

**Complete PA State Literacy Needs Assessment (PaSLNA)**

# Purpose

The Complete PA State Literacy Needs Assessment (PaSLNA) calls for LEAs to establish a Literacy Planning Team with representation from each of the grade spans (birth -- age 5, K -- 5, 6 -- 8, and 9 -- 12). After completing the assessment individually, the planning team will convene to discuss findings and establish consensus on the areas of strength and areas of need. This in-depth analysis will provide LEAs with the information needed to identify specific needs within a component or grade span, or identify any needs existing across the continuum. Results may show a consistent need in a single grade span (ex: 9 -- 12) or a consistent need within a component spanning across all areas (ex: transition). These findings will allow the LEA to identify priority areas for growth and intervention, when writing or revisiting their Local Literacy Plan.

# Directions

The following tool was designed to be completed by a LEA Literacy Planning Team. LEAs are encouraged to have each team member complete the assessment individually prior to meeting as a group. During the group meeting, each team member is encouraged to share his/her 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.

Each team member completes the assessment 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 **Procedural Data Literacy** section by examining each component.

1. Standards and Curriculum
2. Assessment
3. Instruction
4. Professional Learning and Practice
5. Literacy Leadership, Goals, and Sustainability
6. Transitions
7. 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). After completing the scoring, the LEA team discusses the findings, lists the evidence, and identifies priority areas for literacy improvement.

**Step Two:** Complete the **Procedural Data Total Scoring Table**. In this table the LEA will tally the points by component and grade span. Based on the scoring, the LEA will prioritize needs for each grade span and component.

**Step Three:** Complete the **Student Achievement Data** section. In this section the LEA team analyzes PSSA, Keystone, and PVASS data and identifies priority schools/programs/grades for literacy improvement.

**Step Four:**  Complete the **Demographic Data** section. In this section 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 **Synthesis** section. In this section 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.

## Partner Agencies

Name: Click or tap here to enter text.

Address: 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.

Email: Click or tap here to enter text.

# Procedural Data Literacy Needs Assessment

## Standards and Curriculum

* 1. **The LEA’s written curriculum for Literacy (birth-grade 12) is aligned with the Pennsylvania Early Learning Standards**

**(birth-5) and the Pennsylvania Core Standards for English Language Arts (ELA) (K-12). Essential goals and content are articulated by grade level and provide the basis to enable all students to gain the necessary skills of a “literate person in the twenty-first century” (CCSS, p. 3).**

Rationale: A “guaranteed and viable curriculum” is considered the component having the most impact on student achievement (Marzano, 2000).

| Strategies and Actions Recommended to Support Implementation of the LEA Framework | Birth -- Age 5 | K -- 5 | 6 -- 8 | 9 -- 12 |
| --- | --- | --- | --- | --- |
| Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) | Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) | Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) | Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) |
| 1. The Pennsylvania Core Standards for ELA, the Pennsylvania Early Learning Standards, and the Pennsylvania State Literacy Plan (PaSLP) are the foundation of the LEA’s written curriculum. This curriculum explicitly states what students need to know and be able to do at each grade level.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. The LEA uses a common framework (birth -- grade 12) to instruct and assess literacy ensuring a consistent approach across subject areas and age/grade levels.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. The LEA implements with fidelity a research-based core literacy curriculum to ensure students meet the Standards.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Reading, writing, speaking, and listening are systematically integrated throughout the day in all subject areas.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Students are provided with exemplary writing samples, assessment rubrics, real-world writing tasks, writing in response to reading and oral and written feedback.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. The LEA uses a common framework and rubrics to instruct and assess writing ensuring a consistent approach across subject areas and grade levels.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. The written curriculum addresses all students.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. All students have access to a rigorous, standards aligned curriculum.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Subscore**  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Total Score for I. Standards and Curriculum****(24 points/grade span—transfer totals to page 40)** | **Birth -- Age 5** | **K -- 5** | **6 -- 8** | **9 -- 12** |
|  |  |  |  |

**Standards and Curriculum**

**Evidence and Notes:**

**Priority Areas for Needed Improvement:**

## Assessment

1. **LEA personnel provide leadership for literacy assessment.**Rationale: LEA leadership enables and empowers school improvement actions; a plan for effective assessment practices is essential for monitoring ongoing improvement of student reading skills.

| Strategies and Actions Recommended to Support Implementation of the LEA Framework | Birth -- Age 5 | K -- 5 | 6 -- 8 | 9 -- 12 |
| --- | --- | --- | --- | --- |
| Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) | Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) | Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) | Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) |
| 1. A “data culture” exists throughout the LEA. This includes a system to support building administrators in the use of literacy assessment data in schools and to develop follow-up plans to adjust instruction as needed at the school, grade, and student levels. The commitment to data-based decision making is modeled by:
	1. Addressing data regularly at meetings with school leadership
	2. Identifying successes and targets for improvement
	3. Leading discussions on how targets will be addressed, and resources will be allocated to support these targets
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. A LEA-wide literacy assessment plan has been developed including purposes, multiple measures, schedules, procedures, and targeted students at each grade level in every school. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. A LEA-level database is established, implemented, and maintained to collect and summarize school-level and student-level literacy data and to provide immediate and easy access to information. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Subscore  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**B. The LEA selects literacy assessment measures that are valid and reliable and that provide information on the essential elements of literacy instruction (phonemic awareness, phonics, fluency, vocabulary, comprehension, receptive and expressive language, and writing).**

