



**LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM**

TITLE: Guidelines for Tier 3 Implementation for Literacy Interventions for Grades 4 and 5/6

NUMBER: MEM-5288

ISSUER: Susan Tandberg, Coordinator
Office of Curriculum, Instruction and School Support

DATE: October 14, 2010

ROUTING
 Local District Superintendents
 Local District Administrators
 Instructional Services
 LD Directors
 LD Literacy support Staff
 LD RtI Coordinators
 LD RtI Experts
 PreK-12 Counseling
 Coordinators
 School Site Administrators
 Bridge Coordinators
 Data Coordinators
 Intervention Coordinators
 Intervention Teachers
 UTLA Chapter Chairs

PURPOSE: The purpose of this Memorandum is to provide information regarding implementation, assessment, and support services for Tier 3 replacement curriculum in Grades 4 and 5/6

BACKGROUND: Tier 3 services are designed to address the needs of 3-5% of students experiencing significant and chronic delays in reading, even after receiving Tier 2 targeted instruction and intervention. Fourth and fifth/sixth grade students who are reading at least two grade levels below, and do not demonstrate competence in the basic foundational skills of reading, need accurate diagnostic information, intense research-based intervention, close monitoring, timely data collection and ongoing analysis to inform the comprehensive instruction they receive.

INSTRUCTIONS: **I. PROCEDURES**
 To address the needs of students in grades 4 and 5/6 in the elementary setting, schools will provide an evidenced-based intervention strategy; a program or collection of instructional practices that has a demonstrated record of success in meeting the needs of students requiring intense and targeted instruction and intervention. These should include:

- Intensified instructional practices, with increased frequency and duration
- Direct and explicit teaching of the foundational reading skills
- Systems of continuous assessment and progress monitoring
- Data-based decision making

Using a problem-solving method to make decisions about students’ needs precedes all interventions and supports.

- What is the problem?
- Why is it happening?
- What are we going to do about it?
- What is the response to instruction/intervention?

Data-based decisions regarding student placement must drive intensive instruction and intervention. Multiple measures should be used to ensure that appropriate interventions are delivered.



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Schools should use MyData System and/or the Student Information System (SIS) to generate reports identifying students needing intense interventions. Please refer to **REF-Guide 5158** for guidance on identification and screening of students.

Tier 3 requires intensive instruction and intervention, increased time, and smaller groups for instruction. Schools with larger numbers of students needing intensive instruction and intervention may find it expeditious to use a different curricula, and/or instruction from that used in Tier 1 or Tier 2. Regardless of the method chosen for the provision of Tier 3 instruction it is expected that students receive a minimum of 150 minutes of intensive, prescriptive literacy instruction daily.

II. ASSESSMENT (Attachments A-E will help to define type and frequency of assessment implementation for some programs used for Tier 3 replacement curricula)

A. Benchmark Assessments

Benchmark assessments are used to establish an initial measure of students' strengths and areas of need, and to establish a point from which future measurements of growth can be calculated. These assessments are typically given three times per year but can be given more often depending on the program used.

1. *Baseline*: Each student should be given a baseline assessment in fluency, spelling and comprehension within the first 20 days of instruction. (*Baseline Assessments* in LANGUAGE! 4TH Edition; *SRI* in READ 180; or other curriculum-based or diagnostic measurements).
2. *Mid-year*: These assessments are administered approximately every 6 to 12 weeks, depending on the program used, in order to measure learning in larger increments, from the beginning of the year to the point of assessment. (*Progress Indicators* in LANGUAGE! 4th Edition; *SRI* in READ 180; or other curriculum-based or diagnostic measurements).
3. *End-of Year Assessments*: The purpose of end of year assessment is both summative and informative. This comparative analysis from baseline assessment to end of year will provide information about the skills and content the student has mastered over the course of the year's instruction. (*Progress Indicators* in LANGUAGE! 4th Edition; *SRI* in READ 180; or other curriculum-based or diagnostic measurements).

