

Dorchester Reading RTI Decision Rules (Updated 5.2017)

Progress Monitoring Decision Rules:

1. All students that are intensive or strategic on the DIBELS Benchmark Assessment will be placed on progress monitor status and will be tested every week.
 - Additional Notes
 - We will progress monitor with FSF until 4 consecutive data points above benchmark have been achieved then we will begin with PSF. We will not PM with both measures at the same time.
2. Any student that does not meet the standard on the NeSA-R Assessment during the previous year, will automatically be progress monitored at the beginning of the current year.
 - Any student that is below the 50 percentile on the NWEA MAP Reading Assessment, will automatically be progress monitored.
3. Students that receive any services from a specialist will be monitored by a specialist. If a student receives multiple services, the specialists will determine who will progress monitor the student. The RTI team will determine which of these students will receive a personal goal.
4. Any student that is intensive or strategic but does not receive special services will be monitored by the classroom teacher using a class goal.
5. When a student moves into the school district, within three instructional weeks of the DIBELS Benchmark testing, they will be given the DIBELS test within the first five days unless data is available from the previous school. If they move in after three instructional weeks of the Benchmark testing, we will wait until the next Benchmark testing to assess them. However, these students will automatically be added to progress monitoring status.
6. In order to be dismissed from progress monitoring status (by classroom teacher), the student must reach 4 data points above the benchmark goal area.
7. If a student is receiving special services and has three data points above a personal goal, the data team will consider moving to a new personal goal or the class goal.
8. All student progress monitor materials will be turned back into the RTI coordinator during the week of DIBELS winter benchmark testing. After the testing has been scored and new student data is available, the coordinator will update the student materials and return them to the adult responsible for progress monitoring prior to the first full week of the new semester.
9. At the close of the school year, all DIBELS progress monitoring materials need to be returned to the RTI coordinator.

Title I Services Decision Rules:

****Students who enter kindergarten that have previously received Head Start services will be granted automatic qualification for Title I reading services, if needed. Verification of previous**

Head Start services will be verified through contact with the local Head Start agency or through the NSSRS data system.

****Kindergarten students who score at 5 or below as the composite score on the DIBELS Next benchmark assessment in the fall will complete the Kindergarten Title I Qualification Checklist to determine eligibility for Title I services.**

1. After 2 consecutive scores below the student's aimline, teachers will begin interventions within the classrooms for a designated length of time with a specific goal that contains the number of intervention sessions that will be delivered. The teacher will keep a written record of the number of interventions that were actually delivered so that can be reported back to the RTI team at the next data meeting. At teacher discretion, a classroom based intervention may be planned and documentation to start the process sooner, if needed. If that intervention is not successful, a second in-class intervention will be planned, documented, and implemented. If the 2nd intervention does not provide adequate growth toward the goal and data points continue to fall consecutively below the aimline, the student becomes eligible for Title I services.
2. DAZE - If a student doesn't attain 70% or more on the raw score on DIBELS DAZE for 2 or more consecutive testing sessions, the teacher will administer the DAZE during the next testing session individually and have the student read the story aloud while completing it. The teacher will gather information to figure out the root cause for the errors. The teacher will report back to the reading data team. Upon two data points below 70% accuracy, a classroom intervention will begin. If after two rounds of interventions, no progress is noted then Title I reading interventions will begin.
3. If a student's retell quality falls below benchmark for their grade level 2 consecutive times, the first round of interventions will begin. If the scores continues to fall below grade level, a second round of interventions will be implemented. If the second round is unsuccessful, Title I Services will begin.
4. If a student moves into the district during the school year and has received Title I Reading at his/her former school, that child will begin to receive Title I reading interventions based on the qualification at the previous school. The child will then begin the progress monitor process and existing decision rules will be used to determine continued eligibility for Title I reading interventions based on the additional gathering of current progress monitor data.
5. Dismissal from Title I services will require the following:
 - a. Grades K-1 = 4 consecutive data points at or above the target goal range on the DIBELS. These 4 consecutive data points may come from progress monitoring scores and/or benchmark scores. Their Reading average needs to be above F/N.
 - b. Grade 2 = 4 consecutive data points at or above the target goal range on the DIBELS. These 4 consecutive data points may come from progress monitoring scores and/or benchmark scores. There also needs to be evidence that the student is passing the Treasures Weekly Skills Selection Tests. The 4 Treasures

