

**TITLE:** Evidence-Based Intervention

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**DATE:** August 14, 2023

**PURPOSE:** The purpose of this reference guide is to provide guidance on the implementation of evidence-based intervention models within a multi-tiered system of support in grades UTK-12.

**MAJOR CHANGES:** This is a new document.

**INSTRUCTIONS:** Implementing evidence-based intervention programs is crucial to ensure all students in grades UTK-12 meet or exceed learning goals. All schools are required to provide tiered intervention support to students in alignment with Pillar 1 C, Eliminating Opportunity Gaps, of the Los Angeles Unified (LAUSD) Strategic Plan.

**I. Multi-Tiered Systems of Support (MTSS)**

Multi-Tiered System of Supports (MTSS) is a problem-solving framework and set of processes that put students at the center to meet academic, behavioral, and social-emotional needs based on ongoing review and analysis of data. It is a system of instruction, interventions, and resources that allow all students to thrive and make significant progress, whether they are at-promise, meeting standards, and/or at higher levels of achievement.

The purpose of MTSS is to improve educational outcomes for all students. MTSS provides a continuum of evidence-based, tiered instruction and supports

increasing levels of intensity and duration. Collaborative academic decisions are based on data derived from frequent monitoring of student performance and rates of learning.

The MTSS approach is grounded in the following [key core principles](#):

<b>Responsive First Instruction</b>	All students can learn and achieve high standards as a result of effective teaching, including culturally relevant learning environments. All students must have access to a rigorous standards-based curriculum, research-based instruction, culturally relevant pedagogy, and relationship-based supports driven by personalized needs for students. Responsive first instruction ensures that there are enough systemic resources to provide meaningful interventions for students.
<b>Continuous Problem Solving</b>	Providing personalized support at the earliest indication for equitable access is necessary for student attainment of learning goals. Flexibility and creativity in problem-solving by adults and students support the development of specific academic, behavioral, and social assets.
<b>Use of Data</b>	Data informed decisions include knowledge of students' strengths and needs. Data from multiple measures, including assessments (e.g., universal screening, diagnostic assessments, and progress monitoring) are reviewed purposefully to align with instructional design and interventions.
<b>Partnership &amp; Collaboration</b>	Teachers, school leaders, staff, students, and families collaborate for efficient and humane MTSS. Policies, structures, and processes are aligned to provide the time, resources, and training required for members of a school community to plan and implement MTSS.

## II. Tiers of Support

Based on data and related student needs, schools will ensure students receive the needed support to achieve at high levels. To do so, teachers and support staff will determine if student needs are being met or if additional interventions are needed across three tiers of instruction:

- **Tier 1: Core Instruction (Universal)**

All students are taught using high-quality first instruction, with support provided for all students in the general education setting.

- Small group differentiated instruction provided by the classroom teacher.

- On-demand homework help available to all UTK-12 students outside of the school day.
- **Tier 2: Strategic Instruction (Targeted)**

Tier 2 instruction/intervention is provided in addition to Tier 1 and is designed for selected students who demonstrate a need for a more intensive level of support in any area. Students are provided targeted intervention support in small groups by the classroom teacher, in addition to other intervention staff, that may occur during the school day in addition to after-school hours.

  - School Intervention Models and Structures (see Section IV. School Organizational Intervention Models and Structures)
  - Locally Designed Intervention/Tutoring
  - High Dose Virtual and/or In-person Tutoring
- **Tier 3: Intensive Instruction (Intensive)**

Additional support is provided to students who continue to struggle despite receiving Tier 1 and Tier 2 instruction and intervention. Tier 3 support requires the most intensive and individualized instruction by the classroom teacher, in addition to other interventions at the school. This is to occur during the instructional day, before and/or after school.

  - Literacy/Numeracy Intervention Model (school and/or District funded)
  - High Dose Virtual and/or In-person Tutoring
  - Locally Designed Intervention/Tutoring
  - Academic Course Extension (ACE)
  - Winter Recess Academy/Summer School

Students can and should move across tiers at different points of the school year, based on data and how students respond to supports and interventions. Tiered supports can and should be subject-specific (e.g., a student may need Tier 1 support in Math and Tier 3 support for Language Arts).

