

# Equity Journey Continuum: Importance of Student Learning

Session 2 of 5

2:30pm, April 19, 2022

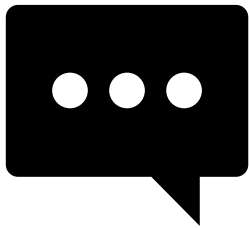


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# Housekeeping



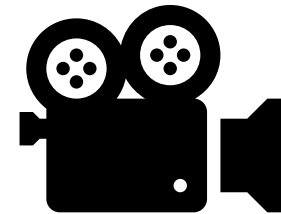
Questions welcome!

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



Discussion time

**Places where we will  
unmute everyone for  
open discussion**

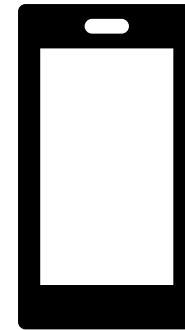


Recording the meeting  
for **posting to ISBE's  
Equity webpage** for  
future viewing

# Readying



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.



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# Agenda: Student Learning

- Review of Session 1
- Working together for equity
- Importance of Student Learning
  - Equity and Data Elements
- Data behind the Equity Journey Continuum numbers
  - Defining Gaps
  - Determining Step Values
- Open Forum
- Next Steps



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# Working Together For Equity

- Where is your district located?



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# Working Together For Equity

- What is your primary role at your district?



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# Working Together For Equity

- Have you attended an earlier webinar session about the Equity Journey Continuum?



# Working Together for Equity

- How do we want to shape these webinar sessions?
- Discuss different parts of the Student Learning portions and how it relates to equity work broadly and to your district specifically
- Guest speaker Jennifer Brumback, Chief Academic Officer with East St. Louis District 189



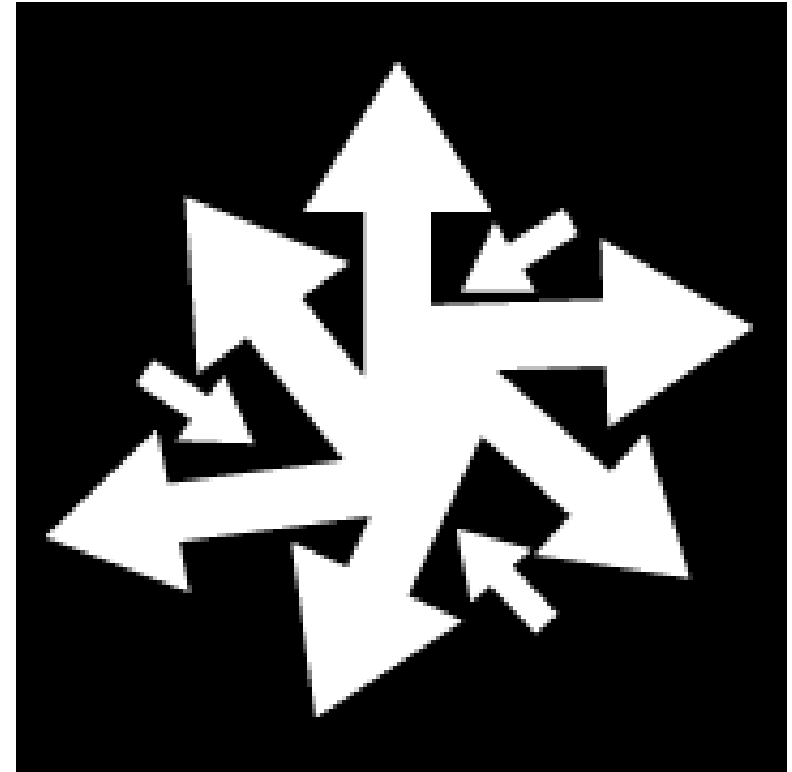
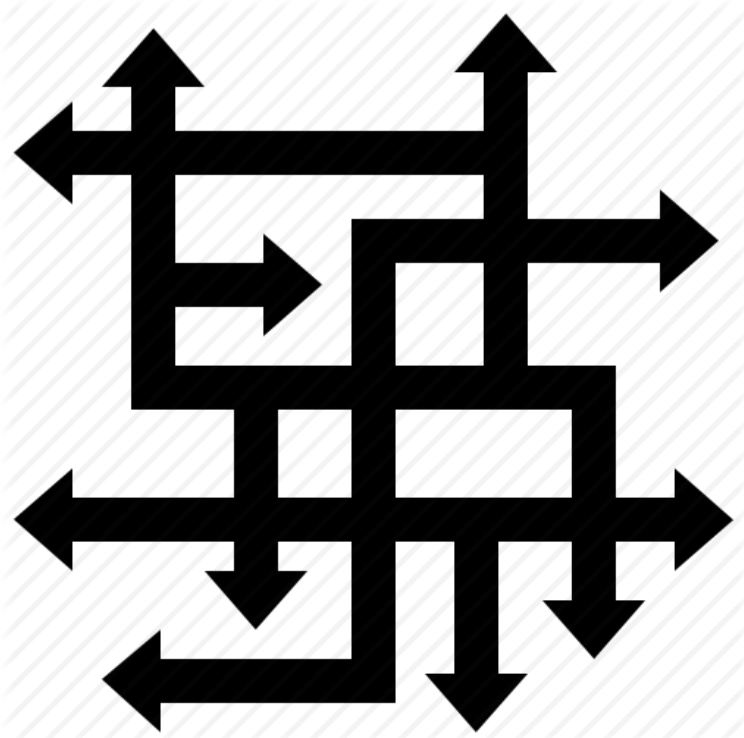
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# Working Together for Equity



