



# Comprehensive Needs Assessment: Your Local Literacy Plan's Foundation

Literacy Academy · January 2018

**Ohio** | Department  
of Education

# Today's Presenters

**Chris Rauscher**

*Senior Technical Assistance Specialist*

American Institutes for Research

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**Joseph Kujkowski & Steven Moran**

*Education Program Specialists*

Office for Exceptional Children

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**Kara Waldron**

*Program Administrator*

Office for Exceptional Children

# Goal of the Session



Equip applicants to complete the comprehensive needs assessment of their Local Literacy Plan

# What We'll Cover

Ohio's Plan to Raise Literacy Achievement

Local Literacy Plan Data Analysis & Examples

Root Cause Analysis Process

Your Plan's Foundation

# What We'll Cover



**Ohio's Plan to Raise Literacy Achievement**

**Local Literacy Plan Data Analysis & Examples**

**Root Cause Analysis Process**

**Your Plan's Foundation**

# Ohio's Plan to Raise Literacy Achievement

Promote evidence-based language and literacy practices birth-grade 12

Support alignment of literacy efforts across the educational cascade (state, regional, local)

Use literacy acquisition and achievement as a lever for school improvement

# Focus on Disadvantaged Populations

Children  
Living in  
Poverty

Children with  
Disabilities

Children who  
are English  
Learners

Children with  
Reading  
Difficulties

# Ohio's Plan

Ohio's State  
Literacy  
Team

Ohio's  
Theory of  
Action

Alignment of  
Literacy  
Improvement  
Efforts

Comprehensive  
Needs  
Assessment

Ohio's  
Literacy  
Vision

Objectives,  
Strategies &  
Activities

Measuring  
Success

Monitoring  
Progress

Implementing  
Evidence-Based  
Practices



# Needs Assessment

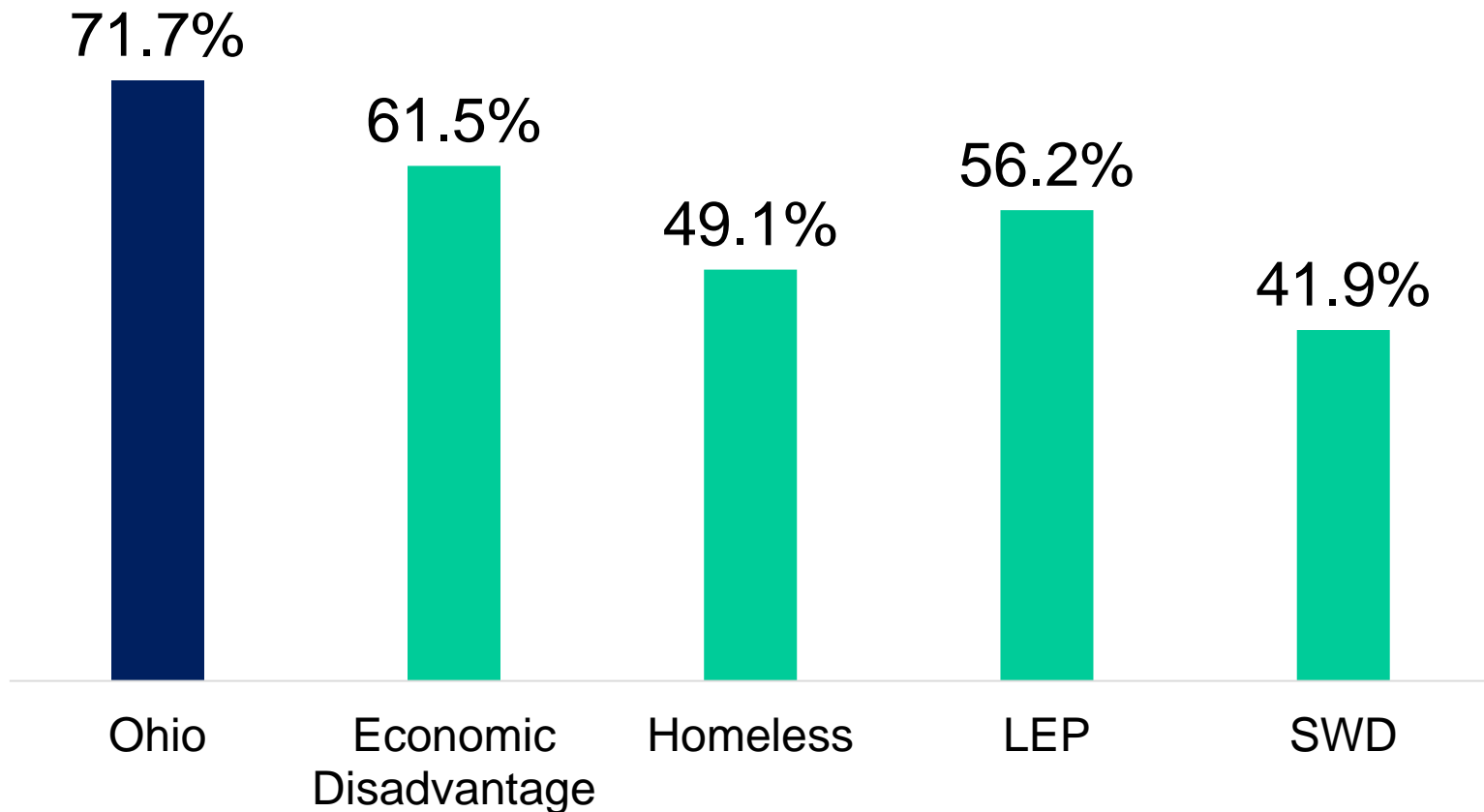
2017 Learner Performance Data

Root Cause Analysis

Drives Ohio's Vision and Plan

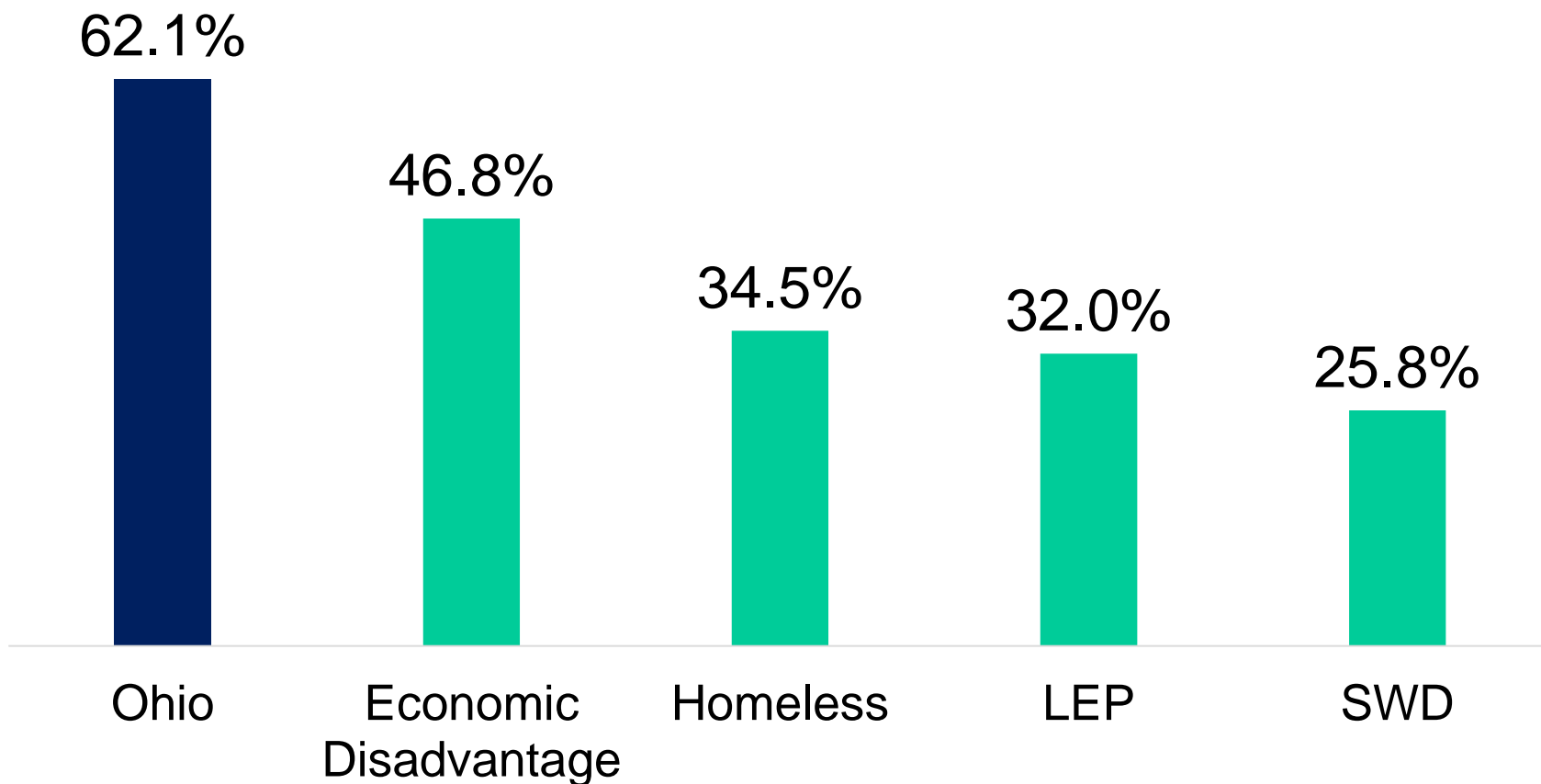
# Ohio's K to grade 3 learners on track for reading on grade level

