



The Equity Journey at ISBE

State Education Equity Committee

Dr. Carmen I. Ayala
Dr. Nakia Hall
Dr. Michael Karner
Nashwa Mekky
Eric Veal Jr.

Equity • Quality • Collaboration • Community



Agenda

- Introduction
- State Education Equity Committee (SEEC) Overview
- Equity Journey Continuum Overview
- Elevating Educators Subcommittee
- Student Learning Subcommittee
- Learning Conditions Subcommittee
- Q&A
- Closing



State Education Equity Committee

Dr. Carmen I. Ayala
State Superintendent
of Education, ISBE



Dr. Nakia Hall
Associate Executive Director
Field and Equity Services
Illinois Association of School Boards



Dr. Michael Karner
Lake County Regional
Superintendent of Schools



Nashwa Mekky
Chief People, Equity, and
Culture Officer
Illinois Mathematics and Science Academy

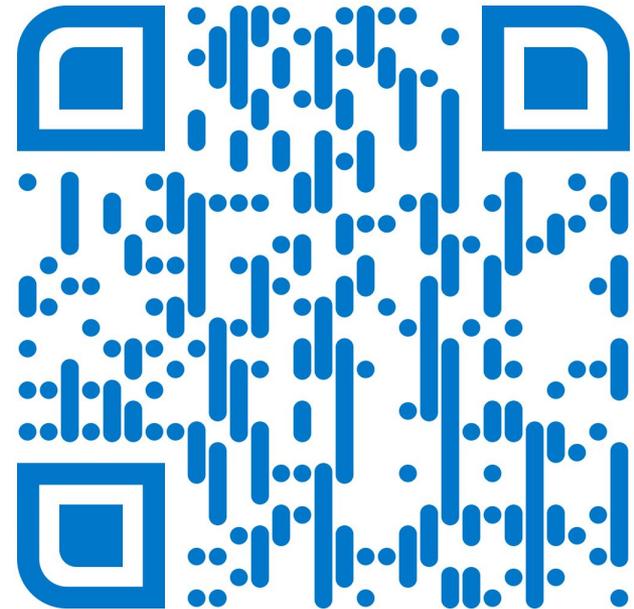


Eric Veal Jr.
Student





**What does
equity mean
to you?**





The General Assembly finds that this State 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 with diverse background and life experiences and by delivering the comprehensive support, programs, and educational opportunities children need to succeed.



ISBE Strategic Plan



Goal 1: Student Learning

Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.



Goal 2: Learning Conditions

All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.



Goal 3: Elevating Educators

Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their effectiveness in providing each and every child a high-quality education that meets their needs.



State Education Equity Committee



Focus on student learning, learning conditions, and elevating educators.

Identify evidence-based practices and policies to build on the state's progress to ensure educational equity for all its students from birth-through-Grade 12.

Seek input and feedback on identified evidence-based practices or policies from stakeholders that reflect the diversity of Illinois students.



State Education Equity Committee

- **Dr. Carmen I. Ayala**, State Superintendent of Education
- **Liam Bird**, Equity Policy Strategist, Chicago Public Schools 299
- **Lisa Bouillion Diaz**, Director and Assistant Dean, University of Illinois Extension 4-H Youth Development Program
- **Jessica Canas**, Assistant Director of Education, Enlace Chicago/Little Village Education Collaborative
- **Dr. Nakia Hall**, Illinois Association of School Boards
- **Susan Hudson**, Special Education Teacher, District 205 Thornwood High School
- **Jennifer Jaeger**, Community Services Director, City of Rockford
- **Dr. Michael Karner**, Lake County Regional Superintendent of Schools
- **Nashwa Mekky**, Chief People, Equity, and Culture Officer, IMSA
- **Nacole Milbrook**, Chief Program Officer, Youth Guidance
- **Amber Phillips-Graham**, Elementary Teacher, Cahokia School District 187
- **Rosa Ramirez Richter**, Director of Chicago Program and Policy, Healthy Schools Campaign
- **Silvia Rogel**, Director of Strategic Partnerships and External Affairs, Illinois Resource Center
- **Dr. Brad Skertich**, Superintendent, Collinsville CUSD 10
- **Leonor Torres**, Spanish Teacher, Chicago Public Schools 299
- **Eric L. Veal Jr.**, Former Member of ISBE Student Advisory Council
- **Rebecca Vonderlack-Navarro**, Director of Education Policy and Research, Latino Policy Forum
- **R. Turner Winston**, Urbana High School PTSA President, Urbana School District 116



