

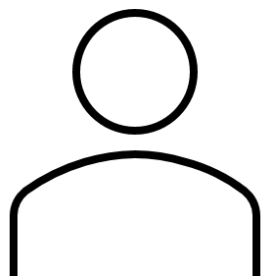
Capacity Builders: Illinois Comprehensive Literacy Plan

Session 2: Understanding Literacy Data

November 14, 2024

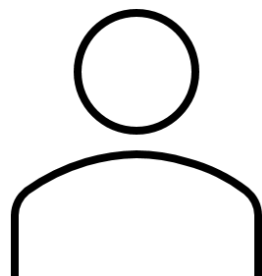
Welcome

Meet the Presenters:



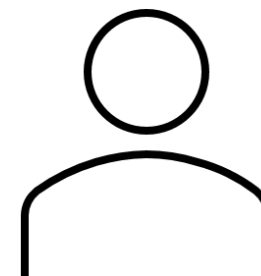
Melissa Jones

Professor, Dept of Special Education
Eastern Illinois University
Grant Partner, IL SLD Support Project
mljones2@eiu.edu



Kellyn Sirach

Reading Content Specialist
IL SLD Support Project
ksirach@sldsupports.org



Michael J. Young

Assistant Professor - Elementary Literacy
School of Teaching and Learning
Illinois State University
mjyoung2@ilstu.edu



Housekeeping

- Today's slide deck can be accessed at:
 - o <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.

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.



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





Every learner is capable and has the right to equitable access to high-quality, inclusive, differentiated, and evidence-based literacy instruction.

Every learner deserves schools that nurture their unique assets and interests, honoring their complexity within the context of their communities.

EQUITABLE LITERACY EDUCATION

- Empowers and equips students with skills to make meaning, cultivating individual and collective agency toward continued growth and lifelong learning;
- Prioritizes explicit, systematic, and structured instruction of foundational reading skills;
- Utilizes high-quality, evidence-based literacy practices;
- Considers data from valid, reliable sources as a tool to improve instruction.

- Honors and leverages family and community language and culture;
- Encourages partnerships between educators, families, students, and community;
- Implements Universal Design for Learning principles;
- Provides early, regular, and reliable opportunities for students to showcase literacy skills;
- Reflects the linguistic resources of each student.



ICLP
Pg.12

Agenda

- **Data through an Equity Lens**
 - **Types of Data**
 - **Sources of Data**
 - **Assessment Protocols**
 - **Tools and Resources for Analysis**
-
- **Homework: Analyzing Literacy Data**

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.

Spotlight on ICLP Resources



[Data Literacy Guidance](#)

[Screening Information Sheet](#)



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.

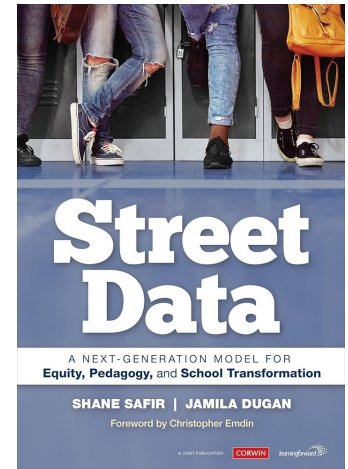


Level 2 Map Data

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.



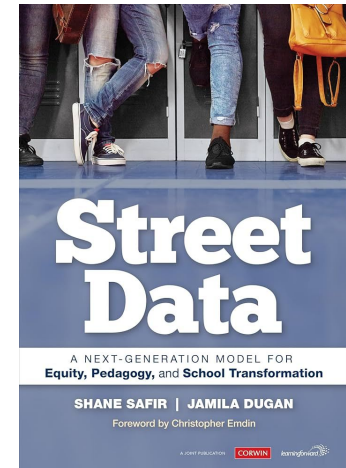
(Safir & Dugan, 2021)



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)

State Snapshot

Academic Progress

- IAR
- SAT
- DLM-AA
- Science Assessment
- Proficiency
- Growth Percentile - IAR
- NAEP
- Participation Rate
- Achievement Gap
- Eighth Graders Passing Algebra I
- 9th Grade on Track
- Career and Technical Education
- Graduation Rate
- Postsecondary Enrollment
- Postsecondary Remediation

