



**LAUSD**  
**UNIFIED**

# **Overview of Evidence-Based Intervention Board of Education Meeting**

Superintendent's Report

June 6, 2023

# Presentation Outcomes

- Provide an overview of Evidence-Based Intervention Programs
- Review High Quality Instructional Materials
- Present the various intervention structures through the years
  - Timeline of Evidence-Based Interventions
  - Primary Promise
  - Literacy and Numeracy Interventionist Model

# Strategic Plan



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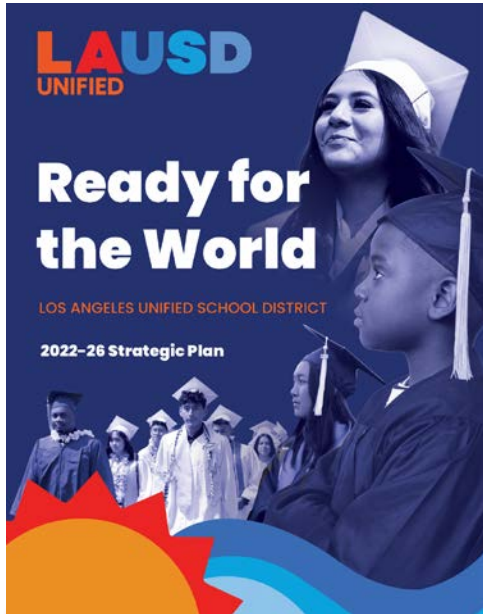
## Eliminating Opportunity Gaps

PILLAR 1  
Academic  
Excellence

### STRATEGY

Target **high-impact intervention and instructional programs to accelerate learning** – such as summer school, Acceleration Days, and tutoring – for students most in need, including English Learners, students with disabilities, students in foster care, students experiencing homelessness, and other historically underserved groups.

# Strategic Plan



4A

## Data-Driven Decision-Making

PILLAR 4  
Operational  
Effectiveness

### STRATEGY

**Utilize data to provide a multi-tiered system of support,** distribution of resources, and earned autonomy to schools.

# Primary Promise & Academic Intervention Model

- Los Angeles Unified will continue to provide intervention to students
- We are not cutting any programs
- The Primary Promise initiative created classroom vacancies across the district to address the needs of a small population
- It's a breach of equity when we only focus on a small group of students
- We are introducing an academic intervention model for K-12 students that is sustainable and scalable
- This enhanced model will ensure the sustainability of an intervention model without loss of positions

# Evidence-Based Sources

Demonstrates a rationale based on high quality research findings or positive evaluation that the strategy or intervention is likely to improve student outcomes.

