



W S I P C

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WSIPC Guide to Response to Intervention (RTI)

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About This Guide

The Response to Intervention (RTI) module has three main purposes. It allows school districts to do the following:

- Identify students at risk of not graduating on time
- Assign interventions to students and monitor their progress
- Evaluate interventions for their effectiveness

What You Should Know Before You Start

The Response to Intervention module is a tool your district can use to implement its RTI process. Therefore, you'll find this Guide more helpful, and the procedures described more understandable, if your district has developed an RTI process and assembled the RTI team(s).

While all the topics relate to the RTI process, your district may use some or all of the topics presented in this Guide. You can tailor the RTI module to meet your district's needs.

Be Sure You're Signed In

This Guide is intended to be read while you are working in the RTI module, so be sure you are signed in. Many of the procedures and concepts discussed in the Guide are best understood if you practice as you read.


How to Use This Guide

This section shows you how to follow navigation paths in a Guide, and how to navigate around the Guide using various features. This section also describes how and when screen shots are used in the Guide.

Navigation Paths

The procedures in this Guide begin with navigation menu paths. Select the **Display Navigation Menu Paths** check box in User Preferences to ensure that you can follow these paths. The option is not available in User Preferences if it is already enabled for the entire district. To learn more about setting User Preferences, see the *WSIPC Guide to Skyward's School Management System*.

Getting Around

If you're using this Guide electronically, you can click any text in blue font to move to the section of the Guide that the text refers to. Because the Guides are published in PDF format, you can also use the PDF navigation pane to quickly move from one section to another. If the pane is hidden, click the **Bookmark** button  in the menu bar on the left side of the screen.

Screen Shots

You'll find screen shots throughout the guide to help you learn how to use the software. The data entered in the screen shots in this Guide is an example of the data you might enter. These screen shots are updated with each edition to make sure what you see on your screen matches what you see in the Guide. To prevent the Guide from becoming a lengthy picture book, WSIPC Guides use screen shots only to help illustrate a key idea or when options on a screen are described. This allows WSIPC Guides to be effective *and* concise.

What's in a WSIPC Guide

WSIPC Guides are designed to provide readers with everything they need to know to safely and effectively use Skyward's software. WSIPC strives to make Guides that address the diverse needs of these audiences. Therefore, this Guide doesn't contain information customized for specific audiences, districts, or schools.

If you need to create educational materials that address the specific needs of your Service Center or district, consider using this Guide as a starting point for developing your own customized materials.

Do Not Post This Guide to the Public Internet

The information contained in this Guide is copyright protected. You may store a digital copy of this Guide on your internal server for access by authorized users. Allowing access to this Guide by anonymous users, including search engine crawlers, is not permitted. If you are unsure whether your website is open or your server is protected from crawlers, contact your systems administrator.

What's New in This Edition

This section highlights the significant changes to the Guide since the last edition such as content about new features, important notes and cautions, and sections of the Guide that have been expanded or moved.

Description of Change	Page #
Updated the Guide to reflect WSIPC's March 2016 software release version 05.16.02.00.08.	N/A
Restructured and organized the guide to improve the workflow.	N/A
Added the "Using Custom Forms" section.	61
Added the "Appendix A - RTI In Educator Access Plus" section.	63
Added the "Appendix B - RTI in Family Access" section.	69

Identifying At Risk Students

One of the purposes of using RTI is to identify students who are at risk of not graduating on time. You can identify these students based on criteria your district defines, or students can be referred by teachers who work with them.

Creating Watch List Identification Codes

Before you can use RTI to identify at-risk students, you must first define the criteria used by your school district that represent risk factors. To do this, you create Watch List Identification Codes.

You can create as many different Watch List Identification Codes as needed. Since the indicators of performance may vary by grade level or by Entity, you must define these codes at the Entity level. However, each Entity sees the Watch List Identification Codes for the entire district.

To create Watch List Identification Codes:

1. Go to Student Management\Student Services\RI Setup\CO\WL.
2. Click Add.
3. In the Code box, enter a code for the Identification Criteria.
4. In the Header box, enter the heading for this Identification Criteria. This heading appears as the title on the column when you view the Watch List screen. To learn more about the Watch List, see "[Generating the Watch List](#)" (page 21).
5. In the Short Description and Long Description boxes, enter descriptions for this Identification Criteria Code.



Caution

Do not select the At Risk and State Requirement check boxes. These options do not apply to Washington State and have an adverse effect if selected.

6. In the Criteria Type box, select one of the 16 predefined Criteria Types. To learn how to define Criteria Types, see "[Configuring Criteria Types](#)" (page 5).
7. Click Save.

Configuring Criteria Types

Each of the 16 predefined Criteria Types looks at a different set of data. Once you select a Criteria Type for the Identification Criteria Code you are creating, you configure it to define the risk levels.

For most Criteria Types, you can click the Low Risk, Medium Risk, and High Risk buttons to define a separate criterion for the risk level.

This section describes each Criteria Type.

Attendance Criteria Type

The Attendance Criteria Type allows you to create Identification Criteria based on a student's Attendance Record.

To configure the Attendance Criteria Type:

1. Select Attendance [ATN] from the Criteria Type menu.
2. In the Attendance Criteria area, click Low Risk, Medium Risk, or High Risk to select a risk level to configure.
3. Configure the Edit Attendance Criteria screen (Figure 1). Table 1 describes the options on this screen.
4. Click Save.
5. Repeat steps 2 through 4 to define additional risk levels.

Figure 1 - Edit Attendance Criteria screen

Option	Description
Absence Type	Allows you to select the Absence Types to be counted.
Process Current Year Attendance Data	Counts absences from the current school year. The Semester dates are populated automatically based on the Entity’s Term Definitions. You can modify them if you need to.
Process Previous Year Attendance Data	Counts absences from the previous school year. The Semester dates are populated automatically based on the Entity’s Term Definitions. You can modify them if you need to.
Habitual Types Definition	Defines the minimum number of days within a semester a student was absent to be considered at risk. Also defines the minimum number of periods within a day a student was absent to be considered absent for the day.

Table 1 - Edit Attendance Criteria options

Tip	To look at the entire school year as a single range, delete the date range for Semester 2 and enter the last date of the range (such as 06/14/2016) in the final date of the Semester 1 date range.
------------	---

Student Categories Criteria Type

The Student Categories Criteria Type allows you to create Identification Criteria based on the Student Categories assigned to a student.

To configure the Student Categories Criteria Type:

1. Select Student Categories [CAT] from the Criteria Type menu.
2. In the Student Categories Criteria area, click Low Risk, Medium Risk, or High Risk to select a risk level to configure.
3. Select the Categories that identify a student as at risk under this Identification criterion.

Example	If you are setting up a criterion that identifies students in Foster Care, select all Category Codes that identify a student as a student living in a Foster Care household.
----------------	--

Note	You can select several Student Categories for a single Identification Code. A student associated with one or more of the selected Student Categories is considered at risk. If you plan to use several Student Categories to specify different risk factors, use separate Identification Codes for each one.
-------------	--

4. Click Save.
5. Repeat steps 2 through 4 to define additional risk levels.

Discipline Actions Criteria Type

The Discipline Actions Criteria Type allows you to create Identification Criteria based on Actions assigned to Student Discipline Records.

To configure the Discipline Actions Criteria Type:

1. Select Discipline Actions [DAT] from the Criteria Type menu.
2. In the Discipline Actions Criteria area, click Low Risk, Medium Risk, or High Risk to select a risk level to configure.
3. Configure the Discipline Actions Criteria screen (Figure 2). Table 2 describes the options on this screen.

4. Click Save.
5. Repeat steps 2 through 4 to define additional risk levels.

Figure 2 - Discipline Actions Criteria screen

Option	Description
Action Dates	Defines the date range during which Discipline Actions will be counted for this Criteria Type.
# Actions	Defines the minimum and maximum number of the selected Discipline Actions a student must have to be considered as at risk.
Dis Action Codes	Allows you to select the Discipline Actions to be counted.
Suspend Type	Allows you to select the Suspension Type that, in combination with the Actions selected, identifies a student as at risk. If the Suspension Type is not a factor for this criterion, select Any Suspension Type.

Table 2 - Discipline Actions Criteria options

Discipline Offenses Criteria Type

The Discipline Offenses Criteria Type allows you to create Identification Criteria based on Offenses associated with Student Discipline Records.

To configure the Discipline Offenses Criteria Type:

1. Select Discipline Offenses [DIS] from the Criteria Type menu.
2. In the Discipline Offenses Criteria area, click Low Risk, Medium Risk, or High Risk to select a risk level to configure.
3. Configure the Discipline Offenses Criteria screen (Figure 3). Table 3 describes the options on this screen.
4. Click Save.
5. Repeat steps 2 through 4 to define additional risk levels.

Figure 3 - Discipline Offenses Criteria screen

Option	Description
Offense Dates	Defines the date range during which Discipline Offenses will be counted for this Criteria Type.
# Offenses	Defines the minimum and maximum number of the selected Discipline Offenses a student must have to be considered as at risk.
Dis Offense Codes	Allows you to select the Discipline Offenses to be counted.

Table 3 - Discipline Offenses Criteria options

Earned Credits Criteria Type

The Earned Credits Criteria Type allows you to create Identification Criteria based on a student's earned credits and grade level.

