

# Equity Journey Continuum: Importance of Learning Conditions

Session 3 of 5

2:00pm, April 26, 2022

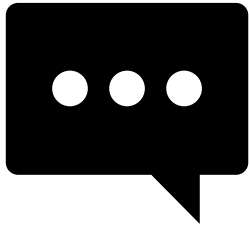


THE INSTITUTE FOR  
RACIAL JUSTICE



**Illinois**  
State Board of  
Education

# Housekeeping



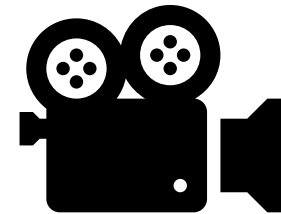
Questions welcome!

Either **raise your hand**  
or insert questions  
into the **chat**



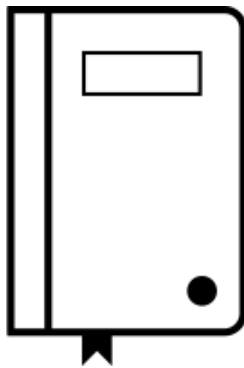
District interaction

Ability for districts to  
respond to various  
prompts via  
**mentimeter**



Recording the meeting  
for **posting to ISBE's  
Equity webpage** for  
future viewing

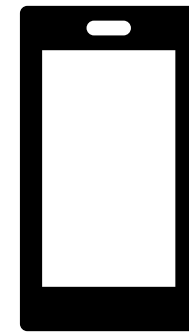
# Readying



Take out your notes from the previous tutorial webinars.



Quiet yourself from distractions.



Have your DRVT open and your phone/computer ready to do some activities.



**LOYOLA**  
UNIVERSITY CHICAGO

THE INSTITUTE FOR  
RACIAL JUSTICE



**Illinois**  
State Board of  
Education

# Recalling Session 1: What is Equity?

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



# Recalling Session 2: Student Learning

- Working Together for Equity
- Importance of Student Learning
  - Equity and Data Elements
- Data behind the Equity Journey Continuum numbers
  - Defining gaps
  - Determining Step Values



# Agenda

- Recalling Sessions 1 & 2
- Working Together for Equity
- Importance of Learning Conditions
  - Equity and Data Elements
- Data behind the Equity Journey Continuum numbers
  - Identifying Inclusion
  - Determining Step Values
- Open Forum
- Next Steps



**LOYOLA**  
UNIVERSITY CHICAGO

THE INSTITUTE FOR  
RACIAL JUSTICE



**Illinois**  
State Board of  
Education

# Working Together For Equity

- Where is your district located?



**LOYOLA**  
UNIVERSITY CHICAGO

THE INSTITUTE FOR  
RACIAL JUSTICE



**Illinois**  
State Board of  
Education

# Working Together For Equity

- How many years have you worked in your district?



**LOYOLA**  
UNIVERSITY CHICAGO

THE INSTITUTE FOR  
RACIAL JUSTICE



**Illinois**  
State Board of  
Education



# Working Together For Equity

- How many years have you worked in education?



