

# **Colorado Dyslexia Pilot Program Protocol**

The Colorado Dyslexia Pilot Program Protocol Flowchart outlines the identification process used to determine which students exhibit markers of dyslexia and are in need of additional support in the area of reading. The Flowchart describes the steps of the identification process, including Universal Screening, Tier 1: Core Instruction, Tier II: Supplemental Instruction, Diagnostic Assessment, Tier III: Intervention, and Comprehensive Evaluation. Parts 1 and 2 of the Pilot Program Protocol (described in detail below) serve as documentation of the identification process as outlined in the Flowchart.

The Colorado Dyslexia Pilot Program Protocol includes two parts: 1) the MTSS–R Implementation Checklist and 2) the Dyslexia Identification Process Checklist. The Protocol guides the process of implementing a comprehensive multi-tiered system of support approach in reading (MTSS–R). The Protocol has three main objectives: (1) to support all students in terms of reading acquisition; (2) to screen students for potential reading difficulties early using interim reading assessments (i.e., screening assessments) for the purpose of providing additional reading intervention supports; and (3) identifying students with (a) significant reading deficiencies who have (b) not responded to intense intervention support for the purpose of contributing to a comprehensive evaluation of dyslexia under the SLD category.

Part 1, the MTSS–R Implementation Checklist, will be used two times (beginning and end of the school year) in the participating LEAs, and Part 2, the Dyslexia Identification Process Checklist, will be used as indicated for individual students. Pilot sites will be trained by CTL to complete each part of the protocol at the beginning of the pilot year and receive ongoing support to implement the protocol across the year.

## **Part 1: MTSS-R Implementation Checklist**

The MTSS–R Implementation Checklist is comprised of six major elements, including instruction and intervention, data use (screening, progress monitoring, and diagnostics), PD and coaching, infrastructure supports designed to buttress implementation (initial training, ongoing

coaching, leadership, and data-based decision making), distributed leadership, and parents and families.

The implementation of these six elements is monitored through the MTSS–R Implementation Checklist process. The MTSS–R Implementation Checklist is completed by pilot schools twice in implementation year 1 of the Dyslexia Pilot Program and once each year thereafter. The Checklist serves as an internal formative evaluation tool for monitoring MTSS–R implementation and prioritizing areas for improvement, in a process of continuous improvement.

To complete the MTSS–R Implementation Checklist, school MTSS-R teams will participate in either a one-half day or full day meeting led by CTL. The main idea in completing the checklist is for school personnel to rely on data sources they bring to the meeting as well as their own impressions regarding implementation, to rate implementation on each of the six MTSS–R Implementation Checklist elements connected to MTSS–R. Using both data collected related to element and school personnel impressions, the school rates themselves on the element overall and the main components of the element.

## **Part 2: Dyslexia Identification Process Checklist**

The Dyslexia Identification Process Checklist is used in conjunction with the MTSS-R Implementation Checklist (Part 1 of the Protocol) to support school teams to complete the screening and identification process and make recommendations to school staff about how to provide assistance to students and their families.

The Dyslexia Identification Process Checklist, represents the process of “identification” of dyslexia using a RTI approach. This is the process whereby students with (a) a significant word-level reading deficiency, or (b) who have made *insufficient* progress when provided with appropriate supports—high-quality core instruction and scientific, research-based intervention, are determined to be eligible for special education services under the category of SLD, thus ensuring a comprehensive body of evidence is used in the dyslexia identification process. The formal dyslexia identification process will follow CO and federal legislation regarding special education eligibility and dyslexia identification, as well as CDE and LEP specific policies that

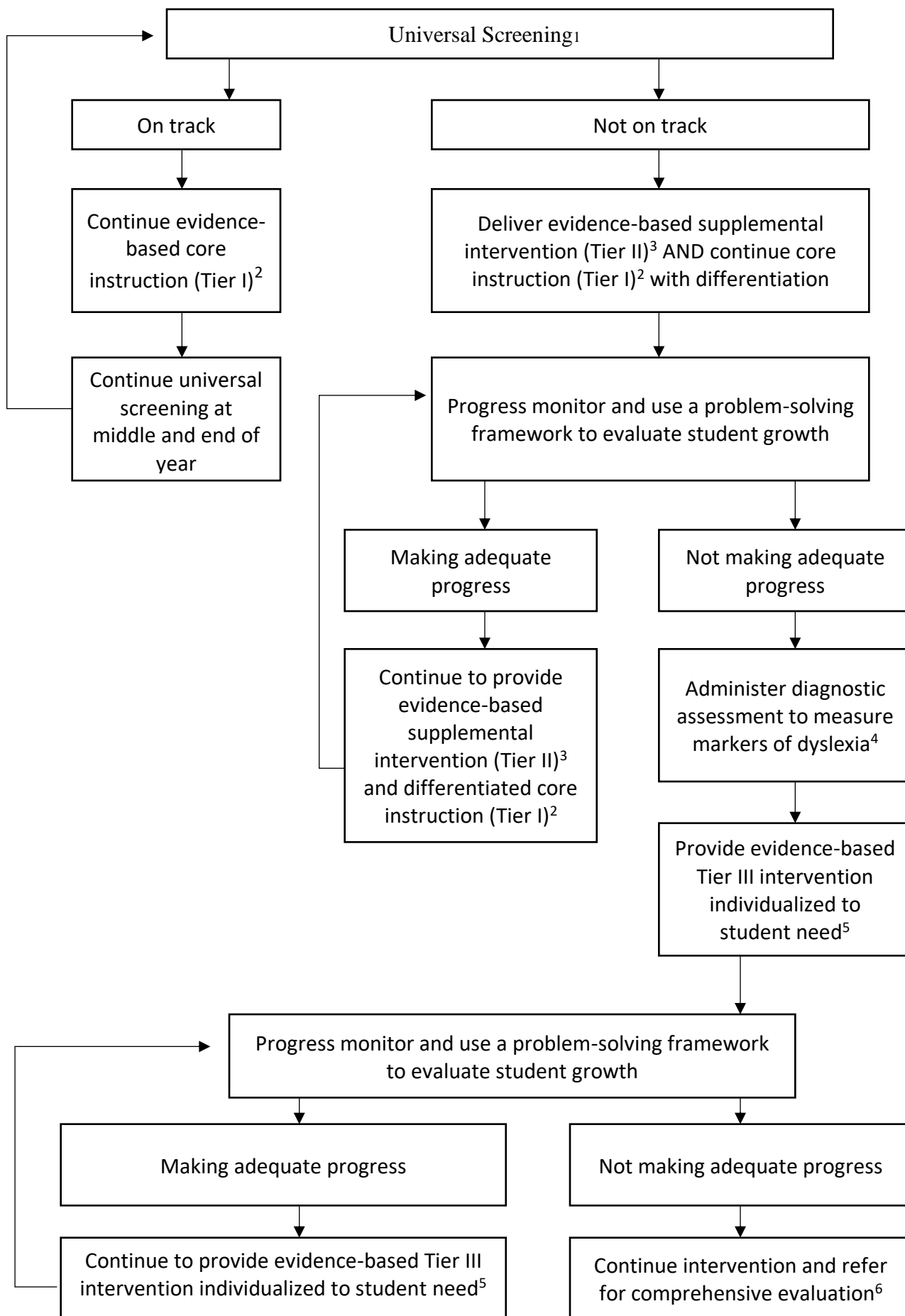
address the comprehensive evaluation process for special education eligibility and dyslexia identification.