B. Progress Monitoring

Tier 3 instruction and intervention requires frequent progress monitoring to measure student growth. Progress monitoring assessments are short, quick snapshots designed to provide information about student progress toward the focused, pre-determined goals, or mastery of a targeted skill. Examples of progress monitoring may include teacher observations, informal or formal tests and curriculum tasks. They provide teachers with timely information about the content, skills and concepts taught.



This data ensures that teachers have the necessary information to make decisions about pacing and the individual supports students need to progress in their understanding, and allows for immediate effective actions to occur before further gaps develop.

Students receiving Tier 3 instruction and intervention should be progress monitored at least weekly. This frequency provides information on how to meet the student's instructional and intervention needs.

IV. IMPLEMENTATION

Schools will have options in designing the interventions necessary to support students needing Tier 3 support. Research-based instructional strategies that focus on strategic, explicit instruction, delivered with intensity, frequency, and duration will be the criteria for implementation. A thorough description and analysis of the reading problem, why it is occurring, and what specific strategies are needed to be effective for the student is important in the problem-solving analysis.

Equally important is the degree to which the program/plan is implemented as designed and intended. Without program integrity it will remain unknown if:

- Good results are actually due to the intervention
- Poor results are actually due to the intervention, **or** to modifications.

In the RtI² framework and the problem-solving model, it is imperative that evidenced-based interventions are implemented as intended and with fidelity. Sites can expect support from both Local and Central Districts as they begin to operationalize their interventions

RELATED RESOURCES

Criteria to identify students needing Tier 3 support in 4th /5th/6th grade students see **REF-Guide 5158**

Resources available to help identify and select research-based instruction and intervention programs:

What Works Clearinghouse <http://ies.ed.gov/ncee/wwc/>

Florida Center for Reading Research: <http://www.fcrr.org/>

ASSISTANCE:

For assistance or further information please contact Literacy/Language Arts Specialists:

Debra Conejo, Alison Pickering, Jaimi Krielaart, Catrisa Booker at (213) 241-6444



**LOS ANGELES UNIFIED SCHOOL DISTRICT
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ATTACHMENT A

**Los Angeles School District
Instruction and Assessment Windows 2010 – 2011
Language! 4th Edition, Books A/B - Single Track**

Instruction	Dates	Days	Assessments	Scores Due
Baseline Assessments (TOSCRF, LRS, TWS, Writing)	Sept. 13 – Sept. 24	10	Baseline Assessments (TOSCRF, LRS, TWS, Writing)	Sept. 24
Unit 1	Sept. 27 – Oct. 13	13	Content Mastery	Oct. 18
Unit 2	Oct. 14 – Nov. 1	13	Content Mastery Benchmark Paper Fluency	Nov. 4
Unit 3	Nov. 2 – Nov. 19	13	Content Mastery	Dec. 1
Unit 4	Nov. 29 – Dec. 17	15	Content Mastery Benchmark Paper Fluency	Dec. 17
Unit 5	Jan.10 – Jan. 28	14	Content Mastery	Feb. 2
Unit 6	Jan. 31 – Feb. 18	15	End-of-Book Content Mastery Fluency	Feb. 24
Progress Indicators (TOSCRF, LRS, TWS, Writing)	During Unit 6 Instruction	15	Progress Indicators (TOSCRF, LRS, TWS, Writing)	Feb. 24
Unit 7	Feb. 18 – Mar. 11	15	Content Mastery	Mar. 16
Unit 8	Mar. 14 – Mar. 31	14	Content Mastery Benchmark Paper	Apr. 6
Unit 9	Apr. 4 – Apr. 29	15	Content Mastery Fluency	May 4
Unit 10	May 2 – May 19	14	Content Mastery Benchmark Paper	May 24
Unit 11	May 20 – Jun. 9	14	Content Mastery	Jun. 14
Unit 12	Jun. 10 – Jun. 24	11	End-of-Book Content Mastery Fluency	Jun. 24
Progress Indicators (TOSCRF, LRS, TWS, Writing)	During Unit 12 Instruction	11	Progress Indicators (TOSCRF, LRS, TWS, Writing)	Jun. 24
2011-2012 Placement Testing	May 31 – Jun. 10	9	Language! Reading Scale (new students only)	Jun. 10

***Baseline Assessments = Benchmark Assessments**



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ATTACHMENT A

Los Angeles School District
Instruction and Assessment Windows 2010 – 2011
Language! 4th Edition, Books A/B - Single Track

Instruction Summary

- This document represents a minimum standard for pacing and unit completion. It is appropriate to pace instruction more quickly if scheduling allows and students continue to demonstrate mastery.

Assessment Summary

- Assessments will be administered as scheduled and scores entered into VPORT.
- Assessments should be scored immediately. Scores may be entered into VPORT immediately or at the end of each unit, no later than the “Scores Due” date.
- Whenever possible, three days have been added between the end of each unit and the “Scores Due” date. This is to allow plenty of time to enter scores in VPORT. Instruction should continue during these three days, moving students seamlessly into the next unit.



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ATTACHMENT B

**Los Angeles School District
Instruction and Assessment Windows 2010 – 2011
Language! 4th Edition, Books A/B - 4 Track**

Instruction	(Track) Dates	Days	Assessments	Scores Due
Baseline Assessments* (TOSCRF, LRS, TWS, Writing)	(A) Aug. 30 – Sept. 10 (B) Aug. 30 – Sept. 10 (C) Sept. 30 – Oct. 12 (D) Aug. 30 – Sept. 10	9 9 12 9	Baseline Assessments (TOSCRF, LRS, TWS, Writing)	(A) Sept. 15 (B) Sept. 15 (C) Oct. 27 (D) Sept. 15
Unit 1	(A) Sept. 13 – Sept. 29 (B) Sept. 13 – Sept. 29 (C) Oct. 13 – Oct. 29 (D) Sept. 13 – Sept. 29	13 13 13 13	Content Mastery	(A) Oct. 4 (B) Sept. 29 (C) Nov. 3 (D) Oct. 4
Unit 2	(A) Sept. 30 – Oct. 18 (B) Nov. 15 – Dec. 17 (C) Nov. 1 – Nov. 19 (D) Sept. 30 – Oct. 18	13 20 14 13	Content Mastery Benchmark Paper Fluency	(A) Oct. 21 (B) Dec. 17 (C) Dec. 1 (D) Oct. 21
Unit 3	(A) Oct. 19 – Nov. 4 (B) Jan. 3 – Jan. 21 (C) Nov. 29 – Dec. 17 (D) Oct. 19 – Nov. 10	13 14 15 17	Content Mastery	(A) Nov. 9 (B) Jan. 26 (C) Dec. 17 (D) Nov. 10
Unit 4	(A) Nov. 5 – Dec. 1 (B) Jan. 24 – Feb. 11 (C) Jan. 3 – Jan. 21 (D) Jan. 3 – Jan. 21	13 15 14 14	Content Mastery Benchmark Paper Fluency	(A) Dec. 7 (B) Feb. 16 (C) Jan. 26 (D) Jan. 26
Unit 5	(A) Dec. 2 – Dec. 17 (B) Feb. 14 – Mar. 4 (C) Jan. 24 – Feb. 11 (D) Jan. 24 – Feb. 11	12 14 15 15	Content Mastery	(A) Dec. 17 (B) Mar. 9 (C) Feb. 11 (D) Feb. 16
Progress Indicators* (TOSCRF, LRS, TWS, Writing)	During Unit 5 instruction		Progress Indicators (TOSCRF, LRS, TWS, Writing) (from Unit 6)	(A) Dec. 17 (B) Mar. 9 (C) Feb. 11 (D) Feb. 16
Unit 6	(A) Feb. 16 – Mar. 11 (B) Mar. 7 – Mar. 25 (C) Mar. 28 – Apr. 15 (D) Feb. 14 – Mar. 18	17 15 15 20	End-of-Book Content Mastery Fluency	(A) Mar. 16 (B) Mar. 25 (C) Apr. 20 (D) Mar. 23
Unit 7	(A) Mar. 14 – Apr. 1 (B) May 9 – Jun. 3 (C) Apr. 18 – May 6 (D) Mar. 21 – Apr. 8	15 19 15 15	Content Mastery	(A) Apr. 6 (B) Jun. 8 (C) May 11 (D) Apr. 13



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**Los Angeles School District
Instruction and Assessment Windows 2010 – 2011
Language! 4th Edition, Books A/B - 4 Track (cont'd)**

Instruction	(Track) Dates	Days	Assessments	Scores Due
Unit 8	(A) Apr. 4 – Apr. 22 (B) Jun. 6 – Jun. 24 (C) May 9 – Jun. 3 (D) Apr. 11 – Apr. 29	15 15 19 15	Content Mastery Benchmark Paper (B) Progress Indicators (D) Progress Indicators	(A) Apr. 27 (B) Jun. 24 (C) Jun. 8 (D) May 4
Unit 9	(A) Apr. 25 – May 20 (B) ----- (C) Jun. 6 – Jun. 24 (D) -----	20 -- 15 --	Content Mastery Fluency (C) Progress Indicators	(A) May 25 (B) ----- (C) Jun. 24 (D) -----
Unit 10	(A) May 23 – Jun. 10 (B) ----- (C) ----- (D) -----	14	Content Mastery Benchmark Paper (A) Progress Indicators	(A) Jun. 15 (B) ----- (C) ----- (D) -----
Progress Indicators (TOSCRF, LRS, TWS, Writing)	During last unit of instruction		Progress Indicators (TOSCRF, LRS, TWS, Writing) (from Unit 12)	(A) Jun. 15 (B) Jun. 24 (C) Jun. 24 (D) May 4
2011-2012 Placement Testing	(A) Jun. 6 – Jun. 10 (B) Jun. 6 – Jun. 10 (C) Jun. 6 – Jun. 10 (D) Apr.18 – Apr. 22	5	Language! Reading Scale (new students only)	(A) Jun. 10 (B) Jun. 10 (C) Jun. 10 (D) Apr. 22

***Baseline Assessments = Benchmark Assessments**



LOS ANGELES UNIFIED SCHOOL DISTRICT MEMORANDUM

ATTACHMENT B

Instruction Summary

- This document represents a minimum standard for pacing and unit completion. It is appropriate to pace instruction more quickly if scheduling allows and students continue to demonstrate mastery.

Track A will complete Units 1-10 Track C will complete Units 1-9
Track B will complete Units 1-8 Track D will complete Units 1-8

Assessment Summary

- Assessments will be administered as scheduled and scores entered into VPORT.
- Assessments should be scored immediately. Scores may be entered into VPORT immediately or at the end of each unit, no later than the “Scores Due” date.
- Whenever possible, three days have been added between the end of each unit and the “Scores Due” date. This is to allow plenty of time to enter scores in VPORT. Instruction should continue during these three days, moving students seamlessly into the next unit.



**LOS ANGELES UNIFIED SCHOOL DISTRICT
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ATTACHMENT C

**Los Angeles School District
Instruction and Assessment Windows 2010 – 2011
Language! 4th Edition, Books A/B - Single Track
(Alternate Schedule for Late Start)**

Instruction	Dates	Days	Assessments	Scores Due
Baseline Assessments (TOSCRF, LRS, TWS, Writing)	Sept. 27 – Oct. 13	13	Baseline Assessments (TOSCRF, LRS, TWS, Writing)	Oct. 18
Unit 1	Oct. 14 – Nov. 1	13	Content Mastery	Nov. 4
Unit 2	Nov. 2 – Nov. 19	13	Content Mastery Benchmark Paper Fluency	Dec. 1
Unit 3	Nov. 29 – Dec. 17	15	Content Mastery	Dec. 17
Unit 4	Jan.10 – Jan. 28	14	Content Mastery Benchmark Paper Fluency	Feb. 2
Unit 5	Jan. 31 – Feb. 18	15	Content Mastery	Feb. 24
Progress Indicators (TOSCRF, LRS, TWS, Writing)	During Unit 5 Instruction	15	Progress Indicators (TOSCRF, LRS, TWS, Writing)	Feb. 24
Unit 6	Feb. 22 – Mar. 11	14	End-of-Book Content Mastery Fluency	Mar. 16
Unit 7	Mar. 14 – Mar. 31	14	Content Mastery	Apr. 6
Unit 8	Apr. 4 – Apr. 29	15	Content Mastery Benchmark Paper	May 4
Unit 9	May 2 – May 19	14	Content Mastery Fluency	May 24
Unit 10	May 20 – Jun. 9	14	Content Mastery Benchmark Paper	Jun. 14
Unit 11	Jun. 10 – Jun. 24	11	End-of-Book Content Mastery Fluency	Jun. 24
Progress Indicators (TOSCRF, LRS, TWS, Writing)	During Unit 11 Instruction	11	Progress Indicators (TOSCRF, LRS, TWS, Writing)	Jun. 24
2011-2012 Placement Testing	May 31 – Jun. 10	9	Language! Reading Scale (new students only)	Jun. 10

