Comprehensive-Literacy Gap Analysis

Step 1: Gather Child and Student Data

Gather both local and Montana State Assessment data including disaggregated by disadvantaged subgroups. Examples of possible local assessments and the Montana State Assessments are listed below. List the data you will be using in the chart below.

Table 1: Assessments

| **Assessments** | **Birth through age 5** | **Students in Grades K through 5** | **Students in MS and HS** |
| --- | --- | --- | --- |
| Local assessments | ISIP, Dial, Expressive and Receptive One WordPicture Vocabulary Test (E/ROWPVT), | That is, ISIP, DIBELS, MAP, SBAC Interim | That is, ISIP, MAP, SBAC Interim |
| Montana State Assessments | Dial (Montana Preschool Development Grant) | SBAC-Student data reports can be found on the Student Achievement data domain in the Montana Statewide Longitudinal Data System (GEMS) at <http://gems.opi.mt.gov/StudentAchievement/Pages/Overview.aspx>Reading Writing | ACTSBAC-Student data reports can be found on the Student Achievement data domain in the Montana Statewide Longitudinal Data System (GEMS) at [http://gems.opi.mt.gov/StudentAchievement/](http://gems.opi.mt.gov/StudentAchievement/Pages/Overview.aspx) [Pages/Overview.aspx](http://gems.opi.mt.gov/StudentAchievement/Pages/Overview.aspx)English Reading Science |

# Step 2: Analyze Child and Student Data

Analyze student data by reviewing data reports. Then, complete the chart below by identifying ideas for improving student outcomes (i.e., more instructional time, regular attendance, improved parent engagement for disadvantaged subgroups). An example has been provided in the English learners.

Table 2: Gaps in Data for Disadvantaged Subgroups

Disaggregated Data compared to State and Local Data

| **Disadvantaged Subgroups** | **Gaps in Data (compared to school or state****average data)** | **Barriers to Success (specific deficits in data)** | **Next Steps for Improvement** |
| --- | --- | --- | --- |
| Living in poverty |  |  |  |
| Disability |  |  |  |
| English learners | Vocabulary in ISIP School average 75% AI average 23% | Vocabulary is not being explicitly taught so students are guessing at meanings | Provide explicit instruction on vocabulary Provide more opportunities for students to respondProvide feedback |
| Homeless |  |  |  |
| Foster care |  |  |  |
| Incarcerated |  |  |  |
| Left school before receiving a regular high school diploma |  |  |  |
| At risk of not graduating with a diploma on time |  |  |  |

# Step 3: Complete the Montana Comprehensive Needs Assessment (CNA)

The CNA is within and part of the MCLP Alignment Tool.

Each school leadership team member will complete the CNA independently for each of the components and subcomponents in the Montana Comprehensive Literacy Plan to determine strengths and weaknesses of their comprehensive literacy instruction program.

# Step 4: Analyze the Results from the Montana Comprehensive Needs Assessment

Review the CNA Report and fill in the chart below. An example has been provided for professional development.

Table 3: Comprehensive Literacy Components

| **MCLP Components** | **What are the weaknesses?** | **Next Steps for Improvement** |
| --- | --- | --- |
| Standards and Curriculum |  |  |
| Assessment and Data-Driven Decision Making |  |  |
| Amount and Quality of Instruction |  |  |
| Instruction for Disadvantaged Children |  |  |
| Motivation in Teaching and Learning |  |  |
| Evidence-Based Interventions and Practices |  |  |

Table 4: Improving Instruction Components

| **MCLP Components** | **What are the weaknesses?** | **Next Steps for Improvement** |
| --- | --- | --- |
| Academic Leadership to Improve Instruction |  |  |
| Professional Development to Improve Literacy Instruction | PD is provided monthly during half day early outs PD doesn’t align to students’ needs | Create a PD plan that aligns to student data and the CNA |
| Community and Family Engagement to Support Literacy Instruction |  |  |

# Step 5: Compare and Connect the Student Data and CNA to Identify Needs for Interventions

Correlate the Student Data and CNA Next Steps together and complete the first two columns of the chart below. Review the results and make correlations to determine how the next steps from the CNA can positively impact the gap in student data for all students or with disadvantaged subgroup(s).

Determine which next steps with the student data correlates to the components in the CNA. Ensure that the next steps with the student data are steps within your control. (i.e., improving instruction in vocabulary) and not within your control (i.e., parents not as engaged in student learning as you would like).

Determine which next steps from the CNA would help improve the next steps identified with the student data (i.e., students are scoring low in vocabulary overall and especially American Indian Students. From the can, we identified that regular meetings and time for professional development are not focused on vocabulary and especially not on improving vocabulary for American Indian students. Maybe we should target our teacher meetings and PD to focus on how to improve instruction and student outcomes in vocabulary).

An example has been provided.

Table 5: Compare and Connect the Student Data and CNA to Identify Needs for Interventions Example

| **Student Data Results** | **Correlating****CNA Results** | **Next Steps** | **Additional questions to determine** |
| --- | --- | --- | --- |
| Vocabulary in ISIP School average 75%AI average 23% | Create a PD plan that aligns to student data and the CNA | Create a PD plan focused on effective vocabulary strategies especially for AI students | What PD is available that has moderate or strong evidence?Who will provide the PD?When and how much time is needed?What will be the expectation at the conclusion of the PD?Who will provide PD to ensure implementation? Who will monitor the impact of the implementation? |

# Step 6: Use Gap Analysis Results for Selecting Relevant, Evidence-Based Interventions

Gather all your materials from conducting your Comprehensive-Literacy Gap Analysis and move onto the Process for Selecting Relevant, Evidence-Based Interventions. You will be using the needs you identified from the Comprehensive-Literacy Gap Analysis to select interventions that have strong or moderate evidence, are differentiated and appropriate and relevant to your local project.