

Literacy Evaluation Tool

The Literacy Evaluation Tool should be used by consultants and specialists outside of the education program or by school district personnel to evaluate the literacy program used for increasing literacy outcomes at the elementary level.

Universal Instruction: There is evidence that substantiates every student is receiving effective, differentiated Tier I core literacy instruction from high-quality research-based curricula and instructional strategies aligned to the Colorado Academic Standards (CAS).

Evaluation Criteria	Documentation of Evidence	0=Not in place 1=Partially in place 2=Fully in place
1. Students receive at least 90 minutes of research based reading instruction daily.		
2. Teachers incorporate use of the Colorado Academic Standards related to literacy in their daily instruction.		
3. Teachers demonstrate an understanding that literacy instruction includes both knowledge- and skill-based procedures.		
4. The 5 components of literacy are taught in a systematic and explicit manner utilizing a research based scope and sequence, with an appropriate depth and complexity.		
5. Literacy is taught daily in both differentiated whole group and small group formats based on students' needs.		
6. Small group instruction is targeted and based on student need (including acceleration) and is of long enough duration for students to demonstrate mastery of the targeted skills/concepts.		
7. Lesson objectives are clear, transferable, and communicated to students in a manner that is understandable.		
8. Instructional conversations routinely take place among instructional coach/principal, interventionists, and classroom teachers after each interim assessment.		
9. High-quality research based instructional materials for varied learning levels are readily available to teachers and students, and teachers are prepared to use the materials daily.		
10. Technology is used to support and/or accelerate student learning and is aligned with the instructional focus.		
11. Literacy instruction is based on scientifically-based research that is reflective of the population of students and is implemented with fidelity.		

Interventions – Additional instruction provided to students that is designed to meet their specific needs while at the same time accelerating their growth toward grade-level benchmarks. Students needing acceleration also receive appropriate interventions to accelerate grade level proficiency.		
Evaluation Criteria	Documentation of Evidence	0=Not in place 1=Partially in place 2=Fully in place
1. Students who are below benchmark receive an additional 20-40 minutes of literacy instruction per day that is based on the identified need of the student.		
2. Students who are above grade level should receive daily extended learning opportunities or acceleration as needed.		
3. Interventions are focused, with no more than one targeted skill/concept, and delivered with an intensity to ensure student mastery of the skill/concept.		
4. Interventions are delivered in a small-group format with the appropriate level of intensity based on the needs of students.		
5. READ Plans are written in a manner that targets students' identified needs based on the interim and diagnostic assessment data for each student.		
6. Focus of intervention changes based on information gleaned from most recent progress monitoring assessment.		
7. Intervention materials are readily accessible to teachers and students and are appropriate, purposeful, targeted to students' needs, and aligned with core/universal programming.		
8. Students who are below grade level but not eligible for READ plans are considered through the RtI process.		

Assessment: Valid and reliable instruments for screening and progress monitoring reading achievement are clearly specified and are used to guide instruction. Procedures for using assessments are clearly specified. For students in grades K-3, approved interim assessments from the READ Act State Board Approved List are used at a minimum of 3 times a year and more often for students reading below grade level.		
Evaluation Criteria	Documentation of Evidence	0=Not in place 1=Partially in place 2=Fully in place
1. A school-wide assessment calendar is shared with staff and adhered to consistently, including screening, progress monitoring, and summative assessment testing dates.		
2. Within the first 30 days of enrollment, an interim assessment is used as a screener to identify students who are reading above and below expectations based on established goals for the interim assessment. Students who are determined to read below established goals are given a progress monitoring assessment within another 30 days to determine whether or not a Significant Reading Deficiency (SRD) exists. Upon determination of an SRD, READ plans are immediately developed in collaboration with parents.		
3. Students identified as needing targeted and intensive interventions are progress monitored at a minimum every two weeks on a consistent basis.		
4. Students identified as having an SRD have been given a valid and reliable diagnostic assessment chosen from the State Board Approved List to identify specific areas of instructional need.		
5. Students identified as reading above expected goals are progress monitored to ensure expected growth is taking place to maintain or exceed grade level proficiency.		
6. Students reading below level who do not qualify for a READ plan are further assessed to determine an instructional plan for meeting grade level proficiency.		
7. Assessors receive on-going, job-embedded professional development related to assessment administration to ensure data is valid and reliable, and fidelity of assessment administration is routinely verified (e.g., checklists, observations).		

