



**LOS ANGELES UNIFIED SCHOOL DISTRICT  
MEMORANDUM**

**TITLE:** Elementary Guidelines for Reading Assessment and Screening Procedures for Intensive (Tier 3) Instruction and Interventions at Grades 4, 5, and 6 (as applicable)

**NUMBER:** MEM- 5738.3

**ISSUER:** Gerardo Loera, Chief Academic Officer  
Office of Curriculum, Instruction and School Support

**DATE:** March 5, 2015

**ROUTING**  
All Elementary Schools  
ESC Instructional Superintendents  
ESC Elementary Directors  
Principal Leaders

**MAJOR CHANGES:** This memo replaces MEM-5738.2. It provides schools with guidance on eligibility and assessment criteria for intensive intervention (Tier 3) for all students, including English Learners.

**BACKGROUND** The Introduction of the *English Language Arts/English Language Development Framework* for California Public Schools states, "...because learners differ, they may require different types and levels of support in order to achieve their full potential. Schools must have clear plans in place for refocusing and intensifying instruction for students who experience difficulties."

Schools can provide support through a systemic multi-tiered approach defined as:

- Tier 1 – Core (effective first instruction)
- Tier 2 – Strategic (more time on specific skills and/or strategies)
- Tier 3 – Intensive (intense and focused instruction maximizing time)

Students targeted for this intense instruction are identified by their chronically low performance on one or more literacy measures, i.e., phonemic awareness, decoding, reading fluency, vocabulary development, and comprehension. As outlined in the District’s instructional plan, schools should use a multi-tiered system of support to address the foundational skill deficits and accelerate student learning. Multiple measures of assessment should be used to determine appropriate levels of support.

Intensive instruction and intervention provides targeted and specific teaching, and includes additional time and the use of targeted curricula, pedagogy, and instruction. It requires optimized academic engaged time, in a smaller group size, with greater frequency and duration. This instruction is based on student data and is monitored to determine students’ response to effective core instruction and interventions. Intensive instruction and intervention (Tier 3) is



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for students with the most severe reading delays.

Intensive instruction and intervention is not synonymous with special education services, but rather a critical step to provide students with a more narrowly focused curriculum that is targeted and intensive. Some students with disabilities also require intensive instruction and intervention and should be included in Tier 3 programs.

## **INSTRUCTIONS: I. IDENTIFICATION BY SCREENING STUDENTS**

Multiple measures should be used to determine if there is a need to increase instructional time, adjust instructional strategies or teaching techniques, and/or implement supplemental and/or replacement curricula.

The purpose of multiple assessment measures is to ensure an effective match of the appropriate intervention to students' needs, by identifying why students are having reading difficulty, determining what the next steps in instruction should be to remediate that difficulty, and monitoring progress throughout the course of instruction.

This should be done in a collaborative discussion using structures in place such as Student Success Team (SST) and/or Language Appraisal Team (LAT) and including the following possible representatives:

- School administrator
- Psychologist
- Grade level teachers including RST and/or intervention teacher
- EL Expert, if student is an EL

### **A. Initial Screening for EO, EL, IFEP, and RFEP and Students with Disabilities**

For the 2015-2016 school year, the following data points should be considered to identify EO, EL, IFEP, RFEP and students with disabilities needing intensive intervention.

At-risk student scores:

1. Analysis of CCSS Writing Interim Assessments Mid-Year & Spring that demonstrates significant weaknesses in production of writing
2. *DIBELS Next and Text Reading and Comprehension (TRC)* End of Year scores\*:
  - a. Grade 3
    - Accuracy: 93% and below
    - Words Correct: 0-79 wpm
    - DAZE: 0-13 words
    - (For 2014-15 Grade 3 students showing a decline of



