Capacity Builders:
Illinois Comprehensive Literacy Plan

Session 2: Understanding Literacy Data

November 14, 2024

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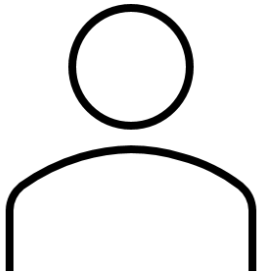
Welcome

Meet the Presenters:



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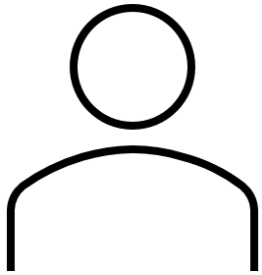

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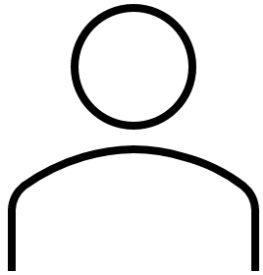

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Housekeeping

- **Today's slide deck can be accessed at:**
  - **https://tinyurl.com/CBSession2**
- **All resources are available in a our shared folder and archived on ISBE's Illinois Comprehensive Literacy Plan webpage after each session.**

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Shared Norms

Empower — Stay future-focused, work toward solutions, and promote progress in every discussion.

Engage — Actively participate by sharing feedback and interacting in both the chat and small groups.

Uplift — Encourage diverse perspectives, provide space for everyone to share their ideas, and embrace discomfort to foster growth.

Unite — Foster a sense of togetherness and openness, ensuring full participation. Make your video available if possible.

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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**.

ISBE Equity Statement

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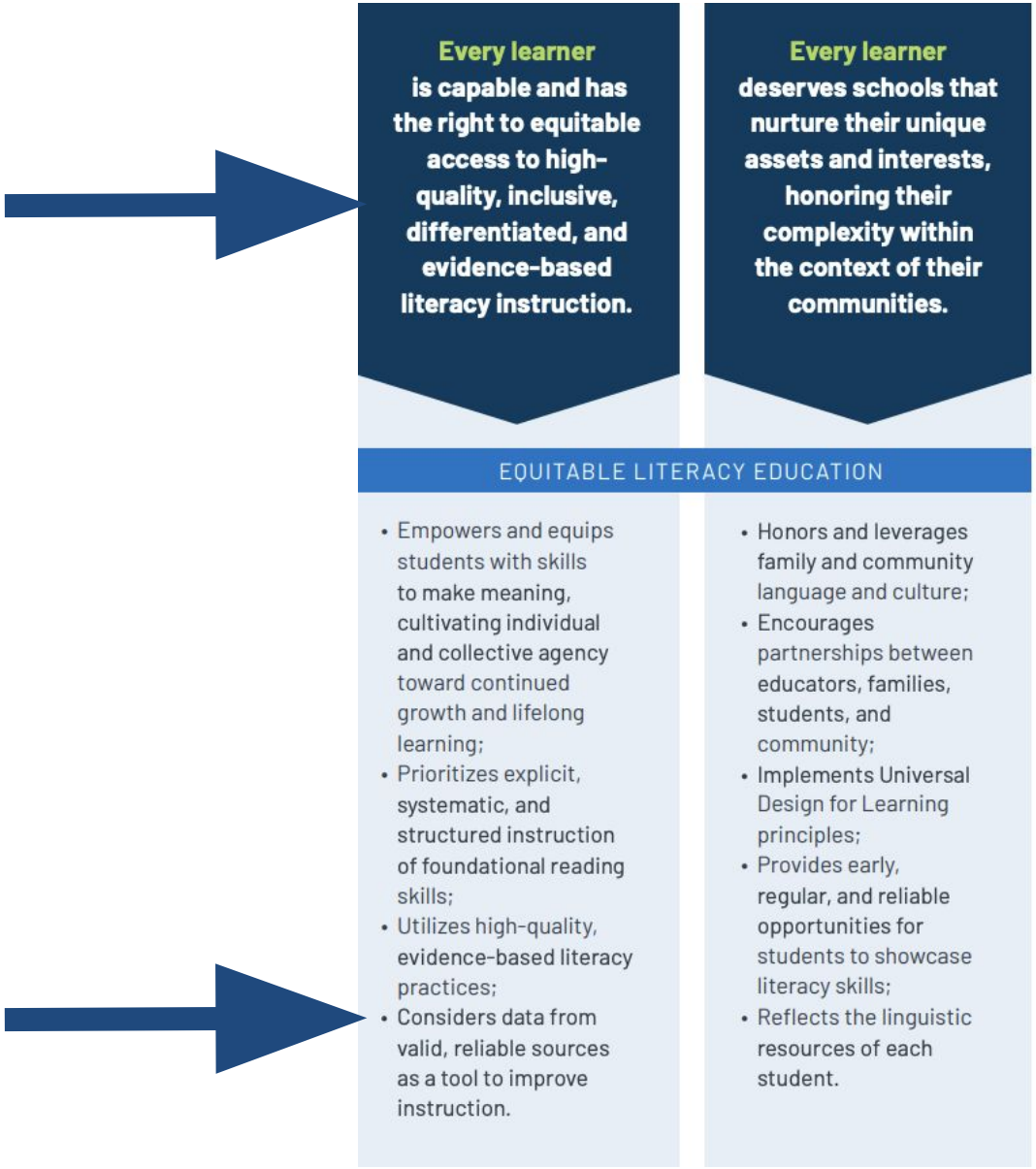

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Agenda

- Data through an Equity Lens
- Types of Data
- Sources of Data
- Assessment Protocols
- Tools and Resources for Analysis

- Homework: Analyzing Literacy Data

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Learning Outcomes

Distinguish between student learning data and data tied to instructional practices.

Identify varying levels and/or types of literacy assessment data and the purposes they serve.

Explore relationships among literacy learning outcomes, autonomy, and literacy assessment.

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Spotlight on ICLP Resources

[Data Literacy Guidance]

[Screening Information Sheet]

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Level 1
Satellite Data

Large grain size.

Illuminate patterns of achievement, equity, and teacher quality and retention.

