

# Local Control and Data Utilization

January 23, 2025

Session 4

## Meet the Presenter

**Dr. Stacie France**

ROE 17 - Area 4 Lead Hub Co-director



## Meet the Breakout Facilitators

**Molly Allen**  
ROE 17

Assistant Superintendent

**Lisa Stanton**  
ROE 21 - Area 6

Lead Hub Coordinator

**Mary Kelly**  
ROE 28 - Area 2

Lead Hub Director

**Lisa Skelly**  
Lead Hubs

Professional Development Specialist

**Cari Roop**  
ROE 17

Instructional Literacy Coach



## *Housekeeping*

- Please complete the registration form for this event.
- Today's slide deck can be accessed here:
- All resources are available in a [our shared folder](#) and archived on ISBE [Illinois Comprehensive Literacy Plan webpage](#) after each session.



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*



## *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.

# Agenda

1

Connect &  
Activate

2

Data  
Literacy

3

A Peak at  
Practice

4

Reflection  
& Commit to  
Action

# 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

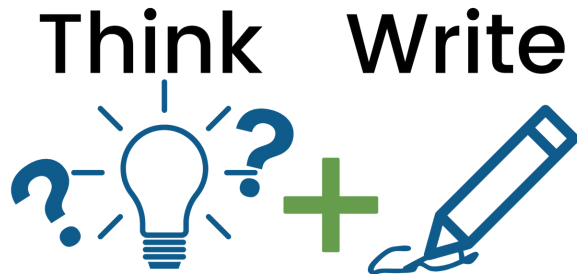
- 3/13/25 Session 6: Key Literacy Strategies and Concepts
- 4/10/24 Session 7: Assembling and Leading a Literacy Team
- 5/8/25 Session 8: Monitoring Progress and Leveraging Resources
- 6/5/25 Session 9: Revising and Sustaining Literacy Plans



# Connect & Activate



# Student Learning Data Sources



What data sources

- do you,
- your school, &/or
- district

use to understand student learning?

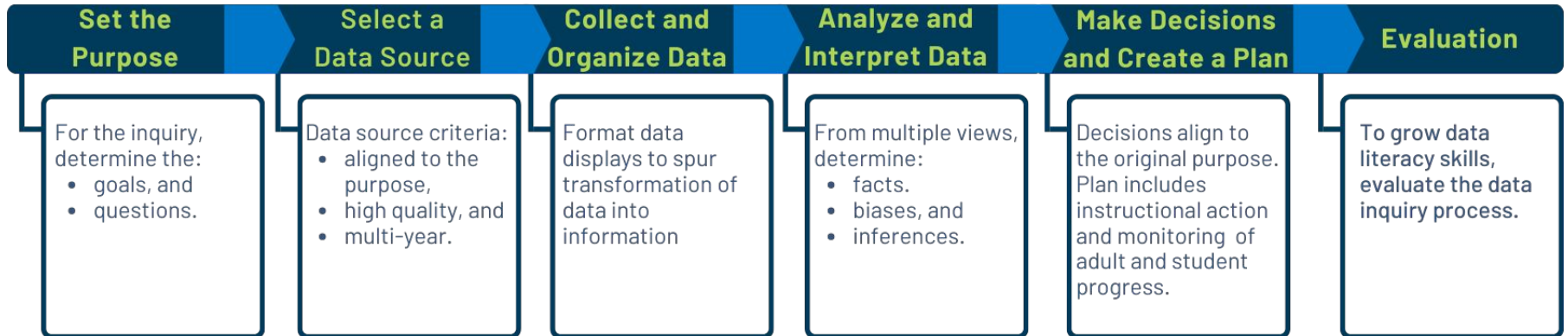


# Data Literacy: *My Right Now Thinking*

Data literacy “is the ability to understand and use data to effectively inform decisions.”