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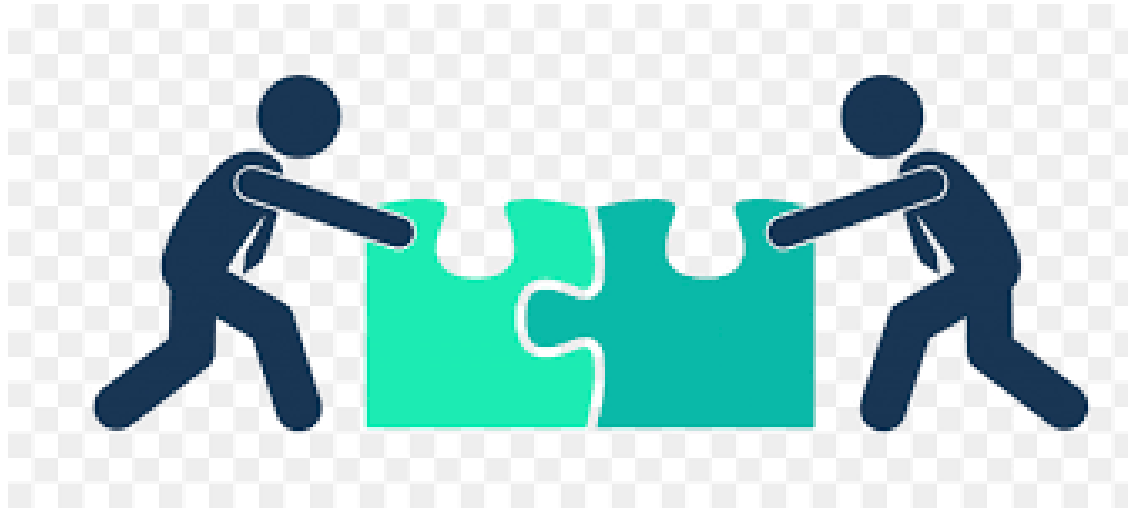


