

EBIS READING DECISION RULES - Kindergarten

BEGINNING OF THE YEAR: October

Place students in strategic or intensive intervention groups by October 15th based on fall data.

- Strategic: Add 10 minutes of intervention instruction daily
- Intensive: Add 30 minutes of intervention instruction daily

Monitor and graph progress 2 times per month for the students receiving strategic support and weekly for those receiving intensive support through mid April.

MIDDLE OF THE YEAR: January

Regroup students after January data has been completed. Place students according into the following groups:

- Strategic support: Add 10 minutes of intervention instruction daily
- Intensive support: Add 30 minutes of intervention instruction daily

Monitor and graph progress 2 times per month for the students receiving strategic support and weekly for those receiving intensive support through mid April.

END OF THE YEAR: April

For those students still not making adequate progress, EBIS teams should complete the Individual Problem Solving Worksheet and do one of the following:

- Revise the intervention and continue with implementation and data collection
- Refer for Special Education evaluation

EBIS READING DECISION RULES - Grades 1-5

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: Reading curriculum based assessments, commercial measures.

Change interventions when:

- Progress monitoring indicates 4 consecutive data points below the aimline.
- 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 (IPAS calculates). Change intervention if the slope is flat or decreasing and the scores are below benchmark.
- Each time the intervention is changed the aimline should be redrawn using the median of the three data points prior to the intervention change as the starting point for the new aimline. IPAS will do this automatically.
- For ELL Students, 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.

Individualize interventions when:

- Progress is below the aimline for **TWO** consecutive intervention periods. Prior to individualizing the intervention, the EBIS team should select a case manager, complete the Individual Problem Solving Worksheet, complete a developmental history, provide parents with the RTI Brochure, and if the student receives ELL services, review ELL information specified on pages 13 and 14.

Refer for Special Education evaluation when:

- After one highly structured, 6-week, individually designed intervention, progress continues below aimline OR the team determines that the support is so significant that the student will need continued individual and intensive instruction. (If the student is an English Language Learner and is struggling with **reading comprehension** in comparison with their ELL Cohort, then an intervention designed to improve comprehension should be implemented for no more than **two** 6-weeks periods prior to referring to Special Education.)