

Somerville Public Schools

NEEDS ASSESSMENT EXECUTIVE SUMMARY

Overview

Somerville Public Schools believes in developing the whole child - the intellectual, social, emotional, and physical potential of all students -by providing students with the skills, opportunities, and resources that will nurture innovative ideas, foster pride in diversity, inspire students to become lifelong learners and empower them to enrich their communities. The Somerville Public Schools partnered with HILL for Literacy to conduct a comprehensive, in-depth analysis of current equitable practices in literacy within grades K-5. A detailed report will be generated based on data collected from the district, with recommendations for improving the literacy of all students through a lens of equity, inclusivity, and cultural responsiveness.

Method

An analysis of the current state of literacy in the district was conducted using a variety of quantitative and qualitative tools.

1. District Self-Reported:
 - Literacy Assessments Currently in Use
 - Programs, Resources, Materials, and Software Used for Literacy Instruction
 - Professional Learning History
2. HILL Gathered:
 - Interviews with staff
 - Roadmap Survey—a tool to evaluate the current district/school-wide literacy model.
 - Classroom Walkthroughs

Data from these sources are used to support leaders in identifying strengths and literacy goals across five major areas: Leadership(L), Tiered Instruction (I), Professional Learning (P), Assessment (A), and Family Engagement (F) with a lens on Diversity, Equity, Inclusion and Climate across all areas.

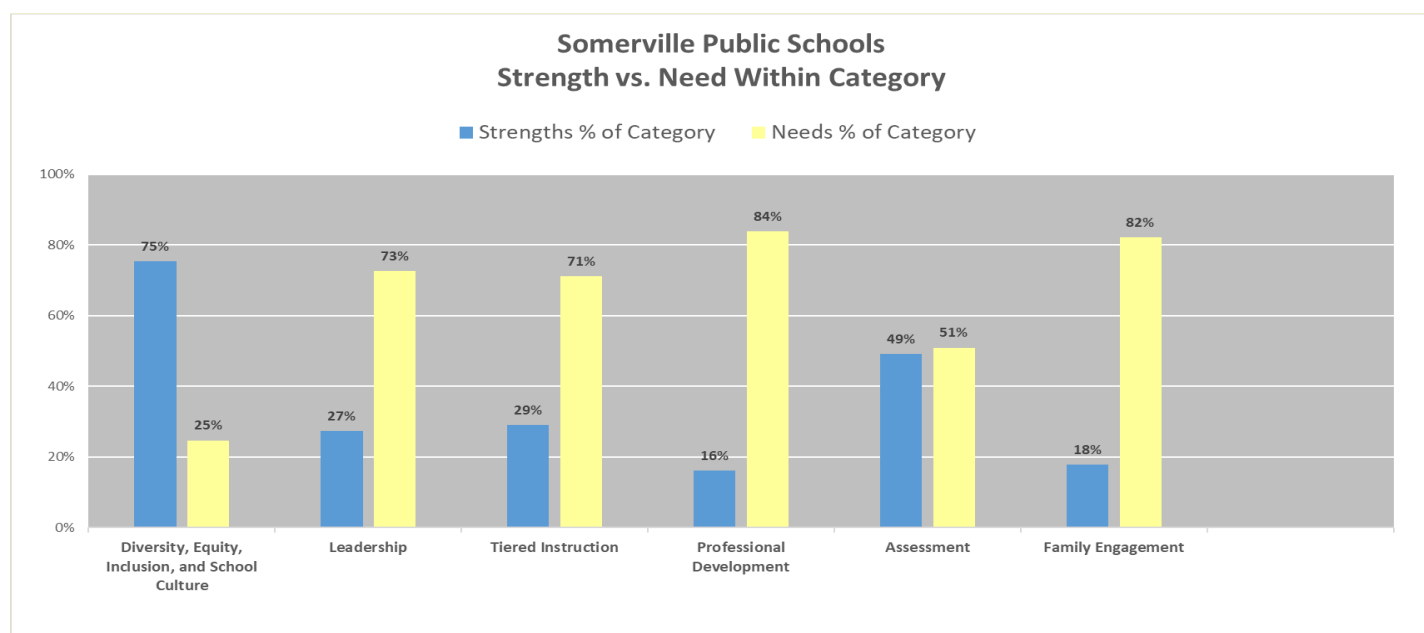
Highlights

Focus group interviews were conducted with **305** teachers and staff. Each interview was approximately 30 minutes in length with 4-6 participants in each group. There were **1704** interview comments coded, filtered, and analyzed. In this chart, the number of comments in the Strengths vs. Need category is represented. (Please see detailed report for additional information)

Interview Data Analysis - Somerville Public Schools

Category	Number of Comments	%	Strengths		Needs	
			#	% of Category	#	% of Category
Diversity, Equity, Inclusion, and School Culture	365	21%	275	75%	90	25%
Leadership	439	26%	120	27%	319	73%
Tiered Instruction	788	46%	228	29%	560	71%
Professional Development	31	2%	5	16%	26	84%
Assessment	53	3%	26	49%	27	51%
Family Engagement	28	2%	5	18%	23	82%
	1704	100%	659		1045	

In this next chart, the number of comments in the Strength vs. Need category is represented:



Keys to Success

Strengths

- Teachers communicate mutual respect in interactions with all students.
- Teachers communicate high standards for student work, effort, and behavior.
- Teachers indicate that the collaboration between support staff is positive.
- Teachers communicate that materials and resources are available to them.
- There is trust from the school administration to have flexibility within the classroom to create best practices.
- Foundational skills programs are being implemented in the early grades.

These areas emulated “Our Commitment to the Whole Child”- Our District is a multicultural school community dedicated to the realization of the full intellectual, physical, social, and emotional potential of all students. In this pursuit, we shall maintain a safe environment that nurtures the curiosity, dignity, and self-worth of each individual.

Recommendations:

A complete list of recommendations is included in the Needs Assessment Report. The letters represent each category: Leadership (L), Tiered Instruction (I), Professional Learning (P), Assessment (A), and Family Engagement (F) with a lens on Diversity, Equity, Inclusion and Climate across all areas.

- Utilize the district-based leadership team to develop district-based goals and action steps. (L)
- Facilitate a comprehensive core program review process that engages all staff in the process utilizing a review tool that creates a common lens for reviewers. (I)
- The district should develop a clear plan for supporting, coaching, and monitoring staff implementation of the new core reading program or newly defined Tier 1 instruction guidelines and plans with fidelity. (I)
- Create a professional learning calendar for the school year with clear goals and outcomes that support a continuous learning cycle. (P)
- Provide professional learning in the science of reading and current evidence-based practices in assessment and instruction to ensure a common, consistent teacher/administrator knowledgebase across the district. (P)
- The district leadership team should review the assessment inventory results, determine which are valid and reliable, map onto a framework to identify gaps and redundancies and build a district comprehensive assessment framework. (A)
- Review existing home-school communication systems and feedback loops, to ensure that families are receiving useful, informative, and actionable information on their child's literacy achievement to enable a home-school partnership. (F)

Next Steps:

1. Disseminate results presentation to staff.
2. Edit report based on feedback from the district leadership team and school staff.
2. Submit final report to the district leadership team and staff (if needed).
3. Develop a district literacy plan based on needs assessment report.