# Maryland State Department of Education Purpose

Comprehensive Literacy Needs Assessment Tool  
A Guide for Subgrantees’ Read and Lead Maryland CLSD Grant Application

This optional tool is designed to help subgrantees systematically assess their literacy needs through the synthesis of data to assist with the development of a comprehensive narrative to guide strategic planning for the Read and Lead Maryland grant application. By using this tool, local education agencies (LEAs) will:

* Collect and analyze relevant literacy data
* Identify gaps in student achievement and instructional practices
* Evaluate existing literacy programs and resources
* Develop a clear, data-driven narrative to inform literacy planning

NOTE: Completing this tool does not fulfill the grant application requirement for a “Literacy Needs Assessment Narrative.” However, it serves as a resource to assist district teams in the collection of all necessary data for the narrative.

# Step 1: Collect and Analyze Student Literacy Data

## Key question

What do the data reveal about our students’ literacy performance?

## Core Literacy Data Sources

Gather a variety of quantitative and qualitative data sources, including:

| Data Type | Description | Data Source | Findings (Enter Data and Trends) |
| --- | --- | --- | --- |
| State Literacy Assessments (MCAP) | Student achievement data by grade level and subgroup | MCAP reports |  |
| Local Formative and Summative Assessments | District/school-based assessments | District testing reports |  |
| Kindergarten Readiness Assessment (KRA) | Early literacy skills at school entry | KRA reports |  |
| Intervention Progress Monitoring Data | Student growth in intervention programs | RTI/MTSS data systems |  |
| Multilingual Learner (ML) Proficiency Data | Literacy levels for ML students | WIDA ACCESS reports, screener data |  |
| Teacher Observation & Instructional Practice Data | Trends in literacy instruction and professional learning | Walkthrough data, coaching logs |  |
| Professional Learning Evaluation Data | Effectiveness of training in improving literacy instruction | Post-training surveys, coaching logs, teacher feedback |  |

## Summary of key trends and takeaways

Provide a brief analysis of the data above, identifying trends and disparities.

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# Step 2: Identify Target Gaps in Literacy Achievement

## gap analysis table

Enter literacy proficiency data for different student subgroups.

| Grade Band | Overall Proficiency (%) | ML  Proficiency (%) | SWD  Proficiency (%) | Economically Disadvantaged Proficiency (%) | Teacher Effectivenes**s** (Based on PD Evaluations) |
| --- | --- | --- | --- | --- | --- |
| Birth – Age 5 |  |  |  |  |  |
| Grade K |  |  |  |  |  |
| 1st Grade |  |  |  |  |  |
| 2nd Grade |  |  |  |  |  |
| 3rd Grade |  |  |  |  |  |
| 4th Grade |  |  |  |  |  |
| 5th Grade |  |  |  |  |  |
| 6th Grade |  |  |  |  |  |
| 7th Grade |  |  |  |  |  |
| 8th Grade |  |  |  |  |  |
| 9th Grade |  |  |  |  |  |
| 10th Grade |  |  |  |  |  |
| 11th Grade |  |  |  |  |  |
| 12th Grade |  |  |  |  |  |

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## analysis of key gaps

Summarize the most significant disparities and challenges.

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# Step 3: Evaluate Literacy Programs and Instructional Practices

## Literacy program review

List and evaluate the effectiveness of your district’s literacy programs. **Include feedback from your district’s Comprehensive Literacy Plan in your evaluation.**

