



**PRESS**

Path to Reading Excellence  
in School Sites

# Integrated, Efficient, Effective and Collaborative Data Meetings for Reading Intervention


**ESEA Conference – Kansas City, MO**

**Dr. Matthew Burns & Stacy Thompson, Presenters**

MINNESOTA CENTER for  
Reading Research

UNIVERSITY OF MINNESOTA  
**Driven to Discover<sup>SM</sup>**

# This session, participants will:

- become familiar with **research** confirming the impact of systematic data use.
  - explore a **procedural checklist** to guide the implementation of tiered supports.
  - learn about an **efficient process** to support data-driven decision making.
  - **reflect on current practices** and consider the shared research and data-driven decision making tools.
- 



PRESS Project  
developed, implemented,  
and studied



Providing  
professional  
learning across  
the country and  
continuing to  
develop



PRESS

2011-2014



PRESS™

2014-



# Response to Intervention – Rtl



## Multi Tiered Systems of Support – MTSS

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

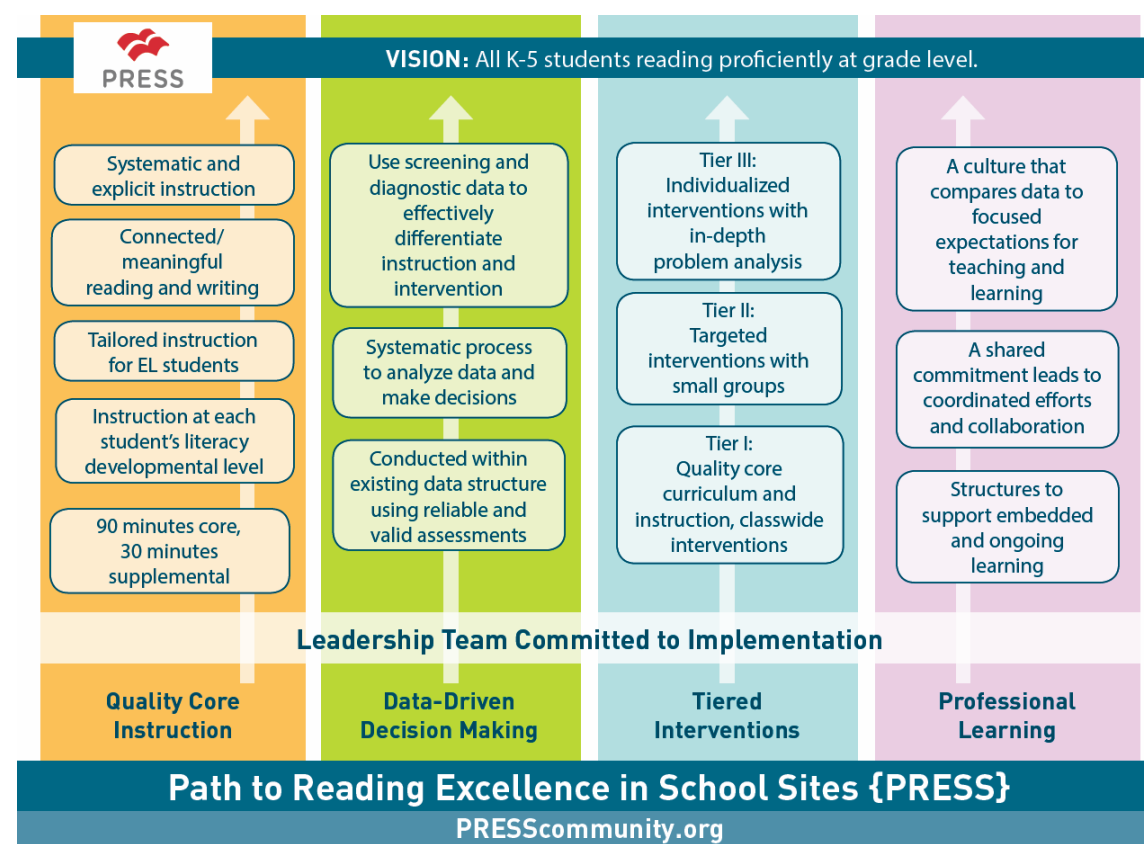
Jimerson, Burns, & VanDerHeyden, 2016



MTSS is more than just a process of providing interventions to a small group of students.



Rather it is a school reform model and with it comes a new way of thinking and doing business in education.



PRESS is a comprehensive system of tiered supports and data-driven decision making driven by research-based approaches to literacy. It includes ongoing embedded professional development to support school professionals in their efforts to have their students meet reading proficiency standards.

# Guiding Questions

## **tier 3**

What is the causal variable for an individual student?

## **tier 2**

What is the category of the problem for individual students?

## **tier 1**

Is there a classwide need?

