



Tier 1 Elementary Reading Systems

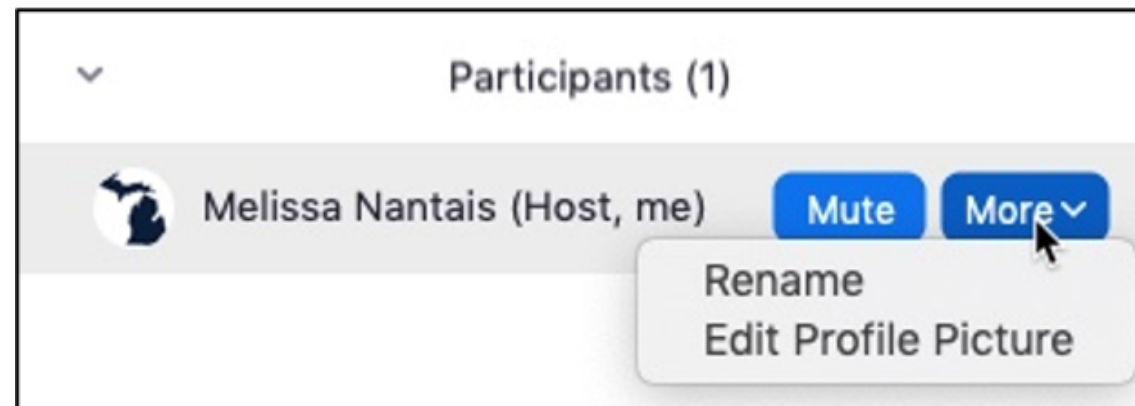
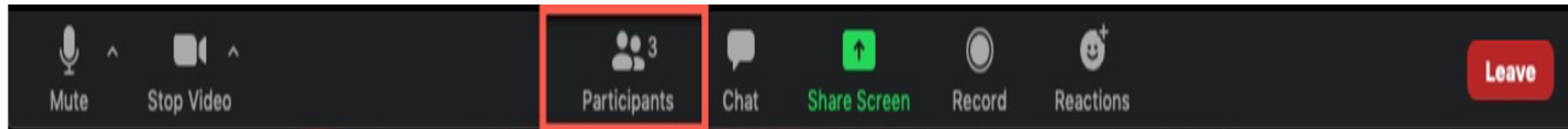
Winter 2023

mimtsstac.org



Zoom Attendance

- Click on Participants Icon
- Is your first and last name listed? If not, please click Rename and edit so we know who is here



Group Expectations - Virtual

Be Responsible

- Return from breaks on time
- Active Participation
 - Use participant features of raise hand, thumbs up, etc.
 - Type short answer or questions in chat box
 - Respond to poll questions, if provided

Be Respectful

- Limit use of chat box to essential communication
- Please refrain from email and internet browsing
- Place your phone and other devices on mute and out-of-sight

Training Effectiveness

- At the end of the session, you will be asked to provide feedback on today's training
- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders
- One of the feedback questions you will see is related to promoting and positively portraying diversity among educators and learners (e.g., focus on asset-based language, positive representation of multiple identities)

Team Roles

- Facilitator: lead discussions and activities to keep the team moving forward
- Recorder: keep written documentation of key discussion points, decisions, and next steps
- Time Keeper: keep track of time and bring the team back together



Purpose

This session equips School Leadership Teams with the knowledge and resources to lead the installation and support the use of the Tier 1 Reading Components of an MTSS Framework.

Intended Outcomes

- Summarize how the Simple View of Reading equation works and the importance of both parts of the equation
- Articulate the role of the School Leadership Team in supporting the universal infrastructure for attending to reading data, systems, and practices across the school
- Create a summary of the current health of the Tier 1 reading components of an MTSS framework
- Develop a communication plan for the SLT to support the work

Agenda

- 1.0 Simple View of Reading
- 2.0 Role of the School Leadership Team
- 3.0 Examining the Strength of Tier 1
- 4.0 Communication

Making Connections

In today's training, you are likely to see the following connections:

- Essential School-Wide and Center-Wide Practices in Literacy and Disciplinary Literacy
 - Shared purpose: **improving children's literacy through implementing systematic and effective organizational practices and increasing reading and writing in all core subject areas**
 - Shared recommendations around **leadership, organizational climate and learning environment**
- Read by Grade Three Law
 - Includes specific requirements of schools for supporting reading K-3

1.0 Simple View of Reading



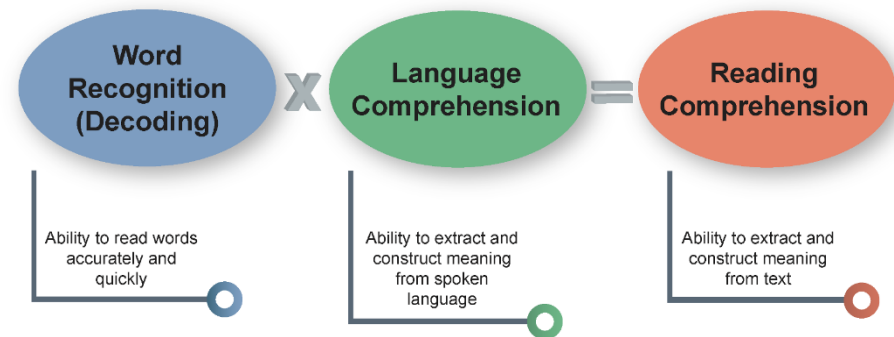
Poll #1

Take a few moments to respond to the Poll in Zoom regarding the course “The Simple View of Reading and the Underlying Cognitive Foundations”

Reading Components of an Elementary MTSS Framework

- Team Based Leadership
- Tiered Delivery System
- Selection and Implementation of Instructional Methods, Interventions, and Supports
- Comprehensive Reading Assessment System
- Data-Based-Decision Making

These components are applied to critical word-reading and comprehension processes that are predictive of reading outcomes.

