State Literacy Plan Self-Assessment Tool

Purpose and Intended Audience of the State Literacy Plan Self-Assessment Tool

State educational agencies (SEAs) with existing State literacy plans (SLPs) can use this tool to revise or enhance these SLPs.

SEAs that do not have an SLP or that are planning extensive revisions to their SLPs should consult the *SLP Starter Kit*. These resources provide background information about SLP development and instructions for creating a stakeholder group and SLP writing team.

How to Use This SLP Self-Assessment Tool

This tool lists nine common components of an SLP—each of which often constitutes a chapter or section of the SLP. Each component includes multiple subcomponents that define the component further and that help the State literacy team (SLT) and other developers in determining the content of the revised SLP.

You can use the guiding questions in this tool to prompt discussion and research among the developers and writers of the SLP and note individual and team responses in the spaces provided.

To learn more about State Literacy Plans, visit the CLSD National Literacy Center.

Component 1: Cover Page and Introduction

For additional guidance on SLP Component 1, please review the following:

- Comprehensive Literacy State Development, *State Literacy Plan Starter Kit*: Cover Page and Introduction

Subcomponent 1.1. Indicates Publication and Revision Date

Item	Notes
Possible Sources of Evidence • SLP approval documents • SLT timelines for review	
Guiding Questions • Is the release date clearly shown on the cover page? • Does the introduction indicate when revisions will be made?	
Next Steps	

Subcomponent 1.2. Provides a Rationale and Purpose for Revising the SLP

Item	Notes
Possible Sources of Evidence • Past SLPs • Literacy grant applications • Literacy-related laws • Student data describing need	
Guiding Questions • Is the rationale for the SLP evident and concise? • Is a specific purpose for the SLP stated? • Is there sufficient evidence to indicate that the SLP needs to be revised?	
Next Steps	

Component 2: Infrastructure, Legislation, and Related Policies

For additional guidance on SLP Component 2, please review the following:

- Comprehensive Literacy State Development, *State Literacy Plan Starter Kit*: Infrastructure, Legislation, and Related Policies
- Education Commission of the States, State Education Policy Tracking
- National Center on Improving Literacy, Legislation
- National Center on Improving Literacy, State of Dyslexia
- U.S. Department of Education, Regulations Enforced by the Office for Civil Rights

Subcomponent 2.1. Describes the Individuals and Organizations Contributing to Developing and Writing the SLP

Item	Notes
Possible Sources of Evidence • Organization websites • SLT application documents • The stakeholder and contributor selection process • Stakeholder and contributor identification	
Guiding Questions • Has an SLT been created? Are the members and their roles delineated? • Are all contributors (both individuals and organizations) recognized? • Is the process for selecting contributors clearly communicated? • How are all contributors involved in the development and writing process? Are they identified? • Does the SLP describe the stakeholder selection process and how stakeholders are incorporated into the revision of the SLP?	
Next Steps	

Subcomponent 2.2. Describes Literacy-Related Legislation and Policies Reflecting Current Practices (e.g., Evidence-Based Strategies)

Item	Notes
Possible Sources of Evidence • SEA and LEA policy documents • Laws	
Guiding Questions • Does the SLP include an inventory of all current policies and laws that may affect literacy instruction in the State?	
Next Steps	

Subcomponent 2.3. Connects Policies and Legislation With the SLP

Item	Notes
Possible Sources of Evidence • SEA and LEA policy documents • Laws • Data on all student groups	

Guiding Questions
• Does the SLP clearly explain how existing policies and laws affect literacy instruction in the State?
• Does the SLP consider the impact of the policies and laws on all groups?
    – Disadvantaged children
    – Birth–pre-K
    – Grades K–5
    – Grades 6–12
    – Other groups	

Next Steps	

Component 3: Alignment of SLP With Other State Literacy Initiatives

For additional guidance on SLP Component 3, please review the following:

- Comprehensive Literacy State Development, *State Literacy Plan Starter Kit*: Alignment of SLP With Other State Literacy Initiatives
- National Center on Improving Literacy, MTSS-R Implementation Guide