## Colorado Dyslexia Pilot Program Protocol: Flowchart

*Note: This is a draft flowchart that will gain additional specificity as we engage in conversation around screening, identification, and intervention. We use **kindergarten** as the driving example, noting that there might be slight adjustments to the timing of particular diagnostic assessments for older children.*

1. Universal Screening
  - a. Provided to all students within first two weeks of school in K–3 (and one or two other times during the school year)
  - b. Use screening assessment from approved list that also meets these criteria:
    - i. Assesses through at least one subtest:
      1. Phonological awareness
      2. Letter naming (early in K as a robust predictor of risk; later as a proxy for RAN)
      3. Phonics, including alphabetic understanding, alphabetic recoding, and reading fluency:
        - a. Letter-sound correspondence knowledge
        - b. Nonsense word decoding fluency
        - c. Real word decoding (regular and irregular words) fluency
    - ii. Consider assessing other important measures of reading proficiency at relevant grade levels (e.g., oral reading fluency, vocabulary, spelling, comprehension):
      1. Oral reading fluency in grade 1 and beyond
      2. Spelling in grade 1 and beyond
      3. Comprehension and/or vocabulary in grades 2 and 3
    - iii. Assessment format requires students to produce responses (not select them; exceptions may be vocabulary and comprehension)
  - c. Purpose is to assess overall reading risk and determine who needs additional support, recognizing early reading skills have a high degree of overlap with word-level reading skills that are impacted by dyslexia
  - d. Risk is determined using “benchmarks” (i.e., cut scores) that are built into the screening assessment or selected by the state
    - i. Student are determined to be at risk based on a composite score below the developer-established benchmark score in grades K-3, *or*
    - ii. Performance on an individual subtest assessing the content identified above (i.1-3) below the 25<sup>th</sup> %ile
  - e. Communication goes home to parents (Level 1 communication); most likely students who are determined to be at risk and will receive extra support (i.e., supplemental intervention or more intense intervention)
  - f. Address additional considerations for English Learners, as appropriate.
2. Tier I: Core
  - a. Provided to all students
  - b. Use evidence-based program from approved list or that CO and UO agree to implement
    - i. For the pilot study this will be Enhanced Core Reading Instruction matched to a district’s adopted core program.
3. Tier II: Supplemental
  - a. Provided to all students who are “not on track” (i.e., are at risk)
  - b. Use evidence-based supplemental program from approved list or that CO and UO agree to implement
    - i. For the pilot study this will be Enhanced Core Reading Instruction.

- c. Progress monitoring assessments administered monthly to all students at risk, and analyzed and interpreted using a data-based decision-making process
4. Diagnostic Assessments
- a. Used to help determine student performance in relation to potential “Markers of Dyslexia”
  - b. Takes place within 60 calendar days of universal screening
  - c. Provided to students who are “not making adequate progress” in Tier II, based on:
    - i. Inadequate progress based on benchmark criteria chosen *or*
    - ii. Demonstration of specified reading behaviors during Tier II indicative of difficulty mastering content
  - d. These are not necessarily students who are “failing” Tier II; it may include students who need sustained Tier II in order to achieve reading goals.
  - e. Student progress should be examined in relation to intervention implementation data (i.e., fidelity and quality) to rule out instructional factors as potential reason for low student progress
    - i. Does not preclude diagnostic assessment but will be implementation data will be important to collect and consider alongside individual student decisions.
  - f. Includes measures of:
    - i. Markers of dyslexia, including:
      - 1. Phonological memory
      - 2. Rapid automatized naming
      - 3. Additional phonological awareness measures, as needed
      - 4. Spelling, if not included in universal screening
    - ii. Family history
    - iii. Teacher perceptions of reading, broad academic, and behavioral skills
  - g. Use CTOPP, family history questionnaire, teacher input questionnaire, and other tests/subtests as appropriate
  - h. Communication goes home to parents (Level 2 communication) indicating student demonstrates “Markers of Dyslexia”
5. Tier III: Intervention
- a. Results of diagnostic assessment are used to help refine interventions for students based on their individual needs
  - b. Progress monitoring data collected and analyzed using a data-based decision-making process
  - c. 504 plan invoked when students demonstrate “Markers of Dyslexia” and need this level of support (or beyond) to learn to read
6. Comprehensive Evaluation
- a. Provided to students who are “not making adequate progress” in Tier III
  - b. Includes a referral to multidisciplinary team for additional comprehensive assessment (i.e., developmental history; standardized, norm-referenced assessments, additional diagnostic assessments; performance in other areas; student observations in multiple settings); and team eligibility decision making consistent with ECEA and IDEA
  - c. Students ineligible for special education who demonstrate “Markers of Dyslexia” provided 504 plan.



## Colorado Dyslexia Pilot Program Protocol: Part 1

# Multi-Tiered Systems of Support in Reading (MTSS-R) Implementation Checklist Tool

\*Revised from: Kame'enui, E.J. & Simmons, D.C. (2003). *Planning and Evaluation Tool for Effective Schoolwide Reading Programs – Revised (PET-R)* Eugene, OR: University of Oregon.

# Multi-Tiered System of Support in Reading (MTSS-R) Implementation Checklist Tool

School: \_\_\_\_\_

Date: \_\_\_\_\_

## Multi-Tiered System of Support in Reading (MTSS-R) Elements:

1. *Instruction and Intervention*
2. *Data Use*
3. *PD and Coaching*
4. *Infrastructure*
5. *Distributed Leadership (MTSS-R Teams)*
6. *Parents and Families*

Directions for the MTSS-R Team:

This checklist will be used to evaluate your existing multi-tiered systems of support in reading (MTSS-R). The results of this evaluation will guide action planning to support your school in building evidence-based literacy practices.

- Use the listed evaluation criteria to score your current implementation of effective MTSS-R implementation.
- The items in the evaluation have a value of 0, 1, or 2 to indicate the level of implementation:  
**0 = Not in place;    1 = Partially in place;    2 = Fully in place**



## ELEMENT I: CORE READING INSTRUCTION AND INTERVENTION

Reading instruction and intervention refers to *all* reading instruction and intervention students receive in school. In a three-tier MTSS–R approach, this is Tier I (core) instruction, Tier II supplemental intervention, and Tier III intense intervention. In the MTSS–R Checklist below, there are sections that focus on reading instruction and intervention overall, or across tiers, and sections for each separate tier. In the items, the term reading instruction refers to reading instruction in Tier I, II, and III.

