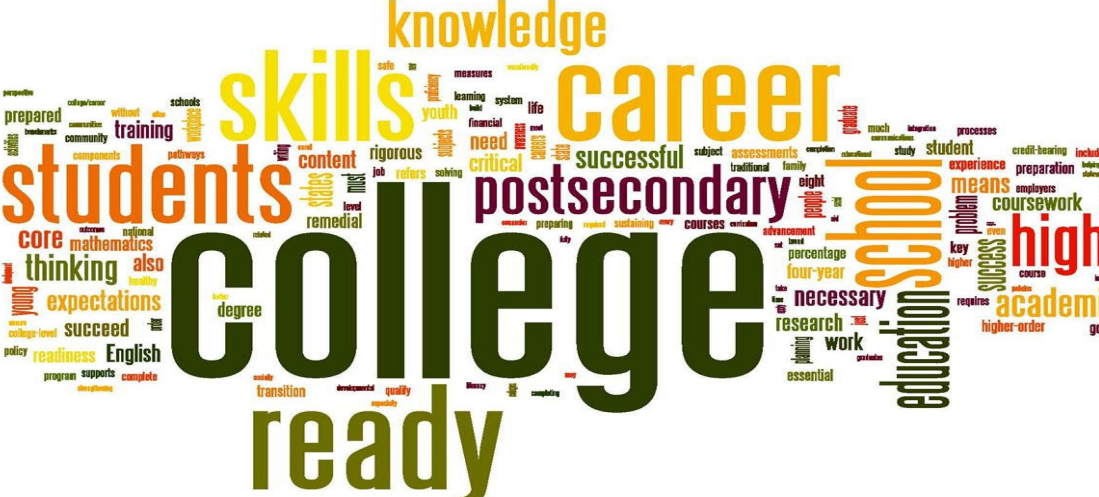


2022-2024



EQUITY

JOURNEY CONTINUUM



Illinois has an **urgent and collective responsibility** to achieve **educational equity** by ensuring that all policies, programs, and practices **affirm the strengths** that each and every child brings within their **diverse backgrounds** and **life experiences**, and by **delivering the comprehensive supports, programs, and educational opportunities** they need to succeed.

What is Educational Equity?*

- Parity among student groups in terms of educational outcomes or access to a resource.
- A fit between resources and student needs.
- Adequate effort to lessen the effects of structural disadvantages that disproportionately affect different student groups.

The Equity Journey Continuum is an informational tool to help districts view their data through the lens of equity. The tool analyzes data in three areas and uses the data to place districts along the continuum. The purpose of this tool is to help districts identify gaps in students' access to opportunities, resources, and supports and to connect them to resources that will help inform a process of system- and culture-level change for all students.

The Equity Journey Continuum Rubric

A Path to Equitable Outcomes for All Students



Student Learning — 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.

The steps along the continuum represent the measurement of equity in students' access to opportunities, practices, policies, and programming, as represented by the district-level data.