Subcomponent 3.1. Identifies All Current Initiatives to Advance Literacy in the State

Item	Notes
Possible Sources of Evidence • Initiative documentation from the SEA, LEAs, and other agencies in the State that work on literacy or other aspects of early childhood	
Guiding Questions • Is each literacy initiative described? – Birth–pre-K – Grades K–5 – Grades 6–12 • Are initiatives from agencies other than the SEA considered (e.g., health and human service agencies, mental health service agencies, and juvenile justice agencies)? – Birth–pre-K – Grades K–5 – Grades 6–12	
Next Steps	

Subcomponent 3.2. Specifies How Initiatives Meet Students' and Teachers' Needs

Item	Notes
Possible Sources of Evidence • Outcome data from initiatives • Comparison with needs assessment data	

Guiding Questions
• Does the SLP include both accomplishments and gaps in student and teacher outcomes?
• Are all State literacy initiatives aligned to meet the needs of all student subgroups and teachers in all grade bands?
  – Birth–pre-K
  – Grades K–5
  – Grades 6–12
  – Teachers
  – Other groups	

Next Steps	

Subcomponent 3.3. Specifies How Each Literacy Initiative Aligns and Integrates With the SLP

Item	Notes
Possible Sources of Evidence • Initiative documentation from the SEA, LEAs, and other agencies in the State that work on literacy or other aspects of early childhood • The purpose section of the SLP • Literacy standards	

Guiding Questions
• Is it clear how each literacy initiative described aligns with the SLP?
  – Birth–pre-K
  – Grades K–5
  – Grades 6–12	

Item	Notes

• Is it clear how the SLP brings together and supports all these initiatives?
    – Birth–pre-K
    – Grades K–5
• Grades 6–12 Is the connection between the SLP and State literacy standards evident?
    – Birth–pre-K
    – Grades K–5
    – Grades 6–12	

Next Steps	

Subcomponent 3.4. Identifies Current Evidence-Based State Literacy Standards

Item	Notes
Possible Sources of Evidence • Literacy standards • Evidence-based resources • Subject matter experts	

Guiding Questions
• Are the current State literacy standards identified and incorporated into the SLP?
    – Birth–pre-K
    – Grades K–5
    – Grades 6–12
• Are the current literacy standards supported by evidence?
    – Birth–pre-K
    – Grades K–5
    – Grades 6–12	

Next Steps	

Component 4: Needs of All Students

For additional guidance on SLP Component 4, please review the following:

- Comprehensive Literacy State Development, *State Literacy Plan Starter Kit*: Needs of All Students
- Comprehensive Literacy State Development, Dyslexia: A State Guide
- Comprehensive Literacy State Development, Strategies for Supporting Literacy for English Learners
- Comprehensive Literacy State Development, Strategies for Supporting Literacy for Students With Disabilities
- National Governors Association, Governor's Pocket Guide to Early Literacy

Subcomponent 4.1. Identifies the Needs of All Students and Provides Data Demonstrating Each Need

Item	Notes
Possible Sources of Evidence • Needs assessment data (e.g., data from document reviews, surveys, focus groups, interviews) • Student achievement data in reading/language arts by subgroup	

Guiding Questions
• Are specific target populations identified?
  – Birth–Pre-K
  – Grades K–5
  – Grades 6–12
• Does the SLP explain the needs of each target population, including how the needs were assessed?
  – Birth–Pre-K
  – Grades K–5
  – Grades 6–12	

Next Steps	

Subcomponent 4.2. Provides Data on and Insight Into Student Subgroups

Item	Notes
Possible Sources of Evidence • Student achievement data in reading/language arts by subgroup • Student enrollment data • Census data • Graduation rates • Dropout rates • Common Core of Data[1]	