# Assessment

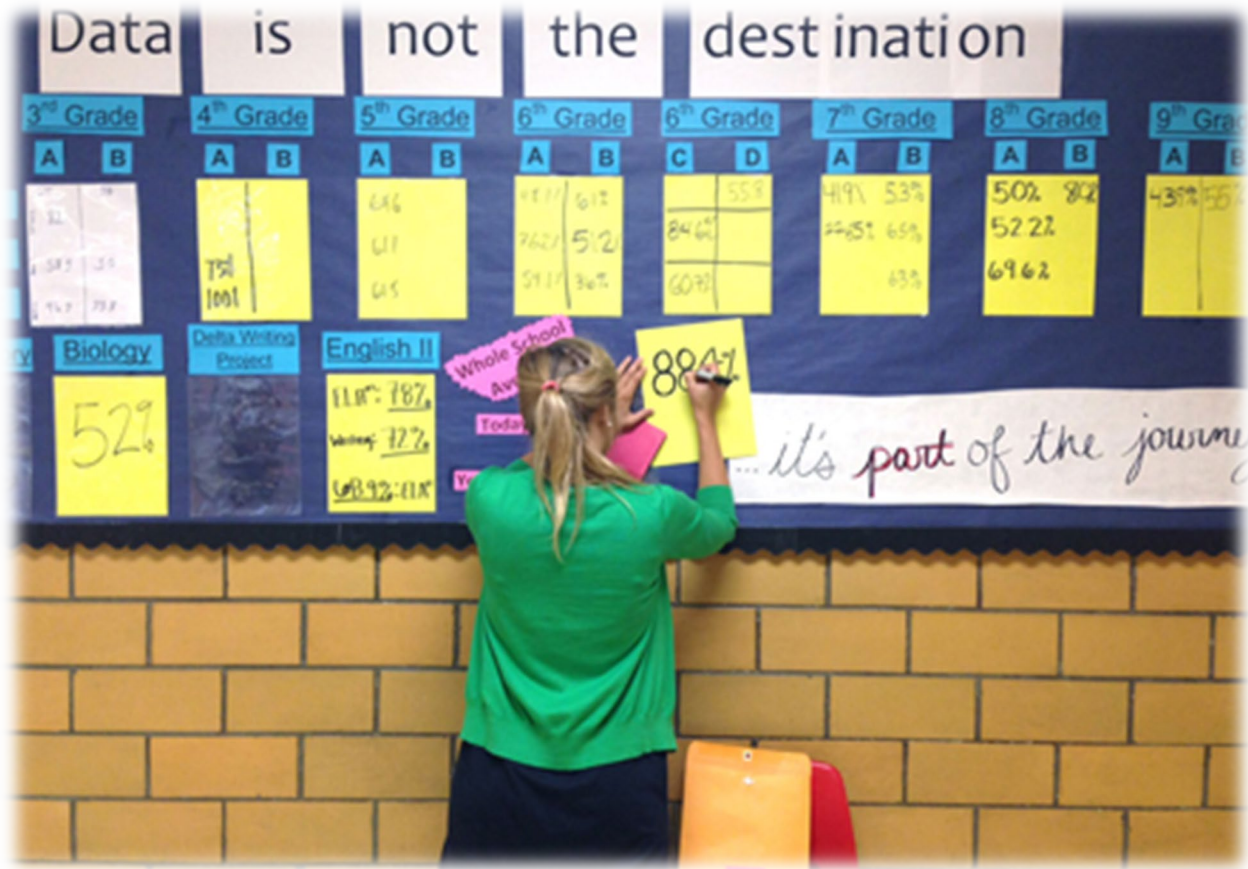
An RTI approach demands assessment that can inform language and literacy instruction meaningfully.

It is not enough to do your best; you must know what to do, and then do your best.

W. Edwards Deming



# How do you know what is best for students?



You  
need  
DATA!

# Systematic Data Use

Screening

**Determine Need:**  
Classwide and Student

Intervention/  
Instruction

## Tier 1

Quality core instruction or classwide intervention (if needed)

## Tier 2

Intervention targeted to category of need (administer diagnostic assessments)

## Tier 3

Individualized intervention targeted to student need (in-depth problem analysis)

Monitoring

Next Screening (or after classwide intervention)

GOM & Skill Measures

GOM & Skill Measures

I have found that when teams have a **set structure**, **useful forms**, and commonly understood **operating procedures**, they are **effective** and team members display **great satisfaction** with the process.



Conversely, the lack of structure, poorly designed forms, and uncertain procedures breed ineffectiveness and dissatisfaction (or even annoyance) with the team process.

Universal Screening Implementation Checklist				
	Task	Person(s) Responsible	Time	✓
Create a Plan	Identify the team who will plan and implement this checklist.			
	Create year-long universal screening schedule that includes testing dates and data meetings to discuss universal screening results.			
	Communicate universal screening process to staff and share schedule with relevant staff members (screening team).			
	Arrange assessment logistics for classrooms.			
Prepare to Assess	Train staff (teachers and AEs) to administer screening measures.			
	Acquire and distribute screening materials (passages, rosters, timers, score sheets, etc.).			
	Conduct fidelity checks prior to screening.			
Assess	Administer universal screening assessment to students.			
	Enter screening data into data system.			
Data Meeting to Discuss Universal Screening	<i>Use Analysis to Action Worksheet</i>			
	Organize screening data for grade level data meetings.			
	Conduct grade level team meeting to discuss screening data.			
	Identify classes in need of classwide intervention (i.e., classes with median benchmark score below criterion).			
	Identify students in need of tier 2 intervention support based on screening data.			