| Strategies and Actions Recommended to Support Implementation of the LEA Framework | Birth -- Age 5 | K -- 5 | 6 -- 8 | 9 -- 12 |
| --- | --- | --- | --- | --- |
| Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) | Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) | Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) | Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) |
| 1. Selected assessment measures have strong evidence of validity and reliability. These measures are used on an established schedule to screen, diagnose, monitor, and determine literacy outcomes of Pre K-12 students across the LEA.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Selected measures provide information on the essential elements of literacy instruction appropriate for each level or grade span and are explicitly linked to LEA and state literacy goals. Duplication of assessment measures is avoided.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Subscore  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**C. The LEA has developed capacity to gather and use data.**

| Strategies and Actions Recommended to Support Implementation of the LEA Framework | Birth -- Age 5 | K -- 5 | 6 -- 8 | 9 -- 12 |
| --- | --- | --- | --- | --- |
| Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) | Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) | Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) | Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) |
| 1. The LEA has a data specialist to oversee the collection, validation, and storage of student achievement data, provide special assessment training to staff, work with staff in the analysis of data, prepare timely reports, and identify trends.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. A pool of local competent trainers is established and maintained who are available to:
	1. Train LEA staff on data collection and interpretation (e.g., PSSA, Keystone Exams, PVAAS, DIBELS Next, etc.)
	2. Provide a comprehensive initial training on data collection to all new staff members
	3. Provide quarterly follow-up and retooling trainings as needed
	4. Conduct brief reliability checks to ensure that the data collected are reliable for all data collectors.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Ongoing training and support is provided to all staff who teach or supervise literacy programs in the assessments used by the LEA, data analysis, data Interpretation, and data utilization.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. At least one individual per school is designated to become the expert on specific literacy measures used at that school. Ongoing training and support is provided for this role.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Subscore  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**D. Assessments are administered in a timely manner and with standardized procedures.**

Rationale: Assessments should be administered early and (for repeated measures) with sufficient frequency to detect lack of progress and thereby avoid loss of valuable instructional time. Because data are used for comparison purposes, it is essential that assessment measures be standardized.

| Strategies and Actions Recommended to Support Implementation of the LEA Framework | Birth -- Age 5 | K -- 5 | 6 -- 8 | 9 -- 12  |
| --- | --- | --- | --- | --- |
| Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) | Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) | Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) | Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) |
| 1. Assessments are given in a standardized manner across students, classes, and schools.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. A LEA-wide assessment calendar is established that specifies testing windows for each measure in the assessment plan.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Screening/diagnostic measures are administered, or records are reviewed early in the year to identify students who may need additional instructional support. Move-in students are assessed shortly (within 5 school days) after their arrival and placed into instructional groups.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Subscore |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**E. Formative and summative evaluations are incorporated at all grade spans. Data are reviewed regularly by administrators and teachers, and instruction and support are adjusted accordingly across the LEA.**

Rationale: Formative assessments are essential to ensure that each student is making adequate progress. Summative (outcome) assessments are critical to know if students have met benchmarks (or targets) and to know if programs are effective. Both allow for important changes to be made in a timely manner if desired results are not being attained. LEA support of ongoing review of data and adjustment of instruction based upon that data is at the center of a continuous improvement model. This LEA strategy empowers schools to be responsive to students’ instructional needs.

| Strategies and Actions Recommended to Support Implementation of the LEA Framework | Birth -- Age 5 | K -- 5 | 6 -- 8 | 9 -- 12 |
| --- | --- | --- | --- | --- |
| Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) | Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) | Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) | Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) |
| 1. Support for a formative and summative assessment process is provided at each level. Necessary resources are dedicated ensuring each school has a viable plan for collecting ongoing progress monitoring data on students receiving interventions. LEA recommendations are established regarding the frequency of data collection for students at risk of reading difficulties.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. LEA supports schools by ensuring that teachers are provided the time needed to conduct regularly scheduled data meetings to: 1. Review results of literacy performance assessments on an ongoing basis (e.g., every 2-4 weeks for students below benchmark levels and 3-5 times/year for those at/above benchmark level).
2. Make necessary adjustments to literacy instruction programs as indicated by the data. Periodic school and LEA-level data summits are scheduled (part-day meetings of literacy leadership teams 3-5 times/year) for more comprehensive data review and planning purposes.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Based on the review of data, LEA leaders are encouraged to participate in literacy team meetings at the school level to assist with systems-level problem solving and identify possible professional development needs and LEA supports. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Subscore** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Total Score for II. Assessment (add totals for sections A-E)****(45 points/grade span—transfer scores to page 40)** | **Birth -- Age 5** | **K -- 5** | **6 -- 8** | **9 -- 12** |
|  |  |  |  |

**Assessment**

**Evidence and Notes:**

**Priority Areas for Needed Improvement:**

## Instruction

* 1. **Literacy instruction is explicitly organized on a grade-appropriate basis around the essential elements of literacy including phonemic awareness, phonics, fluency, vocabulary, comprehension, receptive and expressive language, and writing. School administrators are strong instructional leaders and ongoing support is provided for this role.**

