

## FAST FACTS

### **Title I Participation in a Response to Intervention Model**

#### **What is Response to Intervention (RTI)?**

RTI refers to a comprehensive student-centered assessment and intervention concept that has generated several models used in schools. RTI models focus on identifying and addressing student's difficulties by using effective, efficient instruction leading to improved achievement. For a sample of how a typical RTI model looks, refer to additional handouts on the department's website at [www.dpi.state.nd.us/title1/index.shtm](http://www.dpi.state.nd.us/title1/index.shtm).

#### **How Can Title I Be Involved?**

The key component in answering this question is whether the school is targeted assistance or schoolwide. The Title I regulations vary dramatically for each of these two models.

**Schoolwide Programs** – In a Title I schoolwide program, all resources, services, and personnel are blended to have a cohesive program that upgrades the educational opportunities for all students throughout the school. Therefore, if the school adopts a RTI methodology, then obviously Title I would be an integral part of the process. Any activity would be allowable as long as it is addressed in the Title I schoolwide plan.

**Targeted Assistance Programs** – Staff in a targeted assistance program are encouraged to collaborate whenever possible in the RTI process, however, certain regulations must be adhered to. In a targeted assistance program:

- Title I teachers target identified Title I students whose parents have given permission to participate in the program.
- Title I students must receive primary instruction from the classroom teacher as well as additional/supplemental instruction from Title I teachers.
- Title I services shouldn't replace classroom instruction, but rather add more instruction time.
- Title I teachers can only teach whole classrooms or non-Title I students on an incidental or demonstration basis.

The following outlines opportune ways for Title I staff in a targeted assistance program to collaborate and participate in the RTI process:

- **Assessment** – All staff (regular ed, special ed, Title I) can work together collaboratively to screen students to pinpoint those who are struggling and are in need of additional services.
- **Share Resources** – Classroom, Title I, and special education resources can be shared to maximize the amount of materials, supplies, books, etc. available to assist students.
- **Co-sponsor Professional Development** – Schools can use a cost-share approach to bring in high quality professional development for all staff. Funds can be pooled to obtain professional development in using scientifically based research strategies and programs. Funds would need to be prorated so they are equitable to the Title I program.
- **Communicate/Joint Planning** – An effective RTI model is dependent on a strong instructional leader (i.e., building principal) who will facilitate and stress the importance in ongoing communication and joint planning opportunities.

One tremendous benefit of using the RTI model is that struggling readers are not only the responsibility of a resource specialist; rather, all teachers (classroom, special ed, Title I) draw upon their professional knowledge and skills to ensure that even the most struggling reader receives a quality instructional program that will help him/her succeed.

Additional related Title I Fast Facts to review that may provide insight on this issue include:

- Instructional Models of Service Delivery in Title I
- Purchasing Supplies, Materials, and Equipment with Title I Funds in a Targeted Assistance Program
- Supplement not Supplant – Regulation
- Title I Student Selection
- Serving Students with Disabilities, Those Who are Limited English Proficient, or Migrant in Title I Programs

If you have any questions regarding this issue, please contact the Division of Student Support & Innovation at (888) 605-1951.