Why Early Literacy?

Early literacy skills are foundational for subsequent achievements in reading and have a **profound impact** on long-term outcomes. Research indicates that students who fail to master these essential skills by the midpoint of their elementary education are four times more likely to drop out before completing high school. A lack of early literacy skills is not merely an educational concern; it correlates with a heightened likelihood of mental and physical health challenges, an increased risk of involvement in the criminal justice system, and a noticeable reduction in potential earnings over the course of a lifetime.

Despite the importance, reading performance in the US has been stagnant for decades and in 2022, only **32% of 4th graders demonstrated proficiency** in early literacy skills.

Why Today?

In response to this crisis, **37 states and the District of Columbia have passed laws** or other policies related to evidence-based reading instruction. Some states have proposed bills that would ban outdated methods of reading instruction or require that 3rd graders not reading at grade level by the end of the school year be held back and taught with materials designed to address reading deficiencies. Improving reading proficiency is a top priority nationwide, and it starts with early literacy skills.

How Does MTSS Support Early Literacy?

The Multi-Tiered System of Supports (MTSS) framework provides a structure for early identification and intervention for students with reading challenges. This methodical, data-driven approach facilitates early literacy skill development through:

▶ **Systematic screening for literacy skill development**

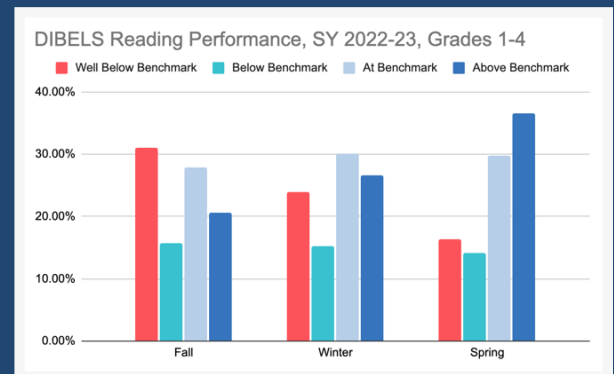▶ **Evidence-based instruction and intervention**

▶ **Progress monitoring and responsive adjustment** that tailors instruction and interventions to individual

MTSS implementation does away with the "wait to fail" model and creates an environment where every student can access the curriculum and achieve academic success.

Literacy Success in Orange County Schools, NC

As a result of their hard-working teams and the Branching Minds platform to help them, **Orange County Elementary Schools** could use their reading data and work together with literacy coaches to target reading intervention, **achieving dramatic improvement in reading performance as evidenced by their DIBELS data.**

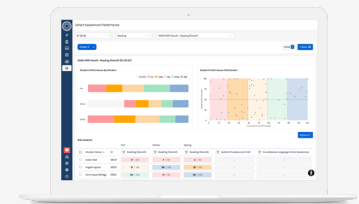DIBELS Reading Performance, SY 2022-23, Grades 1-4

How Does Branching Minds Support MTSS and Early Literacy?

The Branching Minds MTSS solution brings together the data and insights that educators need to support student growth in reading, collaboratively. With Branching Minds, you can:

▶ **Use data** from common assessments to identify risk for dyslexia and early reading difficulties, such as:
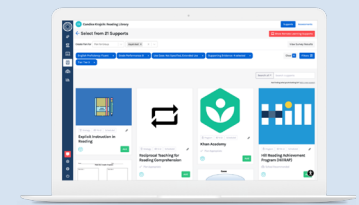
- Acadience Reading
- AimswebPlus Reading
- mCLASS, DIBLES 8th Ed.
- FastBridge: earlyREADING and CBMreading

- STAR Early Literacy and CBM Reading
- NWEA MAP Fluency
- Early Bird
- Amira Learning

▶ **Group students** with common reading intervention and progress monitoring needs.
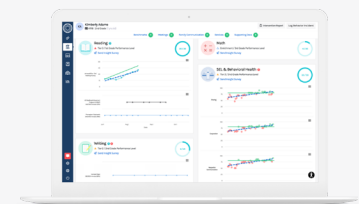

Cohort Assessment Performance Report

▶ **Easily develop reading support plans** with evidence-based reading interventions tied to identified student needs using the Branching Minds library of supports.
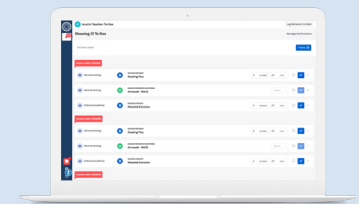

Intervention and Supports Library

▶ **Monitor growth** in literacy skills to determine if the support plan is working or needs to be adjusted.

▶ **Consider whole-child needs** that may be contributing to reading difficulties, such as attendance challenges or social/behavioral skills deficits.
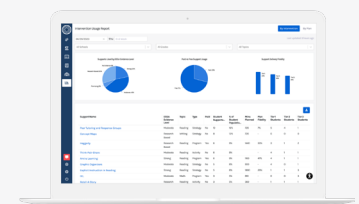

Student Overview Page

▶ **Allow for external service providers such as tutors to** document progress monitoring and intervention plan fulfillment without accessing sensitive student data.

Interventions To-Do Page

▶ **View intervention data by school, grade, and topic areas** to ensure that supports are being delivered with fidelity.

Intervention Usage Report