

Literacy Rubric



Leadership

Campuses will establish literacy leadership teams to guide efforts to improve literacy instruction. A biliteracy leadership team is established for a school that has or is planning to develop a dual language immersion program. These teams include a variety of stakeholders who support literacy improvement and achievement at the school level.

Stakeholders include principals and assistant principals, instructional staff such as general and special education teachers, bilingual general education teachers and bilingual special education teachers, interventionists, support staff, and families and community members.

Indicators in this section focus on criteria such as developing plans for professional learning¹, leading and maintaining a multitiered approach² to differentiating literacy instruction, using assessment data, connecting families and communities, implementing a coaching model, guiding instructional improvement efforts, and establishing systems for reporting and accountability.

For more information about MTSS/RTI, visit the TIER website (<https://tier.tea.texas.gov>). To support administrators specifically with MTSS/RTI implementation, see the TIER Leadership module (<https://tier.tea.texas.gov/leadership>), which contains sample manuals that can be used as templates for planning the necessary programs and processes.

Criterion #1

A literacy leadership team is developed to implement, support, and sustain district and campus literacy plans to enhance instruction.

ARRIVING	APPROACHING	EMERGING
<ul style="list-style-type: none">❑ The literacy leadership team meets quarterly to lead and maintain a process for the ongoing review and implementation of effective practices.❑ A literacy plan that aligns to literacy goals (including those that are culturally and linguistically responsive) is reviewed, refined, and used consistently to direct efforts for improving student outcomes.❑ Literacy goals, including those that are culturally and linguistically responsive, are consistently implemented.❑ The literacy leadership team schedules and conducts meetings quarterly to review student outcome and other literacy related data (i.e., teacher, subgroup, etc.) to adjust the literacy plan.❑ The literacy leadership team supports instructional staff and provides input on ways to address achievement outcomes and improve literacy instruction.	<ul style="list-style-type: none">❑ The literacy leadership team meets each semester to focus on improving student outcomes in literacy.❑ A literacy plan, with information gathered from the needs assessment, is developed, aligns to literacy goals (including those that are culturally and linguistically responsive), and includes the use of student outcome data to enhance instruction.❑ Literacy goals, including those that are culturally and linguistically responsive, are occasionally implemented.❑ The literacy leadership team schedules and conducts meetings each semester for a comprehensive review of the literacy plan and corresponding student data.	<ul style="list-style-type: none">❑ A literacy leadership team that includes instructional staff is developed with defined roles and contributions outlined for a variety of personnel who support literacy instruction.❑ A needs assessment is completed to collaboratively plan for a systemwide approach for using data to improve instructional practices and effectively communicate with stakeholders, including instructional staff.❑ Literacy goals, including those that are culturally and linguistically responsive³, are developed.❑ Student outcome and other literacy related data (i.e., teacher, subgroup, etc.) are connected to the components of a detailed literacy plan.

Criterion #2

A professional learning plan for literacy is implemented to support instructional staff and administrators.

ARRIVING	APPROACHING	EMERGING
<ul style="list-style-type: none"><li data-bbox="142 462 661 776">❑ A professional learning plan, connected to the literacy goals, is consistently implemented by the literacy leadership team to support a systematic process for evaluating the needs of all instructional staff and administrators in literacy instruction and practices grounded in STR.<li data-bbox="142 816 661 1036">❑ Professional learning, including instructional coaching, is implemented to support instructional staff and administrators with refining evidence-based practices for literacy instruction.<li data-bbox="142 1076 661 1263">❑ Student outcome and other literacy related data, connected to literacy goals, are consistently used to inform and refine the professional learning and the plan.<li data-bbox="142 1304 661 1425">❑ Feedback is collected and reviewed quarterly and the professional learning plan is adjusted as needed.	<ul style="list-style-type: none"><li data-bbox="785 462 1283 743">❑ A professional learning plan, connected to the literacy goals, is developed by the literacy leadership team, including teachers, to support all instructional staff and administrators with the implementation of practices grounded in STR.<li data-bbox="785 784 1283 1036">❑ Professional learning, including instructional coaching, is developed to support instructional staff and administrators with implementing evidence-based practices for literacy instruction.<li data-bbox="785 1076 1283 1295">❑ Student outcome and other literacy related data, connected to literacy goals, are combined with feedback from the instructional staff and used to inform the professional learning plan.<li data-bbox="785 1336 1283 1425">❑ Feedback is collected and reviewed annually to evaluate the professional learning plan.	<ul style="list-style-type: none"><li data-bbox="1409 462 1906 776">❑ A professional learning plan is determined by the literacy leadership team with a vision and goals to support instructional staff and administrator knowledge of evidence-based literacy instruction and practices grounded in the Science of Teaching Reading (STR)⁴.<li data-bbox="1409 816 1934 1003">❑ Professional learning, including instructional coaching, is planned to support instructional staff and administrators with implementing evidence-based practices for literacy instruction.<li data-bbox="1409 1044 1934 1198">❑ Student outcome and other literacy related data, connected to literacy goals, are collected and accessible to inform the professional learning plan.<li data-bbox="1409 1239 1906 1328">❑ Feedback is not collected and/or reviewed to adjust the professional learning plan.

Criterion #3

A multitier approach to differentiate literacy instruction is maintained.

ARRIVING	APPROACHING	EMERGING
<ul style="list-style-type: none"><input type="checkbox"/> A schoolwide commitment to a multitiered approach to differentiate literacy instruction is implemented with a process to support key stakeholders who are identified to provide differentiated support.<input type="checkbox"/> The literacy leadership team coordinates with instructional staff to review and maintain opportunities for collaborative work structures among personnel who provide tiered instruction and ensure that collaboration occurs during the regular workday.<input type="checkbox"/> Schedules for tiered instruction, based on student needs and outcome data, are implemented and adjusted as students show progress. <p>The literacy leadership team and connected stakeholders, including instructional staff, review and adapt support efforts for the multitier approach to literacy instruction through focused, coordinated resources and efforts.</p>	<ul style="list-style-type: none"><input type="checkbox"/> A schoolwide commitment to a multitier approach for literacy is determined with a process to support key stakeholders who are identified to provide differentiated support.<input type="checkbox"/> The literacy leadership team coordinates with instructional staff to schedule and monitor collaborative work structures among personnel who provide tiered instruction.<input type="checkbox"/> Schedules for tiered instruction, based on student needs and outcome data, are implemented.<input type="checkbox"/> The literacy leadership team and connected stakeholders, including instructional staff, work collaboratively to coordinate efforts to maintain ongoing support for a multitier approach to literacy instruction.	<ul style="list-style-type: none"><input type="checkbox"/> A schoolwide commitment to a multitier approach for literacy is planned with key roles for personnel who provide differentiated support identified.<input type="checkbox"/> The literacy leadership team coordinates with instructional staff to design opportunities for collaborative work structures among all personnel who provide tiered instruction.<input type="checkbox"/> Schedules for tiered instruction, based on outcome data or student need, are planned.<input type="checkbox"/> The literacy leadership team plans ways to support a multitier approach to literacy instruction.

Criterion #4

An assessment plan is used to inform and monitor the effective implementation of evidence-based literacy instruction.

