



**LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM**

TITLE: Tier 3 Literacy Screening for Intensive Instruction in Grades 4-5/6

NUMBER: MEM-6714.0

ISSUER: Frances Gipson, Ph.D., Chief Academic Officer
Division of Instruction

Kathleen M. McGrath, Director, Elementary Instruction
Division of Instruction

DATE: July 1, 2016

ROUTING

Local District
Superintendents
Administrators of Instruction
Elementary Directors
School Principals
Assistant Principals
Coordinators
Teachers

PURPOSE: The purpose of this memorandum is to provide elementary schools with guidance on identifying students in need of Tier 3 intensive literacy instruction and intervention in Grades 4-5/6, including English learners. It outlines eligibility, assessment, and placement criteria, options for core replacement curricula, information on identification, and professional development for teachers of students needing Tier 3 literacy intervention.

MAJOR CHANGES: This memorandum replaces MEM-5738.3. It includes changes on current assessment data considerations for placement of students in Tier 3 instruction. It outlines assistance to schools in the form of teacher professional development and materials for Tier 3 core replacement literacy and language instruction. A glossary of acronyms is included on page 7.

BACKGROUND: As stated in the introduction of the *English Language Arts/English Language Development Framework for California Public Schools*, "...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 shall provide foundational literacy instruction 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, core replacement, with intense and focused instruction to maximize academic engagement time in language and literacy development.

Tier 3 intensive instruction and intervention are for students with the most severe reading delays. Therefore schools must provide specific teaching to support language and literacy development using targeted curriculum, pedagogy, and instruction. Student progress is monitored frequently to determine students'



**LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM**

response and effectiveness of instruction. Students needing intensive Tier 3 core replacement instruction can be identified by their chronically low performance on one or more literacy measures, i.e., phonemic awareness, decoding, reading fluency, vocabulary development, and/or comprehension. Multiple assessment measures and careful data analysis can ensure an effective match of the appropriate intervention to address student needs, by identifying the source of the reading difficulty and then determining the next steps in instruction.

While core content is the foundation for all instruction and intervention, differentiated Tier 3 support may call for a supplemental curriculum approved by the State for Grades 4-5/6. LAUSD provides resources to support the implementation of *LANGUAGE! Focus On English Language, 4th Edition* as an evidence-based Tier 3 replacement program.

INSTRUCTIONS:

I. IDENTIFICATION BY SCREENING STUDENTS

Identification of students should be done collaboratively by the Student Support and Progress Team (SSPT) including: administrator, psychologist, grade level teachers including RST and/or intervention teacher, parent(s), and English learner expert, if student is an English learner.

A. Initial Screening for English Only, English Learner, Identified Fluent English Proficient, Reclassified Fluent English Proficient, and Students with Disabilities

Consider 2015-2016 data to identify students who will require intensive intervention and/or Tier 3 literacy instruction in 2016-2017.

1. Interim Writing Assessments demonstrating significant weaknesses in production of writing
2. *DIBELS Next* and *Text Reading and Comprehension (TRC)*

End of year scores:

Grade	Accuracy	Words Correct	DAZE	TRC
3	93% and below	0-79 wpm	0-13 words	L or below
4	94% and below	0-94 wpm	0-17 words	P or below
5	95% and below	0-104 wpm	0-19 words	S or below
6	95%	0-104	0-19	V

For more information on DIBELS Next cut points refer to the following link:
<http://dibels.org/papers/DIBELSNextBenchmarkGoals.pdf>

B. Additional Screening for English Learners (EL)

For English learners, 2015-16 CELDT data is to be used to identify students in grades 4 and 5/6 who will require intensive intervention and/or Tier 3 literacy instruction in 2016-17. EL students in grades 4 and



**LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM**

above who have been enrolled in United States schools for five consecutive years, and have not reclassified before the start of their sixth year of instruction, are potential long-term English learners and should be referred to SSPT.

In addition to the writing and DIBELS Assessment data above, schools should consider ELs in U.S. schools for four consecutive years and with CELDT sub-scores of 2 or below in reading or writing demonstrating significant weaknesses in reading and production of writing.

Grade	EL Years	CELDT
4-5/6	4 or more (consecutive in US schools)	Score of 2 or below in reading or writing

C. Optional Diagnostic Screening Measures

For those students identified by the initial screening, the following measures are highly recommended to determine intensity of instruction levels. Students that score at an intensive level in the following assessments should receive intensive Tier 3 instruction and intervention. Students who score at strategic to benchmark levels in the following assessments need further problem-solving analysis to determine the level and type of interventions required.

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

LRS Placement Decisions Lexile Scores:

- a. 430 or below – Intensive
- b. 431 and above – Strategic or Benchmark

2. 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:

Alison Pickering 213-241-2494 alison.pickering@lausd.net or
Theresa Wedaa (213) 242-5686 theresa.wedaa@lausd.net.