School Leadership Team (SLT): An SLT serves the purpose of leading the school's efforts to embed the essential components of reading instruction into all elements of the school's structures and developing and updating the PD plan related to literacy assessment and instruction. Representation is comprised of various grade levels, an administrator, and a representative of teachers working with students receiving interventions.		
Evaluation Criteria	Documentation of Evidence	0=Not in place 1=Partially in place 2=Fully in place
1. Dialogue of team meetings is focused on literacy instruction and is specific, attainable, and results oriented.		
2. Team's focus is proactive, concentrating on data and future planning; little time is spent on reacting to current school crisis or needs that do not relate to the team.		
3. Team dialogue and exchange develops new team understandings about literacy for their school environment.		
4. School data is a regular focus of meetings. Progress monitoring results for both school-wide and each grade-level team are a discussion topic at least 3-4 times a year.		
5. Members review data regularly to determine that particular sub-groups of students are or are not making expected progress. Further action statements are developed.		
6. Members give both positive comments and constructive feedback for improvement.		
7. Members complete tasks effectively and on schedule.		
8. Members place highest priority on team/school success.		
9. Members hold each other accountable for their performance and for results.		
10. Team has well-defined and attainable literacy goals and expectations connected to the school's Unified Improvement Plan (UIP).		
11. Team follows effective meeting practices (e.g., meetings begin with a check-in of prior meeting's to-do lists, clear objectives, agenda, stays on task, appropriate time management, establishes decisions and dialogue within the agenda, and documentation).		
12. Agenda is communicated, all participants have input and action steps, and due dates and responsibilities are		

followed through.		
13. Members review fiscal resources to ensure supports for literacy improvement are targeted and aligned to the school's UIP.		

Professional Development: Professional development (PD) is an integral part of the school-wide system for increased literacy achievement. Professional development includes the skills and knowledge gained in an effort to improve teaching and is aligned to research based principles and instructional practices.

Evaluation Criteria	Documentation of Evidence	0=Not in place 1=Partially in place 2=Fully in place
1. School PD decisions are based on research and data and are made with a collaborative, representative process through the work of the School Leadership Team.		
2. On-going, job-embedded professional learning is provided in many ways to meet varying staff needs.		
3. School leaders regularly encourage teachers to improve instruction regarding literacy after observing frequently and providing specific feedback.		
4. Teachers receive on-going, job-embedded professional development on the instructional materials that are used for all three tiers of instruction as relevant to each teacher's usage.		
5. PD is determined to be high quality and is research based. Staff knows the specific effectiveness behind the research.		
6. In order to establish trends, multiple sources of school data are used when planning and implementing professional development.		
7. PD changes classroom practices based on research and best practices with a rich understanding of the contexts in which these practices have been successful.		
8. PD is aligned to the goals outlined in the school's Unified Improvement Plan (UIP).		
9. Structures are in place for providing on-going, job-embedded professional development for new staff members.		
10. Professional development supports sustainability of school-wide systems for teaching literacy.		

Data-Based Decision Making: Improving literacy achievement is incumbent on discussion about the current state of literacy achievement. Discussions regarding literacy data must become a regular part of the school climate.		
Evaluation Criteria	Documentation of Evidence	0=Not in place 1=Partially in place 2=Fully in place
1. A data collection system is in place, and technology support is available for continuous access of the data system.		
2. The school dedicates sufficient time (e.g. 45 minutes each week) for teams to work together as part of the regular daily schedule.		
3. A data protocol that teachers readily understand is used consistently. The protocol is used to inform instructional changes/adjustments when the data demonstrates changes are necessary at the student, classroom, and/or school level.		
4. Teams use data, and the data are disaggregated by trends, sub- groups, and individual students.		
5. Team discusses instructional strategies based on an analysis of the data and commit to action steps.		
6. Administrators demonstrate an understanding of the importance of data meetings, always attend a portion of the meetings, and regularly participate while in attendance.		
7. Teams look at data, value the discussions during their team time, and express a sense of urgency for improving student achievement.		

Community and Family Involvement: Community and family involvement contributes to the social, emotional, physical, academic, and occupational growth of children. Successful involvement is dependent on collaboration among youth, families, schools, businesses, and agencies.		
Evaluation Criteria	Documentation of Evidence	0=Not in place 1=Partially in place 2=Fully in place
1. Literacy goals of the school are effectively communicated to parents and other stakeholders in the community in a manner that parents and stakeholders are able to comprehend.		
2. Parents and community members are engaged as partners in ways that are culturally and linguistically responsive.		
3. Parents are regularly informed of literacy expectations and are updated on individual student progress toward meeting those expectations.		
4. Parents of students with READ Plans are updated on progress regularly, and READ Plans are updated at least annually.		
5. Families and community members are welcomed as partners to maximize student literacy learning.		
6. Local resources that support literacy activities are recognized and encouraged.		

Summary of Scores:

Component	Total Earned/Total Possible	Percent of Implementation
Universal Instruction	_____/22	
Interventions	_____/16	
Assessment	_____/14	
School Leadership Team	_____/26	
Professional Development	_____/20	
Data-Based Decision Making	_____/14	
Community and Family Involvement	_____/12	