Percent On Track



# Ohio's grade 3-12 learners proficient or above in reading

## Ohio's Grade 3-12 Learners



# 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.

# Commitments

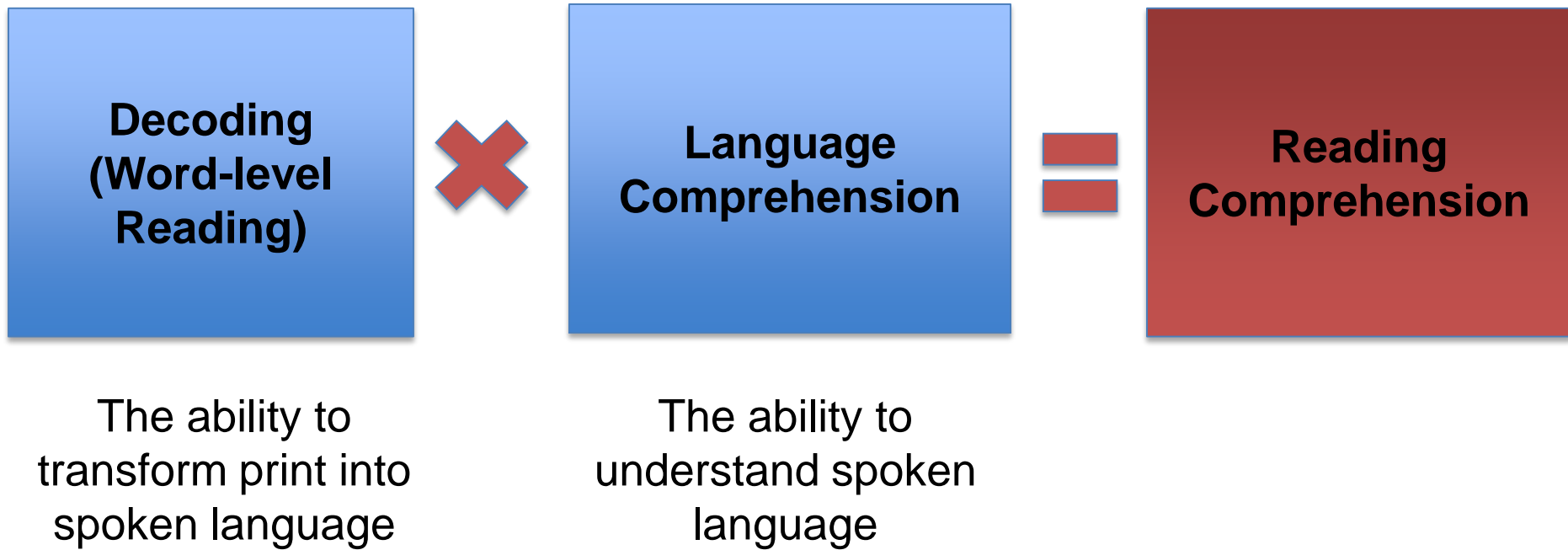
The Simple View of Reading

Language & Literacy Development Continuum

General and Special Education Partnerships

Infrastructure Supports

# Simple View of Reading



(Gough & Tunmer, 1986)

# Language and Literacy Continuum



**Emergent  
Literacy**



**Early  
Literacy**



**Conventional  
Literacy**



**Adolescent  
Literacy**

**Support for *All* Learners Across the Literacy  
Development Continuum**

# Conventional Literacy

## Changing Emphasis of the Subskills of the Five Components of Reading

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

Adapted from Michigan's Integrated Behavior and Learning Support Initiative, 2017



# Adolescent Literacy Components

Elementary K-5	Adolescent 4-12
<ul style="list-style-type: none"><li>• Phonemic Awareness</li><li>• Phonics</li><li>• Fluency</li><li>• Vocabulary</li><li>• Comprehension</li></ul>	<ul style="list-style-type: none"><li>• <b>Advanced Decoding</b></li><li>• <b>Fluency</b></li><li>• <b>Vocabulary</b></li><li>• <b>Comprehension</b></li><li>• <b>Motivation</b></li></ul>

# Presumed Competence



**ALL** learners, no matter the complexity of their disability, have the potential to grow their skills and knowledge in language and literacy.

# Infrastructure Supports



## Ohio's Literacy Toolkits

# What We'll Cover

Ohio's Plan to Raise Literacy Achievement



Local Literacy Plan Data Analysis & Examples

Root Cause Analysis Process

Your Plan's Foundation

# 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

# Local Literacy Plan, Section 3: Comprehensive Needs Assessment

Part A	Part B
Analysis of relevant learner performance data	Analysis of factors contributing to underachievement in literacy

# Local Literacy Plan, Section 3: Comprehensive Needs Assessment



<b>Part A</b>	<b>Part B</b>
<b>Analysis of relevant learner performance data</b>	Analysis of factors contributing to underachievement in literacy

