RTI Guide

Minidoka County School District

What is RTI?
RTI stands for Response to Intervention. RTI is a process used to help students who are struggling academically or behaviorally.

**Response to Intervention (RTI)** *(Minidoka County School District Policy #224)*

To achieve improved student outcomes, the district will use an RTI process at all schools that will identify students’ challenges early and provide appropriate instruction in the general education classroom.

In implementing the process, the district will utilize:

1. Scientific, evidence-based interventions in the general education setting to the extent possible;
2. Measurement of the student’s response to intervention; and
3. RTI data to inform instruction.

**How Does it Work?**

Each school has an RTI team who will help identify and write a plan to help students succeed. The team should consist of the school administrator, a classroom teacher or two, possibly the special education teacher, and ideally the parent of the student who is in need of a plan. Each person on the team should have a designated role in the RTI process.

**Step #1**
Teacher will have tried and documented for six weeks, classroom interventions. Parents will have been notified of the concern. This can be addressed at parent conferences, at a separate meeting or through phone calls, or emails. An intervention needs to be tried for 6 weeks, then the teacher meets with the RTI team to determine a change of intervention for another 6 weeks. Admin, RTI lead, or instructional coach may observe/intervene with the purpose of helping teacher refine the classroom interventions.

**Step #2**
When classroom interventions are not working and concerns remain, the teacher will talk to the School RTI Lead. The RTI Lead will assign someone from the team to help the teacher write the plan.

**Step #3**
The RTI team meets with the teacher to write an RTI Student Intervention Plan using the Milepost program. At this meeting, the team offers suggestions for interventions and brainstorms ideas to help the student become successful. (The purpose of meeting as a team is that more heads working together will provide more options for the teacher to choose from for interventions.)

**Step #4**
The teacher will implement interventions and begin progress monitoring to track the effectiveness of the interventions. The intervention should be monitored at least every other week if not
weekly. The teacher will be responsible for graphing 6 weeks of intervention results.

Step # 5  If the parent was not invited to attend the RTI meeting to write the plan, the classroom teacher will again contact parents to discuss interventions (document time and date of meeting).

Step #6- The core RTI team will meet with the teacher after 6 weeks to discuss the progress and update the RTI plan as needed. There must be at least 3 data points before any decision is made about the intervention.

The team may find:

   a. The interventions are working. The data is showing the student is progressing and data points are at or above the goal line.

   **Decisions:** Continue to implementing the intervention,
   increasing the goal until the student has grade level results

   If interventions work, teacher will keep parent informed.

   b. Some progress is being seen. Data points are showing student is moving toward the goal, but there has not been three consecutive data points above the goal line.

   **Decision:** There may be a need to intensify the intervention so that more progress can be made quickly.

   **OR:** Another adjustment that may be made is to give more time for the intervention to work.

   Teacher will keep parent informed of progress or changes, or the parent could be invited in to review the data with the RTI team.

   c. Interventions are not working. The data points are still significantly below the goal line.

   **Decision:** A change of intervention is needed.

   Parents should be informed any time the goal is changed.
How is a student identified for an RTI plan?

Students in our district are given **Universal Screeners**. These are the first indicator of a student who may be struggling. We need to look at the screener and determine if a closer look is merited.

Universally screen/benchmark 3 times a year in Reading and mathematics.

- Universal Screener Reading: 4th-10th grade Star Reading
- Universal Screener Math: 3rd –10th grade Star Math
- Universal Screener: K-3 IRI
- Universal Screener K-5 CORE phonics Survey

The District sets the windows for these screeners to be administered. They can be found on the district website.

Diagnostic assessments

When a student has a score that is below the designated level for his or her grade further diagnosing needs to be done to help the teacher pinpoint what the specific needs are for the student.

**Diagnostic measures we can use are:**

- Star Math
- Star Reading
- Core Phonics
- Achieve 3000

Once the process of figuring out where a student’s gap is then an intervention is found for that student and a progress monitor is decided on.

