

The EJC -- Educational Equity

A Path to Improved Access and Outcomes for All Students

Paula Powers, ISBE Principal Consultant

William Truesdale, Ed.D., ISBE Principal Consultant

Sergio Hernandez, ISBE Equity Lead

EJC Meeting Norms

EJC Meeting Norms	Intention
Assume positive intentions.	Show nonjudgmental respect for others' words and actions.
Be solution-focused.	How we approach our work.
Honor confidentiality.	Respect privacy rather than secrecy
Apply brainstorming rules.	Encourage and respect alternative perspectives.
Have a sense of humor.	Reduce stress and build trust.
Use technology respectfully.	Technology should enhance rather than distract from work.
Be respectful of time.	Make it count for work and stress reduction.
Stay student focused.	Students are the reason we come to work each day.
Identify yourself. Speak clearly.	Information shared in virtual/in-person meetings can be heard and understood.

Agenda

- Equal -- Equitable
 - Is there a difference?
- The Illinois Strategic Plan and Educational Equity
 - What is it and how do we provide it?
- The Equity Journey Continuum (EJC)
 - Development, Strategic Plan -- Goals, Access, and Use
- Districts Share Their EJC Journey
 - Springfield SD 186 and Palatine CCSD 15
- Development, Your District EJC, and ISBE Resources
 - Determining Next Steps

What is Equality? What is Equity?

Equity means having high expectations for every learner and ***providing supports and resources*** so each learner can meet those expectations.



ISBE 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.”

The Illinois Strategic Plan



Illinois Strategic Plan

- Goal 1 -- Student Learning
 - *All students will receive a high-quality education with access to appropriate resources and supports to increase their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future.*

Illinois Strategic Plan

- Goal 2 -- Learning Conditions
 - *In partnership with its stakeholders, ISBE will advocate for the necessary resources to create safe, healthy, and welcoming learning environments that meet the unique academic social and emotional needs of every student.*

Illinois Strategic Plan

- Goal 3 -- Elevating Educators
 - *Illinois' diverse student population will have educators who are prepared through multiple pathways and supported in and celebrated for their effectiveness in providing every child a high-quality education that meets their needs.*

ISBE Strategic Plan -- EJC

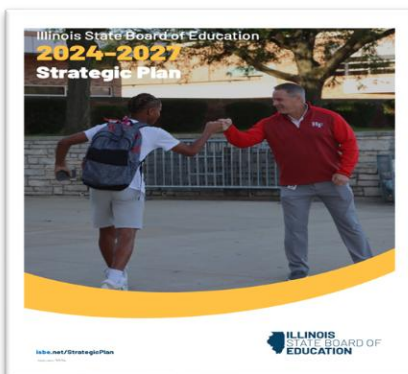
The Equity Journey Continuum tool was researched, developed, and incorporated into each district's public 2023 Report Card.

[ISBE 2024-2027 Strategic Plan](https://isbe.net/StrategicPlan)



- Goal E.2 -- An Equity Journey Continuum will be used to publicly indicate where each Illinois school district is on its equity journey.

ISBE Strategic Plan 2024-2027



E.2.3 -- By the end of FY 2025, the Equity Journey Continuum will be added to the School Improvement Needs Assessment.

E.2.4 -- By the end of FY 2025, ISBE will develop a suite of resources to assist schools and districts in integrating their Equity Journey Continuum results into their continuous improvement planning.

Why Focus on Educational Equity?

The **data** shows us that in our Illinois education system:

Students from low-income families are **underrepresented** in Advanced Placement and gifted programs.

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.

Illinois State Board of Education

The Equity Journey Continuum

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



What is the focus of the EJC?

- The Equity Journey Continuum focuses on student learning, learning conditions, and elevating educators.
- It identifies gaps in student achievement, opportunities, and supports by analyzing data that districts already collect and report.
- It assists in strategic planning, school improvement process, student success and outcomes after high school/college, and future careers.
 - All the data used have been verified by districts and is one year in arrears.
 - Only uses measures that schools can impact and or change.

Springfield School District 186

Jamar Scott

Chief Equity and School Improvement Officer

Equity Journey Continuum



DISTRICT 186
SPRINGFIELD PUBLIC SCHOOLS



Student Learning

**Improving
Culture And
Climate**



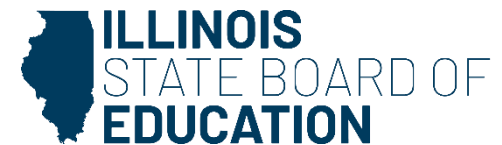
Learning Conditions

**Aligning
Curriculum and
Instruction**



Elevating Educators

**Utilizing Data to
Improve
Instruction**





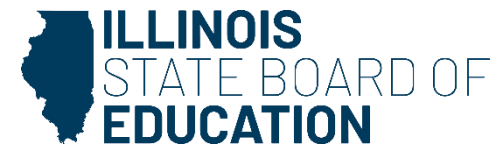
Student Learning

Improving Culture And Climate



DISTRICT 186
SPRINGFIELD PUBLIC SCHOOLS

- Equity begins with recognizing the shared humanity of every student and adult in our community.
- Establishing this foundational mindset increases the likelihood of advancing educational equity.
- Normalize courageous conversations about race and systemic inequities among leadership and staff.
 - *“It’s OK to be where you are on these issues, but it’s not OK to stay there — we must grow together.”*
- Increase collective awareness of how inclusive culture impacts engagement, achievement, and well-being.





