Outcomes

• To provide an update on MMSD’s multi-year strategy around tiers of literacy support

• To highlight a SY 15-16 targeted, acceleration strategy for intensive elementary schools
Effective MTSS

- Learning is accelerated
- Fewer students are at risk over time
- Decisions about who needs Tier 2 or Tier 3 interventions are reliable and can be made rapidly
- Rates of intervention success are high
- Key decision makers look at the effects of implementation and troubleshoot regularly
- Resources are allocated efficiently
Scaling Up: Tiers of Literacy Supports

- 2014-15
- 2015-16
- 2016-17 and beyond
SY 14-15
Summary of Status

• Closing the achievement gap in literacy is about high quality, targeted instruction
• Intervention materials inconsistent across schools
• 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
SY 15-16 Current Strategy
Core Curriculum, Instruction & Intervention

• Consistent guidance around the literacy block across all schools
• Equity purchase - Intervention Materials
• Targeted acceleration strategies for “Intensive Elementary Schools”
  – K-2 Grade Release - Foundational Skills
  – Lexia Core 5 - web-based supplemental core resource
• Internal program evaluation of Read 180 and System 44 for purpose of informing implementation efforts
• Coaching and focus on fidelity of implementation
• Initial use of district-wide documentation system
SY 16-17 Future Strategy
Core Curriculum, Instruction & Intervention

• Differentiation and intensification of core instruction to meet the needs of all learners (e.g., students who need more challenge and students who need to acquire skills)
• Using data to determine type of intervention within core instruction (classwide, small group)
• Increase reliable decision making at middle and high school levels for tier 2 and tier 3 interventions
• Guidance to schools around allocation, scheduling, & resources needed to implement interventions
• Consistent use of district documentation system
• Internal use of intervention dashboard to assess effectiveness (growth) of strategies over time
Results to Date: Acceleration Strategy
Review of District Level Data - Intensive Schools

- Supplemental web-based tool to support core foundational skills during independent work time
- Instructional branching - differentiates levels of support after initial placement
- “Assessment without Testing” - increases academic engaged time & pinpoints skills that need to be taught
- Promotes home-school collaboration through materials/resources
- Initial implementation data reveals a substantial increase in on-track status and decrease in risk status

![Progress in Core5 during 2015-2016 School Year (N=1,815)](chart)

- Students Meeting Recommended Minutes (8+ weeks)