Intervention & Progress Monitoring Implementation Checklist				
	Task	Person(s) Responsible	Time	✓
Create a Plan	Identify the team who will plan and implement this checklist.		Fall	
	Communicate the responsibilities and procedures of the checklist to staff.			
	Identify who will do fidelity checks on interventions throughout the year.			
Decision Making	Identify skill area in which students should receive tier 2 intervention. See <i>PRESS Tier 2 Intervention Flow Chart</i> .		Monthly	
	Determine which intervention is appropriate for each student. Use <i>Decoding Inventory</i> if necessary.			
	Identify who will implement tier 2 interventions.			
	Schedule interventions for students identified as in need of tier 2 support (4 days per week).			
Monitor Progress & Fidelity Checks	Monitor progress of students receiving tier 2 intervention using General Outcome Measure (GOM).		Every 2 weeks	
	Monitor progress of students receiving tier 2 intervention using skill assessment: See <i>PRESS</i> assessments (or other resource).		Weekly	
	Enter student skill and GOM data into data system.			
	Monitor student intervention attendance, behavior, intervention time, and type of intervention.			
	Conduct fidelity checks and provide feedback.			
	Data Meeting to Discuss Progress Monitoring	<i>Use Progress Monitoring Data Meeting Protocol</i>		
Organize progress monitoring data for grade level data meetings.			Monthly	
Conduct grade-level team meetings to discuss tier 2 student data.				
<i>Use Tier 2 Problem Solving Questionnaire</i>				
Complete tier 2 problem solving sheet for students not making adequate progress in tier 2 intervention.			All year, as needed	
Conduct BEAs & tier 3 interventions in response to student data.				

# Checklists:

- Plan
- Explicit Details
- Accountability
- Follow Through

# Universal Screening

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	Arrange assessment logistics for classrooms.			

# SCREENING CALENDAR 2016 - 2017

PROJECT PHASE	STARTING	ENDING	PROJECT PHASE	DATE
PLANNING AND PREP	8.15.2016	8.19.2016	FALL DATA MEETING	9.28.2016
FALL SCREENING	9.5.2016	9.23.2016	WINTER DATA MEETING	2.1.2017
WINTER SCREENING	1.9.2017	1.27.2017	SPRING DATA MEETING	5.31.2017
SPRING SCREENING	5.8.2017	5.26.2017		
PLANNING FOR UPCOMING YEAR	6.12.2017	6.16.2017		

AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

# Importance of Universal Screening

[illegible]



# Universal Screening

## Prepare to Assess, Assess

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**Analysis to Action**  
Benchmark Data Worksheet

Benchmark Criterion FALL: \_\_\_\_\_ WINTER: \_\_\_\_\_ SPRING: \_\_\_\_\_

Meeting Date: \_\_\_\_\_ Teacher Name: \_\_\_\_\_ Assessment Analyzed: \_\_\_\_\_ Percent Proficient: \_\_\_\_\_

Determine Need:				Action Items:	
Is a Classwide Intervention necessary? Yes    No    If Yes    If No				• Determine appropriate Classwide Intervention: • Determine Start Date: _____ • Determine End Date: _____ • Schedule Fidelity Check: _____ • Progress Monitoring Assessment: _____	
Which students fall within the at-risk range? Are there any students we missed?				Among students identified as needing a Tier 2 intervention, what is the category of the problem? (phonemic awareness, decoding, fluency, vocabulary, comprehension)	
Student Name:	Fluency	Accuracy	Other		
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					

What intervention do you plan to use to address the problem?

**Identifying classwide problems could help evaluate the instructional environment (Tier 1), which is the first step in any assessment to intervention model**

Burns & Gibbons, 2012; Shapiro, 2010


# Why a classwide intervention?

You can't intervene your way out of a whole class problem, there are too many students and not enough resources.

	Students Below Benchmark at Screening	Students Below Benchmark after Classwide Intervention
Third Grade Class 1 (20 students)	10	5
Third Grade Class 2 (23 students)	13	5

# Is a classwide intervention needed?

	Fall Benchmark		65
Student	Grade	WRC	Errors
F	2	18	2
E	2	21	1
B	2	22	5
K	2	26	4
Q	2	32	6
R	2	35	2
N	2	46	8
S	2	51	1
M	2	54	0
G	2	60	0
A	2	64	5





## Analysis to Action

### Benchmark Data Worksheet

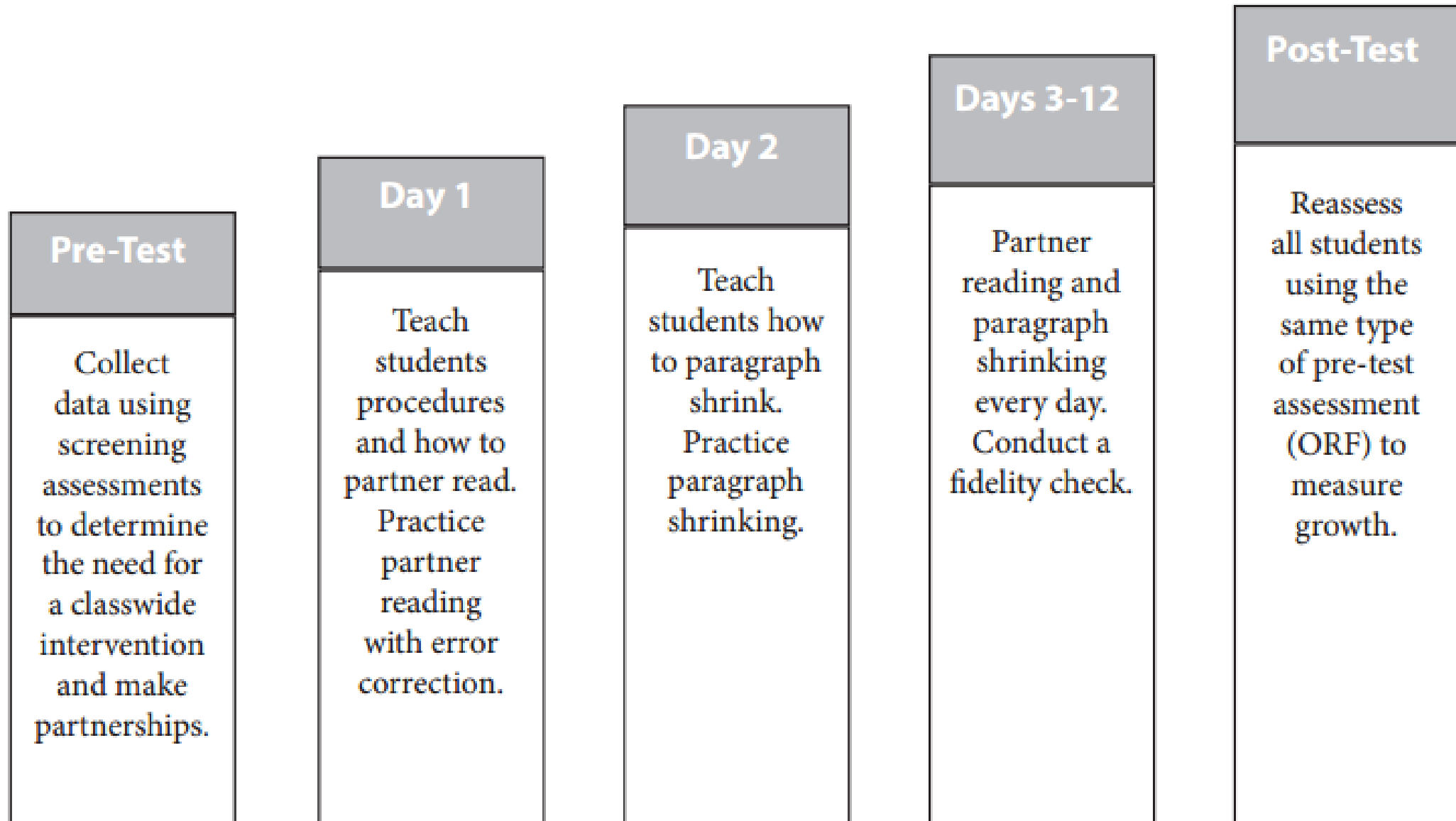
**Benchmark Criterion** FALL: 65 WINTER: \_\_\_\_\_ SPRING: \_\_\_\_\_