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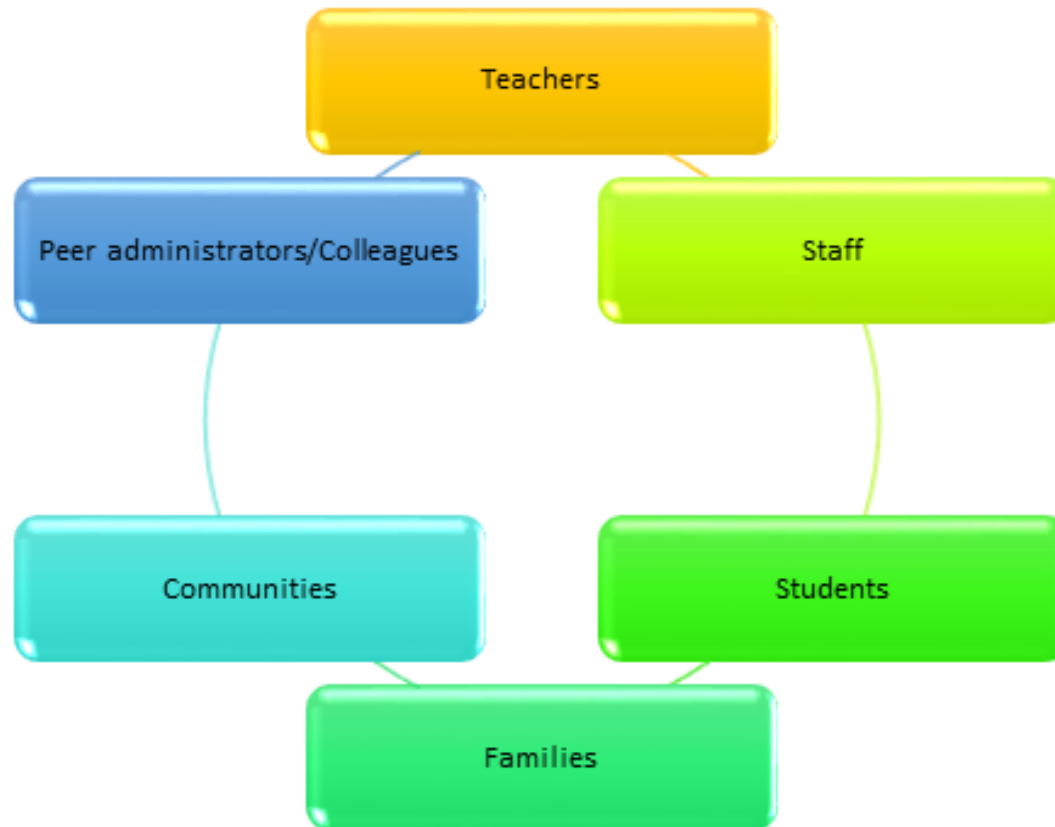
# Working Together for Equity



# Working Together for Equity



# Working Together for Equity: Supports



# Importance of Student Learning Area

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# Student Learning: 1 of 3 Areas on the Report Card



**Student Learning**



**Learning Conditions**



**Elevating Educators**

## Discussion Topic

Why is student learning a core area for our thinking about educational equity?

# Student Learning: 1 of 3 Areas on the Report Card



**Student Learning**



Learning Conditions



Elevating Educators

What does student learning look like?



# Key Requirements

Elements used for Student Learning need to be:

**1. Mapped** to the Strategic Plan, Goal 1:

*Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.*

**2. Malleable with actions:** Within the powers of educators to change with inclusive and equitable policies, practices, and procedures



# Equity and Data Elements

## Participation in High-Quality Pre-K

- KIDS Readiness

## Student Performance

- IAR, SAT, and DLM
- EL Progress to Proficiency and Former EL Performance in ELA Coursework
- Eighth-Graders Passing Algebra I