# 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



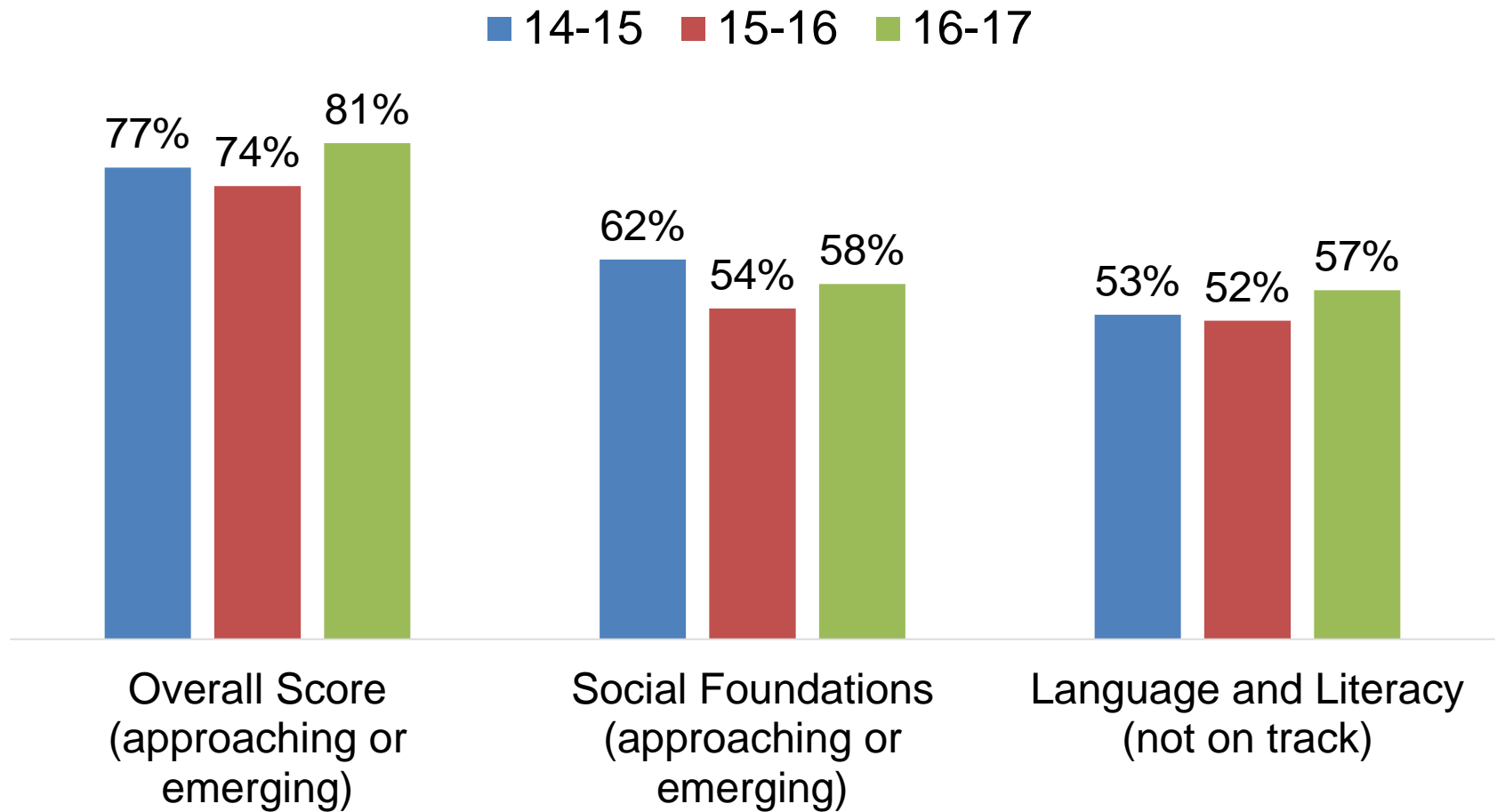
# Section 3, Part A: Analysis of Learner Performance Data