	Rationale: These elements of literacy are the building blocks to becoming a successful reader and writer; mastering them allows students to fully develop their reading ability. Principals have the authority and direct accountability to assure that effective practices are implemented and are working. The principal’s position should be structured to assure that each school has a strong leader who provides the support needed for an effective reading program for all students.

| Strategies and Actions Recommended to Support Implementation of the LEA Framework | Birth -- Age 5 | K -- 5 | 6 -- 8 | 9 -- 12 |
| --- | --- | --- | --- | --- |
| Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) | Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) | Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) | Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) |
| 1. The LEA has established an instructional model that addresses all the essential elements including phonemic awareness, phonics, fluency, vocabulary, comprehension, receptive and expressive language, writing, and analysis. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. School administrators are supported in conducting regularly scheduled instructional walk-throughs to ensure that effective instruction is being provided to all students and programs are being implemented with fidelity. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. School administrators’ efforts to provide instructional leadership in literacy are supported by scheduling administrative meetings at times other than during literacy instruction. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Subscore |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

* 1. **The LEA provides sufficient instructional time in literacy for all students to learn.**
	Rationale: Learning new, complex, and highly important skills takes more time than once thought and takes some students longer than others. LEA support of principals and teachers giving individual students the time and instruction they need to learn helps ensure student success.

| Strategies and Actions Recommended to Support Implementation of the LEA Framework | Birth -- Age 5 | K -- 5 | 6 -- 8 | 9 -- 12 |
| --- | --- | --- | --- | --- |
| Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) | Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) | Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) | Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) |
| 1. A suggested minimum amount of literacy instruction is provided to all students as follows:
	1. Birth – age 5 appropriate literacy immersion
	2. Grades K-3: 120-150-minute literacy block daily
	3. Grades 4-5: 90-120-minute literacy block daily and literacy-connected learning across the instructional areas
	4. Grades 6-8: 40-60 minutes daily dedicated specifically to a reading/writing class for all students (as data dictates) in addition to the literacy connected instruction and practice that takes place across the instructional areas
	5. Grades 9-12: 2-4 hours of literacy-connected instruction and practice that takes place across the instructional areas.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Necessary funding and personnel are secured to support small group, teacher-directed literacy instruction for a portion of daily literacy remediation.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Small group, teacher-directed intensive literacy intervention is provided beyond the core literacy block for all students across the LEA that are reading below grade level.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Beyond providing additional instructional time during the school day, intensive after-school and/or summer school intervention programs are considered for students reading below grade level based on their assessment information.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. The LEA provides educational programs and resources regarding instruction at home.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Subscore |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

* 1. **Evidence-based instructional materials and practices are adopted for core, supplemental, and intervention reading programs.**

	Rationale: LEA support of both evidence-based instructional materials and effective instructional practices are important to reach LEA instructional goals.

| Strategies and Actions Recommended to Support Implementation of the LEA Framework | Birth -- Age 5 | K -- 5 | 6 -- 8 | 9 -- 12 |
| --- | --- | --- | --- | --- |
| Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) | Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) | Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) | Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) |
| 1. LEA policies and procedures are established that result in the adoption of evidence-based instructional programs that align with and support state standards and the LEA’s written curriculum.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. The LEA has adopted LEA-wide, evidence-based core literacy materials.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Effective evidence-based supplemental and intervention programs are adopted for use with students needing additional instruction beyond the core literacy program.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. When more than one type of Literacy program is being used with individual students within the LEA (e.g., core and intervention programs), these programs are aligned with each other.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Teachers across the LEA use adopted evidence-based programs and materials with consistency and fidelity.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Subscore |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**D. All federal programs that provide literacy support are aligned with general education literacy instruction. Students are provided differentiated reading instruction based upon student assessment data. Effective teacher delivery of robust reading instruction is promoted across the LEA.**
Rationale: Without alignment of goals and resources across various programs, efforts may be scattered, and results limited. Alignment of all LEA reading programs maximizes funding and leverages effective instruction for all students. Assessment data provides an objective basis for placing students at instructional levels and in flexible instructional groups. For effective and equitable placement, LEA support of the use of assessment data first, followed by consideration of other factors, ensures that no group or subgroup of students are over-or under-represented at any level of instruction.

| Strategies and Actions Recommended to Support Implementation of the LEA Framework | Birth -- Age 5 | K -- 5 | 6 -- 8 | 9 -- 12 |
| --- | --- | --- | --- | --- |
| Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) | Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) | Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) | Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) |
| 1. Across the LEA, federal programs that provide literacy support (e.g., Special Education, ELL, Title I) are aligned with general education literacy instruction to provide consistent reading instruction for students at risk in learning to read.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. A set of data-based decision protocols is used consistently across the LEA which guides student placement into differentiated intervention and enrichment reading programs and materials.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. LEA personnel work with administrators to ensure effective delivery of literacy instruction.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Subscore** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Total Score for III. Instruction (add totals for sections A-D)****(48 points/grade span—transfer totals to page 40)** | **Birth -- Age 5** | **K -- 5** | **6 -- 8** | **9 -- 12** |
|  |  |  |  |