ARRIVING	APPROACHING	EMERGING
<ul style="list-style-type: none"><input type="checkbox"/> An assessment plan that focuses on outcomes and goals for student progress in literacy is implemented.<input type="checkbox"/> The literacy leadership team coordinates with instructional staff to evaluate student (including special populations) progress toward goals, identify gaps in learning, and target actions at three or more data checkpoints throughout the year.<input type="checkbox"/> The literacy leadership team coordinates with instructional staff to use data to inform instruction, assess student progress, and target student needs.<input type="checkbox"/> Based on students' data and needs, resources, practices, and instruction are adjusted quarterly or more.<input type="checkbox"/> The literacy leadership team works collaboratively with instructional staff to adapt the assessment plan according to evidence of student progress in literacy and the professional learning needs of instructional staff and administrators.	<ul style="list-style-type: none"><input type="checkbox"/> An assessment plan that focuses on outcomes and goals for student progress in literacy is developed.<input type="checkbox"/> The literacy leadership team coordinates with instructional staff to facilitate goal setting for students (including special populations) and target actions at two assessment data checkpoints during the year.<input type="checkbox"/> The literacy leadership team coordinates with instructional staff to monitor data and to use it in the evaluation of instruction and assessment of student performance and progress.<input type="checkbox"/> Based on students' data and needs, resources, practices, and instruction are adjusted each semester.<input type="checkbox"/> The literacy leadership team works collaboratively with instructional staff to monitor the assessment plan for evidence of student progress in literacy and the professional learning needs of instructional staff and administrators.	<ul style="list-style-type: none"><input type="checkbox"/> An assessment plan that focuses on outcomes and goals for student progress in literacy is being considered.<input type="checkbox"/> The literacy leadership team coordinates with instructional staff to facilitate goal setting for students (including special populations) and target actions at one assessment data checkpoint during the year.<input type="checkbox"/> The literacy leadership team monitors data to assess student performance and progress.<input type="checkbox"/> Based on data from the previous year, resources, practices, and instruction are determined for the beginning of the year.<input type="checkbox"/> The literacy leadership team works collaboratively with instructional staff to identify ways to monitor the assessment plan for evidence of student progress in literacy and the professional learning needs of instructional staff and administrators.

Criterion #5

Evidence-based literacy instruction, intervention, and assessment are operationalized for use in all classrooms.

ARRIVING	APPROACHING	EMERGING
<ul style="list-style-type: none"><input type="checkbox"/> All (100%) classrooms implement evidence-based literacy instruction and intervention.<input type="checkbox"/> An organizational structure is implemented schoolwide for an evidence-based literacy curriculum that focuses on the ELAR TEKS and maximizes opportunities for practice, observation, reflection, and coaching.<input type="checkbox"/> Instructional strategies, supports, and activities are implemented, monitored, and integrated across content areas to meet students' individual learning needs.<input type="checkbox"/> A system is implemented for identifying and reviewing assessments to monitor student progress and communicating between instructional staff who provide literacy instruction and support.<input type="checkbox"/> The literacy leadership team works collaboratively with instructional staff to align assessments with evidence-based literacy instruction, monitor student progress, and regularly involve instructional staff in decision-making regarding assessments and their use to guide instruction.	<ul style="list-style-type: none"><input type="checkbox"/> Some (50%-99%) classrooms implement evidence-based literacy instruction and intervention.<input type="checkbox"/> An organizational structure is developed for schoolwide implementation of an evidence-based literacy curriculum that focuses on the ELAR TEKS and maximizes opportunities for practice, observation, reflection, and coaching.<input type="checkbox"/> Instructional strategies, supports, and activities are developed to meet students' individual learning needs.<input type="checkbox"/> A system is developed for identifying and reviewing assessments to monitor student progress and communicating between instructional staff who provide literacy instruction and support.<input type="checkbox"/> The literacy leadership team works collaboratively with instructional staff to plan for alignment of assessments with evidence-based literacy instruction.	<ul style="list-style-type: none"><input type="checkbox"/> Few (less than 50%), if any classrooms implement evidence-based literacy instruction and intervention.<input type="checkbox"/> An organizational structure is planned for an evidence-based literacy curriculum that focuses on standards and maximizes opportunities for practice, observation, reflection, and coaching.<input type="checkbox"/> Instructional strategies, supports, and activities are identified to meet students' individual learning needs.<input type="checkbox"/> A system is being planned for identifying and reviewing assessments to monitor student progress and communicating between instructional staff who provide literacy instruction and support.<input type="checkbox"/> There is no alignment of assessments with evidence-based literacy instruction.

Criterion #6

Leadership and guidance for evidence-based literacy instruction is provided.

ARRIVING	APPROACHING	EMERGING
<ul style="list-style-type: none"><input type="checkbox"/> The literacy leadership team works collaboratively with instructional staff to implement the schoolwide vision, goals, and expectations that are aligned to the district vision, goals, and expectations for improving students' literacy outcomes.<input type="checkbox"/> The literacy leadership team meets quarterly with instructional staff members to review student progress and other related literacy data, including teacher needs.<input type="checkbox"/> Routines and procedures for using data to guide instruction are implemented.<input type="checkbox"/> Regular feedback and tools are provided with instructional coaching used to support the professional growth of instructional staff.<input type="checkbox"/> Instruction is monitored and supported with the use of coaching protocols and observation rubrics, which are shared with instructional staff and adapted as needed to facilitate ongoing professional learning.	<ul style="list-style-type: none"><input type="checkbox"/> The literacy leadership team works collaboratively with instructional staff to guide the development of a schoolwide vision, goals, and expectations that align to the district vision, goals, and expectations for improving students' literacy outcomes.<input type="checkbox"/> The literacy leadership team meets each semester with instructional staff members to review student progress and other related literacy data, including teacher needs.<input type="checkbox"/> Routines and procedures for using data to guide instruction are developed.<input type="checkbox"/> Regular feedback and tools are planned to support the professional growth of instructional staff.<input type="checkbox"/> Instruction is monitored to evaluate ongoing professional learning and observation rubrics are developed and shared with instructional staff.	<ul style="list-style-type: none"><input type="checkbox"/> The literacy leadership team works collaboratively with instructional staff to identify a schoolwide vision, goals, and expectations that align to the district vision, goals, and expectations for improving students' literacy outcomes.<input type="checkbox"/> The literacy leadership team meets once per year with instructional staff to review data and assess student progress and teacher needs.<input type="checkbox"/> Routines and procedures for using data to guide instruction are identified.<input type="checkbox"/> Regular feedback and tools are considered to support the professional growth of instructional staff.<input type="checkbox"/> Instruction is monitored to evaluate ongoing professional learning and observation rubrics are identified.

Criterion #7

A coaching model is identified and implemented to build teacher capacity to support literacy instruction.

ARRIVING	APPROACHING	EMERGING
<ul style="list-style-type: none"><li data-bbox="132 461 653 716">❑ A coaching model to build teacher capacity and support literacy instruction is implemented to allow instructional staff the opportunity to share evidence-based practices throughout the school year.<li data-bbox="132 751 653 938">❑ The literacy leadership team works with instructional staff to adapt coaching activities, collaborative work structures, and practices based on teacher feedback and needs.<li data-bbox="132 974 653 1229">❑ The literacy leadership team works with instructional staff to implement a variety of collaborative structures during the regular school day, increase the capacity of instructional staff, and apply evidence-based practices in the classroom.	<ul style="list-style-type: none"><li data-bbox="772 461 1293 651">❑ A coaching model to build teacher capacity and support literacy instruction has been planned to allow instructional staff the opportunity to share evidence-based practices.<li data-bbox="772 686 1293 813">❑ The literacy leadership team works with instructional staff to monitor coaching activities and collaborative practices.<li data-bbox="772 849 1293 1073">❑ The literacy leadership team works with instructional staff to plan for collaborative structures, increase the capacity of instructional staff, and apply evidence-based practices in the classroom.	<ul style="list-style-type: none"><li data-bbox="1419 461 1919 678">❑ A coaching model to build teacher capacity and support literacy instruction has been identified and aligned with evidence-based instructional practices and evidence from data.<li data-bbox="1419 714 1919 813">❑ The literacy leadership team determines a method for evaluating coaching activities.<li data-bbox="1419 849 1919 976">❑ The literacy leadership team works with instructional staff to identify opportunities for collaborative structures.

Criterion #8

A reporting and accountability model is established to inform and guide the instructional process for literacy support.

