



Determining Intensity of Instruction Decision Rules

Ongoing review of all students (Universal Screening)

- How often will screening data be collected (frequency)?
- What data will be used?
- What proficiency levels will be used?
- How will you determine which students are discrepant from their peers?
- Who is not at benchmark? Are there specific student groups who are not proficient?
- Have staff delivering instruction received appropriate training and support to implement core with fidelity?
- What additional data will be embedded within your decision rules (e.g., attendance rates, prior educational history, behavioral data)?

Less than 20% of students should move from Tier I to Tier II



This phase/tier includes students who meet the threshold established in the Universal Screening phase:

Diagnostic Assessments (Students identified through Universal Screening, based on established criteria for proficiency)

- Why did the student fail to meet proficiency/benchmark?
- What can/can't student(s) do in the area identified through universal screening
- What will be used for **validation of intervention?

Data should be used at this phase to:

- Select evidence-based intervention/intensified instruction based on results of diagnostic assessment
- Align intensified instruction/intervention to the identified areas of need



Progress Monitoring

- Using data-based decision making, determine a goal for student(s)
- Based on the needs of the individual student, determine frequency and intensity of dosage
- How will you determine when a student has made sufficient progress? Establish a threshold prior to implementing the intervention.
- How will you measure fidelity of implementation?
- How will you determine when the intervention/intensified instruction needs to be adjusted or intensified? Establish a threshold prior to implementing the intervention.
- How will you determine when a student needs to be referred for a special education evaluation? *MTSS/Problem Solving Process should never delay a referral to special education if a disability is suspected.*
- What is the criteria for discontinuing the intervention/intensified instruction?

**Validation of Intervention/Intensified Instruction ([Validated Intervention Program](#))

When evaluating the validated intervention program that will represent the platform, teachers should consider a series of dimensions that are part of a *Taxonomy of Intervention Intensity* to help guide the initial intervention selection:

- **Strength:** the evidence of effectiveness for students with intensive needs;
- **Dosage:** the number of opportunities the student has to respond and receive feedback from the teacher;
- **Alignment:** how well the intervention matches the targeted academic skills or behaviors of concern, as well as incorporates grade-appropriate standards or behaviors we would expect for a particular context;
- **Attention to transfer:** whether the intervention is explicitly designed to help students make connections between the skills taught in the intervention and skills learned in other contexts and environments;
- **Comprehensiveness:** how well the intervention incorporates a comprehensive array of explicit instruction principles; and
- **Behavioral or academic support:** whether an academic intervention incorporates behavioral strategies that may support students with self-regulation, motivation, or externalizing behaviors that may impact their ability to learn, or whether a behavioral intervention considers academic components as part of the intervention.

Decision Rule Considerations Template

Core/Tier I (All Students)

Universal Screening Tool(s): MAP Growth, DIBELS 8 (K-5)

Universal Screening will occur at the following times during the academic year:

3x per year on both instruments (K-8)

2x per year/Fall and Winter (9-11 plus seniors who are taking a specific course that is taking MAP Growth)

Less than 80% of students demonstrate proficiency:

- Review fidelity of implementation of curriculum (what will be used for this step)
- Review fidelity of implementation of instructional strategies/instructional framework (problem solving team analysis)

More than 80% of students demonstrate proficiency:

- Proceed to individual student problem solving
- Determining the need for individual student problem solving
 - Proficiency expectation:
 - 62%ile or above (MAP Growth K-8)
 - 55%ile or above (MAP Growth 9-11)
 - Behavioral data: Office Referrals
 - Attendance Rate: 10% or greater absences (e.g., 10 days per semester)
 - Grades/Credits Earned: 2 or more Ds or Fs
 - What % of students in the same student group are meeting proficiency expectations?

Intensified Tier I/Core

40-62%ile Intensified instruction within core:

Below 40% move to Tier II

Intensified Instruction/Tier II (Some Students *CORE INSTRUCTION CONTINUES*)

Diagnostic Tools: _____

Evidence-Based Intervention (aligned with area of need identified through diagnostic assessment): _____

Frequency, Duration, Intensity of Intervention: _____

What is the criteria for sufficient progress? _____

What is the criteria for adjusting intensity? _____

What is the criteria for slow or inadequate progress? _____

Intensified Instruction/Tier III (Few Students *CORE INSTRUCTION CONTINUES*)

*****Consider this section as you create problem solving forms**

What amount of additional time is needed? _____
What additional instructional strategies or behavioral support are needed? _____
How will the frequency and intensity of progress monitoring change? _____
What will be used for progress monitoring? _____
What is the criteria for sufficient progress? _____
What is the criteria for adjusting intensity? _____
What is the criteria for slow or inadequate progress? _____
How unique is the student's response in comparison to peers? _____
Is a disability suspected? _____

Resource for Data Based Decision Making: [Continuous Improvement: The Problem Solving Process](#)