



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

TITLE: Implementing a Multi-Tiered Framework for Instruction, Intervention, and Support

NUMBER: REF-4984.1

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ROUTING

Local District Superintendents
Local District Administrators of Instruction
Director, School Services
All Schools
All Locations
School Site Administrators
Teachers

PURPOSE: The purpose of this Reference Guide is to assist all schools in conceptualizing, designing, implementing, and monitoring school improvement efforts using a multi-tiered framework for instruction, intervention, and support as identified in Policy BUL-4827.1, *Multi-Tiered Framework for Instruction, Intervention, and Support*. This Reference Guide describes the purpose, background, and major components of a multi-tiered problem solving framework.

MAJOR CHANGES: Strategies such as preteaching, reteaching, frontloading academic vocabulary, extended practice, focused behavioral intervention occur initially in Tier 1, and may extend across all three tiers of instruction and intervention.

BACKGROUND: The instructional plan for the Los Angeles Unified School District is organized around a multi-tiered problem solving process designed to ensure that instruction in all content areas achieves the following goals for all students:

1. All students achieve at or above academic, behavioral, and social, benchmarks, and
2. Students at-risk for not meeting their potential (including students who are gifted) advance their progress through effective first teaching and interventions that are well implemented, timely, and provided at a level of intensity necessary to achieve acceleration.

This document provides guidance and tools for the leadership, organization, as well as structure needed to effectively implement a multi-tiered problem-solving process.

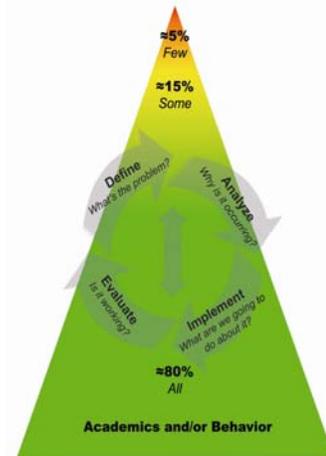
A Multi-Tiered Framework systematically guides the development of a well-integrated and seamless system of instruction, intervention and support in the areas of academics, behavior, social-emotional, and attendance that is matched to student need and directed by student outcome data from multiple measures.

A Multi-Tiered Framework embraces evidenced-based instruction and the District's Discipline Foundation Policy. It provides the structure within which all efforts of the school are aligned to ensure that the instructional, academic, and behavioral/social emotional needs of all students are the highest priority, including English Learners (ELs), Standard English Learners (SELs), Students



with Disabilities (SWDs) and Gifted and Talented Education (GATE) students.

The problem-solving process (Attachment A) is grounded in data-based decision making about instruction and intervention. Implementing a multi-tiered problem-solving process requires careful consideration and planning that is informed by student-centered data. These guidelines are crafted around a systems change model that is based on three essential components: consensus, infrastructure, and implementation.



I. Consensus Building

Consensus is the process of assisting staff to learn about why and what changes are needed in the area of academics, behavior, social-emotional, and attendance which includes attendance expectations. Concepts are communicated broadly to stakeholders and the foundational “whys” are taught, discussed, and embraced. Three areas to consider in building consensus include student need, beliefs, and knowledge.

A. Identify the need for change

1. Provide student data to staff that reflect the performance of students in the building, including the percent of students, by student or group, at or above proficiency and the percent of students who have changed proficiency levels. In addition, provide trend data showing the percent increase each year (past 3-5 years) of students who have moved to proficiency. These data will assist staff in developing consensus around what change is needed in order to achieve building and district goals.

B. Identify beliefs

1. Explore beliefs around equitable access for all students to high quality first teaching.
2. Examine beliefs and expectations of students as capable learners.
3. Build an understanding that the effectiveness of supplemental (Tier 2) and intensive (Tier 3) instructional supports is dependent on strong, effective core instruction (Tier 1).
4. Identify the belief patterns that teachers have regarding how to best educate students by giving the *Beliefs Survey* to all staff (see the *Doing What Works in LAUSD* website for access to



this tool).

5. Discuss the data from the surveys to support the need for change and the belief that all students can learn.

GUIDELINES:

- C. Identify staff skills and practices that might be needed to support the change:
 1. Provide information and articles about the multi-tiered problem solving process to all stakeholders (see the *Doing What Works in LAUSD* website).
 2. Provide professional development to staff on the underpinnings of a data-based problem-solving model (i.e., data-based decision making, multiple tiers of intervention, use of problem-solving process, etc.)
 3. Complete a self-assessment to determine the need for multi-tiered problem-solving process in the school (one option is the *Self-Assessment of Problem-Solving Implementation (SAPSI)*, see Attachment B).
 4. Provide professional development to support an understanding of the purpose of collecting data, what data is important to collect, and how frequently the data should be analyzed. Provide a process for data analysis.