To configure the Earned Credits Criteria Type:

1. Select Earned Credits [ECR] from the Criteria Type menu.
2. In the Earned Credits Criteria area, click Low Risk, Medium Risk, or High Risk to select a risk level to configure.
3. For each Grade Level (05 to 12), enter the earned credits range for which you would consider a student deficient (Figure 4).

Example If you expect students to have 12.00 credits at the end of their 10th grade year, then in the row for Grade 10, type "0.00" in the Low Credits box and type "11.99" in the High Credits box.



Caution The Retention check box next to each credit range is not used in Washington State. Selecting these check boxes could prevent students from being correctly identified. To learn more about identifying students who have been retained, see "[Student Retained Criteria Type](#)" (page 18).

4. Click Save.
5. Repeat steps 2 through 4 to define additional risk levels.

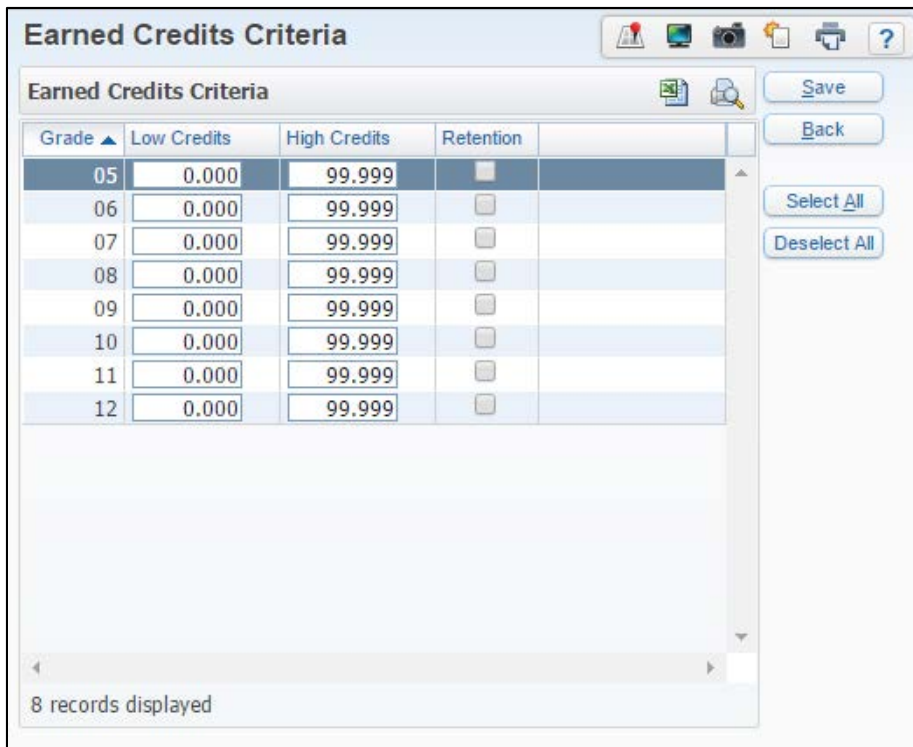


Figure 4 - Earned Credits Criteria screen

Entry Record Criteria Type

The Entry Record Criteria Type allows you to create Identification Criteria based on a student's Entry Records.

To configure the Entry Record Criteria Type:

1. Select Entry Record [ETR] from the Criteria Type menu.
2. In the Entry Record Criteria area, click Low Risk, Medium Risk, or High Risk to select a risk level to configure.
3. Configure the Entry Record Criteria screen (Figure 5). Table 4 describes the options on this screen.
4. Click Save.
5. Repeat steps 2 through 4 to define additional risk levels.

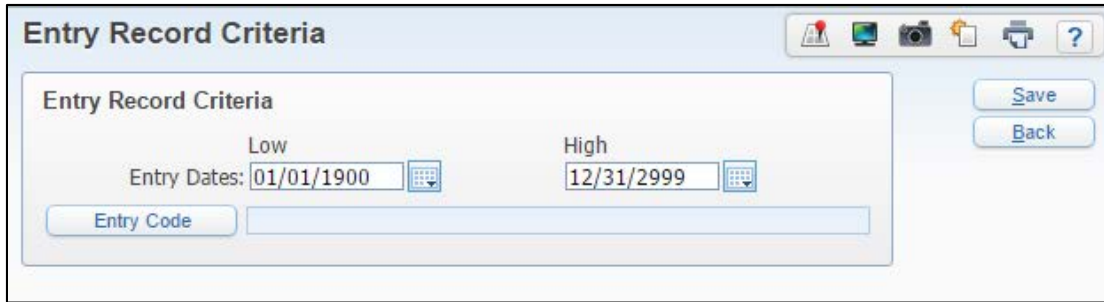


Figure 5 - Entry Record Criteria screen

Option	Description
Entry Dates	Defines the date range during which Entry Records will be identified for this Criteria Type.
Entry Code	Allows you to select which Entry Codes to identify.

Table 4 - Entry Record Criteria options

Grade Point Average Criteria Type

The Grade Point Average Criteria Type allows you to create Identification Criteria based on a student’s GPA.

To configure the Grade Point Average Criteria Type:

1. Select Grade Point Average [GPA] from the Criteria Type menu.
2. Configure the Grade Point Average Criteria area (Figure 6). Table 5 describes the options in this area.
3. Click Low Risk, Medium Risk, or High Risk to select a risk level to configure.
4. In the GPA Range boxes, enter the GPA range for which you would consider a student at risk.
5. If you want to exclude students from being identified if they earn certain Grade Marks in certain Grade Buckets, do the following:
 - a. Click Options.
 - b. Configure the options on the screen.
 - c. Click OK.

6. Click Save.
7. Repeat steps 3 through 6 to define additional risk levels.

Figure 6 - Grade Point Average Criteria area

Option	Description
Grading Period	Allows you to select a Grading Period of the GPA to be used to identify students.
Run GPA Calc each time process is run	Forces a GPA Calculation to be run each time the Watch List is generated using this criteria.
Calculate GPA By:	GPA: Identifies students by their GPA. Grade Mark Points (AVG): Identifies students based on the average of their Grade Mark Points.
GPA Type to Select	The GPA Type to be used to identify students.
# to Use	The number associated with the GPA Type. Example: If you select Term in the GPA Type to Select box and type "2" in the # to Use box, the Term 2 GPA is used. This option is not available if you select Cumulative in the GPA Type to Select box.

Table 5 - Grade Point Average Criteria area options

Grading Criteria Type

The Grading Criteria Type allows you to create Identification Criteria based on a student’s grades in current year classes.

To configure the Grading Criteria Type:

1. Select Grading [GRD] from the Criteria Type menu.
2. In the Grading Criteria area, click Low Risk, Medium Risk, or High Risk to select a risk level to configure.
3. Configure the Grading Criteria screen (Figure 7). Table 6 describes the options on this screen.
4. Click Save.
5. Repeat steps 2 through 4 to define additional risk levels.

Grading Criteria

This criterion applies to all students within ranges that use Term Grading. In order for students to meet this criterion, they must have a low grademark and/or failing grade in at least the minimum number of Core Classes specified by the user. The default is 2 classes and a minimum grade of 70. In the default case, a student would have to score a 69 or lower in 2 or more Core Courses within a single semester of the previous or current school year in order to meet the criterion.

[Save](#)
[Back](#)

Grading Criteria

Minimum Classes Needed:

Use Low Grade Marks to Determine At-Risk Students
 Select below numeric grade Select individual grades

Minimum Course Grade Mark:

Use Failing Grade Marks to Determine At-Risk Students
 Pull Current Year Grade Marks from Gradebook to Determine At-Risk Students [?](#)
 Use Date Ranges to Determine At-Risk Students [?](#)

Course Groups [?](#)

[Course Groups](#)

Figure 7 - Grading Criteria screen

Option	Description
Minimum Classes Needed	Minimum number of classes in which the student receives a low grade.
Use Low Grade Marks to Determine At-Risk Students	Uses selected Grade Marks to determine at-risk students.
Select below numeric grade AND Minimum Course Grade Mark	Identifies the Minimum Course Grade Mark that represents an at-risk student. The label references numeric grade, but considers letter grades as well. If you choose the Select below numeric grade option, select the Minimum Course Grade Mark that represents an at-risk student. Example: If you select C, any Grade Mark below C in the Grade Mark Table represents a low Grade Mark. This option is only available when you select Use Low Grade Marks to Determine At-Risk Students.
Select individual grades AND Low Grade Marks	Identifies Grade Marks that represent an at-risk student. If you choose the Select individual grades option, click Low Grade Marks and select the Grade Marks from the Grade Mark Table that represents low Grade Marks. This option is only available when you select Use Low Grade Marks to Determine At-Risk Students.
Use Failing Grade Marks to Determine At-Risk Students	Uses all Grade Marks marked as Used in Failed as low Grade Marks.
Pull Current Year Grade Marks from Gradebook to Determine At-Risk Students	Pulls current year Term and Semester Grade Marks from the Gradebook, if the grade has not yet been posted.

Option	Description
Use Date Ranges to Determine At-Risk Students	Allows you to configure a date range during which low grades are identified.
Course Groups	Allows you to select Course Groups to identify low grades. If no Course Groups are selected, only classes indicated as a Core Academic Subject in the Course Master are included. To learn more about this definition, see "Working with the Course Master" in the <i>WSIPC Guide to Current Scheduling</i> .

Table 6 - Grading Criteria options

Health Criteria Type

The Health Criteria Type allows you to create Identification Criteria based on a student’s Health Records.