**LOYOLA**  
UNIVERSITY CHICAGO

THE INSTITUTE FOR  
RACIAL JUSTICE



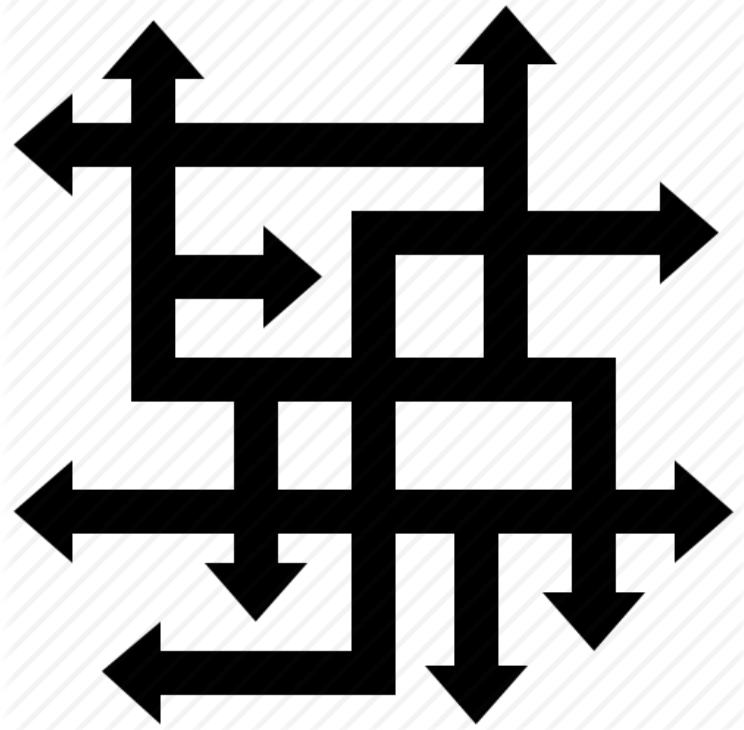
**Illinois**  
State Board of  
Education

# Working Together for Equity

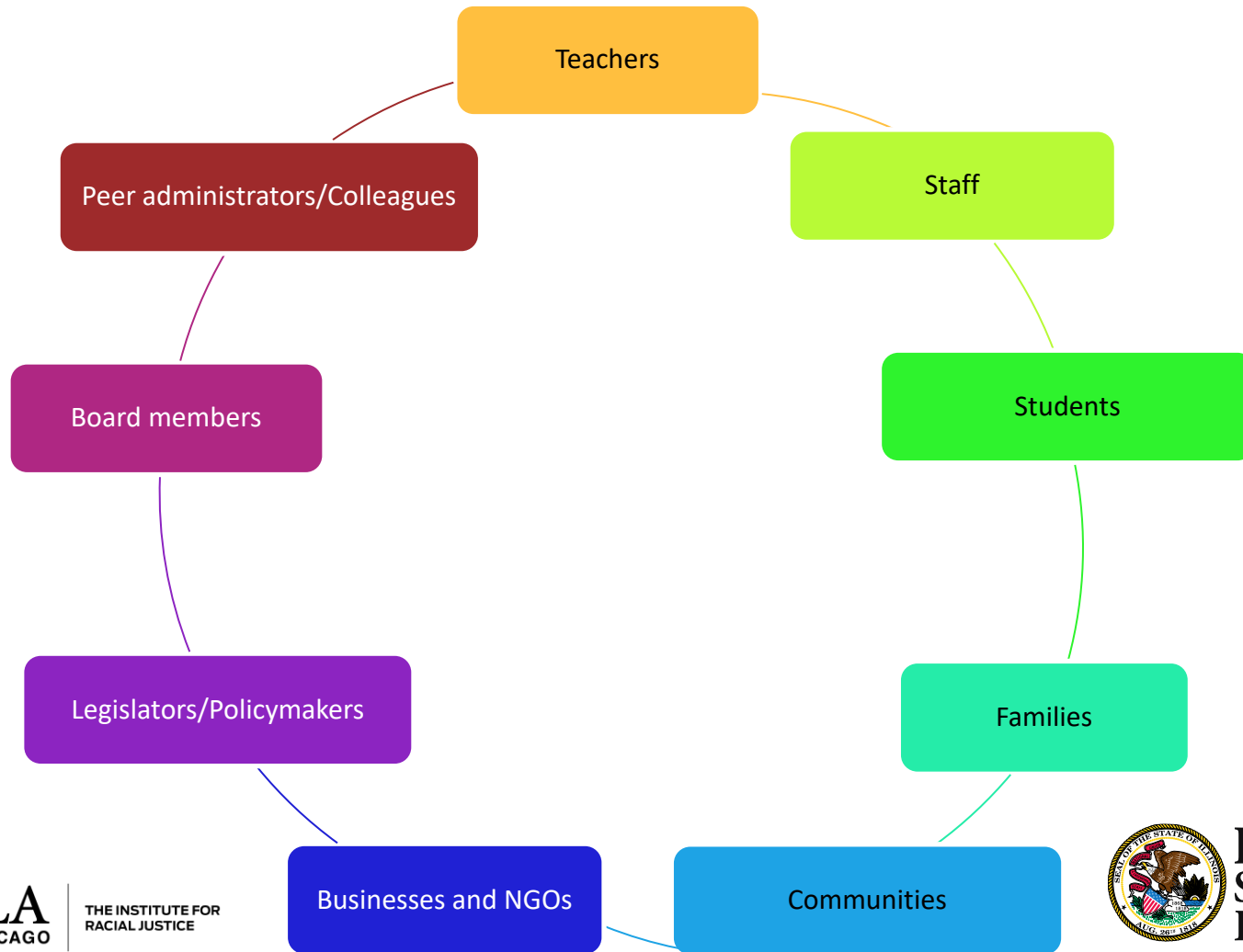
- Discuss different parts of the Learning Conditions area and how it relates to equity work broadly and to your district specifically
- Guest speakers:
  - Evanston/Skokie School District 65 Superintendent Dr. Devon Horton
  - DeKalb CUSD 428 Superintendent Dr. Minerva Garcia-Sanchez



