From Data to Practice: Partnering for School Change

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AACTE

February, 2013
Agenda

• Introduction to our partnership and results to date

• Small group discussions on:
  a. Data collection and sharing of data
  b. Documenting quality core instruction
  c. Professional learning to support all students

• Partner processing/questions

• Questions and reflections
The Project: Path to Reading Excellence in School Sites (PRESS)

Bring together multiple stakeholders and their resources to develop a framework that:

– Addresses student success
– Enhances literacy instruction
– Coordinates monetary and personnel resources
PRESS: Path to Reading Excellence in School Sites

PARTNERSHIP AMONG:
- Minneapolis Public Schools
- University of Minnesota/Minnesota Center for Reading Research
- Minnesota Reading Corps
- Target
- Hilltop (Charter School)
- Bell (Charter School)
Theoretical Framework

Addressing the achievement/opportunity gap that exists for some students

– All students reaching high standards
– Addressing the disparities in academic opportunities for students from diverse backgrounds (*Boykin & Noguera, 2011*)
– Bringing together multiple stakeholders
– Provide comprehensive frameworks for improved opportunities (*Timar, 2012*)
Foundational understandings

• Focused instruction at students’ developmental levels
• Begins with a strong foundation of quality core instruction
• Quality Core Instruction is supported with:
  – Embedded, ongoing professional development
  – Targeted/tiered interventions for students
  – Data-based decision making
    • Multiple assessments
All students as Proficient Readers

Tiered Supplemental Instructional Support

Data-Based Decision Making and Dynamic Grouping

Quality Core Instruction at Developmental Level for All Students

80-85% of students

Embedded Ongoing Professional Development

PRESS: MN Reading Corps (MRC)/U of MN

Other Targeted Literacy Interventions

Individualized Support

3-5% of students
Guiding Framework for PRESS: Quality Core Instruction

Is based on the National Reading Panel (NRP) core elements of:

- **Phonemic Awareness**
- **Phonics**
- **Fluency**
- **Vocabulary and Oral Language**
- **Comprehension (and developing background information)**

[Diagram showing core elements]

- Phonemic Awareness
- Alphabetic Principle
- Comprehension
- Vocabulary
- Accuracy & Fluency in Text

[Diagram description]

- Reading
- National Reading Panel (NRP)
Quality Core Instruction

- **National Reading Panel (NRP):**
  - *Phonemic Awareness, Phonics, Fluency, Vocabulary and oral language, and Comprehension and background information*
- 90 minutes core, 30 minutes supplemental
- Instruction at each student's literacy developmental level based on formal and informal assessments
- Tailored instruction for EL students
- Opportunities for connected/meaningful reading and writing
- Instruction is systematic and explicit
PRESS

PRESS schools

- 6 Urban
  Elementary Schools
- 1500 K-3 Students
- Public Schools
(2 charter schools)
<table>
<thead>
<tr>
<th>School</th>
<th>Student Make-up</th>
<th>Free/Reduced Lunch</th>
<th>EL</th>
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<tbody>
<tr>
<td>Arlington</td>
<td>Am Indian (86.9%) Asian (.9%)</td>
<td>96.3%</td>
<td>.6%</td>
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<tr>
<td></td>
<td>Hispanic (4.6%) Black (4.6%)</td>
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<td></td>
<td>White (4.6%)</td>
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<tr>
<td>Spencer</td>
<td>Am. Indian (16.9%) Asian (4.8%)</td>
<td>88.3%</td>
<td>40.7%</td>
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<td></td>
<td>Hispanic (7.3%) Black (56.4%)</td>
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<td>White (14.5%)</td>
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<td>Monroe</td>
<td>Am Indian (2.7%) Asian (5%)</td>
<td>43.9%</td>
<td>15.9%</td>
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<td>Hispanic (6.7%) Black (30.5%)</td>
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<tr>
<td></td>
<td>White (55.2%)</td>
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</tr>
<tr>
<td>Park</td>
<td>Am. Indian (4.6%) Asian (1.9%)</td>
<td>87.4%</td>
<td>51.6%</td>
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<td>Hispanic (29.5%) Black (45.2%)</td>
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<tr>
<td></td>
<td>White (18.8%)</td>
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<td></td>
</tr>
<tr>
<td>Hilltop</td>
<td>Black (98.8%) Hispanic (1.2%)</td>
<td>92%</td>
<td>1%</td>
</tr>
<tr>
<td>Bell</td>
<td>Black (99.4%) Hispanic (.6%)</td>
<td>93.3%</td>
<td>51.7%</td>
</tr>
</tbody>
</table>
All K-3 students reading proficiently at grade level by the end of third grade.