## Step 1: Gather learner performance data for analysis

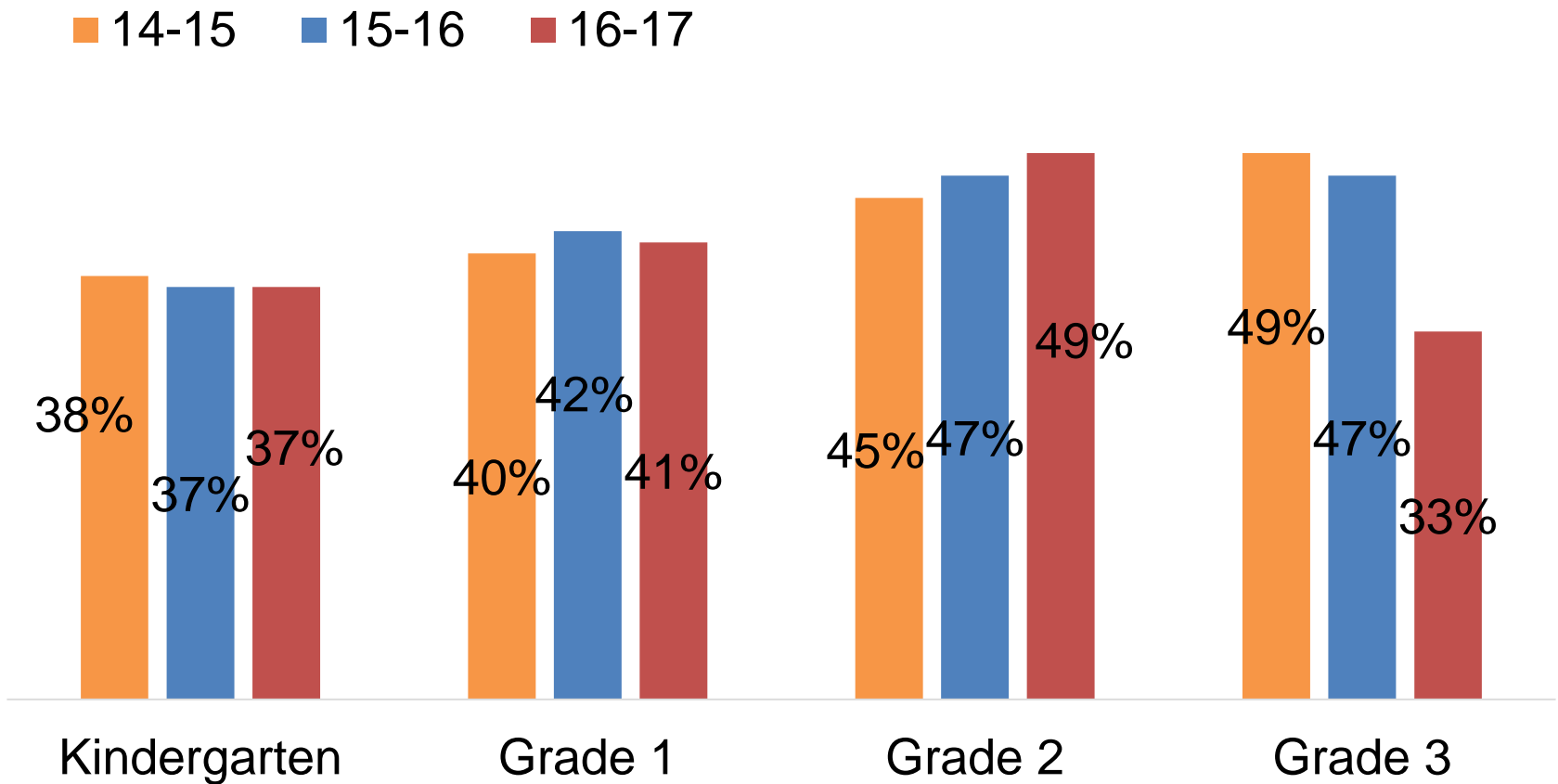
### State Assessments

- 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

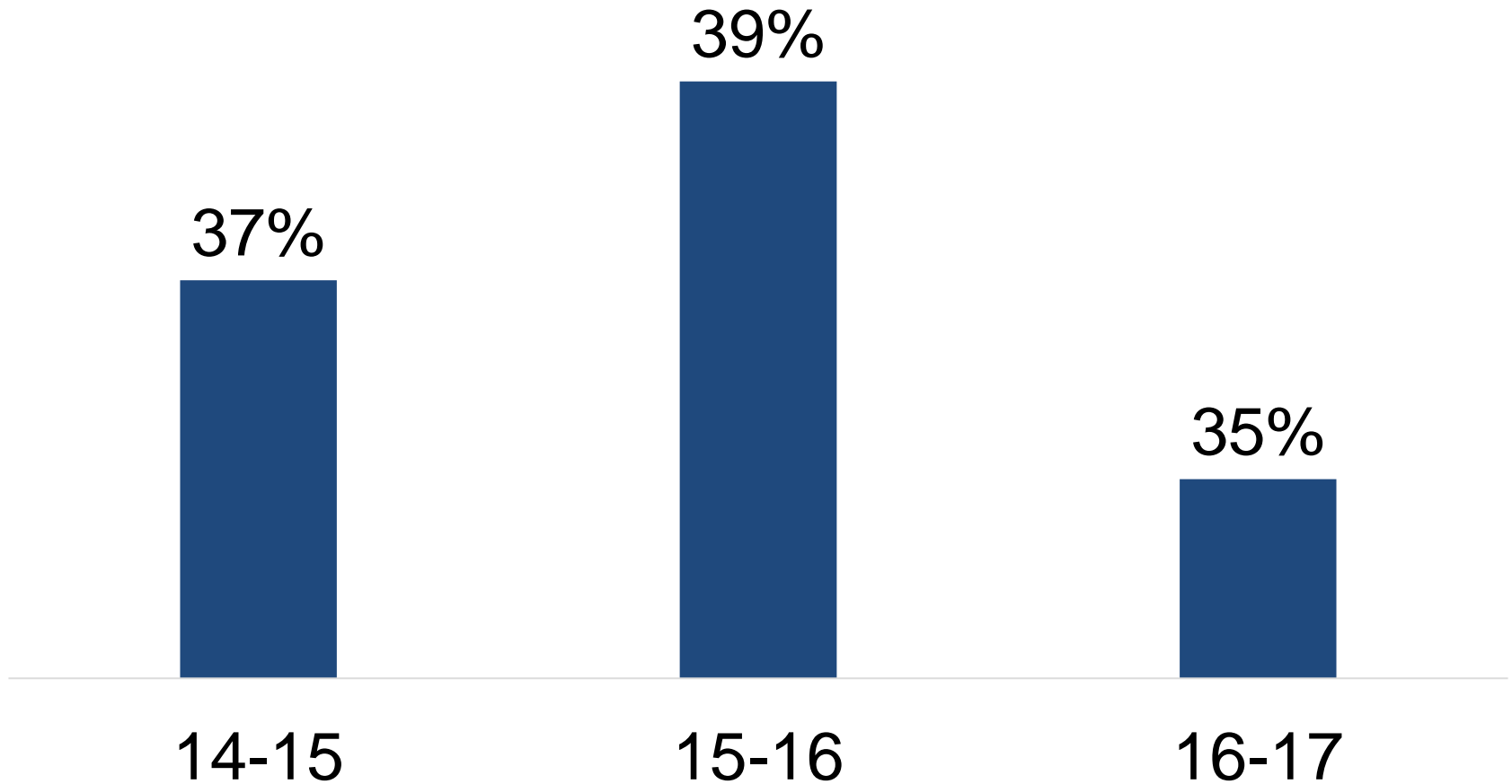
# Kindergarten Readiness Assessment



# Percentage of Students On Track for Reading at Grade Level



# Third Grade Reading Proficiency



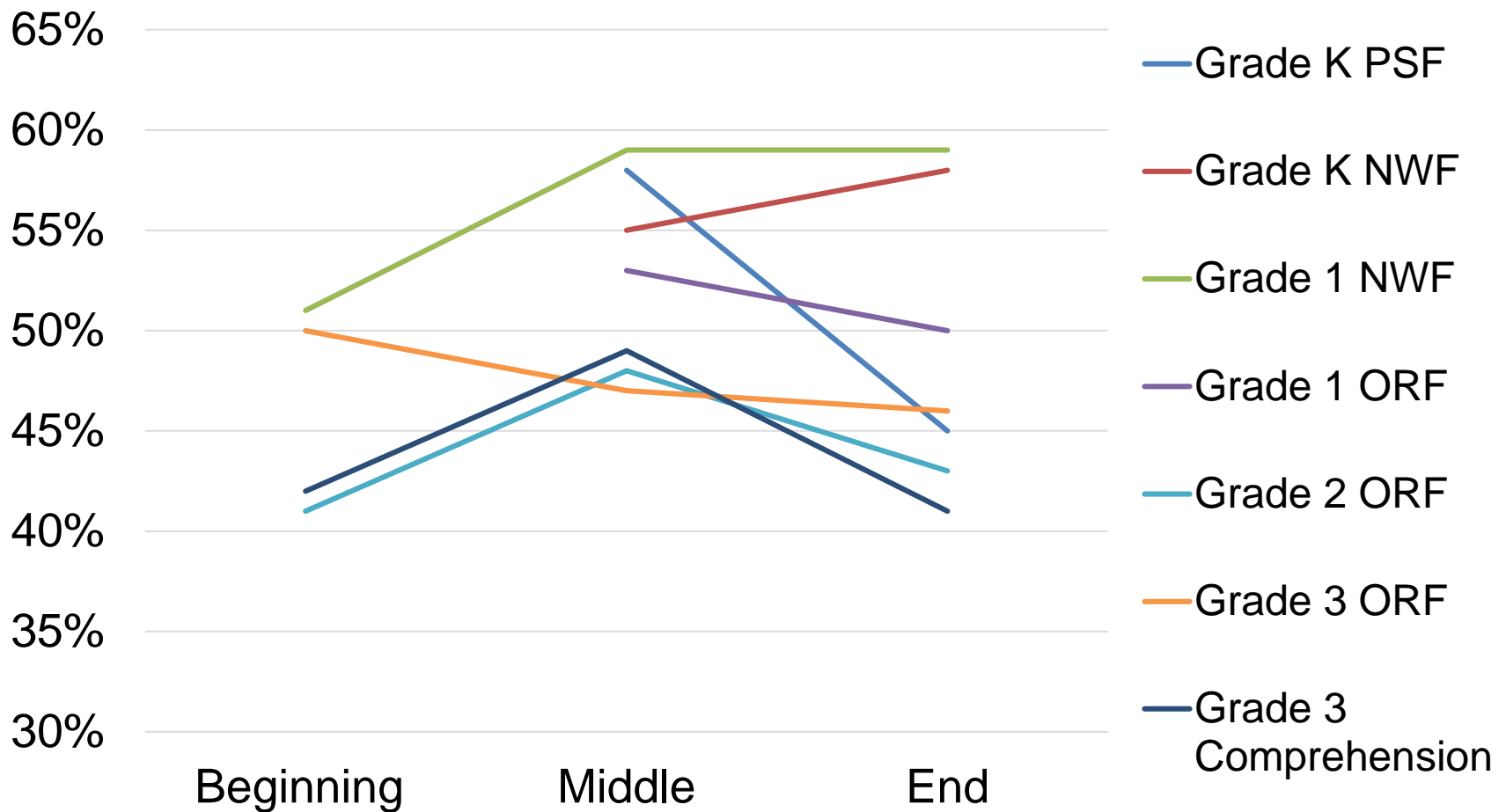
# Section 3, Part A: Analysis of Learner Performance Data

## 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 Activity

1

What potential sources do you have for “other types of data”?

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How do these represent the full range of age/grade ranges impacted by your plan?

# Section 3, Part A: Analysis of Learner Performance Data

## 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?



# Section 3, Part A: Analysis of Learner Performance Data

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

## “5-Whys Deep” 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).

# Section 3, Part A: Analysis of Learner Performance Data

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.

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Example typically provided in a Reading Achievement Plan (RAP)

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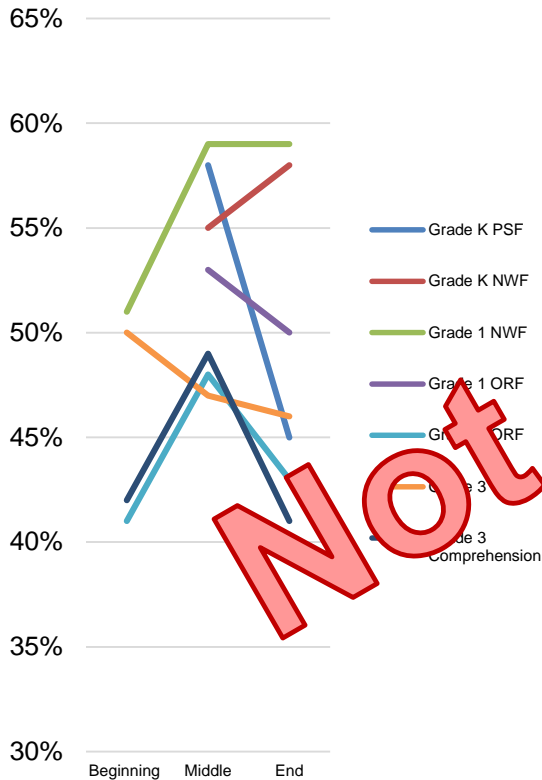
Grade BOY, MOY, EOY Benchmarking data	Reading proficiency 15-16, 16-17, 17-18
Kindergarten PSF - no data, 58%, 75%	Grade 3 - 38%, 37%, 37%
Kindergarten NWF - no data, 55%, 51%	Grade 4 - 40%, 42%, 41%
Grade 1 NWF - 51%, 59%, 75%	Grade 5 - 45%, 47%, 49%
Grade 1 ORF - no data, 50%, 50%	Grade 6 - 49%, 47%, 33%
Grade 2 ORF - 41%, 49%, 43%	Grade 7 - 45%, 43%, 42%
Grade 3 ORF - 50%, 47%, 46%	Grade 8 - 51%, 47%, 47%
Grade 3 Comprehension - 42%, 49%, 41%	

