Mayflower Elementary School RTI Guidelines

**Tier 2**

**Tier 2 intervention program by grade**

*Supplements designed for K- New Horizons, 1st - Pioneers, 2nd - Castles, 3rd - Beacon, 4th - Athena*

**Length of intervention session** *(in addition to 90 minutes of Tier 1 reading instruction)*

*Varies by grade (i.e., K-1st grade – 20 minutes; 2nd-3rd grades – 30 minutes; 4th grade – 45 minutes)*

**Number of sessions per week**

*Five*

**Who provides intervention(s)**

*Reading specialist(s)*

**Maximum number of students per group**

*Five*

**Progress-monitoring procedures**

- Monitor all Tier 2 students
- Administered by the reading specialist
- Duration of progress monitoring: 12 weeks (i.e., one round of intervention)
- Frequency of progress monitoring: once per week
- Progress monitoring measure: Vanderbilt probes appropriate for each grade level
- Norms established by each measure will be used to determine which students are in need of Tier 3 intervention (i.e., special education referral)

**Data-based decision making procedures**

- Evaluate each student’s progress monitoring data at the end of the monitoring period.
- A student is making adequate progress if his or her scores are at or above the established criterion for either the performance level OR the rate of growth. He or she should receive Tier 1 instruction only.
- A student is not making adequate progress if his or her scores fall below the criteria for both the performance level AND the rate of growth. The reading specialist will present the data at the grade-level team meeting, and the team will make a final decision regarding whether the student would benefit from another round of Tier 2 intervention (i.e., 12 weeks) or from more intensive, individualized intervention provided in Tier 3. If Tier 3 intervention is recommended, the team should refer the student for a special education evaluation.
<table>
<thead>
<tr>
<th>Meets Criteria</th>
<th>Performance Level</th>
<th>Rate of Growth</th>
<th>Outcome</th>
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</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Making adequate progress</td>
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<tr>
<td>Yes</td>
<td>No</td>
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<tr>
<td>No</td>
<td>Yes</td>
<td>Making adequate progress</td>
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<tr>
<td>No</td>
<td>No</td>
<td>Not making adequate progress; needs more intensive services</td>
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