

First Step in MTSS for Reading? Flip the Triangle Right Side Ups

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MTSS

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

(Burns, Jimerson, VanDerHeyden, & Deno, 2017)

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Problem Solving

Tier I - Identify discrepancy between expectation and performance for class or individual **(Is there a classwide need?)**

Tier II - Identify discrepancy for individual. Identify category of problem. **(What is the category of the problem?)**

Tier III - Identify discrepancy for individual. Identify causal variable. **(What is the causal variable?)**

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PRESS
Path to Reading Excellence
in School Sites

Intervention Manual


Minnesota Center for Reading Research
University of Minnesota

PRESS
Path to Reading Excellence
in School Sites

PRESS

<http://www.cehd.umn.edu/reading/PRESS/default.html>

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**Contributions to Learning
– Hattie 2009**

- The student $d = .40$
- The school $d = .23$
- The teacher $d = .49$
- The curriculum $d = .45$

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Keys to Success
St. Paul Pioneer Press June 4th 2006

Reading Above All Else

- Emphasize reading and writing especially K-2

Beyond the Classroom

- After school programs and social services

Continuous Assessment/Small-Group Instruction

- Formal and informal assessments to provide an appropriate level of challenge

Effective Staff

- Strong leadership and cohesive staff with co-planning

Structured, Disciplined Environment




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Developmental Activities

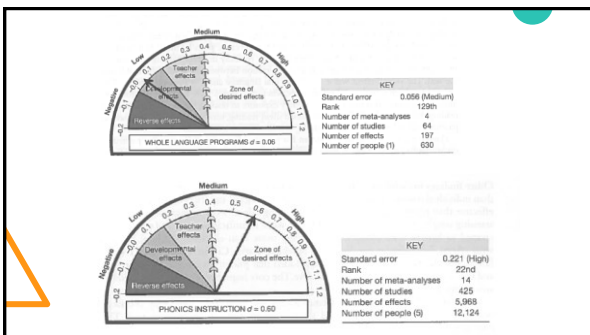
- 1st grade - Phonemic awareness and phonics instruction
- 2nd grade - Explicit phonics instruction, writing, and fluency
- 3rd grade - Fluency and comprehension
- 4th grade - Read to learn
- Upper elementary & Middle School - Vocabulary and comprehension
- High school - Comprehension and application

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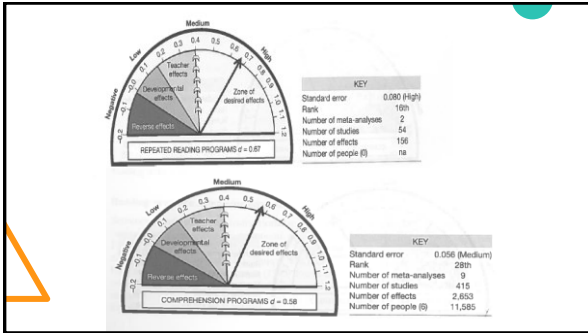
Reading Instruction in Elementary School

- Two hours each day
- Explicit instruction
- Word study
- Free-choice reading
- Writing

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Teacher Roles

<ul style="list-style-type: none"> • Activator Drill & practice $d = 0.99$ Feedback $d = 0.72$ Meta-cognition $d = 0.67$ Direct Instruction $d = 0.59$ Mastery Learning $d = 0.57$ Formative Assessment $d = 0.46$ Total $d = 0.60$ 	<ul style="list-style-type: none"> • Facilitator Simulation/game $d = 0.32$ Inquiry-based $d = 0.31$ Class size $d = 0.21$ Problem-based $d = 0.15$ Inductive teach $d = 0.06$ Total $d = 0.17$
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Effective PLCs

Collaborative Leadership Process	Data-Driven Systems for Learning
Learning Community Culture (mission, vision, commitments, smart goals)	Student Learning (unwrapped learning objectives, instructional map)
Building Leadership Team (shared leadership, meeting conditions, communication and feedback, trust)	Assessment (matched to purpose, feedback to students)
Administrative Leadership (model, communication, active involvement)	Continuous Improvement (induction, action research, data analysis, celebration)
Systems of Intervention (focus on results, collectively responsible, tier 1, tier 2, tier 3, protocols, school-wide implementation)	

