



## DECISION RULES FOR READING

Kindergarten	Grades 1 <sup>st</sup> – 5 <sup>th</sup> grade
<p><b>Beginning of the Year – October</b></p> <ol style="list-style-type: none"> <li>1. Universal Screening to identify students for placement in intervention groupings by October 15:           <ul style="list-style-type: none"> <li>▪ Strategic (add 10 – 15 minutes of intervention instruction daily)</li> <li>▪ Intensive (add 30 minutes of intervention instruction daily)</li> </ul> </li> <li>2. Follow Progress Monitoring Guidelines</li> <li>3. Students with communication issues should still be screened through the speech and language therapist.</li> </ol> <p><b>Middle of the Year – January</b></p> <ol style="list-style-type: none"> <li>4. Regroup students after January DIBELS has been completed. Place students according to instructional recommendations:           <ul style="list-style-type: none"> <li>▪ Strategic (add 10 - 15 minutes of intervention instruction daily)</li> <li>▪ Intensive (add 30 minutes of intervention instruction daily)</li> </ul> </li> <li>5. Follow Progress Monitoring Guidelines</li> <li>6. Document intervention changes and progress monitoring data in the Intervention Screen.</li> <li>7. Reevaluate student placement and make any adjustments as necessary.</li> </ol> <p><b>End of the Year – May</b></p> <ol style="list-style-type: none"> <li>8. For those students still not making adequate progress, RTIi teams should complete the Individual Problem Solving Worksheet, Developmental History and establish an intensive individual intervention plan that will carry over into first grade. Refer for special education evaluation if the student does not show progress on their intensive individual intervention plan.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Universal Screening</b> to identify students for intervention groupings:           <ul style="list-style-type: none"> <li>▪ Academic skill falls below benchmark based on DIBELS data and in-program assessments</li> <li>▪ Additional consideration given to attendance and behavior               <ul style="list-style-type: none"> <li>✓ More than 4 absences in a 4 week, consecutive period</li> <li>✓ Behavior concerns that may include discipline referrals (3 – 4 in a 30 day period)</li> </ul> </li> </ul> <p><u>Note:</u> If 80% of students are not meeting benchmarks, review use of CORE program and refer to fidelity checklist.</p> </li> <li>2. <b>Intervention Groupings:</b> Students placed in intervention groups based on level of need.           <ul style="list-style-type: none"> <li>▪ Identify intervention program, groupings, location of service, time, and provider</li> <li>▪ Document in Intervention Screen</li> <li>▪ Follow Progress Monitoring Guidelines</li> </ul> </li> <li>3. <b>Data Review Meeting(s):</b> RTIi teams meet to modify interventions when:           <ul style="list-style-type: none"> <li>▪ Progress monitor indicates 4 to 6 data points below the aimline after at least 20 - 30 days of instruction</li> <li>▪ <u>Slope of the trend line</u> is flat or decreasing               <ul style="list-style-type: none"> <li>✓ If data is highly variable, maintain the current intervention for another 20 instructional days to establish trendline</li> </ul> </li> <li>▪ Core assessment data as well as intervention program data indicates student is not making progress</li> <li>▪ Document changes in Intervention Screen</li> </ul> </li> <li>4. <b>Individual Intensive Intervention and Planning:</b> RTIi team meets to intensify and individualize intervention:           <ul style="list-style-type: none"> <li>▪ At least two substantial changes have occurred from data review meetings (documented in Intervention Screen)</li> <li>▪ <u>Slope of trend line</u> is flat or decreasing</li> <li>▪ Individualized documentation including:               <ul style="list-style-type: none"> <li>✓ Developmental history</li> <li>✓ Individual problem solving action plan</li> <li>✓ Notification of team meeting sent to parent</li> </ul> </li> </ul> </li> <li>5. <b>SPED Referral:</b> After one highly structured individualized intervention for a minimum of 20 - 30 instructional days, there is no reasonable progress made OR the team determines that the support is so significant that the student will need continued individualized support</li> <li>6. <b>Exit Criteria:</b> Consider exiting a student from intervention when:           <ul style="list-style-type: none"> <li>▪ The student has met the DIBELS grade level end of year benchmark 3 times consecutively</li> <li>▪ Core reading assessments and intervention assessments indicate grade level proficiency</li> </ul> </li> </ol>
<p><b>Substantial change in instruction may include:</b> time increased by at least 15 minutes per day, group size is reduced by at least 3, reduced/replacement core, increase intensity of intervention. Remember to always check the fidelity of program implementation.</p>	