Equity Journey Continuum: Elevating Educators

Session 4 of 5

2:30 pm, May 4, 2022
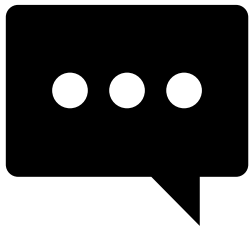
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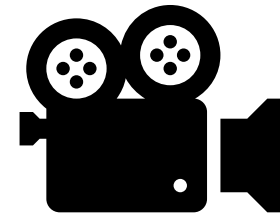Illinois State Board of Education

Housekeeping

Questions welcome!

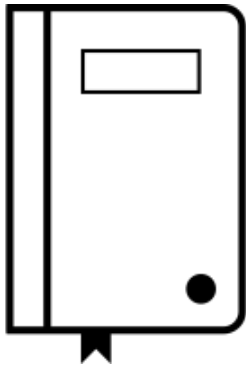Either **raise your hand** or insert questions into the **chat**

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

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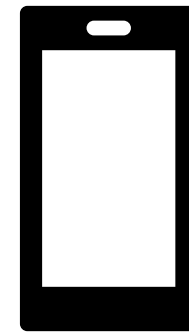
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Readying

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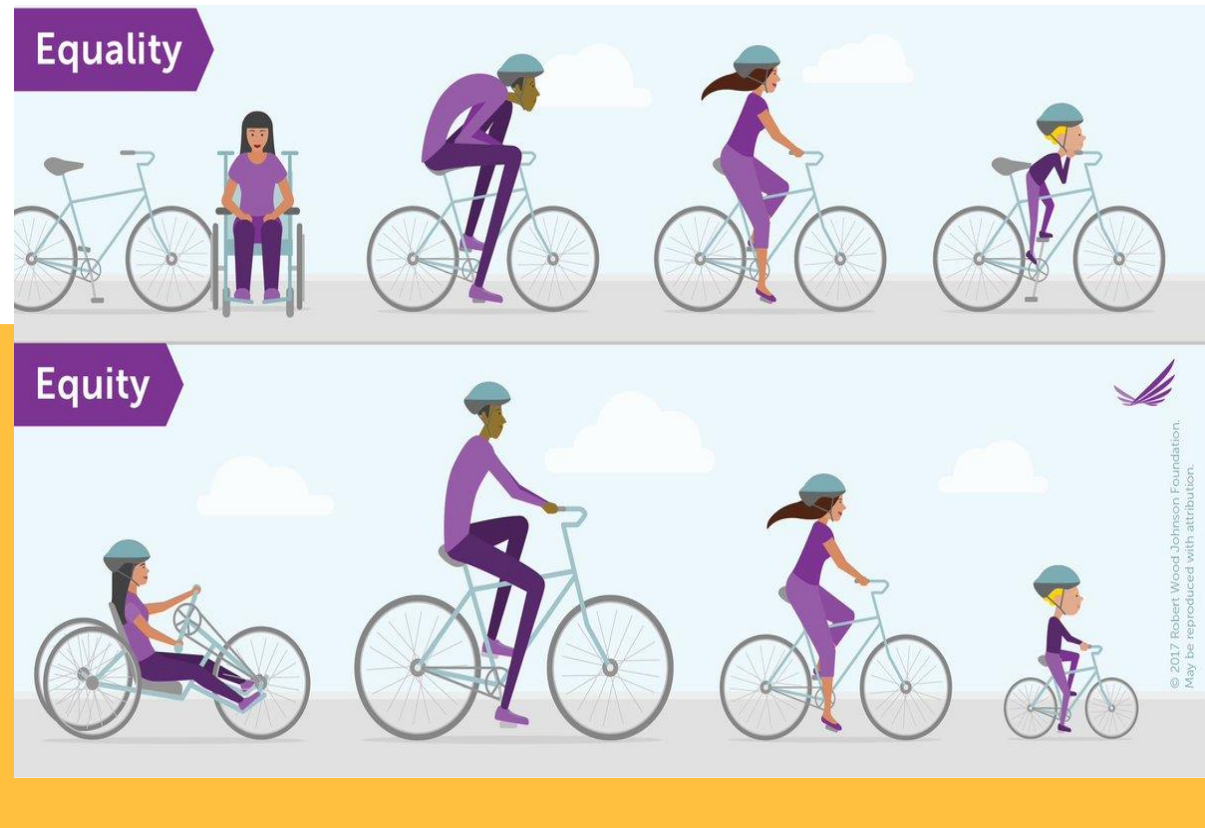
Equity means having high expectations for every learner and *providing supports and resources* so each learner can meet those expectations.

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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

Working Together For Equity

- Where is your district located?

Working Together For Equity

- What is the locale of your district?

Working Together For Equity

- Do you have more than one role in your district?