Learning Conditions

Aligning Curriculum and Instruction



DISTRICT 186
SPRINGFIELD PUBLIC SCHOOLS

- Develop deep understanding of assessment design and expectations (e.g., IAR, ACT).
- Map assessed standards and identify when and how they will be explicitly taught across the curriculum.
- Ensure all students receive rigorous, standards-aligned instruction regardless of background/perceived ability.
- Use scaffolding and differentiation strategies to help every student access and master grade-level expectations.



Elevating Educators

Utilizing Data to Improve Instruction

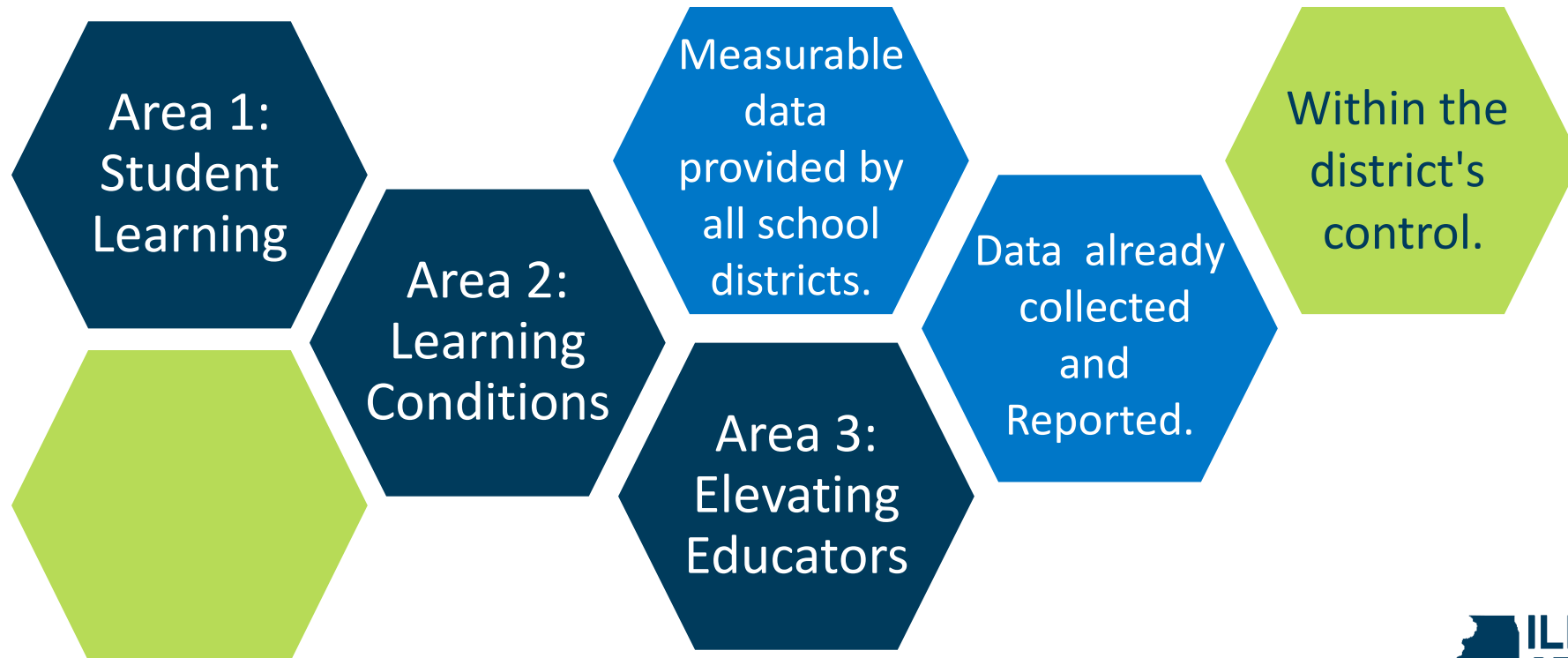


DISTRICT 186
