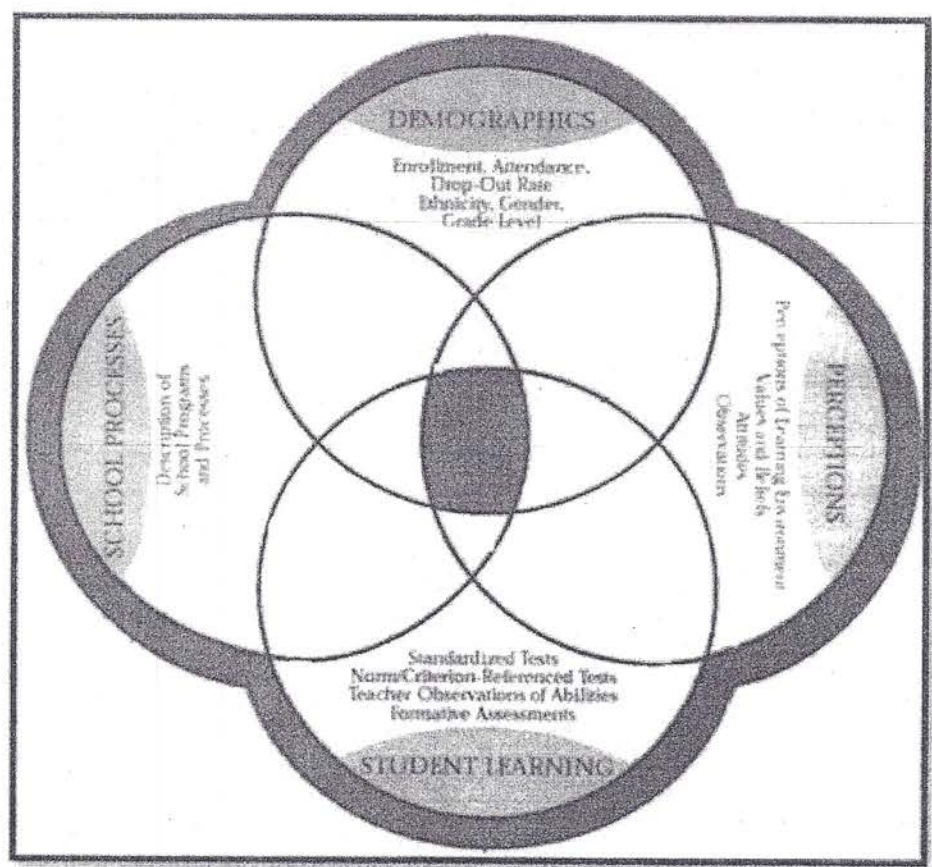


Keystones to Opportunity

Pennsylvania's Vision for Sustainable Growth in Reading Achievement

Using Data for Literacy Decision-Making

Participant Workbook



Introduction:

There are many ways to approach data analysis in schools. 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." PA is using Bernhardt's data model as the basis for 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.

The purpose of this Workbook is to assist you through this process to ensure systematic change that positively impacts increase student literacy achievement.

Session Goals:

- Identify Keystones to Opportunities (KtO) grant requirements related to data/ assessment to ensure a comprehensive understanding to successfully fulfill grant requirements.
- Develop an understanding of the importance of using data-based decision-making for improving student literacy achievement and progress.
- Identify and utilize the four multiple measures of data (Bernhardt's data model) for system-level planning.

LEA/Charter School's 3-5 Priority Areas as Identified on the Pre-Application Needs

Assessment:

1. _____

2. _____

3. _____

4. _____

5. _____

Team Activity (10 minutes)

Slide 13: Introduction of KtO

Indicate within the appropriate category on the graphic the name(s) and/or group(s) of individuals who fall into that category.

FEW
Those involved in
completing the Needs
Assessment (Pre-
Application)

SOME
Those that "know"
about KtO

MOST
Those that need to be
brought in and provided
information about KtO

Team Activity (15 minutes)

Slide 32: Local Comprehensive Literacy Plan (LCLP) Reflection

PaCLP Vision. All students in Pennsylvania from birth through Grade 12 will become well-educated citizens with a command of literacy that prepares them for the challenges of the 21st century and enables them to achieve their personal and professional goals.

PaCLP Mission. The Pennsylvania Comprehensive Literacy Plan (PaCLP) will provide guidance to stakeholders about their roles in developing an integrated, aligned, and comprehensive set of literacy experiences for students. The plan will identify and describe (1) essential evidence-based notions about the content of literacy (birth-Grade 12) and (2) processes by which all stakeholders (e.g., parents, care-takers, educators, community members, etc.) involved in students' literacy learning can facilitate that learning in a coherent and consistent manner.

What is the purpose of our district/school?	
Guiding Question	Evidence (provide to support your answer)
1. Are our mission and vision statements congruent with those in the PaCLP?	similar but no mention of literacy in ESASD
2. How do our mission and vision statements connect?	- challenging world / 21 st century - successful citizens - community partnership - consistency
3. What is the connection of other district initiatives in our plan?	- creative, productive, responsible citizens - technology understanding -
4. How will we recognize when other initiatives are supportive or contentious, and how will we handle it?	- review statements often; reflect on goals - see last belief statement

Team Activity (15 minutes)

Slide 36: Structures and/or Systems

Are structures and/or systems in place?	
Guiding Questions	Evidence (provide to support your answer)
1. Administer, collect and compile assessment data? <i>yes</i>	- GOLD - GRADE - observations - portfolios
2. Analyze and share multiple measures of data with all students, teachers, parents and others in school community? <i>yes</i>	- Teacher meetings w/ data - PIT conferences - share data w/ ESASD
3. Engage stakeholder groups (i.e., students, teachers, parents and community members) in helping to improve literacy outcomes birth through grade 12? <i>yes</i>	"Teach Me to Read at Home" "Kinderversity" "SMILES" - PIT conferences & Home visits (share activities)
4. Ensure <u>targeted</u> students are making adequate progress in improving literacy skills? <i>yes</i>	- district (RTI) - GRADE results used to determine group - follow up w/ results when kids enter "school"

Jigsaw Activity (15 minutes)

Slide 46: Multiple Measures Article (Bernhardt, V.L., 1998, March)

Teams will count off numbers 1-4.

- Numbers 1-4: Read pages 1 -2 (stopping at **A Snapshot of the Measures**)
- Number 1: Read **A Snapshot of the Measures**
- Number 2: Read **Intersection of Two Measures**
- Number 3: Read **Intersection of Three Measures**
- Number 4: Read **Intersection of Four Measures**
- Numbers 1-4: Read **Focusing the Data and Summary**

(5 minutes): Participants will count off 1-4 and read the appropriate section as designated on slide.

(10 minutes): Each participant will take 2 minutes to summarize their section to ensure the understanding of all team members at their table.

Notes: _____

Independent Activity (20 minutes)

Slide 47: Multiple Measures of Data Pre-Assessment

Indicate with an "X" which Measure(s) would appropriately answer the questions.

-enrollment
-attendance
-grade level
-personal info.
-what people think about learning environ.
-test results
-GPA
-assessments
-programs
-instr. strat.
-practices

Question	Demographics	Perceptions	Student Learning	School Processes
1. How did the targeted students score on the GRADE?	X		X	
2. How has enrollment in the school changed over the past five years?	X			
3. Do ELL students perceive their learning environment differently from their peers, and are their scores on standardized achievement tests consistent with these perceptions?	O	X	X	
4. Is there a relationship between attendance and student learning results?	X		X	
5. Are students with special learning needs provided additional instructional time and support?	X			X
6. To what extent is there collaboration and planning time for ESL and content teachers?				X
7. What are the differences in student learning results based on who the students are and how they are taught to read?	O		X	O
8. Do parents value the parent involvement activities implemented at the school?		X		X?
9. How well are the intervention programs aligned with individual student needs?	X		O	X
10. How well do teachers manage whole-class and small-group lessons and other types of student groupings?		O		X
11. Do all students feel challenged in their classes?	O	X		
12. Are teachers familiar with the state standards and Reading/English Language Arts?		O		X
13. How well do assessment tools diagnose specific instructional needs?			X	
14. The students who have been with us more than one year are showing more growth than students new to system?	X		X	

X = my guess

O = answer

Team Activity (20 minutes)

Slide 56: Multiple Measures Data Collection – Demographic Data

Demographic Data	Currently Collecting	Useable/ Accessible Format
Community:		
1. Location and history	✓	✓
2. Economic base, population trends, and community resources	?	
3. Community involvement	✓	
4. Business partnerships	✓	
5. Other:	—	
School District: <i>Head Start</i>		
1. Description and history	—	
2. Number of schools, administrators, students and teachers over time, and by grade level	—	
3. Other:	—	
School:		
1. Description and history, attendance area, location		
2. Type of school, e.g., magnet, alternative, charter, private, private management		
3. Number of administrators, students and teachers over time, and by grade level		
4. Number of students electing to come to the school from out of the attendance area		
5. Grants and awards received		
6. Title I/ Schoolwide		
7. Safety/crime data		
8. *State designation as a dangerous school		
9. Uniqueness and strengths		
10. Class sizes		
11. Extracurricular activities		
12. After-school programs/ summer school		
13. Tutoring/peer monitoring		
14. Community Support-services coordinated		
15. Counseling opportunities		
16. *Facilities: equipped for networked computers and handicapped		
17. Facilities: age, capacity, maintenance		
18. Availability of supplies and necessities		
19. Other:		
Students Over Time, and by Grade Level		
1. Living situation/family structure/family size	✓	
2. Preschool/Head start/Even start	✓	✓
3. Preschool attendance	✓	✓
4. *Number of students	✓	
5. Gender of students	✓	

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6. *Race/ethnicity, numbers and percentages		
7. *Free/reduced lunch, numbers and percentages		
8. *Language fluency by language		
9. *Migrant/immigrants, by country, home languages, homeless	✓	
10. *Special education by disability, gender, ethnicity, language fluency, free/reduced lunch		
11. *Attendance/tardies		
12. Mobility (where students go/come from)		
13. Retention rates by gender, ethnicity, language fluency, free/reduced lunch		
14. *Dropout rates by gender, ethnicity, free/reduced lunch, migrant, and special education (where students go/what they do)		
15. Number of students leaving middle school overall for grade, by gender, ethnicity, language fluency, free/reduced lunch		
16. Extracurricular activity participation/clubs/service learning by gender, ethnicity, language fluency, free/reduced lunch		
17. Number of participants in programs, such as AP, IB, Honors, Upward Bound, Gear-up, college-prep, vocational		
18. Number of home schoolers associated with school		
19. Number of students electing to come to the school from out-of-attendance area		
20. Number of bus riders		
21. Student employment		
22. *Discipline indicators (e.g., suspensions, referrals, types of incidences, number of students carrying weapons on school property)		
23. *Number of drugs on school property (offered, sold, or given illegal drugs)		
24. *Graduation rates by gender, ethnicity, language proficiency, free/reduced lunch, migrant, and special education (where students go/what they do)		
25. Number of students concurrently enrolled in college courses, by gender, ethnicity, language fluency, free/reduced lunch		
26. Number of students meeting college course entrance requirements, by gender, ethnicity, language fluency, free/reduced lunch		
27. Number of scholarships by gender, ethnicity, language proficiency, free/reduced lunch		
28. Number of students completing GEDs		
29. Adult education program participation		
30. Number and percentage of students going on to college, postgraduate training, and/or employment		
31. Grade-point average in college		
32. Number of graduates ending up in college remedial classes		
33. Other:		
Staff Over Time		
1. *Number of teachers, administrators, instructional specialists, support staff by roles	✓	
2. *Years of experience, by grade level and/or role, in this school/in teaching	✓	
3. Ethnicity, gender, languages spoken	✓	
4. Retirement projections		
5. *Types of certifications/licenses/teacher qualifications/percentage of time teaching in certified area(s)	✓	
6. Grades/subjects teachers are teaching		

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7. Degrees	✓	
8. *Educational training of paraprofessionals	✓	
9. Teacher-student ratios by grade level		
10. Teacher turnover rates		
11. Attendance rates		
12. Teacher involvement in extracurricular activities, program participation		
13. *Number of teachers receiving high-quality professional development		
14. *Percent of teachers qualified to use technology for instruction		
15. National Board for Professional Teaching Standards (NBPTS) teachers		
16. Other:		
Parents		
1. Educational levels, home language, employment, socioeconomic status	✓	
2. Involvement with their child's learning	✓	
3. Involvement in school activities	✓	
4. Incarceration	✓	
5. Other:		

Source: Bernhardt, V.L. (2004). Data Analysis for Continuous School Improvement. Larchmont, NY: Eye on Education.

