



**Illinois
State Board of
Education**



School Year 2022/23 Capacity Builders Series

December 2022

Equity • Quality • Collaboration • Community

Welcome



Contact Information: ROE Leads

Dara Carr dcarr@bhsroe.org

Anji Garza agarza@roe47.org

Amy Smith asmith@peoriaroe.org

Casey Veitch cveitch@roe4.org

Contact Information: Reimbursements & ISBE

Krissy Darm kdarm@roe35.org

Kimberly Johnson kjohnson@isbe.net

Caitlyn Walker cwalker@isbe.net



Housekeeping:



- Please take a few minutes to register for this event by using this link:
<https://forms.office.com/r/LQfTTQDmB9>
- Please pull up the slides, we will be working in them during the session:
https://docs.google.com/presentation/d/1cEQwkPplu_a9zn2-fBM7rhPdjeU2Op1MmGCcv7ij2pmE/edit?usp=sharing
- All resources are archived on [ROE 35 google site](#) and ISBE's [Standards and Courses webpage](#)
 - Under the blue bar titled "School Year 2022/23 Capacity Builders Series"
- Please take a moment to change your name in zoom
 - Click "participants" at the bottom of the window
 - However over your name and click "more" then "rename"
 - Before your name, please write the number that corresponds to your ROE/ISC area 1-6
 - Example: 3 Caitlyn W



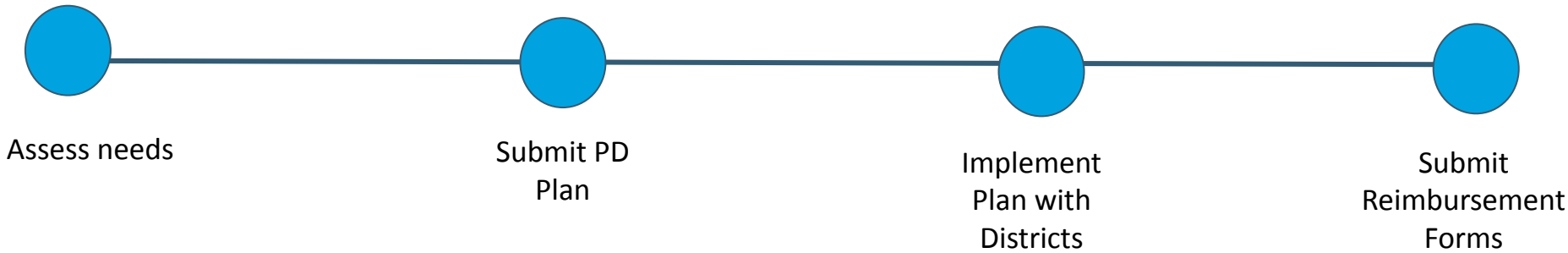
Shared Norms



- Use the chat to provide feedback & interact (back channel)
- Unmute yourself to share during designated times
- Make your video available during small group break outs
- Be comfortable with feeling uncomfortable
- Use equity of voice
- Keep your mind & heart open
- Be future focused



Capacity Builders Project Timeline

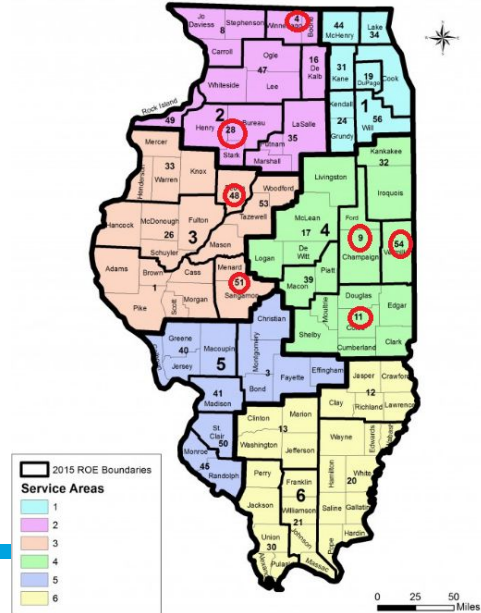
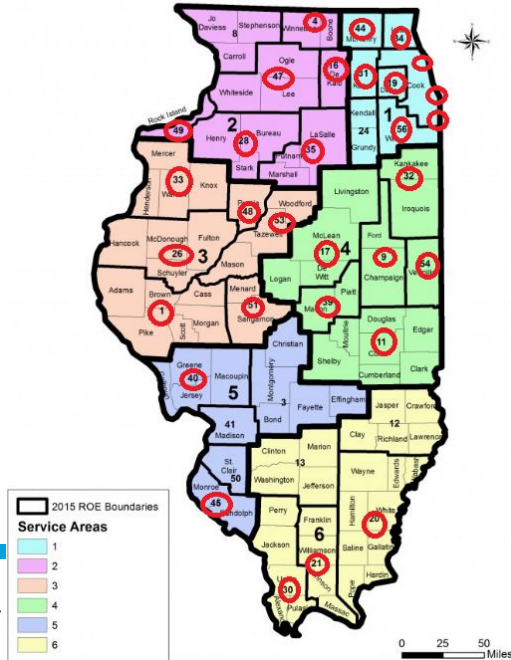


Approved Plan Updates

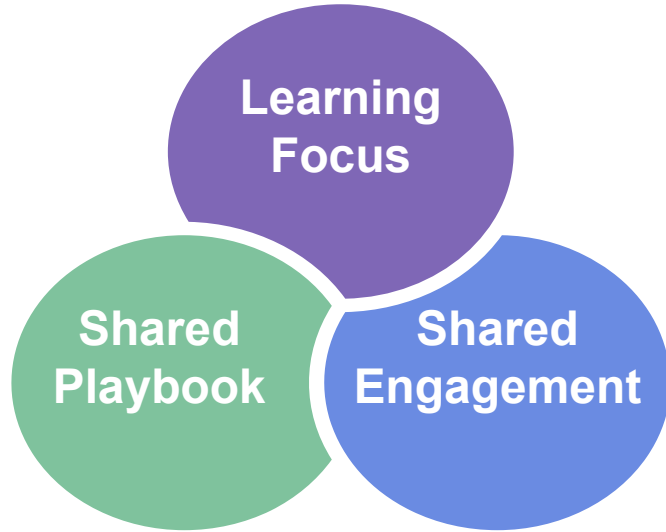


ROE/ISC Registered to Participate

Approved PD plans



Community of Practice



ROE 9: Champaign CUSD 4 Spotlight



Request:

Support in detracking science.