SPRINGFIELD PUBLIC SCHOOLS

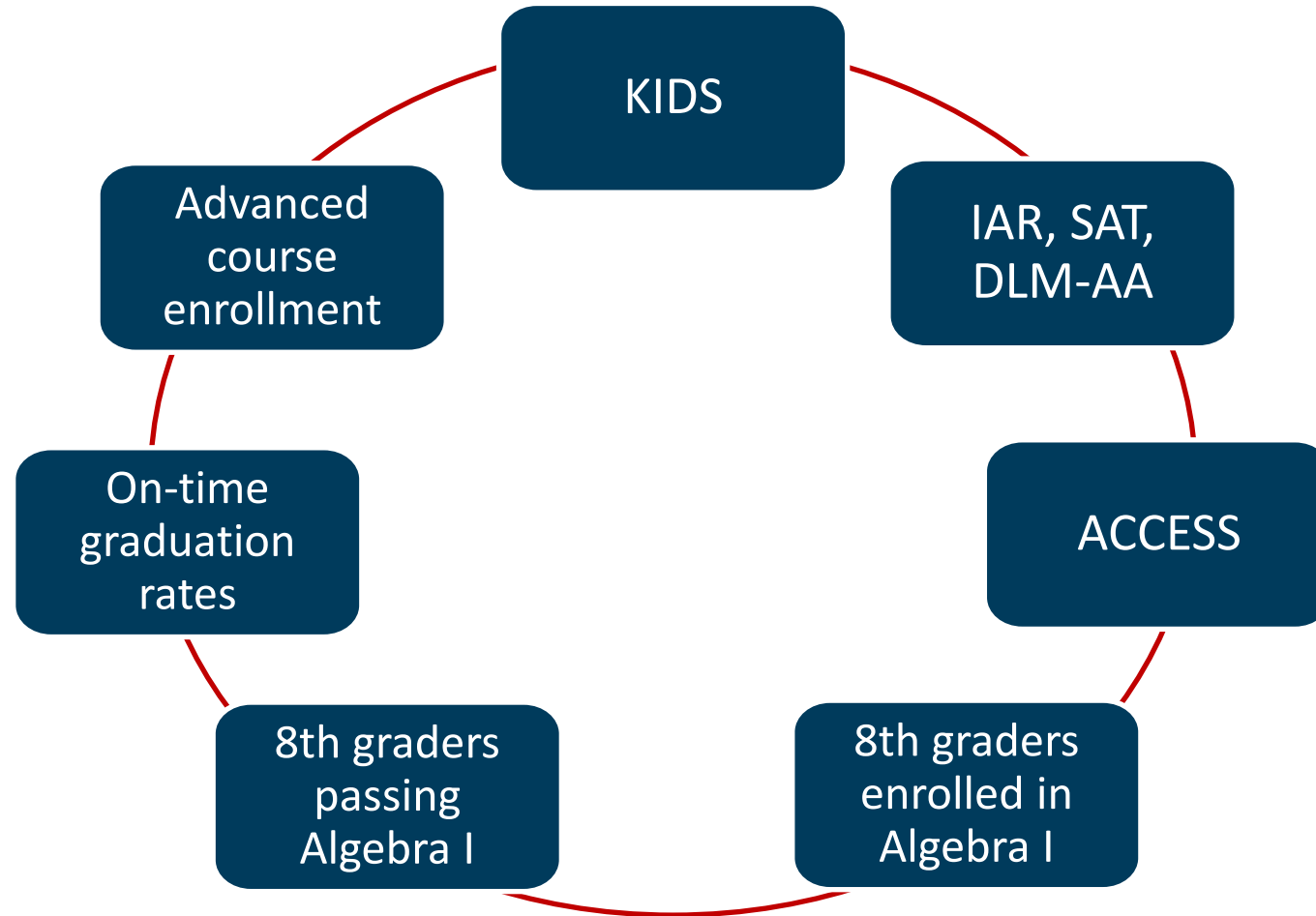
- Know the upcoming **proficiency targets** by grade level, content area, and student group (e.g., ELA, math, science).
- Analyze both formative and summative assessment data to determine mastery of specific standards.
- Set clear, measurable proficiency goals by content, grade, and subgroup.
- Revise instruction regularly to respond to data and meet evolving proficiency targets.
- Invest in the capacity of all educators — teachers, leaders, and paraprofessionals.
- Ensure rigorous, standards-based Individualized Education Program (IEP) goals aligned to student potential.

