Louisiana Tiered Pathways for Literacy Support Framework

Division of Literacy

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LOUISIANA DEPARTMENT OF EDUCATION

Louisiana Tiered Pathways for Literacy Support Framework

Division of Literacy
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Louisiana TPLS Framework

Guidance for making critical K-12 literacy decisions within the Tiered Pathways for Literacy Support Framework

Overview and Purpose

This document provides guidance for Louisiana school systems to make critical decisions regarding the Louisiana TPLS Framework in support of a shared vision and strategic literacy support for **all** students. Furthermore, the TPLS framework supports the initiatives outlined in the Louisiana Comprehensive Literacy Plan, which specifies actions for implementation in programs from birth to 12th grade. The TPLS moves far beyond tiered interventions and represents the cohesive approach to ensure a high-quality education for every student.

Definition of Tiered Pathways for Literacy Support

A Tiered Pathways for Literacy Support (TPLS) is a comprehensive framework that uses data-driven decision-making to deliver tiered instruction and interventions for all students.[1] The tiered approach includes core instruction using high-quality instructional materials, universal interventions, targeted interventions for at-risk learners, and intensive interventions for students with specific needs. TPLS operates as a comprehensive structure designed to meet the needs of every student, ensuring schools maximize data-driven decision making, continuous progress monitoring, and the implementation of evidence-based support and strategies. The intensity of the support increases based on responsiveness to assessment and observational data, fostering continuous student development through a proactive rather than reactive approach. Additionally, an Individual Academic Support Plan used within the TPLS framework will assist struggling readers needing strategic support.

Components of an Evidence-Based TPLS

The guiding principles for the Louisiana TPLS Framework are anchored to five considerations. Systems should use the following considerations to set up a Tiered Pathways for Literacy Support (TPLS) framework.

Communication and Collaboration

An effective TPLS framework requires collaboration among stakeholders (such as teachers, administrators, family, caregivers, and community members) to provide students with timely, appropriate instructional support. To build an effective TPLS, fostering teamwork and open communication is essential. This requires collaboration among all school stakeholders, including families, to support student success. Collaboration occurs through meetings where everyone reviews data, plans interventions, and monitors student progress. Communicating openly and working together guarantees everyone is actively involved in the TPLS process and committed to helping students thrive.
The Louisiana Department of Education believes all children can achieve high expectations and that parents are best equipped to guide their children toward success in college and careers. Louisiana's Birth-12 Parent and Family Engagement Framework provides a comprehensive approach to narrowing

[1] Thurlow, M. L., Ghere, G., Lazarus, S. S., & Liu, K. K. (2020, January). TPLS for all: Including students with the most significant cognitive disabilities. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes/TIES Center.

achievement gaps through high-quality family and community engagement. As we implement the framework, it is critical for families, community members, and educators to provide every child and family with ongoing, consistent opportunities for meaningful engagement. The Louisiana Department of Education developed a set of core principles to guide ongoing parent, family, and community engagement. Furthermore, the Louisiana TPLS Framework supports the Family Literacy Engagement Strategic Plan by promoting strong family engagement in children's literacy development. The goal is to empower families with the information they need to make informed decisions about each child's education. Strong family literacy engagement practices are essential to the success of a Tiered Pathways for Literacy Support (TPLS) framework, ensuring support that is accessible, inclusive, proactive, and visible for all children and their families.

Using Data to Drive Instruction

Frequent collection and interpretation of high-quality data is essential to identifying student needs, monitoring progress, and guiding instructional decision-making. Universal screening and progress monitoring data are used to assess the effectiveness of all support tiers and identify students at risk. Analyzing data helps uncover key questions that inform instruction. These insights reveal students' literacy proficiency over time, pinpoint areas of need, determine solutions, and guide improvement. A robust TPLS is driven by various data sources, including formative and summative assessments, as well as progress monitoring. Not only is the data used to spot which students need intervention, but it is also used to measure the health of a school system. Establishing a formal process for collecting and analyzing literacy data is important to understanding the effectiveness of instructional resources and assessing student progress.