Meeting Date: Sept. Teacher Name: Ms. D Assessment Analyzed: ORF Classwide Median: 62

Determine Need:	Action Items:
<div> <input checked="" type="radio"/> <b>Is a Classwide Intervention necessary?</b>            Yes No         </div> <div style="text-align: center; margin-top: 20px;">             If Yes               If No  </div>	<ul style="list-style-type: none"> <li>Determine appropriate Classwide Intervention: _____</li> <li>Determine Start Date: _____</li> <li>Determine End Date: _____</li> <li>Schedule Fidelity Check: _____</li> <li>Progress Monitoring Assessment: _____</li> </ul>

4  
2  
3  
1  
0  
0  
0  
0  
1

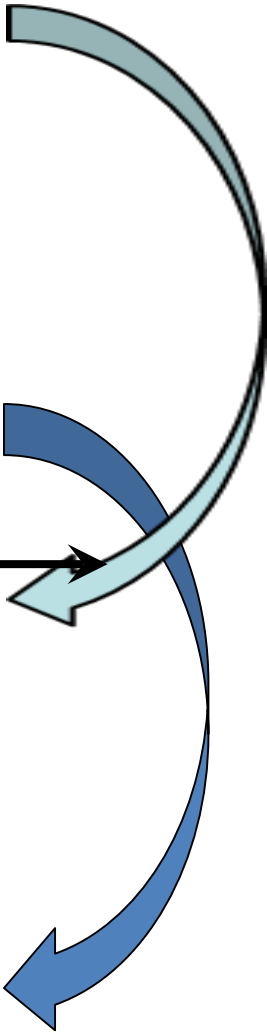
# Partner Reading Timeline





	Fall Benchmark		65
Student	Grade	ORF	
		WRC	Errors
F	2	18	2
E	2	21	1
B	2	22	5
K	2	26	4
Q	2	32	6
R	2	35	2
N	2	46	8
S	2	51	1
M	2	54	0
G	2	60	0
A	2	64	5
D	2	68	4
H	2	70	2
O	2	70	3
T	2	71	1
P	2	75	0
C	2	77	0
J	2	77	0
I	2	84	0
L	2	89	1

# Partner Reading Partnerships



# Day 1

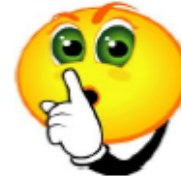
- Objectives
- Expectations

## Partner Reading 5 Easy Rules

1. Talk only to your partner and only about your reading



2. Keep your voices low



3. Cooperate with your partner



4. Try your best



5. Follow directions



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# Day 1

## ➤ Partner Reading

### ➤ Model

### ➤ Practice

#### How to Correct



Stop.



Can you figure it out? *If not, say:*  
That word is \_\_\_\_\_.  
What word? \_\_\_\_\_.



Good.



Go back and read  
that line again.



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# Partner Reading with Error Correction

**Both** partners read the **same** portions of text

**First Reader** reads for five minutes; **Second Reader** error corrects

**Second Reader** reads the **same** text for five minutes; **First Reader** error corrects

**Second Reader** retells for one minute

# Day 2

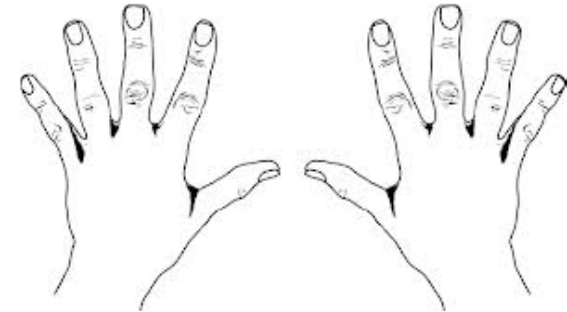
## ➤ Paragraph Shrinking

### ➤ Model

### ➤ Practice

### PARAGRAPH SHRINKING

1. Name the **most important** who or what.
2. Tell the most important thing about the who or what.
3. Say the main idea in **10 words or less**.



