



RTI and Special Education

Sara Casey

Office of Public Instruction

scasey3@mt.gov

What has OPI developed to support the RTI and Special Education processes?

- Criteria for Specific Learning Disability (RTI)
- RTI Documentation side-by-side
- RTI Summary Report for LD Criteria Checklist



RTI Summary Report

- Form development
 - Why
 - How
- Intended use of the form
- Sample Report
- Questions



Why was the RTI Summary Report developed?

- Districts were using the RTI process before they were ready.
- We started to see some huge files at the pilot schools.
- Other states had started.
- We like developing forms.



How was the RTI Summary Report developed?

- Two pilot schools shared files with us.
- Tara and Sara poured over them, pulling out the critical information.
- A lot of meetings about verbiage and column width.



Intended use

- Summarize the RTI Process.
- To assist in documenting the requirements of the RTI criteria checklist.
- Cut down on paper work.



RTI Summary Report

- Is this form required?
 - NO

- If we use this form, where does it go?
 - Attach it as a part of the Evaluation Report



Sample Form – Walk through

Student Name: _____ Evaluation Report Date: _____

RTI SUMMARY REPORT FOR LD CRITERIA CHECKLIST

UNIVERSAL SCREENING INFORMATION

Screening Date(s)	Method	Student's Performance	Grade Level Minimum Proficiency

PROGRESS MONITORING DATA

Date(s) Administered	Assessment Tool(s)	Student's Performance	Grade Level Minimum Proficiency

SUMMARY OF TEAM MEETINGS

(Data team, grade-level team, subject-area team, RTI team meetings, etc.)

Meeting Date	Student Need	Decisions

SCIENTIFIC RESEARCH-BASED INTERVENTION

(Describe two or more interventions that are matched to the student's need, including the intensity (i.e., time per session), frequency (i.e., number of sessions per week), and duration (i.e., length of interventions))

Area of Need		Intervention:																	
<input type="checkbox"/> basic reading skills	<input type="checkbox"/> oral expression	<table border="1"> <thead> <tr> <th>Intensity</th> <th>Frequency</th> <th>Duration</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table>	Intensity	Frequency	Duration													Results: _____ _____ _____	
Intensity	Frequency		Duration																
<input type="checkbox"/> reading comprehension	<input type="checkbox"/> written expression																		
<input type="checkbox"/> reading fluency skills	<input type="checkbox"/> mathematics calculation																		
<input type="checkbox"/> listening comprehension	<input type="checkbox"/> mathematics problem solving																		

Area of Need		Intervention:																	
<input type="checkbox"/> basic reading skills	<input type="checkbox"/> oral expression	<table border="1"> <thead> <tr> <th>Intensity</th> <th>Frequency</th> <th>Duration</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table>	Intensity	Frequency	Duration													Results: _____ _____ _____	
Intensity	Frequency		Duration																
<input type="checkbox"/> reading comprehension	<input type="checkbox"/> written expression																		
<input type="checkbox"/> reading fluency skills	<input type="checkbox"/> mathematics calculation																		
<input type="checkbox"/> listening comprehension	<input type="checkbox"/> mathematics problem solving																		

Area of Need		Intervention:																	
<input type="checkbox"/> basic reading skills	<input type="checkbox"/> oral expression	<table border="1"> <thead> <tr> <th>Intensity</th> <th>Frequency</th> <th>Duration</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table>	Intensity	Frequency	Duration													Results: _____ _____ _____	
Intensity	Frequency		Duration																
<input type="checkbox"/> reading comprehension	<input type="checkbox"/> written expression																		
<input type="checkbox"/> reading fluency skills	<input type="checkbox"/> mathematics calculation																		
<input type="checkbox"/> listening comprehension	<input type="checkbox"/> mathematics problem solving																		

FIDELITY OF INTERVENTION

(Documentation of the effective delivery of the instruction and/or implementation of interventions)

Fidelity Check Date	Evaluator	Instruction/Intervention Observed

Interventions were delivered as designed.

PARENTAL INPUT

Date(s) School Requested Parental Input: _____

Means by Which Input was Requested: _____

Parental Input Regarding Identification of Student Needs: _____

- The student's level of performance is now similar to that of his/her grade-level peers.
- The student's level of performance remains significantly lower than his/her grade-level peers.
- The student's level of performance is similar to that of his/her grade-level peers, but the intervention required to maintain this level of performance is equivalent to special education services.

How do I know if my district is ready to use the RTI Criteria Checklist?

- It will be explicitly stated in the program narrative.
 - Ask the Authorized Rep (typically the Superintendent)
- If you are not sure what the district program narrative says, ask your sped director, principal or superintendent.



If our district is not ready, what should we do in the meantime?

- Continue good work on implementation.
- Keep the special education requirements in mind while developing RTI policies and procedures.



Questions, Comments & Feedback

Sara Casey
Office of Public Instruction
406-444-0688
scasey3@mt.gov



Denise Juneau, Superintendent
Montana Office of Public Instruction
www.opi.mt.gov