Ohio Literacy Academy 2023

Literacy Data Analysis: A Crucial Lever for School Improvement

Session Facilitators

- Beth Rice brice@sst15.org

- Sommer McCorkle smccorkle@sst15.org

- Heidi Gray heidi.gray@huntsmen.org

Session Learning Goals

- Participants will:
  - Understand how to use the Ohio Problem Solving Model as a lever for district/building literacy improvement
  - Leave with resources and tools for effective action planning for district/building systems and instructional literacy improvement
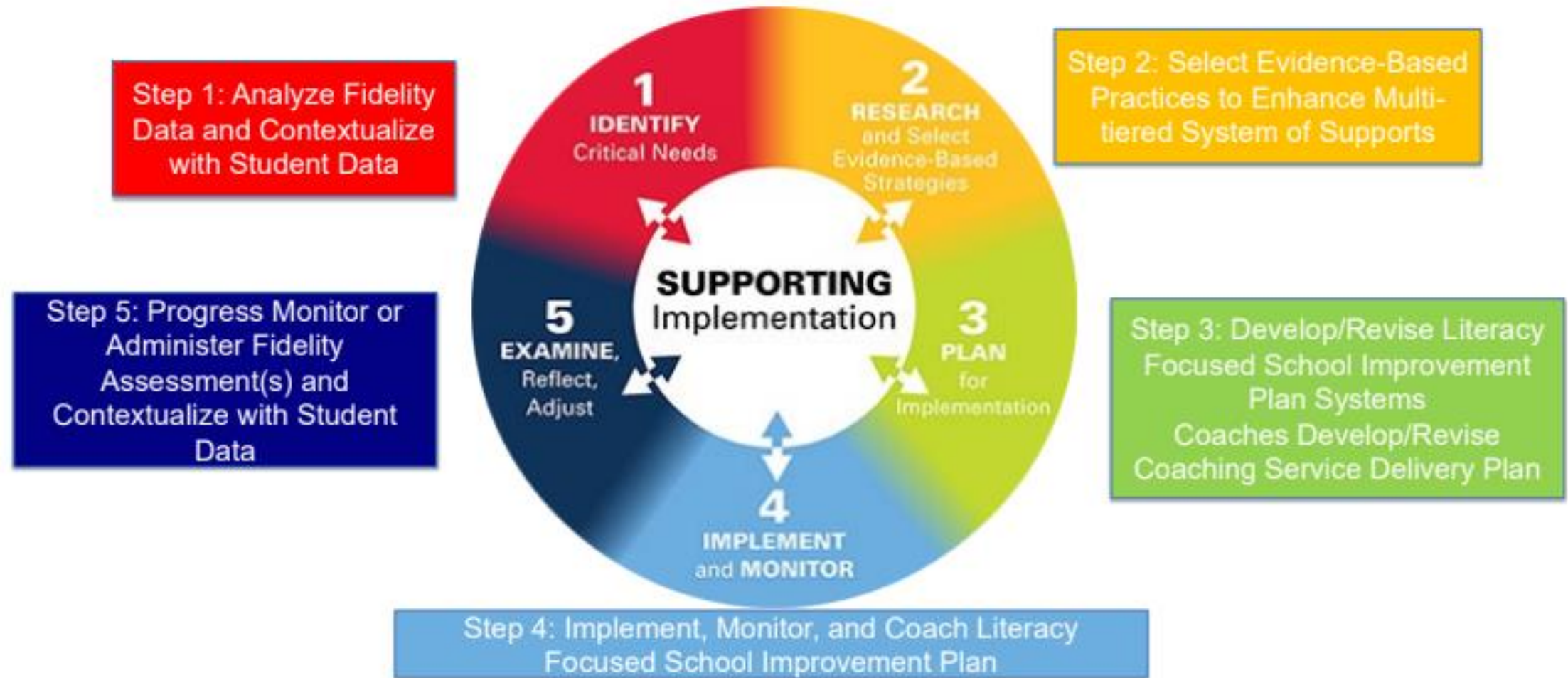
Reflection Questions

1. How does your building or district currently identify adult factors that are helping or not helping students to become readers?

2. What data is used to monitor the health of your Tier I Reading System and to identify students at risk for reading failure?

3. How can using data to problem-solve be modeled by building leadership/teams?

4. What guiding questions and tools do we have to support our problem-solving process?

Education continues to rely on the "excellent teacher" myth rather than on the "improved system" approach. Excellent teachers are a gift, and we should admire, learn from and support them.

But the real issue is how to (a) train more "excellent teachers", (b) give them curricula that really works, and (c) give them a **system** that makes it easier and more likely that excellent teaching happens by design rather than by heroic efforts to overcome the system.

Ohio Improvement Process

Step 1 IDENTIFY CRITICAL NEEDS

1 IDENTIFY Critical Needs

2 RESEARCH and Select Evidence-Based Strategies

3 PLAN for Implementation

4 IMPLEMENT and **MONITOR**

5 EXAMINE, Reflect, Adjust

SUPPORTING Implementation

Identifying critical needs begins with collecting and analyzing data, which encourages impartial, nonjudgmental decision-making. With analysis of reliable data, teams can pinpoint the areas of greatest concern.

Ohio's Decision Framework needs assessment tool launches the process. Other district, school and classroom data to include are ongoing student performance, adult implementation, organizational, school climate and culture, and family and community stakeholder data.

The district leadership team (DLT), building leadership team (BLT) and teacher-based teams (TBTs) play crucial roles in needs identification:

DLT – Stakeholders from across the district, schools and community
- Conducts a comprehensive needs assessment for the district:
  - Identifies data to be collected and organized;
  - Analyzes data from the district perspective;
  - Identifies root causes of problems;
  - Prioritizes the district's critical needs;
  - Continues this process throughout the year.
- Ensures stakeholder understanding and participation; and
- Establishes a communication loop with the BLT.

BLT – Stakeholders from across the school
- Conducts a comprehensive, school needs assessment:
  - Pinpoints data to be collected and organized;
  - Analyzes data from the school perspective;
  - Identifies root causes of problems;
  - Prioritizes the school's critical needs.
- Continues this process throughout the year;
- Ensures stakeholder understanding and participation; and
- Establishes a communication loop with the TBTs and DLT.

TBTs – Stakeholders from across classrooms and content areas
- Collect and organize data at the classroom and team levels on:
  - Adult implementation of instructional strategies; and
  - Student performance and mastery of learning targets.
- Analyze data from the classroom and collective team perspectives; and
- Communicate findings and decisions to the BLT.

Step 1: Problem Identification
What is the problem?

The problem should be defined as precisely as possible as the difference between what is expected and what is actually happening for the student and the system.

System	Student
• Information about literacy operations and processes that can either support or hinder effective instruction (schedule, grouping practices, district policies) • Information about adult implementation (walkthroughs)	• Information about individuals and groups of students

Step 1: Problem Identification
What is the problem?

Systems Level
 Assessment

Reading Tiered Fidelity Inventory
Elementary-Level Edition

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Utility of R-TFI 2.0

The R-TFI 2.0 is **designed to be a road map** for school teams as they work to install and successfully use the Reading Components of an MTSS Framework. It focuses on **data, systems**, and **practices/programs** that align with MTSS core features and compliment the behavioral components of an MTSS Framework.

What Does this Look Like for the SLT?