# Working Together for Equity



# Working Together for Equity



# Importance of Learning Conditions Area

---



**LOYOLA**  
UNIVERSITY CHICAGO

THE INSTITUTE FOR  
RACIAL JUSTICE



**Illinois**  
State Board of  
Education

# 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.



# Learning Conditions: 2 of 3 Areas on the Report Card



Student Learning



Learning Conditions



Elevating Educators

## Discussion Topic

Why are learning conditions a core area for our thinking about educational equity?



- M** MOTION TOWARDS EQUITY
- I** IMPROVED INSTRUCTIONAL CORE
- R** RELEVANT AND RIGOROUS COURSE OF STUDY
- A** ATTRACT AND RETAIN HIGH QUALITY STAFF
- C** COMMITMENT TO ACCOUNTABILITY
- L** LEARNING ENVIRONMENTS THAT SUPPORT STUDENT SUCCESS
- E** ESTABLISH EXPECTED TARGETS DRIVEN BY RESULTS
- S** SOUND FISCAL STEWARDSHIP



**EVANSTON/SKOKIE**  
SCHOOL DISTRICT 65



*A Continuous Improvement Plan*



**Illinois**  
State Board of  
Education



# Learning Conditions: 2 of 3 Areas on the Report Card



Student Learning



Learning Conditions



Elevating Educators

## Discussion Topic

Why are learning conditions a core area for our thinking about educational equity?



# Learning Conditions: 2 of 3 Areas on the Report Card



Student Learning



Learning Conditions



Elevating Educators

What do learning conditions look like?



**LOYOLA**  
UNIVERSITY CHICAGO

THE INSTITUTE FOR  
RACIAL JUSTICE



**Illinois**  
State Board of  
Education

# Learning Conditions Data Elements

## Meaningful Parent/Family and Student Engagement

- Climate Survey: Student Response Rates
- Climate Survey: Parent Response Rates
- Climate Survey: Involved Families Ratings
- Climate Survey: Influence on Decision Ratings
- Climate Survey: Teacher-Parent Trust Ratings

## Safe and Healthy Learning Environments

- Climate Survey: Supportive Environment Ratings
- Climate Survey: Teacher Response Rates
- Student Attendance

## Strategic Resource Allocation

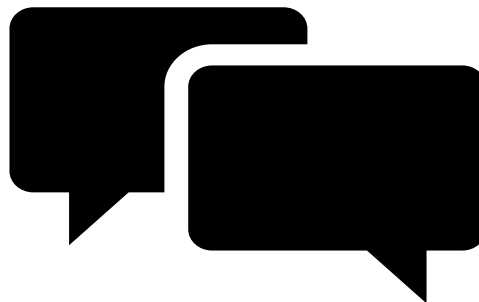
- Site-Based Expenditures

## Non-exclusionary Discipline Practices

- Expulsion Rate
- Out-of-School Suspension Rate
- In-School Suspension Rate



# District Discussion



## Discussion topic

How do these equity and data elements represent our ideas on what Learning Conditions look like?

