North Dakota Department of Public Instruction
Dr. Wayne G. Sanstead, State Superintendent
600 E. Boulevard Avenue, Dept. 201
Bismarck, ND 58505-0440

RTI and Title I
Working Together in Tier II

A Contracted Project Sponsored by
The State Title I Office

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The North Dakota Department of Public Instruction, Title I office, contracted with one of our school support team members, Tanya Lunde Neumiller, to create this resource for Title I teachers.

Use of this resource is optional. It is one tool that North Dakota educators can use to coordinate Title I and RTI programming.

This RTI and Title I idea book can also be accessed at www.dpi.state.nd.us/title1/response.shtm on the Title I website.

If you have any questions or comments, please contact the state Title I office at 1-888-605-1951.

Understanding How RTI "Fits In"

Professional Learning Communities (PLCs)	▪ RTI can and SHOULD be part of a school that is operating as a "Professional Learning Community" ▪ Both ask (and answer) the question, "What do we do when students don't learn?"
Collaboration	▪ Requires all programs at the school to WORK TOGETHER ▪ Is a school wide, not a special education, process
Differentiated Instruction	▪ Teachers use differentiated instruction to meet needs of all learners at all levels--Tier I, II and III
Reading First	▪ Operates in harmony with Reading First and many other research-based programs o Data to guide instruction o Research-based instruction o Research based interventions o Ongoing use of assessments
Supplemental Computer Programs	▪ Different Tiers of instruction (interventions) can utilize computer-based supplementary instruction (not solely)
Data-Based Decision Making	▪ Requires extensive use of ongoing data (data based instruction) ▪ Data used for... o universal screening o guiding classroom instruction o identifying interventions o progress monitoring
Formative Assessments	▪ Formative assessments are used by classroom teachers to measure if students are meeting grade level proficiency

Standards and Curriculum	▪ Standards are set for grade level (proficiency levels, power standards, essential learnings, etc.) ▪ Curriculum is research-based and designed to meet grade level standards
No Child Left Behind, Adequate Yearly Progress and NCA/State School Improvement	▪ Aims at 100% proficiency of ALL students at the school (NCLB, school improvement initiatives) ▪ It is a process that will help you meet your goals of raising student achievement ▪ Focuses on data-based decision making
Targeted Assistance and Schoolwide Title I programs	▪ Title I could serve as Tier II or Tier III in a targeted assistance school ▪ A schoolwide program could write its schoolwide plan using RTI as a predominant, guiding process for raising the achievement of ALL students at the school

Getting Ready for RTI

Training/Understanding Needed	Ideas for Developing Understanding...
✓ An understanding of RTI and what it requires (and that it works!)	• Introduction to all staff on what it is, what it isn't, what it means, AND how research demonstrates a positive impact on student achievement
✓ A commitment from staff	• Build understanding at the appropriate pace • Don't go forward without some agreement-- if it is not there, continue to build background knowledge of teachers
✓ A spirit of collaboration among staff	• Professional Learning Communities (PLCs)? or other working groups
✓ Professional development for all teachers in SBRR and research-based programs and interventions	• Florida Center for Reading Research • Research of vendors, programs, etc.
✓ Identification of proficiency at each grade level and/or content area (	• Can be part of PLC process • Aligns to concepts of "Power Standards" or "Essential Learnings"
✓ Training in differentiated instruction	• Local trainings, speakers, book studies, practice and feedback
✓ Identification of screening and progress monitoring data tools	• www.nrcld.org • Florida Center for Reading Research
Training in creating and utilizing formative assessments	• PLC

OUR SCHOOL WANTS TO IMPLEMENT AN RTI PROCESS. WHAT ARE MY ROLES/RESPONSIBILITIES?