Reading Tiered Fidelity Inventory
Elementary-Level Edition

Version 2.0

May 2022

MiMTSS
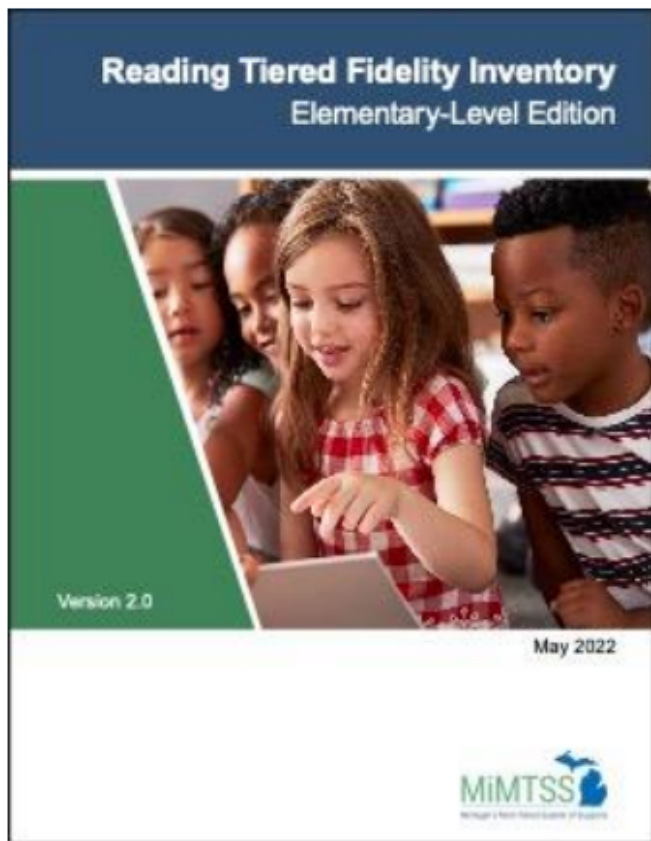
(St. Martin, Harms, Walsh & Nantais, 2022)

- Released in May of 2022

- School-level fidelity measure for the reading components of an MTSS framework

- Two parts:
  - Tier 1
  - Advanced Tiers

- Specific items related to the role of the SLT

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Team-Based Approach

Building or refining the Reading Components of an MTSS Framework requires the work and perspectives of a team of people and cannot be driven by just one or two people. Sustainability research has shown that a dynamic leadership team that consistently makes decisions using data is critical for sustainability, even surpassing the importance of having a supportive administrator.

McIntosh et al., 2018

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Common Ground for Shared Leadership

- R-TFI items operationalize components of a Multi-Tiered System of Supports

- All stakeholders working toward implementation of *one* system

Reading Components of an Elementary MTSS Framework

- Team Based Leadership
- Tiered Delivery System
- Selection and Implementation of Instructional Methods, Interventions, and Supports
- Comprehensive Reading Assessment System
- Data-Based-Decision Making

These components are applied to critical word-reading and comprehension processes that are predictive of reading outcomes.

Word Recognition (Decoding) **X** Language Comprehension **=** Reading Comprehension

Ability to read words accurately and quickly

Ability to extract and construct meaning from spoken language

Ability to extract and construct meaning from text
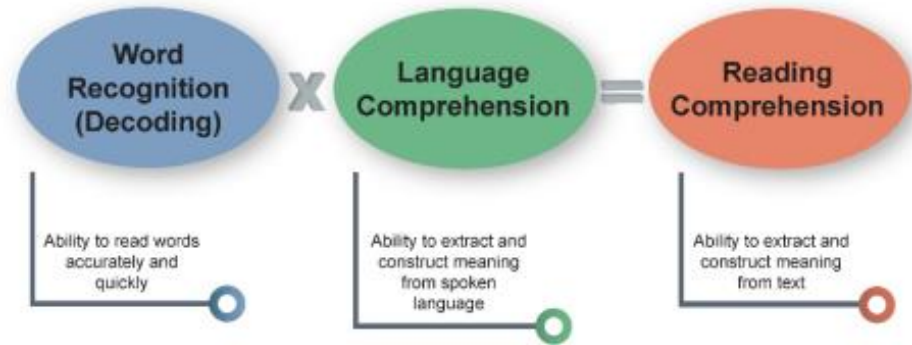
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Table Talk…

- Open up the R-TFI Elementary Level Edition Version 2.0 to page 16
- Read through the 2-points column for R-TFI Item 1.1 "A School Leadership Team supports the implementation of the Tier 1 reading components of an MTSS framework"

- At your table, discuss:
  - 1 thing that was confirmed for you related to the role of the BLT
  - 1 thing that was new information to you related to the role of the BLT
  - 1 question that you still have related to the role of the BLT

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Table Talk…

- Read through the 2-points column for R-TFI Item 1.5, "The School Leadership Team uses data to monitor the effectiveness of Tier 1 reading components of an MTSS framework"

- As a table, discuss which of the 8 questions your BLT is already set up to answer now and which questions you will need to make plans to be able to answer at least annually

![MiMTSS Technical Assistance Center logo]

Step 1: Problem Identification
What is the problem?

Student- Level Assessments

1. Universal Screening

2. Diagnostic

3. Progress monitoring

4. Outcome evaluation

Purpose	Question Answered	Characteristics	Example	Non-Example
Screening	Who needs support?	- Brief - Standardized - Predictive - Indicators	- Acadience Reading K-6 - Aims Web - Easy CBM Deluxe - DIBELS 8	- CTOPP-2 - Benchmark Assessment System (BAS) - Running Records - Diagnostic Reading Assessment (DRA)
Diagnostic	What support is needed?	- Standardized - Specific and detailed - Closely linked to instruction	- Acadience Reading Diagnostic: Comprehension, Fluency & Oral Language (CFOL) - Basic Decoding Survey - Advanced Decoding Survey - Phonological Awareness Screening Test	- Diagnostic Reading Assessment (DRA) - Running Records - Teacher-Created Assessments
Progress Monitoring	Is the support working?	- Brief - Standardized - Sensitive to change - Alternate forms at same difficulty level	- Acadience Reading K-6 - Aims Web - Easy CBM Deluxe or Lite - DIBELS 8	- Acadience Reading Diagnostic: CFOL - Running Records
Outcome Evaluation	Did the support work?	- Standardized - Norm-referenced	Ohio's State Test in English Language Arts	Benchmark Assessment System (BAS)

Universal Screening

UNIVERSAL SCREENING SHOULD
BE COMPLETED 3-4 TIMES A YEAR.

FOR EXAMPLE:
SEPTEMBER,
JANUARY, AND APRIL

Skills Measured by Universal Screening (Tier 1 Dyslexia Screening)

Skill to screen	Grade			
	K	1	2	3-6
Phonemic Awareness	X	X		
Letter Naming	X	X		
Letter-Sound Correspondence	X (starting in midyear)	X	X (through beginning of 2nd)	
Real and non-word reading	X (end of year only and only non-words)	X (starting in midyear)	X (non-words through beginning of 2nd)	
Oral Text Reading Accuracy and Rate		X (starting in midyear)	X	X
Comprehension				X

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Which Students and Systems are at Risk in Tier I?

- The BLT should review your Universal Screening Reading Composite Scores and Benchmark Scores to identify grade levels that have at least 80% of students at or above benchmark.

- Review the School Overview report from for each grade level for the Beginning of Year universal screener.

- For each **Big Idea** identified for each subtest, check if the grade level data are below the established target for the specific measures assessed

Important note: for Phonemic Awareness the target is at least 90% of students at or above benchmark. For the other big ideas, the target is at least 80% of students at or above benchmark

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Examining School-wide Reading Data

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Michigan's Multi-Tiered System of Supports Technical Assistance Center
August 2022 – Version 3.0

Examining School-wide Reading Data

The purpose of this document is to support a School Leadership Team (SLT) in examining their school-wide Acadience Reading data after each benchmark window. This is not meant to replace the school-level data review supported by MiMTSS Technical Assistance Center. It is intended to support School Leadership Teams in understanding their role in examining school-wide data using the Reading Tiered Fidelity Inventory Version 2.0 - Elementary Level Edition and Acadience Reading data

Status Report – acadiencelearning.net

Review your Status Report by Grade in order to identify grade levels have at least 80% of students at or above benchmark based on the Acadience Reading Composite Score. Record the grade levels below.

Table 1. Status Report Summary for Fall and Winter Benchmark Assessments

Fall 2022-2023 School Year	Winter 2022-2023 School Year

Tool 4: Sample Building Leadership Team Problem-Solving Template

Tier 1 Problem-Solving

School: _____   **Grade level:** _____

Screening period (check one):   ☐ Fall   ☐ Winter   ☐ Spring

Team Members:

Meeting Purpose: Determine effectiveness of classroom literacy instruction in Tier 1.

