

# Data Literacy Guidance



## GROWING DATA LITERACY SKILLS

Schools are data rich, making data literacy a critical skill for intentional actions in Illinois schools. Data literacy is “the ability to understand and use data effectively to inform decisions.”<sup>1</sup> Data literate educators can transform large amounts of quantitative and qualitative data into useful information for purposeful actions *to best serve every student*.

### Data Insight 1: Why is data literacy important in schools?

Strong data literacy facilitates better understanding of:

- Student learning patterns, and
- Educators instructional practices to keep, adjust, add, and stop.

Schools are data-rich, busy places so strong data literacy can help avoid data fatigue, while supporting strategic actions.

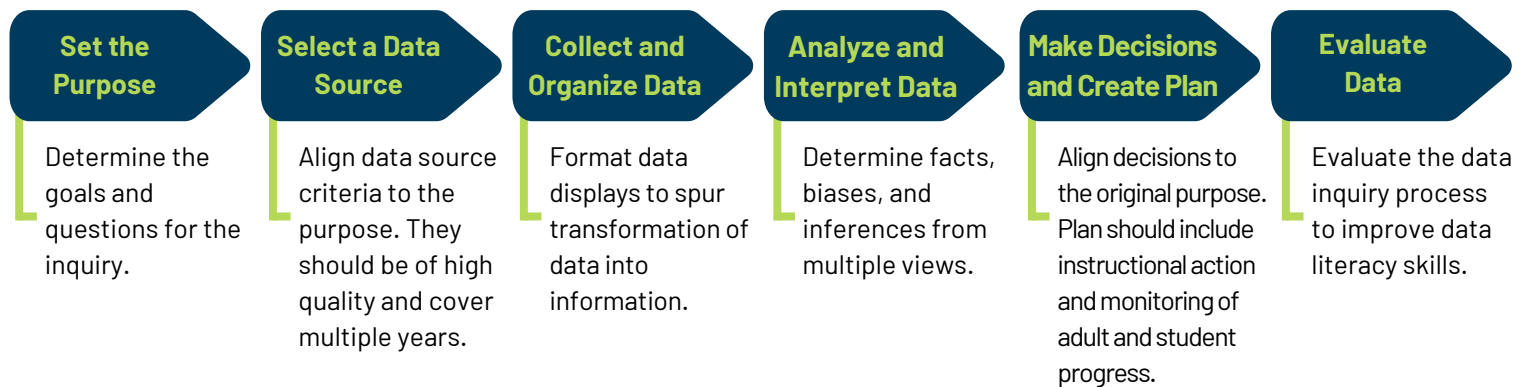
### Data Insight 2: What opportunities does data support?

Exploration of data:

- Provides a window into effectiveness of effort and systems
- Unveils previously unseen information, and
- Creates insight for purposeful action.

### Data Insight 3: How do schools explore data and grow data literacy?

High-quality data is evidence of student learning, educator practices, and school wellness. Transforming raw data into knowledge for purposeful actions *to best serve every student* requires skill and follows predictable steps.<sup>2</sup>



### Data Insight 4: What Is the Data Mindset of Stakeholders?

Educators’ dispositions about data use varies. Before leaping into a data exploration, it is helpful to acknowledge the data mindsets of group members. There may be educators within a group who are:

- Data advocates with high data literacy,
- Novice data users,
- Curious about developing data literacy.
- Data reluctant, and more.

All educators, regardless of data mindset, bring a valuable voice to data exploration and sense-making.

<sup>1</sup> Mandinach, E. B., & Gummer, E. S. (2013). [A systemic view of implementing data literacy in educator preparation](#). *Educational Researcher*, 42(1), 30–37.

<sup>2</sup> Beck, J. S., & Nunnaley, D. (2021a). [A continuum of data literacy for teaching](#). *Studies in Educational Evaluation*, 69, 100871.