Guiding Questions
• Does the SLP describe the State's pre-K–12 students by the following:
  – Race/ethnicity?
    • Birth–pre-K
    • Grades K–5
    • Grades 6–12
  – Socioeconomic status?
    • Birth–pre-K
    • Grades K–5
    • Grades 6–12
  – Urbanicity?
    • Birth–pre-K
    • Grades K–5
    • Grades 6–12
  – English learner status?
    • Birth–pre-K
    • Grades K–5
    • Grades 6–12
  – Disability status?
    • Birth–pre-K
    • Grades K–5
    • Grades 6–12
  – Other relevant characteristics?
    • Birth–pre-K
    • Grades K–5
    • Grades 6–12	

[1] The Common Core of Data (CCD) is the U.S. Department of Education's primary database on public elementary and secondary education in the United States. CCD is a comprehensive national database of all public elementary and secondary school districts and schools.

Item	Notes
Next Steps	

Subcomponent 4.3. Provides Information Specifically on Supporting Students With Dyslexia

Item	Notes
Possible Sources of Evidence • Achievement data in reading/language arts for students with dyslexia • Student enrollment data • Census data • Graduation rates • Dropout rates • Common Core of Data[2]	

Guiding Questions
• Does the SLP describe State information on pre-K–12 students with dyslexia disaggregated by the following:
  – Race/ethnicity?
    • Birth–pre-K
    • Grades K–5
    • Grades 6–12
 	
  – Socioeconomic status?
    • Birth–pre-K
    • Grades K–5
    • Grades 6–12
 	
  – Urbanicity?
    • Birth–pre-K
    • Grades K–5
    • Grades 6–12	

[2] The Common Core of Data (CCD) is the U.S. Department of Education's primary database on public elementary and secondary education in the United States. CCD is a comprehensive national database of all public elementary and secondary school districts and schools.

Item	Notes

– English learner status?
   • Birth–pre-K
   • Grades K–5
 	
– Grades 6–12 Disability status?
   • Birth–pre-K
   • Grades K–5
   • Grades 6–12
 	
– Other relevant characteristics?
   • Birth–pre-K
   • Grades K–5
   • Grades 6–12	

Next Steps	

Subcomponent 4.4. Provides Information Specifically on Supporting English Learners and Multilingual Learners

Item	Notes
Possible Sources of Evidence • Achievement data in reading/language arts by subgroup for students who are English learners or multilingual learners • Student enrollment data • Census data • Graduation rates • Dropout rates • Common Core of Data[3]	

[3] The Common Core of Data (CCD) is the U.S. Department of Education's primary database on public elementary and secondary education in the United States. CCD is a comprehensive national database of all public elementary and secondary school districts and schools.

Item	Notes

Guiding Questions
• Does the SLP describe State information on pre-K–12 students who are English learners or multilingual learners disaggregated by the following:
  – Race/ethnicity?
    • Birth–pre-K
    • Grades K–5
 	
  – Grades 6–12 Socioeconomic status?
    • Birth–pre-K
    • Grades K–5
    • Grades 6–12
 	
  – English learner status?
    • Birth–pre-K
    • Grades K–5
    • Grades 6–12
 	
  – Disability status?
    • Birth–pre-K
    • Grades K–5
    • Grades 6–12
 	
  – Other relevant characteristics?
    • Birth–pre-K
    • Grades K–5
    • Grades 6–12	

Next Steps	

Subcomponent 4.5. Describes Data on Current Teachers

Item	Notes
Possible Sources of Evidence • Achievement data in reading/language arts by subgroup for students who are English learners or multilingual learners • Student enrollment data • Census data • Graduation rates • Dropout rates • Common Core of Data[4]	

Guiding Questions
• Do data on current teachers cover grade levels, disciplines, turnover rates, and other relevant factors?
  – Birth–pre-K
  – Grades K–5
  – Grades 6–12
• Does the SLP describe how data on teachers differ among LEAs or school types?
  – Birth–pre-K
  – Grades K–5
  – Grades 6–12
• Is an overview given of licensure within the State by grade and discipline?
  – Birth–pre-K
  – Grades K–5
  – Grades 6–12
• Is the teacher evaluation system described (if mandated by the State)?
  – Birth–pre-K
  – Grades K–5
  – Grades 6–12	

Next Steps	

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[4] The Common Core of Data (CCD) is the U.S. Department of Education's primary database on public elementary and secondary education in the United States. CCD is a comprehensive national database of all public elementary and secondary school districts and schools.

