

Essential Components of Rtl

Highland Park ISD believes implementation of Rtl includes a combination of high-quality instruction, assessment, and evidence-based interventions. Embedded within these components are five essential elements, including:

- A school-wide, multi-level instructional and behavioral system for promoting student success for all students: The Rtl process incorporates a tiered model of instructional delivery. The tiers represent increasing levels of support to meet all students' needs.
- Screening: Universal screeners are assessments administered to all students to determine as early as possible which students are at risk of not meeting academic standards.
- Progress monitoring: Progress monitoring is a research-based practice that uses curriculum-based measures (CBAs) to produce growth-oriented data that demonstrates student progress over time. School staff use general outcome measures administered repeatedly (every 1-2 weeks) to determine the effectiveness of instruction and/or interventions.
- Evidence-based instructional programs and practices: Across all three instructional tiers, teachers utilize programs and strategies that are matched to student need AND that have been demonstrated through scientific research and practice to produce high learning rates for most students.
- Data-based decision making: Instructional decision making based on ongoing data analysis are at the core of Rtl implementation and occur at all levels of instruction. Teams use screening and progress-monitoring data to make decisions about instruction, movement within the multi-level prevention system, and disability identification (in accordance with state law).

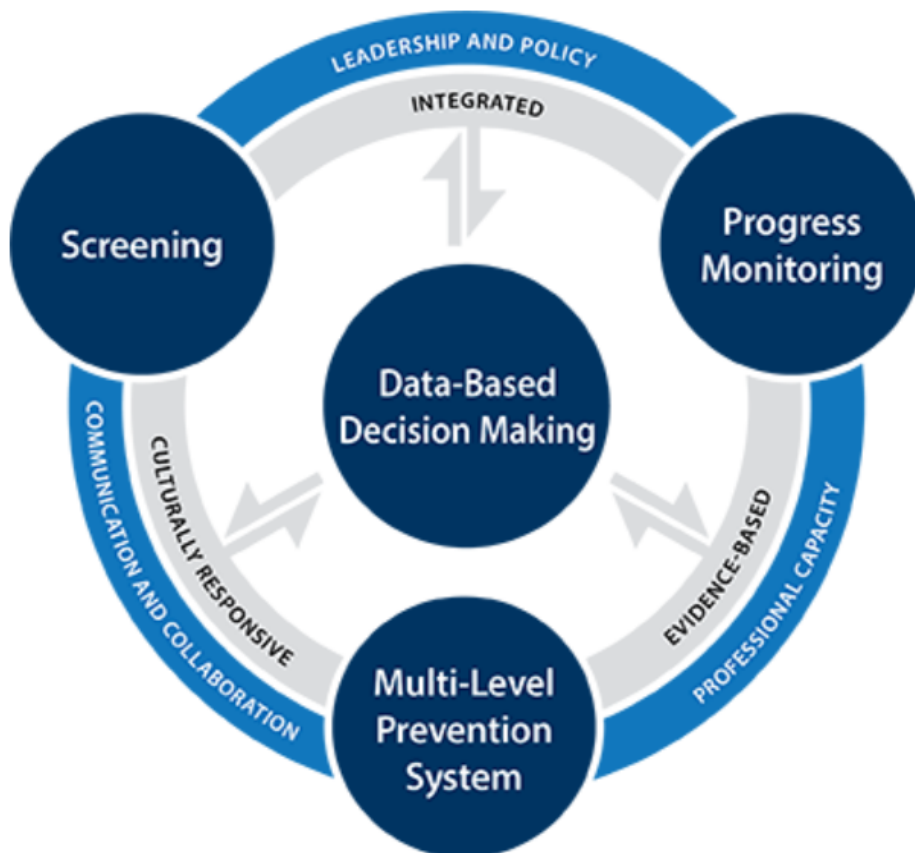


Figure 1. American Institutes for Research. (2021, May 27). Center on Multi-Tiered Systems of Support. <https://mtss4success.org/>.