**Instruction**

**Evidence and Notes:**

**Priority Areas for Needed Improvement:**

## IV. Professional Learning and Practice

1. **The most strategic and productive use of professional learning resources are provided and aligned with Pennsylvania Educational Initiatives (IDEA, Title I, Title III, etc.)**

Rationale: LEAs should utilize all opportunities to achieve maximum impact from professional development opportunities and resources.

| Strategies and Actions Recommended to Support Implementation of the LEA Framework | Birth -- Age 5 | K -- 5 | 6 -- 8 | 9 -- 12 |
| --- | --- | --- | --- | --- |
| Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) | Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) | Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) | Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) |
| 1. Professional learning efforts are aligned to leverage resources and ensure a cohesive plan that addresses the needs of all learners (i.e. students, teachers). This alignment is sustained and focused across years.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. LEA professional learning time (e.g., staff development days, late starts, early dismissals) is utilized strategically by focusing on content that will result in meeting LEA literacy goals and by sustaining that focus over time.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Subscore |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

1. **Professional learning meets standards for effective professional learning.**

| Strategies and Actions Recommended to Support Implementation of the LEA Framework | Birth -- Age 5 | K -- 5 | 6 -- 8 | 9 -- 12 |
| --- | --- | --- | --- | --- |
| Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) | Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) | Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) | Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) |
| 1. All professional learning reflects the characteristics of effective professional learning programs. Professional development is
	1. Focused on goals from the Local Literacy Plan and guided by assessment data, ongoing, engaging and interactive, collaborative (including Professional Learning Communities), and job-embedded.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Application of the content to classroom instruction is stressed. Impact of professional learning on student and teacher learning is measured. Coaching, instructional supervision, ongoing teacher collaboration, peer coaching, and related strategies are used for this purpose.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Subscore |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

1. **Differentiated professional learning is provided for all staff that teach or supervise literacy.**
Rationale: Although most literacy professional learning focuses on teacher preparation, LEAs should also plan high-quality professional learning for content teachers, administrators, specialists, educational assistants, volunteers, and anyone else whose work helps shape student learning. Students need a well-prepared and supported staff to maximize their chances to learn and to succeed.

| Strategies and Actions Recommended to Support Implementation of the LEA Framework | Birth -- Age 5 | K -- 5 | 6 -- 8 | 9 -- 12 |
| --- | --- | --- | --- | --- |
| Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) | Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) | Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) | Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) |
| 1. Initial and ongoing professional learning is provided specific to the literacy programs school personnel will be teaching:
	1. Before the start of the year, teachers new to a building receive detailed preparation in the school’s literacy model, literacy assessments, and how to implement the materials they will be using.
	2. Periodically (at least once a year), returning teachers receive follow up guidance to enhance implementation of the core, supplemental, and intervention materials.
	3. Instructional specialists (Title I, special education, ELL and Gifted Education specialists) are included in literacy professional learning that classroom teachers receive.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Principals attend LEA and building-level professional learning sessions on literacy elements, materials, and assessments. Scheduling conflicts with LEA leadership meetings are avoided on these dates. Additional professional learning is provided for principals on becoming instructional leaders at regular sessions throughout the school year. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. LEA staff are provided opportunities for professional learning in the areas of parent involvement/engagement. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Teaching staff are provided with opportunities to collaborate, study, observe others, visit model demonstration sites, and make plans to improve instruction. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. A comprehensive professional learning plan and support system for instructional assistants who support literacy groups is developed including instruction and guidance on instructional materials they will use. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. The LEA is committed to integrating literacy across the instructional areas. Professional development and ongoing in-class support necessary to make this happen are provided including subject-specific comprehension and vocabulary strategies. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Subscore** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Total Score for IV. Professional Learning and Practice (add totals for sections A-C)****(30 points/grade span—transfer totals to page 40)** | **Birth -- Age 5** | **K -- 5** | **6 -- 8** | **9 -- 12** |
|  |  |  |  |

**Professional Learning and Practice**

**Evidence and Notes:**

**Priority Areas for Needed Improvement:**

## V. Literacy Leadership, Goals, Sustainability

1. **Strong literacy leadership is provided.**

Rationale: Nothing provides more support for an initiative than championing it from the top of the organization.

| Strategies and Actions Recommended to Support Implementation of the LEA Framework | Birth -- Age 5 | K -- 5 | 6 -- 8 | 9 -- 12 |
| --- | --- | --- | --- | --- |
| Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) | Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) | Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) | Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) |
| 1. Leadership and vision are evident to ensure that all staff actively support LEA literacy goals and outcome-based literacy improvement practices.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Policies, personnel, budgets, training, and other operational resources are used as fiscal and administrative strategies to produce improved outcomes.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Programs to recruit, train, and retain future literacy leaders as well as make stronger literacy leaders of those already in leadership positions are developed within the district.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Principals and other staff are assigned to buildings based on training, experience, knowledge, and skills matched to the data evidence of the instructional needs of students and the support needs of staff in that building.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Literacy is kept “front and center” as a LEA priority. Positive results are acknowledged, and consistently high-performing and high-growth schools are recognized.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. The LEA analyzes data results to determine root cause.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. LEA leadership consistently asks schools, “How can we (LEA leaders) support your literacy improvement efforts?”
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Subscore |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**B. Strong literacy leadership at all levels is supported by strong literacy leadership at the LEA level.**
 Rationale: School-level leadership supported LEA leadership drives instructional improvement.