### Across Tiers

| EVALUATION CRITERIA   | SCORE |   |   |
|---|-------|---|---|
| <sup>1</sup> The MTSS–R Plan includes a master schedule that allocates sufficient time for reading instruction for all students.  | 0     | 1 | 2 |
| <sup>3</sup> A schoolwide systematic process is used for coordinating resources to ensure the optimal use of time during all reading instruction. Coordination includes personnel and fiscal resources devoted to (a) staffing for reading instruction, (b) adoption and use of reading programs and materials, (c) reading instruction training, PD, and coaching, and (d) reporting requirements for various administrative purposes. | 0     | 1 | 2 |
| <sup>1</sup> All time allocated to reading instruction is prioritized and protected from interruption.  | 0     | 1 | 2 |
| <sup>2</sup> Reading instruction focuses on essential components of reading. These are code-based components: (a) phonological awareness, (b) phonics/decoding, (c) fluency with connected text; and meaning-based components: (d) vocabulary, and (e) comprehension.   | 0     | 1 | 2 |
| <sup>2</sup> Explicit and systematic instruction is the basis of reading instruction. Explicit and systematic instruction includes (a) teacher demonstrations, (b) clear and explicit language, (c) multiple opportunities for all students to respond and participate, (d) consistent, supportive, and corrective feedback, and (e) individual student checks to determine comprehension of lesson content.                            | 0     | 1 | 2 |
| <sup>2</sup> Teaching strategies are used as needed to foster active student engagement and participation during reading instruction. Throughout the lesson, all students (or the majority of students) are engaged.  | 0     | 1 | 2 |
| <sup>3</sup> Student reading data and MTSS–R implementation data are used to make changes to improve reading instruction. These changes include but are not limited to adjusting (a) tiers of instruction, (b) group size, (c) instructional time, (d) instructional content, and (e) instructional delivery.   | 0     | 1 | 2 |
| <sup>2</sup> Learning targets and objectives for all important facets of reading instruction are visibly posted and referred to during reading instruction.   | 0     | 1 | 2 |

## Tier I Reading Instruction

| EVALUATION CRITERIA   | SCORE |   |   |
|---|-------|---|---|
| <sup>1</sup> <i>Scheduling and Time:</i> At least 90 minutes of Tier I reading instruction is established in the master schedule in the School MTSS–R Plan and is protected from interruption.  | 0     | 1 | 2 |
| <sup>1</sup> All students receive some degree of Tier I instruction daily. For students receiving just Tier I instruction, this amount is at least 90 minutes per day beginning in kindergarten. For students receiving Tier II or III intervention, their amount of Tier I instruction is based on their specific needs.   | 0     | 1 | 2 |
| <sup>3</sup> <i>Research-based Reading Program:</i> A comprehensive, core reading program (Tier I program) is adopted and used school wide. The Tier I program was developed on the basis of scientific research on reading development and emphasizes the five essential components of reading instruction.  | 0     | 1 | 2 |
| <sup>2</sup> The Tier I program: <ul style="list-style-type: none"> <li>• Provides thorough coverage of phonemic awareness instruction.</li> <li>• Provides thorough coverage of alphabetic understanding instruction.</li> <li>• Provides thorough coverage of reading fluency instruction.</li> <li>• Provides thorough coverage of vocabulary instruction.</li> <li>• Provides thorough coverage of academic language instruction.</li> <li>• Provides thorough coverage of reading comprehension instruction.</li> <li>• Provides thorough coverage of listening comprehension instruction.</li> </ul>  | 0     | 1 | 2 |
| <sup>3</sup> <i>Evidence-based Outcomes:</i> One or more scientific studies have been conducted demonstrating that the Tier I program improves student reading outcomes.  | 0     | 1 | 2 |
| <sup>2</sup> <i>Explicit and Systematic Instruction:</i> All teachers use explicit and systematic instructional practices as the basis of Tier I instruction.   | 0     | 1 | 2 |
| <sup>2</sup> Explicit and systematic instruction includes: <ul style="list-style-type: none"> <li>• Teachers clearly explaining, showing, and demonstrating what they want students to know and do.</li> <li>• Teachers using clear and explicit language during instruction.</li> <li>• Teachers providing multiple opportunities for all students to respond and participate during the lesson.</li> <li>• Teachers using consistent, supportive, and corrective feedback.</li> <li>• Teachers using small sequential instructional steps progressing from simple to more complex.</li> <li>• Extended instructional interactions between the teacher and students that deepen understanding.</li> <li>• Extended instructional interactions among students that deepen understanding.</li> </ul> | 0     | 1 | 2 |
| <sup>1</sup> Differentiated Instruction is part of Tier I instruction. All students receive differentiated instruction, which is based on their individual learning needs.  | 0     | 1 | 2 |

## Tier II Reading Intervention

| EVALUATION CRITERIA   | SCORE |   |   |
|---|-------|---|---|
| 1 <i>Scheduling and Time</i> : At least 30 minutes of Tier II reading instruction, 3–5 days per week, is established on the master schedule in the School MTSS–R Plan and is protected from interruption.   | 0     | 1 | 2 |
| 2 <i>Scheduling and Time</i> : Tier II instruction is provided in addition to at least 90 minutes of Tier I instruction.  | 0     | 1 | 2 |
| 2 <i>Scheduling and Time</i> : Tier II interventions are typically 8–15 weeks and less than 20 weeks in duration.   | 0     | 1 | 2 |
| 1 <i>Tier II Reading Teachers</i> : Tier II instruction is provided by general education teachers or intervention specialists who are trained in the effective implementation of the Tier II intervention program.  | 0     | 1 | 2 |
| 1 <i>Instructional Grouping</i> : Tier II instruction is comprised of groups of 5–8 students, or fewer as needed.   | 0     | 1 | 2 |
| 1 <i>Instructional Content</i> : Tier II instruction typically focuses on up to three essential components of reading instruction. Focusing on fewer or more components can occur with some students based on their needs.  | 0     | 1 | 2 |
| 1 <i>Instructional Content</i> : It is clear which of the five essential components of reading instruction are the focus of Tier II instruction.  | 0     | 1 | 2 |
| 2 <i>Instructional Content</i> : Tier II instruction combines as needed instruction on foundational skills with instruction on vocabulary and comprehension to ensure reading skills become integrated.   | 0     | 1 | 2 |
| 1 <i>Explicit and Systematic Instruction</i> : All teachers use explicit and systematic instructional practices as the basis of Tier II instruction.  | 0     | 1 | 2 |
| 1Explicit and systematic instruction includes: <ul style="list-style-type: none"> <li>• Teachers clearly explaining, showing, and demonstrating what they want students to know and do.</li> <li>• Teachers using clear and explicit language during instruction.</li> <li>• Teachers providing multiple opportunities for all students to respond and participate during the lesson.</li> <li>• Teachers using consistent, supportive, and corrective feedback.</li> <li>• Teachers using small sequential instructional steps progressing from simple to more complex.</li> <li>• Extended instructional interactions between the teacher and students that deepen understanding.</li> <li>• Extended instructional interactions among students that deepen understanding.</li> </ul> | 0     | 1 | 2 |
| 2 <i>Instructional Focus</i> : Tier II instruction uses the core reading program and supplemental reading programs to teach, review, and practice core concepts taught during Tier I instruction.   | 0     | 1 | 2 |

|   |   |   |   |
|---|---|---|---|
| <p><i>2Instructional Focus:</i> Critical features of Tier II instruction include:</p> <ul style="list-style-type: none"> <li>• Pre-teaching essential concepts to be taught during Tier I instruction.</li> <li>• Reteaching with review, as needed, essential concepts that have been taught during Tier I instruction.</li> </ul> | 0 | 1 | 2 |
| <p><i>2Instructional Practices:</i> Tier II instruction intensifies the instruction provided in Tier I through explicit and systematic instruction. Students have higher rates of responding and practice, receive more extensive feedback, and have deeper levels of lesson engagement.</p>  | 0 | 1 | 2 |
| <p><i>1Instructional Practices:</i> Tier II instruction uses instructional scaffolds to support student engagement and learning. The basic scaffold framework follows an “I do–We do together–You do alone” teaching routine.</p>   | 0 | 1 | 2 |
| <p><i>3Student Responses:</i> During Tier II instruction, students should have 6–8 opportunities to respond per minute or more, on average.</p>   | 0 | 1 | 2 |
| <p><i>3Student Accuracy:</i> During Tier II instruction, students should be at least 80% accurate in responding to new instructional material, and 90% accurate in responding to review instructional material.</p>   | 0 | 1 | 2 |

