Response to Intervention (RTI)
District Plan

Tier 3
Tier 2
Tier 1

Providing students the tools to participate in the game
Table of Contents

RTI
  RTI Definition
  RTI Benefits
  RTI Problem Solving Approach
  RTI Response to Instruction
  RTI and English Language Learners
History of RTI
Foundation of RTI in MISD
Key Stake Holders in the RTI Process Diagram
Roles and Responsibilities of Key Stakeholders
  District
  Campus
  Family
  Community
  Policy
Timeline /Phase-in of RTI
RTI Framework
  Multi-Tier Model
  Overview RTI Triangle
  Understanding of RTI Triangle
  RTI Tier Instructional Summary and Description Table
Universal Screener/Assessments
  Universal Screener Table – Reading
  Universal Screener Table – Math
MISD RTI Interventions Table
  RTI Interventions Table – Reading
  RTI Interventions Table – Math
RTI Process Detail: Tier 1
RTI Process Detail: Tier 2
  RTI Tier 2 Parent Letter
  RTI Tier 2 Parent Confirmation to Attend Letter
  RTI Tier 1 eRTI (eSped) Screen Instructions
  RTI Tier 2 eRTI (eSped) Screen Instructions
  RTI Tier 2 eRTI (eSped) Follow-up Screen Instructions
RTI Process Detail: Tier 3
  RTI Tier 3 Parent Letter
  RTI Tier 3 Parent Confirmation to Attend Letter
  RTI Tier 3 eRTI (eSped) Screen Instructions
  RTI Tier 3 eRTI (eSped) Follow-up Screen Instructions
Student/Teacher Assistance Team (STAT)
Referral for Special Program Services
  eRTI Archive Manager Screen Instructions (document uploads)
Glossary of Terms
References and Resources
Outside District RTI Plan Research
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 disabilities. National Center on Response to Intervention, www.RTI4success.org.

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 LD identification;
- 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, 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 system data, prioritize targets, implement, and evaluate individual intervention.

RTI is sometimes referred to 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 and English Language Learners
In planning RTI approaches with English Language Learners (ELLs), it is important to fully consider the ELL services the student is receiving, how the native language and English proficiency is assessed and monitored, knowledge and skills in the first language, and performance in the second language (English). When evaluating RTI data, ELLs should be compared not only to native English-speaking peers, but also to other ELL students with similar levels of English proficiency. If ELL students as a whole are not making adequate progress, more English for Speakers of Other Languages (ESOL) strategies need to be implemented. If most ELL students demonstrate adequate progress, a more individualized approach is indicated for those students not progressing.
Important factors for RTI teams to consider when developing interventions for an ELL;

1) When taking a social-development history, inquire about the language the student’s caregiver uses with the child, as it may differ from the parents’ language.
2) Inquire if the students have attended school on a regular basis. Investigate to see if there have been any interruptions in their academic experience of the student.
3) Cultural instructional systems in the country of origin can have an impact on expectations. Some cultural systems may depend on memorization of facts while our system relies more on critical thinking. For example, math may vary with the setup of problems or the use of the metric system.

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 STAT are driving factors for successful implementation of the RTI plan. Teachers and administrators should strive for fidelity when working with STAT/RTI including proper and appropriate selection of interventions and supports as well as the frequency and intensity of implementation. 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.

Note: The process is not a way to get a student into Special Education. This process is a way to help students which may possibly lead to a Special Education referral. Students in Special Education may be recommended for RTI through the ARD process.

Note: Students who have been in the country for 3 years or less, consideration for RTI is on an individual basis. Consultation with the ELL Department is required. Students new to our country may be recommended for RTI through the LPAC process.

District RTI Contacts:

Jennifer Martinets
RTI & At-Risk District Coordinator
Jennifer.Martinets@midlandisd.net
(432) 240-1265

Deborah A. Acosta
Director of Graduation and At-Risk Student Populations
Deborah.Acosta@midlandisd.net
(432) 240-1256
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.

State law also requires intervention prior to referral (19 TAC 89.1011), that all districts provide a “general education referral or screening system. Students experiencing difficulty in the general classroom should be considered for all support services available to all students, such as tutorial, remedial, compensatory and other services.”

***If a parent requests an evaluation for special education, please contact the special services office immediately so that all procedural protocol is followed. Send an email to Nancy Isaacs the day the parent makes the request.

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 bases. 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 through a Student Assistant Teacher Team (STAT). 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 STAT 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.

July 2014
Key Stakeholder in the RTI Process

Students

District
- District Administrators
- Professional Development

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

Family
- Parents
- Guardians
- Caretakers

Community
- Volunteers
- Partners in Education
- Social Service Agencies

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 STAT team
- Problem-solve with Instructional staff & STAT team regarding case-by-case questions as they arise

Campus - Instructional Staff & Student Teacher Assistance Team (STAT)
- 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 an active participant in the meetings
- 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
Timeline

July –August

- Revise RTI Plan in Collaboration with Instructional Directors and Executive staff

August

- eStar RTI setup and Training of Trainers
- Email MISD Campuses and T&L: MISD RTI Introductory packet

Reminder: Some students may already have an intervention plan as determined by the previous year’s STAT Team. Please take the time to review the documents so any immediate interventions or actions are followed within the documented timeline.

September

- Present RTI District plan to A-Team
- eRTI (eSped) Training of Campus STAT Teams/ Admins

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- Email MISD RTI Plan to Campus Principals and STAT Contact members
- RTI 2nd six-weeks Designated Campus Day Visits
  Freshman and High School Campuses

October

- Beginning of Year Universal Screener Window to identify students in Tiers 1, Tier 2 & Tier 3 and progress monitoring for students with RTI plans already in place
- Start of 2nd six weeks marks the start time STAT may begin making RTI Tier recommendations or referrals to special programs based on universal screeners
• **Note:** some students may need immediate Special Ed. referrals in accordance to Child Find

• RTI 2nd six-weeks Designated Campus Day Visits
  Elementary and Junior High Campuses

### October & November 2014 (2nd 6-weeks)

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### December

• District Review RTI Data: Collect and analyze number of students in Tiers 2 and Tier 3 for each campus to identify more intensive campus support needs

### January

• Mid-Year Universal Screener Window for Progress Monitoring

• RTI 5th six-weeks Designated Campus Day Visits
  Freshman and High School Campuses

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- RTI 5th six weeks Designated Campus Day Visits
  Elementary and Junior High Campuses

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**April**

- End of Year Universal Screener Window for Progress Monitoring

**June**

- Review and Update RTI for following year

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**RTI Framework**

July 2014
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. Students are screened for academics three times during the school year. Students demonstrating behavioral challenges will be screened or assessed as needed. 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 STAT and key stakeholders.

4. **Student Teacher Assistance Team (STAT)** is a building level collaborative team that includes both general and special education staff which use a problem-solving approach to address the needs of students in need of intervention.

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 doesn’t respond to supports and interventions, a recommendation for a Special Education referral may be considered.
Multi-tiered model
To ensure that appropriate instruction directly addresses students’ academic and behavioral difficulties in the general education setting, a multi-tiered service delivery model is used. Layers of increasingly intense intervention responding to student-specific needs are built in.

Universal Screener: Will determine tiered support needed for students who are at-risk for experiencing academic difficulties or who are in need of intervention.

Tier 1 Academic Core Curriculum with Differentiated Instruction: The teacher implements effective teaching practices and research-based differentiated instructional strategies during focused core instruction, monitors student progress and allows sufficient time to assess the effectiveness of appropriate student learning. When teachers use high quality, core class instruction aligned with Texas Essential Knowledge and Skills (TEKS) and adequately differentiates instruction to meet the needs of a varied population, 80%+ of the students should respond and achieve established grade-level expectations. Teachers instructing English Language Learners (ELL) will also incorporate English Language Proficiency Standards (ELPS). Universal screeners/assessments will occur 3 times per year to identify students in need of interventions above and beyond Tier 1.

Tier 1 Behavior-CHAMPS: behavioral expectations and supports (i.e., proactive discipline) for all students and staff, across all school settings that together serve as the foundation for classroom and individual student behavior support.

Tier 2 Academic-Targeted Group Intervention: If students do not make adequate progress in Tier 1 or students who are identified as Tier 2 through a universal screener/assessment, more targeted services and interventions are provided in Tier 2. Targeted interventions usually occur in small group settings within the general education classroom or outside the classroom, and are provided in addition to instruction in the general education curriculum. Tier 2 addresses the needs of approximately 10–15% of the students. This level includes evidence-based programs, strategies, and procedures designed and employed to supplement, enhance, and support Tier 1 instruction.

Tier 2 Behavior-Targeted Behavior: expectations, routines, structures, and practices for presenting curriculum, designing instruction, and managing social climate of classroom environments that serves as the basis for individual student behavior support planning.

Tier 3 Academic-Individualized, Intensive intervention: If students do not make adequate progress in Tier 1 and Tier 2, or students who are identified as Tier 3 through a universal screener/assessment, more individualized, intensive interventions are provided in Tier 3. Tier 3 addresses the needs of approximately 5–10% of the students. These individualized, intensive interventions are provided in small groups or individually in addition to instruction in the general education core curriculum. In Tier 3, the teacher engages in a problem-solving process while reviewing on-going progress monitoring. The teacher modifies components of the intervention program or plan and continues to employ frequent progress monitoring to evaluate which components enhance the rate of student learning. By continually monitoring and modifying each student’s program as needed, the teacher is able to design an effective, individualized instructional program or plan.

Tier 3 Behavior-Intensive: intensive and individualized behavior intervention planning and implementation based on function-based behavior data collection tools for students who are unresponsive to Tier 1 & Tier 2 interventions.