Tiers of Intervention

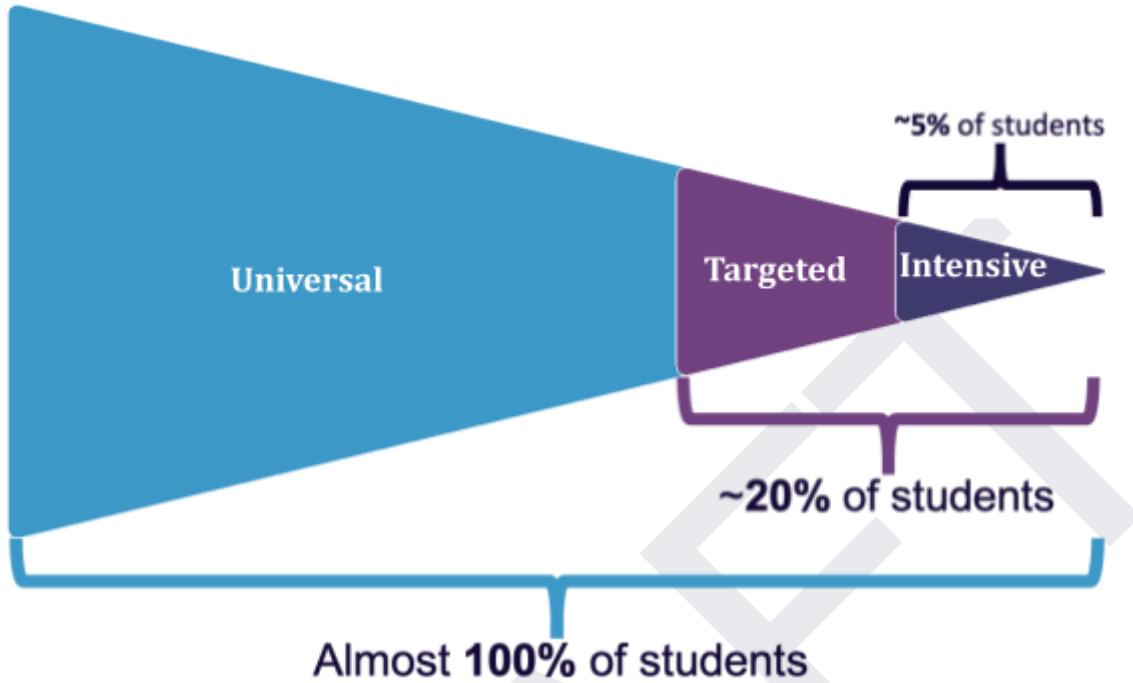


Figure 2: Meadows Center for Preventing Educational Risk. (2021). Introduction: Multi-tiered system of supports (MTSS). Austin: Author. <https://tier.tea.texas.gov/>

	Tier 1: Universal	Tier 2: Targeted	Tier 3: Intensive
Instruction	<ul style="list-style-type: none"> • Instructional core/content area • District curriculum • Evidence-based instruction utilizing the science of teaching reading • Differentiated instruction based on student need • Data-based decision making 	<ul style="list-style-type: none"> • Based on screening and/or informal diagnostic data • Remediation of specific skills or concepts • Evidence-based targeted, specific interventions • Data-based decision making 	<ul style="list-style-type: none"> • Based on informal diagnostic data • Evidence-based intensive, skill-specific interventions • Specially designed instruction • Data-based decision making
Universal Screening	BOY MOY EOY	BOY MOY EOY	BOY MOY EOY
Grouping	<ul style="list-style-type: none"> • Whole class • Small groups • Individual 	<ul style="list-style-type: none"> • Small groups 	<ul style="list-style-type: none"> • Small groups • Individual
Instructor	<ul style="list-style-type: none"> • Classroom teacher 	<ul style="list-style-type: none"> • Classroom teacher • Support staff • Specialist 	<ul style="list-style-type: none"> • Specialist • Highly trained support staff • Special education staff