District Leadership initial thoughts:

Done “talking”; it’s time to move on it.

Training on differentiation will make detracking possible.



ROE 9: Champaign CUSD 4 Spotlight



Initial Plan/Request:

ROE would facilitate 1. exploration of potential challenges and successes with staff, 2. Training on differentiation strategies

FINAL Plan/Request:

ROE facilitate 1. Exploration of Curriculum Evaluation Tool (specifically A.6., A.7., A.10., A.13., C.2,C.3, C.5.d.

2. Priority standard identification
3. Assessment development
4. Differentiation training
5. Instructional coaching



Breakout 1



Introduction - include your area (1-6) in your Zoom name

Reflect on our November session. In your breakout room, share either an Aha, Aspiration, or Argue (Question) based off the information shared and discussed.



Briefly: What made a lasting impression?

Room 1:

Aspires to use the template at a district level
Social science standards conversation
Language of “draft” and “proposed”

Room 2

- Nice to have summative designations as a topic last month.
- The templates were originally created by area 1 directors in 18-19, would have been nice to have them credited

Room 3

- Templates and resources are very helpful
- Summative designation information from November
- Networking with state ROE/ISCs to hear the work that they are doing with districts/schools
- Opportunities to have conversations with one another
- The design of CB is truly support

Room 4

Using templates - very useful - Area 6
Ray K - Did a great sessions with Area 3

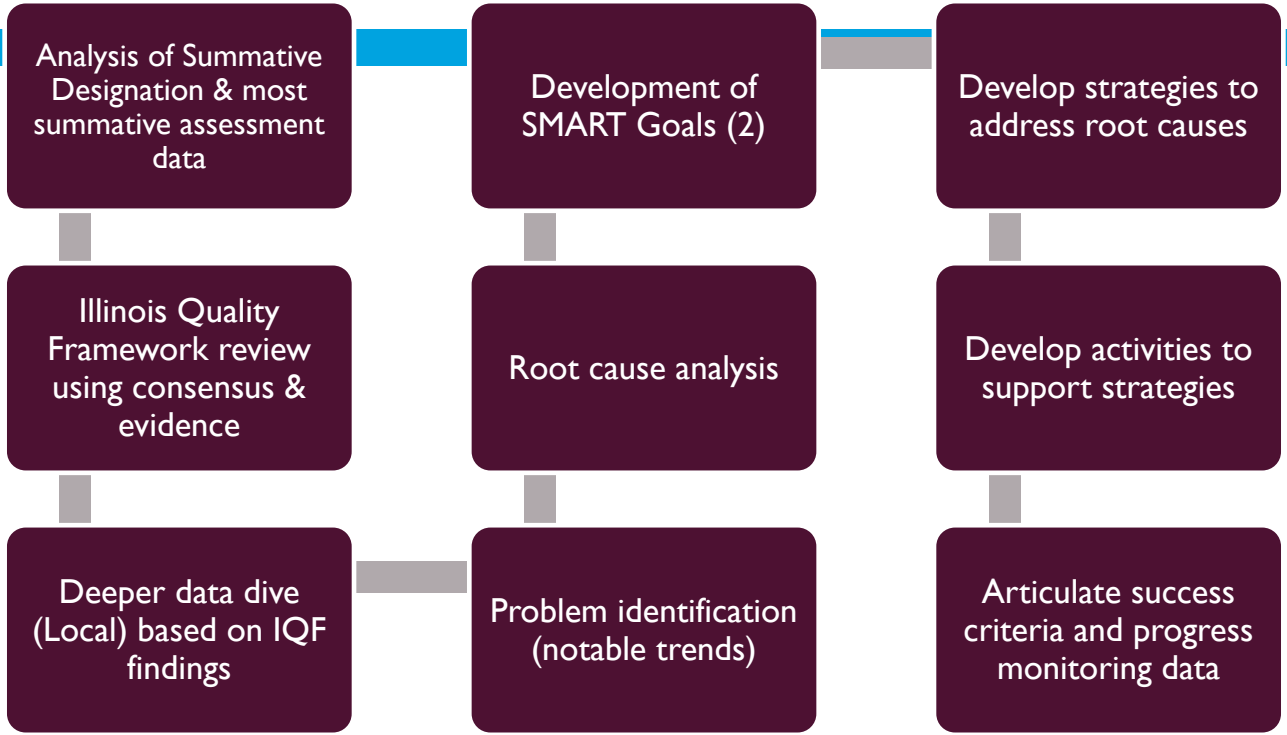
Room 5

Room 6

Room 7

Room 8

Room 9



Data Case Study



Marigold School

Focus Question: What does the data tell us?

In your breakout room:

- a.) Review the data individually using the questions on the [Dummy Data on K-8 Template](#) or the DA protocol
- b.) Discuss your notices & discuss your wonders

Marigold School

Academic Achievement ELA Proficiency = 7.5% of overall designation									
	3-4 ELA Performance	2022 State 3-4 ELA Proficiency Targets	Met Target?	5-6 ELA Performance	2022 State 5-6 ELA Proficiency Targets	Met Target ?	7-8 ELA Performance	2022 State 7-8 ELA Proficiency Targets	Met Target ?
All	53.57	21.90	Y	32.62	22.59	Y	17.46	23.45	N
White	76.92	32.84	Y	53.55	33.15	Y	38.78	34.01	Y
Black		6.06			6.41			8.16	
Hispanic		9.59			11.00			12.46	
Asian		37.16			41.11			41.14	
OPI		22.74			25.66			25.22	
AI/AN		15.56			16.22			14.64	
2 or more races		23.67			24.42			23.85	
EL		5.37			1.94			2.12	
Former EL		30.00			24.81			22.97	
CWD	3.83	8.94	N	13.40	8.24	Y	12.53	8.41	Y
Low Income	31.48	8.95	Y	20.73	9.69	Y	9.05	11.41	N



Breakout Room 1

7th graders did not meet the targets for Math

CWD students is a definite area of concern;
particularly in 3 and 4th grade as well as 7th and 8th
grade



Breakout Room 2

7th & 8th grade is lowest- is that because of lack of motivation or ability?