Tiered Interventions

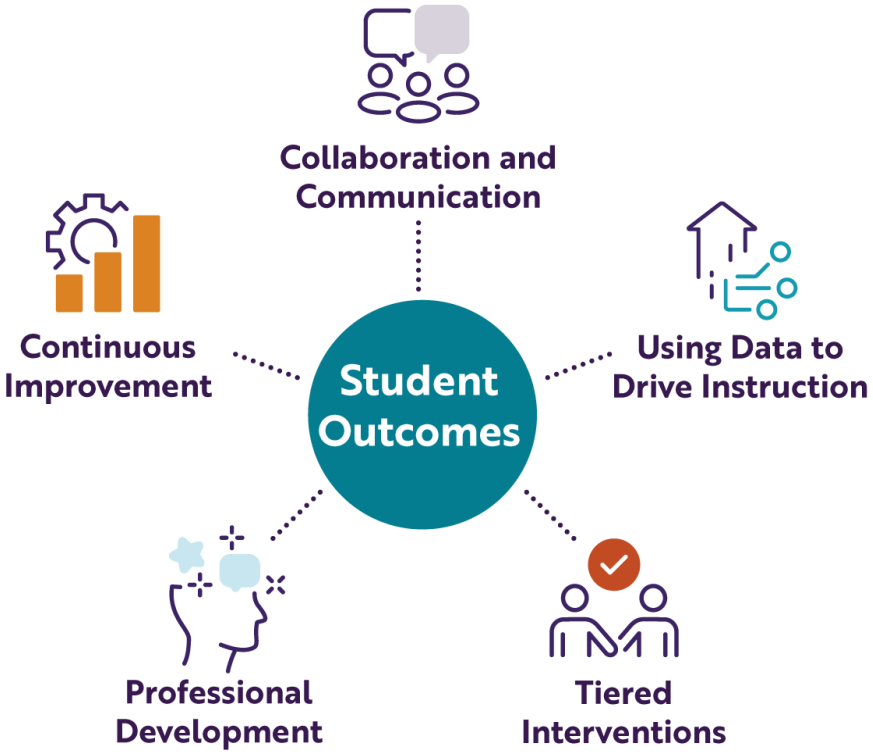
The Louisiana TPLS Framework provides increasing levels of strategic student support focusing on problem-solving and prevention early on to reduce the need for intervention later. The tiered system monitors teaching and learning quality using student performance data to help all students acquire necessary skills and avoid academic risk. It encompasses Response to Intervention (RTI) and broader supports such as enrichment. All students, including those with significant cognitive disabilities, receive Tier I instruction, while some may require Tier I and Tier II support and intervention. A small percentage of students who do not respond adequately to Tier II intervention will require intensive, individualized intervention in Tier III alongside Tier I instruction. The Louisiana TPLS Framework is not a test or curriculum, nor limited to students needing intervention. Instead, it provides a set of procedures to support all students.

Professional Development

Embedded, ongoing professional learning for educators is vital to ensure meaningful education for all students and foster pathways to success. Comprehensive training and growth opportunities equip educators with a deep understanding of materials, curriculum, resources, and instructional strategies aligned to the Science of Reading, enabling them to deliver evidence-based instruction effectively and with integrity. School systems should provide ongoing professional development for leaders and teachers to build knowledge and capacity in the Science of Reading at all grade levels. Professional Development topics should include integrating best practices and evidence-based strategies in all classrooms, supporting students with disabilities, engaging families, and fostering positive learning environments with developmentally appropriate materials in early learning settings. Providing opportunities for professional learning in how to implement evidence-based instruction and interventions with intentionality will increase the effectiveness of all educators and will contribute to the improvement of outcomes for all students.

Continuous Improvement

To establish a dynamic system that evolves, problem solves, and relies on data-driven decision making, supporting processes are essential. Instructional Leadership Teams and Teacher Collaboration enable educators to share insights about curriculum and instruction, analyze data, and take action to improve student outcomes. As vital components of a school's organization, these teams and dedicated collaboration time are instrumental for ongoing improvement. Seamless integration of Teacher Collaboration into the TPLS framework fosters leadership, supports professional growth, and enhances student learning.



Louisiana TPLS Framework

The Louisiana TPLS Framework aims to improve student outcomes through data-driven decision-making and personalized support. By recognizing all students' literacy needs, it proactively identifies and addresses them using a tiered approach aligned with the Science of Reading. The Louisiana Comprehensive Literacy Plan outlines strategies for implementation guiding programs from birth to 12th grade.

Louisiana Statewide Educational Priorities

All students can succeed when provided with opportunities to learn.

- **Early childhood** leading to kindergarten readiness
- **Literacy** instruction aligned to the Science of Reading
- **Math** instruction from foundational to advanced skills
- Opportunities ensuring a **meaningful high school experience**
- An effective **teacher for every student**
- Expand **educational choice** for students and families

Louisiana Literacy Priorities

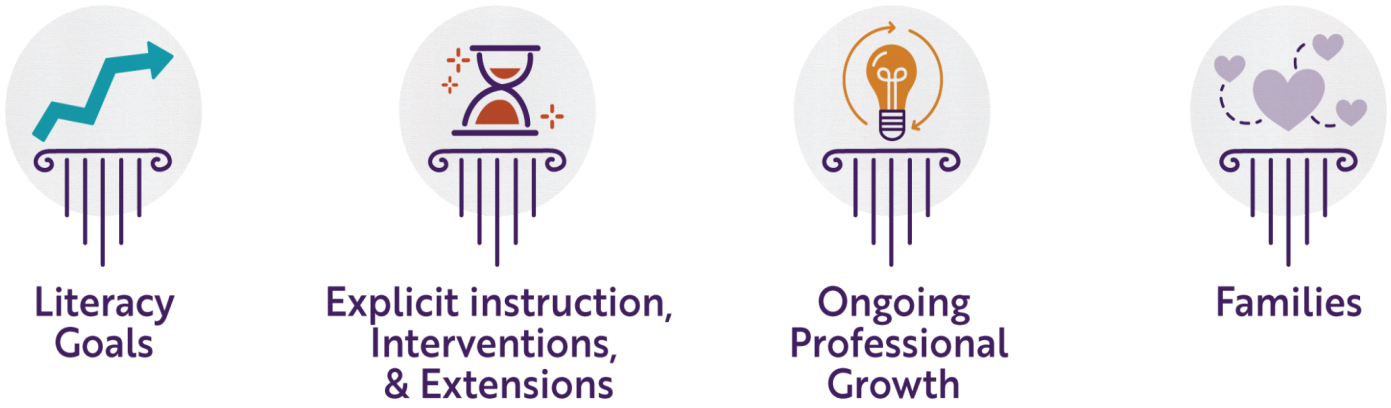
The Literacy Division is committed to increasing literacy outcomes for all students.