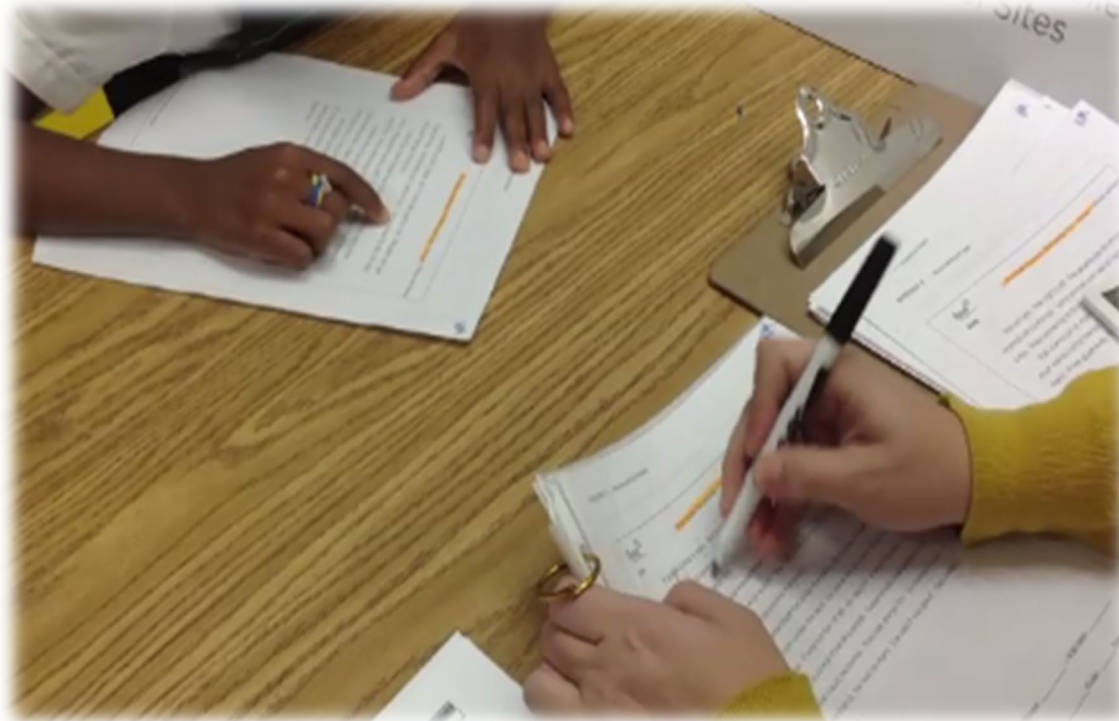
# Paragraph Shrinking

**Begin reading new portion of text, starting after error correction readings**

**First Reader** reads for five minutes stopping after each paragraph to summarize

**Second Reader** continues reading where **First Reader** left off and stops after each paragraph to summarize

Administer a quick, one minute assessment with each student.



For example, assess ORF with new probe to compare ORF benchmark score.



Only once a **strong and well targeted instructional core** is in place, can we begin to build interventions that will serve as truly supplemental and supportive instruction.



# Systematic Data Use

Screening

**Determine Need:**  
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Intervention/  
Instruction

**Tier 1**

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**Tier 2**

Intervention targeted to category of need (administer diagnostic assessments)

**Tier 3**

Individualized intervention targeted to student need (in-depth problem analysis)

