Full Court PRESS: Partnering for Reading Excellence

Lori Helman, Co-Director
Minnesota Center for Reading Research
Welcome!

This presentation, along with many other literacy-related resources, is available on the MCRR website at

http://www.cehd.umn.edu/reading/
What is the problem?
Why is an initiative like this needed?
Reading by the end of 3rd grade matters

“Millions of American children get to fourth grade without learning to read proficiently. And that puts them on the dropout track.”
Reading by the end of 3rd grade matters

In 2007, nearly 6.2 million young people were high school dropouts.
Reading by the end of 3rd grade matters

The process of dropping out begins long before a child gets to high school.

It stems from the loss of interest and motivation in middle school, often triggered by retention in grade and the struggle to keep up academically. A major cause of retention is failure to master the knowledge and content needed to progress on time - and that, in a great many cases, is the result of not being able to read proficiently as early as fourth grade.
Reading by the end of 3rd grade matters

Every student who does not complete high school costs our society an estimated $260,000 in lost earnings, taxes, and productivity.

High school dropouts also are more likely than those who graduate to be arrested or have a child while still a teenager, both of which incur additional financial and social costs. ...The current pool of qualified high school graduates is neither large enough nor skilled enough to supply our nation's workforce, higher education, leadership, and national security needs.
“Without a dramatic reversal of the status quo, we are cementing educational failure and poverty into the next generation.”
The mission of the MN Center for Reading Research

- Conduct research that supports teachers, particularly those who teach students of poverty, as they learn to effectively teach children and youth from diverse backgrounds, to become competent readers in K-12 school settings.
Our mission drives us to work hand-in-hand with educational practitioners and other stakeholders to address critical problems that involve student learning.
How did the PRESS partnership come to be?
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
- Harvest Preparatory
- Best Academy & Best Academy East
PRESS is a comprehensive system of tiered supports and data-based decision making with ongoing embedded professional development to support school professionals in their efforts to have their students meet reading proficiency standards by 3rd grade.
**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-Based 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 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

**Professional Learning Communities**

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

**VISION**

- All K-3 students reading proficiently at grade level by the end of third grade.

**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

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**University of Minnesota**

**Driven to Discover**
What does our work in schools look like?

Quality Core Instruction

Data-based Decision Making

Tiered Interventions

Professional Learning

PRESS
Quality Core Instruction
Data-based Decision Making
Tiered Interventions
Professional Learning
How do we measure growth?

Student Achievement
- Benchmark skills such as phonics and fluency
- Standardized test scores
- Growth in intervention skills
- General outcome measures

Instructional practices
- The classroom environment
- Use of research-based practices during structures observations
- Use of data in professional learning
# Student achievement: Example school

<table>
<thead>
<tr>
<th>Grade</th>
<th>Fall</th>
<th>Spring</th>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>Kindergarten</td>
<td>55.9%</td>
<td>46.7%</td>
<td>47.2%</td>
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<tr>
<td>First</td>
<td>54.6%</td>
<td>45.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second - MAP</td>
<td>53.07%</td>
<td>59.0%</td>
<td>41.5%</td>
<td>59.7%</td>
</tr>
<tr>
<td>Third – MAP</td>
<td>46.5%</td>
<td>48.6%</td>
<td>51.2%</td>
<td>59.1%</td>
</tr>
</tbody>
</table>
Percentage of Third Grade Students who Passed the MCA in PRESS and Matched Control Schools

Baseline = 2010-2011
PRESS Year 1 = 2011-2012
### High scoring instructional practices: Example School

**Effective behavior management**

Focus on core element

Review or practice provided

<table>
<thead>
<tr>
<th>High Scoring Trend (2.77-3.0)</th>
<th>Question #</th>
<th>Average Score</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>38</td>
<td>2.78</td>
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<tr>
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<tr>
<td></td>
<td>52</td>
<td>2.78</td>
</tr>
</tbody>
</table>

- **Modeling**
- **Explicit teaching**
- **Checks for understanding**
Low scoring instructional practices: Example School

<table>
<thead>
<tr>
<th>INSTRUCTIONAL PRACTICE DATA</th>
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<tbody>
<tr>
<td>Low Scoring Trend (0-1.0)</td>
</tr>
<tr>
<td>Question #</td>
</tr>
<tr>
<td>29</td>
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<tr>
<td>37</td>
</tr>
</tbody>
</table>

Explains value/relevance of lesson

Provides a summary
Classroom Environment Survey

• Measures the quality of the literacy environment on 28 factors including access to materials for reading and writing, and displays of purposeful text.
Successes thus far

• Collaboration across multiple stakeholders led to student achievement gains and improved instruction
• Persistent and sustained focus on 3rd grade reading proficiency
• Improved infrastructure in schools and districts for using data to improve instruction
• Opportunities to test our collaborative ideas
• Innovation of practices
Challenges/opportunities

- Scheduling
- Schools and teachers being pulled in many directions
- Attendance/transiency
- Trust in continued partnership
What’s next

• Year 2: Building sustainability
• Year 3: Providing support for site-based implementation and innovation
Where we are headed...

The fundamental goal is to do things that bridge the chasm, reach for partnership, and replace polarization with integration...

*Hargreaves and Fullan, 2012*
Schools can’t do it alone. Universities will become obsolete if they do not help solve the pressing problems of our age.

It is time for a FULL COURT PRESS