Elementary Literacy Update

Informational Presentation
to the Board of Education
May 5, 2014

MADISON METROPOLITAN SCHOOL DISTRICT

Outcomes

- Understand how MTSS supports the Strategic Framework and how it has the potential to meet the needs of all of our learners

- Review status and plan for core literacy (Tier 1)

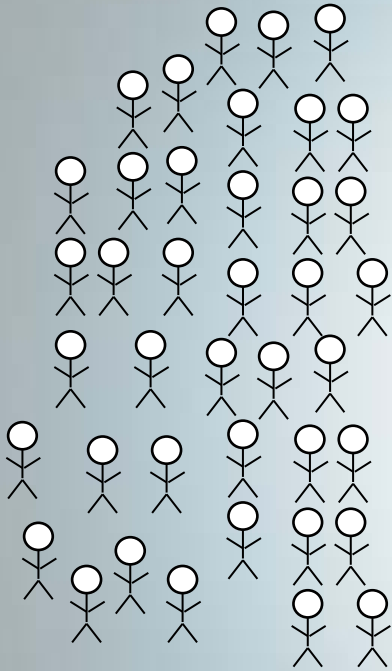- Review status and plan for literacy interventions (Tier 2 & 3)

Vision for Madison schools

Every school will be a **thriving school**
that prepares every student
to graduate from high school
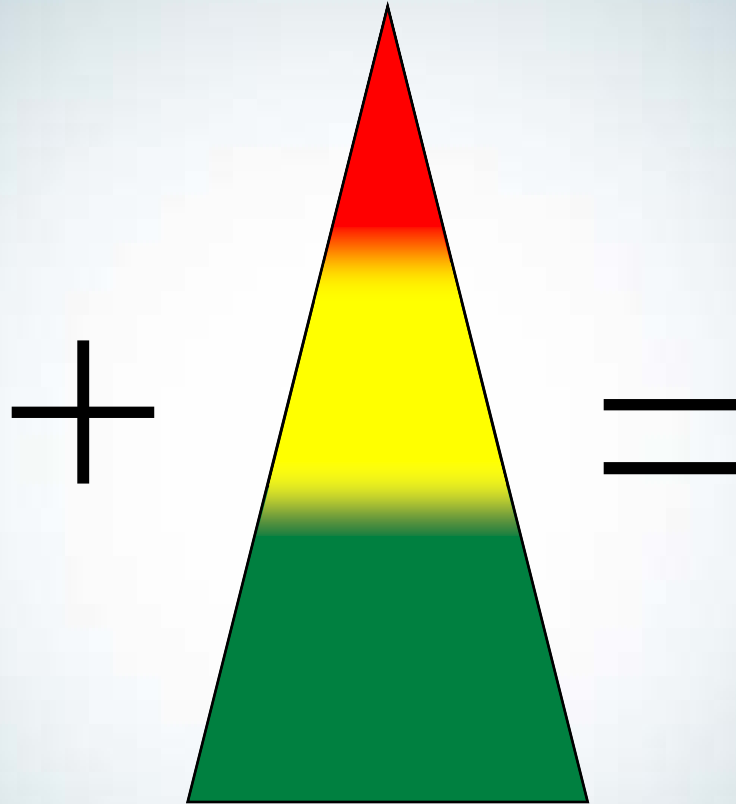**college, career, and community ready.**

What Role does **MTSS** play in attaining our vision?
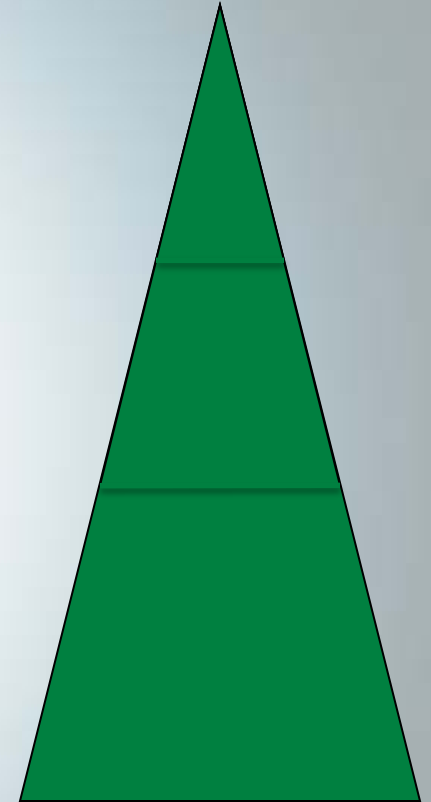
These students

get these tiers
of support

in order to meet
benchmarks.

