

Wilber-Clatonia MTSS (READING?) Decision Rules

The following decision rules are for the area of reading.
For any other academic or behavior concerns, see flow chart to start SAT process.

Tier 1 Assessment Reading

- Screening Assessment:
 - Kindergarten: MAP Reading Fluency Foundational Skills ONLY F-W (*S may move to adaptive)
 - 1st - 3rd Grade: MAP Reading Fluency Adaptive Oral Reading F-W-S
 - 4th & 5th Grades: MAP Growth/NSCAS Growth Reading F-W-S
 - Students who score below the 40th percentile will be assigned MAP Reading Fluency Adaptive Oral Reading
 - If Oral Reading accuracy is below and/or approaching expectations possibly Core Phonics Survey
- 4th & 5th Graders who were previous Title will need to be given MAP Reading Fluency in the Fall
- 4th graders who had an IRIP in the Spring will take MRF
What interventions are in place?
- Benchmark Assessment:
 - Kindergarten: MAP Growth K-1 starting in winter season
 - 1st Grade: MAP Growth K-1 F-W-S
 - 2nd Grade: MAP Growth 2-5 F-W-S
 - 3rd -5th Grade: MAP Growth/NSCAS Growth F-W-S

Tier II and Tier III

Progress Monitoring Decision Rules:

Students will be progress monitored using assessments aligned with their targeted skill area. Students that receive any services from a specialist will be monitored by that Specialist. Any student that is red (below) or yellow(approaching) but does not receive special services will be monitored by the classroom teacher.

Kindergarten: All students who score a red or yellow (below/approaching grade level) on the foundational skills of phonological awareness and/or phonics will be monitored using the Kindergarten checklists monthly.

First grade: All students who score a red or yellow (below/approaching grade level) on the foundational skills of phonological awareness and/or phonics during Fall and Winter testing will be progress monitored at a minimum of every six weeks or program specific progress monitor. (2 checkpoints between interim testing is sufficient) The expectation for the Spring test would be for students to reach yellow or above on Oral Reading Subtests.

Second grade: All students who score a red or yellow (below/approaching grade level) on the foundational skills of phonological awareness and/or phonics or who score a red or yellow on any oral reading subtests will be progress monitored at a minimum of every six weeks or program specific progress monitor.

Third grade: All students who score a red or yellow (below grade level) on any MRF subtest will be progress monitored at a minimum of every six weeks or program specific progress monitor.

Fourth and Fifth grade: All students who score a red or yellow on MRF Oral Reading will be progress monitored with MRF or program specific progress monitor at a minimum of every six weeks. **Do 5th graders need Title Reading?**

Dismissal From Progress Monitoring: A student will be dismissed from progress monitoring status once they reach a green (meets expectations) score or above on the foundational skills of phonological awareness and phonics or any oral reading subtests on the next benchmark.

New Students Moving Into District after the start of the year

- Look through the cumulative folder. Monitor in the classroom. Give time to acclimate. Use MRF when appropriate.
- Progress Monitor if Step 1 indicates the need.

TIER II DECISION RULES

Interventions as a prerequisite to Title 1 Services Decision Rules:

Interventions can be reading based, class breakdown report on MAP Growth, active participation based etc. Look at what score triggered the intervention and plan accordingly. WE have to document and be intentional.

1. The first round of classroom interventions begins if any of the following occur:
 - a student's benchmark score on MRF reveals that they are below expectations
 - a student is not passing the WONDERS assessments or classroom assessments (at least 85% or below)

Does everyone consistently give the same test?

- a student's MAP Growth score is below the 40th %ile
- a student is new to the district and had previously qualified for Title I services in another school.

2. The classroom interventions will need to be consistently provided and documented.

Are our forms working?

[RTI Intervention Document](#)

3. A second in-class intervention will be planned, implemented, and [documented](#) if the first intervention is not successful.
4. The student will be referred for possible Title 1 services if the second intervention does not provide adequate growth toward the goal. The qualifying criteria is as follows:
 - Teacher referral ranking
 - Skills ranking
 - MRF(if referral is in reading)
 - MAP Growth (score in referred area)
 - Classroom grades (if referred in math)
5. Students not qualifying under the Title 1 guidelines could possibly be referred to the SAT Team for further assistance.

6. Criteria for graduation from Title:

- Teacher agreement
- Parent agreement
- MRFat grade level benchmark (if referral is in reading)
- MAP Growth at grade level benchmark (score in referred area)
- Classroom grades

7. Students who are graduated during the school year from Title 1 reading 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 see above.

8. If a student is dismissed from Title 1 and then does not reach benchmark on the next testing period, beginning the Intervention process as outlined above.

This is where we stopped.... To be continued....

TIER III DECISION RULES

1. A student will be referred to the MTSS team after receiving daily Title 1 services with documented interventions and progress monitoring that shows data points below the aim line and other data has been collected (i.e. WONDERS assessments, CORE Phonics Survey, classroom assessments, etc.) showing a need for further testing.
3. If a student doesn't qualify for Special Education then that student will be referred back to the MTSS team for discussion of interventions.

Updated 9/17/21