*Required for NCLB (includes the numbers required to understand the disaggregated numbers required by NCLB).

Team Activity (20 minutes)

Slide 61: Multiple Measures Data Collection – Perception Data

Perception Data	Currently Collecting	Useable/ Accessible Format
1. Questionnaires		
2. Interviews		
3. Focus Groups		
4. Other:		

Team Activity (20 minutes)

Slide 73: Multiple Measures Data Collection – Student Learning Data

Student Learning Data <i>- These examples are not mutually exclusive.</i>	Currently Collecting	Useable/ Accessible Format
1. Standardized Tests		
2. Norm-referenced Tests (refer to explanation on page 12)		
3. Criterion-referenced Measures (refer to explanation on page 12)		
4. Authentic Assessments (refer to explanation on page 12)		
5. Teacher-made Tests		
6. Teacher-assigned Grades		
7. Performance Assessments		
8. Standards-based Assessments		
9. Other:		

Authentic assessment is an evaluation process that involves multiple forms of performance measurement reflecting the student's learning, achievement, motivation, and attitudes on instructionally-relevant activities. Examples of authentic assessment techniques include performance assessment, portfolios, and self-assessment.

Authentic assessment presents students with real-world challenges that require them to apply their relevant skills and knowledge

Authentic assessments are products and/or performances correlated with real life experiences. Therefore, they are authentic.

Components of Authentic Assessments

Rule (2006) says that every authentic assessment will be comprised of 4 main components:

- They involve real-world problems that mimic the work of professionals.
- They include open-ended inquiry, thinking skills, and metacognition.
- They engage students in discourse and social learning.
- They empower students by choice to direct their own learning.

Types of Authentic Assessment:

- Scoring Guides/Rubric: A scoring scale used to assess student performance along a task-specific set of criteria. A list of required elements are grouped together to make the scoring guide with point specific designations.
- Portfolio/E-Portfolio: A collection of a student's work specifically selected to highlight achievements or demonstrate improvement over time (e-portfolio is electronic and usually accessible on the Internet).
- Authentic Task: An assignment given to students designed to assess their ability to apply standard-driven knowledge and skills to real-world challenges.
- Self-Assessment: Evaluating one's own performance to determine strength and weaknesses and reflecting on what improvements can be made to enhance product
- Oral Interviews: Teacher asks student questions about personal background, activities, readings, and other interests.
- Story or Text Retelling: Student retells main ideas or selected details of text experienced through listening or reading.
- Writing Samples: Student generates narrative, expository, persuasive, or reference paper.
- Projects/Exhibitions: Student works with other students as a team to create a project that often involves multimedia production, oral and written presentations, and a display.
- Experiments/Demonstrations: Student documents a series of experiments, illustrates a procedure, performs the necessary steps to complete a task, and documents the results of the actions.
- Constructed-Response Items: Student responds in writing to open-ended questions.
- Teacher Observations: Teacher observes and documents the students attention and interaction in class, response to instructional materials, and cooperative work with other students.

Norm v. Criterion Referenced:

"Students should be able to correctly add two single-digit numbers," then reasonable test questions might look like "" or ""

A criterion-referenced test would report the student's performance strictly according to whether the individual student correctly answered these questions.

A norm-referenced test would report primarily whether this student correctly answered more questions compared to other students in the group.

Team Activity (20 minutes)

Slide 78: Multiple Measures Data Collection – School Processes, School Level Guiding Questions

<i>School Processes</i>	<i>Data Collected to Provide Evidence</i>	<i>Useable/ Accessible Format</i>
1. What do teachers want students to know and be able to do?		
2. How are teachers enabling students to learn, in terms of – <ul style="list-style-type: none"> • Instructional strategies • Learning strategies • Instructional time • Instructional location • Student-teacher ratio • Organization of instructional components • Assessment • Philosophies and strategies of classroom management • Personal relationships, among students, and among students and teachers 		
3. How will teachers know if any given approach helps all students learn what they want them to learn?		
4. What will teachers do with the students who do not learn this way?		
5. What is the responsibility of all members of the school staff?		
6. What is the job of each member of the school staff?		
7. How will all parts of the curriculum relate?		
8. What learning strategies do successful learners use?		
9. What learning strategies have “unsuccessful” learners used in the past, successfully, that could be used again?		
10. Other:		

Adapted from “Data Analysis for Continuous School Improvement”, (2004). Victoria L. Bernhardt, Eye on Education.

Team Activity

Slides 56, 61, XX and XX: Multiple Measures of Data Summary

Head Start enrollment/length vs. non-Head Start

Question: ~~Do~~ Are students who go through Head Start more successful in school?

Demographics
(community, school district, school, students over time, staff over time, parents...)

School Processes
* what programs or instructional strategies/practices are used?
(Head Start = play)

Perceptions
child/family thoughts & feelings & beliefs about preschool / Head Start / school
(ex: questionnaires, interviews, groups, surveys)

* GRADE, PSSA or Keystones, PVAAS, DIBELS Next, HEAT (results from tests, etc.)
Student Learning

Slide 87: PA District Local Comprehensive Literacy Plan (LCLP) Reflection – Guiding Principles and Needs Assessment

Guiding Principles	Demographics	Perceptions	Student Learning	School Processes
<p>1. Literacy is a critical foundation for all learning and serves as a “keystone” for opportunity and success. The Standards for literacy must promote high level learning for all students to ensure that they are prepared to meet the challenges of the 21st century. Because literacy is an important skill in itself and serves as a tool for learning, it is essential at all levels (Birth-Grades 12). Moreover, to enhance literacy learning of students, there must be shared responsibility of educators, parents and caretakers, and the broader community.</p> <ul style="list-style-type: none"> • Does our current curriculum support this principle? • How do our best practices align with this principle? 				
<p>2. Student learning motivation, and access to educational opportunities are increased when linguistic, cultural, and personal experiences are valued, understood, represented in the curriculum and classroom practice, and used to help students make connections between what they know and what they are learning. Multiple perspectives and experiences provide opportunities for students to learn about their own as well as the culture of others.</p> <ul style="list-style-type: none"> • How do we demonstrate that we value differences among faculty, students, etc.? • Are we preparing students with a global 		✓	✓	✓

Guiding Principles	Demographics	Perceptions	Student Learning	School Processes
<p>3. There must be high expectations for all learners and a belief that all are capable of gaining literacy skills that enable them to be successful as adults. Instruction must address the full range of learners, must be differentiated to meet each child's needs, and requires a well-integrated system connecting general, compensatory, gifted, and special education.</p> <ul style="list-style-type: none"> • <i>Is there differentiation to support growth of all learners?</i> • <i>How do we provide for alignment and congruence among the various programs (general, compensatory, gifted, special education) that students might experience?</i> <p>4. Evidence-based decision-making must be at the heart of all instructional decisions related to literacy development.</p> <ul style="list-style-type: none"> • <i>What are our instructional decisions based on – data – ideology?</i> • <i>Do we have a coherent, comprehensive literacy assessment plan across the grades that provides us with information we need to guide student instruction?</i> <p>5. Educators must be prepared to teach effectively in the schools of the 21st century and be provided with continuing professional development support that enables them to be lifelong learners.</p> <ul style="list-style-type: none"> • <i>What does this mean in terms of hiring teachers?</i> • <i>How is professional development decided upon and actualized?</i> 		✓		✓

Guiding Principles	Demographics	Perceptions	Student Learning	School Processes
<ul style="list-style-type: none"> • <i>Is professional development based on what we know about the learning of adults and effective PD?</i> • <i>How do we ensure implementation? What supports are we providing teachers?</i> • <i>How are we supporting our teachers to become life-long learners?</i> 				

PA District Local Comprehensive Literacy Plan (LCLP) Reflection

*At some point, you will want to look across questions to see where there are commonalities to ensure efficiency of data collection.

Points of Consideration	Demographics	Perceptions	Student Learning	School Processes
<p>1. Standards and Curriculum</p> <p>1. Does our curriculum align with the state standards?</p> <p><i>Evidence Examples/Not All Inclusive:</i></p> <ul style="list-style-type: none"> • Student Assessment Results • Curriculum documents reflect a direct alignment to the PA Common Core Academic Standards in Literacy. • The district has board approved curriculum and instruction policies in place that mandate alignment to PA Common Core Academic Standards in Literacy. • Curriculum design follows a clear process of backmapping from the PA Common Core Academic Standards in Literacy • Classroom, school-wide and district assessments reflect alignment with PA Common Core Academic Standards in Literacy. 				
<p>2. Does our curriculum articulate what students need to know and be able to do at each grade level?</p> <p><i>Evidence Examples/Not All Inclusive:</i></p> <ul style="list-style-type: none"> • There is a curriculum that specifies the competencies to be taught which are aligned to the standards. • The curriculum is consistently implemented across all classrooms. • The administrative team has a working knowledge of standards-aligned curricula for all grades within the school. 				
<p>3. Does our curriculum show evidence of horizontal and vertical articulation of skill sets?</p>				

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Points of Consideration	Demographics	Perceptions	Student Learning	School Processes
<p>Evidence Examples/Not All Inclusive:</p> <ul style="list-style-type: none"> • Student assessment results • The district engages in a K-12 vertical and horizontal curriculum articulation process on an annual basis for all subject areas. • Horizontal and vertical articulation discussions by team leaders are scheduled to provide for systemic view and consistency across grade levels, buildings, and between levels. <p>4. Does our curriculum address the needs of all students?</p> <p>Evidence Examples/Not All Inclusive:</p> <ul style="list-style-type: none"> • Student assessment results • All students have the opportunity to demonstrate proficiency in a grade level core curriculum, supported with interventions as needed. 				

Points of Consideration	Demographics	Perceptions	Student Learning	School Processes
<p>2. Assessment</p> <p>1. Do we have a viable assessment plan listing measures, schedules, procedures, and targeted students at every grade level in every school?</p> <p><i>Evidence Examples/Not All Inclusive:</i></p> <ul style="list-style-type: none"> • <i>District-wide assessment calendar is developed annually and disseminated to all staff. Building level and grade level assessment calendars, which include assessment dates and dedicated time for school staff to analyze data and determine the effectiveness of instructional practices in a timely manner, are also made available to staff.</i> • <i>Common final exams are in place, with analysis conducted to determine validity and reliability of tests. The data provided by these exams are used for program evaluation as well as student evaluation.</i> 				
<p>2. Do teachers and administrators have easy access to the data (GRADE, DIBELS Next, PSSA, PVAAS, ITERS-R, ECERS-R, and H.E.A.T.)?</p> <p><i>Evidence Examples/Not All Inclusive:</i></p> <ul style="list-style-type: none"> • <i>Staff uses data meeting protocols.</i> • <i>Student data is analyzed, including PVAAS projections, to determine if students are appropriately placed in courses.</i> • <i>Assessment results are provided to teachers within one week or less of administration of an assessment to ensure an opportunity to adjust instruction.</i> • <i>Data are available in user-friendly format/process. Time is scheduled to review data. Team notes (agenda, minutes, etc.)</i> 				