+

=

MTSS <u>systematically</u> organizes the way we operate our schools in order to reach the vision of academic and behavioral success

MTSS is…

High Quality Instruction and Intervention
Collaboration, Data, & Problem Solving
Balanced Assessment

that apply to:

General Education

Talented and Gifted

At Risk

English Language Learners

All Learners

Special Education

Parents

Community

Literacy Tiers of Support (K-5)

Tier 1: CCSS & common instructional materials

Resources Across Tiers of Support

Tier 3   1-5%

Reading Mastery

Literacy Lessons™

Reading Recovery®/DLL

Evidence based strategies

Tier 2   5-15%

Mondo Phonics & Oral Language

Leveled Literacy Intervention*

Passport*

Pasaporte*

Evidence based strategies

Tier 1   80-90%

CCSS

Mondo curricular materials and targeted
assessments, Calle, leveled bookroom books

Frequency, Intensity, duration

Interventionist Led

Teacher Led
& Supported

Teacher Led
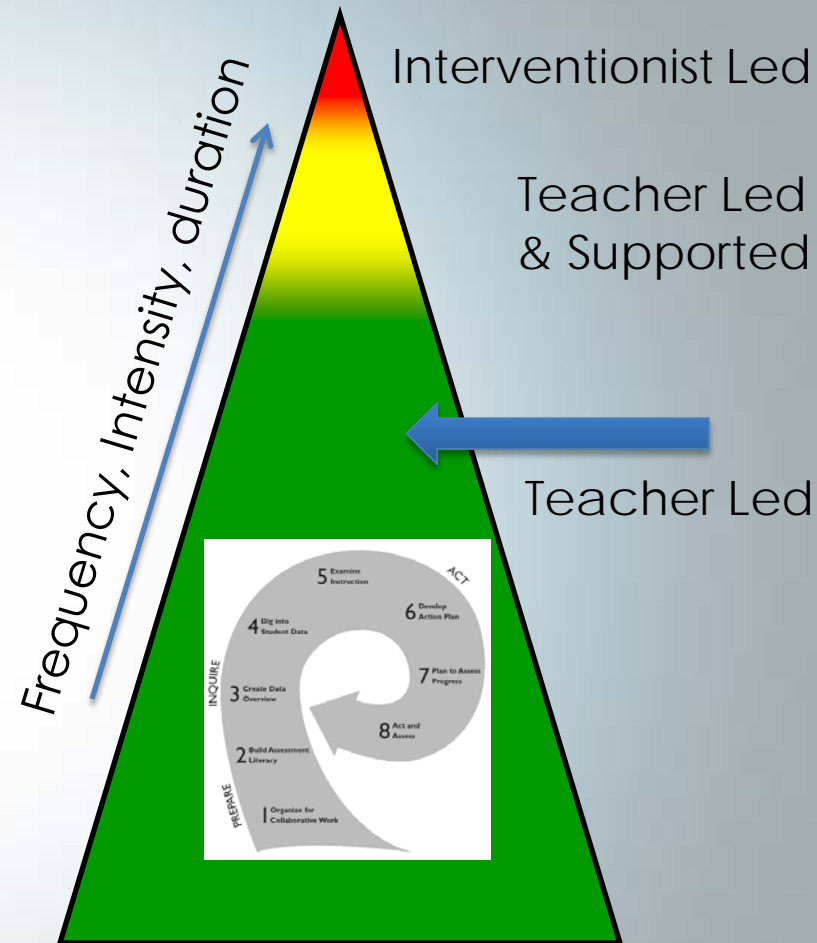
* May also be used as a tier 3 intervention based on intensification

2013-14: Implementation Status Mondo Materials

- 100% of elementary schools have began implementation of Mondo

  - 12 schools in year 2 of implementation; and 20 schools in Year 1 of implementation

- Site visit model of professional learning

- All elementary schools are implementing the shared reading and oral language components of Mondo, based on district professional development focus