### **Tier III Reading Intervention**

| <b>EVALUATION CRITERIA</b>   | <b>SCORE</b> |   |   |
|--|--------------|---|---|
| <p><i>1Scheduling and Time:</i> Based on the student’s individual needs, 45–120 minutes of Tier III instruction, 3–5 days per week, is established on the master schedule in the School MTSS–R Plan and is protected from interruption.</p>                  | 0            | 1 | 2 |
| <p><i>1Scheduling and Time:</i> Tier III instruction is in addition to the 90 minutes or more of Tier I instruction. Tier III instruction either replaces Tier II instruction or is in addition to Tier II instruction depending on the student’s needs.</p> | 0            | 1 | 2 |
| <p><i>2Scheduling and Time:</i> Tier III interventions are 20 or more weeks in duration.</p>   | 0            | 1 | 2 |
| <p><i>1Tier III Reading Teachers:</i> Tier III instruction is provided by intervention specialists, content specialists, or special education teachers.</p>  | 0            | 1 | 2 |
| <p><i>2Instructional Grouping:</i> Tier III instruction is comprised of groups of 2–3 students or is provided to students individually.</p>  | 0            | 1 | 2 |
| <p><i>1Instructional Content:</i> Tier III instruction typically focuses on up to three essential components of reading instruction. Focusing on fewer or more components can occur with some students based on their needs.</p>                             | 0            | 1 | 2 |
| <p><i>1Instructional Content:</i> It is clear which of the five essential components of reading instruction are the focus of Tier III instruction.</p>   | 0            | 1 | 2 |

|  |   |   |   |
|--|---|---|---|
| <i>2Instructional Content:</i> Tier III instruction combines, as needed, instruction on foundational skills with instruction on vocabulary and comprehension to ensure reading skills become integrated.   | 0 | 1 | 2 |
| <i>3Instructional Content:</i> Tier III instruction supports the development of cognitive processing skills and dispositions that support learning to read. These skills can include self-regulation, working memory, and self-attribution. Cognitive skills instruction, based on the needs of the individual student, is integrated within Tier III reading instruction. These skills are not taught in isolation.   | 0 | 1 | 2 |
| <p>1Explicit and systematic instruction includes:</p> <ul style="list-style-type: none"> <li>• Teachers clearly explaining, showing, and demonstrating what they want students to know and do.</li> <li>• Teachers using clear and explicit language during instruction.</li> <li>• Teachers providing multiple opportunities for all students to respond and participate during the lesson.</li> <li>• Teachers using consistent, supportive, and corrective feedback.</li> <li>• Teachers using small sequential instructional steps progressing from simple to more complex.</li> <li>• Extended instructional interactions between the teacher and students that deepen understanding.</li> <li>• Extended instructional interactions among students that deepen understanding.</li> </ul> | 0 | 1 | 2 |
| <i>2Instructional Focus:</i> Tier III instruction relies on the use of highly structured, remediation-based intervention programs.   | 0 | 1 | 2 |
| <i>1Instruction Focus:</i> Tier III programs and instruction align with the needs of the individual student.   | 0 | 1 | 2 |
| <i>2Instructional Practices:</i> The basis of Tier III instruction is intensive instruction, review, and practice of core content. Considerable time is on reviewing concepts and student practice with teacher feedback.  | 0 | 1 | 2 |
| <i>1Instructional Practices:</i> Tier III instruction uses instructional scaffolds to support student engagement and learning. The basic scaffold framework follows an “I do–We do together–You do alone” teaching routine. Tier III instruction is especially intense in guided practice: the “We do together” phase.   | 0 | 1 | 2 |
| <i>2Student Responding:</i> During Tier III instruction, students should have 8–12 opportunities to respond per minute or more, on average.  | 0 | 1 | 2 |
| <i>2Student Accuracy:</i> During Tier III instruction, students should be at least 80% accurate in responding to new instructional material, and 90% accurate in responding to review instructional material.  | 0 | 1 | 2 |

## ELEMENT II: DATA USE (PART I)

In MTSS–R, data are used to make decisions that affect MTSS–R implementation and student outcomes. Two types of data are used: student data (Part I) and MTSS–R implementation data (Part II). Below are five sections that focus on student reading data. The first section addresses general considerations; each of the remaining four sections addresses one of the four types of student reading data that are collected in MTSS–R.

### Student Reading Data: General Considerations

| EVALUATION CRITERIA   | SCORE |   |   |
|---|-------|---|---|
| 2The school has a comprehensive system of student reading measures. The reading measures, the purpose of each measure, and how the data from the measures are collected, organized, and used in decision making are clearly specified in the School MTSS–R Plan.  | 0     | 1 | 2 |
| 1Sufficient MTSS–R resources are allocated for the collection, organization, and use of student reading measures that are part of the School MTSS–R Plan.   | 0     | 1 | 2 |
| MTSS–R resources are not used to support the collection, organization, or use of student reading measures that are not part of the School MTSS–R Plan.  | 0     | 1 | 2 |
| 2The purposes of student reading measures include the following: <ul style="list-style-type: none"> <li>• screen students for reading difficulties</li> <li>• determine if students are meeting key reading benchmarks for their grade</li> <li>• monitor student progress toward reading goals</li> <li>• determine specific problem areas where students are experiencing difficulty</li> <li>• determine if students are learning lesson content being taught day to day in the classroom</li> </ul> | 0     | 1 | 2 |
| 2Measurable reading goals are established at each grade level that define precisely what students need to do to be on track for reading success.  | 0     | 1 | 2 |
| 2The percentage of students who are on track for reading success is measured at each grade level and is prioritized in MTSS–R decision making.  | 0     | 1 | 2 |
| 2The percentage of students who are on track for reading success is prioritized in the school's ongoing, formative evaluation process of the overall "health" of the School MTSS–R approach.  | 0     | 1 | 2 |