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Effective PLCs Matter

On student achievement
Beyond school variables
Beyond starting scores

JOURNAL OF EDUCATIONAL AND PSYCHOLOGICAL CONSULTATION
https://doi.org/10.1080/10620269.2021.2016086

Routledge
Taylor & Francis Group

Factors of Professional Learning Community Implementation and Effect on Student Achievement

Matthew K. Burns, Meredith R. Naughton, June L. Prazak, Ze Wang, Robert L. Gordon, Vicki Robb, and Michele L. Smith
University of Missouri

9/3/2006 Presentation Title 13

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PLC Meetings: Agenda

PLC: 1st weekly meeting of the month (Content Focus)

- Grade level teams and coaches with additional personnel as appropriate
- School-site established PLC focus on various topics (e.g., math, STEM, behavior, environment, or other school topical initiatives)

PLC: 2nd weekly meeting of the month MTSS (Core Instruction Literacy Focus)

- Grade level teams and coaches with additional personnel as appropriate
- Examine various formal and informal data to drive core instruction
- Agenda will include embedded professional development on topics that address opportunities and challenges for core instruction

PLC: 3rd weekly meeting of the month (Content Focus)

- Grade level teams and coaches with additional personnel as appropriate
- School-site established PLC focus with schools studying varied topics

PLC: 4th weekly meeting of the month MTSS (Data Analysis)

- Grade level teams and coaches with additional personnel as appropriate (data management team)
- Analyze screening/benchmark data
- Analyze progress monitoring data
- Discuss, monitor and adjust tiered interventions.

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		WRC
		Student 1 48
		Student 2 122
		Student 3 126
		Student 4 52
		Student 5 102
		Student 6 77
		Student 7 51
		Student 8 84
		Student 9 80
		Student 10 102
		Student 11 83
		Student 12 38
		Student 13 104
		Student 14 152
		Student 15 143
		Student 16 115
		Student 17 142
		Student 18 114
		Student 19 13
		Student 20 75
		Student 21 141
		Student 22 87
		Student 23 49
		Median 87
Fall	70	
Winter	91	
Spring	109	

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Kindergarten Winter* LSF

Criterion = 20
Sounds per minute

Name	Fall
KA	25
BA	29
SW	29
RA	15
TV	12
JP	16
PJ	25
VD	14
CA	29
GA	0
OG	19
SM	4
TI	12
AD	1
GM	17
OL	4
TE	29
CJ	3
WR	3
LD	2
RL	4
Median	14

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What is the Class Median?

Median: the middle value in a list of numbers when the values are arranged from lowest to highest.

Finding the class median:

- Order student scores from the lowest to highest value.
- The score in the middle of the list is the median.
- If there is an even number of scores, take the average of the middle two scores.

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What is the Class Median?

MODEL				Writing Benchmark 101			
Student	Grade	WRC	Errors	Student	Grade	WRC	Errors
A	3	21	8	B	3	18	8
B	3	18	8	A	3	25	8
C	3	87	1	E	3	48	8
D	3	110	0	N	3	48	8
F	3	25	6	K	3	50	8
P	3	92	1	R	3	78	3
G	3	89	3	P	3	80	6
H	3	98	1	C	3	80	1
I	3	119	2	O	3	80	3
J	3	98	2	Q	3	80	2
K	3	100	8	F	3	80	1
L	3	122	2	U	3	80	2
M	3	92	1	V	3	90	1
N	3	100	0	W	3	90	1
O	3	103	0	M	3	90	1
P	3	86	6	D	3	100	0
Q	3	89	3	D	3	110	0
R	3	75	3	S	3	119	3
S	3	112	3	T	3	118	2
T	3	141	1	L	3	122	2
V	3	94	4	T	3	141	1
Class Median		94	4	Class Median		92	1

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What is the Class Median?