- Build capacity of school and system leaders to drive impactful literacy practices
- Effective implementation of ELA core instruction utilizing high-quality instructional materials
- Strategic use of instructional time looking to literacy block guidance
- Access to high-dosage tutoring that supports students' individual literacy needs
- Quality and timely job-embedded literacy professional learning

Louisiana's Literacy Pillars

All Louisiana students will have improved literacy outcomes through high-quality instruction and interactions by an effective teacher supported by leaders and families. Literacy outcomes for students will improve when these four pillars of literacy are effectively implemented at the school, system, and state levels.

- Student literacy outcomes will increase when schools create and monitor literacy goals.
- Literacy outcomes will improve when students are provided high-quality core instruction together with explicit literacy interventions and extensions based on individual student needs.
- Ongoing professional growth is an essential component of effective teaching and literacy development.
- Families can play an essential role in the literacy development of children at all ages and stages.[2]

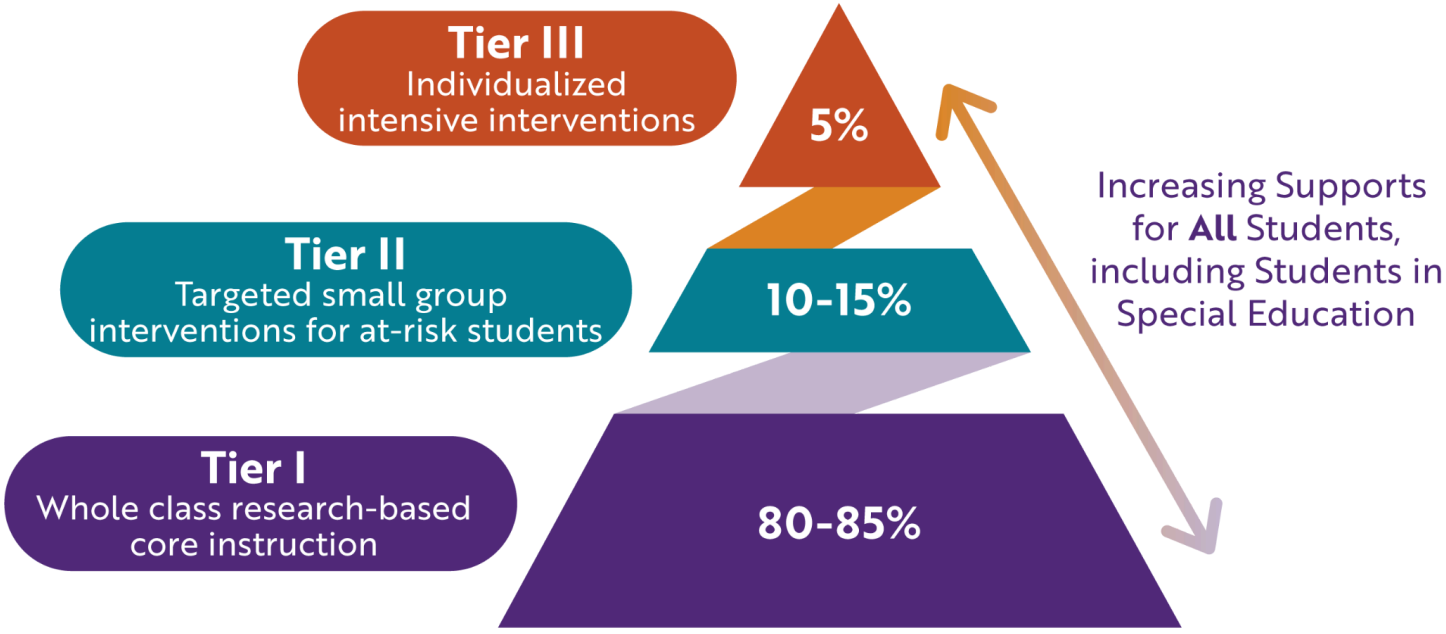


Implementing the TPLS Framework

The Louisiana TPLS Framework provides increasing levels of strategic intervention focused on problem-solving and early prevention to reduce the need for future intervention. The tiered system also tracks teaching and learning effectiveness through student data to support all students in mastering critical skills and avoiding academic risk. It includes Response to Intervention (RTI) and broader supports such as enrichment. All students, including students with significant cognitive disabilities, receive Tier I support. Some students will need Tier II intervention alongside Tier I core instruction, while a small percentage will need Tier III intervention in addition to Tier I.

[2] Louisiana Department of Education. (n.d.). Louisiana Literacy. https://doe.louisiana.gov/educators/instructional-support/louisiana-literacy

Tiered Pathways for Literacy Support



For interventions to be effective, intensity of instruction must increase with smaller groups over time. The tiered levels of support offer more opportunities for re-teaching, review, practice, and extension. Additionally, effective interventions and support should be targeted to address the most critical learning needs.

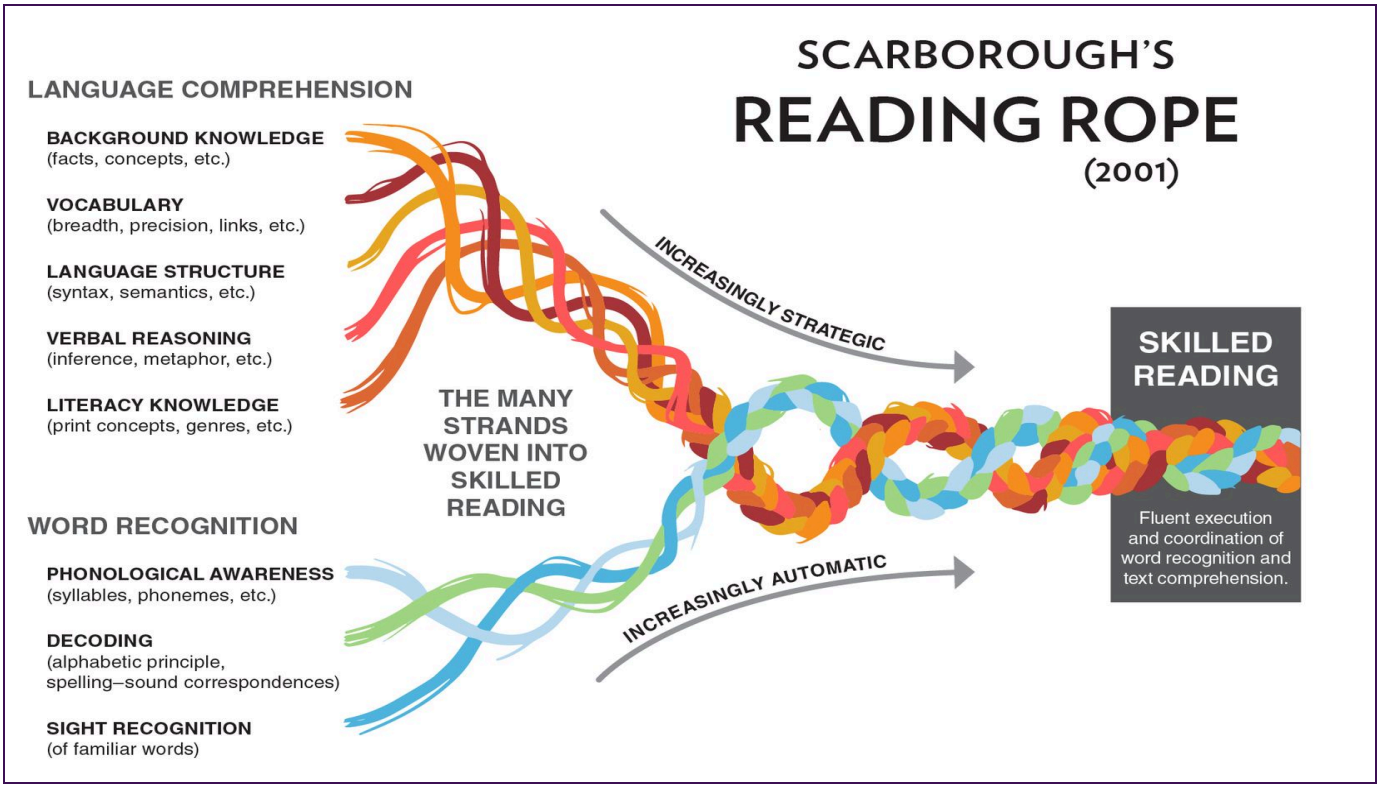
TPLS and the Science of Reading

When effective literacy instruction grounded in the Science of Reading is integrated into the classroom, it aligns seamlessly with an TPLS framework. The Science of Reading encompasses an interdisciplinary body of research to define pedagogical approaches and best practices for skilled reading. Instruction informed by the Science of Reading emphasizes evidence-based practices, focusing on direct and systematic approaches to teaching phonemic awareness, phonics, fluency, vocabulary, and comprehension.

- Science-based reading instruction allows access for all students.
- Skilled reading in any language requires both word recognition and language comprehension.
- Literacy instruction in each language must reflect its unique elements.
- Reading is not a natural process and must be taught systematically and explicitly.
- Background knowledge and vocabulary are critical components of skilled reading.
- Instruction of foundational literacy skills must be systematic, explicit, and engaging through multiple modes and senses.
- Universal screening and progress monitoring are critical to ensure all students receive instruction matching their individual needs.

- Science-based reading instruction maximizes core instruction, thus reducing the need for intervention, and allows children to accelerate as skilled, confident readers.[3]

Scarborough's Reading Rope illustrates how these two essential strands intertwine to support fluent reading.



Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice.

Act 108 of the 2021 Regular Legislative Session mandates that all K-3 teachers and school administrators complete an approved Science of Reading professional development course and provide documentation of successful completion to their employing school.[4] School systems must report the extent to which teachers and school administrators completed the training to the Louisiana Department of Education.

Assessment Forms and Purposes

Enhancing literacy outcomes for all students requires a comprehensive approach to assessments and data analysis. "The ultimate goal of educational assessment is to guide educational decisions, improve teaching methods, and support personalized learning for students, ensuring that educational objectives are met and that all students have the opportunity to succeed academically[5]." Properly utilizing assessment data offers insight into students' literacy needs in core instruction, intervention, tutoring, or extensions. Data-based decision-making is integral for effective literacy instruction. This section outlines assessment data teachers and leaders may consult when making instructional decisions. A

[3] Amplify. (2024). Systems of success: Getting started with a system of supports (MTSS) aligned to the Science of Reading. Brooklyn, NY: Amplify. https://go.info.amplify.com/fy24_elemlitsolutions_sormtssplaybook_national_download_pdf-ebook_getintouchoptio n_optin

[4] Louisiana State Legislature. (2021). *Act No. 108: Early literacy professional development*. Louisiana State Legislature. https://legis.la.gov/legis/ViewDocument.aspx?d=1232840

[5] Brigham Young University. (n.d.). *Assessment and instructional design*. BYU Open Textbooks. https://open.byu.edu/Assessment_Basics/assessment_and_ID

comprehensive assessment plan is vital for delivering targeted interventions and explicit instruction to support the success of all students.