Confused about science score: did only 34% of students take science assessment?

Questions about Index and points available chart

We would start with math at the 7 / 8 level

Look at SWD district wide



Breakout Room 3

7-8 - Not meeting in ELA and Math
7-8 White not meeting in Math
If a school is not meeting 80%, this seems to be a Tier 1 issue.

Questions: In past, items statistically created/selected to establish a Bell Curve - Are these items being selected to result into a Bell Curve? (This is why 100% proficiency by 2014 under NCLB was statistically impossible and rigged).

Would like more insight on how they formulate the target and how they are achieving those targets and what we can do to help the schools?

Provide Assessment/Result training for Capacity Builders. (Help us help districts “read” these data.)



Breakout Room 4

Looking at the data for all of the subgroups will be helpful to understand the whole picture.

Whole district perspective - 7th and 8th didn't meet so why is that the case? What has been the change? What needs to change or be addressed?

Students in 3 and 4 students with disabilities are underperforming.



Breakout Room 5

7-8 ELA Performance (also within low income)

7-8 Math Performance (across all areas)

*What are we missing within this grade level band?

*What is happening in the category of “learning conditions” that is contributing to lower scores?

We are wondering about what systems are in place (or not in place) that are contributing to the lack of data.

3-4 ELA Performance (children with disabilities)



Breakout Room 6- Differentiating Follow-Up



Breakout Room 7



Illinois
State Board of
Education

Data is a matter of perspective.

DATA



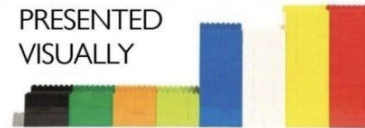
SORTED



ARRANGED

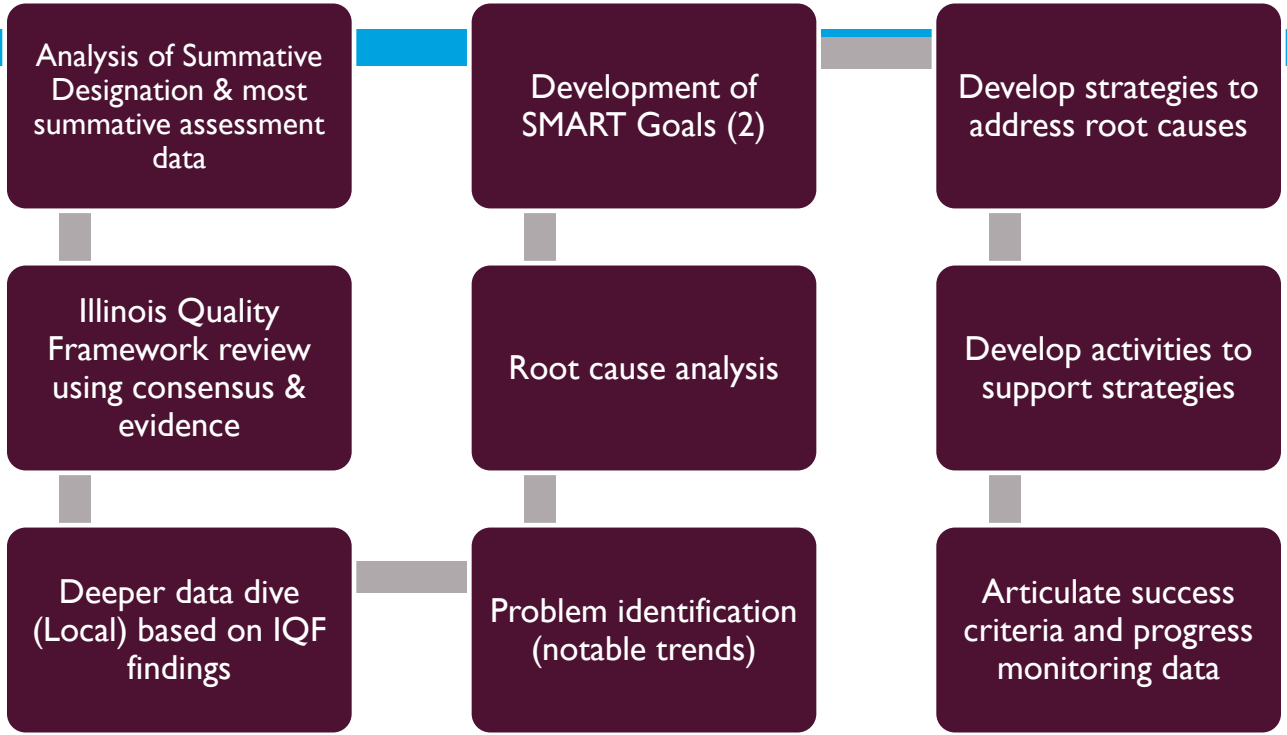


PRESENTED VISUALLY



EXPLAINED WITH A STORY





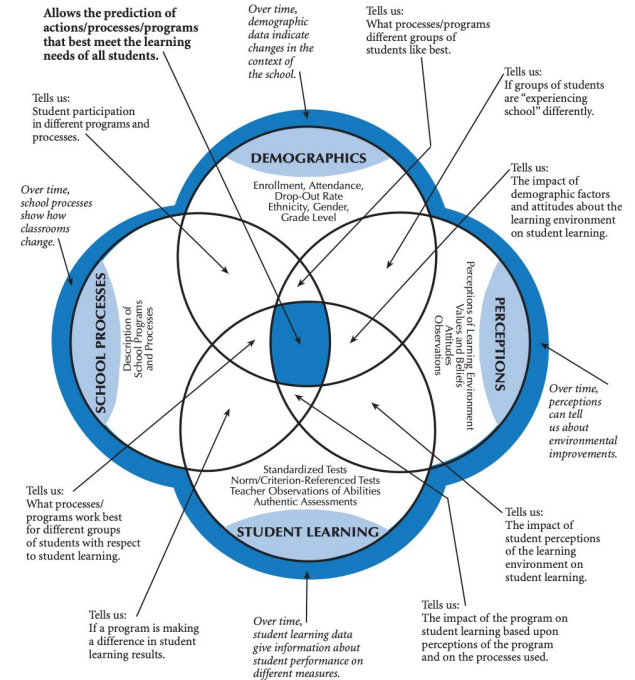
Other Types of Data



1. Perception
2. Program
3. Demographic
4. Achievement

What additional data is available for schools to use to better understand current system strengths and areas for improvement?