Subcomponent 4.6. Describes Data on Preservice Teachers

Item	Notes
Possible Sources of Evidence • Enrollment data and degree requirements for education programs at institutions of higher education (IHEs) in the State • Projections of future teacher need by grade and discipline • Partnership agreements and activities with IHEs • Data from teacher preparation exams (e.g., Praxis)	
Guiding Questions • Does the SLP identify the supply of teachers and include data on preservice teachers? – Race/ethnicity? • Birth–pre-K • Grades K–5 • Grades 6–12 – Is information included on the SEA's relationships with IHEs' teacher education programs? • Birth–pre-K • Grades K–5 • Grades 6–12 – Does the SLP examine the relationships among IHEs' curricula, State literacy standards, and evidence-based practices? • Birth–pre-K • Grades K–5 • Grades 6–12 – Does the SLP discuss IHE enrollment trends in preservice and postgraduate education? • Birth–pre-K • Grades K–5 • Grades 6–12	
Next Steps	

Component 5: Effective Evidence-Based Framework for Literacy Instruction

For additional guidance on SLP Component 5, please review the following:

- Comprehensive Literacy State Development, *State Literacy Plan Starter Kit*: Effective Evidence-Based Framework for Literacy Instruction
- Comprehensive Literacy State Development, Contexts and Considerations: Companion to Creating an Evidence-Based Framework
- Comprehensive Literacy State Development, Evidence-Based Practices (Fact Sheet)
- Comprehensive Literacy State Development, Evidence-Based Practices (Professional Learning Module)
- Comprehensive Literacy State Development, Logic Models for State Literacy Plans
- Institute of Education Sciences, A Practitioner's Guide to Improving Literacy Outcomes for Students by Using Evidence to Strengthen Programs and Practices

Subcomponent 5.1. Provides an Evidence-Based Logic Model and Theory of Change

Item	Notes
Possible Sources of Evidence • Evidence-based literacy resources • Logic model templates and examples • SLP goals	

Guiding Questions
• Are an evidence-based logic model and theory of change included?
   – Birth–pre-K
   – Grades K–5
   – Grades 6–12
• Do the logic model and theory of change articulate resources, activities, outputs, and short- and long-term outcomes that are logically connected?
   – Birth–pre-K
   – Grades K–5
   – Grades 6–12
• Do the logic model and theory of change accurately reflect the SLP's goals?
   – Birth–pre-K
   – Grades K–5
   – Grades 6–12	

Item	Notes
Next Steps	

Subcomponent 5.2. Outlines Evidence-Based Instruction in Reading and Writing Across Content Areas

Item	Notes
Possible Sources of Evidence • Literacy standards • Evidence-based literacy resources • Subject matter experts	

Guiding Questions
• Is the way the SLP describes instruction for both reading and writing developmentally appropriate, contextually explicit, and systematic?
  – Birth–pre-K
  – Grades K–5
  – Grades 6–12
• Is reading and writing instruction integrated across content areas to support understanding?
  – Birth–pre-K
  – Grades K–5
  – Grades 6–12	

Next Steps	

Subcomponent 5.3. Describes Evidence-Based Instruction in Phonological and Phonemic Awareness, Phonics, Vocabulary, Language Structure, Reading Comprehension and Fluency, and Oral Language

Item	Notes
Possible Sources of Evidence • Evidence-based literacy resources • Subject matter experts	

Guiding Questions
• Is each aspect of literacy sufficiently explained?
   – Birth–pre-K
   – Grades K–5
   – Grades 6–12
• Does the SLP define each instructional strategy identified?
   – Birth–pre-K
   – Grades K–5
   – Grades 6–12	

Next Steps	

Subcomponent 5.4. Includes Evidence-Based Expectations for Writing (Transcription and Composition) Instruction