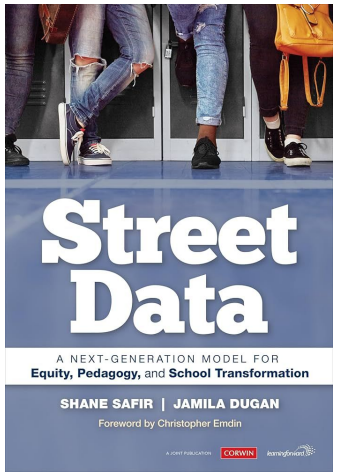
Point us in a general direction for further investigation.

Level 2
Map Data

Medium grain size.

Help us to identify reading, math, and other student skill gaps (e.g., decoding, fluency, fractions, etc.), or instructional skill gaps for teachers.

Point us in a slightly more focused direction.



(Safir & Dugan, 2021)

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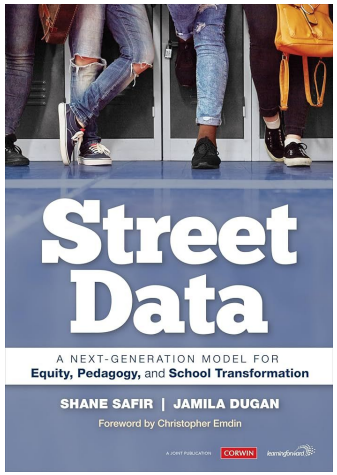
Level 3
Street Data

Fine-grain and ubiquitous.

- Help us to understand student, staff, and parent experience as well specific misconceptions and mindsets.
- Help us to monitor students' internalization of important skills.
- Require focused listening and observation.
- Inform and shape our next moves.



(Safir & Dugan, 2021)

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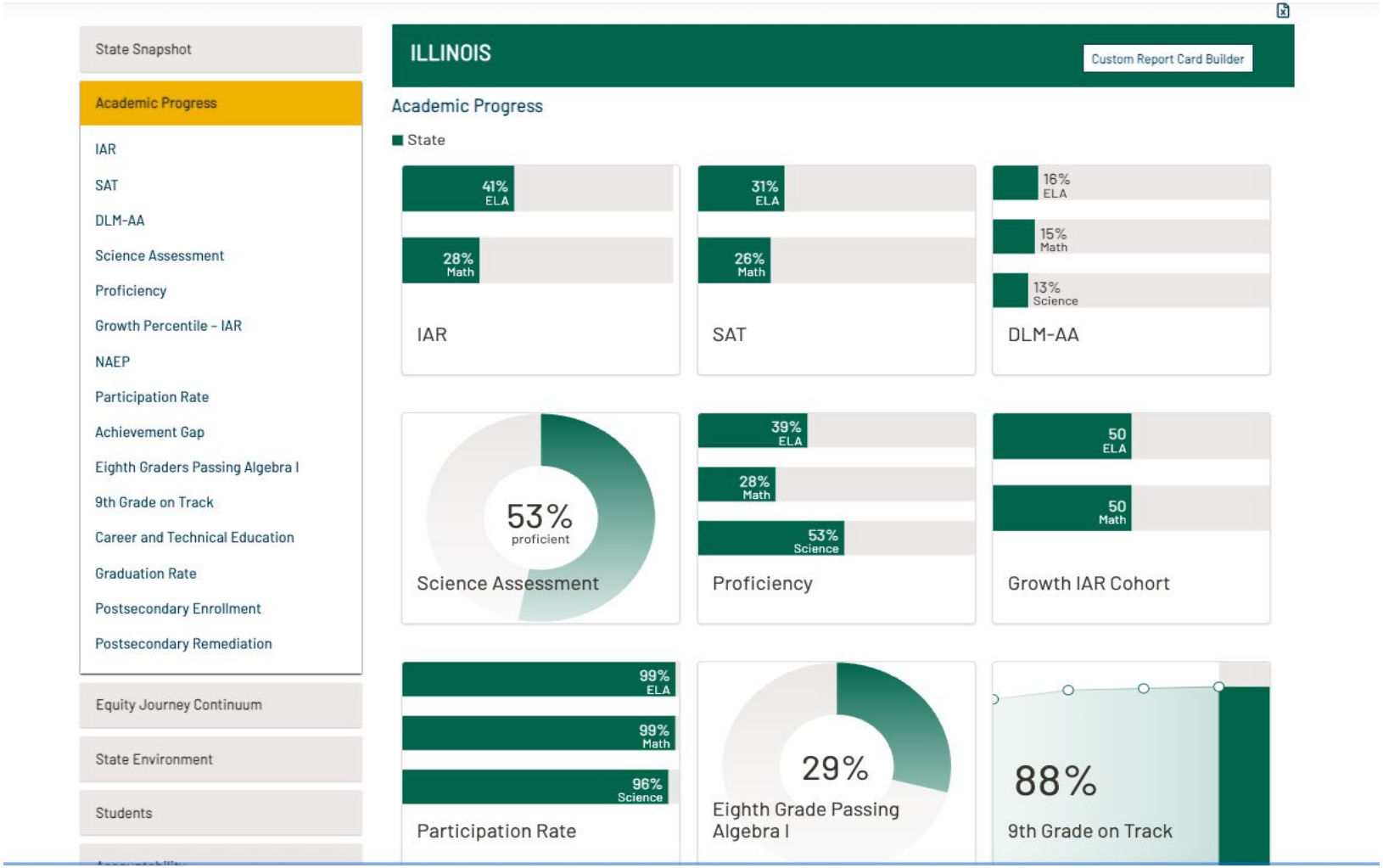

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- [x] Select All
- [x] All

ETHNICITY/ RACE

- [x] Am. Indian
- [x] Asian
- [x] Black
- [x] Hispanic
- [x] MENA
- [x] Pacific Islander
- [x] Two or More
- [x] White

GENDER

- [x] Female
- [x] Male
- [x] Non Binary

Other

- [x] w/ Disabilities
- [x] English Learners
- [x] Homeless
- [x] w/ IEPs
- [x] Low Income
- [x] Migrant
- [x] Military
- [x] Youth In Care

Add Demographics

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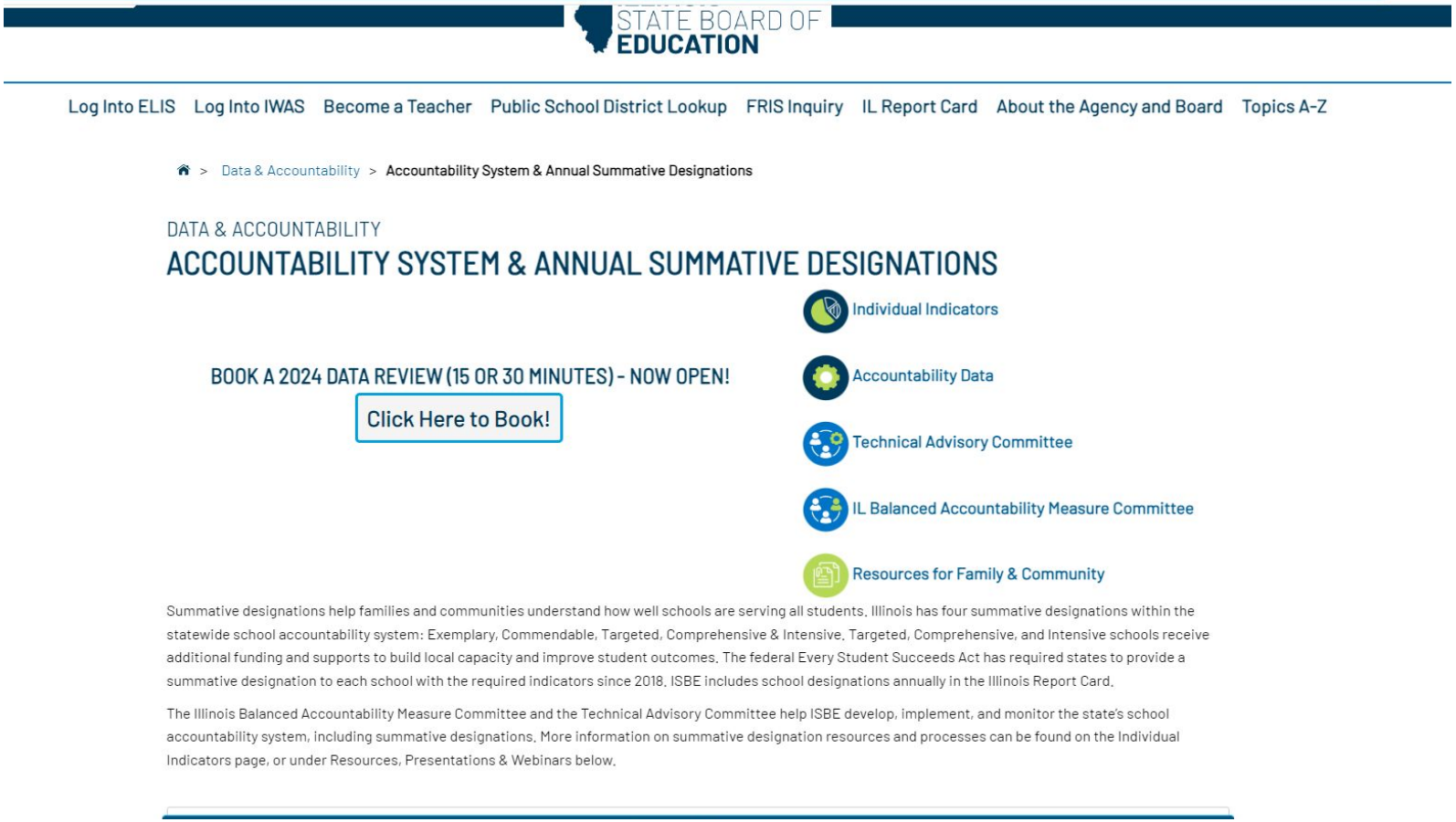
Need help with report card data?



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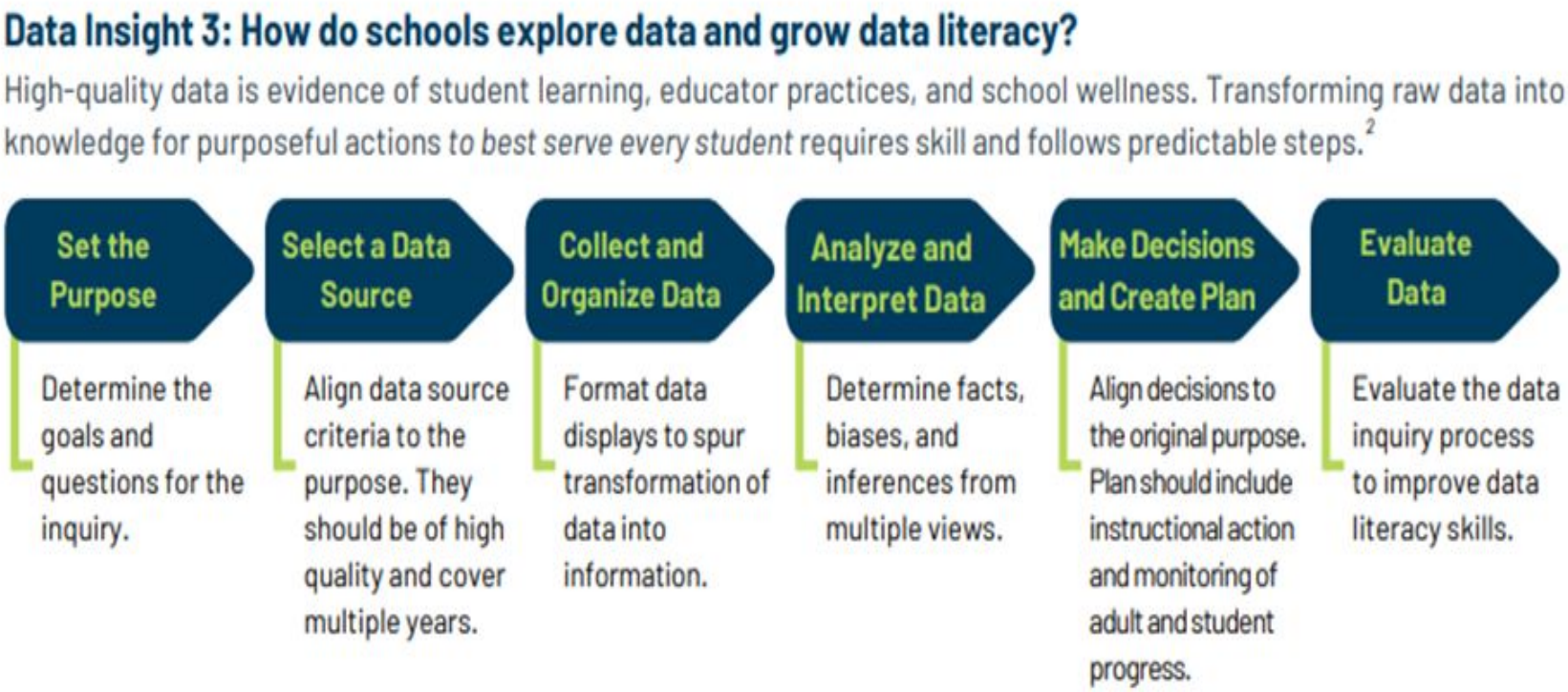
“The data don’t tell you the answer. The data just tell you where to start asking questions.”