ARRIVING

- The literacy leadership team works collaboratively each quarter with instructional staff and administrators to report on student progress, related student outcomes, and accountability goals.
- The literacy leadership team works collaboratively with instructional staff and administrators to implement an accountability plan that aligns with other related literacy plans (e.g., assessment, professional learning).
- The literacy leadership team implements the plan for communicating reporting and accountability measures to all school staff and connected stakeholders.
- The literacy leadership team communicates quarterly with family, community, and school/district stakeholders to report accountability gaps and challenges and to discuss the plan for improving literacy.
- A tool for measuring the quality of implementation of literacy practices is implemented.
- The literacy leadership team implements plans for stakeholders to provide input on the schoolwide plan for improving literacy.
- Student progress and other related literacy data are used when sharing with instructional staff during appraisals, determining needed supports, or determining new hires.
- Administrators ensure that students struggling with reading have instructional staff with the knowledge and experience to meet their needs and a schedule that reflects the necessary supports.

Criterion #8 (Continued)

A reporting and accountability model is established to inform and guide the instructional process for literacy support.

APPROACHING

- The literacy leadership team works collaboratively each semester with instructional staff and administrators to report student progress, related student outcomes, and accountability goals.
- The literacy leadership team works collaboratively with instructional staff and administrators to develop an accountability plan that aligns with other related literacy plans (e.g., assessment, professional learning).
- The literacy leadership team develops a plan for communicating reporting and accountability measures to all school staff and connected stakeholders.
- The literacy leadership team communicates each semester with family, community, and school/district stakeholders to report accountability gaps and challenges and to discuss the plan for improving literacy.
- A tool for measuring the quality of implementation of literacy practices is developed.
- The literacy leadership team plans for stakeholders to provide input on the schoolwide plan for improving literacy.
- Student progress and other related literacy data are considered when sharing with instructional staff during appraisals, determining needed supports, or determining new hires.
- Administrators consider the knowledge and experience of instructional staff when determining student schedules and support.

Criterion #8 (Continued)

A reporting and accountability model is established to inform and guide the instructional process for literacy support.

EMERGING

- The literacy leadership team works collaboratively once a year with instructional staff and administrators to report student progress, related student outcomes, and accountability goals.
- The literacy leadership team works collaboratively with instructional staff and administrators to identify measures for an accountability plan that aligns with other related literacy plans (e.g., assessment, professional learning).
- The literacy leadership team considers a plan for communicating on reporting and accountability measures to all school staff and connected stakeholders.
- The literacy leadership team communicates annually with family, community, and school/district stakeholders to report accountability gaps and challenges and to discuss the plan for improving literacy.
- A tool for measuring the quality of implementation of literacy practices is considered.
- The literacy leadership team identifies methods for stakeholders to provide input on the schoolwide plan for improving literacy.
- Student progress and other related literacy data are not considered when sharing with instructional staff during appraisals, determining needed supports, or determining new hires.
- Administrators do not consider the knowledge and experience of instructional staff when determining student schedules and support.

Criterion #9

Structures, processes, and collaborative activities to support students' literacy learning are created for school and community stakeholders, including parents and caregivers.

ARRIVING	APPROACHING	EMERGING
<ul style="list-style-type: none">❑ The literacy leadership team works collaboratively with instructional staff and administrators, to implement, monitor, and maintains a system for regularly including parents, caregivers, and communities in supporting students' literacy learning.❑ The literacy leadership team, in coordination with instructional staff and administrators, implements and links to the larger plan for campus and district improvement with a detailed written action plan for all school and community stakeholders to work collaboratively in supporting students' literacy learning.❑ A process is implemented for gathering input each quarter from all school and community stakeholders to determine services and needs to support students' literacy learning.❑ Methods are implemented to include input on the plan for supporting literacy from school and community stakeholders, including parents and caregivers.❑ The literacy leadership team regularly reviews outreach efforts and effectiveness to ensure a diverse representation of stakeholders.	<ul style="list-style-type: none">❑ The literacy leadership team works collaboratively with instructional staff and administrators, to plan for engagement with parents, caregivers, and community stakeholders in supporting students' literacy learning.❑ The literacy leadership team works collaboratively with instructional staff and administrators to plan ways to link to the larger campus and district improvement plans.❑ A process is developed for gathering input each semester from all school and community stakeholders to determine services and needs to support students' literacy learning.❑ Methods are planned to include input on the plan for supporting literacy from school and community stakeholders, including parents and caregivers.	<ul style="list-style-type: none">❑ The literacy leadership team works collaboratively with instructional staff and administrators to identify the basics of partnerships with school and community stakeholders, including parents and caregivers, for improving student literacy outcomes.❑ The literacy leadership team works collaboratively with instructional staff and administrators to identify ways to link to the larger campus and district improvement plans.❑ A process is considered for gathering input from all school and community stakeholders to determine services and needs to support students' literacy learning.❑ Methods are identified to include input on the plan for supporting literacy from school and community stakeholders, including parents and caregivers.

Leadership Footnotes

¹**Professional learning** refers to a job-embedded, targeted, and collaborative approach (including instructional coaching) designed to deepen educator knowledge and refine practices to produce changes in student outcomes.

²**Multi-tiered** is used to describe a comprehensive framework and system of academic, health, and social supports that focuses on students being provided individualized resources within and beyond the classroom.

³**Culturally and linguistically responsive** refers to the direct action of educators in seeking out and implementing resources and supports to meet the diverse culture and language needs of students, communities, and families.

⁴The Texas Education Agency uses the **Science of Teaching Reading** to describe educator application of evidence-based reading methods that best support development of skilled reading. See the reading rope created by Scarborough H.S. (2001) for additional information and depiction of the many strands or subskills that are woven into skilled reading.

References

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Scarborough, H. S. (2001). *Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice*. In S. Neuman & D. Dickinson (Eds.), *Handbook for research in early literacy* (pp. 97–110). New York, NY: Guilford Press.

Websites

- <https://intensiveintervention.org/>
- <https://buildingrti.utexas.org/>
- <https://tier.tea.texas.gov/>
- <https://www.rti4success.org/>
- <https://www.interventioncentral.org/>
- <http://www.rtinetwork.org/>
- <https://iris.peabody.vanderbilt.edu/>



Instructional Framework: Reading

Campuses are expected to establish a multitiered system of supports (MTSS) or response to intervention (RTI) framework to support all students' reading development. Whether using the term MTSS or RTI, the focus is on preventing reading difficulties by intervening early and using data to monitor student progress and growth. Essential elements of an MTSS/RTI framework include strong core content area instruction, evidence-based¹ interventions and assessments, data-based decision-making, and ongoing professional learning and support.

Indicators in this section focus on these criteria that must be established to ensure that the system results in all students meeting grade-level expectations or beyond in reading.

Criterion #1

Every student participates in research-based¹ Tier 1 core content area instruction that teaches reading explicitly.

ARRIVING	APPROACHING	EMERGING
<ul style="list-style-type: none"><input type="checkbox"/> All students participate in Tier 1 core content area reading instruction.<input type="checkbox"/> Instruction is 100% research based.<input type="checkbox"/> All reading knowledge and skills (ELAR TEKS) are taught explicitly in 100% of classrooms.	<ul style="list-style-type: none"><input type="checkbox"/> Almost all students (80% to 99%) participate in Tier 1 core content area reading instruction.<input type="checkbox"/> Instruction uses some (50-99%) research-based materials and techniques.<input type="checkbox"/> Some (50-99%) reading knowledge and skills (ELAR TEKS) are taught explicitly.	<ul style="list-style-type: none"><input type="checkbox"/> Fewer than 80% of students participate in Tier 1 core content area reading instruction.<input type="checkbox"/> Instruction incorporates little to no (less than 50%) research-based materials or techniques.<input type="checkbox"/> Few (less than 50%), if any, reading knowledge and skills (ELAR TEKS) are taught explicitly.

