

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.

Assessments	Birth through age 5	Students in Grades K through 5	Students in MS and HS
Local assessments	ISIP, Dial, Expressive and Receptive One Word Picture 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	ACT 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 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.

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

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GAPS IN DATA FOR DISADVANTAGED SUBGROUPS'			
Disaggregated Data compared to State and Local Data			
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 respond Provide 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.

MCLP Components	What are the weaknesses?	Next Steps for Improvement
Comprehensive Literacy Components		
Standards and Curriculum		
Assessment and Data-Driven Decision Making		

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Amount and Quality of Instruction		
Instruction for Disadvantaged Children		
Motivation in Teaching and Learning		
Evidence-Based Interventions and Practices		
MCLP Components	What are the weaknesses?	Next Steps for Improvement
Improving Instruction Components		
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).

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An example has been provided.

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 of 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.