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Simple View of Reading

Gough & Tunmer, 1986

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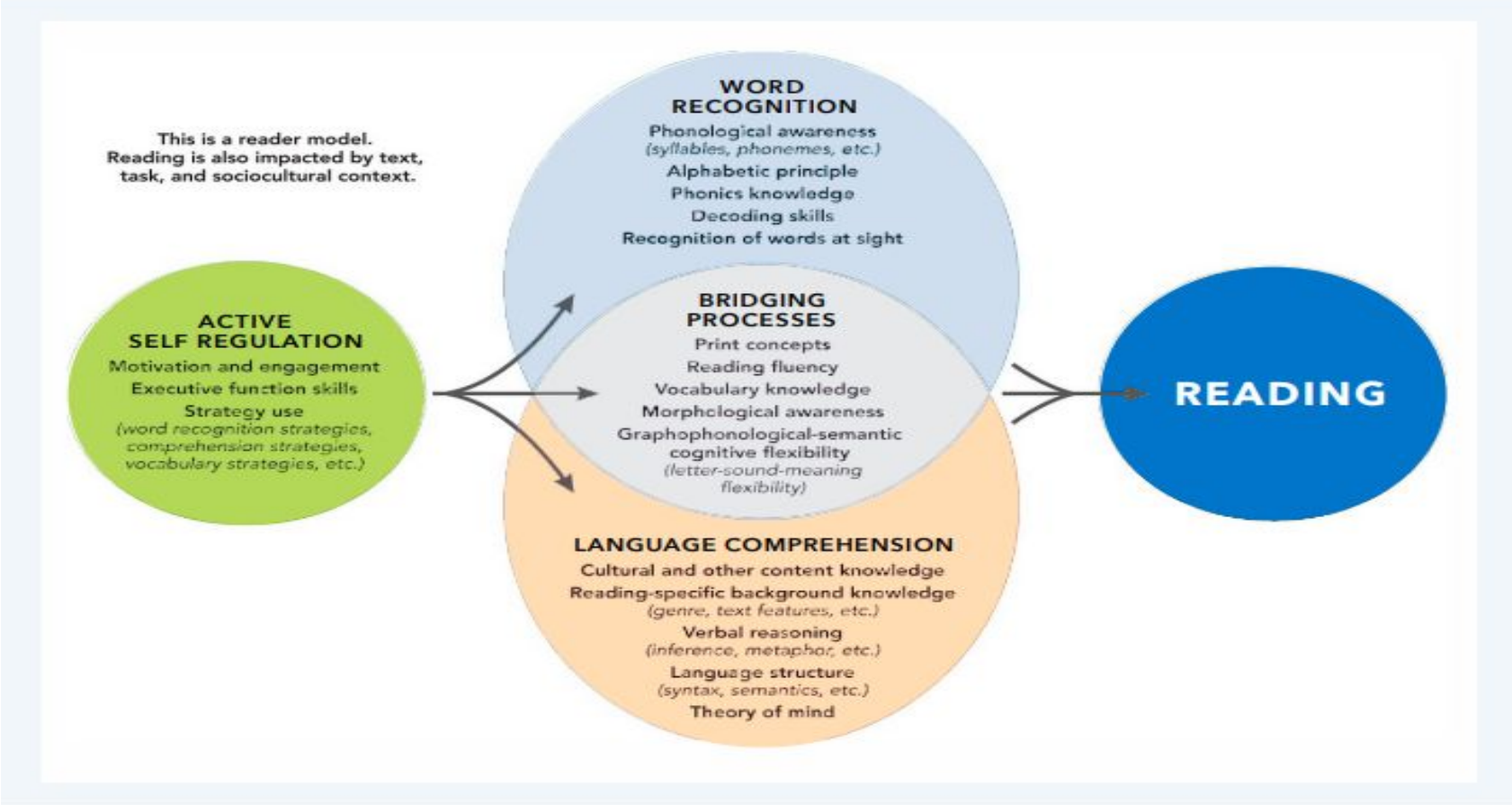
The Active View of Reading

(Duke & Cartwright, 2021)



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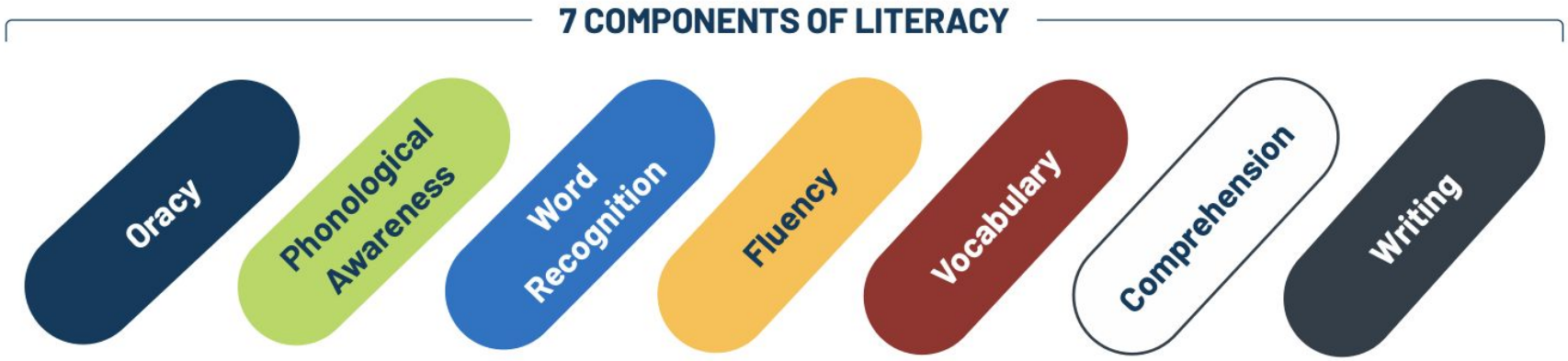
How does this relate to the ICLP?