Criterion #2

Students with identified needs participate in evidence-based¹, supplemental Tier 2 reading interventions that are implemented with fidelity.

ARRIVING	APPROACHING	EMERGING
<ul style="list-style-type: none"><input type="checkbox"/> Tier 2 reading interventions are consistently provided across every grade level and classroom.<input type="checkbox"/> Evidence-based interventions are used in Tier 2, and implementation fidelity is monitored consistently.<input type="checkbox"/> All Tier 2 interventions occur outside of Tier 1.	<ul style="list-style-type: none"><input type="checkbox"/> Some Tier 2 reading interventions are provided.<input type="checkbox"/> Interventions with some evidence base are used in Tier 2, but there is little to no monitoring of implementation fidelity.<input type="checkbox"/> Tier 2 interventions mostly occur outside of Tier 1, but in some grade levels or classes, intervention time overlaps with core content area instruction.	<ul style="list-style-type: none"><input type="checkbox"/> Tier 2 reading interventions are being planned.<input type="checkbox"/> Interventions with an evidence base are identified for use in Tier 2.<input type="checkbox"/> Tier 2 interventions supplant², instead of supplement, Tier 1 (i.e., occur during Tier 1 rather than outside of Tier 1).

Criterion #3

Students with more extensive needs participate in evidence-based¹, intensive Tier 3 reading interventions.

ARRIVING	APPROACHING	EMERGING
<ul style="list-style-type: none"><input type="checkbox"/> Targeted Tier 3 reading interventions are consistently provided across every grade level.<input type="checkbox"/> Evidence-based interventions are used in Tier 3, and implementation fidelity is monitored consistently.<input type="checkbox"/> All Tier 3 interventions occur outside of Tier 1.	<ul style="list-style-type: none"><input type="checkbox"/> Some Tier 3 reading interventions are provided.<input type="checkbox"/> Interventions with some evidence base are used in Tier 3, but there is little to no monitoring of implementation fidelity.<input type="checkbox"/> Tier 3 interventions mostly occur outside of Tier 1, but in some grade levels or classes, intervention time overlaps with core content area instruction.	<ul style="list-style-type: none"><input type="checkbox"/> Tier 3 reading interventions are being planned.<input type="checkbox"/> Interventions with an evidence base are identified for use in Tier 3.<input type="checkbox"/> Tier 3 interventions supplant², instead of supplement, Tier 1 (i.e., occur during Tier 1 rather than outside of Tier 1).

Criterion #4

Differentiated instruction that is based on reliable student assessment data and uses different grouping formats is provided across all three tiers of intervention.

ARRIVING	APPROACHING	EMERGING
<ul style="list-style-type: none">❑ Differentiation occurs every day across the tiers at all grade levels and in all classrooms.❑ Differentiation is based on a variety of reliable assessment data, and data are examined consistently to make instructional adjustments and to shift the make-up of different groups.❑ A substantial amount (more than 30%) of instruction and practice occurs in mixed-ability small groups, partners, and teacher-led same-ability groups.❑ Differentiated instruction PD is provided to all instructional staff through data analysis and instructional coaching.	<ul style="list-style-type: none">❑ Differentiation occurs across the tiers in some grade levels or in some classrooms.❑ Differentiation is based on reliable assessment data, but data are not examined consistently to make instructional adjustments and to shift the make-up of different groups.❑ Some (less than 30%) instruction and practice occur in mixed-ability small groups, partners, and teacher-led same-ability groups.❑ Differentiated instruction PD is underway for all instructional staff through stand-and-deliver sessions and PLC meetings.	<ul style="list-style-type: none">❑ Planning has begun for differentiation based on reliable assessment data throughout the tiers.❑ Almost all instruction and practice occur in the whole group and in independent practice.❑ Differentiated instruction professional development (PD) is planned for all instructional staff.

Criterion #5

All assessments used for screening, diagnosing, and progress monitoring are evidence based³ (i.e., have demonstrated strong reliability and validity).

ARRIVING	APPROACHING	EMERGING
<ul style="list-style-type: none"><li data-bbox="142 505 667 630">❑ All assessments used for screening, diagnosing, or progress monitoring are evidence based.<li data-bbox="142 667 667 792">❑ PD for all selected assessments is being provided to all instructional staff through instructional coaching.	<ul style="list-style-type: none"><li data-bbox="793 505 1318 630">❑ Some assessments used for screening, diagnosing, or progress monitoring are evidence based.<li data-bbox="793 667 1318 824">❑ PD for all selected assessments has begun to be provided to all instructional staff through stand-and-deliver sessions and PLC meetings.	<ul style="list-style-type: none"><li data-bbox="1434 505 1896 662">❑ A process has begun for identifying evidence-based assessments for screening, diagnosing, or progress monitoring.<li data-bbox="1434 699 1917 792">❑ Professional development for all selected assessments is being planned.

Criterion #6

Screening data are collected and examined at least three times per year at the campus, grade, teacher, and student levels.

ARRIVING	APPROACHING	EMERGING
<ul style="list-style-type: none"><input type="checkbox"/> Screening data are collected on all students at all three time points.<input type="checkbox"/> Screening data are examined at all campus, grade, teacher, and student levels.<input type="checkbox"/> Data analysis is used to plan instruction across all grade levels and classrooms.	<ul style="list-style-type: none"><input type="checkbox"/> Some screening data are collected, but the data are incomplete (i.e., not collected on every student at all three time points).<input type="checkbox"/> Screening data are examined at some campus, grade, teacher, and student levels.<input type="checkbox"/> Data analysis is used to plan instruction in some grade levels and classrooms.	<ul style="list-style-type: none"><input type="checkbox"/> A process is being planned for collecting screening data.<input type="checkbox"/> A process is being planned for examining screening data at the campus, grade, teacher, and student levels.<input type="checkbox"/> A plan is being developed for using screening data to plan instruction.

Criterion #7

Diagnostic data⁴ are collected and analyzed to identify and target specific student needs in core content area instruction and interventions.

ARRIVING	APPROACHING	EMERGING
<ul style="list-style-type: none"><input type="checkbox"/> Diagnostic data are collected for all students identified as struggling in reading.<input type="checkbox"/> Diagnostic data are analyzed to identify the specific needs of all students struggling in reading.<input type="checkbox"/> Diagnostic data are used to inform all core content area instruction and/or interventions provided to students struggling in reading.<input type="checkbox"/> Every student who is struggling in reading has set learning goals based on diagnostic data.	<ul style="list-style-type: none"><input type="checkbox"/> Some diagnostic data are collected for some, but not all, students identified as struggling in reading.<input type="checkbox"/> Diagnostic data are analyzed in general – rather than for specific students – to plan interventions for students struggling in reading.<input type="checkbox"/> Diagnostic data are used to inform some of the core content area instruction and/or interventions provided to students struggling in reading.<input type="checkbox"/> Some students who are struggling in reading have set learning goals based on diagnostic data.	<ul style="list-style-type: none"><input type="checkbox"/> A process is being planned for collecting diagnostic data.<input type="checkbox"/> A process is being planned for analyzing diagnostic data.<input type="checkbox"/> A plan is being developed for using diagnostic data to target core content area instruction or interventions.<input type="checkbox"/> A plan is being developed for setting individual goals based on diagnostic data for students struggling in reading.

Criterion #8

Progress-monitoring data are collected and examined at least every 2 weeks (and more often for students with more intensive needs) to evaluate student progress toward learning goals and to make instructional decisions.