Step 1: Problem Identification (What is the problem?)

Based on screening data, is the core program sufficient for most students at grade level (80% or more above benchmark goals)?

a) Review and analyze **current** benchmark screening data. Record percentages below:
b) Review and analyze **previous** benchmark screening data. Record percentages below:
c) Using current and previous benchmarking data, set a **goal** for the next benchmarking period. Record below:

	Previous Screening	Current Screening	Goal for Next Screening
% At or Above Benchmark			
% Below Benchmarks			
% Well Below Benchmark			

d) Review other available grade-wide data (for example: state test, in-curriculum assessments). Determine the percentage of students meeting minimum proficiency standards as set by the district.

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Based on screening data, is the core program sufficient for most students at grade level (80% or more above benchmark goals)?

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	Previous Screening	Current Screening	Goal for Next Screening
% At or Above Benchmark			
% Below Benchmarks			
% Well Below Benchmark			

d) Review other available grade-wide data (for example: state test, in-curriculum assessments). Determine the percentage of students meeting minimum proficiency standards as set by the district.

Step 1: Create a Summary of the Data

Beginning of the year 2022, we have 58% of K, 54% of 1st and 53% of 2nd grade students at or above benchmark on Acadience Reading Composite Score

We want 80% of students at or above benchmark at each grade level

We will work to improve skills in the areas of Phonemic Awareness and Basic & Advanced Phonics across all 3 grade levels

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Problem Identification

Tools

District Leadership
Team Analysis of Data

RTFI with State Support
Team

- 2017-2018 School Year, the District Leadership Team recognized a need for increased focus on the district's Reading Curriculum.

- RTFI Identified the following areas in need of improvement:
  - ➤ A School Leadership Team was needed established to support the implementation of a Tier 1 reading system,
  - ➤ School-Wide Reading Plan that is well-defined and includes an emphasis on Grade-level Tier 1 instruction.
  - ➤ Professional learning is purposely selected for supporting the implementation of a School-Wide Reading Model.
  - ➤ Use of data by Leadership Team to monitor the health of the School-Wide Reading Model.
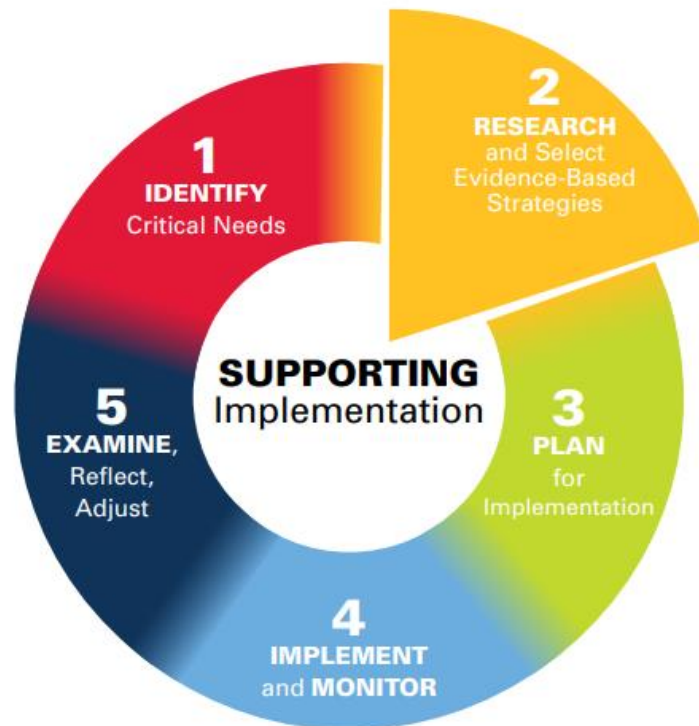
Reflection Questions

The goal is to get 100% of students to benchmark, what will vary is the amount of support that it will take to get all students there

- How are students' reading scores the same or different across groups (i.e., race, ethnicity, gender, ability, grade level)?
- Compared to the student universal screening data, what percent of teachers are implementing the essential components of the Tier 1 reading curriculum resources with fidelity?
- Compared to student universal screening data, what is our level of implementation of the Tier 1 components of an MTSS Framework (R-TFI data)

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Step 1 Guiding Questions…

LEADing Questions for Collaborative Problem Solving			
Problem Identification: What is the problem?	**Problem Analysis:** Why is the problem happening?	**Plan Development and Implementation:** What will we do about it?	**Plan Evaluation:** Did it work?
Sources of Data **-Student Data:** -Universal Screening Data (Building Level Reading Composite Scores, Grade Level Composite Scores/ Subtest scores) - Progress Monitoring Data **Adult Fidelity Data:** -RTFI 2.1 -Walkthrough data **Guiding Questions:** ➢ Do we have Collaborative Problem-solving protocols in place? ➢ How are our teams structured to review data? ➢ What data do we need? ➢ What are our data sources. List student data and adult implementation data. Rice & McCorkle 2023	**Do we lack the following:** ➢ Administrative leadership? Example- principal doesn't attend professional learning along with staff. ➢ A collaborative problem-solving model used to analyze our data? ➢ Fidelity in the data collection process? ➢ Shared leadership? Teaming structures (DLT, BLT, TBTs, IATs) ➢ Wrong goals and need to revise district and building improvement plans? ➢ Implementation plans? ➢ A Multi-Tiered System of Supports? ➢ A Data-Based Decision-Making Model? ➢ Gap analysis that leads us to the correct identification of problem? Right data to determine root cause? ➢ Staff available to gather and disseminate data to staff? ➢ Not enough time to teach? Wrong focus during the literacy block? Bell to bell instruction? ➢ Quality of teaching? Elements of Explicit Instruction missing? ➢ HQ Evidence-Based Instruction based on the Science of Reading, Big Five + and Ohio's Learning Standards? ➢ Right assessments? ➢ High quality instructional materials used with fidelity? Processes/tools to analyze curricular materials? ➢ Poor communication between staff, staff, and stakeholders? ➢ Assessment plan? ➢ Professional learning based on data? ➢ Coaching available to staff supporting HQ instruction and data analysis? ➢ Faculty and staff consensus and urgency for change? ➢ Vision to guide our work? ➢ Family engagement and community supports? ➢ Motivation? ➢ Students starting behind? ➢ Attendance, behavior incidents, graduation, and drop-out rates high?	**Guiding Questions:** ➢ Do we have the data to inform a focused, integrated plan that directs the work of the building and district? ➢ Are our goals SMARTE goals? ➢ Do we have a limited number of strategies grounded in evidence/research to achieve the goals, created from probable causes of the most important and critical problems? ➢ Do we have adult implementation and student performance indicators for each strategy marked by a measurement of success and monitored throughout the implementation of the plan by using baseline measures and progress measures for each indicator? ➢ Are research-evidence-based action steps developed for each strategy and resources aligned? ➢ Are tasks identified for each action step and includes timelines and persons responsible? ➢ Is our overall plan reviewed, revised if needed, and adopted? ➢ Have we identified necessary resources, including personnel and time, to ensure success of the plan?	**Have we:** ➢ Made reading gains in all students? Yes or No? Why? ➢ Compared projected results with actual results? Where did we start? Where are we now? Where do we go next? ➢ Assessed which changes in adult practices impact student performance? ➢ Identified evidence-based strategies and actions with the greatest impact? No or poor impact? ➢ Identified how lessons learned can be applied to ongoing improvement efforts? ➢ Supported actions to institutionalize successes and eliminate unsuccessful practices? ➢ Streamlined processes and procedures? ➢ Developed and supported the entire system as a learning organization? ➢ Promoted shared leadership and collaboration at all levels? ➢ Focused on student success and not programs? ➢ Built personnel capacity?

Ohio Improvement Process

IP

Step 2 RESEARCH AND SELECT

After identifying critical needs and root causes, teams research and select an evidence-based strategy that addresses the prioritized, critical needs. Benefits of selecting an evidence-based strategy include:

- Greater likelihood of positive student outcomes if the strategy is implemented as outlined in the research; and
- Assurance that time and resources will go toward strategies that show evidence of achieving positive student outcomes.

