



**EQUITY  
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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*

Illinois State Board of Education

# Equity Journey Continuum

Helping you discover, understand,  
and improve your district's story



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# 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.



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# 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.

## Equity Goal — External

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.



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# Research and References

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

## Other states

### 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

## Other entities

### Pratt Fine Arts Center — Seattle, Washington

- Pratt Race Equity Continuum For Turning Commitment Into Measurable Results ([Continuum Rubric](#))

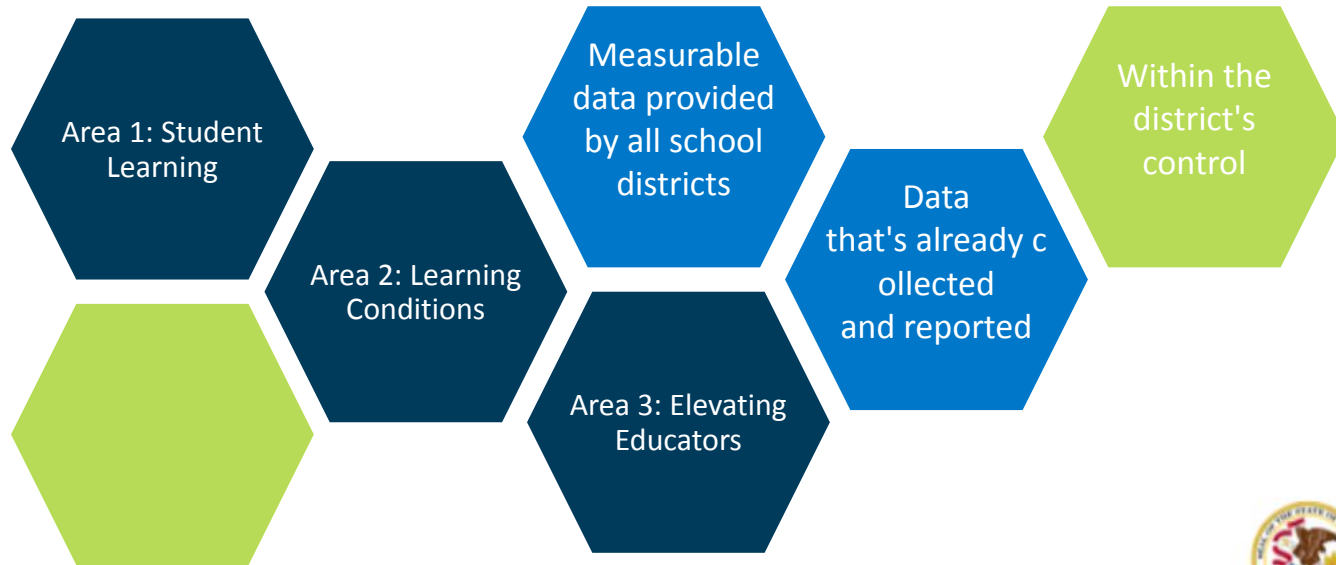
### Peralta Community College

- Online Equity Rubric (2019)





# Building Blocks of the Equity Journey Continuum



# Progress along the continuum

Progress along the continuum will be designated by four steps:



Large gaps  
in equity



Moderate gaps  
in equity



Small gaps  
in equity



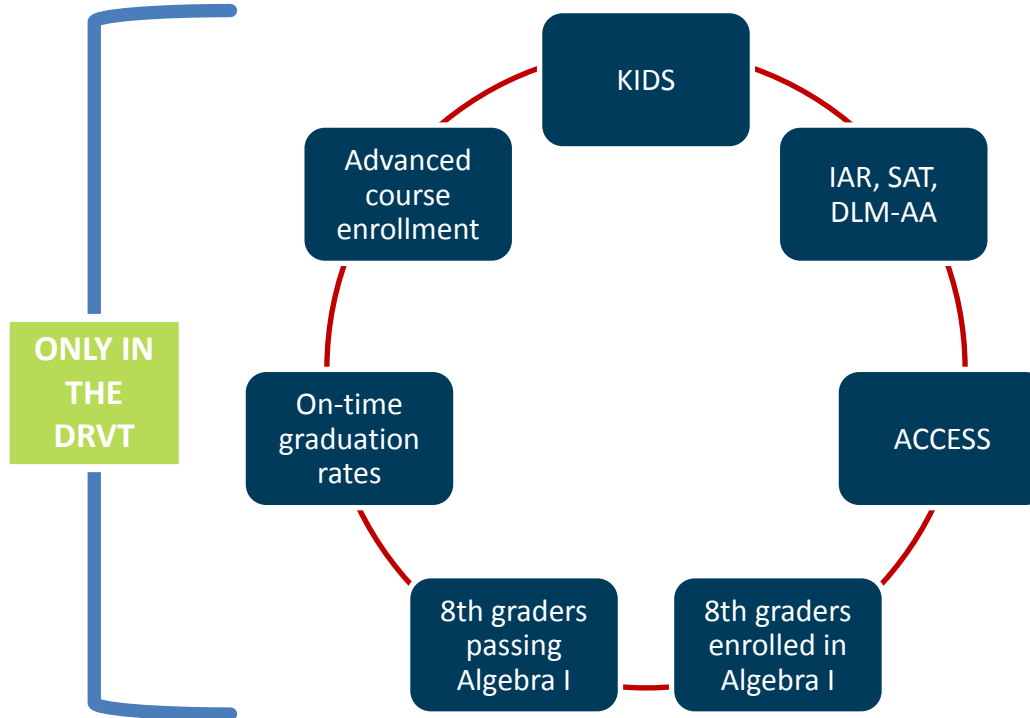
Minimal gaps  
in equity

# Data Review and Verification Tool (DRVT)



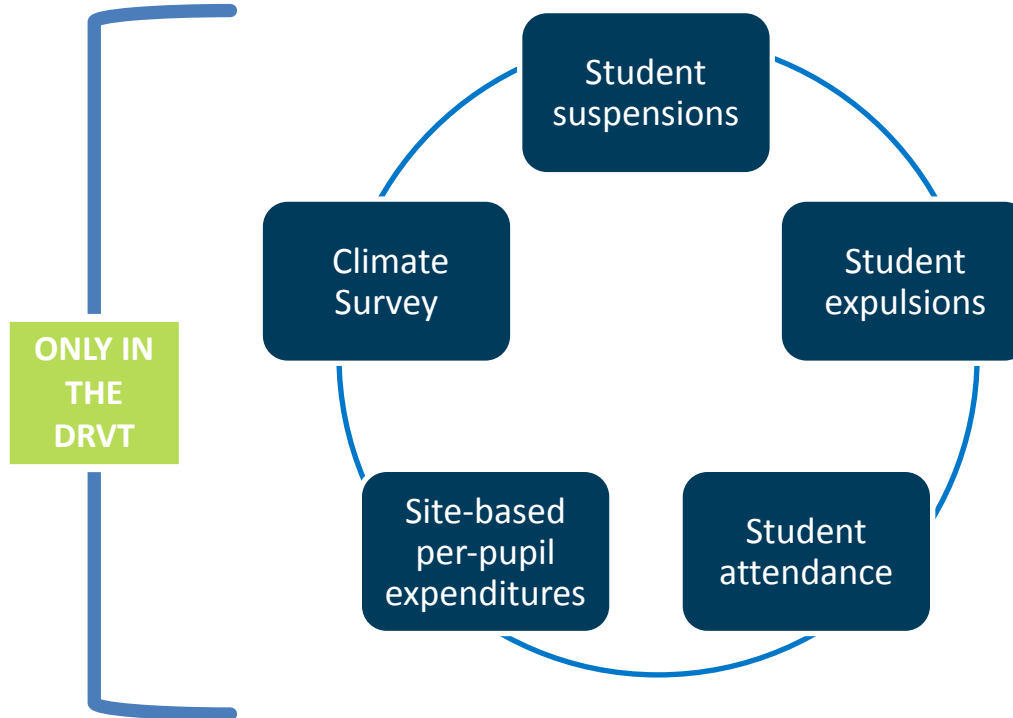


# Focus area 1: Student Learning



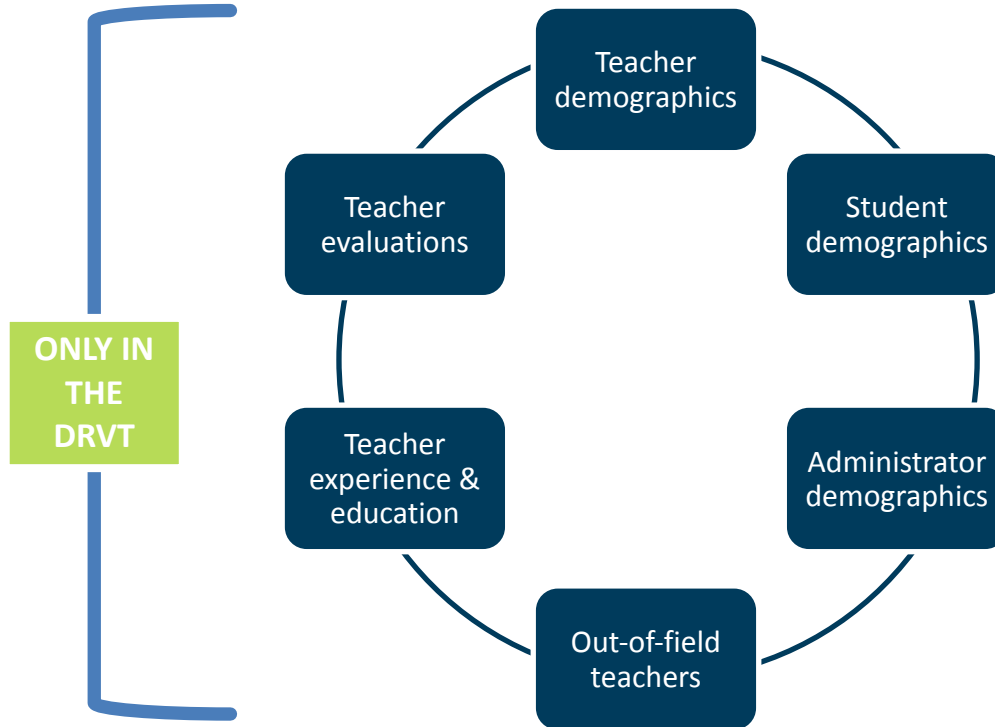


## Focus area 2: Learning Conditions





# Focus area 3: Elevating Educators



# Equity Journey Continuum Next Steps



# Equity Journey Continuum Fact Sheets



Introduction



Data Elements



Four Steps



How to Use



Your Narrative

## Additional resources:

[isbe.net/equity](https://isbe.net/equity)

[equity@isbe.net](mailto:equity@isbe.net)

## Only available to districts through the Data Review and Verification Tool (DRVT):

- Rubric
- Glossary
- Business Rules (coming soon)



# Questions?



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**D65**

# Evanston/Skokie School District 65 Racial and Educational Equity Journey

Racial and Educational Equity Statement

2016



PEP Diversity Series

Annual Achievement Reports

Racial & Educational Equity Policy

2017



Beyond Diversity Workshops

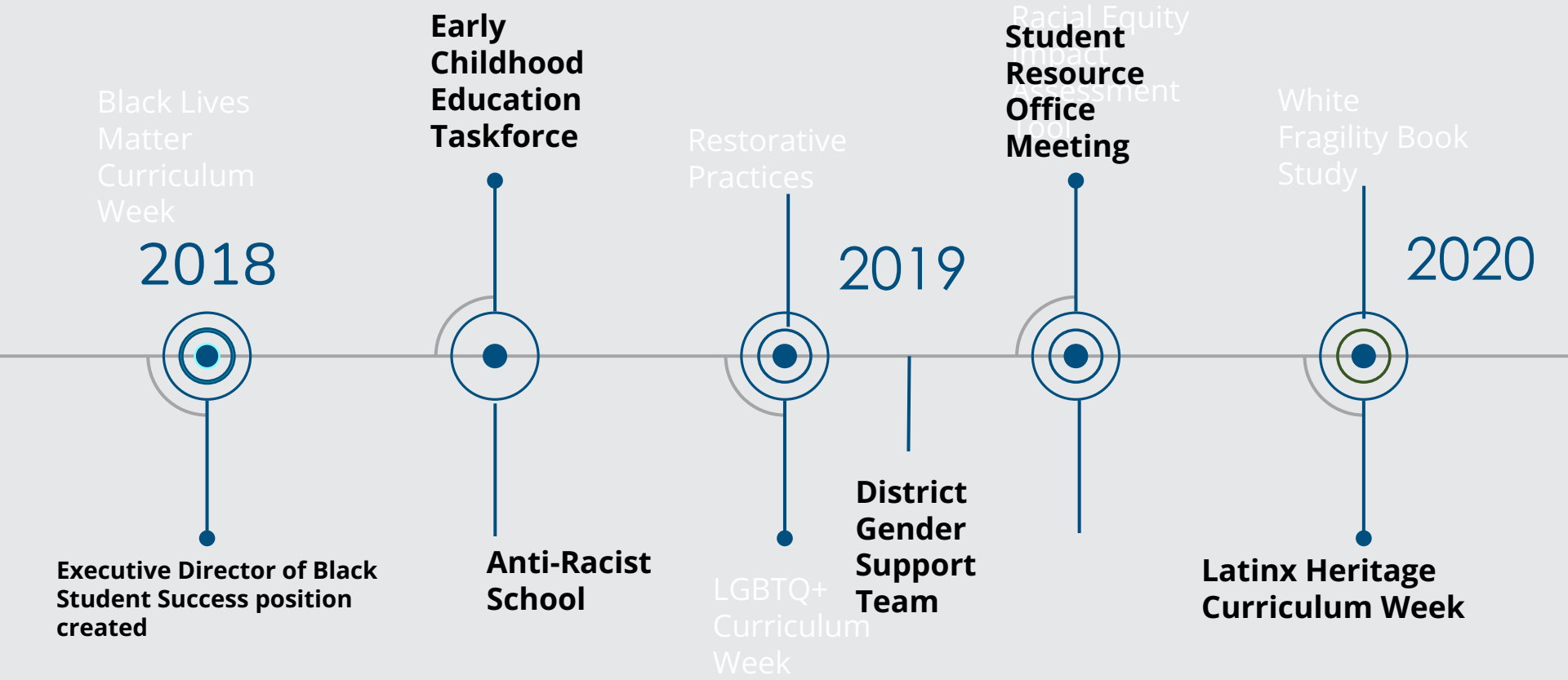
Beyond Diversity 2018-20 -District-Wide

2018



S.E.E.D. Training

# Evanston/Skokie School District 65 Racial and Educational Equity Journey



Black Lives Matter Curriculum Week

2018

Executive Director of Black Student Success position created

Early Childhood Education Taskforce

Anti-Racist School

Restorative Practices

LGBTQ+ Curriculum Week

2019

District Gender Support Team

Student Resource Office Meeting

Latinx Heritage Curriculum Week

White Fragility Book Study

2020

Racial Equity Impact Assessment

Racial Equity Action Plan

# Evanston/Skokie School District 65 Racial and Educational Equity Journey

MIRACLES & 6 Systems

2020

Social Studies  
Anti-Racism  
Curriculum  
Development

Professional Learning  
Community Cycle

SpEd Co-Teaching  
Training



Data Reality  
Checks



Whetstone  
Observations



Intercultural  
Development  
Inventory Assessment

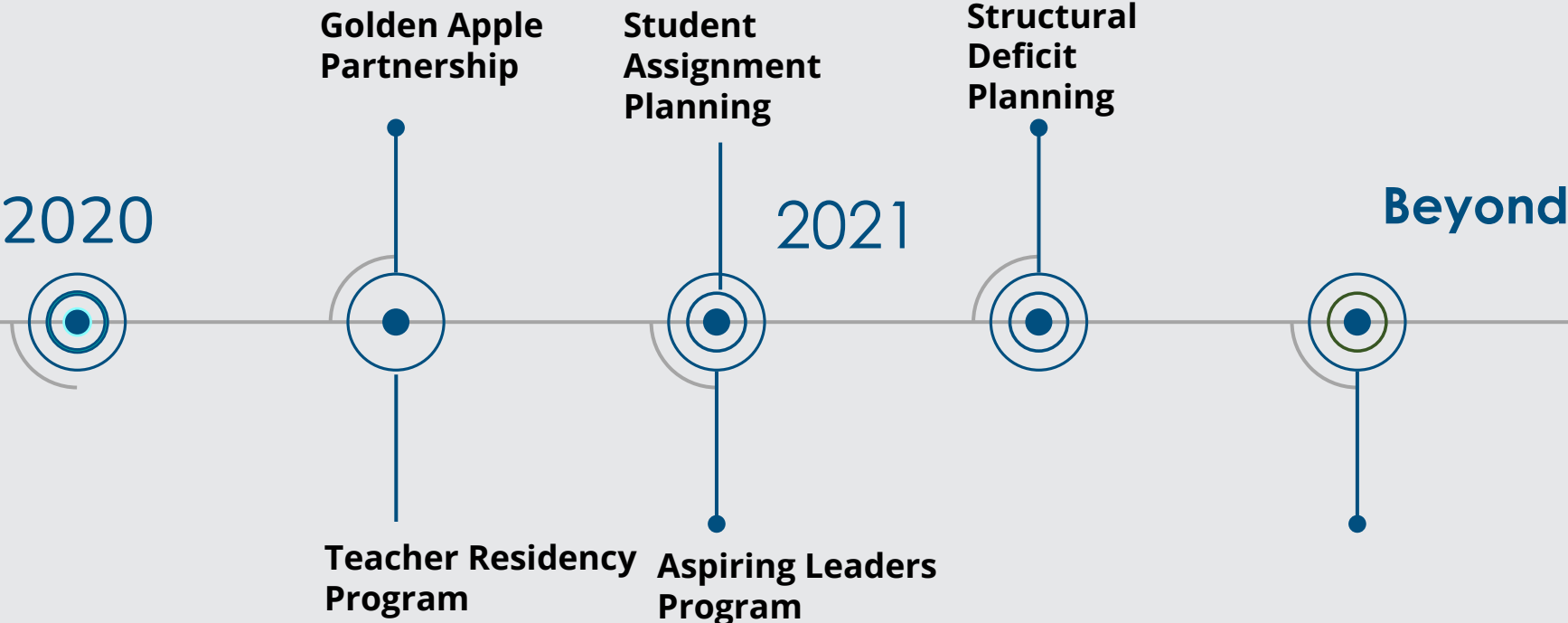


Scholastic/Mapp  
Framework Series



Emergent  
Bilingual  
Curriculum

# Evanston/Skokie School District 65 Racial and Educational Equity Journey





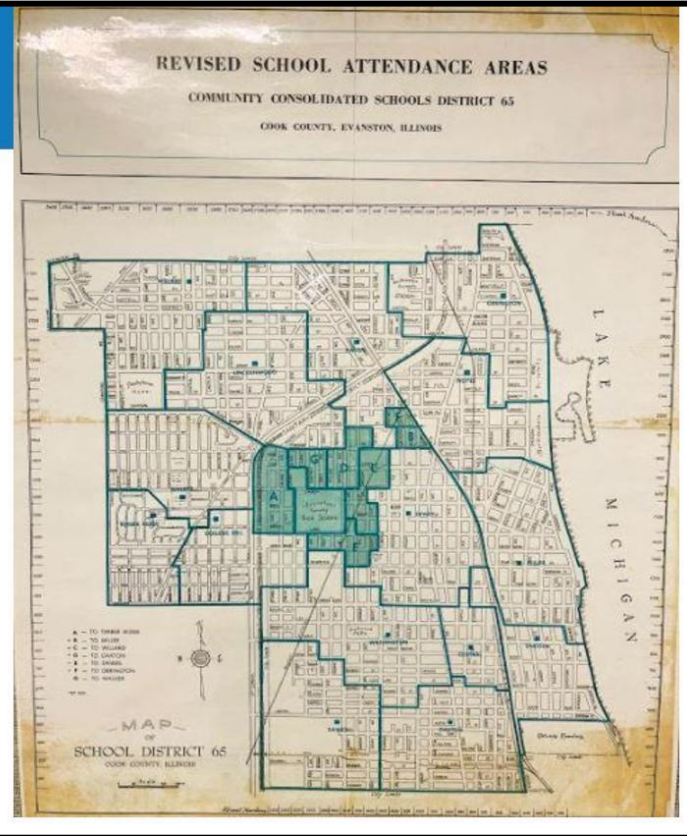
**C.R.E.A.T.E. 65**  
**NETWORK OF NORTH COOK**  
COLLABORATIVE RESIDENCY FOR ACHIEVEMENT AND EQUITY

# District 65 Student Assignment Planning

## 1960s - Post Desegregation Despues de Desegregación

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.

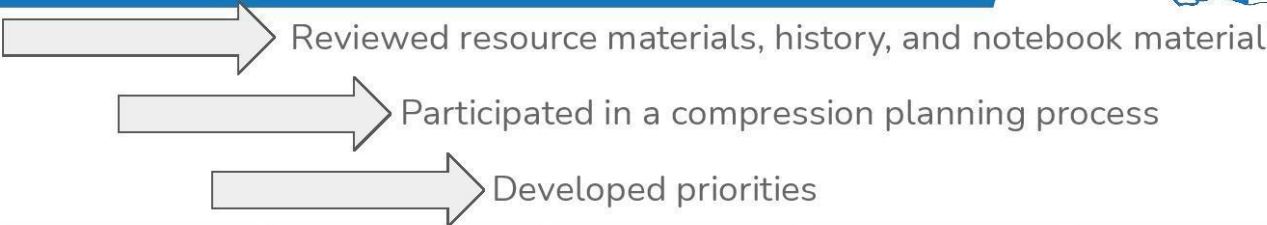
La Ley de Derechos Civiles de 1964 puso fin a la segregación en lugares públicos y prohibió la discriminación laboral por motivos de raza, color, religión, sexo u origen nacional y se considera uno de los logros legislativos más importantes del movimiento de derechos civiles.





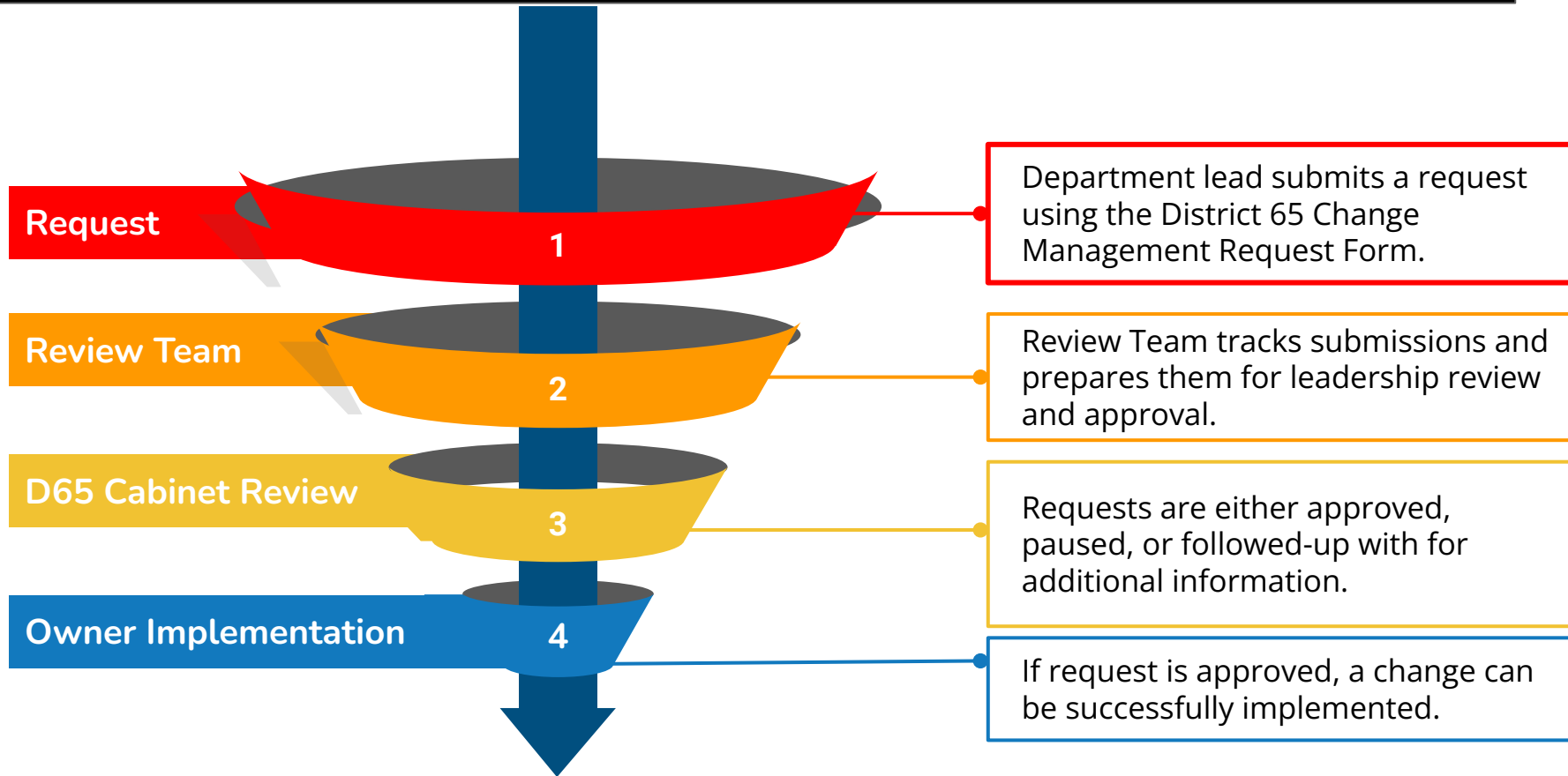
# District 65 Student Assignment Planning

## Review



Priority 1	Priority 2	Priority 3	Priority 4	Priority 5
Having an actual physical school that is in walking distance for all students	Programmatic access available in walkable distance for all students	Boundaries that allow for a walkable school experience	Using data to resource appropriately based on student needs ( specific student groups -- special education, free and reduced price lunch, etc) and monitor success	Ensuring a process that elevates the historically marginalized
<div style="border: 1px solid black; padding: 5px; display: inline-block;">Walkable Schools and Decreased Transportation</div>				

# District 65 Change Management Process



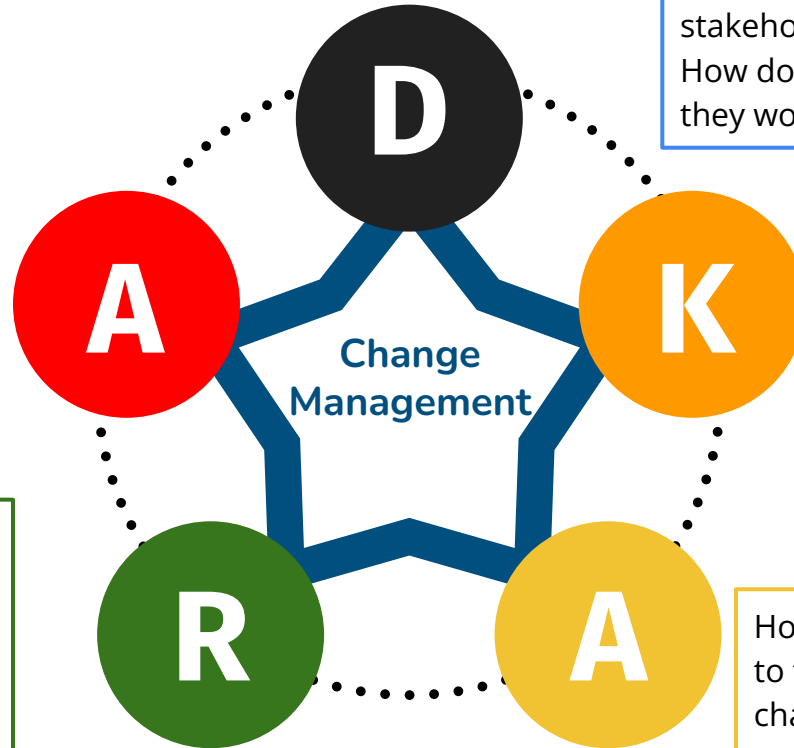
# District 65 Change Management Process - ADKAR Model for Change

## AWARENESS

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

## REINFORCEMENT

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



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**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