EJC Building Blocks

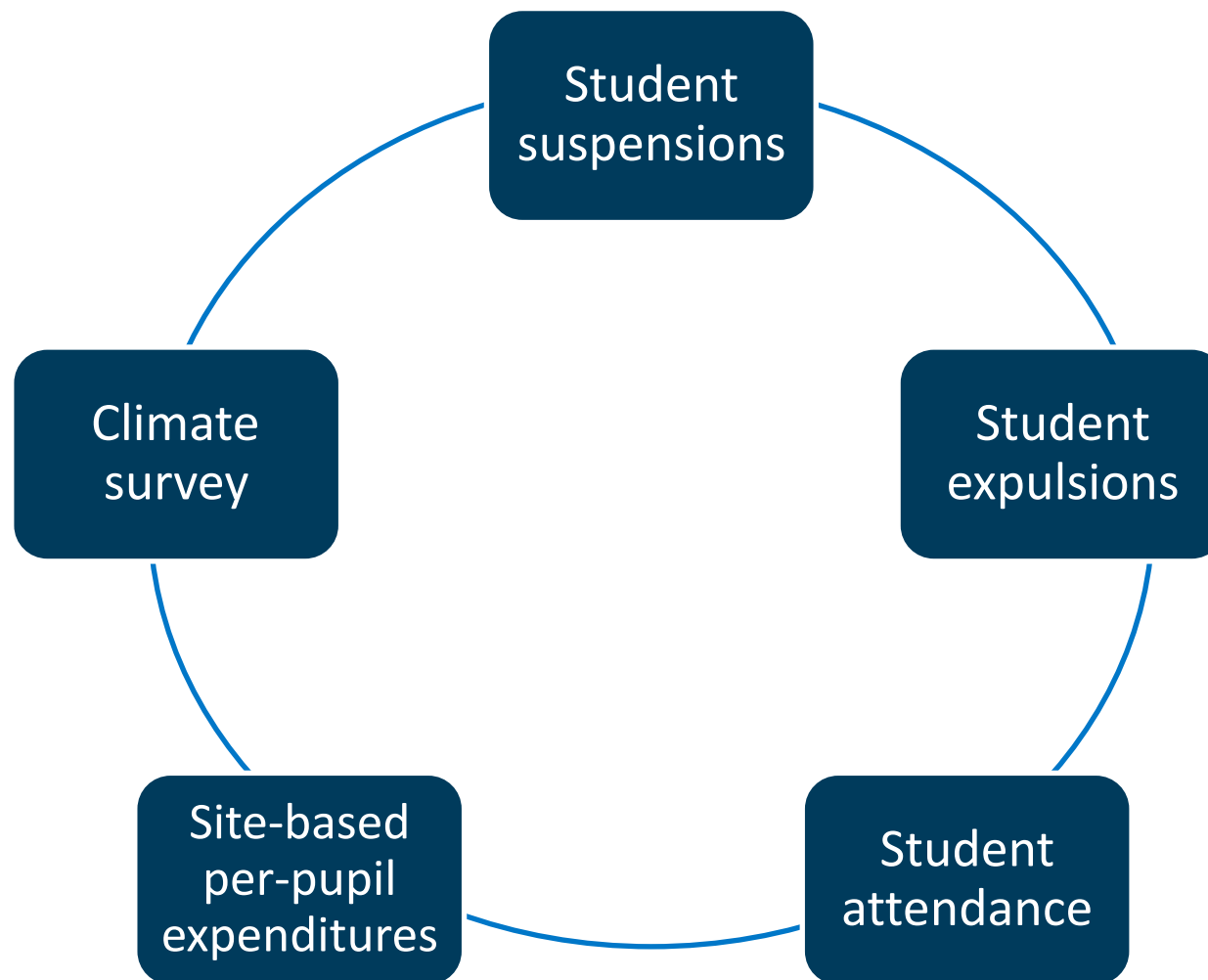
Strategic Plan Goals and Data Requirements



