



Lyle Elementary School RTI Manual

General Procedures

Academic area: *Mathematics*

Special education at Lyle: *Provided at Tier 3*

How often will grade-level teams meet?

Grade-level teams will meet every 2 weeks; the secondary intervention providers and 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. Assign them to appropriate small groups for differentiated instruction.*
- 3. Collect progress monitoring data for these students along with the rest of the class every two weeks.*
- 4. Examine progress monitoring data after 7 weeks and determine if students need instructional support in the classroom until Tier 2 intervention is available.*

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

After two rounds of Tier 2 intervention or on parental request

What are the components of the special education evaluation?

Hearing screening, vision screening, abbreviated intelligence test, 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?

A group consisting of the grade-level team, Tier 2 intervention provider, and school psychologist

Who will provide interventions?

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

When should school staff contact parents?

1. *Beginning of the year (information only)*
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: intervention specialist or grade-level team*
- *Data-related questions: psychologist or grade-level team*

What are the universal screening procedures?

- *Administered three times per year: fall, winter, spring*
- *Administered to all students*
- *Administered by the teacher who provides mathematics instruction*
- *Screening measures: Brand 123 probes appropriate for each grade level*
- *Criteria used to determine which students need to be monitored: norms established by each probe*

Tier 1: Core Instruction

Core mathematics curriculum by grade

*K- Primary Math, 1st- New Math, 2nd- Math Concepts, 3rd- Elementary Mathematics Skills, 4th- Fourth Grade Mathematics**

Length of core mathematics instruction across all grades

50 minutes

Types of instructional practices

Small groups, learning centers, peer tutoring

Progress-monitoring procedures

- *Monitor entire class*
- *Probes administered by the teacher who provides mathematics instruction*
- *Duration of progress monitoring: 7 weeks following each universal screening*
- *Frequency of the progress monitoring: once per week*
- *Progress monitoring measure: Brand 123 probes appropriate for each grade level*
- *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 intervention, is warranted. The teacher will present the data at the grade-level 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 grade

*Supplements designed for K- Primary Math, 1st- New Math, 2nd- Math Concepts, 3rd- Elementary Mathematics Skills, 4th- Fourth Grade Mathematics**

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

Intervention specialist

Maximum number of students per group

Five

Progress-monitoring procedures

- *Monitor all secondary intervention students*
- *Administered by the intervention specialist*
- *Duration of progress monitoring: 10 weeks (i.e., one round of intervention)*
- *Frequency of progress monitoring: once per week*
- *Progress monitoring measure: Brand 123 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 and should be referred for a special education evaluation*

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 Tier 2 intervention (i.e., 10 weeks) or from more intensive, individualized intervention (i.e., Tier 3 intervention). If Tier 3 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, Individualized Intervention (Special Education)

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 grade level or ability level*

Data-based decision making procedures

- *Evaluate each student's progress monitoring data prior to the annual IEP meeting.*
- *A student is making adequate progress if his or her scores are at or above the established grade-level criterion for both the performance level and the rate of growth. He or she may:

 - *Discontinue Tier 3 intervention and receive Tier 2 intervention to support an eventual transition to Tier 1 instruction only*
 - *Discontinue Tier intervention and receive Tier 2 intervention only**
- *Because Tier 3 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 grade-level criteria for both performance level and rate of growth. The student should continue receiving Tier 3 intervention (i.e., special education services).*

**Note: These are all fictitious programs.*