

CONNECTICUT STATE SYSTEMIC IMPROVEMENT PLAN (SSIP)

Early Literacy and Reading Achievement for Students with Disabilities

District Literacy Evaluation Tool (DLET)



Directions:

- Review the indicators in Sections A through G, and based on your knowledge and perspective, mark the box that corresponds to the district's level of implementation for each item.
- If you select a score of (2) "Yes, Fully in Place", please also mark the box in the column to the right if you believe there is evidence that is readily available to support that score. Respondents may still select a score of (2) even if they don't think (or don't know if) there is supporting evidence. In these cases, the box in the column to the right would remain blank.
- Some of the indicators may focus on topics that are "outside of your role" or for which you have no knowledge. If this is the case, please mark "No Response" for those items.

Section A: Assessing Students

For each indicator, please choose the level of implementation that most closely reflects the current status of the district's K-3 literacy program.

Indicators	No Response	Not in Place (0)	Initially in Place (1)	Partially in Place (2)	Fully in Place (3)	Check if evidence exists to support a score of (3)
1. Universal screening assessments are in place for identifying student reading levels, identifying general needs, and gauging overall progress relative to grade level standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Specific criteria (e.g., assessment publisher's cut scores) are applied to assessment results to determine student need for reading intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Diagnostic assessments are used to clarify and target the difficulties of individual students when the information provided by universal screening assessments is not sufficient to do so.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Assessment data are analyzed regularly to determine the effects of instruction and intervention and to guide future instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Assessment data are used consistently in conjunction with other inputs (e.g., student work samples) to inform grouping of students for instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Literacy assessments have been developed/selected to align with the district's literacy curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section B: Reading Curriculum/Core Literacy Instruction

For each indicator, please choose the level of implementation that most closely reflects the current status of the district's K-3 literacy program.

Indicators	No Response	Not in Place (0)	Initially in Place (1)	Partially in Place (2)	Fully in Place (3)	Check if evidence exists to support a score of (3)
1. The district has a core literacy curriculum that is evidence-based and aligned with the CT Core Standards (CCS).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Evidence-based materials have been purchased or developed to support the core literacy curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Literacy instruction is consistently differentiated (i.e., addressing a range of learning needs by adapting instruction or instructional materials in a variety of ways) to support individual students' learning needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Tier 1 supports are provided in the general education setting to address individual student needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Evidence-based materials addressing specific skills have been purchased or developed to supplement core instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Instructional planning incorporates universal design for learning (UDL) principles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Culturally relevant pedagogy is implemented during classroom instruction (i.e., responsive teaching grounded in cultural competence that enables each student to relate course content to his or her cultural context).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section C: Scientific Research-Based Interventions

For each indicator, please choose the level of implementation that most closely reflects the current status of your district's K-3 literacy program.

Indicators	No Response	Not in Place (0)	Initially in Place (1)	Partially in Place (2)	Fully in Place (3)	Check if evidence exists to support a score of (3)
1. The district has clearly articulated curriculum documents that incorporate the vertical progression of the CCS to guide literacy instruction across the tiers of instruction (e.g., curriculum guides, scope and sequence for units of study).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Three well-defined tiers of instruction/intervention have been established with increasing levels of intensity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Data are regularly reviewed to monitor the percentage of students at each level of intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Interventions for struggling readers consistently begin within Tier 1 instruction (e.g., through flexible small groups and evidence-based instructional materials matched to students' needs and abilities).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Desired student outcomes are: defined in specific language, observable and measurable, and tied to grade-level standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Intervention plans include strategies, materials, frequency, duration, setting, and the person(s) responsible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. School staff members regularly collaborate to: analyze progress monitoring data to match appropriate interventions to students' needs, modify or substitute new interventions as needed, and identify students not responding to intervention efforts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section D: Students with Disabilities

For each indicator, please choose the level of implementation that most closely reflects the current status of your district's K-3 literacy program.

Indicators	No Response	Not in Place (0)	Initially in Place (1)	Partially in Place (2)	Fully in Place (3)	Check if evidence exists to support a score of (3)
1. Students with disabilities have access to core reading instruction within the general education setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Students with disabilities have access to SRBI Tier 2 and Tier 3 reading interventions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Comprehensive special education evaluations for children suspected of having a reading-related disability (including Specific Learning Disabilities/Dyslexia) address the following components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The district offers a continuum of special education programming.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Students with disabilities receive reading intervention from staff with specific training, skills and knowledge in the teaching of reading in Grades K-3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Assistive technology and accessible educational materials are appropriately selected and effectively used to support reading instruction for students with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Reading achievement data are used to identify IEP Present Levels of Performance and to inform the development of annual goals and objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. PPT teams consider the CCS when developing students' IEP reading goals and objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section E: Professional Learning

For each indicator, please choose the level of implementation that most closely reflects the current status of your district's K-3 literacy program.

Indicators	No Response	Not in Place (0)	Initially in Place (1)	Partially in Place (2)	Fully in Place (3)	Check if evidence exists to support a score of (3)
1. Assessment data are used to inform planning of professional learning and acquisition of resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. School staff members have received training in the literacy core curriculum and intervention programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. As appropriate, teachers receive classroom-level coaching to support implementation of literacy core instruction and Tier 1 interventions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Culturally relevant pedagogy is addressed through professional learning. (i.e., responsive teaching grounded in cultural competence that enables each student to relate course content to his or her cultural context).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The district provides teachers with professional learning to support their understanding of formal and informal methods for assessing reading development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The district provides professional learning in the areas of reading development addressed in the Foundations of Reading Survey.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section F: Systems

For each indicator, please choose the level of implementation that most closely reflects the current status of your district's K-3 literacy program.

Indicators	No Response	Not in Place (0)	Initially in Place (1)	Partially in Place (2)	Fully in Place (3)	Check if evidence exists to support a score of (3)
1. Literacy instruction and intervention is part of district and school improvement plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The district-level leadership/data team meets regularly to identify data trends and district-level needs to inform programmatic changes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The district-level leadership/data team monitors the efficacy of school-based leadership/data teams.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Each school's instructional schedule includes sufficient time for the provision of interventions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. School-based teams are in place to guide the implementation of tiered literacy instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. School-based teams meet regularly to identify data trends and school-level needs to inform programmatic changes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. A building administrator is a regular member of the school-based leadership/data team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Administrators regularly observe teachers, using review protocols, to monitor the fidelity of literacy instruction and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section G: Family Engagement

NOTE: This section is intended to address: 1) the provision of data/information to parents/guardians that allows them to understand who their child is as a reader (e.g., performance level, strengths, needs); 2) the provision of information to parents/guardians that informs them about the interventions/supports provided to their child to address concerns/needs; and 3) the provision of information and resources to parents that allows them to support their child as a reader at home.

For each indicator, please choose the level of implementation that most closely reflects the current status of your district's K-3 literacy program.

Indicators	No Response	Not in Place (0)	Initially in Place (1)	Partially in Place (2)	Fully in Place (3)	Check if evidence exists to support a score of (3)
1. The district provides parents with specific information relative to their child's skills as a reader.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The district explains the provision of services (e.g., Tier 2 intervention, IEP reading goals) the child is receiving.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The district engages parents in a variety of ways to support their child's reading development at home (e.g., newsletter, parent training, accessible resources).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The district/schools are strategic in the development and delivery of reading-related opportunities/activities in which parents can participate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>