

- **An easily understandable summary of the Response to Intervention process:**

RTI as it may be implemented in a particular school

Tier 1 (general education- usually representing 75-85% of all students)

In this school, all children start in Tier 1, which consists of a research-based core curriculum. All children are screened at this Tier to determine if they are responding appropriately to instruction **before** they experience any significant failure in comparison to their peers.

Tier 2 (early intervening services – usually representing 10-15% of all students)

In this school, Tier 2 consists of increasing the time and intensity of the child's exposure to the core curriculum for children who do not appear to be responding appropriately to Tier 1 instruction. For instance, an additional 30 minutes per day may be devoted to reading in a small group (3-6 students), with a focus on building accurate and automatic recognition of words in text. Adjustments can be made within Tier 2 to increase time on task or decrease student/teacher ratio.

Tier 2 also identifies and channels students who are performing above level towards challenging, appropriate and differentiated instruction. Ex) An advanced 2nd grade reader may walk to a fifth grade class for reading instruction.

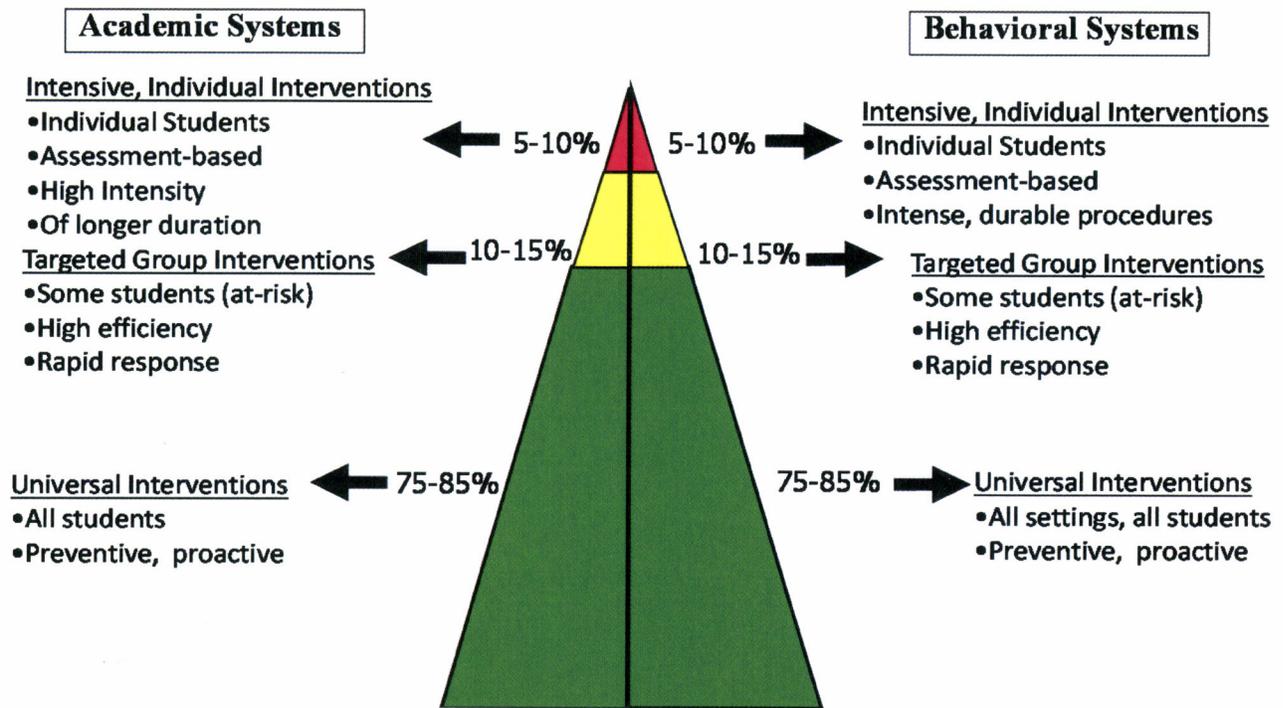
Tier 3 (intensive intervention usually representing 5-10% of all students)

In this school, Tier 3 includes many children who have been found eligible for special education and related services, and some who have not. Special education eligibility may allow exposure to remedial methods and practices that, although research-based and aligned with the content of the core curriculum, are not necessarily a part of the core curriculum. The cycle of progress-monitoring and adjustment of intervention will continue, even if a determination for special education eligibility is made.