*(Section 8101(21)(A) of the ESEA)*

**English Language Arts** and English Language Development Framework for California Public Schools

**Mathematics** Framework for California Public Schools

**Best Evidence Encyclopedia**

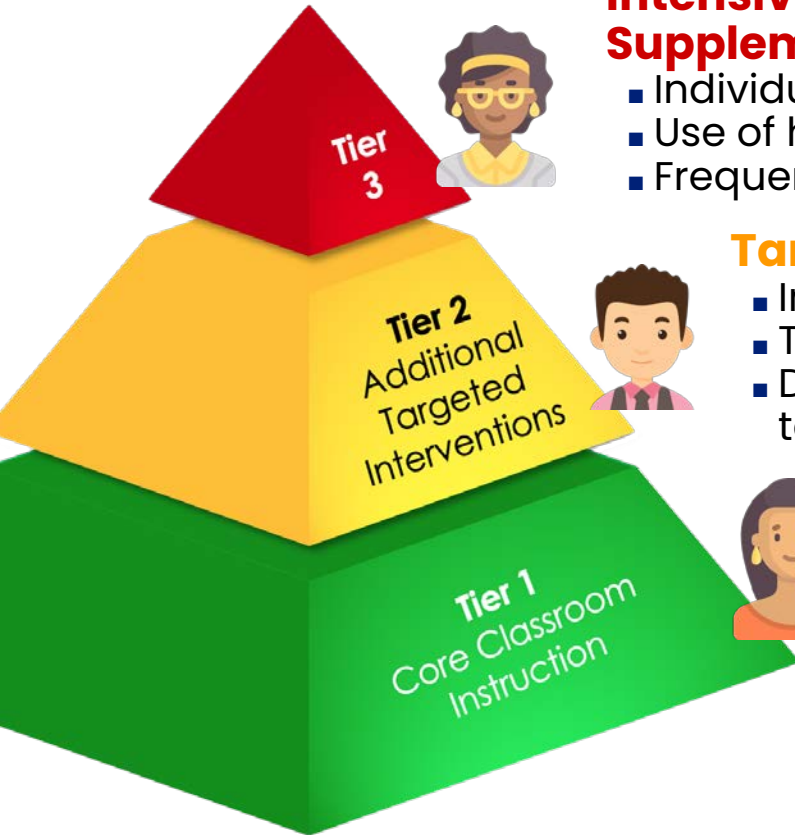
**What Works Clearinghouse**

# Evidence-Based Approach

## **Our Intervention Model follows the principles of the following:**

1. Multi-Tiered System of Support
2. Analyzing student performance data
3. Personalizing instruction through a Universal Design for Learning
4. Frequency and Intensity
5. Using evidence-based instructional materials
6. During the day, before school, after school, Saturdays, Intersession
7. Led by educators who have received professional development in evidence based interventions

# Multi-Tiered System of Support Framework



## Intensive individualized intervention and use of Supplemental Curriculum

- Individualized or small group instruction
- Use of high quality instructional materials
- Frequent progress monitoring

## Targeted Interventions

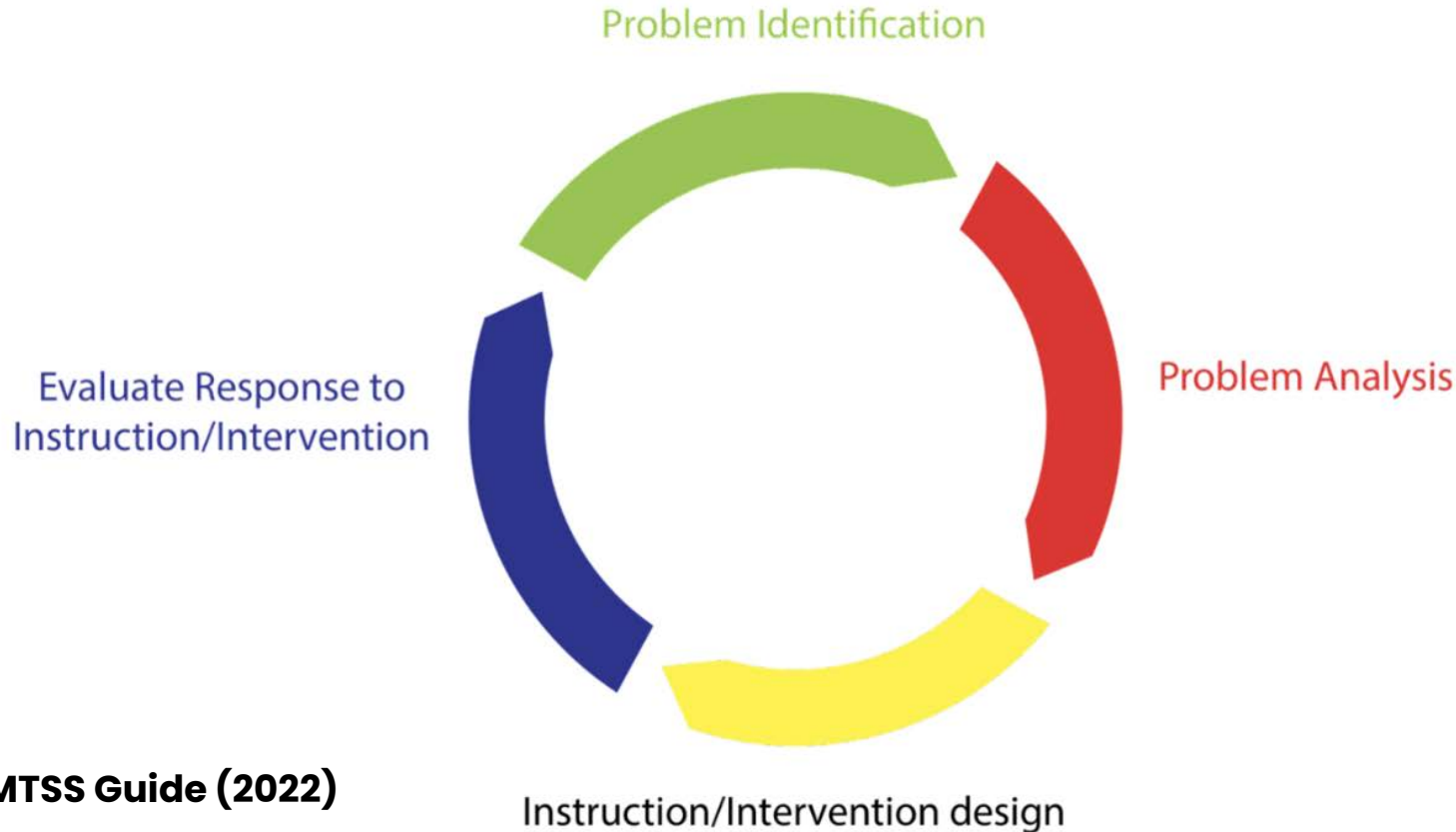
- In addition to Tier I instruction
- Targeted small-group intervention
- Delivered by an interventionist, general education teacher, or other trained personnel