Mandinach & Gunner, 2013

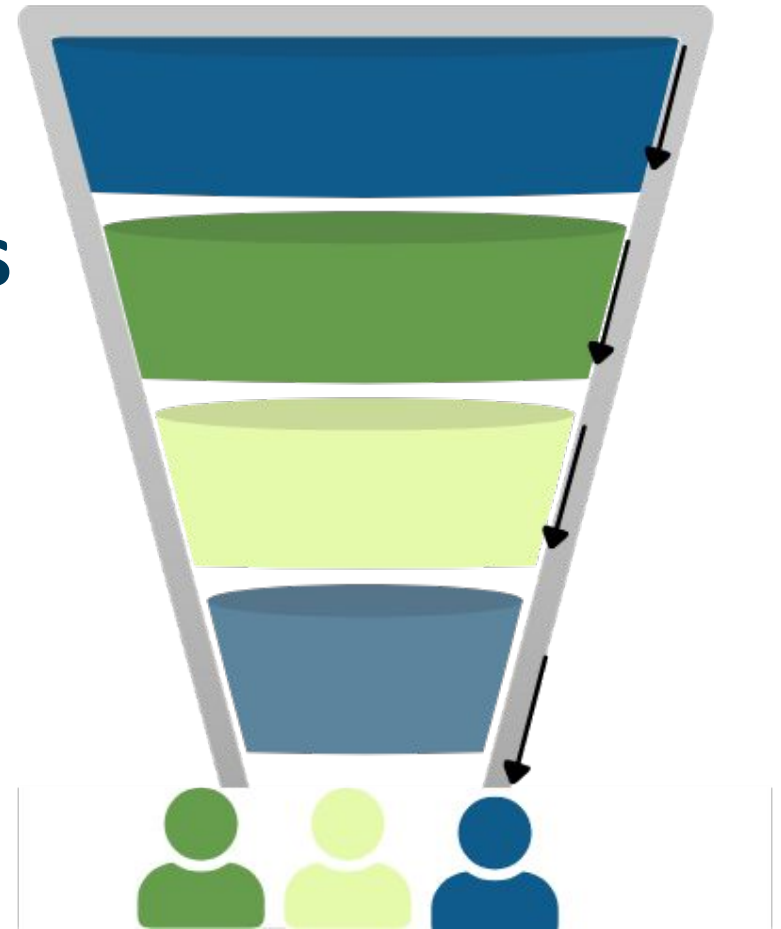
# Data Literacy Continuum



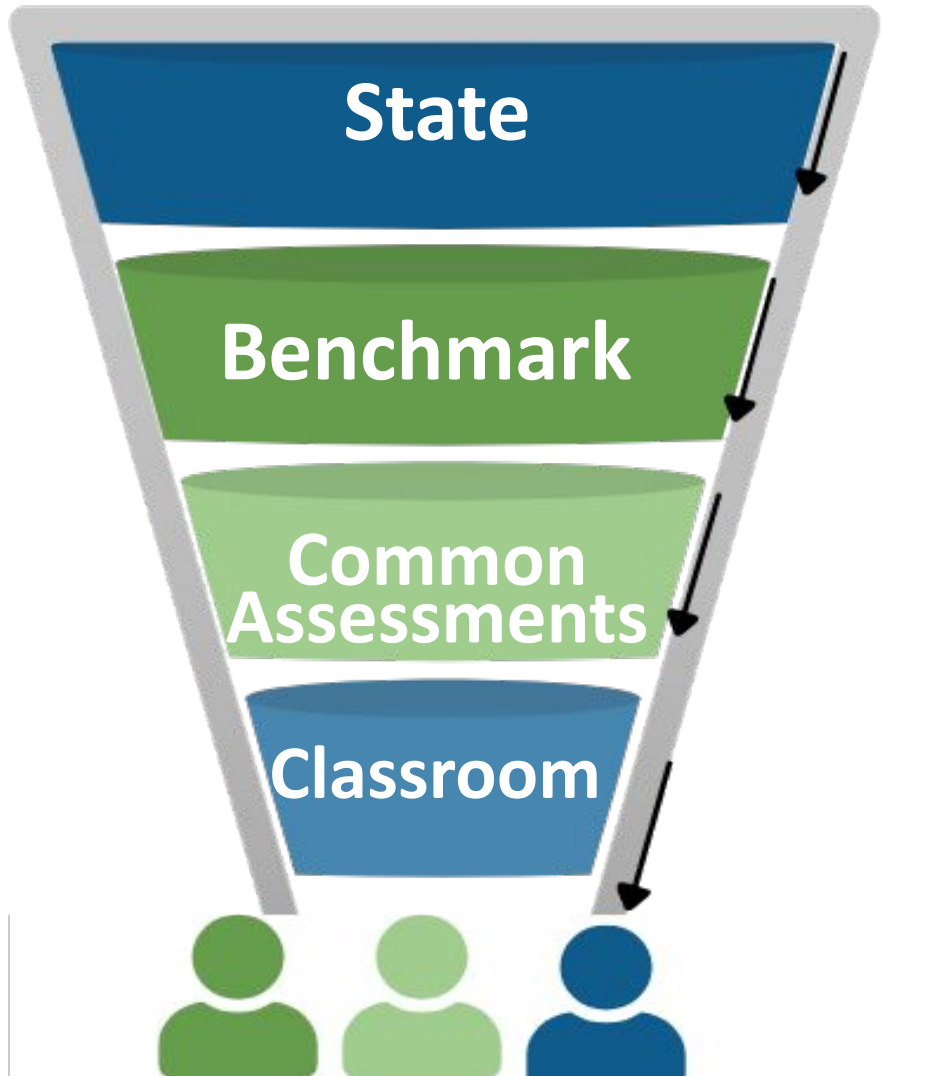
Source: Beck, J. S., & Nunnaley, D. (2021a). A continuum of data literacy for teaching. *Studies in Educational Evaluation*, 69, 100871. <https://doi.org/10.1016/j.stueduc.2020.100871>

# Traits of High-value Quantitative Data Sources

- Intentional design
- Multi year
- Filterable



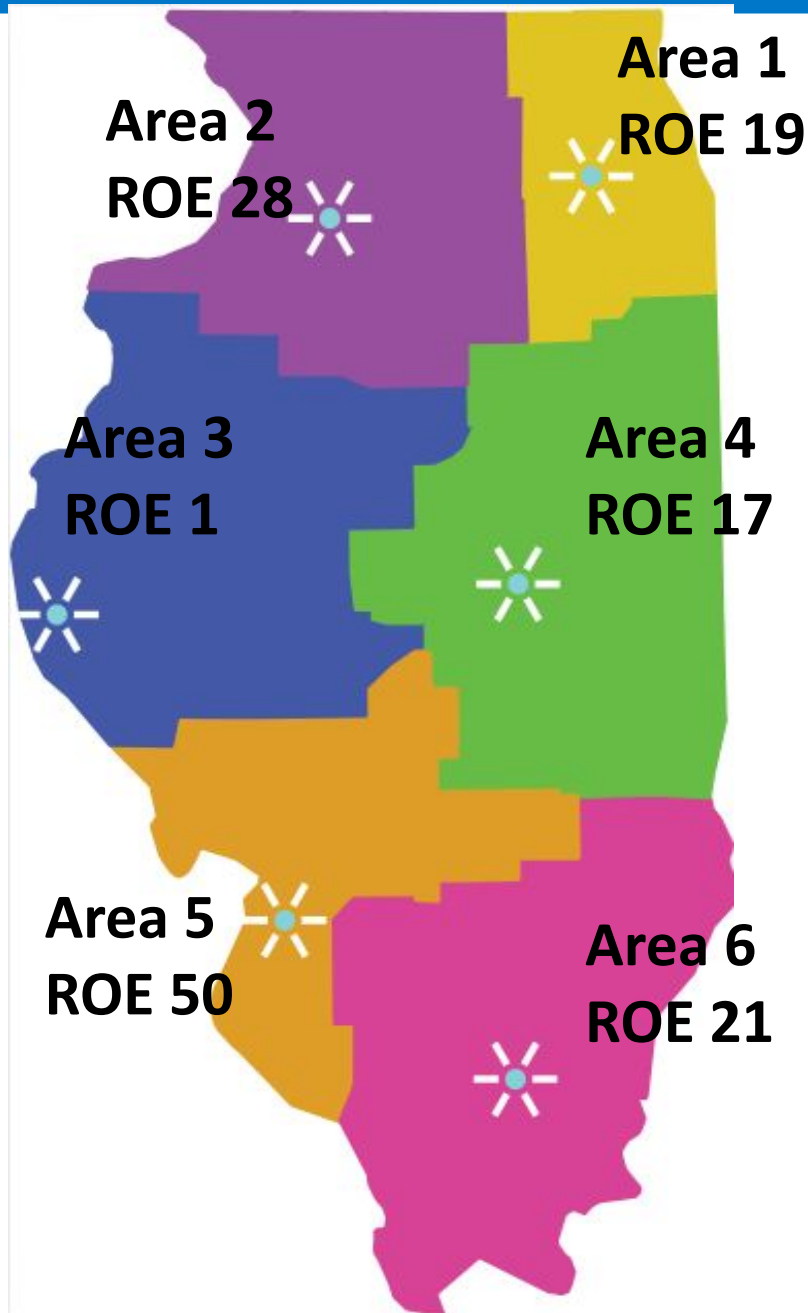
# The Funnel Effect & Data



# Qualitative Street Data

“Street data emerges from human interaction, taking us down to the ground level to see, hear, & engage with the children & adults in our school communities - particularly those at the margins.”