MULTIPLE MEASURES OF DATA



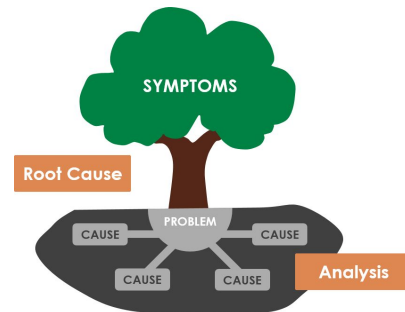
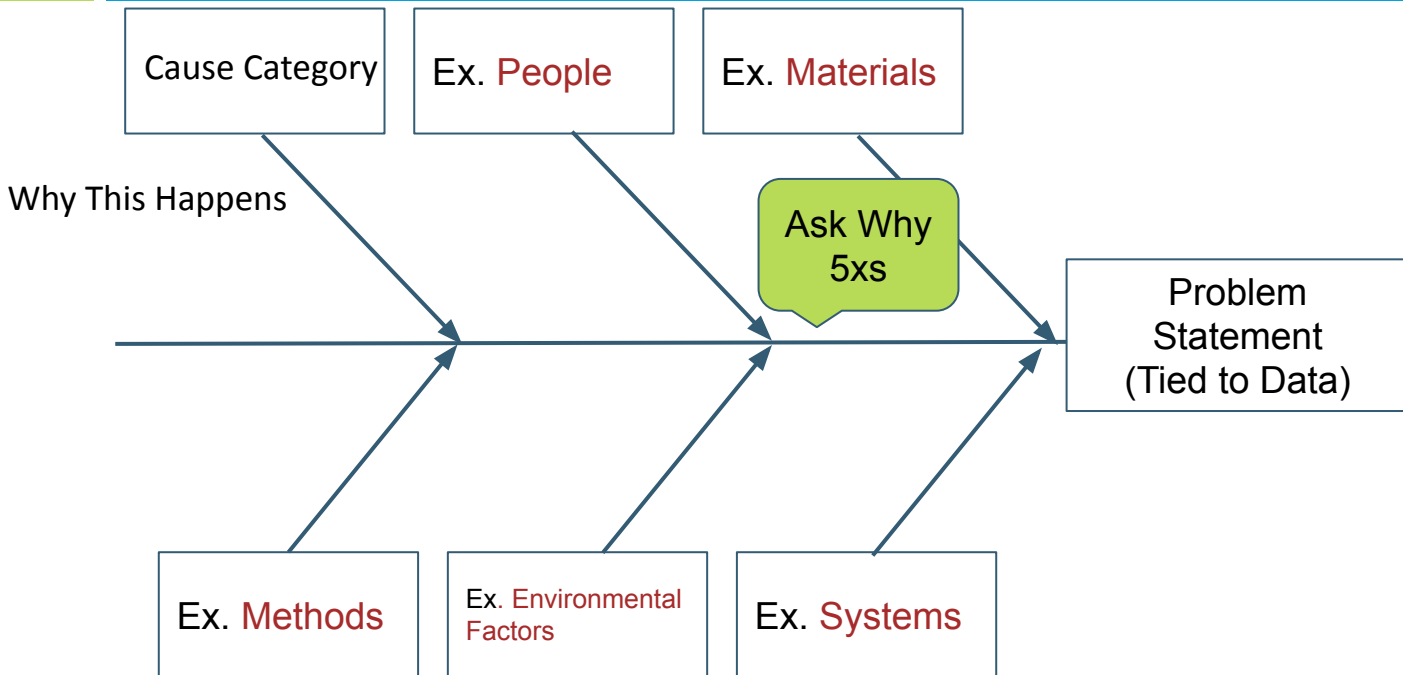
Other Tools to Utilize