Focus STAT Review: A special STAT review will examine student records to make a list of students who have not met STAAR/EOC/TAKS satisfactory performance measures for 2 or more years and are currently not receiving support within the RTI Tiers. When it appears there is a pattern that may result in consistent, poor academic outcomes support in RTI Tiers may be deemed necessary in addition to an Accelerated Learning Plan. If STAT determines that it is necessary for a student to receive support within RTI Tiers, STAT will communicate with stakeholders to begin RTI support and documentation.
Tier 2: Targeted Group Intervention
- Focus: 10-15% of the student population
- Program: Specialized evidence-based intervention in addition to Tier 1
- Small groups (not whole class)
- Time: 20-45 minutes of supplemental instruction/intervention 2-5 times per week
- Universal screener/Assessments: Identify placement in tiers
- Interventor: General Education teacher/Specialist/Interventionist
- Setting: Appropriate setting in the classroom or outside the classroom
- Progress monitoring & documentation by teacher: weekly
- Progress Monitoring STAT Review: Every 6 weeks
- Provided Tier 2 Interventions: Minimum 4 weeks

Tier 3: Individualized, Intensive Intervention
- Focus: 5-10% of the student population
- Program: In addition to Tier I core instruction and Tier 2 Interventions
- Small groups or individual instruction
- Time: Elem: 30-45 minutes per day, Sec: 55 minutes/class period per day
- Universal screener/Assessments: Identify placement in tiers
- Provided by Specialist (refer to pg. 16 table)
- Setting: Appropriate setting outside the classroom
- Progress Monitoring & Documentation by Teacher: weekly
- Progress Monitoring STAT Review: Every 3 weeks
- Provided Tier 3 Interventions: Minimum 6 weeks
- Those who fail to respond to Tier 3 intervention are considered for special program screening and/or evaluation

Tier 1: Core Curriculum & Differentiated Instruction
- Focus: 100% Student Population with 80%+ students responding to instruction
- Program: Core curriculum with differentiated instruction
- Time: Within class period or schedule
- Universal screener/Assessments: Identify placement in tiers
- Interventionist: General Ed. teacher
- Setting: General Ed. classroom
- Differentiated instruction and early intervention
- Teacher Periodic
- Progress Monitoring every 2-3 weeks
Understanding of RTI Triangle

100% student population
With 80% Response
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>Tier 1 Core Curriculum with Differentiated Instruction</th>
<th>Tier 2 Targeted Group Intervention</th>
<th>Tier 3 Individualized, Intensive Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>100% Students in the class with 80%+ responding to instruction with differentiated instructional strategies</td>
<td>10-15% of the student population who have not responded to Tier 1 efforts</td>
<td>5-10% of the student population who have not responded to Tier 1 and Tier 2 efforts</td>
</tr>
<tr>
<td><strong>Program</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scientific, research-based core curriculum with Differentiated Instruction Supplemental Instruction/Gen. Ed. Accommodations</td>
<td>Specialized evidence-based intervention that address student needs in addition to core instruction in Tier 1</td>
<td>Individualized, intensive Intervention that address student needs in addition Tier 1 &amp; 2 instruction and intervention</td>
</tr>
<tr>
<td><strong>Time</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within class period or schedule</td>
<td>20-45 minutes small group instruction 2-5 times per week with supplemental instruction and intervention in addition to Tier 1 core instructional time</td>
<td>Elem: 30-45 minutes per day Sec: 55 minutes/class period per day individual or small group instruction in addition to Tier 1 &amp; Tier 2 core instructional time</td>
</tr>
<tr>
<td><strong>Screen/Assessment &amp; Monitoring &amp; Review</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Universal Screenings: October, January, April</td>
<td>Universal Screenings: October, January, April</td>
<td>Universal Screenings: October, January, April</td>
</tr>
<tr>
<td>Progress Monitoring by Teacher: every 2-3 weeks</td>
<td>Progress Monitoring &amp; Documentation by Teacher: weekly</td>
<td>Progress Monitoring &amp; Documentation by Teacher: weekly</td>
</tr>
<tr>
<td>If recommending for Tier 2 STAT review: Progress monitoring weekly and documentation in/for eRTI (eSped) by teacher every 6 weeks for STAT review</td>
<td>Progress monitoring review and documentation in eRTI (eSped) by STAT every 6 weeks</td>
<td>Progress monitoring review and documentation in eRTI (eSped) by STAT every 3 weeks</td>
</tr>
<tr>
<td><strong>Interventionist</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Education Teacher</td>
<td>General Education teacher / Specialist/Interventionist</td>
<td>Specialist (may be classroom teacher, specialized teacher, external interventionist, etc.)</td>
</tr>
<tr>
<td><strong>Setting</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General education classroom</td>
<td>Appropriate setting in the classroom or outside the classroom</td>
<td>Appropriate setting outside the classroom</td>
</tr>
</tbody>
</table>

*Minimum number of weeks is a recommendation. STAT may use special considerations in making data-driven decisions.
Universal Screeners/Assessments

Universal Screening and Progress Monitoring

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. Students will be assessed regularly throughout the year but only three assessments (October, January, and April) will be utilized to determine the need for tiered interventions and supports.

Results from the screenings and assessments will provide the following important information:

- Identify students demonstrating appropriate, on grade-level progress (no interventions required)
- Identify students in need of Tier 2 and Tier 3 interventions and supports

The tables below reflect the screening/assessment instrument used to determine tiered intervention.

- Grade levels utilizing iStation for Reading will screen every student on a monthly basis
- Grade levels utilizing Scholastic Reading Inventory (SRI) for Reading will screen some students as requested by the a teacher referral. If a student is identified in need of Tier 2 or Tier 3 interventions, campus and district STAT process will be followed.
- Grade levels utilizing RenStar for Math will screen every student quarterly

Please note: STAT Reviews may be requested for special considerations not identified through a universal screener.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Screener</th>
<th>On Level</th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinder</td>
<td>iStation</td>
<td>Green On or Above Grade Level</td>
<td>Yellow Moderate Intervention</td>
<td>Yellow Moderate Intervention</td>
<td>Red Intensive Intervention</td>
</tr>
<tr>
<td>1st</td>
<td>iStation</td>
<td>Green On or Above Grade Level</td>
<td>Yellow Moderate Intervention</td>
<td>Yellow Moderate Intervention</td>
<td>Red Intensive Intervention</td>
</tr>
<tr>
<td>2nd</td>
<td>iStation</td>
<td>Green On or Above Grade Level</td>
<td>Yellow Moderate Intervention</td>
<td>Yellow Moderate Intervention</td>
<td>Red Intensive Intervention</td>
</tr>
<tr>
<td>3rd</td>
<td>iStation</td>
<td>Green On or Above Grade Level</td>
<td>Yellow Moderate Intervention</td>
<td>Yellow Moderate Intervention</td>
<td>Red Intensive Intervention</td>
</tr>
<tr>
<td>4th</td>
<td>iStation</td>
<td>Green On or Above Grade Level</td>
<td>Yellow Moderate Intervention</td>
<td>Yellow Moderate Intervention</td>
<td>Red Intensive Intervention</td>
</tr>
<tr>
<td>5th</td>
<td>iStation</td>
<td>Green On or Above Grade Level</td>
<td>Yellow Moderate Intervention</td>
<td>Yellow Moderate Intervention</td>
<td>Red Intensive Intervention</td>
</tr>
<tr>
<td>6th</td>
<td>iStation</td>
<td>Green On or Above Grade Level</td>
<td>Yellow Moderate Intervention</td>
<td>Yellow Moderate Intervention</td>
<td>Red Intensive Intervention</td>
</tr>
<tr>
<td>7th-8th</td>
<td>SRI</td>
<td>Advanced Above Grade Level Proficient On Grade level</td>
<td>Basic Below Grade Level</td>
<td>Basic Below Grade Level</td>
<td>Below Basic Low Below Grade Level</td>
</tr>
<tr>
<td>7th – 8th ELL</td>
<td>eAssessment</td>
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<td>Consult with ELL/ESL Focus Team</td>
<td>Consult with ELL/ESL Focus Team</td>
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</tr>
<tr>
<td>9th</td>
<td>SRI</td>
<td>Advanced Above Grade Level Proficient On Grade level</td>
<td>Basic Below Grade Level</td>
<td>Basic Below Grade Level</td>
<td>Below Basic Low Below Grade Level</td>
</tr>
<tr>
<td>9th ELL</td>
<td>eAssessment</td>
<td>Consult with ELL/ESL Focus Team</td>
<td>Consult with ELL/ESL Focus Team</td>
<td>Consult with ELL/ESL Focus Team</td>
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<tr>
<td>10th-12th</td>
<td>SRI</td>
<td>Advanced Above Grade Level Proficient On Grade level</td>
<td>Basic Below Grade Level</td>
<td>Basic Below Grade Level</td>
<td>Below Basic Low Below Grade Level</td>
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<tr>
<td>10th – 12th ELL</td>
<td>eAssessment</td>
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<td>Consult with ELL/ESL Focus Team</td>
<td>Consult with ELL/ESL Focus Team</td>
<td></td>
</tr>
</tbody>
</table>
*STAT Review may be utilized as a way for teachers to identify students in need of Tier 2 and Tier 3 supports and interventions without a specific universal screener. Teachers or other stakeholders may request STAT to review concerns, documentation, and pertinent data to determine if a student is in need of Tier 2 or Tier 3 supports and interventions.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Screener</th>
<th>On Level</th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinder</td>
<td>STAT Review*</td>
<td>STAT Review*</td>
<td>Green At/Above Benchmark</td>
<td>Blue On Watch</td>
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<tr>
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<td>STAT Review*</td>
<td>STAT Review*</td>
<td>Green At/Above Benchmark</td>
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<td>Yellow Intervention</td>
</tr>
<tr>
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<td>RenStar</td>
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<td>Blue On Watch</td>
<td>Yellow Intervention</td>
<td>Red Urgent Intervention</td>
</tr>
<tr>
<td>3rd</td>
<td>RenStar</td>
<td>Green At/Above Benchmark</td>
<td>Blue On Watch</td>
<td>Yellow Intervention</td>
<td>Red Urgent Intervention</td>
</tr>
<tr>
<td>4th</td>
<td>RenStar</td>
<td>Green At/Above Benchmark</td>
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<tr>
<td>10th-12th</td>
<td>STAT Review*</td>
<td>STAT Review*</td>
<td>Green At/Above Benchmark</td>
<td>Blue On Watch</td>
<td>Yellow Intervention</td>
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</table>
## MISD RTI Reading Interventions

