***Middle School Group Intervention Review Meeting Handouts***

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## Sample Reading Protocol – Grades 6-12

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grade** | **Universal Screening Tools** | **Core Program** | **Second Tier Interventions** | **Third Tier Interventions** |
| 6-8 | * MAZE
* Oregon Assessment of Knowledge & Skills (OAKS)
 | * HOLT – Elements of Literature
* Content Literacy Strategies Supported Throughout All Content Areas
* Literacy Strategies
* Identify Text

 Structure* Predictions
* Main Idea/Detail
* Inferences
* Visualization
* Summarizing
* Def. Word Chart
 | * Soar to Success
* 45 minutes/day

 Minimum* Six Minute Solution
 | * Language!
	+ 90 minutes/day
* Rewards
	+ 30-45 minutes/day
* Corrective Reading
* Phonics for Reading (SPED only)
* Great Leaps (SPED Only)
* Edmark (SPED only)
* Success Maker (only in addition to Language! or Soar to Success)
 |
| 9-12 | * Oregon Assessment of Knowledge & Skills (OAKS)
 | * Read 180
* Six Minute Solution
 | * Language!
	+ 90 minutes/day
* Rewards
* Corrective Reading
* Great Leaps (SPED Only)
* Edmark (SPED only)
 |
| ***Who does this work?*** | Instructional Coordinators | ALL STAFF | Language Arts Teachers / Reading Specialists/Others as needed | Reading Specialists, Special Education and ELL Teachers  |

 **Reading Decision Rules – Middle School**

***Identifying and Placing Students in Intervention***

* Students at each grade level scoring at or below 15th percentile on Passage Reading Fluency (PRF) or MCRC, or not meeting on SBAC, are considered for further assessment to determine skill level, instructional needs, and appropriate placement in a reading intervention (See Reading Placement Criteria). Students meeting criteria will be placed in interventions and progress monitoring will begin.

***Progress Monitoring***

* Progress monitoring will occur every week with Passage Reading Fluency (PRF) for students in literacy interventions. Grade level material will be used to assess progress toward grade level goals.

## *Progress Monitoring Guidance for Students Far Below Grade-Level Expectations*

* For students whose reading skills are *well below* grade level, the team may choose to monitor progress at the student’s instructional level *as well* as at their grade level.
	+ 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.
* Grade level data should be used to help determine how discrepant a student’s level of performance is from his/her grade level expectations

***Consider modifying interventions for the group when:***

* 70% or more of the group are not making adequate growth

***Consider changing interventions for the individual student when:***

* More than 70% of students in the group are making adequate growth and the student/s is unsuccessful as demonstrated by:
	+ 3 to 4 consecutive progress monitoring data points below the aimline

or

* + Flat or decreasing slope with scores below benchmark (if data are highly variable)

And

* + Additional data indicate that the student is not making sufficient progress (e.g, intervention, diagnostic, and/or core assessments)
* For English Language Learners (ELLs) who meet the above criteria, check the progress of an EL cohort group after each 6-10 week period to determine whether an individual student’s progress is significantly different from the group.

***Consider exiting the student from interventions when:***

* + - There are 4 consecutive scores above the aimline and they are at or above the 50th percentile, and
		- The student meets the grade level benchmark on SBAC.

## Changes in Intervention

*Each of these changes constitutes a new intervention, and is decided upon by the EBIS team. These are the options available for academic and behavioral intervention changes.*

1. The team may decide that the student needs more time in the current intervention along with a refinement in the instructional delivery. (*Instruction)*
2. *Add* curriculum according to protocol based on additional assessment (phonics screener, core program assessment, intervention placement test, etc.) to provide additional practice on targeted skills. (*Curriculum)*
3. *Change* curriculum according to protocol if the current intervention is not addressing the student’s needs based on additional assessment (phonics screener, core program assessment, intervention placement test, etc.). (*Curriculum)*
4. Add a behavior plan and/or attendance intervention to increase instructional time, motivation and/or attention. (*Environment)*

## Secondary RTI Student Intervention Profile – READING

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ ID Number: \_\_\_\_\_\_\_\_\_\_\_\_\_**

**Initial Data Information:** **Initial Grade Level: \_\_\_\_\_\_\_\_\_\_**

Attach Progress Monitoring Graph.

Most Recent SBAC Scores & %iles: (grade taken \_\_\_): R/L \_\_\_\_ M \_\_\_ Wr. \_\_\_Sci. \_\_\_\_

ELL Language Level: \_\_\_\_\_\_\_\_\_\_

Attendance Concerns: \_\_\_\_\_\_\_\_\_\_\_\_\_YTD Absences \_\_\_\_ YTD Tardies \_\_\_\_

Behavioral Concerns: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(If behavioral concerns, attach SWIS Individual Student Report or data on behavior plan)

**Intervention #1:** Start Date: \_\_\_\_\_\_\_\_\_\_\_\_ Current Grade Level: \_\_\_\_\_\_\_

**Curriculum: SOAR: \_\_\_\_ Language! \_\_\_\_\_\_\_\_ Read 180: \_\_\_\_\_\_\_\_\_\_\_ Other: \_\_\_\_\_\_**

End Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Attach Progress Monitoring Data**

**Number of sessions attended \_\_\_\_\_\_ Number of sessions available \_\_\_\_ Percentage attended: \_\_\_\_\_**

**What change is needed? Group \_\_\_\_\_\_\_ or individual \_\_\_\_\_\_\_\_\_**

**Group Adjustment:** Start Date: \_\_\_\_\_\_\_\_\_\_\_\_ Current Grade Level: \_\_\_\_\_\_\_

**Current Curriculum: SOAR: \_\_\_\_ Language! \_\_\_\_\_ Read 180: \_\_\_\_\_\_\_\_\_\_\_ Other: \_\_\_\_\_**

Instruction\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Curriculum: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Environment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

End Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Attach Progress Monitoring Data**

**Number of sessions attended \_\_\_\_\_\_\_Number of sessions available \_\_\_\_ Percentage attended: \_\_\_\_\_**

**Individual Student Adjustment:** Start Date: \_\_\_\_\_\_\_\_\_\_\_\_ Current Grade Level: \_\_\_\_\_\_\_

**Current Curriculum: SOAR: \_\_\_\_ Language! \_\_\_\_\_ Read 180: \_\_\_\_\_\_\_\_\_\_\_ Other: \_\_\_\_\_**

Instruction\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Curriculum: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Environment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

End Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Attach Progress Monitoring Data**

**Number of sessions attended \_\_\_\_\_\_\_Number of sessions available \_\_\_\_ Percentage attended: \_\_\_\_\_**