- Implementation of other components is variable across schools

Example of Year 2 Implementing school

Reading - Curriculum Based Measurement
Grade 4 : 2013-2014 School Year
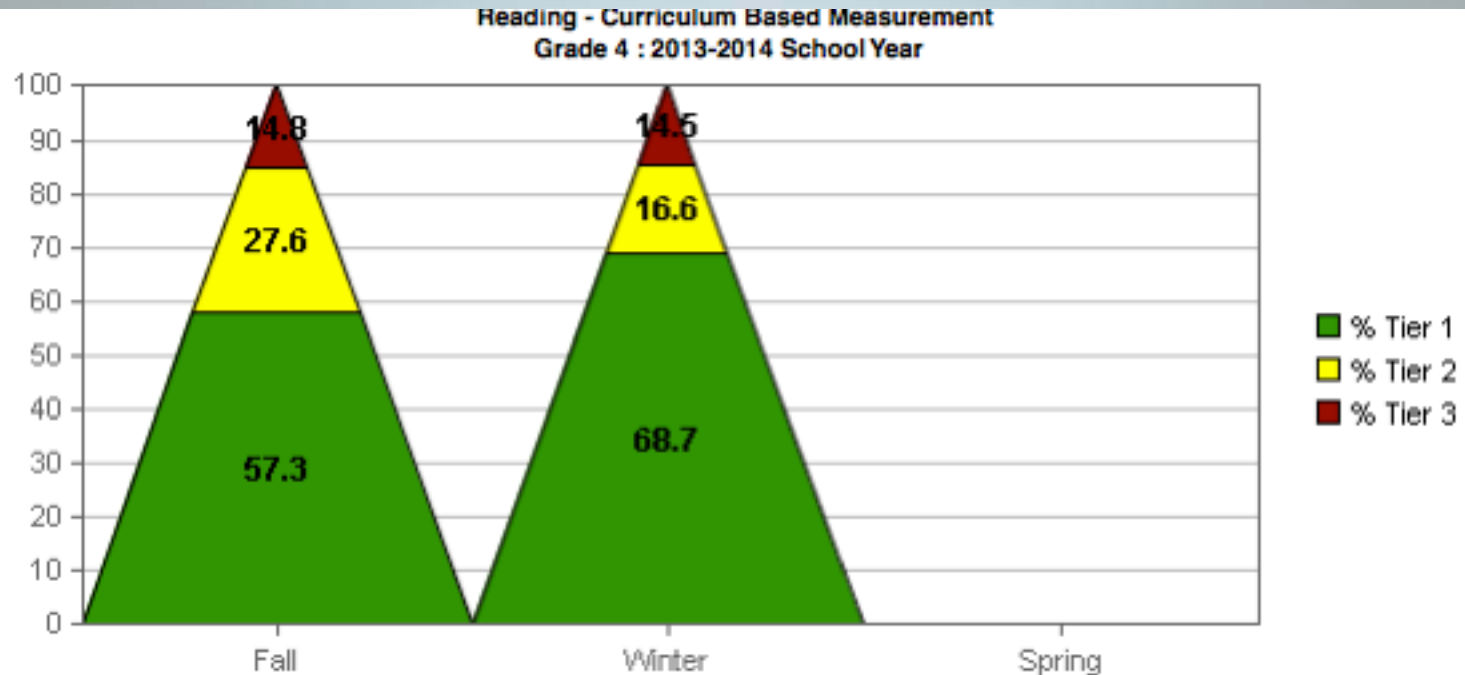
	Fall	Transition	Winter	Transition	Spring
Tier 3	7 (14.8%)	6 / 0 / 1	7 (14.5%)	0 / 0 / 0	0 (0%)
Tier 2	13 (27.6%)	0 / 5 / 8	8 (16.6%)	0 / 0 / 0	0 (0%)
Tier 1	27 (57.3%)	0 / 3 / 24	33 (68.7%)	0 / 0 / 0	0 (0%)