The district leadership team (DLT), building leadership team (BLT) and teacher-based teams (TBTs) all play crucial roles in researching and selecting evidence-based strategies.

DLT
- Researches and selects, or continues using, evidence-based, district-level strategies that increase student achievement while minimizing the achievement gaps between student groups.

BLT
- Researches and selects, or continues using, evidence-based, building-wide strategies that align with district strategies, increase student achievement and address students' critical needs while minimizing the achievement gaps.

TBTs
- Research and select evidence-based instructional practices that align with selected district and building strategies and, when fully implemented:
  ° Increase student achievement;
  ° Align to the needs of learners; and
  ° Close achievement gaps.

1 IDENTIFY Critical Needs

2 RESEARCH and Select Evidence-Based Strategies

3 PLAN for Implementation

4 IMPLEMENT and MONITOR

5 EXAMINE, Reflect, Adjust

SUPPORTING Implementation

Step 2: Problem Analysis
Why is the problem happening?

Teams should consider student, instruction, and environment variables, as well as barriers and resources, to generate hypotheses about the factors contributing to the problem.

System	Student
• RTFI 2.0 • Ohio's Literacy Improvement Pathway • Other	• Information about individuals and groups of students
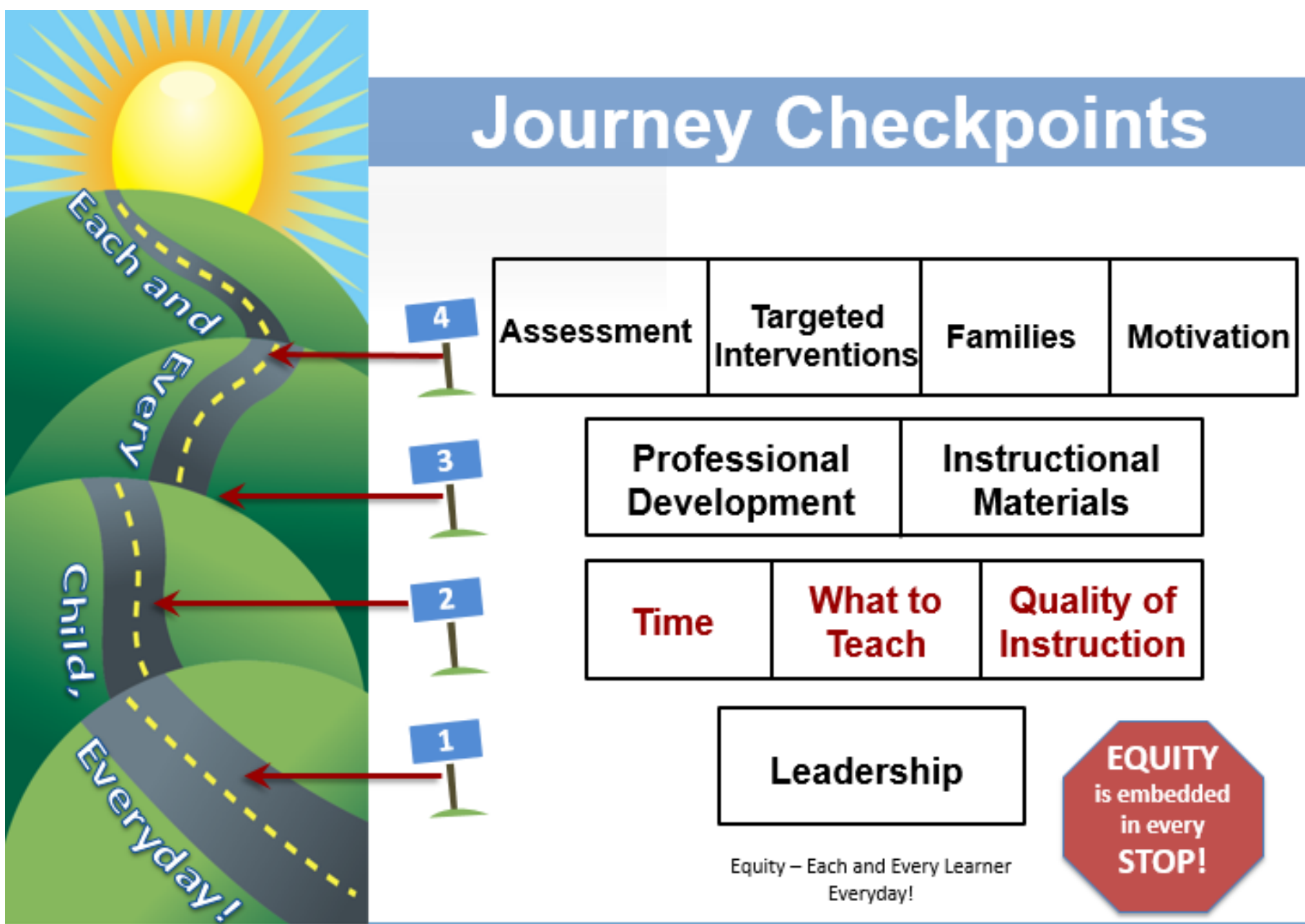
Time

Why Amount of Instruction?

Research suggests that amount of instruction is the single most important alterable determinant of learning

Systems Support of Amount of Instruction

- District leaders should communicate to building leadership and ensure all schools have schedules that **allocate** at least 90 minutes of core reading instruction daily.

- District leaders should communicate to building leadership and ensure all students are **receiving** at least 90 minutes of core reading instruction daily

What to Teach

Changing Emphasis of the Subskills of the Five Components of Reading
(Adapted from Michigan's Integrated Behavior and Learning Support Initiative, 2017)

Component	K	1st	2nd	3rd	4th	5th and Beyond
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	

Quality of Instruction

Elements of Explicit Instruction

- Focus instruction on critical content
- Sequence skills logically
- Break down complex skills and strategies into smaller instructional units
- Design organized and focused lessons
- Begin lesson with a clear statement of the lesson's goals and your expectations
- Review prior skills and knowledge before beginning instruction
- Provide step-by-step demonstrations
- Use clear and concise language

A. Archer

Elements of Explicit Instruction (continued)

- Provide an adequate range of examples and nonexamples
- Provide guided and supported practice
- Require frequent responses
- Monitor student performance closely
- Provide immediate affirmative and corrective feedback
- Deliver the lesson at a brisk pace
- Help students organize knowledge
- Provide distributed and cumulative practice

A. Archer

a) Determine the common priority skill: Use data to prioritize which big idea of reading is currently the most important **common instructional need** for most students (circle one):

Skill	Word Recognition	Oral Reading Fluency	Vocabulary	Reading Comprehension
Measure				
% Above Benchmark				

b) Determine the need to enhance the curriculum/instruction of the **priority skill**.

	Previous % At/Above Benchmark	Current % At/Above Benchmark
Priority Skill:		

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Problem Analysis

Tools
Reading
Achievement Plan
Process
State Support Team

- Analysis of Data with Building Reading Team
  - ➤ <60% of incoming Kindergartners off track (KRA)
  - ➤ 68% 1st Graders below average in Foundational Reading Skills (Fall 2018)
  - ➤ 75% 2nd Graders Off Track (Fall 2018)
  - ➤ 66% 3rd Graders Off Track (Fall 2018)

Problem Analysis

- Time - Grade Levels K-3 did not have 90 minutes set aside for reading block.

