Early Reading Empowerment: An Effective RtI Approach

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Less of a Program, 
More of a Continuous Change Model

Building Teacher Expertise

ERE provides a framework for educators to become extremely knowledgeable and skilled teachers of reading who continually learn and grow professionally. The ERE framework allows those professionals to learn and grow together, always updating their understanding of current research and practice.
A Little History...

- Early Reading Empowerment (ERE) started at UWM around 1990.

- Based on the work of Marie Clay (especially Reading Recovery)

- Distinct differences include options of small group formats, trained classroom teachers and the implementation of strategies in classroom instruction.

- Implemented by reading teachers, reading specialists and classroom teachers.
Primary Purposes of ERE:

▪ To develop readers who are confident, independent problem solvers with strategic processing in reading and writing

▪ To provide teachers with a solid knowledge base of early reading acquisition

▪ To help teachers become excellent observers of young readers and determine strategies to use to develop independent readers with a self-extending system

▪ To promote collegial study among teachers within and across schools and districts
School District of Rhinelander’s Literacy Initiative

- Implementation of a Multi-tiered System of Support
- Data based decision-making & Progress Monitoring
- School Board & Leadership Team Support
- If we continued to do what we had always done...
<table>
<thead>
<tr>
<th>School Year</th>
<th>Training Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>22 Teachers (K-8): Title I, Regular &amp; Special Education</td>
</tr>
<tr>
<td></td>
<td>Facilitator: UW-Milwaukee</td>
</tr>
<tr>
<td>2010-2011</td>
<td>17 Teachers (K-3): Regular &amp; Special Education</td>
</tr>
<tr>
<td></td>
<td>3 Rhinelander Employees - ERE Training Certification</td>
</tr>
<tr>
<td></td>
<td>Facilitator: UW-Milwaukee//District Trainers in Training</td>
</tr>
<tr>
<td>2012-2013</td>
<td>17 Teachers (K-5): Regular &amp; Special Education</td>
</tr>
<tr>
<td></td>
<td>Facilitator: Rhinelander’s ERE Certified Trainers</td>
</tr>
<tr>
<td>2014-2015</td>
<td>14 Teachers (K-3): Regular &amp; Special Education</td>
</tr>
<tr>
<td></td>
<td>Facilitator: Monthly Refresher Meetings led by Rhinelander’s ERE Certified Trainers</td>
</tr>
<tr>
<td>2015-2016</td>
<td>Anticipated 15 Teachers (K-6): Regular &amp; Special Education</td>
</tr>
<tr>
<td></td>
<td>Facilitator: Rhinelander’s ERE Certified Trainers</td>
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</tbody>
</table>

**ERE In-House Training**

6 Credits Through UW-Milwaukee
Rhinelander’s Progress Monitoring

- **STAR Screener**
  - Used to identify students AT RISK for reading delays and plan instruction that targets students’ needs
  - Used in grades 3-10
  - Used 3 times/year

- **PALS Early Literacy Screener**
  - Used to identify students AT RISK of developing reading delays, diagnose students' knowledge of literacy fundamentals, and plan instruction that targets students' needs
  - Used in grades 4K-2
  - Used 3 times/year
Rhinelander’s Progress Monitoring

- **Developmental Reading Assessment (DRA 2)**
  - Used with all students in K-2
  - Used with AT RISK students in 3-8
  - Determines reading level by measuring accuracy, rate, intonation and comprehension.
  - Used as a diagnostic to inform specific intervention instruction based on students’ needs

- **Informal Assessments**
  - Given frequently to assess attainment of specific interventions

- **Oral Reading Fluency CBM Measures**
  - Used on a weekly basis to monitor intervention effectiveness for students receiving Tier 3 supports
ERE in a Multi-Tiered System of Support

- ERE enables classroom teachers to provide one-on-one and small group instruction based on students’ needs. (Tiers 1 and 2)
- ERE enables intervention teachers to provide additional layers of support for struggling readers. (Tiers 1, 2, & 3)
- ERE is a researched-based model for meeting the needs of struggling readers. (see Mertzman & Short, WSRA Journal articles from 2007 & 2009)
ERE Implementation
Universal Level