ARRIVING	APPROACHING	EMERGING
<ul style="list-style-type: none"><input type="checkbox"/> Progress-monitoring data are consistently collected (at least every 2 weeks; more often for students with intensive needs).<input type="checkbox"/> Instructional staff and administrators consistently (at least once a month) analyze progress-monitoring data.<input type="checkbox"/> Every student who is struggling in reading has set learning goals.<input type="checkbox"/> Progress-monitoring data are used consistently (at least once a month) to evaluate student progress toward learning goals, to evaluate intervention effectiveness, and to make instructional decisions.	<ul style="list-style-type: none"><input type="checkbox"/> Progress-monitoring data are inconsistently collected or data collection is not differentiated based on student need.<input type="checkbox"/> Progress-monitoring data are analyzed inconsistently (less than once a month).<input type="checkbox"/> Some students who are struggling in reading have set learning goals.<input type="checkbox"/> Progress-monitoring data are used inconsistently (less than once a month) to evaluate student progress toward learning goals, to evaluate intervention effectiveness, and to make instructional decisions.	<ul style="list-style-type: none"><input type="checkbox"/> A process is being planned for collecting progress-monitoring data.<input type="checkbox"/> A process is being planned for analyzing progress-monitoring data.<input type="checkbox"/> A plan is being developed for setting learning goals for students who are struggling in reading.<input type="checkbox"/> A plan is being developed for using progress-monitoring data to evaluate student progress toward learning goals, to evaluate intervention effectiveness, and to make instructional decisions.

Criterion #9

Data from screening, diagnostic, and/or progress-monitoring assessments are used to make entry and exit decisions for Tier 2 and Tier 3.

ARRIVING	APPROACHING	EMERGING
<ul style="list-style-type: none"><li data-bbox="149 505 695 695">❑ Entry criteria for intervention are set based on assessment data and utilized at the beginning of each intervention period to decide students to move into Tier 2 and Tier 3.<li data-bbox="149 732 667 922">❑ Exit criteria for intervention are set based on assessment data and utilized at the end of each intervention period to decide students to move out of Tier 2 and Tier 3.	<ul style="list-style-type: none"><li data-bbox="791 505 1310 695">❑ Entry criteria for intervention are not consistently set based on assessment data (i.e., some criteria are based on factors other than assessment data or are not set at all).<li data-bbox="791 732 1310 824">❑ Exit criteria for intervention are not consistently set based on assessment data.	<ul style="list-style-type: none"><li data-bbox="1436 505 1885 630">❑ A process is being planned for setting entry criteria for intervention based on assessment data.<li data-bbox="1436 667 1885 792">❑ A process is being planned for setting exit criteria for intervention based on assessment data.

Criterion #10

A literacy leadership team meets regularly to examine data to evaluate MTSS/RTI instruction and interventions, make instructional decisions, and plan support for instructional staff and students.

ARRIVING	APPROACHING	EMERGING
<ul style="list-style-type: none"><input type="checkbox"/> A literacy leadership team has been established with an administrator as its leader.<input type="checkbox"/> All key roles and responsibilities on the leadership team are fulfilled.<input type="checkbox"/> The leadership team meets regularly (weekly or every other week) to examine data to evaluate instruction and interventions, make instructional decisions, and plan support for instructional staff and students.<input type="checkbox"/> The leadership team sets an agenda ahead of every meeting to ensure members are prepared and meetings run efficiently.	<ul style="list-style-type: none"><input type="checkbox"/> A literacy leadership team has been established with someone other than an administrator as its leader.<input type="checkbox"/> Some of the key roles and responsibilities (e.g., data manager, instructional specialist, intervention specialist) are fulfilled, but some are not.<input type="checkbox"/> The leadership team meets occasionally (e.g., once a month or semester) to examine data to evaluate instruction and interventions, make instructional decisions, or plan support for instructional staff and students.<input type="checkbox"/> The leadership team does not set an agenda before every meeting.	<ul style="list-style-type: none"><input type="checkbox"/> A literacy leadership team is in the process of being established.<input type="checkbox"/> A leadership team has been established but does not meet to examine data to evaluate instruction and interventions, make instructional decisions, or plan support for instructional staff and students.

Criterion #11

Ongoing professional development (PD), including instructional coaching, supports instructional staff in implementing evidence-based practices, using student assessment data, and differentiating instruction.

ARRIVING	APPROACHING	EMERGING
<ul style="list-style-type: none"><input type="checkbox"/> Ongoing PD, including instructional coaching, is consistently provided to all instructional staff.<input type="checkbox"/> Instructional staff are provided timely and targeted support in implementing evidence-based practices, using student assessment data, or differentiating instruction.<input type="checkbox"/> All ongoing PD is differentiated based on teacher need.	<ul style="list-style-type: none"><input type="checkbox"/> Ongoing PD, including instructional coaching, is provided but with no clear expectations for how often it should be provided.<input type="checkbox"/> Instructional staff are provided some support in implementing evidence-based practices, using student assessment data, or differentiating instruction.<input type="checkbox"/> Some PD is differentiated based on teacher need while other PD is not differentiated.	<ul style="list-style-type: none"><input type="checkbox"/> PD is provided at specific times during the year (e.g., before the start of the year, on PD days), not in an ongoing way.<input type="checkbox"/> Instructional staff are provided little to no support in implementing evidence-based practices, using student assessment data, or differentiating instruction.<input type="checkbox"/> PD is provided in a one-size-fits-all format with no differentiation based on teachers' knowledge or level of implementation.

Criterion #12

School and community stakeholders, including all parents and caregivers, are provided information about MTSS/RTI processes, instruction and interventions being implemented, and student data.

ARRIVING	APPROACHING	EMERGING
<ul style="list-style-type: none"><input type="checkbox"/> School and community stakeholders are provided a complete description of the MTSS/RTI framework, including all processes, programs, assessments, and communication methods.<input type="checkbox"/> Parents and caregivers consistently (once or twice a month) receive specific information about interventions their children are receiving and suggestions for home learning.<input type="checkbox"/> Parents and caregivers consistently (once or twice a month) receive data reports for their children who have been identified as struggling in reading.	<ul style="list-style-type: none"><input type="checkbox"/> School and community stakeholders are provided some information related to MTSS/RTI.<input type="checkbox"/> Parents and caregivers occasionally (e.g., once a semester) receive specific information about interventions their children are receiving and suggestions for home learning.<input type="checkbox"/> Parents and caregivers occasionally (e.g., once a semester) receive data reports for their children who have been identified as struggling in reading.	<ul style="list-style-type: none"><input type="checkbox"/> School and community stakeholders are provided little to no information related to MTSS/RTI.<input type="checkbox"/> Parents and caregivers do not receive specific information about interventions their children are receiving.<input type="checkbox"/> Parents and caregivers do not receive data reports for their children who have been identified as struggling in reading.

Instructional Framework: Reading Footnotes

¹ **Research-based or evidence-based** means the instruction (materials and techniques) have demonstrated significant impacts on student learning in peer-reviewed, published research studies. Results from studies using experimental/interventional methods (e.g., randomized-control trial, quasi-experimental) are usually preferred as evidence of effectiveness over those from observational or other qualitative studies. Significant impacts would include standard score increases and meaningful effective sizes. These results are now often published in meta-analyses that examine results from across studies to provide educators with confidence in their findings and what they mean for instructional practice. Evidence-based means the actual programs in their entirety have demonstrated significant impacts on student learning, especially for students struggling in reading, whereas research-based means studies have demonstrated some support for the use of certain instructional materials or techniques.

² **Supplant** means intervention overlaps or occurs during Tier 1 whereas **supplement** means intervention occurs outside of Tier 1.

³ Examples of **evidence-based assessments** include the *Texas Primary Reading Inventory (TPRI)* for grades K-3; *Dynamic Indicators of Basic Early Literacy Skills (DIBELS)*; 7th edition is now called *Acadience*) for grades K-6 or K-8 depending on the edition; and MAZE measures for grades 3-12.

⁴ **Diagnostic data** provide in-depth information about gaps in students' reading. An example of a diagnostic assessment is the inventory part of the **TPRI** for grades K-3. Another example is the word lists that can be used in the **Texas Middle School Fluency Assessment (TMSFA)** for grades 6-8.