### Student Reading Data: Universal Screening Data

| EVALUATION CRITERIA  | SCORE |   |   |
|--|-------|---|---|
| 1Universal screening data are collected, organized, and used to screen students for reading problems three time per year.  | 0     | 1 | 2 |
| 2Universal screening measures are used at key points in time, such as at the beginning of the year to place students in tiers of instruction and at the end of the school year to help determine if students have met key grade-level reading benchmarks.  | 0     | 1 | 2 |
| 2The School MTSS–R Plan specifies how universal screening data are collected, organized, and used in decision making.  | 0     | 1 | 2 |
| 2The universal screening measure directly assesses all critical components of reading or is correlated with those components it does not measure directly. Critical components of reading are code-based components: (a) phonological awareness, (b) phonics/decoding, (c) fluency with connected text; and meaning-based components: (d) vocabulary, and (e) comprehension. | 0     | 1 | 2 |
| 2One or more scientific studies has established the technical adequacy of the universal screening measure for the purpose of screening students for reading difficulties.  | 0     | 1 | 2 |
| 2One or more scientific studies has established the technical adequacy of the universal screening measure for the purpose determining if students have met key grade-level reading benchmarks at key points in time, such as the end of the school year.   | 0     | 1 | 2 |
| 1A systematic process is used to collect universal screening data. If teachers are part of that process, they do not collect data on their own students.   | 0     | 1 | 2 |
| 1All staff (and others—e.g., parent volunteers) who collect universal screening data have been trained and have passed a training checkout process (i.e., met established criteria for data collection standards). The training checkout process includes a live session with a student at the beginning of formal data collection.  | 0     | 1 | 2 |
| 2A systematic and recurring process is used to document the reliable collection of universal screening data. This process includes one or more individuals who are “master” data collectors who make sure all data collectors are collecting data reliably.  | 0     | 1 | 2 |
| 1Universal screening data are organized for use and distributed to all necessary staff in a timely manner.   | 0     | 1 | 2 |
| 2School MTSS–R Teams and leaders use universal screening data for decision making. This process is specified in the School MTSS–R Plan.  | 0     | 1 | 2 |

**Student Reading Data: Progress Monitoring Data**

| EVALUATION CRITERIA   | SCORE |   |   |
|---|-------|---|---|
| 2Standardized progress monitoring data are collected with all students receiving Tier II or Tier III instruction.   | 0     | 1 | 2 |
| 2The School MTSS–R Plan specifies how and for whom progress monitoring data are collected, how the data are organized for use, and how the data are used to change interventions, improve implementation, and increase the rate of student progress.  | 0     | 1 | 2 |
| 2Progress monitoring data are collected weekly, every two weeks, or monthly with all students in Tier II or Tier III. Progress monitoring data are collected in addition to universal screening data.   | 0     | 1 | 2 |
| 1The measure or measures used to monitor student progress are aligned with the area or areas of difficulty the student is experiencing.   | 0     | 1 | 2 |
| 2A progress monitoring reading goal represents the desired rate of progress on each progress monitoring measure for each student.   | 0     | 1 | 2 |
| 2The progress monitoring reading goal extends to the next universal screening assessment or an appropriate alternative time point.  | 0     | 1 | 2 |
| 2If student progress, in relation to the desired rate of progress, is not adequate there is a systematic process for adjusting the student’s intervention to increase the rate of progress.   | 0     | 1 | 2 |
| 1All teachers, staff, and others (e.g., parent volunteers) who collect progress monitoring data have been trained and have passed a training checkout process (i.e., met established criteria for data collection standards). The training checkout process includes a live session with a student at the beginning of progress monitoring data collection. | 0     | 1 | 2 |
| 1A systematic process is used to collect progress monitoring data. If teachers collect data on their students, there is a process in place to make sure the data are collected reliably (i.e., according to standardized procedures).   | 0     | 1 | 2 |
| 2A systematic and recurrent process is used to document the reliable collection of progress monitoring data.  | 0     | 1 | 2 |
| 1Progress monitoring data are organized for use and distributed to all necessary staff members in a timely manner.  | 0     | 1 | 2 |



**Student Reading Data: Diagnostic Assessment Data**

| <b>EVALUATION CRITERIA</b>  | <b>SCORE</b> |   |   |
|---|--------------|---|---|
| 2A systematic process is used to determine which students receiving Tier II or Tier III instruction would benefit diagnostic reading data.  | 0            | 1 | 2 |
| 2The School MTSS–R Plan specifies how and for whom diagnostic reading data are collected, how the data are organized for use, and how the data are used to help plan instruction. | 0            | 1 | 2 |
| 2Diagnostic reading data are collected to help determine which specific skills aligned with the essential components of reading instruction a student is struggling with.         | 0            | 1 | 2 |
| 2Diagnostic data are used to help plan instruction—core and intervention instruction—for individual students.   | 0            | 1 | 2 |

1 Diagnostic assessments vary more than the other student reading assessments. At one end of the continuum, some diagnostic assessments are lengthy standardized tests that attempt to measure precisely what skills a student has mastered and which skills the student has not mastered. At the other end of the continuum, some diagnostic measures are much briefer, and more informally administered. The common feature in both standardized and more informal diagnostic assessments is the attempt to precisely measure what skills a student has or does not have in one or more areas. For example, both standardized and informal diagnostic assessments might attempt to determine which of the 44 phonemes in English a student can detect or produce. Both standardized and informal diagnostic assessments might try to determine which of the 44 letter-sounds a student is able to pair or produce with the corresponding written letter. In contrast, universal screening assessments and progress monitoring assessments do not typically try to determine what precise skills a student has or does not have. Rather, screening and progress monitoring assessments sample broadly from a number of different skills, or assess very quickly, and then summarize what the general skill level of the students is, compared to other similar students.

**Student Reading Data: Lesson Mastery Data**

| <b>EVALUATION CRITERIA</b>  | <b>SCORE</b> |   |   |
|---|--------------|---|---|
| 2For some specific students, or for all students, teachers administer Tier I tests (curriculum or lesson mastery tests) to help determine what students know and are able to do in relation to Tier I curriculum expectations. This information is used in particular to help plan and deliver differentiated, small-group instruction during Tier I instruction. | 0            | 1 | 2 |
| 1For most or all students receiving Tier II or Tier III instruction, teachers administer curriculum or lesson mastery assessments during instruction to help determine how well students are learning and retaining specific content taught during reading instruction.   | 0            | 1 | 2 |
| 1The School MTSS–R Plan provides guidance on how curriculum or lesson mastery data should be collected and how the data can be organized and used to help plan instruction.   | 0            | 1 | 2 |
| 2Although these types of informal assessments are not strictly standardized, and do not necessary meet high standards of psychometric rigor, teachers within and across grades work to administer these assessments in a similar manner across time, teachers, and students.  | 0            | 1 | 2 |

## ELEMENT II: DATA USE (PART II)

In MTSS–R, data are used to make decisions that affect MTSS–R implementation and student outcomes. Two types of data are used: student data (Part I) and MTSS–R implementation data (Part II). Below are three sections that focus on implementation data. The first section addresses general considerations; each of the remaining two sections addresses one of the two types of implementation data that are collected in MTSS–R.