Item	Notes
Possible Sources of Evidence • Evidence-based literacy resources • Subject matter experts	

Guiding Questions
• Is writing instruction developmentally appropriate?
   – Birth–pre-K
   – Grades K–5
   – Grades 6–12	

Item	Notes

• Does the SLP explain how writing instruction will include a clear purpose and critical reasoning appropriate to the topic and purpose?
   – Birth–pre-K
   – Grades K–5
• Grades 6–12 Does the SLP explain how and how frequently writing opportunities should be integrated into instruction?
   – Birth–pre-K
   – Grades K–5
   – Grades 6–12
• Does the SLP describe how instructional staff members should provide feedback to students about writing?
   – Birth–pre-K
   – Grades K–5
   – Grades 6–12
• Do the expectations include transcription (e.g., spelling and handwriting) and composition (e.g., ideation)?
   – Birth–pre-K
   – Grades K–5
   – Grades 6–12	

Next Steps	

Subcomponent 5.5. Identifies and Makes Available High-Quality, Evidence-Based Print Materials That Cover the Entire Range of Reading Levels and Reflect the Interests of Children

Item	Notes
Possible Sources of Evidence • Subject matter experts • Experienced instructional leaders • Libraries • Online databases (e.g., the What Works Clearinghouse, Google Scholar, ERIC, and JSTOR)	

Guiding Questions
• Are the materials publicly available and easy for instructional staff members to access?
  – Birth–pre-K
  – Grades K–5
  – Grades 6–12
• Do the materials reflect the many needs of the State's children?
  – Birth–pre-K
  – Grades K–5
  – Grades 6–12	

Next Steps	

Subcomponent 5.6. Promotes Evidence-Based Differentiated Instruction for Individuals and Small Groups

Item	Notes
Possible Sources of Evidence • Evidence-based literacy resources • Subject matter experts	

Guiding Questions
• Are strategies for differentiated instruction explained?
  – Birth–pre-K
  – Grades K–5
  – Grades 6–12	

Item	Notes

• Are resources provided to support differentiated instruction?
  – Birth–pre-K
  – Grades K–5
  – Grades 6–12	

Next Steps	

Subcomponent 5.7. Encourages and Provides Evidence-Based Strategies for Child Communication With Peers and Adults

Item	Notes
Possible Sources of Evidence • Evidence-based literacy resources • Subject matter experts • Experts and organizations focused on family engagement and home-based learning	

Guiding Questions
• Does the SLP list opportunities at school and at home for children to use language with peers and adults?
  – Birth–pre-K
  – Grades K–5
  – Grades 6–12
• Does the SLP include strategies for families and instructional staff members to encourage and support language use?
  – Birth–pre-K
  – Grades K–5
  – Grades 6–12	

Next Steps	

Subcomponent 5.8. Includes Evidence-Based Strategies for Practicing Reading and Writing

Item	Notes
Possible Sources of Evidence • Evidence-based literacy resources • Subject matter experts	

Guiding Questions
• Are specific reading and writing strategies described?
   – Birth–pre-K
   – Grades K–5
   – Grades 6–12
• Are reading and writing examples and resources provided?
   – Birth–pre-K
   – Grades K–5
   – Grades 6–12	

Next Steps	

Subcomponent 5.9. Describes Evidence-Based Assessments That Are Developmentally Appropriate, Valid, and Reliable to Identify Learning Needs in Children, Inform Instruction, and Identify Instructional Outcomes

Item	Notes
Possible Sources of Evidence • Evidence-based literacy resources • Subject matter experts • External evaluators	

Guiding Questions
• Are assessments developmentally appropriate, valid, and reliable?
  – Birth–pre-K
  – Grades K–5
  – Grades 6–12
• Are options provided for screening, diagnostic, formative, and summative assessments?
  – Birth–pre-K
  – Grades K–5
  – Grades 6–12
• Does the SLP offer ways to adapt instruction based on assessment results?
  – Birth–pre-K
  – Grades K–5
  – Grades 6–12
• Does the SLP include strategies for monitoring student progress?
  – Birth–pre-K
  – Grades K–5
  – Grades 6–12	