To configure the Health Criteria Type:

1. Select Health [HLT] from the Criteria Type menu.
2. In the Health Criteria area, click Low Risk, Medium Risk, or High Risk to select a risk level to configure.
3. In the Health Dates boxes, enter the date range during which Health Records should be considered (Figure 8).
4. In the Type box, select the type of Health Record that qualifies a student as at risk (Figure 8).

Example If all students who have an Office Visit Record should be considered at risk, select HOV - Office Visit.

5. Configure additional options for the Health Type selected. The options vary based on the Health Type you selected. Some Health Types do not have additional options.
6. Click Save.
7. Repeat steps 2 through 6 to define additional risk levels.

Figure 8 - Health Criteria screen

Homeless, Limited English Proficient, and Migrant Criteria Types

The Homeless, Limited English Proficient, and Migrant Criteria Types identify at risk students based on whether they have a Homeless, LEP, or Immigrant Status Record at any time in the current school year.

To configure the Homeless, Limited English Proficient, or Migrant Criteria Type:

1. Select Homeless [HOM], Limited English Proficient [LEP], or Migrant [MIG] from the Criteria Type menu.
2. Click Save.

Missing Gradebook Assignment/Event Criteria Type

The Missing Gradebook Assignment/Event Criteria Type allows you to create Identification Criteria based on the number of Missing Assignments or Events a student has.

To configure the Missing Gradebook Assignment/Event Criteria Type:

1. Select Missing Gradebook Assignment/Event [MGB] from the Criteria Type menu.
2. Configure the Missing Gradebook Assignment/Event Criteria area (Figure 9). Table 7 describes the options in this area.
3. Click Low Risk, Medium Risk, or High Risk to select a risk level to configure.
4. In the # Missing Assignments/Events Low and High boxes, enter the range of total Missing Assignments and Events that qualifies a student as at risk.

5. Click Save.
6. Repeat steps 3 through 0 to define additional risk levels.

Figure 9 - Missing Gradebook Assignment/Event Criteria area

Option	Description
Process By	Term: Identifies Missing Assignments and Events within a specific Term. Date Range: Identifies Missing Assignments and Events within a date range.
Do not process Assignments/Events marked as No Count	Excludes Assignments and Events marked as No Count in the Gradebook.
Only process Assignments/Events marked as Missing	Only includes Assignments and Events marked as Missing in the Gradebook.

Table 7 - Missing Gradebook Assignment/Event Criteria area options

Student Retained Criteria Type

The Student Retained Criteria Type allows you to create Identification Criteria based on whether a student has had an Entry/Withdrawal Record where the Retained flag is set to Yes.

To configure the Student Retained Criteria Type:

1. Select Student Retained [RET] from the Criteria Type menu.
2. Click Save.

Test Scores Criteria Type

The Test Scores Criteria Type allows you to create Identification Criteria based on a student's Test Scores.

To configure the Test Scores Criteria Type:

1. Select Test Scores [TSC] from the Criteria Type menu.
2. In the Test Scores Criteria area, click Low Risk, Medium Risk, or High Risk to select a risk level to configure.
3. In the Test Date boxes, enter a date range during which Test Records should be considered. This is the date range during which the students took the test.
4. In Student Test Scores to Compare area, select which instance of a test should be used if a student took the same test more than once within the date range specified. You can use either the most recent test within the date range or the test with the highest scores within the date range.
5. In the Test Score Selection area, click Test Scores.
6. Select the check box next to the test you are including for this criterion (Figure 10).
7. Expand the selected test.
8. Expand the Test Section Information area.
9. Select the check boxes for each section of the Test you want to include.

Note	There may be a scroll bar within the Test Section Information area if there are more rows in the Test than the screen can accommodate.
-------------	--

10. Click Edit Scores next to a selected Test section.
11. In the Low Scores and High Scores boxes, enter the score range for the test section that qualifies a student as at risk.
12. Click Save.

13. Repeat steps 9 through 12 to define the Test Score Ranges for additional Test sections that should be considered.
14. Click OK.
15. Click Save on the right side of the screen.
16. Repeat steps 2 through 15 to define additional risk levels.

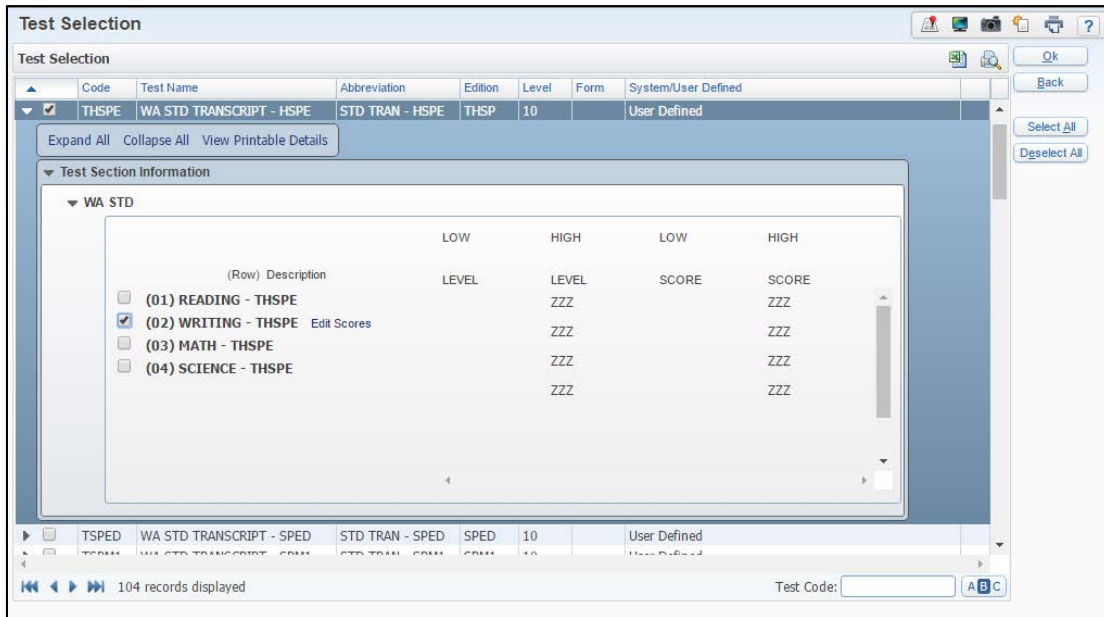


Figure 10 - Test Selection screen

Withdrawal Record Criteria Type

The Withdrawal Record Criteria Type allows you to create Identification Criteria based on a student’s Withdrawal Records.

To configure the Withdrawal Record Criteria Type:

1. Select Withdrawal Record [WTH] from the Criteria Type menu.
2. In the Withdrawal Record Criteria area, click Low Risk, Medium Risk, or High Risk to select a risk level to configure.
3. Configure the Withdrawal Record Criteria screen (Figure 11). Table 8 describes the options on this screen.

4. Click Save.
5. Repeat steps 2 through 0 to define additional risk levels.

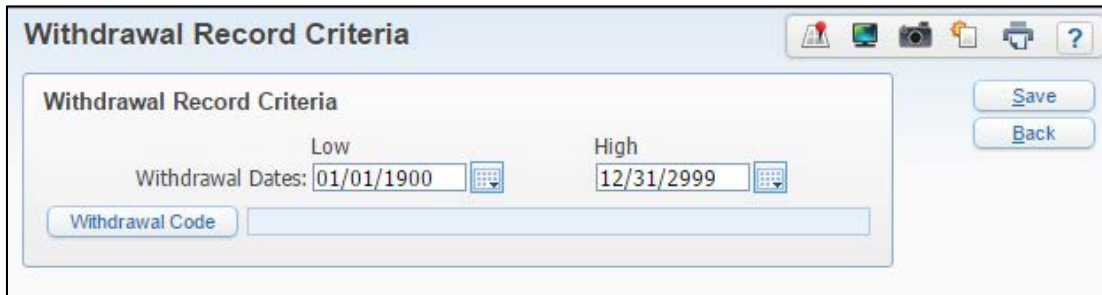


Figure 11 - Withdrawal Record Criteria screen

Option	Description
Withdrawal Dates	Defines the date range during which Withdrawal Records will be identified for this Criteria Type.
Withdrawal Code	Allows you to select which Withdrawal Codes to identify.

Table 8 - Withdrawal Record Criteria options

Generating the Watch List

The Watch List shows students who are identified as at risk and specifies which Identification Criteria makes them at risk. Once you define your Identification Criteria Codes, you can use them to generate the Watch List by running the Generate Student Watch List Utility as described below.

To generate the Watch List:

1. Go to Student Management\Student Services\RI Setup\UT\WL.
2. Click Add.
3. Configure the Generate Watch List screen (Figure 12). Table 9 describes the options on this screen.
4. Click Save and Run.

Figure 12 - Generate Watch List screen

Option	Description
Template Description	Name of the template.
Criteria Codes	Allows you to select the Identification Criteria Codes you want to use to generate this Watch List.
Add Students to the Watch List for meeting	Condition a student must meet to be identified as at risk and be placed on the Watch List.
Student Ranges	Allows you to specify the range of students to be considered.

Table 9 - Generate Watch List screen options

Viewing the Watch List

Once generated, the Watch List shows you the students who are identified as at risk, the criteria that identified them, and their risk level.

To view the Watch List:

- Go to Student Management\Student Services\RI\WL.

The default browse view of the Watch List is Student Details, which shows you basic demographic information for all students in the Entity. Other browse views are described in the following sections.