Formative Assessment

Formative assessment is a continuous, low- or no-stakes process using evidence-based practices, methods, and tools designed to increase instructional effectiveness, student learning, and the number of students meeting performance standards. Teachers and students should use formative assessments collaboratively to drive instruction responsive to learners' strengths, interests, and needs.

- Formative assessments **from the core HQIM** should serve as **leading indicators** that drive daily instruction and instructional adjustments.
- These assessments periodically capture knowledge and skills, enabling small, immediate adjustments that support student goal achievement and self-efficacy.
- While primarily used during the practice phase of learning, formative assessment scores can inform grades or placement decisions when appropriate.
- Teachers also use formative assessments to support students to set and achieve short-term goals involving them as active participants in their progress, fostering learning and agency.
- Research highlights the effectiveness of various formative assessment methods in improving adolescent literacy.

Summative Assessment

Summative assessments are administered at the end of an instructional unit or course to measure the skills and knowledge students have gained over an entire instructional period. Often high-stakes, these assessments may significantly impact grades or determine course or grade-level completion. Summative assessments **from the core HQIM** should serve as **lagging indicators** that reflect the overall effectiveness of instruction for a unit of student and should drive instructional decisions for subsequent units of study. Effective summative assessments demonstrate whether students have met key learning objectives and provide feedback on overall learning. They should align with the grade-level standards and course goals.

Louisiana students in grades 3-8 take summative assessments in English language arts, Mathematics, Science, and Social Studies. These assessments align with the Louisiana Student Standards, which were developed with significant input from Louisiana educators. Summative assessments in grades 3–8 include:

- LEAP 2025
- LEAP Connect (Alternate Assessment)
- National Assessment of Education Progress (NAEP)[6]
- English Language Proficiency Test (ELPT)[7]

Louisiana high school students in grades 9 through 12 take summative assessments to determine their readiness for college and careers or to earn credits for coursework beyond high school. Summative assessments in grades 9-12 include:

[6] Louisiana Department of Education. (n.d.). *Grades 3–8 assessments*. Louisiana Department of Education. https://doe.louisiana.gov/school-system-leaders/measuring-results/grades-3-8-assessments
[7] Louisiana Department of Education. (n.d.). *High school assessments*. Louisiana Department of Education. https://doe.louisiana.gov/school-system-leaders/measuring-results/high-school-assessments

- LEAP 2025: English I & II, Algebra I, Geometry, U.S. History, Biology
- American College Test (ACT)
- WorkKeys
- Advanced Placement (AP)
- College Level Examination Program (CLEP)
- Louisiana Educational Assessment Program (LEAP) Connect
- English Language Proficiency Test (ELPT)[8]

Data from these assessments can help identify students needing additional support to succeed with grade-level curriculum. Strong core instruction is the best way to ensure success on standardized summative assessments. Mastery rates of 80% or higher in a student cohort indicate healthy and effective core instruction.

Universal Literacy Screening

Implementation improves literacy outcomes by combining high-quality core instruction with targeted interventions and extensions tailored to individual needs. Louisiana law (Act 520, 2022) requires a state-wide universal literacy screener for all K-3 students at the start of each school year.[9] Additionally, screening and progress monitoring must occur at mid-year and at the end of the year to track growth and identify further needs. While K-3 screening is required, literacy screening through high school is recommended to identify students at risk for persistent reading difficulties.

In addition to the required screening in K-3, DIBELS 8th offers free screening materials for grades 4-8, which can also be used for grades 9-12 to identify students at risk in foundational reading skills. Secondary schools may supplement this with data such as GPA, state exams, curriculum assessments, attendance, and disciplinary records. Research supports combining literacy screener results with diagnostic data to implement intensive, systematic interventions for students below benchmark, showing strong success in helping struggling readers. Selecting data sources should align with the school's focus within a support system, as some sources better predict student outcomes than others.

Diagnostic Assessment

Appropriate diagnostic assessments flexibly designed to identify students' learning and motivational needs should guide choices made within core instruction, intervention, and extension settings. A diagnostic assessment is an assessment used by teachers to evaluate students' strengths, weaknesses, knowledge, and skills, identifying target areas for instruction. Diagnostic assessments are typically low-stakes and should not contribute to a student's overall grade or report card. Diagnostic assessments should be given to students who score below benchmark on a universal screener, basic or below on the LEAP, and/or those who show difficulty with ELA content. High-quality instructional materials often include diagnostic assessments aligned with core instruction and curriculum-embedded assessments. Teachers can use data from these assessments to plan effective, personalized instruction for all students. Additionally, the Louisiana Literacy Interventions and Foundational Tools (LIFT) Kit diagnostic assessment helps teachers identify gaps in foundational skills for students in grades 3 and up, but it is not a replacement for the universal screener.