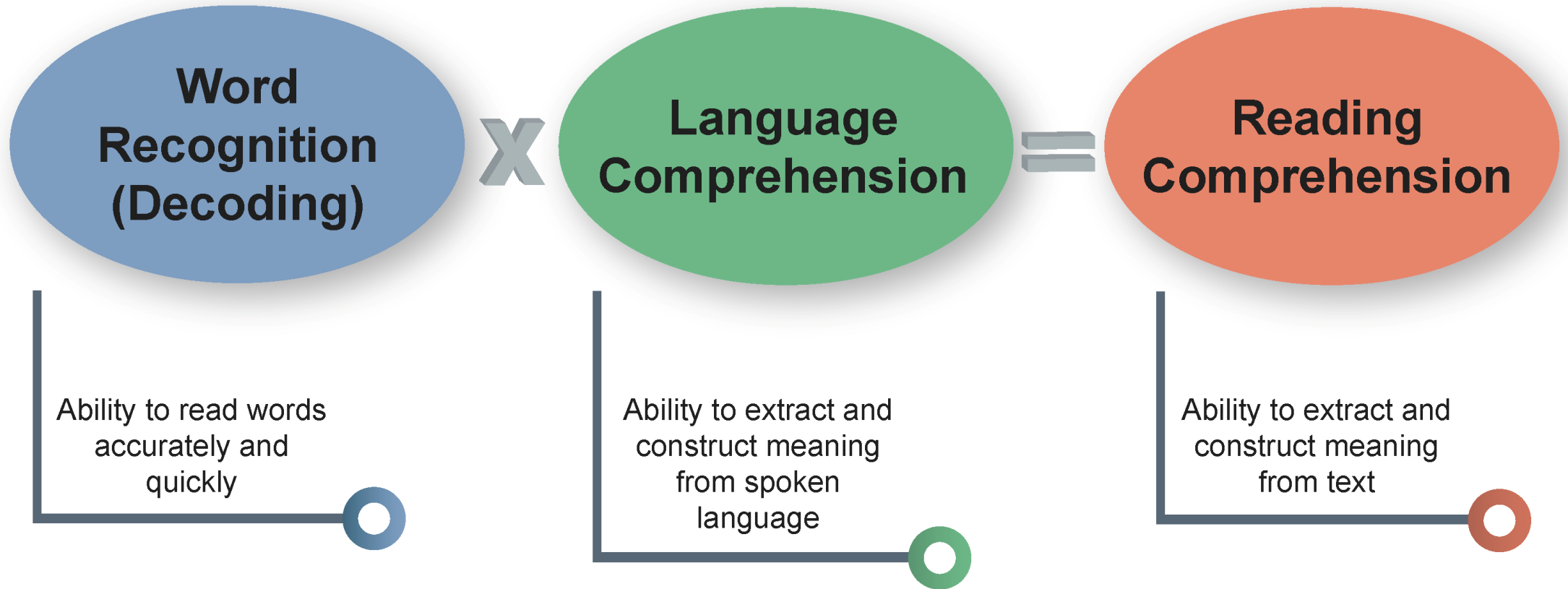




Activity 1.1

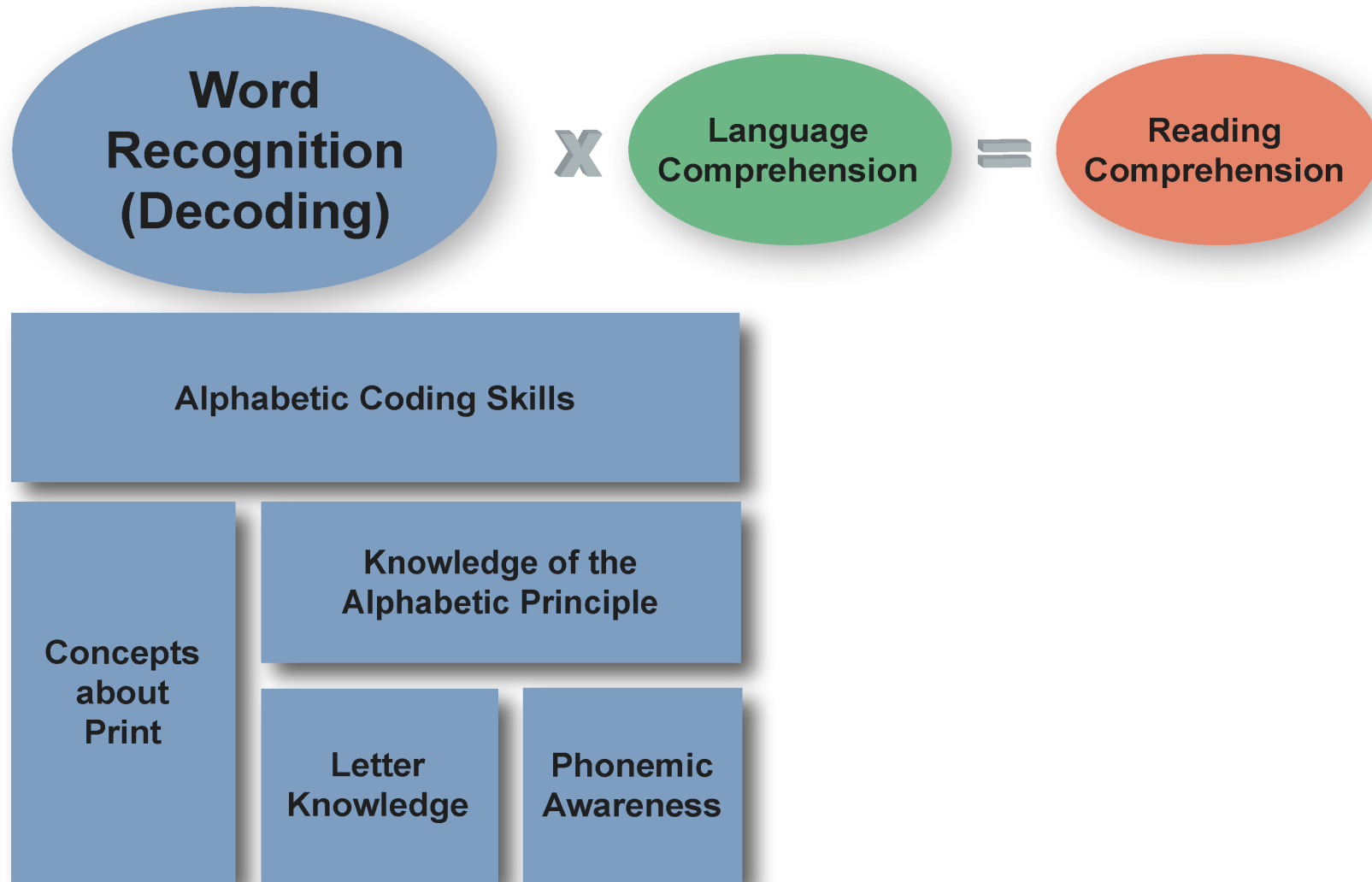
- As you listen to our initial introduction to the Simple View of Reading, make note of key talking points that resonate with you
- The talking points can be:
 - Something you already knew that was reinforced,
 - Something new that you learned, or
 - Something you want to learn more about
- Be prepared to share at least one talking point in the chat box when prompted