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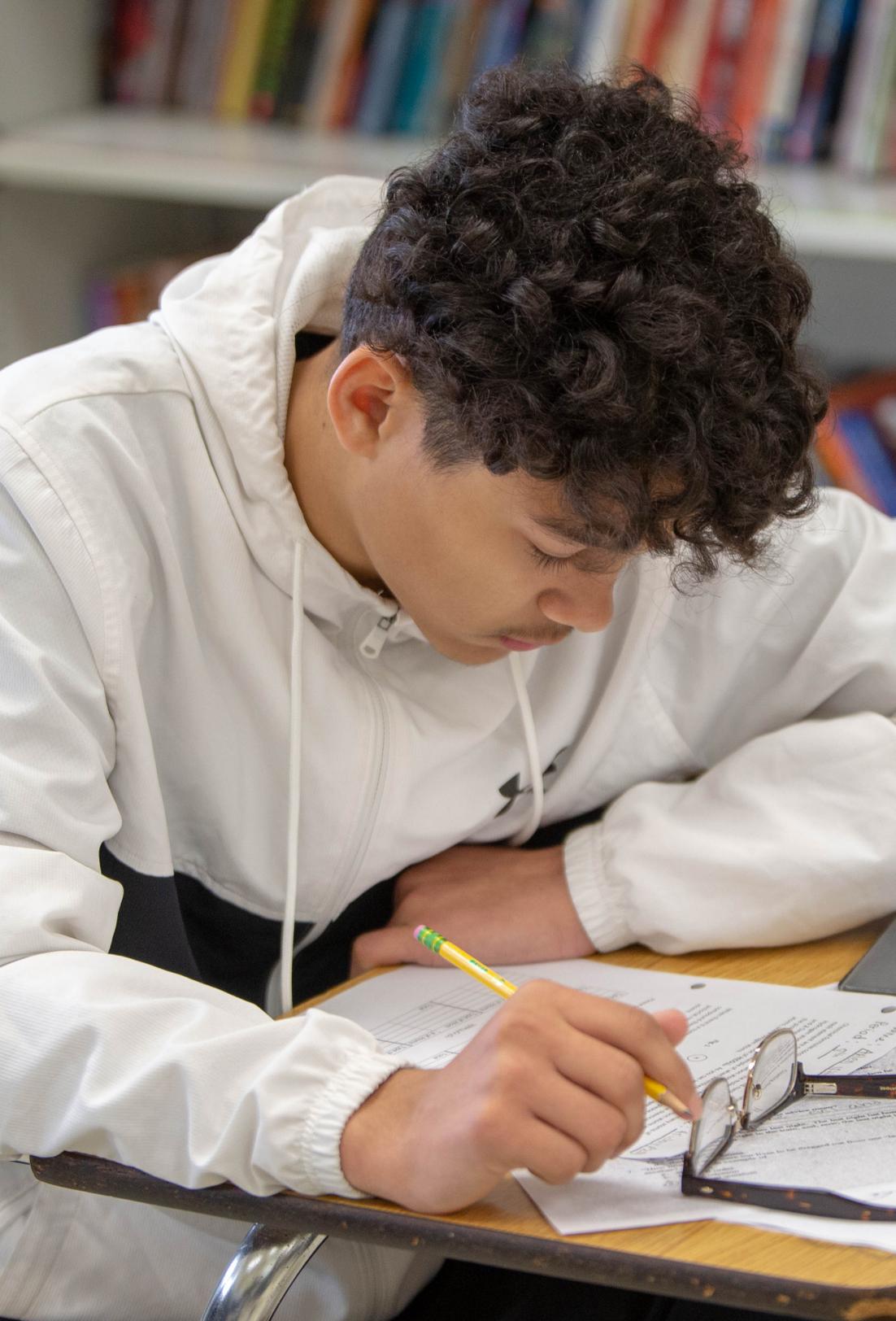
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- <http://www.rtinetwork.org/>
- <https://iris.peabody.vanderbilt.edu/>



Standards-Focused Instruction

Campuses are expected to implement standards-focused literacy instruction that supports the development and achievement of all students as they become college, career, or military ready. The English Language Arts and Reading Texas Essential Knowledge and Skills (ELAR TEKS or standards) are based on research and evidence. Indicators in this section focus on the key elements of effective literacy instruction relative to these standards. The criteria include necessary requirements like providing professional development on the ELAR TEKS, ensuring appropriate materials and pacing, promoting independent reading, and supporting family literacy.

Indicators also focus on the need for evidence-based reading and writing instruction, vocabulary development, and disciplinary literacy.

Criterion #1

All instructional staff members receive professional development (PD) on the English Language Arts and Reading Texas Essential Knowledge and Skills (ELAR TEKS).

ARRIVING	APPROACHING	EMERGING
<ul style="list-style-type: none"><input type="checkbox"/> All instructional staff have reviewed the alignment of the ELAR TEKS and studied the progression of skills across grade levels.<input type="checkbox"/> Instructional staff attended PD on the ELAR TEKS and ongoing follow-up PD is scheduled and provided as needed.<input type="checkbox"/> Instructional staff meet quarterly to review and connect the ELAR TEKS to instruction.<input type="checkbox"/> Data is reviewed quarterly to determine the effect of PD on student achievement, and ongoing support is adjusted as needed.<input type="checkbox"/> Experienced instructional staff mentor or coach new instructional staff to build capacity.	<ul style="list-style-type: none"><input type="checkbox"/> All instructional staff have reviewed the ELAR TEKS.<input type="checkbox"/> PD on the ELAR TEKS has been provided.<input type="checkbox"/> New staff members receive support in understanding and applying their knowledge of the ELAR TEKS.<input type="checkbox"/> Data is reviewed each semester to determine the effect of PD on student achievement and adjustments are made as needed.	<ul style="list-style-type: none"><input type="checkbox"/> All instructional staff have access to the ELAR TEKS.<input type="checkbox"/> PD on the ELAR TEKS has been scheduled.<input type="checkbox"/> Avenues for ongoing support for instructional staff are explored.<input type="checkbox"/> Data is reviewed at the end of the year to determine the effect of PD on student achievement and a plan is developed for the following year.

Criterion #2

All administrators receive PD on supporting instructional staff members as they implement the English Language Arts and Reading Texas Essential Knowledge and Skills (ELAR TEKS).

ARRIVING	APPROACHING	EMERGING
<ul style="list-style-type: none"><input type="checkbox"/> Together with instructional staff, administrators have attended PD on the ELAR TEKS.<input type="checkbox"/> Administrators have worked with instructional staff to review the alignment of the ELAR TEKS and studied the progression of skills across grade levels.<input type="checkbox"/> Administrators observe instructional staff members one time each quarter to plan specific supports for effective standards-based literacy instruction.<input type="checkbox"/> Administrators dedicate time to meet with all instructional staff members quarterly to review student outcomes data and determine differentiated and ongoing PD needs.	<ul style="list-style-type: none"><input type="checkbox"/> Administrators have reviewed the ELAR TEKS.<input type="checkbox"/> PD for administrators to support instructional staff members as they implement ELAR TEKS has been provided.<input type="checkbox"/> Administrators observe instructional staff members one time per semester to plan specific supports for effective standards-based literacy instruction.<input type="checkbox"/> Administrators dedicate time to meet with all instructional staff members each semester to review student outcomes data and determine ongoing PD needs.	<ul style="list-style-type: none"><input type="checkbox"/> Administrators have access to the ELAR TEKS.<input type="checkbox"/> PD for administrators to support instructional staff members as they implement ELAR TEKS has been scheduled.<input type="checkbox"/> Administrators observe instructional staff members one time per year to plan specific supports for effective standards-based literacy instruction.<input type="checkbox"/> Administrators dedicate time to meet with all instructional staff members one time per year to review student outcomes data and determine PD needs.

