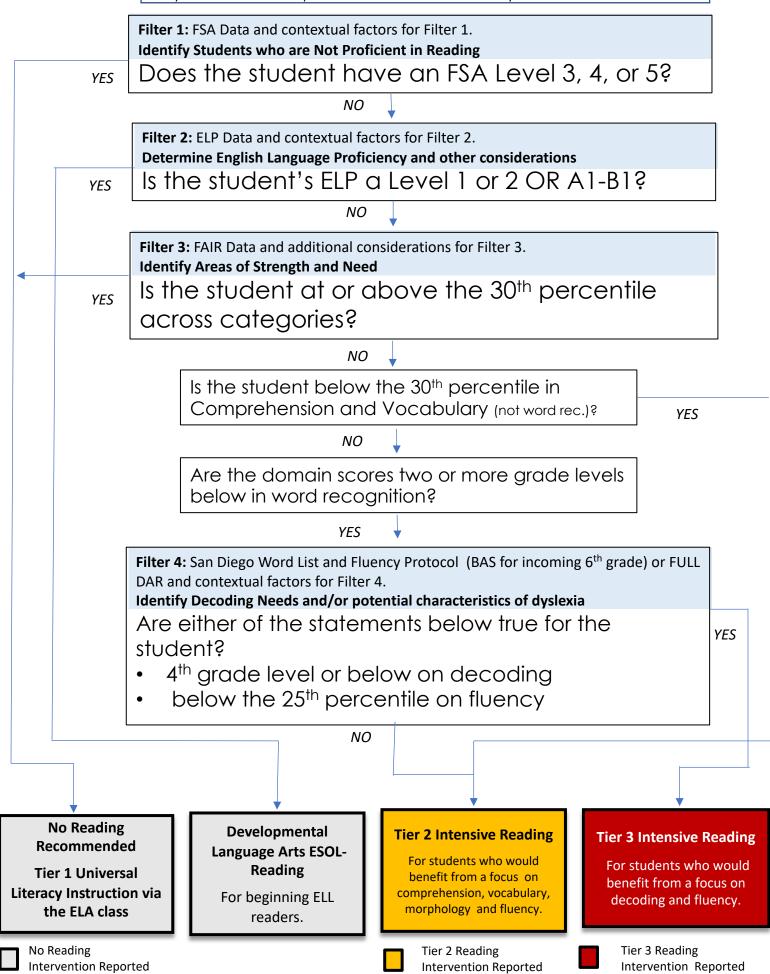


Use the data filters below with the **Contextual Factors of Reading Intervention to understand the** story behind the data. This process should also be initiated for any student new to the school.



Contextual Factors of Secondary Reading Intervention

Use these **Contextual Factors of Secondary Reading Intervention** along with the **data filters** of **Secondary Reading Intervention Decision Tree** to help you understand the reading needs of your students and match them with the appropriate level of instruction and intervention. This helps educators see and understand the whole child. Part of the school's new student intake process should include determining if the student is in need of reading intervention using this process.

Filter 1 Contextual Factors: Look at the FSA scores in the context of these factors.

Historic test scores

BROWARD

- Class grades/GPA- current and historic (feeder school)
- Course level- general, honors, advanced, AP, Magnet Program, Early Admissions (Broward College)
- Interests, strengths, and extra curriculars
- Current IEP goals or academic record
- Student, teacher and parent input
- Cultural competencies that the student brings from their home culture
- Out of state/country student transcript
- Transient students

Filter 2 Contextual Factors: Think of the student's ELP status in the context of these factors.

Everything above and...

- First language(s)/Literacy level in the child's native language and educational experience
- Language Classification Level (IPT scores—A1, A2...)
- English Language Proficiency Level (ACCESS for ELLs composite score)
- ACCESS for ELLs domain-specific scores (Reading, Writing, Speaking, Listening)
- Date of entry into a US school (DEUSS) and/or date of entry into ESOL program
- SLIFE status
- Foreign transcript analysis

Filter 3 Contextual Factors: Analyze progress monitoring data for areas of need with these factors in mind.