### Implementation Data: General Considerations

| EVALUATION CRITERIA  | SCORE |   |   |
|--|-------|---|---|
| The school has a comprehensive plan of collecting, organizing, and using MTSS–R implementation data. The School MTSS–R Plan documents what the MTSS–R implementation measures are, what the purpose is of each measure, and how the data are used to improve MTSS–R implementation and student outcomes. | 0     | 1 | 2 |
| The main purpose of MTSS–R implementation data is to improve MTSS–R implementation and student reading outcomes.   | 0     | 1 | 2 |
| Sufficient resources are allocated to the collection, organization, and use of MTSS–R implementation data.   | 0     | 1 | 2 |
| Implementation data on Element I, Reading Instruction and Intervention, are used to improve MTSS–R implementation. The School MTSS–R Plan documents the process for this.  | 0     | 1 | 2 |
| Implementation data on Element III, PD and Coaching, are used to improve MTSS–R implementation. The School MTSS–R Plan documents the process for this.   | 0     | 1 | 2 |
| Implementation data on Element IV, MTSS–R School Leadership, are used to improve MTSS–R implementation. The School MTSS–R Plan documents the process for this.   | 0     | 1 | 2 |
| Implementation data on Element V, Mutual Support Between Families and the School, are used to improve MTSS–R implementation. The School MTSS–R Plan documents the process for this.  | 0     | 1 | 2 |

### Implementation Data: Reading Instruction and Intervention

| EVALUATION CRITERIA   | SCORE |   |   |
|---|-------|---|---|
| Implementation data on Tier I, Tier II, and Tier III reading instruction are collected systematically.  | 0     | 1 | 2 |
| Implementation data on Tier I, Tier II, and Tier III reading instruction are organized for use and distributed to all necessary staff members in a timely manner. | 0     | 1 | 2 |

|  |   |   |   |
|--|---|---|---|
| Implementation data on Tier I, Tier II, and Tier III instruction are used to improve reading instruction. The process of using data to improve reading instruction occurs in organized meetings attended by all relevant staff.  | 0 | 1 | 2 |
| Direct observations of reading instruction are conducted systematically in all Tier I, II, and III settings.   | 0 | 1 | 2 |
| Direct observations of reading instruction in Tier I, II, and III settings focus on at least three key instructional variables: <ul style="list-style-type: none"> <li>• Structural aspects of instruction.</li> <li>• Essential components of critical reading skills.</li> <li>• High-quality instructional practices central to explicit and systematic instruction.</li> </ul> | 0 | 1 | 2 |
| The primary approach used to analyze direct observation data of reading instruction in Tier I, II, and III settings is to assess the difference between what is expected during reading instruction and what is observed during reading instruction.   | 0 | 1 | 2 |
| Surveys of reading instruction are conducted in all Tier I, II, and III settings. Survey methods, or other similar methods, are used with one or more stakeholder groups to assess their perceptions of key features of reading instruction (see descriptors in next item).  | 0 | 1 | 2 |
| At least three features of reading instruction are emphasized in the stakeholder surveys: <ul style="list-style-type: none"> <li>• Structural aspects of instruction.</li> <li>• Essential components of critical reading skills.</li> <li>• High-quality instructional practices central to explicit and systematic instruction.</li> </ul>                                       | 0 | 1 | 2 |
| The primary approach used to analyze survey data is to assess the difference between what is expected for reading instruction and what is observed during instruction according to the implementation data.  | 0 | 1 | 2 |

### Implementation Data: PD and Coaching

| EVALUATION CRITERIA  | SCORE |   |   |
|--|-------|---|---|
| <i>Data are collected systematically</i> on the quantity and quality of PD and coaching services related to MTSS–R implementation.   | 0     | 1 | 2 |
| Data on PD and coaching services related to MTSS–R implementation are <i>organized for use and distributed to all necessary staff members</i> in a timely manner.                                    | 0     | 1 | 2 |
| Data on PD and coaching services related to MTSS–R implementation are <i>used to improve PD and coaching</i> . This process of data use occurs in organized meetings attended by all relevant staff. | 0     | 1 | 2 |

|  |   |   |   |
|--|---|---|---|
| <i>All recipients of PD and coaching services and supports—teachers, interventionists, building leaders, specialists, paraprofessionals, reading coaches etc.—rate the importance and quality of the service they receive.</i> | 0 | 1 | 2 |
| <i>All providers of PD and coaching services and supports—coaches, specialists, other building leaders, outside professionals—rate the importance and quality of the service they provide.</i>                                 | 0 | 1 | 2 |
| Building coaches, or other leadership staff with a coaching role, keep a log of the PD and coaching services and supports they and others provide related to MTSS–R implementation.  | 0 | 1 | 2 |

## ELEMENT III: PROFESSIONAL DEVELOPMENT

Professional development (PD) and coaching are the primary ways quality and continuous improvement of implementation is achieved for MTSS-R. Two important principles guide high-quality PD and coaching: (1) all staff involved in any element of MTSS-R implementation should be trained before they begin; (2) all staff involved in MTSS-R implementation should receive ongoing coaching as needed. A school’s system for collaborative learning teams (e.g., PLCs) should be a prominent mechanism for helping organize and deliver coaching.

| EVALUATION CRITERIA  | SCORE |   |   |
|--|-------|---|---|
| A district/school professional development plan includes ongoing job-embedded activities including planning, coaching, practiced-based learning, and evaluation of staff development throughout the school year for ALL staff (administrators, teachers, specialists, and paraprofessionals) and focuses on practices and programs that have been shown to be effective through documented research. | 0     | 1 | 2 |

### Workshops

| EVALUATION CRITERIA  | SCORE |   |   |
|--|-------|---|---|
| Professional Development workshops ensure that all administrators, teachers, and instructional staff have a thorough understanding, and working knowledge, of grade-level instructional and reading priorities and effective practices.  | 0     | 1 | 2 |
| Professional development is provided to administrators, teachers and instructional staff on assessments including the research, administration, analysis, and data-based decision-making processes.  | 0     | 1 | 2 |
| Professional development is provided to administrators, teachers and instructional staff on implementation of the Tier I, Tier II, and Tier III reading programs, general features of effective instruction, active student engagement strategies, and behavior and classroom management techniques. <ul style="list-style-type: none"> <li>• Teachers and other personnel who provide instruction and intervention to students are fully trained on all facets of the programs and delivery features <i>before</i> they provide any core instruction and intervention instruction to students.</li> </ul> | 0     | 1 | 2 |
| Professional development is to ensure the implementation of the MTSS–R approach meets the quality necessary for high-quality implementation.   | 0     | 1 | 2 |

**Coaching**

| EVALUATION CRITERIA  | SCORE |   |   |
|--|-------|---|---|
| Fidelity of implementation data is used to guide coaching for implementation support and includes high-priority instructional areas, components of explicit instruction, evidence-based reading practices, and intensity of instruction. | 0     | 1 | 2 |

**Collaborative Learning Teams (e.g., Professional Learning Communities or Teacher Study Groups)**

| EVALUATION CRITERIA  | SCORE |   |   |
|--|-------|---|---|
| <p>Time is systematically allocated monthly for all staff members to analyze student-performance and instructional implementation data, and to reflect, evaluate, learn, modify, practice and plan instructional strategies and program delivery during grade-level, or cross grade-level data team and/or Professional Learning Communities (PLC).</p> <ul style="list-style-type: none"> <li>• Debriefs and reviews instructional implementation application from previous month.</li> <li>• Defines meeting goals based on instructional implementation data.</li> <li>• Explores new practices (on-going PD).</li> <li>• Experiments with newly-learned strategies (practiced during PLC meeting).</li> <li>• Reflects and plans actions (instructional application for implementation with students).</li> <li>• Plans for coaching support or needed additional professional development.</li> </ul> | 0     | 1 | 2 |

## ELEMENT IV: INFRASTRUCTURE

The MTSS infrastructure element focuses essentially on establishing the MTSS system (e.g., putting in place the necessary elements in the system), and making sure the continuous improvement of the system occurs. Two factors are prioritized in establishing and continuously improving MTSS systems: Student data and MTSS Implementation data.