Simple View of Reading



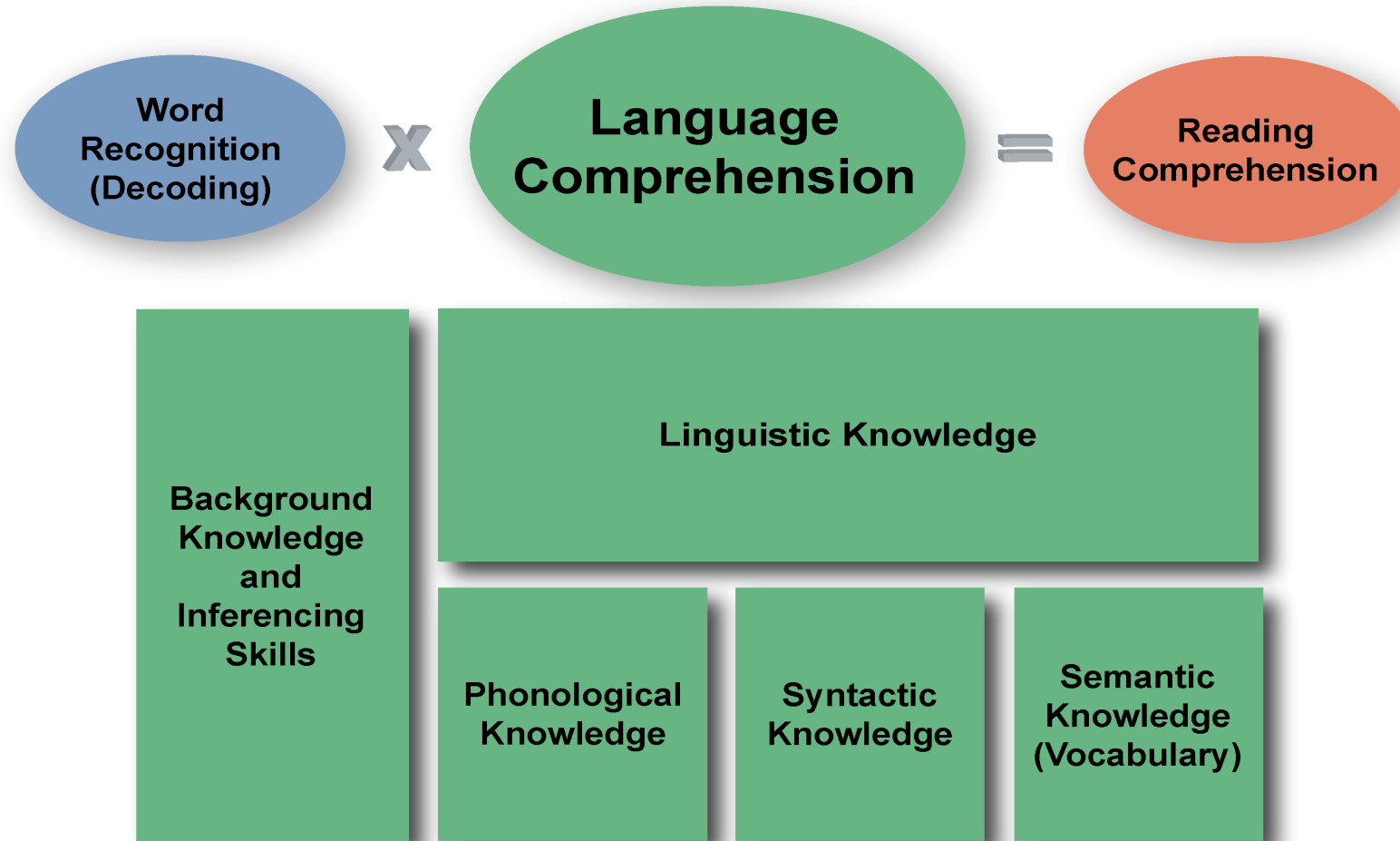
(Gough & Tunmer, 1986; Hoover & Gough, 1990; Tunmer & Hoover, 2019)