MODEL					Grade 2, Unit 1, PS				
Student	Grade	ORF	WRC	Errors	Student	Grade	ORF	WRC	Errors
A	2	84	3	0	A	2	71	1	0
B	2	79	1	0	B	2	71	1	0
C	2	77	4	0	C	2	70	4	0
D	2	76	1	0	D	2	70	4	0
E	2	73	2	0	E	2	70	4	0
F	2	70	0	0	F	2	69	1	1
G	2	66	0	0	G	2	69	1	1
H	2	65	0	0	H	2	68	1	1
I	2	63	0	0	I	2	68	1	1
J	2	62	0	0	J	2	67	1	1
K	2	59	4	1	K	2	67	1	1
L	2	57	0	0	L	2	66	1	1
M	2	54	0	0	M	2	65	2	2
N	2	50	3	0	N	2	64	1	3
O	2	49	0	0	O	2	63	1	4
P	2	46	0	0	P	2	62	0	4
Q	2	45	6	0	Q	2	61	0	5
R	2	43	2	0	R	2	60	0	5
S	2	41	1	1	S	2	59	0	6
T	2	39	1	1	T	2	58	1	6
Class Median					Class Median		70		

MODEL					Grade 2, Unit 1, PS				
Student	Grade	ORF	WRC	Errors	Student	Grade	ORF	WRC	Errors
A	2	84	3	0	A	2	71	1	0
B	2	79	1	0	B	2	71	1	0
C	2	77	4	0	C	2	70	4	0
D	2	76	1	0	D	2	70	4	0
E	2	73	2	0	E	2	70	4	0
F	2	70	0	0	F	2	69	1	1
G	2	66	0	0	G	2	69	1	1
H	2	65	0	0	H	2	68	1	1
I	2	63	0	0	I	2	68	1	1
J	2	62	0	0	J	2	67	1	1
K	2	59	4	1	K	2	67	1	1
L	2	57	0	0	L	2	66	1	1
M	2	54	0	0	M	2	65	2	2
N	2	50	3	0	N	2	64	1	3
O	2	49	0	0	O	2	63	1	4
P	2	46	0	0	P	2	62	0	4
Q	2	45	6	0	Q	2	61	0	5
R	2	43	2	0	R	2	60	0	5
S	2	41	1	1	S	2	59	0	6
T	2	39	1	1	T	2	58	1	6
Class Median					Class Median		70		

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Kindergarten Peer-Assisted Learning Strategies
Teacher Manual

Classwide Intervention

<http://kc.vanderbilt.edu/pals/>

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Student	Grade	WVC	OSF	Score
A	2	72	76	74
B	2	37	31	34
C	2	47	41	44
D	2	45	41	43
E	2	71	71	71
F	2	51	51	51
G	2	51	51	51
H	2	51	51	51
I	2	41	41	41
J	2	41	41	41
K	2	41	41	41
L	2	41	41	41
M	2	71	71	71
N	2	71	71	71
O	2	81	81	81
P	2	81	81	81
Q	2	91	91	91
R	2	91	91	91
S	2	101	101	101
T	2	111	111	111
U	2	121	121	121
V	2	131	131	131

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Procedure

Partner Reading	Paragraph Shrinking
1. Stronger reader reads aloud for 5 minutes	1. For 5 minutes the stronger reader continues reading new text in the story, stopping after each paragraph to summarize
2. The weaker reader reads aloud the SAME text for 5 minutes	2. For 5 minutes the weaker reader continues with the new text, stopping after each paragraph to summarize

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Paragraph Shrinking


NAME THE MOST IMPORTANT WHO OR WHAT.

TELL THE MOST IMPORTANT THING ABOUT THE WHO OR WHAT.


SAY THE MAIN IDEA IN 10 WORDS OR LESS.

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How to Correct




Stop.



That word is ____.
What word? ____.



Good.



Go back and read
that line again.