- Inconsistency in Phonics program from year to year

- Fidelity - Inconsistent use of materials

- Lacking instruction in Phonemic awareness

- Assessment - Inconsistency with Fluency checks and progress monitoring

- No Use of Assessment data to guide instructional plan

- Lack of targeted PD for teachers in Science of Reading

Step 2 Guiding Questions…

LEADing Questions for Collaborative Problem Solving

Problem Identification:	Problem Analysis:	Plan Development and Implementation:	Plan Evaluation:
What is the problem?	Why is the problem happening?	What will we do about it?	Did it work?
Sources of Data **-Student Data:** -Universal Screening Data (Building Level Reading Composite Scores, Grade Level Composite Scores/ Subtest scores) - Progress Monitoring Data **Adult Fidelity Data:** -RTFI 2.1 -Walkthrough data **Guiding Questions:** ➢ Do we have Collaborative Problem-solving protocols in place? ➢ How are our teams structured to review data? ➢ What data do we need? ➢ What are our data sources. List student data and adult implementation data. Rice & McCorkle 2023	**Do we lack the following:** ➢ Administrative leadership? Example- principal doesn't attend professional learning along with staff. ➢ A collaborative problem-solving model used to analyze our data? ➢ Fidelity in the data collection process? ➢ Shared leadership? Teaming structures (DLT, BLT, TBTs, IATs) ➢ Wrong goals and need to revise district and building improvement plans? ➢ Implementation plans? ➢ A Multi-Tiered System of Supports? ➢ A Data-Based Decision-Making Model? ➢ Gap analysis that leads us to the correct identification of problem? Right data to determine root cause? ➢ Staff available to gather and disseminate data to staff? ➢ Not enough time to teach? Wrong focus during the literacy block? Bell to bell instruction? ➢ Quality of teaching? Elements of Explicit Instruction missing? ➢ HQ Evidence-Based Instruction based on the Science of Reading, Big Five + and Ohio's Learning Standards? ➢ Right assessments? ➢ High quality instructional materials used with fidelity? Processes/tools to analyze curricular materials? ➢ Poor communication between staff, staff, and stakeholders? ➢ Assessment plan? ➢ Professional learning based on data? ➢ Coaching available to staff supporting HQ instruction and data analysis? ➢ Faculty and staff consensus and urgency for change? ➢ Vision to guide our work? ➢ Family engagement and community supports? ➢ Motivation? ➢ Students starting behind? ➢ Attendance, behavior incidents, graduation, and drop-out rates high?	**Guiding Questions:** ➢ Do we have the data to inform a focused, integrated plan that directs the work of the building and district? ➢ Are our goals SMARTE goals? ➢ Do we have a limited number of strategies grounded in evidence/research to achieve the goals, created from probable causes of the most important and critical problems? ➢ Do we have adult implementation and student performance indicators for each strategy marked by a measurement of success and monitored throughout the implementation of the plan by using baseline measures and progress measures for each indicator? ➢ Are research-evidence-based action steps developed for each strategy and resources aligned? ➢ Are tasks identified for each action step and includes timelines and persons responsible? ➢ Is our overall plan reviewed, revised if needed, and adopted? ➢ Have we identified necessary resources, including personnel and time, to ensure success of the plan?	**Have we:** ➢ Made reading gains in all students? Yes or No? Why? ➢ Compared projected results with actual results? Where did we start? Where are we now? Where do we go next? ➢ Assessed which changes in adult practices impact student performance? ➢ Identified evidence-based strategies and actions with the greatest impact? No or poor impact? ➢ Identified how lessons learned can be applied to ongoing improvement efforts? ➢ Supported actions to institutionalize successes and eliminate unsuccessful practices? ➢ Streamlined processes and procedures? ➢ Developed and supported the entire system as a learning organization? ➢ Promoted shared leadership and collaboration at all levels? ➢ Focused on student success and not programs? ➢ Built personnel capacity?

Step 3 PLAN FOR IMPLEMENTATION
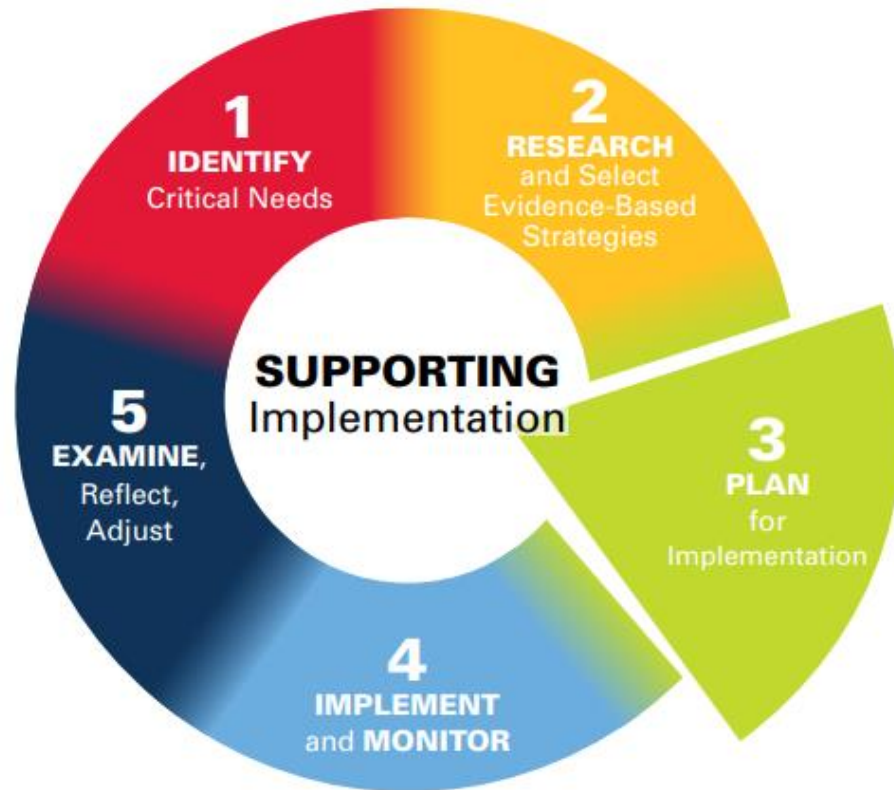
Teams planning for implementation should focus on the critical needs identified during Step 1, *Identify Critical Needs*, and the evidence-based strategies selected during Step 2, *Research and Select Evidence-Based Strategies*. An effective plan includes:

- A limited number of SMART goals;
- Evidence-based strategies;
- A progress-monitoring process for:
  - Adult implementation indicators; and
  - Student performance indicators; and
- Action steps.

Creating a multiyear plan gives schools the opportunity to make systemic change. It takes time to move through the implementation stages.

Roles of the Shared Leadership Teams:

DLT

- Design or update a district, multiyear plan based on identified critical needs and using evidence-based strategies aligned to district goals.

BLT

- Design and update a school-specific, multiyear plan aligned to the district plan. School plans are based on the school's identified critical needs and use evidence-based strategies aligned to the school and district goals.

TBTs

- Create an instructional plan aligned to Ohio's Learning Standards and school or district evidence-based strategies. This includes frequent, real-time monitoring of student data.
- Monitoring might include:
  - Analysis of student work;
  - Common formative assessments; and
  - Adult strategy implementation.

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Step 3: Plan Development and Implementation What will we do about it?

Teams use information from Step 2 to create a plan. This include setting a goal, identifying necessary resources, and stating how progress will be monitored.

- District/Building One Plan
- Local Literacy Plan
- Reading Achievement Plan
- Existing Grant Action Plan

