Response to Intervention (RTI) District Plan
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History of RTI

In 1974, Congress enacted the Education for All Handicapped Children Act (Public Law 94-142), to support states and localities in protecting the rights, meeting the needs, and improving the results for infants, toddlers, children, and youth with disabilities. This landmark law has been updated about every five years, most recently in 2004.

IDEA 2004 permits the use of federal program dollars for students who are not specifically identified as having a learning disability. Of the money a school district receives under Part B of IDEA, a maximum of 15 percent may be used for “early intervention services” for unidentified students. The law says these intervening services can include “professional development (which may be provided by entities other than LEAs) for teachers and other school staff to enable such personnel to deliver scientifically based academic and behavioral interventions, including scientifically based literacy instruction” (IDEA, 2004)

RTI was recognized in the 2004 reauthorization of the federal Individuals with Disabilities Education Act (IDEA) as one option that school districts can use to identify students with learning disabilities. The federal law states:

. . . When determining whether a child has a specific learning disability as defined in §602 (29), a local educational agency shall not be required to take into consideration whether a child has a severe discrepancy between achievement and intellectual ability in oral expression, listening comprehension, written expression, basic reading skill, reading comprehension, mathematical calculation, or mathematical reasoning.

In determining whether a child has a specific learning disability, a local educational agency may use a process that determines if the child responds to scientific, research-based intervention as part of the evaluation procedures. . . (P. L. 108-446 § 614(b)(6).

Through the 2004 reauthorization, IDEA now allows schools to develop an alternate system of identification, Response to Intervention (RTI), as long as it is documented.

Features of the RTI approach have been around for more than 20 years. What has changed now is that the force of current federal law is creating a fundamental shift in instructional delivery, so as to provide a sound foundation for quality instruction for all students while also creating a systematic, data-driven process to determine students’ specific learning needs.

“Referral of students for a full individual and initial evaluation for possible special education services must be a part of the district’s overall, general education referral or screening system. Prior to referral, students experiencing difficulty in the general classroom should be considered for all support services available to all students, such as tutorial; remedial; compensatory; response to scientific, research-based intervention; and other academic or behavior support services.” (19 TAC 89.1011)
The Foundation of RTI in MISD

The mission of the Midland Independent School District embodies the belief that all students can learn but that all students do not learn in the same way. Each student has his or her own learning style and schema through which he/she filters new knowledge and skills. A student’s learning style is generally static, but his/her schema can be expanded and changed providing enhanced opportunity for learning.

MISD is committed to raising achievement for all students and closing the achievement gaps that may exist. High quality instruction, including the use of best practice strategies as well as evaluative practices, is the tool for reaching this goal.

Teachers in MISD are trained and expected to determine instructional and behavioral goals for their students using a variety of data. This data is the centerpiece for student assessment, curricular decisions, and instructional design. The district has developed common assessments to assist teachers with continuous, review and ongoing measurement of student performance. These assessment tools are directly linked to the academic curriculum and can be used to match students to specific academic interventions. Services can be determined with these assessment tools for the highly capable learner as well. Positive behavioral interventions can be implemented to assist students with behavioral difficulties.

In addition to ongoing assessment and continuous review of student progress, the District is committed to differentiation of instruction to ensure that students with a variety of learning styles and readiness skills will be able to experience success in the classroom and gain skills and knowledge related to the TEKS. Differentiation may occur in the presentation of materials as well as in the options for the student’s demonstration of understanding. The student is at the center of teaching and learning and his/her needs drive the manner in which the instruction is differentiated. Teachers instructing English Language Learners (ELL) will also incorporate English Language Proficiency Standards (ELPS).

These best practice instructional strategies and ongoing evaluative practices are also the basis of the RTI approach for increasing student performance through assisting students with their learning and behavior. Pre-Kindergarten through 12th grade teachers work collaboratively with professionals in the district, parents, and the community to assess and improve instruction in student performance. Based on objective information and ongoing assessment results, interventions and/or additional services in the form of academic and behavioral strategies are chosen. They are implemented with specific students in a large group, small group, and on an individual basis. These academic and behavioral strategies are selected because of research demonstrating their past success with other students. Trained educators implement them according to the prescribed procedures. Their effectiveness with students is evaluated in an ongoing manner and documented using data points over time.

Students, who do not succeed in the general classroom setting due to their significant lack of readiness and skills, or significant higher level readiness and skills, will be supported Campus Intervention Team. This team provides the collaborative support to the teacher and staff working with a student to improve his/her functioning and increase his/her success and/or create challenging experiences that extend the learning of the highly-capable student. The team uses a problem solving model to access the student’s needs.

It is expected that all students in the RTI process will continue to receive high quality differentiated instruction in the general education setting. In addition to that instruction, students may need more targeted academic and/or behavioral support.
Key Stakeholders in the RTI Process

**District**
- District Administrators
- Professional Development

**Campus**
- Campus Administrators
- Instructional Staff
- Support Staff
- Special Programs

**Community**
- Volunteers
- Partners in Education
- Social Service Agencies

**Family**
- Parents
- Guardians
- Caretakers

**Policy**
- USDOE
- TEA
- IDEA
Roles and Responsibilities of Key Stakeholders

District
● Provide professional development, resources, and materials
● Communicate understandable common message to participants and the public
● Fidelity checks
● Support stakeholders
● Coordinate and assist in data analysis
● Communicate the universal screener/assessment dates and data entry deadlines to the district
● Coordinate consistent, district-wide research and evidence-based instruction/ curriculum/ intervention
● Provide problem solving support as needed

Campus - Principals
● Schedule and delegate responsibilities
● Communicate to teachers, families, participants
● Support implementation
● Provide and facilitate professional development/ resources with district support
● Insure fidelity of instruction
● Coordinate and assist in data analysis
● Organize the Campus Intervention Team
● Problem-solve with Instructional staff & the Campus Intervention team regarding case-by-case questions as they arise

Campus - Instructional Staff & Campus Intervention Team
● Provide research and evidence based instruction/curriculum/intervention
● Differentiate levels of instruction
● Initiate & maintain fidelity of instruction, assessment, and intervention
● Evaluate students for placement in tiers for instruction and develop Tier 2 and Tier 3 interventions and supports to meet student needs
● Establish performance goals for the student in the targeted area(s)
● Develop a plan that details specific interventions to address the goals and determine how the student's progress will be monitored
● Monitor/assess/document data and student progress
● Communicate and collaborate with all appropriate stakeholders
● Monitor progress according to the district established timelines
● Problem-solve with principal regarding case-by-case questions as they arise

Family
● Be involved in the data sharing and decision-making
● Support their child at home with any interventions that have a home component
● Ask questions, express concerns, and offer suggestions

Community
● Act as a resource to support the RTI process
● Provide specialized intervention services as appropriate
● Communicate and collaborate with RTI stakeholders

Policy
● Maintain compliance with State, Federal and District Policy
MISD RTI

The RTI framework is in place as an early intervention and identification framework to address potential challenges individual students may face that ultimately affect their success in school. This process starts as soon as possible for a student who is struggling academically and/or behaviorally. Early intervention, with documented, data-driven decision making may prevent more severe challenges from developing.

RTI Definition
Response to intervention (RTI) integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior concerns. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student’s responsiveness, and identify students with learning difficulties.


RTI Benefits
RTI holds the promise of ensuring that all children have access to high quality instruction. A functioning RTI framework ensures struggling learners (including those with learning disabilities) are identified, supported, and served early and effectively. Driven and documented by reliable data, the implementation of RTI in Texas schools can result in:

- More effective instruction;
- Increased student achievement;
- More appropriate referrals for special education and 504 services;
- Increased professional collaboration; and
- Overall school improvement.

RTI is a Problem-solving Approach
The problem-solving approach involves considering student performance data to identify and define learning concerns, develop an intervention plan to solve those concerns, and evaluate the effectiveness of those interventions. The problem-solving approach is a logical and organized method to manage and evaluate student data, prioritize targets, implement intervention, and evaluate responsiveness to intervention.

RTI as Response to Instruction
Decisions are constantly made about the unique individual responses to instructional delivery. This approach works to the benefit of all students within the classroom, because teachers are actively engaged in discovering the source of learning breakdowns. In the past, Special Education was seen as the only way students could receive help. RTI empowers teachers to troubleshoot learning and behavioral difficulties that students are encountering, many times eliminating the need for special education referrals.

RTI Student Data Review
An RTI Student Data review will be conducted periodically by district RTI personnel to assure students in need of intervention are provided support. RTI Student Data Review summaries will be shared with the campus and RTI personnel will engage in collaborative efforts to assure student progress.

An RTI Student Data Review will include:
- Historical and Current Grades
- State Assessments and other performance stat
- Current Attendance and Discipline
- Hearing and Vision Screening
- Teacher and Counselor documented concerns
RTI Framework

Response to Intervention (RTI) integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior concerns. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student’s responsiveness, and identify students with learning disabilities. National Center on Response to Intervention, www.RTI4success.org.

RTI is the practice of meeting the academic and behavioral needs of all students through a variety of services containing the following key elements:

1. High Quality Instruction/Intervention is defined as instruction or intervention matched to student need that has been demonstrated through scientific research and practice to produce high learning rates for most students. Individual responses to even the best instruction/intervention are variable. Selection and implementation of scientifically based instruction/intervention markedly increases the probability of, but does not guarantee positive individual response. Therefore, individual response is assessed in RTI and adjustments to instruction/intervention or goals are made depending on results with individual students.

2. Universal Screener is an assessment tool to identify students who need instructional and behavioral support through interventions. If screening results indicate students are not meeting standards or positive behavioral expectations, students will receive appropriate differentiated instruction and interventions to meet their needs.

3. Frequent monitoring of student progress is the driving force for ongoing decision making. Students with achievement or behavioral challenges respond positively to explicit and intense instruction/interventions. Decisions about the use of more or less intense interventions are made by analyzing ongoing student data collections. More intense interventions may occur in general education classrooms or pull-out programs as determined by the Campus Intervention Team and key stakeholders.

4. The Campus Intervention Team is a building-level collaborative team that includes staff which uses a problem-solving approach to address the needs of students. This team will consist of a campus administrator (principal, associate principal, assistant principals), teachers, and other district staff familiar with the needs of the student. Campus Intervention Team:
   ✓ will review fidelity of instruction provided to the student.
   ✓ will review all appropriate student data to determine if RTI interventions are needed.
   ✓ may make appropriate instructional suggestions or recommendations.
   ✓ will collaborate to develop an intervention plan if needed.
   ✓ will document information into the eRTI program as applicable.
   ✓ will involve and communicate with parent/guardian.
   ✓ will schedule follow up meetings to review progress as applicable.
   ✓ may recommend a request for review of a student’s RTI plan for potential referral for special program screenings or evaluations. (Please refer to the Special Program section in the District RTI Plan.)

5. Analyzing Ongoing Student Data is used to guide important educational decisions about the intensity and duration of interventions for each individual student’s response to instruction across multiple tiers of intervention. Data analysis will also help to determine the necessity of more intense interventions, including a referral for special programs or assistance if data indicates there is little to no response to interventions.
Note: The framework of support and intervention is **not** a pre-referral to Special Education or a step to get a student into Special Education. This framework and process is a way to help identify students who are in need of extra support and/or intervention, develop a plan to address their needs, and monitor their progress. If a student does not respond to supports and interventions, a recommendation for a Special Education referral may be considered.

**RTI Triangle as a Problem Solving Model**

**Problem-Solving Approach**
The problem-solving approach involves considering student performance data to identify and define learning concerns, to develop interventions to solve those concerns, and to evaluate the effectiveness of those interventions. The problem-solving approach is a logical organized method to manage and evaluate student data, prioritize targets, implement and evaluate individual intervention.