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Timeline



- 1** Collect Data: Pre-test (fluency and comprehension)
- 2** Day 1: Train Students on Set Up Procedures and Partner Reading. Practice Reading for 10 minutes. Error Correction.
- 3** Day 2: Train Students on Paragraph Shrinking. Practice Reading for 10 minutes.
- 4** Day 3-10: Partner Reading. Paragraph Shrinking 15 minutes every day.
- 5** Collect Data: Post-test (fluency and comprehension)

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In Action

2nd through 8th grades

- <https://www.presscommunity.org/video/163/>

1st Grade

- <https://www.presscommunity.org/video/158/>

Kindergarten

- <https://www.youtube.com/watch?v=imQy3Q0IbpM>

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What we found: 3rd grade Partner Reading data

Third Grade			
Third Grade Benchmark	91 Words Read Correctly (WRC)		Slope (WRC)
	Pre Intervention Class Median (WRC)	Post Intervention Class Median (WRC)	
Class 1	81	104	11.5
Class 2	87	115	14

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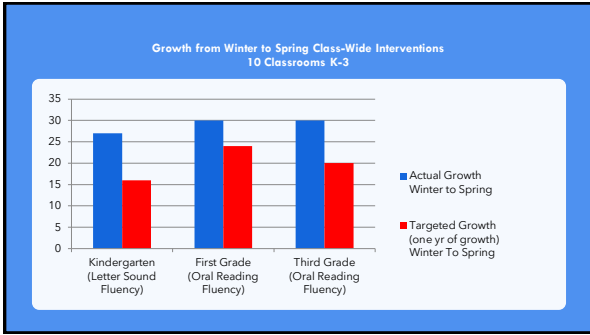
Student 1	48	92
Student 2	122	142
Student 3	126	147
Student 4	82	113
Student 5	102	117
Student 6	77	97
Student 7	51	70
Student 8	84	95
Student 9	80	82
Student 10	102	127
Student 11	83	106
Student 12	38	47
Student 13	104	115
Student 14	152	161
Student 15	143	158
Student 16	115	125
Student 17	142	160
Student 18	114	127
Student 19	13	40
Student 20	75	92
Student 21	141	136
Student 22	87	105
Student 23	49	47
Median	87	113

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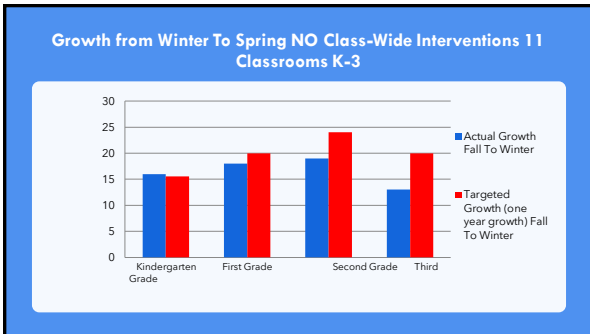
What we found: 3rd grade Partner Reading data

	Students Below Benchmark Pre Intervention	Students Below Benchmark Post Intervention	Total Students in Class
Third Grade Class 1	10	5	20
Third Grade Class 2	13	5	23

