RtI Decision Tree A for Universal Screening

West Street School Geneva, NY

Did the student meet or exceed the Low Risk\Benchmark goals on the most recent DIBELS?

If child is a non-English speaker, immerse for 10 weeks before determining AIS.

YES

Next screening is regularly scheduled DIBELS testing for all students

YES with concerns

Student has met DIBELS but we have a discrepancy with F&P or running records. Start to monitor\differentiate for 6 weeks by the classroom teacher within Tier 1.

NO

Did the students fall into the "Some risk" category or the "At-risk" category? An intervention plan may be needed.

Working

Continue as needed

Not Working

Please go to the problem solving team! See: *Problem Solving Steps*

Do other data (local assessments) indicate **some** concern?

NO

YES

Do other data (local assessments) indicate <u>high level</u> of concern?

NO

YES

Tier 1

Make sure a good curricula and differentiation is in place in the classroom and <u>progress</u> <u>monitoring monthly with</u> <u>DIBELS by AIS provider.</u>

Tier 2

Put the student in strategic instruction (e.g. small group with supplemental curricula). BE SURE TO CONTINUE TO USE DATA to make changes as needed. Monitor bi-weekly with DIBELS by AIS provider.

Tier 3

Put the student in intensive instruction (e.g. 1:1 or very small group with supplemental and direct instruction curricula). BE SURE TO CONTINUE TO USE DATA to make changes as needed. Monitor weekly with DIBELS by AIS provider.

6/15/11

RtI Decision Tree B - Tier 1 Progress Check

West Street School Geneva, NY

Tier 1

Up to 8 weeks of intervention

If a student is **meeting** or **exceeding** the DIBELS grade level benchmark(s), as determined by 4 consecutive data points at or above the aim line, and local assessments show...

If a student is **approaching** the DIBELS grade level benchmark(s) by narrowing the gap (rate of progress is improving, but level of performance relative to peers is below expectations),

If a student is **below** the DIBELS grade level benchmark(s) as demonstrated by 4 consecutive data points below the aim line (rate of progress and level of performance are below expectation),

no concerns,

the student will receive 1-2 additional weeks of monitoring and will continue to be progress monitored monthly.*

some concerns, continue **Tier 1** interventions and progress monitor **bi-weekly.**

Also examine child's:
Social/Emotional Development
Physical Development
Medical History
Attendance
Consult with various support
personnel
as needed.

continue **Tier 1** interventions and progress monitor **monthly.**

- Also examine child's:

 •Social/Emotional Development
- Physical Development
- Medical History
- Attendance
- Consult with various support personnel as needed.

move the child into **Tier 2**, change interventions (may include changing: intensity, duration, size of group, provider, or program), and progress monitor **bi-weekly**.

Also examine child's:

- Social/Emotional Development
- Physical Development
- Medical History
- Attendance

Consult with various support personnel as needed.

*If a child's progress needs to be reviewed **before** the next quarterly meeting, set up a problem-solving team meeting with your grade level coach to determine the change in intervention.

6/15/11

RtI Decision Tree B - Tier 2 Progress Check

West Street School - Geneva, NY

Tier 2

Up to 10 weeks of intervention

If a student is **meeting** or **exceeding** DIBELS grade level benchmark(s), as determined by 4 consecutive data points at or above the target bar, and local assessments show guided reading is within 1 level of expected performance, and there are...



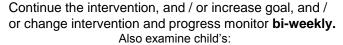
no concerns, move to Tier 1 and progress monitor monthly.*

some concerns, move to Tier 1 interventions and progress monitor bi-weekly.

Also examine child's: Social/Emotional Development Physical Development Medical History Attendance Consult with various support personnel as needed.

*If a child's progress needs to be reviewed **before** the next quarterly meeting, set up a problem-solving team meeting with your grade level coach to determine the change in intervention.

If a student is **meeting** or **approaching** the DIBELS grade level benchmark(s) by narrowing the gap (rate of progress shows improvement, but level of performance is still below expectancy), and/or local assessments show 2 guided reading levels below expectation, maintain the child in **Tier 2**.



Social/Emotional Development Physical Development Medical History Attendance

Consult with various support personnel as needed.

If a student is **below** the DIBELS grade level benchmark(s), as exemplified by four consecutive data points below target bar (continuing to demonstrate poor growth, i.e. under-responding) and local assessments show more than 2 guided reading levels below expectation...

change the **Tier 2** intervention (which may include changing: intensity, duration, size, provider, or program) and progress monitor **biweekly.**

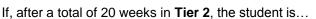
Also examine child's:

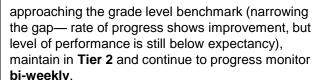
Social/Emotional Development Physical Development

Medical History

Attendance

Consult with various support personnel as needed.





Re-examine other areas of development and attendance and consult with appropriate personnel as needed.

making no improvement (as exemplified by 4 consecutive points below the target bar), provide **Tier 3** intervention and progress monitor **weekly**.

Re-examine other areas of development and attendance and consult with appropriate personnel as needed.

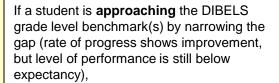
RtI Decision Tree B - Tier 3 - Progress Check

West Street School

Tier 3

Up to 20 weeks of interventions

If a student is **meeting** or **exceeding** the DIBELS grade level benchmark(s), as determined by 4 consecutive data points at or above the aim line, and local assessments show...



If a student is **below** the DIBELS grade level benchmark(s)—rate of progress and level of performance are below grade level expectations,

no concerns, move the student to Tier 1 and progress monitor monthly.* **some concerns**, move the student into a **Tier 2** intervention and progress monitor **bi-weekly**.

Also examine child's:
Social/Emotional
Development
Physical Development
Medical History
Attendance
Consult with various support
personnel as needed.

Continue the **Tier 3** intervention and / or increase goal, and / or change intervention and progress monitor **weekly**.

Also examine child's:
Social/Emotional Development
Physical Development
Medical History
Attendance
Consult with various support personnel as

needed.

change the **Tier 3** intervention (which may include changing: intensity, duration, size of group, provider, or program) and progress monitor **weekly.**

Also examine child's: Social/Emotional Development Physical Development

Medical History

Attendance

Consult with various support personnel as needed.

*If a child's progress needs to be reviewed **before** the next quarterly meeting, set up a problem-solving team meeting with your grade level coach to determine the change in intervention.

If, after a total of 40 weeks in Tier 3, the student is...

still below benchmark, but making adequate (or accelerated) growth, maintain in Tier 3 and continue to progress monitor weekly. Re-examine other areas of development and attendance and consult with appropriate personnel as needed.

still below benchmark and continuing to demonstrate poor growth (i.e.,under-responding), continue Tier 3 intervention, progress monitoring weekly, and immediately refer student to C.S.E.

6/15/11