



East High School RTI Manual

General Procedures

Academic area: *Mathematics*

Special education at East: *Provided at Tier 3*

How often will the RTI team meet?

The RTI team will meet every 4 weeks. The team will consist of the school principal, the RTI coordinator, at least one core instruction provider, the Tier 2 mathematics interventionists, and the special education providers. The school psychologist will join these team meetings, as necessary, to make data-based instructional decisions, including special education referrals.

What is the procedure for students who enter school mid-term?

- 1. Assess them using the universal screening measure (unless the next scheduled screening is within 2 weeks).*
- 2. Collect progress monitoring data for these students every two weeks.*
- 3. Examine progress monitoring data after 4 weeks and determine if students need supplemental intervention.*

When does a student get referred for a special education evaluation?

- After adequate Tier 2 intervention has been provided and progress monitoring data indicate that the student is not responding or upon parental request*
- If a student enters the school with obvious needs, school personnel or the parents can request a special education evaluation at any time.*

What are the components of the special education evaluation?

Hearing screening, vision screening, abbreviated intelligence test, achievement tests, adaptive behavior scales, speech and language evaluation, behavior checklist for parents, behavior checklist for teachers, progress monitoring data

Who makes the decision for a referral for special education evaluation?

- The RTI Team which includes a general education teacher, Tier 2 intervention provider, and school psychologist*
- Any school personnel or the parents can request a special education evaluation if a student displays obvious needs*

Who will provide interventions?

- Tier 2: Mathematics intervention specialist*
- Tier 3: Special education teacher*

When should school staff contact parents?

1. *Beginning of the year (information only) about the RTI process*
2. *After each universal screening (three times per year)*
3. *Before initiating or discontinuing each level of intervention*
4. *During regularly required reporting intervals (e.g., brief comments about students' progress on report cards)*

Who can teachers ask for help?

- *Instructional questions: mathematics intervention specialist, special education teacher, or RTI team*
- *Data-related questions: psychologist, special education teacher, or RTI team*

What are the universal screening procedures?

- *Administered three times per year: fall, winter, spring*
- *Administered to all students, except for those who have been identified as needing instructional support*
- *Administered by the teacher who provides mathematics instruction*
- *Screening measures: Brand 123 probes appropriate for each mathematics content area (Algebra I, Geometry, Algebra II)*
- *Criteria used to determine which students need to be monitored: norms established by each probe*

Tier 1 - Core instruction

Curriculum for each core mathematics area

Algebra 1, Geometry, Algebra II/Trigonometry, Pre-calculus

Length of core mathematics instruction across all grades

50 minutes

Progress-monitoring procedures

- *Monitor students identified as struggling by the universal screening*
- *Probes administered by the teacher who provides mathematics instruction*
- *Duration of progress monitoring: 4 weeks following each universal screening*
- *Frequency of the progress monitoring: once per week*
- *Progress monitoring measure: Brand 123 probes appropriate for each mathematics content area*
- *Criteria established by each probe will be used to determine which students are in need of Tier 2 intervention*

Data-based decision making procedures

- *Evaluate each student's progress monitoring data at the end of the monitoring period.*
- *If a student's slope is equal to or greater than the specified rate of growth, the student is responding adequately to instruction. The student should continue receiving core instruction only.*

- *If a student's slope is less than the specified rate of growth, more intensive instruction, like that provided in Tier 2 supplemental intervention, is warranted. The teacher will present the data at the RTI team meeting, and the team will make a final decision regarding whether the student should receive Tier 2 intervention.*

Tier 2 - Supplemental intervention

Supplemental intervention program by core mathematics area

Supplements designed for Algebra 1, Geometry, Algebra II/Trigonometry, Pre-calculus

Length of intervention session (in addition to 50 minutes of core mathematics instruction)

50 minutes

Number of sessions per week

Five

Who provides intervention(s)

Mathematics intervention specialist

Maximum number of students per group

Ten

Progress-monitoring procedures

- *Monitor all students receiving Tier 2 intervention*
- *Administered by the mathematics intervention specialist*
- *Duration of progress monitoring: 9 weeks (quarterly)*
- *Frequency of progress monitoring: once per week*
- *Progress monitoring measure: Brand 123 probes appropriate for each mathematics content area*
- *Norms established by each measure will be used to determine which students are in need of intensive, individualized 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 core 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 intervention 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 supplemental intervention (i.e., 9 weeks) or from more intensive, individualized intervention provided by Tier 3. If intensive intervention is recommended, the team should refer the student for a special education evaluation.*

Meets Criteria	Performance Level	Rate of Growth	Outcome
	Yes	Yes	Making adequate progress
	Yes	No	Making adequate progress
	No	Yes	Making adequate progress
	No	No	Not making adequate progress; needs more intensive services

Tier 3 – Intensive intervention

Tier 3 intervention program

Varies, based on individual students' needs

Length of intervention session

Varies, based on individual students' needs

Number of sessions per week

Varies, based on individual students' needs

Who provides intervention(s)

Special education teacher

Maximum number of students per group

Three

Progress-monitoring procedures

- *Frequency of progress monitoring: 2 times per week*
- *Administered by the special education teacher*
- *Progress monitoring measure: Brand 123 probes appropriate for each mathematics content area or ability level*

Data-based decision making procedures

- *Evaluate each student's progress monitoring data on a regular basis.*
- *A student is making adequate progress if his or her scores are at or above the established criterion for both the performance level and the rate of growth. He or she may:

 - *Discontinue intensive intervention and receive supplemental intervention to support an eventual transition to core instruction only*
 - *Discontinue intensive intervention and receive core instruction only**
- *Because intensive intervention is special education, an IEP meeting must be held to change or discontinue intervention services.*
- *A student is not making adequate progress if his or her scores fall below the criteria for both performance level and rate of growth. The student should continue receiving intensive intervention (i.e., special education services).*