## On-Time Graduation Rates

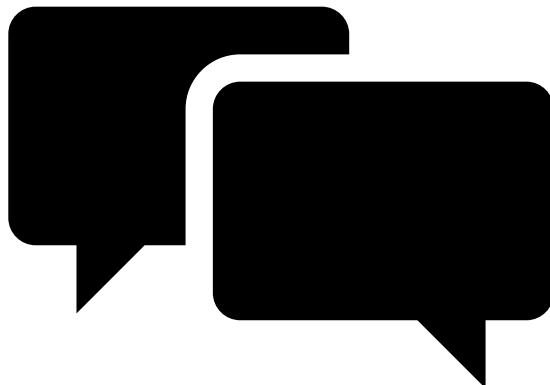
- Adjusted Cohort 4-Year Graduation Rate

## Equitable Access to High-Quality and Rigorous Curricula

- Advanced Academic Programs
- Eighth-Graders Enrolled in Algebra I

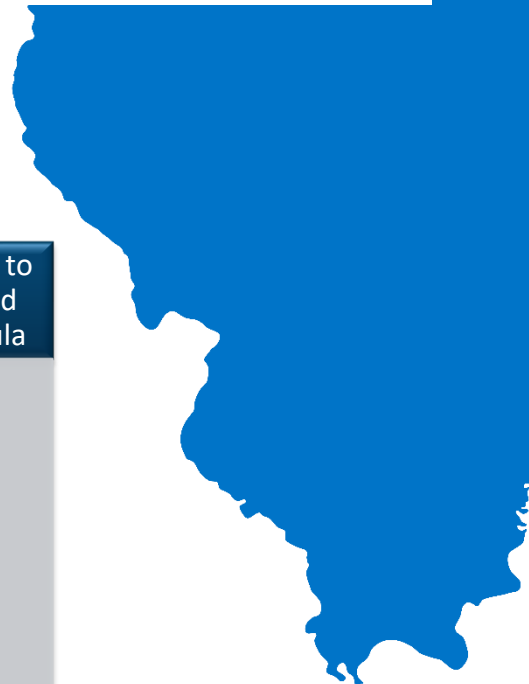


# District Discussion



## Discussion topic

How do these equity and data elements represent our ideas on what Student Learning looks like?



### Participation in High-Quality Pre-K

- KIDS Readiness

### Student Performance

- IAR, SAT, and DLM
- EL Progress to Proficiency and Former EL Performance in ELA Coursework
- Eighth-Graders Passing Algebra I

### On-Time Graduation Rates

- Adjusted Cohort 4-Year Graduation Rate

### Equitable Access to High-Quality and Rigorous Curricula

- Advanced Academic Programs
- Eighth-Graders Enrolled in Algebra I



# District Discussion

- How do these equity and data elements represent our ideas on what Student Learning looks like?

# The Numbers Behind the Student Learning Elements

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# 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/>



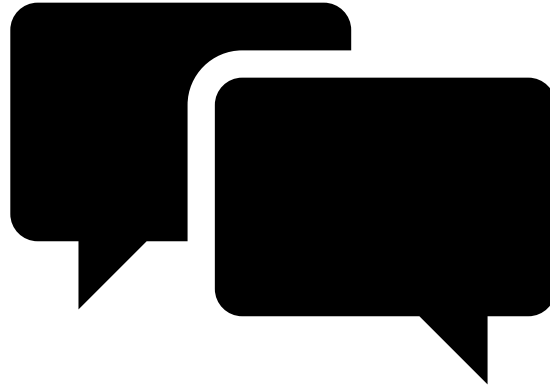
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# Educational Equity: It's about gaps



## Discussion topic

Why are gaps the focus of educational equity?  
Are there other ways to capture disparities in educational opportunities other than looking at gaps?

### Participation in High-Quality Pre-K

- KIDS Readiness

### Student Performance

- IAR, SAT, and DLM
- EL Progress to Proficiency and Former EL Performance in ELA Coursework
- Eighth-Graders Passing Algebra I

### On-Time Graduation Rates

- Adjusted Cohort 4-Year Graduation Rate

### Equitable Access to High-Quality and Rigorous Curricula

- Advanced Academic Programs
- Eighth-Graders Enrolled in Algebra I



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# Educational Equity: It's about gaps

- Why are gaps the focus of equity?



