Illinois' Equity Journey Continuum: Implementing Equity-Focused Efforts to Support PK-12 Students
Agenda

- Welcome and Introductions
- Introduction to ISBE’s Equity Journey Continuum
- Questions from Attendees
- Evanston District 65’s Equity Work and relation to the Equity Journey Continuum
- DeKalb District 428 Equity Work and relation to the Equity Journey Continuum
- Panel with Questions from Attendees
Equity Journey Continuum
Helping you discover, understand, and improve your district’s story
Equity Statement

Illinois has an urgent and collective responsibility to achieve educational equity by ensuring that all policies, programs, and practices affirm the strengths that each and every child brings within their diverse backgrounds and life experiences, and by delivering the comprehensive supports, programs, and educational opportunities they need to succeed.
Why focus on equity?

Because the **data** shows us that in our Illinois education system...

- Low-income students are **underrepresented** in Advanced Placement and gifted/talented.
- English Learners **score below** their peers in math and reading proficiency.
- Students of color are **more often** suspended.
- Students with IEPs are **more often** chronically absent.
An Equity Journey Continuum will be used to publicly indicate where each Illinois school district is on its equity journey.

An Equity Journey Continuum tool will be researched, developed, and incorporated into each district’s public Report Card by the 2022 reporting year.
Equity Journey Continuum Goal

Develop a tool to help school districts improve outcomes for students by increasing access to the educational opportunities, quality programs, supports, and resources needed for success.

- Identify data that reflect access to opportunities and supports.
- Inform a process of system- and culture-level change.
- Connect districts to resources to increase equity for low-performing student groups.
To create a tool for Illinois, we reviewed similar projects and initiatives developed by other states and agencies, including:

**Literature**
- The Education Commission of the States (ECS)
  - Building Educational Equity Indicator Systems: A Guidebook for States and School Districts
  - Identified Equity Indicators (Guidebook)
  - Equity and Excellence: ESSA State Report Cards — A State by State Analysis
    - Provided Equity Indicators (ESSA Analysis)
  - ISBE EAWG Survey of Work Group Members

**North Carolina — Racial Equity Report Card**
- Snapshot of Racial Disproportionalities
- Academic Achievement
- School Discipline and Court Involvement

**Pennsylvania School Boards Association — Pennsylvania Equity Inclusion Toolkit**
- Equity System Continuum
- Equity Toolkit
- Equity Lens Approach

**North Carolina — Racial Equity Report Card**
- Snapshot of Racial Disproportionalities
- Academic Achievement
- School Discipline and Court Involvement

**Pratt Fine Arts Center — Seattle, Washington**
- Pratt Race Equity Continuum For Turning Commitment Into Measurable Results (Continuum Rubric)

**Peralta Community College**
- Online Equity Rubric (2019)
Building Blocks of the Equity Journey Continuum

Area 1: Student Learning

Area 2: Learning Conditions

Area 3: Elevating Educators

Measurable data provided by all school districts

Data that's already collected and reported

Within the district's control

Data that's already collected and reported
Progress along the continuum

Progress along the continuum will be designated by four steps:

1. Large gaps in equity
2. Moderate gaps in equity
3. Small gaps in equity
4. Minimal gaps in equity
Data Review and Verification Tool (DRVT)
Focus area 1: Student Learning

- Advanced course enrollment
- On-time graduation rates
- 8th graders passing Algebra I
- 8th graders enrolled in Algebra I
- KIDS
- IAR, SAT, DLM-AA
- ACCESS

ONLY IN THE DRVT
Focus area 2: Learning Conditions

- Student suspensions
- Student expulsions
- Climate Survey
- Site-based per-pupil expenditures
- Student attendance

ONLY IN THE DRVT
Focus area 3: Elevating Educators

Teacher demographics
Teacher evaluations
Teacher experience & education
Out-of-field teachers
Student demographics
Administrator demographics

ONLY IN THE DRVT

Illinois State Board of Education
Equity Journey Continuum Next Steps

2020-2021
- Adopted as part of Strategic Plan
- Research and development
- Stakeholder engagement via pilot with diverse districts from across the state

2021-2022
- Finalized business rules
- Full stakeholder engagement
- Incorporate feedback into continuum rubric
- Districts preview data February 2022

October 2022
- Visible on Report Card. District report card will display step level in each of three broad areas on the continuum rubric.
Equity Journey Continuum Fact Sheets

Additional resources:
isbe.net/equity
equity@isbe.net

Only available to districts through the Data Review and Verification Tool (DRVT):
  • Rubric
  • Glossary
  • Business Rules (coming soon)
Questions?
Evanston/Skokie School District 65 Racial and Educational Equity Journey

- **2016**
  - Racial and Educational Equity Statement
  - PEP Diversity Series

- **2017**
  - Racial & Educational Equity Policy
  - Annual Achievement Reports

- **2018**
  - Beyond Diversity Workshops
  - Beyond Diversity 2018-20 - District-Wide
  - S.E.E.D. Training
Evanston/Skokie School District 65 Racial and Educational Equity Journey

MIRACLES & 6 Systems

Social Studies Anti-Racism Curriculum Development

Professional Learning Community Cycle

SpEd Co-Teaching Training

2020

Data Reality Checks

Whetstone Observations

Intercultural Development Inventory Assessment

Scholastic/Mapp Framework Series

Emergent Bilingual Curriculum
Evanston/Skokie School District 65 Racial and Educational Equity Journey

- 2020:
  - Teacher Residency Program
- 2021:
  - Golden Apple Partnership
  - Student Assignment Planning
  - Aspiring Leaders Program
- Beyond:
  - Structural Deficit Planning
The Civil Rights Act of 1964 ended segregation in public places and banned employment discrimination on the basis of race, color, religion, sex or national origin and is considered one of the crowning legislative achievements of the civil rights movement.