LOS ANGELES UNIFIED SCHOOL DISTRICT MEMORANDUM

II. MATERIALS

It is the school site decision and obligation to use evidence-based and validated methods and/or programs that provide for students needing intensive interventions. *LANGUAGE! Focus On English Learning, 4th Edition* is an evidence-based replacement program. The Division of Special Education and the Division of Instruction are collaborating to support schools implementing this particular intervention. When the *LANGUAGE!* curriculum is implemented in accordance with District guidelines, schools will receive all teacher and student materials, as well as in-person training and ongoing coaching throughout their use of the curriculum.

To the greatest extent possible, schools should assign general education teachers to provide instruction in an integrated setting with both at-risk learners and students with disabilities. Therefore, all students with disabilities whose scores and individual education plan *Present Level of Performance* in reading indicate the need for intensive instruction in foundational reading skills to make progress toward grade-level standards should receive daily instruction using the *LANGUAGE!* curriculum or another evidence-based intensive reading intervention program. This includes those students receiving Resource Specialist Program (RSP) services and students placed in Special Day Program (SDP).

Another example of an evidence-based replacement program is System 44/Read 180. Please reference MEM-5737.3 for more information regarding this replacement program. School sites would be responsible for the cost of teacher and student materials should it elect to use the System 44/Read 180 program as part of its multi-tiered system of reading support.

III. DEVELOPING INFRASTRUCTURE

A. Administrators should consider the following for staffing and scheduling:

1. Provide a dedicated two-hour instructional block to maximize support for the intensive needs of students so that students move as quickly as possible back into core instruction with Tier 2 support.
2. For EL Students provide an additional 45-60 minutes of Designated English Language Development in accordance with the English Learner Master Plan and the CA ELA/ELD Framework.

B. Grade level teaming possibilities:

1. Avoid creating self-contained full day classrooms for Tier 3 instruction. Instead, strive to departmentalize for the intensive intervention block and ELD period.
2. Encourage general education and special education teacher(s) to co-teach, as it is a highly encouraged "best practice" to provide inclusive, integrated instruction.
3. Group grade 4 and 5 students in need of intensive intervention together



LOS ANGELES UNIFIED SCHOOL DISTRICT MEMORANDUM

for the literacy/language development block of the day.

4. Use intervention teachers/coordinators, instructional coaches, special education, and general education teachers to support provision of Tier 3 instruction.

C. Other considerations:

1. Only teachers who are authorized with a multi-subject credential or special day program teachers with an education specialist credential providing instruction to students from the SDP program are to be the teachers of record for Tier 3 replacement programs.
2. General education students who do not have an individualized education plan (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 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. However, the IEP team may designate RSP collaborative support. 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. SDP-Core curriculum teachers may teach the program if all students in the classroom require that level of support, but general education students and students receiving RSP services cannot be placed in that class.

D. For English learners in grades 4 and 5/6, who have been enrolled in US schools for four consecutive years of instruction who need intensive Tier 3 intervention:

1. EL students with CELDT proficiency levels 1-3 should receive the 2-hour literacy instruction within *Language! Focus on English Learning*, fourth edition and designated ELD targeted instruction for their EL proficiency level.
2. EL students with disabilities in grades 4 and 5/6 in SDP-Core who participate in the general education curriculum and who have limited reading skills are strongly encouraged to be placed in intensive/Tier 3 literacy intervention in lieu of the core program (e.g., *Treasures*).

IV. CONTINUING STUDENTS

Grade 4 students who have received a year of instruction in a standard protocol intervention program such as *LANGUAGE! Focus On English Learning, 4th Edition*, should continue as they move into Grade 5. Students



LOS ANGELES UNIFIED SCHOOL DISTRICT MEMORANDUM

new to the program should begin with Book A. For students with less than a year in the program, assessment results (DIBELS, LRS) should be used to determine placement. These considerations 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, 4th Edition* is not appropriate for the elementary level with the exception of grade 6.

ASSISTANCE:

For assistance or further information, please contact the following staff:

- Elementary Instruction, Director Katie McGrath, (213) 241-5333
Katie.McGrath@lausd.net
- Materials ordering or PD, contact Special Education Instruction Coordinator Lisa Regan DeRoss (213) 241-8105
Lisa.DeRoss@lausd.net
- Literacy supports for Special Education, contact Special Education Coordinator Diana Inouye at (213) 241- 6701
Diana.Inouye@lausd.net
- English Learner issues, contact Elementary Coordinator for English Learner Instruction Carla Gutierrez at (213) 241-5582
Carla.Gutierrez@lausd.net
- Literacy supports, contact Elementary Literacy Coordinator, Alison Pickering (213) 241-2494 Alison.Pickering@lausd.net or Theresa Wedaa (213) 241-5686 Theresa.Wedaa@lausd.net

ATTACHMENTS:

Attachment A: *2016-2017 Intent to Open Tier 3 Reading Intervention Program New Implementation Elementary Schools*

Attachment B: *2016-2017 Intent to Open Tier 3 Reading Intervention Program Continuing Elementary Schools*



LOS ANGELES UNIFIED SCHOOL DISTRICT MEMORANDUM

GLOSSARY OF ACRONYMS	
BOY	Beginning of the Year
CELDT	California English Language Development Test
CORE Phonics Survey	Consortium on Reading Excellence Phonics Survey
DAZE	DIBELS Maze assessment (Cloze assessment)
DIBELS Next	Dynamic Indicators of Basic Early Literacy Skills
DOI	Division of Instruction
DORF	DIBELS Oral Reading Fluency
EL	English Learner
ELD	English Language Development
EO	English Only
EOY	End of the Year
IDEL	Indicadores Dinámicos del Éxito en la Lectura
IEP	Individual Education Plan
IFEP	Identified Fluent English Proficient
LRS	Language Reading Scale
MMED	Multilingual Multicultural Education Division
MOY	Middle of the Year
MTSS	Multi-Tiered System of Supports
PD	Professional Development
RFEP	Reclassified Fluent English Proficient
RSP	Resource Specialist Program
SDP	Special Day Program
SEL	Standard English Learner
RI	Reading Inventory
SSPT	Student Support and Progress Team
SWD	Student with Disabilities
TK	Transitional Kindergarten
TRC	Text Reading Comprehension



**LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM**

Attachment A

**2016 - 2017 INTENT TO OPEN TIER 3 READING INTERVENTION PROGRAM
USING *LANGUAGE! FOCUS ON ENGLISH LEARNING, 4TH EDITION*
NEW Implementation Elementary Schools**

LANGUAGE! Focus on English Learning, 4th Edition is an LAUSD-approved curricular program for students in grades 4 and 5/6 who have not mastered the California CCSS Reading Standards: Foundational Skills for Grades K-3 as evidenced by data from multiple sources (i.e., DIBELS Next, CELDT, TRC, etc.). The use of *LANGUAGE! 4th Edition* allows schools to offer a Tier 3 intensive reading intervention in lieu of the upper -grades ELA/ELD program for any student who has not mastered the basics of English reading.

Principals should complete this form after the matrix for the 2016-17 school year has been created, based on student data. Maximum class size for general education/integrated classes is 20 students. Maximum class size for special day program classes is 12 students. The materials are provided at no cost to schools when the program is implemented in accordance with District policy outlined in this memo. All schools implementing the program in 2016-2017 must complete this form. A three-day, in-person training is mandatory for all teachers newly assigned to teach or co-teach *LANGUAGE! 4th Edition*. The training is scheduled to be held August 8-10, 2016.

School Name		Location Code	
		Local District	_NW_ _NE_ _S_ _C_ _E_ _W_
Principal Name		LAUSD Email	@lausd.net
AP SPED Name		LAUSD Email	@lausd.net

NEW Schools Implementing *LANGUAGE! 4th Edition* in 2016-2017

Assigned Teacher Last Name, First Name	LAUSD Employee Number	Program (GenEd, Intervention, SLD, or AUT-Core)	# Grade 4 Students LRS Test (Lexile) Score <430			# Grade 5 Students LRS Test (Lexile) Score <430		
			GenEd	RSP	SDP	GenEd	RSP	SDP

OPTIONAL: Special Education Teachers who will be assigned to co-teach/support the *LANGUAGE!* program:

RSP and Inclusion Teachers may only be assigned to co-teach/support the program with a general education teacher when the need is specified per IEP.

First Name	Last Name	Program Type (RSP, SDP, or Inclusion)	Employee Number	LAUSD Email Address

Principal Signature: _____ Date: _____

Please scan and email to:
Dr. Lisa Regan DeRoss, K-12 Instruction Coordinator, at lisa.deross@lausd.net
 Questions? Please call Special Education K-12 Instructional Programs at (213) 241-6701.



**LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM**

Attachment B

**2016 - 2017 INTENT TO OPEN TIER 3 READING INTERVENTION PROGRAM
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Continuing Elementary Schools**

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Schools that are continuing to use LANGUAGE FOEL 4E in 2016-17: Complete this form after the matrix for the 2016-17 school year has been created, based on student data. Maximum class size for general education/integrated classes is 20 students. Maximum class size for special day program classes is 12 students. The materials are provided at no cost to schools when the program is implemented in accordance with District policy outlined in this memo. All schools implementing the program in 2016-2017 must complete this form. A three-day, in-person training is mandatory for all teachers newly assigned to teach or co-teach *LANGUAGE! 4th Edition*.

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CONTINUING Teachers Implementing LANGUAGE! 4th Edition in 2016-17 (Teachers who have already attended training and taught the curriculum.)

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**LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM**

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**LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM**

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