Points of Consideration	Demographics	Perceptions	Student Learning	School Processes
<p>indicate review of data, indicate data reviewed and sources, and record instructional adjustments.</p> <ul style="list-style-type: none"> Special education and regular education teachers meet to collaborate around data results and interpretations. 				
<p>3. Do teachers and administrators understand what each test is intended to measure?</p> <p><i>Evidence Examples/Not All Inclusive:</i></p> <ul style="list-style-type: none"> Documentation exists that staff attends professional development opportunities that are based on data collection (walk-throughs, student achievement data) and individual needs. Teachers are able to identify the purpose of both summative and formative assessments and can use both appropriately. 				
<p>4. Do teachers and administrators know how to interpret the data for classroom instruction data (GRADE, DIBELS Next, PSSA, PVAAS, ITERS-R, ECERS-R, and H.E.A.T.)?</p> <p><i>Evidence Examples/Not All Inclusive:</i></p> <ul style="list-style-type: none"> Principal/content leaders meet with each grade level/course specific team to review benchmark assessment results and develop plan of action with appropriate groups of teachers. Assessments are in place to identify students in need of instructional intervention – benchmark assessments schedule is available and reflects periodic assessments. All students, including special education students, are monitored quarterly using benchmark assessment system. Data is reviewed to determine effectiveness of interventions and instructional strategies. Non- 				

Points of Consideration	Demographics	Perceptions	Student Learning	School Processes
<p>proficient students, including special education students, are progress monitored weekly or monthly depending on the goal.</p>				
<p>5. Do we have regularly scheduled data meetings?</p> <p><i>Evidence Examples/Not All Inclusive:</i></p> <ul style="list-style-type: none"> • District/ School staff use data meeting protocols. • The high/middle school provides sufficient time for team planning and team data reviews as well as subject area meetings and data review sessions. • Evidence of regularly scheduled team/collaborative meetings, with established protocols and documentation of data analysis, goal setting, review of student work and monitoring, and defined roles and responsibilities for team members. 				
<p>6. Do we use data as a means of determining possible professional development needs?</p> <p><i>Evidence Examples/Not All Inclusive:</i></p> <ul style="list-style-type: none"> • All staff development opportunities are approved through a process which requires evidence of (a) how the event/activity is aligned to the district comprehensive literacy plan, (b) the projected impact on student achievement, and (c) the evidence that the topic is aligned to evidence-based solutions. • Sustained, on-going professional development is based on student achievement data that is aligned to PA Common Core Academic Standards in Literacy. 				

Points of Consideration	Demographics	Perceptions	Student Learning	School Processes
3. Instruction				
1. Is small group instruction a regular part of literacy time? <i>Evidence Examples/Not All Inclusive:</i> <ul style="list-style-type: none"> 				
2. Is there an intervention system in place? <i>Evidence Examples/Not All Inclusive:</i> <ul style="list-style-type: none"> Procedures and systems are in place to match student's needs with appropriate interventions; exit criteria are established to identify when Academic Standards and should be exited from intervention program. Building schedules are designed to allow for supplemental instruction or extended learning time. The intervention program rests on a firm foundation of a research-based reading program as evidenced by student achievement data. 				
3. Do we have adequate blocks of literacy time? <i>Evidence Examples/Not All Inclusive:</i> <ul style="list-style-type: none"> 90 minute block for core instruction and supplemental intervention if needed. 				
4. Is literacy connected to content specific areas?				
5. Do teachers and administrators know what constitutes effective literacy instruction? <i>Evidence Examples/Not All Inclusive:</i> <ul style="list-style-type: none"> Evidence of proven instructional practices 				

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Points of Consideration <i>noted in walk-throughs and formal observations.</i>	Demographics	Perceptions	Student Learning	School Processes
<ul style="list-style-type: none"> • <i>Implementation checklists are developed in order to clearly explain fidelity implementation of programs or instructional practices. "Look-fors" are developed to assist the administrator in ensuring that programs are implemented with fidelity.</i> • <i>Walkthroughs include clear definition/explanation of what is expected including specific instructional strategies, techniques, etc. Data is collected in these walkthroughs and used to provide feedback to staff.</i> • <i>Effective instruction in the core curriculum ensures the majority of student needs are met within a regular education setting, which enables the intervention system to focus on the needs of students with more significant needs.</i> 				
6. Do we use evidence-based instructional approaches or programs?				
7. Are we using data to assist with instructional planning? <i>Evidence Examples/Not All Inclusive:</i> <ul style="list-style-type: none"> • <i>Formative assessments are used by teachers and students during instruction to provide feedback to adjust ongoing teaching and learning.</i> • <i>Lesson plans and interventions indicate instructional changes based on data results.</i> 				
8. Are we addressing instructional needs across all the language arts: reading, writing, speaking listening?				

<i>Points of Consideration</i>	<i>Demographics</i>	<i>Perceptions</i>	<i>Student Learning</i>	<i>School Processes</i>
<p>4. Professional Learning and Practice</p> <p>1. Are professional learning activities aligned in a cohesive plan to meet the needs of students, teachers, and administrators?</p> <p><i>Evidence Examples/Not All Inclusive:</i></p> <ul style="list-style-type: none"> • <i>Systemic planning is evident, i.e., planning for professional development that is K-12 (as appropriate), developed for multi-year implementation with maintenance and "institutionalization" component pre-planned.</i> • <i>Professional development plan is aligned to the district's comprehensive literacy plan.</i> • <i>Professional development is based upon a needs assessment that is aligned with the school's instructional priorities.</i> 				
<p>2. Is professional development based on what we know about effective PD?</p> <p><i>Evidence Examples/Not All Inclusive:</i></p> <ul style="list-style-type: none"> • <i>Professional development is monitored for fidelity of implementation.</i> 				
<p>3. Are initiatives understood and supported by administrators?</p> <p><i>Evidence Examples/Not All Inclusive:</i></p> <ul style="list-style-type: none"> • <i>Administrators, mentors and coaches meet with teachers to discuss and identify the individual needs of teachers based on student achievement data, data collected from walk-throughs and clinical observations, and teachers' self-reported areas of need in order to assist in the selection of professional development activities.</i> 				
<p>4. Do administrators attend and participate in professional development opportunities?</p>				

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Points of Consideration	Demographics	Perceptions	Student Learning	School Processes
<p><i>Evidence Examples/Not All Inclusive:</i></p> <ul style="list-style-type: none"> Building administrators actively participate in professional development activities with their staff and can articulate key features of the initiative, including what it looks like in the classroom. 				
<p>5. Are initiatives sustained across years?</p> <p><i>Evidence Examples/Not All Inclusive:</i></p> <ul style="list-style-type: none"> Professional development is planned across a 3 to 5 year span and is limited to no more than six priorities. The majority of professional development resources (time, money and people) are used to support on-going implementation. 				
<p>6. Is professional development taken back into the classroom?</p> <p><i>Evidence Examples/Not All Inclusive:</i></p> <ul style="list-style-type: none"> All teachers engage in professional development to deepen their understanding of standards and high leverage instructional practices. 				
<p>7. Are our teachers and administrators knowledgeable about current research for best practice?</p>				
<p>8. Are our teachers given dedicated times to reflect and discuss new learnings and classroom practice with their colleagues?</p> <p><i>Evidence Examples/Not All Inclusive:</i></p> <ul style="list-style-type: none"> Professional learning communities are established within the building. Teacher time is scheduled to allow for 				

<i>Points of Consideration</i>	<i>Demographics</i>	<i>Perceptions</i>	<i>Student Learning</i>	<i>School Processes</i>
<ul style="list-style-type: none"> • <i>collaboration among teachers.</i> • <i>Co-teaching occurs in content areas with teaching partners thoughtfully placed and engaged in ongoing professional development.</i> 				
9. Are there attempts to build teacher leadership in the school through collaboration and the development of communities of practice?				

<i>Points of Consideration</i>	<i>Demographics</i>	<i>Perceptions</i>	<i>Student Learning</i>	<i>School Processes</i>
<p>5. Literacy Leadership, Goals, and Sustainability</p> <p>1. Do school leaders seek out ways to support literacy improvement efforts?</p> <p><i>Evidence Examples/Not All Inclusive:</i></p> <ul style="list-style-type: none"> <i>The principal can articulate the academic goals for the building. Academic goals are developed based on data. The principal is held accountable for meeting annual goals.</i> 				
<p>2. Is there a coordination of literacy goals, assessment, instruction, and professional development?</p>				
<p>3. Do we give way to "fads" in literacy instruction?</p>				
<p>4. Is there a dedicated person assigned to "literacy"?</p> <p><i>Evidence Examples/Not All Inclusive:</i></p> <ul style="list-style-type: none"> <i>The principal has established a teacher leadership or teacher advisory team for collaborative planning and problem solving.</i> 				
<p>5. Do we use our local Intermediate Unit and regional PaTTAN consultants to provide professional learning to build internal capacity?</p>				
<p>6. Is our principal's primary responsibility to be an instructional leader?</p> <p><i>Evidence Examples/Not All Inclusive:</i></p> <ul style="list-style-type: none"> <i>Classroom visits by the principal occur daily.</i> <i>The principal is visible and accessible.</i> <i>The principals has participated in rich professional development, can model excellent</i> 				

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<i>Points of Consideration</i>	<i>Demographics</i>	<i>Perceptions</i>	<i>Student Learning</i>	<i>School Processes</i>
<i>instruction, and can provide all staff with clear and meaningful feedback, as evidenced by principal's evaluation summaries, supportive action plans, and the ability to model lessons in the classroom, etc.</i>				
7. Do we inform our parents and community of our literacy achievement and goals?				
8. Do we seek ways to engage parents and community in improving literacy achievement?				

<i>Points of Consideration</i>	<i>Demographics</i>	<i>Perceptions</i>	<i>Student Learning</i>	<i>School Processes</i>
6. Transition				
1. Do we have timely, well-kept records documenting retentions, graduation rates, and other measures that influence student success in school? <i>Evidence Examples/Not All Inclusive:</i> <ul style="list-style-type: none"> <i>School policies promote frequent monitoring of student attendance data with a system for intervening with students that are chronically absent.</i> 				
2. Do we have tools to monitor and improve the transition process?				
3. Do we provide any professional development to help staff ensure successful transitions for students?				
4. Do our teachers have a dedicated time to meet with teachers of adjacent grades to discuss students? (all levels including pre K/Kindergarten, elementary/middle, and middle/high)				

Points of Consideration	Demographics	Perceptions	Student Learning	School Processes
<p>7. Partnerships</p> <p>1. Is our district well represented in community activities and committees to expand awareness of the need for a comprehensive literacy program for children birth – grade 12?</p> <p><i>Evidence Examples/Not All Inclusive:</i></p> <ul style="list-style-type: none"> • 				
<p>2. Do we participate in community awareness activities to inform and encourage public support for literacy education – children birth to grade 12?</p>				
<p>3. Do we <u>really</u> treat parents and community members and organizations (libraries, businesses) as partners in our literacy efforts?</p> <p><i>Evidence Examples/Not All Inclusive:</i></p> <ul style="list-style-type: none"> • <i>Evidence of communication with parents on student progress and suggestions on how to help deficit areas; district offers homework hotline; online access to grades; teacher websites; or other avenues of communication is apparent.</i> • <i>Parent training and information documents include PA Academic Standards/ anchors/ eligible content.</i> 				
<p>4. What is the public perception of our school?</p>				

Team Activity (10 minutes)

Slide 90: Next Steps

1. Has your LEA/Charter School identified their Core Literacy Team?

2. Have Core Literacy Team meetings been scheduled throughout the year?

3. Is a data collection system in place? Who will be responsible to bring data to meetings?

4. What are next steps in completion of the Birth – Grade 12 Local Comprehensive Literacy Plan (LCLP)?

5. How will you ensure that you are disseminating the information received at trainings to all teachers

Mission Statement

East Stroudsburg Area School District, a diverse and rapidly growing community, nurtures within all students a commitment to excellence and life-long learning which prepares them to become creative, productive and responsible citizens in a continually changing and challenging world.

Belief Statements (Vision)

The school district is based on the beliefs that:

- All students can learn.
- Effective communication is essential to the learning process.
- All eligible students have the right to receive an education in a safe and caring environment.
- Diversity is essential for the success of our educational program and our community.
- Motivation is essential for learning.
- Clear and consistent discipline for all creates a positive school community.
- It is critical that all members of the educational community should be treated with mutual respect.
- School, family, and community partnership is vital to student self-confidence, performance and success.
- A fundamental understanding of technology is imperative.
- Continuous evaluation and revision of our educational system is our commitment to our beliefs.
- Financial support of education is a meaningful investment in the entire community.
- The ability to adapt to educational requirements and district obligations is essential to our changing world.