**Not an Analysis**

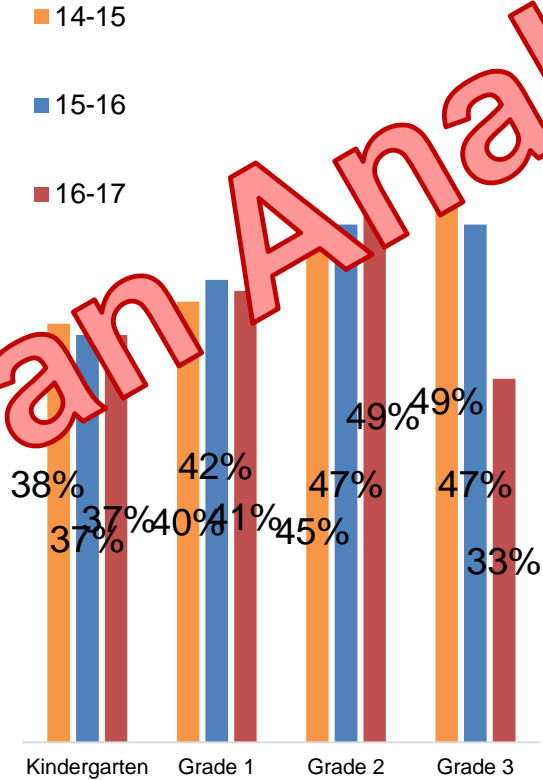
# SECTION 3, PART A: ANALYSIS OF LEARNER PERFORMANCE DATA

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.

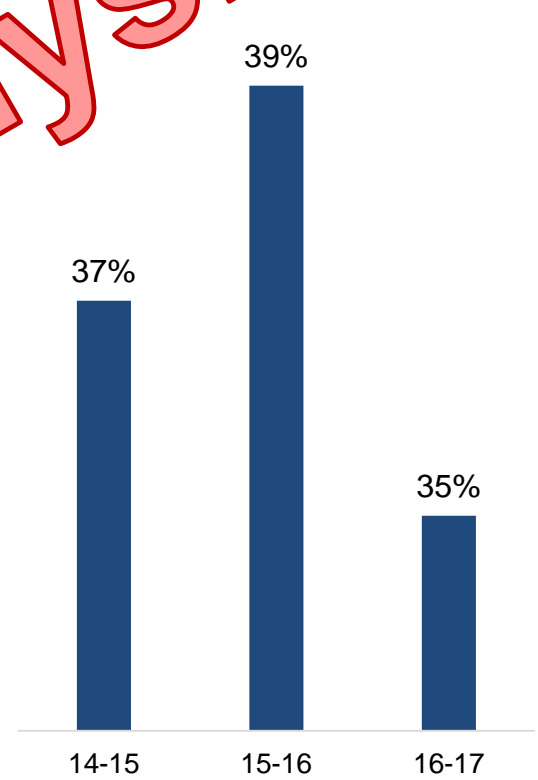
Percentage of Students at or Above Benchmark by Grade and Assessment



Percentage of Students On Track for Reading at Grade Level

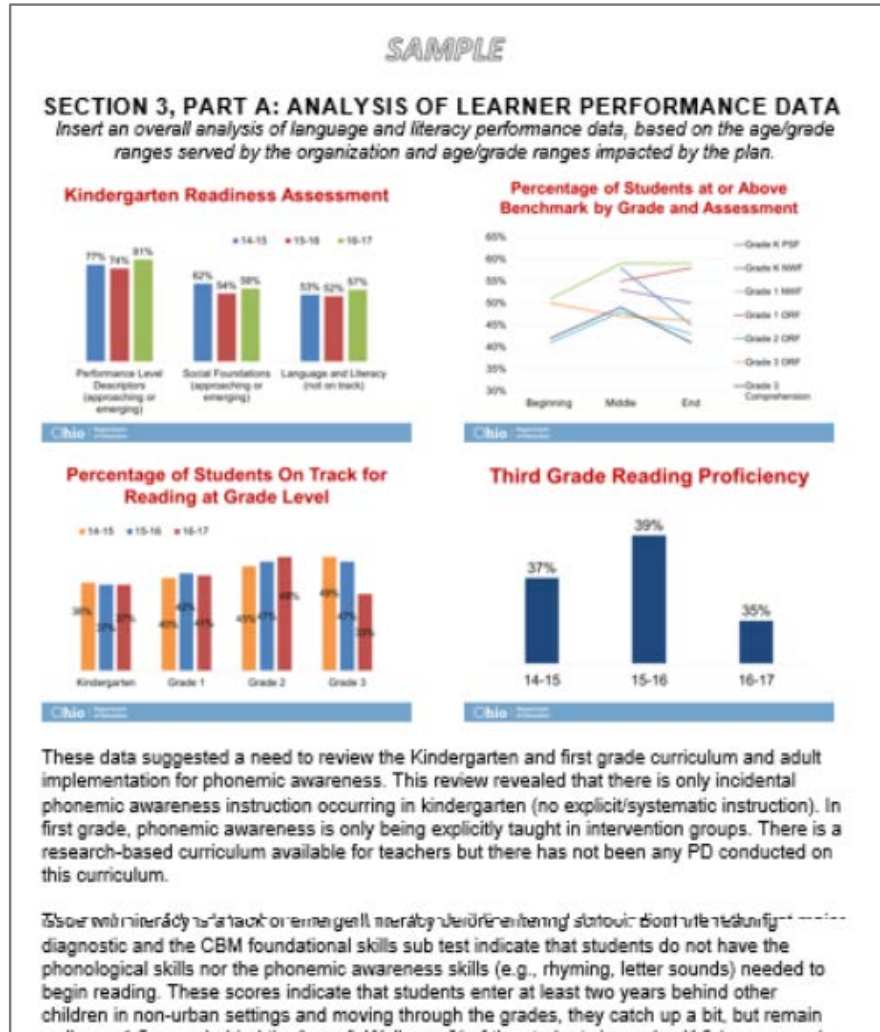


Third Grade Reading Proficiency



Not an Analysis

# Analysis of Learner Performance Data (See Handout)



# Reflection Activity

2

Take a few moments to review the sample data analysis.


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How does this represent steps 1-4?

# K-12 Assessment Notes

- No single test can serve all purposes; an effective assessment system includes:
  - A clear assessment schedule
  - **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

# Local Literacy Plan, Section 3: Comprehensive Needs Assessment

Part A	Part B 
Analysis of relevant learner performance data	<b>Analysis of factors contributing to underachievement in literacy</b>