	Tier 1: Universal	Tier 2: Targeted	Tier 3: Intensive
Frequency of Progress Monitoring	As needed	Every 2 weeks	Every 1-2 weeks
Frequency of Intervention	As needed	3-5 times a week, 30 minutes	5 days a week, 30-60 minutes
When	<ul style="list-style-type: none"> • During core or content-area English Language Arts / Reading • Before or after school tutoring 	<ul style="list-style-type: none"> • Outside of Tier 1 • During specific intervention block • Pull-out during class* 	<ul style="list-style-type: none"> • Outside of Tier 1 • During specific intervention block • Pull-out during class*
	*Students should NOT be pulled out of the same core instruction subject for intervention		
Platform for Documentation	<ul style="list-style-type: none"> • Campus specific: gradebooks, teacher created recording materials, spreadsheets, etc. • Screening data entered into Aware 	Aware Data Manager	Aware Data Manager

Tier 1 Intervention

Prior to targeted or intensive interventions taking place, explicit and systematic Tier 1 universal instruction must be firmly in place. Tier 1 instruction in K-12 is provided in all classrooms* based on the Texas Essential Knowledge and Skills (TEKS) and HPISD curriculum documents. Written, taught, and assessed curriculum should align with district-approved materials and instructional strategies.

Differentiation is required to meet all students' needs and can be done in a variety of ways. Teacher-led small groups should be utilized to differentiate instructional content, delivery, and/or materials. All students should participate in these small groups – whether for remediation or enrichment. Differentiating for students does not imply an intervention is necessary; meeting as many students' needs in Tier 1 is an expectation.

Assessments are a critical part of Tier 1 instruction. Screening and formative assessments inform instruction and allow teachers to plan for the needs of all students. They can be used to measure learning while it is taking place, allowing for adjustments before it is too late. Examples of formative assessments include CBAs, spelling inventories, anecdotal notes during assessments or small group instruction, a unit pre-test, or student writing. Summative assessments measure “final” learning to determine mastery of content. Examples of summative assessments include unit post-tests, published pieces of writing, reading response projects, and final exams.

Grades K-8 follow evidence-based practices outlined in the [HPISD Literacy Framework](#). Tier 1 intervention takes place in the classroom and is administered by the student's teacher. It includes explicit instruction in the components of reading (phonological awareness, phonics/spelling, fluency,

vocabulary, and comprehension) and writing (transcription skills, text generation, and self-regulation) that's delivered across grouping formats, including whole group, teacher-led differentiated small groups, cooperative learning groups (mixed-ability groups or partners), and individual students. (See the charts below for features of effective instruction in reading and writing.)

**Exceptions to TEKS include Advanced Placement and Dual Credit English courses.*

Features of Effective Instruction: Reading

Feature	Explanation	Non Example	Example
Explicit instruction with modeling	Does not make assumptions about skills and knowledge that students will acquire on their own Shows students what we want them to do and how they might go about doing it successfully	The teacher tells students to write the main ideas from a text.	The teacher defines “main idea” for students. She then describes a process for figuring out a text’s main idea. She then models how to go through the process with a short piece of text. She then has students work in partners to practice finding the main idea in another short piece of text.
Systematic instruction with scaffolding	Teaches knowledge and skills in a carefully designed sequence and breaks down complex tasks into more manageable tasks Provides temporary supports for students who need them and gradually removes these supports as students demonstrate success	The teacher asks a student to read a multisyllabic word. When the student can’t read the word, the teacher tells it to her.	The teacher points to a multisyllabic word for a student to read. When the student says she can’t read the word, the teacher helps her break it into chunks to read the word. As they sound out the word together, the teacher points out information about syllable types (e.g., “The ‘m’ at the end of this syllable makes it closed, so the ‘a’ is going to say its short sound /a./”). The teacher swoops under the syllables as the student reads each syllable. The teacher swoops under the whole word as the student blends the syllables together to read the whole word.
Multiple opportunities to practice and respond	Provides students with an adequate number of chances to practice a skill, respond to a question, etc. to demonstrate mastery of skills or knowledge	In a teacher-led small group, the teacher calls on individual students to read one sentence each while the other students listen and follow along.	In a teacher-led small group, the teacher has each student reading a text aloud into whisper phone. She has one student put his whisper phone down to read a paragraph aloud to her. When he finishes, he picks his whisper phone back up and continues to read aloud into it. The teacher then has the next student put her whisper phone down and read a paragraph aloud. The teacher continues this procedure until all students have read one paragraph aloud to her.

