

A young child with light-colored hair is shown in profile, blowing bubbles. The background is a soft, greenish-yellow color with many bubbles floating around. The child is wearing a blue and white striped shirt and a red bow tie. The overall mood is joyful and playful.

How Title I Fits Into the RtI Process

**Renee Palakovic, Chief
Cindy Rhoads, Regional
Coordinator**

Division of Federal Programs, PDE



What is Rtl?

- “an individualized, comprehensive assessment and intervention process, utilizing a problem-solving framework to identify and address student academic difficulties using effective, efficient, research-based instruction.” Great Schools, Inc. 2006
- The PDE has defined Rtl as...
 - A comprehensive, multi-tiered intervention strategy to enable early identification and intervention for students at academic or behavior risk.
 - Allows educators to identify and address academic and behavioral difficulties prior to student failure.



What Rtl is...and is NOT!

Rtl is a(n):

- General education led effort implemented within the General Education system, coordinated with all other services including special education, Title I, ESL, Migrant Education, etc.
- System to provide instructional intervention immediately up student need
- Alternative approach to the diagnosis of Specific Learning Disability.
- Process that determines if the child responds to scientific RB intervention as part of the evaluation procedures

Rtl is NOT a(n):

- Pre-referral system
- Individual teacher
- Classroom
- Special education program
- Added period of reading instruction
- Separate, stand-alone initiative



Understanding the Tiers

- Tier 1: Benchmark
 - School-wide (not Title I SWP) interventions available to **ALL** students including standards-aligned concepts and competencies, and instruction.
- Tier 2: Strategic
 - Academic and behavioral strategies, methodologies and practices designed **for students not making expected progress** in the standards-aligned system. These students are at risk for academic failure.
- Tier 3: Intensive Interventions
 - Academic and behavioral strategies, methodologies and practices designed **for students significantly lagging behind established grade-level benchmarks** in the standards-aligned system.



How Title I Fits Into the RtI Process—In a SWP Building

- Greater Flexibility in a Title I SWP Building
 - Use of Funds
 - Students Served
 - Use of Staff
- RtI **MUST** be incorporated into schoolwide plans



How Title I Fits Into the Rtl Process—In a TA Building

- Title I program and rules stay the same—Supplemental Services
- Rtl—Clearly Defined
 - Core Program
 - Universal Screening to be Used
 - Interventions Available at Each Tier
 - Student Eligibility for Title I
 - Exit Criteria
- Title I Funds—Tier 2 and 3



Sample Rtl/Title I Collaborative Process

Steps	Standard Rtl Model	Title I Involvement
1	Collect and analyze data from multiple sources.	Data is collected on all students. Classroom teachers, special education staff and Title I teachers all work together to screen students in multiple settings.
2	Define the problem using objective, measurable terms.	All school staff meet to discuss the problem.
3	Determine current status and performance gap based on grade-level expectations.	Using data, determine what performance gap exist and which students are eligible for Title I, based on selection criteria established by the LEA.



Sample Rtl/Title I Collaborative Process

Steps	Standard Rtl Model	Title I Involvement
4	Create goals based on grade-level expectations.	Principals, classroom teachers, Title I teachers, and special education staff all meet and work together to set goal for performance expectations.
5	Design intervention plan, apply scientifically based instruction.	All staff work together to formulate a plan on what strategies and instruction will occur in the classroom and which will occur with Title I teachers during the additional time they spend with students, whether using the in-class or pullout method.
6	Implement instruction over a reasonable period of time.	Classroom teachers implement interventions in the classroom. Title I teachers implement interventions during the time they spend with students. <u>All</u> students should receive primary instruction from the classroom teachers, and <u>some</u> may have a need for additional, supplemental instruction from Title I staff.



Sample Rtl/Title I Collaborative Process

Steps	Standard Rtl Model	Title I Involvement
7	Frequent progress monitoring and data collection	All staff work together to frequently monitor student progress and collect data.
8	Evaluate data and determine progress toward meeting grade-level expectations.	All school staff meet to evaluate school results as a whole. Classroom teachers, Title I, and special education staff meet to evaluate student performance by grade level.
9	Make decisions based on data to continue, fade out, discontinue or seem more intense interventions.	Staff meet as a whole and in small groups to determine future actions.



Title I/Rtl Key Points

- Title I teachers should collaborate with special education and classroom teachers to develop the needs assessment and evaluate individual students.
- Title I teachers should participate in planning of classroom instruction and interventions.
- Title I teachers should ensure that Title I students receive primary instruction and interventions from the classroom teachers, and appropriate supplemental instruction from the Title I teachers.
- All teachers should collaborate to assess student progress, review test data, and adjust instruction as necessary.



Keep In-Class Instruction “Incidental”

- Targeted Assistance Title I programs must make sure their services stay focused on Title I students – even in an in-class setting.
- Title I services may be provided to non-Title I students only if the teacher can ensure that:
 - The services are designed to meet the special educational needs of children who are failing, or most at risk of failing, to meet the state’s academic achievement standards and are focused on those children.
 - The “amount, duration and quality” of services provided to Title I children does not decrease, the cost of providing the services does not increase, and the delivery method does not result in fewer eligible students being served.

(1996 USDE Guidance)