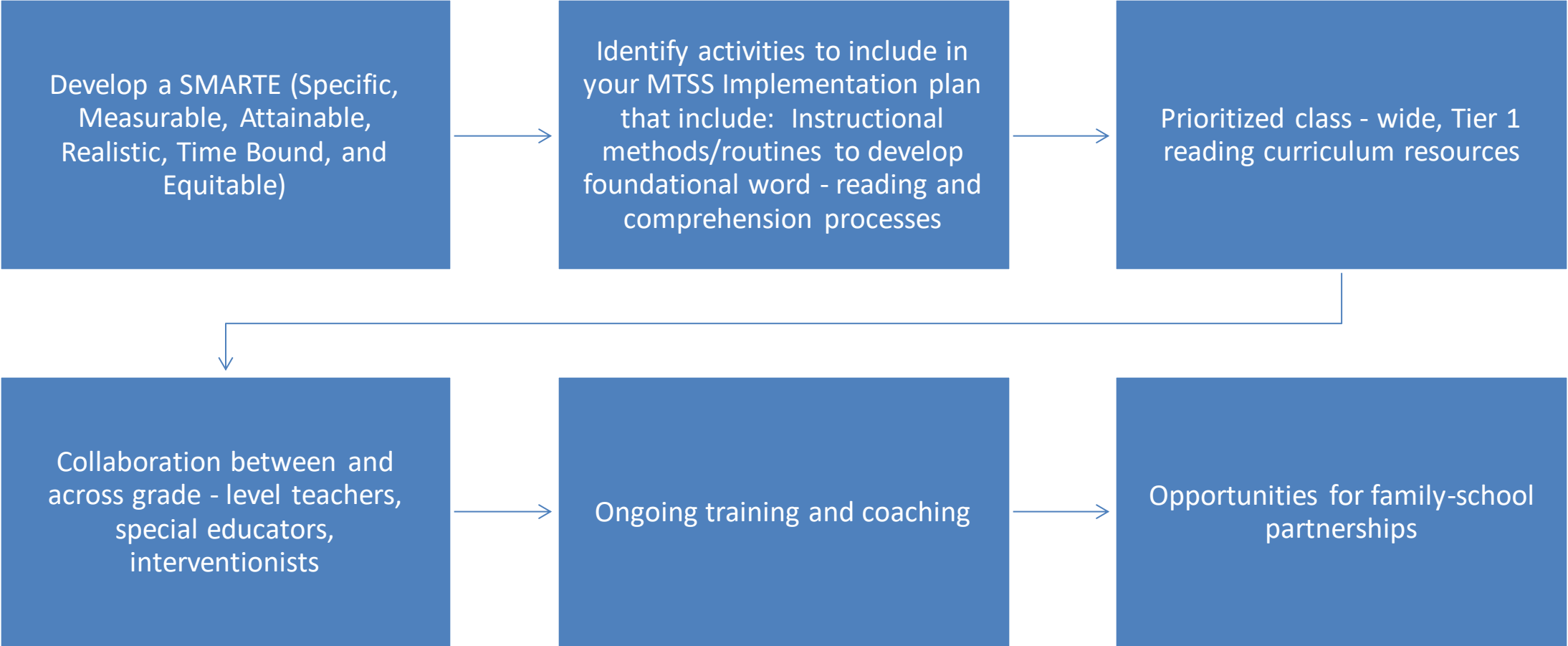Reading Achievement Plan

Local Literacy Plan

Grant Action Plan

Building Plan

District One Plan

Step 3: Plan Development and Implementation Move From Data to Goal(s) to Action

Develop a SMARTE (Specific, Measurable, Attainable, Realistic, Time Bound, and Equitable)

→

Identify activities to include in your MTSS Implementation plan that include: Instructional methods/routines to develop foundational word - reading and comprehension processes

→

Prioritized class - wide, Tier 1 reading curriculum resources

Collaboration between and across grade - level teachers, special educators, interventionists

→

Ongoing training and coaching

→

Opportunities for family-school partnerships

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Step 3: Plan Development and Implementation

What instructional adjustments are needed to **strengthen the priority skill** to improve the health of classroom reading instruction?

Curriculum: What core materials are available to increase the time spent teaching the priority skill (will this be addressed in whole group, small group, and/or independently)?
Instruction: What common instructional routines need to be enhanced to address the priority skill(s)? What active engagement strategies can be used with the instructional strategy to address the priority skill?
Environment: What behavior management strategies can be enhanced to increase instructional time? How well is the district-adopted PBIS system being implemented?

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Step 3: Plan Development and Implementation

What do we need to implement our plan well?

Professional Development: What **support** (professional development or coaching) do you need to implement these common agreements?

Other Implementation Supports: What other strategies will we use to help implement our agreements/plan?

☐ Walk-throughs with feedback (who is responsible: _____)

☐ Post agreements/plan in a public place

☐ Classroom management support needed _____

☐ Review agreements/plan at regular team meetings. What data will be used to track progress towards the goal? _____

☐ Other (describe: _____)

Plan Development & Implementation

Reading Team was established and developed our Literacy Mission

- What were our beliefs?
- What did we want for our students?
- How were we going to get there?
- What did we need?

Plan Development & Implementation

- ➢ Adjusted our Master Schedule to allow for 90 minute uninterrupted reading block for K-3
- ➢ Aligned Literacy Curriculum to the Big 5 for Tier 1 reading system.
  - ➢ Added Heggerty for phonemic awareness
  - ➢ Phonics instruction monitored for fidelity
  - ➢ Scheduled weekly collaboration time for grade level teachers when planning reading instruction
- ➢ All Teachers required to be trained in LETRs Professional Development Program

Step 3 Guiding Questions…

LEADing Questions for Collaborative Problem Solving			
Problem Identification: What is the problem?	**Problem Analysis:** Why is the problem happening?	**Plan Development and Implementation:** What will we do about it?	**Plan Evaluation:** Did it work?
Sources of Data **-Student Data:** -Universal Screening Data (Building Level Reading Composite Scores, Grade Level Composite Scores/ Subtest scores) - Progress Monitoring Data **Adult Fidelity Data:** -RTFI 2.1 -Walkthrough data **Guiding Questions:** ➢ Do we have Collaborative Problem-solving protocols in place? ➢ How are our teams structured to review data? ➢ What data do we need? ➢ What are our data sources. List student data and adult implementation data. Rice & McCorkle 2023	**Do we lack the following:** ➢ Administrative leadership? Example- principal doesn't attend professional learning along with staff. ➢ A collaborative problem-solving model used to analyze our data? ➢ Fidelity in the data collection process? ➢ Shared leadership? Teaming structures (DLT, BLT, TBTs, IATs) ➢ Wrong goals and need to revise district and building improvement plans? ➢ Implementation plans? ➢ A Multi-Tiered System of Supports? ➢ A Data-Based Decision-Making Model? ➢ Gap analysis that leads us to the correct identification of problem? Right data to determine root cause? ➢ Staff available to gather and disseminate data to staff? ➢ Not enough time to teach? Wrong focus during the literacy block? Bell to bell instruction? ➢ Quality of teaching? Elements of Explicit Instruction missing? ➢ HQ Evidence-Based Instruction based on the Science of Reading, Big Five + and Ohio's Learning Standards? ➢ Right assessments? ➢ High quality instructional materials used with fidelity? Processes/tools to analyze curricular materials? ➢ Poor communication between staff, staff, and stakeholders? ➢ Assessment plan? ➢ Professional learning based on data? ➢ Coaching available to staff supporting HQ instruction and data analysis? ➢ Faculty and staff consensus and urgency for change? ➢ Vision to guide our work? ➢ Family engagement and community supports? ➢ Motivation? ➢ Students starting behind? ➢ Attendance, behavior incidents, graduation, and drop-out rates high?	**Guiding Questions:** ➢ Do we have the data to inform a focused, integrated plan that directs the work of the building and district? ➢ Are our goals SMARTE goals? ➢ Do we have a limited number of strategies grounded in evidence/research to achieve the goals, created from probable causes of the most important and critical problems? ➢ Do we have adult implementation and student performance indicators for each strategy marked by a measurement of success and monitored throughout the implementation of the plan by using baseline measures and progress measures for each indicator? ➢ Are research-evidence-based action steps developed for each strategy and resources aligned? ➢ Are tasks identified for each action step and includes timelines and persons responsible? ➢ Is our overall plan reviewed, revised if needed, and adopted? ➢ Have we identified necessary resources, including personnel and time, to ensure success of the plan?	**Have we:** ➢ Made reading gains in all students? Yes or No? Why? ➢ Compared projected results with actual results? Where did we start? Where are we now? Where do we go next? ➢ Assessed which changes in adult practices impact student performance? ➢ Identified evidence-based strategies and actions with the greatest impact? No or poor impact? ➢ Identified how lessons learned can be applied to ongoing improvement efforts? ➢ Supported actions to institutionalize successes and eliminate unsuccessful practices? ➢ Streamlined processes and procedures? ➢ Developed and supported the entire system as a learning organization? ➢ Promoted shared leadership and collaboration at all levels? ➢ Focused on student success and not programs? ➢ Built personnel capacity?