Classroom teachers (Grades K-2) conduct an ERE session with a small group during the literacy block.
First Step on the Pathway to Literacy

Build Confidence and Independent Learning in a Balanced Literacy Environment

http://mrsliecksclass.blogspot.com/
Introduce in Kindergarten and Continue in First Grade
The Logistics of ERE

Options for how to build ERE into your day:

- Tutoring session
- Breaking into 15 minute sessions
- Breaking into 10 minute chunks
- Two parts during the day

The ERE framework can be different at each grade level.
Teachers providing one-on-one instruction and small group instruction based on the needs of students’ in their classroom while others engage in literacy tasks.
Independence While Conducting ERE in the Classroom
ERE Support Among Colleagues
Monthly Building Collaboration Meetings (4K-10)

**WHO**
- Grade level teams
- Regular and Special Education teachers
- Principal
- Reading and Math intervention teachers
- Reading Specialist
- Guidance Counselor
- School Psychologist

**WHAT**
- Data analysis (running records, intervention progress monitors, DRA, STAR, PALS, and CBM’s)
- Intervention discussion and data analysis
- Intervention planning
ERE Implementation
Tier II Level

Intervention Specialist provides push-in or pull-out support with a small group (2-4 students) of Selected Options - Tier II students in grades K-2
## The Role of the Intervention Specialist

- Provide push-in services within the classroom whenever possible
- Provide reading intervention services over and above those of the classroom teacher
- Divide instructional time between two elementary schools based on student need
- Uses the ERE format as the delivery model for interventions

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>★ 1st and 2nd grade students</td>
<td>★ 1st grade students</td>
</tr>
<tr>
<td>(Starting with those students who rank in the bottom quartile of Tier II at each grade level)</td>
<td>(Starting with those students who rank in the bottom quartile of Tier II at each grade level)</td>
</tr>
<tr>
<td>★ Kindergarten students</td>
<td>★ Kindergarten students</td>
</tr>
<tr>
<td>(Those most at need based on Fall PALS screener data)</td>
<td>(Those most at need based on Winter PALS screener data and DRA assessments)</td>
</tr>
</tbody>
</table>
Growth of Students Receiving Tier II Intervention Specialist Services
1 Semester 2011-2014

45 total students

Information based on Developmental Reading Assessment(DRA-2) scores, STAR assessments, and PALS data
Growth of Students Receiving Tier II Intervention Specialist Services 2-4 Semesters (Not necessarily consecutive) 2011-2014

Information based on Developmental Reading Assessment(DRA-2) scores, STAR assessments, and PALS data
Current Status of Students That Received Tier II Intervention Specialist Services 2011-2014

Information based on Developmental Reading Assessment(DRA-2) scores, STAR assessments, and PALS data
# Change in Tier II Services

<table>
<thead>
<tr>
<th>School Year</th>
<th>Tier II Services Offered</th>
</tr>
</thead>
</table>
| 2011-2012   | Full time Tier II Intervention Specialist  
(2 elementary schools)  
45 students serviced |
| 2012-2013   | Full time Tier II Intervention Specialist  
(2 elementary schools)  
54 students serviced |
| 2013-2014   | Full time Tier II Intervention Specialist  
(2 elementary schools)  
104 students serviced |
| 2014-2015   | Seeking Intervention Specialist |
ERE Implementation
Tier III Level

Title I staff conduct pull-out 30 minute ERE sessions to Target Option Students (Tier III)

Special Education staff conduct ERE sessions through IEP minutes

Before or After school tutoring 3 times per week
Implementing the ERE Model during Tutoring

- 1-2 students
- 45 minute sessions
- 3-4 days a week
Reading Growth After Tutoring

- NS Oct. 2009-May 2010: 8
- AK June-Aug. 2010: 14
- KS Jan.-May 2011: 28
- KS Jan.-May 2011: 34
- XR Dec. 2011-May 2012: 10

Legend:
- Blue: Start of ERE tutoring sessions
- Purple: End of ERE tutoring sessions
Implementing the ERE model in Special Education

