

# Directions for the Partial PA State Literacy Needs Assessment (PaSLNA)

## Purpose

The team may select to use the Partial PA State Literacy Needs Assessment to assess a single grade span and component(s) instead of assessing all grade spans and components within the Complete PA State Literacy Needs Assessment. Each team member completes the selected grade span and component(s) individually prior to meeting as a group. During the group meeting, members are encouraged to share their perspective to help the group reach consensus on each item. If a group is unable to reach consensus on an item, this may indicate that the strategies and actions are *emerging* but not in place consistently.

This in-depth analysis will provide LEAs with the information needed to identify specific needs within a component or a grade span, or identify any needs existing across the continuum. Results may show a consistent need in a single grade span (e.g. 9-12) or a consistent need within a component spanning across all grade spans (e.g. transition). These findings will allow the LEA to identify priority areas for growth and intervention in their Local Literacy Plan.

**Step One:** Complete the selected grade span(s) and component(s) of the **PaSLNA Procedural Data**.

- I. Standards and Curriculum
- II. Assessment
- III. Instruction
- IV. Professional Learning and Practice
- V. Literacy Leadership, Goals, and Sustainability
- VI. Transitions
- VII. Partnerships

Within each component, the LEA should read the numbered statement and make an informed decision for each grade span (area of strength, in place, emerging, or not in place).

**Step Two:** Complete the **PaSLNA Total Scoring Table** if multiple grade spans and/or components are assessed. In the scoring table, the LEA will tally the points by component and grade span. The LEA team discusses the findings, lists the evidence, and identifies priority areas for literacy improvement.

If only one grade span and one component are assessed, the scoring from that individual document is used to prioritize areas for improvement.

**Step Three:** For additional analysis, the team may choose to complete the **PaSLNA Student Achievement Data**. In this assessment, the LEA team analyzes PSSA, Keystone, and PVASS data and identifies priority schools/programs/grades for literacy improvement.

**Step Four:** For additional analysis, the team may choose to complete the **PaSLNA Demographic Data**. In this assessment, the LEA team analyzes district and school demographic data. The LEA team ranks schools on the greatest need based on free and reduced lunch rate, English learners, and students with an Individualized Education Program. The LEA team may also examine the Reach and Risk data to determine priority areas for Early Childhood Education literacy improvement.

**Step Five:** Complete the **PaSLNA Synthesis**. The LEA team will discuss literacy priorities based on the procedural data, student achievement data, demographic data, and locally relevant data. Following the discussion, the LEA team will synthesize the information into the highest priority areas.

## **LEA Information**

Name: Click or tap here to enter text.

Address: Click or tap here to enter text.

Contact Person: Click or tap here to enter text.

Phone: Click or tap here to enter text.

Email: Click or tap here to enter text.

## **Members of Planning Team**

Name: Click or tap here to enter text.

Title: Click or tap here to enter text.

Role: Click or tap here to enter text.

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