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- academic performance from beginning of year to present, administer Benchmark 3 of *DIBELS Next* End of Year)
- Text Reading and Comprehension: L or below
- b Grade 4
- Accuracy: 94% and below are at risk
  - Words Correct: 0-94 wpm are at risk
  - DAZE: 0-19 words are at risk
  - Text Reading and Comprehension: P or below
- c Grade 5
- Accuracy: 96% and below are at risk
  - Words Correct: 0-104 wpm are at risk
  - DAZE: 0-17 words are at risk
  - Text Reading and Comprehension: S or below
- d Grade 6 (elementary campuses)
- Accuracy: 95% and below are at risk
  - Words Correct: 0-94 wpm are at risk
  - DAZE: 0-14 words are at risk
  - Text Reading and Comprehension: V or below

For more information on DIBELS Next Cut Points refer to the following

link: <http://dibels.org/papers/DIBELSNextBenchmarkGoals.pdf>

- B. Grades 4, 5/6 Additional Decision Points for English Learners (ELs)  
A student is expected to increase a minimum of one ELD level per year as measured by the CELDT. When considering an EL for intensive instruction, the principal or designee should convene a Language Appraisal Team (LAT) meeting to review all the identifying data points.

The following data points from the 2014-2015 school year should be considered for the 2015-2016 school year to identify the ELs in Grades 4 and 5/6, who have been enrolled in US schools since Kindergarten (equating to a minimum of 5 consecutive years of instruction), needing intensive intervention. These students are potential Long-Term English Learners if not reclassified before the start of their sixth year of instruction. These students require both specialized ELD and Literacy Instruction to meet reclassification criteria.

For students with less than five years who are not making benchmark progress refer to the Language Appraisal Team (LAT) and EL Master Plan for guidance.

At-risk student scores:

- A CELDT sub-score of 2 or below in reading or writing.



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## C. Possible Additional Screening Measures for Diagnostic Purposes

To ensure that students' needs are explicitly addressed, the following measures are highly recommended to determine intensity of instruction levels.

Students who met the decision points noted above and score at an intensive level in the following assessments should receive intensive instruction and intervention. Students who score at benchmark to strategic levels in the following mentioned assessments need further problem-solving analysis to determine the level and type of interventions required.

1. LANGUAGE! Reading Scale (LRS) Placement Test\*

2. LRS Placement Decisions Lexile Scores:

- 430 or below – Intensive
- 431 and above – Strategic or Benchmark

3. CORE Phonics Survey\*

This test assesses phonics and phonics-related skills that have a high rate of application in decoding skills. Testing directions and assessments can be downloaded at <http://achieve.lausd.net/Page/1665> > *Elementary Language Arts > Assessments > Tier 3 (Replacement Program) Assessments > CORE Phonics Survey.*

### **Intensive Scores:**

- a. Letter Names/Sounds 0-64
- b. Decoding 0-24
- c. Reading 0-24

\*For access to LRS or Core Phonics Survey, contact:

Marjorie Proctor, Coordinator, Elementary ELA at 213-241-5686 or [marjorie.proctor@lausd.net](mailto:marjorie.proctor@lausd.net).

## II. IMPLEMENTATION

Each school site is responsible for providing and ensuring academic interventions are of high quality, increasing intensity and duration to address the identified student need, and can be executed with integrity. While core content is the foundation for all instruction and intervention, differentiated support at this level may call for a supplemental curriculum (approved by the State for 4<sup>th</sup> through 6<sup>th</sup> grade). The *Treasures* program alone might not offer the intensity, frequency, and duration needed for students meeting the assessment criteria explained earlier, and as such cannot be used as an adequate, stand-alone intervention for Tier 3 support. The *Treasures* supplementary *Triumphs* is similarly not a stand-alone program to be used for Tier 3 or as a replacement of the core program.

## III. MATERIALS

As the District continues to move to a more autonomous system of



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operation, it will be the school site's decision and obligation to use evidenced-based and validated methods and/or programs that will best meet the needs of students needing intensive interventions. Schools may choose to utilize a standard protocol intervention that is scientifically research-based and has a high probability of producing a change for a large number of students. *LANGUAGE! Focus On English Learning, 4<sup>th</sup> Edition* is an example of an evidence-based replacement program. The Division of Special Education and the Office of Curriculum, Instruction, and School Support are collaborating to support schools that choose to use this particular intervention and embrace a collaborative model of instruction for Tier 3 instruction. Another example of an evidence-based replacement program is Read 180. Please reference MEM-5737.3 for more information regarding this replacement program.

