

Under Review/Revision for Fall 2014

Inclusionary/Exclusionary Criteria

Inclusionary Criteria			
<i>Discrepancy</i>	Reading	Math	Writing
Local Assessments	R-CBM EL-CBM F & P	M-CAP EN-CBM	WE-CBM
National/State Assessments	ISAT MAP ACCESS / AMAO target	ISAT MAP	Writing?
Classroom Assessments	Common Summative Assessments Common Formative Assessments Daily Work Writing?		<70% correct on 50% of Grade Level Summative Assessments in the current school year <70% correct on 50% of Grade Level Formative Assessments in the current school year Classroom level peer comparison – 2.0 x discrepant?
Individual Assessments	WIAT-III GORT Woodcock Johnson Tests of Achievement TOWL		Approaching 16 th -ile (Standard Score < 85)
<i>Rate of Improvement</i>			
	AIMSweb Easy CBM MAP		Approaching low end of ROI ranges/Tier II ROI from Protocol for Developing Individual Student Goals Using AIMSweb CBM; Below growth target
<i>Instructional Need</i>			
Additional	>400 minutes bi-weekly (every other week) in addition to the instruction that all students receive		
Intensive	Intensive instruction includes flexible groups with no more than 4 students High opportunity for engagement with adult instructor, includes multi-modalities Alternative or additional materials to general education classroom		
On-going	Likely to remain significantly discrepant from national peers for more than 1 school year even with additional and intensive instruction as defined above		
Exclusionary Criteria			
Health (hearing/vision/motor) Cultural Environmental/Economic Intellectual Social Emotional/ Behavior	Review of Health records; PE and/or teacher interview; parent interview; Health History; Social Developmental History; Adaptive Behavior Rating Scale; Behavior Rating Scales; Classroom Observation; Functional Behavior Assessment; Attendance review; Discipline Reports; Free/Reduced Lunch status;		If meets disability criteria for any other disability category as the primary reason for the lack of academic progress.

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Determinant Factors		
Appropriate reading instruction Appropriate math instruction ELL	Reading & Math: Integrity checklists; principal walk-throughs; attendance data; MAP data ACCESS scores; comparison of student to ELL subgroup; integrity checklists; principal walk throughs; attendance data; MAP data	85% of students in the grade level are at or above the 35 th -ile on benchmarks (MAP) If not, then reading/math instruction not effective. ELL = ___% of ELL/bi-lingual students meet adequate growth on ACCESS. If not, the ELL/bi-lingual instruction is not effective.