Example of Year 1 implementing school

Reading - Curriculum Based Measurement
Grade 4 : 2013-2014 School Year
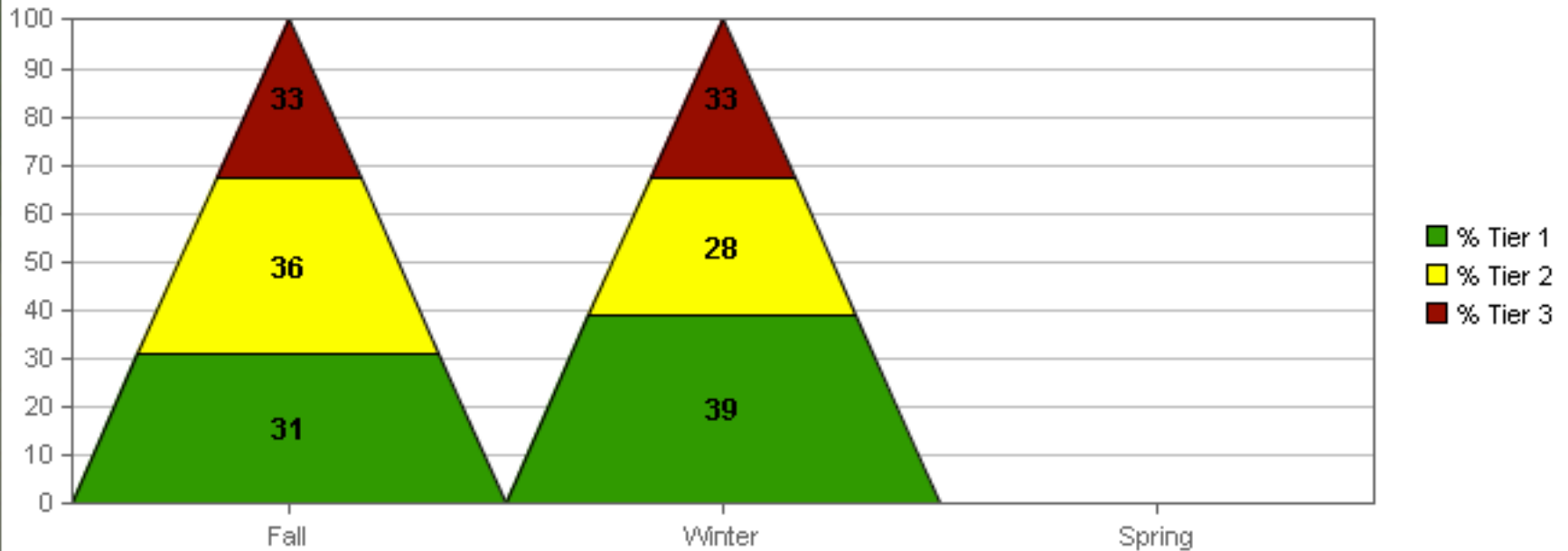
	Fall	Transition	Winter	Transition	Spring
Tier 3	14 (33%)	10 / 2 / 0	13 (33%)	0 / 0 / 0	0 (0%)
Tier 2	15 (36%)	3 / 7 / 5	11 (28%)	0 / 0 / 0	0 (0%)
Tier 1	13 (31%)	0 / 2 / 10	15 (39%)	0 / 0 / 0	0 (0%)

2014-15 Plans for Tier 1

- Consistent implementation of the literacy block which includes non-negotiables:
  - MMSD CCSS scope and sequence with model units of instruction, Mondo, and Calle core materials
  - oral language instruction until students meet benchmark on Mondo Oral Language assessment
  - consistent research-based phonics instruction using the Mondo materials (K-1)
  - daily use of whole group shared reading using grade level texts
  - small group instruction
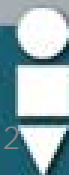
2014-15 Plans for Tier 1

Professional development

- Continued MMSD school-centered site visit professional learning
- Based on data, assign site visits from Mondo consultants focusing on CCSS foundational skills in the area of phonics

Consultation

- Individualized support for schools in building their MTSS
- Support schools' process for making data-based decisions at all levels which includes identifying and monitoring students progress.

Resources

- MTSS toolkit
- Consider use of web-based materials to support tier 1 instruction

Program Evaluation

- Schools will monitor their tier 1 implementation using a comprehensive assessment system as outlined in their SIP and walk through tools aligned to the CCSS and the essential components of MMSD core literacy block
- Quarterly review of these data