Equity Element	Data Element	Data Metric	Step 1 Large gaps/differences	Step 2 Moderate gaps/differences	Step 3 Small gaps/differences	Step 4 Minimal gaps/differences
Participation in High-Quality Pre-K Programs Strategy 1.1	KIDS readiness	KIDS readiness performance by special populations (FRPL, EL, IEP) and race/ethnicity for districts with Kindergarten	Large differences in readiness	Moderate differences in readiness	Small differences in readiness	Minimal differences in readiness
Student Performance Gaps Strategy 1.5	IAR/SAT/DLM performance	IAR/SAT/DLM performance by special populations (FRPL, EL, IEP) and race/ethnicity	Large gaps on IAR/SAT/DLM performance/does not meet minimum participation rate	Moderate gaps on IAR/SAT/DLM performance	Small gaps on IAR/SAT/DLM performance	Minimal gaps on IAR/SAT/DLM performance
	English Learner (EL) performance on ACCESS; former EL performance in ELA	EL overall progress toward English proficiency on ACCESS; former EL grade in ELA coursework	Large percentage of ELs not making expected progress toward proficiency on ACCESS/former ELs not receiving a C or better in ELA	Moderate percentage of ELs not making expected progress toward proficiency on ACCESS/ former ELs not receiving a C or better in ELA	Small percentage of ELs not making expected progress toward proficiency on ACCESS/ former ELs not receiving a C or better in ELA	Minimal percentage of ELs not making expected progress toward proficiency on ACCESS/ former ELs not receiving a C or better in ELA
	8th graders passing Algebra I	Rate of 8th graders passing Algebra I compared by special populations (FRPL, EL, IEP) and race/ethnicity	Large gaps in rates of 8th graders passing Algebra I	Moderate gaps in rates of 8th graders passing Algebra I	Small gaps in rates of 8th graders passing Algebra I	Minimal gaps in rates of 8th graders passing Algebra I
On-Time Graduation Rates Strategies 1.1, 1.2	Adjusted cohort 4-year graduation rate	Graduation rates by special populations (FRPL, EL, IEP) and race/ethnicity	Large gaps in on-time graduation rates	Moderate gaps in on-time graduation rates	Small gaps in on-time graduation rates	Minimal gaps in on-time graduation rates
Equitable Access to High-Quality and Rigorous Curricula Strategies 1.1, 2.1.5	Advanced Academic Programs*	Advanced Academic Program enrollment by special populations (FRPL, EL, IEP) and race/ethnicity	Large gaps in enrollment percentages in advanced academic programs	Moderate gaps in enrollment percentages in advanced academic programs	Small gaps in enrollment percentages in advanced academic programs	Minimal gaps in enrollment percentages in advanced academic programs
	8th graders enrolled in Algebra I	Enrollment in Algebra I by special populations (FRPL, EL, IEP) and race/ethnicity	Large gaps in enrollment percentages in Algebra I	Moderate gaps in enrollment percentages in Algebra I	Small gaps in enrollment percentages in Algebra I	Minimal gaps in enrollment percentages in Algebra I

*IB, Dual Enrollment, Advanced Placement (AP), Honors, Enriched for 9-12 gr. 2019; Gifted and Accelerated Placement data available 2021.

The Equity Journey Continuum Rubric

A Path to Equitable Outcomes for All Students



Illinois
State Board of
Education



Learning Conditions – All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

			The steps along the continuum represent the measurement of equity in students' access to opportunities, practices, policies, and programming, as represented by the district-level data.			
Equity Element	Data Element	Data Metric	Step 1 Large gaps/differences	Step 2 Moderate gaps/differences	Step 3 Small gaps/differences	Step 4 Minimal gaps/differences
Nonexclusionary Discipline Practices Strategies 2.1.1, 2.1.2	Expulsion rate Pre-K-12	Expulsions in Pre-K-12 by special populations (FRPL, EL, IEP) and race/ethnicity	Large disproportionality of expulsions	Moderate disproportionality of expulsions	Small disproportionality of expulsions	Minimal disproportionality of expulsions
	Out-of-school suspension rate Pre-K-12	Out-of-school suspensions in Pre-K-12 by special populations (FRPL, EL, IEP) and race/ethnicity	Large disproportionality of out-of-school suspensions	Moderate disproportionality of out-of-school suspensions	Small disproportionality in out-of-school suspensions	Minimal disproportionality of out-of-school suspensions
	In-school suspension rate Pre-K-12	In-school suspensions in Pre-K-12 by special populations (FRPL, EL, IEP) and race/ethnicity	Large disproportionality of in-school suspensions	Moderate disproportionality of in-school suspensions	Small disproportionality of in-school suspensions	Minimal disproportionality of in-school suspensions
Strategic Resource Allocation Strategy 2.2.1	Site-based expenditure (2021 data)	Comparison of site-based per pupil expenditures between the top 25 percent of schools (concentrated) and the remaining 75 percent of schools (non-concentrated) based on special populations (FRPL, EL, IEP)	Lower per pupil spending in concentrated schools than non-concentrated schools	Similar per pupil spending in concentrated schools and non-concentrated schools	Higher per pupil spending in concentrated schools than non-concentrated schools	Significantly higher per pupil spending in concentrated schools than non-concentrated schools
Safe and Healthy Learning Environment Strategy 2.1.2	Climate Survey: Supportive environment ratings	Climate questions classified as supportive environment	Large number of low ratings	Moderate number of low ratings	Small number of low ratings	Minimal number of low ratings
	Climate Survey: Teacher survey	Response rate	0-49 percent response rate	50-74 percent response rate	75-94 percent response rate	95-100 percent response rate
	Student attendance	Student attendance by special populations (FRPL, EL, IEP), and race/ethnicity	Large gaps in attendance rates	Moderate gaps in attendance rates	Small gaps in attendance rates	Minimal gaps in attendance rates