Criterion #3

Core content area literacy curricula are analyzed to determine how English Language Arts and Reading Texas Essential Knowledge and Skills (ELAR TEKS) are addressed; high-quality supplemental materials are identified for any standards that are not included or that need enhancement.

ARRIVING	APPROACHING	EMERGING
<ul style="list-style-type: none"><li data-bbox="142 548 678 704">❑ Using a process rubric, grade-level teams evaluate the core content area literacy curricula to determine how ELAR TEKS are addressed throughout.<li data-bbox="142 743 667 867">❑ Core content area and supplemental materials are selected based on data from an evaluation of curricula.<li data-bbox="142 906 663 1062">❑ Grade-level teams review student work and performance data quarterly to evaluate the effectiveness of all instructional materials for students.<li data-bbox="142 1101 678 1256">❑ The instructional staff effectively integrates supplemental resources into the selected curriculum to meet the needs of all students.	<ul style="list-style-type: none"><li data-bbox="785 548 1283 704">❑ Grade-level teams are trained on a process rubric for evaluating core content area literacy curricula to how ELAR TEKS are addressed.<li data-bbox="785 743 1241 899">❑ Core content area literacy curricula and supplemental materials are considered by grade-level teams for evaluation.<li data-bbox="785 938 1287 1029">❑ A timeline for analysis and the process rubric are updated as needed.<li data-bbox="785 1068 1304 1192">❑ The instructional staff aligns materials with ELAR TEKS that address the varied instructional needs of all students.	<ul style="list-style-type: none"><li data-bbox="1409 548 1934 672">❑ A process rubric is developed to evaluate how core content area literacy curricula addresses ELAR TEKS.<li data-bbox="1409 711 1906 834">❑ Grade-level teams are formed to evaluate core content area literacy curricula and supplemental materials.<li data-bbox="1409 873 1850 1029">❑ A timeline is developed for analyzing the content area literacy curricula and determining supplemental materials for instruction.

Criterion #4

Appropriate instructional sequencing and pacing are determined to ensure that students meet or exceed grade-level literacy standards by the end of the year.

ARRIVING	APPROACHING	EMERGING
<ul style="list-style-type: none"><li data-bbox="149 505 674 630">❑ Instruction that clearly aligns with the literacy pacing guide is planned and delivered by more than 75% of instructional staff.<li data-bbox="149 667 695 857">❑ Grade-level teams meet regularly to review and connect the ELAR TEKS and pacing guide to the instructional focus for instructional staff for each reporting period.<li data-bbox="149 894 638 1052">❑ Differentiated PD is delivered to all administrators and instructional staff members regarding appropriate sequencing and pacing.<li data-bbox="149 1089 684 1409">❑ Student performance data are analyzed each quarter to adjust sequencing and pacing appropriately and to identify ELAR TEKS that need reteaching or require differentiated instruction so all students master or exceed grade-level expectations by the end of the year.	<ul style="list-style-type: none"><li data-bbox="791 505 1283 662">❑ Instruction that clearly aligns with the literacy pacing guide is planned and delivered by between 25% and 75% of instructional staff.<li data-bbox="791 699 1325 857">❑ Grade-level teams review and connect the ELAR TEKS and pacing guide to the instructional focus for instructional staff for each reporting period.<li data-bbox="791 894 1318 1052">❑ PD is delivered to all administrators and instructional staff members regarding appropriate sequencing and pacing.<li data-bbox="791 1089 1325 1409">❑ Student performance data are analyzed each semester to adjust sequencing and pacing appropriately and to identify ELAR TEKS that need reteaching or require differentiated instruction so all students master or exceed grade-level expectations by the end of the year.	<ul style="list-style-type: none"><li data-bbox="1436 505 1927 662">❑ Instruction that clearly aligns with the literacy pacing guide is planned and delivered by less than 25% of instructional staff.<li data-bbox="1436 699 1913 857">❑ The pacing guide is shared with each grade level and instructional staff are expected to align instruction with the pacing guide.<li data-bbox="1436 894 1898 1052">❑ PD is scheduled for all administrators and instructional staff members regarding appropriate sequencing and pacing.<li data-bbox="1436 1089 1885 1247">❑ A practice of analyzing student performance data is in development to adjust sequencing and pacing appropriately.

Criterion #5

An integrated core content area literacy curriculum is implemented that includes the identified supplemental materials and campus-developed pacing guide.

ARRIVING	APPROACHING	EMERGING
<ul style="list-style-type: none">❑ Expectations are communicated consistently and reinforced throughout the year for standards-based instruction that integrates the core content area literacy curriculum, supplemental resources, and the pacing guide.❑ Observations are conducted quarterly to ensure integrated instruction occurs and that the pacing guide is followed.❑ All instructional staff members receive literacy curriculum PD differentiated by need.❑ All instructional staff consistently integrate literacy curriculum components into instruction.❑ Student performance data are examined quarterly to problem-solve and adjust all components of standards-based literacy instruction.	<ul style="list-style-type: none">❑ Expectations are communicated each semester for standards-based instruction that integrates the core content area literacy curriculum, supplemental resources, and the pacing guide.❑ Observations are conducted one time per semester to ensure integrated instruction occurs and the pacing guide is followed.❑ New instructional staff and instructional staff new to a grade level participate in literacy curriculum PD.❑ All instructional staff begin integrating literacy curriculum components into instruction.❑ Student performance data are examined two times per year to ensure components of standards-based literacy instruction are addressed.	<ul style="list-style-type: none">❑ Expectations are communicated at the beginning of the year for standards-based instruction that integrates the core content area literacy curriculum, supplemental resources, and the pacing guide.❑ Observations are conducted one time per year to ensure integrated instruction.❑ New instructional staff and instructional staff new to a grade level who need PD or updates on the literacy curriculum are identified.❑ A plan for ongoing support is scheduled so that all instructional staff members can begin integrating literacy curriculum components into instruction.❑ Student performance data are examined at the end of the year to identify which components of standards-based literacy instruction need to be addressed.

Criterion #6

A schoolwide system for teaching academic vocabulary across all content areas is developed and implemented.

ARRIVING	APPROACHING	EMERGING
<ul style="list-style-type: none"><input type="checkbox"/> Academic vocabulary is taught consistently across all content areas using evidence-based instructional practices.<input type="checkbox"/> Vertical and grade-level teams support consistent implementation and alignment of academic vocabulary.<input type="checkbox"/> Targeted PD on teaching academic vocabulary is ongoing.<input type="checkbox"/> New instructional staff members and staff members new to a grade level are mentored and trained on appropriate use of the schoolwide system for teaching academic vocabulary across all content areas and grade levels.<input type="checkbox"/> The impact of academic vocabulary instruction on student achievement is evaluated quarterly, and instruction is adjusted as needed.	<ul style="list-style-type: none"><input type="checkbox"/> A schoolwide system that employs evidence-based instructional practices is implemented for teaching academic vocabulary across all content areas.<input type="checkbox"/> Vertical and grade-level teams clarify and refine the vertical alignment of academic vocabulary.<input type="checkbox"/> PD is provided to all instructional staff members on the schoolwide system for teaching academic vocabulary.<input type="checkbox"/> Ongoing support is provided to instructional staff members beginning implementation of the schoolwide system for teaching academic vocabulary across all content areas.<input type="checkbox"/> A plan to evaluate the impact of academic vocabulary instruction on student achievement is implemented each semester.	<ul style="list-style-type: none"><input type="checkbox"/> A schoolwide system that employs evidence-based instructional practices is developed for teaching academic vocabulary across all content areas.<input type="checkbox"/> Vertical and grade-level teams are formed to develop academic vocabulary lists appropriate for each content area and grade level.<input type="checkbox"/> PD is scheduled for all instructional staff members on the schoolwide system for teaching academic vocabulary.<input type="checkbox"/> A plan to evaluate the impact of academic vocabulary instruction on student achievement is developed.