### Meaningful Parent/Family and Student Engagement

- Climate Survey: Student Response Rates
- Climate Survey: Parent Response Rates
- Climate Survey: Involved Families Ratings
- Climate Survey: Influence on Decision Ratings
- Climate Survey: Teacher-Parent Trust Ratings

### Safe and Healthy Learning Environments

- Climate Survey: Supportive Environment Ratings
- Climate Survey: Teacher Response Rates
- Student Attendance

### Strategic Resource Allocation

- Site-Based Expenditures

### Non-exclusionary Discipline Practices

- Expulsion Rate
- Out-of-School Suspension Rate
- In-School Suspension Rate

# The Numbers Behind the Learning Conditions Elements

---

How do you know when you have **equitable** learning conditions in your district?

# Logging In to the DRVT

- The link to the DRVT is in MyIRC, a password-protected web resource for Illinois teachers and school administrators
  - This is NOT open to the public
- Teachers and Administrators who have an account can simply log in
- Those who do not have an account must create an account and request access

<https://www.illinoisreportcard.com/>



**LOYOLA**  
UNIVERSITY CHICAGO

THE INSTITUTE FOR  
RACIAL JUSTICE



**Illinois**  
State Board of  
Education

# Educational Equity: It's about inclusion



### Discussion topic

Why is inclusion the focus of educational equity?  
What other ways to capture disparities in educational opportunities other than looking at who is included or excluded?

**Meaningful Parent/Family and Student Engagement**

- Climate Survey: Student Response Rates
- Climate Survey: Parent Response Rates
- Climate Survey: Parent Involvement Ratings
- Climate Survey: Involved Families Ratings
- Climate Survey: Influence on Decision Ratings
- Climate Survey: Teacher-Parent Trust Ratings

**Safe and Healthy Learning Environments**

- Climate Survey: Supportive Environment Ratings
- Climate Survey: Teacher Response Rates
- Student Attendance

**Strategic Resource Allocation**

- Site-Based Expenditures

**Non-exclusionary Discipline Practices**

- Expulsion Rate
- Out-of-School Suspension Rate
- In-School Suspension Rate

# Educational Equity: It's about inclusion

- Why is inclusion a focus of educational equity?



**LOYOLA**  
UNIVERSITY CHICAGO

THE INSTITUTE FOR  
RACIAL JUSTICE



**Illinois**  
State Board of  
Education



# What determines “inclusion”?

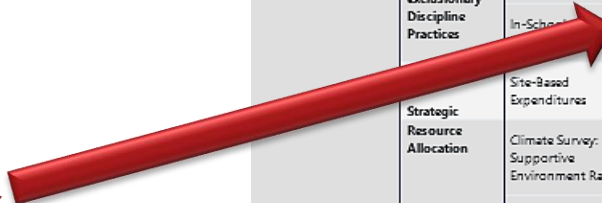
Out-of-School Suspension Rate	2.2		
Out-of-School Suspension Rate	SY2019	Data State	
Special Population Group - Number of students with out-of-school suspension	64	<input checked="" type="checkbox"/>	
Special Population Group - Number of students enrolled	1,237	<input checked="" type="checkbox"/>	
All other Races/Ethnicities Group - Number of students with out-of-school suspension	20	<input checked="" type="checkbox"/>	
All other Races/Ethnicities Group - Number of students enrolled	300	<input checked="" type="checkbox"/>	
All Student Group - Total students with out-of-school suspension	73	<input checked="" type="checkbox"/>	
All Student Group - Total students enrolled	1,905	<input checked="" type="checkbox"/>	

