 - ▶ 345 – Two or more races
 - ▶ 58 – American Indian, Pacific Islander, Native Alaskan, or Native Hawaiian

TEACHER PREPARATION ENROLLMENT BY RACE/ETHNICITY

- ▶ We want to hire the best, most highly qualified candidates while at the same time trying to increase the diversity of our workforce.
- ▶ 8.5% of our new licensed hires were persons of color.
- ▶ The overall percentage of licensed staff of color increased to 11.0%.
- ▶ 33.6% of our classified and non-bargaining hires were persons of color.
- ▶ 33% of our administrator hires were persons of color.

DIVERSITY IN OUR WORKFORCE

	White	Asian	Black/ African American	Hispanic/ Latino	Two or More Races	Native American & Pacific Islander
Students	46.5%	28.1%	9.0%	11.6%	4.5%	.3%
Teachers	89%	3.3%	3%	3.7%	.6%	.3%

TEACHER TO STUDENT DEMOGRAPHIC COMPARISON

- ▶ Thank you to PAGES, PACES, and PATHS for your collaboration
- ▶ Staff recruitment
 - ▶ Recruitment fairs
 - ▶ Video interviewing pilot
 - ▶ HBCU's—Jackson State and Mississippi State upcoming
 - ▶ Grow Your Own
- ▶ Supports
- ▶ Substitutes

RECRUITMENT & RETENTION STRATEGIES

- ▶ Provide quality professional growth opportunities for staff
- ▶ Provide equity resources for staff

EQUITY IMPLEMENTATION PLAN GOAL



SY 2014-15

- Equity Training for new Certified Staff (requirement)

SY 2015-16

- Equity Training for new Certified Staff (requirement)
- Begin Phase I: Cultural Proficiency (requirement)
- Expanded professional learning opportunity
Interactive Instructional Strategies for Engaging Learners
- Overview of Educational Equity

SY 2016-17

- Equity Training for new Certified Staff (requirement)
- Completed Phase I: Cultural Proficiency
- Cohort #1, 32-hour IPSD Academy
- Expanded professional learning opportunities

Building Upon Our Cultural Proficiency: Muslims in America

Differences Brave: Beyond Assimilation & Color Blindness

Relationship Building through a Cultural Lens

Understanding the Root Causes of the Achievement Gap

SY 2017-18

- Equity Training for new Certified Staff (requirement)
- Begin Phase II: Understanding Implicit Bias (requirement)
- Cohort #2 and Cohort #3, 32-hour IPSD Academy
- Expanded professional learning opportunities
Building Upon Our Cultural Proficiency: Muslims in America
Strategies for ALL students (low-income and boys)
- Students
Conversations that Matter to You
- 4-hour Summer Academy on Implicit Bias

SY 2018-19

- Equity Training for new Certified Staff (requirement)
- Complete Phase II: Understanding Implicit Bias (requirement)
- Expanded professional learning opportunities

Connecting Identities

Content + Cultural Responsiveness

Cultural Responsive Practices

Cultural Norms of an Affinity Group: Black/African American Experience

Inclusivity Practices: Transgender Student & Community

Microaggressions

SEL with an Equity Lens

- Cohort #4, 32-hour IPSD Academy
- Students

Changing Demographics & Growing Expectations for Future Educators

Conversations Circles

SY 2018-19 (continued)

- Equity PD Menu
 - Equity PD 201: Practical Applications to Address Biases*
 - Equity PD 202: Cultural Responsive Practices*
 - Equity PD 203: Cultural Norms of an Affinity Group (customizable)*
 - Equity PD 301: Equity Literacy*
 - Equity PD 302: Content + Cultural Responsiveness (customizable)*
 - Customizable, upon request*
- Middle School Social Studies Curriculum Teams
 - An Equity Lens on Teaching Social Studies*
- Substitute Training (in-planning)

INFORMATION SHARING AND PRESENTATIONS

For D204 Families

Cultural Proficiency Continuum: A Conversation

Examining Our Students' Concept of Self

Overview of Educational Equity

What does culture mean to you and your family?

External Presentations

A Diverse Employer: Commitment to Educational Equity

Asian Indian Parent/Community Needs

Advancing Educational Equity: Collaboration between District and ROEs

Advancing Equity for Agency Organization (Washington, DC)

Cultural Proficiency Continuum: A Conversation (UT, PA)

Internal Equity Audits to Develop a Systemic Strategic Plan

SAMRi Teacher Camp - Using Technological Tools, Literature & Other Resources to Decrease Implicit Biases

School, Home & Community

Professional
Collaboration

Diverse Learner-
Ready Teacher
Network (ISBE)

DuPage ROE
Equity and
Excellence
Committee

Illinois Coalition of
Educational Equity
Leader (ICEEL)

Thank You!

ADDITIONAL QUESTIONS

Pending Initiatives

- ▶ Existing District 204 Programs assessment for effectiveness
- ▶ Transformation of the District's Extracurricular Activities Culture

Upcoming Meetings

- ▶ Candidates Forum Fireside Chat hosted by NAACP Education Committee at Cathedral of Grace - St. John, 2950 Bilter Rd, Aurora on Tuesday, March 19, 2019. Meet & Greet 5:30-6pm, Fireside Chat 6-8pm
- ▶ School Board Meetings at District Office, Mondays at 7:00 PM
- ▶ PDAC Parent Engagement: Supporting Learning at Home District Office, Tuesday, April 16th at 7:00 PM
- ▶ African American Parent Group Meetings

PACES	PAGES	PATHS
	Monday, April 8, 2019	Monday, April 22, 2019