Equity Journey Continuum

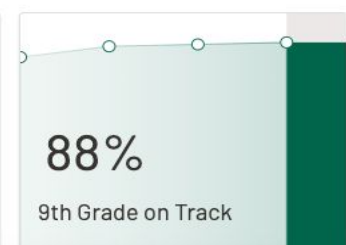
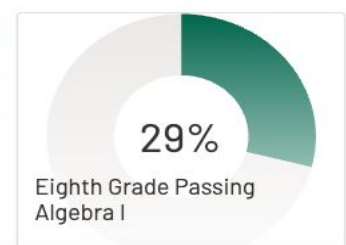
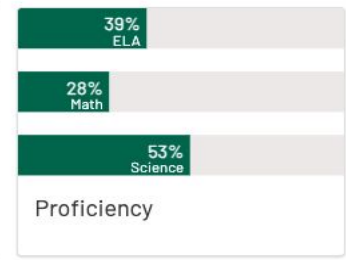
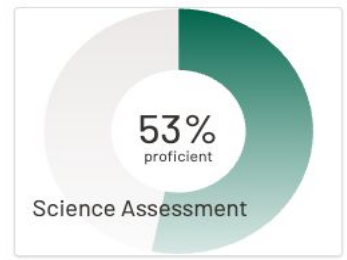
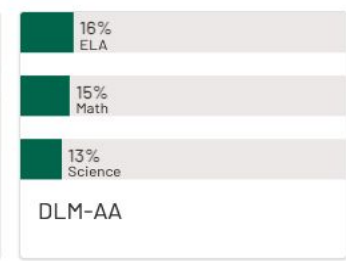
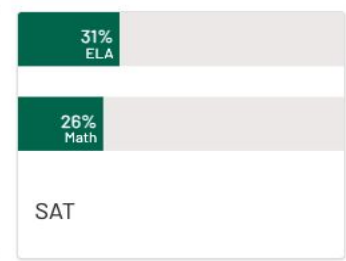
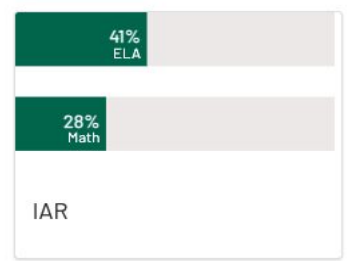
State Environment

Students

ILLINOIS Custom Report Card Builder

Academic Progress

State



- Select All
- All

ETHNICITY/ RACE

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

GENDER

- Female
- Male
- Non Binary

Other

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

Add Demographics

Need help with report card data?



[Log Into ELIS](#) [Log Into IWAS](#) [Become a Teacher](#) [Public School District Lookup](#) [FRIS Inquiry](#) [IL Report Card](#) [About the Agency and Board](#) [Topics A-Z](#)

[Home](#) > [Data & Accountability](#) > [Accountability System & Annual Summative Designations](#)

DATA & ACCOUNTABILITY

ACCOUNTABILITY SYSTEM & ANNUAL SUMMATIVE DESIGNATIONS

BOOK A 2024 DATA REVIEW (15 OR 30 MINUTES) - NOW OPEN!

[Click Here to Book!](#)



Individual Indicators



Accountability Data



Technical Advisory Committee



IL Balanced Accountability Measure Committee



Resources for Family & Community

Summative designations help families and communities understand how well schools are serving all students. Illinois has four summative designations within the statewide school accountability system: Exemplary, Commendable, Targeted, Comprehensive & Intensive. Targeted, Comprehensive, and Intensive schools receive additional funding and supports to build local capacity and improve student outcomes. The federal Every Student Succeeds Act has required states to provide a summative designation to each school with the required indicators since 2018. ISBE includes school designations annually in the Illinois Report Card.