Principal

- Become informed regarding RTI research and its positive impact on student performance-- you must be an informed advocate.
- Understand that it involves ALL teachers.
- Understand that, if implemented as intended, it is not an additional program but a way of changing how current programs operate-- collaboration!
- Recognize that you must be involved and lead the way.
- Support special educators by getting informed and involved in the beginning.
- Attend RTI meetings.
- Provide professional development for teachers.
  - Classroom teachers-- effective instructional practices, in class interventions.
  - Title I teachers-- research-based interventions, progress monitoring.
- Meld initiatives together as one model for raising academic achievement.
- Make sure that parent communication is part of the RTI process.

Classroom Teacher/Tier I Responsibilities

- Identify specific standards of proficiency or grade level expectations for students.
- Provide students with research-based teaching practices that are aimed at helping all students reach proficiency or grade level expectations.
- Use formative assessment data regularly to measure if students are meeting grade level expectations.
- Provide small group instruction (interventions) to students who are not meeting proficiency (or grade level expectations).
- Make sure that interventions align to data
- Document interventions.
- Meet regularly with Tier II providers and other grade level teachers.

Title I Teachers/Reading Specialists

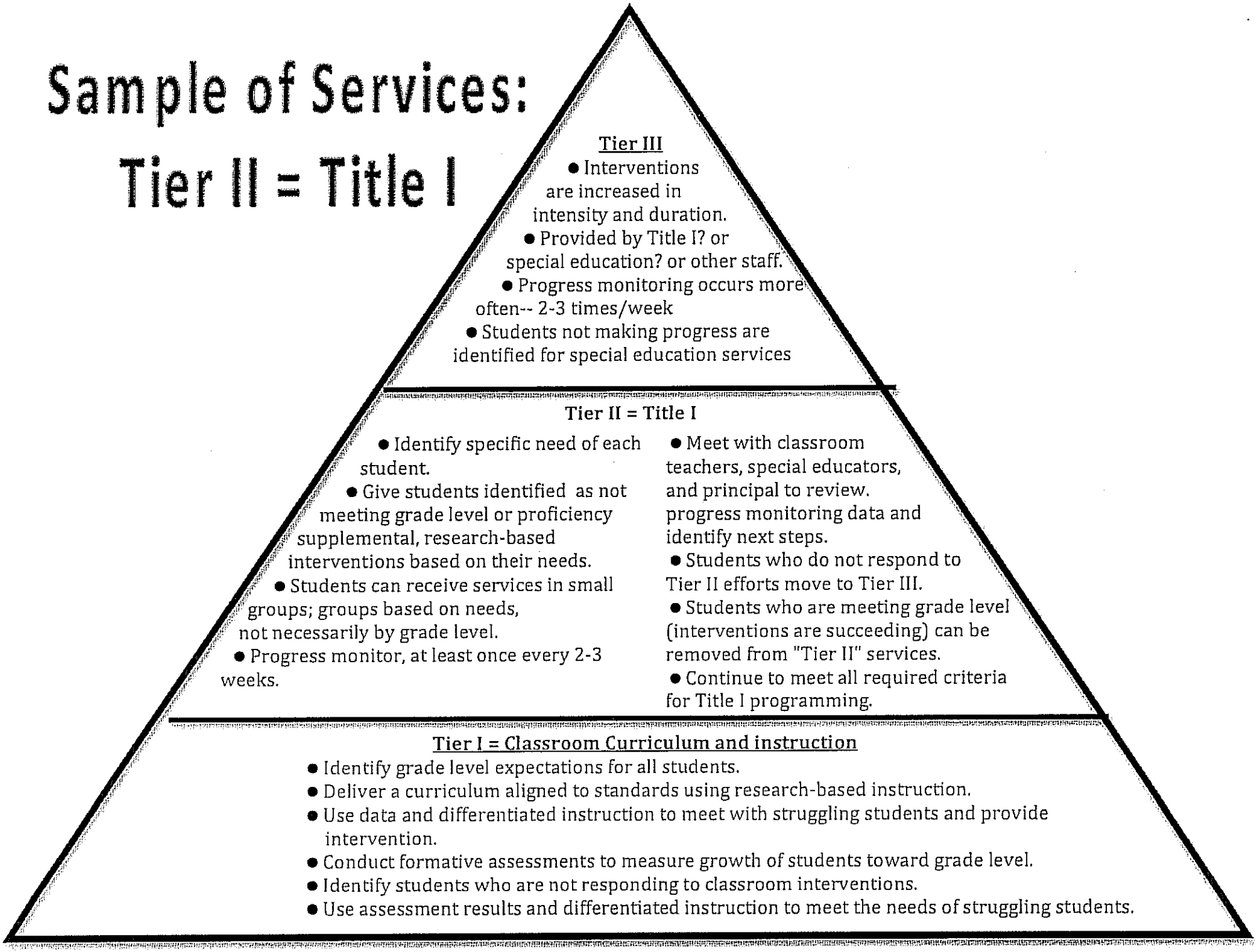
- Identify specific student needs for students at Tier II.
- Be knowledgeable and able to provide students with research-based interventions for various reading/math problems.
- Progress Monitoring 2-3 times a month
- Meet with classroom teachers bi-weekly to review student performance.
- If you are a Title I targeted assistance teacher, make sure that you continue to meet requirements for targeted assistance Title I programs.