## Core Classroom Instruction

- Rigorous core instruction led by the teacher and based on data
- Standards-based, culturally responsive, and differentiated instruction
- Teacher provides small group instruction to ALL students.

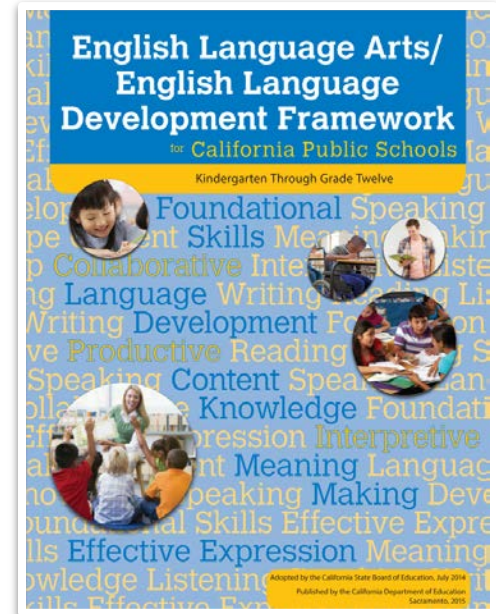


# Data-Driven Cycles of Inquiry



# Universal Design for Learning

- Provide students meaningful ways to learn, understand, and demonstrate learning using multiple approaches
- **Universal Design for Learning**
  - Dyslexia
  - English Learners
  - Standard English Learners
  - Culturally and Linguistically Diverse
  - Gifted and Talented
  - Students with Disabilities
  - Personalized lessons to meet students needs
- Small group Instruction allows for personalization



# Small Group Instruction

Start with  
data to  
identify where  
students are

Create your  
small groups  
based on the  
data and  
schedule that  
works for your  
class

Based on the  
data, choose  
the academic  
focus and  
instructional  
strategies for  
your small  
groups

Establish  
small group  
expectations  
with students

Students work  
in small  
groups while  
teacher works  
with a group

**Assess  
and  
Reflect**

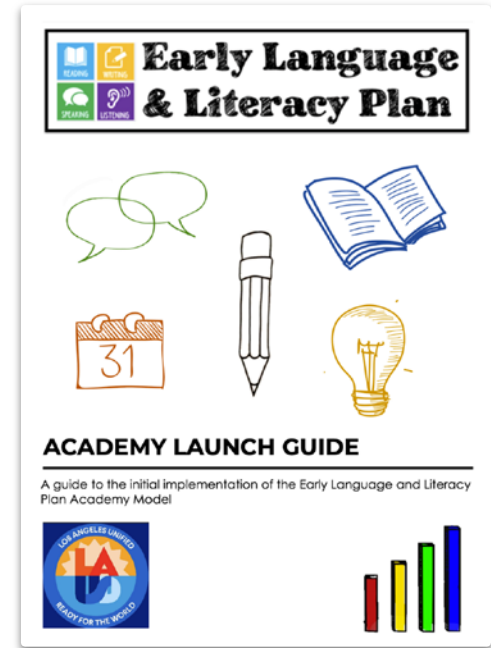


# Structure and Design

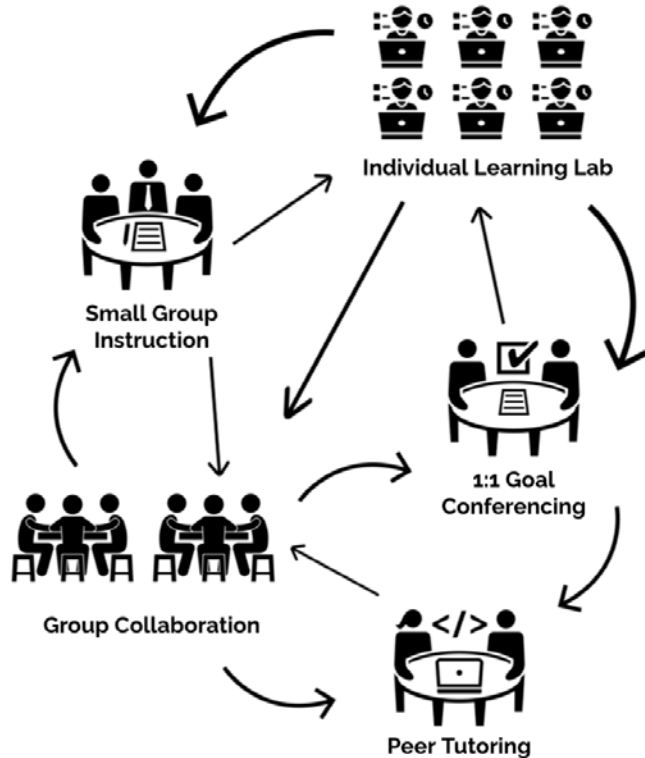


# School Organization Structures

- Push-in/Pull-out Model
- Academy Time (Early Language and Literacy Plan)
- Departmentalization in Elementary School (ELA/Math)
- 4x4 Bell Schedule
- Instructional Minutes
  - Core Minutes +
  - 30-45 Min. Intervention



# Targeted Small Group Instruction



- Students rotate between learning stations
- Each station includes small group or full class instruction, group projects, or independent work

# Structure

- **Group Size:** No more than 4-6 students with the teacher
- **Frequency and Duration:** A minimum of 3 times per week for 30-60 minutes per day, or about 50 hours over a semester. In addition to winter, spring and summer breaks.
- **Focus:** Targeted skills and standards
- **Attendance:** At least 90% to show the most improvement



# Intervention Resources





# Elementary: English Language Arts Curriculum and Intervention

## TIER 1

- Benchmark Advanced
- Core Knowledge Language Arts

## TIER 2 Small Group

### TIER 1

- Benchmark Advanced
- Core Knowledge Language Arts



### Additional Programs and Tools

- 95% Group Lessons Libraries
- 95% Group Chip Kits (Phonics)
- Heggerty
- Orton Gillingham
- Language Essentials for Teachers of Reading and Spelling (LETRS)
- Reading Horizons
- Equipped for Reading Success
- Amplify Intervention
- Amplify Reading
- Foundations University of Florida Literacy Institute (UFLI)
- Interventionist Support
- Constructive Conversations

