

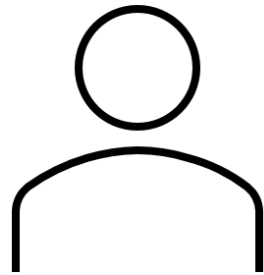
Making Sense of Data Overload

December 5, 2024

Session 3

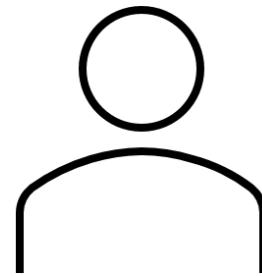
Welcome

Meet the Presenters:



Dara Carr

dcarr@bhsroe.org



Deborah MacPhee

dmacphe@ilstu.edu

Housekeeping

All resources are available in [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



Agenda

- **Review**
- **Evaluating Data Sources**
 - Data Inventory
- **Using Ready-to-Use Data as a Starting Point**

Learning Outcomes

- **Evaluate your current sources and usage of literacy data**
- **Identify gaps within your literacy data**
- **Effectively access and use the state data**
 - **IL Report Card Data**
 - **5 Essential Data**

Spotlight on ICLP Resources



[Data Literacy Guidance](#)

[Screening Information Sheet](#)

Homework Breakout Rooms

(November 14th)

Homework and Further Reading

[Example Literacy Data](#)

[Padlet Link](#)

[K-2 Assessment to Intervention Workbook](#)

[3-12 Assessment to Intervention Workbook](#)



ICLP Data Considerations

Using Data to Develop a Comprehensive and Equitable Literacy Plan

Evidence-based Literacy Instruction

- How do/can we assess the effectiveness of literacy instruction on student outcomes?
- How do/can we document instructional practices across the seven components of literacy at each grade level?
- How do/can we document **students' developing literacy skills**, their use of literacy strategies, and their literacy interests, motivations, and self-concepts?

Educator Professional Learning and Development

- How do/can we assess the impact of professional learning on classroom instruction and student outcomes?
 - What data do/can we use to identify professional learning needs/goals and desired outcomes?
 - How do/can we differentiate and document professional learning opportunities?
 - How do/can we identify, organize, and share evidence-based instructional practices/resources?

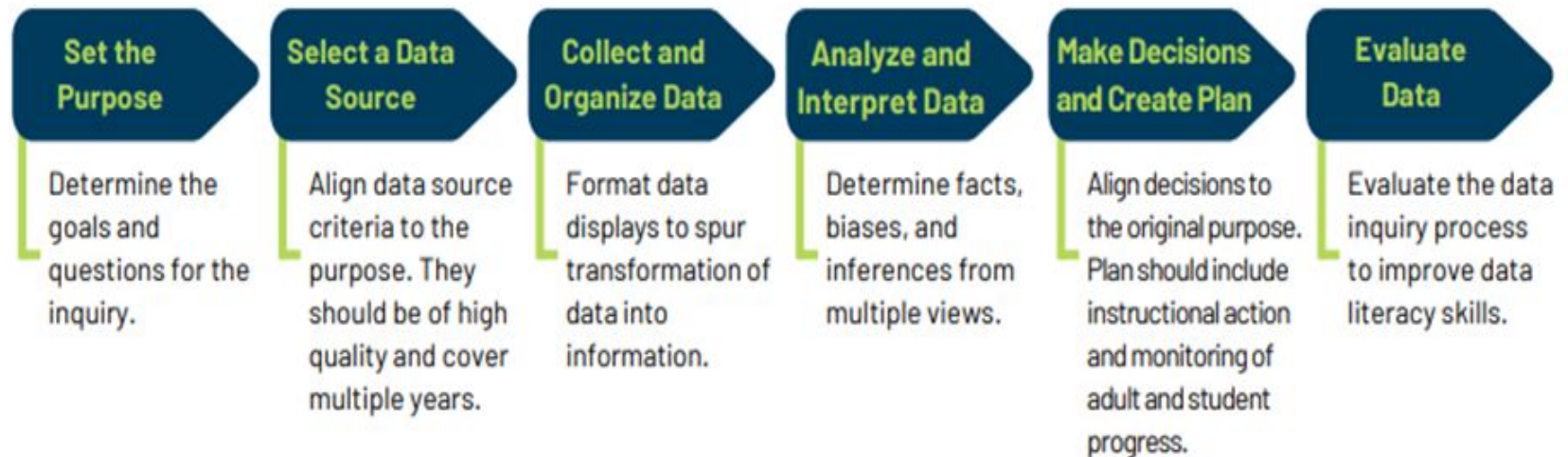
Literacy Leadership

- How do/can we assess the impact of literacy leadership on the culture of literacy learning, instruction, and student outcomes?
 - How do/can we promote a culture of literacy learning?
 - How do/can we communicate vision for ICLP implementation?
 - How do/can we grow teacher knowledge of literacy development?
 - How do/can we involve family and community involvement in literacy learning?