- Evidence and Notes
- Priority Areas for Needed Improvement
- Priority Areas for Needed Improvement and Rationales

4/6

Section 1 (Standards and Curriculum)

Evidence and Notes: Surveyed 34 childcare facilities that will send children to our district with the capacity to service 1103 children and found that 5 out of 34 facilities are high quality Keystone Star 3 & 4 sites. Of those surveyed the district determined that only 30% of incoming Kindergarteners would have had the opportunity to attend a high quality facility. The district can surmise that only the 5 facilities are required to align their curriculum to the PA Early Learning Standards according to the Keystone Stars Performance Standards 11-12.

The district has standards aligned curriculum guides in place for K-12; district shows strength in usage of the PaCLP core elements within the written curriculum; Evidence seen in department/grade level meeting notes, lesson plans, curriculum revisions & literature curriculum & pacing guides

Priority Areas for Needed Improvement: Need to provide continuing professional development to educate and support the early learning professionals in the other 29 child-care facilities on the importance of aligning their curriculum to the PA early learning standards that will in turn align to the district Kindergarten standards.

Curricular revisions & mapping at all levels to include big ideas, essential questions, key concepts, Tier III content vocabulary, engaging instructional activities, common core standards, research-based core literacy & intervention programs, technology integration & online resources, description of diagnostic, formative & summative assessment, as well as research-based practices to address diverse learning needs.

Section 2 (Assessment)

Evidence and Notes: Birth-5- District knows that only the 5 child-care facilities providing quality early education are required to assess children in Birth-3 using The Ounce Scale and 3-5 using work sampling and that all facilities in Keystone Stars are using the Environmental Rating Scales. The community-based Healthy Start Early Childhood Screening Program is providing developmental, vision, hearing and autism screenings in child-care facilities. In the last five years an estimated 1000 screenings were administered to children Birth-5 with an estimated 158 or 16% being referred for further assessment.

K-12-District has data from DIBELS, MAPS, monthly assessments, progress monitoring; data meetings are conducted however not every building has the same team involvement

Priority Areas for Needed Improvement: According to research, early literacy assessment should use multiple methods and use this data to improve teaching and learning . According to the application guidelines, the district will need to provide an additional assessment Birth-5 which the early learning professionals will be expected to implement and therefore, will need on-going training opportunities for professional development.

Need to develop an action plan to collect and electronically mine this data so that it can be used as a guide for evidence-based decision-making to drive instructional decisions related to literacy development.

To strengthen instructional leadership; data knowledge expertise; to time and schedule data meetings more consistently; need district leaders to participate more frequently in data meetings; make adjustments to literacy instruction as indicated by data

Section 3 (Instruction)

Evidence and Notes: In Birth-5 the district does not have evidence as to how much literacy instructional time should be provided.

District has EDGE classes, DIBELS & RtII K-7; RtII block is 30 minutes in all schools; Teachscape

COMPLETE RESPONSES TO:

Evidence and Notes

Priority Areas for Needed Improvement

Priority Areas for Needed Improvement and Rationales

being used at high school; NWEA, MAP and PSSA scores being used K-12; PAIP in middle schools; use Title I money for K-8 and for SMILES program which is based on Head Start program for Pre-K; district participates in the state LEARN team

Priority Areas for Needed Improvement: Need to research appropriate minimum amount of literacy instructional time for Birth-age 5 and then articulate this in the district literacy plan and communicate this to the early learning facilities. According to the data analysis, the district will provide small group and differentiated literacy training to complement the early- learning curriculum.

To increase alignment across the district of evidence based programs; to increase fidelity and consistency in usage; need to examine staffing in schools because it affects fidelity and consistency; to align the EDGE curriculum in the high schools to the core literacy program; in high school need more discussion on literacy plan & need research-based curriculum

Section 4 (Professional Learning and Practice)

Evidence and Notes: District membership on the School Readiness Committee of the LEARN team provides the district with dialogue and awareness of the professional development needs of early learning professionals. The Committee has determined that the community must share the responsibility for providing professional development to these teachers. With this in mind the LEARN Team is presenting workshops which integrate literacy across the content areas, specifically Math & Science. The district will expand LEARN Team workshops through continued community support, volunteers and in-kind donations.

District has Reading Apprenticeship, Seven-Keys instruction, Great Books; has common planning time, grade level meetings, district grade level meeting, webinars, scheduled meetings with other districts for observation of programs

Priority Areas for Needed Improvement: Need more long-range, consistent professional development on the programs we are using; need to strengthen follow-up after trainings to insure implementation of learning; high school needs more time for data analysis, literacy alignment for all staff; need ongoing support for existing initiatives

Section 5 (Literacy Leadership, Goals, Sustainability)

Evidence and Notes: Literacy leadership is a district priority and literacy is front and center for Birth-5 by supporting literacy improvement efforts through the distribution of Getting Ready For Kindergarten calendars to pediatricians, libraries, health care clinics, child-care facilities including Pre-K Counts and Head Start, MHMR, IU 20, & support groups which engage families in activities that promote early-literacy skills. The district provides literacy workshops for pre-K parents through Kinderversity. The district supports the literacy-based SMILES in-home mentoring program for families of at-risk children. These three programs are supported by Title I dollars.

Superintendent communicates through ATM, COA meetings; time is provided for data meetings and target meetings; provide trainings for leadership such as Teachscape; AYP presentations to staff and board; weekly and monthly reports; school improvement plans are written using Getting Results; release time given to staff for data meetings

Priority Areas for Needed Improvement: Need a Pre-K Coordinator to provide leadership, coordinate literacy goals, assessment, instruction & professional development for the Birth-5 community.

Need more funds for programs, more instructional coaches, to communicate job descriptions of chair-

COMPLETE RESPONSES TO:

Evidence and Notes

Priority Areas for Needed Improvement

Priority Areas for Needed Improvement and Rationales

people more effectively; to come up with a way to determine usage of literacy plan, accountability of leadership; a stronger support system for teachers and teachers on special assignment; use IU 20 for support; High schools need to develop a district building literacy plan and implement it; stronger building leadership; stronger communication of district vision

Section 6 (Transition)

Evidence and Notes: District has a written PreK transition plan created with input from the SRC of the LEARN team with multiple stakeholders including IU20, Pre-K Counts, Head Start, parents, Kindergarten teachers, Kindergarten transition Coordinators and district administrators. This plan has been shared with all child-care facilities in Monroe County via e-mail and hard copies have been distributed at workshops. This plan is reviewed annually. The 10 at-risk Children enrolled in the SMILES program were assessed and the SMILES Coordinator and the Kindergarten Grade -level team share the results. The results of Kindergarten screenings show that 45% of the incoming kindergarten children were at-risk of not being successful in school. According to a 3-year analysis of the Early Literacy Universal Screener, DIBELS, the district identified a consistent 3 year decrease in reading-readiness levels for the incoming Kindergarteners. This trend was also seen in the first grade students using the same tool.

Approximately, 50% of the incoming kindergarteners did not meet benchmarks as identified by the DIBELS assessment and 40% of the first graders were at risk.

Priority Areas for Needed Improvement: As research shows that it is important to have parent involvement programs, such as SMILES, that have a strong early literacy component that guides parents and caregivers in providing early literacy experience at home. Increase the enrollment of SMILES program to include a greater number of at-risk children who will be provided the opportunity to learn at home in their cultural environment.

Need written plan for transitioning from elementary- middle- high school; need tools to monitor, evaluate and improve the transitioning of students through the grades

Section 7 (Partnerships)

Evidence and Notes: District has following:

Membership on LEARN committee

Membership on Education Committee of The Greater Pocono Chamber of Commerce

Participates in activities during the "Week of the Young Child" through Monroe County Association of the Education of Young Children

Participates in Healthy Start early childhood Screening program through Pocono Alliance

Participates in Celebrity Readers Initiative of the LEARN Team during PA Promise Month

Activities once a year Spring Into Reading, SRC calendar for parents and pre-school children; holds screenings in our schools for pre-K students through Pocono Alliance; partner with county libraries, Pocono Alliance, community and business leaders for scholarships for Pre-K students; district has a Title I parent committee meeting at least 1 x per year; schools have Title I parent meetings 3x per year

Priority Areas for Needed Improvement: Need to communicate to all staff & stakeholders the community connections and partnerships that already exist; need to increase partnerships with the local hospital and businesses

COMPLETE RESPONSES TO:

Evidence and Notes

Priority Areas for Needed Improvement

Priority Areas for Needed Improvement and Rationales**Literacy Priority #1**

Successful Transitions along the Literacy Continuum Birth-5- Focus on transitions from Birth-5 , 5th-6th, 8th-9th and High School to college /or careers-Specifically, expand Healthy Start screenings Birth-5, - expand Pre-K Counts classroom in our schools, increase the enrollment of children placed in quality day-care facilities, create a protocol for sharing Pre-K data, provide professional development for day care providers, provide a specific literacy assessment for PreK students, establish systematic protocol and process to ensure continuity of instruction and common language from 5-6 and 8-9 grades, align literacy instruction along the Birth-12 continuum, create more opportunities for 5th and 6th grade teachers to meet for collaboration and sharing of student achievement data -develop & implement Prek-12 transition plan

Literacy Priority #2

Aligning & Articulating Common Core & Literacy Instruction across all the age spans & content areas-improve literacy outcomes by aligning curriculum with CCSS, integrating effective use of technology, research-based methods of improving classroom instruction, expand LETRS, Reading Apprenticeship, Shared Inquiry and Seven Keys to Comprehension professional development, and other professional development as determined by building school improvement plans.

Literacy Priority #3

Creating Cohesive Processes, Assessments & Data Mining Tools to use Data effectively- develop comprehensive data collection training for new staff, support and necessary resources for a school-wide formative assessment and progress, and effective use of data to meet the needs of diverse learners and make instructional decisions and plan targeted research-based interventions- comprehensive literacy training for all building and district administrators- training on classroom walk-through protocols and reflective practices to insure the fidelity of implementation of curriculum and the consistent use of research-based instructional strategies in all classrooms by all teachers.

Literacy Priority #4

Research-based Targeted Interventions for At-Risk Students - RtII- improve and enhance in the Elementary schools, expand at the Intermediate level and begin implementation at the High School level, secure professional development and resources to accomplish same- align intervention materials to research-based core curriculum.

Literacy Priority #5

Building Family Literacy & Parent Engagement- involve more parents in Kindersiversity ,expand SMILES program, bring back PPT program, improve communication, training and resources to parents and stakeholders to support children's literacy -rich home environments (Teach Me To Read At Home)- Work with parents , caretakers, ad communities so that there is an understanding of the importance of their roles in buidling language and literacy skills and enhancing students' motivation to engage in literacy tasks.

RATIONAL FOR SELECTING THESE PRIORITIES:

Transitions: 18/108 = 16.66%

After calculating the percentages across the seven categories it was evident that the district needs improvement in transitioning students. According to the Needs Assessment, the district has no comprehensive transition plan, evaluation process, or monitoring tool to improve the transition process in K-12. PSSA data supports the Needs Assessment by indicating the need to improve transitions between PreK-K, 5-6th, 8-9th, 12th- post-secondary; particularly grades 5,6, & High School.

Instruction: 69/216 = 31.94%

Instruction was the second lowest percentage with our lowest score falling in the Birth-5 Statutory Area. In the Needs assessment data, Middle and High School scored less than half the possible points for the Instruction component. According to the Needs Assessment, the district does not provide sufficient instructional time in literacy for all students to learn. There are deficits in our Core literacy time as well

COMPLETE RESPONSES TO:

Evidence and Notes

Priority Areas for Needed Improvement

Priority Areas for Needed Improvement and Rationales

as a lack of time and funding for intensive, targeted, research-based interventions either during the school day or through extended day or year programs. The Needs Assessment further reveals in grades 9-12 there is a deficit in literacy connected instruction & practice that takes place across the instructional areas. Yet another area of concern is evidence-based instructional materials and practices being misaligned with our intervention reading programs.