**Other Measures we use to determine a student’s needs are:**

- Aimsweb fluency scores
- Quadrant analysis (appendix)
- Pre-test/post-tests
- Discipline records
- State assessments
- WIDA testing
- Curriculum Based Measures (CBM)
DISTRICT RTI FLOW CHART- Appendix

The district has a flowchart to help you determine at which stage a student may be.


Tiers in Education-

Tier 1 Students who do well in the general classroom. These students needs are met by the core curriculum provided by the classroom teacher. They should be given the Universal screeners or benchmark testing three times a year.

Tier 2 Students who show on the Universal Screener or benchmark testing that they may be having difficulty in an academic area. This student may also be failing classes and a further look at his/her behaviour, and discipline record may be necessary. These students would need to be given an intervention for 6-8 weeks with progress monitoring every other week. At the end of this cycle, evaluate the data to determine adjustments that need to be made to the intervention. Adjustments that could be made are: frequency of intervention, intensity of intervention, and duration of the intervention. Start the student on a second 6-8 week cycle of intervention with progress monitoring every other week. If the student is still not making progress they should be placed on an RTI plan.

Tier 3 Students who score below the 10th percentile on the universal screeners. These students should be given interventions and have an RTI plan written for them. These students would need to be given an intervention for 6-8 weeks with progress monitoring every other week. At the end of this cycle, evaluate the data to determine adjustments that need to be made to the intervention. Adjustments that could be made are: frequency of intervention, intensity of intervention, and duration of the intervention. Tier 3 students who are not making progress should be given an RTI plan with targeted interventions and goals for 6-8 weeks with progress monitoring every week.
Setting goals

After you have found a student who needs an RTI plan you will need to write a goal for him/her. All goals set for a student should be measurable and attainable in a set amount of time. It is a good idea to set goals that build on each other to reach a larger goal. Asking the following three questions will help you to determine the goal for your student.

1. What do we want our students to learn?
2. How will we know if they learn it?
3. What will we do if they don’t learn it?

Parts you need in your goal

Given (the circumstance), the student will (what the student is expected to do) by (date student will achieve the goal) as measured by (which progress monitor being used.)

Circumstance

Identify the circumstances under which the student will be expected to perform the target skill or behavior

Examples

- Given a social situation with peers
- Given an in-class math activity
- Given a verbal instruction to write assignments in her planner

Expectation for the student

Identify specifically what the student is expected to do.

- Any person who is collecting data or observing the student should be able to see him/her exhibit the behavior.
- The rate, accuracy or frequency at which the student is expected to exhibit the target skill or behavior.
- The criteria should be based on progress monitoring, rather than a standardized test that is administered yearly.

Examples: ...8 out of 10 opportunities… …for 6 consecutive minutes…

Progress Monitor

- How will data be collected to measure the student’s progress
  Examples: …using a writing rubric …staff observation …data sheets
- How often will data be collected to assist with monitoring student.
Ideally, data will be collected at least once every 2 weeks

Examples: …daily (probes) …weekly (observations) …bi-weekly (classroom assessments)

Sample Goals
Given a 1st grade reading fluency probe, the student will read at a rate of 53 correct words per minute by May 12, 2017 as measured twice monthly.

During instruction time or while working on a task, the student will stay attentive and on task with fewer than 5 prompts per day, as measured by number of teacher prompts, by March 17, 2017.

Given a multiplication math fact probe, the student will increase the number of multiplying by 7 facts to 30 in 2 minutes by March 12, 2017, as measured every other week.

Interventions
When you have a goal for the student it is time to choose the intervention for the student. An intervention is the teaching that helps the student learn what is needed to fill their gap. When determining the intervention you must know the student’s baseline (what level they are performing at the moment), where you want them to be in a set amount of time and what programs, classes and time you have available to help the student make the gains needed. You will need to answer the following list of questions to ensure everyone knows precisely what the intervention is

- What will be taught - specific recess behavior, social skills, , division problems with two digits in the dividend,
- Where will the teaching take place- an intervention room, general education classroom,
- How Often- How many days a week will the intervention take place
- How Long- Each time the intervention occurs the student will be engaged for how many minutes
- By Whom- Who will teach the student? -the classroom teacher, a school psychologist, a para

The intervention should easily be replicated by any school or grade level the student attends.