Special Education Teachers

- Support teachers in implementation of Tier I-- possibly provide in classroom support.
- Assist with progress monitoring in Tier II.
- Stay informed regarding research-based interventions and spread the word.
- Provide Tier III interventions.
- Meet with classroom teachers and Tier II interventionists to review progress monitoring data and identify next steps for students.

Sample of Services:

Tier II = Title I



How can Tier II = Title I?

Requirements that need to be met:

TITLE I STUDENT SELECTION AND RTI UNIVERSAL SCREENING:

- ❒ Students identified for Title I services are required to meet student selection criteria.
- ❒ If Title I is going to serve as the medium for applying interventions at the Tier II level, then the universal screening data that is used for RTI purposes must clearly outline what signifies that a student is in need of Title I services.
- ❒ Any student receiving Title I services MUST meet clearly outlined criteria based on multiple educationally-related assessments.
- ❒ Students will NOT be allowed to enter Tier II/Title I without meeting these criteria.

Delivery of Title I Services (Tier II)

- ❒ Once a student has been identified for Tier II/Title I services, the Title I teacher can be responsible for delivering needed interventions and administering weekly progress monitoring—i.e., delivering Tier II services.
- ❒ Progress monitoring results can be used to meet the Title I regulations for progress reporting to parents. These results would need to be documented by the Title I teacher and communicated to parents and teachers.

Exiting Tier II and/or Identifying New Students During the School Year

- ❒ One important concept behind RTI is the fluidity of services—students must be able to exit Tier II instruction when they have reached grade level AND, as the school year progresses, students who are identified as needing interventions must be able to receive Tier II services, even if it is in the middle of the school year! This IS allowable in the Title I program, but schools would need to have a very specifically outlined process for allowing this fluidity.
  - o Design a clear form that documents when Title I interventions have been successful and a student is no longer in need of Title I services.
  - o Plan to conduct universal screening data 3-4 times during the school year. If a new student is identified as in need of Title I services, they MUST meet student selection criteria. Make sure that this new identification is clearly documented based on universal screening data.

Parent Communication

- ❒ Remember that ALL the requirements for Title I Parent Involvement must still be met.

CHECKLIST FOR TIER II= TITLE I:

TO MAKE SURE THAT YOUR TITLE I PROGRAM MEETS REQUIRED TITLE I COMPONENTS, REVIEW THE QUESTIONS ON THIS CHECKLIST.

Do we...

- ☐ Have **specific outlined criteria**, based on our universal screening process, that allow for identification for Title I services?

- ☐ Allow **only students who meet the above criteria** to receive interventions?

- ☐ **Set aside time** for delivery of specific interventions to these Tier II/ Title I students?

- ☐ Have specific data chosen for **progress monitoring**? Do we share these results with parents (progress reports)?