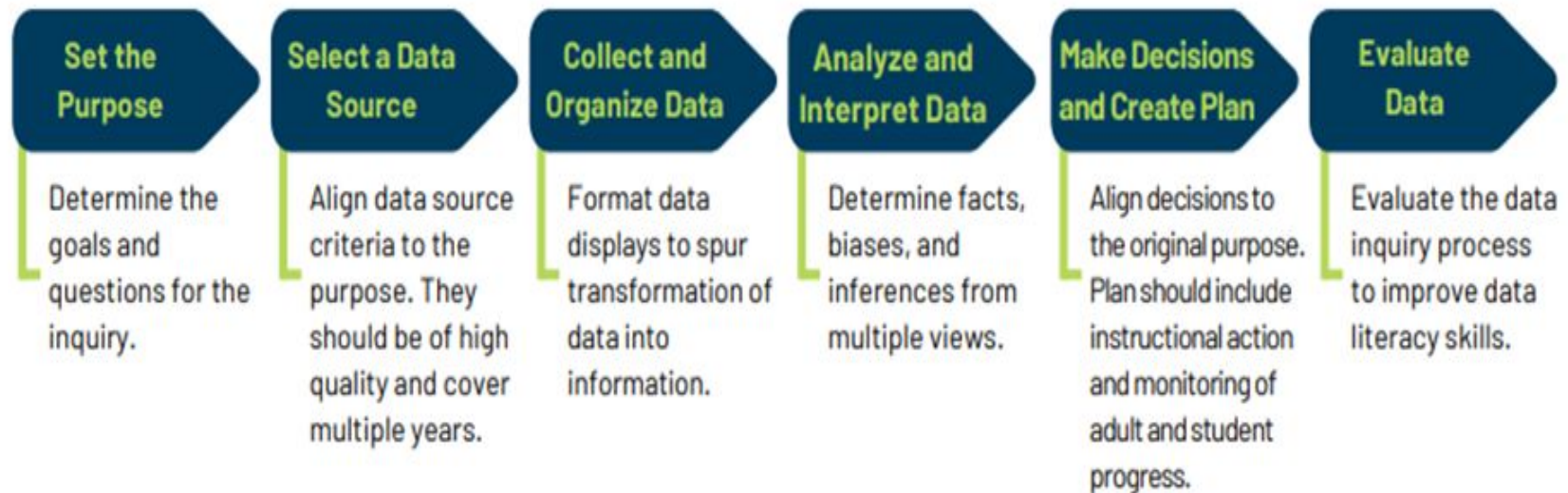
The Illinois Balanced Accountability Measure Committee and the Technical Advisory Committee help ISBE develop, implement, and monitor the state's school accountability system, including summative designations. More information on summative designation resources and processes can be found on the Individual Indicators page, or under Resources, Presentations & Webinars below.