**RTI is a Problem-solving Approach**
The problem-solving approach involves considering student performance data to identify and define learning concerns, develop an intervention plan to solve those concerns, and evaluate the effectiveness of those interventions. The problem-solving approach is a logical and organized method to manage and evaluate student data, prioritize targets, implement intervention, and evaluate responsiveness to intervention.
Understanding of RTI Triangle

100% student population
Core Curriculum with Differentiated Instruction

5%-10% Student Population
Core Curriculum with Differentiated Instruction
PLUS
Supplemental Targeted Group Intervention
PLUS
Individualized, Intensive Intervention

10%-15% Student Population
Core Curriculum with Differentiated Instruction
PLUS
Supplemental Targeted Group Intervention
### RTI Tier Instructional Summary and Description Table

<table>
<thead>
<tr>
<th>Focus (Kinder-8th Grade)</th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Curriculum with Differentiated Instruction</strong></td>
<td>100% of students receive Tier 1 curriculum with differentiated instruction. Approximately 80%+ should respond to Tier 1 instruction without the need for Tier 2 or Tier 3 interventions.</td>
<td>In addition to Tier 1 instruction, students who do not respond to Tier 1 instruction, receive additional support to master grade-level essential targets and immediate prerequisite skills. (Immediate prerequisite skills are defined as those skills closely related to grade-level, course, or content area’s expectations.)</td>
<td>In addition to Tier 1 instruction and Tier 2 interventions, students not making adequate growth to close learning or behavior gaps receive Tier 3 intensive and individualized interventions to support mastery of basic, foundational skills and concepts.</td>
</tr>
<tr>
<td><strong>Curriculum &amp; Interventions</strong></td>
<td>Scientific, research-based core curriculum with differentiated instruction and research-based teaching strategies, as well as supplemental instruction and/or general education accommodations.</td>
<td>Research &amp; evidenced-based intervention that addresses student needs and supplements Tier 1 instruction. These interventions should focus on closing immediate prerequisite gaps needed to better access Tier 1 curriculum and instruction. Interventions are supplemental to Tier 1 curriculum and instruction.</td>
<td>Research &amp; evidenced-based intervention that addresses student needs in basic, foundational skills. These interventions should focus on closing gaps due to knowledge and acquisition of basic skills and concepts needed to access grade-level curriculum. Interventions are supplemental to Tier 1 curriculum and instruction.</td>
</tr>
<tr>
<td><strong>Recommended Time &amp; Duration</strong></td>
<td>Within regular class period or schedule.</td>
<td>Recommended at least 90 minutes per week on top of Tier 1 instruction. Recommended to provide intervention at least 12 weeks to gather data to determine need to return to Tier 1 or proceed to Tier 3 interventions.</td>
<td>Recommended at least 120 minutes per week on top of Tier 1 instruction. Recommended to provide intervention at least 12 weeks to gather data to determine need to return to Tier 1, Tier 2 or continue with Tier 3 interventions. If no response, continue maximum interventions and request a review for further testing.</td>
</tr>
<tr>
<td><strong>Universal Screening Times</strong></td>
<td>September-October, January, &amp; April (Math &amp; Reading)</td>
<td>On-going progress monitoring through the use of formative assessments and/or other progress monitoring data sources. For students with an eRTI Tier 2 intervention plan, teacher should be documenting progress towards intervention goal(s) at least every 3 weeks. Goal progress data should be reported in eRTI at least every 6 weeks.</td>
<td>On-going progress monitoring through the use of formative assessments and/or other progress monitoring data sources. For students with an eRTI Tier 3 intervention plan, teacher should be documenting progress towards intervention goal(s) at least on a weekly basis. Goal progress data should be reported in eRTI at least every 3 weeks.</td>
</tr>
<tr>
<td><strong>Recommended Group Sizes</strong></td>
<td>Whole group with differentiated instruction based on students’ needs. Tier 1 may also include small group or individualized instruction for students based on assessment data.</td>
<td>On-going progress monitoring through the use of formative assessments and/or other progress monitoring data sources. For students with an eRTI Tier 2 intervention plan, the intervention provider(s) should be documenting progress towards intervention goal(s) at least every 3 weeks.</td>
<td>On-going progress monitoring through the use of formative assessments and/or other progress monitoring data sources. For students with an eRTI Tier 3 intervention plan, intervention provider(s) should be documenting progress towards intervention goal(s) at least on a weekly basis. Goal progress data should be reported in eRTI at least every 3 weeks.</td>
</tr>
<tr>
<td><strong>Progress Monitoring</strong></td>
<td>On-going progress monitoring through the use of formative assessments.</td>
<td>On-going progress monitoring through the use of formative assessments and/or other progress monitoring data sources. For students with an eRTI Tier 2 intervention plan, the intervention provider(s) should be documenting progress towards intervention goal(s) at least every 3 weeks.</td>
<td>On-going progress monitoring through the use of formative assessments and/or other progress monitoring data sources. For students with an eRTI Tier 3 intervention plan, intervention provider(s) should be documenting progress towards intervention goal(s) at least on a weekly basis. Goal progress data should be reported in eRTI at least every 3 weeks.</td>
</tr>
<tr>
<td><strong>Intervention Provider</strong></td>
<td>Regular Classroom Teacher</td>
<td>Regular Classroom Teacher, Specialist, or Interventionist</td>
<td>Regular Classroom Teacher, Specialist, or Interventionist</td>
</tr>
<tr>
<td><strong>Setting</strong></td>
<td>Regular Classroom Setting</td>
<td>Regular Classroom Setting or Outside the Regular Classroom</td>
<td>Regular Classroom Setting or Outside the Regular Classroom</td>
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</tbody>
</table>
Teacher identifies an academic concern pertaining to a **lack of immediate prerequisite skills** that hinder the student’s ability to access grade level curriculum.

Data is gathered and collaboration occurs within the teacher teams to determine if appropriate instructional and differentiation strategies were utilized in Tier 1. Plans are put in place to address instructional strategies used in Tier 1.

Teacher teams plan and document appropriate Tier 1 or Tier 2 interventions for students. **Progress monitoring should occur within the teacher teams.**

Student making progress. Continue intervening as needed.

Student **consistently not making progress.**

Teacher brings student concern to the campus intervention team.

An eRTI plan is developed. Both the eRTI Tier 1 screen and the **eRTI Initial Plan** (eRTI Tier 2 screen) are completed at this time. Teachers provide the Tier 1 information (Strengths/Weaknesses and Effective Teaching Strategies) and the team develops the documented **eRTI Initial Plan** (eRTI Tier 2 screens) at this point.

Note: The eRTI Initial Plan can include Tier 2 and/or Tier 3 interventions. The interventions are based on student needs.

Continuous Progress Monitoring of **eRTI Intensified Plan** (eRTI Tier 3 follow-up screens) indicates student is **making progress.** Continue monitoring and providing interventions as needed. Exit if appropriate.

Continuous Progress Monitoring of **eRTI Intensified Plan** (eRTI Tier 3 follow-up screens) indicates student is **not making progress.**

Continuous Progress Monitoring of **eRTI Intensified Plan** (eRTI Tier 3 follow-up screens) indicates student is not making progress.

Possible submission of a **Request for Review** (through Eduphoria Formspace) of student’s documented eRTI plan for 504, Dyslexia, SPED.

Campus Intervention Team reconvenes to determine if additional supports are needed. Possible development of an **eRTI Intensified Plan** (eRTI Tier 3 screens). Archive the **eRTI Initial Plan** (eRTI Tier 2 screens) and develop the **eRTI Intensified Plan** (eRTI Tier 3 screens). The **eRTI Intensified Plan** should show an increase in the intensity of interventions being provided when compared to the **eRTI Initial Plan.**

Note: **Intensified plan** (eRTI Tier 3 screens) must have a separate start date from when the **Initial Plan** (eRTI Tier 2 screens) started.
Academic Universal Screeners/Assessments

Academic Universal Screening
The purpose of the universal screeners is to identify students who are at risk for experiencing academic difficulties or who are in need of intervention.

Results from the screenings/assessments will provide the following important information:
- Identify students working on grade-level
- Identify students working below grade level

Students who are identified by the universal screener to be working below grade level will need to have their student record reviewed to determine if RTI Tier 2 or Tier 3 Intervention is needed. The classroom teacher will request a meeting with the campus intervention team to discuss the student’s record and determine if district RTI tiered support is needed.

Student Record Review Data to Consider:
- Historical and Current Grades
- Historical and Current State Assessments
- Current Attendance
- Current Discipline
- Hearing and Vision Screening
- Environmental Concerns
- Program Assessments
- Teacher Concerns
- Counselor Concerns

If the Campus Intervention Team determines the student to be in need of district RTI tiered support, the team will:
- Create an Intervention plan in the eRTI program and
- Document Progress Monitoring in eRTI during follow up meetings.

If the Campus Intervention Team determines the student to be in need of district RTI tiered support, the teacher will:
- Implement the Intervention plan,
- Communicate with the parent, and
- Monitor the progress of the student.

The next few pages will identify the district’s recognized universal screener and district supported intervention programs.
*Data Reviews conducted by Campus Intervention Teams may be utilized when a universal screener is not available as a way for students to be identified as in need of district interventions.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Screener</th>
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<tbody>
<tr>
<td>K-3</td>
<td>Istation ISIP</td>
</tr>
<tr>
<td></td>
<td>Istation ISIP Español</td>
</tr>
<tr>
<td>4-5</td>
<td>Istation ISIP</td>
</tr>
<tr>
<td>6-12</td>
<td>*Compass Learning 6-8</td>
</tr>
<tr>
<td></td>
<td><em>SRI for grades 9-12 is available upon request.</em></td>
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<td></td>
<td>Data Review*</td>
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<tr>
<th>Grade</th>
<th>Screener</th>
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<tbody>
<tr>
<td>K-2</td>
<td>TEMI (Texas Early Mathematics Inventory)</td>
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<tr>
<td></td>
<td>TEMI Spanish</td>
</tr>
<tr>
<td>3-9</td>
<td>Renaissance Math (RenStar)</td>
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<tr>
<td>10-12</td>
<td>Data Review*</td>
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## MISD RTI Reading Interventions

<table>
<thead>
<tr>
<th>Core</th>
<th>Grade Level</th>
<th>District Tier 1</th>
<th>District Tier 2</th>
<th>District Tier 3</th>
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<tbody>
<tr>
<td></td>
<td>K - 6</td>
<td>Core Curriculum (TEKS and ELPS)</td>
<td>Istation computer-based instruction and intervention (K-5)</td>
<td>Individualized, Intensive Intervention</td>
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<tr>
<td></td>
<td></td>
<td>Effective Teaching Practices</td>
<td>Istation teacher-directed lessons</td>
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<td></td>
<td>Differentiated Instruction</td>
<td>LLI – Fountas &amp; Pinnell Leveled Literacy Intervention</td>
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<tr>
<td></td>
<td></td>
<td>Supplemental Instruction/Gen. Ed. Accommodations</td>
<td>Other District-Approved Intervention Resources</td>
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<tr>
<td></td>
<td>K - 2 ELL</td>
<td>Istation</td>
<td>Lessons - Istation Español – Teacher Instruction</td>
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<tr>
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<td>Imagine Learning (1st – 2nd)</td>
<td>Other District-Approved Intervention Resources</td>
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<td></td>
<td></td>
<td>Imagine Learning Español (K)</td>
<td>Bilingual Program</td>
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<td></td>
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<td></td>
<td>LLI – Fountas and Pinnell Leveled Literacy Intervention</td>
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<td>Lenguaje y Lectura</td>
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<td>Hopscotch – El Sistema de la intervencion de lectura (SIL)</td>
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<thead>
<tr>
<th>Core</th>
<th>Grade Level</th>
<th>RTI Tier 1</th>
<th>RTI Tier 2</th>
<th>RTI Tier 3</th>
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<tbody>
<tr>
<td></td>
<td>3-5</td>
<td>Core Curriculum (TEKS and ELPS)</td>
<td>Targeted Lessons – Istation – Teacher Instruction</td>
<td>Individualized, Intensive Intervention</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Effective Teaching Practices</td>
<td>Other District-Approved Intervention Resources</td>
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<td>Differentiated Instruction</td>
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<tr>
<td></td>
<td>3-6 ELL</td>
<td>Supplemental Instruction/Gen. Ed. Accommodations</td>
<td>Lessons - Istation Español – Teacher Instruction (3rd only)</td>
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<td>ISIP Istation</td>
<td>Targeted Reading Intervention (3rd – 5th)</td>
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<td>ISIP Istation Español (3rd only)</td>
<td>Rosetta Stone (Newcomers 6th)</td>
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<td>Bilingual Program</td>
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<tr>
<td>Core</td>
<td>Grade Level</td>
<td>RTI Tier 1</td>
<td>RTI Tier 2</td>
<td>RTI Tier 3</td>
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<td>Core Curriculum with Differentiated Instruction</td>
<td>Targeted Group Intervention</td>
<td>Individualized, Intensive Intervention</td>
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# MISD RTI Math Interventions