Progress monitoring
The process used to assess a student’s academic performance, to quantify a student’s rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. No intervention is complete without having a progress monitoring system in place. Progress monitoring should only take a few minutes, but show if the student is making progress toward
the goal. Progress monitoring should occur every two or three weeks to show a true picture of what the student is learning or not learning.

- What assessment will be used - CBM, Aimsweb
- How Often - will the progress monitoring occur every week or every two weeks
- By Whom - will the teacher, a coach or a para give the assessment

Progress monitoring needs to be documented. Using milepost to enter data is the easiest way to keep track of progress monitoring, it creates a graph for you.

**Decision Points**

After a student has worked on an intervention for 6-8 weeks the RTI team needs to look at the progress monitoring data. Using this data the team could decide that the intervention is working and should continue, that the intervention needs to be adjusted in frequency, intensity or duration, or an entirely new intervention may need to be given. Scenarios that may occur when the team looks at the progress monitoring data:

a. The interventions are working. The data is showing the student is progressing and data points are at or above the goal line.

**Decisions:** Continue to implementing the intervention, increasing the goal until the student has grade level results

If interventions work, teacher will keep parent informed.

b. Some progress is being seen. Data points are showing student is moving toward the goal, but there has not been three consecutive data points above the goal line.

**Decision:** There may be a need to intensify the intervention so that more progress can be made quickly.

**OR:** Another adjustment that may be made is to give more time for the intervention to work.

Teacher will keep parent informed of progress or changes, or the parent could be invited in to review the data with the RTI team.

c. Interventions are not working. The data points are still significantly below the goal line.

**Decision:** A change of intervention is needed.

Parents should be informed any time the goal is changed.
Definitions

School RTI Lead: The teacher in each school is given a stipend to make sure RTI is running well in their building. That teacher receives training from the district level RTI team. He/she is responsible for training the teachers at their individual school.
**Universal Screeners:** An assessment given to all students in designated grade levels that will give RTI teams and teachers an indication that a student is struggling. Further diagnostic testing and looking at further data is indicated for these students.

**Decision Points:** rules for determining movement with interventions

**Baseline Measure:** What the student is doing right now. The best way to get the baseline is to give the students 3 probes (this can be at the same sitting or on different days during a week) then take the average of the 3 probes or using the mean of the three scores.

**Intervention:** Action taken to improve a situation. In education that equates to the teaching that helps the student learn what is needed to fill their gap.

**Progress monitoring** is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction.

**Difference between accommodation, modification, and intervention.**

**Accommodation:** Changes made to instruction and/or assessment intended to help students fully access the general education curriculum without changing the instructional content. An accommodation eliminates obstacles that would interfere with a student’s ability to perform or produce at the same standard of performance expected of typical students. Accommodations do not change or reduce the learning expectations in regard to the goal being addressed or assessed.

**Intervention:** An intervention is a specific skill-building strategy implemented and monitored to improve a targeted skill and achieve adequate progress in a specific area (academic or behavioral). This often involves a changing instruction or providing additional instruction to a student in the area of learning or behavior difficulty.