Within each tier, school leaders should think creatively and flexibly about structures, personnel, resources, and strategies to meet the demonstrated needs of students.

### III. Evidence-Based Intervention

Evidence-based intervention within a multi-tiered system of support includes practices or programs that have proven to be effective at producing results and improving outcomes when implemented.

Effectively implemented, intervention programs for academic proficiency follow the Plan, Do, Study, Act Cycle of Improvement. To effectively implement evidence-based differentiated intervention, schools are to use the following structures:

- **Focus:** Targeted standards aligned instructional cycles that support students' learning needs.
- **Group Size:** [Small group](#) size of no more than 4-6 students.
- **Frequency and Duration:** A minimum of three times per week for 30-60 minutes per day, or about 50 hours over a semester. Additionally, break periods (e.g., winter break, spring break, etc.) may be utilized to deliver intensive week-long small group sessions focusing on one subject with a highly effective teacher.
- **Delivery:** While in-person support is recommended, virtual and hybrid models may also be effective.
- **Attendance:** Expect students to participate in 90% of the sessions to show the most improvement.

#### IV. Identification of Students

Schools are responsible for identifying students to receive supplemental intervention support, tutoring, and academic course extension opportunities. When determining eligibility, school teams are not to use behavior indicators. Instead, they are to:

1. Evaluate a student based on the degree to which they are progressing toward grade-level proficiency,
2. Evaluate Emergent Bilinguals based on progress toward both academic and linguistic proficiency in English, and
3. Use multiple data metrics including, but not limited to, standardized assessment results, district-mandated assessments, curriculum embedded unit assessments, common formative assessments, student grades/marks, summative assessments and/or authentic student work samples.

Schools are to give careful consideration to identifying student groups for participation, such as Standard English Learners, Students with Disabilities, Foster Youth, Students experiencing homelessness, and/or Emergent

Bilinguals (e.g., EL Typology). For more information on monitoring the progress of Emergent Bilinguals refer to [Ref – 070901.2 ETK-12 English Learners Academic Progress](#).

All Students, including all student groups, have an array of strengths and needs and may need different tiers of services for different areas of needs. In other words, identification as a member of a student subgroup does not mean the student automatically needs more support. Assessment data should be used to determine needs.

Students with Disabilities should have equal access to tutoring services. However, tutoring services do not meet the requirement for compensatory services, such as instructional time or related services that may be designated in the IEP for students with disabilities. Compensatory time is regulated by State and Federal statutes.

## V. Assessments

### A. Types of Assessment

There are four assessment types — diagnostic, summative, interim, and formative. These assessment types are distinguished from one another based on their purpose, audience, use of information, and when they are administered.

Clarifying the distinctions between assessments based on **cycle length** is a critical first step in determining the appropriate role and purpose of an assessment within a comprehensive assessment system.

- **Diagnostic** assessments are administered before instruction
- **Summative** assessments are administered at the end of a course or a grade level
- **Interim** assessments are mid-cycle assessments that are typically administered every 6-8 weeks
- **Formative** assessments are short-cycle assessments

Schools are to implement an effective assessment system that uses multiple measures to inform school and student level decisions. The main goals of this system are:

1. To identify students at the beginning of the year (and throughout the year) who are at-promise or experiencing difficulties, and who may need additional instruction or intensive interventions, as well as those students who met benchmarks and need to be further challenged with extension activities;
2. To monitor students' progress during the year to determine whether all students are making adequate progress in critical thinking skills and identify any students who may be behind or beyond standards-based proficiency; and
3. To inform instructional planning in order to meet the most critical needs of individual students.

Below are some multiple data metrics available for identifying students to receive supplemental intervention support, tutoring and academic course extension opportunities.