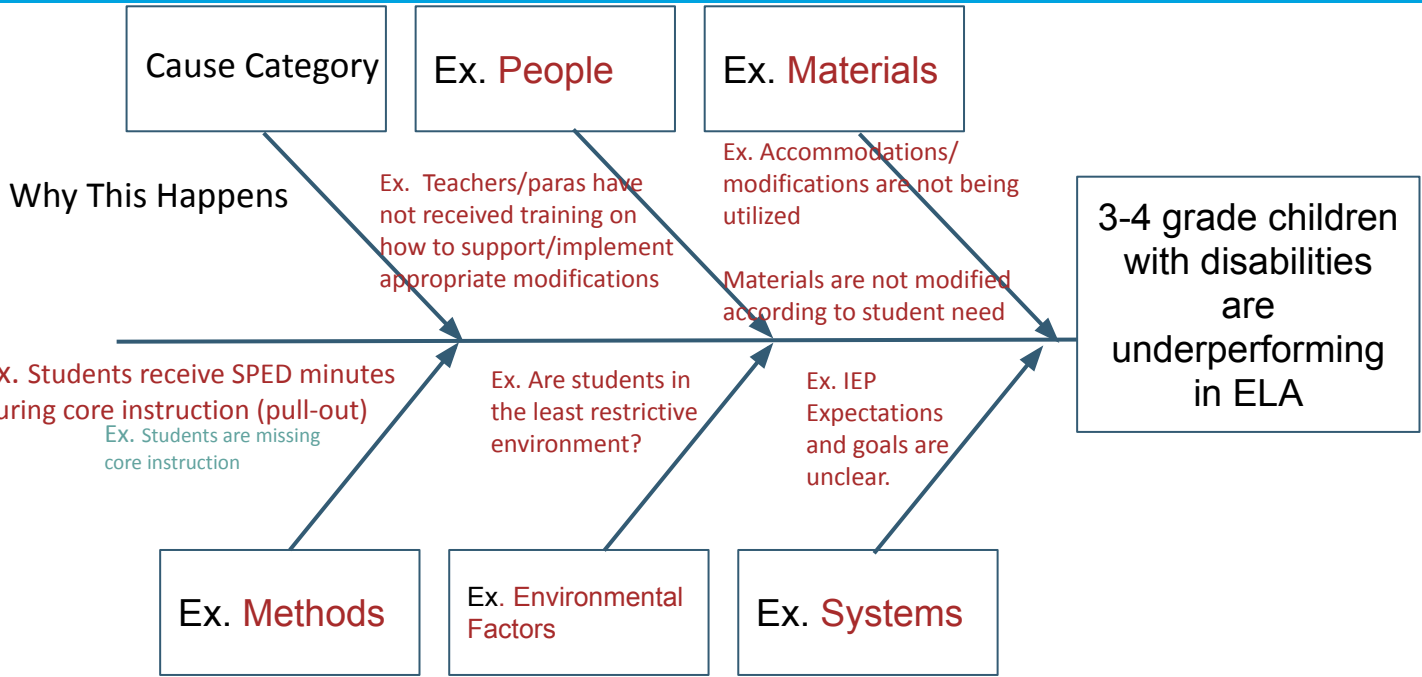


1. Curriculum Evaluation Tool
2. Critical Components Tool (special education)
3. Implicit Bias Tool

What are additional tools we have discussed in the last 2-3 years that would deepen conversations and understanding?





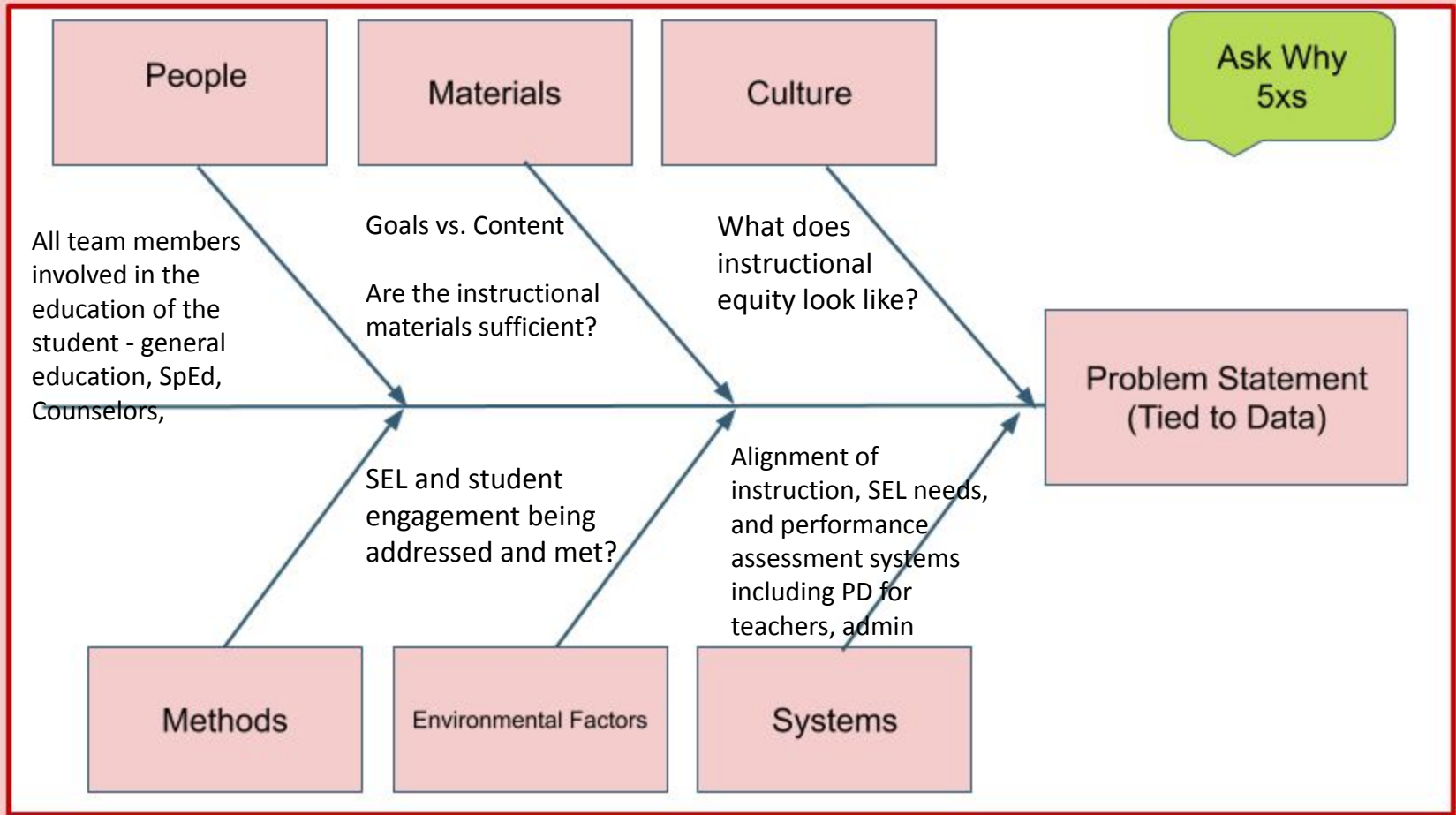


Breakout 3

In your breakout groups, select a problem statement based off the Marigold School case study data.

Then, using the data, previous experience or a generalized “school”, practice root-cause analysis using your breakout room’s fishbone.





People

Materials

Culture

Ask Why
5xs

Knowledge of standards
Data Analysis
Vertical Articulation

Resources
aligned

Motivation
Personal Gain/ Interest
Testing fatigue
End of Year
Goal Setting

Scope &
sequence

Problem Statement
(Tied to Data)

Setting of the
classroom or
teacher style

Proper tools

Tracking/ placement
issues

Differentiating

Testing
environment

MTSS

Remediation- fill in
the gaps

7th/8th grade math

Methods

Environmental Factors

Systems



People

Materials

Culture

Ask Why
5xs

Teachers lacking sufficient training in Tier 1 Curr Programs

Chronic absenteeism (45%?)

