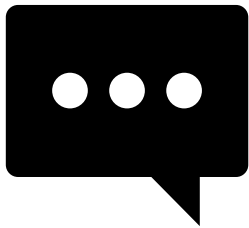


# Equity Journey Continuum: Elevating Educators

# Housekeeping



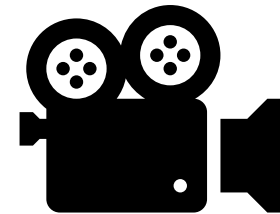
Questions welcome!

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



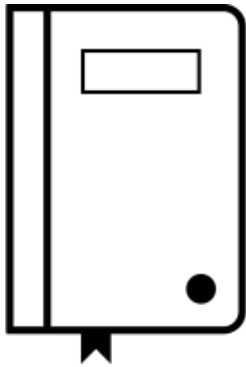
District interaction

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

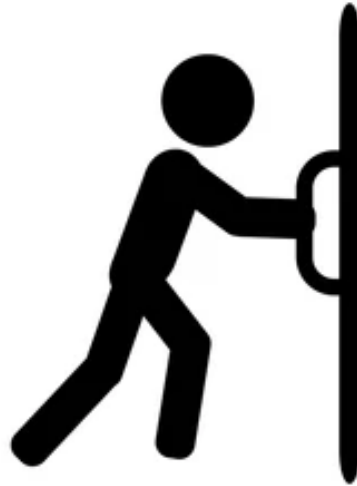


Recording the meeting  
for **posting to ISBE's**  
**Equity webpage** for  
future viewing

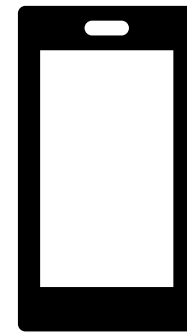
# Readying



Take out your notes  
from the previous  
tutorial webinar.



Quiet yourself from  
distractions.



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

# 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



# Recalling Session 3: Learning Conditions

- Working Together for Equity
- Importance of Learning Conditions
- Numbers behind Learning Conditions
  - Defining Inclusion
  - Determining Step Values

# Agenda

- Working Together for Equity
- Importance of Elevating Educators
  - Equity and Data Elements
- Data behind the Equity Journey Continuum numbers
  - Identifying Access to Educators
  - Determining Step Values
- Open Forum
- Next Steps



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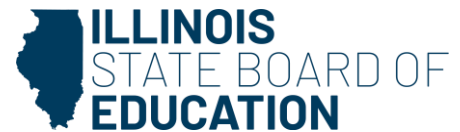
# Working Together For Equity

- Where is your district located?
- [mentimeter slide 1]



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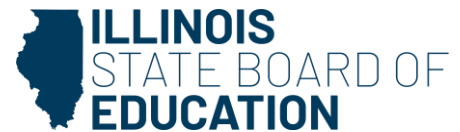
# Working Together For Equity

- What is the locale of your district?
- [mentimeter slide 2]



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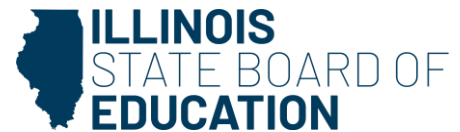
# Working Together For Equity

- Do you have more than one role in your district?
- [mentimeter slide 3]