Focus Area 1: Student Learning



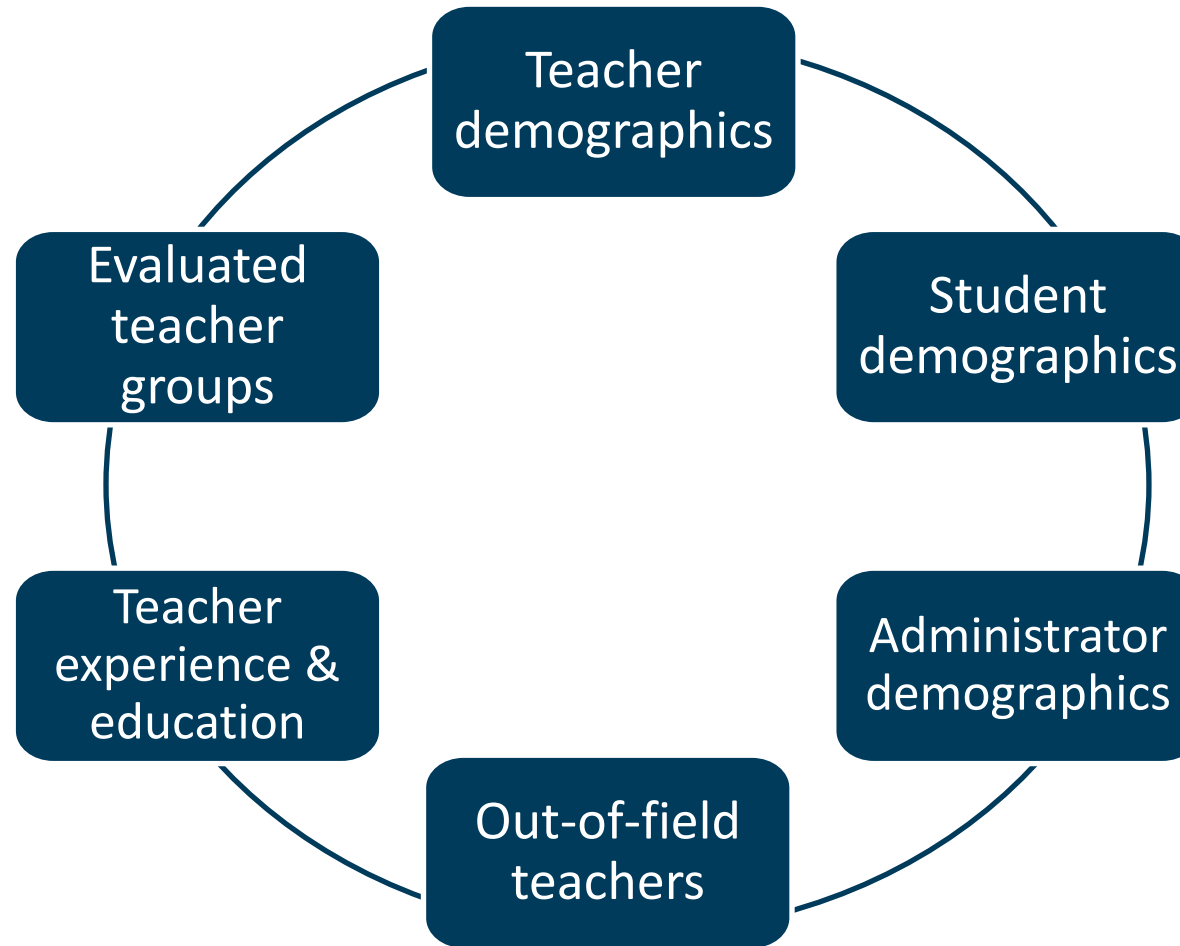
Focus Area 2: Learning Conditions



Learning Conditions Data Elements

- **Climate Survey Response Rates**
 - Student Climate Survey Response
 - Teacher Climate Survey Response
 - Parent Climate Survey Response
- **Climate Survey Ratings**
 - Supportive Environment
 - Influence on Decision
 - Teacher-Parent Trust
 - Parent Involvement
 - Involved Families
- **Discipline Climate Rates**
 - Expulsion
 - In-School Suspension
 - Out-of-School Suspension
- **Student Attendance**
- **Site-Based Expenditures**

Focus Area 3: Elevating Educators



Elevating Educators Data Elements



- **Educator and Student:** Racial/ethnic demographics compared.
- **Administrator and Student:** Racial/ethnic demographics compared.
- **Teacher Education/Experience and Student:** At least one teacher with four-plus years experience and/or master's-plus.
- **Teacher Evaluation and Student:** Students who are taught by teachers with excellent or proficient rating.
- **Teacher Out-of-Field and Student:** Students who are taught by an out-of-field teacher for at least 50 percent of their courses.

Illinois Report Card

DATA & ACCOUNTABILITY

ILLINOIS REPORT CARD



The [Illinois Report Card](#) (IRC) is an annual report released by ISBE that shows how the state -- and each school and district -- are progressing on a wide range of educational goals.

The Report Card offers a complete picture of student and school performance in order to inform and empower families and communities as they support their local schools.

Public Information on the Illinois Report Card

Three Areas



Student Learning



Learning Conditions



Elevating Educators

Four Steps



Sharing Information

- The Illinois Report Card includes the EJC for public viewing.
- Only the district's location along the EJC in the three overall areas of student learning, learning conditions, and elevating educators are displayed on the Report Card.
- District superintendents and designees have full access to the metrics behind the EJC. The metrics are found on the District Review and Verification Tool (DRVVT).


Where can you access the IRC and EJC?

- The Illinois [Equity Journey Continuum](#) displays the step level for each of the three broad areas of the continuum and the Illinois narrative on the ISBE website.
- A public view of the interactive [Illinois Report Card \(IRC\)](#) for each Illinois district is available on the ISBE website.
- Only district-designated personnel have full access to the data and metrics included in their data via DRVT.

Accessing the EJC and Website Supports

- Access your district [IL Report Card](#) or go to www.isbe.net and click “IL Report Card” in the row across the top of the page.
- Click [Illinois Interactive Report Card](#) in the column on the right.
- In the “Find Your School” box enter your district name, select it from the list, and press “Search”.
- On the next screen, In the list on the left, click “Equity Journey Continuum”.

Exploring Your District EJC

 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.

State Goals	Step 1. Large gaps	Step 2. Moderate gaps	Step 3. Small gaps	Step 4. Minimal gaps
STUDENT LEARNING				
LEARNING CONDITIONS				
ELEVATING EDUCATORS				

Palatine Community School District 15

Dr. Laurie Heinz, Superintendent

and

**Renee Urbanski,
Director of Second Language Programs**

Palatine Community School District 15

- 20 schools across 7 communities
- 2,200 Staff/5 Unions
- Total Students: 11,308
 - Multilingual Students: 3,657
 - Special Education: 1073 (IEPs, *not counting EC*), 416 (Speech ONLY IEPs) & 874 (504)
- 86 Languages (*an asset*)
- Bilingual Programs:
 - Spanish
 - Ukrainian
 - Russian
 - Japanese
 - Telugu
 - Tamil



Palatine Community School District 15

Priorities & Associated Themes

Strategic Priorities	Associated Themes
Success and Belonging (Students and Staff)	Student Achievement, Access/Opportunity, and Mental Health
Staff Engagement and Retention	Attract, Engage and Retain Staff Development and Retention
Community and Family Involvement/Engagement	Parent Liaisons, Mentors & Committees/Involvement Community Partnerships & 2-way Communication
Facility Improvements & Moving 15 Forward and Master Facility Planning	Facility Enhancement, Student Transitions, and Optimized Program Placement

Palatine Community School District 15

Mission, Vision, & Core Values

Vision

“Actively engage all learners to believe that they can and will learn.”