II. Infrastructure Building

Infrastructure is comprised of those elements necessary to implement a multi-tiered framework of instruction, intervention, and support using a problem-solving process. Structures and supports (e.g. data collection procedures, common language/common understanding of the problem-solving process, designated data days to evaluate instruction) are put in place to support, stabilize, and institutionalize evidence-based instruction and data-based decision making into the culture of the school.

- A. Form a school-based leadership team to do early information gathering and sharing.
 1. Identify members of the School-Based Leadership Team (SBLT). Members should include but are not limited to Principal/Assistant Principal, data coach (assigned role, not necessarily by title), general education teacher, special education teacher, facilitator, support staff (intervention teacher, psychologist, counselors, etc.).
 2. Define roles of each member of the SBLT.
 - a. Instructional leader responsible for building culture, communicating the vision, and supporting the infrastructure (i.e. administrator).
 - b. Person with expertise in collecting, organizing,



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displaying, analyzing and interpreting data (i.e., teacher, data or Instructional coach, Title 1 Coordinator).

c. Person who has knowledge and understanding of

standards-based instruction, curriculum, assessment, and strategies (i.e. teacher, instructional coach).

d. Person who has knowledge and understanding of evidence-based interventions, methods, and curricula (i.e., intervention teacher, school psychologist, special education teacher).

e. Person who establishes and maintains a supportive environment for problem-solving and data-based decision making. This role is responsible for attending to the elements of change and identifying strategies for supporting staff throughout the transition (i.e. intervention teacher, instructional coach, data coach).

3. Ensure the leadership team has the skills and knowledge to support the implementation of a multi-tiered approach by working with the Local District RtI² personnel.

B. Align the various initiatives on campus, i.e. *Single Plan for Student Achievement*, small learning communities, professional learning communities, positive behavior support, reading block, new math adoption, etc. with an RtI² framework.

C. Analyze school level data to assist in prioritizing resources to support this effort. The following lines of inquiry will help in this endeavor.

1. Is the core program, Tier 1, meeting the academic, social, and behavioral needs of at least 80% of the students?
2. What universal screening tools (tools used to identify learners at risk or those who may be showing early signs of struggling with learning, at least 3x per year) are built into the core program (Tier 1)?
3. If the core academic and/or behavioral program, Tier 1, is not meeting the needs of 80 % of students, what might be the reason?
4. How will the needs identified in the core program, Tier 1, be addressed (i.e. what professional development might need to be provided and to whom)?
5. For which students is the core instruction sufficient or not sufficient? Why or why not?
6. What specific supplemental and intensive instructions are needed?
7. How will specific supplemental and intensive instruction be delivered?



8. Are the Tier 2 interventions currently in place meeting the needs of our students (e.g. 80% of the students participating in the Tier 2 intervention programs showing positive slopes or trends of growth based on ongoing progress monitoring?)

 9. How will it be determined which students need to move to a different level of instruction or intervention?
- D. Identify assessment systems used to assist a seamless and fluid transition between tiers and to monitor a student's response to intervention. A tiered system of assessments increases in frequency and intensity as greater instructional or behavioral need are revealed. Assessment is critical to providing a seamless transition through the tiers. Attachment C contains a list of suggested assessment tools for each tier of instruction and intervention.
- E. Plan for the logistics of assessments and periodic data analysis.
1. Determine the frequency of universal screening.
 2. Calendar regular data analysis and dialogue days (one bank day per month, every six weeks, after grading periods, etc.).
 3. Organize a team structure for ongoing data-based decision making (grade-level teams, content alike, Professional Learning Communities, Small Learning Communities, CoST teams etc.).
 4. Calendar benchmark progress monitoring dates, 3-4 times per year.
 5. Meet in collaborative teams to examine school-wide data after each progress monitoring assessment.

III. Implementation

Implementation involves the active use of data to inform, develop, adapt, and evaluate instructional and intervention decisions. In a multi-tiered system, the intensity, time of instruction, and academic engaged time (AET) increases as the student demonstrates increased levels of need. AET is the number one predictor of student achievement.



A. Use the Problem-Solving Process to assist in designing and selecting modifications to core instruction (if necessary) as well as for designing and selecting strategies for improving academic, behavioral and/or social emotional performance of students who have not responded to effective first instruction and intervention.

Problem-solving allows the use of a decision making process that leads to the development of instruction and/or interventions that will have a high probability of success. The process integrates the use of data to guide the development of effective interventions and to provide frequent monitoring of progress.

B. Develop adjustments to Tier 1 core instruction including the addition of instructional minutes and intensity as indicated by the data, i.e. extended instructional time and intensity, provision of ELD with integrity, culturally relevant instruction, access strategies, etc.