**Modification:** Alterations made to instruction and/or assessment that change, lower, or reduce learning or assessment expectations. Modifications change or reduce the learning expectations in regard to the goal being addressed or assessed. The resulting student product is not equal to the student product without modifications. Modifications are only made for students when they are placed on an IEP.
## Cut Scores for IRI

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
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<tbody>
<tr>
<td>Kindergarten</td>
<td>LNF 11</td>
<td>LNF 33</td>
<td>LNF 43</td>
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<td>LSF 30</td>
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<td>31 LSF</td>
<td>23 WPM</td>
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<td>----------</td>
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</tr>
<tr>
<td></td>
<td>Beginning</td>
<td>Middle</td>
<td>End</td>
</tr>
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<td>90%</td>
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<td>95%</td>
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<tr>
<td>3-12</td>
<td>97%</td>
<td>97%</td>
<td>97%</td>
</tr>
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Until more research is conducted on accuracy percentage, consider using the accuracy benchmarks above as part of oral reading fluency screening data.

Students who do not meet BOTH the WCPM and Accuracy Percentage benchmarks should be diagnosed for specific weaknesses that are the cause of the student not meeting benchmark.
## Star Math Cut Scores

<table>
<thead>
<tr>
<th>Grade</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
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<tbody>
<tr>
<td>Grade 1</td>
<td>Below 337 SS</td>
<td>337 - 417 SS</td>
<td>418 - 498 SS</td>
<td>At/Above 499 SS</td>
</tr>
<tr>
<td>Grade 2</td>
<td>Below 458 SS</td>
<td>458 - 528 SS</td>
<td>529 - 601 SS</td>
<td>At/Above 602 SS</td>
</tr>
<tr>
<td>Grade 3</td>
<td>Below 547 SS</td>
<td>547 - 620 SS</td>
<td>621 - 686 SS</td>
<td>At/Above 687 SS</td>
</tr>
<tr>
<td>Grade 4</td>
<td>Below 603 SS</td>
<td>603 - 695 SS</td>
<td>696 - 771 SS</td>
<td>At/Above 772 SS</td>
</tr>
<tr>
<td>Grade 5</td>
<td>Below 693 SS</td>
<td>693 - 781 SS</td>
<td>782 - 826 SS</td>
<td>At/Above 827 SS</td>
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<tr>
<td>Grade 6</td>
<td>Below 717 SS</td>
<td>717 - 807 SS</td>
<td>808 - 859 SS</td>
<td>At/Above 860 SS</td>
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<td>Grade 7</td>
<td>Below 746 SS</td>
<td>746 - 830 SS</td>
<td>831 - 885 SS</td>
<td>At/Above 886 SS</td>
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<tr>
<td>Grade 8</td>
<td>Below 784 SS</td>
<td>784 - 851 SS</td>
<td>852 - 891 SS</td>
<td>At/Above 892 SS</td>
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<tr>
<td>Grade 9</td>
<td>Below 791 SS</td>
<td>791 - 852 SS</td>
<td>853 - 895 SS</td>
<td>At/Above 896 SS</td>
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<tr>
<td>Grade 10</td>
<td>Below 797 SS</td>
<td>797 - 858 SS</td>
<td>859 - 900 SS</td>
<td>At/Above 901 SS</td>
</tr>
<tr>
<td>Grade 11</td>
<td>Below 814 SS</td>
<td>814 - 873 SS</td>
<td>874 - 918 SS</td>
<td>At/Above 919 SS</td>
</tr>
<tr>
<td>Grade 12</td>
<td>Below 827 SS</td>
<td>827 - 890 SS</td>
<td>891 - 925 SS</td>
<td>At/Above 926 SS</td>
</tr>
</tbody>
</table>
USING MILEPOST

Log in to Milepost through the district website.

Go to the employees tab, then from the dropdown menu choose MTSS/RTI.
Sign in with your @minidokaschools email address or use the sign in with Google button.

Two ways to find a student
1- **Drop down menu under reports**
Then choose Student info. This will give you a class summary. It will list all of the students in your class with information about the plans they each have.

2- **Student search box on the right hand side of the home screen.** This will open a search box where you can type the students last name and search or both last and first name or their student ID. Then choose the search button and your student will show up in a list (make sure you spell the name correctly.) Choose your student.