<table>
<thead>
<tr>
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<th>RTI Tier 2</th>
<th>RTI Tier 3</th>
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<tr>
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<td>➢ enVision Math 2.0 “Black Box” (Grades K-5)</td>
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<td>➢ Differentiated Instruction</td>
<td>➢ Do The Math (Grades <strong>-</strong>)</td>
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<td>➢ Supplemental Instruction/Gen. Ed. Accommodations</td>
<td>➢ FASTT Math (Grades 2-6)</td>
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<td>➢ Think Through Math (Grades 3-6)</td>
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<td>7-8</td>
<td>Core Curriculum (TEKS and ELPS)</td>
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<td>➢ Effective Teaching Practices</td>
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<td>➢ Differentiated Instruction</td>
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<td>A+LS Audit Course</td>
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<td>Intervention Resources</td>
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</tbody>
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RTI and the role of Special Programs

RTI and English Language Learners

In discussing the need for cognitive content RTI with English Language Learners (ELLs), it is important to fully consider the following:
- ELL services/supports the student is receiving
- English language proficiency levels
- Knowledge and skills in the first language
- Knowledge and skills in the second language
- Student History Worksheet

The students needing a more individualized approach will need to have their student records reviewed by a campus intervention team. An ELL teacher of record must be present to advocate for the ELL needs of the student. Their participation will assure students will receive appropriate academic core content support through the RTI model according to individual language level needs ie: scaffolding, sheltered instruction strategies. If the campus intervention team determines the student meets the criteria to receive academic core content support through district interventions, then the campus must develop an intervention plan in the eRTI program.

Note:
- Consideration for core academic interventions for students who have been in the country for 2 years or less, should be discussed in depth with the Newcomer Teacher of record and the ELL Department.
- The campus RTI coordinator must consult with the ELL Department prior to referring for further evaluation ie: Special Education Services.

RTI and Students Receiving Special Education Services or Section 504

For students receiving Special Education (see note about students identified with a Speech Impairment below) or Section 504 services, their ARD or 504 committees will be the decision making bodies in determining what services, supports, and accommodations are appropriate for each individual student. Services, supports, and accommodations will be documented in students’ IEP or 504 plans. Under special circumstances, the use of eRTI applications to collect and document data may be used. If advised by the Special Services Department to collect and document RTI data in eRTI applications, follow the same steps for data entry provided in Appendix B.

If a student is currently receiving Speech services with an IEP and is struggling academically and/or behaviorally, the Campus Intervention Team should remain in contact and communicate concerns with the campus Speech Language Pathologist (SLP). The same academic RTI process for students not receiving speech services should be followed in regards to utilizing universal screeners, intervention plan(s) being developed, and student’s progress being monitored using eRTI Tier 1, Tier 2, Tier 2 Follow Up, Tier 3, and Tier 3 Follow Up. If the student is not responding to interventions, the same process should be followed for RTI Request for Referral to Special Programs with eRTI Intervention Documentation. Note - Once the District RTI Support Team reviews information pertaining the academic or behavior difficulties, the support team will make recommendations to the ARD committee.
Requesting a Review of Data for a Potential Special Programs Referral

RTI Request for Review of Student’s Intervention Plan & Progress Monitoring Data (Academic or Behavior)

If a lack of response to intervention occurs, the main RTI campus contact must do the following to request a review of a student’s intervention plan and progress monitoring data:

- Upload the documents listed below in Archive Manager (an eSTAR application- www.esped.com)
- Complete the RTI-Request for Review Form within eduphoria Forms
  - Include a brief description of the reason for the request for the Student Data Review for Special Services and provide the contact information of the Campus RTI coordinator for future communication about the request.
- Continue implementing and monitoring the intervention plan and complete follow-up documentation in eRTI.
- District RTI Support Team will review the student’s data and provide the district’s decision as to either have the campus intervention team continue with interventions or proceed with a referral for Special Programs.
- The campus intervention team will meet to discuss recommendations or guidance provided by a District RTI Support Team.
- If a referral is submitted after following this process, the Special Services Department will be in contact with the campus.

Note: Only a campus administrator or RTI campus coordinator should submit a “RTI- Request for Review Form” within eduphoria Fromspace.

The following data must be uploaded to Archive Manager prior to submitting a request for review for Special Programs:

- Copy of the Home Language Survey from the PRC
- Current Grades (TX Gradebook)
- Historical Grades (ITCCS WAR3046)
- Attendance data (ITCCS WAT1095)
- Discipline data from (ITCCS WST0903)
- Special services Program Participation and State Assessments (ITCCS WST1550)
- Completed Health Form (eSTAR Docs in eSped.com)
- Completed Parent Survey (eSTAR Docs in eSped.com)
- Completed Teacher Survey (eSTAR Docs in eSped.com)
- Accelerated Intervention Plan(AIP) from Eduphoria AWARE or PRC (if applicable)
- Copy of state assessment results and district assessment results (Eduphoria AWARE)
- Intervention Summary Reports from Intervention software (IStation, RenStar, SRI, etc.)
- For ELL students, the most recent LPAC form
- If applicable, a copy of any reports from physicians, optometrists, psychologists, etc.

- eTier 1 data must already been entered
- eRTI Tier 2 data must already been entered
- eRTI Tier 2 Follow Up data should have already been entered
- eRTI Tier 3 data should have already been entered
- eRTI Tier 3 Follow Up data should have already been entered
- Any other reports or updated reports that support the request for review for special programs should be uploaded to Archive Manger (an eSTAR application in eSped.com)
Request for Referral to Special Programs Office for Suspicion of Autism or Intellectual Disability

If there is a suspicion of Autism (AU) or Intellectual Disability (ID), the main RTI campus contact must do the following:

- Complete the RTI-Request for Review Form within Eduphoria Formspace and select ID/AU as the Type of Request Review being submitted.

<table>
<thead>
<tr>
<th>Type of Request Review</th>
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<tbody>
<tr>
<td>Speech (To be handled by Speech Therapist)</td>
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<tr>
<td>SPED LD</td>
</tr>
<tr>
<td>ID/AU (Please email Nancy Hinsley directly)</td>
</tr>
<tr>
<td>Dyslexia</td>
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<tr>
<td>Behavior</td>
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</tbody>
</table>

- Email Nancy.Hinsley@midlandisd.net directly of the request with the following:
  - Subject line to read Suspected Disability of _____ (AU or ID)
  - Include the student’s ID, campus, grade level. (Do NOT include the student’s name in the email.)
  - Include a brief description of the suspected disability and any supporting documentation

- The Special Services Office will contact the campus.

The following data must be uploaded to Archive Manager:

- Upload to Archive Manager (eStar application- www.esped.com)
  1. Copy of the Home Language Survey from the PRC
  2. Current Grades (TX Gradebook)
  3. Historical Grades (ITCCS WAR3045)
  4. Attendance data (ITCCS WAT1052)
  5. Discipline data (ITCCS WST0904)
  6. Special Services Program Participation and State Assessments (ITCCS WST1550)
  7. Completed Health Form (eSTAR Docs in eSped.com)
  8. Completed Parent Survey (eSTAR Docs in eSped.com)
  9. Completed Teacher Survey (eSTAR Docs in eSped.com)
  10. Accelerated Intervention Plan (AIP) from Eduphoria AWARE or PRC (if applicable)
  11. Copy of state assessment results and district assessment results (from Eduphoria AWARE)
  12. Intervention Summary Reports from Intervention software (IStation, RenStar, SRI, Imagine Learning, etc.)
  13. For ELL students, the most recent LPAC form
  14. If applicable, a copy of any reports from physicians, optometrists, psychologists, etc.

Speech Services Request

If a teacher has speech concerns regarding a student, he/she should contact their Speech Language Pathologist (SLP). The SLP will observe the classroom and provide classroom suggestions or begin the referral process. The classroom teacher is responsible for notifying the parent that speech is of concern. The SLP will disseminate Parent Information, Teacher Information, and Health Information. From the PRC, the SLP will make copies of the Home Language Survey, LPAC testing/meeting decisions, attendance, grades, and state testing results. When all information has been received, the SLP will obtain the Consent for a Full and Individual Evaluation.
Request for Referral to Special Services for Student Already Receiving Speech Services
If a student is currently receiving Speech services with an IEP and is struggling academically and/or behaviorally, the campus intervention team should remain in contact and communicate concerns with the campus Speech Language Pathologist (SLP). The same academic RTI process for students not receiving speech services should be followed in regards to utilizing universal screeners, intervention plan(s) being developed, and student’s progress being monitored using eRTI Tier 1, Tier 2, Tier 2 Follow Up, Tier 3, and Tier 3 Follow Up. If the student is not responding to interventions, the same process should be followed for RTI Request for Referral to Special Programs with eRTI Intervention Documentation. Note- Once the District RTI Support Team reviews information pertaining the academic or behavior difficulties, the support team will make recommendations to the ARD committee.

Request for Referral to 504/Dyslexia
If there is a suspected reading disability, such as Dyslexia, or a student is struggling academically in the area of Reading, the same academic RTI process for all students should be followed in regards to utilizing universal screeners, intervention plan(s) being developed, and student’s progress being monitored using eRTI Tier 1, Tier 2, Tier 2 Follow Up, Tier 3, and Tier 3 Follow Up. If the student is not responding to interventions, the same process should be followed for RTI Request for RTI Referral to Special Programs with eRTI Intervention Documentation.

Note: If there is a suspicion of a disability under Section 504 that is not academic, email Lisa Cisneros.

***If a parent requests a 504 Dyslexia screening, follow the RTI Request for Referral to 504/Dyslexia procedures above, but note the parent request on the “RTI Request for Review Form” within eduphoria Formspace. All requested items, including the student’s tiered RTI plan, should be complete and uploaded into archive manager within eRTI. Once the RTI request for Review form has been submitted and approved, the 504 coordinator can get signed consent from the parent/guardian.

Please note: Once a request for referral to the Special Services Office has been made, it is not a guarantee that the student will be assessed. The Special Program referral will be reviewed by the Special Services department to determine if the student qualifies for a Full Individual Assessment (FIE). The Special Education department may require more documentation from the referring campus, teachers and parent of the referred student.

***If a parent requests an evaluation for special education, please contact the Special Services Office by emailing Nancy Hinsley the day the parent makes the request.

In conclusion
It is important for all stakeholders to remember that RTI is an instructional concept or framework as opposed to an additional instructional method. Close communication with parents and the campus intervention team are driving factors for successful implementation of the RTI plan. Teachers and administrators should strive for fidelity when working with RTI including proper and appropriate selection of interventions and supports as well as the frequency and intensity of interventions. Analysis of data is crucial in progress monitoring and problem identification. The end result of RTI implemented with fidelity will include increased success in academics, more accurate identification of learning disabilities, increased attendance rates, higher graduation rates, lower drop-out rates, and fewer discipline referrals. In short, the quality of education offered to all students in Midland ISD will increase.
Appendix A

Parent/Guardian of: ____________________________              Date: ________________

Our school utilizes the Response to Intervention (RTI) framework to provide early identification and intervention for struggling students. This process starts as soon as possible for a student who is struggling academically and/or behaviorally. Early intervention with documented data-driven decision making may prevent more challenges from developing.

Our Student Teacher Assistance Team (STAT) meets on a regular basis to review student data and offer assistance to students, teachers, and parents regarding student success.

Our Student Teacher Assistance Team met to review your child’s student record and have determined a need exists for an intervention plan to be developed for him/her.

Our Student Teacher Assistance Team reviewed Testing data, Attendance data, discipline data, grades, and other documentation provided to the team to help determine the best intervention for your child.

Your child’s teacher and the Student Teacher Assistance Team will continue to monitor your child’s progress and keep you informed.