Table Talk…

- As a table, discuss how this process matches your previous understanding of reading needs in your school or if this is new information

- Draft SMARTE goal(s) related to the percent of students who have reading scores that demonstrate they are on track for future reading success and add your school - level MTSS Implementation Plan

- Determine how you will share these data with the rest of your school staff and add an activity to your MTSS Implementation Plan related to sharing these data

- Consider what activities to add to your plan to help you reach your SMARTE goal(s)

MiMTSS
Technical Assistance Center

Step 4 IMPLEMENT AND MONITOR
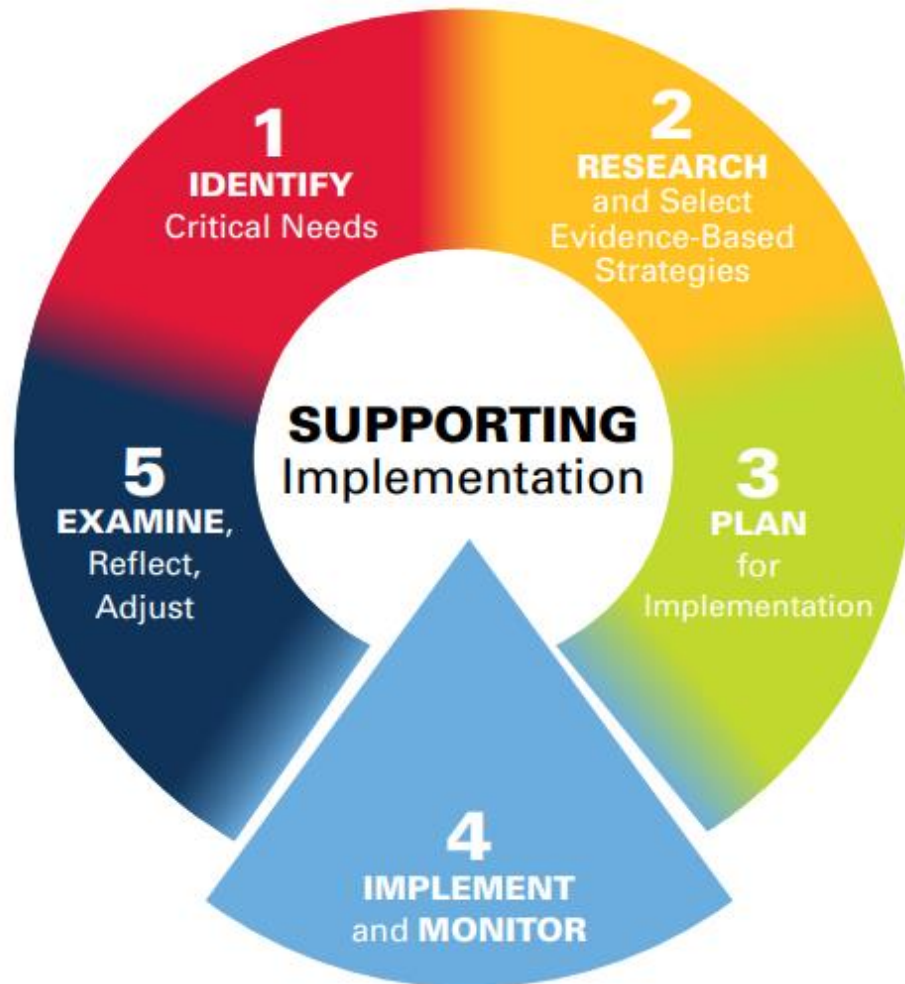
Implementation requires changes in adult behaviors and practices. Implementation is the main focus of the district leadership team (DLT), building leadership team (BLT) and teacher-based teams (TBTs).

Monitoring is collaborative learning through observing implementation of adult practices and their impact on student outcomes.

DLT
- Measures plan implementation and its impact based on adult and student indicator data; and
- Monitors by observing adult practices and analyzing student impact to decide if more district or building supports are needed, such as coaching, professional learning and resources.

BLT
- Measures plan implementation and its impact based on adult and student indicator data; and
- Monitors by observing adult practices and analyzing student impact to determine if more district or building supports are needed, such as coaching, professional learning and resources.

TBTs
- Measure instructional plan implementation and its impact on adult and student data; and
- Monitor student mastery of learning standards using formative assessments.

Step 4: Plan Evaluation
Did it work?

Formative and summative evaluation data are used to determine if the plan needs to be revised. Teams may cycle back to step 1 or 2 if the problem is not resolved.

At next universal screening period, review the plan and determine if the goal was met.

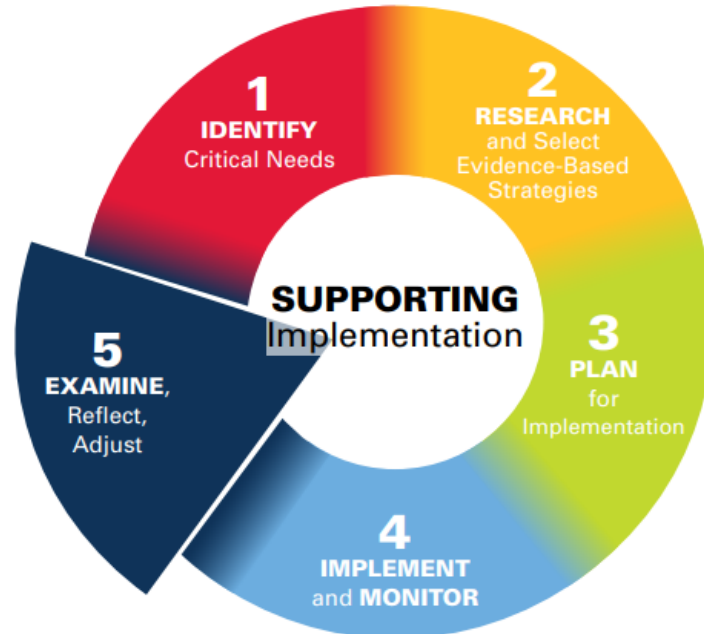| Skill	Word Recognition	Oral Reading Fluency	Vocabulary	Reading Comprehension
Measure				
% Above Benchmark				

Plan Evaluation

➤ TBT meetings & forms are focused on DATA and INSTRUCTION!
  ➢ Who needs intervention and in what areas?
  ➢ What intervention is being used?
  ➢ Who is responsible for the intervention?
  ➢ What are the results?
  ➢ What supports are needed from Leadership team?
➤ BLT meetings are focused on DATA and SUPPORT
  ➢ What gaps are we seeing within and across grade levels?
  ➢ Is it a resource, time, or instructional issue?
  ➢ Do we need professional development in specific areas?

Is What We're Doing Working?