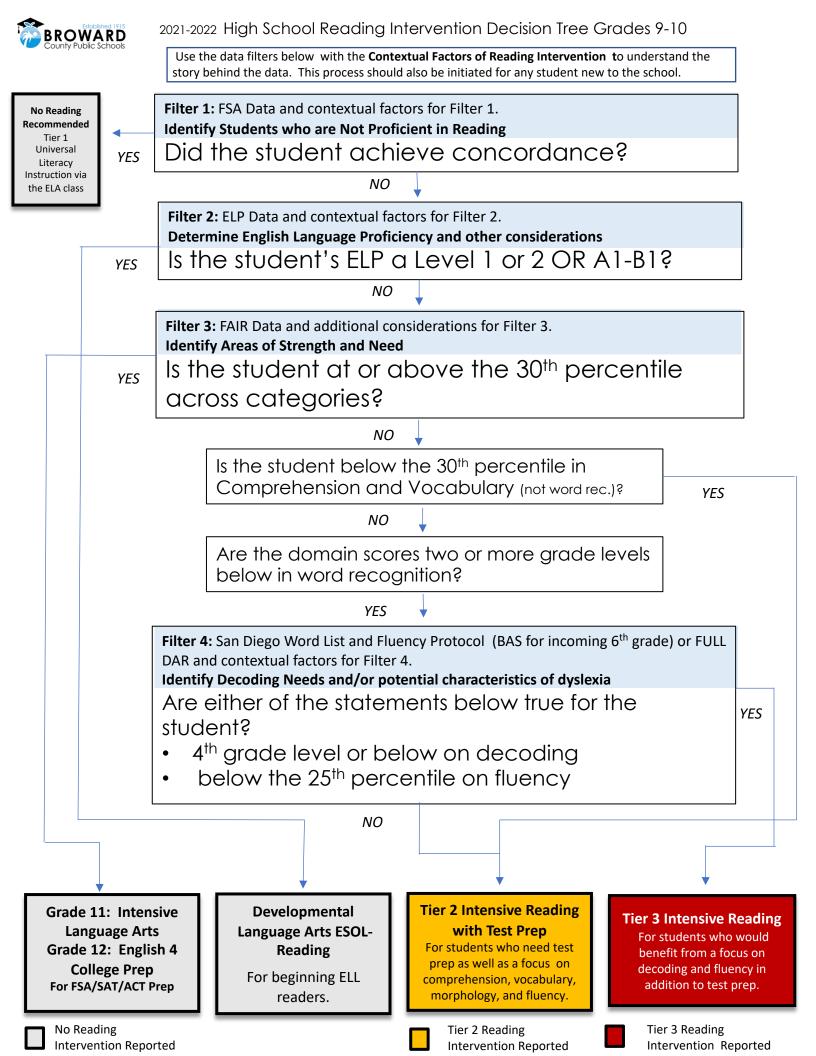
Everything above and...

- Follow-up assessment data such as San Diego, Fluency Protocol
- Attendance (based on student schedule)
- Behavior in various classes and settings
- Relationships with teachers, staff, peers, family
- Health, vision, speech, language, and hearing
- · Current and prior intervention and support provided
- Characteristics of dyslexia
- Progress on the IEP goals
- Imagine Language & Literacy progress (for A1/1 ELLs only)
- LF progress monitoring reports (for exited ELLs only)

Filter 4 Contextual Factors: Decide if Tier 3 interventions are needed the Full DAR as well as these contextual factors.

Everything above and ...

- Response to the current intervention
- Psychological assessments of working memory and executive functioning (as needed)
- Guidance Counselor, School Psychologist, and Social worker input
- Incoming 6th grade: BAS recording forms for incoming 6th grade (accuracy, fluency, and other diagnostic assessments)
- Scheduling of Tier 3 Junior and Seniors into two Tiers (Tier 3 and Test Prep) or nesting them into a Tier 2 class.



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