| Program/Practice | Gade Levels | Accessibility | Level of Evidence (Strong, Moderate, Minimal Evidence) | Impact on Student Learning | Teacher Preparedness |
| --- | --- | --- | --- | --- | --- |
| Core Reading Program – Foundational Skills | Birth – Age 5 |  |  |  |  |
| Grade K-2 |  |  |  |  |
| Grade 3-5 |  |  |  |  |
| Grade 6-8 |  |  |  |  |
| Grade 9-12 |  |  |  |  |
| Core Reading Program - Comprehension/ Writing | Birth – Age 5 |  |  |  |  |
| Grade K-2 |  |  |  |  |
| Grade 3-5 |  |  |  |  |
| Grade 6-8 |  |  |  |  |
| Grade 9-12 |  |  |  |  |
| Supplemental Interventions | Birth – Age 5 |  |  |  |  |
| Grade K-2 |  |  |  |  |
| Grade 3-5 |  |  |  |  |
| Grade 6-8 |  |  |  |  |
| Grade 9-12 |  |  |  |  |
| Progress Monitoring | Birth – Age 5 |  |  |  |  |
| Grade K-2 |  |  |  |  |
| Grade 3-5 |  |  |  |  |
| Grade 6-8 |  |  |  |  |
| Grade 9-12 |  |  |  |  |
| Structures and Systems in Place to Support MTSS | Birth – Age 5 |  |  |  |  |
| Grade K-2 |  |  |  |  |
| Grade 3-5 |  |  |  |  |
| Grade 6-8 |  |  |  |  |
| Grade 9-12 |  |  |  |  |
| Availability, Use, and Quality of Data | Birth – Age 5 |  |  |  |  |
| Grade K-2 |  |  |  |  |
| Grade 3-5 |  |  |  |  |
| Grade 6-8 |  |  |  |  |
| Grade 9-12 |  |  |  |  |
| Implementation of Instructional Materials | Birth – Age 5 |  |  |  |  |
| Grade K-2 |  |  |  |  |
| Grade 3-5 |  |  |  |  |
| Grade 6-8 |  |  |  |  |
| Grade 9-12 |  |  |  |  |
| Professional Learning Model *Examples*:   * Availability * Type (job embedded, informal support, CPT, etc.) * Continuous or one-time * Application * Support in implementation | Birth – Age 5 |  |  |  |  |
| Grade K-2 |  |  |  |  |
| Grade 3-5 |  |  |  |  |
| Grade 6-8 |  |  |  |  |
| Grade 9-12 |  |  |  |  |
| Gifted and Talented Programming | Birth – Age 5 |  |  |  |  |
| Grade K-2 |  |  |  |  |
| Grade 3-5 |  |  |  |  |
| Grade 6-8 |  |  |  |  |
| Grade 9-12 |  |  |  |  |
| Programming for Multilingual Learning (English Language Development Services) | Birth – Age 5 |  |  |  |  |
| Grade K-2 |  |  |  |  |
| Grade 3-5 |  |  |  |  |
| Grade 6-8 |  |  |  |  |
| Grade 9-12 |  |  |  |  |
| Special Education Systems and Programing | Birth – Age 5 |  |  |  |  |
| Grade K-2 |  |  |  |  |
| Grade 3-5 |  |  |  |  |
| Grade 6-8 |  |  |  |  |
| Grade 9-12 |  |  |  |  |

## summary of strengths & areas for improvement

Describe what is working well and what needs to be addressed.

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# Step 4: Develop a Data Narrative

## Develop a clear narrative

Use the following prompts to synthesize key findings into a clear narrative.

| Guiding Question | Answer |
| --- | --- |
| **Current Literacy Performance**  What does the data reveal about overall literacy achievement in your district?  How has literacy proficiency changed over the past three years?  Are there specific grade levels where performance is significantly lower? |  |
| **Identified Challenges**  What are the most pressing gaps and barriers to literacy success?  Which student groups (MLs, SWDs, economically disadvantaged) have the greatest disparities?  Are specific schools struggling more than others? |  |
| **Root Causes of Literacy Gaps**  Are instructional materials aligned with research-based best practices?  Are teachers receiving sufficient professional learning on literacy instruction?  Are intervention programs reaching the students who need them most?  Are assessments being used effectively to drive instruction?  Are there systemic barriers (e.g., attendance, access to resources, staff shortages) impacting literacy? |  |
| **Opportunities for Growth**  What programs or strategies have shown success and could be expanded?  Are there promising literacy interventions that could be scaled across schools?  What partnerships (e.g., with IHEs, vendors, community organizations) could enhance literacy instruction? |  |

## Final summary statement

Based on the above findings, summarize the district’s literacy priorities.

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# Section 5: Align Literacy Needs with CLSD Grant Strategies

| Identified Need and Grade Band | | Read and Lead MD Funded Strategy | Intended  Impact | Action  Implications |
| --- | --- | --- | --- | --- |
| ***Example*** | *Limited professional learning in structured literacy for teachers in grades 6-8.* | *Literacy Coaching*  *Professional Learning Models* | *Strengthen teacher capacity* | *Must establish system for job-embedded coaching during the teacher duty day.* |
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## plan for implementing identified strategies

Describe how the district will implement CLSD strategies effectively.

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# Finalizing Your Needs Assessment

### Use this checklist to ensure a thorough, data-driven needs assessment.

Comprehensive student performance data analysis

Clear identification of literacy gaps

Evaluation of current literacy programs and instructional practices

Consideration of Comprehensive Literacy Plan feedback from MILE

Answers to questions that will drive the creation of your Need Assessment Narrative that will be included in the Read and Lead MD Grant

Application

Alignment of needs with Read and Lead grant strategies and the implications for actions