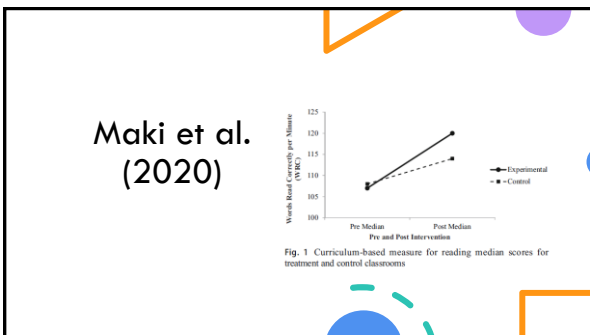
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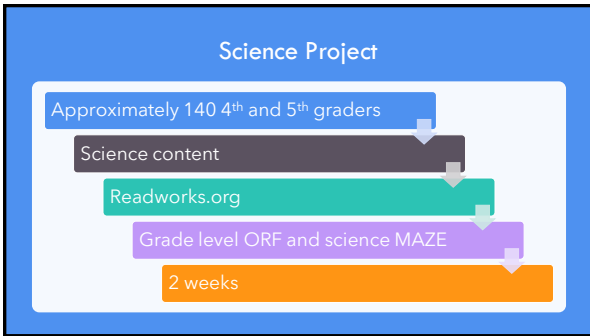
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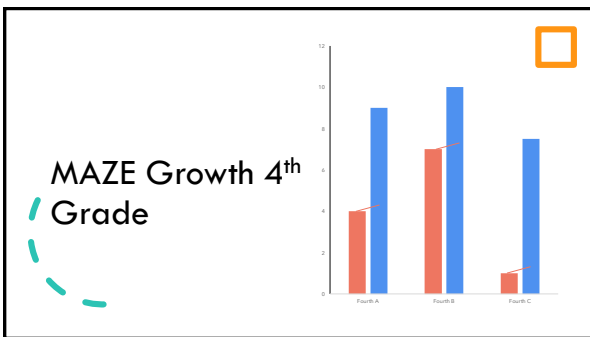
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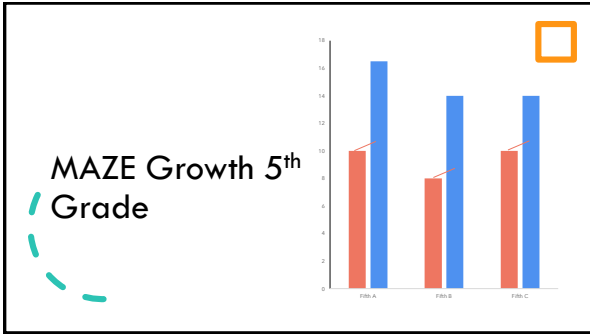
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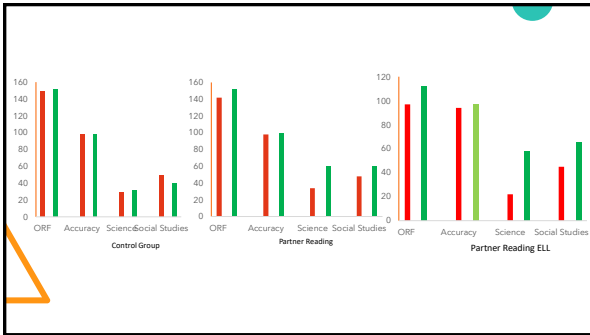
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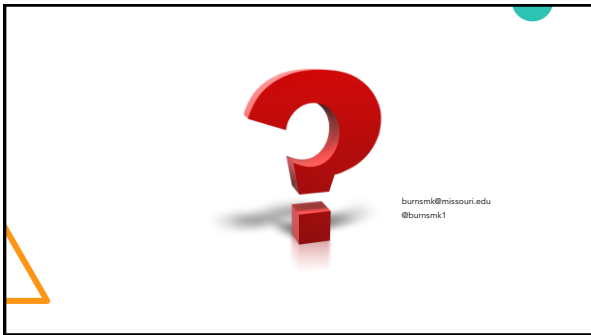
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	CBM-R Pre	CBM-R Post	NWEA MAP-Reading Score
Student 1	48	92	189
Student 2	122	142	194
Student 3	126	147	196
Student 4	82	113	190
Student 5	102	117	188
Student 6	77	97	190
Student 7	51	70	181
Student 8	84	95	192
Student 9	80	82	174
Student 10	102	127	188
Student 11	83	106	189
Student 12	38	47	149
Student 13	104	115	196
Student 14	152	161	211
Student 15	143	158	205
Student 16	115	125	195
Student 17	142	140	224
Student 18	114	127	196
Student 19	13	40	138
Student 20	75	92	185
Student 21	141	156	205
Student 22	87	105	189
Student 23	49	47	145
Median	87	113	190

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