| Strategies and Actions Recommended to Support Implementation of the LEA Framework | Birth -- Age 5 | K -- 5 | 6 -- 8 | 9 -- 12 |
| --- | --- | --- | --- | --- |
| Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) | Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) | Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) | Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) |
| 1. LEA emphasizes coordination of literacy goals, assessment, instruction, and professional development at all levels.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. If funds are available, a LEA staff member is assigned as a literacy coordinator. If funds are not available, the function of literacy leadership is distributed to people in other leadership roles.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. The literacy coordinator or LEA literacy leadership team performs the functions of literacy coordination including:
	1. Meeting regularly using a well-planned agenda and providing meeting notes/minutes in a timely manner
	2. Supporting building principals and reading/intervention specialists
	3. Conducting regular walk-through visits to classrooms to see evidence-based and effective literacy instruction
	4. Coordinating literacy data collection/analysis and professional learning and data retreats in literacy
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. LEA funds are allocated to provide coaching support in each building. More coaching support is provided to the buildings with the greatest numbers of students reading below grade level.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. The LEA provides leadership and regular meetings times for professional learning teams.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. School administrators are assisted in:a. providing structure and support for grade level and school level literacy team meetings andb. participating in team meetings directly or indirectly through briefings following the meetings. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Supervision and ongoing support needed for principals to fulfill their roles as instructional leaders are provided by LEA personnel. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. School board policy has been considered to ensure that the need for sufficient instructional time in literacy is met. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Subscore |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**C. The LEA has built capacity from within to support effective literacy practices.**
Rationale: By building capacity to support literacy—distributing capacity among staff—LEAs expand support to the instruction and assessment processes. As a result, they increase the likelihood that the literacy programs they create can last over time and through personnel turnover.

| Strategies and Actions Recommended to Support Implementation of the LEA Framework | Birth -- Age 5 | K -- 5 | 6 -- 8 | 9 -- 12 |
| --- | --- | --- | --- | --- |
| Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) | Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) | Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) | Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) |
| 1. Capacity is built by identifying teachers, coaches, and/or LEA personnel who can serve as trainers of core, supplemental, intervention, and enrichment literacy materials and on standardized assessment procedures.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Instructional coaches are provided with the time, preparation, and continuous support needed to properly fulfill this role.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. LEA uses PDE resources and content advisors to provide literacy professional learning to build LEA capacity.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. LEA uses their local Intermediate Unit consultants to provide literacy professional learning to build LEA capacity.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. LEA uses their regional PaTTAN consultants to provide specialized instruction.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Subscore |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**D. LEA literacy planning is used to guide literacy improvement efforts.**
 Rationale: Planning provides direction; actions derived from plans produce results.

| LEA uses additional outside consultants and/or experts to provide literacy professional learning to build LEA capacity.  | Birth -- Age 5 | K -- 5 | 6 -- 8 | 9 -- 12 |
| --- | --- | --- | --- | --- |
| Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) | Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) | Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) | Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) |
| 1. LEA uses additional outside consultants and/or experts to provide literacy professional learning to build LEA capacity.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. The LEA Literacy Plan is developed, disseminated widely, and referenced frequently. A comprehensive, coordinated, and sustainable birth-grade 12 LEA Literacy Plan is adopted and incorporated that includes a multi-tiered instructional model for all students.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Schools are expected to develop a School Literacy Plan that is aligned with the LEA Literacy Plan.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Schools use their plan to guide literacy improvement.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Subscore |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**E. Personnel practices are aligned with and support improved literacy outcomes.**
Rationale: Hiring, assigning, supervising, supporting, and evaluating staff all impact the quality of instruction. To reach LEA goals, all factors that link to learning should be optimized.

| Strategies and Actions Recommended to Support Implementation of the LEA Framework | Birth -- Age 5 | K -- 5 | 6 -- 8 | 9 -- 12 |
| --- | --- | --- | --- | --- |
| Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) | Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) | Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) | Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) |
| 1. Personnel practices are aligned to support literacy goals. Job descriptions, hiring practices, supervision protocols, and staff evaluation criteria have been developed that articulate the components of literacy leadership.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Leadership is developed from within by providing opportunities for future literacy leaders to develop the knowledge, skills, and experience that will allow them to fulfill such roles.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. LEA (general fund) resources are dedicated to meeting literacy goals. Budgets from multiple programs are blended, as allowed and necessary, to support literacy outcomes (e.g., Titles I, IIB, III, IDEA, SIG, etc.).
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Additional resources are systematically sought out at the local, state, and federal levels to support LEA literacy goals.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Subscore |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**F. A strong literacy culture within the LEA and its schools is developed and maintained.**
Rationale: A literacy culture can be defined as “how we do things here in literacy.” It includes shared mission, vision, beliefs, language, and practices pertaining to reading. By shaping these elements to support improved literacy outcomes, chances of achieving goals are greatly enhanced.

