Improving K-6 Literacy Outcomes with PRESS

Presented by Kathy Patton, PRESS Literacy Coordinator

MCRR 2016 Summer Literacy Workshop
What is MTSS?

a) Many Teachers Serving Students
b) Multi Tiered School System
c) Multi-Tiered System of Support
d) My Teacher Survival Strategies
Response to Intervention (RtI) and Multi-tiered Systems of Support (MTSS) are both frameworks of instructional design that support all students in making progress towards and exceeding mastery of grade-level content standards.

http://education.state.mn.us/MDE/EdExc/StandImplToolkit/Exploration/CriticalCompMTSS/index.html
MTSS is more than just a process of providing interventions to a small group of students. Rather it is a school reform model and with it comes a new way of thinking and doing business in education.

Harlacher, Sakelaris, Kattelman, 2014
Path to Reading Excellence in School Site (PRESS) is a framework that structures literacy achievement in grades K-5 within a multi-tiered systems of support (MTSS) or Response to Intervention (RtI) context.
What is necessary for student improvement in reading?

- Quality Core Instruction
- Data-Driven Decision Making
- Tiered Interventions
- Professional Learning
Systemic and Comprehensive Approach

RTI must be part of a comprehensive, systemic approach to language and literacy assessment and instruction that supports all preK–12 students and teachers.

IRA Commission on RTI Guiding Principles
August, 2009
The primary goal of PRESS is to work with teachers and administrators to establish school-based systems and practices for all K-5 students to become capable readers.
PRESS is a comprehensive system of **tiered supports** and **data driven decision making** driven by **research-based approaches to literacy**. It includes **ongoing embedded professional development** to support school professionals in their efforts to have their **students meet reading proficiency standards**.
2011
Developed by U of M Faculty
Funded by Target Corporation
Partnered with non-profit organization and urban schools

2011-2014
Developed and refined resources
Implemented by U of M staff and school staff

2014 -
PRESS now provides professional development and resources for schools
**VISION:** All K-5 students reading proficiently at grade level.

**Path to Reading Excellence in School Sites {PRESS}**

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

**Data-Driven Decision Making**
- Use data to effectively differentiate instruction and intervention
- Systematic process to analyze data and make instructional decisions
- Conducted within existing data support structure

**Tiered Interventions**
- Tier III: Individualized interventions with in-depth problem analysis
- Tier II: Standardized interventions with small groups
- Tier I: Universal screening and quality core curriculum and instruction

**Professional Learning**
- 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
- Structures to support embedded and ongoing learning

[www.PressCommunity.org](http://www.PressCommunity.org)
International Literacy Association

Instruction

RtI is first and foremost intended to prevent problems by optimizing language and literacy instruction

IRA Commission on RTI Guiding Principles

August, 2009
With a combination of powerful instruction and a rich literacy environment, students will receive the support they need to learn and will be equipped with the resources necessary for academic success.
## Elements of Literacy Environment

### Accessibility & Arrangement
- Basic writing tools such as paper, pencils, crayons and markers are available.
- Accessible writing center for students.
- Available writing surfaces such as paper, blank books, slates, and whiteboards.
- Materials available for students to publish.
- Extra consumable literacy tools (such as sharpened pencils).
- An alphabet with clear icons or alphabet strips are accessible to students.
- Classroom library is accessible to students.
- Literacy tools and products replicate authentic settings.

### Variety of Texts
- Classroom library consists of basic print materials such as books and magazines.
- Print materials vary in format, content, and genre.
- Age-appropriate reference materials such as dictionaries, encyclopedias, and atlases.
- Sets of related books.
- Book sets at the varied reading levels of students.
- A balance of fiction and non-fiction texts.
- Student-authored books or journals in the library or around the room.

### Evidence of text in use
- Tests are displayed in the classroom.
- Adult-authored written communications are posted.
- A word wall is in active use.
- Expectations for student behavior are posted.
- The print displayed shows signs of being updated with new learning.
- Student-authored written communications are posted.
- Evidence of student independent use of classroom literacy tools.

### Technology
- Books on tape or computer.
- Technological resources are available for students to use in reading and writing.
<table>
<thead>
<tr>
<th>Accessibility &amp; Arrangement</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic writing tools such as paper, pencils, crayons and markers are available</td>
<td></td>
</tr>
<tr>
<td>Accessible writing center for students</td>
<td></td>
</tr>
<tr>
<td>Available writing surfaces such as paper, blank books, slates, and whiteboards</td>
<td></td>
</tr>
<tr>
<td>Materials available for students to publish</td>
<td></td>
</tr>
<tr>
<td>Extra consumable literacy tools (Such as sharpened pencils)</td>
<td></td>
</tr>
<tr>
<td>An alphabet with clear icons or alphabet strips are accessible to students</td>
<td></td>
</tr>
<tr>
<td>Connected &amp; Meaningful</td>
<td>Systematic &amp; Explicit Instruction</td>
</tr>
<tr>
<td>------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Explains value/relevance to real world</td>
<td>Explains purpose</td>
</tr>
<tr>
<td>Activates background knowledge</td>
<td>Gives understandable directions</td>
</tr>
<tr>
<td>Students engage in the practice of reading and writing</td>
<td>Provides clear explanations and strong examples</td>
</tr>
<tr>
<td>Use of connected texts (books, poems, etc.)</td>
<td>Provides a summary</td>
</tr>
<tr>
<td>Makes reading-writing connections</td>
<td>Effective behavior management</td>
</tr>
</tbody>
</table>

**Elements of Literacy Instruction**
Connected and Meaningful Lesson

- Explains value/relevance to real world
- Activates background knowledge
- Students engage in the practice of reading and writing
- Makes reading/writing connections
Only once a strong and well targeted instructional core is in place, can we begin to build interventions that will serve as truly supplemental and supportive instruction.