Data Source	Data Metric
State	<ul style="list-style-type: none"> <li>● Smarter Balanced Summative Assessment (SBA)</li> <li>● California Science Test (CAST)</li> <li>● English Language Proficiency Assessments for California (ELPAC)</li> </ul>
District	<ul style="list-style-type: none"> <li>● Dynamic Indicators of Basic Early Literacy Skills (DIBELS)</li> <li>● i-Ready Diagnostic: Reading &amp; Math</li> <li>● Interim ELPAC Assessment*</li> <li>● Language Assessment Scales (LAS)</li> </ul>
School	<ul style="list-style-type: none"> <li>● Student Work</li> <li>● Student grades</li> <li>● Curriculum embedded assessments</li> <li>● A-G Early Warning Indicators</li> <li>● Graduation progress</li> </ul>

\* Assessments will be available starting September 2023

**B. Assessment and Progress Monitoring**

Pre and post assessments are to be administered to students participating in intervention and tutoring programs to establish baseline data and measure student progress. Assessments should align with the

intervention/tutoring curriculum and measure content that is taught during the intervention or tutoring session. At the end of each session, teachers and/or tutors are to evaluate student progress by identifying growth points on the Pre and Post assessments.

All intervention and tutoring programs should be guided by data using goal setting with a problem of practice and using the Plan, Do, Study, Act Cycle of Improvement to make decisions.

Pre-and-post assessment data will be used to guide small group lessons. Administrators, intervention staff, tutoring designees and teachers should regularly review attendance and achievement data.

## **VI. Curriculum and Intervention Resources**

Using high quality instructional materials is a significant step toward achieving equity in learning and increasing student achievement. High quality instructional materials provide students with access to evidence-based, standards-aligned, rigorous content that leads to deeper and more meaningful learning. As such, the District-approved core curricula and recommended supplemental materials should be used to support intervention programs. Core curricular materials include a variety of resources that support differentiated instruction. For specific resources at the elementary, middle, and high school levels see Attachment A, *Elementary and Secondary Curricular Resources*.

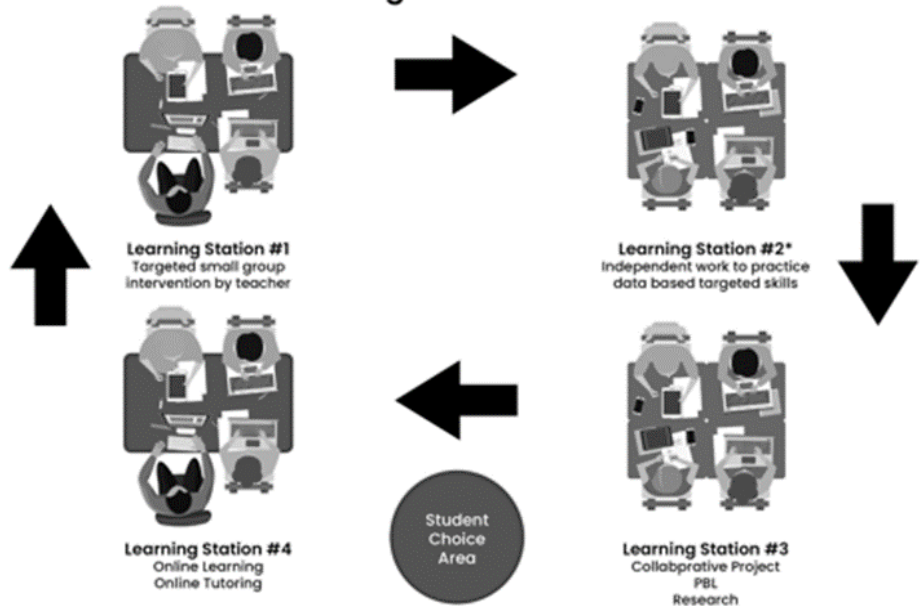
## **VII. Small Group Instruction**

Teachers are to provide small group instruction in literacy and numeracy to accurately target the individual needs of students. Teachers are to use the Plan, Do, Study, Act Cycle of Improvement to use student data to purposely group students, plan and deliver targeted skills lessons, analyze student work and progress monitoring data, and adjust instruction to better meet the needs of students.