Equity Element	Data Element	Data Metric	Step 1 Large gaps/differences	Step 2 Moderate gaps/differences	Step 3 Small gaps/differences	Step 4 Minimal gaps/differences
Meaningful Parent/ Family & Student Engagement Strategies 2.1.3, 2.1.4	Climate Survey: student response	Response rate	0-49 percent response rate	50-74 percent response rate	75-94 percent response rate	95-100 percent response rate
	Climate Survey: parent response	Response rate	0-19 percent response rate	20-49 percent response rate	50-75 percent response rate	76-100 percent response rate
	Climate Survey: parent involvement ratings	Climate questions classified as parent involvement	Large number of low ratings	Moderate number of low ratings	Small number of low ratings	Minimal number of low ratings
	Climate Survey: involved families ratings	Climate questions classified as involved families	Large number of low ratings	Moderate number of low ratings	Small number of low ratings	Minimal number of low ratings
	Climate Survey: influence on decision-making in schools ratings	Climate questions classified as decision-making in schools	Large number of low ratings	Moderate number of low ratings	Small number of low ratings	Minimal number of low ratings
	Climate Survey: parent-teacher trust ratings	Climate questions classified as parent-teacher trust	Large number of low ratings	Moderate number of low ratings	Small number of low ratings	Minimal number of low ratings

The Equity Journey Continuum Rubric

A Path to Equitable Outcomes for All Students



Elevating Educators — Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and recognized for their efforts to provide each and every child an education that meets their needs.

			The steps along the continuum represent the measurement of equity in students' access to opportunities, practices, policies, and programming, as represented by the district-level data.			
Equity Element	Data Element	Data Metric	Step 1 Large gaps/differences	Step 2 Moderate gaps/differences	Step 3 Small gaps/differences	Step 4 Minimal gaps/differences
Educator Demographics Strategies 3.1, 3.3	Teacher and student	Student demographics compared to teacher demographics by race/ethnicity	Large differences in student demographics compared to teacher demographics	Moderate differences in student demographics compared to teacher demographics	Small differences in student demographics compared to teacher demographics	Minimal differences in student demographics compared to teacher demographics
Administration & Leadership Demographics Strategy 3.2	Administrator and student	Student demographics compared to administrator demographics by race/ethnicity	Large differences in student demographics compared to administrator demographics	Moderate differences in student demographics compared to administrator demographics	Small differences in student demographics compared to administrator demographics	Minimal differences in student demographics compared to administrator demographics
Access to Effective Teaching – Teacher Effectiveness Strategies 3.1, 3.3, 3.4	Teacher experience/ education and student	Differences between student demographics by race/ethnicity that have at least one teacher with four or more years of experience and/or a master's degree or above	Large differences in access by student demographics	Moderate differences in access by student demographics	Small differences in access by student demographics	Minimal differences in access by student demographics
	Teacher evaluation and student	Differences between student demographics by race/ethnicity that have a teacher with excellent or proficient rating	Large differences in access by student demographics	Moderate differences in access by student demographics	Small differences in access by student demographics	Minimal differences in access by student demographics
	Teacher out-of-field and student	Differences between student demographics by race/ethnicity that have an out-of-field teacher for at least 50 percent or more of their courses	Large differences in access by student demographics	Moderate differences in access by student demographics	Small differences in access by student demographics	Minimal differences in access by student demographics