Problem Statement
(Tied to Data)

Departmentalization of subjects limiting focus on IAR skills (e.g. cite evidence) in areas like science and social studies.

District's assessment system using Type 2 (e.g. Star Reading) is not integrated (need crosswalk of reports and expectations)

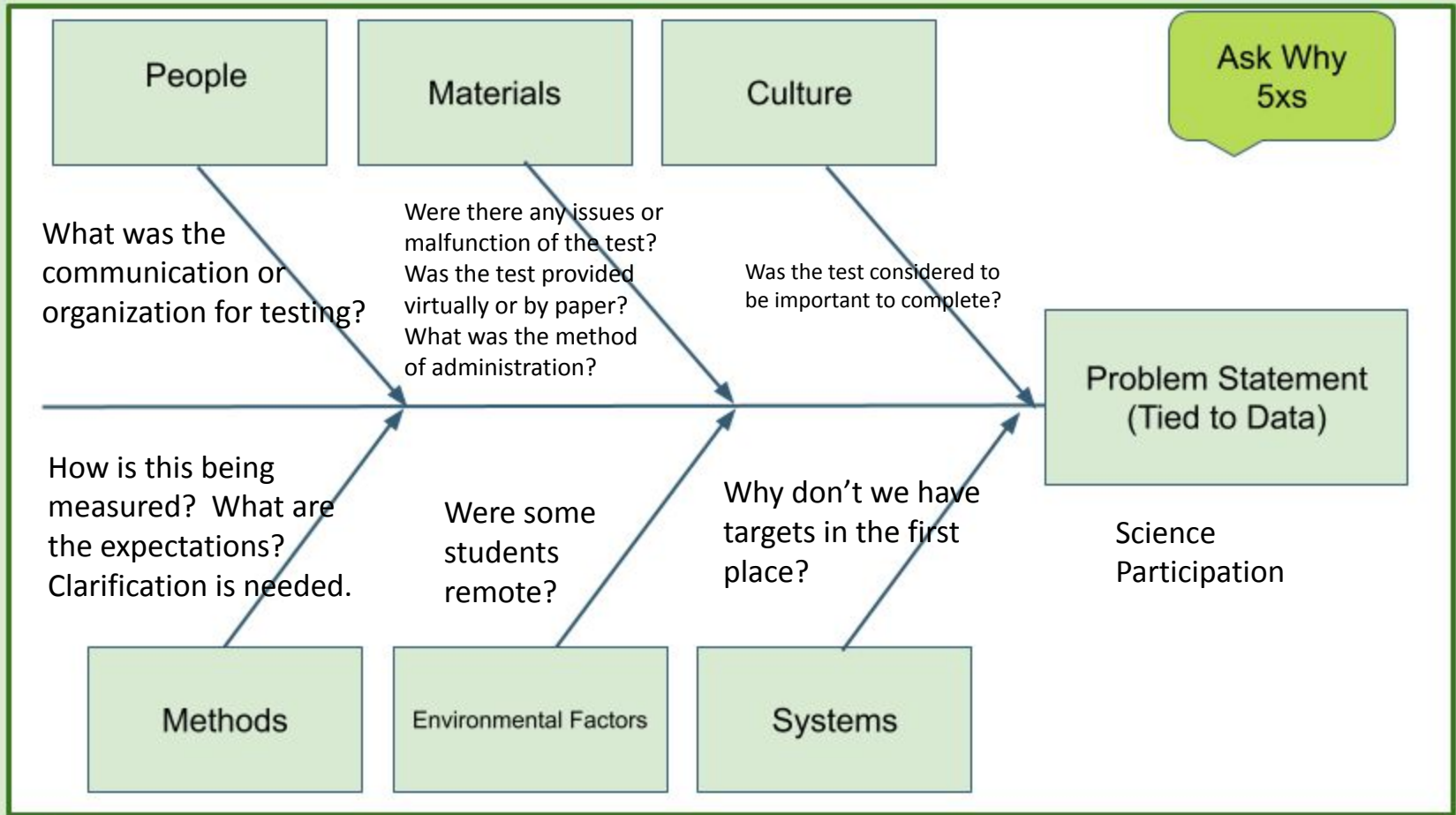
7th and 8th Grade are underperforming in ELA