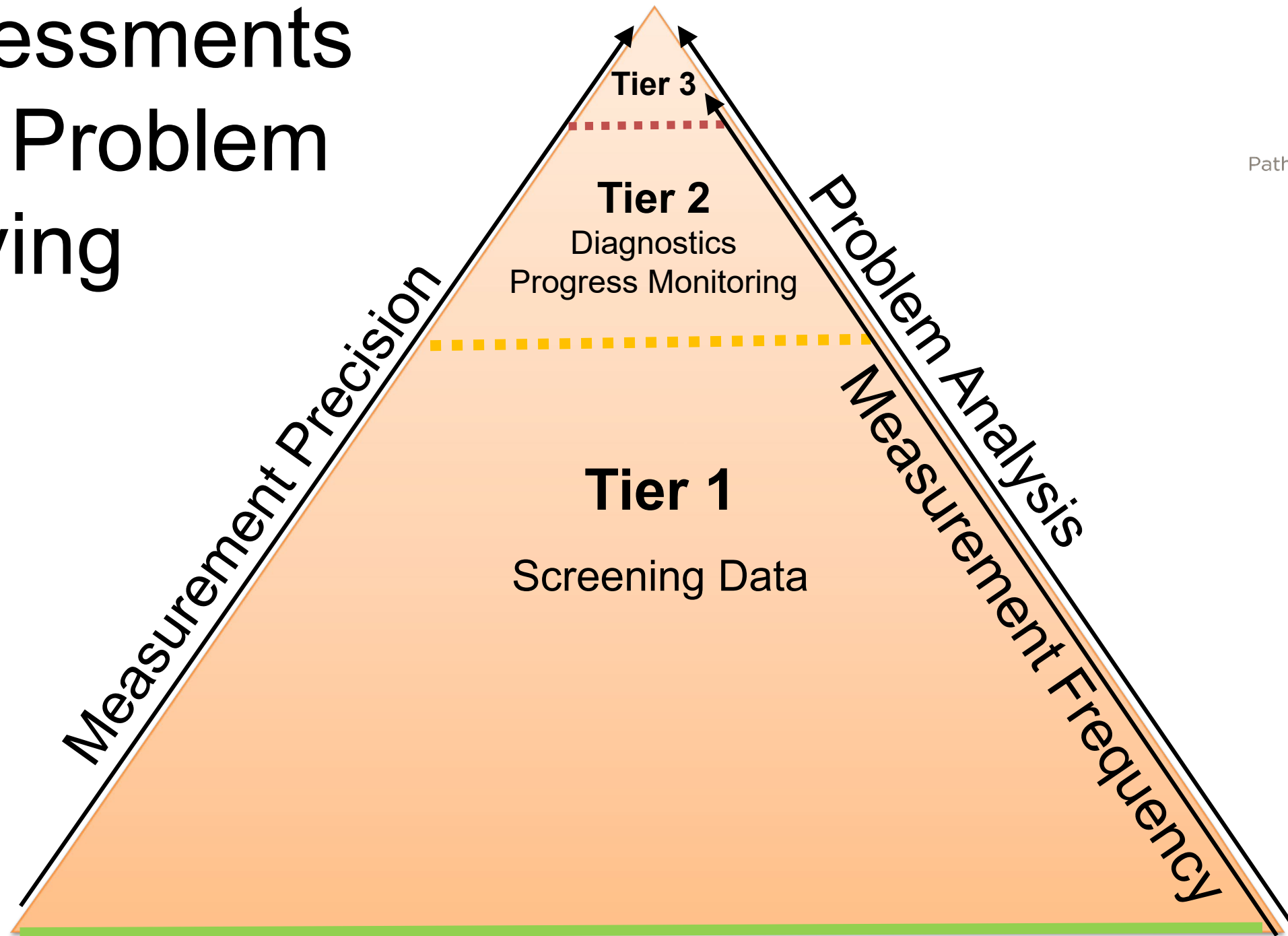
Monitoring

Next Screening (or after classwide intervention)

GOM & Skill Measures

GOM & Skill Measures

# Assessments and Problem Solving



# Intervention and Progress Monitoring

## Create a Plan

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	Complete tier 2 problem solving sheet for students not making adequate progress in tier 2 intervention.		All year, as needed	
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EL teachers

Principal

Teacher leaders

Title 1 staff

Literacy/instructional coaches

Intervention teachers



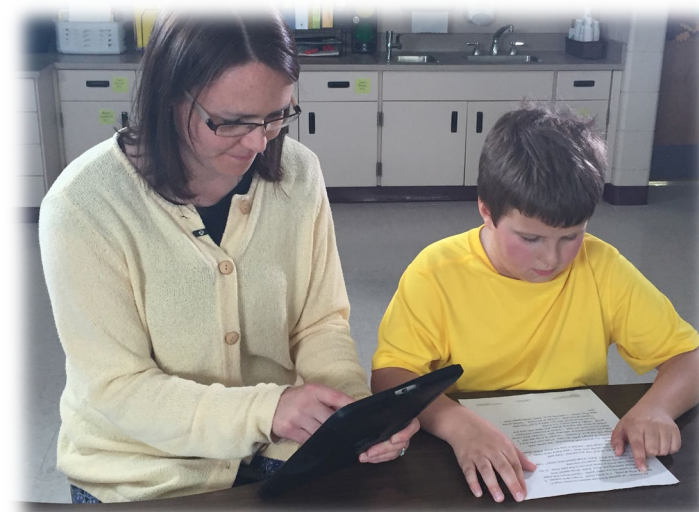
# Intervention & Progress Monitoring

## Decision Making and Diagnostics

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	Identify who will implement tier 2 interventions.			
	Schedule interventions for students identified as in need of tier 2 support (4 days per week).			

Targeted interventions are identified so that the intervention is **directly linked to the problem** and therefore has a high likelihood of being successful.









# Analysis to Action

## Benchmark Data Worksheet

**Benchmark Criterion** FALL: \_\_\_\_\_ WINTER: 91 SPRING: \_\_\_\_\_

Meeting Date: Jan Teacher Name: Mr. B Assessment Analyzed: ORF Classwide Median: 93

Determine Need:				Action Items:	
<p>Is a Classwide Intervention necessary?</p> <p>Yes <input type="radio"/> No <input checked="" type="radio"/></p> <p>If Yes  If No </p>				<ul style="list-style-type: none"><li>Determine appropriate Classwide Intervention: _____</li><li>Determine Start Date: _____</li><li>Determine End Date: _____</li><li>Schedule Fidelity Check: _____</li><li>Progress Monitoring Assessment: _____</li></ul>	
<p>Which students fall within the at-risk range?</p> <p>Are there any students we missed?</p>				<p>Among students identified as needing a Tier 2 intervention, what is the category of the problem?</p> <p>(phonemic awareness, decoding, fluency, vocabulary, comprehension)</p>	<p>What intervention do you plan to use to address the problem?</p>
Student Name:	Fluency	Accuracy	Other		
1. <b>Brian</b>	<b>41/5</b>	<b>89%</b>	<b>below</b>	<b>decoding</b>	
2. <b>Elise</b>	<b>67/2</b>	<b>97%</b>	<b>below</b>	<b>fluency</b>	
3. <b>Ian</b>	<b>93/7</b>	<b>93%</b>	<b>below</b>	<b>comprehension</b>	
4.					
5.					
6.					
7.					
8.					
9.					