- 1-2 students
- 30 minute sessions 4-5 days/week
- Above and beyond core reading block and classroom teacher intervention
## ERE Infused Throughout the Summer

<table>
<thead>
<tr>
<th>Summer Year</th>
<th>Teachers</th>
<th>Students Served</th>
<th>Structure</th>
<th>Attendance (Attended 50% or more)</th>
<th>Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>9</td>
<td>23</td>
<td>7-10 Weeks 2-4 days/ wk Reg. Ed &amp; Spec. Ed teachers 1:1, 1:2, or 1:3</td>
<td>15</td>
<td>40% of Regular Education &amp; 50% of Special Education students did not maintain their growth from May-September</td>
</tr>
<tr>
<td>2012</td>
<td>10</td>
<td>26</td>
<td>7-10 Weeks 2-4 days/wk 6 ERE Trained &amp; 4 Teachers 1:1, 1:2, or 1:3</td>
<td>19</td>
<td>74% of students maintained or increased reading levels from May-September</td>
</tr>
<tr>
<td>2012 ERE in Summer School K-2 20 Days</td>
<td>8</td>
<td>89 Total</td>
<td>K-2 : 7 (30 min) sessions 1:1, or 1:2, or 1:3 3-5: 4 (55 min) sessions Small Groups 5-6</td>
<td>Anecdotal Data Gathered</td>
<td>Anecdotal Data Gathered</td>
</tr>
<tr>
<td>Summer Year</td>
<td>Teachers</td>
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</tr>
<tr>
<td>2013</td>
<td>5</td>
<td>7</td>
<td>7-10 Weeks 2-4 days/wk 3 ERE Trained &amp; 4 Teachers 1:1, 1:2, or 1:3</td>
<td>7</td>
<td>88% of students maintained or increased reading levels from May-September</td>
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<tr>
<td>2013 ERE Within Summer School Day K-5 20 Days</td>
<td>18</td>
<td>155 Total</td>
<td>K-2 : 7 (30 min) sessions 1:1, or 1:2 3-5: 4 (55 min) sessions 1:4 Max</td>
<td>131/145 Currently in District</td>
<td>56% of students maintained or increased reading levels from May-September</td>
</tr>
<tr>
<td>2014</td>
<td>3</td>
<td>7</td>
<td>7-10 Weeks 2-4 days/wk 2 ERE Trained &amp; 1 Teacher 1:1, 1:2, or 1:3</td>
<td>7</td>
<td>100% of students maintained or increased reading levels from May-September</td>
</tr>
<tr>
<td>2014 ERE Within Summer School Day K-5 20 Days</td>
<td>11</td>
<td>148 Total</td>
<td>K-2 : 7 (30 min) sessions 1:1, or 1:2 3-5: 4 (55 min) sessions 1:4 Max</td>
<td>125/145 Currently in the District</td>
<td>74% of students maintained or increased reading levels from May-September</td>
</tr>
</tbody>
</table>
Pelican Elementary
Regular Education
Students in
Grades K-3

May 2010
10%
10%
80%

May 2012
3%
16%
81%

May 2013
7%
17%
76%

May 2011
4%
11%
85%

May 2014
7%
17%
76%

Data is based on NWEA/STAR PALS & Developmental
Reading Assessment (DRA-2) Progress Monitoring
Assessments
School Report Card Speaks Volumes

Pelican EI | Rhinelander
School Report Card | 2013-14 | Summary

Overall Accountability Score and Rating

Exceeds Expectations

76.1

Wisconsin Student Assessment System Percent Proficient and Advanced
Includes Wisconsin Knowledge and Concepts Examination (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD). WKCE college and career readiness benchmarks based on National Assessment of Educational Progress.

State proficiency rate is for all tested grades: 3-8 and 10

Overall Accountability Ratings | Score
--- | ---
Significantly Exceeds | 83-100
Expectations | 73-82.9
Exceeds | 63-72.9
Expectations | 53-62.9
Meets | 43-52.9
Expectations | 33-42.9
Meets Few | 23-32.9
Expectations | 13-22.9
Fails to Meet | 0-52.9

![Graph showing proficiency rates for different years and subjects]
Why the ERE model is effective...