Using the RTI Watch List Criteria Browse View

The RTI Watch List Criteria browse view shows you which students are identified as at risk, when they were identified, when they were dismissed from RTI, and for which criteria they are at risk.

To view the Watch List using the RTI Watch List Criteria browse view:

- In the Views box, select RTI Watch List Criteria.

In Figure 13, students with a date in the Date Identified column are identified as at risk. The Y indicators in the HS Attendance, GPA, and Missing Assignment columns indicate the criterion for which the student was identified.

Last Name	First	Middle	S*	GY	Gr	DE	Age	G	Date Identified	Date Dismissed	HS Attendan	GPA	Missing Assi
Ackerlevs	Emory	N	A	2019	09	401	15	M	02/18/2016			Y	
Affolters	Paula	A	A	2017	11	401	17	F	02/18/2016			Y	
Affolters	Robert	G	A	2019	09	401	15	M					
Alexandras	Andree	J	A	2019	09	401	14	F	02/18/2016			Y	
Alires	Ceola	B	A	2017	11	401	16	F	02/18/2016			Y	Y
Allensworth	Lavette	H	A	2021	07	201	12	F	02/18/2016			Y	
Alspaugh	Sacha	T	A	2017	11	401	18	F					
Alumbaugh	Yong	X	A	2016	12	401	17	M					
Amasons	Calvin	S	A	2016	12	401	17	M	02/18/2016				Y
Amasons	Fredrick	T	A	2018	10	401	15	M	02/18/2016			Y	
Ambrosios	Hattie	M	A	2016	12	401	18	F	02/18/2016			Y	
Amisons	Francesca	S	A	2018	10	401	16	F					
Amorims	Coy	N	A	2019	09	401	15	M	02/18/2016			Y	Y
Appleberry	Annalee	U	A	2018	10	401	16	F					
Appleberry	Myung	H	A	2017	11	401	17	F	02/18/2016		Y	Y	
Archbold	Alex	D	A	2017	11	401	16	M	02/18/2016		Y	Y	Y
Archbold	Wilbur	F	A	2016	12	401	18	M	02/18/2016			Y	
Attaberry	Harold	N	A	2016	12	401	18	M	02/18/2016		Y		Y
Auville	Reynaldo	L	A	2019	09	401	15	M	02/18/2016		Y	Y	
Awalt	Kelly	O	A	2018	10	401	17	F	02/18/2016		Y	Y	Y

Figure 13 - RTI Watch List Criteria browse view on the Watch List screen

Using the RTI Watch List Levels Browse View

The RTI Watch List Levels browse view shows you which students are identified as at risk, when they were identified, when they were dismissed from RTI, and their risk level for each criterion.

To view the Watch List using the RTI Watch List Levels browse view:

- In the Views box, select RTI Watch List Levels.

In Figure 14, students with a date in the Date Identified column are identified as at risk. The color indicators in the HS Attendance, GPA, and Missing Assignment columns indicate the student’s risk level for each criterion. To learn how to configure these colors, see “[Configuring Color Indicators](#)” below.

Last Name	First	Middle	S	GY	Gr	DE	Age	G	Date Identified	Date Dismissed	HS Attendan	GPA	Missing Assi
Ackerleyscr	Emory	N	A	2019	09	401	15	M	02/18/2016		0		
Affolterscr	Paula	A	A	2017	11	401	17	F	02/18/2016		0		
Affolterscr	Robert	G	A	2019	09	401	15	M					
Alexandrascr	Andree	J	A	2019	09	401	14	F	02/18/2016		0		
Alirscrcr	Ceola	B	A	2017	11	401	16	F	02/18/2016		1.013	6	
Allensworthscrcr	Lavette	H	A	2021	07	201	12	F	02/18/2016		0		
Alspaughscrcr	Sacha	T	A	2017	11	401	18	F					
Alumbaughscrcr	Yong	X	A	2016	12	401	17	M					
Amasonscrcr	Calvin	S	A	2016	12	401	17	M	02/18/2016			4	
Amasonscrcr	Fredrick	T	A	2018	10	401	15	M	02/18/2016		1.583		
Ambrosioscrcr	Hattie	M	A	2016	12	401	18	F	02/18/2016		1.85		
Amisonscrcr	Francesca	S	A	2018	10	401	16	F					
Amorimscrcr	Coy	N	A	2019	09	401	15	M	02/18/2016		0	3	
Appleberyscrcr	Annalee	U	A	2018	10	401	16	F					
Appleberyscrcr	Myung	H	A	2017	11	401	17	F	02/18/2016		20	2.229	
Archboldscrcr	Alex	D	A	2017	11	401	16	M	02/18/2016		19	2.125	6
Archboldscrcr	Wilbur	F	A	2016	12	401	18	M	02/18/2016			1.515	
Atteberyscrcr	Harold	N	A	2016	12	401	18	M	02/18/2016		18		6
Auvilscrcr	Reynaldo	L	A	2019	09	401	15	M	02/18/2016		20	0	
Awaltscrcr	Kelly	O	A	2018	10	401	17	F	02/18/2016		26	0	3

Figure 14 - RTI Watch List Levels browse view on the Watch List screen

Configuring Color Indicators

The color indicators of the RTI Watch List Levels browse view show the risk level of each student for each criterion.

To configure color indicators:

1. In the Watch List, click Options.
2. For each risk level, click the arrow to select a color.
3. Click OK on the palette.
4. Click Save.

Maintaining the Watch List

Once you generate the Watch List, you can add students to the list, edit or remove Identification Criteria for a student, or remove a student from the Watch List completely.

Adding a Student to the Watch List

If you determine that a student who should be included in the Watch List wasn't identified when the list was generated using the Generate Student Watch List Utility, you can manually add the student.

To add a student to the Watch List:

1. Go to Student Management\Student Services\RI\WL.
2. Select the student's name and click Add.
3. Configure the Add Identification Detail screen (Figure 15). Table 10 describes the options on the screen.
4. Click Save.

Add Identification Detail

Student: ACKEREM0000 Ackerley, Emory N

Date Created: 05/18/2016 Wednesday Create Method: Manual Created By: Alton WSIPCHO

* Entry Date: 05/18/2016 Wednesday Dismissal Date:

* At Risk Level: Medium At Risk Level Reason:

Type: HS Attendance

Identification Details:

Asterisk (*) denotes a required field

Figure 15 - Add Identification Detail screen

Option	Description
Student	Name of the student. This field is not editable.
Date Created	Date that the Identification Record was added. This field is not editable.
Create Method	Creation method of the Identification Record. This field is not editable.
Created By	Person who added the Identification Record.
Entry Date	Date when the student was identified as at risk.
Dismissal Date	Date when the student was dismissed from RTI. If you are manually adding a current Identification Record, leave this field blank.
At Risk Level	Allows you to select a risk level.
At Risk Level Reason	Reason for the identification. For example, if the student is identified because of a low GPA, you can enter the student's GPA here.
Type	Identification criterion.
Identification Details	Freeform comment about the identification.

Table 10 - Add Identification Detail options

Removing an Identification Record from a Student on the Watch List

When you review a student on the Watch List, you may find that the student has extenuating circumstances for a specific criterion. In that case, you can dismiss or delete the Identification Record from a student on the Watch List.

To remove an Identification Record from a student on the Watch List:

1. Go to Student Management\Student Services\RI\WL.
2. Expand the student's record.
3. Expand the Identification area.
4. Click Edit next to the Identification Criteria you want to dismiss.

5. In the Dismissal Date box, type the date the identification was dismissed.
6. Click Save.

Note You can also click **Delete** next to an Identification Record to remove an Identification criterion. However, there won't be a record that the Identification ever existed.

Using Referrals

Generating a Watch List may not identify all students who need an intervention. Sometimes a teacher or an office staff member may observe that a student exhibits risk factors and may want to make an at-risk Referral.

Note You can also create Custom Forms for referrals. To learn more about using Custom Forms in RTI, see "[Using Custom Forms](#)" (page 61).

Creating Referral Questions

Before staff members can submit RTI referrals, you must set up questions for them to answer.

Note You must also configure Criteria Groups before staff members can submit referrals. To learn more about Criteria Groups, see "[Criteria Group Codes](#)" (page 57).

Note Questions can be Entity-specific, so be sure to select the correct Entity before configuring referral questions. You can also configure referral questions in Entity 000, which are used by all Entities that have no referral questions configured.

To create referral questions:

1. Go to Student Management\Student Services\RI Setup\CF\RC.
2. Enter up to ten questions. Each question provides a free-form text box for teachers to enter their answers.
3. Click Save.

Creating a Referral

Office staff can create referrals in Student Management and teachers can create referrals through Educator Access Plus.

To create a referral in Student Management:

- Go to Student Management\Student Services\RI\RF.

To learn how to create referrals in Educator Access Plus, see "[Submitting Referrals](#)" (page 63) in "[Appendix A - RTI in Educator Access Plus.](#)"

Reviewing Referrals

Once referrals are submitted, they must be reviewed by a designated staff member responsible for managing RTI.

To review referrals:

1. Go to Student Management\Student Services\RI\RF.
2. Select a referral and click Edit. The Team Referral Maintenance screen (Figure 16) contains information submitted by the teacher, including answers to the referral questions, attachments, and Custom Forms.
3. In the Referral Status box, change the status of the referral as necessary.
4. In the Date Closed box, enter the date the referral is closed. Typically, this signifies that the referral is either dismissed or an intervention is created.
5. In the Assigned Team box, select a Team to manage the referral and the subsequent intervention. To learn more about RTI Teams, see "[Creating a Team](#)" (page 56).
6. Do one of the following:
 - If the referral is not closed or if the referral is dismissed, click Save.
 - If the referral is closed and you want to add an intervention for the student, click Save and Create Intervention. To learn more about interventions, see "[Assigning Interventions to Individual Students](#)" (page 31).