Teachers use evidence-based interventions and supplemental materials to design skill-based instruction for small group lessons. Target skills are additionally reinforced in independent activities. Small group instruction is systematic and explicit, incorporating multi-sensory practices to engage all learners. Progress is to be monitored frequently to determine when changes in groupings need to be made. The following are examples of small group instruction:



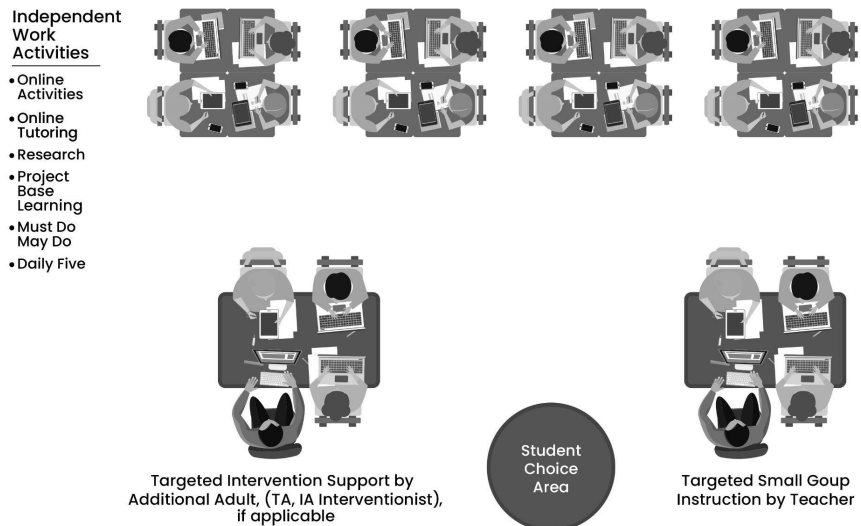
## Small Group Instruction Learning Rotation Model



\* Learning Station - Targeted small group intervention by, Interventimist, IA Paraprofessional if applicable.

## Small Group Instruction Purposeful Independent Work Model

Students Work Independently or with Peers to Practice Targeted Skills





## VIII. School Organizational Intervention Models and Structure

All schools are expected to use the Plan, Do, Study, Act Cycle of Improvement to provide targeted and differentiated small group instruction and evidence-based interventions, with a schoolwide shared focus on English Language Arts (ELA) and Math standards-based practices for core instruction. Schools are to identify the intervention model(s) that will be implemented to support intervention.

### A. Push-in Intervention

In the push-in model, the student receives additional support, scaffolds, and differentiation within the classroom while limiting disruptions to their instruction.

The push-in intervention teacher provides direct and targeted instruction that supports students' individual needs.

### B. Pull-out Intervention

In the pull-out model, the student is pulled out of the classroom and taken to a separate setting for small-group or one-on-one instruction.

The pull-out intervention teacher provides direct and targeted instruction that supports students' individual needs.

### C. Academy Time

Academy time in ELA and/or Math involves all grade level teachers implementing specialized small group instruction that involves mixing and grouping students across the grade level based on target skill need.

When implementing the Academy Model on a schoolwide scale, schools will consider the following phases with the understanding that instructional expertise will develop concurrently with implementation of the Academy Model. School staff will engage in the Plan, Do, Study, Act Cycle of Improvement to collaboratively analyze data, identify target skill(s) and/or focus area(s), determine a progress monitoring measure, and then group students based on similar target skills/focus area across multiple classrooms. This involves creating common schedules, routines, and expectations, along with identifying support personnel, when available, to reduce the student to teacher ratio. (For English Language Arts, see Academy Launch Guide for more information.)