Feature	Explanation	Non Example	Example
Immediate and corrective feedback	Immediately communicates with a student about mastery of a skill or concept Corrects students when an error is made to build mastery of a skill or concept	When students finish their spelling test, they turn it in to be graded by the teacher. The teacher returns their tests to them the following Monday.	Students take a short (6-word) spelling assessment in which they write graphemes in phoneme boxes. When they finish the assessment, the teacher goes over the answers with the students and helps them correct the mistakes they made by circling their mistakes, erasing them, and writing in the correct graphemes. The teacher collects the assessment to give each student a grade based on their error circles.
Appropriate pacing	Keeps a sense of urgency about instruction and spends an appropriate amount of time on each lesson or activity Uses time efficiently	During a “vocabulary” lesson, the teacher gives students 45 minutes to copy definitions and sentences for 8 vocabulary words.	During a vocabulary lesson, the teacher spends 15 minutes previewing 6 words that the students will come across in their reading. This preview includes the teacher and students saying the word, the teacher giving a student-friendly definition, the teacher and students discussing examples/ nonexamples with visuals, and the teacher having students turn to a partner to use each word in a sentence.
Use of multiple grouping formats	Provides instruction and practice in whole group, teacher-led small groups, mixed-ability small groups, partners, and individually to build on students’ strengths and meet students’ specific needs	The teacher provides all instruction in whole group and all practice as independent activities.	The teacher provides instruction in whole group, but then uses teacher-led small groups to target specific lessons to specific students’ needs. For example, she uses whole group to introduce a new concept to all students, but then she uses teacher-led small groups to reteach previously-taught concepts to students needing such reteaching or to extend the concept for students who need such extensions. Before having students practice a skill/concept independently, the teacher ensures that students can demonstrate mastery of the skill/concept in partners, in mixed-ability small groups, or in a teacher-led small group.
Differentiated instruction	Uses knowledge about individual students to target specific lessons, activities, instructional features, etc. to meet the needs of those students	The teacher uses teacher-led small groups to teach the same lesson to five different groups of students.	The teacher uses teacher-led small groups to provide five different lessons to five different groups of students. One group receives a phonological awareness and phonics lesson. A second group receives instruction in phonics and fluency. A third group gets a focused lesson on oral language and vocabulary development. A fourth group receives an on-grade-level comprehension lesson, while the fifth group gets a lesson on above-grade-level comprehension skills/concepts.