Professional Learning and Practice: 49/120 = 40.83%

Birth-5 scored zero on the Needs Assessment because the district has no professional learning resources nor does it provide staff that teach or supervise literacy in the this area. According to the Needs Assessment, the High School scored Emerging in all strategies and actions recommended to support implementation of the district literacy framework.

Literacy Leadership, Goals, & Sustainability: 167/408=40.93%

Birth-5 scored 1 on the Needs Assessment because the district does not provide enough literacy leadership and has not yet built enough capacity from within to support effective literacy practices in this area. The district does have some leadership in the representation on the LEARN committee and the School Readiness Committee. According to the Needs Assessment, the High School scored In Place or Emerging in all but 2 strategies and actions recommended to support implementation of the district literacy framework.

Partnerships: 30/72 = 41.66%

According to the Needs Assessment, Birth-5 and Middle School exhibit the most need to strengthen partnerships within the community that support efforts toward educational and social growth of the families.

Standards & Curriculum: 58/96 = 60.41%

Birth-5 scored zero on the Needs Assessment because the district does not have a written curriculum Birth-5 nor is it articulated to all the stakeholders in the Birth-5 statutory area. All of the recommended strategies and actions in this component are scored as In Place or Area of Strength for K-12 with the exception of an Emerging score for the High School in the area of research-based core literacy curriculum.

Assessments: 96/192 = 50%

Birth-5 scored zero on the Needs Assessment because at the present time the district does not: provide leadership for literacy assessment, select or administer literacy assessment measures, nor does it have the capacity or the software/processes to gather, use, or review birth to -5 assessment data. According to the Needs Assessment, the High School scored slightly less than 50% of the possible points for this component with areas of need that include: comprehensive data collection training for new staff, support and necessary resources for a school-wide formative assessment and progress monitoring processes, and effective use of data to make instructional decisions and plan targeted research-based interventions.

5/6

10/29/13

Procedural Data Literacy Needs Assessment

Components of the Pennsylvania Comprehensive Literacy Needs Assessment	Birth – Age 5			Elementary			Middle			High		
	Area of Strength (3)	In Place (2)	Emerging (1)	Not in Place (0)	Area of Strength (3)	In Place (2)	Emerging (1)	Not in Place (0)	Area of Strength (3)	In Place (2)	Emerging (1)	Not in Place (0)
Strategies and Actions Recommended to Support Implementation of the District-Level Framework												
(A) The district's written curriculum for Literacy – Birth-Grade 12 - is aligned with the Pennsylvania Early Learning Standards (birth-5), the Pennsylvania Academic Standards for Reading, Writing, Speaking and Listening (K-12) and with the Reading Assessment Anchors and Eligible Content (Grades 3-8 and 11) . 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).												
I. Standards and Curriculum												
1. The Pennsylvania State Academic Standards, the Pennsylvania Early Learning Standards, and the Pennsylvania Comprehensive Literacy Plan (PaCLP) are the foundation of the district's written curriculum. This curriculum explicitly states what students need to know and be able to do at each grade level.				0	2				3			
2. The district uses a common framework (birth to grade 12) to instruct and assess literacy ensuring a consistent approach across subject areas and age/grade levels.				0	3				3			
3. The district implements with fidelity a research-based core literacy curriculum to ensure students meet the Standards.				0	2			2			1	
4. Reading, writing, speaking and listening are systematically integrated throughout the day in all subject areas.				0	3				3			
5. Students are provided with exemplary writing samples, assessment rubrics, real-world writing tasks, writing in response to reading and oral and written feedback.				0	2			2			2	
6. The district uses a common framework and rubrics to instruct and assess writing ensuring a consistent approach across subject areas and grade levels.				0	2			2			2	
7. The written curriculum addresses all students.				0	2				3			
8. All students have access to a rigorous, standards aligned curriculum.				0	3				3			

Enter the corresponding numerical score for each of the statutory 3 areas in the above scoring fields. Totals will automatically calculate at the end of each component.

Score	0/24	19/24	21/24	18/24					
Evidence and Notes	<p>Surveyed 34 childcare facilities that will send children to our district with the capacity to service 1103 children and found that 5 out of 34 facilities are high quality Keystone Star 3 & 4 sites. Of those surveyed the district determined that only 30% of incoming Kindergarteners would have had the opportunity to attend a high quality facility. The district can surmise that only the 5 facilities are required to align their curriculum to the PA Early Learning Standards.</p>								
Priority Areas for Needed Improvement	<p>Need to provide continuing professional development to educate and support the early learning professionals in the other 29 child-care facilities on the importance of aligning their curriculum to the PA early learning standards that will in turn align to the district Kindergarten standards.</p> <p>Curricular revisions & manning at all levels to include high ideas essential questions key</p>								
	<p>Birth – Age 5</p> <p>Area of Strength (3) In Place (2) Emerging (1) Not in Place (0)</p>			<p>Elementary</p> <p>Area of Strength (3) In Place (2) Emerging (1) Not in Place (0)</p>		<p>Middle</p> <p>Area of Strength (3) In Place (2) Emerging (1) Not in Place (0)</p>		<p>High</p> <p>Area of Strength (3) In Place (2) Emerging (1) Not in Place (0)</p>	
II. Assessment	<p>(A) District personnel provide leadership for literacy assessment. Rationale: District leadership enables and empowers school improvement practices is essential for monitoring ongoing improvement of student reading skills.</p> <ol style="list-style-type: none"> 1. A "data culture" exists throughout the district. 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. 2. A district-wide literacy assessment plan has been developed including purposes, measures to be used, schedules, procedures, and targeted students at each grade level in every school. 3. A district-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. 								
	<p>Birth – Age 5</p> <p>0 3 0 0</p>			<p>Elementary</p> <p>3 3 3 3</p>		<p>Middle</p> <p>3 3 3 3</p>		<p>High</p> <p>2 2 2 2</p>	

(B) The district 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).

	Birth – Age 5			Elementary			Middle			High		
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 K-12 students district-wide.			0	3			3					2
2. Selected measures provide information on the essential elements of literacy instruction appropriate for each level or grade span and are explicitly linked to district and state literacy goals. Duplication of assessment measures is avoided.			0	3			3					2

(C) The district has developed capacity to gather and use data.

	Birth – Age 5			Elementary			Middle			High		
1. The district has identified 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 district/school trends.			0				3					1
2. A pool of competent trainers is established and maintained who are available locally to <ul style="list-style-type: none"> a) Train district staff on data collection and interpretation (e.g., PSSA, PVAAS, DIBELS Next, 4Sight) b) Provide a comprehensive initial training on data collection to all new staff members c) Provide quarterly follow-up and retooling trainings as needed d) Conduct brief reliability checks to ensure that the data collected are reliable for all data collectors. 			0	1			2					1
3. Ongoing training and support is provided to all staff who teach or supervise literacy programs in the following areas: <ul style="list-style-type: none"> a) Assessments used by the district b) Data analysis c) Data Interpretation d) Data utilization 			0	2			2					1
4. At least one individual per school is designated to become the expert on specific reading measures used at that school. Ongoing training and support is provided for this role.			0	3			2					1

(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.

	Birth – Age 5		Elementary		Middle		High	
1. Assessments are given in a standardized manner across students, classes, and schools.		0	2		3		2	
2. A district-wide assessment calendar is established that specifies testing windows for each measure that is a part of the district assessment plan. (Please attach district assessment calendar)		0	3		3		2	
3. Screening/diagnostic measures are administered or record review occurs district-wide very 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.		0	3		3		2	

(E) Formative and summative evaluations are incorporated at all grade spans.

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.

	Birth – Age 5		Elementary		Middle		High	
1. Support for a district-wide formative assessment process is provided at each level. Necessary resources are dedicated to ensure each school has a viable plan for collecting ongoing progress monitoring data on students receiving interventions. District recommendations are established regarding the frequency of data collection for students at risk of reading difficulties.		0	2		1		1	
2. A valid assessment for grades K-2 is adopted to allow for evaluation of the early literacy program.			2					

(F) Data are reviewed regularly by administrators and teachers, and instruction and support are adjusted accordingly across the district.				
Rationale: District support of ongoing review of data and adjustment of instruction based upon that data is at the center of a continuous improvement model. This district strategy empowers schools to be responsive to students' instructional needs.				
	Birth – Age 5	Elementary	Middle	High
1. Districts support schools by ensuring that teachers are provided the time needed to conduct regularly scheduled data meetings using district protocols and procedures to:				
a) 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).	0	1	2	1
b) Make necessary adjustments to literacy instruction programs as indicated by the data. Periodic school and district-level data summits are scheduled (part-day meetings of literacy leadership teams 3-5 times/year) for more comprehensive data review and planning purposes.				
2. Based on the review of data, district leaders participate in literacy team meetings at the school level in order to assist with systems-level problem solving and identify possible professional development needs and district supports.		1	2	1
	0/48	35/48	38/48	23/48
	Score			

Evidence and Notes	Birth-5- District knows that only the 5 child-care facilities providing quality early education are required to assess children in Birth-3 using The Ounce Scale and 3-5 using work sampling and that all facilities in Keystone Stars are using the Environmental Rating Scales. The community-based Healthy Start Early Childhood Screening Program is providing developmental vision hearing and autism screenings in child-care facilities. In the last five
Priority Areas for Needed Improvement	According to research, early literacy assessment should use multiple methods and use this data to improve teaching and learning. According to the application guidelines, the district will need to provide an additional assessment Birth-5 which the early learning professionals will be expected to implement and therefore, will need on-going training opportunities for professional development

	Birth – Age 5			Elementary			Middle			High		
	Area of Strength (3)	In Place (2)	Emerging (1)	Not in Place (0)	Area of Strength (3)	In Place (2)	Emerging (1)	Not in Place (0)	Area of Strength (3)	In Place (2)	Emerging (1)	Not in Place (0)

(A) 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.
 Rationale: The five elements of literacy are the building blocks to becoming a successful reader; mastering them allows students to fully develop their reading ability.

	Birth – Age 5			Elementary			Middle			High		
	Area of Strength (3)	In Place (2)	Emerging (1)	Not in Place (0)	Area of Strength (3)	In Place (2)	Emerging (1)	Not in Place (0)	Area of Strength (3)	In Place (2)	Emerging (1)	Not in Place (0)

1. The district has established an instructional model that addresses all of the essential elements including phonemic awareness, phonics, fluency, vocabulary, comprehension, receptive and expressive language, and writing.

(B) School administrators are strong instructional leaders and ongoing support is provided for this role.

Rationale: 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.

	Birth – Age 5			Elementary			Middle			High		
	Area of Strength (3)	In Place (2)	Emerging (1)	Not in Place (0)	Area of Strength (3)	In Place (2)	Emerging (1)	Not in Place (0)	Area of Strength (3)	In Place (2)	Emerging (1)	Not in Place (0)

- 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.
- School administrators' efforts to provide instructional leadership in literacy are supported by scheduling administrative meetings at times other than during literacy instruction.
- School administrators are assisted in (a) providing structure and support for grade level and school level literacy team meetings and (b) participating in them directly or indirectly through briefings following the meetings.

III. Instruction

(C) The district 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. District support of principals and teachers giving individual students the time and instruction they need to learn helps ensure student success.