#### IV. DEVELOPING INFRASTRUCTURE

As site administrators formulate matrices and make staffing decisions for the next year, these options for class formations should be considered:

1. Providing a dedicated 2-hour block of instructional time in order to maximize the ability to support the intensive needs of these students, moving them as quickly as possible back into Core instruction with Tier 2 support.
2. Providing 45-60 minutes of English Language Development/Standard Academic Language Development, in accordance with the English Learner Master Plan.

The following should be considered for ELs in Grades 4 and 5/6, who have been enrolled in US schools since Kindergarten (equating to a minimum of 5 consecutive years of instruction) needing intensive intervention:

1. ELs with ELD proficiency levels of 1-3 should receive the 2-hour Literacy instruction within *LANGUAGE! Focus On English Learning, 4<sup>th</sup> Edition* and ELD targeted instruction for their EL proficiency level.
2. ELs with ELD proficiency levels of 4 or 5 should receive the 2-hour Literacy instruction within *LANGUAGE! Focus On English Learning, 4<sup>th</sup> Edition* and ELD targeted instruction for their EL proficiency level.
3. ELs with disabilities in grades 4, 5/6 in the special day program who participate on the general education curriculum and who have limited reading skills are strongly encouraged to be placed in intense literacy intervention in lieu of the core program (e.g., Treasures).

Grade level teaming possibilities:

1. Schools should not develop self-contained classrooms for Tier 3



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- instruction for the entirety of the day but should departmentalize for the intensive intervention block and ELD period.
2. Co-teaching between the general education and special education teacher is a “best practice” and provides for inclusive, integrated instruction.
  3. Grouping Grade 4 & 5 students in need of intensive intervention together for the Literacy/Language Development block.
  4. Use of human resources-intervention teachers/coordinators, resource specialists, instructional coaches, special and general education teachers to support provision of Tier 3 instruction.

### Other considerations

1. Only teachers who are authorized with a multi-subject credential are to be the teachers of record for Tier 3 replacement programs.
2. Non-disabled students (those who do not have an IEP) may not be placed in a class that is solely taught by a special education teacher. The class must be co-taught with a general education teacher.
3. Resource Specialist Program (RSP) teachers may not carry a roster or be assigned to teach this program. Per BUL-1258.1, RSP teachers are not authorized to provide pull-out/separated instruction that replaces the core program. Students receiving RSP services who are being targeted for intensive reading instruction must receive that instruction from a general education teacher, though RSP collaborative support may be designated by the IEP team. However, given the intensive nature of this program, RSP support (e.g., co-planning or co-teaching) is not usually needed.
4. To the greatest extent possible, students with disabilities should be integrated with their nondisabled peers for this instruction.

### V. CONTINUING STUDENTS

Grade 4 students who have received a year’s instruction in a standard protocol intervention program, such as *LANGUAGE! Focus On English Learning, 4<sup>th</sup> Edition*, should continue from where their instruction left off as they move into Grade 5. Students new to the program should begin with Book A. This may create two sections of instruction, those students new to the program, and those continuing within the program. Any student who has successfully completed both Books A and B at the elementary level must move back into core instruction, and receive the necessary strategic supports and interventions (Tier 2) within core instruction. Book C from *LANGUAGE! Focus On English Learning, 4<sup>th</sup> Edition* is not appropriate for the elementary level with a possible exception of a sixth grade classroom at elementary level.



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**ASSISTANCE:** For assistance or further information, please contact Literacy/Language Arts Elementary Coordinator Marjorie Proctor (213) 241-5333 or by email at [marjorie.proctor@lausd.net](mailto:marjorie.proctor@lausd.net).

For assistance with Special Education issues, contact Diana Inouye at (213) 241-6701 or by email at [diana.inouye@lausd.net](mailto:diana.inouye@lausd.net).

For assistance with English Learner issues, please contact Elementary Coordinator for English Learner Instruction Carla Gutierrez at (213) 241-5582 or by email at [carla.gutierrez@lausd.net](mailto:carla.gutierrez@lausd.net).