<table>
<thead>
<tr>
<th>Core</th>
<th>Grade Level</th>
<th>Tier 1 Core Curriculum with Differentiated Instruction</th>
<th>Tier 2 Targeted Group Intervention</th>
<th>Tier 3 Individualized, Intensive Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CHAMPS: Universal Prevention &amp; early stage problem solving</td>
<td>CHAMPS: Targeted Problem Solving</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Same as above with ELPS</td>
<td>iStation Español Estrellita-Spanish</td>
<td>Hopscotch: El sistema de la Intervencion de lectura (SIL)</td>
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<tr>
<td></td>
<td>CHAMPS: Universal Prevention &amp; early stage problem solving</td>
<td>CHAMPS: Targeted Problem Solving</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Same as above with ELPS</td>
<td>iStation Español Estrellita-Spanish</td>
<td></td>
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<tr>
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<td></td>
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</tr>
<tr>
<td>1st ELL</td>
<td>CHAMPS: Universal Prevention &amp; early stage problem solving</td>
<td>CHAMPS: Targeted Problem Solving</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Same as above with ELPS</td>
<td>iStation Español Estrellita-Spanish</td>
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</tr>
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<td>2nd ELL</td>
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<tr>
<td></td>
<td>Same as above with ELPS</td>
<td>iStation Español Estrellita-Spanish</td>
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<tr>
<td>6th ELL</td>
<td>Core Curriculum (TEKS) Effective Teaching Practices Differentiated Instruction</td>
<td>iStation Read 180</td>
<td>CHAMPS: Targeted Problem Solving</td>
<td>CHAMPS: Intensive Problem Solving</td>
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<tr>
<td>6th ELL</td>
<td></td>
<td>Supplemental Instruction/Gen. Ed. Accommodations</td>
<td>CHAMPS: Targeted Problem Solving</td>
<td>ESL Program</td>
</tr>
<tr>
<td>7th-8th</td>
<td>Core Curriculum (TEKS)</td>
<td>Effective Teaching Practices Differentiated Instruction Supplemental Instruction/Gen. Ed. Accommodations</td>
<td>CHAMPS: Targeted Problem Solving</td>
<td>ESL Program</td>
</tr>
<tr>
<td>7th-8th ELL</td>
<td>Same as above with ELPS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9th</td>
<td>Core Curriculum (TEKS)</td>
<td>Effective Teaching Practices Differentiated Instruction Supplemental Instruction/Gen. Ed. Accommodations</td>
<td>CHAMPS: Targeted Problem Solving</td>
<td>ESL Program</td>
</tr>
<tr>
<td>9th ELL</td>
<td>Same as above with ELPS</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>10th-12th</td>
<td>Core Curriculum (TEKS)</td>
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<tr>
<td>10th-12th ELL</td>
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<td>CHAMPS: Targeted Problem Solving</td>
<td>CHAMPS: Intensive Problem Solving</td>
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</tr>
<tr>
<td></td>
<td>CHAMPS: Targeted Problem Solving</td>
<td>ESL Program ELL is not to be placed in Read180/System 44 without prior approval from the ELL Department</td>
<td>ESL Program ELL is not to be placed in Read180/System 44 without prior approval from the ELL Department</td>
<td></td>
</tr>
</tbody>
</table>

**Please note:** STAT reviews may be requested for special considerations not identified through a universal screener.
### MISD RTI Math Interventions

<table>
<thead>
<tr>
<th>Core</th>
<th>Grade Level</th>
<th>Tier 1 Core Curriculum with Differentiated Instruction</th>
<th>Tier 2 Targeted Group Intervention</th>
<th>Tier 3 Individualized, Intensive Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinder ELL</td>
<td></td>
<td>Same as above with ELPS</td>
<td>CHAMPS: Targeted Problem Solving</td>
<td>CHAMPS: Intensive Problem Solving</td>
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<tr>
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<td></td>
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<td>CHAMPS: Targeted Problem Solving</td>
<td>CHAMPS: Intensive Problem Solving</td>
</tr>
</tbody>
</table>

**MATH**

- **1st Bilingual Campuses**: Same as above with ELPS

Fast track your new skills with our latest MISD RTI Math interventions.
<table>
<thead>
<tr>
<th>2nd ELL Bilingual Campuses</th>
<th>Same as above with ELPS</th>
<th>Targeted Mathematics Intervention (Teacher Created Materials Publishing)</th>
<th>Targeted Mathematics Intervention (Teacher Created Materials Publishing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>Core Curriculum (TEKS)</td>
<td>FASTT Math Accelerated Math Live</td>
<td>FASTT Math Accelerated Math Live</td>
</tr>
<tr>
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<td>Effective Teaching</td>
<td></td>
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<tr>
<td></td>
<td>Practices</td>
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<tr>
<td></td>
<td>Differentiated</td>
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<tr>
<td></td>
<td>Instruction</td>
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<td></td>
<td>Supplemental</td>
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<td></td>
<td>Instruction/Gen. Ed.</td>
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<td></td>
<td>Accommodations</td>
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<td>CHAMPS: Universal</td>
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<tr>
<td></td>
<td>Prevention &amp; early</td>
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<td></td>
<td>stage problem solving</td>
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<td></td>
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<tr>
<td></td>
<td>Same as above with ELPS</td>
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<table>
<thead>
<tr>
<th>3rd ELL Bilingual Campuses</th>
<th>Same as above with ELPS</th>
<th>Targeted Mathematics Intervention (Teacher Created Materials Publishing)</th>
<th>Targeted Mathematics Intervention (Teacher Created Materials Publishing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th</td>
<td>Core Curriculum (TEKS)</td>
<td>FASTT Math Accelerated Math Live</td>
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<td>Effective Teaching</td>
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<td>Practices</td>
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<td>Instruction</td>
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<td>Instruction/Gen. Ed.</td>
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<tr>
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<tr>
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<td>Prevention &amp; early</td>
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<td></td>
<td>stage problem solving</td>
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<table>
<thead>
<tr>
<th>4th ELL Bilingual Campuses</th>
<th>Same as above with ELPS</th>
<th>Targeted Mathematics Intervention (Teacher Created Materials Publishing)</th>
<th>Targeted Mathematics Intervention (Teacher Created Materials Publishing)</th>
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</thead>
<tbody>
<tr>
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<td>FASTT Math Accelerated Math Live</td>
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<tr>
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<td>Effective Teaching</td>
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</tr>
<tr>
<td></td>
<td>Practices</td>
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</tr>
<tr>
<td></td>
<td>Differentiated</td>
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**Notes:**
- EOC AIP: End of Course Alternative Instruction Program
| 10<sup>th</sup> – 12<sup>th</sup> ELL | CHAMPS: Universal Prevention & early stage problem solving | CHAMPS: Targeted Problem Solving (EOC AIP) | CHAMPS: Intensive Problem Solving (EOC AIP) |

**Please note:** STAT reviews may be requested for special considerations not identified through a universal screener.
**RTI Process Detail: Tier 1**

Student remains in the General Education classroom and the teacher provides scientific, research-based core curriculum with differentiated instruction, and supplemental instruction/general education accommodations.

**RTI Tier 1 Process:**
- General Education teacher will conduct, compile, & evaluate Universal Screeners/Assessments 3 times per year (October, January, & April).
- General Education Teacher will provide the appropriate Tier 1 core curriculum (TEKS) with differentiated instruction as well as ELPS for ELL students.
- General Education Teacher will review student progress and analyze monthly screeners/assessments to determine if the student continues with Tier 1, or should be referred to STAT review for consideration of more targeted interventions in Tier 2. If recommending student to Tier 2 STAT review, the General Education teacher will need to refer to Tier 2 RTI Process Detail.
  - Be prepared to identify and provide STAT with student’s academic, behavior, language, physical, and/or social strengths and weaknesses; identify effective teaching strategies used to teach the student; and identify the student’s learning preferences when recommending student to Tier 2.

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**eRTI dropdown table banks packet can be located on the MISD RTI website**

From the MISD Teaching and Learning site, click on the Graduation and At-Risk Student Populations page to get to the RTI page.

The eRTI dropdown table banks packet will list all the options per dropdown for teachers to reference.

- **Tier 1: Strengths and Weaknesses**
  - Academic
  - Behavior
  - Language
  - Physical
  - Social

- **Tier 1: Teaching Strategies**
  - Adaptation of Materials
  - Alteration of Assignments
  - Behavior Management
  - Modifications of Environment
  - Modifications of Instruction

- **Tier 1: Learning Preferences**
- **Tier 2: RTI Main Concerns and Target Area of Concern**
- **Tier 2: RTI Concerns by Academic, Behavior, Language, Physical, Social**
- **Tier 2: Search for Interventions**
- **Tier 2: Follow-up Intervention Plan results**
- **Tier 3: Target Areas of Concern**
- **Tier 3: Search for Interventions**
RTI Process Detail: Tier 2

Student receives more targeted intervention that is evidence-based in small groups that are in the General Education Classroom or outside of the classroom depending on the students’ needs.

RTI Tier 2 Process:

- General Education teacher and/or Interventionist will conduct, compile, & evaluate Universal Screeners/Assessments **3 times** per year (October, January, & April).
- General Education Teacher will review student progress and analyze monthly screeners/assessments and other current data to determine if the student needs to be considered for targeted intervention Tier 2, remain in Tier 1, or should be referred for special program screenings or evaluations. If recommending student to STAT review, the General Education teacher will need to:
  - Contact STAT campus contact to request a Tier 2 review per your campus procedure. The request should include student’s ID#, and brief description for request. Examples of a brief description for request: Universal Screener identified student as Tier 2, teacher data collection indicates possible need for Tier 2, etc.
  - Identify and provide STAT with student’s academic, behavior, language, physical, and/or social strengths and weaknesses; identify effective teaching strategies used to teach the student; and identify the student’s learning preferences.
  - Communicate with parents by sending the RTI Tier 2 Parent letter home (located on page 30 & 31) and document in eRTI (eSped). Be sure to follow campus procedure when scheduling STAT meetings and sending out letters.

- STAT student data review of progress monitoring:
  - STAT will review fidelity of Tier 1 instruction, as well as the student’s response to interventions and supports, and make appropriate suggestions or recommendations for the student to remain in Tier 1 or are in need of more targeted interventions in Tier 2.
  - STAT will document information into eRTI Tier 2 screens. (refer to eRTI directions and screen shots below)
  - STAT will meet every 6 weeks to review and document appropriate information in eRTI (eSped) Tier 2 Follow-up screens.
  - STAT may recommend immediate referral for special program screenings or evaluations. i.e. Dyslexia, Learning Disability, etc.
Parent Letter
Response to Intervention (RTI) Tier 2

Dear Parent/Guardian of: ____________________________

As part of district-wide efforts to improve student achievement, all Midland ISD students are given universal screeners or assessments three times per year (October, January, and April) to measure their progress in the curriculum over time. Interventions or extra support will be provided as needed to all students who did not meet expected levels of achievement in reading, math, and/or behavior. This system of providing intervention is based on a 3 levels of support based on individual student needs. This process or framework is called Response to Intervention (RTI).

All students receive RTI Tier 1 support which means they receive core curriculum instruction of Texas Essential Knowledge and Skills (TEKS) with differentiated instruction to ensure your child is being taught in the best way he or she learns.

To help identify students who may need extra support:

- Your child was administered a universal screener/assessment that determined your child did not meet the expected range for his/her grade level in the October ( ) January ( ) April ( ) assessment period, or
- Your child’s teacher(s) have reviewed data that indicates a need for extra support.

To help your child be more successful, a Student-Teacher Assistance Team (STAT) will be meeting to discuss a plan to provide interventions to meet your child’s needs.

STAT may determine your child is in need of RTI TIER 2, which is best described as a level of core instruction with differentiated instructional strategies and targeted intervention. Your child will receive Tier 2 support in his or her regular classroom or support outside of the classroom. You are invited to participate in the STAT meeting. As part of the plan, your child’s progress will be monitored and you will be periodically notified about your child’s performance.

If you have any questions about this process or about the meeting, please do not hesitate to contact the STAT campus contact named below.

RTI Tier 2 STAT Meeting Information:
- STAT Campus Contact:
- Date:
- Time:
- Location:
- Address:
- Phone:

Respectfully,

____________________________
STAT Campus Contact
Response to Intervention (RTI) Tier 2
Parent Confirmation to Attend Letter

Please return to ________________________________ by ______________________ (date)

On the universal screener/assessment, your child did not meet the expected range for his/her grade level for the October (__) January (__) April (__). To better meet your child’s needs, your child’s teacher will begin providing your child with targeted instruction in ______________. Your child will be involved in a level of RTI referred to as TIER 2, which is best described as a level of core instruction with differentiated instructional strategies and targeted intervention. Your child will continue to receive Tier 1 support in his or her regular classroom. Your child’s Student-Teacher Assistance Team (STAT) will be meeting to discuss a plan to provide interventions to meet your child’s needs. You are invited to participate in the STAT meeting. As part of the plan, your child’s progress will be monitored and you will be periodically notified about your child’s performance.

RTI Tier 2 STAT Meeting Information:
- STAT Campus Contact:
- Date:
- Time:
- Location:
- Address:
- Phone:

☐ I plan to attend.  (A copy of your child’s RTI plan will be provided at the conclusion of the meeting)

☐ Please have it without me.  (A copy of your child’s RTI plan will be sent home)

_____________________________ _______ _______________________
Print name of person(s) attending Relation to child

_____________________________ _______________________
Parent/Guardian Signature Date
Directions: Login to www.eSped.com. Under Doc-RTI, CLICK on **eRTI Tier 1** to enter in information if the student is referred for a STAT review for Tier 2 or Tier 3.

If a student is identified as Tier 2 or 3 through a universal screener, Tier 1 screens will need to be completed. Students needing Tier 2 & Tier 3 behavior interventions will also follow the same process.

**Directions to Select Student:** Students can be located through different search parameters.

1. CLICK on View All to see a campus roster of students. CLICK on the student’s name to access their record.
2. To search by a student’s last name or first name, TYPE in the first 3 letters of either to locate or narrow down the list of students. The same can be done to search by student ID number.
3. CLICK on Find Student(s). Once student(s) names appear in the roster, click on that student’s name to open their record.

*Note:* The best way to search for a student is by using one criteria such as view all, last name, local ID, last or first name. If a student’s name doesn’t appear, the student will need to be added. See **Add Student** directions on next page.
This function is only needed if a student is not already located on the eRTI list. To ADD a student, follow the instructions on this page.

Directions To Add a Student: If students have not been previously added to eRTI, STAT must add them.

1. CLICK on checkbox to Add From List. CLICK on Add Student. A list of all students in the district will appear. Students can be located through different search parameters. Follow the directions below for the quickest way to add a student.

2. CLICK on School and select the student’s campus.

3. TYPE in student’s last name and first name. You may also use local ID.

4. CLICK Find button. A list of students will appear that match the search criteria entered. To View All students, CLICK View All.

5. CLICK ADD button. Verify that you are adding the correct student by matching student ID and DOB!

6. CLICK Close Window button to close the window once you have added the student.

Note: All students in the district are found in this list. All student information is confidential. Every time you open a record, the action is electronically logged into tracking system.
Directions for Security/Confidentiality Screen: A FERPA audit tracker appears when you click on a student’s name to open a record. You should only open a record if you work directly with the student or student’s STAT and you make educational decisions in regards to this student. Remember, the information contained in eRTI is confidential and should be treated as such. Select the appropriate action for accessing each student’s record.

Note: Every time you open a record, the action is electronically logged into tracking system.
Directions for Student Information Screen:

1. CLICK to on the eRTI box to add checkmark indicating the student is active in eRTI. Use the Tier dropdown and SELECT Tier 1.

2. Read the information in the red box and follow the instructions to complete the appropriate fields.

3. CLICK on the calendar buttons to input Tier 1 Start Date and Tier 1 Current Start Date.

4. TYPE in Teacher or Staff Member's name (last name and then first name), use drop down menu to select the current school of enrollment and school year from the dropdown box.

5. Demographic information in section 5 will be automatically populated within 24 hours. Campus of Residence and Part Time Campus will be left blank.

6. CLICK on the Next tab or CLICK on the dropdown menu to select the next screen.

**Note:** By going to the next screen, data entered on this screen will be saved. The same steps may be utilized to navigate to other screens. If step 1 has not been completed, the RTI Question box will appear if you try going to the next screen. CLICK Yes to complete this information.
Directions for Students Strengths and Weaknesses Screen:

1. **CLICK Add Documentation button.** A screen for student’s strengths and weaknesses will appear.

2. **Click Copy Screen 1 Info** to automatically populate the fields at the top of the screen.

3. Enter student’s strengths and weaknesses in the text box. To access strengths and weaknesses banks, CLICK on each bank as appropriate. If using the banks, CLICK on Insert Topic as Header, then Add appropriate strengths and weaknesses. Once a bank item is selected, it can be edited in the text box.

4. **CLICK the Save button** to save the information that has been entered. Once the Save or Cancel buttons are selected, the strengths and weaknesses box will disappear. CLICK on the Next tab or CLICK on the dropdown menu to select the next screen.

**Note:** The banks of strengths and weaknesses do not include every possible strength and weakness. If something is not in one of the banks, it can be TYPED into the text box.
Directions for Effective Teaching Strategies Screen:

1. CLICK Add Documentation button. A screen for Effective Teaching Strategies will appear.
2. Click Copy Screen 1 Info to automatically populate the fields at the top of the screen.
3. TYPE in effective teaching strategies that are currently being used or have been previously used. To access effective teaching strategies banks, CLICK on each bank as appropriate. If using the banks, CLICK on Insert Topic as Header, then CLICK Add next to appropriate strategies. Once a bank item is selected, it can be edited in the text box.
4. CLICK the Save button to save the information that has been entered. Once the Save or Cancel buttons are selected, the Effective Teaching Strategies box will disappear. CLICK on the Next tab or CLICK on the dropdown menu to select the next screen.

Note: The banks of effective teaching strategies do not include every possible strategy. If strategy is not in one of the banks, it can be TYPED into the text box.
Directions for Learning Preferences Screen:

1. CLICK Add Documentation button. A screen for Learning Preferences will appear.
2. Click Copy Screen 1 Info to automatically populate the fields at the top of the screen.
3. Type in a student’s learning preferences in the text box. To access the bank, CLICK on the Learning Preferences button to the left of the text box. CLICK Insert Topic Text as Header the CLICK on Add next to the appropriate learning preference. Once a bank item is selected, it must be edited in the text box. DELETE ***enter info here*** and TYPE in method used to determine student’s learning preference. Some students may have more than one learning preference.
4. CLICK the Save button to save the information that has been entered. Once the Save or Cancel buttons are selected, the Effective Teaching Strategies box will disappear. CLICK on the Next tab or CLICK on the dropdown menu to select the next screen.
Directions for Summary of Parent/Guardian Contact:

1. CLICK Add Documentation button. A screen for Learning Preferences will appear.
2. CLICK Copy Screen 1 Info to automatically populate the fields at the top of the screen.
3. CLICK on the appropriate box next to the method used to contact the parent or guardian. TYPE notes into the text box to document information such as, “left voice mail message for parent to...” Please remember when leaving a voice mail to not include any confidential information about the student.
4. CLICK on the drop down menu for Interpreter Needed and select Yes or No to document whether an interpreter was needed. CLICK on the drop down menu to select Language if an interpreter was used. Click on the appropriate boxes to document the reason for the call. If a parent calls with a concern, use the Parent row of boxes to document the contact.
5. Document a brief summary of the discussion with the parent or guardian in the text box.
6. CLICK the Save button to save the information that has been entered. Once the Save or Cancel buttons are selected, the Parent Contact Information box will disappear. CLICK on the dropdown menu to change applications.
Directions: Login to [www.eSped.com](http://www.eSped.com). Under Doc-RTI, click on eRTI Tier 2 to enter in information if a student is identified as a Tier 2 student through a universal screener or STAT determines the need for Tier 2 interventions. Students needing Tier 2 behavior interventions will also follow the same process. **Note:** The information entered into Tier 1 screens must be completed so the information can be copied.

Directions to Select Student: Students can be located through different search parameters.

1. CLICK on **View All** to see a campus roster of students. CLICK on the student’s name to access their record.
2. To search by a student’s last name or first name, TYPE in the first 3 letters of either to locate or narrow down the list of students. The same can be done to search by student ID number.
3. CLICK on **Find Student(s)**. Once student(s) names appear in the roster, click on that student’s name to open their record.

**Note:** The best way to search for a student is by using **one** criterion such as view all, last name, local ID, last or first name. If a student’s name doesn’t appear, the student will need to be added. See **Add Student** directions below.
This function is only needed if a student isn’t already located in the eRTI list. To ADD a student follow the instructions on this page.

Directions To Add a Student: If students have not been previously added to eRTI, STAT must add them.

1. CLICK on checkbox to Add From List. CLICK on Add Student. A list of all students in the district will appear. Students can be located through different search parameters. Follow the directions below for the quickest way to add a student.

2. CLICK on School and select the student’s campus.

3. TYPE in student’s last name and first name. You may also use local ID.

4. CLICK Find button. A list of students will appear that match the search criteria entered. To View All students, CLICK View All.

5. CLICK ADD button. **Verify that you are adding the correct student by matching student ID and DOB!**

6. CLICK Close Window button to close the window once you have added the student.

Note: All students in the district are found in this list. All student information is confidential. Every time you open a record, the action is electronically logged into tracking system.
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

Directions: Security/Confidentiality Screen - A FERPA audit tracker appears when you click on a student’s name to open a record. You should only open a record if you work directly with the student or student’s STAT and you make educational decisions in regards to this student. Remember, the information contained in eRTI is confidential and should be treated as such. Select the appropriate action for accessing each student’s record.

Note: Every time you open a record, the action is electronically logged into tracking system.
Directions for Student Information Screen:

1. CLICK to on the eRTI box to add checkmark indicating the student is active in eRTI. Use the Tier dropdown to select Tier 2.
2. Read the information in the red box and follow the instructions to complete the appropriate fields.
3. CLICK on the calendar buttons to input Tier 2 Start Date and Tier 2 Current Start Date.
4. TYPE in Teacher or Staff Member’s name (last name and then first name), use drop down menu to select the current school of enrollment and school year from the dropdown box.
5. Demographic information in section 5 will be automatically populated within 24 hours. Campus of Residence and Part Time Campus will be left blank.
6. CLICK on the Next tab or CLICK on the dropdown menu to select the next screen.

Note: By going to the next screen, data entered on this screen will be saved. The same steps may be utilized to navigate to other screens. If step 1 has not been completed, the RTI Question box will appear if you try going to the next screen. CLICK Yes to complete this information.
**Directions for Request for Intervention Services:**

1. CLICK **Add Documentation** button. A screen for **Request for Intervention Services Areas of Concern** will appear.
2. CLICK **Copy Screen 1 Info** to automatically populate the fields at the top of the screen. Remember that all Tier 1 forms must be completed in addition to Tier 2 screens. Use the drop down to select the main concern.
3. CLICK on drop down menu to select **Main Concern**.
4. Refer to information in the red box. TYPE in area(s) of concern into the text box. To access banks, CLICK on each bank as appropriate. If using the banks, CLICK on **Insert Topic as Header**, then CLICK **Add** next to appropriate concerns. Once a bank item is selected, it can be edited in the text box.
5. CLICK the **Save** button to save the information that has been entered. Once the **Save** or **Cancel** buttons are selected, the **Request for Intervention Services Areas of Concern** box will disappear. CLICK on the **Next** tab or CLICK on the dropdown menu to select the next screen.

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**Directions for Add Intervention Screen**

1. CLICK on the **Add Documentation** button. A screen for **Tier 2 Intervention Plan** will appear (as seen above).
2. CLICK **Copy Screen 1 Info** to automatically populate the fields at the top of the screen. *Remember that all Tier 1 information must be completed before Tier 2 screens can be completed.*
3. CLICK on the drop down menu to select the **Target Area of Concern**. TYPE in the **Elaborate** text box to be more specific on the target area of concern(s). This specific information will be used to develop the intervention plan. Each specific concern will have its own **Tier 2 Intervention Plan**.
Directions for Add Intervention Screen

4. TYPE in the Intervention in the text box or CLICK on the Search for Interventions button for a bank of interventions. If using the bank, CLICK on Insert Topic as Header, then CLICK Add next to appropriate concerns. Once a bank item is selected, it can be edited in the text box. See Intervention List screen shot below for a reference.

5. TYPE in Intervention Goal Statement. The Intervention Goal Statement must include a specific skill or action that is measureable. Example: Mark will increase his Lexile or Quantile Measure to 1170; Mark will multiply a 2-digit number by a 1-digit number 4 out of 5 times. Intervention(s), goals, current performance levels, and desired levels/outcomes should always correlate.

6. TYPE in Current Performance Level. This could be the level, score, index, etc. of a universal screener or observation. It needs to be in numerical form and correlate to the Intervention Goal Statement and Goal/Desired Outcome/Level. When Tier 2 Follow-up information is updated, a graph will show progress on the intervention goal. You want to compare apples to apples.

7. TYPE in goal, desired outcome, or level. Remember to be consistent with data collection, program, or system used to report performance, intervention(s) to be implemented and measured.

8. TYPE in the total number of anticipated weeks the student will receive the Tier 2 intervention(s) to reach the Goal/Desired Outcome/Level. If student reaches their goal, STAT should consider if the student still needs Tier 2 interventions. If the student is not meeting their goal(s), STAT should identify why the student is meeting expected growth or goals, use Follow-up plan(s) to address the issue(s).

9. CLICK on the drop down menu to select the number of minutes for each session of intervention. If the number of minutes is not in the drop down, CLICK NEW. A box will appear allowing number of minutes to be entered. TYPE in number of minutes and CLICK Save button.

10. CLICK on the calendar and SELECT the Begin Date for the intervention.

11. TYPE in the Number of Days per Week for the Intervention Session.

12. CLICK on the drop down menu to select the evaluation method.

13. CLICK on the drop down menu and SELECT the Location of the intervention sessions.

14. TYPE in the name of the Staff member providing intervention. List multiple names if multiple people are providing the intervention(s).

15. Document the supporting teaching strategies or comments in the text box. To search for a strategy, click on Search for Strategy menu. Follow the same A-B-C steps as show in step 4.

16. CLICK the Save button to save the information that has been entered. Once the Save or Cancel button is selected, the Tier 2 Intervention Plan box will disappear. CLICK on the Next tab or CLICK on the dropdown menu to select the next screen.
Directions for Collaboration Team Screen:

1. Click on the Discussion Summary page to TYPE in a summary of the STAT’s discussion and determination.

2. Click on the calendars to enter the Date of the Collaboration meeting and the anticipated Date of Recommended Follow-up to review the student’s intervention plan and progress. In Tier 2, progress monitoring and reporting by STAT should occur at least every 6 weeks.

3. Enter each participant’s Name and Title. Remember if parents are unable to attend, STAT will send a copy of the plan to the parent or guardian and document the parent contact. CLICK the bubble next to the person who is the Main Contact of STAT.

4. CLICK on the Next tab or CLICK on the dropdown menu to select the next screen.

Note: By going to the next screen, data entered on this screen will be saved. The same steps may be utilized to navigate to other screens.
Directions for Summary of Parent/Guardian Contact:

1. CLICK Add Documentation button. A screen for Parent Contact Information will appear.
2. CLICK Copy Screen 1 Info to automatically populate the fields at the top of the screen. Click on the calendar tool to select the date of the contact.
3. CLICK on the appropriate box next to the method used to contact the parent or guardian. TYPE notes into the text box to document information such as, “left voice mail message for parent to…” Please remember when leaving a voice mail to not include any confidential information about the student.
4. CLICK on the drop down menu for Interpreter Needed and select Yes or No to document whether an interpreter was needed. CLICK on the drop down menu to select Language if an interpreter was used. Click on the appropriate boxes to document the reason for the call. If a parent calls with a concern, use the Parent row of boxes to document the contact.
5. Document a brief summary of the discussion with the parent or guardian in the text box.
6. CLICK the Save button to save the information that has been entered. Once the Save or Cancel buttons are selected, the Parent Contact Information box will disappear. CLICK on the dropdown menu to change applications.
eRTI Tier 2 Follow Up Screen Instructions

Directions: Login to www.eSped.com. Under Doc-RTI, click on eRTI Tier 2 Follow Up to enter in information if a student is in Tier 2. Students needing Tier 2 behavior interventions will also follow the same process. Note: The information entered into Tier 1 screens must be completed so the information can be copied. The Follow Up screens document the progress a student is making on their intervention(s) plan. The follow up documentation should occur at a minimum of every 6 weeks for a student in Tier 2.

Directions to Select Student: Students can be located through different search parameters.

1. CLICK on View All to see a campus roster of students. CLICK on the student’s name to access their record.
2. To search by a student’s last name or first name, TYPE in the first 3 letters of either to locate or narrow down the list of students. The same can be done to search by student ID number.
3. CLICK on Find Student(s). Once student(s) names appear in the roster, click on that student’s name to open their record.

Note: The best way to search for a student is by using one criteria such as view all, last name, local ID, last or first name.
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".

<table>
<thead>
<tr>
<th>Select FERPA Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>☐ I provide services and am inputting data/reading this student's eRTI file.</td>
</tr>
<tr>
<td>☐ I am reviewing this student's data for campus/district reporting and analysis.</td>
</tr>
<tr>
<td>☐ Cancel</td>
</tr>
</tbody>
</table>

**Directions: Security/Confidentiality Screen:** A FERPA audit tracker appears when you click on a student’s name to open a record. You should only open a record if you work directly with the student or student’s STAT and you make educational decisions in regards to this student. Remember, the information contained in eRTI is confidential and should be treated as such. Select the appropriate action for accessing each student’s record.
Directions for Student Information Screen:
The student’s information will be auto populated from the Tier 2 screen. CLICK on the Next tab or CLICK on the dropdown menu to select the next screen.

Directions Intervention Progress Screen:
CLICK on the Edit button next to the Area of Concern and Intervention plan that is being reviewed by STAT. There may be multiple Areas of Concern and Intervention files to edit. They should be progress monitored and reviewed as stated in the Intervention Plan in Tier 2.
Note: Never Delete a file unless it’s a duplicate or was added accidently!
Directions Intervention Progress Screen:

1. CLICK on New Data button. The Collection Information screen will appear.
2. REFER back to Goal Statement and Goal/Desired outcome/level in red box. TYPE the number into the Result/Score box that reflects what the student’s current result or score is in relation to the goal and desired outcome or level.
3. CLICK on the calendar for Data Collection Date and SELECT the date of data collection. An estimated date for STAT follow-up on a student’s progress was set in the Tier 2 Collaboration Team screen for Approximate Date of Recommended Follow-up.
4. TYPE in a brief summary in the Comments text box. Review a sample in the screen shot above.
5. CLICK the Save button to save the information that has been entered. Once the Save or Cancel buttons are selected, the Collection Information box will disappear. Do not CLICK the Delete button unless the information was accidently added.
6. CLICK on the Done button when Collection Information screen for each Area of Concern and Intervention file has been completed. CLICK on the Next tab or CLICK on the dropdown menu to select the next screen.

Note: STAT will review the information on this screen to complete the next screen.
Directions Follow Up Plan Screen:

1. CLICK on Date of Collaboration calendar button and SELECT the date STAT met to review and monitor progress.

2. Refer to information from the previous screen, Intervention Progress. CLICK on the drop down menu to select an Intervention Plan Result or SELECT New. A box will appear to TYPE in a result if an appropriate one is not in the drop down menu.

3. CLICK on one of the three check boxes. CLICK on check box to Maintain Interventions if the student is being successful, making sufficient progress towards goal(s), and is making progress at rate expected. If student is making progress, but not at expected rate or data reflects that the interventions need to be changed, CLICK the check box next to Revise Current Interventions. If the student is not making progress or needs more or new interventions, CLICK on the check box next to Add Interventions. All decisions should be based on data!

4. CLICK on the bubble next to the appropriate action. If the concerns continue to exist and a new intervention plan needs to be created, CLICK on Copy/Create Intervention Plan. This action will navigate back to the Intervention Plan screen from Tier 2. CLICK on the Add Intervention button to add an intervention. CLICK on Edit to change an intervention and make minor changes. Click on the bubble next to Concern still exists: proceed to Tier 3 if student is not responding to Tier 2 interventions. Follow steps for Tier 3 documentation.

5. CLICK on the Discussion icon to add brief notes about the selections made on this screen.

6. Each time STAT follow-ups on intervention plans, the CLICK on the calendar button to SELECT the Date and the Discussion icon to add brief notes about the follow-up.

7. CLICK on the Next tab or CLICK on the drop down menu to select the next screen.
Directions for Collaboration Team Screen:

1. Click on the Date of Collaboration calendar button to SELECT the date STAT met.
2. TYPE in the Name and Title of each member present.
3. CLICK the bubble next to the person who is the Main Contact of this STAT.
4. CLICK on the Next tab or CLICK on the dropdown menu to select the next screen.

*Note:* By going to the next screen, data entered on this screen will be saved. The same steps may be utilized to navigate to other screens.
Directions for Summary of Parent/Guardian Contact:

1. CLICK Add Documentation button. A screen for Parent Contact Information will appear.
2. CLICK Copy Screen 1 Info to automatically populate the fields at the top of the screen. Click on the calendar tool to select the date of the contact.
3. CLICK on the appropriate box next to the method used to contact the parent or guardian. TYPE notes into the text box to document information such as, “left voice mail message for parent to...”. Please remember when leaving a voice mail to not include any confidential information about the student.
4. CLICK on the drop down menu for Interpreter Needed and select Yes or No to document whether an interpreter was needed. CLICK on the drop down menu to select Language if an interpreter was used. Click on the appropriate boxes to document the reason for the call. If a parent calls with a concern, use the Parent row of boxes to document the contact.
5. Document a brief summary of the discussion with the parent or guardian in the text box.
6. CLICK the Save button to save the information that has been entered. Once the Save or Cancel buttons are selected, the Parent Contact Information box will disappear. CLICK on the dropdown menu to change applications.
RTI Process Detail: Tier 3

**RTI Tier 3 Process:**

- General Education teacher and/or Interventionist will conduct, compile, & evaluate Universal Screeners/Assessments **3 times** per year (October, January, & April).
- General Education Teacher will review student progress and analyze monthly screeners/assessments and other current data to determine if the student needs to be considered for individualized, intensive Tier 3 interventions or should be referred for special program screenins or evaluations. If recommending student to STAT review, the General Education teacher will need to:
  - Contact STAT campus contact to request a Tier 3 review per your campus procedure. The request should include student’s ID#, and brief description for request. Examples of a brief description for request: Universal Screener identified student as Tier 3, teacher data collection indicates possible need for Tier 3, etc.
  - Identify and provide STAT with student’s academic, behavior, language, physical, and/or social strengths and weaknesses; identify effective teaching strategies used to teach the student; and identify the student’s learning preferences. If not done so already when tiered in Tier 2.
  - Communicate with parents by sending the RTI Tier 3 Parent letter home (located on page 58 & 59) and document in eRTI (eSped). Be sure to follow campus procedure when scheduling STAT meeting.
- General Education teacher /Interventionist, STAT, and parent will collaborate to develop a Tier 3 individualized, intensive intervention plan.
- General Education Teacher and/or Interventionist will continue to provide Tier 1 intervention for each student as well as implement targeted Tier 2 interventions.
- General Education Teacher and/or Interventionist will monitor student’s progress as documented in RTI plan. The teacher can input the information into eRTI (eSped) **Tier 3 Follow Up Intervention Progress** screen or keep documentation for STAT leader to input into eRTI Tier 3 **Follow Up** prior to STAT follow-up meeting.

**STAT student data review of progress monitoring:**

- STAT will review fidelity of Tier 2 interventions, as well as the student’s response to interventions and supports, and make appropriate suggestions or recommendations for the student to remain in Tier 2, move back to Tier 1, or are in need of more individualized, intensive interventions in Tier 3.
- STAT will document information into RTI Tier 3 screens. (refer to eRTI directions and screen shots below)
- STAT will meet every 3 weeks to review and document appropriate information in eRTI (eSped) Tier 3 Follow-up screens.
- STAT may recommend immediate referral for special program screenings or evaluations. i.e. Dyslexia, Learning Disability, etc.
Parent Letter
Response to Intervention (RTI) Tier 3

Date: ________________________

Dear Parent/Guardian of: ____________________________

As part of district-wide efforts to improve student achievement, all Midland ISD students are given universal screeners or assessments three times per year (October, January, and April) to measure their progress in the curriculum over time. Interventions or extra support will be provided as needed to all students who did not meet expected levels of achievement in reading, math, and/or behavior. This system of providing intervention is based on a 3 levels of support based on individual student needs. This process or framework is called Response to Intervention (RTI).

All students receive RTI Tier 1 support which means they receive core curriculum instruction of Texas Essential Knowledge and Skills (TEKS) with differentiated instruction to ensure your child is being taught in the best way he or she learns.

To help identify students who may need extra support:

- Your child was administered a universal screener/assessment that determined your child did not meet the expected range for his/her grade level in the October (_,) January (_,) April (_,) assessment period, or
- Your child’s teacher(s) have reviewed data that indicates a need for extra support.

To help your child be more successful, a Student-Teacher Assistance Team (STAT) will be meeting to discuss a plan to provide interventions to meet your child’s needs.

STAT may determine your child is in need of RTI Tier 3, which is best described as a level of core curriculum with differentiated instructional strategies, targeted intervention, and individualized, intensive intervention. Your child will receive Tier 1 and Tier 2 support in his or her regular classroom or support outside of the classroom. You are invited to participate in the STAT meeting. As part of the plan, your child’s progress will be monitored and you will be periodically notified about your child’s performance.

If you have any questions about this process or about the meeting, please do not hesitate to contact the STAT campus contact named below.

RTI Tier 3 STAT Meeting Information:
- STAT Campus Contact:
- Date:
- Time:
- Location:
- Address:
- Phone:

Respectfully,

____________________________

STAT Campus Contact
Response To Intervention (RTI)
Parent Confirmation to Attend Letter

Please return to ________________________________ by _____________________ (date)

On the universal screener/assessment, your child did not meet the expected range for his/her grade level for the October (___) January (___) April (___). To better meet your child’s needs, your child’s teacher will begin providing your child with targeted instruction in ______________. Your child will be involved in a level of RTI referred to as **TIER 3**, which is best described as a level of core instruction with differentiated instructional strategies and targeted intervention. Your child will continue to receive Tier 2 support in his or her regular classroom and may involve support outside of the classroom. Your child’s Student-Teacher Assistance Team (STAT) will be meeting to discuss a plan to provide interventions to meet your child’s needs. You are invited to participate in the STAT meeting. As part of the plan, your child’s progress will be monitored and you will be periodically notified about your child’s performance.

**RTI Tier 3 STAT Meeting Information:**
- STAT Campus Contact:
- Date:
- Time:
- Location:
- Address:
- Phone:

☐ I plan to attend. (A copy of your child’s RTI plan will be provided at the conclusion of the meeting)

☐ Please have it without me. (A copy of your child’s RTI plan will be sent home)

________________________________________________________  ____________________________
Print name of person(s) attending                    Relation to child

________________________________________________________
Parent/Guardian Signature                            Date
**Directions:** Login to [www.eSped.com](http://www.eSped.com). Under Doc-RTI, click on eRTI Tier 3 to enter in information if a student is identified as a Tier 3 student through a universal screener or STAT determines the need for Tier 3 interventions. Students needing Tier 3 behavior interventions will also follow the same process. **Note:** The information entered into Tier 1 and Tier 2 screens must be completed so the information can be copied.

**Directions to Select Student:** Students can be located through different search parameters.

1. CLICK on View All to see a campus roster of students. CLICK on the student’s name to access their record.
2. To search by a student’s last name or first name, TYPE in the first 3 letters of either to locate or narrow down the list of students. The same can be done to search by student ID number.
3. CLICK on Find Student(s). Once student(s) names appear in the roster, click on that student’s name to open their record.

**Note:** The best way to search for a student is by using one criteria such as view all, last name, local ID, last or first name. If a student’s name doesn’t appear, the student will need to be added. See Add Student directions on next page.
This function is only needed if a student isn’t already located in the eRTI list. To ADD a student follow the instructions on this page.

Directions To Add a Student:

1. CLICK on checkbox to Add From List. CLICK on Add Student. A list of all students in the district will appear. Students can be located through different search parameters. Follow the directions below for the quickest way to add a student.
2. CLICK on School and select the student’s campus.
3. TYPE in student’s last name and first name. You may also use local ID.
4. CLICK Find button. A list of students will appear that match the search criteria entered. To View All students, CLICK View All.
5. CLICK ADD button. **Verify that you are adding the correct student by matching student ID and DOB!**
6. CLICK Close Window button to close the window once you have added the student. Refer to

**Note:** All students in the district are found in this list. All student information is confidential. Every time you open a record, the action is electronically logged into tracking system.
Directions: Security/Confidentiality Screen - An FERPA audit tracker appears when you click on a student’s name to open a record. You should only open a record if you work directly with the student or student’s STAT and you make educational decisions in regards to this student. Remember, the information contained in eRTI is confidential and should be treated as such. Select the appropriate action for accessing each student’s record.

Note: Every time you open a record, the action is electronically logged into tracking system.
Directions for Student Information Screen:

1. CLICK to on the eRTI box to add checkmark indicating the student is active in eRTI. Use the Tier dropdown to select Tier 3.
2. Read the information in the red box and follow the instructions to complete the appropriate fields.
3. CLICK on the Yes or No bubble to indicate if the student has been identified with dyslexia. If Yes, CLICK on the calendar and SELECT the Date of Identification.
4. CLICK on the calendar buttons to input Tier 3 Start Date and Tier 3 Current Start Date. Refer to the number two red box for more instructions.
5. TYPE in Teacher or Staff Member’s name (last name and then first name), use drop down menu to SELECT the current School of Enrollment and use the drop down box to SELECT the School Year.
6. Demographic information in section six will be automatically populated within 24 hours. Campus of Residence and Part Time Campus will be left blank.
7. CLICK on the Next tab or CLICK on the drop down menu to select the next screen.

Note: By going to the next screen, data entered on this screen will be saved. The same steps may be utilized to navigate to other screens. If step 1 has not been completed, the RTI Question box will appear if you try going to the next screen. CLICK Yes to complete this information.
Directions for Add Intervention Screen

1. CLICK on the Add Documentation button. A screen for Tier 3 Intervention Plan will appear (as seen above).

2. CLICK Copy Screen 1 Info to automatically populate the fields at the top of the screen. Remember that all Tier 1 and 2 information must be completed before Tier 3 screens can be completed.

3. CLICK on the drop down menu to select the Target Area of Concern. TYPE in the Elaborate text box to be more specific on the target area of concern(s). This specific information will be used to develop the intervention plan. Each specific concern will have its own Tier 3 Intervention Plan.

4. TYPE in the Intervention in the text box or CLICK on the Search for Interventions button for a bank of interventions. If using the bank, CLICK on Insert Topic as Header, then CLICK on Add next to appropriate concerns. Once a bank item is selected, it can be edited in the text box. See Intervention List screen shot below for a reference.

5. TYPE in Intervention Goal Statement. The Intervention Goal Statement must include a specific skill or action that is measureable. Example: Mark will increase his Lexile or Quantile Measure to 1170; Mark will multiply a 2-digit number by a 1-digit number 4 out of 5 times. Intervention(s), goals, current performance levels, and desired levels/outcomes should always correlate.

6. TYPE in Current Performance Level. This could be the level, score, index, etc. of a universal screener or observation. It needs to be in numerical form and correlate to the Intervention Goal Statement and Goal/Desired Outcome/Level. When Tier 3 Follow-up information is updated, a graph will show progress on the intervention goal. You want to compare apples to apples.

7. Type in goal, desired outcome, or level. Remember to be consistent with data collection, program, or system used to report performance, intervention(s) to be implemented and measured.

8. TYPE in the total number of anticipated weeks the student will receive the Tier 3 intervention(s) to reach the Goal/Desired Outcome/Level. If student reaches their goal, STAT should consider if the student still needs Tier 3 interventions. If the student is not meeting their goal(s), STAT should identify why the student is meeting expected growth or goals, use Follow-up plan(s) to address the issue(s).

9. CLICK on the drop down menu to select the number of minutes for each session of intervention. If the number of minutes is not in the drop down, CLICK NEW. A box will appear allowing number of minutes to be entered. TYPE in number of minutes and CLICK Save button.

10. CLICK on the calendar and SELECT the Begin Date for the intervention.

11. TYPE in the Number of Days per Week for the Intervention Session.

12. CLICK on the drop down menu to select the evaluation method.

13. CLICK on the drop down menu and SELECT the Location of the intervention sessions.

14. TYPE in the name of the Staff member providing intervention. List multiple names if multiple people are providing the intervention(s).

15. Document the supporting teaching strategies or comments in the text box. To search for a strategy, click on Search for Strategy menu.

16. CLICK the Save button to save the information that has been entered. Once the Save or Cancel button is selected, the Tier 3 Intervention Plan box will disappear. CLICK on the dropdown menu to change applications.
Directions for Collaboration Team Screen:

1. Click on the Discussion Summary page to TYPE in a summary of the STAT’s discussion and determination.
2. Click on the calendars to enter the Date of the Collaboration meeting and the anticipated Date of Recommended Follow-up to review the student’s intervention plan and progress. In Tier 3, progress monitoring and reporting by STAT should occur at least every 3 weeks.
3. Enter each participant’s Name and Title. Remember if parents are unable to attend, STAT will send a copy of the plan to the parent or guardian and document the parent contact. CLICK the bubble next to the person who is the Main Contact of STAT.
4. CLICK on the Next tab or CLICK on the dropdown menu to select the next screen.

Note: By going to the next screen, data entered on this screen will be saved. The same steps may be utilized to navigate to other screens.
Directions for Summary of Parent/Guardian Contact:

1. CLICK Add Documentation button. A screen for Learning Preferences will appear.
2. CLICK Copy Screen 1 Info to automatically populate the fields at the top of the screen.
   - Click on the calendar tool to select the date of the contact.
3. CLICK on the appropriate box next to the method used to contact the parent or guardian. TYPE notes into the text box to document information such as, “left voice mail message for parent to...”. Please remember when leaving a voice mail to not include any confidential information about the student.
4. CLICK on the drop down menu for Interpreter Needed and select Yes or No to document whether an interpreter was needed. CLICK on the drop down menu to select Language if an interpreter was used. Click on the appropriate boxes to document the reason for the call. If a parent calls with a concern, use the Parent row of boxes to document the contact.
5. Document a brief summary of the discussion with the parent or guardian in the text box.
6. CLICK the Save button to save the information that has been entered. Once the Save or Cancel buttons are selected, the Parent Contact Information box will disappear. CLICK on the dropdown menu to change applications.
Directions: Login to www.eSped.com. Under Doc-RTI, click on eRTI Tier 2 to enter in information if a student if a student is identified as a Tier 2 student through a universal screener or STAT determines the need for Tier 2 interventions. Students needing Tier 3 behavior interventions will also follow the same process. **Note:** The information entered into Tier 1 screens must be completed so the information can be copied into Tier 2 & 3 screens.

Directions to Select Student: Students can be located through different search parameters.

1. **CLICK on View All** to see a campus roster of students. **CLICK** on the student’s name to access their record.
2. To search by a student’s last name or first name, **TYPE** in the first 3 letters of either to locate or narrow down the list of students. The same can be done to search by student ID number.
3. **CLICK on Find Student(s).** Once student(s) names appear in the roster, click on that student’s name to open their record.

**Note:** The best way to search for a student is by using **one** criteria such as view all, last name, local ID, last or first name.
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

Directions: Security/Confidentiality Screen - A FERPA audit tracker appears when you click on a student’s name to open a record. You should only open a record if you work directly with the student or student’s STAT and you make educational decisions in regards to this student. Remember, the information contained in eRTI is confidential and should be treated as such. Select the appropriate action for accessing each student’s record.

Note: Every time you open a record, the action is electronically logged into tracking system.
Directions for Student Information Screen:
The student’s information will be auto populated from the Tier 3 screen.
Directions Intervention Progress Screen:

1. CLICK on New Data button. The Collection Information screen will appear.
2. REFER back to Goal Statement and Goal/Desired outcome/level in red box. TYPE the number into the Result/Score box that reflects what the student’s current result or score is in relation to the goal and desired outcome or level.
3. CLICK on the calendar for Data Collection Date and SELECT the date of data collection. An estimated date for STAT follow-up on a student’s progress was set in the Tier 3 Collaboration Team screen for Approximate Date of Recommended Follow-up.
4. TYPE in a brief summary in the Comments text box. Review a sample in the screen shot above.
5. CLICK the Save button to save the information that has been entered. Once the Save or Cancel buttons are selected, the Collection Information box will disappear. Do not CLICK the Delete button unless the information was accidently added.
6. CLICK on the Done button when Collection Information screen for each Area of Concern and Intervention file has been completed. CLICK on the Next tab or CLICK on the dropdown menu to select the next screen.

Note: STAT will review the information on this screen to complete the next screen.
Directions for Summary Follow Up Plan Screen

1. Click on the calendar button to select the date of the collaboration meeting for the follow up plan. Use the drop down menu to select the appropriate intervention plan results. Use the drop down menu to select intervention plan results. Use the drop down menu to select a plan of action. Click on the calendar button to select the follow up collaboration meeting. In Tier 3, this meeting should occur at least every 3 weeks. To copy or create an intervention plan over, click on “Copy/Create Intervention Plan”. Click on Follow-up scheduled calendar to select the anticipated Follow-up date. Click on the discussion icon to add any important notes that STAT and parent/guardian reviewed or discussed.

2. Use the same instructions as above to document multiple meetings.

3. Use the same instructions as above to document multiple meetings.

4. Click on the page to type in a brief description of the follow up meetings and recommendations.

5. CLICK on the Next tab or CLICK on the dropdown menu to select the next screen.

Note: Once an intervention plan has been developed, if a student is not showing a response to the intervention(s), the plan should be carefully reviewed by STAT and the parent/guardian. STAT may consider continued Tier 3 supports and intervention(s) or a referral for special program screenings or evaluations. i.e. Dyslexia, Learning Disability, etc.
**Directions for Collaboration Team Screen:**

1. Enter each participant’s **Name** and **Title**. Remember if parents are unable to attend, STAT will send a copy of the plan to the parent or guardian and document the parent contact. CLICK the bubble next to the person who is the **Main Contact** of STAT.

2. CLICK on the **Next** tab or CLICK on the dropdown menu to select the next screen.
Directions for Summary of Parent/Guardian Contact:

1. CLICK Add Documentation button. A screen for Parent Contact Information will appear.
2. CLICK Copy Screen 1 Info to automatically populate the fields at the top of the screen.
3. Click on the calendar tool to select the date of the contact.
4. CLICK on the appropriate box next to the method used to contact the parent or guardian. TYPE notes into the text box to document information such as, “left voice mail message for parent to…” Please remember when leaving a voice mail to not include any confidential information about the student.
5. CLICK on the drop down menu for Interpreter Needed and select Yes or No to document whether an interpreter was needed. CLICK on the drop down menu to select Language if an interpreter was used. Click on the appropriate boxes to document the reason for the call. If a parent calls with a concern, use the Parent row of boxes to document the contact.
6. Document a brief summary of the discussion with the parent or guardian in the text box.
7. CLICK the Save button to save the information that has been entered. Once the Save or Cancel buttons are selected, the Parent Contact Information box will disappear. CLICK on the dropdown menu to change applications.
**Student/Teacher Assistance Team (STAT)**

STAT members will consist of a campus administrator (principal, associate principal, assistant principals), general education teacher, special education teacher, and other district staff familiar with the needs of the student. STAT will:

- analyze information gathered and discuss to recommend potential interventions/strategies to improve student success in Tier 2 & Tier 3
- reconvene to monitor the effectiveness of the interventions and to make adjustments as required by each tiers’ timeline.
- analyze information gathered and discuss possible referral to Special Programs Services

A designated member of the campus STAT will document a summary of the STAT review in eRTI (eSped). A printed copy of eRTI Tier 2 and Tier 3 will be provided to the parent and a copy placed in the student PRC.
Referral for Special Programs

Referral for Special Programs with Implementation of RTI Tiered Interventions
If a lack of response to intervention occurs, STAT may recommend the student for Special Programs. The required information listed below must be uploaded for STAT to review during the Tier 3 Follow-up meeting. After STAT has met to review the information and decides to recommend a student for a referral, the main STAT contact must email Jennifer Martinets of the recommendation. Please include the student’s ID, campus, and grade level in the email. Do NOT include the student’s name in the email. Jennifer Martinets will notify the Special Education office.