Tiers 2 & 3: Strategic and Intensive Interventions

Resources Across Tiers of Support

Tier 3   **1-5%**

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Literacy Lessons™

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Tier 2   **5-15%**

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Interventionist Led

Teacher Led & Supported

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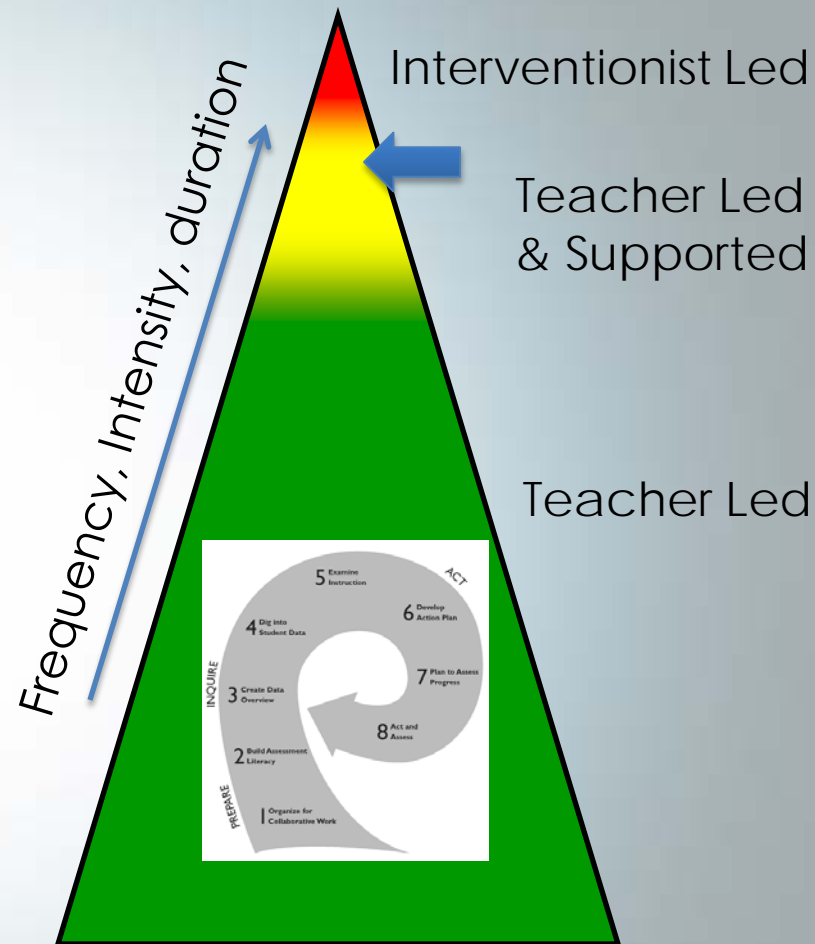
* May also be used as a tier 3 intervention based on intensification

Current Status of Implementation of Tier 2 & 3 Interventions

- Closing the achievement gap in literacy is about high quality core instruction
- Analysis revealed
  - Ample variety of intervention materials for schools to build their system of supports
  - Disconnection between Tier 1 and other tiers
  - Lack of web-based supplemental core, acceleration, and intervention supports
  - Need for additional supports to schools in the areas of data-based decision making and documentation

Tiers 2 & 3 Intervention Professional Development

- Monthly training for Interventionists
  - Foundations of reading
  - Research based interventions
  - Progress monitoring tools and goal setting
  - Data and problem solving; data based decision making
  - Implementation issues -fidelity
  - Documentation
- Coaching cycles, technical assistance, and consultation for each school
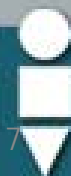
2014-15 Plans for Tier 2 & 3

Professional development
- Continued professional development for interventionists

Consultation
- Individualized support for schools in building their MTSS
- Support schools' process for making data-based decisions at all levels which includes identifying and monitoring students progress.

Resources
- MTSS toolkit
- Consider use of web-based materials to support acceleration and intervention

Program Evaluation
- Schools will monitor their tier 1 implementation using a comprehensive assessment system and walk through data
- Quarterly review of these data

The Big Bang Theory of MTSS

1. Decide what is important for students to know.

2. Teach what is important for students to know.

3. Keep track of how students are showing what they know.

4. Make changes according to the data and results you collect!

David Tilly, 2005

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Tier 3 Intensive Intervention Highlight:
Reading Recovery Update