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# Educational Equity: It's about gaps

- Are there other ways to capture disparities in educational opportunities other than looking at gaps?



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# What determines a “gap”?

Click

Adjusted Cohort 4 Year Graduation Rate	SY2019	Data State
Special Population Group - Numerator	180	<input checked="" type="checkbox"/>
Special Population Group - Denominator	277	<input checked="" type="checkbox"/>
Special Population Group - Percentage	65%	<input checked="" type="checkbox"/>
Non Special Population Group - Numerator	98	<input checked="" type="checkbox"/>
Non Special Population Group - Denominator	119	<input checked="" type="checkbox"/>
Non Special Population Group - Percentage	82.4%	<input checked="" type="checkbox"/>
All other Races/Ethnicities Group - Numerator	148	<input checked="" type="checkbox"/>
All other Races/Ethnicities Group - Denominator	214	<input checked="" type="checkbox"/>
All other Races/Ethnicities Group - Percentage	69.2%	<input checked="" type="checkbox"/>
White Group - Numerator	130	<input checked="" type="checkbox"/>
White Group - Denominator	182	<input checked="" type="checkbox"/>
White Group - Percentage	71.4%	<input checked="" type="checkbox"/>

# Reflecting on your district's gaps

Click

Adjusted Cohort 4 Year Graduation Rate	SY2019	Data State
Special Population Group - Numerator	180	<input checked="" type="checkbox"/>
Special Population Group - Denominator	277	<input checked="" type="checkbox"/>
Special Population Group - Percentage	65%	<input checked="" type="checkbox"/>
Non Special Population Group - Numerator	98	<input checked="" type="checkbox"/>
Non Special Population Group - Denominator	119	<input checked="" type="checkbox"/>
Non Special Population Group - Percentage	82.4%	<input checked="" type="checkbox"/>
All other Races/Ethnicities Group - Numerator	148	<input type="checkbox"/>

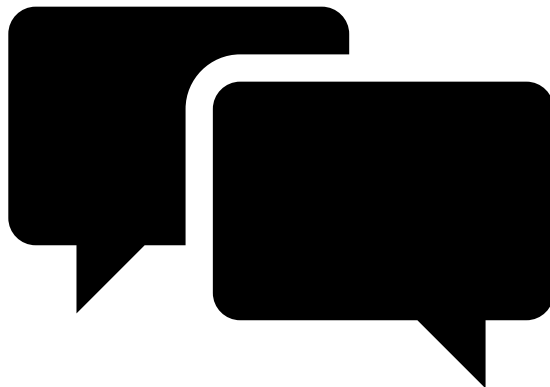
Compare between groups

- KIDS Readiness
- IAR, SAT, and DLM
- EL Progress to Proficiency and Former EL Performance in ELA Coursework
- Eighth-Graders Passing Algebra I
- Adjusted Cohort 4-Year Graduation Rate
- Advanced Academic Programs
- Eighth-Graders Enrolled in Algebra I

**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



## Discussion topic

Where are the gaps in your district the largest and where are they the smallest?

- KIDS Readiness
- IAR, SAT, and DLM
- EL Progress to Proficiency and Former EL Performance in ELA Coursework
- Eighth-Graders Passing Algebra I
- Adjusted Cohort 4-Year Graduation Rate
- Advanced Academic Programs
- Eighth-Graders Enrolled in Algebra I

## For each of these data elements:

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

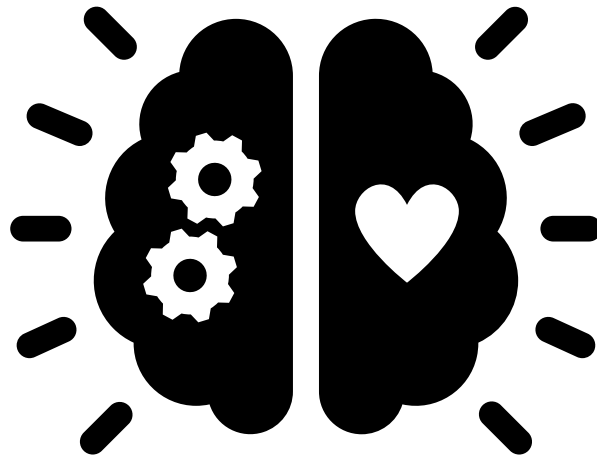


# District Discussion

- Where are the gaps in your district the largest?
- Where are they the smallest?