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[8] Louisiana Department of Education. (n.d.). *High school assessments*. Louisiana Department of Education. https://doe.louisiana.gov/school-system-leaders/measuring-results/high-school-assessments

[9] Louisiana State Legislature. (2022). *Act No. 520: Amendments to early literacy assessments and interventions*. Louisiana State Legislature. https://legis.la.gov/legis/ViewDocument.aspx?d=1289582

Progress Monitoring

Progress monitoring is the regular "collection and use of formal data to (1) assess students' performance, (2) quantify a student's rate of improvement or responsiveness to instruction or intervention, and (3) evaluate the effectiveness of instruction and intervention using valid, reliable measures".[10] Frequent retesting of targeted skills is necessary to ensure adequate growth from the intervention and support provided to each student. Grade-level and intervention teams "use progress monitoring data to make decisions about student responsiveness to interventions and supports and make adjustments when needed.[11] Teams can analyze data patterns and compare students' rates toward meeting their goals.[12] District and school teams may use system-level progress monitoring data to evaluate the effectiveness of district- and school-level interventions.[13]

Some considerations for progress monitoring should include the following:

- Teachers should participate in ongoing professional learning on progress monitoring, focusing on its purpose, building knowledge and skills to increase fidelity, and using data to assess student responsiveness to intervention.
- Teams should develop a clear plan to ensure fidelity in progress monitoring, minimizing inconsistencies in administration and errors in scoring and data entry.
- Teams should identify the purpose of progress monitoring for each grade level and establish a consistent process.
- Classroom teachers or interventionists with the most knowledge of each student should conduct the monitoring.
- Student progress monitoring plans should include the selected measure, data collection frequency, baseline data, goals based on a validated goal-setting strategy, decision rules, and scheduled data review dates.
- Teachers and school leaders should consult the DIBELS 8th Administration and Scoring Guide for guidance on selecting progress monitoring measures.
- Teachers should plot data points against an aimline from the initial benchmark to the year-end goal; scores near or above the aimline indicate a positive response to intervention.
- For Grades K-3, educators are encouraged to use the Amplify mCLASS DIBELS platform to select progress monitoring tools aligned with the intervention. Each DIBELS subtest measures critical skills, with corresponding progress-monitoring forms available.
- In Grades 4-12, it is recommended that progress monitoring tools align with the focus of the intervention provided.
    - While the subtest used for progress monitoring should be aligned to the focus of the intervention for a student, Nonsense Word Fluency (NWF) and Oral Reading Fluency (ORF) are the most effective measures for tracking progress over time. Therefore, these subtests should be prioritized for progress monitoring in applicable grades when a student shows risk on one of these subtests.

[10] *Progress Monitoring Center on Multi-Tiered Systems of Support*. (n.d.). Progress Monitoring. https://mtss4success.org/essential-components/progress-monitoring
[11] *Progress Monitoring Center on Multi-Tiered Systems of Support*. (n.d.).
[12] *Progress Monitoring Center on Multi-Tiered Systems of Support*. (n.d.).
[13] *Progress Monitoring Center on Multi-Tiered Systems of Support*. (n.d.).

- DIBELS offers ORF and Maze measures through 8th grade, with materials suitable for up to 12th grade to monitor oral reading fluency and reading comprehension. However, Maze progress monitoring should be infrequent, as reading comprehension improves too gradually for short-term measurement. Using Maze for progress monitoring is recommended no more than 1-2 times between benchmark periods.
- A progress monitoring tool below grade level may be necessary for older students who struggle with foundational reading skills, such as phonemic awareness and word recognition. Selecting such a tool should be a strategic decision guided by the literacy data team, with the primary goal of accelerating student progress toward grade-level proficiency as quickly as possible.
- For additional support in choosing a progress monitoring subtest and establishing the frequency, refer to Chapter 4 of the DIBELS 8th Administration and Scoring Guide.

Data from these assessments can help identify students needing additional support to succeed with grade-level curriculum. Strong core instruction is the best way to ensure success on standardized summative assessments. Mastery rates of 80% or higher in a student cohort indicate healthy and effective core instruction.

Determining a Starting Point for Tiered Supports

To determine the starting point for tiered interventions and address a student's immediate needs, the data team and classroom teacher should review the literacy screener benchmark assessment data. Does the student meet or exceed the core benchmark goals on the most recent assessment?

- **Meets Benchmark:** Screen with regularly scheduled assessments for all students.
- **Meets Benchmark with Some Concerns:** If the student met benchmark goals but is underperforming on curricular diagnostics, skills assessments, or in class, the teacher should differentiate and monitor progress in **Tier I** small-group instruction for at least 6 weeks.
- **Does Not Meet Benchmark**: If the student does not meet or exceed the benchmark goals and falls into the "Strategic" or "Intensive" category, an intervention plan will be required.

Louisiana TPLS Decision Tree

The Louisiana TPLS Decision Tree visually maps data-based decisions and student outcomes. Its goal is to help teachers provide strategic, tiered support to prevent unnecessary special education referrals. It aids educators in evaluating the results of decisions, identifying optimal paths, assessing risks, and analyzing data to deliver individualized academic and non-academic interventions. The decision tree helps teachers examine assessment data and other factors to determine the most effective path of intervention and support tailored for each student. Instructional Leadership Teams and highly-trained literacy staff should guide teachers in using the decision tree. The data team should also evaluate whether increased student support is needed due to, but not limited to, the following additional contributing factors:

- Attendance
- Health and wellness (e.g., hearing and vision screening)
- Family engagement
- Off-task behaviors

- Organizational skills
- Motivation
- Conflict resolution
- School refusal or elopement

Tier I: Core Instruction and Supports

Tier I support includes high-quality core instruction that uses effective teaching practices, prioritizes learning targets, and addresses learning gaps to meet the needs of all students. Teacher Collaboration is key to a successful implementation of Tier I high-quality core instruction. The literacy block should incorporate whole-group instruction with high-quality instructional materials, supplemented by small-group sessions to provide additional support tailored to each student's needs.