***Baseline Assessments = Benchmark Assessments**



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ATTACHMENT C

**Los Angeles School District
Instruction and Assessment Windows
2010 – 2011, Single Track**

**Language! 4th Edition, Books A/B
(Alternate Schedule for Late Start)**

Instruction Summary

- This document represents a minimum standard for pacing and unit completion. It is appropriate to pace instruction more quickly if scheduling allows and students continue to demonstrate mastery.

Assessment Summary

- Assessments will be administered as scheduled and scores entered into VPORT.
- Assessments should be scored immediately. Scores may be entered into VPORT immediately or at the end of each unit, no later than the “Scores Due” date.
- Whenever possible, three days have been added between the end of each unit and the “Scores Due” date. This is to allow plenty of time to enter scores in VPORT. Instruction should continue during these three days, moving students seamlessly into the next unit.



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ATTACHMENT D

**Los Angeles School District
Instruction and Assessment Windows
2010 – 2011, Four Track**

**Language! 4th Edition, Books A/B – 4 Track
(Alternate Schedule for Late Start)**

Instruction	(Track) Dates	Days	Assessments	Scores Due
Baseline Assessments* (TOSCRF, LRS, TWS, Writing)	(A) Sept. 27 – Sept. 29 (B) Nov. 15 – Nov. 19 (C) Oct. 7 – Oct. 12 (D) Sept. 27 – Sept. 29	3 5 4 3	Baseline Assessments (TOSCRF, LRS, TWS, Writing)	(A) Oct. 4 (B) Dec. 1 (C) Oct. 15 (D) Oct. 4
Unit 1	(A) Sept. 30 – Oct. 18 (B) Nov. 29 – Dec. 17 (C) Oct. 13 – Oct. 29 (D) Sept. 30 – Oct. 18	13 15 14 13	Content Mastery	(A) Oct. 21 (B) Dec. 17 (C) Nov. 3 (D) Oct. 21
Unit 2	(A) Oct. 19 – Nov. 4 (B) Jan. 3 – Jan. 21 (C) Nov. 1 – Nov. 19 (D) Oct. 19 – Nov. 10	13 14 15 17	Content Mastery Benchmark Paper Fluency	(A) Nov. 9 (B) Jan. 26 (C) Dec. 1 (D) Nov. 10
Unit 3	(A) Nov. 5 – Dec. 1 (B) Jan. 24 – Feb. 11 (C) Nov. 29 – Dec. 17 (D) Jan. 3 – Jan. 21	13 15 14 14	Content Mastery	(A) Dec. 7 (B) Feb. 16 (C) Dec. 17 (D) Jan. 26
Unit 4	(A) Dec. 2 – Dec. 17 (B) Feb. 14 – Mar. 4 (C) Jan. 3 – Jan. 21 (D) Jan. 24 – Feb. 11	12 14 15 15	Content Mastery Benchmark Paper Fluency	(A) Dec. 17 (B) Mar. 9 (C) Jan. 26 (D) Feb. 16
Progress Indicators* (TOSCRF, LRS, TWS, Writing)	During Unit 4 instruction		Progress Indicators (TOSCRF, LRS, TWS, Writing) (from Unit 6)	(A) Dec. 17 (B) Mar. 9 (C) Jan. 26 (D) Feb. 16
Unit 5	(A) Feb. 16 – Mar. 11 (B) Mar. 7 – Mar. 25 (C) Jan. 24 – Feb. 11 (D) Feb. 14 – Mar. 18	17 15 15 20	Content Mastery	(A) Mar. 16 (B) Mar. 25 (C) Feb. 11 (D) Mar. 23
Unit 6	(A) Mar. 14 – Apr. 1 (B) May 9 – Jun. 3 (C) Mar. 28 – Apr. 15 (D) Mar. 21 – Apr. 8	15 19 15 15	End-of-Book Content Mastery Fluency	(A) Apr. 6 (B) Jun. 8 (C) Apr. 20 (D) Apr. 13