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Q1 What assessments do you have in place?
OR
If you work in an EPP, what assessments do you teach candidates to use?

https://tinyurl.com/CapacityBuildersS2

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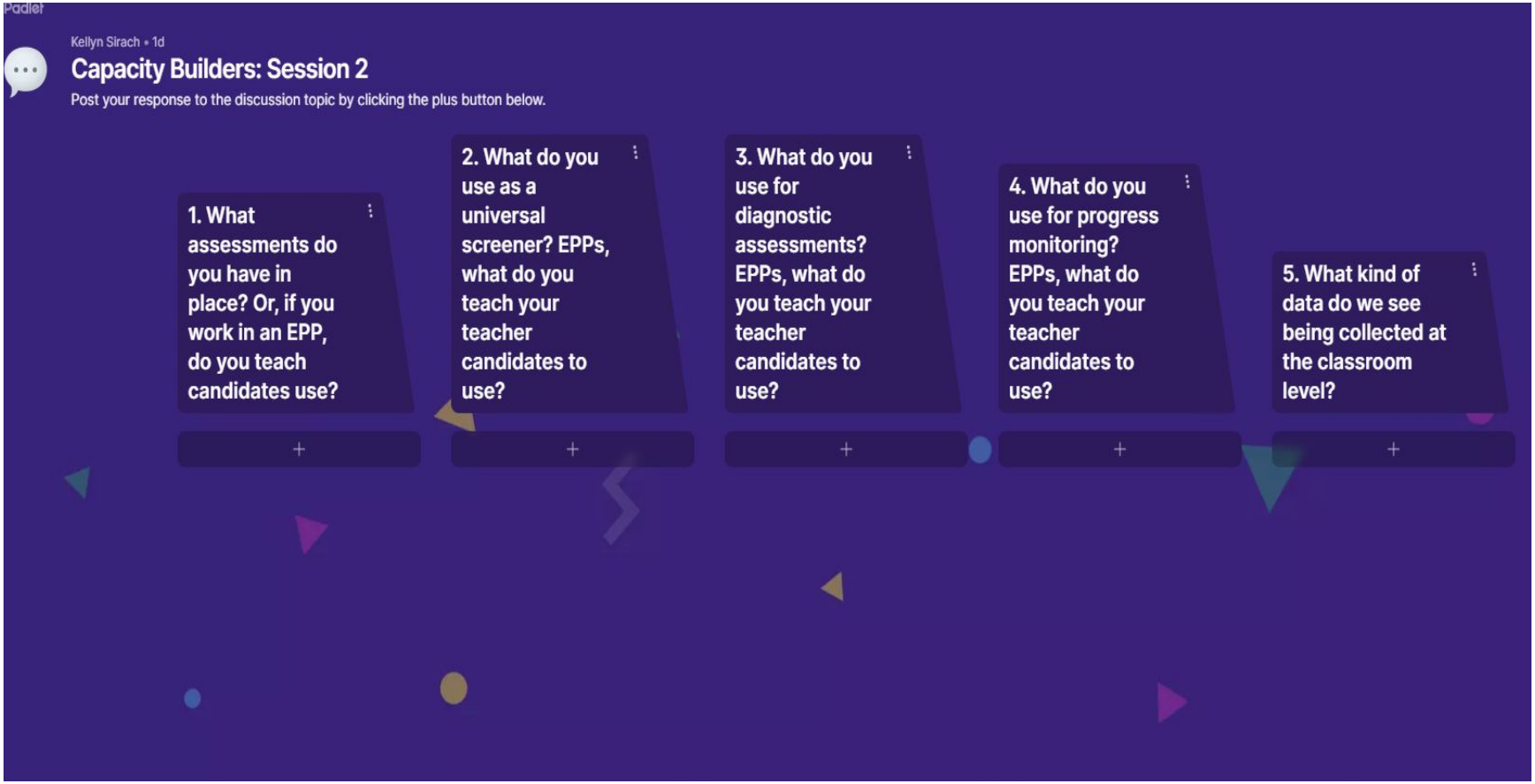
Padlet



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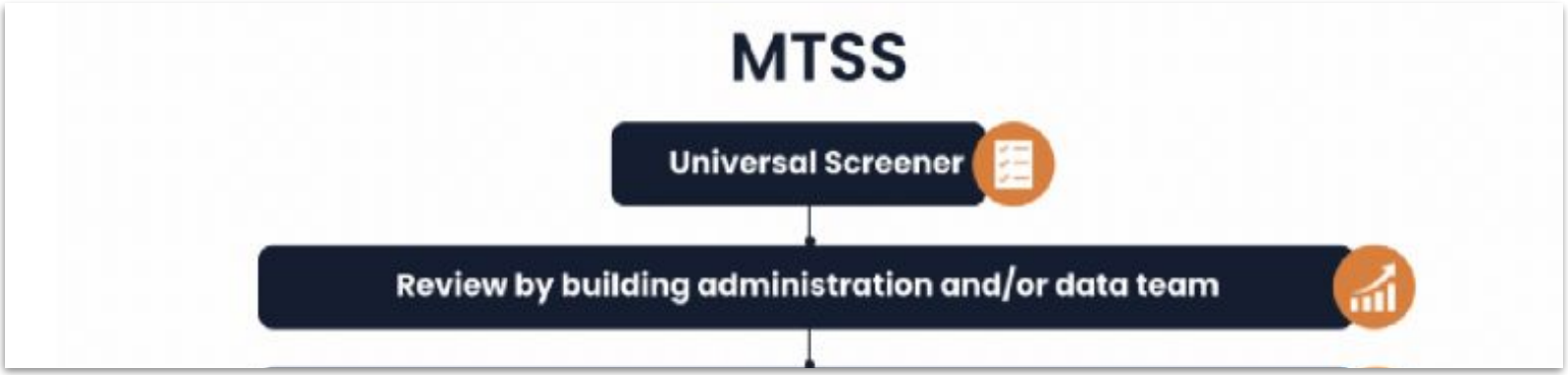
Ideally….