Your student’s record will open. Once you are in the students record-
1-Choose Educational Support tab  
2-then Add Student Plan  
3-In the drop down choose RTI Plan

You will see this box. Make sure the school year is correct. The begin Date may be changed as needed. Once the information in this box is correct save the information.

The student record will now have a section called RTI Plan. Open the RTI plan by clicking on the school year you need.
Sections A-D of the RTI plan give you information about the student. This information is uploaded by the district into Milepost. You will not need to do anything with these sections.

**Section E** is your Plan Team you will want to add your RTI team members here so that everyone on the students team can view the RTI plan. Assign anyone you want to be able to edit the plan to be a plan manager.

![Plan Team](image)

The drop down menu has all the teachers and administrators in the district. You will need to scroll to find the people you need.

**Section F** is the where we will put the RTI plan. Choose Modify in the top right hand corner of this section.

![F. RTI Plan](image)

This will open a box where you can choose the area of need for your student. Then choose the plan basis tab.
This will take you to the place where you can choose the RTI template.

Choose the blue Template tab in the top right of the text box. This will open a template manager box.

Double tap on RTI in the first column, this will open a column where you will choose the specific area of concern for your student. Each of the areas has a template labeled...
specifically for that need. When you have chosen your template will show up in the 3rd column.

Choose an area of

To use that template choose insert at the bottom of that column. At this point the template will open up and be editable.

Section I and J Student and Parent responsibilities are important to fill out.
You will click on modify above the rectangle on the right hand side.

This will open the same box you had when you choose modify in the RTI plan box. This time you will choose Milepost/RTI. Then you will choose Parent responsibility or student responsibility depending on which you are needing. This will populate the third box with the responsibilities from our district student/parent compact. Choose the insert tab at the bottom of the third box and then you can edit these responsibilities.

Progress Monitoring in Milepost
Section K: supporting interventions will automatically be populated when you add a progress monitor.

Section L: Progress Monitor to add a progress monitor chart you will choose the blue add progress monitor on the top right hand side of section L

The screen will open to this view.
- Name your progress monitor.
- Choose your start date
- Choose your end date
- Choose your testing interval (this should be every two weeks at least)
- The Probe drop down has several choices we often use, but if what you want is not listed choose define your own ad hoc probe
- When you have all of that filled in click the Next button in the bottom right hand corner

The next screen will ask for (going left to right)
- Measure Name
- Baseline Measure- this is what the student is doing right now. The best way to get the baseline is to give the students 3 probes (this can be at the same sitting or on different days during a week) then take the average of
the 3 probes or using the mean of the three scores.

- Goal- Where do you want the student to be performing

Choose the green next button and you will move to the next screen.

The last screen is the intervention screen. If you the student has other plans with interventions those interventions will show up in the left hand box. You can choose the intervention(s) that apply to this progress monitor and move it to the right side

Choose the green Finish button in the bottom right hand corner so the program will create the progress monitor for the student.

**Adding data to the progress monitor**
Choose the add/modify probe data to add data each time you progress monitor.

The progress monitor is all set up for you. The only things that you add are the current data point and comments that you feel need to be made (for example: student had a headache or student was absent for three days prior.)
Viewing the student’s progress monitoring graph is simple. From the drop down menu choose view Student Results.

You will get a graph showing the progress the student is making. You can easily print the graph by choosing Print Student Results from the drop down menu.
If a student has met the goal and no longer needs the progress monitoring graph you can close the progress monitor and create another as needed. If you find that you have mistakenly made a progress monitor chart you can delete it. Both of these actions can be found in the drop down menu.

**Section M: progress notes, contacts and Miscellaneous Notes**

This is the place that you should keep notes about meetings you have, adjustments that are being made to plans, and contacts made with parents.

**Section N: close plan and enter final outcome** When a student progress and no longer needs an RTI plan you will close the plan. At the end of the year, you will close the plan and continue it so the following year the plan can be followed the next year.
N. Close Plan and Enter Final Outcome

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<th>Recommendation</th>
<th>Outcome</th>
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<tbody>
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