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

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.²



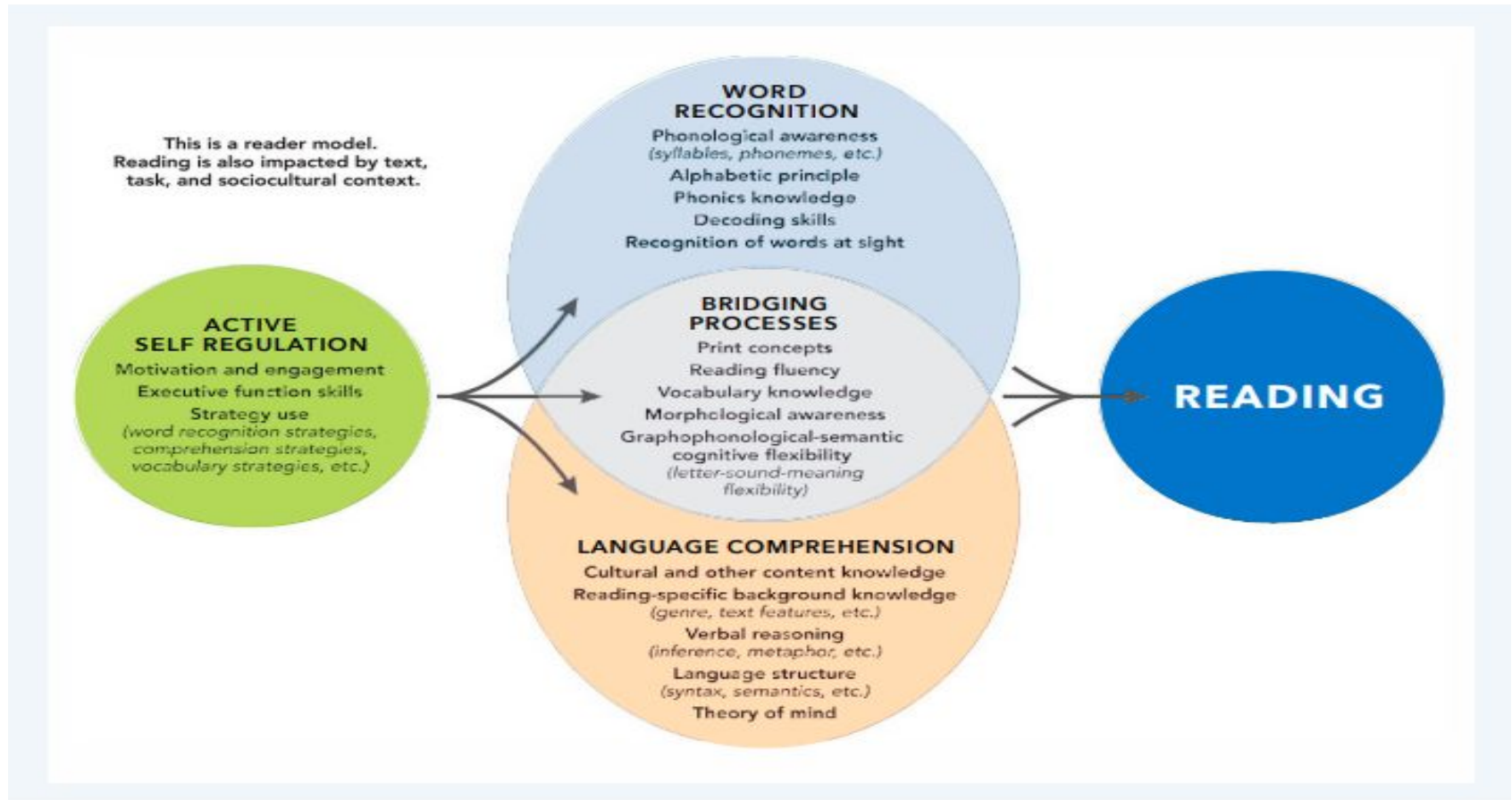
Simple View of Reading

Gough & Tunmer, 1986

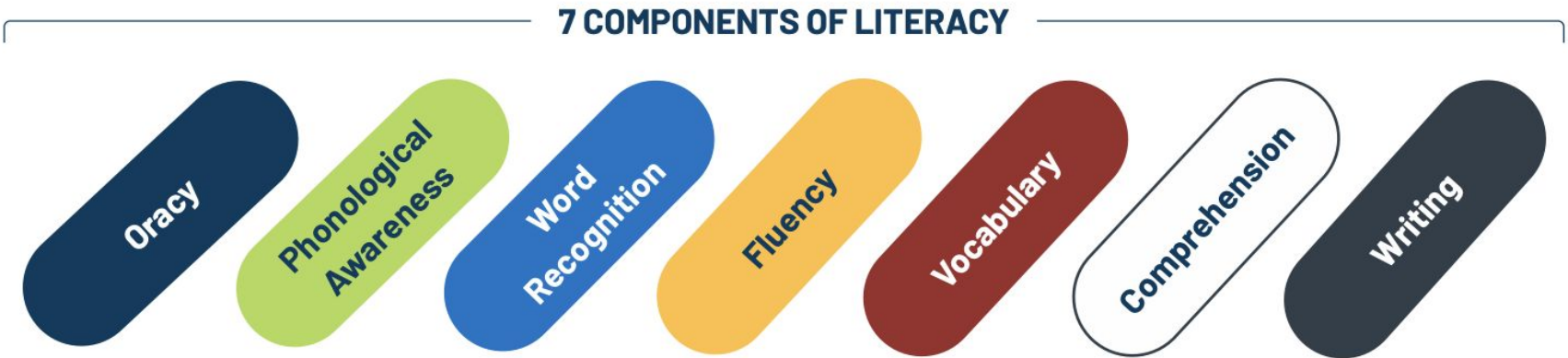


The Active View of Reading

(Duke & Cartwright, 2021)



How does this relate to the ICLP?