Lesaux, N. K., & Marietta, S. H., 2011
Multi-Tiered Systems of Support

The systematic use of assessment data to most efficiently allocate resources in order to teach all students.

Burns & VanDerHeyden, 2006
Problem analysis is central to the RTI process and should occur at all three tiers.

Christ, Burns, & Ysseldyke, 2005
MTSS and Problem Solving

- Tier 1: Screening Data
- Tier 2: Diagnostics
- Tier 3: Measurement Analysis

Measurement Precision
Problem Analysis
Measurement Frequency
Progress Monitoring
Measuring the skill targeted by the intervention on a frequent basis. If possible, assess weekly.

Diagnostic
Using data to determine what intervention an individual student needs when a student is identified as needing help.

Screening
Using data to determine who needs help. Typically done three times a year.
Our Problem Solving Process

Tier 1 – Is there a classwide need?

Tier 2 – What is the category of the problem for individual students?

Tier 3 – What is the causal variable for an individual student?
Grade Level Team Meeting

**Universal Screening Guiding Questions**

- What is the median score in each classroom?
  - Does the median score fall below the benchmark score?

- Which students fall within the at-risk range?

- Are there any surprises or students that we missed?

- Among students identified as needing a Tier 2 intervention, what is the category of the problem (phonemic awareness, decoding, fluency, vocabulary, comprehension)?

- Is there anyone that needs Tier 3 right now?
Grade Level Team Meeting

**Progress Monitoring Guiding Questions**

- Which students are making adequate progress in their Tier 2 or Tier 3 intervention?
  - Should we continue the intervention or should the intervention be discontinued and a transitional plan written?

- Which students are not making adequate progress in their Tier 2 or Tier 3 interventions?
  - Have the interventions been implemented long enough and/or with fidelity?
  - Are there modifications that we should make to the intervention with Tier 2?
  - Should we change the level of support (i.e., change Tier)?

- Are there students that were not identified as needing Tier 2 interventions that we should talk about now?
Tiered Interventions

Tier I: Universal screening and quality core curriculum and instruction

Tier II: Standardized interventions with small groups

Tier III: Individualized interventions with in-depth problem analysis

Reading Proficiently
Identifying **classwide problems** could help evaluate the instructional environment (Tier 1), which is the first step in any assessment to intervention model.

Burns & Gibbons, 2012; Shapiro, 2010
Classwide Flowchart

What is the class median?

- Below phonemic awareness benchmark → Phonemic Awareness Intervention
- Below letter sound benchmark → Letter Sound Intervention
- Below decoding benchmark → Decoding Intervention
- Below fluency benchmark → Fluency Intervention

Assess individual students below benchmark using diagnostic assessment.

Above grade level benchmark

Comprehension Intervention

Path to Reading Excellence in School Sites
What does a classwide intervention look like?

Teacher follows same intervention procedures as for a small group.
Articulate Objective, Modeling etc…
Targeted interventions are identified so that the intervention is directly linked to the problem and therefore has a high likelihood of being successful.

Tilly, 2008
Tier 2 Intervention Flow Chart

**2nd - 5th Grade start here**

Assess Comprehension
Can he/she comprehend?

- YES
  - Assess Fluency (ORF)
    - Is he/she fluent?
      - NO
        - Comprehension Intervention
      - YES
        - Fluency Intervention

- NO
  - Assess Phonetic Skills
    - (LSF, NWF, or Decoding Inventory)
    - Can he/she decode?
      - NO
        - Phonics Intervention
      - YES
        - Consider partnering in grades 1-5

**K - 1st Grade start here**

Assess Phonetic Awareness
(ISF, Blending, Segmenting or PAI)
Does he/she have PA?

- NO
  - Phonemic Awareness Intervention

**Kindergarten start here (fall)**

Consider partnering in grades 1-5
What does a targeted intervention look like?
Collaboration

RTI requires a dynamic, positive, and productive collaboration among professionals with relevant expertise in language and literacy. Success also depends on strong and respectful partnerships among professionals, parents, and students.

IRA Commission on RTI Guiding Principles
August, 2009
A PLC is a community of professionals engaged in an ongoing process of learning together for the purpose of improving their practice in support of better results for students.

Conzemius & Fisher, 2012
Principles for Effective Professional Learning for successful implementation of a newly learned practice

- Significant and ongoing support for teachers
- Modeling
- Participate actively in making sense of a new practice

http://www.centerforpubliceducation.org
The Power of Protocols

Protocols provide a structure for conversation including facilitation

Directives to engage with material; questions to foster reflection

Protocols are “processes that help groups achieve deep understanding through dialogue that lead to effective decision-making (p. 7-8)


www.ascd.org
It has become self-evident that schools in which faculty members feel a collective responsibility for student learning produce greater gains than do schools in which teachers work as isolated practitioners.

Louis, Marks, & Kruse, 1996
“You can’t learn much from books you can’t read.”

Allington, 2002
The expertise of teachers is strongly connected to general student achievement and in particular, student achievement in reading.

Elish-Piper & L'Allier, 2010

It’s (PRESS) made me more aware of the necessity to identify specific problems students have and give them the tailored support they need. I have a much better idea of how to make appropriate learning decisions for my students.

~Second Grade Teacher
Do you want to learn more?

www.presscommunity.org