Scheduling the Tier I Core Literacy Block

Daily literacy block schedules should first consult the daily recommended minutes of their Tier I core instruction program as well as consider the following recommendations:

- **Grades K-2:** At least 60 minutes of foundational reading skills instruction, 60 minutes of knowledge-building reading instruction, and 30 minutes of extra time for learning (may include small group, intervention, extension, and tutoring).
- **Grade 3:** At least 90 minutes of core reading instruction plus 30 minutes of extra time for learning (may include small group, intervention, extension, and tutoring).
- **Grades 4-8 and 9-12**: At least 60 minutes of core instruction plus 30 minutes of extra time for learning (may include small group, intervention, extension, and tutoring).

For additional guidance with scheduling, refer to the elementary, middle school, and high school guidance documents in LDOE's Maximizing Efficiency: Unlocking Effective Schedules through Smart Staffing resources.

Key Considerations for Tier I Core Literacy Instruction

While acceleration, intervention, and special education services are essential, they cannot replace coherent literacy instruction using high-quality instructional materials (HQIM). The Louisiana Department of Education is dedicated to providing classrooms with HQIM, which is critical for improving student learning. These materials must align with state standards to effectively support instructional goals and student achievement. Grounded in evidence-based practices and the Science of Reading, HQIM are among the most valuable tools educators have to enhance student learning through instruction that is grounded in evidence-based practices and the Science of Reading.

When reviewing the quality of literacy instructional materials used for providing Tier I core instruction and supports, ensure they:

- **Align with Research and Standards:** Materials should reflect evidence-based practices, be identified as high-quality, adhere to the Science of Reading, align with state standards, and be free of 3-cueing strategies.
- **Maintain Coherence:** Core, supplemental, and assessment materials must be instructionally coherent, ensuring consistent approaches and strategies across all tiers of support.

- **Follow Quality Guidelines:** For additional assistance with selecting high-quality core instructional materials (HQIM), refer to the *Instructional Materials Reviews*.

Best Practices for Tier I Support

Best practices for providing **Tier I** support for all students should include:

- **Deliver High-Quality Core Instruction:** Use HQIM during core instruction within the literacy block, including small-group instruction for differentiation.
- **Implement Strategic Small Groups:** Use curricular materials to scaffold and address mastery of current or prior lessons.
- **Analyze Data Regularly:** Use curriculum-embedded assessments and literacy screener data to guide decisions based on students' performance.
- **Trained School Leadership Teams:** School leadership teams should have training around the curricular materials to help ILTs determine the level of proficiency in curriculum implementation on their campus, as well as to assist in the effectiveness of evaluations and coaching plans/PGPs.
- **Regular Walkthroughs to Determine Support:** ILTs should plan regular walkthroughs to help determine the health of Tier I core instruction, as well as to inform ILT and TC cycles of support.
- **Respond to Data:** Promptly tailor instruction to effectively respond to students' needs.

Critical Tier I Questions

Two critical questions should be considered when implementing **Tier I** core instruction and support. If either of the questions is identified as an area of need, attention will need to be given to closing the identified gaps. Further guidance from LDOE may be necessary.

- Are Tier I instruction and small group support consistently delivered by a classroom teacher trained in the effective implementation of approved HQIM?
    - Strong Tier I instruction should result in at least 80% student mastery in overall class assessment data.
- Are curriculum-based assessments from HQIM used consistently to evaluate the effectiveness of Tier I core instruction?

Elevating Students to Tier II Intervention

A data-driven decision to move a student to Tier II intervention should be made only after collecting a minimum of three progress monitoring data points along with data from curricular-embedded assessments and consulting with the data team. Consider the following questions during the process:

- **Consistent Tier I Implementation:** Is Tier I core instruction, including small-group support, consistently delivered by a classroom teacher trained in the effective implementation of approved HQIM?
- **Data Integrity:** Are curriculum-based measures and assessments from HQIM being used with integrity to accurately reflect the effectiveness of Tier I core instruction?
- **Frequent Data Analysis:** Has data analysis of the Tier I assessments and support by the classroom teacher occurred at least every 8-10 instructional days?

- **Adequate Data Points:** Has the teacher collected at least three consecutive data points within a Tier I support cycle before considering adjustments to the selected support?
- **Adjustments Based on Data:** Has the teacher made adjustments to the support based on assessment data? Only one or two variables within Tier I small-group support should be modified at a time, such as:
    - Adjusting the size of the small group
    - Shifting the focus of small-group support
    - Increasing the level of scaffolding
    - Modifying the amount of instructional time for the small group
    - Increasing the frequency of small-group sessions
    - Changing the timing of support within the core block (e.g., pre-teaching vs. post-teaching)

If a child's progress and responsiveness to Tier I core instruction and support require review before the next scheduled data meeting, the teacher should request a meeting with the literacy specialist or Teacher Leader to determine whether a change in support is needed. For additional guidance, refer to the Louisiana TPLS Decision Tree.