“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

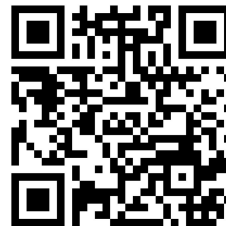


Data Can Be Overwhelming...



<https://www.menti.com/alipc873kcg5>

menti.com code: 6116 0447



The Goldilocks Effect



<https://www.menti.com/alb36zzd6n2z>

menti.com code: 1595 4149

“Purposeful data analysis is required to deepen understanding of student learning and the effectiveness of educator instructional practices (Henderson & Corry, 2021). Strong data literacy is needed to lead data analysis effectively.”



Ready-to-Use Data

<https://www.illinoisreportcard.com/>

The Illinois School Report Card



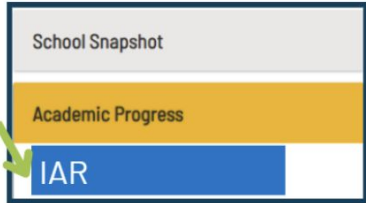
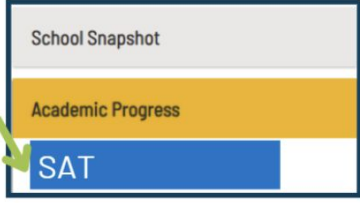
Academic Proficiency & Growth Data

The Illinois School Report card is the ideal statewide standardized data starting point. With a few clicks, multiple years of filterable data on student academic proficiency and student growth are available.


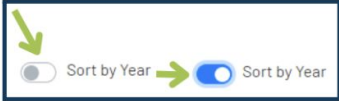
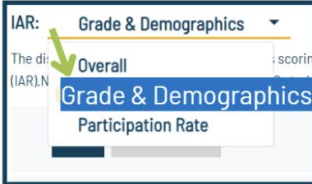
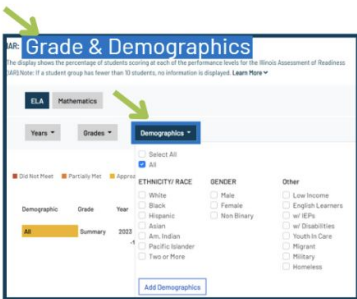
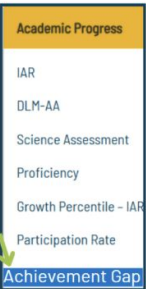
With readily accessible data, educators can do the following:

- Compare overall student academic achievement and growth of the school, district, & state
- Compare student academic achievement and growth per grade in a school
- Compare student cohorts' academic proficiency and growth as they transition from grade to grade
- Compare student group academic proficiency and growth by race, gender, and more
- Create a pre-pandemic baseline for student achievement and growth

Finding Academic Data on the Illinois School Report Card

Text-based Guidance	Visual Guidance	
Go to the Illinois School Report Card.	https://www.illinoisreportcard.com/Default.aspx	
Enter a school or district name.		
Click "Academic Progress."		
Select the proper grade-level assessment.	Grades 3-8 School	Grades 9-12 School
		

Finding Academic Data on the Illinois School Report Card

Text-based Guidance	Visual Guidance	
Compare Overall Students Academic Proficiency by: <ul style="list-style-type: none"> • School, • District, & • State 	Data by School, District, & State	Data Sorted by Year
		
Compare Student Proficiency for Multiple: <ul style="list-style-type: none"> • Years, • Grades, & • Student Groups 		
Proficiency by Student Group: Use drop-downs to filter data by student group.		
Gaps in Proficiency by Student Group: Differences in achievement are precalculated.		

The *5Essentials* Survey

The *5Essentials* survey captures student, staff, and family perspectives. It is administered in 22 states and is based on more than 30 years of research by the University of Chicago Consortium on School Research (*5Essentials* fact sheet, 2021).