Illinois State Board of Education
Special Education Department

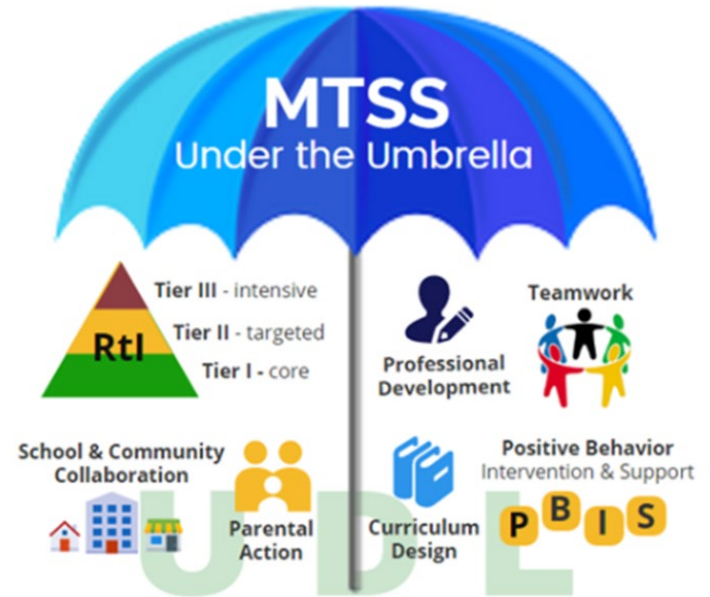
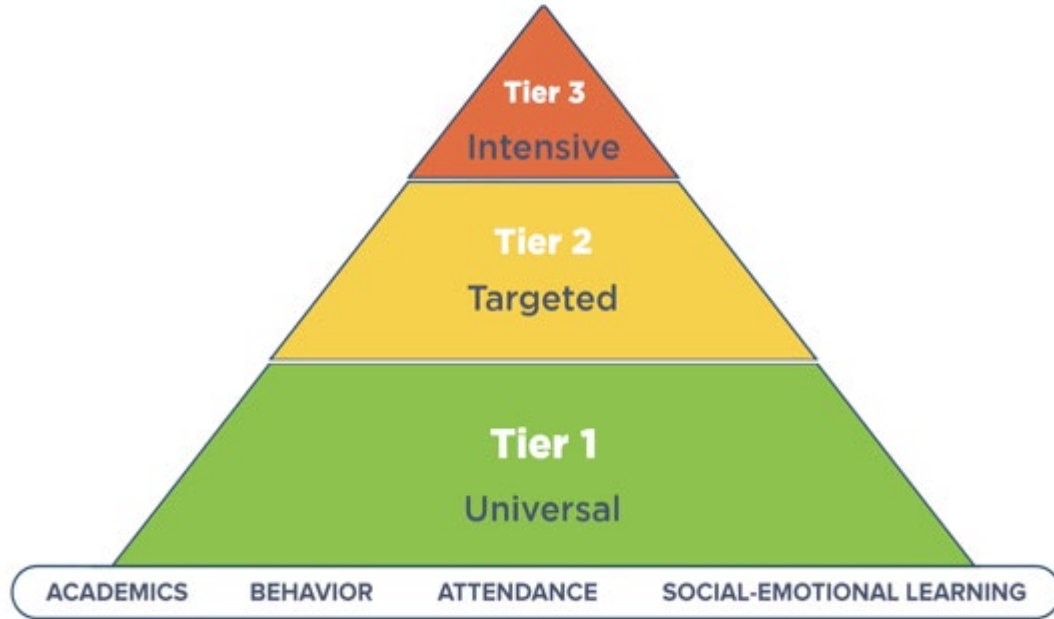
**Illinois Special Education Eligibility and
Entitlement Procedures and Criteria within a
Response to Intervention Framework:
A Guidance Document**

This document is intended to provide non-regulatory guidance on the subject matter listed above. For specific questions, please contact the Illinois State Board of Education.

Dr. Carmen I. Ayala, State Superintendent

January 2022

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THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.