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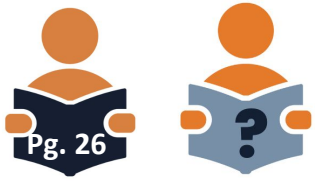
Type of Assessment	Description	Purpose	Targeted Participants
Universal Early Literacy Screener	**Brief,** less than 15 minutes, **assessing foundational literacy** skills such as phonological awareness, letter-sound knowledge, etc.	Identify which students and systems are **at risk.**	All students K-2
Benchmark*	A standardized assessment used to evaluate student progress at regular intervals.	Determine student **growth** throughout the year **as compared to predefined learning goals.**	All students 3-12
* The first benchmark of a school year **may act as a screener** of sorts to identify students who may be at-risk of reading difficulties; however, **subsequent benchmark assessments are used to monitor student progress.**			



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Q2: Universal Screener/Benchmarking

What assessments do you have in place?

OR

If you work in an EPP, what assessments do you teach candidates to use?

https://tinyurl.com/CapacityBuildersS2

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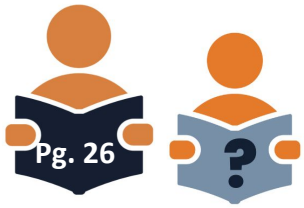
Type of Assessment	Description	Purpose	Targeted Participants
Diagnostic Literacy Assessment(s)	Identify a student's specific **strengths and weaknesses** in reading, for example, phonics or vocabulary skills. Diagnostic tests provide a **detailed profile of the student's needs** to guide intervention.	Determine **specific skills deficits** and **what to teach next.**	Students who were indicated as "at-risk" on the literacy screener.



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Q3: Diagnostic Assessments

What assessments do you have in place?

OR

If you work in an EPP, what assessments do you teach candidates to use?

https://tinyurl.com/CapacityBuildersS2

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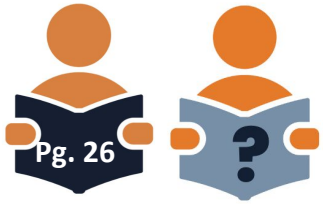
Type of Assessment	Description	Purpose	Targeted Participants
Progress Monitoring	To determine if a student who is receiving instruction/intervention is making **progress**; informs decisions about **when to exit a skil**l and **which skill to address next.**	Determine **if instruction/intervention is working.**	Students who are receiving intervention.



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Q4: Progress Monitoring

What assessments do you (or they) have in place?

OR

If you work in an EPP, what assessments do you teach candidates to use?

https://tinyurl.com/CapacityBuildersS2

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Type of Assessment	Description	Purpose	Targeted Participants
Outcome Measure	State-mandated assessment to determine **if students have reached/are reaching sufficient levels of achievement**.	Determining **if instruction was sufficient**.	All students within a specific grade level as defined by state guidance.

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Screening & Assessment of Bidialectal & Multilingual Learners

- Select & administer a screener with the highest sensitivity and specificity available that is culturally & linguistically appropriate,
- Collect multiple forms of data – include diagnostics, caregiver interviews, and a true peer comparison if possible,
- Use all sources of data collected to make an informed decision about the student as a team

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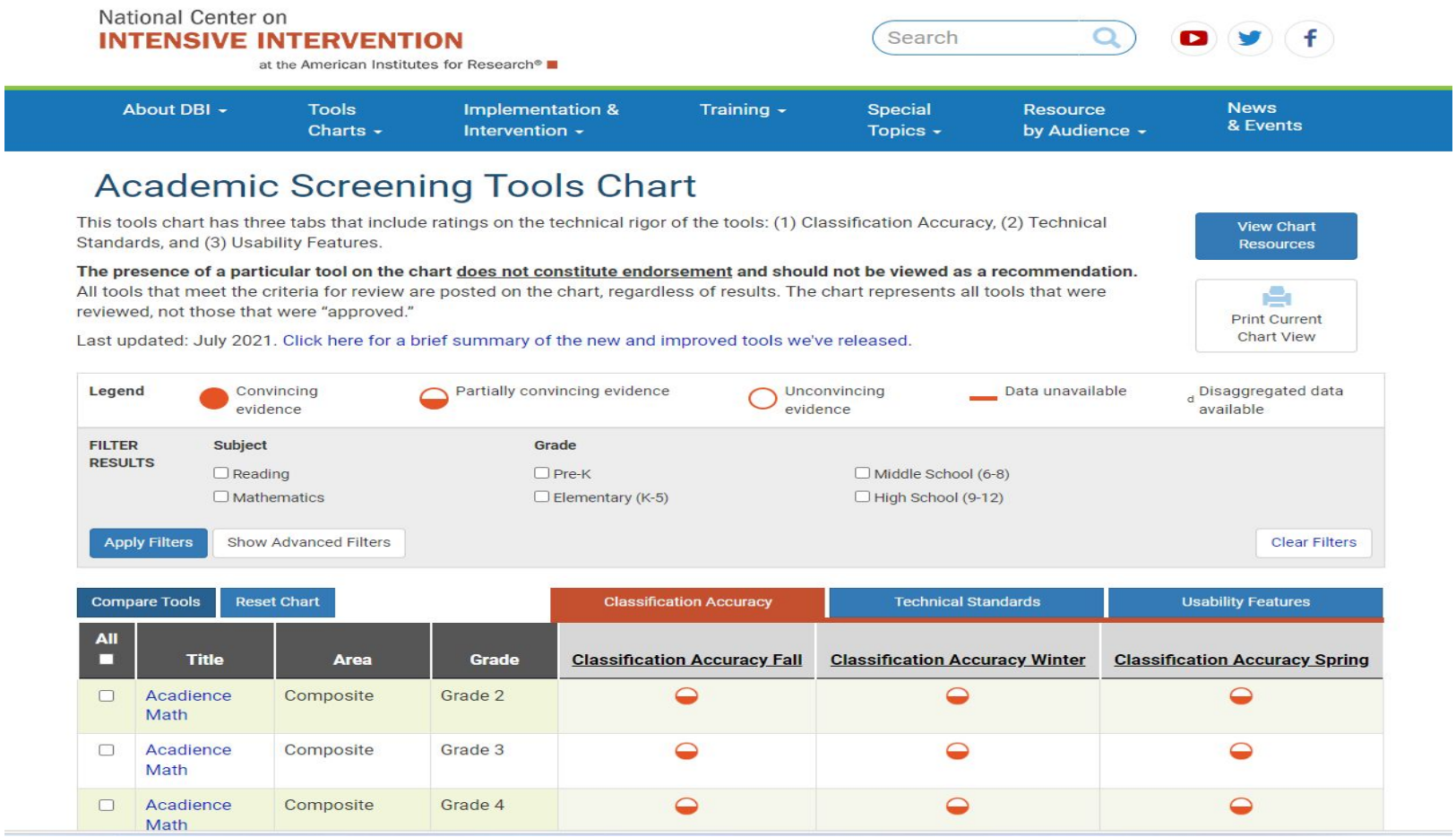
Another Helpful Tool