Criterion #7

A schoolwide system to incorporate writing across all content areas is developed and implemented.

ARRIVING	APPROACHING	EMERGING
<ul style="list-style-type: none"><input type="checkbox"/> Writing is incorporated consistently across all content areas.<input type="checkbox"/> Targeted PD on incorporating writing across all content areas is ongoing.<input type="checkbox"/> Appropriate resources are identified, prioritized, and allocated.<input type="checkbox"/> Administrators dedicate time each week for instructional staff to collaborate within vertical and grade-level teams to incorporate writing instruction into the curricula for each content area.<input type="checkbox"/> The impact of incorporating writing across all content areas on student achievement is evaluated quarterly, and instruction is adjusted as needed.	<ul style="list-style-type: none"><input type="checkbox"/> The schoolwide system to incorporate writing across all content areas is implemented.<input type="checkbox"/> PD on writing instruction across all content areas is provided.<input type="checkbox"/> Appropriate resources are identified and allocated.<input type="checkbox"/> Administrators schedule time once per month for instructional staff to collaborate within vertical and grade-level teams to incorporate writing instruction into the curricula for each content area.<input type="checkbox"/> The impact of incorporating writing across all content areas on student achievement is evaluated each semester.	<ul style="list-style-type: none"><input type="checkbox"/> The current state of writing instruction in all content areas is assessed and a schoolwide system for incorporating writing across all content areas is planned.<input type="checkbox"/> PD on writing instruction across all content areas is scheduled.<input type="checkbox"/> Appropriate resources are identified.<input type="checkbox"/> The system for incorporating writing across all content areas is communicated to administrators and instructional staff members.<input type="checkbox"/> A plan to evaluate the impact of incorporating writing across all content areas on student achievement is developed.

Criterion #8

A schoolwide system to implement disciplinary literacy¹ is developed and implemented.

ARRIVING	APPROACHING	EMERGING
<ul style="list-style-type: none"><input type="checkbox"/> Disciplinary literacy is implemented schoolwide.<input type="checkbox"/> PD on implementing disciplinary literacy is provided and targeted PD is ongoing.<input type="checkbox"/> Appropriate resources are prioritized, allocated, and used effectively.<input type="checkbox"/> Administrators dedicate time each week for instructional staff to collaborate within vertical and grade-level teams to implement disciplinary literacy across the curricula.<input type="checkbox"/> The impact of disciplinary literacy on student achievement is evaluated quarterly, and instruction is adjusted as needed.	<ul style="list-style-type: none"><input type="checkbox"/> The schoolwide system to implement disciplinary literacy is developed.<input type="checkbox"/> PD on implementing disciplinary literacy is provided.<input type="checkbox"/> Appropriate resources are identified and allocated.<input type="checkbox"/> Administrators schedule time once per month for instructional staff to collaborate within vertical and grade-level teams to implement disciplinary literacy across the curricula.<input type="checkbox"/> The impact of disciplinary literacy on student achievement is evaluated each semester.	<ul style="list-style-type: none"><input type="checkbox"/> The current implementation of disciplinary literacy is assessed and a schoolwide system for implementing disciplinary literacy is planned.<input type="checkbox"/> PD on disciplinary literacy is identified and scheduled.<input type="checkbox"/> Appropriate resources are identified.<input type="checkbox"/> A system for incorporating disciplinary literacy across all content areas is communicated to administrators and instructional staff members.<input type="checkbox"/> A plan to evaluate the impact of disciplinary literacy on student achievement is developed.

Criterion #9

A schoolwide, systematic approach is developed and implemented to provide multiple opportunities for students to read independently in various genres and text types with monitoring and support.

ARRIVING

- Grade-level teams meet regularly to ensure consistent implementation of a schoolwide approach to independent reading and to determine areas of improvement, adjusting as needed.
- Appropriate resources are implemented.
- Opportunities are provided for students to read independently and for teachers to motivate and challenge students to engage with increasingly difficult texts.
- Administrators and instructional staff schedule dedicated time for students to engage in independent reading throughout each day.
- A communication network between instructional staff members, librarians, and grade-level teams is consistently used to determine the availability of books and other texts of various genres and text types.
- Educational technology resources are used to support the independent reading approach.
- Administrators and instructional staff fully implement a plan to provide access to books and other texts of various genres for use in school and at home.

APPROACHING

- A schoolwide, systematic approach to independent reading is implemented using appropriately leveled, diverse, highly engaging texts across disciplines and genres.
- Appropriate resources are allocated.
- Instructional staff determine methods to motivate students to challenge themselves with more difficult texts.
- Administrators and instructional staff schedule time for students to engage in independent reading throughout the week.
- A communication network among instructional staff members, librarians, and grade-level teams is in place to determine the availability of books and other texts of various genres and text types.
- Educational technology resources are expanded to support the independent reading approach.
- Administrators and instructional staff begin to implement a plan to provide access to books and texts for all students to use in school and at home.

Criterion #9 (Continued)

A schoolwide, systematic approach is developed and implemented to provide multiple opportunities for students to read independently in various genres and text types with monitoring and support.

EMERGING

- Key elements are identified for a schoolwide approach to independent reading using appropriately leveled, diverse, highly engaging texts across disciplines and genres.
- Appropriate resources are identified and prioritized.
- Instructional staff begin exploring methods to motivate students to challenge themselves with more difficult texts.
- Administrators and instructional staff determine times for students to engage in independent reading throughout the week.
- A communication network among instructional staff members, librarians, and grade-level teams is developed to determine the availability of books and other texts of various genres and text types.
- Educational technology resources are identified that can support the independent reading approach.
- Administrators and instructional staff plan to provide access to books and texts for all students to use in school and at home.

Criterion #10

A schoolwide, systematic approach is implemented that supports family literacy and that includes school and community stakeholders, including all parents and caregivers.

ARRIVING	APPROACHING	EMERGING
<ul style="list-style-type: none"><input type="checkbox"/> A schoolwide approach to support family literacy is fully implemented, including strengthening literacy in English and other languages used in students' homes.<input type="checkbox"/> A needs assessment is completed by school staff, parents, and community members to identify topics, speakers, and activities for family literacy events.<input type="checkbox"/> A communitywide approach to support family literacy is clearly communicated and implemented, including strengthening literacy in English and other languages used in students' homes.<input type="checkbox"/> Resources and services are provided to families in their native languages.<input type="checkbox"/> Family participation is supported through incentives and by overcoming barriers to attendance (e.g., providing childcare during family literacy meetings).<input type="checkbox"/> Meetings feature diverse speakers who specialize in building home-language and English literacy skills.	<ul style="list-style-type: none"><input type="checkbox"/> A schoolwide approach to support family literacy is provided, including strengthening literacy in English and other languages used in students' homes.<input type="checkbox"/> A needs assessment is completed by school staff and parents to identify topics, speakers, and activities for family literacy events.<input type="checkbox"/> A schoolwide approach for family literacy support is communicated to all staff members, including how dedicated staff members can support family literacy.<input type="checkbox"/> Resources and services are provided to families in multiple languages.<input type="checkbox"/> Family participation is encouraged through incentives and by overcoming barriers to attendance (e.g., providing childcare during family literacy meetings).	<ul style="list-style-type: none"><input type="checkbox"/> The current implementation of disciplinary literacy is assessed and a schoolwide system for implementing disciplinary literacy is planned.<input type="checkbox"/> PD on disciplinary literacy is identified and scheduled.<input type="checkbox"/> Appropriate resources are identified.<input type="checkbox"/> A system for incorporating disciplinary literacy across all content areas is communicated to administrators and instructional staff members.<input type="checkbox"/> A plan to evaluate the impact of disciplinary literacy on student achievement is developed.

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