Comprehensive Needs Assessment

Adapted from Literacy Academy - January 2018

Today’s Presenters

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REQUIREMENT 1: Local Literacy Plan is Informed by a Comprehensive Needs Assessment

Criteria A: The plan includes an analysis of learner performance data for all age levels served

1. Analysis includes relevant data sources for all age levels served; and
2. Data is not simply provided but is analyzed in a manner that assumptions or conclusions are drawn and included in the data analysis section (may include a root cause analysis).

Criteria B: The plan includes an analysis of factors other than learner performance

Analysis includes other factors, supported by data, that may influence reading achievement. Factors related to:
1. Adult implementation of specific practices or programs;
2. Adult data, such as teacher attendance, experience, and turnover;
3. Family engagement and community partnerships; and
4. Student demographics not represented in the learner performance analysis.

What We’ll Cover

- Local Literacy Plan Data Analysis & Examples
- Root Cause Analysis Process
- Your Plan’s Foundation
Focus on Disadvantaged Populations

- Children Living in Poverty
- Children with Disabilities
- Children who are English Learners
- Children with Reading Difficulties

Local Literacy Plan Content

1. Leadership Team, Development Process and Monitoring Implementation
2. Alignment Between the Local Literacy Plan and Other Improvement Efforts
3. Comprehensive Needs Assessment
4. Literacy Mission and Vision Statement(s)
5. Measurable Learner Performance Goals
6. Action Plan Map(s)
7. Plan for Monitoring Progress
8. Expectations and Supports for Learners and Professionals
Considerations

- The Simple View of Reading
- Language & Literacy Development Continuum
- General and Special Education Partnerships
- Infrastructure Supports

Simple View of Reading

- Decoding (Word-level Reading): The ability to transform print into spoken language
- Language Comprehension: The ability to understand spoken language
- Reading Comprehension

(Gough & Tunmer, 1986)
Language and Literacy Continuum

Conventional Literacy
Changing Emphasis of the Subskills of the Five Components of Reading

<table>
<thead>
<tr>
<th>Component</th>
<th>K</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
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</thead>
<tbody>
<tr>
<td>Phonemic</td>
<td>Blend &amp; Segment</td>
<td>Phoneme Analysis: Addition, Deletion &amp; Substitution; Spelling Dictation</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Awareness</td>
<td></td>
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</tr>
<tr>
<td>Phonics</td>
<td>Sounds/Basic Phonics</td>
<td>Advanced Phonics &amp; Multisyllabic</td>
<td>Multisyllabic &amp; Word Study</td>
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<td></td>
</tr>
<tr>
<td>Fluency</td>
<td>Sounds and Words</td>
<td>Words &amp; Connected Text</td>
<td></td>
<td></td>
<td>Connected Text</td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Speaking &amp; Listening</td>
<td>Listening, Reading &amp; Writing</td>
<td>Reading &amp; Writing</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Comprehension</td>
<td>Speaking &amp; Listening</td>
<td>Listening, Reading &amp; Writing</td>
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<td></td>
</tr>
</tbody>
</table>

Adapted from Michigan’s Integrated Behavior and Learning Support Initiative, 2017
Adolescent Literacy Components

<table>
<thead>
<tr>
<th>Elementary K-5</th>
<th>Adolescent 4-12</th>
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<tbody>
<tr>
<td>• Phonemic</td>
<td>• Advanced</td>
</tr>
<tr>
<td>Awareness *</td>
<td>Decoding</td>
</tr>
<tr>
<td>• Phonics</td>
<td>• Fluency</td>
</tr>
<tr>
<td>• Fluency</td>
<td>• Vocabulary</td>
</tr>
<tr>
<td>• Vocabulary</td>
<td>• Comprehension</td>
</tr>
<tr>
<td>• Comprehension</td>
<td>• Motivation</td>
</tr>
</tbody>
</table>

General and Special Education Partnerships

What percentage of your students have access to the general curriculum everyday?
**Infrastructure Supports**

**Tier 3**
- Student Support Teams
- Intensive Reading intervention plans
- Diagnostic data

**Tier 2**
- Support for students not making progress in Tier 1 instruction
- Evidence-based reading interventions based on individual students’ needs
- Coordination with Tier 1 instruction
- Progress monitoring data