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What about classroom data?

Assessment Protocols

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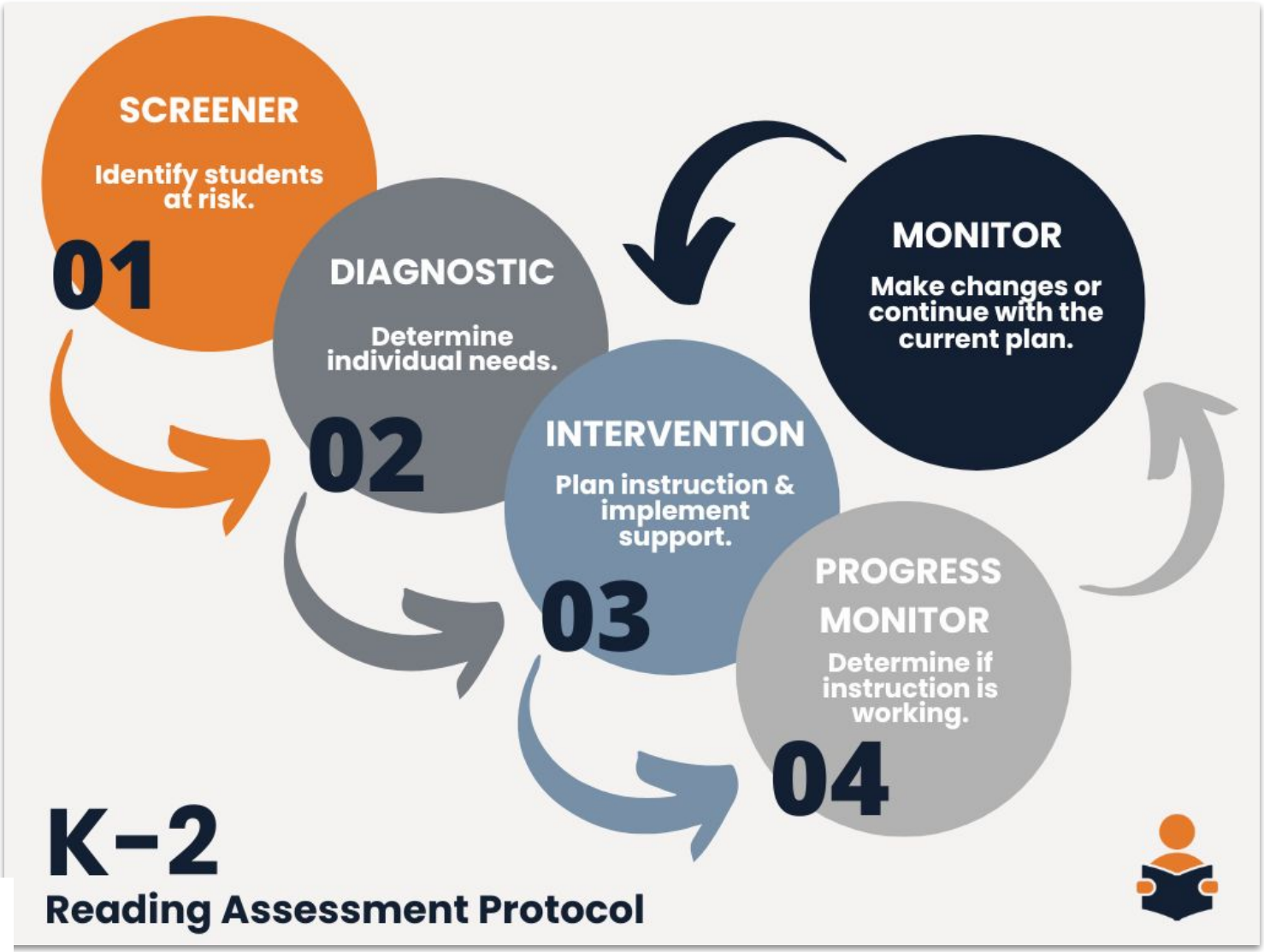