Tier 3 also includes highly gifted or exceptionally gifted students whose interventions would be focused through an IEP that makes provisions for alternative learning opportunities geared towards their individual needs. Ex) a fifth grader may attend a college physics course.

- **Note (1):** Regular progress monitoring (probes) and charting are required during all Tier 2 and Tier 3 interventions.
- **Note (2):** For The purpose of clarification, this paper views special education as a service (not a place) that may be appropriate for a particular child in Tier 1 and not necessary for another child participating in the highest Tier of RTI. RTI and special education services are independent yet collaborative and share a common mission; that being to improve outcomes for all children

A graphic outlining how the RTI framework works to support all students



Montana
Office of Public Instruction
 Denise Juneau, State Superintendent

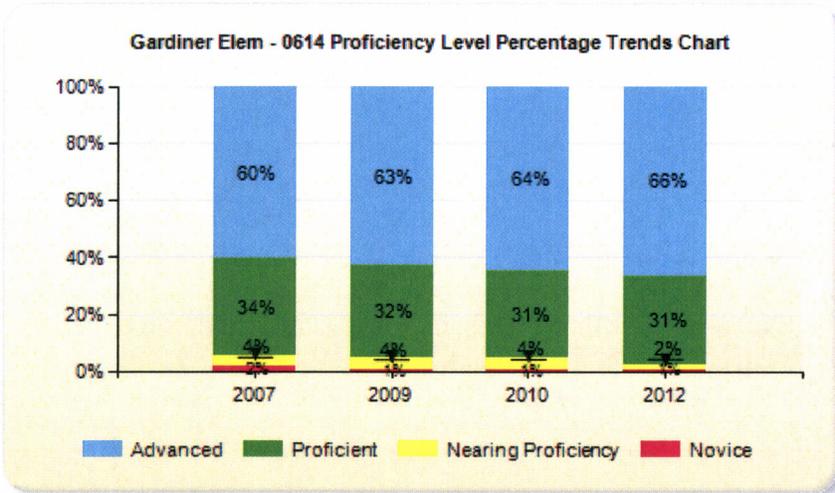
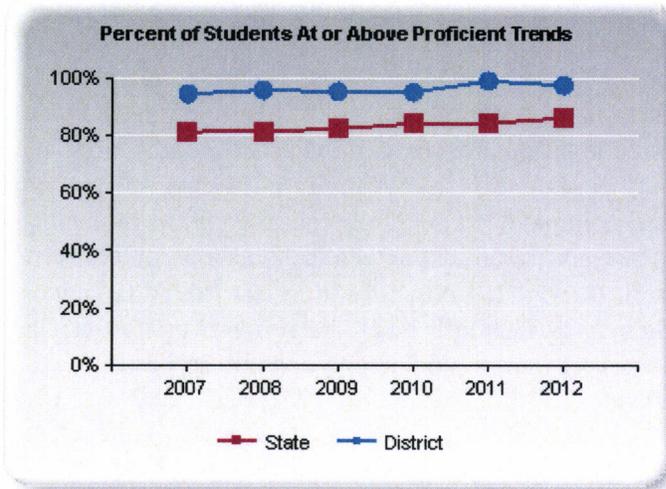
opi.mt.gov

Summary of the RTI Project and results from the first Sustaining Schools Summit:

- The Montana Response to Intervention Project began in 2005 with a vision of developing a process by which "all educators could meet the diverse needs of all children." Within this process schools would create a system of continuous support for their students built upon the guiding principles of: strong leadership, the utilization of evidence-based curriculum and instruction techniques, ongoing assessments of student progress, collaborative teaming and data-based decision making, community and family involvement in the process and continual professional development of staff.
- The project was built upon the idea that in Montana RTI would be a collective effort of the public schools supported by the state. The project started with 4 pilot schools (one of which is here today as a sustaining school...Gardiner). Through the efforts of those schools and many others the Rti Project has grown to include over 170 schools today. The project has also evolved from its original elementary model to incorporate the training of 55 secondary schools in Montana as well.
- The project started with 1 yearly training for all schools focusing on implementing reading interventions. Currently, the project holds 48 off-site trainings across all the regions of Montana. The trainings were designed with the goal of helping schools through the process of developing and sustaining their own systems to encourage and sustain student growth.
- Any kind of change takes time but systems change is particularly challenging. This type of change takes a great deal of concentrated effort over a number of years. Many players have to sit at the same table: entire school staffs are brought on-board; families and community members become involved; barriers to student learning are identified and then overcome; staff are trained in best practices and all of this is done with the guidance of thoughtful leadership and with an eye towards making these practices simply the way that a school does business. The schools we are celebrating here today have made these sea changes. The good instructional practices embedded in Rti are simply the way that they do business. For this they are to be commended.

Below are some examples of growth from schools who have completed the OPI's Response to intervention training process:

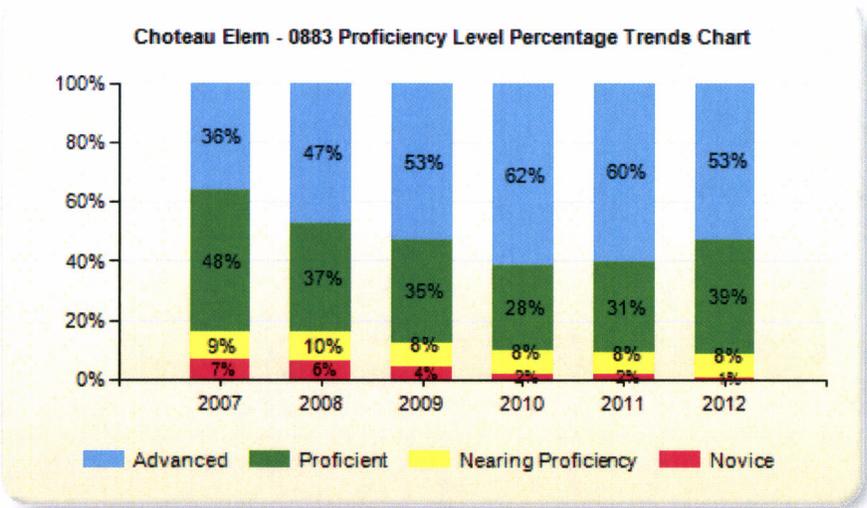
CRT Reading Scores from 1st cadre of Sustaining Schools released from project in 2012



Gardiner Elementary: Trend advanced level reading scores increasing, below benchmark reading scores dropping

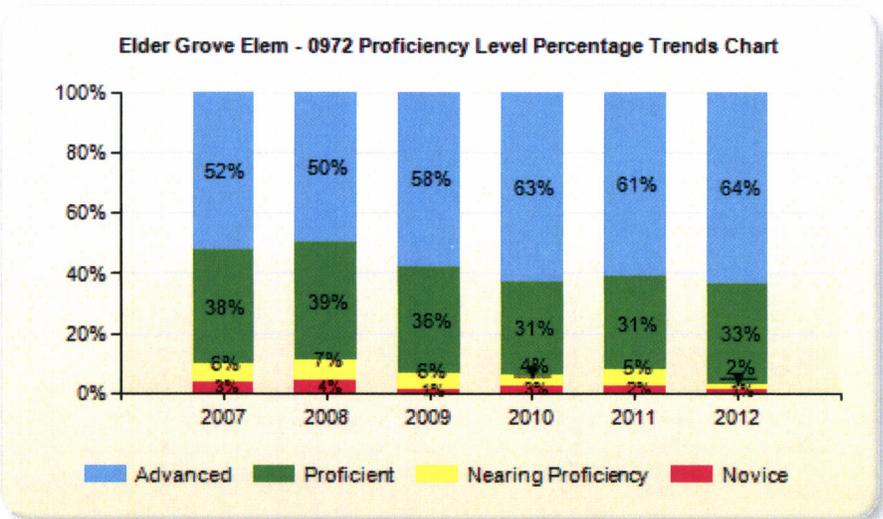
Percentage of advanced students rose from 60% to 66%