## TIER 3 Small Group

### Small Group

### TIER 2 Small Group

- Benchmark Advanced
- Core Knowledge Language Arts
- 95% Group Lessons Libraries
- 95% Group Chip Kits (Phonics)
- Heggerty
- Orton Gillingham
- Language Essentials for Teachers of Reading and Spelling (LETRS)
- Reading Horizons
- Equipped for Reading Success
- Amplify Intervention
- Amplify Reading
- Foundations University of Florida Literacy Institute (UFLI)
- Interventionist Support
- Constructive Conversations



### Even More Programs and Tools

- Locally Designed
- High Dose In-person or Online Tutoring
- Intensive Diagnostic Educational Centers (IDEC) Lab
- Interventionist Support

**FREQUENCY AND INTENSITY INCREASES**

# Elementary: Math Curriculum and Intervention

## TIER 1

- Eureka
- Illustrative Math
- **Cognitively Guided Instruction** (Supplemental)

## TIER 2 & 3 Small Group

### TIER 1

- Eureka
- Illustrative Math
- **Cognitively Guided Instruction** (Supplemental)



**Additional  
Programs  
and Tools**

- **US Math Recovery**
  - Math Recovery Specialist
  - Add + Vantage Math Recovery
- **Building Fact Fluency**
  - K-2 Addition and Subtraction
  - 3-5 Multiplication and Division

**FREQUENCY AND INTENSITY INCREASES**

# Middle / High School: English Language Arts Intervention

## TIER 1

### • Middle School

- StudySync
- Collections
- SpringBoard
- NEW** ○ Reading Apprenticeship
- Constructive Conversations

### • High School

- myPerspectives
- Collections
- StudySync
- SpringBoard

## TIER 2 Small Group

### TIER 1

- Middle School
  - StudySync
  - Collections
  - SpringBoard
  - NEW** ○ Reading Apprenticeship
  - Constructive Conversations
- High School
  - myPerspectives
  - Collections
  - StudySync
  - SpringBoard



### Additional Programs and Tools

- Read 180
- IXL
- myON
- Newsela
- Academic Course Extension

## TIER 3 Small Group

### TIER 2 Small Group

- Middle School
  - StudySync
  - Collections
  - SpringBoard
  - NEW** ○ Reading Apprenticeship
  - Constructive Conversations
- High School
  - myPerspectives
  - Collections
  - StudySync
  - SpringBoard

### Additional Programs and Tools



### Even More Programs and Tools

**NEW**

- Interventionist
- Corrective Reading + Achieve 3000

**FREQUENCY AND INTENSITY INCREASES**

# Middle / High School: Math Curriculum and Intervention

## TIER 1

- **Middle School**
  - Illustrative Mathematics
  - CPM Core Connections
  - California Math
  - Go Math
- **High School**
  - Illustrative Math
  - Big Ideas
  - CPM Core Connections
  - SpringBoard Traditional
  - Financial Algebra:  
Advanced Algebra with  
Financial Applications

## TIER 2 & 3 Small Group

### TIER 1

- **Middle School**
  - Illustrative Mathematics
  - CPM Core Connections
  - California Math
  - Go Math
- **High School**
  - Illustrative Math
  - Big Ideas
  - CPM Core Connections
  - SpringBoard Traditional
  - Financial Algebra:  
Advanced Algebra with  
Financial Applications



### Additional Programs and Tools

- **Illustrative Math**
  - Supplemental materials
- **Building Fact Fluency**
  - Desmos
  - Fraction Feud
  - Inspirations & Ideas
- **Discovery Education**
- **IXL**

**FREQUENCY AND INTENSITY INCREASES**

# Types of Tutoring Options



## **On-Demand Tutoring for all students**

Tutor.com and  
Paper.co



## **Focused Tutoring at 100 Priority Schools**

High-Dose



## **Focused Virtual Tutoring**

High-Dose



## **LAUSD Teachers**

Locally  
Designed

# Multi-Tiered System of Support Intervention Models Through the Years



# Intervention Models: Structures

## 2000 – 2010

- Independent Work Time
- Universal Access Time
- Response to Instruction and Intervention
- Intersession, after school and Saturday school

## 2010 – 2018

- Multi-Tiered System of Support
- Academy Time (Early Language and Literacy Plan)
- Intersession, after school and Saturday school

## DEMOCRATIZING INTERVENTION

**“Students will learn regardless of what we do. The key issue is to ensure that the opportunities to learn are maximized.”**

– John Hattie



# Recent Intervention Models: From Access for Some to Access for All

**2020 – 2023**

## **Primary Promise for K-3**

- Focus on K-3 students
- Reading and Math Action Seminars and Professional Development
- Intervention Program
- Variability in number of Primary Promise Literacy and Math teachers

**2023 and  
Beyond**

## **Interventionists for K-12**

- Interventionist Academy in literacy and numeracy
- Summer Professional Development
- Home-School connection to empower families as partners

# Next Phase in Multi-Tiered System of Support

	Primary Promise 2020–2023	Literacy and Numeracy Model 2023–2024
<b>Grade Level</b>	Grades K–3	Grades K–12
<b>Equity</b>	Selection of schools was based on pre-pandemic academic data, SENI status and other factors	Based on current academic data – 168 lowest performing schools
<b>Funds Used</b>	One time dollars used for positions, which end in September 2024 (ESSER)	One time dollars will be used for professional development for all teachers. To sustain interventionists in high need schools and expand intervention at schools, a funding partnership approach will be used that leverages a variety of funding sources.

# Next Phase in Multi-Tiered System of Support

	Primary Promise 2020–2023	Literacy and Numeracy Model 2023–2024
<b>How Staff are Assigned</b>	Created vacancies in the classroom	Interventionists will not be released until assignment is filled
<b>Professional Development</b>	<p>Action Seminars in ELA and Math for participating Primary Promise Schools only</p> <p>Professional development for certain teachers</p>	<p>Coherence building with Interventionist Academy for <b>all</b> schools with an Interventionist</p> <p>Ongoing professional development for <b>all</b> Interventionists in Orton Gillingham, Language Essentials for Teachers of Reading, US Math Recovery, Building Fact Fluency, and intervention cycles</p>
<b>Family Engagement Component</b>	Limited parent engagement	Family and community engagement and workshops for caretakers

# Voices from the Field

"The expansion of Primary Promise/Interventionalist to all students rather than lower grades only, would provide the necessary math and ELA small group and individualized instructional support necessary to accelerate student achievement." **Principal for 9 Years**

"As a principal who has many struggling students, it would be a great asset to the school sites to have both a Literacy Interventionist and Numeracy Interventionist to have small group and data chats not only in grades K-2, but grades K-6 on a regular and strategic basis." **Principal for 3 Years**

"An Interventionist will widen the box to use student data to drive the need instead of specific grade level as Primary Promise does now." **Principal for 6 Years**

"My school never received Primary Promise teachers, but we are looking forward to receiving Interventionists next year to support students ... I believe they should be able to support all grades" **Principal for 1 Year**

"The Literacy and Numeracy Intervention Model is a timely and necessary evolution because it advances the Board's goals for student academic outcomes while providing targeted intervention to the students who need it most. It provides quality instruction while centering equity, student outcomes, and high need communities."

**Non-Profit Organization**

# Voices from Families & Communities

"We want our students to expand their knowledge and to know more...we need a districtwide strategy for intervention...The vision presented by Los Angeles Unified will generate growth... by investing in all students who need intervention, with trained educators and an aligned family engagement plan." **Parent Leader**

"The Superintendent and his leadership team are making bold efforts to correct historical inequities in literacy...to ensure that students across ALL grades who are struggling have access to the best instruction, practices, and interventions informed by the science of reading. The new Literacy and Numeracy Intervention Model — which includes a much needed family engagement component — is what many more parents have been waiting for. Finally!" **National Literacy & Non-Profit Leader**

"..Personalized intervention is really only reaching a minority. The Plan opens doors for all students to receive the intervention that they need, as well as train classroom teachers so that the entire staff can provide this support to our students. At last, we will have better results compared to what we are seeing now. The goal is to increase the number of students that receive quality intervention and who can achieve grade level academic success."