| Strategies and Actions Recommended to Support Implementation of the LEA Framework | Birth -- Age 5 | K -- 5 | 6 -- 8 | 9 -- 12 |
| --- | --- | --- | --- | --- |
| Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) | Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) | Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) | Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) |
| 1. External stakeholders receive communication about the LEA Literacy Plan and student progress on the LEA’s goals within that plan on a regular basis.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. The message that the principal's primary responsibility is to be an instructional leader is communicated to all staff, the school board, parents, and community.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. The superintendent/CEO communicates regularly with all LEA leaders (i.e., Curriculum Director, Special Education Director, Title Director, ELL Director), principals, teachers, staff, and stakeholders to sustain the vision, beliefs, expectations, goals, and commitments for literacy success.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. The commitment to data-based decision making is modeled by:
	1. Addressing data regularly at meetings with school leadership
	2. Identifying successes and targets for improvement
	3. Leading discussions on how targets will be addressed, and resources will be allocated to support these targets
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Schools are assisted with writing yearly school-based reports on progress toward literacy goals for parents, the school board, and others.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Staff efforts that help make a difference in student performance are acknowledged. Events are planned to celebrate literacy success.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Subscore**  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Total Score for V. Literacy Leadership, Goals, Sustainability (add totals for sections A-F)****(102 points/grade span—transfer totals to page 40)** | **Birth -- Age 5** | **K -- 5** | **6 -- 8** | **9 -- 12** |
|  |  |  |  |

**Literacy Leadership, Goals, Sustainability**

**Evidence and Notes:**

**Priority Areas for Needed Improvement:**

## VI. Transitions

1. **Transitions for students are addressed in the LEA. The primary goal of transition planning is to ensure that all students have opportunities to experience academic excellence and a strong sense of well-being.**

Rationale: Since learning is a continuous process, transition planning is important for all who educate and guide students.

| Strategies and Actions Recommended to Support Implementation of the LEA Framework | Birth -- Age 5 | K -- 5 | 6 -- 8 | 9 -- 12 |
| --- | --- | --- | --- | --- |
| Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) | Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) | Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) | Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) |
| 1. The LEA has a transition committee (birth - grade 12) comprised of multiple stakeholders who are best able to meet the needs of the initiative.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. The LEA has documented information on retentions, graduation rates, and other predictors to develop transition strategies for ensuring student success in school.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Subscore |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

1. **LEAs that develop a comprehensive transition plan, in collaboration with all stakeholders in their communities, will build positive relationships that will lead to a greater understanding of the needs and concerns of all their students and their families.**

| Strategies and Actions Recommended to Support Implementation of the LEA Framework | Birth -- Age 5 | K -- 5 | 6 -- 8 | 9 -- 12 |
| --- | --- | --- | --- | --- |
| Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) | Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) | Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) | Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) |
| 1. A LEA transition plan birth-grade 12 has been written and includes a timeline, goals, and responsibilities for implementation.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Transition goals are identified in the LEA improvement plan.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. There is an evaluation process that includes questions and measurements that will assess the effectiveness of evaluating effective classroom environments and a tool to monitor and improve the transition process.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. The LEA has developed tools to monitor and improve the transition process.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Financial support is in place to continue successful transition planning for students and families.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. A variety of professional learning is offered to prepare staff to ensure successful transitions for students.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Subscore** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Total Score for VI. Transitions (add totals for sections A-B)****(18 points/grade span—transfer totals to page 40)** | **Birth -- Age 5** | **K -- 5** | **6 -- 8** | **9 -- 12** |
|  |  |  |  |

**Transitions**

**Evidence and Notes:**

**Priority Areas for Needed Improvement:**

## VII. Partnerships

1. **The LEA has strong partnerships within the community that support its efforts toward educational and social growth of the families. The LEA has processes by which all stakeholders (e.g. parents, caregivers, educators, community members, etc.) involved in students’ literacy learning can facilitate that learning in a coherent and consistent manner.**

Rationale: Shared responsibility for literacy learning among families, community, and educational professionals is essential for improved student learning.

| Strategies and Actions Recommended to Support Implementation of the LEA Framework | Birth -- Age 5 | K -- 5 | 6 -- 8 | 9 -- 12 |
| --- | --- | --- | --- | --- |
| Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) | Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) | Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) | Areas of Strength (3) | In Place (2) | Emerging (1) | Not in Place (0) |
| 1. The LEA coordinates with community educational resources (e.g. intermediate unit, early childcare providers, family literacy programs, public library system, higher education) to ensure comprehensive, nonduplicative, and aligned educational services.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. The LEA has an advisory committee that engages educational community partners (parents, teachers, administrators, adult education providers, early childhood education providers, family literacy providers, public library systems, and students) in planning, implementing, and evaluating the comprehensive and integrated literacy services.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. The LEA has additional non-educational community partners that support families including libraries, health services, social services, businesses, and industry.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. The LEA participates in community awareness activities to inform the public of the need for literacy education for children birth-grade 12.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. The LEA is well represented in community activities and committees to expand awareness of the need for a comprehensive and integrated literacy program for children birth-grade 12.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. The LEA has established partnerships across the disciplines to ensure that reading and writing are taught within the contexts of the content specific curricula. Research indicates that literacy is enhanced when reading and writing are integrated in context (Writing to Read, Carnegie Corporation, NY, 2010).
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Subscore** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Total Score for VII. Partnerships****(18 points/grade span—transfer totals to page 40)** | **Birth -- Age 5** | **K -- 5** | **6 -- 8** | **9 -- 12** |
|  |  |  |  |