**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>



Padlet

padlet

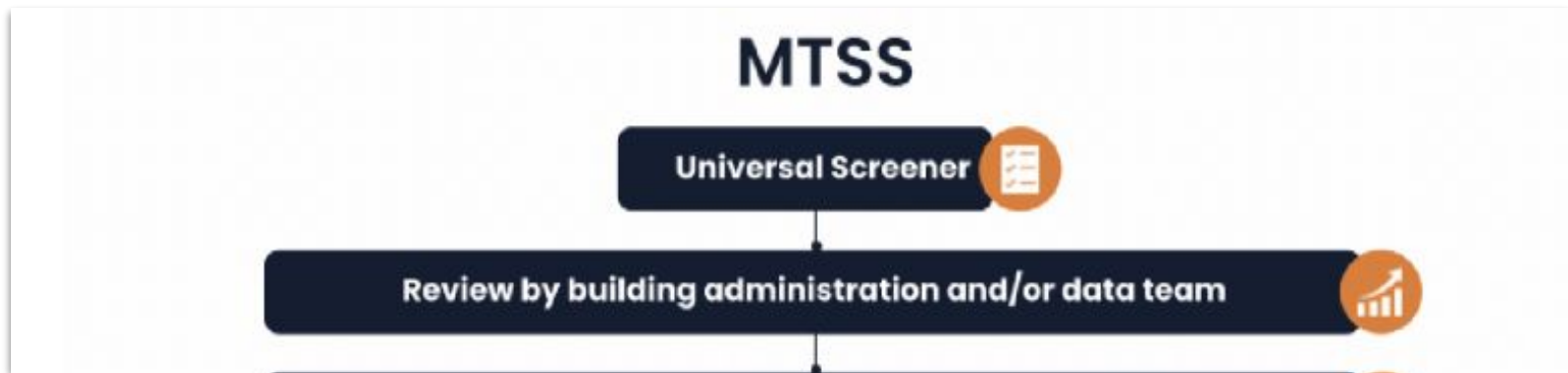
Kellyn Sirach • 1d

Capacity Builders: Session 2

Post your response to the discussion topic by clicking the plus button below.

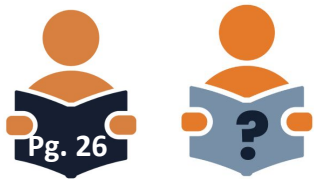
1. What assessments do you have in place? Or, if you work in an EPP, do you teach candidates use?
2. What do you use as a universal screener? EPPs, what do you teach your teacher candidates to use?
3. What do you use for diagnostic assessments? EPPs, what do you teach your teacher candidates to use?
4. What do you use for progress monitoring? EPPs, what do you teach your teacher candidates to use?
5. What kind of data do we see being collected at the classroom level?

Ideally....



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**.





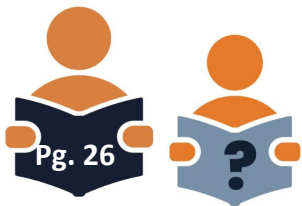
Q2: Universal Screener/Benchmarking

**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>



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.





Q3: Diagnostic Assessments

What assessments do you have in place?

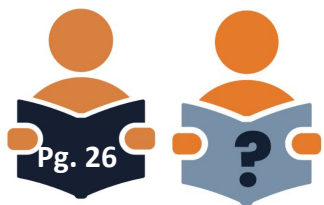
OR

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

<https://tinyurl.com/CapacityBuildersS2>



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 skill and which skill to address next .	Determine if instruction/intervention is working .	Students who are receiving intervention.





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>



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.



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



Another Helpful Tool

National Center on
INTENSIVE INTERVENTION
 at the American Institutes for Research®

Search 



- About DBI ▾
- Tools Charts ▾
- Implementation & Intervention ▾
- Training ▾
- Special Topics ▾
- Resource by Audience ▾
- News & Events

Academic Screening Tools Chart

This tools chart has three tabs that include ratings on the technical rigor of the tools: (1) Classification Accuracy, (2) Technical Standards, and (3) Usability Features.

The presence of a particular tool on the chart does not constitute endorsement and should not be viewed as a recommendation. All tools that meet the criteria for review are posted on the chart, regardless of results. The chart represents all tools that were reviewed, not those that were “approved.”

Last updated: July 2021. [Click here for a brief summary of the new and improved tools we've released.](#)

[View Chart Resources](#)

[Print Current Chart View](#)

Legend

- Convincing evidence
- Partially convincing evidence
- Unconvincing evidence
- Data unavailable
- Disaggregated data available

FILTER RESULTS

Subject

- Reading
- Mathematics

Grade

- Pre-K
- Elementary (K-5)
- Middle School (6-8)
- High School (9-12)

[Apply Filters](#) [Clear Filters](#)

Compare Tools		Reset Chart		Classification Accuracy		Technical Standards		Usability Features	
All	Title	Area	Grade	Classification Accuracy Fall	Classification Accuracy Winter	Classification Accuracy Spring			
<input type="checkbox"/>	Acadience Math	Composite	Grade 2	⊖	⊖	⊖			
<input type="checkbox"/>	Acadience Math	Composite	Grade 3	⊖	⊖	⊖			
<input type="checkbox"/>	Acadience Math	Composite	Grade 4	⊖	⊖	⊖			