If you would like to discuss your child’s needs, the intervention plan, or provide more input, please contact your child’s teacher.

Teacher’s Name: ________________________________________________

Teacher’s Email Address: _________________________________________

Campus Phone Number: __________________________________________

Sincerely,

____________________________
Teacher

____________________________
Principal
Appendix B

eRTI Administrator Quick Guides and Screenshots

This page was intentionally left blank
Go to the Midland ISD Homepage. Click Staff, Staff Links, then Esped.
Click on the RTI Tier 1 application.
From the Select Student screen, click on the student’s name in the list or type in the student’s last name or Local ID and click Find Student(s). (If the student’s name does not appear in the list, click the Add Student button, enter student’s ID#, and click the Find button. Click the Add button next to the student’s name. Once the student has been added, click the Close Window button to return to the previous screen.)
When the student’s record appears, click on their name.
Click the appropriate FERPA reason for accessing this confidential student record.

Screen 1- Student Information
Use the Tier drop-down to designate the student is in eRTI Tier 1.
Complete the two fields with the asterisks and the School Year: Tier 1 Current Start Date (date student began receiving interventions & effective teaching strategies), Teacher/Staff Member Name (last name, first name), and select the current School Year.  
*If the Tier 1 Initial Start Date is blank, then you are the first person to place this student in eRTI Tier 1. Enter the same date as Tier 1 Current Start Date. If there is already a date in this field, this student was placed in eRTI Tier 1 in the past. Leave the existing date in the field.
Click the Next tab in the navigation toolbar to save the data entered on this screen and proceed to the next screen.

Screen 2- Student Strengths & Weaknesses
Click the Add Documentation button to open a blank template for your entry.
Click the Copy Screen 1 Info button to copy over the data in the asterisked fields entered on Screen 1.
You may utilize the bank options for various topics by clicking on the appropriate buttons or type your own strengths and weaknesses by using the following template:

Strengths:
Weaknesses:
*Good sources of strengths and weaknesses:  
Istation and other program diagnostic data, AWARE data, teacher observations, etc.

After documenting the required information, click the Save button.
Click the Next tab in the navigation toolbar to save the data entered on this screen and proceed to the next screen.

Screen 3- Effective Teaching Strategies
Repeat steps from previous screen.

Screen 4- Learning Preferences
Repeat steps from previous screens.
*You may or may not have identified the student’s learning preference(s). If the student is too young or a learning preference has not been identified, you will not Add Documentation. This screen will be left blank.
Screen 5- Summary of Parent Contact

- Repeat steps from previous screens to add documentation and copy screen 1 info. NOTE - Ensure Contact Date is correct!
- Enter appropriate information and click the Save button.

Archiving the Tier 1 Record

- Click on the Print/Archive tab in the navigation toolbar.
- Click on the report titled RTI Tier 1.
- Click the Print Final Copy button.
- In the Archive Comment text box, enter a description of the document to be archived.
  
  Ex: “RTI Tier 1 Archive 8-26-15”
- Click on the Folder drop-down and select the current school year.

- After the report is displayed, follow the directions at the top left of the screen to Archive the document.
  *You will see a pop-up message stating the report has been archived and the report will then be displayed on the screen. If you wish to print the report, you may click on the printer icon that appears when you hover the cursor towards the bottom of the screen.
- Archiving saves a permanent copy of the record in Archive Manager.
- Each time updates are made to the eRTI screens, ensure that the record (RTI Tier 1, RTI Tier 2, RTI Tier 2 Follow Up, RTI Tier 3, RTI Tier 3 Follow Up, or RTI Summary (all Tiers) are archived following the same process as above.
Your Final Document report for Test 1Abell JH is now ready.

Final Document: TI Tier 1

If you want to archive this report, enter your archive comment and click on the Archive button.
If you do not want to archive this report, click on the Do Not Archive button.

Archive Comment: RTI Tier 1 Archive 8-26-15

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<td>RTI 2015-2016</td>
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</table>
eRTI Tier 1
Administrator’s Guide
Creating an eRTI Tier 1 Record

1. Go to the Midland ISD homepage. Click on Staff.
2. Click on Staff Links.
3. Click on Esped.

- Click Sign In to log into your eSped account.
Use your full MISD email as your User Name. Click Remember Me to save your User Name on your computer. Enter your password and click Login.
Click on the RTI Tier 1 application.

From the Select Student screen, click on the student’s name in the list or type in the student’s last name or Local ID and click Find Student(s).

When the student’s record appears, click on their name.
- Note: If a student’s name is not in the list, they will need to be added to eRTI. Follow the steps below.
  - Click the Add Student button from the Select Student screen.
  - Enter the student’s ID# in the Local ID box and click Find. When the student’s name appears, click the +Add button. Once the student has been added, click the Close Window button. You will be returned to the Select Student screen. Follow the previous steps to select the student to begin adding an eRTI record.

- Click on the appropriate FERPA reason for accessing this confidential student record.

Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) requires that "an educational agency or institution shall maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student".
**SCREEN 1 - STUDENT INFORMATION**

1. **Use the Tier drop-down to designate the student is in eRTI Tier 1.**
2. **Tier 1 Current Start Date** *(date student began receiving interventions & effective teaching strategies)* *If the Tier 1 Initial Start Date is blank, then you are the first person to place this student in eRTI Tier 1. Enter the same date as Tier 1 Current Start Date. If there is already a date in this field, this student was placed in eRTI Tier 1 in the past. Leave the existing date in the field.*
3. **Teacher/Staff Member Name** *(last name, first name)*
4. **Select the current School Year.**
5. **Click the Next tab in the navigation toolbar to save the data entered on this screen and proceed to the next screen.**
SCREEN 2- STUDENT STRENGTHS AND WEAKNESSES

1. Click on the Add Documentation button to open a blank template for your entry.

2. Click on the Copy Screen 1 Info button to copy over the data in the asterisked fields entered on screen.

3. You may utilize the bank options for various topics by clicking on the appropriate buttons or type your own strengths and weaknesses by using the following template:

   **Strengths:**
   
   **Weaknesses:**
   
   *Good sources of strengths and weaknesses: Istation and other program diagnostic data, AWARE data, teacher observations, etc.

4. After documenting the required information, click the Save button.

5. Click the Next tab in the navigation toolbar to save the data entered on this screen and proceed to the next screen.
SCREEN 3 - EFFECTIVE TEACHING STRATEGIES

- Repeat steps from previous screen.

- Click the Next tab in the navigation toolbar to save the data entered on this screen and proceed to the next screen.

Note: Click the appropriate button to see choices or just type in the text box.
SCREEN 4- LEARNING PREFERENCES

- Repeat steps from previous screen. Don’t forget to fill in information between the asterisks if the bank options are used.
- Note! There are Learning Preferences and Style resources posted on the website.

Click the Next tab in the navigation toolbar to save the data entered on this screen and proceed to the next screen.
SCREEN 5- SUMMARY OF PARENT/GUARDIAN CONTACT

- Repeat steps from previous screen.
- Ensure the Contact Date is correct!
- Enter appropriate information and click the Save button.
- Note! Contact with parent/guardian(s) should be documented only if it is in regards to RTI.

Add Documentation button to document Parent/Guardian Contact.

- Contact Date: [10/05/2015]
- Contact with parent/guardian(s) should be documented only if it is in regards to RTI.

Parent Contact Information:

- Person making contact: Goodteacher, Ltd
- School: Test Elementary School
- School Year: 2015-2016
- Contact Date: [10/05/2015]

Method of Contact: □ Email □ US Mail □ Student □ In person □ Phone

Results/Outcome for method of contact:

A letter was sent home with the student to let the parents know that Mike is being provided with Tier 1 strategies and is being monitored on a weekly basis to determine if he needs further RTI intervention in

Interpreter needed: No □ □ Language: □ □ □ □ □ □ □ □

 Concern Academic Behavioral Lang/Comm Physical Social
School □ □ □ □ □ □ □ □
Parent □ □ □ □ □ □ □ □

Summary of Discussion w/parent/guardian

[Blank space for summary]
**ARCHIVING THE TIER 1 RECORD**

- **Click on the Print/Archive tab in the navigation tool bar.**
- **Click on the report titled RTI Tier 1.**
- **Click on the Print Final Copy button.**
- In the Archive Comment text box, enter a description. *(See example below.)*
- **Click on the Folder drop-down and select the current school year’s RTI folder.**
- **Click on the Archive button.**

Note: Use the Shift or Control keys to select multiple reports at one time.
eRTI Tier 2
Administrator’s Quick Guide
Creating an eRTI Tier 2 Record

Go to the Midland ISD homepage. Click Staff, Staff Links, then Esped.
Click the RTI Tier 2 application.
From the Select Student screen, click on the student’s name in the list or type in the student’s last name or Local ID and click Find Student(s).
When the student’s record appears, click on their name.
Click the appropriate FERPA reason for accessing this confidential student record.

Screen 1- Student Information
Use the Tier drop-down to designate the student is in eRTI Tier 2.
Complete the two fields with the asterisks and the School Year: Tier 2 Current Start Date (date STAT met/will meet to develop an eRTI Tier 2 intervention plan), Teacher/Staff Member Name (last name, first name), and select the current School Year.
*If the Tier 2 Initial Start Date is blank, then you are the first person to place this student in eRTI Tier 2. Enter the same date as Tier 2 Current Start Date. If there is already a date in this field, this student was placed in eRTI Tier 2 in the past. Refer to the Tier 2 Follow Up document.
Click the Next tab to save the data entered on Screen 1 and proceed to Screen 2.

Screen 2- Request for Intervention Services
Click the Add Documentation button to open a blank template for your entry.
Click the Copy Screen 1 Info button to copy over the data in the asterisked fields entered on Screen 1.
Use the drop-down to select the Main Concern being documented. You may type your own entry directly into the text box or use the bank options.
IMPORTANT! It is critical that you be very specific about documenting the exact areas of concern(s) that have not been ameliorated as a result of effective teaching strategies.

Screen 3- Intervention Plan
Click the Add Intervention button to open a blank template for your entry.
Click the Copy Screen 1 Info button to copy over the data in the asterisked fields entered on Screen 1.
Target Area of Concern: Use the drop-down to select the appropriate area.
Elaborate: Include diagnostic data (scale score, Overall Score, grade equivalent, Lexile, Quantile, etc.) from programs such as Istation. Also include other data to indicate student’s need for RTI intervention and specific areas in need of intervention such as reading comprehension, decoding, or multiplication fact fluency 12x12.
*Refer to the Tier 2 Intervention Plan Screen Shot found at the end of this document.
Intervention: Enter the intervention with the Current Performance Level, Minutes per Session, and Number of Days per Week. If using an intervention AND a separate progress monitor for the goal, designate one as main intervention and one as progress monitor for goal.
*Note: Only enter District Interventions and progress monitoring as the main intervention and progress monitoring. If student is using other intervention(s), enter those with performance levels and amount student receives at the bottom of the Intervention box.
Intervention Goal Statement- Write a goal that is: linked to the main intervention or progress monitor; is specific and measureable (includes scale score, level, Lexile, Quantile, etc.); is time-based; and is achievable.
Begin Date: Enter the date this specific intervention plan will begin.
All Other Fields: Complete all fields by using the radio buttons, banks, drop-down options, or typing in your own entry.
After documenting the required information, click the Save button.
If more than one intervention plan is needed, click Add Intervention and follow the same steps as above.
Click the Next tab in the navigation toolbar.

**Screen 4- Collaboration Team**
- Click on the Tier 2 Discussion Summary icon to open a text box and type in notes from the meeting.
- Enter the Date of Collaboration (date STAT met to develop/finalize eRTI Tier 2 info).
- Enter date of Recommended Follow-up.
- Type in the names of each person involved in the STAT meeting, their title, and designate one person as the Main Contact.
- Click the Next tab in the navigation toolbar.

**Screen 5- Summary of Parent Contact**
- Repeat steps from previous screens to add documentation and copy screen 1 info.