Step 4 Guiding Questions…

LEADing Questions for Collaborative Problem Solving

Problem Identification: What is the problem?	Problem Analysis: Why is the problem happening?	Plan Development and Implementation: What will we do about it?	Plan Evaluation: Did it work?
Sources of Data **-Student Data:** -Universal Screening Data (Building Level Reading Composite Scores, Grade Level Composite Scores/Subtest scores) - Progress Monitoring Data **Adult Fidelity Data:** -RTFI 2.1 -Walkthrough data **Guiding Questions:** ➤ Do we have Collaborative Problem-solving protocols in place? ➤ How are our teams structured to review data? ➤ What data do we need? ➤ What are our data sources. List student data and adult implementation data. Rice & McCorkle 2023	**Do we lack the following:** ➤ Administrative leadership? Example- principal doesn't attend professional learning along with staff. ➤ A collaborative problem-solving model used to analyze our data? ➤ Fidelity in the data collection process? ➤ Shared leadership? Teaming structures (DLT, BLT, TBTs, IATs) ➤ Wrong goals and need to revise district and building improvement plans? ➤ Implementation plans? ➤ A Multi-Tiered System of Supports? ➤ A Data-Based Decision-Making Model? ➤ Gap analysis that leads us to the correct identification of problem? Right data to determine root cause? ➤ Staff available to gather and disseminate data to staff? ➤ Not enough time to teach? Wrong focus during the literacy block? Bell to bell instruction? ➤ Quality of teaching? Elements of Explicit Instruction missing? ➤ HQ Evidence-Based Instruction based on the Science of Reading, Big Five + and Ohio's Learning Standards? ➤ Right assessments? ➤ High quality instructional materials used with fidelity? Processes/tools to analyze curricular materials? ➤ Poor communication between staff, staff, and stakeholders? ➤ Assessment plan? ➤ Professional learning based on data? ➤ Coaching available to staff supporting HQ instruction and data analysis? ➤ Faculty and staff consensus and urgency for change? ➤ Vision to guide our work? ➤ Family engagement and community supports? ➤ Motivation? ➤ Students starting behind? ➤ Attendance, behavior incidents, graduation, and drop-out rates high?	**Guiding Questions:** ➤ Do we have the data to inform a focused, integrated plan that directs the work of the building and district? ➤ Are our goals SMARTE goals? ➤ Do we have a limited number of strategies grounded in evidence/research to achieve the goals, created from probable causes of the most important and critical problems? ➤ Do we have adult implementation and student performance indicators for each strategy marked by a measurement of success and monitored throughout the implementation of the plan by using baseline measures and progress measures for each indicator? ➤ Are research-evidence-based action steps developed for each strategy and resources aligned? ➤ Are tasks identified for each action step and includes timelines and persons responsible? ➤ Is our overall plan reviewed, revised if needed, and adopted? ➤ Have we identified necessary resources, including personnel and time, to ensure success of the plan?	**Have we:** ➤ Made reading gains in all students? Yes or No? Why? ➤ Compared projected results with actual results? Where did we start? Where are we now? Where do we go next? ➤ Assessed which changes in adult practices impact student performance? ➤ Identified evidence-based strategies and actions with the greatest impact? No or poor impact? ➤ Identified how lessons learned can be applied to ongoing improvement efforts? ➤ Supported actions to institutionalize successes and eliminate unsuccessful practices? ➤ Streamlined processes and procedures? ➤ Developed and supported the entire system as a learning organization? ➤ Promoted shared leadership and collaboration at all levels? ➤ Focused on student success and not programs? ➤ Built personnel capacity?

Ohio Improvement Process

Step 5 EXAMINE, REFLECT, ADJUST

1 IDENTIFY Critical Needs

2 RESEARCH and Select Evidence-Based Strategies

3 PLAN for Implementation

4 IMPLEMENT and **MONITOR**

5 EXAMINE, Reflect, Adjust

SUPPORTING Implementation

During Step 5, *Examine, Reflect, Adjust*, teams ask themselves:
- Where did we start?
- Where are we now?
- Where do we go next?

Teams examine and reflect on:
- Goal Achievement – Was the intended outcome reached?
- Implementation – Were strategies implemented as designed?
- Communication – Was information shared?

Teams adjust by:
- Identifying next steps.

DLT
Determines if the implemented evidence-based strategies had the expected district outcomes.
- Examines and evaluates implementation of adult practices and their impact on student performance;
- Reflects on successes to replicate and practices to improve; and
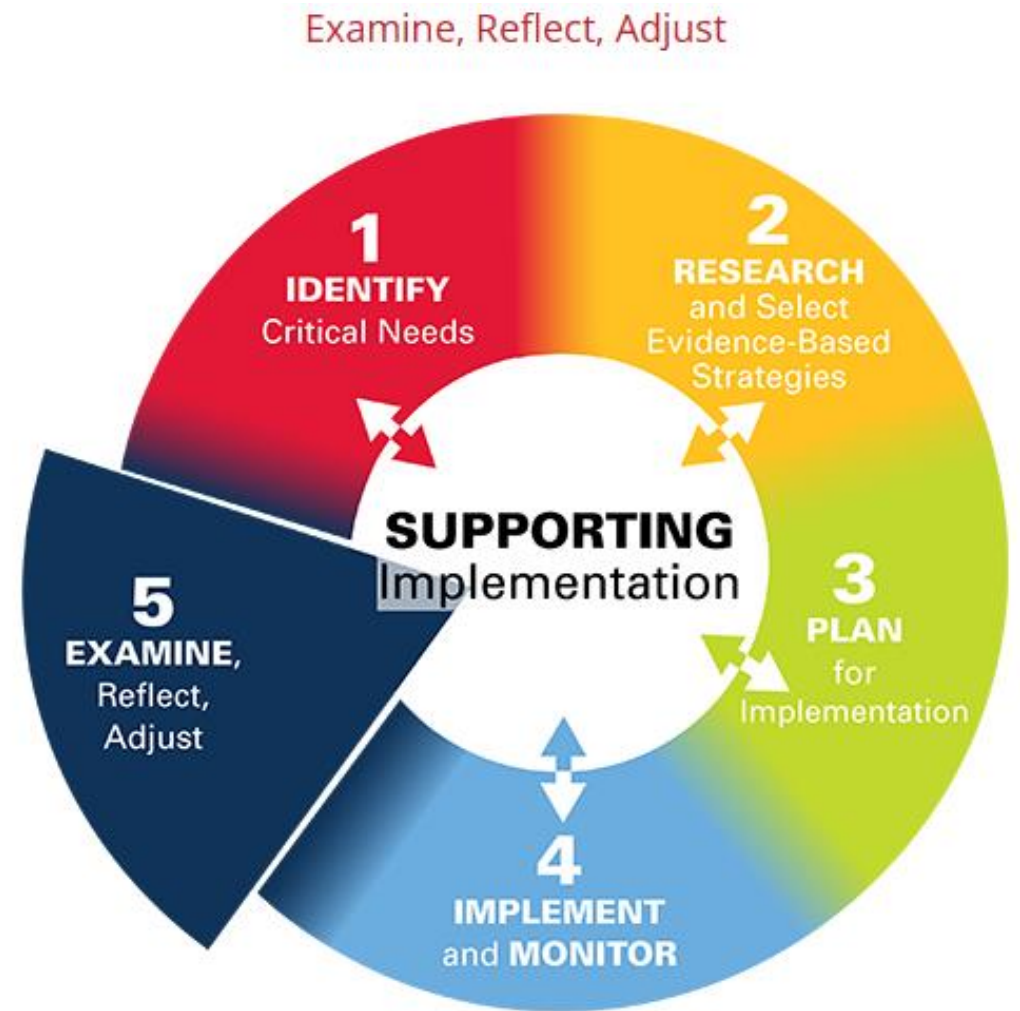- Adjusts as needed.

BLT
Determines if the implemented evidence-based strategies had the expected building outcomes:
- Examines and evaluates implementation of adult practices and their impact on student performance;
- Reflects on successes to replicate and practices to improve; and
- Adjusts as needed.

TBTs
Determine if implemented evidence-based strategies had the expected team outcomes:
- Examine and evaluate implementation of adult practices and their impact on student performance;
- Reflect on successes to replicate and practices to improve; and
- Adjust as needed.

Teams ask themselves…

✓Where did we start?
✓Where are we now?
✓Where do we go next?

Identify Next Steps...

DLT - Determines if the implemented evidence-based strategies had the expected district outcomes.

» Examines and evaluates implementation of adult practices and their impact on student performance;

» Reflects on successes to replicate and practices to improve; and

» Adjusts as needed.

BLT - Determines if the implemented evidence-based strategies had the expected building outcomes:

» Examines and evaluates implementation of adult practices and their impact on student performance;

» Reflects on successes to replicate and practices to improve; and

» Adjusts as needed.

TBTs - Determine if implemented evidence-based strategies had the expected team outcomes:

» Examine and evaluate implementation of adult practices and their impact on student performance;

» Reflect on successes to replicate and practices to improve; and

» Adjust as needed.

Ohio | Department of Education

Plan Evaluation

Evaluation of 2022-2023 School Year

1. Flyleaf and our decodables are working! K-3 seeing great growth in students
2. Fundations Phonics Instruction isn't giving us all we need
3. Need more support and time for writing curriculum
4. Not literacy but identified through our process – we need more professional development on math intervention instructional strategies and more time for math intervention.

Session Learning Goals

- Participants will:
  - Understand how to use the Ohio Problem Solving Model as a lever for district/building literacy improvement
  - Leave with resources and tools for effective action planning for district/building systems and instructional literacy improvement

Conclusion…

When we know better, we do better….

- Anita Archer