Next Steps	

Subcomponent 5.10. Offers Evidence-Based Strategies to Motivate Children to Read and Write

Item	Notes
Possible Sources of Evidence • Evidence-based literacy resources • Subject matter experts	

Guiding Questions
• Are evidence-based motivational strategies and resources provided?
  – Birth–pre-K
  – Grades K–5
  – Grades 6–12
• Do the strategies help children to read and write in self-directed learning?
  – Birth–pre-K
  – Grades K–5
  – Grades 6–12	

Next Steps	

Subcomponent 5.11. Includes Universal Design for Learning Principles

Item	Notes
Possible Sources of Evidence • Evidence-based literacy resources • Subject matter experts	

Guiding Questions
• Is the universal design for learning explained?
  – Birth–pre-K
  – Grades K–5
  – Grades 6–12
• Does the SLP provide strategies for integrating universal design for learning into instruction?
  – Birth–pre-K
  – Grades K–5
  – Grades 6–12	

Item	Notes

• Are examples and resources provided to facilitate the implementation of the principles of universal design for learning?
   – Birth–pre-K
   – Grades K–5
   – Grades 6–12	

Next Steps	

Subcomponent 5.12. Includes Evidence-Based Instructional Strategies for Working With Student Subgroups

Item	Notes
Possible Sources of Evidence • Evidence-based literacy resources • Subject matter experts • Experts on fair and just educational practices	

Guiding Questions
• Are strategies provided for working with all student subgroups?
   – Birth–pre-K
   – Grades K–5
   – Grades 6–12
• Do strategies promote fair and just instructional and assessment practices?
   – Birth–pre-K
   – Grades K–5
   – Grades 6–12	

Next Steps	

Subcomponent 5.13. Emphasizes Teachers' Collaboration in Planning, Instruction, and Assessing a Child's Progress

Item	Notes
Possible Sources of Evidence • District academic calendars • Teacher contracts • Evidence-based literacy resources • Standards for professional learning for teachers	

Guiding Questions
• Are common planning times integrated into the SLP to review student data and adjust instruction?
  – Birth–pre-K
  – Grades K–5
  – Grades 6–12
• To what extent does the SLP describe professional learning communities to identify appropriate instructional strategies?
  – Birth–pre-K
  – Grades K–5
  – Grades 6–12	

Next Steps	

Subcomponent 5.14. Links Evidence-Based Literacy Instruction to State Academic Standards

Item	Notes
Possible Sources of Evidence • District pacing guides • State curricula • State academic standards	

Guiding Questions
• Are district pacing guides included to align instructional standards and curricula?
    – Birth–pre-K
    – Grades K–5
    – Grades 6–12
• How does the SLP describe instruction for navigating, understanding, and writing about complex subject matter?
    – Birth–pre-K
    – Grades K–5
    – Grades 6–12	

Next Steps	

Component 6: Goals and Activities

For additional guidance on SLP Component 6, please review the following:

- Comprehensive Literacy State Development, *State Literacy Plan Starter Kit*: Goals and Activities
- National Center on Improving Literacy, Literacy Resources for Educators and State Agencies

Subcomponent 6.1. Provides Goals of the SLP and Information on What the SLP Will Achieve

Item	Notes
Possible Sources of Evidence • The SLP's goals and logic model • Resources on SMART goals or other measurement methods	
Guiding Questions • Are specific goals and baseline measures identified? – Birth–pre-K – Grades K–5 – Grades 6–12 • Does each goal have a time frame for completion? – Birth–pre-K – Grades K–5 – Grades 6–12 • Are the goals written in SMART format (listing how the goals are specific, measurable, achievable, relevant, and time-bound)? – Birth–pre-K – Grades K–5 – Grades 6–12	
Next Steps	

Subcomponent 6.2. Articulates How Each SLP Goal Relates to Student and Teacher Data