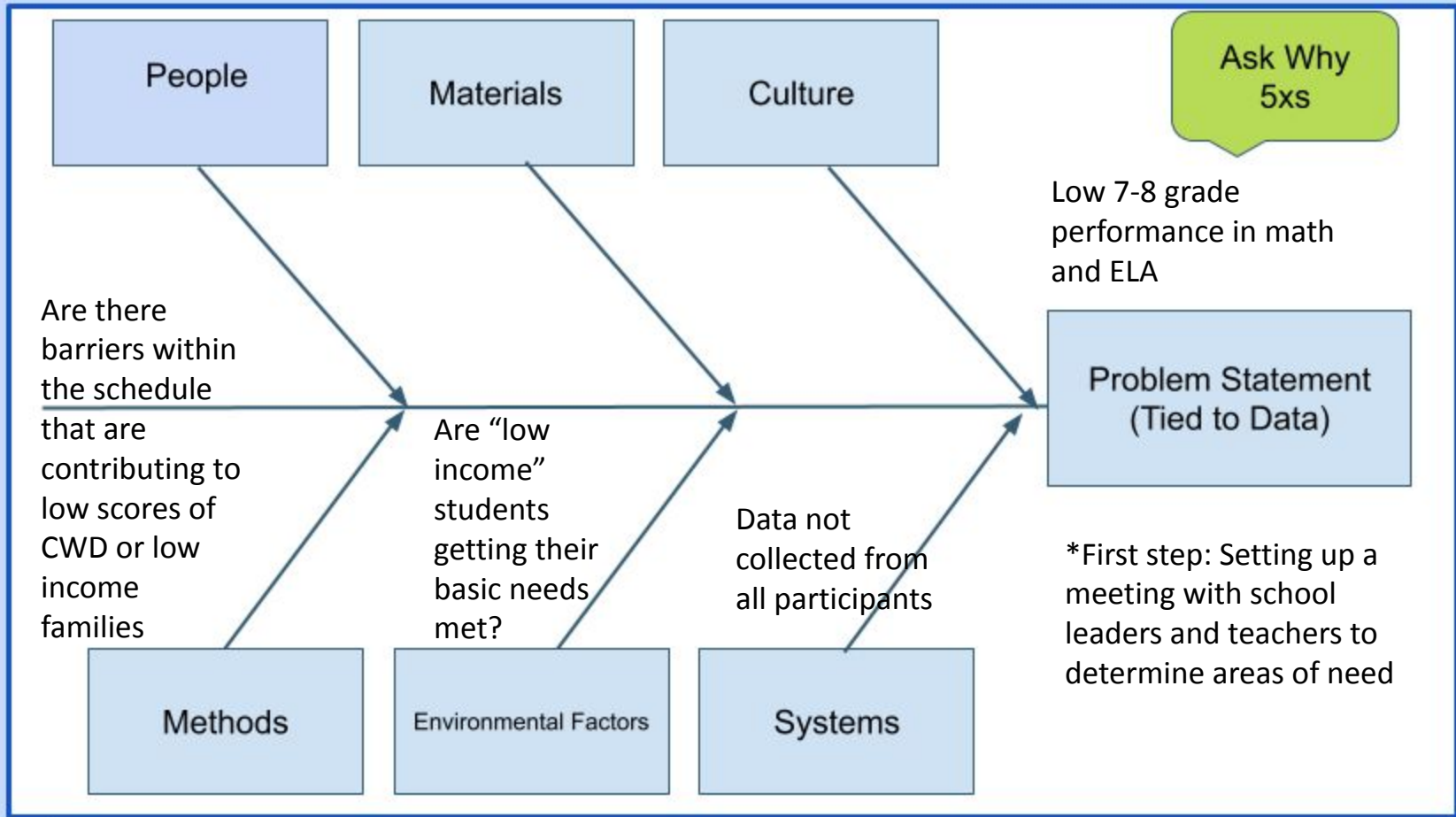
Methods

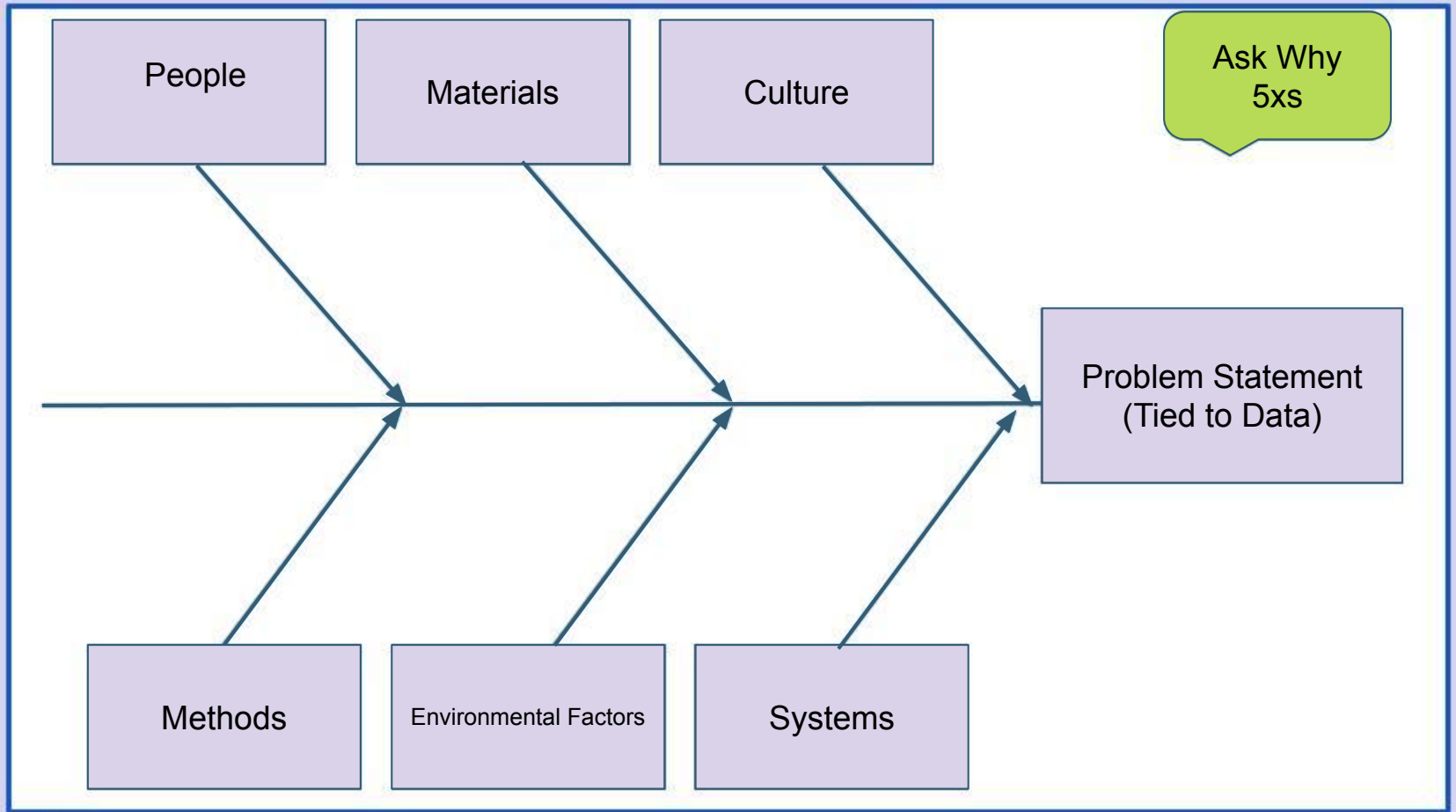
Environmental Factors

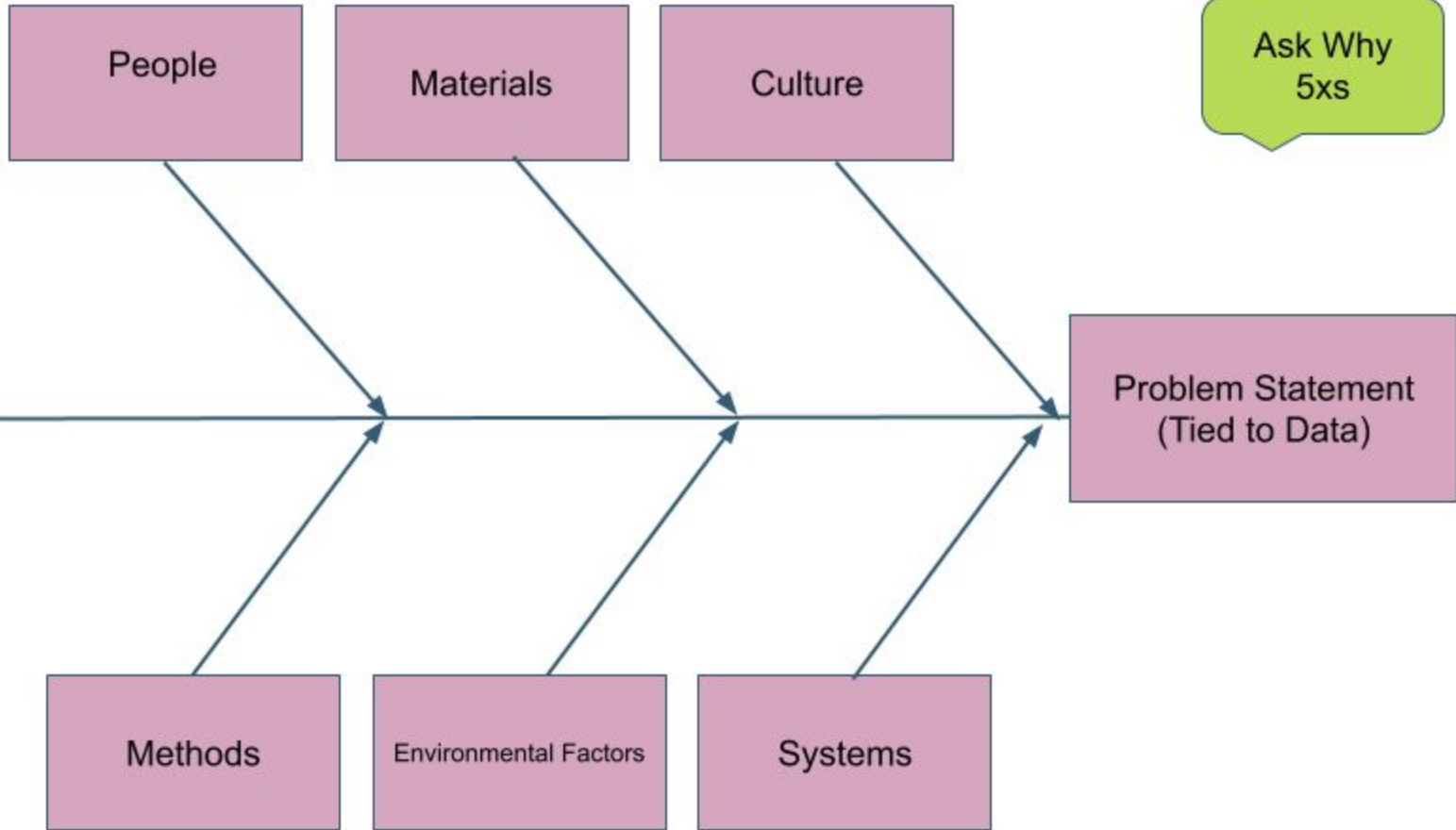
Systems











Debrief

Notices/wonders about the fishbone root-cause analysis protocol?

Other resources to share for root-cause analysis?



Feedback/Suggestions



<https://forms.gle/WG782T3njam1qcAv7>





Homework

- How can you help schools you work with or plan to work with?



Meeting Dates & Times



Upcoming Zoom Meetings

January 9

February 6

March 6

May 21

June 5 (office hours reimbursement questions)

10:00 - 11:30 a.m.

Mark your calendars!



Reimbursement



- ROE/ISC/Districts are eligible for reimbursements for implementation expenses related to facilitating new or existing PLC's
 - Wages for ROE/ISC staff participating in/ facilitating communities of practice
 - **Set up a meeting with Krissy to discuss this process
 - Reimbursement for ordinary expenses or tangible materials required when ROE/ISC/Districts facilitate communities of practice
 - Virtual Platforms
 - Technology needed for offering virtual communities of practice (webcams, mics, etc)
 - Substitute pay for teachers participating
 - Books for book studies
 - Stipends for participating educators
 - Costs associated with travel
- Each ROE/ISC Region is eligible to put in for reimbursements up to \$11,200