Word Recognition (Decoding) Unpacked



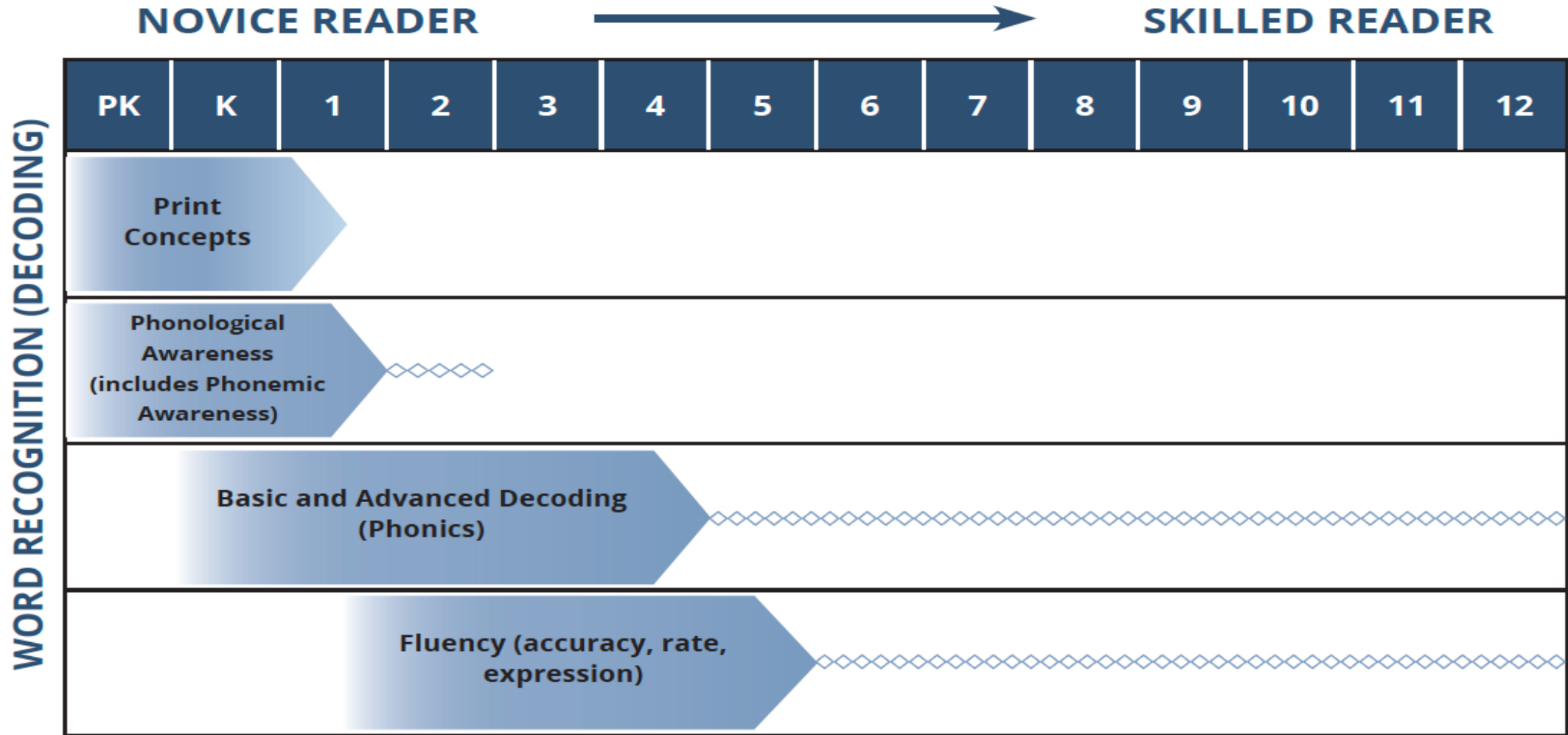
Adapted from Cognitive Foundations Framework (Tunmer & Hoover, 2019)