Item	Notes
Possible Sources of Evidence • Needs assessment data • Student achievement data in reading/language arts by subgroup	

Guiding Questions
• Is it clear how current data informed the selection of goals?
    – Birth–pre-K
    – Grades K–5
    – Grades 6–12
• Is it clear which data the goals are intended to change?
    – Birth–pre-K
    – Grades K–5
    – Grades 6–12	

Next Steps	

Subcomponent 6.3. Describes How the Goals Align With Literacy-Related Legislation, Standards, and Initiatives Within the State

Item	Notes
Possible Sources of Evidence • Literacy-related initiatives, standards, and laws • State demographic information • Needs assessment data • State appropriations documents	

Guiding Questions
• Are the goals relevant to and supportive of literacy-related laws, standards, and initiatives?
    – Birth–pre-K
    – Grades K–5
    – Grades 6–12	

Item	Notes

• Is there a State appropriation to implement the literacy initiatives? If so, is the appropriation described?
    – Birth–pre-K
    – Grades K–5
    – Grades 6–12	

Next Steps	

Subcomponent 6.4. Lists Literacy-Related Activities and Initiatives

Item	Notes
Possible Sources of Evidence • Literacy-related initiatives, standards, and laws • SEA and LEA policy documents • Past SLPs	

Guiding Questions
• Which literacy-related activities and initiatives do the State and other governing bodies mandate or recommend?
    – Birth–pre-K
    – Grades K–5
    – Grades 6–12
• Which other evidence-based literacy-related activities and initiatives have LEAs and schools implemented in the State?
    – Birth–pre-K
    – Grades K–5
    – Grades 6–12
• Which activities best support the identified goals?
    – Birth–pre-K
    – Grades K–5
    – Grades 6–12	

Next Steps	

Component 7: Implementation and Continuous Improvement at the Local Level

For additional guidance on SLP Component 7, please review the following:

- Comprehensive Literacy State Development, *State Literacy Plan Starter Kit*: Implementation and Continuous Improvement at the Local Level
- Comprehensive Literacy State Development, Fidelity of Implementation
- Comprehensive Literacy State Development, Implementing a State Literacy Plan at the Local Level
- Comprehensive Literacy State Development, Strategies for Monitoring Subgrantee Project Implementation
- Institute of Education Sciences, Continuous Improvement in Education: A Toolkit for Schools and Districts
- Institute of Education Sciences, Practical Measurement for Continuous Improvement in the Classroom: A Toolkit for Educators
- Institute of Education Sciences, What Tools Have States Developed or Adapted to Assess Schools' Implementation of a Multi-Tiered System of Supports/Response to Intervention Framework?

Subcomponent 7.1. Describes How the State Assesses Students' Progress in Literacy

Item	Notes
Possible Sources of Evidence • SLP creation documents • State assessment documentation and policies • External evaluators • Student data	

Guiding Questions
• Does the SLP describe how and when students' literacy will be assessed?
  – Birth–pre-K
  – Grades K–5
  – Grades 6–12
• Does the SLP describe the State assessment that will be used?
  – Birth–pre-K
  – Grades K–5
  – Grades 6–12
• Is a timeline given for when data will be collected each year?
  – Birth–pre-K
  – Grades K–5
  – Grades 6–12	

Item	Notes

• Does the SLP explain how teachers should use data to modify instructional strategies and develop other supports to improve literacy rates?
   – Birth–pre-K
   – Grades K–5
   – Grades 6–12	

Next Steps	

Subcomponent 7.2. Details Multitiered Systems of Support (MTSS) or Other Evidence-Based Intervention Strategies and Assessments

Item	Notes
Possible Sources of Evidence • Evidence-based literacy and MTSS practices and resources • Subject matter experts • SLP goals • State literacy standards • Student data	

Guiding Questions
• Does the SLP explain how MTSS should be used to support literacy practices?
   – Birth–pre-K
   – Grades K–5
   – Grades 6–12
• Are the SLP's goals and literacy framework aligned with MTSS or another evidence-based model?
   – Birth–pre-K
   – Grades K–5
   – Grades 6–12	

