

2021-2022 Middle School Reading Intervention Decision Tree

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: iReady Data and contextual factors for Filter 3.

Identify Areas of Strength and Need

YES

Is the student on grade level or one grade below across the domains?

NO

Are the domain scores two or more grade levels below in comprehension and vocabulary only?

YES

NO

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

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 any of the following true for the student?

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

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.