Click

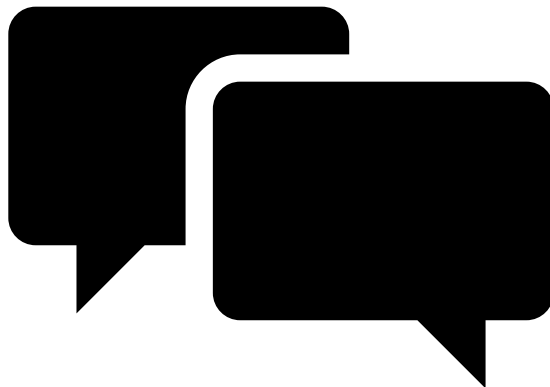
# Reflecting on your district's inclusion

LEARNING CONDITIONS	Equity Elements	Data Elements				
					2.81	
	Non-exclusionary Discipline Practices	Expulsion Rate	→			4.5
		Out-of-School Suspension Rate	→			4.0
		In-School	→			4.2
	Strategic Resource Allocation	Site-Based Expenditures	→	1.5		
		Climate Survey: Supportive Environment Ratings	→	1.5		
	Safe and Healthy Learning Environments	Climate Survey: Teacher Response Rates	→		3.0	
		Student Attendance	→			4.2
	Meaningful Parent/Family and Student Engagement	Climate Survey: Student Response Rates	→	2.0		
		Climate Survey: Parent Response Rates	→	1.0		
		Climate Survey: Parent Involvement Ratings	→	1.5		
		Climate Survey: Involved Families Ratings	→	1.5		
		Climate Survey: Influence on Decision Ratings	→		2.5	
		Climate Survey: Teacher-Parent Trust Ratings	→	1.0		

Click



# District Discussion



## Discussion topic

Where is inclusion in your district the highest and where is it the lowest?

- Meaningful Parent/Family and Student Engagement
- Safe and Healthy Learning Environments
- Strategic Resource Allocation
- Non-exclusionary Discipline Practices

## For each of these data elements:

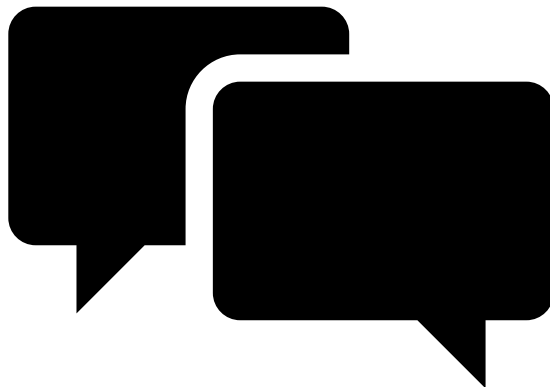
- Click the down arrow next to the data element
- Write down the differences between the different groups

# District 65 Diversity, Equity, Inclusion & Belonging Framework



Illinois  
State Board of  
Education

# District Discussion



## Discussion topic

Where is inclusion in your district the highest and where is it the lowest?

- Meaningful Parent/Family and Student Engagement
- Safe and Healthy Learning Environments
- Strategic Resource Allocation
- Non-exclusionary Discipline Practices

## For each of these data elements:

- Click the down arrow next to the data element
- Write down the differences between the different groups

# District Discussion

- Where is inclusion highest in your district?



**LOYOLA**  
UNIVERSITY CHICAGO

THE INSTITUTE FOR  
RACIAL JUSTICE



**Illinois**  
State Board of  
Education

# District Discussion

- Where is inclusion the lowest?