Percentage of students below benchmark dropped from 6% to 3%



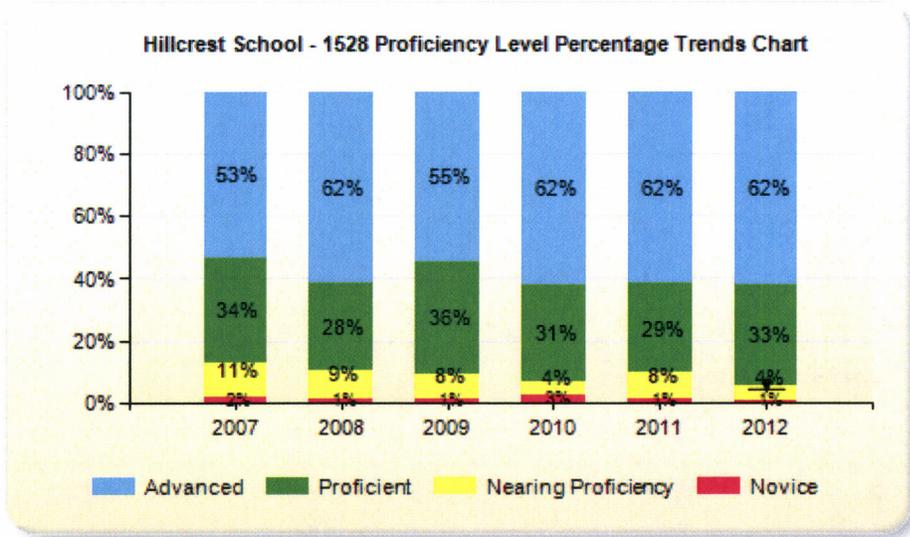
Choteau Elementary: Trend advanced level reading scores increasing, below benchmark reading scores dropping

Percentage of advanced students rose from 36% to 53%
 Percentage of students below benchmark dropped from 16% to 9%



Elder Grove Elementary Billings: Trend advanced level reading scores increasing, below benchmark reading scores dropping

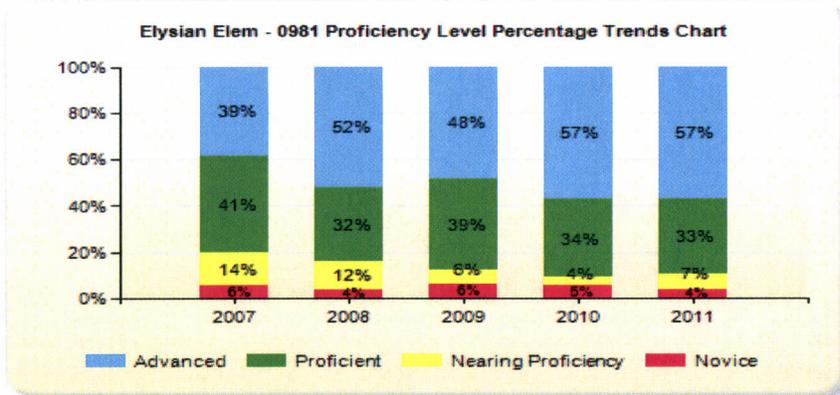
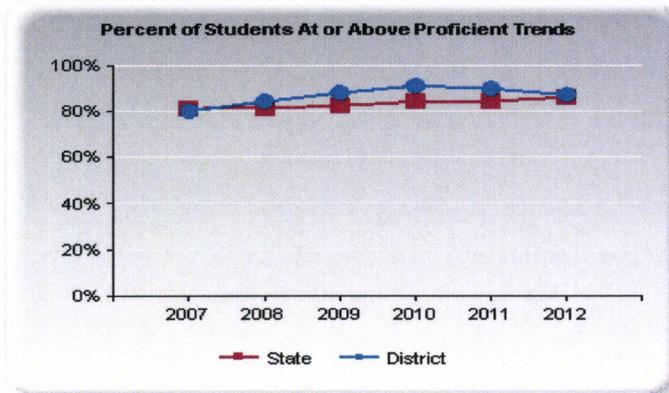
Percentage of advanced students rose from 52% to 64%
 Percentage of students below benchmark dropped from 9% to 3%