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

**Step  
1**

**Gather the relevant quantitative and qualitative data**

**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**

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

Step 1: Gather the relevant quantitative and qualitative data



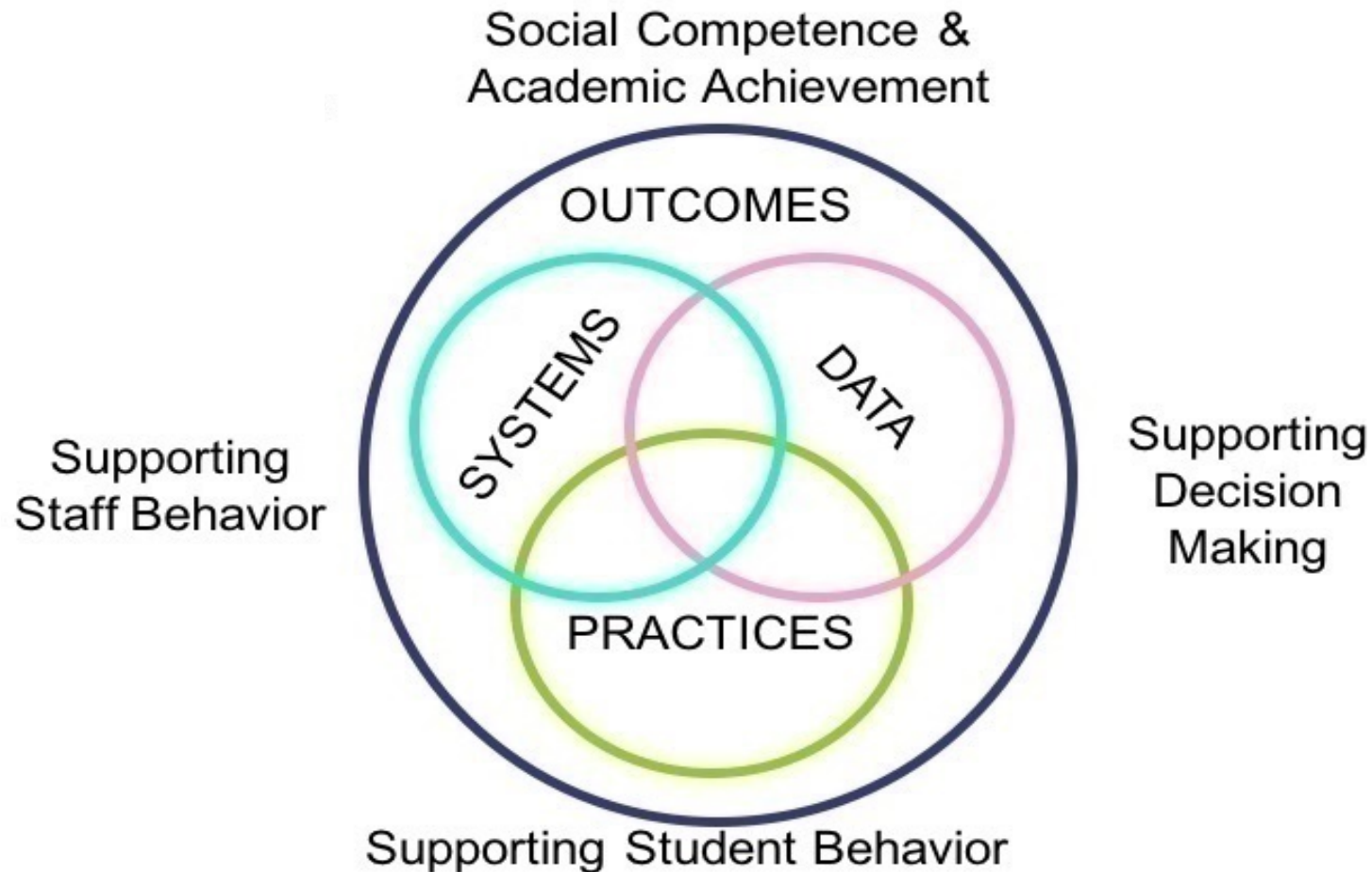
## Quantitative

- Percentage of students attending preschool
- Percentage of students who are English Learners
- MTSS needs assessments
- Teacher attendance
- Student attendance
- Staff with expertise in reading

## Qualitative

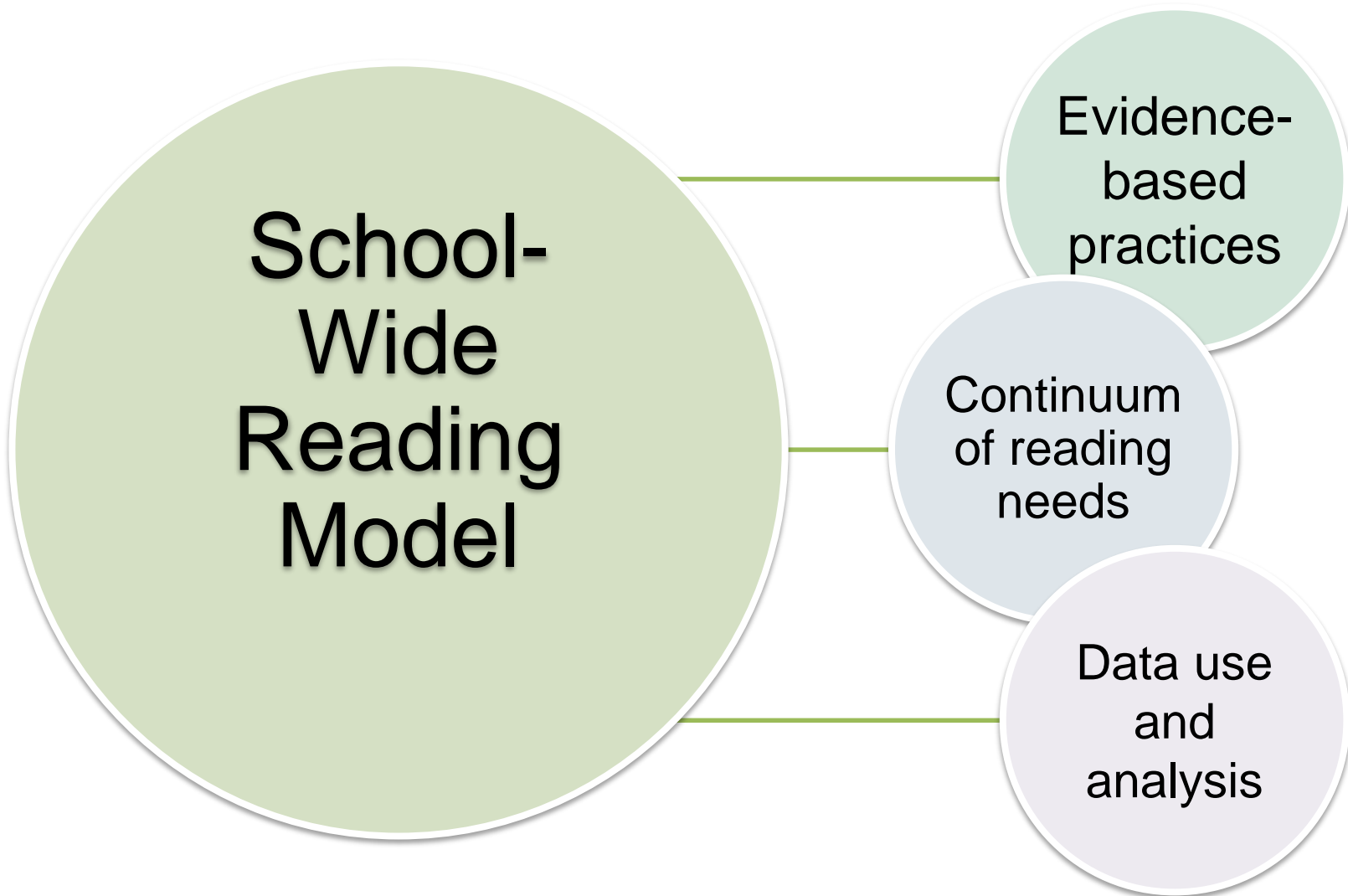
- Surveys
- Observation information
- Climate information
- Work of teacher-based teams
- Teacher beliefs

# Multi-Tiered System of Support



***Reading Tiered Fidelity Inventory – Elementary and Secondary***

# Reading Tiered Fidelity Inventory



# Reading Tiered Fidelity Inventory

School-Wide  
Reading  
Model  
Features

## Tier 3

- Student Support Teams
- Intensive Reading intervention plans
- Diagnostic data

## Tier 2

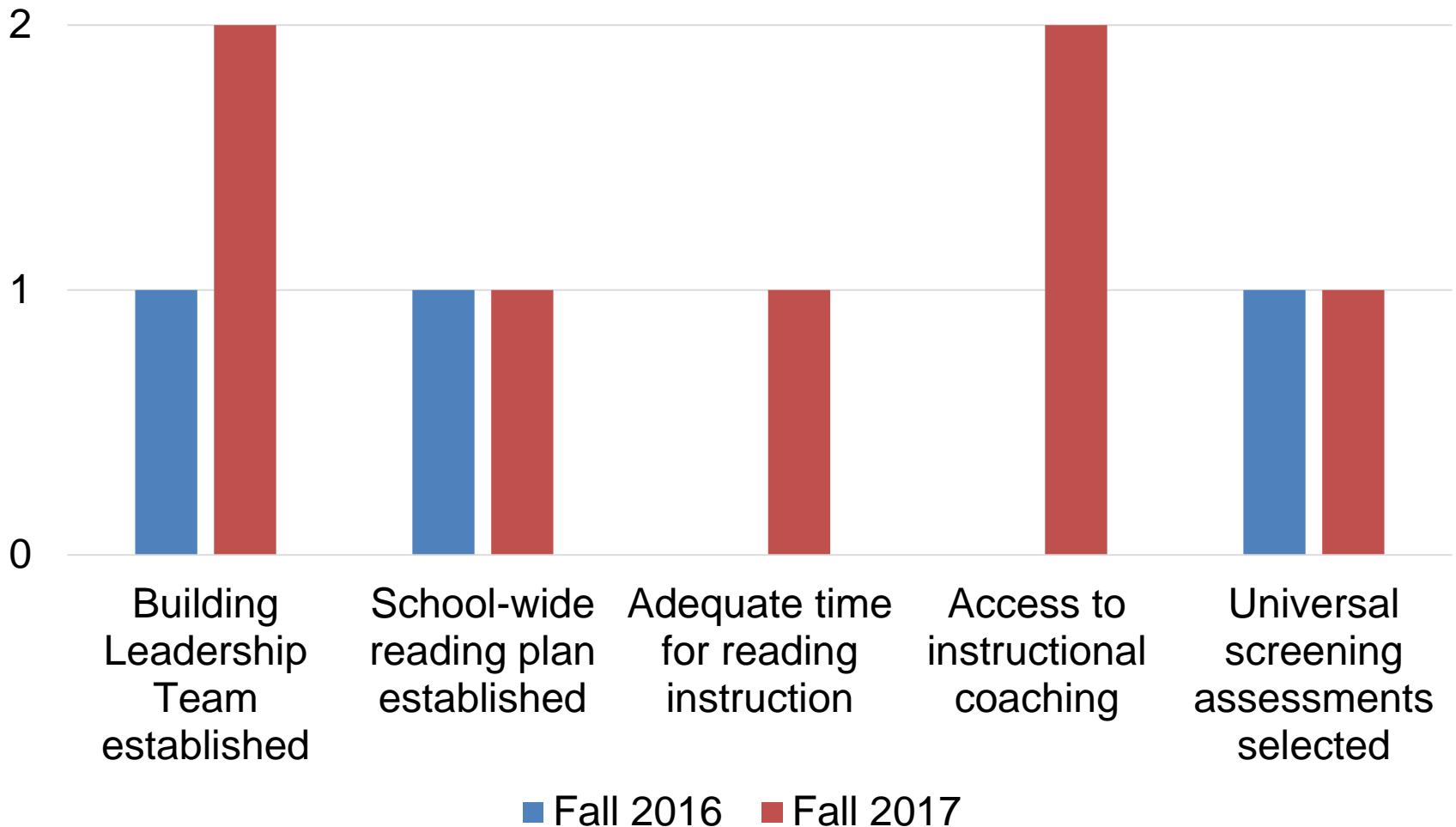
- Support for students not making progress in Tier 1 instruction
- Evidence-based reading interventions based on individual students' needs
- Coordination with Tier 1 instruction
- Progress monitoring data

## Tier 1

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

# R-TFI Data

## Reading-Tiered Fidelity Inventory (Tier 1)



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

Step 1: Gather the relevant quantitative and qualitative data

## Quantitative

- Percentage of students attending preschool
- Percentage of students who are English Learners
- MTSS needs assessments
- Teacher attendance
- Student attendance
- Staff expertise in reading

## Qualitative



- **Surveys**
- **Observation information**
- **Climate information**
- **Work of teacher-based teams**
- **Teacher beliefs**

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



**Step 2: Examine and interpret the data**



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

Step 3: Engage in root cause analysis; 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.

# Reflection Activity

3

Review the factors listed by the sample district.

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Which factors are actionable?

# Local Literacy Plan, Section 3: Comprehensive Needs Assessment

Part A	Part B
Analysis of relevant learner performance data	Analysis of factors contributing to underachievement in literacy

# What We'll Cover

Ohio's Plan to Raise Literacy Achievement

Reading Achievement Plan Data Analysis & Examples



**Root Cause Analysis Process**

Your Plan's Foundation



# Root Cause Analysis Conceptual Framework

Uncovers the deepest root

Identifies causes, not symptoms

Requires the right environment

Fosters open & honest discussion

# Identifying Root Causes

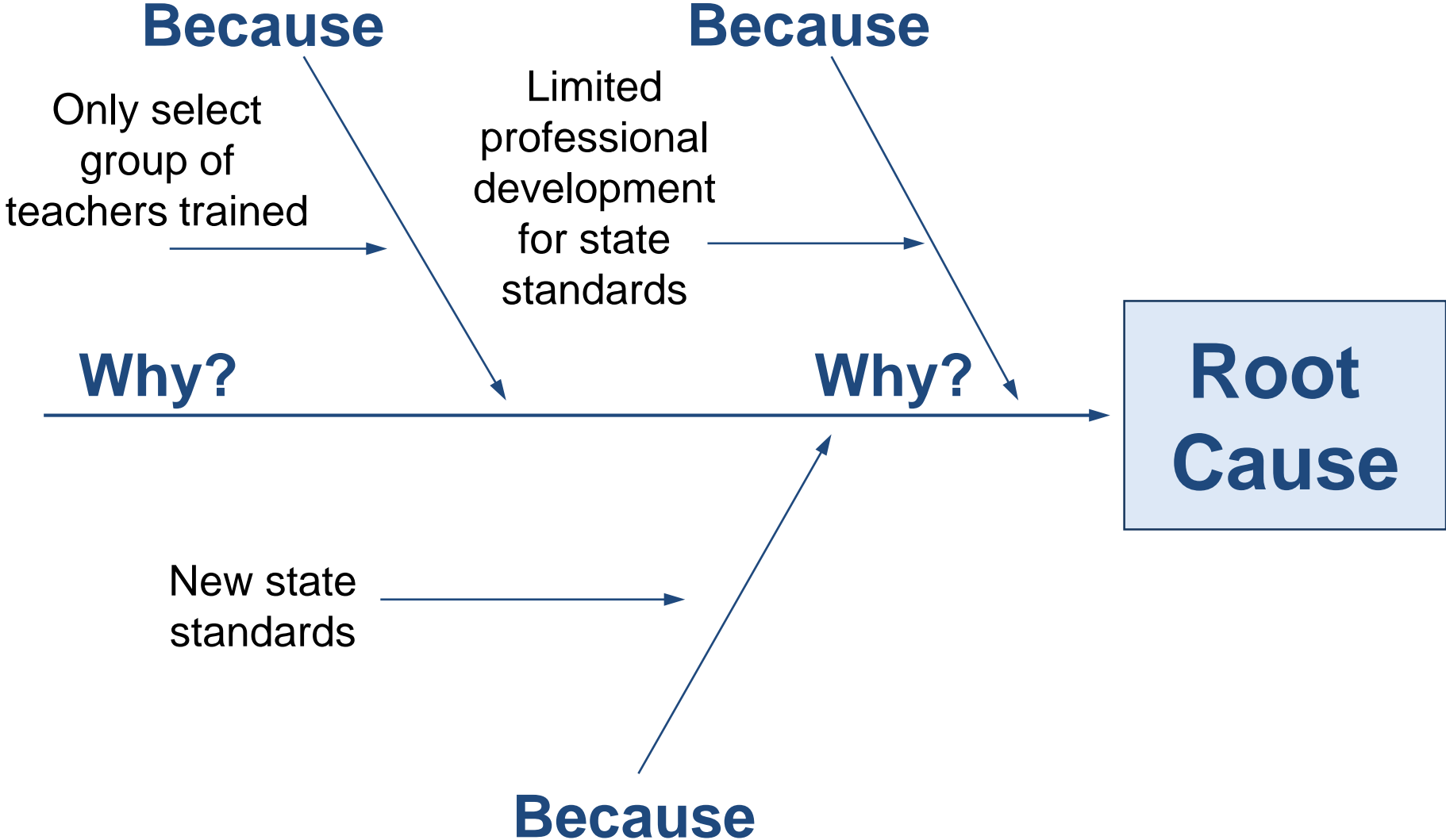
A photograph of a teacher with dark hair, wearing a purple top, smiling and looking down at a group of young students. The students are sitting at a table, holding yellow pencils, and appear to be engaged in a learning activity. The background shows a window with blinds and some greenery outside.

**Focus on  
Closely  
Related  
Performance  
Concerns**

**Consider  
External  
Review  
Findings**

**Brainstorm  
Possible  
Explanations  
(Fishbone)**

# Fishbone Chart





# Root Cause Analysis Process



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?

# Validating Root Causes



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?

# Considering Ohio's Root Cause Analysis

- ✓ Learners who “start behind, stay behind”
- ✓ District infrastructure/support
- ✓ Instructional practices
- ✓ District/building culture
- ✓ Family knowledge and involvement

# What We'll Cover

Ohio's Plan to Raise Literacy Achievement

Reading Achievement Plan Data Analysis & Examples

Root Cause Analysis Process

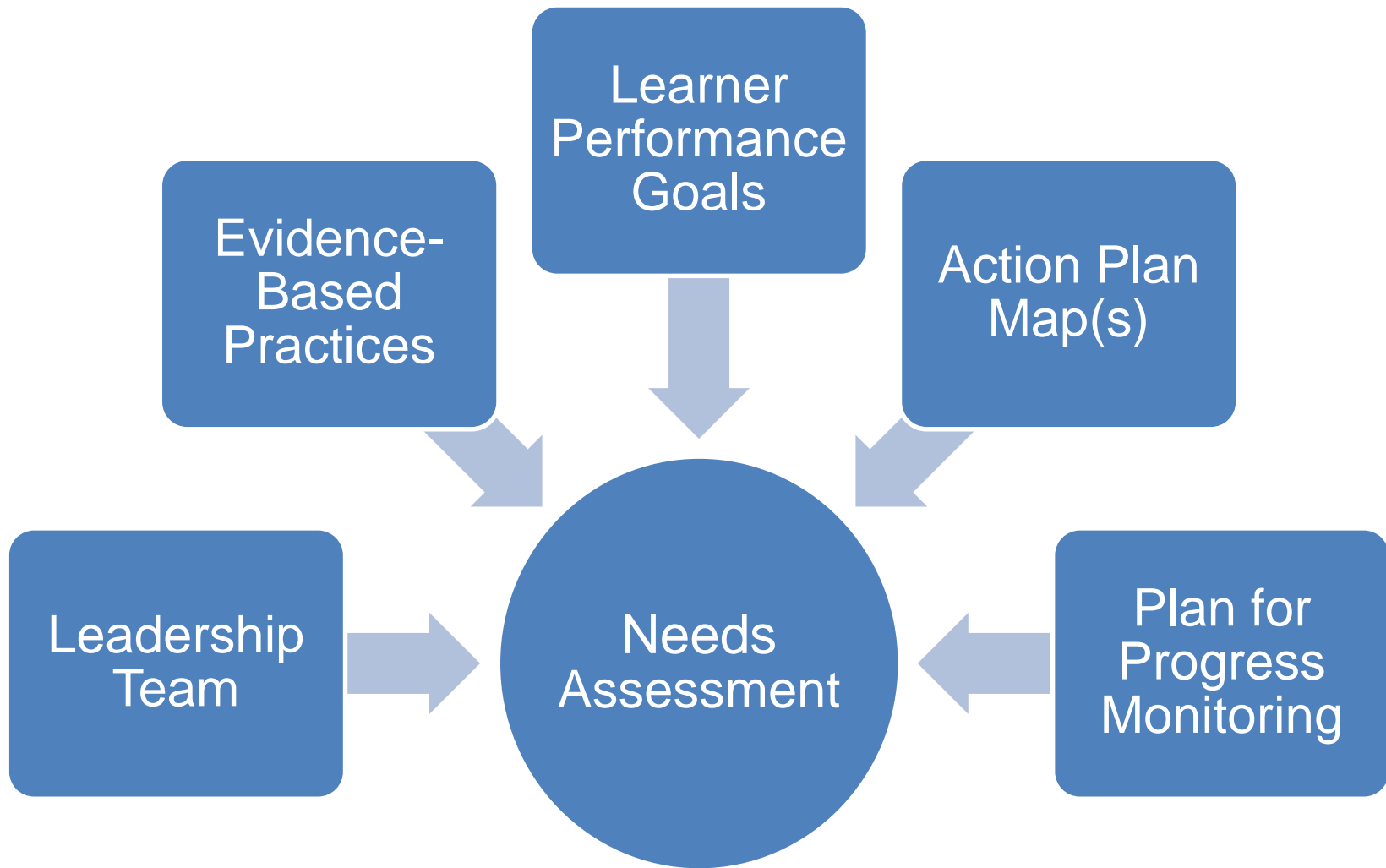


**Your Plan's Foundation**

# Is the plan data driven?



# Using your comprehensive needs assessment to inform:



# 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 Learner Performance Goals

Evidence-Based Practices & Interventions



Comprehensive Needs Assessment



# 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).**

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

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.

# Resources

## ➤ **2:30-4 p.m. Work Session**

Participants will work with Regional Early Literacy Specialists and other State Support Team and Department staff to build and/or refine their Local Literacy Plan. Regional and state staff will be available to answer questions, brainstorm and provide feedback on participants' Local Literacy Plans.

## ➤ **Day 2 Morning & Afternoon Workshops**

Reading Tiered Fidelity Inventory Facilitator Training



# Striving Readers Webpage

[education.ohio.gov](http://education.ohio.gov)

Search keywords: ***Striving Readers***

- Local Literacy Plan templates
- Local Literacy Plan guidance
- Frequently asked questions
- Literacy Academy materials

# Resources

SAFE | State Agencies | Online Services [Ohio.gov](http://Ohio.gov)

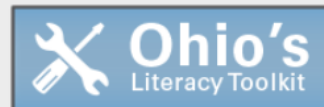


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The Ohio Department of Education aims to increase student achievement through improving language and literacy outcomes for all students. A successful language and literacy framework is built on five interrelated components—teacher capacity, shared leadership, multi-tiered systems of support, parent partnerships, and community collaboration.



# Resources

## Ohio's Early Literacy Toolkits



Effective instruction and meaningful learning opportunities combined with family and community engagement in language and literacy development hold the potential to improve student outcomes. The Ohio Department of Education aims to work collaboratively with parents, teachers, educators, and community members to promote reading success at all levels of learning.

Choose a Toolbox



# District, School, and Teacher Support Toolbox

The Ohio Department of Education strives to build a solid literacy foundation for all students through the implementation of quality language and literacy practices. The purpose of this toolbox is to assist districts, schools and teachers in implementing evidence-based language and literacy instruction and has organized available tools around instruction, lesson design, and assessment. Materials contained in Ohio's Early Literacy Toolbox are drawn from both internal and external sources and will evolve over time. Materials and resources posted are for informational use only.

CHOOSE A TOOL		
How Children Learn to Read		
Universal Screener (Reading Diagnostic)	Research-Based Reading Curriculum	Evidence-Based Reading Intervention
Progress Monitoring	Classroom Walk-Through	Principal Specific Resources
Literacy Coaches	Reading Endorsement	Allocating Resources
Websites Every Elementary Educator Needs to Know	Reading Achievement Plans	Third Grade Reading Guarantee Guidance

## How Children Learn to Read

- » [Reading Rockets: How Children Learn to Read](#)
- » [Reading 101: A Guide to Teaching Reading and Writing](#)- Includes 9 course modules on the five components of reading, classroom strategies and resources for teaching reading and writing.

## Universal Screener (Reading Diagnostic)

Screening is conducted to identify or predict students who may be at risk for poor learning outcomes. Universal screening assessments are typically brief, conducted with all students at a grade level, and followed by additional testing or short-term progress monitoring to corroborate students' risk status ([rti4success.org](http://rti4success.org)).

### GENERAL INFORMATION

- » [Doing What Works \(DWW\) Library](#)
- » [Center on Response to Intervention](#)

# District, School, and Teacher Support Toolbox

# Questions?

Striving Readers Subgrant or Ohio's Plan to Raise Literacy Achievement:

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Support for Kindergarten Readiness Assessment:

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[education.ohio.gov](http://education.ohio.gov)