Equity Journey Continuum



Large gaps
in equity



Moderate
gaps
in equity



Small gaps
in equity



Minimal gaps
in equity



Equity Journey Continuum

my IBC Educator Preview 2021-2022

SAMPLE SD 1 / Equity Journey Continuum



- District Snapshot
- Academic Progress
- Equity Journey Continuum**
- District Environment
- Students
- Accountability
- Teachers
- Administrators
- Schools In District
- Retired Tests

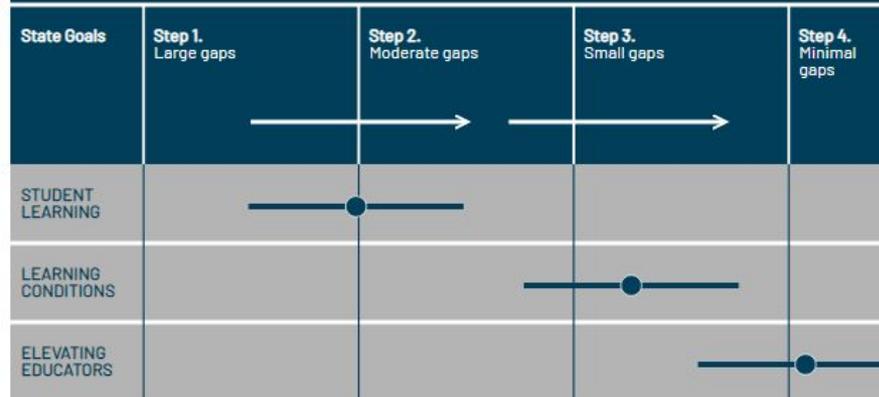
SAMPLE SD 1 Custom Report Card Builder

Equity Journey Continuum

DISTRICT EQUITY NARRATIVE

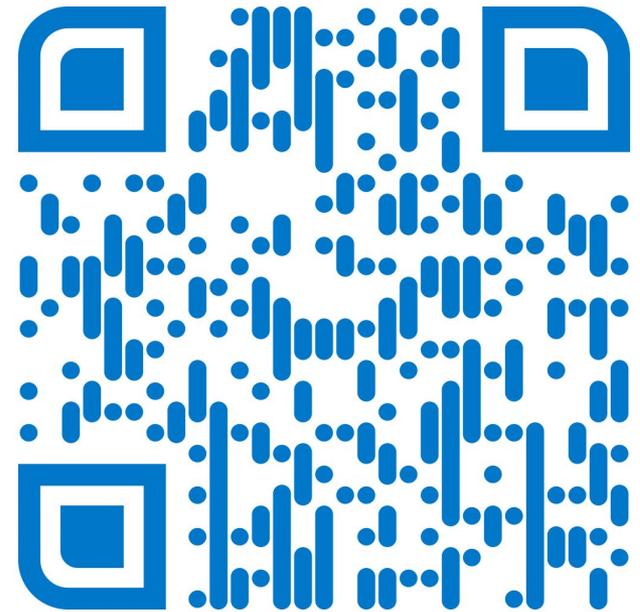
This is an example of the Equity Journey Continuum narrative that was entered in the Principal Entry Form, and where it will be displayed within Educator Preview. This will be the same location this will also be displayed on the Illinois Report Card.

The steps along the continuum represent the measurement of equity in students' access to opportunities, practices, policies, and programming, as represented by the district-level data.





**Where are
you on your
equity
journey?**





State Education Equity Subcommittees

Elevating Educators

Student Learning

Learning Conditions



Elevating Educators Subcommittee

- Improve incentives, trainings, and offerings to recruit a diverse and learner ready teacher workforce.
- Using an equity paradigm, we examined and discussed ISBE's activities regarding three main areas of the educator pipeline:

Recruitment → **Hiring** → **Retention**





Recruitment

Education
Career
Pathways
Grant

Residency
Grants

Diverse and
Learner Ready
Teacher
Network



Hiring

Application fee
waivers

Short-Term
Approvals for
teachers and
parapros

Substitutes can
teach for 120
days



Retention

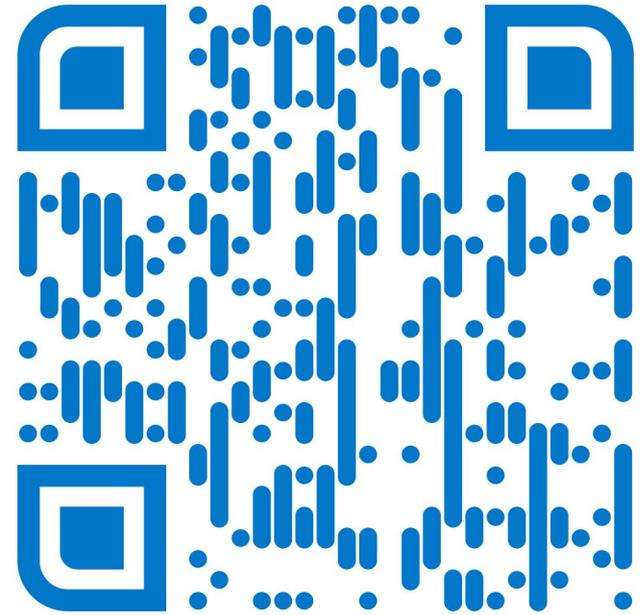
\$4million to
support bilingual
teachers

\$5.6million to
support special
education
teachers

\$2million
two-year
investment to
focus on
statewide
affinity groups



**What are your
recommendations
on recruiting,
hiring, and
retention?**





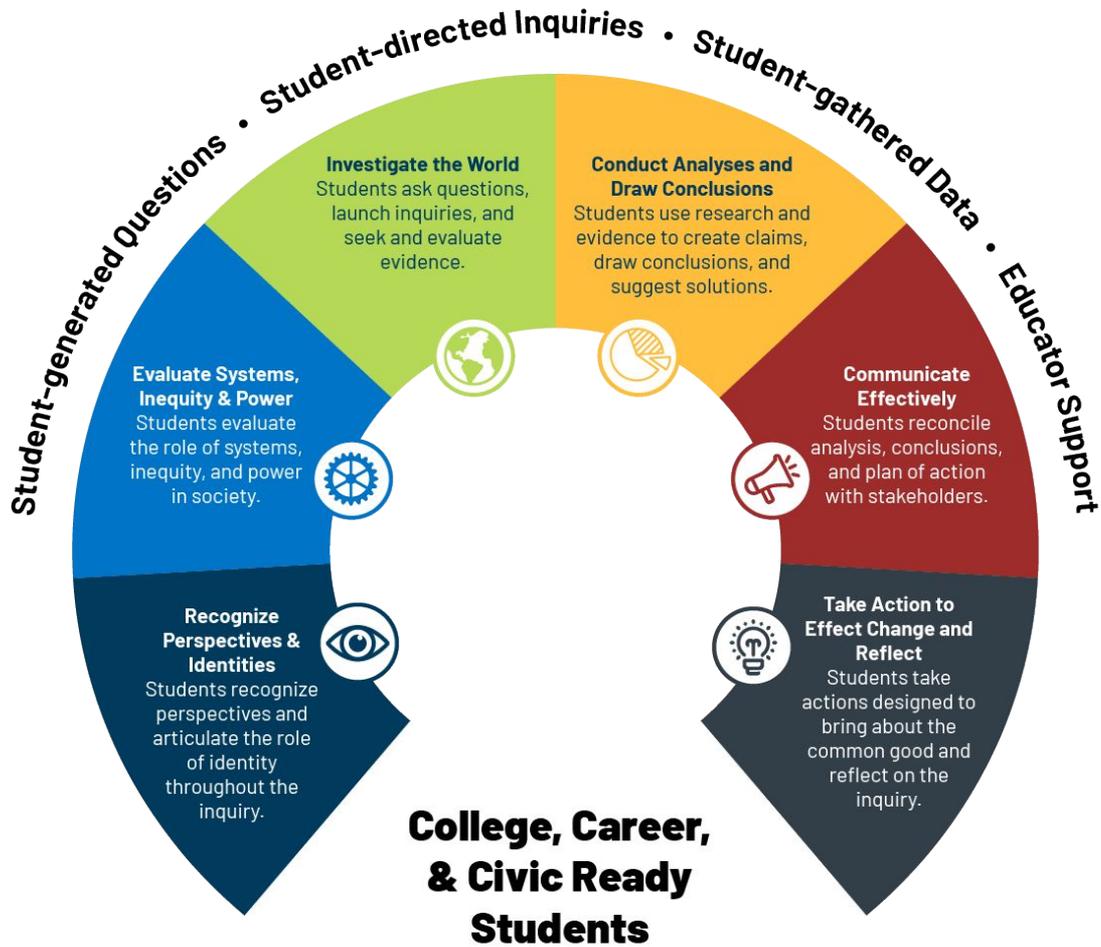
Student Learning Subcommittee

- Intense focus on equity and inclusion by supporting student learning and decreasing educational achievement disparity.
- Embed the history and accomplishments of the historically underrepresented groups (e.g., Hispanic, African American, LGBTQ) in the Illinois Social Science Learning Standards.





Social Science





Sustained Professional Development

- Training is embedded and occurs over at least a 12-month span.
 - Allows teachers to grow their knowledge, implement changes, manage successes and failures, and discuss with colleagues.
 - Demonstrates flexibility and responsiveness when a lesson is not successful.
 - Encourages peer observations.
 - Uses data to make instructional decisions that meet the needs of all learners.
 - Allocates time for teachers to reflect in psychologically safe environments.



Cultural Competence

- Opportunities for teachers to participate in training to learn and increase their knowledge of Black, Hispanic, Native American, Asian, multi-racial, etc. cultural values, key historical events, struggles, and contributions to our society.
 - Additional training can revolve around implicit bias and building cultural competence.
 - Cultural competence helps build strong relationships between teachers and their students and a trusting environment in the classroom.

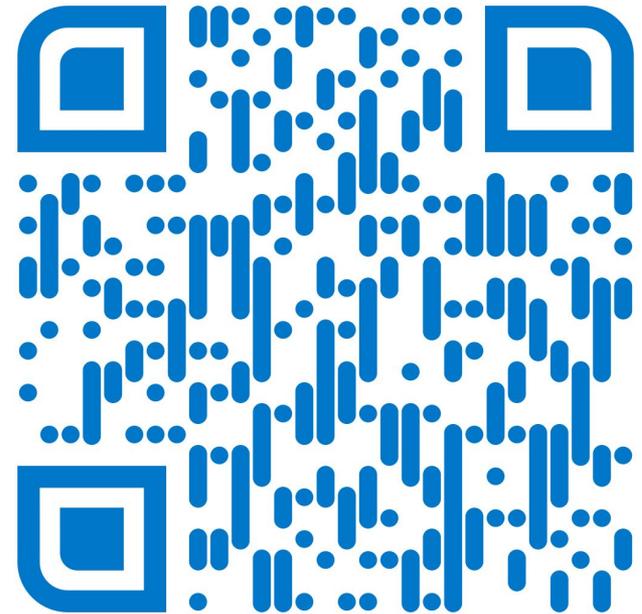


Representation

- Detail the importance of children seeing themselves in the curriculum, being able to discuss past, present, and current events in class to not only gain knowledge of historical events, but also have discussions about those events in school.
 - Flip the classroom and encourage student-led conversations to effectively implement the revised Social Science Standards.
 - Focus heavily on ensuring that teachers understand they should never be expected to know all the answers and that these conversations may become uncomfortable.



**How else can we
create inclusive
learning
environments?**





Learning Conditions Subcommittee

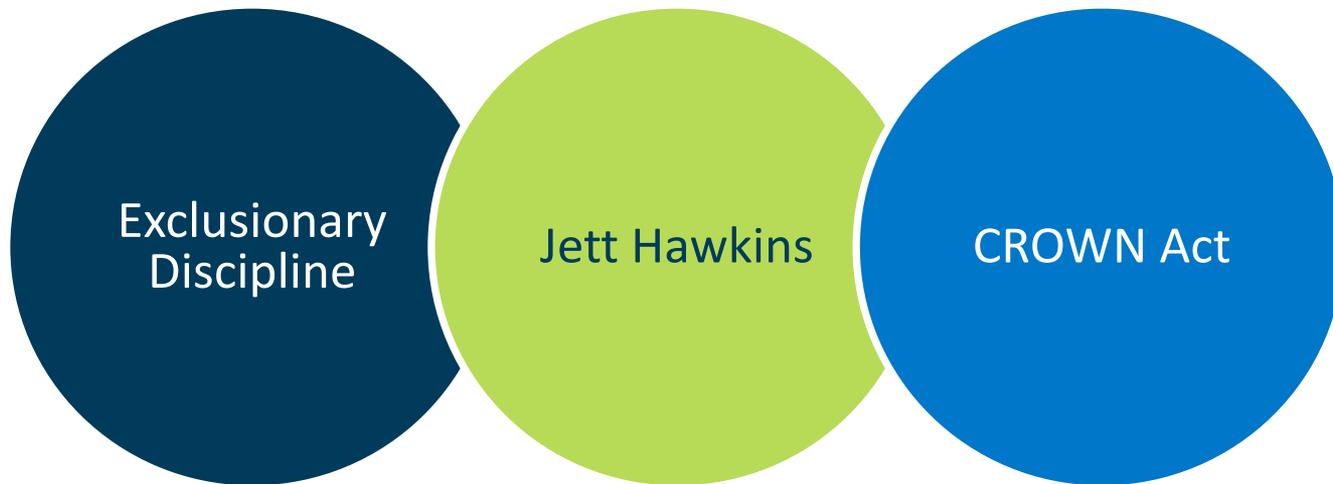
- Reduce exclusionary discipline for students of color by end of school year 2022-23.
- Support implicit bias training through professional development in schools and classrooms.





Legislation

Illinois legislators have taken an active role in passing reforms to address the disproportionate impact of exclusionary discipline on students of color.





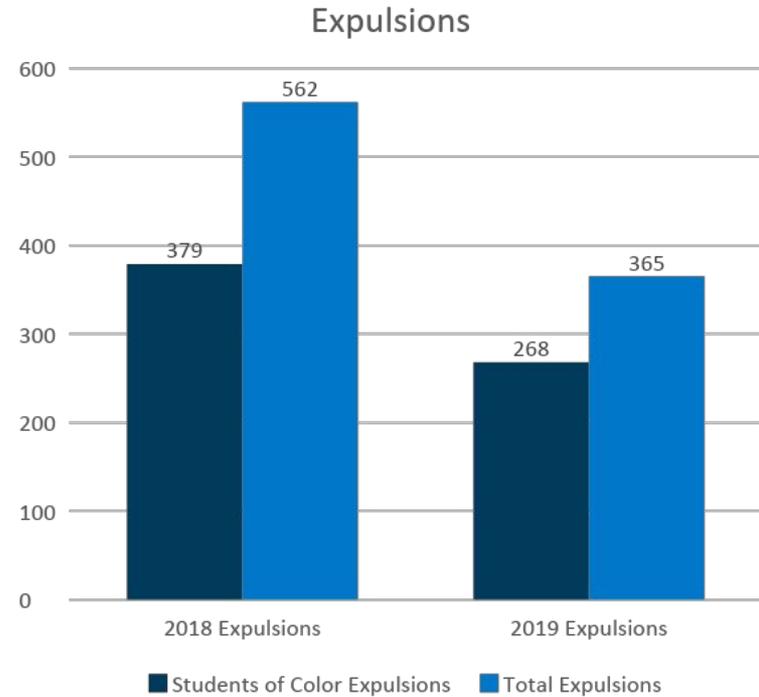
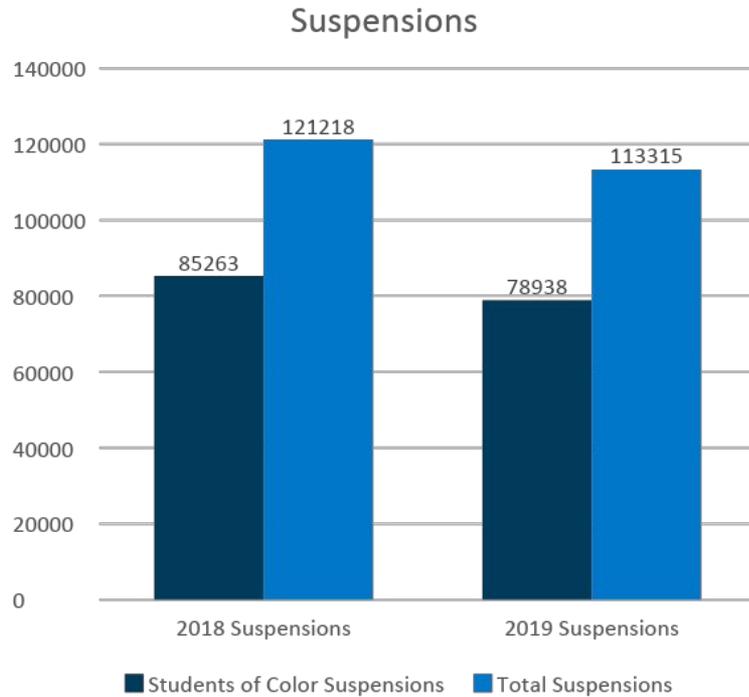
Exclusionary Discipline

[Public Act 098-1102](#) | Effective July 1, 2014

- Limit the number of suspensions and expulsions to the greatest extent possible.
- Notify parents of suspensions and expulsions.
- Boards may not institute zero-tolerance policy.
- Implement culturally responsive discipline, prevention/reengagement procedures.