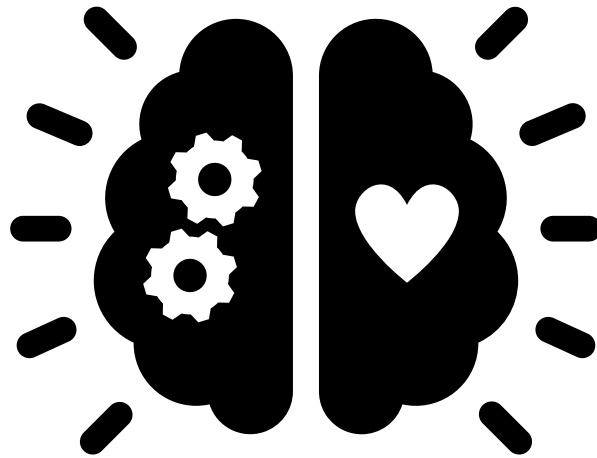
**LOYOLA**  
UNIVERSITY CHICAGO

THE INSTITUTE FOR  
RACIAL JUSTICE



**Illinois**  
State Board of  
Education

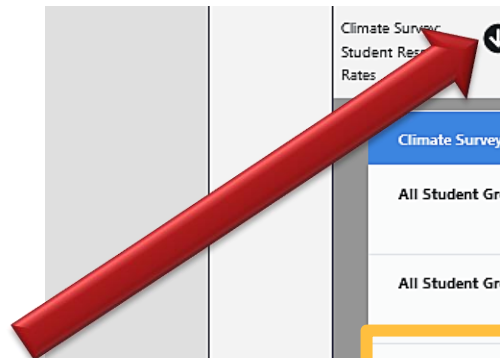
# Equity is hard work!





# What determines “inclusion”?

Click



Climate Survey: Student Response Rates		2.0		
Climate Survey: Student Response Rates		SY2019	Data State	
All Student Group - Numerator		1,983	<input checked="" type="checkbox"/>	
All Student Group - Denominator		3,237	<input checked="" type="checkbox"/>	
All Student Group - Percentage		61.3%	<input checked="" type="checkbox"/>	

Climate Survey: Parent Response Rates		2.0		
Climate Survey: Parent Response Rates		SY2019	Data State	
All Parent Group - Numerator		1,029	<input checked="" type="checkbox"/>	
All Parent Group - Denominator		4,815	<input checked="" type="checkbox"/>	
All Parent Group - Percentage		21.4%	<input checked="" type="checkbox"/>	

Meaningful Parent/Family and Student Engagement

# What determines each step value?

Table 5: Cut Scores for Teacher and Student Climate Survey Response Rates

Step 1- Score 1	Step 2- Score 2	Step 3- Score 3	Step 4- Score 4
Less than 50 % response rates	[50,75) % Response Rates	[75,95) % Response Rates	[95,100] % Response Rates

Table 6: Cut Scores for Parent Climate Survey Response Rates

Step 1- Score 1	Step 2- Score 2	Step 3- Score 3	Step 4- Score 4
Less than 20 % response rates	[20,50) % Response Rates	[50,76) % Response Rates	[76,100] % Response Rates

For additional supporting information regarding the Equity Journey Continuum, please see:

- [Glossary of Terms](#)
- [Business Rules in Determination of District Step Scores](#)

Found in the DRVT

# What determines the step for the Site Expenditures data element?

- Average Site-Based Per Pupil Expenditures in each type of school
  - Is a dollar amount
  - Gap is comparison between concentrated and non-concentrated schools
  - Use table below to determine Step

	Step 1		Step 2		Step 3		Step 4	
Sub-step score	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5
Special population Percent spending difference	<-5	[-5,-1)	[-1,0)	[0,5)	[5,10)	[10,20)	[20,30)	>=30

For additional supporting information regarding the Equity Journey Continuum, please see:

- [Glossary of Terms](#)
- [Business Rules in Determination of District Step Scores](#)