	Birth – Age 5	Elementary	Middle	High
<p>1. A suggested minimum amount of literacy instruction is provided to all students as follows:</p> <ul style="list-style-type: none"> a) Birth – 5 age appropriate literacy immersion b) Grades K-3: 120-150 minute literacy block daily c) Grades 4-5: 90-120 minute literacy block daily and literacy-connected learning across the instructional areas d) Grades 6-8: 40-60 minutes daily dedicated specifically to a reading class for all students (as data dictates) in addition to the literacy connected instruction and practice that takes place across the instructional areas e) Grades 9-12: 2-4 hours of literacy-connected instruction and practice that takes place across the instructional areas. f) School board policy has been considered to ensure that the need for sufficient instructional time in literacy is met. 	0	1	2	1
<p>2. Necessary funding and personnel are secured to support small group, teacher-directed literacy instruction for a portion of daily literacy instruction for K-3 students.</p>		1		
<p>3. Small group, teacher-directed intensive literacy intervention is provided beyond the core literacy block for all K-5 students across the district that are reading below grade level.</p>		2		
<p>4. Each student in middle and high school with below grade-level literacy skills is provided with at least an additional period of literacy instruction support every day.</p>			2	1
<p>5. 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.</p>	1	1	0	0

(D) Evidence-based instructional materials and practices are adopted for core, supplemental, and intervention reading programs. (Note: Many schools use technology as part of the instructional tool set for reading. To date, there is little evidence on which to base recommendations for this use of technology in reading instruction.) (See <http://ies.ed.gov/ncee/pubs/20094041/index.asp> and <http://ies.ed.gov/ncee/pubs/20074005/index.asp>.)
 Rationale: District support of both evidence-based instructional materials and effective instructional practices are important in order to reach district instructional goals.

	Birth – Age 5	Elementary	Middle	High
1. Formal district policies and procedures are established that result in the adoption of evidence-based instructional programs which align with and support state standards and the district's written curriculum.	0	3	2	2
2. The district has adopted district-wide, scientifically-based core literacy materials for Pre-K through Grade 5 (6).	0	2		
3. Effective evidence-based supplemental and intervention programs are adopted for use with students needing additional instruction beyond the core literacy program.	1	3	2	1
4. When more than one type of LITERACY program is being used with individual students within the district (e.g., core and intervention programs), these programs are aligned with each other.	0	1	1	1
5. Teachers across the district use adopted evidence-based programs and materials with consistency and fidelity.	0	1	1	1

(E) All federal programs that provide literacy support are aligned with general education literacy instruction.

Rationale: Without alignment of goals and resources across various programs, efforts may be scattered and results limited. Alignment of all district reading programs maximizes funding and leverages effective instruction for all students.

	Birth – Age 5	Elementary	Middle	High
1. Across the district, federal programs that provide literacy support (e.g., Special Education, ELL, Title I) are aligned with general education literacy instruction in order to provide consistent reading instruction for students at risk in learning to read.	0	2	2	2
2. All students have access to the districts core literacy curriculum	0	2	3	2

(F) Students are provided differentiated reading instruction based upon student assessment data.

Rationale: Assessment data provides an objective basis for placing students at instructional levels and in flexible instructional groups. For effective and equitable placement, district 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.

	Birth – Age 5	Elementary	Middle	High
1. A set of data-based decision protocols is used consistently across the district which guides student placement into differentiated intervention and enrichment reading programs and materials.	0	2	1	2

(G) Effective teacher delivery of robust reading instruction is promoted across the district.

1. District personnel work with building administrators to ensure that teachers across the district are incorporating features of effective delivery of literacy instruction.

Score

Birth - Age 5	Elementary	Middle	High
2/54	27/54	20/54	20/54

In Birth-5 the district does not have evidence as to how much literacy instructional time should be provided.

District has EDGE classes, DIBELS & RTII K-7; RTII block is 30 minutes in all schools; Teachers are being used at high school. NWEA MAP and PSSA scores being used K-12.

Need to research appropriate minimum amount of literacy instructional time for Birth-age 5 and then articulate this in the district literacy plan and communicate this to the early learning facilities. According to the data analysis, the district will provide small group and differentiated literacy training to complement the early- learning curriculum.

Evidence and Notes

Priority Areas for Needed Improvement

Birth - Age 5			Elementary			Middle			High		
Area of Strength (3)	In Place (2)	Emerging (1)	Not in Place (0)	Area of Strength (3)	In Place (2)	Emerging (1)	Not in Place (0)	Area of Strength (3)	In Place (2)	Emerging (1)	Not in Place (0)

(A) 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: Districts should utilize all opportunities to achieve maximum impact from professional development opportunities and resources.

1. Professional development 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.

IV Professional Learning and Practice

Birth - Age 5			Elementary			Middle			High		
0	2	1	1	1	1	1	1	1	1	1	1

	Birth – Age 5		Elementary		Middle		High	
2. District professional development time (e.g., staff development days, late starts, early dismissals) is utilized strategically by focusing on content that will result in meeting district reading goals and by sustaining that focus over time.		0		2		1		1
(B) Professional learning meets standards for effective professional learning.								
1. All professional learning reflects the characteristics of effective professional learning programs. Professional development is <ul style="list-style-type: none"> a) Focused on goals and guided by assessment data b) Ongoing c) Engaging and interactive d) Collaborative (including Professional Learning Communities) e) Job-embedded. 	Birth – Age 5	0	Elementary	2	Middle	1	High	1
2. 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.	Birth – Age 5	0	Elementary	1	Middle	2	High	1
(C) Differentiated professional learning is provided for all staff that teach or supervise literacy.								
Rationale: Although most literacy professional learning focuses on teacher preparation, districts 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.								
1. Initial and ongoing in-class professional learning is provided specific to the literacy programs school personnel will be teaching: <ul style="list-style-type: none"> a) 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. b) Periodically (at least once a year), returning teachers receive follow up guidance to enhance implementation of the core, supplemental, and intervention materials. c) Instructional specialists (Title I, special education, ELL and Gifted Education specialists) are included in literacy professional learning that classroom teachers receive. 	Birth – Age 5	0	Elementary	1	Middle	1	High	1

	Birth – Age 5			Elementary			Middle			High		
2. Principals attend district and building-level professional learning sessions on literacy elements, materials and assessments. Scheduling conflicts with district 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.			0			2			2			1
3. District staff are provided opportunities for professional learning in the areas of parent involvement/engagement.			0			1			0			1
4. Teaching staff are provided with opportunities to collaborate, study, observe others, visit model demonstration sites, and make plans to improve instruction.			0			2			2			1
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.			0			1			1			1
6. The district is committed to integrating literacy across the instructional areas at the middle and high school levels. Professional development and ongoing in-class support necessary to make this happen are provided including subject-specific comprehension and vocabulary strategies.			0			2			2			1
Score			0 /30			16 /30			23 /30			10 /30

Evidence and Notes
 District membership on the School Readiness Committee of the LEARN team provides the district with dialogue and awareness of the professional development needs of early learning professionals. The Committee has determined that the community must share the responsibility for providing professional development to these teachers. With this in mind the LEARN Team is presenting workshops which integrate literacy across the content areas.

Priority Areas for Needed Improvement
 Need more long-range, consistent professional development on the programs we are using; need to strengthen follow-up after trainings to insure implementation of learning; high school needs more time for data analysis, literacy alignment for all staff; need ongoing support for

	Birth – Age 5			Elementary			Middle			High		
	Area of Strength (3)	In Place (2)	Emerging (1)	Not in Place (0)	Area of Strength (3)	In Place (2)	Emerging (1)	Not in Place (0)	Area of Strength (3)	In Place (2)	Emerging (1)	Not in Place (0)
V. Literacy Leadership, Goals, Sustainability	(A) Strong literacy leadership is provided at the district level. Rationale: Nothing provides more support for an initiative than championing it from the top of the organization.											
	1. Leadership and vision are evident at the district level to ensure that all staff actively support district literacy goals and outcome-based literacy improvement practices.											
	2. Policies, personnel, budgets, training, and other operational resources are used as fiscal and administrative strategies to produce improved outcomes at the district and school levels.											
	3. 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.											
	4. 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.											
	5. Literacy is kept “front and center” as a district priority. Positive results are acknowledged and consistently high-performing and high-growth schools are recognized.											
	6. The district and schools analyze data results to determine root cause of success.											
	7. District leadership consistently asks schools, “How can we (district leaders) support your literacy improvement efforts?”											
8. Literacy leadership is evident in administration, teachers, staff, parents, and students												

(B) Strong literacy leadership at all levels is supported by strong literacy leadership at the district level.

Rationale: School-level leadership supported by district-level leadership drives real instructional improvement.

	Birth – Age 5	Elementary	Middle	High
1. Coordination of literacy goals, assessment, instruction, and professional development at the school and district levels is emphasized.	0	3	2	1
2. If funds are available and/or if the district is large enough, a district-level staff member is assigned as a literacy coordinator. If funds are not available and/or in smaller districts, the function of literacy leadership is distributed to people in other leadership roles; these staff members organize literacy leadership teams at the school or district level having a point person to coordinate efforts.	0	2	2	1
3. The literacy coordinator or district literacy leadership team (Birth-Grade 12) performs the functions of literacy coordination including (a) Meeting regularly using a well-planned agenda and providing meeting notes/minutes in a timely manner. (b) Supporting building principals and reading/intervention specialists (c) Making regular walk-through visits to classrooms to see evidence-based and effective literacy instruction in action (d) Coordinating literacy data collection and analysis (e) Coordinating district-level professional development and data retreats in literacy.	0	1	2	
4. If at all possible, district funds are allocated to provide coaching support in each building in the district. More coaching support is provided to the buildings with the greatest numbers of students reading below grade level. If it is not possible to support coaching positions, key coaching functions are assigned within each school and at the district level.	0	1		1
5. The district provides leadership and regular meetings times for professional learning teams. The focus is on the following questions: a. What do we want students to learn? b. How will we know when they have learned it? c. What will we do when they haven't learned it?	0	2	2	1
6. Principals are provided with guidance to give structure and support for these professional learning team meetings which they participate in directly through attendance or indirectly through briefings following the meetings.	0	2	2	2

	Birth – Age 5		Elementary		Middle		High	
7. Meeting agendas and minutes are distributed and archived.			0	2		2		2
8. Supervision and ongoing support needed for principals to fulfill their roles as instructional leaders are provided by district personnel.			0	2		2		2

(C) The district has built capacity from within to support effective literacy practices.

Rationale: By building capacity to support literacy—distributing capacity among staff—districts 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.

	Birth – Age 5		Elementary		Middle		High	
1. Capacity is built district-wide by identifying teachers, coaches, and/or district personnel who can serve as trainers of core, supplemental, intervention, and enrichment literacy materials as well as provide training on standardized assessment procedures that teachers are expected to use.			0	2		2		2
2. Instructional coaches are provided with the time, preparation, and continuous support needed to properly fulfill this role.			0	2		2		2
3. District uses their local Intermediate Unit to provide literacy professional learning to build district capacity.			0	3		2		2
4. District uses their regional PaTTAN consultants to provide professional learning and to build district capacity.			0	2		2		2

(D) District and school literacy planning is used to guide literacy improvement efforts.

Rationale: Planning provides direction; actions derived from plans produce results.

	Birth – Age 5		Elementary		Middle		High	
1. A comprehensive, coordinated, and sustainable Birth-Grade 12 District Literacy Plan is adopted and incorporated that includes a multi-tiered instructional model for all students.			0			1		0
2. The District Literacy Plan is recorded, disseminated widely, and referenced frequently.			0	1		1		1
3. Schools are expected to develop a School Literacy Plan that is aligned with the District Literacy Plan; it is used to guide literacy improvement.			0	2		1		1
4. Schools use their plan to guide literacy improvement.			0	2		1		1

(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. In order to reach district goals, all factors that link to learning should be optimized.

	Birth – Age 5	Elementary	Middle	High
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.	0	2	1	1
2. 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.	0	1	2	1
3. District (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.).	0	2	2	2
4. Additional resources are systematically sought out at the local, state and federal levels to support district literacy goals.	1	2	2	2

(F) A strong literacy culture within the district 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.

	Birth – Age 5	Elementary	Middle	High
1. External stakeholders receive communication about the District Literacy Plan and student progress on the district’s goals within that plan on a regular basis.	0	1	2	2
2. 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.	0	2	1	1
3. The superintendent communicates regularly with all district leaders (i.e., Curriculum Director, Special Education Director, Title Director, ELL Director), principals, teachers, staff, and stakeholders in order to sustain the vision, beliefs, expectations, goals, and commitments for reading success.		2	1	2
4. The commitment to data-based decision making is modeled by a) Addressing data regularly at meetings with school leadership b) Identifying successes and targets for improvement c) Leading discussions on how targets will be addressed and resources will be allocated to support these targets.	0	2	2	1

5. Schools are assisted with writing yearly school-based reports on progress toward literacy goals for parents, the school board, and others.	Birth – Age 5			Elementary			Middle			High					
				0	3					2			2		
6. Staff efforts that help make a difference in student performance are acknowledged. Events are planned to celebrate literacy success.	Birth – Age 5			Elementary			Middle			High					
				0	3					1			2		
Score	1 / 102			62 / 102			57 / 102			47 / 102					

Evidence and Notes

Literacy leadership is a district priority and literacy is front and center for Birth-5 by supporting literacy improvement efforts through the distribution of Getting Ready For Kindergarten calendars to pediatricians, librarians, health care clinics, child-care facilities including Pre-K Counts and Head Start, MHMR, IU 20, & support groups which engage families in activities that promote early-literacy skills. The district provides literacy workshops for pre-K parents.