La Ley de Derechos Civiles de 1964 puso fin a la segregación en lugares públicos y prohibió la discriminación laboral por motivos de raza, color, religión, sexo u origen nacional y se considera uno de los logros legislativos más importantes del movimiento de derechos civiles.
District 65 Student Assignment Planning

**Review**
- Reviewed resource materials, history, and notebook material
- Participated in a compression planning process
- Developed priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>Priority 2</th>
<th>Priority 3</th>
<th>Priority 4</th>
<th>Priority 5</th>
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</thead>
<tbody>
<tr>
<td>Having an actual physical school that is in walking distance for all students</td>
<td>Programmatic access available in walkable distance for all students</td>
<td>Boundaries that allow for a walkable school experience</td>
<td>Using data to resource appropriately based on student needs (specific student groups -- special education, free and reduced price lunch, etc) and monitor success</td>
<td>Ensuring a process that elevates the historically marginalized</td>
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</tbody>
</table>

Walkable Schools and Decreased Transportation
Department lead submits a request using the District 65 Change Management Request Form.

Review Team tracks submissions and prepares them for leadership review and approval.

Requests are either approved, paused, or followed-up with for additional information.

If request is approved, a change can be successfully implemented.
**District 65 Change Management Process - ADKAR Model for Change**

**AWARENESS**

How do you raise awareness of this change? Develop a communication plan and identify your stakeholders who need to know about the change.

**DESIRE**

What is the motivation of your stakeholders to make the change? How do we gain input? Identify why they would resist this change.

**KNOWLEDGE**

How do we do this change? Train your stakeholders and provide them with training and resources to implement this change effectively.

**ABILITY**

How do you empower your audience to feel confident in embracing this change? What level of support will you offer them through the change?

**REINFORCEMENT**

Sustain the change. How do you know the change was implemented successfully? Identify metrics, measurements, and systems to monitor the change.

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**A** - Awareness

**D** - Desire

**K** - Knowledge

**R** - Reinforcement

**A** - Ability

**Change Management**
D428
Dr. Minerva Garcia-Sanchez, Superintendent
DeKalb CUSD 428 At-A-Glance

Location
DeKalb, IL
90 Minutes
West of Chicago

Schools
1 Early Learning Center
8 Elementary Schools
2 Middle Schools
1 High School

Enrollment
6,472 Students
White 38.3%   Black 24.7%
Hispanic 29.2%  Asian 1.4%
Mixed 6.4%

Learner Facts
Low Income 65%
English Learners 15%
Students With IEPs 16%
Chronically Truant 26%
Identify The Gaps

Families & Community ➔ Listening to the voice of our stakeholders

Leaders & Staff ➔ Transparent dialogue with school leaders and staff

Student Voice ➔ Meeting students to learn their needs

Data Analysis ➔ Interrogating the data to understand the narrative
Strategic Plan - Prioritizing Equity

01 Student Achievement
- MTSS to identify and support all students equitably and effectively
- Prioritize academic and social emotional success for black and brown students
- Bolster supports for English language learners and students with IEPs

02 Community Engagement & Marketing
- Partner with community-based organizations to support the holistic needs of students and families
- Make school buildings accessible to the community outside of school hours
- Uplifting parent voice

03 Financial Stability with Equity Lens
- Ensuring funds are allocated to meet the needs of all students
- Strategically fund technological initiatives to mitigate the digital divide
- Salary study to ensure equitable compensation

04 Human Capital Recruitment, Development, & Retainment
- Develop a recruitment and succession action plan aligned to the Diversity Plan
- Engineer a diverse leadership pipeline to "grow our own" within the district
### Strategic Priority 1: Student Achievement

<table>
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<tr>
<th>Equity Elements</th>
<th>Data Elements</th>
<th>1.83</th>
<th>2.7</th>
<th>3.5</th>
<th>2.2</th>
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<td>KIDS Readiness</td>
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<td>Addressing Student Performance Gaps</td>
<td>Assessment: IAR, SAT, and DM</td>
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<td>English Learner Progress in Proficiency and Former ESL Performance in English Language Arts Coursework</td>
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<td>Eighth Graders Passing Algebra 1</td>
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<td>On-time Graduation Rates</td>
<td>Adjusted Cohort 4 Year Graduation Rate</td>
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<td>Equitable Access to High-quality and Rigorous Curricula</td>
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<td>Eighth Graders Enrolled in Algebra</td>
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Note: The diagram illustrates a strategic plan with steps and associated data elements. The values represent key performance indicators (KPIs) for each step.
### Strategic Priority 1: Student Achievement cont.

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<th>LEARNING CONDITIONS</th>
<th>Equity Elements</th>
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<td>Non-exclusionary Discipline</td>
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<td>In-School Suspension Rate</td>
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<td>Strategic Resource Allocation</td>
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<td>Environments</td>
<td>Supportive Environment Ratings</td>
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<td>Teacher Response Rates</td>
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No data
### Strategic Priority 2: Community Engagement & Marketing

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<td>Climate Survey: Parent Response Rates</td>
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<td>Climate Survey: Involved Families Ratings</td>
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<td>Climate Survey: Influence on Decision Ratings</td>
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<td>Climate Survey: Teacher-Parent Trust Ratings</td>
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Strategic Priority 3: Financial Stability with Equity Lens
Strategic Priority 4: Human Capital Recruitment, Development, & Retainment

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<th>ELEVATING EDUCATORS</th>
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<td>Administration and Leadership Demographics</td>
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<td>Access to Effective Teaching, Teacher Effectiveness</td>
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<td>Teacher Out-of-Field and Student</td>
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Question / Answer
thank you