

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.

Filter 1: FSA Data and contextual factors for Filter 1.

Identify Students who are Not Proficient in Reading

YES Does the student have an FSA Level 3, 4, or 5?

NO

Filter 2: ELP Data and contextual factors for Filter 2.

Determine English Language Proficiency and other considerations

YES Is the student's ELP a Level 1 or 2 OR A1-B1?

NO

Filter 3: FAIR Data and additional considerations for Filter 3.

Identify Areas of Strength and Need

YES Is the student at or above the 30th percentile across categories?

NO

Is the student below the 30th percentile in Comprehension and Vocabulary (not word rec.)?

YES

NO

Are the domain scores two or more grade levels below in word recognition?

YES

Filter 4: San Diego Word List and Fluency Protocol (BAS for incoming 6th grade) or FULL DAR and contextual factors for Filter 4.

Identify Decoding Needs and/or potential characteristics of dyslexia

Are either of the statements below true for the student?

- 4th grade level or below on decoding
- below the 25th percentile on fluency

YES

NO

No Reading Recommended

Tier 1 Universal Literacy Instruction via the ELA class

Developmental Language Arts ESOL-Reading

For beginning ELL readers.

Tier 2 Intensive Reading

For students who would benefit from a focus on comprehension, vocabulary, morphology and fluency.

Tier 3 Intensive Reading

For students who would benefit from a focus on decoding and fluency.



No Reading Intervention Reported



Tier 2 Reading Intervention Reported



Tier 3 Reading Intervention Reported

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
- 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.

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.

No Reading Recommended
Tier 1
Universal
Literacy
Instruction via
the ELA class

Filter 1: FSA Data and contextual factors for Filter 1.

Identify Students who are Not Proficient in Reading

Did the student achieve concordance?

YES

NO

Filter 2: ELP Data and contextual factors for Filter 2.

Determine English Language Proficiency and other considerations

Is the student's ELP a Level 1 or 2 OR A1-B1?

YES

NO

Filter 3: FAIR Data and additional considerations for Filter 3.

Identify Areas of Strength and Need

Is the student at or above the 30th percentile across categories?

YES

NO

Is the student below the 30th percentile in Comprehension and Vocabulary (not word rec.)?

YES

NO

Are the domain scores two or more grade levels below in word recognition?

YES

Filter 4: San Diego Word List and Fluency Protocol (BAS for incoming 6th grade) or FULL DAR and contextual factors for Filter 4.

Identify Decoding Needs and/or potential characteristics of dyslexia

Are either of the statements below true for the student?

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YES


NO


Grade 11: Intensive Language Arts
Grade 12: English 4 College Prep
For FSA/SAT/ACT Prep


Developmental Language Arts ESOL-Reading
For beginning ELL readers.

Tier 2 Intensive Reading with Test Prep
For students who need test prep as well as a focus on comprehension, vocabulary, morphology, and fluency.

Tier 3 Intensive Reading
For students who would benefit from a focus on decoding and fluency in addition to test prep.

 No Reading Intervention Reported

 Tier 2 Reading Intervention Reported

 Tier 3 Reading Intervention Reported

Contextual Factors of Secondary Reading Intervention

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