



# **Strategic Framework**

## ***Equitable Access to Educational Programs***

**June 2024**

# Focus Areas

**FOCUS  
AREAS**

1

Establish a district-wide system of social-emotional learning and support

2

Build equitable systems and support throughout the district

3

Increase E-12 opportunities for career exploration and preparation



# Focus Area: Equity

1

Establish a district-wide  
system of  
social-emotional  
learning and support

- Diverse classrooms & schools
- Staff quality & diversity
- Resource allocation
- Curriculum, Instruction, & Assessment
- Schools & classrooms
- Student leadership & voice
- Family & community partnerships

# Educational Program Participation

## Table of Contents

- Rigorous courses - High School
- Gifted & Talented - Elementary
- Special Education - K-12

# Rigorous Course Participation - Grades 9-12

<b>Race/ Ethnicity</b>	<b>Enrollment of rigorous courses by race</b>	<b>HS enrollment by race</b>
African American	8.9%	11.6%
Asian	3.0%	2.6%
White	62.8%	45.4%
Hispanic	19.2%	32.5%
Multi-Racial	5.8%	6.5%

In District 197 we define “rigorous course” as one that has the possibility of providing a student college credit in a course offered at Two Rivers. In the 2023-2024 school year, 34 rigorous courses were offered.

# Elementary GT Identification (Tier 2 and 3)

Race/Ethnicity*	District Grade 3 and 4	
	% of District	% of GT
African American	14%	4%
Asian	4%	4%
White	47%	78%
Hispanic	27%	9%
Multi-Racial	7%	6%

One way we are addressing disproportionality in GT identification is through schoolwide enrichment for ALL students in grade 2.

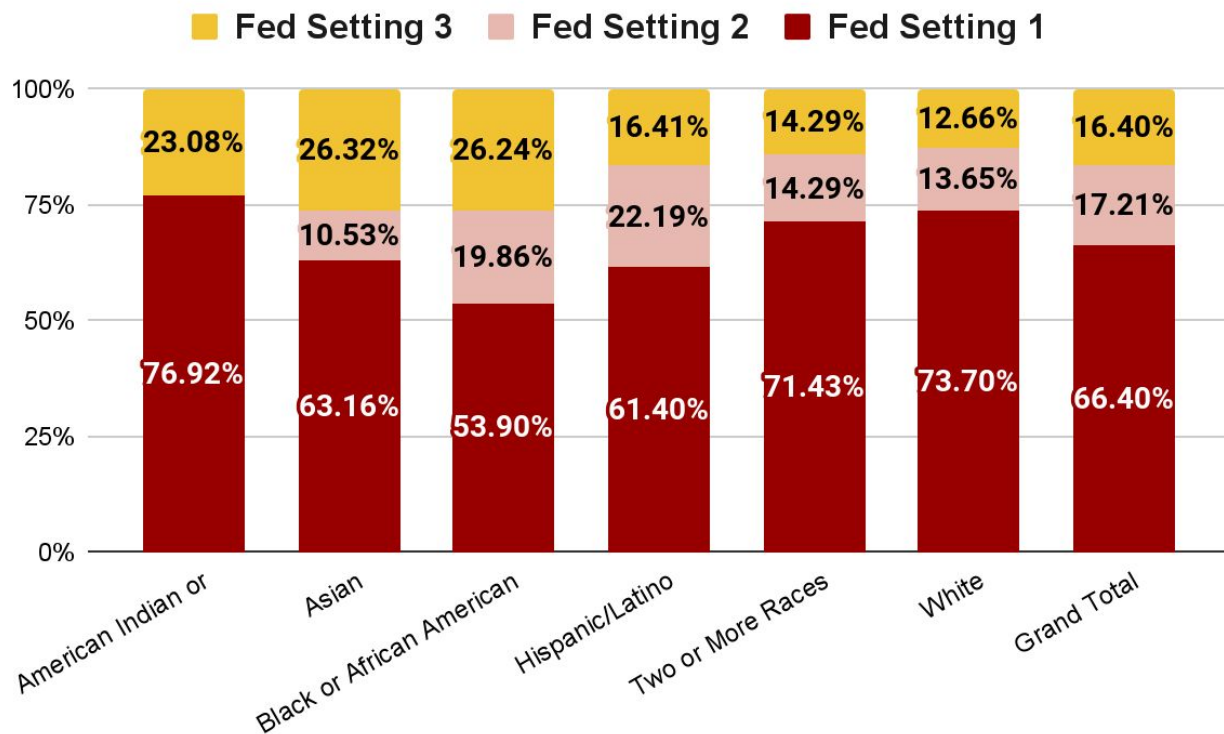
For more information about our identification process and opportunities for students visit out [website](#).

Each site has a proportional amount of FTE based on the # of identified students.

Base FTE is 0.2 (approx 1 hour a day); 0.5FTE is the most FTE at one site. In addition, there is 0.1 FTE for GT program coordination at each site.

\* Race categories with 20+ students

# Special Education by Setting K-12



**Fed Setting I** - Special education services provided outside the general education classroom less than 21% of the time  
**Fed Setting II** - Special education services provided outside the general education classroom 21-60% of the time  
**Fed Setting III** - Special education services provided outside the general education classroom more than 60% of the time

# Disability Category\* by Race^ - K-12

Disability	Black or African American (131)	Hispanic/ Latino (293)	Two or More Races (71)	White (373)
<b>ASD</b>	17.3%	22.2%	8.0%	48.1%
<b>DD</b>	24.0%	24.0%	12.0%	38.0%
<b>EBD</b>	16.1%	27.4%	8.1%	45.2%
<b>OHD</b>	12.0%	32.3%	10.1%	43.0%
<b>S/L</b>	7.3%	27.3%	7.3%	50.7%
<b>SLD</b>	16.1%	43.0%	6.3%	32.9%
Enrollment	12.0%	28.9%	7.3%	46.4%

## Key

**ASD** - Autism Spectrum Disorder

**DD** - Developmental Delay

**EBD** - Emotional Behavior Disorder

**OHD** - Other Health Disability

**S/L** - Speech/ Language

**SLD** - Specific Learning Disability

\*Disability Categories with 50+ students ^Race categories with 20+ students