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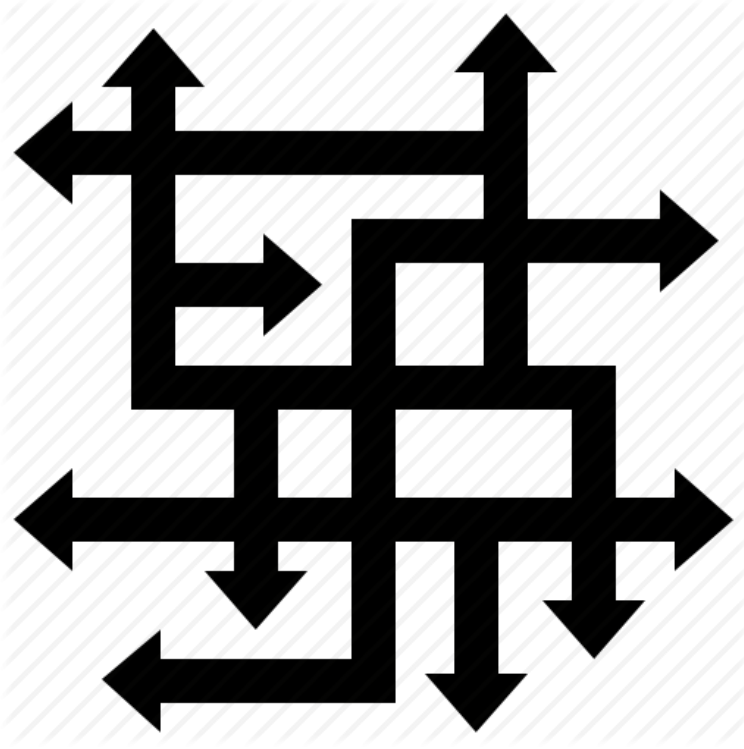


# Working Together for Equity

- How do we want to shape these webinar sessions?
- Discuss different parts of the Elevating Educators area and how it relates to equity work broadly and to your district specifically
- Guest speaker Mr. Justin Johnson, Niles Township High School District 219