Mission

“By leveraging strengths and providing high quality support, we will honor our diverse learners in reaching their full potential.”

Core Values:

Belonging

Collaborative

Engaged Community

Results Driven

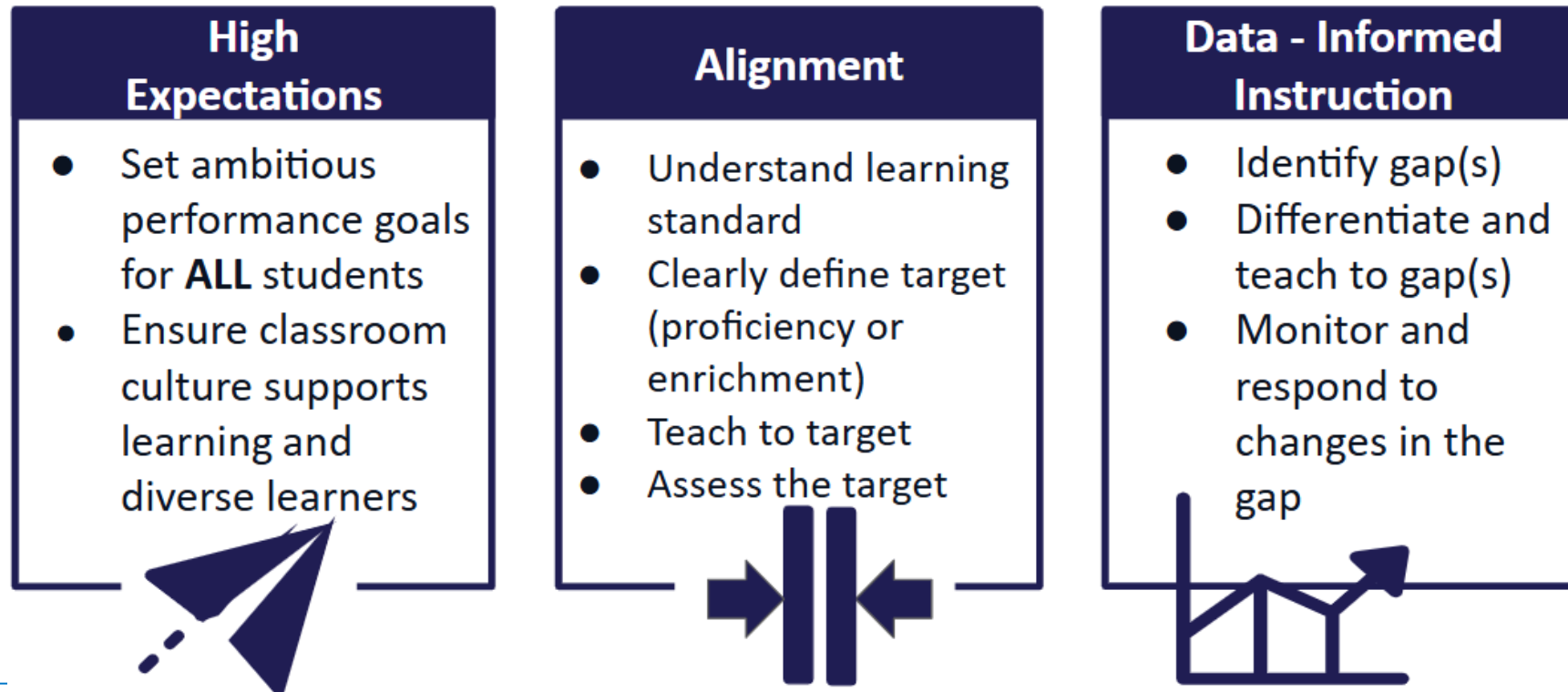
Safe, Secure, and Updated Physical Environments



Palatine Community School District 15

Student Learning

The Big Three in D15



Palatine Community School District 15

Student Learning



“When you change the way you look at things, the things you look at change.”

-Wayne Dyer

- “Can Do” spirit
- A strong MTSS System = Great Instructional Equalizer
- Explore deeply: Language or Learning Disability?
 - Academic Strategizing & the 7 Factors
 - Instructional Content & Language Targets
 - ACCESS Scale Score Growth
 - EL Progress to Proficiency

Palatine Community School District 15

Learning Conditions



“When a community invests its time, energy, and resources in its children, it reaps rewards far beyond measure.”

-Marian Wright Edelman

- Newsletters & Two-Way Family Communication
 - Catch Up with Heinz
- Parent Advocacy Groups: PTA/PTO, SPARK (special education), MPAC (Multilingual), Liaisons, Parents as Partners, & Parent Mentors
- Strong Community Partners: Partners for Our Community, Rolling Meadows Human Services, District Advisory, & Blessings in a Backpack
- Dare to Achieve – Rompiendo barreras Event
- Summer Programming

Palatine Community School District 15

Elevating Educators



“Teachers don’t just deliver lessons—they ignite futures by showing students the power of their own minds.”