Selection tests that match up with the DIBELS testing time period needs to be 77% (S) or above and their Reading average needs to be above F. Beginning second semester, in order to be dismissed from Title I reading services, students will need a RIT score at or above the following RIT benchmarks on the NWEA MAP Reading Assessment. (Mid-Year - 184.2; End of Year 188.7)

- c. Grade 3 = 4 consecutive data points at or above the target goal range on the DIBELS. There also needs to be evidence that the student is passing the Treasures Weekly Skills Selection Tests. The 4 Treasures Selection tests that match up with the DIBELS testing time period needs to be 77% (S) or above and their Reading average needs to be above F. These 4 consecutive data points may come from progress monitoring scores and/or benchmark scores. They also need a RIT score at or above the following RIT benchmarks on the NWEA MAP Reading Assessment. (Beginning of the Year – 188.3; Mid-Year – 195.6; End of Year 198.6)
 - d. Grade 4 = 4 consecutive data points at or above the target goal range on the DIBELS. These 4 consecutive data points may come from progress monitoring scores and/or benchmark scores. There also needs to be evidence that the student is passing the Treasures Weekly Skills Selection Tests. The 4 Treasures Selection tests that match up with the DIBELS testing time period needs to be 77% (S) or above and their Reading average needs to be above F. They also need a RIT score at or above the following RIT benchmarks on the NWEA MAP Reading Assessment. (Beginning of the Year – 198.2; Mid-Year – 203.6; End of Year 205.9)
 - e. Grade 5 = 4 consecutive data points at or above the target goal range on the DIBELS. These 4 consecutive data points may come from progress monitoring scores and/or benchmark scores. There also needs to be evidence that the student is passing the Treasures Weekly Skills Selection Tests. The 4 Treasures Selection tests that match up with the DIBELS testing time period needs to be 77% (S) or above and their Reading average needs to be above F. They also need a RIT score at or above the following RIT benchmarks on the NWEA MAP Reading Assessment. (Beginning of the Year – 205.7; Mid-Year – 209.8; End of Year 211.8)
 - f. Grade 6 = 4 consecutive data points at or above the target goal range on the DIBELS. These 4 consecutive data points may come from progress monitoring scores and/or benchmark scores. There also needs to be evidence that the student is passing the Treasures Weekly Skills Selection Tests. The 4 Treasures Selection tests that match up with the DIBELS testing time period needs to be 77% (S) or above and their Reading average needs to be above F. They also need a RIT score at or above the following RIT benchmarks on the NWEA MAP Reading Assessment. (Beginning of the Year – 211.3; Mid-Year – 214.2; End of Year 215.8)
6. Students that are dismissed from Title I services will be kept on progress monitoring status. Classroom teachers will take over monitoring these students. In order to be

dismissed from progress monitoring status (by classroom teacher), they must reach 4 data points above the benchmark goal area after Title services have been discontinued.

7. If a student is dismissed from Title I and then does not reach benchmark on the next DIBELS benchmark testing period, the student needs to be placed on progress monitoring status and have gone through 2 more cycles of in-class interventions in order to qualify for Title I services again.
8. Students that are in Title I in the Spring will automatically be placed in Title I in the fall. Then, we'll use the Title I exit criteria for possible dismissal from Title I.

Special Education Decision Rules:

(Use discrepancy model until RTI plan is fully developed and additional guidance is provided by NDE.)

Special education verification will be dependent upon records of unresponsiveness to interventions tried as well as a comprehensive diagnostic assessment