# Equity is hard work!



# District Discussion

- Which of these equity elements are more malleable than the others? (check all that apply)
  - Participation in High-Quality Pre-K
  - Student Performance Gaps
  - On-Time Graduation Rates
  - Equitable Access to High-Quality and Rigorous Curricula



# The overall Student Learning step

			STEP 1: Large gaps	STEP 2: Moderate gaps	STEP 3: Small gaps	STEP 4: Minimal gaps	N/A Reason noted below
STUDENT LEARNING	Equity Elements	Data Elements		2.56			
	Participation in High-quality Pre-K Programs	KIDS Readiness	1.0				
	Addressing Student Performance Gaps	Assessment: IAR, SAT, and DLM		2.8			
		English Learner Progress to Proficiency and Former EL Performance in English Language Arts Coursework			4.0		
		Eighth Graders Passing Algebra I	1.9				
	On-time Graduation Rates	Adjusted Cohort 4 Year Graduation Rate		3.2			
	Equitable Access to High-quality and Rigorous Curricula	Advanced Academic Programs		3.2			
		Eighth Graders Enrolled in Algebra I	1.9				



# The overall Student Learning step

- As the Business Rules show, the two Access-based data elements are weighted with a 55% compared to the others with a 45%.

Metric	Classification and Weight
KIDS Readiness	Performance (45%)
IAR, SAT, and DLM	Performance (45%)
EL Progress to Proficiency and Former EL Performance in English Language Arts Coursework	Performance (45%)
Adjusted Cohort 4-Year Graduation Rate	Performance (45%)
Advanced Academic Programs	Access (55%)
Eighth-Graders Passing Algebra I	Performance (45%)
Eighth-Graders Enrolled in Algebra I	Access (55%)

# The overall Student Learning step

			STEP 1: Large gaps	STEP 2: Moderate gaps	STEP 3: Small gaps	STEP 4: Minimal gaps	N/A Reason noted below	
STUDENT LEARNING	Equity Elements	Data Elements		2.56				
Participation in High-quality Pre-K Programs	KIDS Readiness	1.0					These get a weight of 45%	
	Assessment: IAR, SAT, and DLM			2.8				
	English Learner Progress to Proficiency and Former EL Performance in English Language Arts Coursework				4.0			
	Eighth Graders Passing Algebra I	1.9						
	On-time Graduation	Adjusted Cohort 4			3.2			
	Equitable Access to High-quality and Rigorous Curricula	Advanced Academic Programs			3.2			
	Eighth Graders Enrolled in Algebra I	1.9					These get a weight of 55%	

# What determines each element's step?

			STEP 1: Large gaps	STEP 2: Moderate gaps	STEP 3: Small gaps	STEP 4: Minimal gaps	N/A Reason noted below
STUDENT LEARNING	Equity Elements	Data Elements		2.56			
	Participation in High-quality Pre-K Programs	KIDS Readiness	1.0				
		Assessment: IAR, SAT, and DLM		2.8			

- All Student Learning Data Elements are based on gaps in percentages:
  - Difference in the % of the student group who are:
    - Readied for Kindergarten
    - Scored proficient in IAR, SAT, and DLM
    - Progressed to Proficiency and Former EL Performance in ELA Coursework
    - Passed Algebra I as an 8th Grader
    - Graduated in 4 Years
    - Enrolled in Advanced Academic Programs
    - Enrolled in Algebra I in 8th Grade