-Anonymous

- “Grow Your Own” Mindset: PEL, ESL/Bilingual Endorsement, & Reading Specialists Cohorts
- Research-Based Practices: Dr. Doug Reeves, Dr. Doug Fisher, & Dr. Kathy Escamilla
- Cultural Exchange Teachers: Argentina, Chile, Colombia, Dominican Republic, Mexico, Peru, Spain


Results of Providing Educational Equity

Increase, improve, and develop:

- Student achievement and post-school success.
- Learning conditions.
- Educators and staff.
- Parents and community.

- In Illinois, our public school system shows persistent and significant gaps in achievement between student groups.
- The Equity Journey Continuum serves to illuminate areas where a district may need to alter systems, increase access, add resources, and provide supports to ensure students from all backgrounds can achieve the same high standards.

Exploring The SAMPLE District EJC



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.

State Goals	Step 1. Large gaps	Step 2. Moderate gaps	Step 3. Small gaps	Step 4. Minimal gaps
STUDENT LEARNING				
LEARNING CONDITIONS				
ELEVATING EDUCATORS				

Sample District Next Steps



- Review the sample district's 2024 EJC data. What are the results? What steps can the district take to reach the three Strategic Plan goals?
- How could the district staff utilize the EJC in plans to improve educational equity for students who need it?
- What needs and resources could be identified to mitigate educational equity gaps?
- What ISBE or other resources are districts aware of?

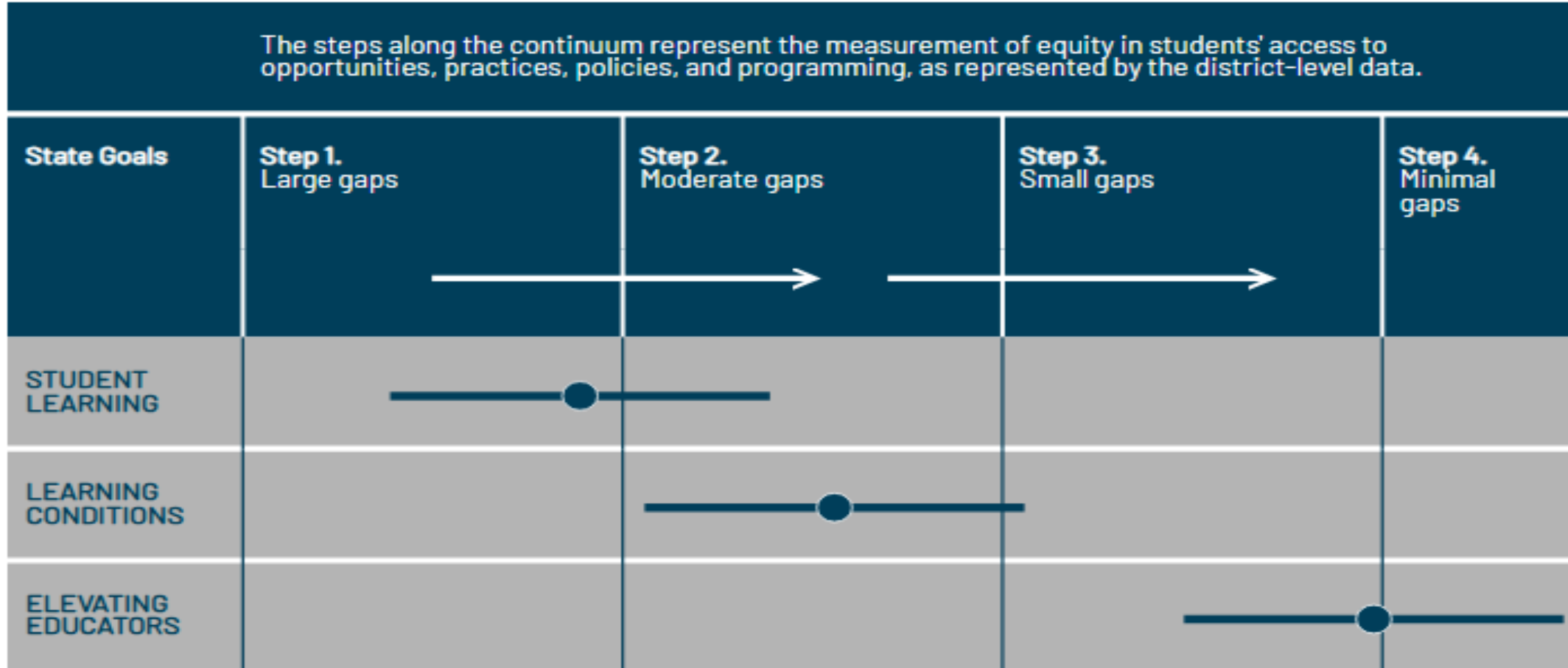
Your District Next Steps

- Review your district's 2023 and 2024 EJC data. What are the results? What steps can the district take to reach the three Strategic Plan goals?
- How will the district staff utilize the EJC in plans to improve educational equity for students who need it?
- What resources does your district have to mitigate educational equity gaps? What ISBE or other resources are districts aware of?
- What information shared by the district presenters is helpful as you improve access and outcomes for students in your district to achieve high goals after high school?