D. Departmentalization in Elementary School (ELA/Math)

A departmentalized classroom setting is when teachers partner up and each teacher specializes in a specific content area (e.g., ELA or Math). Teachers partner up so that one teacher teaches ELA to both groups of students and the second teacher teaches Math to both groups of students. This model allows teachers to develop depth of knowledge in the content area. Schools implementing departmentalization need to consider building in time for collaboration and planning between teachers throughout the year.

E. Alternative Block Schedules for Secondary Schools

These types of schedules can provide ample opportunities for instructional support. Maximizing the extended block must include opportunities for small group and individual student instruction.

F. Secondary Scheduling

Secondary schools are to review their schedule, availability of staff, and number of students who need support to provide intervention during the day, in zero period, auxiliary period, and/or beyond the school day (after dismissal).

**IX. Literacy and Numeracy Intervention Model**

The Literacy and Numeracy Intervention Model consists of four components: quality first instruction from the classroom teacher; direct support for struggling students led by an interventionist; professional development through an Interventionists Academy; and a family engagement and empowerment academy.

All schools are expected to provide tiered intervention support to students in a small group structure. The District will fund interventionists and instructional aides at select UTK-8 schools to provide additional support in implementing small group tiered intervention. Schools may also fund their own interventionist and instructional aide. Schools that do not have an interventionist still have the responsibility to provide daily, tiered intervention support.

Interventionists will provide additional support to accelerate the development of early literacy and numeracy skills for students in elementary and middle schools. In addition, interventionists will provide pedagogical support for classroom teachers through modeling lessons,

team-teaching, and lesson planning to enhance whole group and differentiated, small group instruction.

Interventionists will help build instructional coherence across all classrooms and respond to achievement data by engaging in the Plan, Do, Study, Act Cycle of Improvement alongside teachers and administrators.

- **Interventionists Academy**

Districtwide support for all schools will continue to expand in 2023-2024 to enhance teaching and learning in all classrooms. Opportunities to participate in professional development on evidence-based literacy and numeracy strategies will be available for all teachers.

Additionally, in 2023-2024 the Interventionist Academy will be implemented to provide professional learning and coaching on focus literacy and numeracy strategies in whole group and small-group settings to school-purchased and district-funded interventionists.

- **Content of the Interventionists Academy**

The Interventionist Academy will provide professional development in strategies for implementing an effective academic intervention program and in content specific intervention strategies for literacy and numeracy.

Interventionist Academy Professional Development Topics	
<ul style="list-style-type: none"> <li>● Multi-Tiered System of Support Framework</li> <li>● Plan, Do, Study, Act Cycle of Improvement</li> <li>● Protocols for Data Analysis</li> <li>● Student Grouping</li> <li>● Universal Design for Learning (UDL)</li> <li>● Monitoring and Assessing Learning</li> <li>● Strategies for Accelerating Learning</li> </ul>	
<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>● Science of Reading</li> <li>● Science of Writing</li> <li>● Orton-Gillingham Approach</li> <li>● Language Essentials for Teachers of Reading and Spelling (LETRS)</li> <li>● Oral Language Development</li> <li>● Vocabulary Development</li> <li>● Reading Comprehension</li> <li>● Corrective Reading (MS)</li> </ul>	<p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>● US Math Recovery</li> <li>● Building Fact Fluency (BFF)</li> <li>● Math Progressions</li> <li>● Accountable Talk</li> <li>● Math Problem Types</li> <li>● Rigor in Mathematics</li> <li>● Facilitating Mathematical Reasoning</li> <li>● Mathematical Practices</li> </ul>

**X. Tutoring Services**

To eliminate opportunity gaps and provide personalized acceleration and support to UTK-12 students, LAUSD schools will provide tiers of tutoring support to students (See “V. Tiers of Support,” above).

High-dosage tutoring can support a wide range of students who are performing below grade level to make learning gains. High-dosage tutoring should be conducted outside of the instructional day to increase instructional time for students who need immediate, more intensive acceleration.

