Path to Reading Excellence in School Sites (PRESS) is a framework that structures literacy achievement in grades K-5 within a multi-tiered system of supports (MTSS) or Response to Intervention (RTI) context. The primary goal of PRESS is to help teachers and administrators establish school-based systems and practices for all K-5 students to become capable readers. Driven by research-based approaches to literacy, PRESS addresses quality core instruction, data-based decision making, tiered interventions, and effective professional development to support systemic change. Through the Minnesota Center for Reading Research at the University of Minnesota, PRESS provides workshops and consultations with schools and districts as well as intervention and assessment manuals.

The PRESS research pilot was developed by Minnesota Center for Reading Research and the Minnesota Reading Corps in partnership with the Target Corporation, and implemented in six Minneapolis schools from 2011-2014. Although summative results are forthcoming, the initial data are promising.

Using a classroom’s benchmark screening data, PRESS outlines a decision-making process for identifying whether or not there is a classwide need for intervention services with each classroom. If so, teachers are directed to the appropriate intervention. PRESS data demonstrate the benefit of classwide interventions.

For example, results from a study in two third-grade classrooms show decreases in the number of students performing below the seasonal benchmark (oral reading fluency) after receiving a classwide intervention. Prior to implementation of the PRESS classwide intervention, 56% of students were performing below benchmark. After implementation of the classwide intervention, 24% were below benchmark, a 32% reduction.

In addition to advocating for classwide interventions, the PRESS framework uses small group Tier 2 interventions directly targeted to the students’ reading skill area of need. Comparisons between targeted and comprehensive (i.e., intervention comprised of multiple components) reading interventions show that targeted PRESS interventions resulted in greater student growth for both second- and third-grade students at the PRESS school sites.

PRESS Year 2 (2012-2013) data showing percentage of second- and third-grade students making one year’s growth on Curriculum-Based Measurement Reading (CBM-R) and/or Measures of Academic Progress (MAP) for reading.
PRESS

The initial results of PRESS are promising! Through the Minnesota Center for Reading Research, PRESS continues its mission to build capacity and knowledge around reading achievement for all elementary learners.

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