Language Comprehension Unpacked



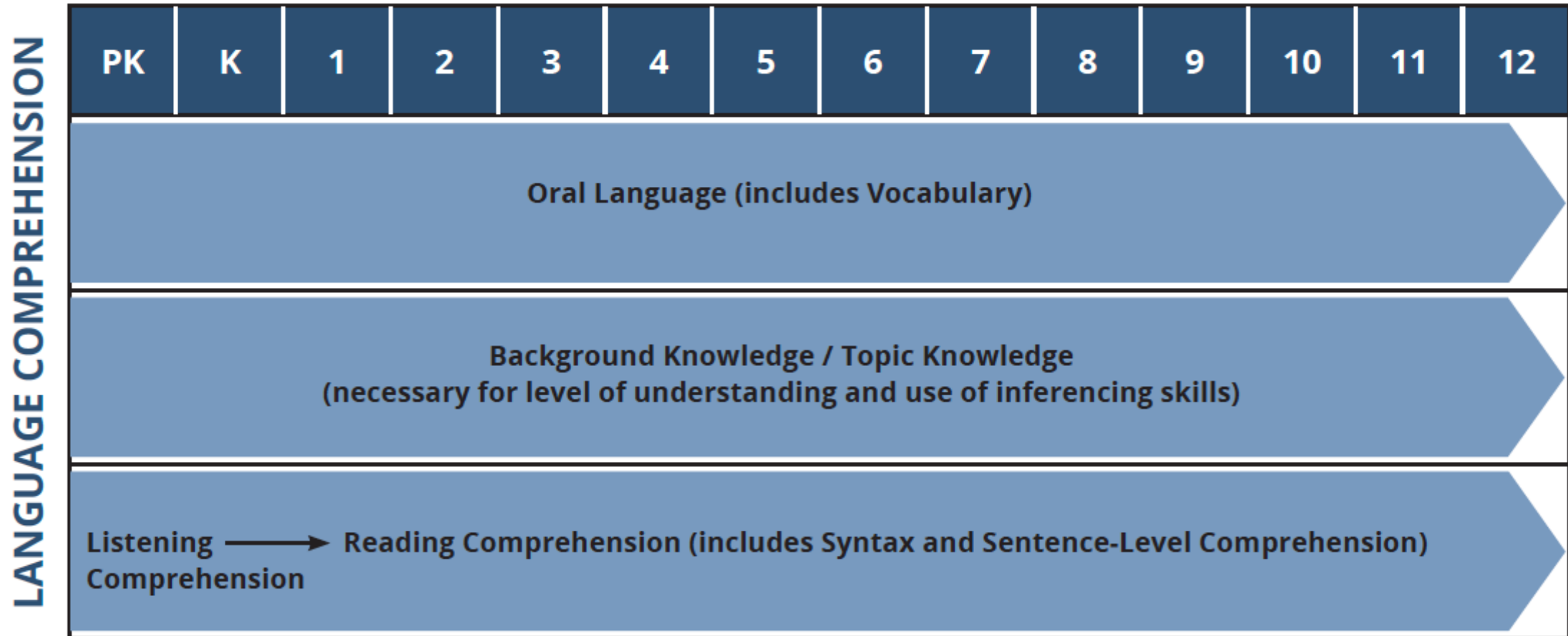
Adapted from Cognitive Foundations Framework (Tunmer & Hoover, 2019)

Word Recognition Learning Progressions



From “Intensifying Literacy Instruction” (St. Martin, Vaughn, Troia, Fien, & Coyne, 2020)

Language Comprehension Learning Progressions



From “Intensifying Literacy Instruction” (St. Martin, Vaughn, Troia, Fien, & Coyne, 2020)

Recall: Activity 1.1

- As you listen to our initial introduction to the Simple View of Reading, make note of key talking points that resonate with you
- The talking points can be:
 - Something you already knew that was reinforced,
 - Something new that you learned, or
 - Something you want to learn more about
- Be prepared to share at least one talking point in the chat box or come off mute and share when prompted

2.0 Role of the School Leadership Team

Role of the School Leadership Team (SLT)

At Tier 1, a School Leadership Team (SLT) is a **universal infrastructure** that is attending to the implementation of school-wide priorities spanning across academic, social-emotional, and behavioral domains and across all grade levels. For this reason, it is **not possible for the members of the SLT to be solely responsible** for ensuring teachers are effectively supported in their use of curriculum, instruction, and assessments in support of word-reading and comprehension processes that are aligned to the reading science and are predictive of reading outcomes.

(St. Martin, Harms, Walsh & Nantais, 2022)

Tier 1 Focus

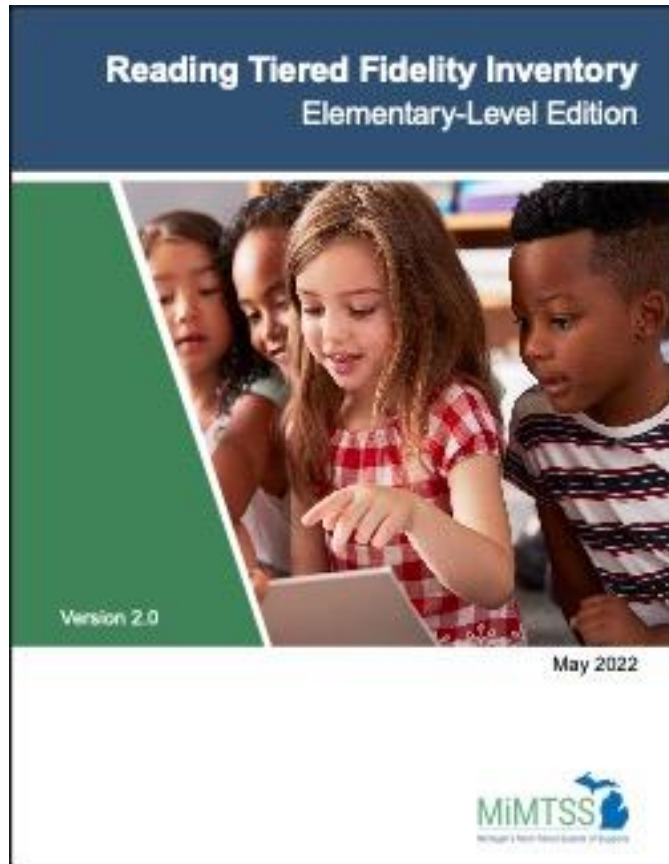
School Leadership Team

- Attends to the implementation of **school-wide** priorities spanning across academic, social, emotional, and behavioral domains **across all grade levels**

Grade Level Teams

- Each grade-level team attends to the high-quality use of reading curriculum resources, common instructional practices to support the range of learners, and use of assessments for continuous improvement **at their grade level**

What Does this Look Like for the SLT?