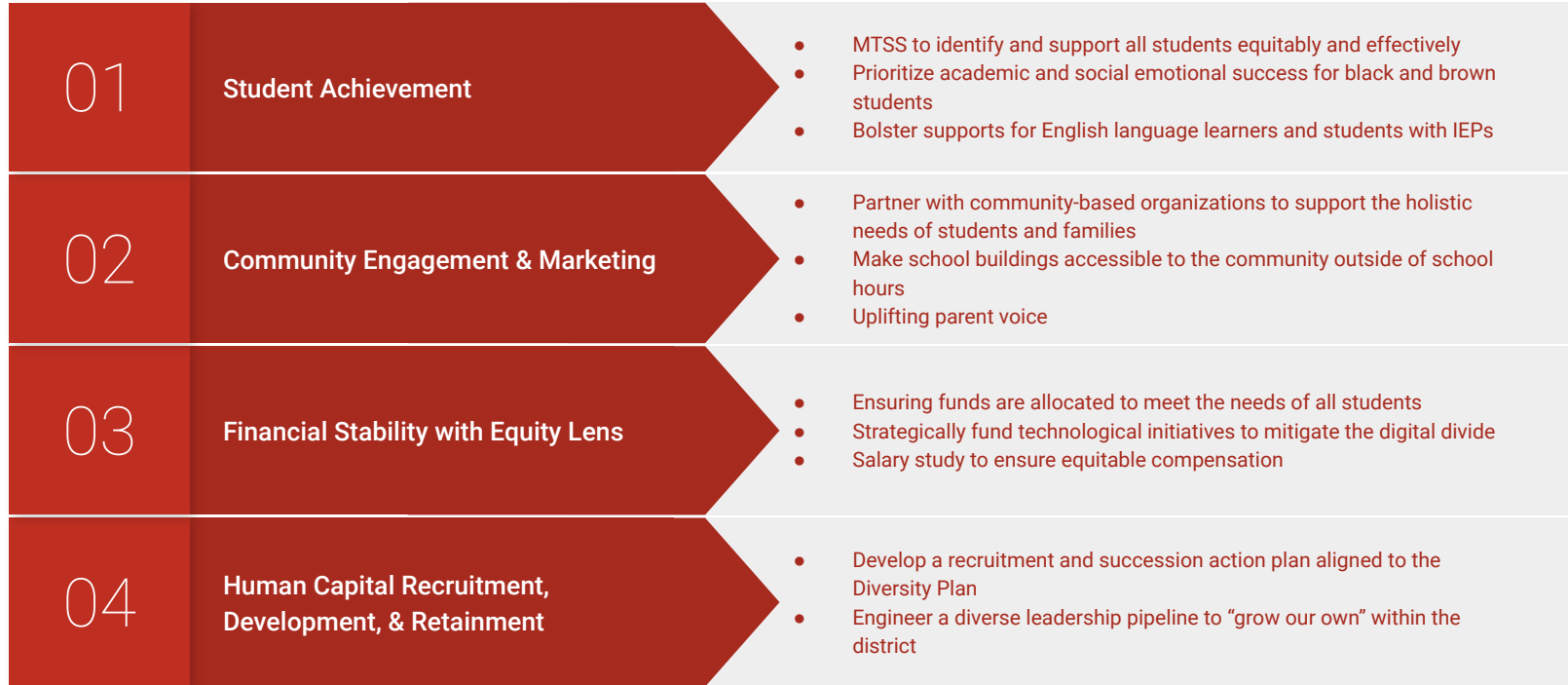


**Data Analysis**



Interrogating the data to understand the narrative

# Strategic Plan - Prioritizing Equity











# Strategic Priority 1: Student Achievement

			STEP 1. Large gaps (minimal equity elements). Little opportunity and access to equitable practices, structures, policies.	STEP 2. Moderate gaps (initial equity elements). Occasional opportunity and access to equitable practices, structures, policies and programming.	STEP 3. Small gaps (implementing equity elements). Structures, policies, practices likely include equity as part of culture and systemic change.	STEP 4. Minimal gaps (establishing foundations and equity). Structures, policies, practices can be expected to include equity as part of culture and systemic change.	N/A Reason noted below.
STUDENT LEARNING	Equity Elements	Data Elements	1.83				
	Participation in High-quality Pre-K Programs	KIDS Readiness	1.0				
	Addressing Student Performance Gaps	Assessment: IAR, SAT, and DLM		2.7			
		English Learner Progress to Proficiency and Former EL Performance in English Language Arts Coursework				3.5	
		Eighth Graders Passing Algebra 1	1.2				
	On-time Graduation Rates	Adjusted Cohort 4 Year Graduation Rate		2.2			
	Equitable Access to High-quality and Rigorous Curricula	Advanced Academic Programs		2.0			
		Eighth Graders Enrolled in Algebra 1	1.2				



# Strategic Priority 1: Student Achievement cont.







LEARNING CONDITIONS 	Equity Elements	Data Elements		2.51		
	Non-exclusionary Discipline Practices	Expulsion Rate 				No data
		Out-of-School Suspension Rate 		2.7		
		In-School Suspension Rate 		2.5		
	Strategic Resource Allocation	Site-Based Expenditures 	1.5			
	Safe and Healthy Learning Environments	Climate Survey: Supportive Environment Ratings 	2.0			
		Climate Survey: Teacher Response Rates 		3.0		
		Student Attendance 			4.2	

# Strategic Priority 2: Community Engagement & Marketing

<b>Meaningful Parent/Family and Student Engagement</b>	Climate Survey: Student Response Rates →			3.0		
	Climate Survey: Parent Response Rates →		2.0			
	Climate Survey: Parent Involvement Ratings →	1.5				
	Climate Survey: Involved Families Ratings →		2.0			
	Climate Survey: Influence on Decision Ratings →			2.5		
	Climate Survey: Teacher-Parent Trust Ratings →		2.0			

# Strategic Priority 3: Financial Stability with Equity Lens

## Strategic Priority 4: Human Capital Recruitment, Development, & Retainment

<b>ELEVATING EDUCATORS</b> 	<b>Equity Elements</b>	<b>Data Elements</b>			<div style="border: 1px solid black; padding: 2px; text-align: center;">3.96</div>		
	<b>Educator Demographics</b>	Educator and Student 			<div style="border: 1px solid black; padding: 2px; text-align: center;">3.4</div>		
	<b>Administration and Leadership Demographics</b>	Administrator and Student 			<div style="border: 1px solid black; padding: 2px; text-align: center;">3.4</div>		
	<b>Access to Effective Teaching. Teacher Effectiveness</b>	Teacher  Experience/Education and Student				<div style="border: 1px solid black; padding: 2px; text-align: center;">4.5</div>	
		Teacher Evaluation and Student 				<div style="border: 1px solid black; padding: 2px; text-align: center;">4.5</div>	
		Teacher Out-of-Field and Student 			<div style="border: 1px solid black; padding: 2px; text-align: center;">4.0</div>		



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**Question / Answer**

thank you



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