

DDSD Elementary Standard Reading Protocol

	CORE PROGRAM		MULTI-TIERED INTERVENTION SUPPORT				
GRADE	CURRICULUM OPTIONS	TIME	CURRICULUM OPTIONS				
	All Students		Strategic (Below Benchmark)	Who Does This Work?	Intensive (Well Below Benchmark)	Who Does This Work?	Time and Group Size
K	*Pearson Forward *Early Reading Intervention	90 min. daily	*Pearson Forward Differentiation Materials	*Classroom Teachers	*Early Reading Intervention *ERI Enhancements *Reading Mastery	*Title I Teachers *SpEd Teachers *Instructional Assistants	*Extra support and differentiation in small group during Intervention Block from Sept-Nov. *ERI from Nov-June 30 minutes daily 5 students maximum *Reading Mastery 30 minutes daily 5 students maximum
1st	*Pearson Forward	90 min. daily	*Pearson Forward Differentiation Materials	*Classroom Teachers	*ERI *Phonics for Reading *Reading Mastery	*Title I Teachers *SpEd Teachers *Instructional Assistants	*ERI - Finish by December 30 minutes daily 5 students maximum *Phonics for Reading 30 minutes daily 5 students maximum *Reading Mastery 30 minutes daily 5 students maximum
2nd	*Pearson Forward *Read Naturally – for students at or above 95% accuracy	90 min. daily	*Pearson Forward Differentiation Materials	*Classroom Teachers	*Phonics for Reading *Reading Mastery	*Title I Teachers *SpEd Teachers *Instructional Assistants	*Phonics for Reading 30 minutes daily 5 students maximum *Reading Mastery 30 minutes daily 5 students maximum

3rd	*Pearson Forward *REWARDS *Read Naturally – for students at or above 95% accuracy	90 min. daily	*Pearson Forward Differentiation Materials	*Classroom Teachers	*Read Naturally *Phonics for Reading *Corrective Reading- Decoding *Reading Mastery		*Read Naturally 30 minutes daily 5 students maximum *Phonics for Reading 30 minutes daily 5 students maximum - Beginning to mid-year *Corrective Reading – Decoding - Mid-3rd grade 30 minutes daily 5 students maximum *Reading Mastery 30 minutes daily 5 students maximum
4th and 5th	*Pearson Forward *REWARDS *Read Naturally – for students at or above 95% accuracy	90 min. daily	*Pearson Forward Differentiation Materials	*Classroom Teachers	*System 44 *REWARDS *Read Naturally *Corrective Reading – Decoding *Corrective Reading – Comprehension *Reading Mastery	*Title I Teachers *SpEd Teachers *Instructional Assistants	*System 44 30 minutes daily 5 students maximum *REWARDS 30 minutes daily 5 students maximum *Read Naturally 30 minutes daily 5 students maximum *Corrective Reading – Decoding 30 minutes daily 5 students maximum *Corrective Reading – Comprehension 30 minutes daily 5 students maximum *Reading Mastery 30 minutes daily 5 students maximum

DDSD Elementary ELL Reading Protocol

GRADE	CORE PROGRAM		ELD INTERVENTIONS		
	CURRICULUM OPTIONS	TIME	ELD LEVEL	TIME AND GROUP SIZE	CURRICULUM OPTIONS
K	*Pearson Forward ELL Support Documents	30 min. daily ELD Block	Levels 1-3	*CORE ELD + 30 minutes daily *5 Students	*Language for Learning
Grades 1-5	*Pearson Forward ELL Support Documents	30 min. daily ELD Block	Level 1-4	*CORE ELD+ 30 minutes daily *5 Students	*Language for Learning *Language for Thinking *Language for Writing

*All students, including students with disabilities and English language learners are monitored through the EBISS process. Core and intervention decisions are made according to these protocols.

Planning for English Language Learners

Kindergarten

- Bottom 20%, if ELL, follow standard reading protocol at beginning of school year
 - Progress monitor ALL kindergartners in Some and High Risk beginning of November (use easyCBM Letter Sounds probe #1)
- Place ELL students in Language for Learning if November screening indicates there is still a need
 - After 6 weeks, follow decision rules below for intervention changes

1st – 5th Grade

Looking at bottom 20% in Reading:

- Bottom 20% & ELL **Consider** 6 week language Intervention first
- If students ELPA level (Strand score) has not increased over multiple years
 - For 2nd – 5th, place in language intervention first
 - For 1st, if no progress, need more info (screeners)
 - Language Developmental History
 - Adept, WM, IPT, Gap Finder

If reading is strong in native language, leave in Core ELD and Core Reading block.