(St. Martin, Harms, Walsh & Nantais, 2022)

- Released in May of 2022
- School-level fidelity measure for the reading components of an MTSS framework
- Two parts:
 - Tier 1
 - Advanced Tiers
- Specific items related to the role of the SLT

Activity

- Open up your copy of the R-TFI Elementary Level Edition Version 2.0 to page 16
- Read through the 2-points column for R-TFI Item 1.1 “A School Leadership Team supports the implementation of the Tier 1 reading components of an MTSS framework
- In the chat box, type:
 - 1 thing that was confirmed for you related to the role of the SLT
 - 1 thing that was new information to you related to the role of the SLT
 - 1 question that you still have related to the role of the SLT

3.0 Examining the Strength of Tier 1



Activity 3.1

- Open up your copy of the R-TFI Elementary Level Edition Version 2.0 to page 20
- Read through the 2-points column for R-TFI Item 1.5, “The School Leadership Team uses data to monitor the effectiveness of Tier 1 reading components of an MTSS framework”
- As a team, discuss which of the 8 questions your SLT is already set up to answer now and which questions you will need to make plans to be able to answer at least annually

Let's Tackle Question #1: School-wide Reading Data

Two specific reports from Acadience Data Management will be used for this analysis

1. Status Report
2. School Overview Report

Purpose is to provide an overall status update based on the Winter Benchmark assessment and to identify common areas of need across grade levels that will require school-wide problem solving

Examining School-wide Reading Data



Michigan's Multi-Tiered System of Supports Technical Assistance Center
August 2022 – Version 3.0

Examining School-wide Reading Data

The purpose of this document is to support a School Leadership Team (SLT) in examining their school-wide Acadience Reading data after each benchmark window. This is not meant to replace the school-level data review supported by MiMTSS Technical Assistance Center. It is intended to support School Leadership Teams in understanding their role in examining school-wide data using the Reading Tiered Fidelity Inventory Version 2.0 - Elementary Level Edition and Acadience Reading data

Status Report – [acadiencelearning.net](https://www.acadiencelearning.net)

Review your Status Report by Grade in order to identify grade levels have at least 80% of students at or above benchmark based on the Acadience Reading Composite Score. Record the grade levels below.

Table 1. Status Report Summary for Fall and Winter Benchmark Assessments

Fall 2022-2023 School Year	Winter 2022-2023 School Year

Status Report



- Available from Acadience Data Management system
- Provides an at a glance view of the Reading Composite Score for each grade level in your school at each benchmark period

Acadience Reading Composite Score

- For each grade and time of year, the Acadience Reading measures that correlate highly with later outcomes are combined into a Acadience Reading Composite Score
- Represents a rich and broad sample of behavior
- Highly correlated with a broad range of reading outcomes

Understanding Benchmark

Benchmark goals have three critical components:

1. A skill
2. A level of performance
3. A point in time

They represent the lowest level of okay for ALL students!

Why 80%

- We are examining the health of your Tier 1 reading supports
- An initial indicator of effective Tier 1 reading supports includes 80% or more students are At or Above Benchmark
- Goal is to get 100% of students to benchmark, what will vary is the amount of support that it will take to get all students there

Step One

Review the Status Report from Acadience Learning Data Management to identify grade levels that have at least 80% of students at or above benchmark based on the Acadience Reading Composite Score

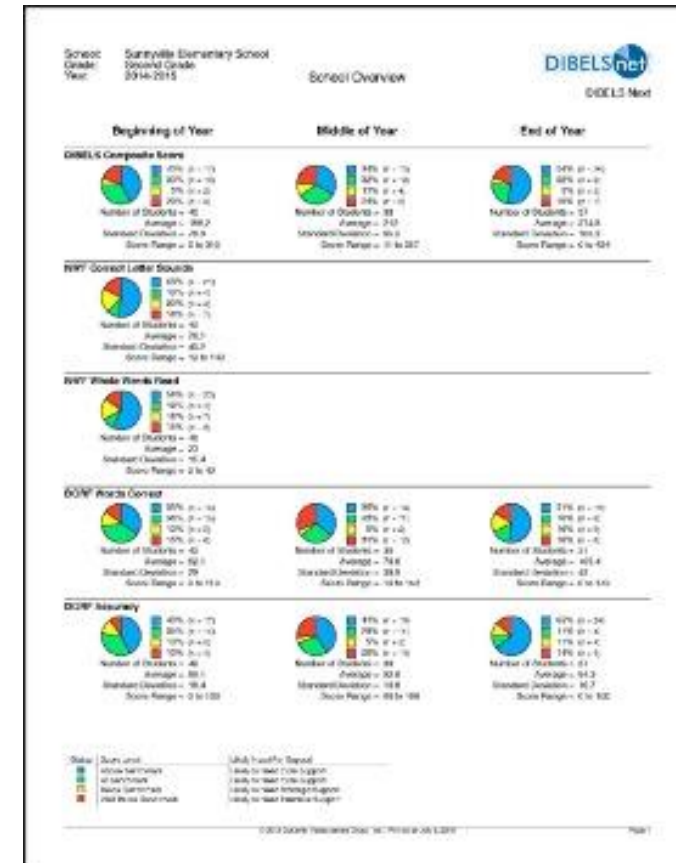


Activity 3.2

- Access copies of your school's Status Report
- Locate the Beginning of Year column on the left side
- Review each pie graph to determine which grade levels have at least 80% of students at or above benchmark based on the Acadience Reading Composite Score (add the blue and green)
- Record these grade levels in the space provided in the worksheet
- Repeat these for the Middle of Year column

