

# Pennsylvania State Literacy Plan Needs Assessment

# Procedural Data Literacy Needs Assessment

**II. Assessment (K-5)**

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

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).

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| **Strategies and Actions Recommended to Support Implementation of the LEA Framework** | **K-5** |
| **Area 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 allocated resources to support these targets
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| 1. 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.
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| 1. 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.
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| 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.
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| 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.
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| **Score (transfer score to page 4)** | **/15** |

The LEA has developed capacity to gather and use data.

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

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| **Strategies and Actions Recommended to Support Implementation of the LEA Framework** | **K-5** |
| **Area 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.
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| 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
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| 1. Ongoing training and support is provided to all staff who teach or supervise literacy programs in assessments used by the LEA, data analysis, data interpretation, and data utilization.
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| 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.
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| 1. Assessments are given in a standardized manner across students, classes, and schools.
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| 1. A LEA-wide assessment calendar is established that specifies testing windows for each measure in the assessment plan.
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| 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.
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| **Score (transfer score to page 4)** | **/21** |

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.

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| **Strategies and Actions Recommended to Support Implementation of the LEA Framework** | **K-5** |
| **Area 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.
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| 1. 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.
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| 1. 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.
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| **Score**  | **/9** |
| **Total Score for Assessment** **page 2 \_\_\_\_ + page 3 \_\_\_\_ + page 4 = \_\_\_ /45** | **/45** |

**Assessment (K-5)**

**Evidence and Notes:**

**Priority Areas for Needed Improvement:**