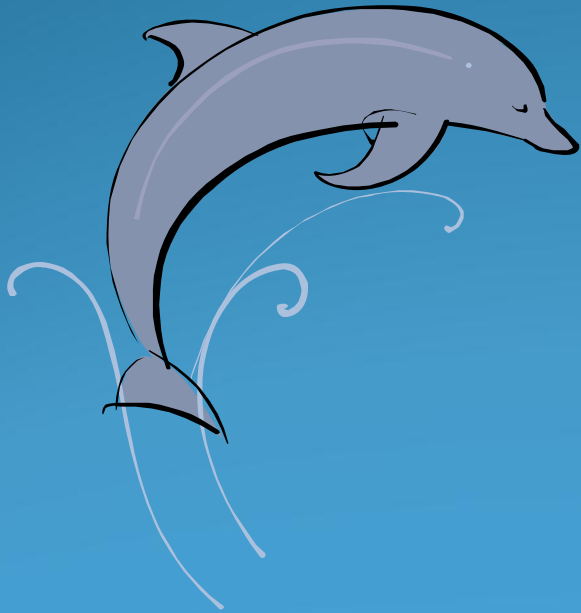


SOUTH HEIGHTS ELEMENTARY

RTI PROCESS



District Policy

3 Tier Model:

Universal = Instruction in core curriculum

Targeted = Interventions provided a minimum of 3 times/week

Intensive = Interventions provided 4-5 times/week

District Policy

- **Universal Assessment:**

Measures of Academic Progress (MAP) administered 3 times/year (fall, winter, spring) to students in grades K-10.

- **Cut-score Criteria**

At or below the 20th percentile in reading and/or math is required. Schools can choose to use a higher cut-score criteria. At or below the 35th percentile is recommended.

District Policy

- **Tier II and III progress monitoring**

Tool: AIMSweb

Frequency: Minimum 1 time every other week required. Schools can choose to monitor weekly.

- **Criteria for Tier dismissal**

Tier III: 25th percentile or above grade level for minimum 3 consecutive AIMSweb probes = student moves to Tier II.

Tier II: 50th percentile or above grade level for minimum 3 consecutive AIMSweb probes = student moves to Tier I.

District Policy

- **RTI Committee Structure**

Committee of staff members who can meet regularly to manage student movement between tiers. It is recommended that interventionists serve on this committee, in addition to support staff such as guidance counselors, curriculum specialists, school psychologists, etc.



South Heights

RTI Team

Members: Who studies the data?

- Principal
- Assistant Principal
- Instructional Coordinator
- School Psychologist
- Guidance Counselor
- Interventionists
- Regular and Special Education Teachers (as needed)

RTI Meetings: How do we use the data?

- September, December, May: Analyze MAP data to determine students qualifying for RTI services based on national percentiles.
- Weekly: look at each students AIMSweb data graphs to determine tier change, exit of services, special education testing referral, etc.
- Weekly: discuss students referred by teachers that may not necessarily meet the cut-scores but still need services.

INTERVENTION CLASSES

- 4 math Interventionists that service students needing interventions K-5 (0-20th percentile)
- 4 reading interventionists that service students needing interventions K-5 (0-20th percentile)
- Classroom interventions K-5 (21st-49th percentile)

Based on our universal assessment and AIMSweb data interventionists can determine what skills need to be targeted for each individual student.

CHILD and RTI How do they fit together?

- Students in the range of 21st -49th percentile receive RTI services from their classroom teacher.
- Teacher station is the perfect time for teachers to meet with kids that qualify for interventions in reading, writing, and math.
- Differentiated station work provides a perfect opportunity for teachers to address targeted skills for struggling students.

Successes with CHILD and RTI

- 0-20th percentile receive services from interventionists
- 21st-49th percentile receive services from the classroom teacher during teacher station.

Having the ability to utilize teacher station as an intervention time has permitted us to serve many more students than we have in the past.

The use of teacher station along with the traditional interventionists allows for every student below the 50th percentile to receive intervention.



QUESTIONS