*Baseline Assessments = Benchmark Assessments



**Los Angeles School District
Instruction and Assessment Windows
2010 – 2011, Four Track**

**Language! 4th Edition, Books A/B
(Alternate Schedule for Late Start)**

Instruction	(Track) Dates	Days	Assessments	Scores Due
Unit 7	(A) Apr. 4 – Apr. 22	15	Content Mastery	(A) Apr. 27
	(B) Jun. 6 – Jun. 24	15		(B) Jun. 24
	(C) Apr. 18 – May 6	19	(B) Progress Indicators	(C) May 1
	(D) Apr. 11 – Apr. 29	15	(D) Progress Indicators	(D) May 4
Unit 8	(A) Apr. 25 – May 20	20	Content Mastery	(E) May 25
	(B) -----	--	Benchmark Paper	(F) -----
	(C) May 9 – Jun. 3	15		(G) Jun. 8
	(D) -----	--		(H) -----
Unit 9	(A) May 23 – Jun. 17	19	Content Mastery	(A) Jun. 15
	(B) -----	--	Benchmark Paper	(F) -----
	(C) Jun. 6 – Jun. 24	15	(E) Progress Indicators	(G) Jun. 24
	(D) -----	--	(C) Progress Indicators	(H) -----
Progress Indicators (TOSCRF, LRS, TWS, Writing)	During last unit of instruction		Progress Indicators (TOSCRF, LRS, TWS, Writing) (from Unit 12)	(A) Jun. 15 (B) Jun. 24 (C) Jun. 24 (D) May 4
2011-2012 Placement Testing	(A) Jun. 6 – Jun. 10 (B) Jun. 6 – Jun. 10 (C) Jun. 6 – Jun. 10 (D) Apr.18 – Apr. 22	5	Language! Reading Scale (new students only)	(A) Jun. 10 (B) Jun. 10 (C) Jun. 10 (D) Apr. 22

Instruction Summary

- This document represents a minimum standard for pacing and unit completion. It is appropriate to pace instruction more quickly if scheduling allows and students continue to demonstrate mastery.

Track A will complete Units 1-9
Track B will complete Units 1-7

Track C will complete Units 1-9
Track D will complete Units 1-7

Assessment Summary

- Assessments will be administered as scheduled and scores entered into VPORT (Note that each track will give the Progress Indicator Assessment during the last unit of instruction.)
- Assessments should be scored immediately. Scores may be entered into VPORT immediately or at the end of each unit, no later than the “Scores Due” date.
- Whenever possible, three days have been added between the end of each unit and the “Scores Due” date. This is to allow additional time to enter scores in VPORT. Instruction should continue during these three days, moving students seamlessly into the next unit.



Assessment Guidelines: *READ 180 (Grades 4-6)*

<i>Curriculum</i>	<i>Assessments</i>	<i>Frequency</i>	<i>Teacher Entry Data</i>
<i>READ 180</i>	<i>Scholastic Reading Inventory (SRI)</i>	3 times/year	None – Automatically uploaded into SAM
	Mini computer-based assessments in the Success Zone on: Vocabulary, Grammar, Reading Comprehension	Weekly/Bi-weekly	None – Automatically uploaded into SAM
	Curriculum Based Assessments	Assessment Windows (see below)	None – Automatically uploaded into SAM

Assessment Windows: *READ 180*

<i>Assessment</i>	<i>Window #1</i>	<i>Window #2</i>	<i>Window #3</i>	<i>Window #4</i>
<i>Scholastic Reading Inventory (SRI)</i>	September 13-24, 2010	December 13-17, 2010	March 14-18, 2010	June 6-10, 2010