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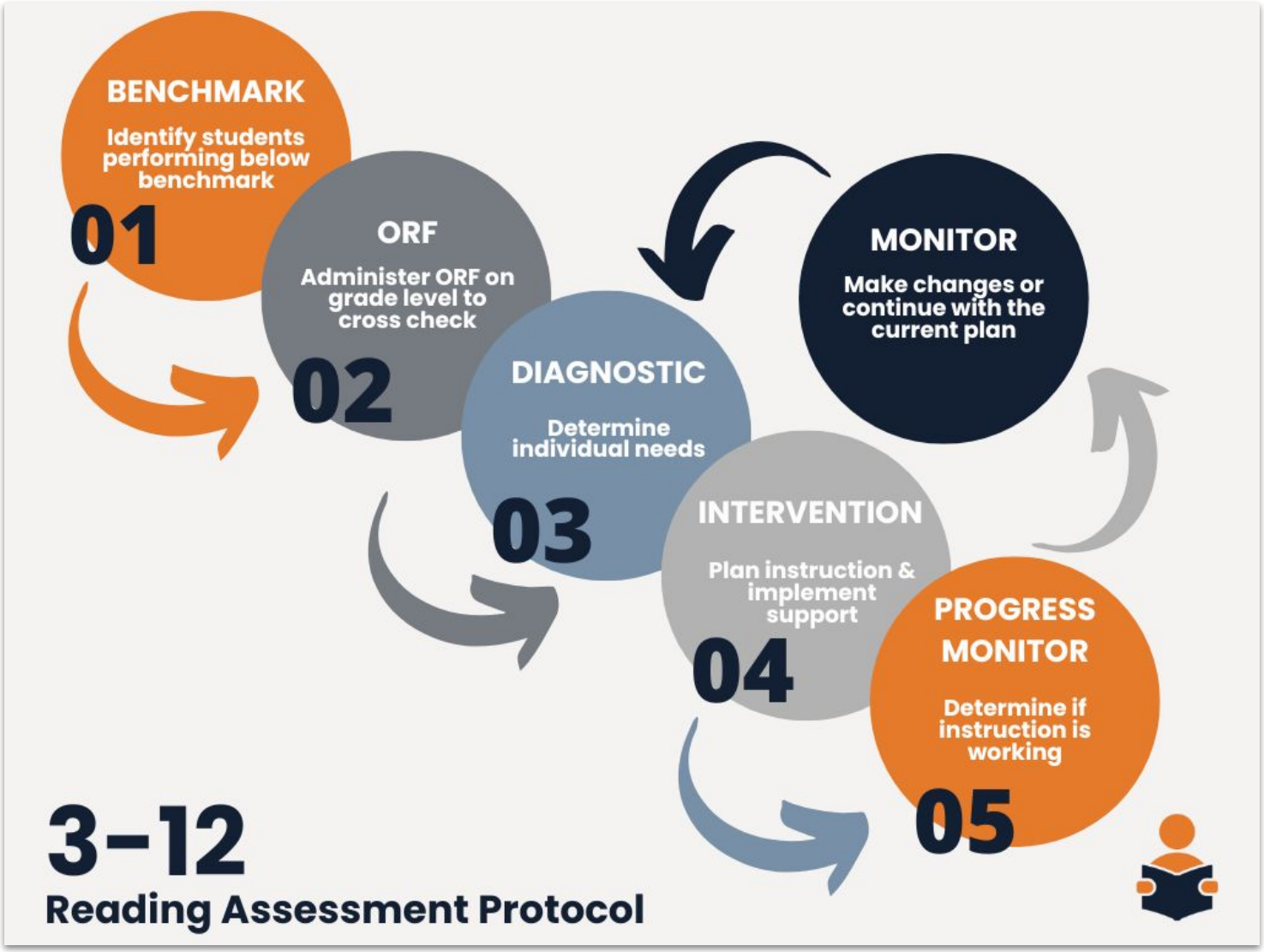

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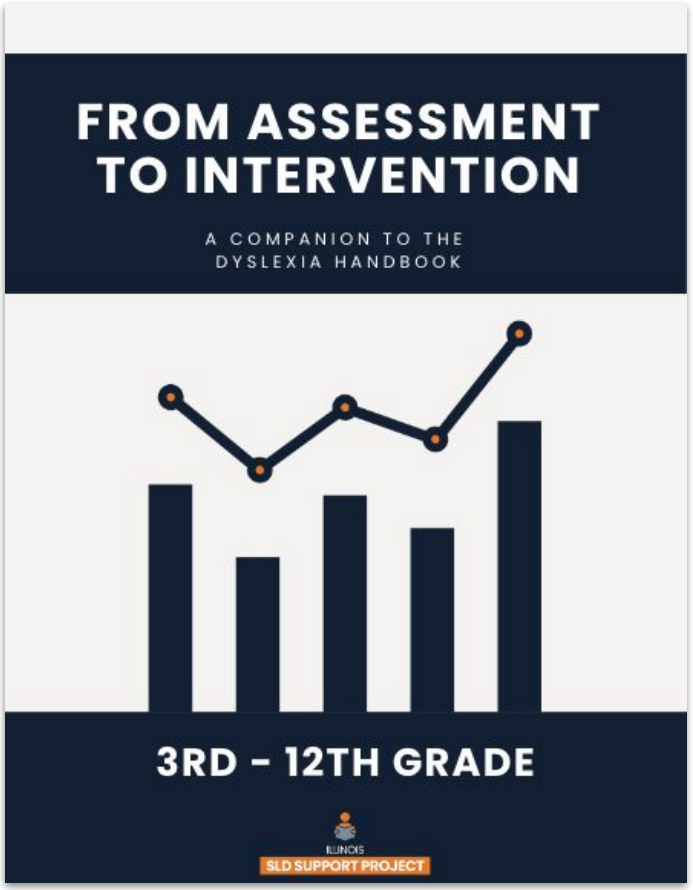
Sneak Peek + Your Homework



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Resources for you!

https://tinyurl.com/ICLPSession2

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Next Steps:

- ★ Take a look at the assessments you have in place
- ★ Think about your systems & protocols, keeping equity in mind
- ★ Review the Padlet responses to see if there are others with whom you wish to connect
- ★ Consider working through the workbook

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Mark Your Calendars: 2024-2025 Capacity Builders

- 10/17/24 Session 1: Overview of the Series and Illinois Comprehensive Literacy Plan
- 11/14/24 Session 2: Understanding Literacy Data
- **12/5/24 Session 3: Making Sense of Data Overload**
- 1/23/25 Session 4: Local Control and Data Utilization
- 2/13/25 Session 5: Evaluating Curriculum and Instructional Practices
- 3/13/25 Session 6: Key Literacy Strategies and Concepts
- 4/10/24 Session 7: Assembling and Leading a Literacy Team
- 5/8/25 Session 8: Monitoring Progress and Leveraging Resources
- 6/5/25 Session 9: Revising and Sustaining Literacy Plans

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Evaluation | Session 2: Unders tanding Literacy Data

Please complete the evaluation form for this session:

https://forms.office.com/r/MS4Hjqu7Vq

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Capacity Builders: ICLP Lead Team

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Questions

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