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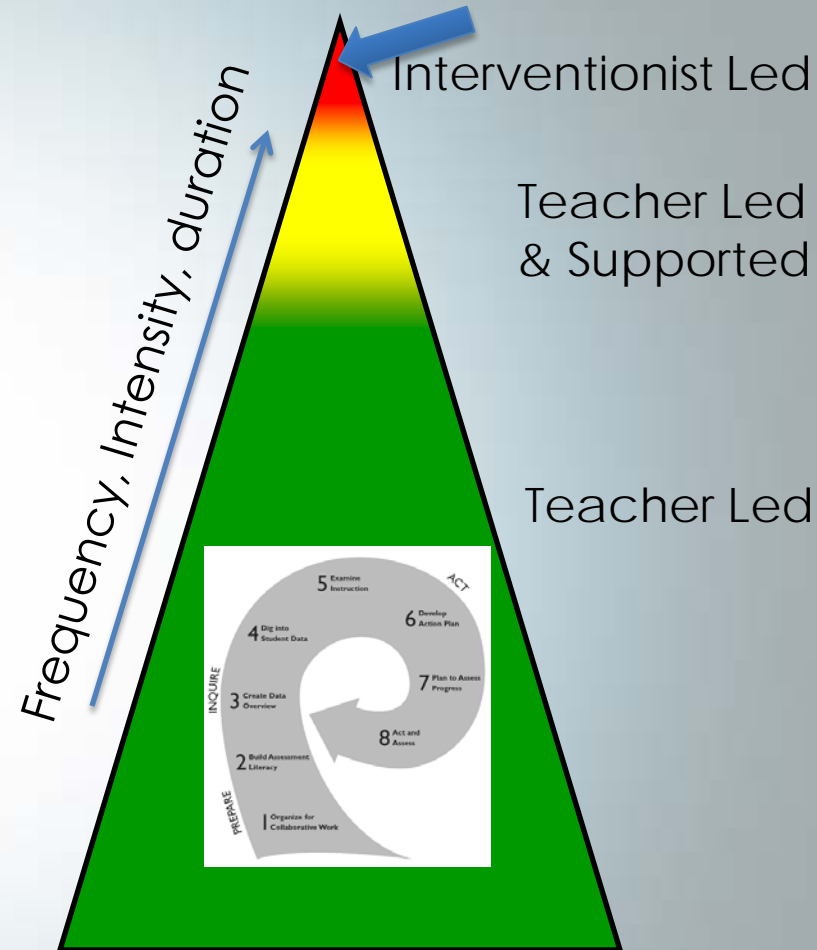
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Reading Recovery®/DLL Terminolgy

- **Discontinued:** A child who successfully met the rigorous standard and guidelines criteria to have the status of discontinued.

- **Recommended:** A child who was recommended for additional assessment/consideration of other instructional support after receiving a complete intervention of 20 weeks. This may include another tier 3 or tier 2 intervention, or tier 1 with monitoring.

- **Incomplete Series At Year-End:** A child who was still in Reading Recovery at the end of the school year with insufficient time (less than 20 weeks) to complete the intervention.

- **All Served:** This is the total of all Students served by Reading Recovery, even if for only one lesson and regardless of intervention status.

- **Complete programs**: Treatment group that received a full series of lessons; whether they were discontinued or recommended 16-20 weeks

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All Students Served*

	2008-09	2009-10	2010-11	2011-2012	2012-2013	Fall 2012	Fall 2013
Percent Moved	6%	4%	4%	8%	4%	5%	8%
Percent Incomplete	21%	18%	31%	28%	23%	-----	-------
Percent Withdrawn	2%	2%	3%	1%	3%	1%	2%
Percent Recommended	29%	25%	20%	36%	35%	72%	67%
Percent Discontinued (successful outcomes)	**42%**	**51%**	**43%**	**28%**	**33%**	**22%**	**23%**
National % Discontinued (successful outcomes)	**60%**	**60%**	**59%**	**58%**	**58%**	-------	--------

* **All** students served by Reading Recovery/DLL, even if for only one lesson and regardless of intervention status.

Longitudinal School Data*

Percentages reflect percentage of students who discontinued (successful outcomes)

School	2011-12 District: **43%**	2012-13 District: **49%**	5 year Average District :**58%**
Allis	57%	57%	69%
Crestwood	0%	20%	56%
Elvehjem	25%	67%	77%
Emerson	20%	33%	42%
Falk	20%	0%	24%
Franklin	20%	20%	46%
Glendale	50%	86%	66%
Gompers	67%	57%	57%
Hawthorne	33%	50%	54%
Huegel	20%	0%	10%

*Complete programs

Longitudinal School Data

Percentages reflect percentage of students who discontinued (successful outcomes)

School	2011-12 District: **43%**	2012-13 District: **49%**	5 year Average District: **58%**
Lakeview	0%	20%	38%
Leopold	62%	61%	67%
Lindberg	83%	33%	73%
Lowell	67%	71%	66%
Mendota*	0%	0%	56%
Midvale	83%	50%	81%
Nuestro Mundo	-----	71%	-----
Olson	33%	100%	68%
ORE	20%	67%	38%
Sandburg	80%	69%	67%
Schenk	50%	13%	40%
Thoreau	33%	60%	58%

Proposed Reading Recovery/DLL Implementation

2014-15

- RR/DLL implemented in Title 1 schools
- Last year of i3 commitment and research study
- Flexible Staffing & Implementation Model

2015-16

- Using data, SBLTs will make site based decisions on supplemental supports and interventions offered.

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