


## **MEMORANDUM**

**TO:** The Honorable JB Pritzker, Governor  
The Honorable Emanuel “Chris” Welch, Speaker of the House  
The Honorable Tony McCombie, House Minority Leader  
The Honorable Don Harmon, Senate President  
The Honorable John Curran, Senate Minority Leader

**FROM:** Dr. Tony Sanders   
State Superintendent of Education

**DATE:** April 29, 2025

**SUBJECT:** Data Governance and Organization to Support Equity and Racial Justice Act  
Progress Report

This report is transmitted on behalf of the state superintendent of education in compliance with the requirements set forth in the Data Governance and Organization to Support Equity and Racial Justice Act ([20 ILCS 65/Art. 20](#)).

For more specific information, please contact Dana Stoerger, Executive Director of Legislative Affairs, at 217-782-4338 or [dstoerge@isbe.net](mailto:dstoerge@isbe.net).

**cc:** Secretary of the Senate  
Clerk of the House  
Legislative Research Unit  
State Government Report Center

# Data Governance and Organization to Support Equity and Racial Justice Act Progress Report to the General Assembly

In compliance with the requirements set forth in the [Data Governance and Organization to Support Equity and Racial Justice Act](#) (20 ILCS 65 et. al), the Illinois State Board of Education (ISBE) hereby submits a progress report detailing the data sets and programs that have been catalogued for which the demographic categories described in Section 20-15 of the Act have been standardized. To the extent possible, it specifies the data sets and programs that are planned for the coming year.

The Act requires ISBE to report “statistical data on racial, ethnic, age, sex, disability status, sexual orientation, gender identity, and primary or preferred language demographics of program participants for each major program” it administers.

While “major program” is not defined in the statute, ISBE has adopted the following definition provided by the Governor’s Office of Management and Budget (GOMB): A major program is a program with an enacted appropriation of greater than \$1 million in a fiscal year, direct services provided to individuals, and/or a reasonable expectation that demographic information can be aggregated via proxy data without substantial cost or disruption to program delivery.

Using these parameters, ISBE has identified the following program student populations for reporting:

- English Learners – State
- Individualized Education Programs – State
- Career and Technical Education – State
- Charter Schools – State
- Advanced Placement – State
- State Assessment Participants – State
  - Illinois Assessment of Readiness (IAR)-English Language Arts (ELA)
  - IAR-Math
  - SAT-Reading
  - SAT-Math
  - Dynamic Learning Maps (DLM)-ELA
  - DLM-Math
  - DLM-Science
  - Illinois Science Assessment (ISA)
- State Assessment Proficient Students – State
  - IAR-ELA
  - IAR-Math
  - SAT-Reading
  - SAT-Math
  - DLM-ELA

- DLM-Math
- DLM-Science
- ISA
- State Assessment Non-Proficient Students – State
  - IAR-ELA
  - IAR-Math
  - SAT-Reading
  - SAT-Math
  - DLM-ELA
  - DLM-Math
  - DLM-Science
  - ISA
- All Student Enrollment – State
- Low Income (Eligible for Free or Reduced-Price Lunch) – State

ISBE assessed currently catalogued demographic data for each of the aforementioned programs. The agency made an initial assessment and determined that the following demographic categories have been defined and standardized across all “major programs” identified in this report:

- Race/ethnicity
- Age
- Disability status
- Gender (includes gender identity)
- Primary or preferred language

In the coming year, the agency will continue to utilize the Illinois Office of Equity’s guidance to further refine and standardize definitions for the remaining demographic categories:

- Sex
- Sexual orientation

As the state works to implement the Act, ISBE’s data stewards; information and technology staff; and diversity, equity, and inclusion leaders will work with the Illinois Department of Innovation and Technology and GOMB to provide valuable data and analysis that will be meaningful and inform program design and policymaking endeavors.