Rosenshine (2012): <https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf>

Features of Effective Instruction: Writing

Feature	Explanation	Non Example	Example
Explicit instruction with modeling	<p>Does not make assumptions about skills and knowledge that students will acquire on their own</p> <p>Shows students what we want them to do and how they might go about doing it successfully</p>	<p>The teacher asks students to write a summary of a story they have read.</p>	<p>The teacher introduces a 5-step strategy for writing concise summaries. The teacher models the first step, listing some important details from the text, and then engages students in collectively listing additional details. Students then add any other important details to their lists. The teacher moves on to the second step in the strategy, following the same “I do – We do – You do” process.</p>
Systematic instruction with scaffolding	<p>Teaches knowledge and skills in a carefully designed sequence and breaks down complex tasks into more manageable tasks</p> <p>Provides temporary supports for students who need them and gradually removes these supports as students demonstrate success</p>	<p>The teacher asks students to write a summary of a story they have read.</p>	<p>During instruction, the teacher works with students to create an anchor chart as a visual reminder of the 5-step strategy for writing concise summaries. For those students who need additional support, the teacher asks them to complete one step at a time, monitoring their work and providing immediate feedback before moving to the next step. The teacher prompts students to revisit the anchor chart and the class models when needed.</p>
Multiple opportunities to practice and respond	<p>Provides students with an adequate number of chances to practice a skill, respond to a question, etc. to demonstrate mastery of skills or knowledge</p>	<p>The teacher presents students with the weekly spelling list. Students will be given a dictation test on Friday.</p>	<p>Students learn the digraph <i>gh</i>, which is either silent or pronounced /f/ when it occurs in the middle or at the end of a word (as in <i>night</i> or <i>tough</i>), and is pronounced /g/ when it occurs at the beginning of a word (as in <i>ghost</i>). As each pattern is taught in whole group, students are prompted to respond chorally and through think-turn-talk discussions. Students are given further practice opportunities in partners, as they discuss and write the spelling of dictated words and notice spelling patterns of words in connected text. Individual and small group practice continues at centers.</p>
Immediate and corrective feedback	<p>Immediately communicates with a student about mastery of a skill or concept</p> <p>Corrects students when an error is made to</p>	<p>When students finish their spelling test, they turn it in to be graded by the teacher. The teacher returns their tests to</p>	<p>Following the spelling test on orthographic patterns studied recently, the teacher goes over the answers with the students and helps them correct the mistakes they made by circling their mistakes, erasing them, and writing in the correct graphemes. The teacher collects the</p>

Feature	Explanation	Non Example	Example
	build mastery of a skill or concept	them the following Monday.	assessment to give each student a grade based on their error circles.
Appropriate pacing	Keeps a sense of urgency about instruction and spends an appropriate amount of time on each lesson or activity Uses time efficiently	A middle school lesson on the use of transitions to organize ideas in an essay involves 20 minutes of brainstorming transition words as a whole class, followed by a 15-minute YouTube animated clip about how transition words function.	A lesson on transitions begins with an exemplar paragraph from a student's recent essay, highlighting effective use of transitions. The teacher leads a brief discussion of the impact the transitions have on the organization of ideas. Students turn to their own drafts, highlighting transition words and sentences. Guided by the teacher's discussion prompts, students work in pairs to identify places where additional transitions may be needed. In the remaining class time, they revise their drafts to include appropriate transitions.
Use of multiple grouping formats	Provides instruction and practice in whole group, teacher-led small groups, mixed-ability small groups, partners, and individually to build on students' strengths and meet students' specific needs	The teacher provides all instruction in a whole-class format only and all practice as independent activities.	The teacher provides instruction about the use of commas in complex sentences in whole group, but then uses teacher-led small groups to target specific lessons to specific students' needs. For example, she uses whole group to introduce the new concept to all students, but then she uses teacher-led small groups to reteach previously-taught concepts, such as the use of commas in compound sentences to students needing such reteaching or to extend the concept for students who need such extensions. Before having students practice a skill/concept independently, the teacher ensures that students can demonstrate mastery of the skill/concept in partners, in mixed-ability small groups, or in a teacher-led small group.
Differentiated instruction	Uses knowledge about individual students to target specific lessons, activities, instructional features, etc. to meet the needs of those students	The teacher asks students to edit their drafts for punctuation.	The teacher uses teacher-led small groups to provide five different lessons to five different groups of students based on their use of punctuation in a previous writing assignment. One group receives a lesson on end punctuation, a topic that was taught in a previous grade. Another group receives a lesson on the use of apostrophes in possessives. A third group participates in a lesson on the use of commas in compound sentences. A fourth group briefly reviews using apostrophes in possessives and then engages in a lesson on the use of quotation marks in dialogue. A fifth group learns about the use of commas in complex sentences, which is an expectation for the following grade level.

Rosenshine (2012): <https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf>