



**LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM**

TITLE: Placement Guidelines Language Arts Tier 2 and Tier 3
Intervention Programs in Grades 6 and 9

NUMBER: MEM- 6487.0

ISSUER: Dr. Ruth Pérez, Deputy Superintendent
Division of Instruction

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

Angel J. Barrett, Ed.D., Executive Director
Office of Curriculum, Instruction, and School Support

DATE: April 7, 2015

PURPOSE: The purpose of this Memorandum is to provide guidance regarding placement and strategic and intensive English Language Arts intervention services for students in grades 6 and 9, including students with disabilities. All middle and high schools are required to provide intervention services to students who meet the criteria. To determine placement of English learners, please refer to [MEM-6046.2 Placement, Scheduling, and Staffing for English Learners in Middle School and High School in 2015-2016.](#)

MAJOR CHANGES: This Memorandum addresses changes to the placement data that will be used for the 2015-16 school year and the addition of the AAL funding allocation requirements.

BACKGROUND: In the [English Language Arts/English Language Development Framework for California Public](#), the authors state, "...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."

The District’s instructional plan is framed around a Multi-Tiered System of Support. Embedded in this plan is the use of the problem-solving process for providing effective core instruction and the systematic provision of targeted interventions (strategic and intensive).

- INSTRUCTIONS:**
- I. Intervention courses and Placement Criteria
 - Intervention courses may be either single (Tier 2) or double-blocked (Tier 3). Proper placement and instruction is critical to student progress.
 - A. Strategic Instruction and Intervention (Tier 2, Single Block)
 - Strategic intervention courses are for students who demonstrate a basic

ROUTING
 ESC Superintendents
 ESC Instructional Directors
 ESC Pre-K Counseling, Coordinators
 ESC Literacy Coordinators
 Principals
 Assistant Principals, SCS
 Counselors
 Intervention Teachers
 School Administrative Assistants



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understanding of core content material, but need targeted intervention beyond that which occurs in core instruction. Students in strategic interventions need an “extra scoop of instruction”. Instruction should focus on academic vocabulary, comprehension strategies, and writing.

B. Intensive Instruction and Intervention (Tier 3, Double-block)

Students receiving intensive instruction and intervention need assistance with the foundational standards in reading as well as comprehension of academic texts and language. Intensive intervention courses are designed to meet the needs of these students who are performing well below grade level. This program must be double blocked to provide 90-120 minutes of English/reading instruction daily. Both classes must be taught by the same teacher who must have an English credential.

If LTELs are placed in an intensive intervention course, then these students must receive language development instruction and support in the class, e.g., use of the *lBook* in Read 180 or the use the *Speaking and Listening to the English Language* lessons in Language! 4th Edition. (See also Section II.C.)

Whenever possible, general and special education students should be in an integrated program for strategic and/or intensive intervention services. Questions regarding this integration of services should be directed to Lisa Regan, Coordinator, K-12 Instruction, Division of Special Education, lisa.regan@lausd.net

Please see Attachment A for list of ELA intervention courses.

II. Measures for Determining Initial Placement

Multiple measures should be used to determine the level of intensity of instruction and intervention needed by individual students.

A. Middle School

In determining placement for grades 6 or grade 7 if the 6th grade was completed at an elementary school, Marking Period One and Two scores should be used to determine initial placement. Please see Attachment B tables for specific placement criteria.

B. High School

In determining placement for grade 9, the English 8A grade should be used when making initial placement decisions, along with other available data points such as attendance. In addition if the student was in Literacy for Success in grade 8, the Fall semester grade should also be considered when determining placement. Please refer to Attachment C for placement guidance.



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C. LTELs (MS or HS)

If data indicates a student is experiencing severe literacy challenges, further analysis by a LAT team should be done to determine the intervention needs for the student. Examples of data that may indicate severe literacy challenges includes SRI lexile scores, CELDT reading sub-scores, D or below in Literacy and Language course and English core course. See MEMO 6046.2 *Placement, Scheduling, and Staffing for English Learners in Middle School and High School in 2013-2014* for additional information regarding LTEL placement.

IV. Final Validation of Student Placement

Student placement in intensive intervention should be validated with End of Year DIBELS (MS) and the initial screening assessments embedded in the intervention program (e.g., *Read 180*, *Language! 4th Edition*, etc.), using the benchmark scores established in the respective program.

If student placement is still unresolved, further analysis is needed. Schools should use additional data points (e.g., attendance, grades, etc.), to determine the best placement for the student.

V. Exit Criteria

When students receive strategic or intensive services, continual assessment should be conducted to determine student progress. As a student continues to progress, consideration should be given to moving students to a less intensive intervention. At any given time during the school year, students who meet the benchmark for assessments in one program should be move from to the next tier. For students moving from Tier 2 to core instruction, the school should determine support serves to ensure the student continues to progress.

VI. AAL Auxiliary Funding for Grades 6-9 ELA

The AAL (Accelerated Academic Literacy) funding is allocated to schools who have structured an intensive intervention ELA program as outlined in this memorandum. In order for schools to receive the auxiliary funding, the following requirements and actions must be met:

- English core class (e.g., English 7A, English 9A, etc.) must be double-blocked with the intensive intervention course: Literacy for Success (middle school) or Strategic Literacy (high school).
- The English core class and the intervention class must be taught by the same teacher. The teacher must be credentialed in English.
- An evidence-based replacement curriculum such as *Read 180* or *Language! 4th Edition* must be used that meets the intensive intervention needs of the students



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- The AAL Resource Allocation Request (Attachment D) must be completed and emailed or faxed to Dharma Hernandez, dth3022@lausd.net or 213-241-8977.

Initial applications are due April 24, 2015. Schools that increase their numbers may apply between August 15, 2015 to September 15, 2015. Schools that do not maintain the required organization or number of students may have their funding cancelled.

**RELATED
RESOURCES:**

REF-3490.9 *Transfer Data Information For Schools Receiving Matriculating Students*, dated February 8, 2013

REF-5994.0 *Scheduling ELD Instruction for Secondary ELs with Disabilities* dated April 29, 2013

REF-4984.1 *Implementing a Multi-Tiered Framework for Instruction, Intervention and Support*

ASSISTANCE:

For assistance or further information please contact Dharma Hernandez, Secondary Literacy Coordinator, or Laura Cavalli, RTI Expert, at (213) 241-6444.



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Attachment A

**Intervention English Language Arts Course Descriptions
Grades 6 -10**

Strategic Intervention (Tier 2)	<i>Students are enrolled in grade level English and one elective period.</i>		
EO,RFEP, IFEP, AND STUDENTSWITH DISABILITIES			
Course Abbreviation	Course Code	Purpose	Class Size Norm
ACAD LIT MS 6A/B ACAD LIT MS 7A/B ACAD LIT MS 8A/B	231121/2 231123/4 231125/6	The primary goal of this course is to provide strategic instruction and intervention aligned to the grade level core English Language Arts (ELA) class. This course advances students' proficiency in reading, speaking and listening, and thinking. This course is open to EOs, IFEPS, RFEPs, and SWDs.	None
DEV READMSAB DEV READHSA/B	350201/2 350211/2	The primary goal of this course is to provide instruction in content access strategies and targeted intervention. This course is often taught in the learning center. Grades 6-12 (Special Education)	None
ENHAN LIT 9A/B ENHAN LIT 10A/B	231141/2 231143/4	The primary goal of this course is to provide strategic instruction and intervention aligned to the grade level core English Language Arts (ELA) class. Students enrolled in this intervention will build their reading in quantity and quality from their initial level to read one million words annually on their own, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles. This course is open to EOs, IFEPs, RFEPs, and SWDs.	None



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Intensive Intervention (Tier 3)	<i>Students are enrolled in a double-block ELA program: English core class and intervention class.</i>		
EO, RFEP , IFEP AND STUDENTS WITH DISABILITIES			
Course Abbreviation	Course Code	Purpose	Class Size Norm
LIT SUCCESS MS 1A	230131	This course addresses the needs of students in grades 6-8, who have demonstrated delayed reading in the following areas: decoding, encoding, fluency, and comprehension.	28:1
LIT SUCCESS MS 1B	230132		
LIT SUCCESS MS 2A	230133		
LIT SUCCESS MS 2B	230134		
STRATGC LIT 1A	230141	This course addresses the needs of students in grade 9, who have demonstrated delayed reading in the following areas: decoding, encoding, fluency, and comprehension.	26:1
STRATGC LIT 1B	230142		
STRATGC LIT 2A	230143		
STRATGC LIT 2B	230144		



