Path to Reading Excellence in School Sites

helps 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, the PRESS framework addresses quality core instruction, data-based decision making, tiered interventions, and effective professional development to support systemic change.

Students performing below grade level demonstrated growth with PRESS interventions

Results from a study in two third-grade classrooms show increases in the number of students performing at or above the seasonal benchmark (oral reading fluency)

before receiving a PRESS classwide intervention:

44% before PRESS

76% after PRESS

In addition to advocating for classwide interventions, the PRESS framework uses small group Tier 2 interventions directly targeted to the students’ area of need in reading. Comparisons between targeted and comprehensive reading interventions show that targeted PRESS interventions resulted in greater student growth for both second- and third-grade students.

Percentage of Students Making One Year’s Growth with PRESS intervention

PRESS 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.