Team Referral Maintenance

Student Information

Student: Grade:

Team Referral Maintenance

Entity:

Referral Status: Referral Date:

Date Received: Date Closed:

* Criteria Type:

* Criteria Group:

Referred By:

Assigned Team:

In what capacity do you work with the student?

How long have you worked with or known the student?

What are your concerns about the student?

What evidence have you seen that supports your concerns?

What have you done as a result of your concerns and observations?

Asterisk (*) denotes a required field

Figure 16 - Team Referral Maintenance screen

Assigning Interventions

Interventions are resources and programs designed to help at-risk students improve their performance. Examples of Interventions are after-school activities, tutoring, social services, and placement in alternative schools and programs.

There are two ways to assign Interventions to students: assigning them individually, or assigning them to multiple students based on Watch List Identification Criteria. This section explains both ways.

Assigning Interventions to Individual Students

If the Intervention Details are student-specific, you can assign an Intervention to an individual student.

To assign Interventions to individual students:

1. Go to Student Management\Student Services\RI\ES.
2. Expand a student's record.
3. Click Add Intervention Detail.
4. Configure the Add Student Intervention Details screen (Figure 17). Table 11 describes the options on this screen.
5. Do one of the following:
 - If you've finished creating Interventions for this student, click Save.
 - To create an additional Intervention for the same student, click Save and Add New Intervention.
 - To create RTI meetings for the same student, click Save and Create RTI Meetings. To learn how to create RTI meetings, see "[Adding Meetings to an Intervention](#)" (page 36).

Figure 17 - Add Student Interventions Details screen

Option	Description
Student	Name of the student.
Instructional Strategy	Applies an Instructional Strategy to all of a student’s classes. For example, an Instructional Strategy might be “Must sit in the front row for all classes.” If selected, fewer options are available on the Intervention.
Entity	Entity where this Intervention is applied.
Criteria Type	Select the Criteria Type addressed by this Intervention. To learn about Criteria Types, see “ Configuring Criteria Types ” (page 5).

Option	Description
Criteria Group	Select the Criteria Group of the Intervention. To learn about Criteria Group Codes, see " Criteria Group " (page 57).
Area	Select the Area of the Intervention. Only Areas associated with the Criteria Group you selected are available. To learn about Area Codes, see " Intervention Area " (page 58).
Begin Date	Date the Intervention begins.
End Date	Date the Intervention ends. Leave this field blank until the Intervention has ended. To learn about ending Interventions, see " Ending Interventions " (page 48).
Tier	Select the Tier of the Intervention. To learn about Tier Codes, see " Setting RTI Configuration Options " (page 53).
Status	Current status of the Intervention.
Intervention	Intervention assigned to the student. Only Interventions associated with the Criteria Group, Area, and Tier you selected are available for selection. To learn how to create Intervention Codes, see " Intervention Codes " (page 60).
Explanation	Explanation of the Intervention. This field pulled from the Intervention Code and is not editable on the Add Student Interventions Details screen.
Provider	Staff member administering the Intervention or the person responsible for monitoring progress.
Intervention Frequency	Specifies how often the student(s) participate in the Intervention. To learn more about Frequency Codes, see " Frequency Codes " (page 58).
Notes	Notes about this Intervention which relate to the student you are assigning. (Notes about this Intervention which relate to the group of students you are assigning if you are mass assigning Interventions to students. To learn how to mass assign interventions, see " Mass Assigning Interventions to Students " on page 35.)
Student Strengths	Notes about a specific student's strengths regarding this Intervention.

Option	Description
Student Weaknesses	Notes about a specific student’s weaknesses regarding this Intervention.
Results	Actual outcome of the Intervention. Leave this field blank until the Intervention has ended. To learn about ending Interventions, see “Ending Interventions” (page 48). To learn about Results Codes, see “Result Codes” (page 59).
Referral Person	Person who referred the student to the Intervention.
Goal	Goal of the Intervention. To learn about Goal Codes, see “Goal Codes” (page 59).
Monitoring Frequency	Specifies how often the student is evaluated in the Intervention to determine progress. To learn about Frequency Codes, see “Frequency Codes” (page 58).
Assessment Tool	Tool used to evaluate the student’s progress in the Intervention. To learn about Assessment Tool Codes, see “Assessment Tool Codes” (page 57).
Points Possible	Maximum score value at each evaluation.
Initial Score	Baseline score value of the student. This becomes the starting point when tracking Intervention progress. To learn more about Score Codes, see “Score Codes” (page 60).
Target Value	Initial target score value for the student.
Goal Notes	Notes about the goal.
Goal Status	Status of the goal.

Table 11 - Add Student Interventions Detail options

Mass Assigning Interventions to Students

You can also assign the same Intervention to a group of students. For example, you may want to assign an attendance contract to all students who are identified as at risk because of truancy issues.

To mass-assign Interventions to students:

1. Go to Student Management\Student Services\RI\WL.
2. Create and apply a filter for the desired Identification criterion that fits the Intervention you are assigning.

Note	The Mass Create Interventions process only assigns the Intervention to students who meet the filter requirements you configured. To learn more about creating filters, see the <i>WSIPC Guide to Skyward's School Management System</i> .
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3. Click Mass Create Interventions.
4. Configure the Add Student Intervention Details screen (Figure 17 on page 32). Table 11 (page 34) describes the options on this screen.
5. Do one of the following:
 - If you finish creating Interventions for this group of students, click Save.
 - To create an additional Intervention for the same group of students, click Save and Add New Intervention.

Setting Intervention Defaults

You can set defaults on certain fields of the Add Student Interventions Details screen so that they automatically populate every time you assign an Intervention.

To set Intervention defaults:

1. Go to Student Management\Student Services\RI\ES.
2. Select any student and click Add Intervention Detail.
3. Click Defaults.
4. Configure the Intervention Defaults screen. To learn more about these Intervention options, see "[Assigning Interventions to Individual Students](#)" (page 31).
5. Click Save.

Adding Meetings to an Intervention

You can add meetings to an Intervention. Meetings define the date, time, and place that you meet with students to work on or evaluate them on their progress.

To add meetings to an Intervention:

1. Go to Student Management\Student Services\RI\ES.
2. Expand the student's record.
3. Expand the Student Intervention Detail area.
4. Expand an Intervention Record.
5. In the Meetings area, click Add Meeting.
6. Configure the Intervention Meeting Maintenance screen (Figure 18). Table 12 describes the options on this screen.
7. Click Save.

Intervention Meeting Maintenance

* Title:

* Date: Mass add

* Time: AM to AM

Description:

Building:

Room:

* Attendees:

Asterisk (*) denotes a required field

Figure 18 - Intervention Meeting Maintenance screen

Option	Description
Title	Name of the meeting.
Show Calendar	Shows a calendar that includes the student’s classes, IEP meetings, RTI meetings, and Parent-Teacher Conferences.
Date	Date of the meeting.
Mass add	Select to configure a recurrence of the meeting.
Time	Start and end times of the meeting.
Description	Detailed description of the meeting.
Building	Building where the meeting takes place.
Room	Room where the meeting takes place.
Attendees	Persons attending the meeting, including the Provider of the Intervention and the student. This field is not editable.

Table 12 - Intervention Meeting Maintenance options

Adding Attachments to an Intervention

You can add attachments to an Intervention. Attachments can be an uploaded file or a link to an external web page.

To add attachments to an Intervention:

1. Go to Student Management\Student Services\RI\ES.
2. Expand the student's record.
3. Expand the Student Intervention Detail area.
4. Expand an Intervention Record.
5. In the Attachments area, do one of the following:
 - Click Add File.
 - Click Add Link.
6. Configure the RTI Intervention Attachments screen (Figure 19). Table 13 describes the options on this screen.
7. Click Save.

The screenshot shows a software window titled "RTI Intervention Attachments". The window has a standard Windows-style title bar with icons for help, print, and other functions. The main content area is titled "Add RTI Intervention Link". It contains several input fields: a dropdown menu for "* Type:", a date field for "Entered Date" with the value "05/18/2016", a time field for "Entered Time" with the value "10:56 PM", a text field for "Entered By" with the value "Alton WSIPCHO", a large text area for "* Description:", and a text field for "* URL" with the value "http://". There is a checkbox labeled "Display in Family Access" which is checked. On the right side of the window, there are "Save" and "Back" buttons. At the bottom right, there is a "Run" button. A small note at the bottom left of the window states "Asterisk (*) denotes a required field".

Figure 19 - RTI Intervention Attachments screen (Add Link)

Option	Description
Type	Type of Attachment.
Entered Date	Date the attachment was added. This field is not editable.
Entered Time	Time the attachment was added. This field is not editable.
Entered By	Person who added the attachment. This field is not editable.
Description	Detailed description of the attachment.
URL	URL of the attachment hyperlink. This is only available if you used the Add Link option. Click Run to test the URL.
Attached File	Select a file to upload. This is only available if you used the Add File option.
Display in Family Access	Determines whether the attachment is visible in Family Access.

Table 13 - RTI Intervention Attachments options

Maintaining Custom Forms

If the Intervention assigned to a student contains Custom Forms, you can view and maintain the forms.

To maintain Custom Forms:

1. Go to Student Management\Student Services\RI\ES.
2. Expand the student’s record.
3. Expand the Student Intervention Detail area.
4. Expand an Intervention Record.
5. Expand the Custom Forms area.

To learn more about using Custom Forms in RTI, see [“Using Custom Forms”](#) (page 61).

Managing Goals

When you assign an Intervention to a student, you establish a goal. For example, the goal of an after school study group may be to raise a student's test grades. Although you can only add one goal when you initially assign an Intervention to a student, you can add more goals after you assign the Intervention.

Adding Additional Goals to an Intervention

You can add multiple goals to an Intervention.

To add additional goals to an Intervention:

1. Go to Student Management\Student Services\RI\ES.
2. Expand the student's record.
3. Expand the Student Intervention Detail area.
4. Expand an Intervention Record.
5. In the Progress Monitoring area, click Add Goal.
6. Configure the Maintain Intervention Goal Details screen. To learn more about adding goals, see "[Assigning Interventions to Individual Students](#)" (page 31).
7. Click Save or Save and Add Another.

Changing the Status of a Goal

At any time during the Intervention, you can change the status of a goal.

To change the status of a Goal:

1. Go to Student Management\Student Services\RI\ES.
2. Expand the student's record.
3. Expand the Student Intervention Detail area.
4. Expand an Intervention Record.

5. Expand the Progress Monitoring area.
6. Click Edit next to a Goal.
7. Select a new status in the Goal Status box.
8. Click Save.

Adding a Team Note

You can add team notes to any student's record to document dated information about a student associated to an RTI Team event. For example, you can use Team Notes to document the type of meetings held or the outcome of meetings held about a student of concern. Team Notes are not specific to an Intervention.

To add a Team Note:

1. Go to Student Management\Student Services\RI\ES.
2. Expand the student's record.
3. In the Team Notes area, click Add Note.
4. In the Date Created box, enter the date of the note.
5. In the Team Notes box, enter the note.
6. Click Save.

Monitoring Interventions

Once you assign Interventions to students, you can monitor the student's progress by tracking the data you collect through assessments and evaluations.

Adding Data Points to an Intervention

Data Points help you track a student's progress in an Intervention and can range from number of absences to test scores, depending on the Intervention assigned to the student. You can add Data Points to a student's Intervention manually, or have them added automatically from the Gradebook.

Manually Adding Data Points

You can manually add Data Points to track a student's progress in an Intervention.

To manually add Data Points:

1. Go to Student Management\Student Services\RI\ES.
2. Expand the student's record.
3. Expand the Student Intervention Detail area.
4. Expand an Intervention Record.
5. Expand the Progress Monitoring area.
6. Click AP next to a Goal.
7. Configure the Maintain Intervention Data Point Detail screen (Figure 20).
Table 14 describes the options on this screen.
8. Click Save or Save and Add Another.

Figure 20 - Maintain Intervention Data Point Detail screen

Option	Description
Student	Name of the student.
Date	Date of the Data Point.
Goal	Goal of the Intervention.
Score	Numeric value of the Data Point. For example, if the goal is to decrease the number of tardies each week and the student had four tardies this week, type "4" in the Score box.
Target Value	Numeric value of the target. For example, if the goal is to decrease the number of tardies each week and the student's target for this week is two or fewer, type "2" in the Target Value box.
Entered By	Person recording the Data Point.
Notes	Additional information about this Data Point.
Display this Data Point on Graphs	Allows this Data Point to appear on graphs. To learn more about running Progress Monitoring graphs, see " Graphing Data Points on an Intervention " (page 46).

Table 14 - Maintain Intervention Data Point Detail options

Adding Data Points from Gradebook

You can add Progress Monitoring Data Points from Standards Gradebook Event grades and Secondary Gradebook Assignment grades.

To learn more about adding Data Points from Gradebook, see "[Managing Interventions](#)" (page 66) in "[Appendix A - RTI in Educator Access Plus.](#)"

Adding Data Points from the Test Scores Module

You can add Progress Monitoring Data Points from the Test Scores module. You must first configure a Test Name to link with RTI, and then link the test scores to RTI Data Points.

Configuring a Test Name to Link with RTI

The first step in adding Progress Monitoring Data Points from the Test Scores module is to configure a Test Name to link with RTI.

To configure a Test Name to link with RTI:

1. Go to Student Management\Office\CA\TS Setup\CO\TN.
2. Select a Test Name and click Edit.
3. Select Link Test Scores to RTI Progress Monitoring.

Note	This option is only available if you also select Display this test in Educator Access Plus and Allow Score Update via Educator Access Plus on the Test Name Code Maintenance screen.
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4. Click Save.

Linking Test Scores to RTI Data Points

When you add test scores to a student's Test Record, you can link it to an Intervention so that it automatically appears as a Data Point.

Note Teachers can also link test scores as Progress Monitoring Data Points when they enter them through Educator Access Plus. To learn more about this, see "[Sending Test Scores as Intervention Data Points](#)" (page 68).

To link test scores to RTI Data Points:

1. Go to Student Management\Students\ST\PR.
2. Click the Test Scores tab.
3. Expand a Test Record.
4. Expand the Sections area.
5. Click Edit next to a section.
6. In the Student Intervention box, select an Intervention to link to.

Note This option only appears if you selected a Test that allows linking to RTI and the student you're working on has an active Intervention.

7. Select the check box next to each entered score you wish to automatically create as a Progress Monitoring Data Point for the selected Intervention.
8. Click Save.

Viewing Data Points on an Intervention

Once you enter Data Points, you can view them from the Progress Monitoring area of the Intervention.

To view Data Points on an Intervention:

1. Go to Student Management\Student Services\RI\ES.
2. Expand the student's record.
3. Expand the Student Intervention Detail area.
4. Expand an Intervention Record.
5. Expand the Progress Monitoring area.
6. Do one of the following:
 - Expand a Goal.
 - Click VP next to a Goal.

Graphing Data Points on an Intervention

Once you enter Data Points, you can also create a graph to illustrate the progress the student has made in the Intervention.

To graph Data Points on an Intervention:

1. Go to Student Management\Student Services\RI\ES.
2. Expand the student's record.
3. Expand the Student Intervention Detail area.
4. Expand an Intervention Record.
5. Expand the Progress Monitoring area.
6. Click Graph next to a Goal.

7. In **Graph Type**, select the graph you want to generate. Table 15 describes each Graph Type.
8. Configure the other options on the **Student Intervention Progress** template.
9. Do one of the following:
 - Click **Create Graph** to view the graph based on the options defined. When you return to the **Student Intervention Progress** screen, your configuration options return to the default values.
 - Click **Save and Graph** to view the graph based on the options you defined. When you return to the **Student Intervention Progress** screen your configuration values are saved on the screen.

Graph Type	Description
Performance Over Time	Shows the student’s scores over time.
Difference Over Time	Shows the difference between the student’s scores and the target values over time.
Student Progress Comparison	Shows a comparison between the student’s most recent score and the average most recent score of a defined cohort of other students.

Table 15 - Available Graph Types

Ending Interventions

When a student has finished the assigned Intervention, you must end the Intervention. There are three methods that you can use to end Interventions. This section explains each method.

Closing an Intervention

You can close an Intervention when the student has completed it.

To close an Intervention:

1. Go to Student Management\Student Services\RI\ES.
2. Expand the student's record.
3. Expand the Student Intervention Detail area.
4. Click Edit next to an Intervention.
5. In the End Date box, enter the completion date of the Intervention.
6. In the Status box, select Closed.
7. In the Results box, enter the outcome. To learn more about Results Codes, see "[Result Codes](#)" (page 59).
8. In the Status Change Reason box, select a reason for the completion.
9. (Optional) Enter a detailed explanation in the Reason Comment box.
10. Click Save.

Performing a Status Change

You can perform a Status Change on an Intervention if you want to close it and assign a new Intervention to the student.

To perform a Status Change:

1. Go to Student Management\Student Services\RI\ES.
2. Expand the student's record.
3. Expand the Student Intervention Detail area.
4. Click SC next to an Intervention.
5. In the Results box, enter the outcome. To learn more about Results Codes, see "[Result Codes](#)" (page 59).
6. In the Status Change Reason box, select a reason for the completion. To learn more about Status Change Codes, see "[Status Change Reason Codes](#)" (page 60).
7. (Optional) Enter a detailed explanation in the Reason Comment box.
8. In the New Intervention Details area, configure the new Intervention. To learn more about assigning an Intervention, see "[Assigning Interventions to Individual Students](#)" (page 31).
9. Click Save.

Deleting an Intervention

If you assigned an Intervention to a student in error, you can delete it.

To delete an Intervention:

1. Go to Student Management\Student Services\RI\ES.
2. Expand the student's record.
3. Expand the Student Intervention Detail area.
4. Click Delete next to an Intervention.

Evaluating Interventions

It is important to enter a Results Code when you end an Intervention. This code is used to run analysis on the effectiveness of your Interventions. You can evaluate your Interventions using the Intervention Result Analysis Graph or the Intervention Comparison Report.

To learn how to end an Intervention, see "[Closing an Intervention](#)" (page 48). To learn about the Intervention Result Analysis Graph and the Intervention Comparison Report, see "[Running Reports and Graphs](#)" (page 51).

Running Reports and Graphs

This section describes the reports and graphs that are available in the RTI module.

To run RTI Reports and Graphs:

- Go to one of the following:
 - Student Management\Student Services\RI\RE.
 - Student Management\Student Services\RI\GR.

Intervention Comparison Report

The Intervention Comparison Report shows a comparison of the Results achieved by students in a defined cohort group (such as Grade Level, Gender, Race, and Homeroom). Typically, this report is used to evaluate the effectiveness of an Intervention or a group of Interventions.

Student Intervention Report

The Student Intervention Report shows a list of students and their assigned Interventions, including Notes, student Strengths and Weakness, and Instructional Strategies.

Student Referral Report

The Student Referral Report shows the details of each RTI referral submitted, including Custom Forms associated with the Referral.

Student Response to Intervention Plans

The Student Response to Intervention Plans Report combines all data from the RTI module on a specific student, including their Watch List Identification data, Referral data, Intervention data, and Team Notes.

Intervention Result Analysis Graph

The Intervention Result Analysis Graph shows a comparison graph of the Results achieved by students in a defined cohort group. Typically, this graph is used to evaluate the effectiveness of an Intervention or a group of Interventions.

Running Utilities

This section describes the utilities that are available in the RTI module.

To run RTI Utilities:

- Go to Student Management\Student Services\RI Setup\UT.

Clone Referral Configuration

The Clone Referral Configuration Utility clones the set of referral questions from one Entity to another Entity or a group of Entities. To learn more about referral questions, see "[Creating Referral Questions](#)" (page 28).

Generate Student Watch List

The Generate Student Watch List Utility collects data and identifies students who are at risk of not graduating on time, based on your defined criteria. To learn more about running the Generate Student Watch List Utility, see "[Generating the Watch List](#)" (page 21).

Mass Delete Student RTI Records

The Mass Delete Student RTI Records Utility deletes Watch List, Intervention, Referral, and/or Watch List Master Records.

Mass End Interventions

The Mass End Interventions Utility closes Intervention Records for a defined cohort group. To learn more about ending Interventions, see "[Ending Interventions](#)" (page 48).

Configuring Response to Intervention

Configuring the Response to Intervention module involves setting configuration options and creating Teams, Codes, and Interventions. This section explains each topic.

Setting RTI Configuration Options

Setting RTI configuration options allows you to control the number of tiers your district uses to categorize Interventions. It also allows you to set your district's preferences on some general RTI options.

To set RTI configuration options:

1. Go to Student Management\Student Services\RI Setup\CF\IC.
2. Configure the **Intervention Configuration** screen (Figure 21). Table 16 describes the options on this screen.
3. Click Save.

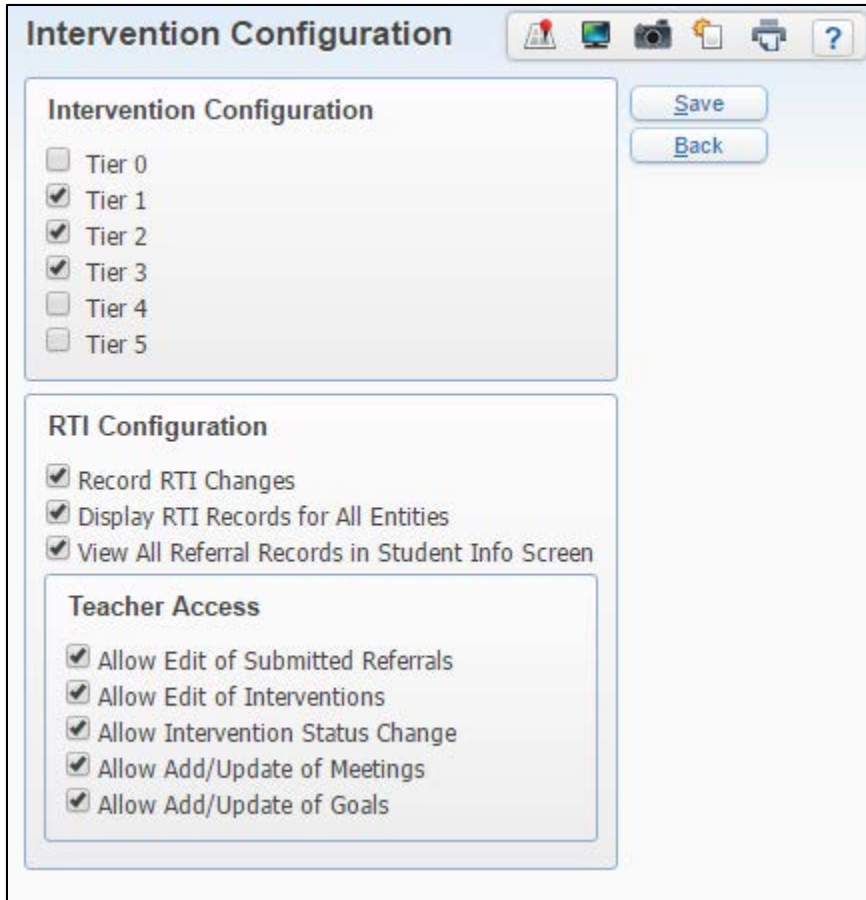


Figure 21 - Intervention Configuration screen

AREA	PURPOSE OF AREA
Intervention Configuration	Allows you to identify the tiers used to categorize Interventions.
Options in this Area	Description of Options
Tier 0 to Tier 5	Allows you to select the tiers you want to use. Tiers are used to categorize levels of intervention based on student needs.

AREA	PURPOSE OF AREA
RTI Configuration	General RTI preferences.
Options in this Area	Description of Options
Record RTI Changes	Keeps a log of changes in Referrals and Interventions. Causes a History hyperlink to appear next to each Referral and Intervention.
Display RTI Records for All Entities	Shows RTI Records for a student even if it was from another Entity.
View All Referral Records in Student Info Screen	Allows teachers to view all referrals submitted on a student. Otherwise, users can only see referrals they personally submitted.
AREA	PURPOSE OF AREA
Teacher Access	RTI Preferences in Educator Access Plus.
Options in this Area	Description of Options
Allow Edit of Submitted Referrals	Teachers can edit referrals that have already been submitted.
Allow Edit of Interventions	Teachers can edit Interventions.
Allow Intervention Status Change	Teachers can perform a Status Change on an Intervention.
Allow Add/Update of Meetings	Teachers can add and modify meetings.
Allow Add/Update of Goals	Teachers can add and modify goals.

Table 16 - Intervention Configuration options

Creating a Team

Teams specify the stakeholders of each Identification criterion. Teams help you track which staff members should be involved with students identified as at risk under each Identification criterion. For example, staff members involved with a Discipline Offenses Identification criterion may be the principal, the discipline officer, teachers, and the counselor. Once you submit a Team Referral for a student, you can assign a Team to review the referral.

Adding a Team

To create a Team, you must add the Team and associate the Criteria Codes the Team is responsible for monitoring.

To add a Team:

1. Go to Student Management\Student Services\RI\TM.
2. Click Add.
3. In the Code box, type a code for the Team.
4. In the Description box, type a description for the Team.
5. Click Identification Criteria to select the risk factors that this team handles.
6. Click Save.

Assigning Staff Members to a Team

Once you associate the Team with Identification Criteria, you can assign staff members to the Team.

To assign staff members to a Team:

1. Go to Student Management\Student Services\RI\TM.
2. Expand a Team Record.
3. Click Add Assigned Staff.

4. In the Staff Member box, select a staff member for this Team.

Note If this staff member is the first staff member assigned, the Primary Staff Member check box is automatically selected. You can assign subsequent staff members to the Team, but you can only set one staff member as Primary.

5. Select the code from the Available Criteria Codes list that this team member handles, and click Add Code to move it to the list of Selected Criteria Codes.

Note Only Identification Criteria you selected for the Team are available for selection here.

6. Once you list all appropriate Criteria Codes in the Selected Criteria Codes box, click Save.
7. Repeat steps 3 through 6 to assign additional staff members.

Adding Codes

Several codes are required when you implement the RTI module. Each code is described in this section.

Assessment Tool Codes

Assessment Tool Codes represent the tool used to assess or evaluate a student's progress in an Intervention.

To add Assessment Tool Codes:

- Go to Student Management\Student Services\RI Setup\CO\AT.

Criteria Group Codes

Criteria Groups are used to categorize Interventions. For example, you might create a Criteria Group of Secondary and a Criteria Group of Elementary to distinguish between the Interventions used for different age groups.

To add Criteria Group Codes:

- Go to Student Management\Student Services\RI Setup\CO\CG.

Intervention Area Codes

Intervention Areas are also used to categorize Interventions, but are more granular than Criteria Groups. For example, in the "Secondary" Criteria Group, your district may have Intervention Areas of Academic, Attendance, and Behavioral.

To add Intervention Area Codes:

1. Go to Student Management\Student Services\RI Setup\CO\CG.
2. Expand a Criteria Group.
3. Click Add Intervention Area.
4. In the Code box, type a three-character code for the Intervention Area.
5. In the Description box, type a description for the Intervention Area.
6. Click Save.

Duration Codes

Duration Codes represent a length of time during which a student is assigned to a task within an Intervention. Examples of Duration Codes include 30 minutes, 60 minutes, and 90 minutes.

To add Duration Codes:

- Go to Student Management\Student Services\RI Setup\CO\DC.

Frequency Codes

Frequency Codes identify how often an Intervention or the monitoring of a student for an assigned Intervention occurs. Examples of Frequency Codes include Daily, Weekly, and Monthly.

