Did the student meet or exceed the Low Risk Benchmark goals on the most recent DIBELS?

**YES**
Next screening is regularly scheduled DIBELS testing for all students

**NO**
Did the students fall into the “Some risk” category or the “At-risk” category? An intervention plan may be needed.

**YES with concerns**
Student has met DIBELS but we have a discrepancy with F&P or running records. Start to monitor/differentiate for 6 weeks by the classroom teacher within Tier 1.

**Not Working**
Please go to the problem solving team! See: Problem Solving Steps

**Working**
Continue as needed

Do other data (local assessments) indicate some concern?

**NO**
Do other data (local assessments) indicate high level of concern?

**YES**
Put the student in intensive instruction (e.g. 1:1 or very small group with supplemental and direct instruction curricula). BE SURE TO CONTINUE TO USE DATA to make changes as needed. **Monitor weekly with DIBELS by AIS provider.**

Tier 1
Make sure a good curricula and differentiation is in place in the classroom and progress monitoring monthly with DIBELS by AIS provider.

Tier 2
Put the student in strategic instruction (e.g. small group with supplemental curricula). BE SURE TO CONTINUE TO USE DATA to make changes as needed. **Monitor bi-weekly with DIBELS by AIS provider.**

If child is a non-English speaker, immerse for 10 weeks before determining AIS.
**RtI Decision Tree B - Tier 1 Progress Check**

**West Street School**

**Geneva, NY**

**Tier 1**

Up to 8 weeks of intervention

- If a student is **meeting** or **exceeding** the DIBELS grade level benchmark(s), as determined by 4 consecutive data points at or above the aim line, and local assessments show...
  - **no concerns,** the student will receive 1-2 additional weeks of monitoring and will continue to be progress monitored **monthly.**

- If a student is **approaching** the DIBELS grade level benchmark(s) by narrowing the gap (rate of progress is improving, but level of performance relative to peers is below expectations),
  - **some concerns,** continue **Tier 1** interventions and progress monitor **bi-weekly.**
    - Also examine child’s: Social/Emotional Development, Physical Development, Medical History, Attendance
    - Consult with various support personnel as needed.

- If a student is **below** the DIBELS grade level benchmark(s) as demonstrated by 4 consecutive data points below the aim line (rate of progress and level of performance are below expectation),
  - **move the child into Tier 2,** change interventions (may include changing: intensity, duration, size of group, provider, or program), and progress monitor **bi-weekly.**
    - Also examine child’s: Social/Emotional Development, Physical Development, Medical History, Attendance
    - Consult with various support personnel as needed.

- If a student is **approaching** the **DIBELS grade level benchmark(s)**, as determined by 4 consecutive data points at or above the aim line, and local assessments show...
  - **no concerns,** the student will receive 1-2 additional weeks of monitoring and will continue to be progress monitored **monthly.**

- **continue Tier 1 interventions and progress monitor monthly.**
  - Also examine child’s: Social/Emotional Development, Physical Development, Medical History, Attendance
  - Consult with various support personnel as needed.

*If a child’s progress needs to be reviewed **before** the next quarterly meeting, set up a problem-solving team meeting with your grade level coach to determine the change in intervention.*

6/15/11
**RtI Decision Tree B - Tier 2 Progress Check**

West Street School - Geneva, NY

**Tier 2**
Up to 10 weeks of intervention

If a student is **meeting** or **exceeding** DIBELS grade level benchmark(s), as determined by 4 consecutive data points at or above the target bar, and local assessments show guided reading is within 1 level of expected performance, and there are…

No concerns, move to Tier 1 and progress monitor monthly.*

Some concerns, move to Tier 1 interventions and progress monitor bi-weekly. Also examine child’s:
- Social/Emotional Development
- Physical Development
- Medical History
- Attendance
- Consult with various support personnel as needed.

If a student is **meeting** or **approaching** the DIBELS grade level benchmark(s) by narrowing the gap (rate of progress shows improvement, but level of performance is still below expectancy), and/or local assessments show 2 guided reading levels below expectation, maintain the child in Tier 2.

Continue the intervention, and/or increase goal, and/or change intervention and progress monitor bi-weekly. Also examine child’s:
- Social/Emotional Development
- Physical Development
- Medical History
- Attendance
- Consult with various support personnel as needed.

If a student is **below** the DIBELS grade level benchmark(s), as exemplified by four consecutive data points below target bar (continuing to demonstrate poor growth, i.e. under-responding) and local assessments show more than 2 guided reading levels below expectation…

Change the Tier 2 intervention (which may include changing: intensity, duration, size, provider, or program) and progress monitor bi-weekly. Also examine child’s:
- Social/Emotional Development
- Physical Development
- Medical History
- Attendance
- Consult with various support personnel as needed.

If, after a total of 20 weeks in Tier 2, the student is…

Approaching the grade level benchmark (narrowing the gap—rate of progress shows improvement, but level of performance is still below expectancy), maintain in Tier 2 and continue to progress monitor bi-weekly.
Re-examine other areas of development and attendance and consult with appropriate personnel as needed.

Making no improvement (as exemplified by 4 consecutive points below the target bar), provide Tier 3 intervention and progress monitor weekly.
Re-examine other areas of development and attendance and consult with appropriate personnel as needed.

*If a child’s progress needs to be reviewed before the next quarterly meeting, set up a problem-solving team meeting with your grade level coach to determine the change in intervention.*
If a student is meeting or exceeding the DIBELS grade level benchmark(s), as determined by 4 consecutive data points at or above the aim line, and local assessments show…

If a student is approaching the DIBELS grade level benchmark(s) by narrowing the gap (rate of progress shows improvement, but level of performance is still below expectancy),

Continue the Tier 3 intervention and/or increase goal, and/or change intervention and progress monitor weekly. Also examine child’s:
- Social/Emotional Development
- Physical Development
- Medical History
- Attendance
Consult with various support personnel as needed.

If a student is below the DIBELS grade level benchmark(s)—rate of progress and level of performance are below grade level expectations,

change the Tier 3 intervention (which may include changing: intensity, duration, size of group, provider, or program) and progress monitor weekly. Also examine child’s:
- Social/Emotional Development
- Physical Development
- Medical History
- Attendance
Consult with various support personnel as needed.

If, after a total of 40 weeks in Tier 3, the student is…

still below benchmark, but making adequate (or accelerated) growth, maintain in Tier 3 and continue to progress monitor weekly. Re-examine other areas of development and attendance and consult with appropriate personnel as needed.

still below benchmark and continuing to demonstrate poor growth (i.e., under-responding), continue Tier 3 intervention, progress monitoring weekly, and immediately refer student to C.S.E.

*If a child’s progress needs to be reviewed before the next quarterly meeting, set up a problem-solving team meeting with your grade level coach to determine the change in intervention.

6/15/11