**Parent Leader**

# Voices from Families & Communities

"...We need a program that is available for all students who need it, with an aligned family engagement component, and for the overall effort to expand the relationship between teachers, parents and students. The vision communicated...seeks to grow intervention to a larger scale and with expanded support that all parents want for students who are not performing at grade level." **Parent Leader**

"The changes...solve the problem posed by personalized intervention that is really only reaching a minority. The plan presented by Superintendent Carvalho opens doors for all students to receive the intervention that they need, as well as train classroom teachers so that the entire staff can provide this support to our students." **Parent Leader**

"In all honesty, to be in a country like the United States where reading is not being learned by most of the student population, is an embarrassment...quality intervention should be expanded to those that need it. Reading should be strengthened in the classrooms with a focus on reading, writing and comprehension...The intervention program should be expanded so that all the teachers can provide this support in all LA Unified classrooms..." **Parent Leader**

# Highly-Trained Educators



# Teacher and Principal Summer Professional Development and Beyond

## Professional Development for Classroom Teachers 8/7-8/10

- Small Group Instruction
- Literacy and Numeracy
- Beginning of the Year Planning based on Student Data

## Principals' Leadership Institute 7/26-7/28

- Instructional Leadership Team
- Literacy and Numeracy
- Teacher Observation, Feedback and Support





# Interventionist Academy

Series of sessions throughout the year with interventionists

- Data Analysis
- Student Grouping
- Use of High Quality Instructional Materials (research based)
- Co-Planning with register carrying teacher



# Increased Reach in New Model

## Number of Schools

	Primary Promise K-3 Centrally Funded* and Filled Positions			K-12 Interventionists School & Centrally Funded Partnership
Year	2020-21	2021-22	2022-23	2023-24
Number of Schools	138	257	283	449**

Source: Budget reports

\* The data reported here are the number of schools that participated in the Primary Promise program. School purchased interventionists followed a local design rather than being centrally supported.

\*\*We will serve more students with a school and centrally funded partnership approach

# Increased Reach in New Model

## Number of Students

	Primary Promise K-3 (Average of 2020-21 to 2022-23)	K-12 Intervention (2023-24)
<b>Student Enrollment at Participating Schools</b>	<b>60,247</b>	<b>275,627</b>
Black Students	4,415	20,062
Latin/x	50,744	215,964
Foster	1,314	4,714
Homeless	2,036	8,325
English Learners	22,622	61,362
Special Education	8,609	40,661
Poverty	54,767	233,870

Source: Budget reports, FOCUS. Date: Academic school years 2020-21, 2021-22, and 2022-23.

# Primary Promise and Intervention Model

- Los Angeles Unified will continue to provide intervention to students
- We are not cutting any programs
- The Primary Promise initiative created classroom vacancies across the district to address the needs of a small population
- It's a breach of equity when we only focus on a small group of students
- We are introducing an Intervention model for K-12 students that is sustainable and scalable
- This enhanced model will ensure the sustainability of an intervention model without loss of positions

# Next Steps

- Los Angeles Unified will **always be focused on a strong intervention program** that is sustainable, scalable, and effective.
- By leveraging dollars across the system on strengthening our Tier 1 instruction, **all teachers will be supported** with providing first core instruction.
- An Intervention program will provide a structure to support the neediest students.

# References

- [Best Evidence Encyclopedia](#)
- [English Language Arts/English Language Development Framework \(Ch. 9 Access and Equity\)](#)
- [LAUSD Multi Tiered Systems of Support](#)
- [Math Framework \(Universal Access\)](#)
- [Mississippi Department of Education](#)
- [Multi Tiered Systems of Support](#)
- [Universal Design for Learning](#)
- Visible Learning by John A.C. Hattie (2009)
- [What Works Clearinghouse](#)



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**READY FOR THE WORLD**