# Working Together for Equity

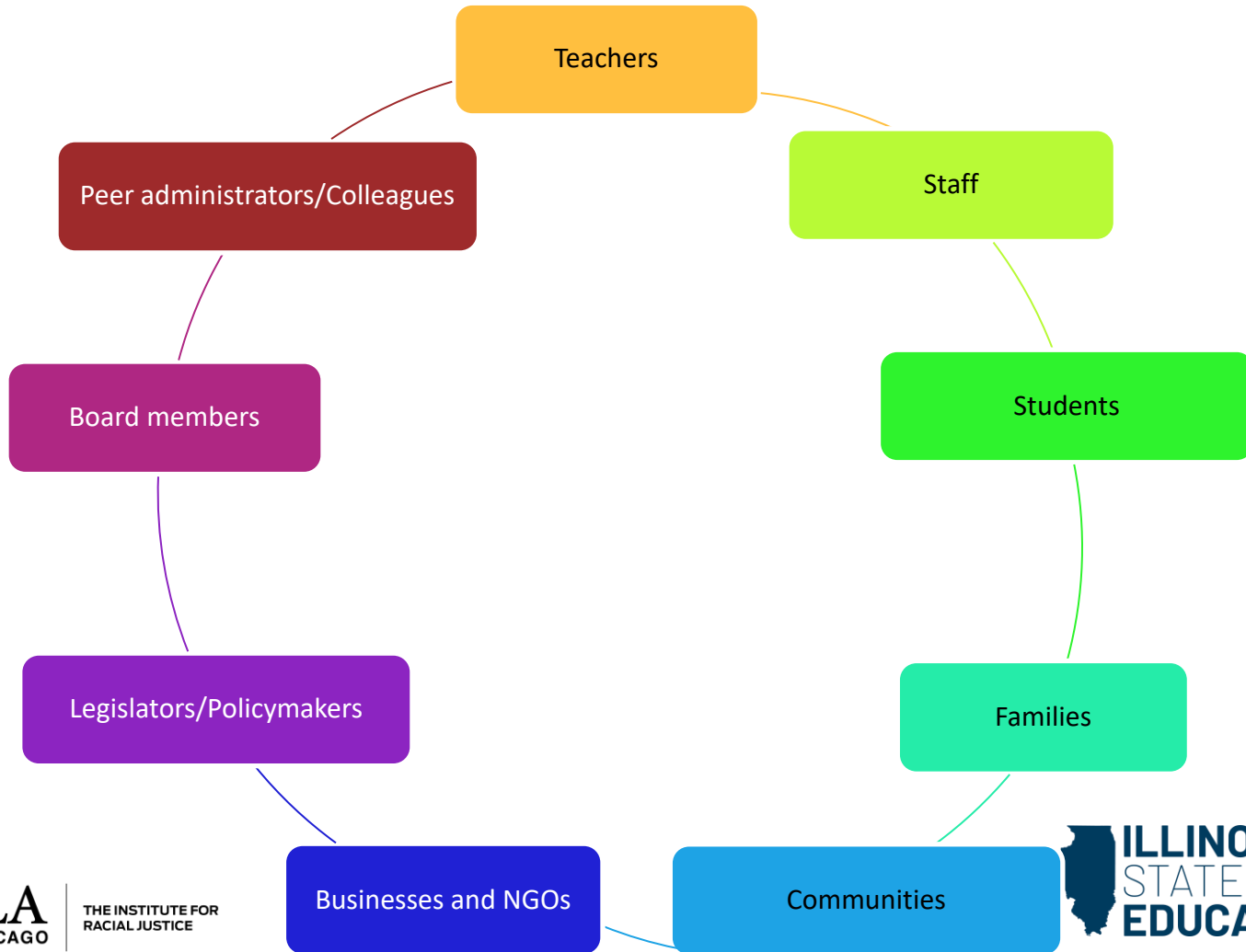


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# Working Together for Equity



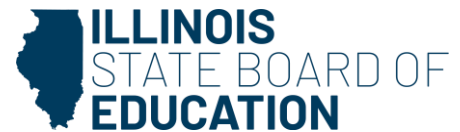
# Importance of Elevating Educators Area

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# Elevating Educators: 3 of 3 Areas on the Report Card



Student Learning



Learning Conditions



Elevating Educators

## Discussion Topic

Why is elevating educators a core area for our thinking about educational equity?



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# Elevating Educators: 3 of 3 Areas on the Report Card



Student Learning



Learning Conditions



Elevating Educators

What does elevating educators look like?  
[mentimeter slide 4]



# The Numbers Behind the Elevating Educators Elements

---

How do you know when you have **equitable** elevating educators 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/>

# Educational Equity: Educator access

## Educator Demographics

- Educator and Student

## Administration and Leadership Demographics

- Administrator and Student

## Access to Effective Teaching-Teacher Effectiveness

- Teacher Experience/Education and Student
- Teacher Evaluation and Students
- Teacher Out-of-Field and Student



# Educational Equity: Educator access

- Why is access to educators a focus of educational equity?
- [mentimeter slide 5]



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# What determines “educator access”?

Teacher Experience and Education			4.0
Teacher Experience/Education and Student		SY2019	Data State
All other Races/Ethnicities Group - Student Numerator		479	<input checked="" type="checkbox"/>
All other Races/Ethnicities Group - Student Denominator		486	<input checked="" type="checkbox"/>
All other Races/Ethnicities Group - Student Percentage		98.6%	<input checked="" type="checkbox"/>
White Group - Student Numerator		1,452	<input checked="" type="checkbox"/>
White Group - Student Denominator		1,477	<input checked="" type="checkbox"/>
White Group - Student Percentage		98.3%	<input checked="" type="checkbox"/>

Click

# Reflecting on your district's educator access

## Journal reflection

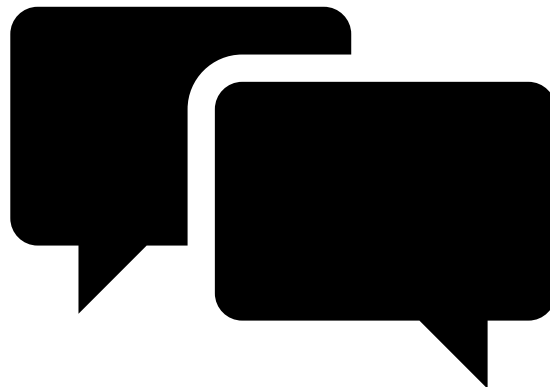
What step values are highest that show high equity in your district?