Schools are to ensure systems are in place to document all interventions and tutoring in MiSiS. High-dosage tutoring includes:

A. On Demand Homework Help

All TK-12 students will have access to 24/7 on-demand homework help outside of the school day to provide personalized acceleration and support. The District has contracted with Paper.co for elementary and TK-8 span schools and Tutor.com for secondary schools, 6-12 and TK-12 Span Schools, and Options Schools.

B. High-Dose In-Person and Virtual Tutoring

All schools will provide high-dose in-person and/or virtual tutoring services. All tutoring vendor contracts selected for high-dosage are funded centrally by the Division of Instruction and will collaborate with each Region tutoring designee to support implementation. Schools are to use local (site) funds to support one or more Tutoring Designee(s) to provide reasonable supervision of tutoring programs.

C. Locally Designed Intervention/Tutoring

Schools receive various funds to provide additional intervention and/or academic course extension to increase student achievement. School site decision-making and local budget authority have increased the responsibility of schools to provide their own locally designed intervention and/or credit recovery outside the school day, including Saturdays, winter, spring and summer breaks.

**RELATED  
RESOURCES:**

- REF-070901.2 ETK-12 English Learners Academic Progress, dated October 24, 2022
- REF-139909 Testing Calendars 2023-24, dated May 22, 2023
- MEM-6700.4 2023-2024 LAUSD Comprehensive Assessment Program, dated June 26, 2023
- [Accelerating Student Learning with High-Dosage Tutoring](#)
- [Best Evidence Encyclopedia](#)
- [California Department of Education Multi Tiered System of Support](#)
- [California Math Framework](#)
- [Choosing Blindly: Instructional materials, teacher effectiveness, and Common Core](#)
- [ELA/ELD Framework](#)
- [Equitable Grading and Instruction](#)
- [The Impressive Effects of Tutoring on Prek-12 Learning](#)
- [LAUSD Multi-Tiered System of Support](#)
- [Mississippi Department of Education](#)

- [The Role of Interim Assessments in a Comprehensive Assessment System: A Policy Brief](#)
- [Strategies for Using American Rescue Plan Funding to Address the Impact of Lost Instructional Time](#)
- [Teaching and Learning Framework](#)
- [Universal Design for Learning](#)
- [What Works Clearinghouse](#)

**ATTACHMENTS:** Attachment A – Elementary and Secondary Curricular Resources

**ASSISTANCE:** For assistance or further information, please contact:

Division of Instruction: (213) 241-5333

Multilingual Multicultural Education Department: (213) 241-5582

Special Education: (213) 241-6701

Standard English Learner Instruction: (213) 241-3340

<b>Elementary English Language Arts Curriculum and Resources</b>	
Tier 1	Tier 2 and Tier 3*
<p><b>Benchmark Advanced</b></p> <ul style="list-style-type: none"> <li>• Benchmark Advanced Print Concepts Intervention</li> <li>• Benchmark Advanced Phonological Awareness Intervention</li> <li>• Benchmark Advanced Fluency Intervention</li> <li>• Benchmark Advanced Phonics and Word Recognition Intervention</li> </ul> <p><b>Core Knowledge Language Arts (CKLA)</b></p> <ul style="list-style-type: none"> <li>• CKLA Digital Intervention Toolkit</li> <li>• CKLA - Built in supports</li> <li>• CKLA - Student Readers (Skills Practice)</li> <li>• CKLA Readworks</li> <li>• CKLA Connect</li> </ul>	<ul style="list-style-type: none"> <li>• 95% Group Chip Kits</li> <li>• 95% Group Phonics Lesson Libraries</li> <li>• Heggerty Phonological Awareness</li> <li>• Orton-Gillingham Approach</li> <li>• Equipped for Reading Success</li> <li>• Amplify Intervention</li> <li>• Amplify Reading</li> <li>• Reading Horizons Elevate</li> <li>• Tools for Reading Sound Walls</li> <li>• Hand2Mind Phonological Awareness and Phonics Toolkits</li> <li>• University of Florida Literacy Institute Foundation (UFLI)</li> </ul> <p><i>All supplemental resources are fully aligned to the Science of Reading</i></p>