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**Tier 2 Intervention Plan**

- Click the Copy Info button to transfer Teacher, School, etc.
- Enter Date: 10/15/2015
- School Year: 2015-2016
- Teacher making this entry: Goodteacher, inc.
- School: Test Elementary School
- Target Area of Concern: Academic Reading

**Intervention**
- Instruction Overall Reading Score Oct. 2015: 195, Tier 3, Grade Equivalency K.11, Tier 3 Areas: Overall Reading, Comprehension, & Vocabulary, Phonemic Awareness, F&P Level D (1st grade level at end of year)
- Current Performance Level: 165
- Total Number of Weeks: 27
- Begin Date: 10/15/2015

**Intervention Goal Statement**
- Mike will have an Instruction IEP minimum Overall Reading score of 241 by May 2016.
- Goal/Desired Outcome/Level: 241
- Minutes per Session: 30
- Number of Days per Week: 0

**Supporting Teaching Strategies/Comments:**
- Search for Strategy
- Staff member providing intervention: Goodteacher, inc.
- Small group reading instruction
- Technology-based intervention program
- Self-monitoring of progress using growth chart
- Frequent, positive feedback
- Preferential seating near instruction for on-task
eRTI Tier 2
Administrator’s Guide
Creating an eRTI Tier 2 Record

1. Go to the Midland ISD homepage. Click on Staff.  
2. Click on Staff Links.  
3. Click on Esped.

- Administrative Regulations
- AESOP (1800-042-3767) - Sub Management
- A+ Elementary - Online Classes for Students
- A+ Secondary - Online Classes for Students
- CSCOPE - Curriculum
- Calendar - Google Calendar
- Curriculum
- Destiny - Library Software
- DMAC
- Discovery Education / United Streaming - Media Resource
- Dura
- Go the Math
- iBackApp (Grades 3-6)
- Edge (Grades 9-12)
- Edmodo - Social Learning Platform
- Eduphoria (School Objects)
- Education
- Email Search
- Employee Wellness
- Esped
- Extensive Drive Encryption Data Recovery Form
- Fast Math (Educator Access)
- Nimbus - Social Learning Platform
- ParentLink - Communication Tool
- Pay Stub Login
- Pearson Realize
  - *NEW* Phone System
  - Reach (ESL Grades K-5)
  - Read 180/System 44 (Educator Access)
  - Register for Staff Development
  - Register for an MISD Website Account
  - Renaissance Place
  - Renaissance Place Resources
  - Rosetta Stone
  - School Dude (Work Orders)
  - SpringBoard
  - STAAR
  - Star Chart - State Technology Self Assessment
  - StudyJams
  - TalentEd - HR Applicant Portal
  - Teacher Retirement System
  - Technology Order Form (Updated 05-19-2015)
  - Technology Tutorials and Resources
  - TEKS Resource System - Curriculum
  - Texas Assessment Managed System (TAMRs)
- Click Sign In to log into your eSped account.

- Use your full MISD email as your User Name. Click Remember Me to save your User Name on your computer. Enter your password and click Login.
Click on the eRTI Tier 2 application.

From the Select Student screen, click on the student’s name in the list or type in the student’s last name or Local ID and click Find Student(s).

When the student’s record appears, click on their name.
Click on the appropriate FERPA reason for accessing this confidential student record.

Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) requires that "an educational agency or institution shall maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student".

Select FERPA Reason

You must enter a reason for accessing this student’s record. Access is monitored for confidentiality purposes. Failure to supply a reason for access will result in denial of access to this record.

- I provide services and am inputting data/reading this student’s eRTI file.
- I am reviewing this student’s data for campus/district reporting and analysis.
- Cancel
SCREEN 1 - STUDENT INFORMATION

1. Use the Tier drop-down to designate the student is in eRTI Tier 2.
2. Tier 2 Current Start Date: If date field is blank, enter the date the Campus Intervention Team met/will meet to develop an eRTI Tier 2 Plan.

*If the Tier 2 Initial Start Date is blank, then you are the person to place this student in eRTI Tier 2. Enter the same date as Tier 2 Current Start Date.

*If there is already a Tier 2 Current Start Date entered in this field, this student was placed in eRTI Tier 2 in the past and will have an eRTI Tier 2 plan (unless they were exited from eRTI Tier 2). Refer to the student’s eRTI Tier 2 Follow Up record.

3. Teacher/Staff Member Name: (last name, first name)
4. Select the current School Year.
5. Click the Next tab in the navigation toolbar to save the data entered on this screen and proceed to the next screen.

If you are creating a Tier 2 entry for this student, make sure to complete the following: “Tier 2 Current Start Date and “Teacher/Staff Member. Completing these fields allows you to copy them to other screens without the need to retype. The Initial Start Date is the date the student was originally placed into Tier 2, the Current Start Date is the date of your current Tier 2 entry, and the Exit Date is the date the student was removed from the RTI process, if applicable.

Teacher/Staff Member: Goodteacher, Ima
School of Enrollment: Test School
School Year: 2015-2016

Student Information section is auto-populated from iTCCS.
SCREEN 2 - REQUEST FOR INTERVENTION SERVICES

- Click on the Add Documentation button.
- Click on the Copy Screen 1 Info button to copy over the data in the asterisked fields entered on screen.
- Main Concern: Use the drop-down to make your selection. Note! If there is more than one Main Concern, you will create a separate Request for Intervention Services record for each area of concern.
- Important! Be very specific when entering information. Refer to specific TEKS, basic skills, diagnostic data, etc.

- Click the Next tab in the navigation toolbar to save the data entered on this screen and proceed to the next screen.
SCREEN 3- INTERVENTION PLAN

- Click on the Add Documentation button to open a blank template for your entry.

1. Click on the Copy Screen 1 Info button to copy over the data in the asterisked fields entered on screen.
2. Target Area of Concern: Use the drop-down to select the appropriate area.
3. Elaborate: Include diagnostic data (scale scores, Overall score, grade equivalent, Lexile, Quantile, etc.) Also include other data to indicate student’s need for RTI intervention and specific areas in need of intervention such as reading comprehension, decoding, or multiplication fact fluency 12x12. Be specific and keep it focused to drive this intervention plan!
4. Intervention: Enter the intervention with the Current Performance Level, Minutes per Session, and Number of Days per week. If using an intervention AND a separate progress monitor for the goal, designate one as main intervention and one as progress monitor for goal.
5. Current Performance Level: Enter the current performance level of the assessment or program measurement that is being used for the goal. If goal is based off of Istation ISIP Overall Reading score, then use the current ISIP Overall Reading score. F&P level goal- enter the number correlation of the current F&P level. Lexile or Quantile measure goal- enter current Lexile or Quantile measure.
6. Intervention Goal Statement: Write a goal that is: linked to the main intervention or progress monitor; is specific and measureable (includes scale score, level, Lexile, Quantile, etc.); is time-based; and is achievable.
7. Goal/Desired Outcome/Level: Enter the scale score, level, Lexile, Quantile, etc. that was stated in the goal.
8. Total Number of Weeks: Enter the number of week the student will receive the intervention to meet the goal. If the eRTI intervention plan has a Begin Date of 8/26/15 and a goal that ends in May 2016, the number entered would be 36. Always refer to Intervention Goal Statement and Begin Date.
9. Minutes per Session: Enter the number of minutes per average session of the main intervention.
10. Begin Date: Enter the date the intervention plan will begin. This date is VERY IMPORTANT!
11. Number of Days per Week: Enter the number of days per week the student will receive the main intervention as stated in the Intervention box.
12. Evaluation: Use the drop-down to select the method of evaluation.
13. Location- Enter the location of the intervention.
14. Staff Member Providing Intervention- Enter name (last name, first name) or the position of the person.
15. Supporting Teaching Strategies/Comments: Type in any comments specific to this Intervention Plan and strategies. You can also use the Search for Strategy bank.
16. After documenting the required information, click on the Save button.
Click the Next tab in the navigation toolbar to save the data entered on this screen and proceed to the next screen.
**SCREEN 4 - COLLABORATION TEAM**

- Click on the Tier 2 Discussion Summary box icon to open a text box and type in notes from meeting.
- Enter the Date of Collaboration (date STAT met to develop/finalize eRTI Tier 2 info).
- Enter Date of Recommended Follow-up. This is when STAT needs to meet to review updated intervention progress.
- Type in the names of each person involved in the STAT meeting and designate one contact as the Main Contact.

| Tier 2 Collaboration Team Members (3 people minimum recommended) |
| Date of Collaboration: | Date of Recommended Follow-up: |
| 10/15/2015 | 12/16/2015 |

<table>
<thead>
<tr>
<th>Main Contact</th>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brighton Early</td>
<td>[Mr. Goodteacher]</td>
<td>[Teacher]</td>
</tr>
<tr>
<td>[Ida Claire]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Click the Next tab in the navigation toolbar to save the data entered on this screen and proceed to the next screen.
SCREEN 5 - SUMMARY OF PARENT/GUARDIAN CONTACT

- Repeat steps from previous screens.
- Ensure the Contact Date is correct!
- Enter appropriate information and click the Save button.
- Note! Contact with parent/guardian(s) should be documented only if it is in regards to RTI.

Parent Contact Information

Person making contact: Ms. Goodteacher
School: Test School
School Year: 2015-2016
Contact Date: 10/15/2015

Method of Contact: Phone

Results/Outcome for method of contact:
Ms. Goodteacher called Mike's mother to review the intervention plan with her.

Interpreter needed: No
Language:

Concern
- School
- Parent

Summary of Discussion w/parent/guardian:
Mike's mom asked what she could do at home to help her son. She was given instructions to access Istation at home for added support.
ARCHIVING A COPY OF THE TIER 2 RECORD

- Click on the Print/Archive tab in the navigation bar.

- Click on the report titled RTI Tier 2.
- Click Print Final Copy.

- In the Archive Comment text box, enter a description. Ex. RTI Tier 2 Archive 10-30-15.
- Click on the Folder drop-down and select the current year’s RTI folder.
- Click on the Archive button.
Creating an eRTI Tier 2 Follow Up Record

- Go to the Midland ISD Homepage. Click Staff, Staff Links, then Esped.
- Click the eRTI Tier 2 Follow Up application.
- From the Select Student screen, click on the student’s name in the list or type in the student’s last name or Local ID and click Find Student(s).
- When the student’s record appears, click on their name.
- Click the appropriate FERPA reason for accessing this confidential student record.

**Screen 1- Student Information**
- Ensure the Tier drop-down has the number 2 in it.
- Update the asterisked field Tier 2 Current Start Date with the date of this Tier 2 Follow Up STAT-RTI meeting ONLY IF a Follow Up meeting is being held. (If you are updating/adding data to the Intervention Progress screen only, do not change this date.)
- Update the asterisked Teacher/Staff Member name as needed (last name, first name).
- Update the School Year if needed.
  - This will allow you to copy the information over to the subsequent screens.
- Click the Next tab in the navigation toolbar.

**Screen 2- Intervention Progress**
- Click the Edit button to the left of the Tier 2 Intervention Plan you need to report progress on.
- To enter progress monitoring data, click the New Data button.
- Enter the Result/Score (based on the result/score from which the goal was written).
- Enter the Data Collection Date (date of progress monitoring assessment or the end of the data collection window if assessment was over a period of time).
- In the Comments text box, enter any additional performance data mentioned in the Intervention section.
  - See screen shot below for an example.
- Click the Save button when you are finished entering information.
- Repeat this process for each data collection result.
- To view a graph of data points, click the red graph icon located above the New Data button. You may also check the box next to Show Trend Line to include a trend line on the chart.
- Click the Done button when you are finished adding new data and viewing the chart.
- Repeat this process to add new data to each goal.
- Click the Next tab in the navigation toolbar.

**Screen 3- Follow Up Plan**
- Enter Date of Collaboration.
- Use the drop-down to document the appropriate Intervention Plan Results.
- Select the appropriate square radio button to address Intervention Plan Results.
- If appropriate, select the appropriate round radio buttons to address further actions.
- Click on the Discussion icon and type in notes from the meeting. If changes are made to the plan, briefly explain why. Click the Save button.
- Click the Next tab in the navigation toolbar.