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Attachment B

STRATEGIC (TIER 2) AND INTENSIVE (TIER 3) INTERVENTION PLACEMENT CHART: Grade 6

STUDENTS	Marking Period One	Marking Period Two	Additional Data –DIBELS NEXT (Reading)	Other Data to Consider	Intervention
EO, RFEP, IFEP, and SWD*	2	2	In the MiSiS Student Profile screen, DIBELS data is provided that can be used to assist in determining student placement. If a student receives a “Below Benchmark,” recommend placement in a strategic intervention.	-SST plans/IEP goals -Marking period grades over time *SWD: -IEP goal achievement in reading and writing -Other literary formative and summative assessment data	Strategic
EO, RFEP, IFEP, and SWD*	1	1	In the MiSiS Student Profile screen, DIBELS data is provided that can be used to assist in determining student placement. If a student receives a “Well Below Benchmark,” recommend placement in an intensive intervention.	-SST plans/goals -ELA course grades over time *SWD: -IEP goal achievement in reading and writing -Other literary formative and summative assessment data	Intensive
LTEL	If students have received a one in Marking Period Two, further analysis by LAT team should be considered to determine the literacy intervention needs for the student. Please see MEM-6046.2, <i>Placement, Scheduling and Staffing of English Learners in Middle School and High School in 2015-16.</i>				



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Attachment C

STRATEGIC (TIER 2) AND INTENSIVE (TIER 3) INTERVENTION PLACEMENT CHART: Grade 9

STUDENTS	ELA Course Fall Grades	ELA Course Spring Grades	Previous Intervention Courses	Other Data to Consider	Intervention Placement
EO, RFEP, IFEP, and SWD*	C or D	C or D	Any student that is placed into an English core class after passing in an intensive intervention program in grade 8 should also be placed in a strategic intervention course for the added support (at least one semester).	-SST plans/goals -ELA course grades over time *SWD: -IEP goal achievement in reading and writing -Other literary formative and summative assessment data	Strategic Important Notes: RFEP students reclassified in Spring 2015 will also have SRI (Scholastic Reading Inventory) data that can be used when determining ELA placement.
EO, RFEP, IFEP, and SWD*	D or Fail	D or Fail	-If student was enrolled in an intensive intervention course in grade 8 and finished with a D or Fail, it is recommended that student be placed in an intensive intervention program. At the very beginning of the 2015-16 year, the student's placement should be validated with a reading screening assessment.	-SST plans/goals -ELA course grades over time	Intensive Important Note: RFEP students reclassified in Spring 2015 will also have SRI (Scholastic Reading Inventory) data that can be used when determining ELA placement.
LTEL	If students are scoring "BR to 785L" on the SRI, further analysis by LAT team can be done to determine the literacy intervention needs for the student. Please see MEM-6046.2, <i>Placement, Scheduling and Staffing of English Learners in Middle School and High School in 2015-16</i> .				



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Attachment D

**Los Angeles Unified School District
Office of Curriculum, Instruction, and School Support
AAL Resource Allocation Request 2015-16
Due by Friday, April 24, 2015**

In order to provide your school with the necessary licenses, professional development, and **funding for the auxiliary**, please complete the form and email or fax to Dharma Hernandez, Coordinator, Secondary Literacy/Language Arts, dth3022@lausd.net or 213-241-8977 (**No funding will be allocated without this form and validations of course offerings**). For further information, see MEM- *Placement Guidelines Language Arts Tier 2 and Tier 3 Intervention Programs in Grades 6 and 9*.

School Name: _____

Intensive intervention program(s) school will be using in Literacy for Success (MS) or Strategic Literacy (HS):

Program	Grades (circle)	Number of Classes		Number of Teachers	Projected Number of Students
		Gen Ed	SDC		
READ 180	6 7 8 9				
Language! 4 th Edition	6 7 8 9				
Other Program Name:	6 7 8 9				

Teacher Information (list of projected teachers who will be teaching the intensive intervention course):

Name	Program will be Teaching			Training Needed	
	READ 180	Language! 4 th Edition	Other Program	Yes	No

**Final AAL funding allocation will be based on Norm Day enrollment.*

School Contact Information

Name: _____
Title: _____

Telephone: _____
Email: _____

Principal Signature

Date