Decision Rules following 6 week Language Intervention 1st-5th:

- If students language has increased (determined by in-program progress monitoring), but reading has not;
 - Place student in Reading intervention and consider continuing Language intervention if possible
- If language and reading improve;
 - Decide whether to continue language intervention – **No** reading intervention
- If language does not improve and reading improves;
 - Continue or intensify the ELD intervention – **No** reading intervention
- If language and reading do not improve;
 - **Add** reading intervention & continue with ELD intervention if time and resources allow

EBISS Reading Decision Rules

Place students in the 20% group and begin weekly progress monitoring when:

Academic skills fall below benchmark and place them in the lowest 20% compared to their peers on one or more of the following measures: easyCBM, Reading curriculum based assessments, OAKS.

- Progress monitoring data should be entered into the easyCBM database.
- For students whose reading skills are two years or more below grade level, the EBISS team may choose to monitor progress at the student's instructional level **as well as** at their grade level.
 - Only grade level data should be used in making high-stakes decisions (such as referral to special education) The team may choose to progress monitor on grade level once or twice per month.
 - For students already in special education, the team may determine that it is appropriate to monitor less frequently in grade level material (i.e., monthly or 3 times per year).
 - For monitoring progress at a student's instructional level, the team will select the measure that best matches the instructional content and goals, allows the student to demonstrate success with skill acquisition, and at the same time provides room for growth over time.

Change interventions when:

Progress monitoring indicates 4 consecutive data points below the aimline or if data are highly variable (points are above and below the aimline), maintain the current intervention until 6 data points have been collected, analyze aimline and trendline. Change intervention if the slope is flat or decreasing and the scores are below the aimline.

- Each time the intervention is changed the aimline is redrawn. The aimline is created using the median of the three data points prior to the intervention change as the starting point for the new aimline.
- For English Language Learners (ELLs) who are in a reading or language intervention, check the progress of the ***cohort*** group after each 6-week period to determine whether an individual student's progress is significantly different from the group.

Consider Exiting students from interventions when:

- The student has three progress monitoring data points at or above the next easyCBM benchmark (40th percentile) **and core reading assessments and intervention assessments indicate grade-level proficiency.**

EBISS Reading Intervention Decision Rules

Place students in interventions when easyCBM scores are as follows:

BEGINNING OF THE YEAR

Kindergarten: All easyCBM measures indicate student is below the 20th percentile

Note: While interventions begin at the start of the year, progress monitoring does not begin until after the Winter Universal Screening window.

First Grade: All easyCBM measures indicate student is below the 20th Percentile

Note: Use Phoneme Segmenting (PS) and/or Word Reading Fluency (WRF) to progress monitor weekly. Progress monitor with these measures until the benchmark goal (at or above the 40th percentile) is reached two consecutive times then change to Passage Reading Fluency (PRF).

Second Grade: **Passage Reading Fluency (PRF) is below the 20th Percentile**

Note: Use Word Reading Fluency (WRF) and/or Passage Reading Fluency (PRF) to progress monitor weekly. Progress monitor with WRF until the benchmark goal (at or above the 40th percentile) is reached two consecutive times then continue with Passage Reading Fluency (PRF) only.

Third Grade through **Passage Reading Fluency (PRF) is below the 20th Percentile**

Fifth Grade: **Note:** Use Passage Reading Fluency (PRF) to progress monitor weekly. Continue to progress monitor with this measure until the benchmark goal (at or above the 40th percentile) is reached two consecutive times.

MIDDLE OF THE YEAR

Kindergarten: **Phoneme Segmenting (PS) is below the 20th percentile**

Note: Use Phoneme Segmenting (PS) to progress monitor weekly for those receiving intensive support. Continue to progress monitor with this measure until the benchmark goal (at or above the 40th percentile) is reached two consecutive times.

First Grade: **Word Reading Fluency (WRF) is below the 20th percentile**

Note: Use Word Reading Fluency (WRF) and Passage Reading Fluency (PRF) to progress monitor weekly. Progress monitor with WRF until the benchmark goal (at or above the 40th percentile) is reached two consecutive times then continue with Passage Reading Fluency (PRF) only.

Second Grade through **Passage Reading Fluency (PRF) is below the 20th percentile**

Fifth Grade: **Note:** Use Passage Reading Fluency (PRF) to progress monitor weekly. Continue to progress monitor with this measure until the benchmark goal (at or above the 40th percentile) is reached two consecutive times.