Which are the lowest, signaling places where equity could be improved?

Equity Elements	Data Elements				4.02	
Educator Demographics	Educator and Student	→			4.1	
Administration and Leadership Demographics	Administrator and Student	→			3.5	
Access to Effective Teaching. Teacher Effectiveness	Teacher	→			4.0	
	Experience/Education and Student					
	Teacher Evaluation and Student	→			4.0	
	Teacher Out-of-Field and Student	→			4.5	

Click

# District Discussion



## Discussion topic

Where does educator access in your district show the most disparities and where does it show the least?

- Educator and Student Demographics
- Administrator and Student Demographics
- Teacher Experience/Education and Student
- Teacher Evaluation and Students
- Teacher Out-of-Field and Student

## 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

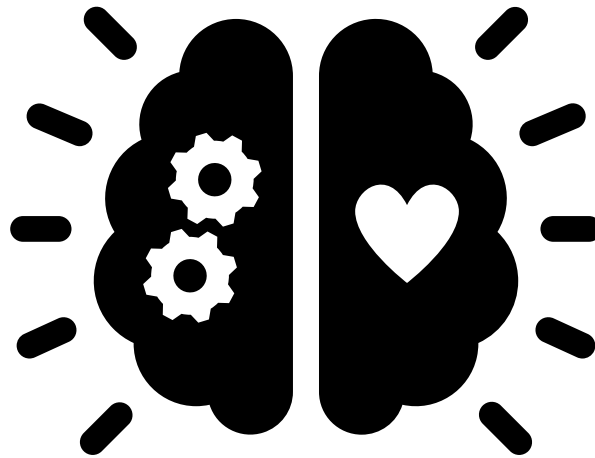
- Where does educator access in your district show the most disparities?
- [mentimeter slide 6]



# District Discussion

- Where does educator access in your district show the least disparities?
- [mentimeter slide 7]