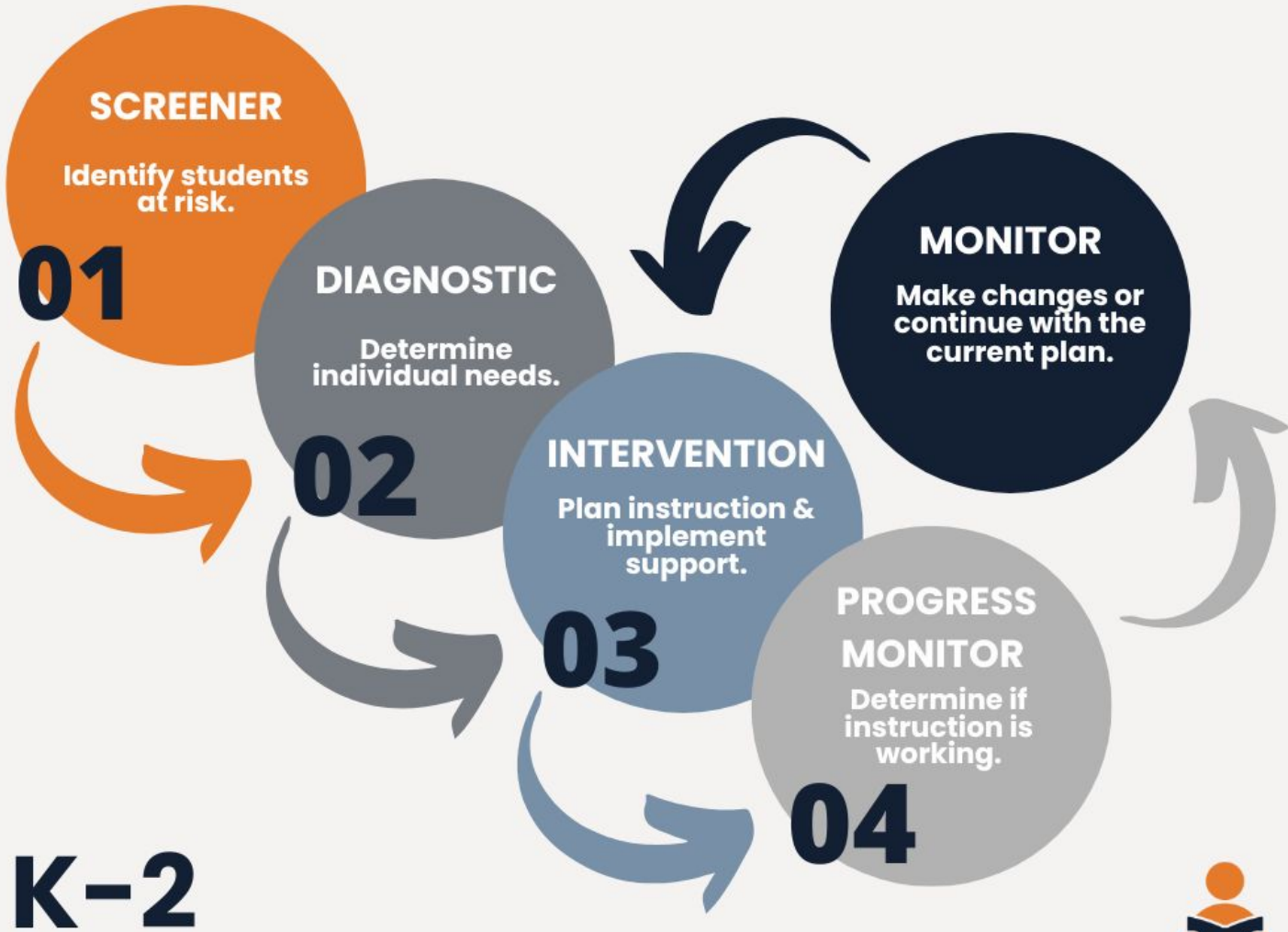


What about classroom data?