**Partnerships**

**Evidence and Notes:**

**Priority Areas for Needed Improvement:**

# Needs Assessment Procedural Data Total Scoring Table

**Transfer all total scores from each component.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Component | Birth -- Age 5 | K -- 5 | 6 -- 8 | 9 -- 12 | Total by Component |
| 1. Standards and Curriculum (p. 5)
 |  |  |  |  |  |
| 1. Assessment (p. 12)
 |  |  |  |  |  |
| 1. Instruction (p. 18)
 |  |  |  |  |  |
| 1. Professional Learning and Practice (p. 23)
 |  |  |  |  |  |
| 1. Literacy Leadership, Goals, and Sustainability (p. 32)
 |  |  |  |  |  |
| 1. Transitions (p. 35)
 |  |  |  |  |  |
| 1. Partnerships (p. 38)
 |  |  |  |  |  |
| Total by Grade Span |  |  |  |  |  |

## Procedural Data Needs Assessment Priority Area for Improvement

1. Based on this Procedural Data Needs Assessment, how would your team prioritize your needs within each of the grade spans?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Priority | Birth -- Age 5 | K -- 5  | 6 -- 8  | 9 -- 12  |
| Priority #1 |  |  |  |  |
| Priority #2 |  |  |  |  |
| Priority #3 |  |  |  |  |
| Priority #4 |  |  |  |  |

1. Based on this Needs Assessment, how would your team prioritize your needs within each of the key components of the PA State Literacy Plan?

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Priority | Standards and Curriculum | Assessment | Instruction | Professional Learning | Literacy Leadership | Transitions | Partnerships |
| Priority #1 |  |  |  |  |  |  |  |
| Priority #2 |  |  |  |  |  |  |  |
| Priority #3 |  |  |  |  |  |  |  |
| Priority #4 |  |  |  |  |  |  |  |

# Student Achievement Data Literacy Needs Assessment

1. **Team Analysis of LEA PSSA and Literature Keystone Exam scores.**The following tables provide state averages for PSSA and Literature Keystone Exam Results by Grade Level. Individual teams may want to review these data at the district and school levels. It is also suggested that LEAs use the [Future Ready](http://futurereadypa.org/Users/Account/LogOn?ReturnUrl=%2fMain.mvc%2fIndex) in looking at each school’s data.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 2018 Data | District % Proficient andAbove in Reading Grade 3 | PA Average Proficient and Above in Reading Grade 3 | District % Proficient andAbove in Reading Grade 4 | PA Average Proficient and Above in Reading Grade 4 |
| All Students |  | 63.5% |  | 59.8% |
| Students with IEP |  | 30.4% |  | 24.5% |
| English Language Learners |  | 27.8% |  | 21.2% |
| Economically Disadvantaged |  | 48.3% |  | 43.4% |

| 2018 Data | District % Proficient andAbove in Reading Grade 5 | PA Average Proficient and Above in Reading Grade 5 | District % Proficient andAbove in Reading Grade 6 | PA Average Proficient and Above in Reading Grade 6 |
| --- | --- | --- | --- | --- |
| All Students |  | 59.4% |  | 62.5% |
| Students with IEP |  | 22.6% |  | 22.1% |
| English Language Learners |  | 12.3% |  | 11.4% |
| Economically Disadvantaged |  | 42.2% |  | 45.9% |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 2018 Data | District % Proficient andAbove in Reading Grade 7 | PA Average Proficient and Above in Reading Grade 7 | District % Proficient andAbove in Reading Grade 8 | PA Average Proficient and Above in Reading Grade 8 |
| All Students |  | 61.9% |  | 61.5% |
| Students with IEP |  | 20.7% |  | 19.1% |
| English Language Learners |  | 11.6% |  | 10.1% |
| Economically Disadvantaged |  | 45.5% |  | 44.6% |

|  |  |  |
| --- | --- | --- |
| 2018 Data | District % Proficient andAbove in the LiteratureKeystone Exam | PA Average Proficient and Above in the Literature Keystone Exam. |
| All Students |  | 58.1% |
| Students with IEP |  | 19.3% |
| English Language Learners |  | 8.9% |
| Economically Disadvantaged |  | 41.4% |

Based upon team analysis, please identify Priority Schools/Programs for Literacy Improvement as well as Priority Grades for Literacy Improvement.

|  |  |
| --- | --- |
| Priority Schools/ Programs for Literacy Improvement | Priority Grades for Literacy Improvement |
|  |  |

1. **Team Analysis of PVAAS Projections**

Please download the District (Grade Spans) Projection Summary report for all students, LLP students, IEP students and Economically Disadvantaged students from [https://www.sas.com](https://www.sas.com/en_us/software/evaas.html).

Discussion Questions: Respond to each question district wide for each grade span, as well as for Educationally Disadvantaged, English Language Learners, and Students with Individual Educational Plans.

How many students have between a 70-100% probability of scoring proficient or above on a future PSSA?

How many students have between a 40-70% probability of scoring proficient or above on a future PSSA?