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

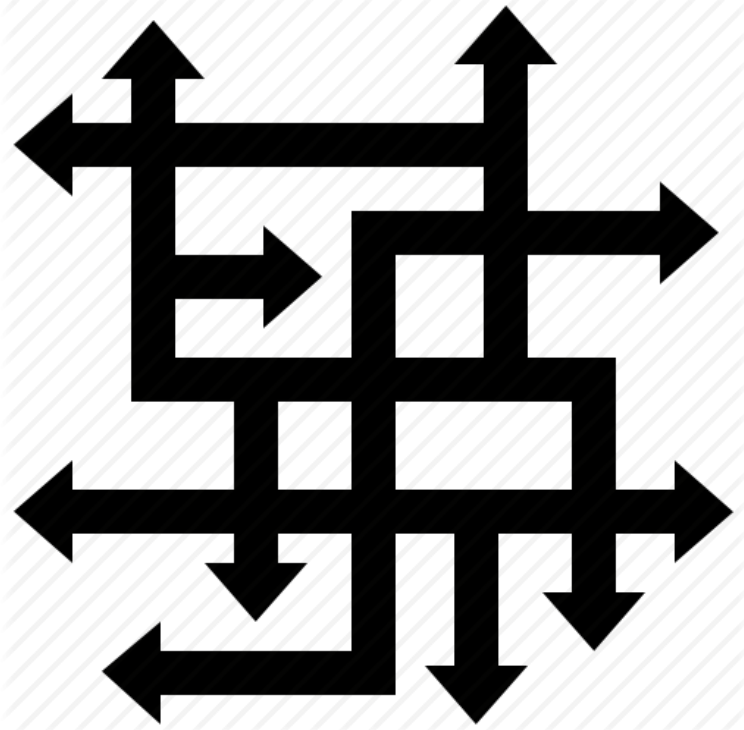- Guest speaker Mr. Justin Johnson, Niles Township High School District 219

Working Together for Equity

Working Together for Equity
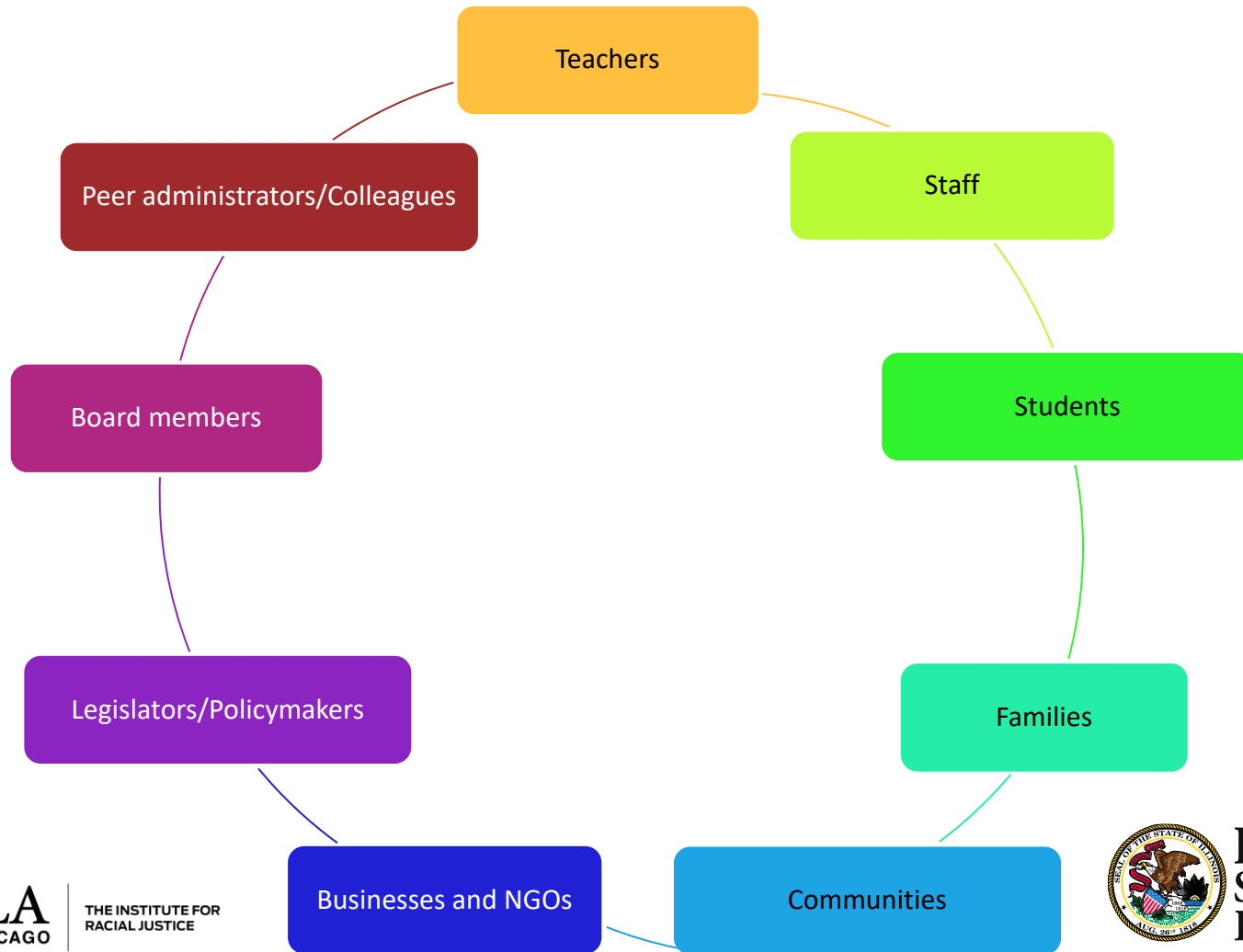
Importance of Elevating Educators Area