**Screen 4- Collaboration Team**
- Enter the Date of Collaboration (date STAT met to review and discuss intervention progress for eRTI Tier 2 intervention plan).
- Type in the names of each person involved in the STAT meeting, their title, and designate one person as the **Main Contact**.
- Click the **Next** tab in the navigation toolbar.

**Screen 5 - Summary of Parent Contact**
- Repeat steps from previous screens to add documentation and copy screen 1 info. **NOTE**: Ensure **Contact Date** is correct!
- Enter appropriate information and click the **Save** button.

**Archiving a Copy of the RTI Tier 2 Follow Up Record**
- Click on the **Print/Archive** tab in the navigation bar.
- Click on the report titled **RTI Tier 2 Follow Up**.
- Click **Print Final Copy**.

- In the **Archive Comment** text box, enter a description. **Ex.: Tier 2 Follow Up Goal Progress Archive 11-20-15**.
- Click on the **Folder** drop-down and select the current year’s RTI folder.
- Click the **Archive** button.

**Below are example screen shots for updating Intervention Progress.**
eRTI Tier 2 Follow Up
Administrator’s Guide
Creating an eRTI Tier 2 Follow Up Record

1 Go to the Midland ISD homepage. Click on Staff. 2 Click on Staff Links. 3 Click on Esped.

- Administrative Regulations
- AESOP (1800-042-3767) - Sub Management
- A+ Elementary - Online Classes for Students
- A+ Secondary - Online Classes for Students
- CSCOPE - Curriculum
- Calendar - Google Calendar
- Curriculum
- Destiny - Library Software
- DMAC
- Discovery Education / United Streaming - Media Resource
- Dora
- Do the Math
- eCoach (Grades 3-6)
- Edgenuity (Grades 9-12)
- Edmodo - Social Learning Platform
- Eduphoria (School Objects)
- Education
- Email Search
- Employee Wellness
- eCoach
- Emergency Drive Encryption Data Recovery Form
- Exact Math (Educator Access)
- Nimbus - Social Learning Platform
- ParentLink - Communication Tool
- Pay Stub Login
- Pearson Realize
- *NEW*: Phone System
- Reach (ESL Grades K-5)
- Reach 195/System 44 (Educator Access)
- Register for Staff Development
- Register for an MUSD Website Account
- Renaissance Place
- Renaissance Place Resources
- Rosetta Stone
- School Dude (Work Orders)
- SpringBoard
- STAAR
- Star Chart - State Technology Self Assessment
- Study Island
- TeacherEd - HR Applicant Portal
- Teacher Retirement System
- Technology Order Form (Updated 05-19-2015)
- Technology Tutorials and Resources
- TEKS Resource System - Curriculum
- Texas Assessment Management System (TAMS)
Click Sign In to log into your eSped account.

Use your full MISD email as your User Name. Click Remember Me to save your User Name on your computer. Enter your password and click Login.
- Click on the eRTI Tier 2 Follow Up application.

- From the Select Student screen, click on the student’s name in the list or type in the student’s last name or Local ID and click Find Student(s).

- When the student’s record appears, click on their name.
Click on the appropriate FERPA reason for accessing this confidential student record.

Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) requires that "an educational agency or institution shall maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student".

### Select FERPA Reason

You must enter a reason for accessing this student's record. Access is monitored for confidentiality purposes. Failure to supply a reason for access will result in denial of access to this record.

- I provide services and am inputting data/reading this student's eRTI file.
- I am reviewing this student's data for campus/district reporting and analysis.
- Cancel
**SCREEN 1 - STUDENT INFORMATION**

1. Ensure the Tier drop-down has a number 2 in it.
2. Update the asterisked field **Tier 2 Current Start Date** with the date of this Tier 2 Follow Up STAT-RTI meeting ONLY IF a Follow Up meeting is being held. (If you are updating/adding data to the Intervention Progress screen only, do not change this date.)
3. Update the asterisked **Teacher/Staff Member** name as needed (last name, first name).
   *This will allow you to copy the information over to the subsequent screens.*
4. Update the **School Year** if needed.
5. Click the **Next** tab in the navigation toolbar to save the data entered on this screen and proceed to the next screen.

---

*This will allow you to copy the information over to the subsequent screens.*

---

*Student Information section is auto-populated from ITCCS.*
Click on the Edit button to the left of the Tier 2 Intervention Plan you need to report progress on.

- Enter the Result/Score (based on result/score from which the goal was written).
- Enter the Data Collection Date (date of progress monitoring assessment or the end of the data collection window if assessment was over a period of time).
- In the Comments text box, enter any additional comments and other intervention program performance data mentioned in the Intervention section.
- Click on the Save button when you are finished entering information.
- Repeat this process for each data collection result.
To view a graph of data points, click on the red graph icon located above the New Data button. You may also check the box next to Show Trend Line to include a trend line in the chart.

Click on the Done button when you are finished entering information.

Repeat this process to add new data to each goal.

Click the Next tab in the navigation toolbar to save the data entered on this screen and proceed to the next screen.
SCREEN 3- FOLLOW UP PLAN

- Enter Date of Collaboration.
- Use the drop-down to document Intervention Plan Results.
- If the student is responding the intervention(s) documented, check the box next to Maintain Interventions. If intervention(s) need to be revised, check the box next to Revise Current Interventions. If the student is in need of additional interventions, check the box next to Add Interventions. If the student is no longer in need of an RTI intervention plan, click on the radio button next to Concern Seems to be Manageable: Monitor. Document the data to support this and refer to Exiting a Student from eRTI.
- If Revise Current Interventions or Add Interventions boxes were checked, click on the radio button next to Concern Still Exists. Then, click on the Copy/Create Intervention Plan. This will take you back to eRTI Tier 2 Intervention(s) plan. You can click on the Add Intervention button to create a new plan or click Clone next to the plan you would like to copy and revise. If you clone an existing plan, you will need to update necessary information in the plan. Please ensure that the Entry Date, Info copied from screen 1, and Begin Date are updated.
- Click on the Discussion text box icon and type in notes from the meeting. Document any Intervention plan changes with a brief description.
- For subsequent Tier 2 Follow Up STAT meetings, use the bottom three Follow Up Dates and Discussion boxes to enter information. Update the Intervention Plan Results as needed and follow the same process as above to update the middle two blue boxes as needed.
- Document a recommended follow up date in the Discussion box and ensure that a follow up occurs as documented!
- Click the Next tab in the navigation toolbar to save the data entered on this screen and proceed to the next screen.
SCREEN 4- COLLABORATION TEAM

- Enter the Date of Collaboration (date STAT met to review intervention progress.)
- Update the names of each person involved in the STAT meeting and designate one contact as the Main Contact.

Tier 2 Collaboration Team Members (3 people minimum recommended)

Main Contact | Name | Title
--- | --- | ---
[ ] Brighton Early | Principal |
[ ] Lma Goodteacher | Teacher |
[ ] Ida Claire | Teacher |

SCREEN 5- SUMMARY OF PARENT/GUARDIAN CONTACT

- Repeat steps from previous screen to add documentation and copy screen 1 info.
- Ensure the Contact Date is correct!
- Enter appropriate information and click the Save button.
- Note! Contact with parent/guardian(s) should be documented only if it is in regards to RTI.
ARCHIVING A FINAL COPY OF THE TIER 2 FOLLOW UP RECORD

- Click on the Print/Archive tab in the navigation bar.
- Click on the report titled RTI Tier 2 Follow Up.
- Click Print Final Copy.

First: Choose the Report
Then decide if you want to
- Automatically Archive
- Mail the document
Then click on a Print Type button

Select the Language: English Static Text Only: Print a blank

- In the Archive Comment text box, enter a description. Ex. RTI Tier 2 Follow Up Goal Progress Archive 12-18-15.
- Click on the Folder drop-down and select the current year’s RTI folder.
- Click on the Archive button.
eRTI Tier 3
Administrator's Quick Guide
Creating an eRTI Tier 3 Record

- Go to the Midland ISD homepage. Click Staff, Staff Links, then Esped.
- Click the RTI Tier 3 application.
- From the Select Student screen, click on the student’s name in the list or type in the student’s last name or Local ID and click Find Student(s).
- When the student’s record appears, click on their name.
- Click the appropriate FERPA reason for accessing this confidential student record.

Screen 1 - Student Information
- Use the Tier drop-down to designate the student is in eRTI Tier 3.
- Complete the two fields with the asterisks and the School Year: Tier 3 Current Start Date (date STAT met/will meet to develop an eRTI Tier 3 intervention plan), Teacher/Staff Member Name (last name, first name), and select the current School Year.
  *If the Tier 3 Initial Start Date is blank, then you are the first person to place this student in eRTI Tier 3. Enter the same date as Tier 3 Current Start Date. If there is already a date in this field, this student was placed in eRTI Tier 3 in the past. Refer to the Tier 3 Follow Up document.
- Click the Next tab to save the data entered on Screen 1 and proceed to Screen 2.

Screen 2 - Intervention Plan
- Click the Add Intervention button to open a blank template for your entry.
- Click the Copy Screen 1 Info button to copy over the data in the asterisked fields entered on Screen 1.
- Target Area of Concern: Use the drop-down to select the appropriate area.
- Elaborate: Include diagnostic data (scale score, Overall Score, grade equivalent, Lexile, Quantile, etc.) from programs such as Istation. Also include other data to indicate student’s need for RTI intervention and specific areas in need of intervention such as reading comprehension, decoding, or multiplication fact fluency 12x12.

*Refer to the Tier 3 Intervention Plan Screen Shot found at the end of this document.

- Intervention: Enter the intervention with the Current Performance Level, Minutes per Session, and Number of Days per Week. If using an intervention AND a separate progress monitor for the goal, designate one as main intervention and one as progress monitor for goal.
- Note: Only enter District Interventions and progress monitoring as the main intervention and progress monitoring. If student is using other intervention(s), enter those with performance levels and amount student receives at the bottom of the Intervention box.
- Intervention Goal Statement - Write a goal that is: linked to the main intervention or progress monitor; is specific and measurable (includes scale score, level, Lexile, Quantile, etc.); is time-based; and is achievable.
- Begin Date: Enter the date this specific intervention plan will begin.
- All Other Fields: Complete all fields by using the radio buttons, banks, drop-down options, or typing in your own entry.
- After documenting the required information, click the Save button.
- If more than one intervention plan is needed, click Add Intervention and follow the same steps above.
- Click the Next tab in the navigation toolbar.

Screen 3- Collaboration Team
- Click on the Tier 3 Discussion Summary icon to open a text box and type in notes from the meeting.
- Enter the Date of Collaboration (date STAT met to develop/finalize eRTI Tier 3 info).
- Enter date of Recommended Follow-up.
- Type in the names of each person involved in the STAT meeting, their title, and designate one person as the Main Contact.
**Screen 4 - Summary of Parent Contact**
- Repeat steps from previous screens to add documentation and copy screen 1 info.
  - **Note:** Ensure **Contact Date** is correct!
- Enter appropriate information and click the **Save** button.

**Archiving a Copy of the RTI Tier 3 Record**
- Click the **Print/Archive** tab in the navigation bar.
- Click on the report titled **RTI Tier 3**.

- Click **Print Final Copy**.
- In the **Archive Comment** text box, enter a description. Ex. **RTI Tier 3 Archive 10-30-15**.
- Click on the **Folder** drop-down and select the current year’s RTI folder.
- Click the **Archive** button.
  - **Note:** Archiving saves a permanent copy of the record in Archive Manager.

---

**Tier 3 Intervention Plan**

- Click the Copy Info button to transfer Teacher: Goodteacher, Ima, School: Test School, School Year: 2014-2015 from Student Information.
- Enter Date: 02/22/2016, School Year: 2015-2016.
- Teacher making this entry: Goodteacher, Ima
- Target Area of Concern: Academic Reading
- Elaborate: Instructional Overall Reading Score Feb. 2016: 226, Tier 3, Grade Equivalency: 1.1; T3 Area: Overall Reading, Comprehension, & Vocabulary, Phonemic Awareness, F&P Level: H (1st grade level)
- Intervention: Search for Interventions
- Intervention Goal Statement: Mike will have an Istation ISIP minimum Overall Reading score of 230 by May 2016.
- Current Performance Level: 226
- Total Number of Weeks: 14
- Begin Date: 02/22/2015
- Evaluation Method: Intervention Program Assessment Score or Level
- Staff member providing intervention: Goodteacher, Ima
- Supporting Teaching Strategies/Comments: Search for Strategy
  - Small group reading instruction
  - Technology-based intervention program
  - Self-monitoring of progress using growth chart
  - Frequent, positive feedback
  - Preferential seating near instruction for on-task
Go to the Midland ISD homepage. Click on Staff. Click on Staff Links. Click on Esped.
- Click Sign In to log into your eSped account.