# Equity is hard work!

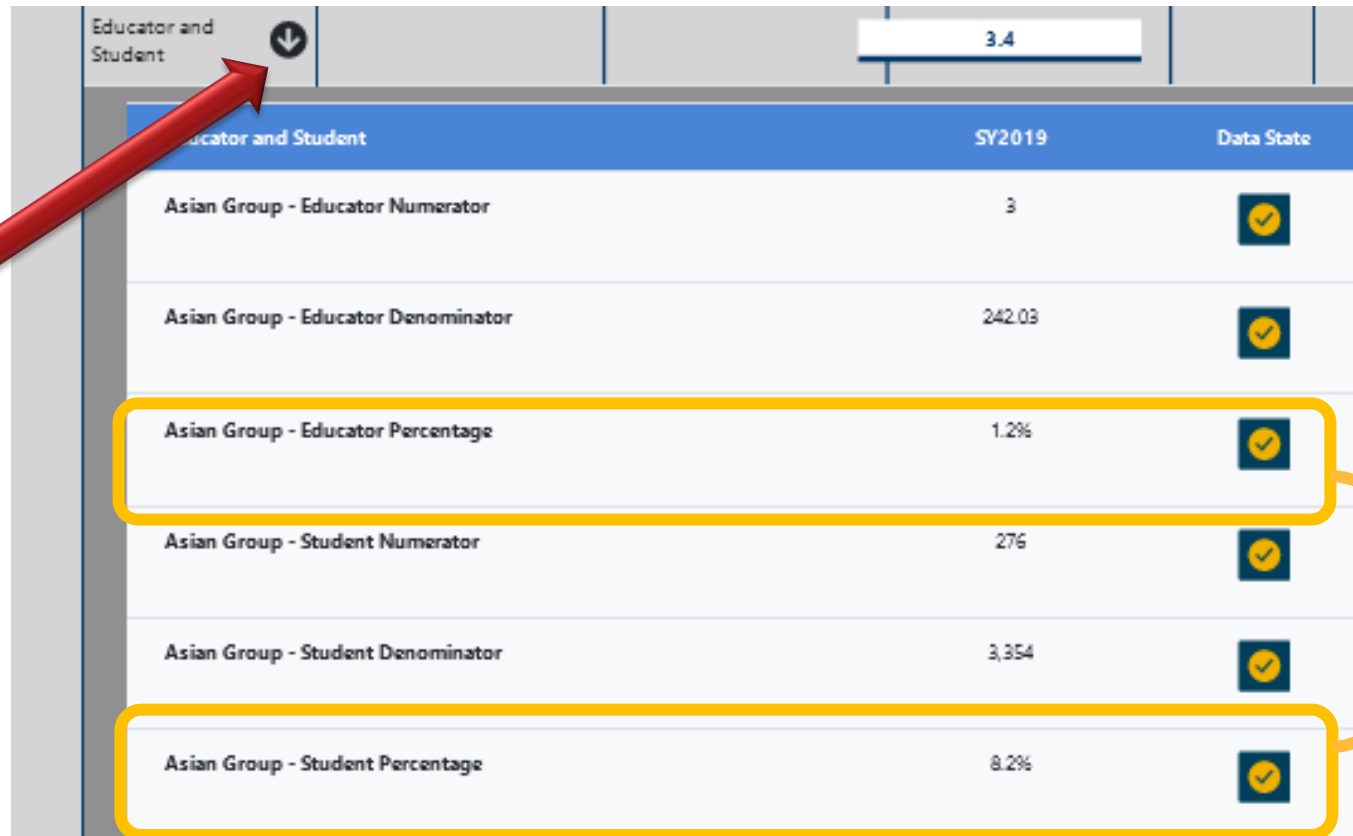


# The overall Elevating Educators step

Equity Elements	Data Elements				4.02	
Educator Demographics	Educator and Student ➡				4.1	
Administration and Leadership Demographics	Administrator and Student ➡			3.5		
Access to Effective Teaching. Teacher Effectiveness	Teacher ➡				4.0	
	Experience/Education and Student					
	Teacher Evaluation and Student ➡				4.0	
	Teacher Out-of-Field and Student ➡				4.5	

# What determines “educator access”?

Click



A screenshot of a data table interface. At the top, there is a header row with a dropdown menu labeled 'Educator and Student' and a value '3.4'. Below this is a table with three columns: 'Educator and Student', 'SY2019', and 'Data State'. The table contains six rows of data. A red arrow points to the dropdown menu. Two rows are highlighted with yellow boxes: 'Asian Group - Educator Percentage' and 'Asian Group - Student Percentage'. A yellow line connects the two highlighted rows.

Educator and Student	SY2019	Data State
Asian Group - Educator Numerator	3	
Asian Group - Educator Denominator	242.03	
Asian Group - Educator Percentage	1.2%	
Asian Group - Student Numerator	276	
Asian Group - Student Denominator	3,354	
Asian Group - Student Percentage	8.2%	

# What determines each step value?

Table 8: Educator and Student Demographics Cut Ranges

	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
Gap for race/ethnicity	<-60	[-60,-50)	[-50,-40)	[-40,-30)	[-30,-20)	[-20,-10)	[-10,-5)	>=-5

Table 9: Administrator and Student Demographic Cut Ranges

	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
Gap for race/ethnicity	<-50	[-50,-40)	[-40,-33)	[-33,-25)	[-25,-18)	[-18,-10)	[-10,-5)	>=-5

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 Teacher Evaluation and Student data element?

	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
Gap for special population and race/ethnicity	(25,100]	(20,25]	(14,20]	(8,14]	(6,8]	(4,6] or <-5	(2,4] or [-5,0)	[0,2]

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

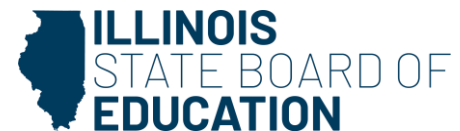
- [Glossary of Terms](#)
- [Business Rules in Determination of District Step Scores](#)

Found in the DRVT



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# Finding the Business Rules

## The Equity Journey Continuum ☐ Reviewed

Equity is a journey. That journey will look different for each and every district.