| EVALUATION CRITERIA   | SCORE              |
|---|--------------------|
| <p>A school Implementation Team (e.g., MTSS-R Team) is created to work with the administrator to coordinate schoolwide reading implementation and Multi-Tiered Systems of Support for Reading (MTSS-R).</p> <ul style="list-style-type: none"> <li>• Uses the <i>Evaluation and Implementation Cycle for Improving Literacy</i> steps to guide the development and continuous improvement of an effective schoolwide reading model.</li> <li>• Create and monitor schoolwide action plans.</li> <li>• Develop and monitor a schoolwide literacy plan.</li> <li>• Establish student performance data management routines (scheduling and logistics), coordinate data collection, and analyze schoolwide and grade-level data.</li> <li>• Collect and analyze fidelity of implementation data.</li> <li>• Provides support, including professional development and classroom-based coaching for all staff implementing MTSS-R and resources, learning and engagement opportunities for families..</li> <li>• Evaluate, select, deliver and maintain curriculum programs and materials.</li> </ul> | <p>0    1    2</p> |

| EVALUATION CRITERIA  | SCORE              |
|--|--------------------|
| <p>College and Career Readiness <i>Standards</i> for reading are commonly understood and consistently used as instructional guides by all teachers of reading (e.g., Common Core Standards, State Standards, EL Standards, Dyslexia Legislation and Policy).</p> | <p>0    1    2</p> |

| EVALUATION CRITERIA  | SCORE              |
|--|--------------------|
| <p><b>Student Outcome Goals</b> are clearly communicated, understood, and articulated by all staff and families, across all grade levels (e.g., smart goals), consistently used within and between grades to evaluate and monitor student learning and improve implementation practices (i.e., using data during meetings to discuss progress and refine implementation toward reaching goals), and used to determine the objectives and outcomes of family engagement opportunities (e.g., trainings, activities, resources).</p> | <p>0    1    2</p> |

|   |  |
|---|--|
| <p><b>Implementation Goals</b> are anchored to rigorous research, explicit instruction, dedicated to the essential elements in reading (i.e., phonological awareness, phonics, fluency, vocabulary, and comprehension), and quantifiable at each grade level.</p> |  |
|---|--|



## ELEMENT V: DISTRIBUTED SCHOOL LEADERSHIP

MTSS-R implementation is complex and requires school leadership to meet high-quality implementation targets. Because of the scope and complexity, it is best if several professionals in the school assume key leadership roles. The best way to organize this is to consider the key leadership functions necessary for MTSS.

| EVALUATION CRITERIA  | SCORE              |
|--|--------------------|
| <p>Administrators and members of a school implementation team (e.g., MTSS-R Team) are knowledgeable of reading standards, priority reading skills and strategies, assessment measures and data-based decision-making practices, and instructional programs and materials.</p> <ul style="list-style-type: none"> <li>• Participate actively in all professional development activities.</li> <li>• Shadows the literacy coach and/or other literacy experts to build their knowledge base in reading.</li> </ul>   | <p>0    1    2</p> |
| <p>Administrators monitor implementation of all reading systems and provides guidance and coordination within and across systems.</p>  | <p>0    1    2</p> |
| <p>Administrators coordinate with staff and school teams to develop effective schoolwide reading systems to attain school reading goals.</p> <ul style="list-style-type: none"> <li>• Implementation Team (coordinate schoolwide reading implementation – see this section for more details)</li> <li>• Student Data Teams (grade-level or cross grade-level teams to make instructional and intervention decisions – see Assessments section for more details)</li> <li>• Data-based Intervention Teams (response to intervention for SLD determination – see Assessments section for more details)</li> <li>• Professional Learning Community Teams (instruction modifications and improvements – see Professional Development section for more details)</li> <li>• Stakeholder Teams (a diverse range of families and community members are regularly consulted to identify issues, provide feedback on learning needs, literacy planning and implementation, and outreach strategies)</li> </ul> | <p>0    1    2</p> |

| EVALUATION CRITERIA   | SCORE                  |
|---|------------------------|
| <p>A school Implementation Team (e.g., MTSS-R Team) is created to work with the administrator to coordinate schoolwide reading implementation and Multi-Tiered Systems of Support for Reading (MTSS-R).</p> <ul style="list-style-type: none"> <li>• Uses the <i>Evaluation and Implementation Cycle for Improving Literacy</i> steps to guide the development and continuous improvement of an effective schoolwide reading model.</li> <li>• Create and monitor schoolwide action plans.</li> <li>• Develop and monitor a schoolwide literacy plan.</li> <li>• Establish student performance data management routines (scheduling and logistics), coordinate data collection, and analyze schoolwide and grade-level data.</li> <li>• Collect and analyze fidelity of implementation data.</li> <li>• Provides support, including professional development and classroom-based coaching for all staff implementing MTSS-R and resources, learning and engagement opportunities for families..</li> <li>• Evaluate, select, deliver and maintain curriculum programs and materials.</li> </ul> | <p>0      1      2</p> |
| <p>Administrators work with a school implementation team (e.g., MTSS-R Team) to create a coherent master plan for reading instruction.</p> <ul style="list-style-type: none"> <li>• A master schedule is created that protects a minimum of 90+-minute uninterrupted reading instruction blocks for Tier I instruction and additional 30+-minutes of small group instruction for Tier II and Tier III instruction.</li> <li>• Assign staff appropriately to maximize reading instruction for the full range of students each day.</li> </ul>  | <p>0      1      2</p> |

|   |  |
|---|--|
| <p>Administrators maintain high-quality hiring practices, organize resources and personnel to support high-quality reading instruction, and maximize and protect reading instruction time.</p> <ul style="list-style-type: none"> <li>• Creates and maintains a system for hiring high-quality staff members who are skilled reading instructors.</li> <li>• Ensures that strong, experienced, and well-qualified staff members are teaching the lowest-performing students.</li> <li>• Ensures that all teachers have the necessary training and materials to fully implement all components of reading instruction.</li> <li>• Minimizes interruptions during literacy instruction to maximize reading time over the course of the year (e.g., schedules drills, assemblies, visitors, etc. outside of the literacy blocks).</li> </ul> | <p style="text-align: center;">0    1    2</p> |
| <p>Administrators maintain a constant presence in all reading instruction settings.</p> <ul style="list-style-type: none"> <li>• Monitors implementation through frequent implementation data collection.</li> <li>• Debrief with staff members based upon student data, and previous and current implementation data.</li> </ul>   | <p style="text-align: center;">0    1    2</p> |

## ELEMENT VI: PARENTS AND FAMILIES

Children can learn academic and behavior objectives both in and out of school. Schools have the major responsibility for managing learning that occurs during school. Parents and families have the major responsibility for managing learning that occurs outside of school. The key to partnering successfully with parents and families in their child’s learning is establishing an effective co-communication.