# District Discussion

LEARNING CONDITIONS	Equity Elements	Data Elements		2.81		
	Non-exclusionary Discipline Practices	Expulsion Rate	→		4.5	
		Out-of-School Suspension Rate	→		4.0	
		In-School Suspension Rate	→		4.2	
	Strategic Resource Allocation	Site-Based Expenditures	→	1.5		
		Climate Survey: Supportive Environment Ratings	→	1.5		
	Safe and Healthy Learning Environments	Climate Survey: Teacher Response Rates	→		3.0	
		Student Attendance	→			4.2
	Meaningful Parent/Family and Student Engagement	Climate Survey: Student Response Rates	→	2.0		
		Climate Survey: Parent Response Rates	→	1.0		
		Climate Survey: Parent Involvement Ratings	→	1.5		
		Climate Survey: Involved Families Ratings	→	1.5		
		Climate Survey: Influence on Decision Ratings	→		2.5	
		Climate Survey: Teacher-Parent Trust Ratings	→	1.0		

# District Discussion

- Which of these elements is opinion-based?
  - Climate Survey Results
  - Strategic Resource Allocation
  - Non-exclusionary Discipline Practices
  - Student Attendance



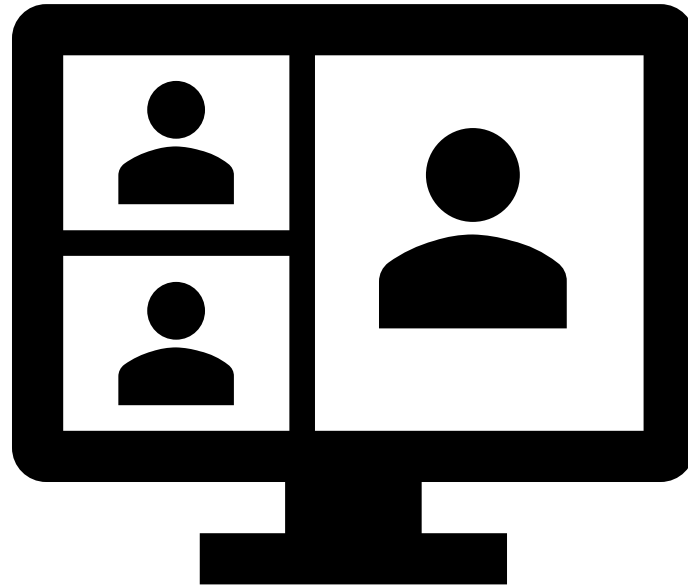
# The overall Learning Conditions step

- As the Business Rules show, the five fact-based data elements are weighted with a 55% compared to the other opinion-based elements with a 45%.

Metric	Classification and Weight
Expulsion Rate	Fact based (55%)
In-School Suspension Rate	Fact based (55%)
Out-of-School Suspension Rate	Fact based (55%)
Site-Based Expenditure	Fact based (55%)
Student Attendance	Fact based (55%)
Climate Survey Student Response Rates	Opinion based (45%)
Climate Survey Teacher Response Rates	Opinion based (45%)
Climate Survey Parent Response Rates	Opinion based (45%)
Climate Survey Supportive Environment Ratings	Opinion based (45%)
Climate Survey Parent Involvement Ratings	Opinion based (45%)
Climate Survey Involved Families Ratings	Opinion based (45%)
Climate Survey Influence on Decision Ratings	Opinion based (45%)
Climate Survey Teacher-Parent Trust Ratings	Opinion based (45%)



# Discussion: Open Forum



**LOYOLA**  
UNIVERSITY CHICAGO

THE INSTITUTE FOR  
RACIAL JUSTICE



**Illinois**  
State Board of  
Education

# Next Steps

- Learn more deeply about the other areas:
  - **Session 4:** Focusing on the Elevating Educators Area, May 4 from 2:30 to 4:00
  - **Session 5:** Sharing the Continuum with your administrative team, May 10 from 2:30 to 4:00
  - Each session will be split into two halves:
    - First half: The importance of the topic/area
    - Second half: The numbers behind the topic/area





# THANK YOU

We appreciate you allowing us  
to be a part of your equity  
journey!



**Illinois**  
State Board of  
Education