- ☐ Have a **clear process for exiting a student from Tier II/Title I** when he/she is meeting grade level expectations?

- ☐ Have a **form that documents exit from Tier II/Title I services**?

- ☐ Upon ongoing screening (3-4 times per year), **allow only those students who have met the specific outlined criteria** to enter Tier II during the school year?

- ☐ Maintain all Title I requirements for **parent involvement.**

Documentation for Tier I (In class) Interventions

Intervention: _____

Students Receiving Intervention	Formative Assessment Results	Dates of Delivery of Intervention	Results of Intervention	Comments/ Next Steps

Student Selection Form

For Students Entering Tier II Interventions/Title I Targeted Assistance Programming_____

Results of the Universal Screening Process, conducted _____

Classroom Assessment Tool	Data Results

According to the above data results, has the student met the criteria required for intervention/Title I services?

- ☐ Yes
- ☐ No

Plan of Action_____

The following skills will be targeted for intervention to be delivered by the Title I reading specialist:

Skill	Progress Monitoring Tool

When will Tier II/Title I services occur?

When will Progress Monitoring Results be reviewed?

What will indicate grade level learning and possible exit from Tier II Interventions/Title I programming?

Tier II/Title I Progress Monitoring Report

Student Name: _____

Skill Targeted for Intervention: _____

Intervention Strategy	Date(s) Delivered

Progress Monitoring (Chart Results of Testing Below)

Score _____

Score _____

Score _____

Score _____

Score _____

Score _____

	Date	Date	Date	Date	Date	Date

Notes Regarding Progress Monitoring Results:

Based on Progress Monitoring Results, should student be considered for removal from Tier II/ Title I Services?

- ☐ Yes
- ☐ No

Based on progress monitoring results, should student be considered for entry into Tier III intervention status?

- ☐ Yes
- ☐ No

TIER II BI-WEEKLY MEETING AGENDA

Grade Level: _____

In attendance:

- ☐ Principal: _____
- ☐ Special Education Representative: _____
- ☐ Grade Level Teachers: _____
  _____
  _____
- ☐ Title I Teacher: _____

Step I-- Examining Current Students in Tier II

	Student 1 _____	Student 2 _____	Student 3 _____
Share/discuss specific progress monitoring results (graph and analyze)			
Classroom data: ■ Observations ■ Formative Assessments ■ Grades/Homework ■ End of Unit Tests ■ Other			
Summarize what's working and what's not			
Plan for continued service? ☐ -Cont. current ☐ -New interventions ☐ -Increased interventions (Tier III)			

Step II-- Follow up on students removed from interventions

- Classroom Teachers Report:

- Any specific actions based on reports?

Student Name	Action Taken	Specific Plans
	☐ No action necessary; continue monitoring in regular classroom ☐ Tier I Intervention ☐ Tier II	
	☐ No action necessary; continue monitoring in regular classroom ☐ Tier I Intervention ☐ Tier II	
	☐ No action necessary; continue monitoring in regular classroom ☐ Tier I Intervention ☐ Tier II	

Step III: Are there any new students that screening data or classroom data suggest are in need of intervention?

Student Name	Student Data	Intervention Needed? Record plans below

Next Meeting Date/Time: _____

Student Exit From Tier II/Title I Interventions

Student Name: _____ Date: _____

Student Selection Data That Entered Student Into Program:

Date of Data Review: _____

Data Results:

Data Source	Score

Current Status of Student

Assessment Used: _____

Progress Monitoring Results:

Explain Progress of Student

Does Title I Teacher Recommend Student Exit from Tier II/Title I Services?

☐ Yes
☐ No

_____ Signature of Title I Teacher _____ Date

Does Classroom Teacher Recommend Student Exit from Tier II/Title I Services?

☐ Yes
☐ No

_____ Signature of Classroom Teacher _____ Date

Parent, Please sign below of you agree that your child has shown progress and should be exited from Tier II/Title I services.

_____ Parent Signature _____ Date