School Overview Report

- Available from Acadience Data Management system
- Breaks down by grade level student performance across each of the subtest administered during each benchmark period



Step Two

- Review the School Overview report from for each grade level for the Beginning of Year assessment
- For each big idea identified in the table, check the box if the grade level data are **below** the established target for the specific measures assessed
- **Important note:** for Phonemic Awareness the target **is at least 90%** of students at or above benchmark. For the other big ideas, the target is **at least 80%** of students at or above benchmark

Activity 3.3

- Access copies of your school's School Overview reports for each grade level in your school
- Locate the Middle of Year column
- Start with the Phonemic Awareness row of the table and determine if the grade levels assessed are below the established target
 - If it is below the target for the measure, put a check mark in the box
 - If it is not below the target, leave the box blank
- Repeat for each big idea

Create a Summary of the Data

- As of Winter 2023, we have 58% of K, 54% of 1st and 53% of 2nd grade students at or above benchmark on Acadience Reading Composite Score
- We want 80% of students at or above benchmark at each grade level
- We will work to improve skills in the areas of Phonemic Awareness and Basic & Advanced Phonics across all grade levels

Ensuring Access to Demographic Data

- One question a team responds to when monitoring the health of their Tier 1 system is:
 - How are students' reading scores the same or different across groups (i.e., race, ethnicity, gender, ability, grade level)?

Demographic Data

- In order to answer that question, demographic data needs to be entered into your Acadience Data Management Account.
 - To quickly check if demographic data has been entered for students, generate the Demographic Summary Report from the School & District Reports tab
 - If demographic data needs to be entered for students, determine who will complete the task and add that activity to your MTSS Implementation Plan
 - Demographic data is entered for each student by selecting “Enter Demographic Information” from the Data Entry tab

Move From Data to Goal(s) to Action

- Next Steps:
 - Develop a SMARTER (Specific, Measurable, Attainable, Realistic, Time Bound, and Equitable)
 - Identify activities to include in your MTSS Implementation plan that include:
 - Instructional methods/routines to develop foundational word-reading and comprehension processes
 - Prioritized class-wide, Tier 1 reading curriculum resources
 - Collaboration between and across grade-level teachers, special educators, interventionists
 - Ongoing training and coaching
 - Opportunities for family-school partnerships

Resources to Consider for MTSS Implementation Activities

- Accessing LETRS training through MDE
- Accessing additional professional learning through the MiMTSS TA Center (check out the MiMTSS TA Catalog for current offerings; a new catalog will be released in the spring) or other providers
- Implementation of structures learned through the Grade-Level Problem Solving trainings
- Others?

Activity 3.4

- As a team, create your summary of the data you just reviewed and discuss whether this summary matches your previous understanding of reading needs in your school or if this is new information
- Draft SMARTER goal(s) related to the percent of students who have reading scores that demonstrate they are on track for future reading success and add your school-level MTSS Implementation Plan
- Determine how you will share these data with the rest of your school staff and add an activity to your MTSS Implementation Plan related to sharing these data
- Consider what activities to add to your plan to help you reach your SMARTER goal(s)