Priority Areas for Needed Improvement

Need a Pre-K Coordinator to provide leadership, coordinate literacy goals, assessment, instruction & professional development for the Birth-5 community.

Need more funds for programs, more instructional coaches, to communicate job descriptions of chair-people more effectively to come in with a way to determine usage of literacy plan

VI: Transition	Birth – Age 5			Elementary			Middle			High				
	Area of Strength (3)	In Place (2)	Emerging (1)	Not in Place (0)	Area of Strength (3)	In Place (2)	Emerging (1)	Not in Place (0)	Area of Strength (3)	In Place (2)	Emerging (1)	Not in Place (0)	Area of Strength (3)	In Place (2)

(A) Transitions for students are addressed in the district. 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.

1. The district has a transition committee comprised of multiple stakeholders who are best able to meet the needs of the initiative.	Birth – Age 5			Elementary			Middle			High					
	2			2						1					0
2. The district has documented information on student retentions, graduation rates and other predictors are used in order to develop transition strategies for ensuring student success in school.	Birth – Age 5			Elementary			Middle			High					
				2						2					2

	Birth – Age 5			Elementary			Middle			High		
3. The district is represented on the county LEARN teams.			2									
(B) School districts 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 of their students and their families.												
	Birth – Age 5			Elementary			Middle			High		
1. A transition plan Birth-Grade 12 has been written and includes a timeline, goals, and responsibilities for implementation.		1			0			0				0
2. Transition goals are identified in the school improvement plan.		0		1				0				0
3. 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.		0			0			0				0
4. The district has developed tools to monitor and improve the transition process.		0			0			0				0
5. Financial support is in place to continue successful transition planning for students and families.	2				0			0				0
6. A variety of staff development is offered in order to help prepare staff to ensure successful transitions for students.		1			0			0				0
Score	8/27			5/27			3/27			2/27		

Evidence and Notes	<p>Have a written PreK transition plan that was written with input from the SRC of the LEARN team with multiple stakeholders including IU20, Pre-K Counts, Head Start, parents, Kindergarten teachers, Kindergarten transition Coordinators and district administrators. This plan has been shared with all child-care facilities in Monroe County via e-mail and hard copies have been distributed at workshops. This plan is reviewed annually. The 10 at-risk Children</p> <p>As research shows that it is important to have parent involvement programs, such as SMILES, that have a strong early literacy component that guides parents and caregivers in providing early literacy experience at home. Increase the enrollment of SMILES program to include a greater number of at-risk children who will be provided the opportunity to learn at home in their cultural environment</p>
Priority Areas for Needed Improvement	

	Birth – Age 5				Elementary				Middle				High			
	Area of Strength (3)	In Place (2)	Emerging (1)	Not in Place (0)	Area of Strength (3)	In Place (2)	Emerging (1)	Not in Place (0)	Area of Strength (3)	In Place (2)	Emerging (1)	Not in Place (0)	Area of Strength (3)	In Place (2)	Emerging (1)	Not in Place (0)
<p>(A) 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, care-takers, educators, community members, etc.) involved in students’ literacy learning can facilitate that learning in a coherent and consistent manner” (<i>The State Comprehensive Literacy Plan; Pennsylvania Keystone to Opportunity</i>, p. 2)</p> <p>Rationale: Shared responsibility for literacy learning among families, community, and educational professionals is essential for improved student learning. (<i>The State Comprehensive Literacy Plan; Pennsylvania Keystone to Opportunity Guiding Principle, #1.</i>)</p>																
<p>1. The district coordinates with community educational resources (e.g. intermediate unit, early childcare providers, family literacy programs, higher education) to ensure comprehensive, non-duplicative, and aligned educational services.</p>																
<p>2. The district has an advisory committee that engages educational community partners (parents, teachers, administrators, adult education providers, early childhood education providers, family literacy providers, and students) in planning, implementing, and evaluating the comprehensive and integrated literacy services.</p>																
<p>3. The district has additional non-educational community partners that support families including libraries, health services, social services, businesses and industry.</p>																
<p>4. The district participates in community awareness activities to inform the public of the need for literacy education for children birth to grade 12.</p>																
<p>5. The district 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.</p>																
<p>6. 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 (<i>Writing to Read</i>, Carnegie Corporation, NY, 2010).</p>																

VII.
Partnerships

		Score			
		6/18	9/18	6/18	9/18
Evidence and Notes	<p>membership on LEARN committee</p> <p>membership on Education Committee of The Greater Pocono Chamber of Commerce participates in activities during the "Week of the Young Child" through Monroe County Association of the Education of Young Children</p> <p>participates in Healthy Start early childhood Screening program through Pocono Alliance participates in Celehrity Readers Initiative of the I FARN Team during PA Promise Month</p>				
Priority Areas for Needed Improvement	<p>Need to communicate to all staff & stakeholders the community connections and partnerships that already exist; need to increase partnerships with the local hospital and businesses</p>				

Needs Assessment School Processes Data Total Scoring						
	Birth – Age 5	Elementary	Middle	High	Total by	
I. Standards and Curriculum	0 /24	19 /24	21 /24	18 /24	58 /96	
II. Assessments	Birth – Age 5 0 /48	Elementary 35 /48	Middle 38 /48	High 23 /48	96 /192	
III. Instruction	Birth – Age 5	Elementary	Middle	High		
	2 /54	27 /54	20 /54	20 /54	69/216	
IV. Professional Learning and Practice	Birth – Age 5	Elementary	Middle	High		
	0 /30	16 /30	23 /30	10 /30	49/120	
V. Literacy Leadership, Goals, and Sustainability	Birth – Age 5	Elementary	Middle	High		
	1 /102	62 /102	57 /102	47 /102	167/408	
VI. Transition	Birth – Age 5	Elementary	Middle	High		
	8 /27	5 /27	3 /27	2 /27	18/108	
VII. Partnerships	Birth – Age 5	Elementary	Middle	High		
	6 /18	9 /18	6 /18	9 /18	30/72	
TOTAL by Statutory Area	Birth – Age 5 17 /303	Elementary 173/303	Middle 168 /303	High 129/303		

School Processes Data Needs Assessment Priority Areas for Improvement

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

	Birth to Age 5	Elementary School	Middle School	High School
Priority #1	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Priority #2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Priority #3	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Priority #4	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Based on this Needs Assessment, how would your team prioritize your needs within each of the Key Components of the PA Comprehensive Literacy Plan?

	Standards and Curriculum	Assessments	Instruction	Professional Learning	Literacy	Transitions	Partnerships
Priority #1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Priority #2	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Priority #3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Priority #4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6/6

Multiple Measures

by Victoria L. Bernhardt

Let's talk about multiple measures. Many state and federal regulations now require schools to report multiple measures — multiple measures of student achievement, that is. While we applaud these changes from the old method of using one standardized achievement score to make decisions about how well a school is doing, multiple measures of student learning alone are not sufficient for comprehensive school improvement, and, in fact, can be misleading in this regard.

Many educators believe that over 50 percent of student achievement results can be explained by other factors. That being true, if we want to change the results we are getting, we have to understand the other 50 percent to know why we are getting the results we are getting. Then we need to change what we do in order to get different results.

Any definition of multiple measures should include four major measures of data — not just student learning, but also demographics, perceptions, and school processes. 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 to get positive results.

In the figure that follows, the four major measures are shown as overlapping circles. The figure illustrates the type of information that one can gain from individual measures and the enhanced levels of analyses that can be gained from the intersections of the measures.

One measure by itself gives useful information. Comprehensive measures, used together and over time, provide much richer information. Ultimately, schools need to be able to predict what we must do

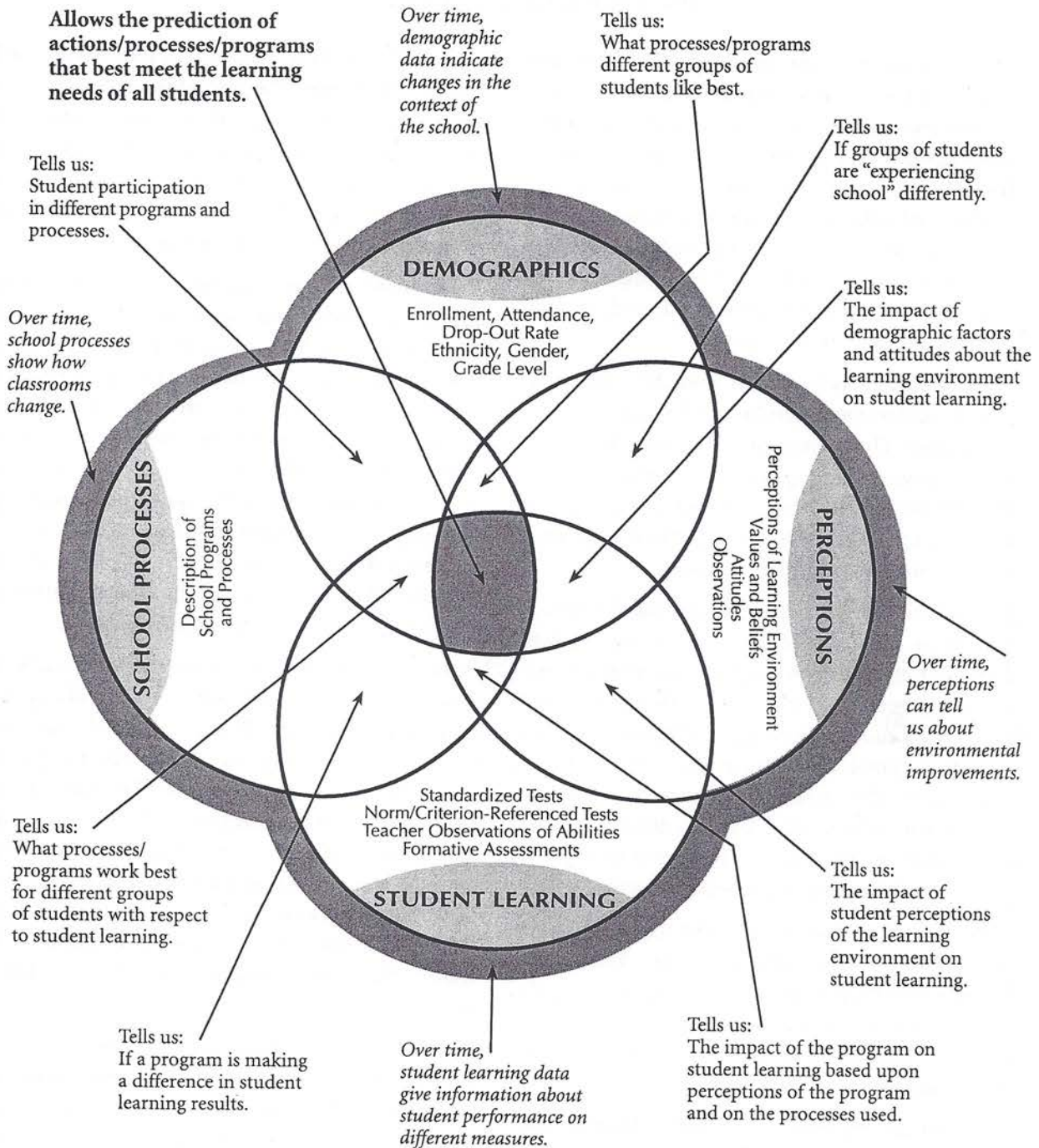
to meet the needs of all students they have, or will have in the future. The information gleaned from the intersections of these four measures (demographics, perceptions, student learning, and school processes) helps us to define the questions we want to ask, and focuses us on what data are necessary in order to find the answers.