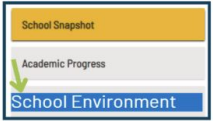
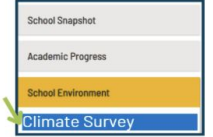

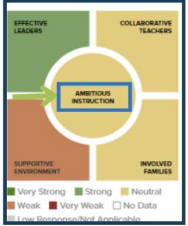
The *5Essentials* Survey

The *5Essentials* Ambitious Instruction section on English Instruction follows.

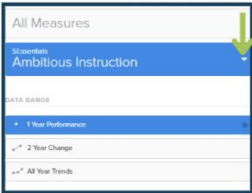
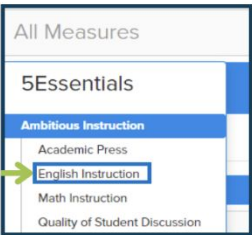
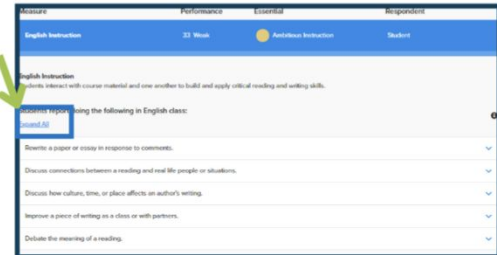
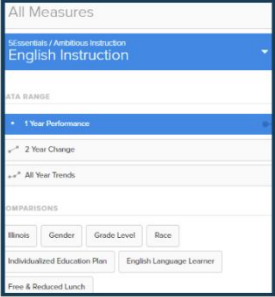
“Student survey: In your ENGLISH/READING/LITERATURE class this year, how often do you do the following:

1. Rewrite a paper or essay in response to comments.
2. Improve a piece of writing as a class or with partners.
3. Debate the meaning of a reading.
4. Discuss how culture, time, or place affects an author’s writing.
5. Discussion connections between a reading and real-life people.”

Response options are: Never, Once or Twice a Semester, Once or Twice a Month, Once or Twice a Week, Almost Every Day” (Klugman et al., 2015).

Finding Literacy Data on the 5Essentials	
Text-based Guidance	Visual Guidance
Go to the Illinois School Report Card.	https://www.illinoisreportcard.com/Default.aspx
Enter a school or district name.	
Click "School Environment."	
Click "Climate Survey."	
Click the link "www.5essentials.org"	
Click "Ambitious Instruction."	

Finding Literacy Data on the Illinois School Report Card

Text-based Guidance	Visual Guidance
<p>Click the down caret.</p>	
<p>Click “English Instruction” to discover student perspectives.</p>	
<p>Click “Expand All” to view student responses to each question.</p>	
<p>On the left side of the window:</p> <ul style="list-style-type: none"> Click years to view change over time in graph format. Click comparison options to view student group changes in a table format. 	



What have you found to be valuable data on the Il School Report Card?

What have you found to be valuable literacy data on the 5Essentials Survey?

Breakout Room!

Mark Your Calendars: 2024-2025 Capacity Builders

- 10/17/24 Session 3: Overview of the Series and Illinois Comprehensive Literacy Plan
- 11/14/24 Session 3: 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



Homework

- Complete an Assesment Audit

Assessment Audit						
Assessment	Rationale/Purpose	Date Administered	Administration Type	Subject(s) Assessed	Recommendation	Action Steps (Analysis & Use)
Illinois Assessment of Readiness	Outcome Mea...	Spring	All students 3-8 via computer	ELA & Math	Must continue - mandated	Analyze when data comes in to inform systems and tier 1 curriculum
	Screening -					
	Screening -					
	Screening -					
	Screening -					
	Screening -					
	Screening -					
	Screening -					

Adapted from ISBE Student Assessment Inventory, 2015 & Systems Impact Consulting, 2024

Next Steps:

- ★ Complete the Assessment Audit
- ★ Identify gaps and overloads within your data resources and usage
- ★ Familiarize yourself with Ready-to-Use Data
 - Illinois School Report Card
 - State Assessment Data
 - *5Essential* Survey Data

Evaluation

Evaluation | Session 3: Making Sense of Data Overload



Please complete
the evaluation
form for this
session:

[https://forms.of
fice.com/r/m0t3
QHRzJd](https://forms.ofice.com/r/m0t3QHRzJd)

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