Boosts child’s self-esteem

-Teachers become keen observers in creating a positive environment by selecting texts within a child’s control to allow for success

“I like being sent away with a new book and I always want to go back to my room and reread it by myself. It puts a smile on my face.” 2nd grade ERE student

-Teachers make teaching and prompting decisions during the ERE lesson to support the child’s processing system in turn the child becomes more confident
Why the ERE model is effective...

Establishes a consistent routine

- 10 minutes of a warm up through fluency work, familiar read and a running record
- 10 minutes of word work and student generated writing
- 10 minutes of reading a new book.

A text which has been carefully selected by the teacher and orients the book to the student
Why the ERE model is effective...

Ongoing, multiple assessments

- Teachers use multiple assessments to establish a profile of the learner and plan for instruction throughout the year.

- All ERE teachers are trained in the administering the DRA-2, PALS, Running Records, Writing Vocabulary, Hearing and Recording Sounds in Words, Word Reading and Letter/Sound Identification as well as the Concepts of Print to create a rounded profile and monitor progress.
Why the ERE model is effective...

Creates a common, consistent language
- Teachers are able to collaborate with a shared understanding in language and format
- Students who transfer schools within the district are familiar with the format and language
Why the ERE model is effective...

Sustainable and cost effective

-Not a scripted program but rather a professional development program that focuses on teacher expertise and increasing their literacy tool kit

-Teachers can become trainers within their district to sustain the ERE model for future professional development.
Critical elements to sustain a successful ERE intervention program

- Support from outside the district to assist in implementing and sustaining efforts

- Administrators become ERE ambassadors by having key roles in organizing initial trainings, professional development and ensuring fidelity to classroom through observations

- Administrators have mandated participation in the ERE intervention program as part of the district plan
Critical elements to sustain a successful ERE intervention program

- Ongoing support is given to district teachers by training and implementing ERE professional development
  - Two in-district trainers provide initial training to teachers every other year
  - ERE trained staff are provided with an optional monthly two hour after school professional development.
  - The optional professional development allows ERE teachers to reflect and refine their expertise through collegial collaboration
Comments from School District of Rhinelander Teachers

“ERE has inspired our classroom in many ways. We approach our whole group reading and writing mini lessons, guided reading, and one-on-one conferring time in a more focused and productive manner. The confidence that is gained by the involvement with this course has been beneficial to us as teachers and to our entire class.

ERE has provided basic, but powerful tools for our toolboxes. We are now confident in assessing and observing students to identify their literacy needs. We are then able to meet them at their individual levels of competency by using their solidified knowledge they have have brought to the table as building blocks to accelerate them forward.”

- SDR First Grade Teacher-Co teachers
This course has solidified the fact of how critical student-teacher interaction becomes in helping struggling readers. ERE has allowed me to reflect upon and refine the valued techniques I use to meet the needs of my students.

- SDR Title I Teacher

When I first started ERE training, I wondered how in the world a classroom teacher would be able to find time to work with a struggling reader for thirty minutes each day with lessons designed specifically to that student’s needs. Since that time I have changed my thinking and I can’t wait to get started next year. The ERE training has really made me step back and take a look how I have been teaching reading over the past few years and assess how I could change what I am doing to meet the needs of the children in my classroom.

- SDR 2nd Grade Teacher
Q & A
All as appropriate

▪ ERE UW-Milwaukee contact Ruth Short rashort@uwm.edu

▪ ERE Website http://www4.uwm.edu/soe/departments/currins/reading_programs/reading_empowerment/

▪ School District of Rhinelander Staff http://www.rhinelander.k12.wi.us/staff/
  ▪ Casey Gretzinger – K-12 Reading Specialist
  ▪ Theresa Maney - Director of Curriculum and Instruction
  ▪ JoEllen Lieck- Kindergarten and First Grade Looping Teacher
  ▪ Elizabeth Sanger-Kuckkan – Title I Teacher
  ▪ Amber Troutman – Special Education Teacher K-3
  ▪ Amy Johnson - Title I Teacher