**Screening:**  
Is there a problem?



**Diagnostic:**  
What is the problem?

(One) reason that students might not perform a task sufficiently is that they lack prerequisite skills for completing the task.



# Diagnostic Assessments

Without very good  
diagnostic  
information and/or a  
flexible formative  
assessment system,

our instructional  
programs and  
student performance  
will not improve,

and RTI will simply  
be an alternate route  
to special education  
placement or to  
permanent  
membership in Title I  
classrooms.

# Intervention & Progress Monitoring

## Monitor Progress & Fidelity Checks

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	Communicate the responsibilities and procedures of the checklist to staff.			
	Identify who will do fidelity checks on interventions throughout the year.			
Decision Making	Identify skill area in which students should receive tier 2 intervention. See <i>PRESS Tier 2 Intervention Flow Chart</i> .		Monthly	
	Determine which intervention is appropriate for each student. Use <i>Decoding Inventory</i> if necessary.			
	Identify who will implement tier 2 interventions.			
	Schedule interventions for students identified as in need of tier 2 support (4 days per week).			
Monitor Progress & Fidelity Checks	Monitor progress of students receiving tier 2 intervention using General Outcome Measure (GOM).		Every 2 weeks	
	Monitor progress of students receiving tier 2 intervention using skill assessment: See <i>PRESS</i> assessments (or other resource).		Weekly	
	Enter student skill and GOM data into data system.			
	Monitor student intervention attendance, behavior, intervention time, and type of intervention.			
	Conduct fidelity checks and provide feedback.			
Data Meeting to Discuss Progress Monitoring	<i>Use Progress Monitoring Data Meeting Protocol</i>			
	Organize progress monitoring data for grade level data meetings.		Monthly	
	Conduct grade-level team meetings to discuss tier 2 student data.			
	<i>Use Tier 2 Problem Solving Questionnaire</i>			
	Complete tier 2 problem solving sheet for students not making adequate progress in tier 2 intervention.		All year, as needed	
Conduct BEAs & tier 3 interventions in response to student data.				

# Monitor Progress & Fidelity Checks

Monitor progress of students receiving tier 2 intervention using General Outcome Measure (GOM).

Monitor progress of students receiving tier 2 intervention using skill assessments (or other reading assessments).

Enter student skill and GOM data into the system.

Monitor student intervention behavior, intervention time, and intervention fidelity.

Conduct fidelity checks

Every 2 weeks



PRESS™

Path to Reading Excellence in School Sites

## Progress Monitoring Schedule

No School

Benchmark Weeks

Skill Monitoring Week

Skill and GOM Monitoring Week

### Grade Level General Outcome Measures

- Kindergarten: Letter Sound Fluency
- 1<sup>st</sup> Grade: Sentence Reading Fluency
- 2<sup>nd</sup> Grade: Oral Reading Fluency
- 3<sup>rd</sup> Grade: Oral Reading Fluency or Comprehension Measure
- 4<sup>th</sup> Grade: Oral Reading Fluency or Comprehension Measure
- 5<sup>th</sup> Grade: Oral Reading Fluency or Comprehension Measure

2016-2017

### SEPTEMBER

M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

### OCTOBER

M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

### NOVEMBER

M	T	W	T	F	S	S
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

### DECEMBER

M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

### JANUARY

M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

### FEBRUARY

M	T	W	T	F	S	S
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

### MARCH

M	T	W	T	F	S	S
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

### APRIL

M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

### MAY

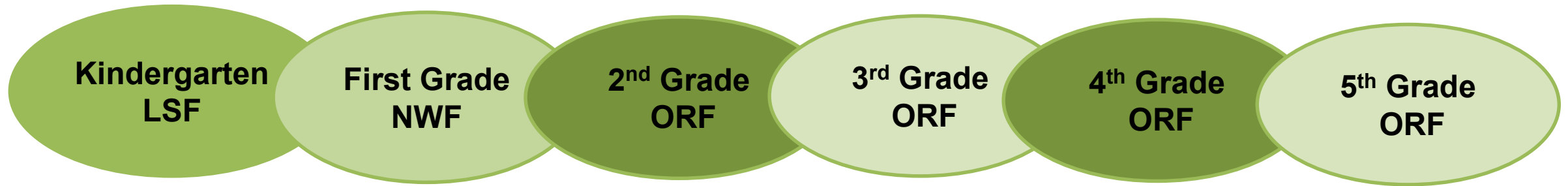
M	T	W	T	F	S	S
						1
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

### JUNE

M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

# General Outcome Measures

How are the students progressing at grade level?



# Skill Measures

How are the students progressing at their instructional level?

phoneme  
manipulation?

letter  
sounds?

decoding ccvc  
words?

3rd grade  
instructional  
level text?

comprehension  
skills?

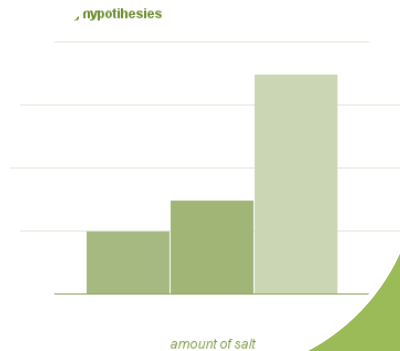
Monitor Progress & Fidelity Checks	Monitor progress of students receiving tier 2 intervention using General Outcome Measure (GOM).		Every 2 weeks	
	Monitor progress of students receiving tier 2 intervention using skill assessment: See PRESS assessments (or other resource).		Weekly	
	Enter student skill and GOM data into data system.			
	Monitor student intervention attendance, behavior, intervention time, and type of intervention.			
	Conduct fidelity checks and provide feedback.			