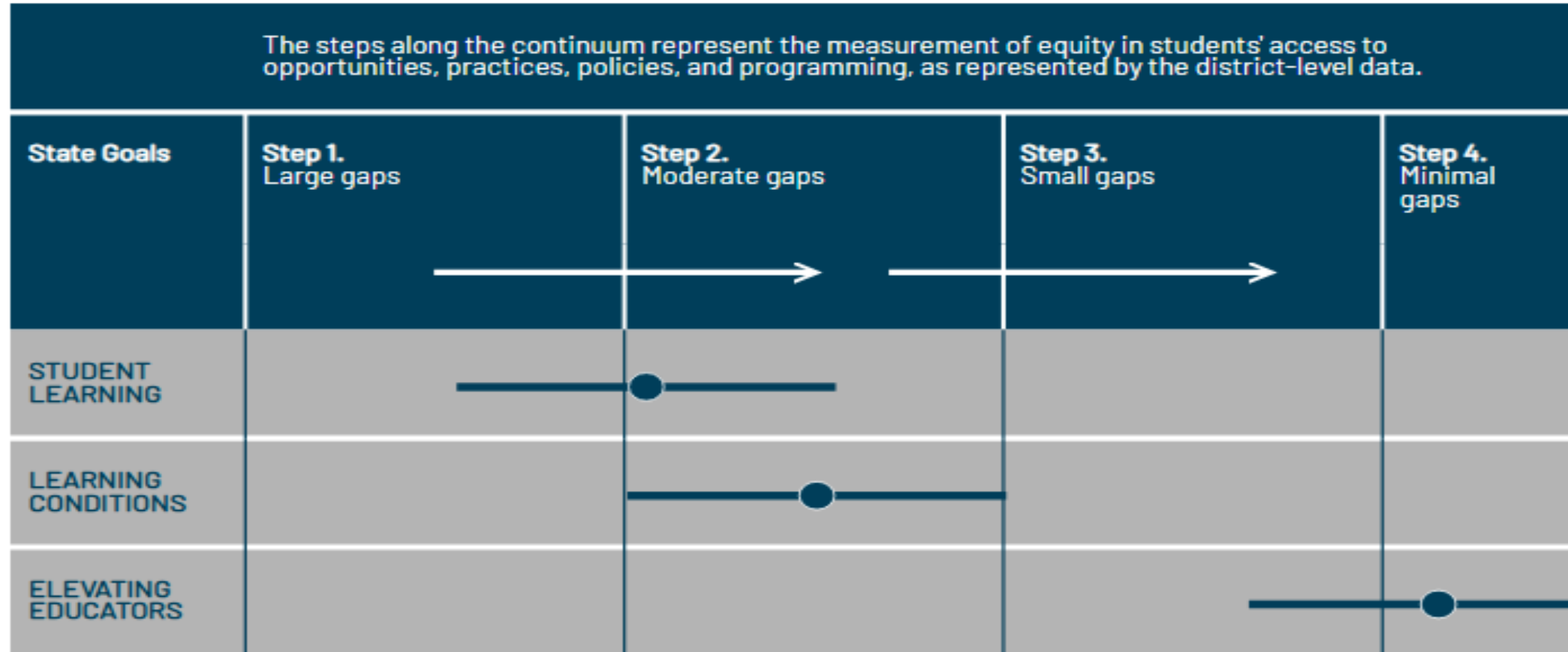
Next Steps: Developing Equitable Policies, Practices, and Procedures

- Help district leaders and their communities make informed decisions about their schools' equity strengths, opportunities for growth, access, and supports.
- The factual, objective data helps all stakeholders speak effectively about where to invest their equity efforts and resources.
- Help to ensure students from all backgrounds can achieve high standards as districts move forward in their unique equity journey.

Illinois Equity Journey Continuum 2023



Illinois Equity Journey Continuum 2024



Resources: Research and Development

Creating a tool for Illinois: Researched, analyzed, reviewed information and resources.

The Education Commission of the States

- [Building Educational Equity Indicator Systems: A Guidebook for States and School Districts](#)
 - ✓ Identifies equity indicators
- [Equity and Excellence ESSA State Report Cards: A State-by-State Analysis](#)
 - ✓ Provides equity indicators

Equity Journey Continuum Fact Sheets



[Introduction](#)



[Data Elements](#)



[Four Steps](#)



[How to Use](#)



[Your Narrative](#)

[ISBE Equity Information and Resources webpage](#)

Also accessible from the [ISBE homepage](#) (Equity button).

- [Glossary](#)
- [FAQ](#)

- The Data Review and Verification Tool (DRVT) contains district specific data. (Superintendent has access.)



Questions?

EJC Contact Information:

Paula Powers, Principal Consultant

ppowers@isbe.net

Bill Truesdale, Principal Consultant

wtruesda@isbe.net

and

Sergio Hernandez, Equity Lead

www.isbe.net/equity

thank you