Assessment Protocols

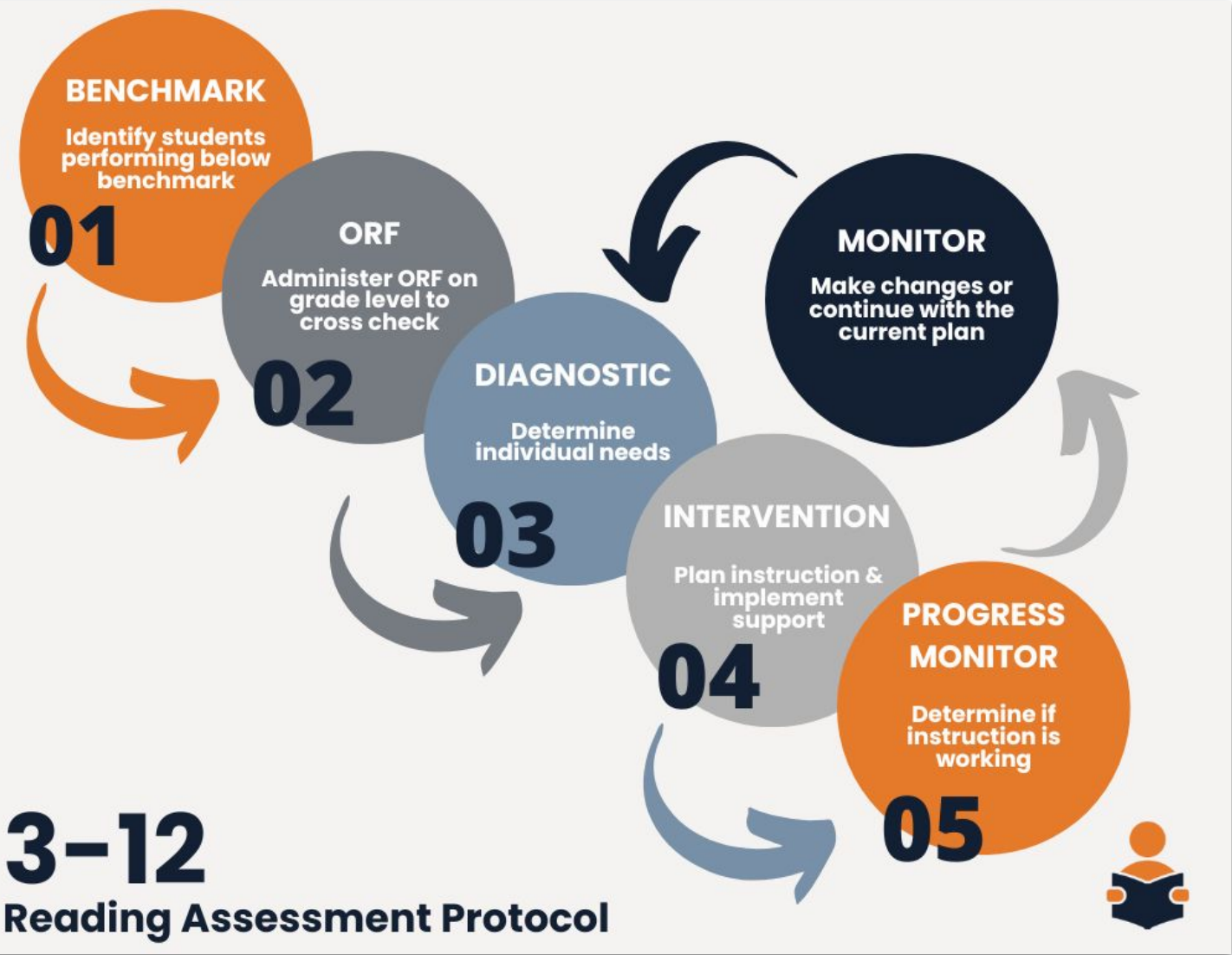




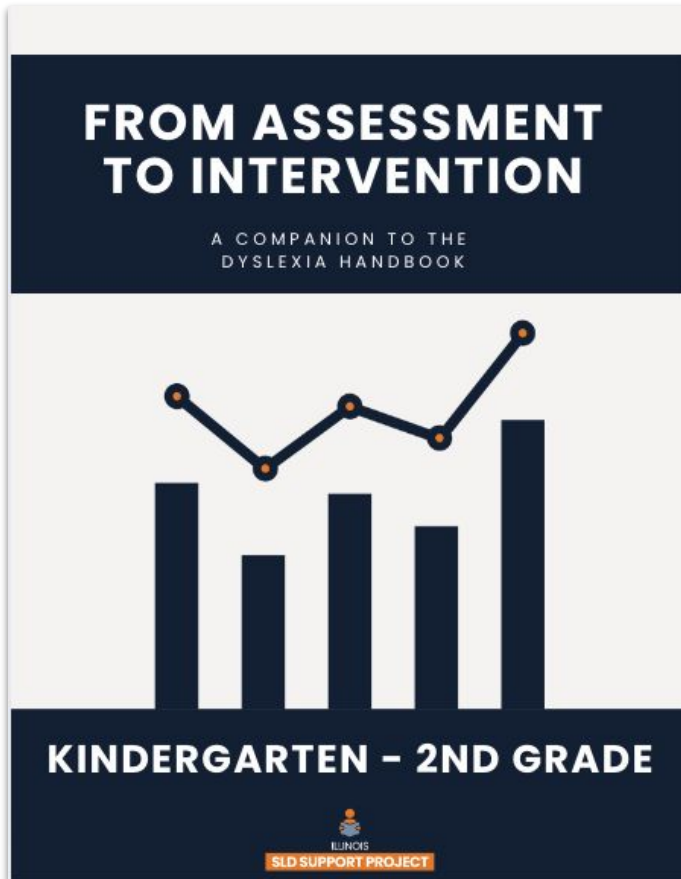
K-2

Reading Assessment Protocol

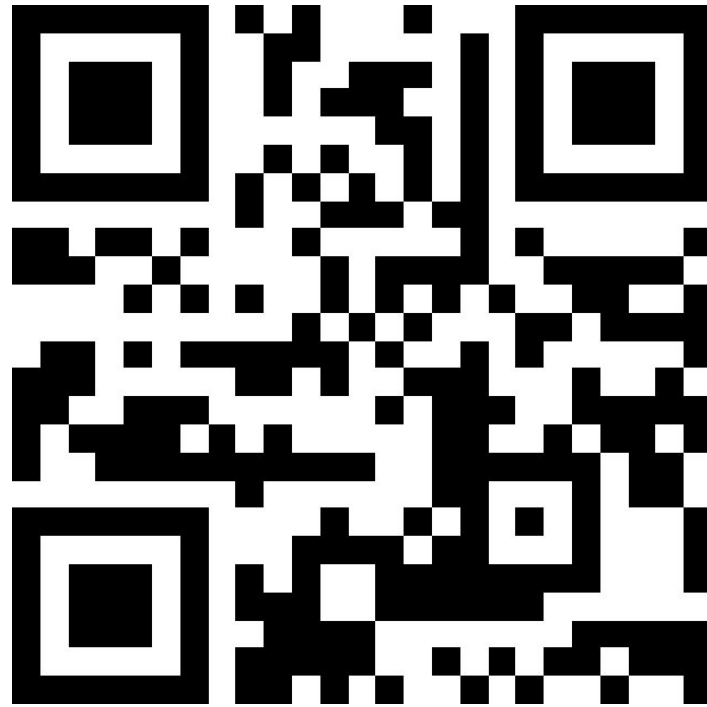




Sneak Peek + Your Homework



Resources for you!



<https://tinyurl.com/ICLPSession2>

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

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

Evaluation | Session 2: Understanding Literacy Data



Please complete the evaluation form for this session:

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

Capacity Builders: ICLP Lead Team

Jill Uher

Director of Professional Learning | South Cook ISC

Dara Carr

Professional Development/School Improvement | BHS ROE #28

Julie Stratman

Assistant Regional Superintendent | Regional Office of Education #1

Molly Allen

Assistant Regional Superintendent | Regional Office of Education #17

Chrissy Wiggs

Professional Development Director | Regional Office of Education #21

Kellyn Sirach

Reading Content Specialist | IL SLD Support Project

Kim Johnson

ELA Principal Consultant | Illinois State Board of Education

Jill Donnel

Executive Director, Council on Teacher Education | UIUC

Scott Filkins

Lecturer & K-12 Licensure Programs Coordinator | UIUC

Kristen Driscoll

Assistant Professor, Curriculum & Instruction | UIUC

Deborah MacPhee

Professor, Elementary. Literacy | Illinois State University

Michael Young

Assistant Professor, Elementary Literacy | Illinois State University

Melissa Jones-Bromenshenkel

Professor, Dept of Special Education | Eastern Illinois University
Grant Partner | IL SLD Support Project



Questions



Thank you