# Effective implementation is associated with better outcomes.



when programs are  
carefully implemented



effect sizes are at least  
two to three times  
higher



# Intervention & Progress Monitoring

## Data Meeting to Discuss Progress Monitoring

Intervention & Progress Monitoring Implementation Checklist				
	Task	Person(s) Responsible	Time	✓
Create a Plan	Identify the team who will plan and implement this checklist.		Fall	
	Communicate the responsibilities and procedures of the checklist to staff.			
	Identify who will do fidelity checks on interventions throughout the year.			
Decision Making	Identify skill area in which students should receive tier 2 intervention. See <i>PRESS Tier 2 Intervention Flow Chart</i> .		Monthly	
	Determine which intervention is appropriate for each student. Use <i>Decoding Inventory</i> if necessary.			
	Identify who will implement tier 2 interventions.			
	Schedule interventions for students identified as in need of tier 2 support (4 days per week).			
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Data Meeting to Discuss Progress Monitoring	Use Progress Monitoring Data Meeting Protocol			
	Organize progress monitoring data for grade level data meetings.		Monthly	
	Conduct grade-level team meetings to discuss tier 2 student data.			
	Use Tier 2 Problem Solving Questionnaire			
	Complete tier 2 problem solving sheet for students not making adequate progress in tier 2 intervention.		All year, as needed	
	Conduct BEAs & tier 3 interventions in response to student data.			



Data Meeting to Discuss Progress Monitoring	Use Progress Monitoring Data Meeting Protocol			
	Organize progress monitoring data for grade level data meetings.		Monthly	
	Conduct grade-level team meetings to discuss tier 2 student data.			
	Use Tier 2 Problem Solving Questionnaire			
	Complete tier 2 problem solving sheet for students not making adequate progress in tier 2 intervention.		All year, as needed	
	Conduct BEAs & tier 3 interventions in response to student data.			

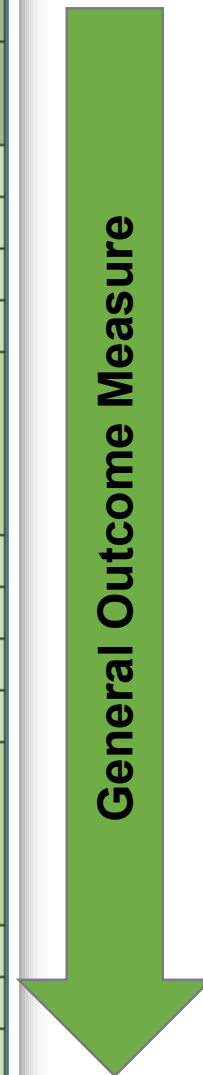
# Tracking Skill and GOM Data



Skill Measure

Tier 2 Progress Monitoring Data Tracker

Student				Teacher		
Week of	Skill Type	Skill Scores <i>correct/errors</i>	Accuracy <i>GOAL: 90%</i>	GOM Type	GOM Score <i>correct/errors</i>	Accuracy <i>Goal: 93%</i>
				<i>Fall Benchmark Target :</i>		
				<i>Expected GOM Growth:</i>		
<b>ACTION STEPS</b> <input type="checkbox"/> continue intervention <input type="checkbox"/> switch <input type="checkbox"/> exit student and monitor progress <input type="checkbox"/> Complete Tier 2 Problem Solving Questionnaire Notes:				GOM growth : intervention to _____ Complete Tier 2 Problem Solving Questionnaire		
<b>ACTION STEPS</b> <input type="checkbox"/> continue intervention <input type="checkbox"/> switch <input type="checkbox"/> exit student and monitor progress <input type="checkbox"/> Complete Tier 2 Problem Solving Questionnaire Notes:				GOM growth: intervention to _____ Complete Tier 2 Problem Solving Questionnaire		



General Outcome Measure

<b>Student</b>	Brian – 3 <sup>rd</sup> Grade			<b>Teacher</b>	Mr. D	
<b>Week of</b>	<b>Skill Type</b>	<b>Skill Scores Correct/errors</b>	<b>Accuracy GOAL: 90%</b>	<b>GOM Type</b>	<b>GOM Score correct/errors</b>	<b>Accuracy GOAL: 93%</b>
				Fall Benchmark Target: 96 Expected GOM Growth: 1.1		
Sept. 7				Benchmark	71/9	89%
Sept. 14	CB 1	8/8	50%			
Sept. 21	CB 2	10/4	71%	ORF 3-1	74/7	91%
Sept. 28	CB 3	16/3	84%			
<b>ACTION STEPS</b> { √ } continue intervention {   } switch intervention to _____ {   } exit student and monitor progress {   } complete Tier 2 Problem Solving Questionnaire				<b>GOM Growth:</b> not able to calculate  <b>Notes:</b> watch for group to hit 90% accuracy, make change as needed		

# Visit us at booth #209 to learn more and register for prize drawings!

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[@PathtoRead](https://twitter.com/PathtoRead)

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Path to Reading Excellence  
in School Sites

**THANK YOU!**

FOR ATTENDING OUR SESSION TODAY!

We hope you'll visit us at  
**BOOTH 209** in the exhibit hall to  
ask questions and learn more  
about PRESS.

Bring this card to register  
for our prize drawings!

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UNIVERSITY OF MINNESOTA

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INNOVATIONS

**Contact us to learn about  
on-site support options  
for your school!**

**info@presscommunity.org**

**PRESScommunity.org**



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