-Safir & Dugan, p. 19, 2021



## Break Out Room Facilitators

**Area 1:** Lisa Skelly

**Area 2:** Mary Kelly

**Area 3:** Molly Allen

**Area 4:** Dr. Stacie France

**Area 5:** Cari Roop

**Area 6:** Lisa Stanton



# Sense Making in Breakouts



From what you have heard,  
what:

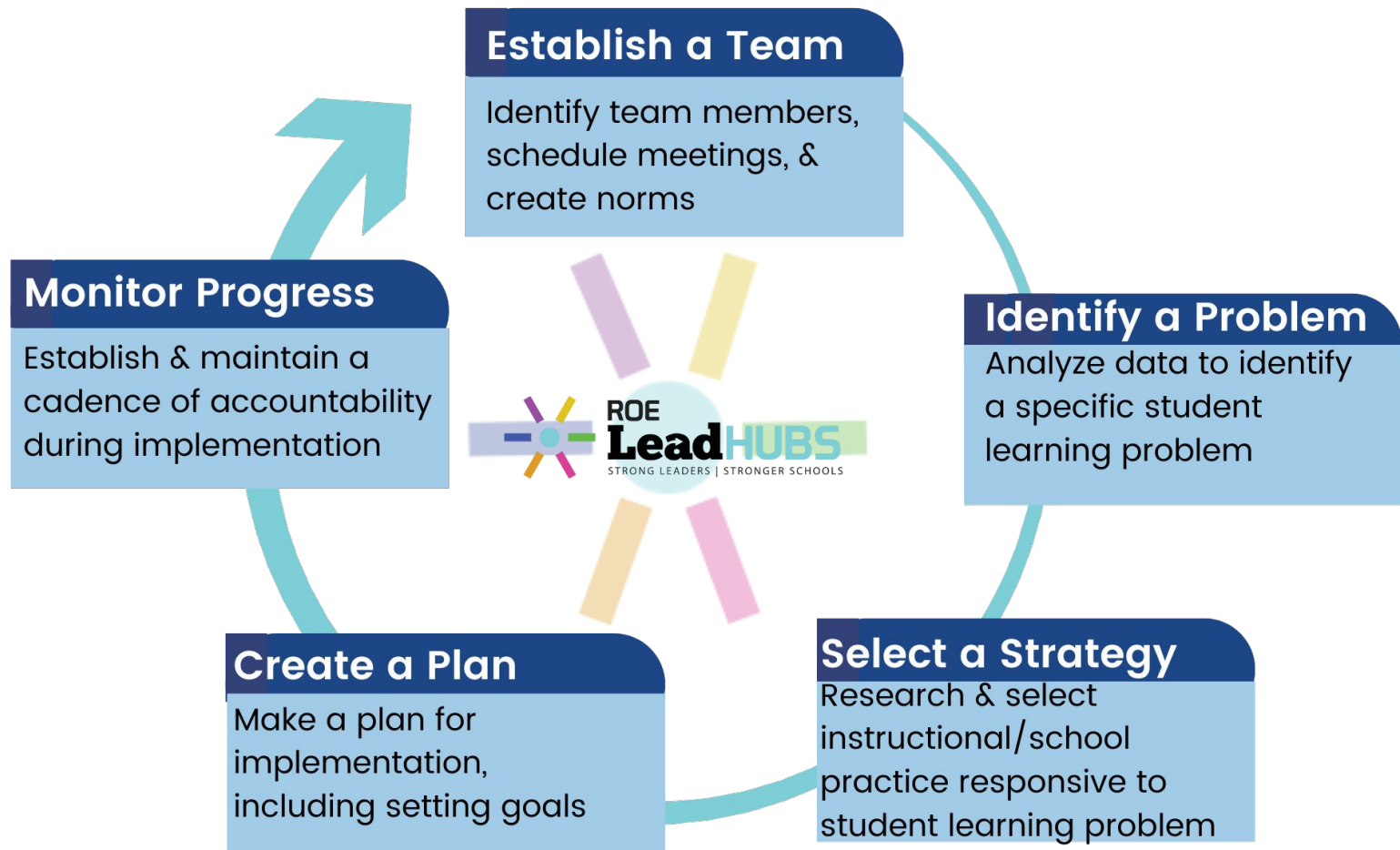
- resonates and
- challenges you?

What do you want to know  
more about?



# A Peek at Practice: The Funnel Effect in Action

# Enacting a Learning Cycle



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# Enacting a Learning Cycle



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# Student Performance Over Time



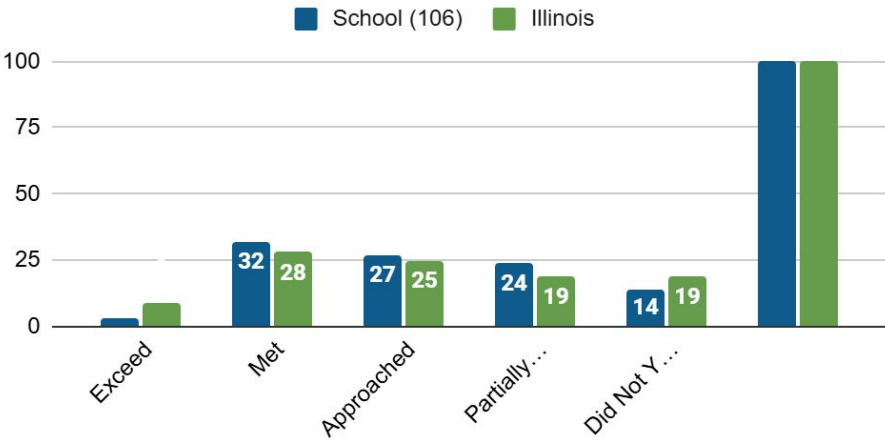
## IL School Report Card

- Enrollment
  - exported report
- IAR ELA by grade
  - collected & organized in advance

# IAR Data Visualizations

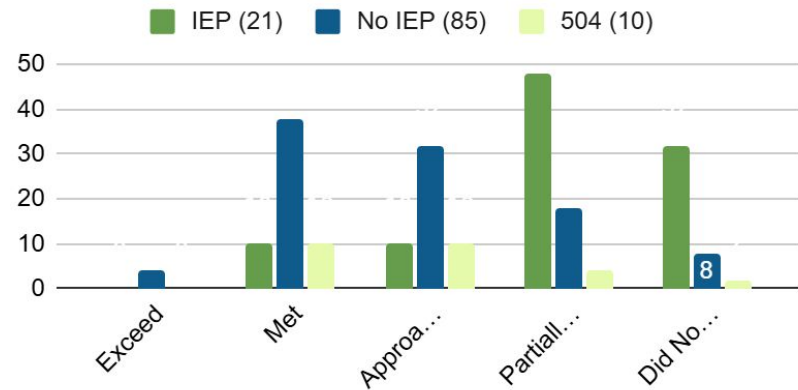
## % in School & Illinois

7th Graders in 22-23, ELA IAR



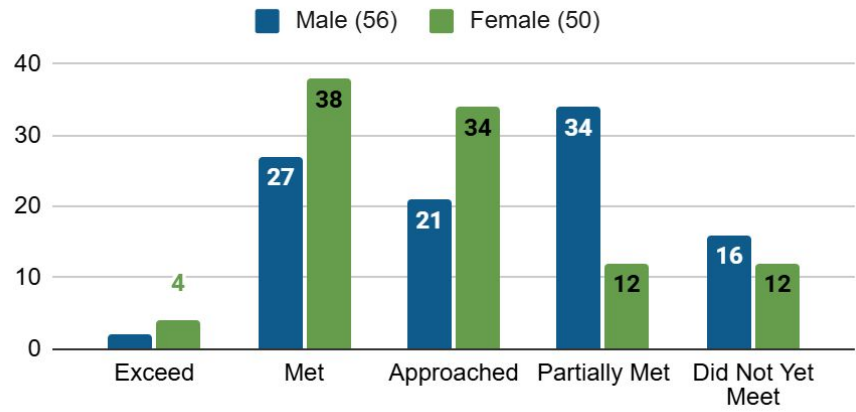
## % of IEP, No IEP & 504

7th Graders in 22-23, ELA IAR



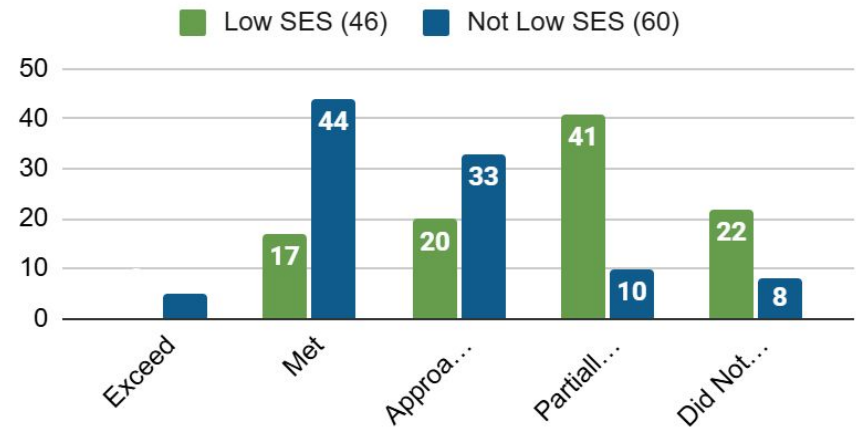
## % of Male & Female

7th Graders in 22-23, ELA IAR



## % of Low SES & Not Low SES

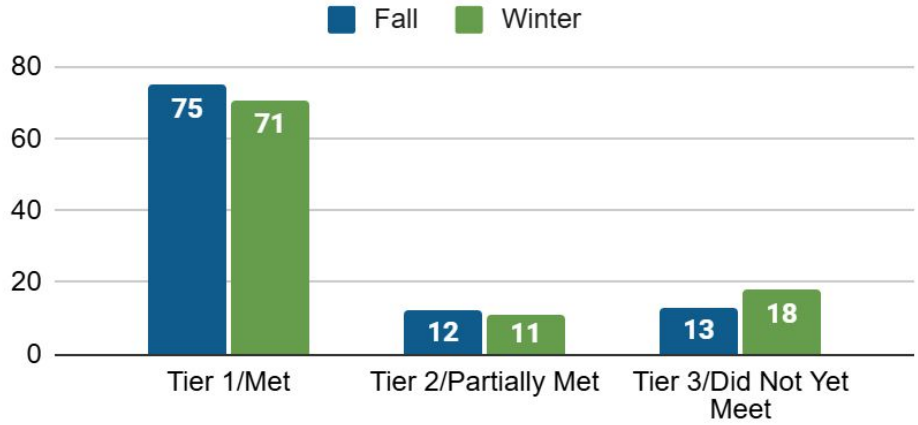
7th Graders in 22-23, ELA IAR



# Benchmark Visualizations

## % per Tier: Reading Benchmark

7th Graders in 22-23



## Prior to Data Review

PD with benchmark expert

## Outcomes of Data Review

- Discrepancy between IAR & benchmark
- Teacher perceptions
- Student experiences



# Analyze & Interpret Data: Protocol Use

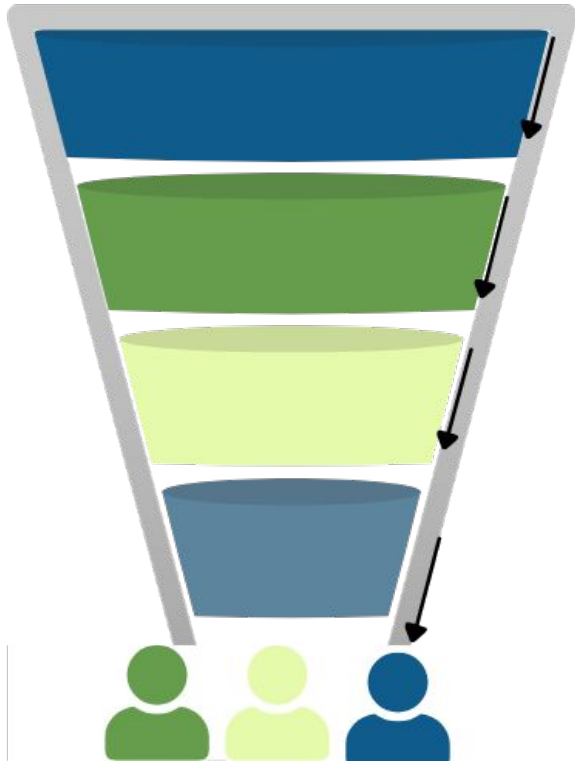
Step	Guidance
<b>Silent, Individual Reflection</b>	Silence allows each team member to form their own ideas
Notes:	
<b>The Facts</b>	Describe what you see, without inference or judgement Say things like: On page 1 in the second column, third row...  <i>Facilitator Tip:</i> If inferences/judgments arise, ask "What data do you base that on?"
Notes:	
<b>Interpretations</b>	Make sense of what the data says & why, find as many interpretations as possible, think broadly, and ask questions to understand other's interpretations  <i>Facilitator Tip:</i> Ask "What does the data suggest?" Followed by "What are the assumptions we are making about students & their learning?"
Notes:	

Lead Hubs Data Protocol,  
adapted from NSRF Atlas Protocol





# What Do You Want to Know Now?



Teacher Voice Guided Next Meeting

## Evidence Statements

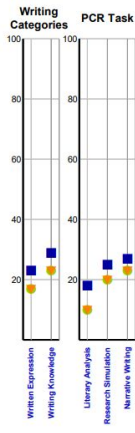
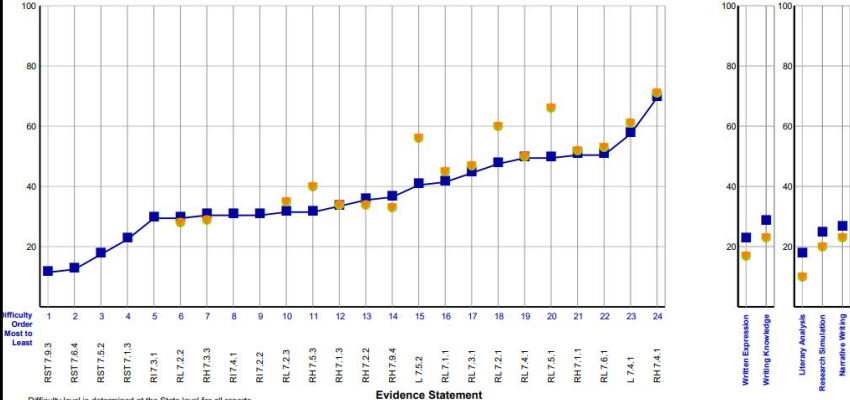
- PearsonAccess<sup>next</sup>
  - K-8
- College Board
  - SAT
- ACT

ENGLISH LANGUAGE ARTS / LITERACY  
Grade 7 Assessment, 2022–2023

■ State  
● District  
▼ School

Students with Valid Scores (106)

Purpose: This report presents the average percent correct by Evidence Statement for school, district and state.



Difficulty level is determined at the State level for all reports.  
Evidence Statements not tested in district or school are left blank.  
This report is NOT for public review. Distribution within your school/district must be in accordance with state and federal privacy laws, and local school board policy.  
Page 1 07242023-Sp-ESAPRDIL-170200150260000-170200150261002-0000000

Confidential  
**Evidence**

# Statements

- What can we celebrate?

- What are our big opportunity standards?

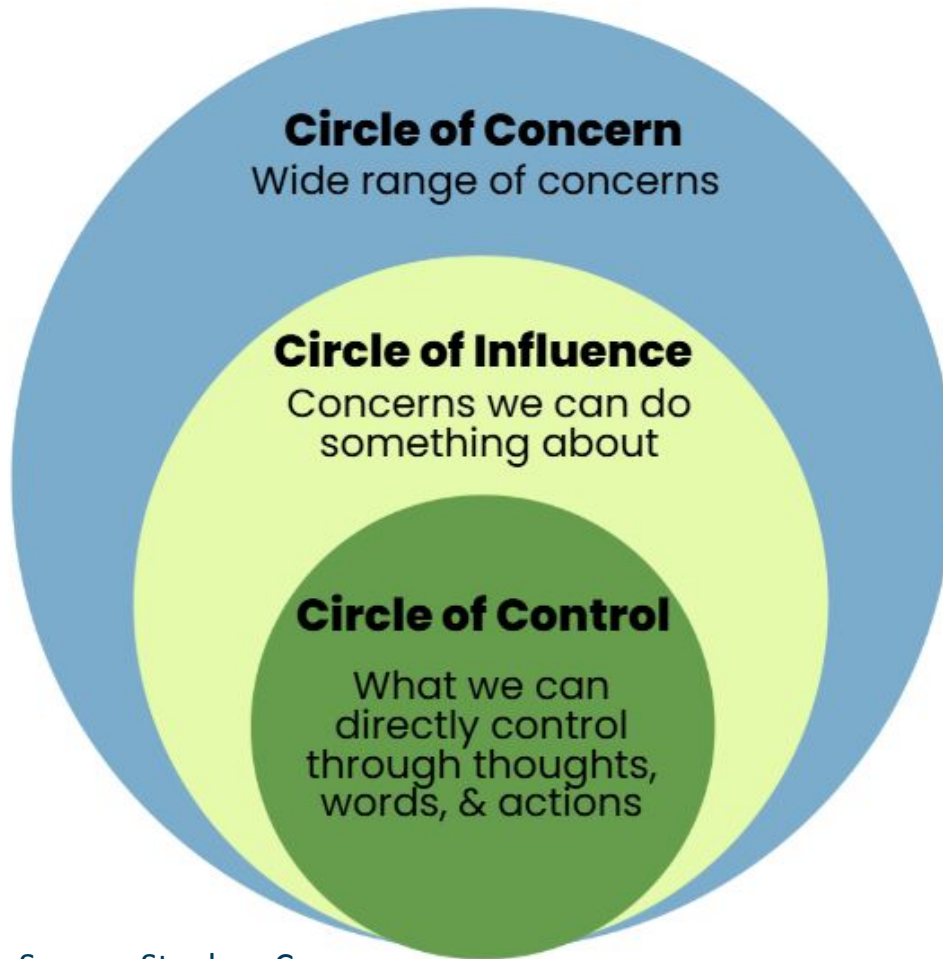
Difficulty Order Most to Least	Evidence Statement	Illinois Learning Standard(s)	Domain	Item Type	School Student Count
1	RST 7.9.3	RST.7.9	Reading: Science & Technical Subjects	ELA-PCR; Reading-TECR	0
2	RST 7.6.4	RST.7.6	Reading: Science & Technical Subjects	ELA-PCR; Reading-EBSR	0
3	RST 7.5.2	RST.7.5	Reading: Science & Technical Subjects	Reading-EBSR	0
4	RST 7.1.3	RST.7.1	Reading: Science & Technical Subjects	ELA-PCR; Reading-EBSR; Reading-TECR	0
5	RI 7.3.1	RI.7.3	Reading: Informational Text	Reading-EBSR	0
6	RL 7.2.2	RL.7.2	Reading: Literature	ELA-PCR; Reading-EBSR	106
7	RH 7.3.3	RH.7.3	Reading: History/Social Studies	Reading-TECR	106
8	RI 7.4.1	RI.7.4	Reading: Informational Text	Reading-EBSR	0
9	RI 7.2.2	RI.7.2	Reading: Informational Text	Reading-EBSR	0
10	RL 7.2.3	RL.7.2	Reading: Literature	Reading-TECR	106
11	RH 7.5.3	RH.7.5	Reading: History/Social Studies	Reading-EBSR	106
12	RH 7.1.3	RH.7.1	Reading: History/Social Studies	Reading-EBSR; Reading-TECR	106
13	RH 7.2.2	RH.7.2	Reading: History/Social Studies	Reading-EBSR	106
14	RH 7.9.4	RH.7.9	Reading: History/Social Studies	Reading-EBSR	106
15	L 7.5.2	L.7.5	Language	Reading-EBSR	57



# Big Opportunity Standards from 3 years of Evidence Statements

	ELA	SpEd &
<b>6</b>	<p>RL6.6.1, RL6.2.1, RL6.2.5</p> <p>RL6.2: Theme - central idea</p> <p>RL6.6: Point of view</p>	<p>Writing: Prose constructed response</p>
<b>7</b>	<p>Writing: RL7.1, RL7.2</p> <p>Reading: RH9.9.4</p>	
<b>8</b>	<p>RL2, RL6</p>	

# Local Control in Illinois



Source: Stephen Covey

## Frequent Reminders

Who knows your students, your classroom, your school, & your community the best?

Take time up front to plan your course

# Further Target the Focus

ILLINOIS PRIORITY  
LEARNING STANDARDS

- What big opportunity standards from evidence statements align to priority standards?
- *Which standard is your team focusing on & why?*

# Big Opportunity Standards: *Laser Focus*

	ELA	SpEd &
6	<p><b>RL6.2:</b> Determine a <b>theme or central idea</b> of a text and how it is conveyed through particular details; <b>provide a summary</b> of the text distinct from personal opinions or judgments.</p>	<p><b>W4</b> Produce clear &amp; coherent writing with organization &amp; details with increasing student independence</p>
7	<p><b>RL7.1</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL7.2:</b> Determine a <b>theme or central idea</b> of a text and <b>analyze</b> its <b>development</b> over the course of the text; <b>provide an objective summary</b> of the text.</p>	
8	<p><b>RL 8.2:</b> Determine a <b>theme or central idea</b> of a text and <b>analyze</b> its <b>development</b> over the course of the text, including its <b>relationship to the characters, setting, and plot</b>; provide an <b>objective summary</b> of the text.</p> <p><b>RL8.3:</b> Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p><b>RL8.6:</b> Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p>	

**Time**



**Energy**



**Laser Focus**



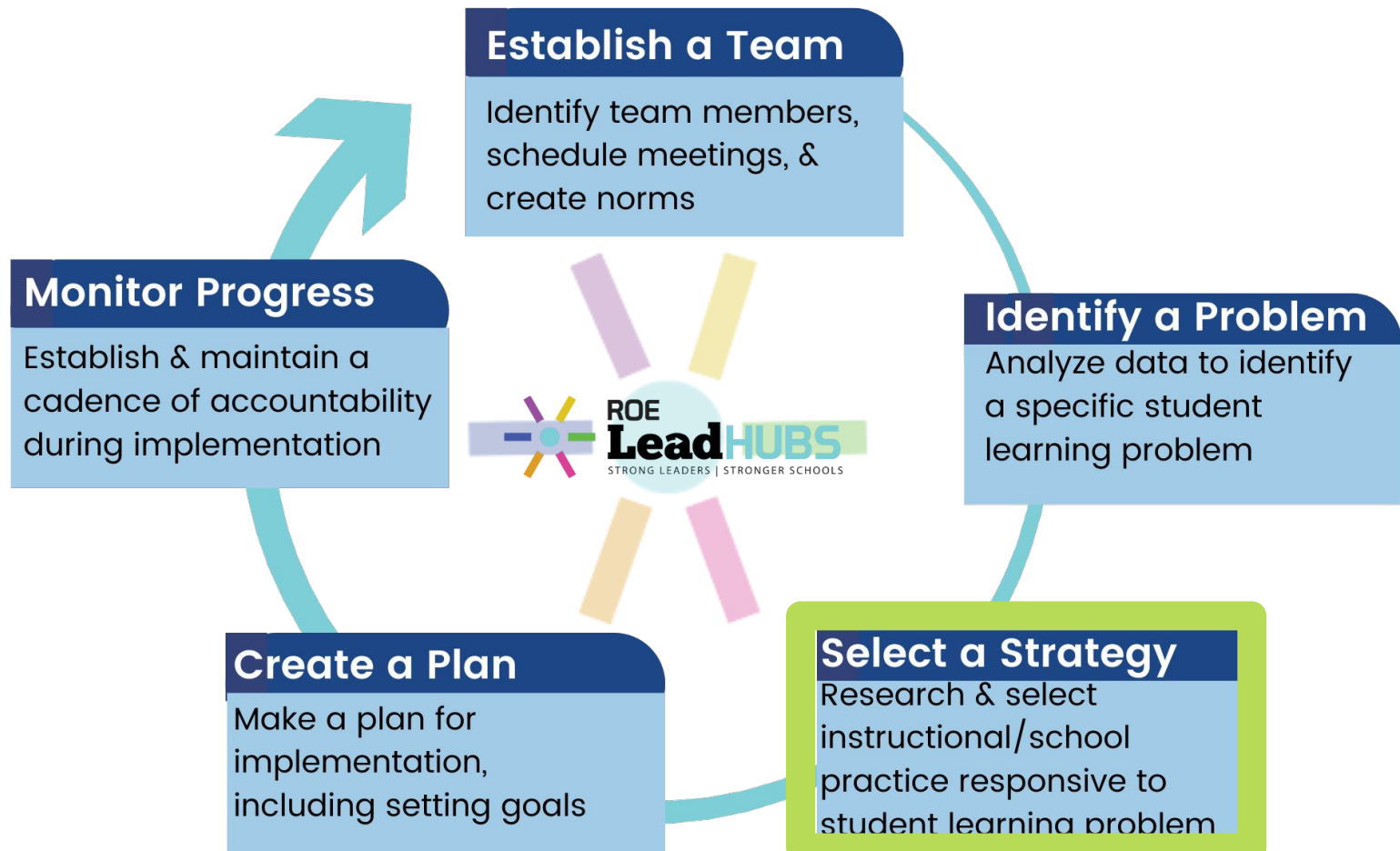
**Results**



**Instructional Practices**

**Student Outcomes**

# Enacting a Learning Cycle



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“High-quality instruction  
impacts student learning.

We believe that teachers matter, &  
*what they do matters most.*”

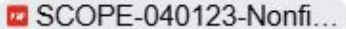
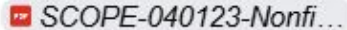
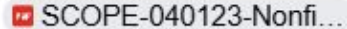
Fisher & Frye, p. 1, 2018

# Making Practice Public



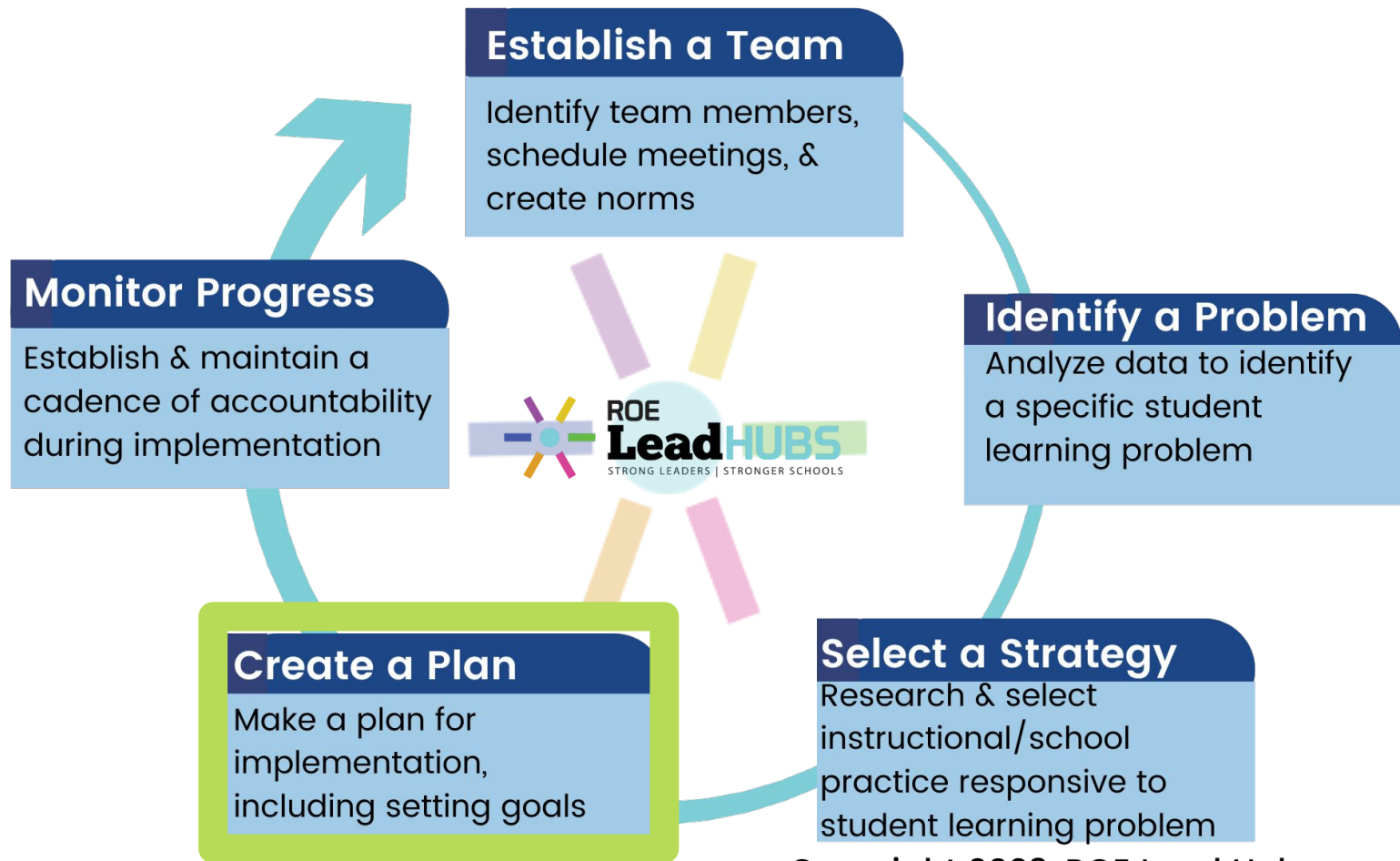
**ILLINOIS**  
STATE BOARD OF  
**EDUCATION**

# Select a Responsive Strategy for the Big Opportunity Standard

	6	7	8	SpEd
<b>Big Opportunity Standard</b>	RI 6.2.3 (objective summary)	RI 7.2 (objective summary)	RI 8.2.3	Clear writing
<b>Helpful Resource</b>	Priority Standards: <a href="#">ELA</a> & <a href="#">Math</a>			
<b>“I can” Statement</b>	I can provide an objective summary of a text.	I can provide an objective summary of a text.	I can provide an objective summary of the text.	I can use precise words, relevant descriptions, and sensory details to reveal the story's <u>action</u> and experiences.
<b>Helpful Resource</b>	<ul style="list-style-type: none"> <li>•How Do I Write an “I Can Statements?” Learn from a <a href="#">Teacher Video &amp; Text</a> or <a href="#">Research Text</a>.</li> <li>•To write a standards-aligned I Can Statement, the Evidence Statements are helpful.</li> </ul>			
<b>Responsive Strategy</b>	<p>Graphic organizers  </p> <p>Cross-curricular collaboration            “TAG” writing (?)  <a href="https://schools.ebacademics.com/eb-writing-program">https://schools.ebacademics.com/eb-writing-program</a></p>	<p>Graphic organizers (will help with cross-curricular collaboration)</p> <p><i>Scholastic Scope</i> -  </p> <p>TAG strategy (EB Academics)            - <a href="https://schools.ebacademics.com/eb-writing-program">https://schools.ebacademics.com/eb-writing-program</a></p> <p>GIST strategy  <ul style="list-style-type: none"> <li>• <a href="https://www.readwritethink.org/classroom-resources/lesson-plans/gist-summarizing-strategy-content">https://www.readwritethink.org/classroom-resources/lesson-plans/gist-summarizing-strategy-content</a></li> </ul> </p>	<p>Graphic organizer -  </p>	<p><u>Life Skills</u>            paragraph of the week            EB Academics</p> <p><u>Instructional</u>            7th/8th- RACE writing,            Scope/Scholastic for            Argumentative &amp;            Debate</p> <p>Graphic organizers</p>
<b>Helpful Resource</b>	<a href="#">Lead Hubs Credible Sources for Responsive Strategy Starting Place</a>			



# Enacting a Learning Cycle



# Monitor Progress: On Multiple Levels



## During Implementation

- Teacher to Teacher: PLC
- leading indicators

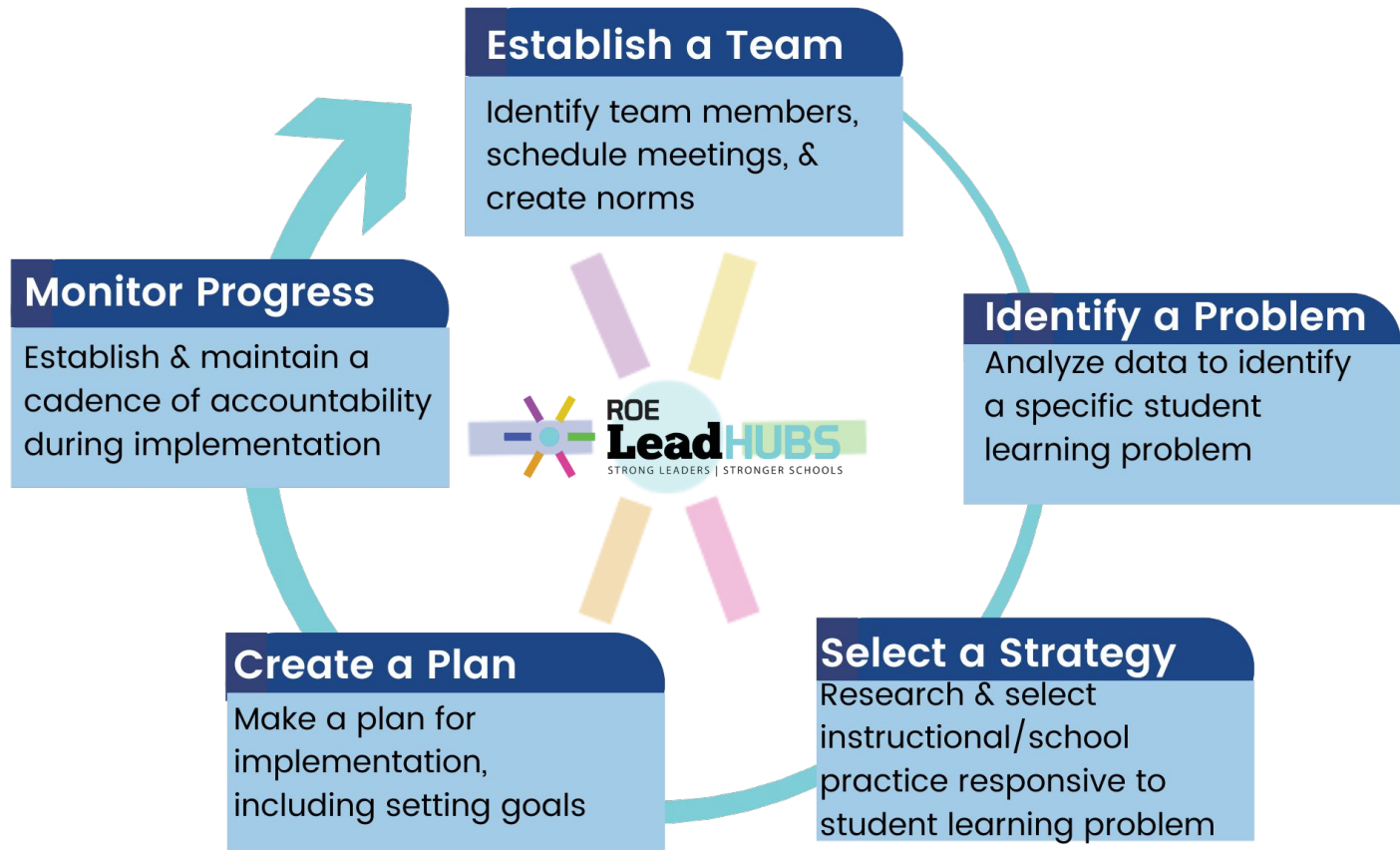
## Student Outcomes & IAR

- Instructional Leadership Team
- lagging indicators



# Reflection on Learning & Commitment to Action

# Enacting a Learning Cycle



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# Sense Making Break Out



From what you have heard,  
what:

- resonates and
- challenges you?

Is there anything you want  
to more about?



# Sources

Beck, J. S., & Nunnaley, D. (2021a). A continuum of data literacy for teaching. *Studies in Educational Evaluation*, 69, 100871. <https://doi.org/10.1016/j.stueduc.2020.100871>

Fisher, D., & Frey, N. (2015). *Unstoppable learning: Seven essential elements to unleash student potential*. Solution Tree Press.

Mandinach, E. B., & Gummer, E. S. (2013). A systemic view of implementing data literacy in educator preparation. *Educational Researcher*, 42(1), 30–37. <https://doi.org/10.3102/0013189x12459803>

Mortier, R., Haddadi, H., Henderson, T., McAuley, D., & Crowcroft, J. (2014). Human-data interaction: The human face of the data-driven society. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.2508051>

Safir, S., & Dugan, J. (2021). *Street data: A next-generation model for equity, pedagogy, and School Transformation*. Corwin.

Sampson, D., Papamitsiou, Z., Ifenthaler, D., Giannakos, M., Mougiakou, S., & Vinatsella, D. (2022). *Educational Data Literacy*. Springer International Publishing Springer.

# Evaluation

## Evaluation | Session 4: Local Control and Data Utilization



Please complete the evaluation form for this session:

<https://forms.ofice.com/r/UXkL9Jk4E5>



# 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



Thank you

# Questions

