

ILLINOIS STATE BOARD OF EDUCATION MEETING
June 10, 2026

To: Illinois State Board of Education

From: Dr. Tony Sanders, State Superintendent of Education 
Dr. Kimako Patterson, Chief of Staff 
Dr. Michele Morris, Interim Chief Education Officer – Instruction 

Agenda Topic: Approval for Adoption - Illinois Comprehensive Numeracy Plan

Expected Outcome: Approval of the Illinois Comprehensive Numeracy Plan

Materials: Illinois Comprehensive Numeracy Plan – Final Version

Staff Contact(s): Dr. Ronda Dawson, Executive Director of Teaching and Learning
Kirsten Parr, Director of Standards and Instruction
Aimee Sutton, Project Lead for Standards and Instruction

Purpose of Agenda Item

The Standards and Instruction Department requests that the Board authorize the final version of the Illinois Comprehensive Numeracy Plan.

Background Information/History

Revisions made to the second draft of the Illinois Comprehensive Numeracy Plan were based on feedback received between February 19, 2026 and March 27, 2026, through the second round of listening tours, focus groups, and from the written feedback form that was located on the ISBE Numeracy Plan webpage.

Thoughtful review and analysis of the feedback from a diverse group of educational partners, including educators, administrators, Illinois partners and advocacy groups, and community members—the plan has been updated to reflect the needs and priorities identified throughout this development process. During the second round of feedback, the Numeracy team engaged 525 individuals. When combined with the first round of feedback, more than 1,000 points of feedback guided the revisions of the Illinois Comprehensive Numeracy Plan.

The following key changes highlight how stakeholder feedback directly informed and shaped the revisions to the plan:

General Changes:

- Revised the cover design.
- Included a publication information page.
- Included an acknowledgements page to formally recognize contributions from educational partners whose expertise and feedback informed the development of the Numeracy Plan.
- Revised the table of contents to include section subheadings and corresponding page numbers to improve navigation and usability.
- Revised all sections to ensure relevance, eliminate redundancies, and relocate content to the most appropriate sections as needed.
- Added an “Additional Resources” subsection at the conclusion of Sections One through Three, featuring curated books, podcasts, and tools to extend learning and support implementation of the content.
- Ensured each section includes a clear introductory paragraph and a summary or concluding paragraph to promote consistency, coherence, and ease of use throughout the Numeracy Plan.

Vision and Purpose:

- Added clear examples and non-examples of numeracy to strengthen the definition and support shared understanding.
- Incorporated high school-level data in “Why Is This Guidance Important?” to ensure representation across the full K-12 continuum.

- Refined audience descriptions to identify specific sections of the Numeracy Plan most relevant for each reader to support focused use of the document.

Framework for the Evidence-Based Development of Numeracy Skills:

- Streamlined the standards content by consolidating the multi-page table into a single table that outlines grade-level inclusion for each mathematical domain and references other relevant Illinois Learning Standards.
- Expanded the Six Components of Numeracy from brief paragraph descriptions to comprehensive subsections that include a clear definition, rationale, instructional practices, student and teacher moves, grade-level progressions, specialized learning considerations, and assessment considerations.
- Revised terminology to replace the Concrete-Representational-Abstract (CRA) framework with Concrete-Pictorial-Abstract (CPA) to align with current standards-based language and instructional practices.
- Included a high school-level example of the CPA progression to illustrate application of the framework within secondary mathematics instruction.
- Added information on dyscalculia to increase awareness, clarify key characteristics, and support inclusive instructional planning within numeracy instruction.
- Added explicit information describing the relationship among the Standards for Mathematical Practice, the Illinois Learning Standards for Mathematics, and the Six Components of Numeracy to support coherence and alignment across instruction, assessment, and instruction planning.

Educator Professional Learning and Development:

- Expanded the domains of professional learning to include an explanation of the importance of the domain, aligned teacher and leadership actions, and an illustrative example demonstrating the domain in practice.
- Included emphasis on the importance of mathematical knowledge for teaching, highlighting the need for pedagogical content knowledge that extends beyond general mathematical content knowledge to support effective instruction and student understanding.
- Added online and cross district professional learning networks as options to expand access to high-quality professional learning for rural and under-resourced school districts.

Framework for Effective Leadership, Systems of Support, and Implementation Considerations:

- Added language encouraging districts to develop a local numeracy plan aligned to the statewide Numeracy Plan.
- Acknowledged that districts and schools may enter the improvement process at different phases and emphasize the importance of aligning local numeracy planning with existing school and district improvement plans.
- Acknowledged district funding and time constraints and included practical suggestions and strategies to support flexible, scalable implementation of numeracy initiatives within existing resources.
- Expanded examples of data sources to include early childhood measures, as well as student and educator experience data, to support a more comprehensive and developmentally responsive approach to data informed instructional decision-making.
- Included information on change management and addressed potential staff resistance, emphasizing strategies to support communication, building capacity, and fostering collective commitment during numeracy implementation efforts.

Tools and Resources:

- Expanded the list of free and readily available resources included in the section.
- Added additional key terms to the glossary to support shared understanding and consistent use of numeracy related language across the document.

Analysis and Implications for Policy, Budget, Legislative Action, and Communications

Policy Implications: The development of a numeracy plan is an ISBE initiative in alignment with the strategic plan.

Budget Implications: ISBE staff requested funding via the fiscal year 2027 budget process to develop resources and support the implementation of the numeracy plan.

Legislative Action: N/A

Communication: ISBE will communicate with the field regarding the adoption of the plan via ISBE's Weekly Message, a numeracy listserv, an ISBE webpage, and other opportunities for engagement with education partners to ensure districts are aware of this resource.

Board Member(s) Who Will Abstain: N/A

Superintendent's Recommendation:

I recommend that the following motion be adopted:

The State Board of Education hereby approves the Illinois Comprehensive Numeracy Plan to guide and unify numeracy efforts across the state. Its purpose is to offer clarity and direction, enabling education partners to prioritize and coordinate their initiatives effectively, ultimately improving numeracy outcomes for individuals of all ages and backgrounds. The plan was developed in consultation with education partners.

Date of Board Action: June 10, 2026