The Equity Journey Continuum is an informational tool for districts to track their progress toward closing gaps in student achievement, opportunities, and supports. Through the lens of equity, the tool analyzes a continuum of district-level data points already collected and reported to ISBE to make that data more useful for improving outcomes for all students.

ISBE developed the tool using national research and examples from other states and refined the tool through a pilot with districts across Illinois. The equity elements included in the continuum are consistent statewide, measurable, and within each district's control. These data points illustrate a district's current progress in its equity journey — from Step 1 (large gaps) to Step 4 (minimal gaps) — in the three areas of ISBE's strategic plan: student learning, learning conditions, and elevating educators. [The Equity Journey Continuum Rubric](#) provides additional detail about the data elements.

The 2022 Illinois Report Card will publicly display a very high for each of the three areas of the strategic plan. School district preview below.

The 2022 Equity Journey Continuum uses data from the 2019-2020 school year, with disruptions in data due to the COVID-19 pandemic during the 2020-2021 school year. The continuum.

The Equity Journey Continuum assists districts and their communities in understanding their progress toward closing gaps in student achievement, opportunities, and supports, and to speak effectively about where to invest their equity efforts and resources to ensure students from all backgrounds can achieve high standards as districts move forward in their unique equity journey.

Learn more at [www.isbe.net/equity](http://www.isbe.net/equity). Ask questions by emailing [equity@isbe.net](mailto:equity@isbe.net).

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

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

### Business Rules in Determination of District Step Scores

#### Purpose of This Project

The purpose of the Equity Journey Continuum is to serve as a tool for districts to track their progress toward closing gaps in student achievement, opportunities, and supports through the lens of equity. The continuum's five metrics are divided amongst three areas (Student Learning, Learning Conditions, and Elevating Educators). The metrics are aligned with the following three goals of ISBE's Strategic Plan:

- 1) Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate

Found in the DRV

			STEP 1: Large gaps	STEP 2: Moderate gaps	STEP 3: Small gaps	STEP 4: Minimal	N/A Reason
--	--	--	--------------------	-----------------------	--------------------	-----------------	------------

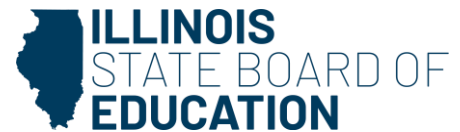
# Next Steps

- **Session 5:** Sharing the Continuum with your administrative team, May 10 from 2:30 to 4:00 p.m.



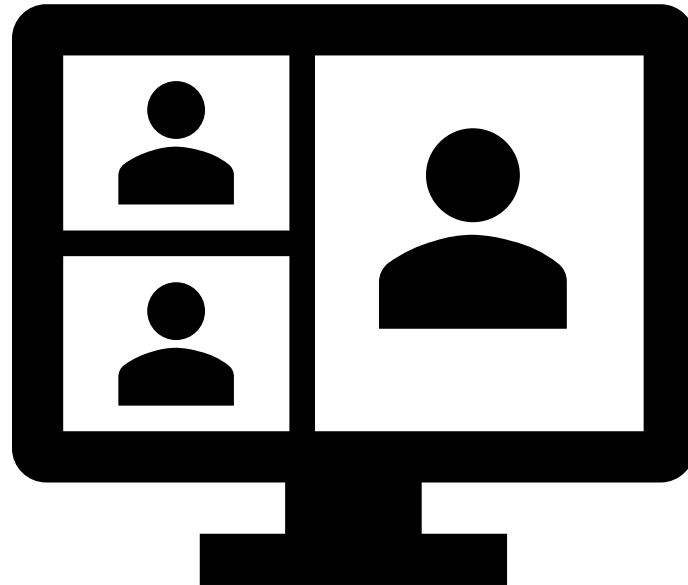
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# Questions



# THANK YOU

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