



Equity Update

June 15, 2020

Student Equity and Inclusion Survey Results
School Improvement Plans for 2020-2021
Equity Call-to-Action



Student Equity and Inclusion Survey Results

May 2020

Overview



- Series of questions designed to ask students to reflect on their experiences of equity and inclusion in school
- All students in grades 4-12 invited to participate between May 11-22
- Addresses feedback from the Board of Education to ensure we are capturing student voice in our equity work
- Data results will be used to establish a baseline of Student Perception of Climate and Culture and a growth plan for positive climate and culture enhancements



Panorama Equity and Inclusion Survey

What feedback did students have for their school?

Grades 4-12

5,507 responses | [show breakdown](#)



Topic

Percent Favorable ?

Diversity and Inclusion

76%



U-46 Student Summit

76%



Sense of Belonging

53%



Cultural Awareness and Action

36%



What is "Percent Favorable"?

A score of "81% favorable" means that 81% of respondents selected a favorable answer choice. Most often, the top two answer choices are favorable for a question with five answer choices, and the top three answer choices are favorable for a question with seven answer choices.

Example question: How excited are you about going to this class?





Results by Group

Choose a survey

Hide values

Color blind-friendly colors



Spring 2020 Panorama Equity and Inclusion Survey

Group Name	Group Size	Cultural Awareness and Action	Diversity and Inclusion	Sense of Belonging	U-46 Student Summit
All respondents	5,507	36%	76%	53%	76%
Student African-American Male					
N	5,420	0	0	0	0
Y	87	-4	-2	-4	-8
Student Attendance					
90-95%	1,301	+1	-1	-3	-2
Greater than 95%	3,322	+1	+2	+4	+3
Less than 90%	884	-1	-4	-10	-8
Student ELL Status					
ELL	798	+6	-16	+9	+5
Not ELL	4,709	-1	+3	-2	-1



Which comes first - low attendance rate or lack of sense of belonging?

A missed opportunity for valuable discussions with our students?



QUESTION

› How confident are you that students at your school can have honest conversations with each other about race?

49%

responded favorably

QUESTION

› How often do students at your school have important conversations about race, even when they might be uncomfortable?

13%

responded favorably

If yes, in what way(s) have you experienced discrimination or race/culture/ethnicity based inequality within your school? ?



N word 27 responses



I have experienced **people** saying the N-word, judging sometimes, and/or making **fun** of your religion sometimes.



Said the n-word Looked at us different.



well one **teacher** said the **n word** with the hard er at the end and she said like 3-6 times in one **day**. the next **teacher** said that a good amount of African Americans are associated with gangs and drugs.



When a different **race** other than **black**, say the **N word** ... they have gotten into fights.



In my **class** of all **white** male **students**, I was being told by one **student** that my ideas on the **black** lives matter protest was irrational. then he would throw pencils in my hair, say "edgy **jokes**" about my **race**, and made me feel overall powerless. my **friend**

Filter by Theme: [Clear](#)

- All responses
- race
- 't
- white people
- culture
- racial slurs
- n word**
- ethnicity
- racist
- i havent
- mexicans
- names
- racism
- color
- friends
- kids
- someone
- people
- jokes
- other people
- other students
- fun
- everyone
- person
- day
- teacher
- students
- time
- class
- teachers
- south elgin high school

Example of the uncomfortable discussions that may not be happening

Bright spots in our data



QUESTION

› Do you believe all students have the opportunity for success at your school?

86%
responded favorably

QUESTION

› Have you ever personally experienced discrimination or race/culture/ethnicity based inequality within your school?

81%
responded favorably

QUESTION

› At your school, how often do students from different races, ethnicities, or cultures hang out with each other?

76%
responded favorably



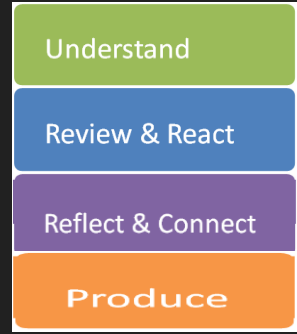
Conversation with Arne Duncan June 5, 2020



Breakout Discussion - June 5, 2020



- Volunteer in each group to capture and [submit notes](#)
- Possible discussion topics:
 - What are your initial reactions to this data?
 - How might the results look different if students were to take the survey today?
 - How can we help to facilitate these “honest conversations about race” with our students - even if they are uncomfortable?
 - What structures, processes, or systems currently exist that oppress or marginalized certain groups of students or employees?
 - How should we use the results to drive PD for staff?
 - How does the uncertainty surrounding the opening of school in August factor into our equity work?
 - How might we connect these results to our continuous school improvement work? How can we use our continuous improvement plans to drive us toward actionable and meaningful change?



School Improvement Plans for 20-21



Standards-Based Learning and Assessment

District Strategic Plan Alignment:
Student Achievement
and
Effective & Engaged Staff



Social and Emotional Wellness

District Strategic Plan Alignment:
Student Achievement
and
Effective & Engaged Staff



Family and Community Engagement

District Strategic Plan Alignment:
Student Achievement
and
Effective & Engaged Staff

Principal: Dr. Angelica Ernst

Assistant Principal: Dr. Rachellee Bly

[School Website](#)

[Illinois Report Card](#)

Huff Elementary

Continuous School Improvement Plan



Vision and Mission Statement

Mission: Educate our
Diverse
popUlation in a
Creative and safe
Atmosphere where
sTudents are engaged and
famillEs are involved

Vision: Huff will empower students to be self-motivated, life-long learners who believe in themselves and aspire to achieve their fullest potential today and always.



Vision y Mision

Mision: Educar a nuestra
Poblacion Diversa en una atmosfera
Creativa y segUra en la que los
estudiantes son dediCados y las
FAMilias se
InvolucRan en su educacion

Vision: Huff capacitará a los estudiantes para que sean estudiantes automotivados y de por vida que crean en sí mismos y aspiren a alcanzar su máximo potencial hoy y siempre.

Huff Elementary SIP plan with equity focus

Equity Committee Major Milestones



Subgoal 1.1 - Student Achievement

Increase the enrollment in identified academic systems and programs (Pre-K-Age 21) for all qualified Targeted Student Groups

- ***Revised Academy Selection Process***
- ***Revised Gifted Selection process***



Subgoal 2.4 - Effective and Engaged Staff

Implement an equity professional development plan that is systemic structurally and relevant individually.

- ***Offered NIU Social Justice Camp podcasts for professional development***



Subgoal 3.2 - Community Engagement

Assess district climate data (welcoming, safe, inclusive and equitable environment)

- ***Conducted student equity and inclusion survey***



Subgoal 4.2 - Excellence, Efficiency and Accountability

Review, establish, and implement an equitable educational fee structure

- ***Revised enrollment fees***
- ***Provided Chromebooks, WiFi to support distance learning***

Equity Call-to-Action statement