Reimbursement Process



1. Send and collect needs assessment data from local education agencies in your region
2. Complete the [PD Plan](#) and submit to Krissy (kdarm@roe35.org) for team review and approval
 - a. If you are struggling with the PD plan completion, consider using these [guiding questions](#) when answering
3. Begin executing the PD plan by facilitating a new community of practice or support an existing community of practice based around information from the needs assessment data and information shared during Capacity Building Sessions
4. Save and compile any supporting expense documentation (receipts, invoices, copy of check to pay invoice, direct deposit vouchers, copy of timesheet, etc.).
5. Complete the [Expense Reporting](#) file and send both the expense reporting file and any supporting documentation to Krissy Darm at kdarm@roe35.org with the subject line: Capacity Builders (ROE number/ ISC Name/ District Name)

Please submit reimbursements as soon as possible so ROE 35 and ISBE can work on the reallocation of funds come spring.



Thank You!



Contact Information: ROE Leads

Dara Carr dcarr@bhsroe.org

Anji Garza agarza@roe47.org

Amy Smith asmith@peoriaroe.org

Casey Veitch cveitch@roe4.org

Contact Information: Reimbursements & ISBE

Krissy Darm kdarm@roe35.org

Kimberly Johnson kjohnson@isbe.net

Caitlyn Walker cwalker@isbe.net