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?

Elevating Educators:
3 of 3 Areas on the Report Card

Student Learning

Learning Conditions

Elevating Educators

What does elevating educators look like?

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: <u>Educator access</u>

Educator Demographics	Administration and Leadership Demographics	Access to Effective Teaching-Teacher Effectiveness
• Educator and Student	• Administrator and Student	• Teacher Experience/Education and Student • Teacher Evaluation and Students • Teacher Out-of-Field and Student

Educational Equity: <u>Educator access</u>

- Why is access to educators a focus of educational equity?

What determines "educator access"?

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 → Experience/Education and Student			4.0	
	Teacher Evaluation and Student →			4.0	
	Teacher Out-of-Field and Student →			4.5	

Click

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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

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District Discussion

- Where does educator access in your district show the most disparities?
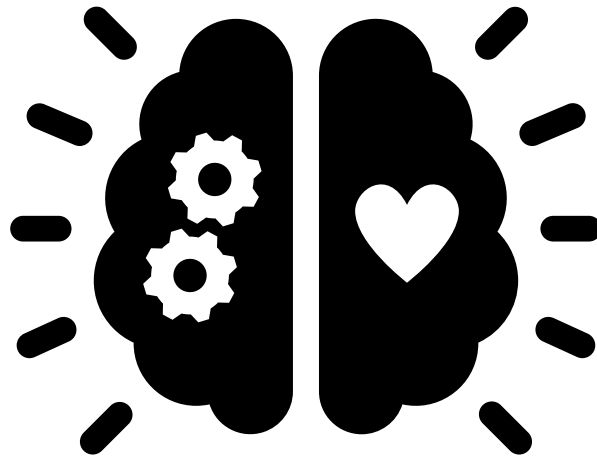
District Discussion

- Where does educator access in your district show the least disparities?

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 Experience/Education and Student ➡			4.0	
	Teacher Evaluation and Student ➡			4.0	
	Teacher Out-of-Field and Student ➡			4.5	

What determines "educator access"?

Click

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

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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:
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- Business Rules in Determination of District Step Scores

Found in the DRVT

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 distr[...] preview below.

The 2022 Equity Journey Continuum uses data from the 201[...] disruptions in data due to the COVID-19 pandemic during t[...] the continuum.

The Equity Journey Continuum assists districts and their com[...] growth, access and supports, and to speak effectively about where to invest their equity effo[...] 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. Ask questions by emailing equity@isbe.ne[...]

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 [...] their progress toward closing gaps in student achievement, opportunities, and supports through [...] metrics are divided amongst three areas (Student Learning, Learning Conditions, and Elevating Educators). The [...] 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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Next Steps

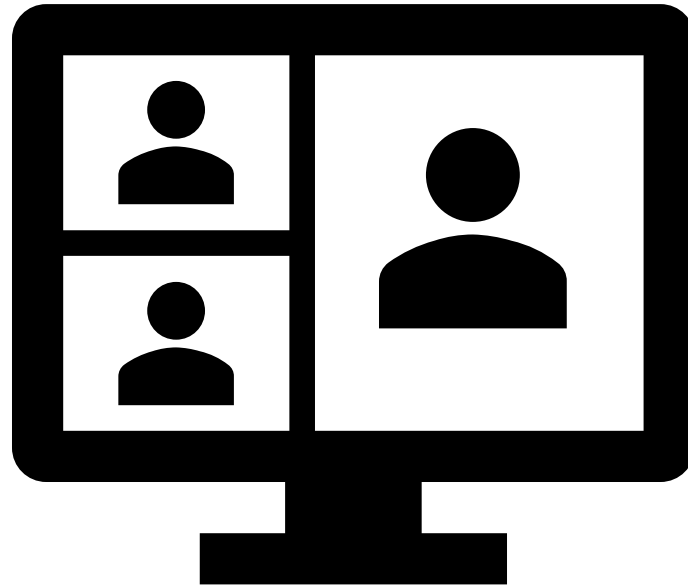- **Session 5**: Sharing the Continuum with your administrative team, May 10 from 2:30 to 4:00 p.m.

Questions

THANK YOU

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

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Education