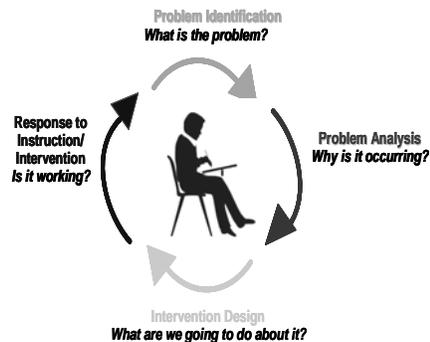
1. Use data to develop a master schedule that provides time for the provision of supplemental and intensive instruction based on data. Targeted intervention must be provided in addition to core not in replacement of the core.
2. Provide supplemental, Tier 2, and intensive, Tier 3, instruction.
3. Ensure that Tier 2 and 3 interventions are integrated with core instructional practices and materials to facilitate improved student performance in core instruction.
4. Monitor implementation.

a. Adjust instructional programs, Tier 1, 2, and 3, based on ongoing data analysis.

b. Document the type and amount (minutes) of intervention provided in Tiers 2 and 3, based on need.

c. Ensure that teachers have adequate skills to implement new instructional strategies with fidelity.

d. Monitor the degree to which the school is implementing a problem-solving process.





5. Collect, summarize, and share evaluation data with all stakeholders.
 - a. Repeat the questions asked in Section II-C.

IV. Instructional Strategies and Supports

Evidence-based instructional strategies are at the heart of Tier 1, 2, and 3 instruction and intervention. Instructional strategies through the multi-tiered system must be culturally relevant and address behavioral expectations.

A. Tier 1: Core Instruction

Tier 1 instruction is about the provision of effective high quality evidence-based instructional strategies and curricula. Effective Tier 1 instruction must include:

- Use of PreK -12 state-adopted standards.
- Differentiated instruction and services that provide access to the core for all students. This includes the use of access strategies: academic language development, instructional conversations, communal learning structures, and advanced graphic organizers as well as other evidence-based strategies to support all instruction.
- Strategies might include preteaching, reteaching, frontloading academic vocabulary, extended practice, focused behavioral intervention.
- A process for ensuring the integrity in the delivery of core instruction and intervention (i.e., classroom observations to observe the presence/absence of effective instructional strategies).

B. Tier 2: Strategic or Supplemental Instruction and Intervention

In addition to the standards-based curriculum that all students received in Tier 1, Tier 2 offers supplemental instruction.

Supplemental instruction includes:

- Provision of higher levels of instructional intensity (more minutes and narrower focus of instruction) using strategic strategies aligned to the core curriculum.
- Use of auxiliary materials associated with the core programs, (i.e., support guides, leveled books, etc.).
- Use of supplemental materials designed to provide targeted strategic intervention.
- Use instructional practices to ensure that auxiliary and supplemental materials are integrated with the content of core instruction.
- Provide support to provider of auxiliary and supplemental instruction to ensure integrity and fidelity in the delivery of that instruction.



C. Tier 3: Intensive Instruction and Intervention

Tier 3 instruction and intervention includes more explicit instruction with a very narrow focus specifically targeted to a specific instructional, behavioral or social emotional skill need. Intervention can be accelerated or remedial and is delivered in addition to Tier 1 and 2 instruction. Effective Tier 3 instruction and intervention should include increased individualization and smaller group size to include:

- Use of effective instructional strategies with high intensity, duration, and frequency.
- Use of District approved replacement programs at 4th grade and above (i.e., Language!, Read 180, Voyager, etc.).
- Use of instructional practices to ensure that intensive supports are integrated with the core content instruction.
- Provision of professional development and ongoing support to providers of intensive instruction to ensure integrity in the delivery of that instruction.

Attachment D provides specific examples of evidence-based instructional materials for Tier 2 and 3. Attachment E provides a summary of the components of a multi-tiered problem-solving model.

The effective use of a Multi-Tiered Problem-Solving Process will ensure the academic, behavioral and social/emotional success of all students within the Los Angeles Unified School District. Schools are strongly encouraged to begin and/or continue the process of using data to improve teaching and learning, develop multi-tiered layers of instruction and intervention supports based on student need and levels of intensity, and build the infrastructure needed to meet the needs of all students. Local District teams are available to support this work.

- REFERENCES:**
- BUL-4827.1 *Multi-Tiered Framework for Instruction, Intervention, and Support*, dated September 1, 2009, issued by Office of Curriculum, Instruction, and School Support
 - BUL-4633.0 *Program Improvement Local Education Agency Plan Year 3-Corrective Action Implementation*, dated February 18, 2009, issued by Federal and State Education Programs



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ASSISTANCE: For assistance or further information, please contact the Local District RtI² Coordinator.

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Office of Curriculum, Instruction, and School Support at (213) 241-5333



Problem-Solving Process



The problem-solving process is used to determine the foundation of the problem (building-level, classroom, grade or discipline, or student level). It generally has four stages, problem identification, problem analysis, intervention design, and response to instruction/intervention. It is grounded in the use of data to drive instruction and intervention.