Hillcrest Elementary Butte: Trend advanced level reading scores increasing, below benchmark reading scores dropping

Percentage of advanced students rose from 53% to 62%

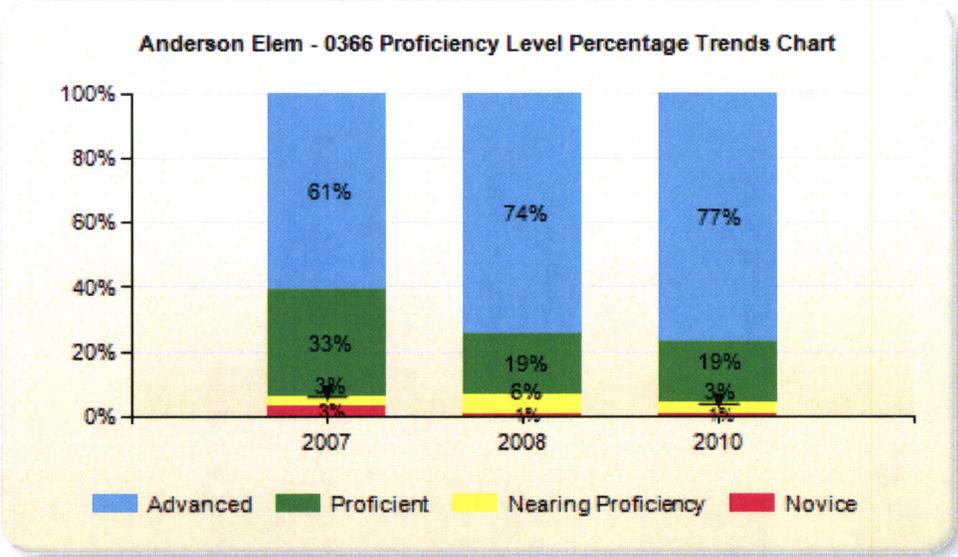
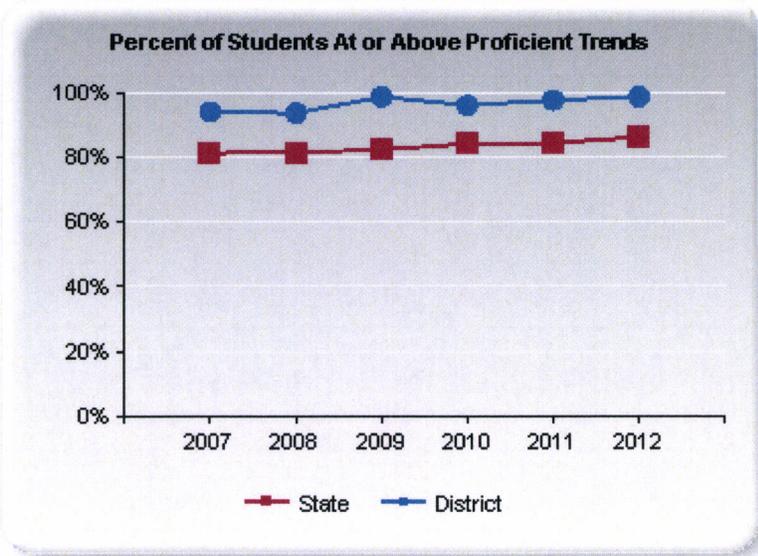
Percentage of students below benchmark dropped from 13% to 5%



Elysian Elementary Billings: Trend advanced level reading scores increasing, below benchmark reading scores dropping

Percentage of advanced students rose from 39%-57%

Percentage of students below benchmark dropped from 20%-11%



Anderson Elementary Bozeman: Trend advanced level reading scores increasing, below benchmark reading scores dropping

Percentage of advanced students rose from 61%-77%

Percentage of students below benchmark dropped from 7% to 4%

Data from Schools who have been in the RTI project for 3 or more years of training: 66 schools in this category

Data reflects the percentage of students achieving at or above proficiency in math and reading

RTI Schools Trends in CRT Performance *Years / Scores*
■ Reading:RTI ■ Math:RTI