Suspensions Vs. Expulsions





Exclusionary Discipline

[Public Act 098-1102](#) | Effective July 1, 2014

- Schools will report on expulsions and suspensions and submit remediation plan for continuous three years.
- Annually report top 20 percent of districts with disaggregated expulsions and suspension data.



Bias Training

[Public Act 100-0014](#) | Effective July 1, 2017

Implicit racial bias is a preference -- positive or negative -- for a racial or ethnic group outside of our awareness.

Empathic Instruction: A professional learning program that helps school districts support teachers' growth, improve student behavior, and reduce race-based disparities in discipline rates.

Partnership for Disciplinary Equity: Create a catalog or central database for sharing resources and best practices.



Trauma-Informed Discipline

REACH:

Model of action to develop trauma-informed schools.

Safe2Help:

School safety hotline for students.

Social-Emotional Learning Hubs:

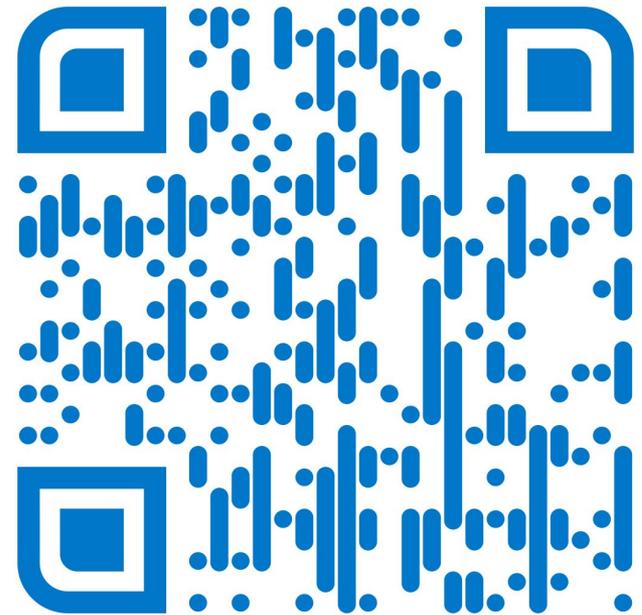
Housed within six Regional Offices of Education.

Attendance Works:

Collaborative initiative to recognize and combat chronic absenteeism.



What needs to be true to reduce exclusionary discipline across Illinois?

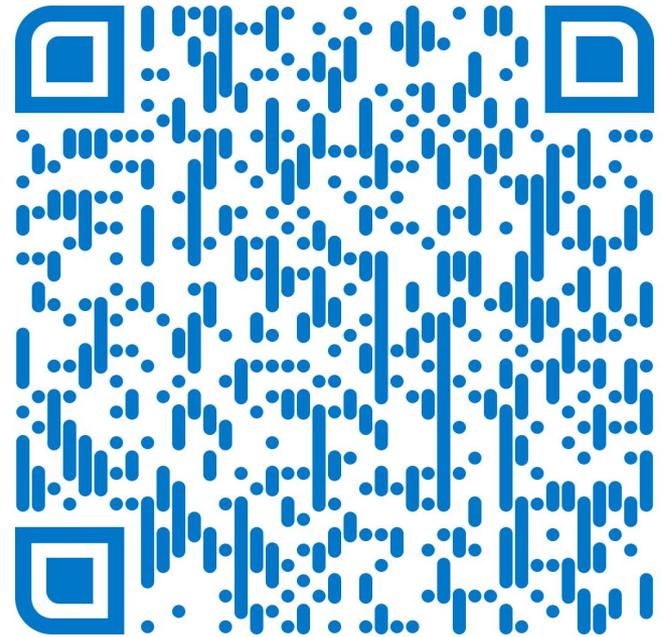




We value **stakeholder voices** among **students, parents, advocates, teachers, administrators, ISBE staff, the ISBE Board, legislators, and all other entities involved in the education process to work toward the same goal —providing equitable education opportunities for all students in Illinois.**



Rate the level of student voice in decision-making process of your school.





Next Steps

Will keep abreast of strategies and will offer support and feedback

Continue to work and provide recommendations for the next report.



Questions?