① *Demographic* data provide descriptive information about the school community, such as enrollment, attendance, grade level, ethnicity, gender, and native language. Demographic data are very important for us to understand. They are the part of our educational system over which we have little or no control, but with which we can observe trends and glean information for purposes of prediction and planning. Demographic data assist us in understanding the results of all parts of our educational system through the disaggregation of other measures by demographic variables.

② *Perceptions* data help us understand what students, parents, teachers, and others think about the learning environment. Perceptions can be gathered in a variety of ways—through questionnaires, interviews, and observations. Perceptions are important since people act in congruence with what they believe, perceive, or think about different topics. It is important to know student, teacher, and parent perceptions of the school so school personnel know what they can do to improve the system. Perceptions data can also tell us what is possible.

③ *Student Learning* describes the results of our educational system in terms of standardized test results, grade point averages, standards assessments, and authentic assessments. Schools use a variety of student learning measurements—usually separately—and sometimes without thinking about

Multiple Measures of Data



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how these measurements are interrelated. Schools normally think of multiple measures as looking only at different measures of student learning, rather than including demographics, perceptions, and school processes.

④ **School Processes** define what teachers are doing to get the results that we are getting. For example, how is reading being taught at grade two, or math at grade six? School Processes include programs, instructional strategies, and classroom practices. This is the measure that seems to be the hardest for teachers to describe. Most often, teachers say they do what they do intuitively, and that they are too busy doing whatever they do to systematically document and reflect on their processes. To change the results schools are getting, teachers and school personnel must begin to document these processes and align them with the results they are getting in order to understand what to change to get different results, and to share their successes with others.

A Snapshot of the Measures

Looking at each of the four measures separately, we get snapshots of data in isolation from any other data at the school level. At this level we can answer questions such as—

- ◆ How many students are enrolled in the school this year? (*Demographic*)
- ◆ How satisfied are parents, students, and/or staff with the learning environment? (*Perceptions*)
- ◆ How did students at the school score on a test? (*Student Learning*)
- ◆ What programs are operating in the school this year? (*School Processes*)

By looking over time we can answer questions such as, but not limited to:

- ◆ How has enrollment in the school changed over the past five years? (*Demographics*)
- ◆ How have student perceptions of the

learning environment changed over time? (*Perceptions*)

- ◆ Are there differences in student scores on standardized tests over the years? (*Student Learning*)
- ◆ What programs have operated in the school in the past five years? (*School Processes*)

Intersection of Two Measures

Crossing two measures, we begin to see a much more vivid picture of the school, allowing us to answer questions such as:

- ◆ Do students who attend school every day perform better on the state assessment than students who miss more than five days per month? (*Demographics by Student Learning*)
- ◆ What strategies do third-grade teachers use with students whose native languages are different from that of the teacher? (*Demographics by School Processes*)
- ◆ Is there a gender difference in students' perceptions of the learning environment? (*Perceptions by Demographics*)
- ◆ Do students with positive attitudes about school do better academically, as measured by the state assessment? (*Perceptions by Student Learning*)
- ◆ Are there differences in how students enrolled in different programs perceive the learning environment? (*Perceptions by School Processes*)
- ◆ Do students who were enrolled in active hands-on content courses this year perform better on standardized achievement tests than those who took the content courses in a more traditional manner? (*Student Learning by School Processes*)

Looking at the interaction of two of the measures over time allows us to see trends as they develop (e.g., standardized achievement scores disaggregated by ethnicity over the past three years can help us see if the equality of scores, by ethnicity, is truly a trend or an initial fluctuation.) This interaction also begins to show the relationship of the multiple measures and why it is so important to look at all the measures together.

Intersection of Three Measures

As we intersect three of the measures at the school level (e.g., student learning measures disaggregated by ethnicity compared to student questionnaire responses disaggregated by ethnicity,) the types of questions that we are able to answer include the following:

- ◆ Do students of different ethnicities perceive the learning environment differently, and are their scores on standardized achievement tests consistent with these perceptions? (*Demographics by Perceptions by Student Learning*)
- ◆ What instructional process(es) did the previously non-English-speaking students enjoy most in their all-English classrooms this year? (*Perceptions by Demographics by School Processes*)
- ◆ Is there a difference in students' reports of what they like most about the school by whether or not they participate in extracurricular activities? Do these students have higher grade point averages than students who do not participate in extracurricular activities? (*Perceptions by Student Learning by School Processes*)
- ◆ Which program is making the biggest difference with respect to student achievement for at-risk students this year, and is one group of students

responding "better" to the processes? (*School Processes by Student Learning by Demographics*)

Looking at three measures over time allows us to see trends, to begin to understand the learning environment from the students' perspectives, and to know how to deliver instruction to get the desired results from and for all students.

Intersection of Four Measures

Our ultimate analysis is the intersection of all four measures, at the school level (e.g., standardized achievement tests disaggregated by program, by gender, within grade level, compared to questionnaire results for students by program, by gender, within grade level.) These interactions allow us to answer such questions like:

- ◆ Are there differences in achievement scores for eighth-grade girls and boys who report that they like school, by the type of program and grade level in which they are enrolled? (*Demographics by Perceptions by School Processes by Student Learning*)

It is not until we intersect all four circles, at the school level, and over time that we are able to answer questions that will predict if the actions, processes, and programs that we are establishing will meet the needs of all students. With this intersection, we can answer the ultimate question:

- ◆ Based on whom we have as students and how they prefer to learn, and what programs they are in, are all students learning at the same rate? (*Student Learning by Demographics by Perceptions by School Processes*)

Focusing the Data

Data analysis should not be about gathering data. It is very easy to get *analysis paralysis* by spending time pulling data together and not spending time using

the data. School level data analysis should be about helping schools understand if they are achieving their purpose and guiding principles and meeting the needs of *all* students—and, if not, why not? A good way to avoid *analysis paralysis* is to consider using *key questions* and building your analyses around the answers to these questions.

This type of data analysis is easy when schools are clear on their purpose and what they expect students to know and be able to do. These analyses comfortably flow from questions that teachers and administrators naturally ask themselves to learn if these purposes are being met. The good news is that by looking at trends of the intersected four major measures, schools do not have to conduct complicated program evaluations or needs analyses. These intersections can tell them just about everything they would want to know, and the data are fairly readily available.

Summary

The moral of the story is, if we want to get different results, we have to change the processes that create the results. Just looking at student achievement measures focuses teachers only on the results, it does not give them information about what they need to do to get different results.

By asking for student achievement measures alone, state and federal program officers can never use these data because the *context* is missing. This request might also mislead schools into thinking they are analyzing student learning in a comprehensive fashion. Just looking at student learning measures could in fact keep teachers from progressing and truly meeting the needs of students.

When we focus only on student learning measures, we see school personnel using their time figuring out how to look better on the student learning measures. We want school personnel to use their time figuring out how to *be* better for *all* students.

ABOUT THE AUTHOR

Victoria L. Bernhardt, Ph.D., is Executive Director of the *Education for the Future Initiative*, a not-for-profit organization whose mission is to build the capacity of all learning organizations at all levels to gather, analyze, and use data to continuously improve learning for all students. She is also a Professor (currently on leave) in the College of Communication and Education at California State University, Chico. Dr. Bernhardt is the author of the following books:

- ▼ *Response to Intervention (RTI) and Continuous School Improvement (CSI): Using Data, Vision, and Leadership to Design, Implement, and Evaluate a Schoolwide Prevention System* (2011) describes how to get all staff working together to design, implement, and evaluate a schoolwide prevention system, and shows specific examples of how to do this. Co-authored with Connie L. Hébert.
- ▼ *From Questions to Actions: Using Questionnaire Data for Continuous School Improvement* (2009) (with Bradley J. Geise) describes how to create, administer, analyze, and use questionnaires as a tool to improve teaching strategies, programs, and learning organizations.
- ▼ *Data, Data Everywhere: Bringing All the Data Together for Continuous School Improvement* (2009) is an easy-to-read primer that is conversational and accessible. This book will help your faculty and staff become comfortable with using data to drive a continuous school improvement process.
- ▼ *Translating Data into Information to Improve Teaching and Learning* (2007) helps educators think through the selection of meaningful data elements and effective data tools and strengthens their understanding of how to increase the quality of data and data reports at each educational level.
- ▼ A four-book collection of using data to improve student learning—*Using Data to Improve Student Learning in Elementary Schools* (2003); *Using Data to Improve Student Learning in Middle Schools* (2004); *Using Data to Improve Student Learning in High Schools* (2005); and *Using Data to Improve Student Learning in School Districts* (2006). Each book shows real analyses focused on one education organizational level and provides templates on an accompanying CD-Rom for leaders to use for gathering, graphing, and analyzing data in their own learning organizations.
- ▼ *Data Analysis for Continuous School Improvement* (First Edition, 1998; Second Edition, 2004) helps learning organizations use data to determine where they are, where they want to be, and how to get there—sensibly, painlessly, and effectively.
- ▼ *The School Portfolio Toolkit: A Planning, Implementation, and Evaluation Guide for Continuous School Improvement*, and CD-Rom (2002), is a compilation of over 500 examples, suggestions, activities, tools, strategies, and templates for producing school portfolios that will lead to continuous school improvement.
- ▼ *The Example School Portfolio* (2000) shows what a completed school portfolio looks like and further supports schools in developing their own school portfolios.
- ▼ *The School Portfolio: A Comprehensive Framework for School Improvement* (First Edition, 1994; Second Edition, 1999). This first book by the author assists schools with clarifying the purpose and vision of their learning organizations as they develop their school portfolios.

Dr. Bernhardt is passionate about her mission of helping all educators continuously improve student learning in their classrooms, their schools, their districts, and states by gathering, analyzing, and using actual data—as opposed to using hunches and “gut-level” feelings. She has made numerous presentations at professional meetings and conducts workshops on the school portfolio, data analysis, data warehousing, and school improvement at local, state, regional, national, and international levels.

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Appendix B: Assessment Windows for 2013-14

Birth-Age 5

Test Version			Assessment Testing Window	Data Submission Date
ITERS-R/ Home Visiting Environment Inventory	ECERS-R	GRADE- Preschool		
Baseline Observation	Baseline Observation	A	Beginning of School year – September 27, 2013	October 11, 2013
NA	NA	A	January 13 – 31, 2014	February 14, 2013
End of Year Observation	End of Year Observation	B	May 5-23, 2014	June 6, 2014

Grades: K-3

Test Version			Assessment Testing Window	Data Submission Date
H.E.A.T.	DIBELS Next*	GRADE		
Baseline Observation	K –FSF, LNF 1 st Grade – LNF, PSF, NWF 2 nd Grade – NWF, DORF 3 rd Grade – DORF, DAZE	A	Beginning of School year – September 27, 2013	November 8, 2013
NA	K – FSF, PSF, LNF, NWF 1 st Grade - NWF, DORF 2 nd Grade - DORF 3 rd Grade – DORF, DAZE	A	January 13 – 31, 2014	February 14, 2014
PSSA (Grade 3) Testing Windows: March 17-28, 2014 (Reading, Math)				
	K – LNF, PSF, NWF 1 st Grade - NWF, DORF 2 nd Grade – DORF 3 rd Grade– DORF, DAZE	B	May 5-23, 2014	June 6, 2014

Grades: 4-12

Test Version		Testing Window	Data Submission Date
H.E.A.T.	GRADE		
Baseline Observation	A	Beginning of School year – September 27, 2013	November 8, 2013
NA	A	January 13–31, 2014	February 14, 2014
PSSA (Grades 4-8) Testing Windows: March 31-April 4, 2014 (Writing), March 17-28, 2014 (Reading, Math), and April 28-May 2, 2014 (Science)			
End of Year Observation	B	May 5-23, 2014	June 6, 2014

<http://www.surveymonkey.com/s/ktocontentrainingevaluation>

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Using data for literacy decision making