\*Increase duration, frequency and/or intensity for Tier 3



Elementary Mathematics Curriculum and Intervention Resources	
Tier 1	Tier 2 and Tier 3*
<p><b>Eureka</b></p> <ul style="list-style-type: none"> <li>● Standards Checklist</li> <li>● Learn Anywhere Plan</li> <li>● Consolidation Plan</li> </ul> <p><b>Illustrative Math</b></p> <ul style="list-style-type: none"> <li>● Adaptation Packs for Unfinished Learning</li> <li>● Math Language Routines</li> <li>● Additional Practice Problem Sets</li> <li>● Digital Centers</li> <li>● Virtual Manipulatives</li> </ul>	<p><b>US Math Recovery</b></p> <ul style="list-style-type: none"> <li>● Math Recovery Specialist</li> <li>● Add + Vantage Math Recovery</li> </ul> <p><b>Building Fact Fluency</b></p> <ul style="list-style-type: none"> <li>● K-2 Addition and Subtraction</li> <li>● 3-5 Multiplication and Division</li> </ul> <p><b>Digital Math Programs</b></p> <ul style="list-style-type: none"> <li>● ST Math</li> <li>● Zearn</li> <li>● Dreambox</li> </ul>

\*Increase duration, frequency and/or intensity for Tier 3

Secondary English Language Arts Intervention		
Tier 1	Tier 2	Tier 3
<p><b>Middle School</b></p> <ul style="list-style-type: none"> <li>● StudySync</li> <li>● Collections</li> <li>● SpringBoard</li> <li>● Reading Apprenticeship</li> <li>● Just in Time</li> </ul> <p><b>High School</b></p> <ul style="list-style-type: none"> <li>● myPerspectives</li> <li>● Collections</li> <li>● StudySync</li> <li>● SpringBoard</li> <li>● Just in Time</li> </ul>	<ul style="list-style-type: none"> <li>● Read 180</li> <li>● IXL</li> <li>● myON</li> <li>● Newsela</li> <li>● Academic Course Extension</li> <li>● Edgenuity Booster</li> <li>● PASS (MS)</li> </ul>	<ul style="list-style-type: none"> <li>● Corrective Reading</li> <li>● Achieve 3000</li> <li>● Academic Course Extension</li> <li>● Edgenuity Booster</li> <li>● PASS (MS)</li> </ul>

<b>Secondary Math Intervention Curriculum</b>	
<b>Tier 1</b>	<b>Tier 2 and Tier 3*</b>
<p><b>Middle School</b></p> <ul style="list-style-type: none"> <li>• Illustrative Mathematics</li> <li>• CPM Core Connections</li> <li>• California Math</li> <li>• Go Math</li> <li>• Just in Time</li> </ul> <p><b>High School</b></p> <ul style="list-style-type: none"> <li>• Illustrative Math</li> <li>• Big Ideas</li> <li>• CPM Core Connections</li> <li>• SpringBoard Traditional</li> <li>• Financial Algebra: Advanced Algebra with Financial Applications</li> <li>• Just in Time</li> </ul>	<ul style="list-style-type: none"> <li>• Academic Course Extension</li> <li>• Edgenuity Booster</li> <li>• PASS (MS)</li> </ul> <p><b>Illustrative Math</b></p> <ul style="list-style-type: none"> <li>• Adaptation Packs</li> <li>• Math Language Routines</li> <li>• Additional Practice Problems</li> <li>• Digital Centers</li> <li>• Virtual Manipulatives</li> <li>• Video Lesson Summaries</li> <li>• Inspire Math Videos</li> <li>• Home Connection</li> </ul> <p><b>CPM</b></p> <ul style="list-style-type: none"> <li>• Desmos</li> <li>• Fraction Feud</li> <li>• Inspirations &amp; Ideas</li> </ul>

\*Increase duration, frequency and/or intensity for Tier 3