To add Frequency Codes:

- Go to Student Management\Student Services\RI Setup\CO\IF.

Goal Codes

Intervention Goals set a benchmark for a student when you assign the student an Intervention. Examples of Goal Codes include Raise Test Scores, Raise GPA, and Decrease Absences.

To add Goal Codes:

- Go to Student Management\Student Services\RI Setup\CO\IG.

Intervention Codes

Once you specify the Tiers your district uses to categorize Interventions, and you create the codes associated with Interventions, you're ready to create individual Intervention Codes.

To add Intervention Codes:

1. Go to Student Management\Student Services\RI Setup\CO\IC.
2. Click Add.
3. In the Code box, enter a code for the Intervention.
4. In the Description box, type a short description for the Intervention.
5. In the Criteria Group box, select the Criteria Group to which the Intervention belongs.

Tip To add an Intervention to more than one Criteria Group, press the Ctrl key on your keyboard and select additional Criteria Groups.

6. Select the check box next to the appropriate Tier(s) for the Intervention.
7. If the Intervention is designed for specific Entities, click **Entity** and select the appropriate Entities. Otherwise, the Intervention is available to all Entities.
8. (Optional) In the Explanation box, type an explanation or description of the Intervention.
9. Click Save.

Result Codes

Intervention Results represent the outcome of the Intervention. Examples of Result Codes include Improvement, Regression, and No Change.

To add Result Codes:

- Go to Student Management\Student Services\RI Setup\CO\IR.

Score Codes

Score Codes are used for Data Points in an Intervention's Progress Monitoring and also to set Target values. To use the graphing feature of the module, you must define Score Codes as numeric values.

To add Score Codes:

- Go to Student Management\Student Services\RI Setup\CO\IS.

Status Change Reason Codes

Status Change Reason Codes represent the reason for a change in status in a student's intervention.

To add Status Change Reason Codes:

- Go to Student Management\Student Services\RI Setup\CO\IS.

Watch List Identification Codes

Watch List Identification Codes are used to configure criteria that identifies students as at risk. To learn more about Watch List Identification Codes, see "[Creating Watch List Identification Codes](#)" (page 4).

Using Custom Forms

You can add Custom Forms to Referrals and Interventions and use these forms to collect additional information.

Creating a Custom Form

To use Custom Forms in RTI, you must first create a Custom Form either for Interventions or for Referrals.

To create a Custom Form:

1. Go to Student Management\Student Services\RI Setup\CF\SU.
2. Click Switch System.
3. Select Custom RTI Intervention or Custom RTI Referral based on the type of Custom Form you want to create.
4. To learn more about creating Custom Forms, see the *WSIPC Guide to Custom Forms in Student Management*.

Linking a Custom Form to an Intervention

Once you create an Intervention Custom Form, you can link it to an Intervention.

To link a Custom Form to an Intervention:

1. Go to Student Management\Student Services\RI Setup\CF\SU.
2. Click Switch System.
3. Select Custom RTI Intervention.
4. Expand the Custom Form Record.
5. Click Add Area or Intervention Code.

6. Select a Criteria Group, Area, Intervention, and/or Tiers.
7. If you want the Custom Form to appear in Family Access, select Display in Family Access.
8. Click Save.

Linking a Custom Form to a Referral

Once you create a Referral Custom Form, you can link it to a Referral.

To link a Custom Form to a Referral:

1. Go to Student Management\Student Services\RI Setup\CF\SU.
2. Click Switch System.
3. Select Custom RTI Referral.
4. Expand the Custom Form Record.
5. Click Add Criteria Type and Group Codes.
6. Select a Criteria Type and Criteria Group.

Note The Custom Form only appears if the teacher selects the matching Criteria Type and Group when entering a Referral.

7. If you want the Custom Form to appear in Family Access, select Display in Family Access.
8. Click Save.

Appendix A - RTI in Educator Access Plus

When you set up RTI configuration options, you can give teachers access to view, add, modify, and delete RTI information through Educator Access Plus. Teachers can also submit Referrals through Educator Access Plus.

To learn how to set up RTI configuration options, see "[Setting RTI Configuration Options](#)" (page 53).

Viewing RTI Information

Teachers who are granted security access can view RTI information, including Watch List, Intervention, and Referral information through Educator Access Plus for their students.

To view RTI Information:

1. Go to Educator Access Plus\Teacher Access\MS.
2. Select a Student Record, and click Select.
3. Click RTI Information.

Submitting Referrals

Teachers can submit referrals on their students to be considered for RTI.

To submit a Referral:

1. Go to Educator Access Plus\Teacher Access\MS.
2. Select a Student Record, and click Select.
3. Click RTI Information.
4. Click Add Referral.

5. Configure the Team Referral Maintenance screen (Figure 22). Table 17 describes the options on this screen.
6. Do one of the following:
 - To send the referral, click Submit.
 - To save the referral without sending it, click Save as WIP.

Figure 22 - Team Referral Maintenance screen

Option	Description
Student	Name of the student. This field is not editable.
Grade	Grade level of the student. This field is not editable.
Entity	Entity of the student. This field is not editable.

Option	Description
Referral Date	Date of the Referral.
Date Received	Date the Referral was received by the office.
Date Closed	Date the Referral was closed. This field is not editable when you create a Referral.
Criteria Type	Allows you to select a Criteria Type that best describes the Referral.
Criteria Group	Allows you to select a Criteria Group that best describes the Referral.
Referred By	Person submitting the Referral.
Assigned Team	Team assigned by the office. This field is not editable when you create a referral.
Questionnaire	Questions configured by your school district. Answer these questions.

Table 17 - Team Referral Maintenance screen options

Managing Referrals

Once a Referral has been created, teachers can add attachments, complete Custom Forms, as well as edit the Referral and look at the history of the Referral.

To manage Referrals:

1. Go to Educator Access Plus\Teacher Access\MS.
2. Select a Student Record, and click Select.
3. Click RTI Information.
4. Click one of the hyperlinks next to a Referral. Table 18 describes the function of each hyperlink.

Hyperlink	Description
E	Allows you to edit the Referral.
A	Allows you to manage attachments.
CF	Allows you to manage Custom Forms.
H	Displays a history of changes on the Referral.

Table 18 - Student Referral functions in Educator Access Plus

Managing Interventions

Teachers who are granted security access can add or modify Intervention information through Educator Access Plus for their students.

To manage Interventions:

1. Go to Educator Access Plus\Teacher Access\MS.
2. Select a Student Record, and click Select.
3. Click RTI Information.
4. Click one of the hyperlinks next to an Intervention. Table 19 describes the function of each hyperlink.

Hyperlink	Description
E or V	Allows you to edit or view the Intervention. Teachers can only edit interventions that they created. To learn more about modifying Interventions, see " Assigning Interventions to Individual Students " (page 31).
SC	Performs a Status Change. Teachers can only perform Status Changes on interventions they created. To learn more about Status Changes, see " Performing a Status Change " (page 49). This option is only available on Interventions with an Open status.

Hyperlink	Description
PM	Allows you to monitor the progress of Interventions by viewing, adding, deleting, and graphing Data Points. To learn more about Progress Monitoring, see " Monitoring Interventions " (page 42).
M	Allows you to manage meetings. To learn more about meetings, see " Adding Meetings to an Intervention " (page 36).
A	Allows you to manage attachments. To learn more about attachments, see " Adding Attachments to an Intervention " (page 38).
CF	Allows you to manage Custom Forms. To learn more about Custom Forms, see " Using Custom Forms " (page 61).
H	Displays a history of changes on the Intervention.

Table 19 - Student Intervention functions in Educator Access Plus

Sending Gradebook Assignment and Event Grades as Intervention Data Points

Teachers can use Assignment and Event grades from Gradebook as Progress Monitoring Data Points in an Intervention, if this feature is enabled in Gradebook Entity Setup. To learn more about enabling this feature, see "Gradebook Entity Setup Options" in the *WSIPC Guide to Secondary Gradebook Configuration* or "Gradebook Entity Setup" in the *WSIPC Guide to Standards Gradebook Configuration*.

To send Gradebook Assignment and Event Grades as Intervention Data Points:

1. Go to Educator Access Plus\Teacher Access\MG.
2. Select a Standards or Secondary Gradebook.
3. Click on the header of an Assignment or Event.
4. Click Edit.
5. Select Link to RTI goals as data points.

6. Select a Score Method.
7. Click Save.
8. Click Score Entry.
9. Click Link in the RTI column for a student.

Note This is only available for students who have an active Intervention.

10. Select an Intervention to transfer the grade to.
11. Click Save.

Sending Test Scores as Intervention Data Points

Teachers who are granted security access to enter test scores can also link these test scores to Progress Monitoring Data Points in an Intervention.

To send Test Scores as Intervention Data Points:

1. Go to Educator Access Plus\Teacher Access\MS.
2. Select a Student Record, and click Select.
3. Click Test Scores.
4. Select a Test and click Enter Scores.

Note This is only available for Tests that are configured for score entry through Educator Access Plus.

5. Select the check box next to each score to be transferred to RTI as a Progress Monitoring Data Point.
6. In the Link Test Scores to Student Intervention column, select an Intervention.
7. Click Save.

Appendix B - RTI in Family Access

You can give guardians access to view RTI information through Family Access (Student Management\Families\FM Setup\CF\EC).

Viewing RTI Information

If enabled, guardians can view RTI information, including Watch List, Intervention, and Referral information through Family Access for their students.

To view RTI Information:

- Go to Family Access\RTI Info.

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