Item	Notes

• Does the SLP explain how MTSS should be used for continuous improvement?
  – Birth–pre-K
  – Grades K–5
  – Grades 6–12	

Next Steps	

Subcomponent 7.3. Describes Evidence-Based Professional Learning for Teachers

Item	Notes
Possible Sources of Evidence • Evidence-based literacy resources • Professional learning models • Professional learning experts • External evaluators • SLP goals	

Guiding Questions
• Does the SLP provide ways LEAs can support teachers' professional learning and ensure that the implementation of learned strategies is effective?
  – Birth–pre-K
  – Grades K–5
  – Grades 6–12
• Are resources provided on how to assess classroom implementation?
  – Birth–pre-K
  – Grades K–5
  – Grades 6–12	

Item	Notes

• Are strategies given for how LEAs can provide effective professional learning (e.g., coaching)?
   – Birth–pre-K
   – Grades K–5
• Grades 6–12 Are professional learning priorities or topics that support achieving the SLP's goals stated?
   – Birth–pre-K
   – Grades K–5
   – Grades 6–12	

Next Steps	

Component 8: Continuous Improvement at the State Level

For additional guidance on SLP Component 8, please review the following:

- Comprehensive Literacy State Development, *State Literacy Plan Starter Kit*: Implementation and Continuous Improvement at the State Level
- Council of Chief State School Officers, CCSSO Principles of Effective School Improvement Systems
- Education Commission of the States, 50-State Comparison: States' School Improvement Policies

Subcomponent 8.1. Provides a Timeline for Future Revisions of the SLP

Item	Notes
Possible Sources of Evidence • SLP creation documentation	
Guiding Questions • Does the plan clearly lay out how often the SLP will be revised?	
Next Steps	

Subcomponent 8.2. Details How to Measure the Effectiveness of the SLP in Terms of Progress Toward Outcomes

Item	Notes
Possible Sources of Evidence • SLP creation documentation • The SLP's goals and logic model • External evaluators	

Guiding Questions
• Are specific outcome measures that include benchmarks and dates identified to help determine the SLP's effectiveness?
  – Birth–pre-K
  – Grades K–5
  – Grades 6–12	

Item	Notes

• Does the SLP explain how outcome data will be used to improve the SLP?
   – Birth–pre-K
   – Grades K–5
   – Grades 6–12	

Next Steps	

Subcomponent 8.3. Describes the Process for Evaluating the SLP

Item	Notes
Possible Sources of Evidence • SLP creation documentation • SLT application documents • Feedback from LEAs • Data from multiple measures that assess how LEAs are meeting student needs	
Guiding Questions • Is the process for evaluating the SLP clear? • Does the process for evaluating the SLP include ongoing/regular reviews?	
Next Steps	

Component 9: Resources and Tools

For additional guidance on SLP Component 9, please review the following:

- Comprehensive Literacy State Development, *State Literacy Plan Starter Kit*: Resources and Tools
- Evidence for ESSA
- Institute of Education Sciences, Education Resources Information Center (ERIC)
- What Works Clearinghouse

Subcomponent 9.1. Provides a Bibliography of Evidence-Based Articles

Item	Notes
Possible Sources of Evidence • Libraries • Online databases (e.g., the What Works Clearinghouse, Google Scholar, ERIC, and JSTOR)	
Guiding Questions • Does the bibliography provide supporting evidence for all the strategies described in the SLP? • Do the hyperlinks in the bibliography work? • Are articles current (i.e., from within the past 5–10 years)?	
Next Steps	

Subcomponent 9.2. Provides Tools and Resources for LEAs to Review

Item	Notes
Possible Sources of Evidence • Libraries • Online databases (e.g., the What Works Clearinghouse, Google Scholar, ERIC, and JSTOR)	
Guiding Questions • Are the resources evidence-based as defined by the What Works Clearinghouse? • Are the resources free and easy to access? • Are the resources categorized by topic area? • Do the hyperlinks to the resources work?	
Next Steps	