Attachment B

Multi-Tiered Problem-Solving Process-Resources

The following resources (and many others) are found on the District's RtI² website. They can be accessed at http://notebook.lausd.net/portal/page?_pageid=33,1120258&_dad=ptl&_schema=PTL_EP

Medium	Title	Summary
Print Materials	Response to Intervention: What and Why?	This article provides an overview to the components of RtI ² and a data-based decision making model.
	A Pyramid of Support	This article is about creating a coordinated, school-based student support system that ensures the success of all students, especially those who are sometimes left behind.
Surveys	• Beliefs Survey	This survey is used to assess the beliefs of educators important for establishing consensus regarding implementation of a Problem-Solving (PS)/ RtI ² framework.
	• Perceptions of Practices Survey	This survey is used to assess educators' perceptions regarding the degree to which practices associated with a (PS)/ RtI ² framework are being implemented.
	• Self-Assessment of Problem-Solving Implementation (SAPSI)	This survey is used to assess the fidelity of the implementation of the problem solving-process.
	• Perceptions of RtI Skills Survey	This survey is used to assess educators' perceptions about their skill level with (PS)/ RtI ² .
	• School Personnel Satisfaction	This survey is used to assess educators' satisfaction with service delivery at a school.
Websites	www.rtinetwork.org	RTI Action Network provides information in the implementation and networking needed to be successful with a (PS)/ RtI ² framework.
	www.florida-rti.org	The Florida Respond to Intervention website provides a central, comprehensive location for information and resources that promote school-wide practices to ensure highest possible student achievement in both academic and behavioral pursuits.
	www.cde.state.co.us/RtI/	The Colorado Department of Education website provides support and information for the effective implementation of a (PS)/ RtI ² framework.
	www.rti4success.org/	National Center on Response to Intervention



Multi-Tiered Problem-Solving Process-Assessments

A major feature of the RtI² framework is its use of data to drive the decision-making process at the individual students, classroom, and school levels. To support RtI²'s fluid approach, reliable and ongoing information must be available to:

- Identify academic and behavioral needs of individual students,
- Inform the problem-solving process,
- Design and modify instruction to meet student needs,
- Evaluate the effectiveness of instruction at different levels of the system (e.g., classroom, school, and district).

An effective assessment system has four main objectives:

1. **Universal Screening:** identify students at the beginning of the year who are at risk or who are experiencing difficulties and who may need extra instruction or intensive interventions.
2. **Progress monitoring:** monitor students' progress during the year to determine whether students are making adequate progress in critical skills and to identify any students who may be falling behind or need to be challenged.
3. **Diagnostic:** inform instructional planning in order to meet the most critical needs of individual students.
4. **Outcome:** evaluate whether the instruction or intervention provided is powerful enough to help all students achieve or exceed grade-level standards by the end of each year.

The list is not meant to be exhaustive but to provide guidance as to assessments currently in use and those that have a strong evidence base.

Purpose	Definition	Examples
Universal Screening	Quick and efficient measures of overall ability and critical skills known to be strong indicators that predict student performance. Administered to all students as an initial baseline.	CST, CELDT, CAHSEE Dynamic Indicators of Basic Early Literacy (DIBELS) CORE Assessing Reading Curriculum-Based Measurement Developmental Reading Assessment (DRA) Accelerated Reader Scholastic Reading Inventory Early Alert System (MyData-designed to screen all at-risk factors, attendance, behavior, and academics) Attendance Comparisons (MyData)



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Progress Monitoring	Brief periodic instructional checks to ensure student to are making adequate progress.	Curriculum Based Measurement Probes Unit or classroom tests Office Discipline Referrals Dynamic Indicators of Basic Early Literacy (DIBELS) CORE Assessing Reading Running Records (Text Reading and Comprehension) Degrees of Reading Power Developmental Reading Assessment (DRA) Accelerated Reader Scholastic Reading Inventory At-Risk System (MyData) Attendance Comparisons (MyData) LAUSD Periodic Assessments
Diagnostic	Assessments that provide an in-depth, reliable assessment of targeted skills. Their major purpose is to provide information for planning more effective instruction and intervention.	Dynamic Indicators of Basic Early Literacy (DIBELS) Running Records (Text Reading and Comprehension) Scholastic Phonics Inventory UCLA Mathematics Diagnostic Testing Program (MDTP) LAUSD Grade 5 and 8 Diagnostic Assessments Online Mathematics Assessments with the Math Triumphs and SRA Number Worlds Intervention programs
Outcome	Outcome tests are frequently group-administered tests of important identified outcomes.	CST, CELDT, CAHSEE Periodic Assessments SOAR End of Unit Content Exams Algebra 1 End-of-Course exam