How many students have between a 0-40% probability of scoring proficient or above on a future PSSA?

For the following question, go to <https://pvaas.sas.com/evaas/signin.jsf>. Select Visit Public Site. Select New Scatterplot. Select your district. Select Reading.

In which PVAAS growth quadrant does your district fall? In which quadrant does each of the schools in your district fall?

Indicate the position of your district AND schools across grades 4-8 AND 9-11 by including the name of the district and schools with the PVAAS Growth Index and PSSA %Prof/Advanced in parentheses.

Example: Happy Brook Elementary (4.2, 65)

|  |  |
| --- | --- |
| **Higher % Proficient /Advanced** **Lower Growth**  | **Higher % Proficient / Advanced Higher Growth**  |
| **Lower % Proficient / Advanced** **Lower Growth**  | **Lower % Proficient / Advanced** **Higher Growth**  |

Based on these data, please identify the schools that are demonstrating higher growth in reading, and subsequently appear to have the greatest capacity for improvement:

|  |  |  |
| --- | --- | --- |
| Priority | Lower % Proficient/Advanced Higher Growth | Higher % Proficient/Advanced Higher Growth |
| Priority #1 | Schools: | Schools: |
| Priority #2 | Schools: | Schools: |

## Demographic Data Literacy Needs Assessment

1. **Analysis of District and School Demographic Data [**[**PIMS**](https://www.education.pa.gov/Teachers%20-%20Administrators/PIMS/Pages/default.aspx)**]**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 2018 | District/School Total Enrollment | % Free and Reduced Lunch | English Language Learners | Students with an IEP |
| State of PA | 1,388,702 | 50.90% | 3.50% | 17.36% |
| District |  |  |  |  |
| School |  |  |  |  |
| School |  |  |  |  |
| School |  |  |  |  |
| School |  |  |  |  |
| School |  |  |  |  |
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| School |  |  |  |  |
| School |  |  |  |  |
| School |  |  |  |  |
| School |  |  |  |  |

From a demographic standpoint, which of your schools has the greatest need based on free and reduced lunch rate, English language learners, and students with an Individual Educational Program?

| Priority | School |
| --- | --- |
| Priority #1 |  |
| Priority #2 |  |
| Priority #3 |  |
| Priority #4 |  |
| Priority #5 |  |
| Priority #6 |  |
| Priority #7 |  |

1. **Team Analysis of Reach and Risk Data**[**PA Keys: Reach Risk Assessment**](http://www.pakeys.org/program-quality/program-reach-risk-assessment/)Mapped below are the commonwealth’s 67 counties and Average Risk Level (ARL) for each, based on the FY 2015-2016 analysis.



Percentage of children under age five affected by select risk factors. [County information](http://www.pakeys.org/uploadedContent/Docs/ELinPA/county%20merge%2010-26-10.pdf)

|  |  |  |
| --- | --- | --- |
| Risk Factors | % in LEA County | % in Pennsylvania |
| Living in economically at risk families, up to 300% poverty |  | 60% |
| Birth to mothers with less than a high school diploma |  | 13% |
| Births with low birth weight |  | 8.3% |

Percentage of children under age five served in early education programs:

|  |  |  |
| --- | --- | --- |
| Program | % in LEA County | % in Pennsylvania |
| Early Intervention |  | 8.7% |
| PA Pre-K Counts |  | 1.3% |
| Federal and State Head Start |  | 4.6% |
| Keystone Stars |  | 14.2% |
| School-based Pre-kindergarten |  | 1.3% |
| Nurse-Family Partnership |  | .8% |
| All publicly-funded quality early education programs |  | 33.1% |

Based on the Reach and Risk data for your County, what are the priority areas for Early Childhood Education Improvement?

|  |  |
| --- | --- |
| Priority | Areas of Priority |
| Priority #1 |  |
| Priority #2 |  |
| Priority #3 |  |
| Priority #4 |  |

## Locally Relevant Data (Including Perceptual Data)

Please use this space to list and/or discuss locally relevant data, including perceptual data, which help to shed light on the LEA and Early Childhood Education program’s priority literacy needs.

### Bringing It All Together: A Team Synthesis of Literacy Needs

1. **Highest Priority Areas for Literacy Improvement in District-wide or Targeted Schools/Programs. These are the items that will, most likely, become your goals and objectives.**

Your team has determined literacy priorities based on procedural data, student achievement data, demographic data, and locally relevant data. This information must now be synthesized into the highest priority areas for literacy improvement that your team would like to focus on. Please enter as many as your team determines feasible and be as specific as possible.

|  |  |
| --- | --- |
| Literacy Priority | Improvement |
| Priority #1 |  |
| Priority #2 |  |
| Priority #3 |  |
| Priority #4 |  |
| Priority #5 |  |
| Priority #6 |  |

Please describe your Team’s rationale for selecting these priorities.

**Certification of Participation for Planning Team Members**

By signing this document, I certify that I have participated fully on this LEA’s Literacy Needs Assessment Planning Team. I understand, and agree for the most part, with the priorities that have been identified both within each section of the PA Literacy Needs Assessment and overall on the previous page.

|  |  |  |
| --- | --- | --- |
| Name (printed) | Signature | Date |
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