**Tier 1**
- Building Leadership & Teacher-Based Teams
- School-wide reading plan
- Core reading instruction
- Instructional coaching
- Universal screening data

**Local Literacy Plan, Section 3: Comprehensive Needs Assessment**

<table>
<thead>
<tr>
<th>Part A</th>
<th>Part B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis of relevant learner performance data</td>
<td>Analysis of factors contributing to underachievement in literacy</td>
</tr>
</tbody>
</table>
Section 3, Part A: Analysis of Learner Performance Data

Step 1: Gather the student performance data for analysis

Step 2: Examine and interpret the data

Step 3: Engage in root cause analysis; begin to problem-solve

Step 4: Provide a brief narrative on the data and your analysis

State Assessments

- Ohio’s State Tests in English Language Arts Grades 3-8
- High school end-of-course tests
- Ohio’s Alternate Assessment for Students with Significant Cognitive Disabilities
- Kindergarten Readiness Assessment
- Third Grade Reading Guarantee K-3 Reading Diagnostics
Kindergarten Readiness Assessment

Overall Score (approaching or emerging)
- 77%
- 74%
- 81%

Social Foundations (approaching or emerging)
- 62%
- 54%
- 58%

Language and Literacy (not on track)
- 53%
- 52%
- 57%

Percentage of Students On Track for Reading at Grade Level

Kindergarten
- 38%
- 37%

Grade 1
- 40%
- 42%

Grade 2
- 45%
- 47%

Grade 3
- 49%
- 33%
Third Grade Reading Proficiency

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>14-15</td>
<td>37%</td>
</tr>
<tr>
<td>15-16</td>
<td>39%</td>
</tr>
<tr>
<td>16-17</td>
<td>35%</td>
</tr>
</tbody>
</table>

Simple View of Reading

- **Decoding (Word-level Reading)**
  - The ability to transform print into spoken language

- **Language Comprehension**
  - The ability to understand spoken language

Reading Comprehension

(Gough & Tunmer, 1986)
Notes about Learner Performance Data:

• No single test can serve all purposes; an effective assessment system includes:
• A clear assessment schedule
• **Universal Screening**
  • Going deeper when indicated (**diagnosis**) that includes decision rules
• Instructional planning and intervention planning
• **Progress monitoring**
• Content area collaboration and professional development/coaching around literacy

**Section 3, Part A**

**Step 1: Gather learner performance data for analysis**

**Other Types of Data**

• Benchmark assessments
• Curriculum-based measures
• Data by grade level
• Data by learner group
• RIMP data

• Sub-test results on reading screeners and diagnostic tests
• Data by language and literacy skill
• Progress monitoring data

• Any student data that is used by teachers to inform instruction
Percentage of Students at or Above Benchmark by Grade and Assessment

Reflection/Share Out
Section 3 Part A: Step 1

- What have you used/will you use for state and local data points?

- Do these represent the full range of age/grade ranges impacted by your plan?

- What else will you need? What are you missing from the Simple View of Reading?
Section 3, Part A

Step 2: Examine and interpret the data

• What do the numbers tell us about…
  ➢ Student learning?
  ➢ Adult implementation?
  ➢ Tier 1 curriculum?
  ➢ Intervention services?

• Are there trends in the data over several years?
• What does performance look like by student subgroup (disadvantaged populations)?
• Does a specific grade level stand out for over or under achieving compared to the other grade levels?

Reflection/Share Out

Section 3 Part A: Step 2

• Reflect with your team on the questions on the previous slide.

• Make notes on your template and develop problem statements to be used in your root cause evaluation
Step 3: Engage in root cause analysis; begin to problem-solve

Categorize “like” causes together
Narrow explanations to those that are actionable
Deepen thinking to ensure causes are “root” causes
Verify with multiple data sources

Validating Root Causes

1. What is the proof that this cause exists? Is it concrete? Is it measurable? Are there more than three data elements that provide evidence?
2. What is the proof that this cause could lead to the stated effect? Are we merely asserting causation?
3. What proof is there that this cause actually contributed to the problem?
4. Is anything else needed, along with this cause, for the stated effect to occur? Is it self-sufficient?
5. Can anything else, besides this cause, lead to the stated effect? Are there alternative explanations that fit better? What other risks are there?
Section 3, Part A

Step 3: Engage in root cause analysis; begin to problem-solve

“5-Whys Deep” or Fishbone Method Example

Problem Statement: At the beginning of the year in first grade, 62 of 65 (95%) students are at risk in phonemic awareness as measured by Phoneme Segmentation Fluency (PSF).

1. **Why** didn’t students master the skills in phonemic awareness that are expected by the end of Kindergarten?
2. **Why** didn’t students receive adequate or enough instruction in phonemic awareness?
3. **Why** were the kindergarten teachers only incidentally teaching phonemic awareness skills?
4. **Why** didn’t the kindergarten teachers adopt phonological awareness curriculum?

Root Cause

- 1. Because they did not receive adequate or enough phonemic awareness instruction in kindergarten.
- 2. Because the kindergarten teachers were only incidentally teaching phonemic awareness skills.
- 3. Because the kindergarten teachers have not received phonematic based curriculum that the district adopted two years ago for phonological awareness.
- 4. Because when the curriculum reading specialist who was trained to train on the curriculum was reassigned prior to the start of the school year.
Reflection/Share Out
Section 3 Part A Step 3

• The root cause will give you your evidence for your narrative

• Make notes on your template and develop an outline for your narrative

Section 3, Part A

Step 4: Provide a brief narrative on the data and your analysis

SECTION 3, PART A: ANALYSIS OF LEARNER PERFORMANCE DATA

Insert an overall analysis of language and literacy performance data, based on the age/grade ranges served by the organization and age/grade ranges impacted by the plan.
SECTION 3, PART A: ANALYSIS OF LEARNER PERFORMANCE DATA

Insert an overall analysis of language and literacy performance data, based on the age/grade ranges served by the organization and age/grade ranges impacted by the plan.

Example typically provided in a Reading Achievement Plan (RAP):

<table>
<thead>
<tr>
<th>Grade</th>
<th>PSF</th>
<th>NWF</th>
<th>ORF</th>
<th>Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>no data, 58%, 75%</td>
<td>no data, 55%, 5%</td>
<td>no data, 55%, 50%</td>
<td>no data, 55%, 50%</td>
</tr>
<tr>
<td>Grade 1</td>
<td>51%, 59%, 75%</td>
<td>no data, 53%, 50%</td>
<td>41%, 43%, 43%</td>
<td>50%, 47%, 46%</td>
</tr>
<tr>
<td>Grade 2</td>
<td>41%, 43%, 43%</td>
<td>no data, 45%, 43%</td>
<td>50%, 47%, 46%</td>
<td>42%, 49%, 41%</td>
</tr>
<tr>
<td>Grade 3</td>
<td>42%, 49%, 41%</td>
<td>no data, 50%, 47%</td>
<td>50%, 47%, 46%</td>
<td>42%, 49%, 41%</td>
</tr>
</tbody>
</table>

Reading proficiency 15-16, 16-17, 17-18

| Grade 3 | 38%, 37%, 37% | 38%, 37%, 37% | 38%, 37%, 37% |
| Grade 4 | 40%, 42%, 41% | 40%, 42%, 41% | 40%, 42%, 41% |
| Grade 5 | 45%, 47%, 49% | 45%, 47%, 49% | 45%, 47%, 49% |
| Grade 6 | 49%, 47%, 33% | 49%, 47%, 33% | 49%, 47%, 33% |
| Grade 7 | 45%, 43%, 42% | 45%, 43%, 42% | 45%, 43%, 42% |
| Grade 8 | 51%, 47%, 47% | 51%, 47%, 47% | 51%, 47%, 47% |
Struggling Readers

Learner Data

- Nearly 30% of Ohio’s K-3 students are reading below grade level.
- Nearly 40% of students in grades 3-8 are not proficient in reading.
- Fewer than 27% of students with disabilities in grades 3-8 are proficient in reading.
- More than 50% of graduating seniors taking the ACT do not meet the college and career readiness benchmark for reading.

Root Cause Analysis

- Students who start behind stay behind.
- Some districts were either not utilizing effective instructional practices or not implementing them with fidelity.
  - Used outdated special education and intervention practices;
  - Lacked differentiation in instruction at all tiers;
  - Continued the use of intervention(s) even when progress was not occurring; and
  - Lacked effective progress monitoring and data literacy skills.

Analysis of Learner Performance Data

(See Handout)
Local Literacy Plan, Section 3: Comprehensive Needs Assessment

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Section 3, Part B: Analysis of Factors Contributing to Underachievement in Literacy

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Gather the student performance data for analysis</td>
</tr>
<tr>
<td>2</td>
<td>Examine and interpret the data</td>
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</tr>
<tr>
<td>4</td>
<td>Provide a brief narrative on the data and your analysis</td>
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</table>
Section 3, Part B

Step 1: Gather the relevant quantitative data

**Quantitative**

- Percentage of students attending preschool
- Percentage of students who are English Learners

- MTSS needs assessments—Reading Tiered Fidelity Inventory (RTFI) or PBIS inventory

- Teacher attendance
- Student attendance
- Staff with expertise in reading
- Evidence of adult implementation (walk-through data)

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**Multi-Tiered System of Support**

- Social Competence & Academic Achievement
- Supporting Staff Behavior
- Supporting Student Behavior

*Reading Tiered Fidelity Inventory – Elementary and Secondary*
School-Wide Reading Model

- Evidence-based practices
- Continuum of reading needs
- Data use and analysis

R-TFI Data

Reading-Tiered Fidelity Inventory (Tier 1)

- Building Leadership Team established
- School-wide reading plan established
- Adequate time for reading instruction
- Access to instructional coaching
- Universal screening assessments selected

Fall 2016 vs Fall 2017
Literacy across the Content Area rubrics

Teachers consistently integrate high quality reading, writing, and vocabulary instruction to improve all students’ literacy development and content learning.

Adolescent Literacy-Middle School, Ohio Literacy Academy 2017

Reflection/Share Out
Section 3 Part B Step 1

- What have you used/will you use for contributing factors data points?

- What else will you need? What are you missing for quantitative data points?
Section 3, Part B, Step 2
Reflection/Share Out

Step 2: Examine and interpret the data

Based on your quantitative data, list contributing factors to underachievement in literacy.

Section 3, Part B

Step 3: Engage in root cause analysis contributing to underachievement in literacy; begin to problem-solve
Section 3, Part B: Analysis of Factors Contributing to Underachievement in Literacy

**Step 4: Provide a brief narrative on the data and your analysis**

*EXAMPLE*

Our school district has some challenges. Based on the data we shared earlier, here is our summary:

- We are a district of high poverty.
- Our students need much support with vocabulary.
- The EL population has grown significantly over the past several years.
- Student mobility is a factor; students move back and forth between the public schools and charter schools.
- Student attendance is a concern.
- Principal leadership changes frequently in most buildings; new principals often remain only one or two years.
- Teachers have not had training on how to administer and interpret the curriculum-based measure.
- Teacher-based teams are not sure how to select evidence based practices based on the data.

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**Homework for Data Analysis Section 3**

1. Complete Steps 1 through 4 for Data Parts A and B
   a) Gather the student performance data for analysis
   b) Examine and interpret the data
   c) Engage in root cause analysis; begin to problem-solve
   d) Provide a brief narrative on the data and your analysis

2. Create your charts and write your narrative

3. Create draft goals
Local Literacy Plan

- Leadership Team, Development Process and Monitoring Implementation
- Alignment with Other Improvement Efforts
- Action Plan Map
- Plan for Monitoring Progress
- Expectations & Supports for Learners & Professionals

Measurable Performance Goals → Evidence-Based Practices & Interventions

Comprehensive Needs Assessment

Striving Readers Webpage

education.ohio.gov

Search keywords: Striving Readers

strivingreaders@education.ohio.gov

- Application
- Local Literacy Plan Templates and Guidance
- Resources including information from Literacy Academy
- State Literacy Plan