- Use your full MISD email as your User Name. Click Remember Me to save your User Name on your computer. Enter your password and click Login.
Click on the eRTI Tier 3 application.

From the Select Student screen, click on the student’s name in the list or type in the student’s last name or Local ID and click Find Student(s).

When the student’s record appears, click on their name.
Click on the appropriate FERPA reason for accessing this confidential student record.

Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) requires that “an educational agency or institution shall maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student”.

**Select FERPA Reason**

You must enter a reason for accessing this student’s record. Access is monitored for confidentiality purposes. Failure to supply a reason for access will result in denial of access to this record.

- [ ] I provide services and am inputting data/reading this student’s eRTI file.
- [ ] I am reviewing this student’s data for campus/district reporting and analysis.
- [ ] Cancel
SCREEN 1- STUDENT INFORMATION

1. Use the Tier drop-down to designate the student is in eRTI Tier 3.
2. Tier 3 Current Start Date: If date field is blank, enter the date STAT met/will meet to develop an eRTI Tier 3 Plan.
   *If the Tier 3 Initial Start Date is blank, then you are the first person to place this student in eRTI Tier 3. Enter the same date as Tier 3 Current Start Date.
   *If there is already a Tier 3 Current Start Date entered in this field, this student was placed in eRTI Tier 3 in the past and will have an eRTI Tier 3 plan (unless they were exited from eRTI Tier 3). Refer to the student’s eRTI Tier 3 Follow Up record.
3. Teacher/Staff Member Name: (last name, first name)
4. Select the current School Year.
5. Click the Next tab in the navigation toolbar to save the data entered on this screen and proceed to the next screen.

Student Information section is auto-populated from ITCCS.
SCREEN 2 - INTERVENTION PLAN

1. Click on the Add Documentation button to open a blank template for your entry.
2. **Target Area of Concern**: Use the drop-down to select the appropriate area.
3. **Elaborate**: Include diagnostic data (scale scores, Overall score, grade equivalent, Lexile, Quantile, etc.) Also include other data to indicate student’s need for RTI intervention and specific areas in need of intervention such as reading comprehension, decoding, or multiplication fact fluency 12x12. Be specific and keep it focused to drive this intervention plan!
4. **Intervention**: Enter the intervention with the Current Performance Level, Minutes per Session, and Number of Days per week. If using an intervention AND a separate progress monitor for the goal, designate one as main intervention and one as progress monitor for goal.
5. **Current Performance Level**: Enter the current performance level of the assessment or program measurement that is being used for the goal. If goal is based off of Istation ISIP Overall Reading score, then use the current ISIP Overall Reading score. F&P level goal - enter the number correlation of the current F&P level. Lexile or Quantile measure goal - enter current Lexile or Quantile measure.
6. **Intervention Goal Statement**: Write a goal that is: linked to the main intervention or progress monitor; is specific and measureable (includes scale score, level, Lexile, Quantile, etc.); is time-based; and is achievable.
7. **Goal/Desired Outcome/Level**: Enter the scale score, level, Lexile, Quantile, etc. that was stated in the goal.
8. **Total Number of Weeks**: Enter the number of week the student will receive the intervention to meet the goal. *If the eRTI intervention plan has a Begin Date of 8/26/15 and a goal that ends in May 2016, the number entered would be 36. Always refer to Intervention Goal Statement and Begin Date.*
9. **Minutes per Session**: Enter the number of minutes per average session of the main intervention.
10. **Begin Date**: Enter the date the intervention plan will begin. **This date is VERY IMPORTANT!**
11. **Number of Days per Week**: Enter the number of days per week the student will receive the main intervention as stated in the Intervention box.
12. **Evaluation**: Use the drop-down to select the method of evaluation.
13. **Location**: Enter the location of the intervention.
14. **Staff Member Providing Intervention**: Enter name (last name, first name) or the position of the person.
15. **Supporting Teaching Strategies/Comments**: Type in any comments specific to this Intervention Plan and strategies. You can also use the Search for Strategy bank.
16. **After documenting the required information, click on the Save button.**
Click on the Next tab in the navigation tool bar.
SCREEN 3- COLLABORATION TEAM

- Click on the Tier 3 Discussion Summary box icon to open a text box and type in notes from meeting.
- Enter the Date of Collaboration (date STAT met to develop/finalize eRTI Tier 3 info).
- Enter Date of Recommended Follow-up. This is when STAT needs to meet to review updated intervention progress.
- Type in the names of each person involved in the STAT meeting and designate one contact as the Main Contact.

Main Contact | Name | Title
---|---|---
Brighton Early | Principal
Ira Goodteacher | Teacher
Ida Claire | Teacher
Mrs. Smith | Parent
Mr. Smith | Parent/Guardian

- Click on the Next tab in the navigation tool bar.
SCREEN 4- SUMMARY OF PARENT/GUARDIAN CONTACT

- Repeat steps from previous screen.
- Ensure the Contact Date is correct!
- Enter appropriate information and click the Save button.
- Note! Contact with parent/guardian(s) should be documented only if it is in regards to RTI.

**SAVE**

**PARENT CONTACT INFORMATION**

- Person making contact: Goodteacher, ima
- School: Test School
- School Year: 2015-2016
- Contact Date: 02/08/2016

- Method of Contact: Email, US Mail, Student
- Results/Outcome for method of contact:
  A letter to invite Mike's parents was sent home with him. Meeting is scheduled for 2/22/2016.

- Interpreter needed: No
- Language:

<table>
<thead>
<tr>
<th>Concern</th>
<th>Academic</th>
<th>Behavioral</th>
<th>Lang/Comm</th>
<th>Physical</th>
<th>Social</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

**Summary of Discussion w/parent/guardian**

Ms. Goodteacher called Mike's mother 2/08/16 to let her know the letter was in Mike's backpack.
ARCHIVING A FINAL COPY OF THE TIER 3 RECORD

- Click on the Print/Archive tab in the navigation bar.

- Click on the report titled RTI Tier 3.
- Click Print Final Copy.

- In the Archive Comment text box, enter a description. Ex. RTI Tier 3 Archive 2-8-16.
- Click on the Folder drop-down and select the current year's RTI folder.
- Click on the Archive button.
Creating an eRTI Tier 3 Follow Up Record

**Screen 1 - Student Information**
- Go to the Midland ISD Homepage. Click Staff, Staff Links, then Esped.
- Click the eRTI Tier 3 Follow Up application.
- From the Select Student screen, click on the student’s name in the list or type in the student’s last name or Local ID and click Find Student(s).
- When the student’s record appears, click on their name.
- Click on the appropriate FERPA reason for accessing this confidential student record.
- Ensure the Tier drop-down has the number 3 in it.
- Enter response to dyslexia identification question.
- Update the asterisked field Tier 3 Current Start Date with the date of this Tier 3 Follow Up STAT-RTI meeting ONLY IF a Follow Up meeting is being held. (If you are updating/adding data to the Intervention Progress screen only, do not change this date.)
- Update the asterisked Teacher/Staff Member name as needed (last name, first name).
- Update the School Year if needed.
  - This will allow you to copy the information over to the subsequent screens.
- Click the Next tab in the navigation toolbar.

**Screen 2 - Intervention Progress**
- Click the Edit button to the left of the Tier 3 Intervention Plan you need to report progress on.
- To enter progress monitoring data, click the New Data button.
- Enter the Result/Score (based on result/score from which the goal was written).
- Enter the Data Collection Date (date of progress monitoring assessment or the end of the data collection window if assessment was over a period of time).
- In the Comments text box, enter any additional comments and other intervention program performance data mentioned in the Intervention section.
  - See screen shot below for an example.
- Click the Save button when you are finished entering information.
- Repeat this process for each data collection result.
- To view a graph of data points, click the red graph icon located above the New Data button. You may also check the box next to Show Trend Line to include a trend line on the chart.
- Click the Done button when you are finished adding new data and viewing the chart.
- Repeat this process to add new data to each goal.
- Click the Next tab in the navigation toolbar.

**Screen 3 - Follow Up Plan**
- Enter Date of Collaboration.
- Use the drop-down to document the appropriate Intervention Plan Results.
- Use the drop-down to document the appropriate Plan of Action.
- Enter date of Follow-up scheduled.
- Click on the Discussion icon and type in notes from the meeting. If changes are made to the plan, briefly explain why. Click the Save button.
- Click the Next tab in the navigation toolbar.

**Screen 4 - Collaboration Team**
- Type in the names of each person involved in the STAT meeting, their title, and designate one person as the Main Contact.
- Click the Next tab in the navigation toolbar.
**Screen 5- Summary of Parent Contact**
- Repeat steps from previous screens to add documentation and copy screen 1 info. **NOTE**- Ensure **Contact Date** is correct!
- Enter appropriate information and click the **Save** button.

**Archiving a Copy of the RTI Tier 3 Follow Up Record**
- Click on the **Print/Archive** tab in the navigation bar.
- Click on the report titled **RTI Tier 3 Follow Up**.
- Click **Print Final Copy**.
- In the **Archive Comment** text box, enter a description. Ex. **Tier 23 Follow Up Goal Progress Archive 11-20-15**.

Below are example screen shots for updating Intervention Progress.
eRTI Tier 3 Follow Up
Administrator’s Guide
Creating an eRTI Tier 3 Follow Up Record

1. Go to the Midland ISD homepage. Click on Staff.
2. Click on Staff Links.
3. Click on Esped.

- Administrative Regulations
- AESOP (1800-642-3767) - Sub Management
- A+ Elementary - Online Classes for Students
- A+ Secondary - Online Classes for Students
- CSCope - Curriculum
- Calendar - Google Calendar
- Curriculum
- Destiny - Library Software
- DMAC
- Discovery Education / United Streaming - Media Resource
- Dora
- Do the Math
- Edgenuity (Grades 9-12)
- Edmodo - Social Learning Platform
- Eduphoria (School Objects)
- Education
- Email Search
- Employee Wellness
- ESPED
- ESS
- Exemplary Encryption Data Recovery Form
- Fathom Math (Educator Access)
- Flyer
- Jobs
- i-mindTAC
- i-Step
- JotForm
- Knowledgewire
- Lawson
- LearningLink
- LMS
- LISD Website
- Local Teacher Sites
- Login
- Maintenance Request Form
- Meaningful Use
- Microsoft Excel
- Microsoft Word
- Moodle
- Navigating Through A+ Student Information System (SIS)
- New Teacher Orientation
- NoodlePro
- NoodlePro Collaborate
- NoodlePro Learn
- Office 365
- Online Tools
- Onsite Professional Development
- Payroll
- ParentLink - Communication Tool
- Pearson Realize
- *NEW* - Phone System
- Read 180/ System 44 (Educator Access)
- Register for Staff Development
- Register for an MISD Website Account
- Renaissance Place
- Renaissance Place Resources
- Rosetta Stone
- School Dude (Work Orders)
- SchoolLit
- SchoolM Mos
- SchoolWise
- SchoolX
- Search
- Staff Links
- Staff Portal
- StaffSpace
- StaffView
- StaffWise
- Student Portal
- StudentView
- Study Island
- TeachThought
- Teacher Retirement System
- Technology Order Form (Updated 05-19-2015)
- Technology Tutorials and Resources
- TEKS Resource System - Curriculum
- Texas Assessment Management System (TAMS)
Click Sign In to log into your eSped account.

Use your full MISD email as your User Name. Click Remember Me to save your User Name on your computer. Enter your password and click Login.
Click on the eRTI Tier 3 Follow Up application.

From the Select Student screen, click on the student’s name in the list or type in the student’s last name or Local ID and click Find Student(s).