The following data must be provided to STAT for a Special Program referral:

- Upload to eStar Document Archive Manager (see directions for uploading on pages 79-80)
  1. Copy of the Home Language Survey from the PRC
  2. Current Grades from TX Gradebook
  3. Attendance data from ITCCS WAT1052
  4. Discipline data from ITCCS WST0904
  5. Health data provided by the campus Nurse to include
     - Hearing Screen
       - Date of last screening
       - Results of the screening
     - Vision Screen
       - Date of last screening
       - Results of the screening
  6. Special services Program Participation and State Assessments from ITCCS WST1550
  7. Accelerated Intervention Plan (AIP) from Eduphoria AWARE or PRC (if applicable)
  8. Intervention Summary Reports from Intervention software (iStation, RenStar, SRI, etc.)

- Complete in eRTI (eSped) ALL Tier 1 Data
  1. Student Information (uploaded by ITCCS)
  2. Student Strength and Weaknesses
  3. Student Effective Teaching Strategies
  4. Learning Preferences
  5. Summary of Parent Contact Information

- Complete in eRTI (eSped) ALL Tier 2 Data
  1. Student Information (uploaded by ITCCS)
  2. Request for Intervention Services
  3. Intervention Plan
  4. Collaborative Team
  5. Summary of Parent Contact Information

- Complete in eRTI (eSped) ALL Tier 2 Follow-up
  1. Student Information (uploaded by ITCCS)
  2. Intervention Progress
  3. Follow Up Plan
  4. Collaborative Team
  5. Summary of Parent Contact Information

- Complete in eRTI (eSped) ALL Tier 3 Data
  1. Student Information (uploaded by ITCCS)
  2. Intervention Plan
  3. Collaborative Team
  4. Summary of Parent Contact Information

- Complete in eRTI (eSped) ALL Tier 3 Follow-up
1. Student Information (uploaded by ITCCS)
2. Intervention Progress
3. Follow Up Plan
4. Collaborative Team
5. Summary of Parent Contact Information
   - Be sure to type in suspected disability in the summary of parent /guardian contact
   - Any other reports that support the need for Special Program evaluation and services should also be uploaded

**Referral for Special Programs without Tiers of RTI Interventions and Support**
If there is a suspicion of Autism (AU), Intellectual Disability (ID), or an Emotional Disturbance (ED), STAT must be contacted and may recommend the student for Special Program evaluation and services. STAT should refer to the list below for required documentation. After STAT has met to review the information and decides to recommend a student for a referral, the main STAT contact must email Jennifer Martinets of the recommendation. Please include the student’s ID, campus, grade level, and a brief description of the suspected disability in the email. Do NOT include the student’s name in the email. Jennifer Martinets will notify the Special Education office.

The following data must be provided to STAT for a Special Program referral:
- Upload to eStar Document Archive Manager (see directions for uploading on pages 79-80)
  1. Copy of the Home Language Survey from the PRC
  2. Current Grades from TX Gradebook
  3. Attendance data from ITCCS WAT1052
  4. Discipline data from ITCCS WST0904
  5. Health data provided by the campus Nurse to include
     - Hearing Screen
       - Date of last screening
       - Results of the screening
     - Vision Screen
       - Date of last screening
       - Results of the screening
  6. Special services Program Participation and State Assessments from ITCCS WST1550
  7. Accelerated Intervention Plan(AIP) from Eduphoria AWARE or PRC (if applicable)

STAT should provide as much data as possible on the student since there will be little to no data from Tier 1, Tier 2, or Tier 3. Good sources of data are:
- Assessments reports from iStation, SRI, RenStar, CHAMPS notes, etc. A list of these assessments can be found on pages 18-19 in the RTI Plan.
- Classroom and teacher observations
- Parent information
- Work samples

**Referral for Special Programs for Student Already Receiving Speech Services**
If a student is currently receiving Speech services but is struggling academically, the same academic RTI process should be followed as stated in the RTI Plan. The student should be given universal screeners, intervention plan(s) should be developed, and the student’s progress should be monitored with the utilization of eRTI Tier 1, Tier, 2, and Tier 3. If the student is not responding to interventions, the same process should be followed for Referral for Special Programs with Implementation of RTI Tiered Interventions.
Referral for Speech Services without Tiers of RTI Interventions and Support
Speech requests do not go through the academic RTI process of using academic universal screeners. If a parent requests a speech evaluation, Nancy Hinsley should be contacted within the same day of the parent request. If a teacher has questions about students in his or her class in regards to speech, they should contact their Speech Language Pathologist (SLP) for a classroom observation. If the SLP determines that students in the classroom exhibit age-appropriate speech and language skills, the campus STAT should follow the process for Referral for Special Programs without Tiers of RTI Interventions and Support. If it is determined that students do NOT exhibit age-appropriate speech or language skills, the SLP will provide classroom suggestions. If the SLP determines that students do NOT exhibit age-appropriate speech or language skills, the campus STAT should follow the process for Referral for Special Programs without Tiers of RTI Interventions and Support. After STAT has met to review the information and recommends a student for a Speech referral, the main STAT contact must email Jennifer Martinets of the recommendation. Please include the student’s ID, campus, grade level, and a brief description of the suspected disability in the email. Do NOT include the student’s name in the email. Jennifer Martinets will notify the Special Education office.

If a student is receiving Speech services and there is a suspicion of Autism (AU), Intellectual Disability (ID), or Emotional Disturbance (ED), follow the process for Referral for Other Special Programs without Tiers of RTI Interventions and Support. After STAT has met to review the information and decides to recommend a student for a referral, the main STAT contact must email Jennifer Martinets of the recommendation. Please include the student’s ID, campus, grade level, and a brief description of the suspected disability in the email. Jennifer Martinets will notify the Special Education office.

Referral for 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 RTI process should be followed as stated in the RTI Plan. The student should be given universal screeners, intervention plan(s) should be developed, and the student’s progress should be monitored with the utilization of eRTI Tier 1, Tier 2, and Tier 3. If the student is not responding to interventions, STAT should follow the process for Referral for Special Programs with Implementation of RTI Tiered Interventions section. After STAT has met to review the information and decides to recommend a student for a referral, the main STAT contact must email Jennifer Martinets of the recommendation. Please include the student’s ID, campus, and grade level in the email. Do NOT include the student’s name in the email.

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

Please note: Submitting a referral for Special Program is not a guarantee that the student will be assessed. The Special Program referral will be reviewed by the Special Education 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 immediately so all procedural protocols are followed. Send an email to Nancy Hinsley the day the parent makes the request.
Directions for Archive Manager:
CLICK on Archive Manager.
Note: This is where you will upload documents so they are all in one system for reference.

Directions for Selecting a Student:
1. CLICK in the eRTI checkbox in the App Status section. To narrow down the list to fewer students, TYPE in student’s last name, first name, or ID.
2. CLICK on the Find Students button to populate a list of students in eRTI on your campus.
3. A FERPA audit tracker appears when you click on a student’s name to open a record. When uploading files, choose the appropriate reason to open a student’s record.

Note: You should only open a record if you work directly with the student or student’s STAT and you make educational decisions in regards to this student. Remember, the information contained in eRTI is confidential and should be treated as such. Select the appropriate action for accessing each student’s record. Every time you open a record, the action is electronically logged into tracking system.
Directions for Summary of Parent/Guardian Contact:

2. CLICK on the **Browse** button to select the document to upload.
3. CLICK on the **Send to the Server** button to upload the file.
Glossary of Terms

**Accommodation**
Practices, procedures and strategies intended to help the student to fully access and participate in the General education curriculum without changing the instructional content.

**CHAMPS-** (Conversation- Help-Activity-Movement-Participation-Success)
An acronym that reflects the categories of expectations that need to be clarified for students in every major activity and transition that occur within classrooms and schools. It is a positive, proactive approach for behavior support.

**Core Instruction**
Instructional strategies that are used routinely with all students in a general education setting

**Differentiated Instruction**
Strategies and procedures of effective teaching that involves providing different students with different avenues of learning in terms of: acquiring content; processing, constructing, or making sense of ideas; and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.

**Fidelity**
The degree of accuracy with which an intervention, program, or curriculum is implemented.

**Intervention**
A strategy used to teach a new skill, build fluency in a skill, or encourage a student to apply an existing skill to new situations or settings.

**Interventionist**
An instructor who implements high-quality instruction to meet the specific individualized needs of a student.

**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 system data, prioritize targets, implement and evaluate individual intervention.

**Progress Monitoring**
Progress monitoring assesses students’ performance over time in response to instruction and evaluates instructional effectiveness at any level of the tiers.

**RTI**
RTI is the practice of (1) providing high quality instruction/intervention matched to student needs and (2) using learning rate over time and level of performance to (3) make important educational decisions. These components of RTI are essential to the development of a successful RTI implementation strategy.

**STAT**
Student Teacher Assistance Team (STAT) is a building level collaborative team that includes both general and special education staff and uses a problem-solving approach to address the needs of students in need of intervention.

**Universal Screener**
A process of reviewing student performance through assessment measures to determine progress in relation to student learning standards.
References and Resources

Accelerated Math Live
Center on Response to Intervention
CHAMPS- Safe and Civil Schools
eSped
Estrellita
FASTT Math
Fountas and Pinnell
Hopscotch SIL
Imagine Learning
iStation
Meadows Center for Preventing Educational Risk (MCPER)
Read 180
ELPS Tools from ESC Region 20
Renaissance Learning
RTI Action Network
Scholastic SRI
System 44
Teacher Created Materials Publishing
Texas Education Agency (TEA)

Outside 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