

## Using Data for Literacy Decision-Making Competencies & Evidence

### What you will know and be able to do:

- Identify Keystones to Opportunities (KtO) grant requirements related to data/assessment to ensure a comprehensive understanding to successfully fulfill grant requirements.
- Assist teachers in developing an understanding of the importance of using data-based decision-making for improving student literacy achievement and progress at the district/school levels.
- Identify where the four multiple measures of data (Bernhardt's data model) will be used for system-level planning.

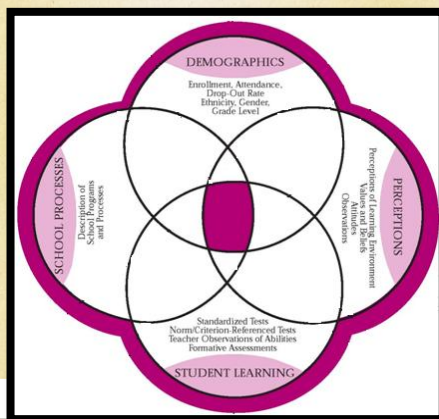
### Evidence of learning:

- Participants can successfully articulate grant requirements regarding data/assessment to LEA/Charter School stakeholders.
- Through guided questions, self-assessment and reflection, participants will be able to identify how data-based decision-making will positively impact consistent and pervasive practices in literacy.
- Utilizing guiding questions and self-reflection of data practices within the educational system, participants will compile pertinent information to assist in the completion of their Local Comprehensive Literacy Plan.

## Using Data for Literacy Decision-Making and KtO

Victoria Bernhardt writes, "A clear and shared vision and leadership play major parts in data driven decision making. If there is no focus or unified front in a school, there is also no continuum of learning that makes sense for students, and no structure to increase student achievement."

Pennsylvania is utilizing Bernhardt's data model as the basis for KtO sub-grantees to assess their current literacy practices and reading outcomes. The real power of this model is in Bernhardt's identification of information that can be gleaned from the intersection of the dimensions – the prediction of actions/processes/programs that best meet the learning needs of all students.



"Analyses of demographics, perceptions, student learning, and school processes provide a powerful picture that will help us understand the school's impact on student achievement. When used together, these measures give schools the information they need to improve teaching and learning and to get positive results."

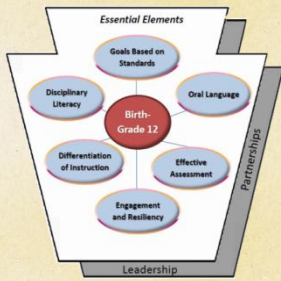
(Bernhardt, 2004)

## Using Data for Literacy Decision-Making Connections

During the first year of the project, each sub-grantee will be expected to convene their local birth through grade 12 LEA Core Literacy Team several times for the purpose of developing a Local Comprehensive Literacy Plan.

Collecting and analyzing data for literacy decision-making will be an integral part of the Local Comprehensive Literacy Plan.

This project was funded 100% from Federal Striving Readers Comprehensive Literacy Discretionary Funds through the Pennsylvania Department of Education. Pennsylvania received 38.6 million dollars in fiscal year 2011 to develop and implement literacy improvement Birth through Grade 12.



## The Pennsylvania Comprehensive Literacy Plan

PA's Comprehensive Literacy Plan aligns strategies and resources toward a common goal of graduating highly literate youth equipped with the knowledge and skills they need to thrive as future workers, family members, and citizens.

This will be achieved through three key outcomes, referred to as Keystones. The Using Data for Literacy Decision-Making focuses on the second Keystone:

***Create a culture of data-driven decision making by supporting implementation of Bernhardt's Multiple Measures Data logic model at the state, regional and local levels.***

## PA Common Core and Using Data for Literacy Decision-Making

## Keystones to Opportunity:

**Pennsylvania's Vision for Sustainable Growth in Reading Achievement**

The K-12 Common Core Standards describe what students should know and be able to do with the English language, pre-kindergarten through grade 12. The standards provide the targets for instruction and student learning essential for success in all academic areas, not just language arts classrooms.

Although the standards are not a curriculum or a prescribed series of activities, school entities will use them to develop a local school curriculum that will meet local students' needs.



## Using Data for Literacy Decision-Making