

Sample Response to Intervention (RTI)/Title I Collaborative Process

RTI is the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying child response data to important educational decisions. RTI should be applied to decisions in general, remedial and special education, creating a well-integrated system of instruction/intervention guided by child outcome data.

	Standard RTI Model	Title I Involvement
Step 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.
Step 2	Define the problem, using objective, measurable terms.	All school staff meets to define the problem.
Step 3	Determine current status and performance gap based on grade level expectations.	Using data, determine what performance gaps exist and which students are eligible for Title I, based on selection criteria.
Step 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 goals for performance expectations.
Step 5	Design intervention plan, apply scientifically based instruction.	All staff meet and work together to formulate a plan on what strategies and instruction will occur in the classroom and what strategies and instruction will occur with Title I teachers during the additional time they spend with students whether using the in-class or pull-out method. Strategies and instruction must be based on scientifically based research. Resources are shared among all staff.
Step 6	Implement intervention 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. These interventions can be done using the in-class model of instruction or the pull out model. All students should receive primary instruction from the classroom teacher and some may have a need for additional, supplemental instruction from Title I staff.
Step 7	Frequent progress monitoring and data collection.	All staff work together to frequently monitor student progress and collect data.
Step 8	Evaluate data and determine progress toward meeting grade level expectations.	All school staff meet together to evaluate school results as a whole. Classroom teachers, Title I, and Special Education staff meet to evaluate student performance by grade level.
Step 9	Make decisions based on data to continue, fade out, discontinue or seek more intense interventions.	Staff meet as a whole and in small groups to determine future actions.

*Title I teachers can easily participate in the Response to Intervention process. Caution simply needs to be taken on Step 6 to ensure that Title I students in a targeted assistance school get additional services instead of replacement services.