HOW2
teachinghow2a.com

01 DAILY REVIEW



Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIAL IN SMALL STEPS



Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS



The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS



Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE



Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING



Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE



A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS



Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE



Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW



The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

Grant Fund	Funding Dates	Amount
ESSER I (CARES) Coronavirus Aid Relief and Economic Security; covid mitigations, connectivity, support of remote learning, health and wellness, ventilation.	March 2020-September 2022	\$6,017,389
ESSER II (CRRSAA) Coronavirus Response and Relief Supplemental Appropriations Act. Covid mitigations, connectivity, support of remote/hybrid learning, health and wellness, ventilation.	March 2020-September 2023	\$23,562,322
ESSER III (ARP) American Recovery Plan; Safe Reopening of Schools, Academic Acceleration and Social/Emotional and Mental Health	March 2020-September 2024	\$58,978,667
Total:		\$88,558,378

American Rescue Plan Act of 2021 Elementary and Secondary School Emergency Relief Fund III (ARP ESSER)

“ARP ESSER provides a total of nearly \$122 billion to States and K-12 school districts to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the nation’s students.”

[U.S Department of Education Fact Sheet](#)

ESSER III ARP Introduction

According to ISBE's *Road to Renewal*:

- “The COVID-19 pandemic has impacted all students and exacerbated existing challenges in our education system.”
- “Interruptions to traditional learning have impacted students both academically and social-emotionally.”
- “Lower-income students and students of color were more likely to experience extended periods of disrupted learning.”

Schools have an opportunity to interrupt inequities from the pandemic and provide students the supports they need to find success.

Collectively, we have to move together if we are to meet the needs of our students and families.

ESSER III ARP FUNDING PRIORITIES

SOCIAL, EMOTIONAL WELLNESS AND MENTAL HEALTH NEEDS

- Prioritizing the allocation of funds and social emotional and mental health resources to support students as they return to school.
- Quality professional development to support our teacher and staff's understanding this work as we partner with certified professionals.
- Addressing trauma at the classroom and school levels for all students.

ACADEMIC NEEDS (LEARNING LOSS, SUMMER ENRICHMENT, AFTER-SCHOOL PROGRAMMING)

- Focus on academic acceleration, particularly within underrepresented subgroups (i.e. each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care.)
- Providing opportunities for students to receive additional time with research-based quality curriculum, interventions.
- Provide professional development and planning time for all educators to meet the needs of students.

EA131 ESSER III ARP USE OF FUNDS STATEMENT

“The district created both plans with stakeholders representing all staff groups, parents, community partners and students. Plan elements were discussed and feedback was shared with parent groups at the scheduled monthly meetings. The district also invited parents and community into three planning sessions and a community forum to work with administration and district architects to help formulate plans for improved facilities and air quality as well as the creation of the Resilience Education Center (R.E.C.) to be established in the middle of the district to serve all district students and families. Discussions surrounding this facility focus on social and emotional wellness to directly and indirectly address the trauma of students in all grades and the support of activities to increase resilience and academic acceleration. The district superintendent will hold quarterly meetings in person beginning 3rd quarter of the school year to review plans, implementation, progress and next steps and garner feedback. These Superintendent Advisory Councils include four groups; Parents, Staff, Community Partners, and Students. Each of these groups are asked for feedback on the continuity of services and programs as well as on updates of health and safety of schools throughout the school year related to the pandemic.”

Program / Resource	Priority Area	Projected Amount
Ventilation Improvement Projects	Safe reopening	22M
Resilience Education Center (R.E.C.)	Social, Emotional Wellness and Mental Health	14M
Reading & Math Intervention Programs (K-5 and 9-12)	Academic Acceleration	2M
After-School Enrichment (6-8)	Academic Acceleration Social, Emotional Wellness and Mental Health	1.5M
STREAM Laboratories (K-5 and FRMA)	Academic Acceleration	12M
Educator Professional Development (PD and planning)	Academic Acceleration Social, Emotional Wellness and Mental Health	3M
Outdoor Social Wellness Spaces (PRK-5)	Social, Emotional Wellness and Mental Health	700K
Staff Retention and Incentives	Academic Acceleration Safe reopening Social, Emotional Wellness and Mental Health	3.5M
Total:		\$58,978,667