90 minutes core, 30 minutes supplemental Instruction at each student’s literacy developmental level based on formal and informal assessments. Tailored instruction for ELL students. Opportunities for connected/meaningful reading and writing.

Instruction is systematic and explicit. Systematic process to analyze data and make instructional decisions. Conducted within existing data support structure.

Use data to effectively differentiate instruction and intervention. Tier I: Universal screening and quality core curriculum and instruction.

Tier II: Standardized interventions with small groups or Minnesota Reading Corps.

Tier III: Individualized interventions with in-depth problem analysis.

A group culture that compares data to focused expectations (standards) for teaching and learning. A shared commitment to the model leads to coordinated efforts and collaboration.

Learning is embedded and ongoing. A group culture that compares data to focused expectations (standards) for teaching and learning.

Path to Reading Excellence in School Sites

Learning is embedded and ongoing. A shared commitment to the model leads to coordinated efforts and collaboration.

A group culture that compares data to focused expectations (standards) for teaching and learning.

Learning is embedded and ongoing. A shared commitment to the model leads to coordinated efforts and collaboration.
University Faculty
• PRESS leader/coordinator

PRESS literacy Coach
• Coordinates and implements project goals at the site

PRESS Graduate Assistants
• Interventions to students who are below reading proficiency benchmarks

Reading Corps
• One-on-one (small group in kindergarten)
• Five days per week

Other Personnel
• School Administrators
• District-Funded instructional coach
Typical day at Spencer

• Core Instruction
• Reading Corps
• PRESS GAs
• PRESS coach works with teachers
• Other:
  – Pull-out EL services
  – Native Language instruction
Study Methods

• Mixed methods

• Measures of student learning:
  – Benchmark screening F-W-S to identify students for interventions
  – Weekly progress monitoring of skills
  – Bi-weekly general outcome measure
PRESS Intervention Flow Chart

**Start Intermediate Here**

- Assess Fluency (ORF)  
  Is he/she fluent?*
  
  **YES**
  - Comprehension Intervention

  **NO**

**Start Transitional Here**

- Assess Phonetic Skills  
  (LSF, NSW, or spelling inventory)  
  Can he/she decode? *
  
  **YES**
  - Fluency Intervention

  **NO**

**Start Emergent and Beginning Here**

- Assess Phonemic Awareness  
  (Blending and Segmenting)  
  Does he/she have PA? *
  
  **YES**
  - Phonics Intervention

  **NO**

  **Phonemic Awareness Intervention**

*Assess vocabulary when appropriate and add vocabulary component to intervention*
Study Methods

• Measures of core instruction
  – Teacher self-assessments
  – Classroom environment surveys (F & S)
  – Observations of teaching practice
  – Meeting notes from PLCs and teacher notebooks

• Measures of project development
  – Weekly leadership team meeting notes
  – Retreat summaries
Time to move to a small group discussion

a. Data collection and sharing of data
b. Documenting quality core instruction
c. Professional learning to support all students

You will have an opportunity to participate in two different groups.
Time to move to a *second* small group discussion

a. Data collection and sharing of data  
b. Documenting quality core instruction  
c. Professional learning to support all students
Processing with a partner
(8 minutes)

• Find a person to interact with
• Share your impressions and ideas about the collaborative partnership we have described
• Come up with one question to bring back to the large group
Questions and reflections in whole group

• What did you discuss with your partner?
• What questions came up?
• What projects are you working with that are similar, and how have you negotiated the challenges?
These PRESS resources are available on the MCRR website at http://www.cehd.umn.edu/reading/
Intervention and assessment resource manuals
Educational change is only possible when many partners come together with the same focused goal

- Minneapolis Public Schools
- University of Minnesota/Minnesota Center for Reading Research
- Minnesota Reading Corps
- Target
- Hilltop (Charter School)
- Bell (Charter School)
Have a great conference!