When the student’s record appears, click on their name.
Click on the appropriate FERPA reason for accessing this confidential student record.

Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) requires that "an educational agency or institution shall maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student".

Select FERPA Reason

- I provide services and am inputting data/reading this student’s eRTI file.
- I am reviewing this student’s data for campus/district reporting and analysis.
- Cancel
SCREEN 1- STUDENT INFORMATION

1. Ensure the Tier drop-down has a number 3 in it.
2. Update the asterisked field **Tier 3 Current Start Date** with the date of this Tier 3 Follow Up STAT-RTI meeting ONLY IF a Follow Up meeting is being held. (If you are updating/adding data to the Intervention Progress screen only, do not change this date.)
3. Update the asterisked **Teacher/Staff Member** name as needed (last name, first name).
   *This will allow you to copy the information over to the subsequent screens.*
4. Update the **School Year** if needed.
5. Click the **Next** tab in the navigation toolbar to save the data entered on this screen and proceed to the next screen.
SCREEN 2- INTERVENTION PROGRESS

- Click on the Edit button to the left of the Tier 3 Intervention Plan you need to report progress on.

- To enter progress monitoring data, click on the New Data button.

- Enter the Result/Score (based on result/score from which the goal was written).
- Enter the Data Collection Date (date of progress monitoring assessment or the end of the data collection window if assessment was over a period of time).
- In the Comments text box, enter any additional comments and other intervention program performance data mentioned in the Intervention section.
- Click on the Save button when you are finished entering information.
- Repeat this process for each data collection result.
To view a graph of data points, click on the red graph icon located above the New Data button. You may also check the box next to Show Trend Line to include a trend line in the chart.

Click on the Done button when you are finished entering information.

Repeat this process to add new data to each goal.

Click the Next tab in the navigation toolbar to save the data entered on this screen and proceed to the next screen.
SCREEN 3 - FOLLOW UP PLAN

- Enter Date of Collaboration.
- Use the drop-down to document Intervention Plan Results.
- Based on Intervention Plan Results, use drop-down to select the appropriate Plan of Action. Follow the process of Copy/Create Intervention Plan found in eRTI Tier 2 Guide if an intervention plan needs to be added or cloned. If you clone an existing plan, you will need to update necessary information in the plan. Please ensure that the Entry Date, Info copied from screen 1, and Begin Date are updated.
- Enter a Follow-up scheduled date.
- Click on the Discussion text box icon and type in notes from the meeting. Document any Intervention plan changes with a brief description.
- For subsequent Tier 3 Follow Up STAT meetings, use the bottom two sections in the blue box to document progress and decisions.

- Click the Next tab in the navigation toolbar to save the data entered on this screen and proceed to the next screen.
**SCREEN 4- COLLABORATION TEAM**

- Update the names of each person involved in the STAT meeting and designate one contact as the Main Contact.

<table>
<thead>
<tr>
<th>Main Contact</th>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Brighton</td>
<td>Principal</td>
</tr>
<tr>
<td></td>
<td>Early</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ima Good</td>
<td>Teacher</td>
</tr>
<tr>
<td></td>
<td>teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ida Claire</td>
<td>Teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mrs. Smith</td>
<td>Parent/Guardian</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mrs. Smith</td>
<td>Parent/Guardian</td>
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</tbody>
</table>

- Click the Next tab in the navigation toolbar to save the data entered on this screen and proceed to the next screen.
SCREEN 5 - SUMMARY OF PARENT/GUARDIAN CONTACT

- Repeat steps from previous screen to add documentation and copy screen 1 info.
  - Ensure the Contact Date is correct!
  - Enter appropriate information and click the Save button.
  - Note! Contact with parent/guardian(s) should be documented only if it is in regards to RTI.

**PARENT CONTACT INFORMATION**

- **Copy Screen 1 Information**
  - Person making contact: Goodteacher, Jina
  - School: Test School
  - School Year: 2015-2016
  - Contact Date: 02/08/2016

- **Method of Contact**: 
  - Student, In person, Phone

- **Results/Outcome for method of contact**
  - Ms. Goodteacher sent letter to invite Mike's parents was sent home with him. Meeting is scheduled for 2/22/2016.

- **Interpreter needed**: No

- **Language**:

- **Concern** | Academic | Behavioral | Lang/Comm | Physical | Social
--- | --- | --- | --- | --- | ---
School | ✔ | | | | 
Parent | | | | | 

**Summary of Discussion w/parent/guardian**

- Ms. Goodteacher called Mike's mother 2/8/16 to let her know the letter was in Mike's backpack.
ARCHIVING A FINAL COPY OF THE TIER 3 FOLLOW UP RECORD

➢ Click on the Print/Archive tab in the navigation bar.
➢ Click on the report titled RTI Tier 3 Follow Up.
➢ Click Print Final Copy.

First: Choose the Report
Then decide if you want to
☐ Automatically Archive
☐ Mail the document
Then click on a Print Type button

Select the Language: English ▼ Static Text Only: □ Print a bla

Print Draft Copy □ Print Final Copy □ Report List

➢ In the Archive Comment text box, enter a description. Ex. RTI Tier 3 Follow Up Goal Progress Archive 2-8-16.
➢ Click on the Folder drop-down and select the current year’s RTI folder.
➢ Click on the Archive button.
Draft Document: RTI Tier 3 Follow Up

If you want to archive this report, enter your archive comment and click on this [Archive] button.

If you do not want to archive this report, click on this [Do Not Archive] button.

Archive Comment:

1. RTI Tier 3 Follow Up Goal Progress Archive 2-8-16

Folder: Archive

- 504 2012-2013
- 504 2013-2014
- 504 2014-2015
- 504 2015-2016
- ARD 2013-2014
- ARD 2014-2015
- Error
- FIE
- RtI
- RtI 2014-2015
- RtI 2015-2016
eRTI Application Overview
Administrator’s Guide
Overview of eRTI Application & Helpful Tips

**eRTI Application Overview**

- The eRTI application is part of eStar’s Series of products which has been also referred to as eSped.
- The eRTI applications are located at eStar’s website [www.esped.com](http://www.esped.com).
- The eRTI applications can be accessed via the internet from any location. Please ensure eRTI is accessed using a secure internet connection.

**Logging into Your Account**

- If you already use [www.sped.com](http://www.sped.com) for Special Education or 504, your login information is the same for eRTI.
- Your user name should be your full MISD email address.
- **Helpful Hint!** Check the box next to Remember Me if you wish to store your User Name.
APPLICATIONS AND HOMEPAGE

Resources & Options

Applications

Announcements & Messages

ENJOY YOUR SUMMER!!!
**HELPFUL HINT!** You may customize your user profile by clicking on My Profile.

See different options in the screenshot below.

![User Profile Screenshot]

- **Email:** fakeCampusadmin@midland.com
- **Password:** **********
- **Full Name:** Fake Campus Admin
- **First Name:** Fake
- **Last Name:** Campus Admin
- **Timeout:** 40 minutes
- **Page Size:** 300

**Application Options:**
- Enable Auto Suggest for Search
- Enable Tool Tips
- Enable Predictive Text
- Enable Hover on Student Select screen
- Enable Auto Refresh on Print

*Always lock your computer!*
FINDING A STUDENT

- First select the appropriate eRTI application (Tier 1, Tier 2, Tier 2 Follow Up, Tier 3, or Tier 3 Follow Up). You will then be taken to the Select Student screen.
- Depending on your user role access, all students at your campus who have eRTI, eARD, eFIE, and e504 records will be listed in the Select Student screen unless specific filters are set. Read more about filters below.
- Read the directions in the screenshot below.
- **HELPFUL HINT!** All of the top fields in the screenshot below are filters to find a student.
- Using a student’s local ID# or last name is the quickest way to locate a student. Enter the student’s last name or ID# in the fields highlighted in yellow below and click the Find Student(s) button.
- Note! If any of the eRTI, eFIE, eARD, or e504 boxes are checked (refer to section highlighted in pink), this will narrow your search to ONLY include student(s) who have records that match the filter boxes checked.
- MISD does not currently use ELL/LPAC or SSI applications of eStar.
- If a student’s name does not appear in the list, you will need to add them to eRTI. Refer to Adding a Student to eRTI section.

![Select Student](image_url)

ADDING A STUDENT TO eRTI

- First, ensure NO filter boxes are checked and search filter text boxes are blank.
- Click the Add Student button as shown below. Also, ensure there is a checkmark in the Add from list option.

![Select Student](image_url)
• The quickest way to find a student is to enter their ID# or last name. First, enter one of the search criterias and click the Find button.
• The student’s name should appear in the list. Click the Add button next to the student’s name. The screen will reload.
• When the screen has reloaded, click the Close Window button at the top left of the screen. This will return you to the Select Student screen.
• Follow the steps in the Finding a Student section to select the student.

**Navigation Toolbar**

• Once a student is selected, you will be taken to the student’s eRTI records which include a series of screens. Each screen has the same navigation toolbar as seen below.

- **Save**- saves your data on the screen
- **Close**- closes current screen and takes you back to the eStar homepage
- **Previous**- saves the data you entered on the screen and takes you back to the previous screen
- **Next**- saves the data you entered on the screen and takes you to the next screen
- **Students**- takes you back to the Select Student screen where you can locate and open another student record
- **Reports**- takes you to a menu to select a report that can be saved or printed
- **Preview**- takes you to a menu to select a report that can be previewed
- **Print/Archive**- takes you to a sub-application to create and archive reports/records (refer to Archiving Records section)
- **Timer**- displays amount of time left before you are logged out of the system
**ARCHIVING RECORDS**

- After STAT meets to develop, revise, or edit eRTI Tier 1, Tier 2, Tier 2 Follow Up, Tier 3, or Tier 3 Follow Up records, a final copy needs to be archived. This process will save a permanent copy in Archive Manager, another application in eStar.
- Click on the Print/Archive tab in the navigation toolbar.

- First, select the record/report to be archived. Then, click the Print Final Copy button.

- Enter a description of the document that’s being archived.
- Use the drop-down to select the current year’s RTI folder.
- Click the Archive button.
- You will see a pop-up message saying the document has been archived. Close the Archive screen to return to the eRTI student screen.
**ADMIN RTI REPORTS**

- From the homepage, click on the Admin - RTIReports application.

Refer to screenshot below to create a report.

![Create Report Screenshot](image)

1. **Select a report**
2. **Filter Options**
3. **Campus/School**
4. **Create Report**

---

**RTI Administrative Reports**

- RTI Short Summary
- RTI Student by Home Room
- RTI Summary by Grade
- RTI Tier 2 Follow Up
- RTI Tier 3 Follow Up
- Student Summary Report - Tiers
- Summary Report for RTI - Tier1
- Summary Report for RTI - Tier2
- Summary Report for RTI - Tier3
- Tier 2 Areas of Concern
- Tier 2 Intervention Requests

---

** august 2016 draft**
Once a report has been created, you will be taken to the reports list. If the Status is New, click the Refresh button until the Status is Done. Then click the View button.

Quick Roster of eRTI Students

To view or print a quick list of students at your campus in eRTI, refer to the following screenshot.

- Click the checkbox next to eRTI to populate a list of students that are in eRTI.
- Increase the number of students displayed in the list by using the drop-down next to students and selecting up to 300.
- Click the Find Students button to apply the eRTI filter.
- Click the Printable View button at the right of the Select Student screen to create a PDF of a complete list of your campus’s eRTI student names.
Appendix C

References and Resources

eSped
Lenguaje y Lectura
FASTT Math
Fountas and Pinnell
Hopscotch SIL
Imagine Learning
iStation
Rosetta Stone
Renaissance Learning
Scholastic SRI
Teacher Created Materials Publishing
CHAMPS- Safe and Civil Schools
Center on Response to Intervention
The Meadows Center for Preventing Educational Risk
RTI Action Network
Texas Education Agency (TEA)
Appendix D

District RTI Plan Research

Arlington ISD, Texas
DeSoto ISD, Texas
Ector County ISD, Texas
Florida Department of Education
Galesburg Community Unit School district, Illinois
Livingston County Schools, Kentucky
Northside ISD, Texas
Pflugerville ISD, Texas
San Antonio ISD, Texas
Tyler ISD, Texas