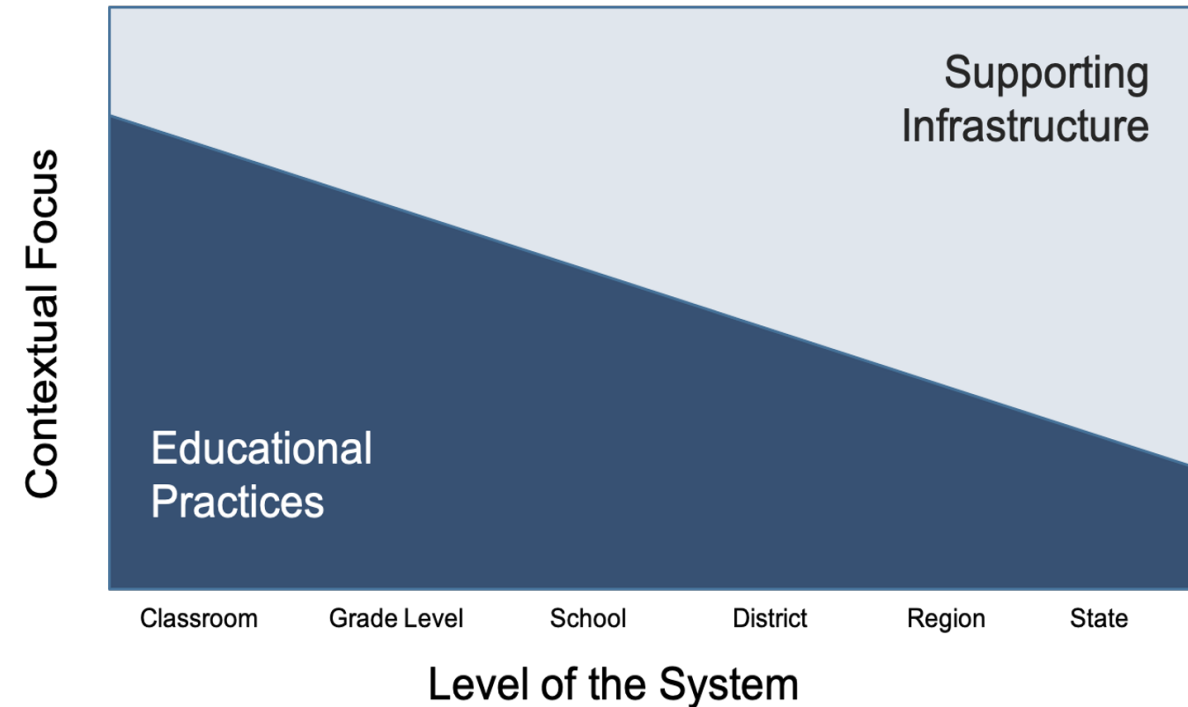
Assignments #1 & #2

- At your next SLT meeting, revisit the document titled “Monitoring the Health of the Tier 1 Reading Components of an MTSS Framework”
- Complete the table identifying the data sources, timeline for collecting and analyzing the data and identifying who the data will be shared with
- Work with your MiMTSS TA Center Reading Data Coordinator to complete the Tier 1 items of the Reading Tiered Fidelity Inventory Elementary-Level Edition version 2.0 before your Spring Data Review
- Work with your Acadience Mentor to be sure demographic data are entered into your Acadience Data Management Account

4.0 Communication

Importance of Communication

- Effective, intentional communication is critical for successful installation and use of MTSS within a school and district
- The work happening and decisions made at each level of the system impacts other levels of the system
- Communication is needed to ensure we work efficiently



Flow of Communication Between Teams



- The School Leadership Team (SLT) communicates school-wide and grade-level celebrations and barriers to district administrators or a district-level team
- Information flows from the SLT to the Grade-Level Teams and from the Grade-Level Teams to the SLT

The Role of the School Leadership Team

- Identify all groups and/or teams with whom communication related to Tier 1 Reading Components of an MTSS Framework is necessary
- Establish the system to support communication
 - What needs to be communicated?
 - Who does communication need to go to?
 - Who is responsible for the communication?
 - How will we determine if the communication is effective?

What to Communicate?

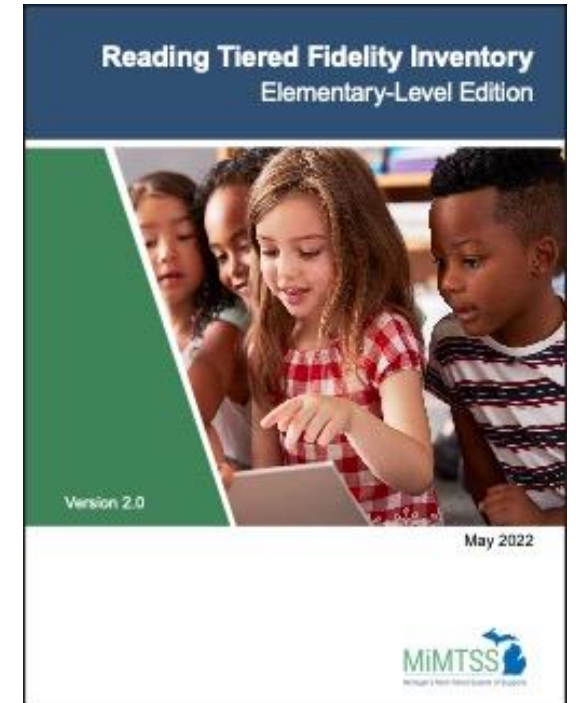
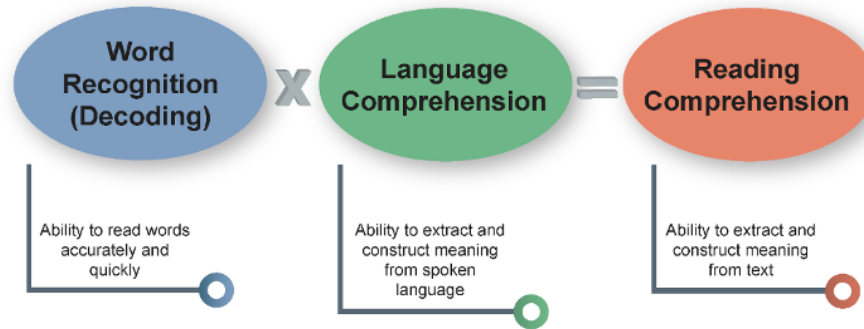
- Accomplishments
- Barriers impeding implementation efforts that require assistance in removing
- Suggestions for ways to address barriers
- Reading MTSS Implementation Plan updates (school-wide and grade level)
- Resources needed to support implementation efforts (e.g., additional time, personnel, requests for curriculum resources to be formally reviewed for selection)

(St. Martin, Harms, Walsh, & Nantais, 2022)

Assignment #4

- Identify who the groups and/or teams are that your SLT needs to communicate with on a regular basis and list them in the Communication Table in your workbook
- Work through the remaining columns in the Communication Table
- Keep in mind that effective communication is two ways and that you will need activities that will include asking each group and/or team what information they want to hear from your SLT and what they will want your SLT to know
- Plan your first communication to these groups and/or teams regarding the role of the SLT
- Record specific activities in your MTSS Implementation Plan with specific timelines and individuals responsible for the activities

Review from Today



References

Gough, P.B., & Tunmer, W. (1986). Decoding, reading, and reading disability. *Remedial and Special Education, 7*, 6-10.

Hoover W. A., & Gough, P. B. (1990). The simple view of reading. *Reading and Writing, 2*, 127-160.

St. Martin, K., Harms, A., Walsh, M., & Nantais, M. (2022). *Reading Tiered Fidelity Inventory 2.0 (Elementary Level Edition)*. Michigan Department of Education, Michigan's Multi-Tiered System of Supports Technical Assistance Center.

Tunmer, W. E., & Hoover, W. A. (2019). The cognitive foundations of learning to read: A framework for preventing and remediating reading difficulties. *Australian Journal of Learning Difficulties, 24, NO. 1*, 75-123