### Instruction and Intervention

| EVALUATION CRITERIA  | SCORE |   |   |
|--|-------|---|---|
| Families receive accessible information in various formats about the tiered instruction and intervention system, resources on how to support their children’s reading development, and regular opportunities to discuss and address issues together. | 0     | 1 | 2 |

### Data

| EVALUATION CRITERIA   | SCORE |   |   |
|---|-------|---|---|
| All families understand the multi-level assessment plan and what their role is in the system.   | 0     | 1 | 2 |
| Families receive accessible information and resources in various formats about the assessment plan, measures, and schedule; timely notification of assessment results; and regular opportunities to discuss and address issues together.                    | 0     | 1 | 2 |
| Student performance data are analyzed and summarized in meaningful formats for various stakeholders and routinely used by teams to evaluate and adjust schoolwide systems, student instruction, and discuss student successes and challenges with families. | 0     | 1 | 2 |

### Infrastructure

| EVALUATION CRITERIA   | SCORE |   |   |
|---|-------|---|---|
| <b>Student Outcome Goals</b> are clearly communicated, understood, and articulated by all staff and families, across all grade levels (e.g., smart goals), consistently used within and between grades to evaluate and monitor student learning and improve implementation practices (i.e., using data during meetings to discuss progress and refine implementation toward reaching goals), and used to determine the objectives and outcomes of family engagement opportunities (e.g., trainings, activities, resources). | 0     | 1 | 2 |

**Distributed School Leadership**

| <b>EVALUATION CRITERIA</b>  | <b>SCORE</b> |   |   |
|---|--------------|---|---|
| Stakeholder Teams (a diverse range of families and community members are regularly consulted to identify issues, provide feedback on learning needs, literacy planning and implementation, and outreach strategies)   | 0            | 1 | 2 |
| There is a two-way communication plan in place that acknowledges the critical role families play and uses multiple communication methods and various strategies to assess needs and seek and share information on student reading performance with school staff, families, district and state administrators, and other stakeholders. | 0            | 1 | 2 |
| Family engagement practices are built on mutual trust and are integrated, collaborative, interactive, asset-based, and culturally responsive and respectful.  | 0            | 1 | 2 |

## SUMMARY

**Score:** The individual scores for each element can be used to evaluate areas of strengths and areas needing improvement. The total score can be used to evaluate the overall quality of the school's MTSS-R.

**Percent:** The percent score for each element allows you to determine the percentage of items the school is implementing within that element. The percentages can be used to evaluate the respective quality of implementation.

| Element                                  | Score | Percent  |
|--|-------|----------|
| 1. Instruction and Intervention          | /     | %        |
| 2. Data Use                              | /     | %        |
| 3. Professional Development              | /     | %        |
| 4. Infrastructure                        | /     | %        |
| 5. Distributed Leadership (MTSS-R Teams) | /     | %        |
| 6. Parents and Families                  | /     | %        |
| <b>Total Score</b>                       | /     | <b>%</b> |

---

**Levels of Prioritization.** Levels of prioritization help schools implement MTSS–R in a systematic way, and to prioritize a sequence for implementation focus. Implementation should be conceptualized and scheduled so that all items (Levels 1–3) are planned for implementation and a schedule for implementation is developed. Different levels do not imply differences in importance. Also, it is not necessary to be highly proficient on Level 1 items (e.g., a consistent score of 2) before Level 2 and 3 items are addressed. In general, all items (Levels 1–3) should be targets of implementation in the first or second year of implementation.

1 = Level 1 priority items. These areas of MTSS–R serve as the foundation for MTSS–R. Their establishment and consistent implementation helps enable a focus on Level 2 and 3 priorities.

2 = Level 2 priority items.

3 = Level 3 priority items.

## **Colorado Dyslexia Pilot Program Protocol: Part 2**

### **Dyslexia Identification Process Checklist**

The Dyslexia Identification Process Checklist is used in conjunction with the MTSS-R Implementation Checklist (Part 1 of the Protocol) to support school teams to complete the screening and identification process and make recommendations to school staff about how to provide assistance to students and their families.

The Dyslexia Identification Process Checklist includes the following steps: (a) screening assessment; (b) review of data and tier placement; (c) supplementary support provision focused on foundational reading skills and implementation monitoring; (d) evaluation of progress data using a problem-solving framework to differentiate support; (e) evaluation of student response to supplementary support; (f) diagnostic assessment to identify skill deficits of students who have not responded to supplementary support; (g) intensive intervention selection, provision, and implementation monitoring; (h) evaluation of progress data using a problem-solving framework to individualize and intensify intervention; (i) referral to multidisciplinary team for additional diagnostic assessment (i.e., developmental history; standardized, norm-referenced assessment, student observations in multiple settings); and (f) team eligibility decision making consistent with ECEA and IDEA.

The first five steps of the protocol are required for all students who perform below grade level on screening assessment; the remaining steps in the protocol may or may not be taken, depending on student response data consistent with a response to intervention framework.

| Step  | Completed   | Evidence of Completion |
|---|---|------------------------|
| <i>All Students</i>   |   |                        |
| 1. Conduct universal screening assessment.  | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |                        |
| 2. Review data and assign students to tiers of support.   | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |                        |
| 3. Send communication home to parents of students who are determined to be at risk and will receive extra support   | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |                        |
| 4. Provide high-quality, comprehensive Tier 1 instruction in all five “big ideas” to students on a daily basis.   | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |                        |
| 5. Monitor fidelity of implementation of Tier 1 and collect student data to support differentiation.  | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |                        |
| <i>Some Students</i>  |   |                        |
| 6. Provide supplementary (Tier 2 Intervention) focused on foundational reading skills (i.e., phonemic awareness, phonics, and fluency).                                   | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |                        |
| 7. Monitor implementation of supplementary (Tier 2 interventions) for fidelity and quality.   | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |                        |
| 8. Collect student progress (biweekly CBM and daily mastery) data during intervention implementation.   | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |                        |
| 9. Evaluate progress and implementation data using a problem-solving framework to individualize and improve the implementation of Tier 2 intervention (at least monthly). | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |                        |
| 10. Evaluate student response to supplemental (Tier 2) intervention (at least twice annually).  | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |                        |
| <i>Fewer Students</i>   |   |                        |
| 11. Administer diagnostic assessment for markers of dyslexia to students who have not responded to Tier 2 intervention.   | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |                        |



|  |   |  |
|--|---|--|
| 12. Collect family history information.  | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |  |
| 13. Collect teacher perceptions of student reading, academic, and behavioral skills.   | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |  |
| 14. Select an appropriate intensive intervention that addresses student reading needs based on diagnostic data.  | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |  |
| 15. Send communication home to parents of students who demonstrate markers of dyslexia   | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |  |
| 16. Provide intensive intervention.  | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |  |
| 17. Monitor implementation of intensive intervention for fidelity and quality.   | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |  |
| 18. Collect student progress (weekly CBM and daily mastery) data during intervention implementation.   | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |  |
| 19. Evaluate progress and implementation data using a problem-solving framework to individualize and improve the implementation of intensive intervention (at least biweekly).                             | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |  |
| 20. Evaluate student response to intensive intervention (at least twice annually).   | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |  |
| <i>Fewer Students</i>  |   |  |
| 21. Refer students who have not responded to intensive intervention to multidisciplinary team for data review.<br>a. Provide a summary of all data collected to-date from CBMs and diagnostic assessments. | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |  |
| 22. If warranted, administer additional diagnostic assessment (i.e., standardized, norm-referenced assessment beyond CBM) to establish presence of an academic skill deficit.                              | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |  |

|  |   |  |
|--|---|--|
| 23. Team review of data records and pursuit of special education eligibility consistent with ECEA, as appropriate. | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |  |
|--|---|--|