# What determines each step value?

Special Population Group - Math Proficiency Percentage

8.94%

Non Special Population Group - Math Proficiency Percentage

23.49%

- Gap for special population in math =  $23.49 - 8.94 = 14.55$
- Then place it on the step table

	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](#)

# What determines the step for the EL data element?

- Progressed to Proficiency and Former EL Performance in ELA Coursework
  - Is a percentage
  - Has a different step table

	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
Percent Progress to Proficiency and Percent Former EL	<35	[35,45)	[45,50)	[50,55)	[55,60)	[60,65)	[65,75)	>=75

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

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

# 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. Disruptions in data due to the COVID-19 pandemic during the 2020-2021 school year are not included in 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

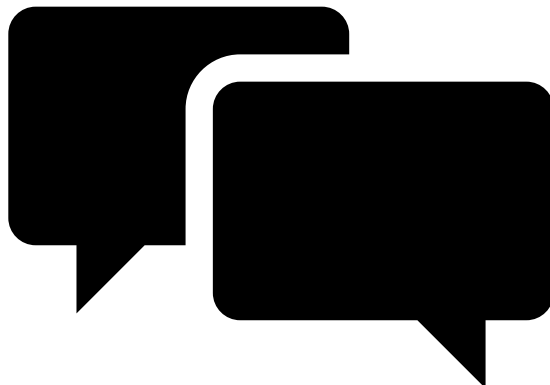
Found in the DRVT

		STEP 1: Large gaps	STEP 2: Moderate gaps	STEP 3: Small gaps	STEP 4: Minimal	N/A Reason
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# District Discussion



## Discussion topic

When you look at the differences in percentages you noticed for your different groups, do the step values reflect if there are large, moderate, small, or minimal gaps between those groups?

- KIDS Readiness
- IAR, SAT, and DLM
- EL Progress to Proficiency and Former EL Performance in ELA Coursework
- Eighth-Graders Passing Algebra I
- Adjusted Cohort 4-Year Graduation Rate
- Advanced Academic Programs
- Eighth-Graders Enrolled in Algebra I

## For each of these data elements:

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

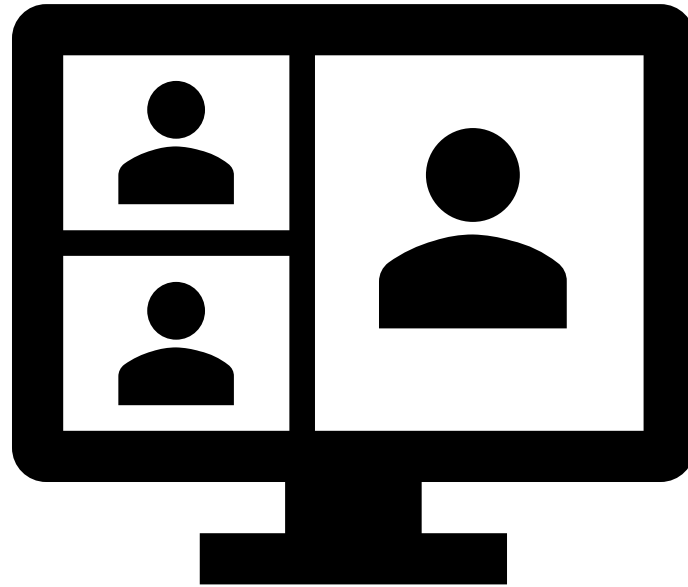
# District Discussion

- When you look at the differences you noticed for your different groups, do the step values reflect if there are large, moderate, small, or minimal gaps between those groups?





# Discussion: Open Forum



# Next Steps

- Learn more deeply about the other areas:
  - **Session 3:** Focusing on the Learning Conditions Area, April 26
  - **Session 4:** Focusing on the Elevating Educators Area, May 4
  - **Session 5:** Sharing the Continuum with your administrative team, May 10
  - 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!



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