Tier II: Small-Group Intervention and Extension

Tier II support provides a second layer of targeted instruction, delivered by a content-strong literacy teacher using flexible grouping focused on priority learning targets for intervention and extension. This level of intervention and support offers direct and explicit instruction in small-group settings for students still struggling to access grade-level content despite effective Tier I instruction during the core literacy block. Tier II support further emphasizes modeling, guided practice, and immediate academic feedback using HQIM relevant to the content. It is implemented based on student needs identified through literacy screener data and curricular assessments, aiming to address reading difficulties and prevent further challenges.

Implementation of Tier II Intervention: Elementary Grades

Curriculum coherence within Tier II ensures that targeted instruction aligns with the same topics and concepts as the core materials in Tier I HQIM, when possible, to maintain continuity. A structured literacy approach strengthens access to core instruction for all students, reducing dependence on supplemental materials. Tier II instruction and intervention should align with upcoming classroom content, preparing students for grade-level lessons. This targeted approach enhances students' ability to engage with core instruction effectively. The key consideration for Tier II is making sure the intervention is data-driven, addressing the specific needs of the student(s). In grades K-2, components and materials of the Tier I HQIM curriculum can be used in Tier II through more intensive, direct, and explicit instruction with increased modeling, guided practice, and immediate academic feedback.

Third through sixth grade teachers can use the DIBELS/mCLASS platform for progress monitoring and intervention, while grades third through twelfth grade can use any of the approved Foundations of Reading Interventions on the LDOE-approved Tier I lists. The *Teaching Reading Sourcebook* is also a valuable resource for equipping teachers and leaders with diagnostic assessments to identify literacy skills that students need for Tier II intervention and support. Additionally, the Louisiana Literacy Interventions and Foundational Tools (LIFT) Kit offers diagnostic support for students in grades 3-12, helping to identify gaps in foundational skills. However, it is not a substitute for the universal screener.

This diagnostic assessment should be administered to any students who score below benchmark on the universal screener, score basic or below on the LEAP, or struggle with ELA content. Identifying gaps in foundational reading skills is an important step in helping students overcome reading challenges and master grade-level content. The LIFT Kit will help educators pinpoint these gaps and provide resources to support targeted instruction and specific foundational skills.

Additional Considerations for Tier II Interventions in Secondary Grades

In secondary schools, some adolescents may require Tier II intervention and support with higher levels of explicit instruction and modeling to improve literacy skills, in addition to the support provided by regular classroom teachers. Older students with reading difficulties in the secondary setting may face challenges with decoding, academic language, vocabulary, background knowledge, comprehension, and motivation. These difficulties for older students can be compounded when multiple challenges occur simultaneously.

Adolescents who do not meet grade-level literacy expectations need strategic and individualized interventions aligned with their core instruction whenever possible to enhance students' literacy skills. These interventions should be guided by diagnostic data and are usually delivered by reading specialists or trained teachers. These educators should be well-versed in the specific programs or approaches and have a deep understanding of the challenges faced by struggling adolescent readers.

Research in secondary literacy supports direct and explicit instruction in advanced word study, vocabulary, reading fluency, reading comprehension, and increasing motivation (Roberts et al., 2008). Many students enter middle and high school without the word recognition skills needed to read grade-level text with automaticity, which is essential for reading comprehension. Other students who are accurate and fluent readers may lack background knowledge, vocabulary, and reading comprehension strategies necessary for understanding the text. The needs of each student should determine the skills focus and the overall intensity of the intervention for older students.

- According to the, DIBELS 8th Administration and Scoring Guide the more foundational the skill and the more intensive the intervention, then the more frequent progress monitoring should be. At-risk (red) students with below or well-below scores in PSF, NWF, and/or WRF should be progress monitored bi-weekly at minimum and ideally using NWF. Once again, selection of the subtest should be aligned with the intervention. See Chapter 4 of the DIBELS Decision Tree for guidance on decision-making.

- For students whose primary risk according to DIBELS is ORF, consider initially providing a fluency intervention and progress monitoring bi-weekly at minimum to gather the first 3 data points and confirm whether ORF is the most appropriate intervention. At-risk (red) students trending above the aimline for ORF according to the first 3 progress monitoring data points may then only need to be progress monitored every 2-3 weeks. Students who demonstrate some risk (yellow) for ORF but who are trending above the aim line in response to the fluency intervention may then only need to be progress monitored every 4-5 weeks. According to research cited within the DIBELS 8th Administration and Scoring Guide the additional time between progress monitoring is recommended based on the slower ORF growth typically observed in the upper grades. However, students who are **not** making adequate progress **above the aim line** according to ORF progress monitoring may actually need an intervention and progress monitoring subtest in one of the other skills-specific indicators.

All secondary students need proficiency in these skills, as well as writing skills, to access complex text and grade-level content. Therefore, matching older students identified with reading difficulties to the most appropriate Tier II interventions is critical for success and accelerated growth.

Best Practices for Tier II Support

Some best practices and key considerations for **Tier II** strategic small-group intervention and extension include:

- Ongoing data analysis is best practice.
- **Tier I** high-quality core instruction for all students, including small-group instruction, should be continuously provided by the content-strong classroom teacher.
- **Tier II** intervention and support should be provided by a content-strong literacy teacher using high-quality instructional materials, implemented as an added layer of targeted support.
- **Tier II** intervention and support should be centered around the following:
    - targeting the specific literacy skills in which students show a deficit according to assessment data
    - providing explicit instruction and modeling, increasing teacher-student interactions, and offering additional opportunities for guided and independent practice paired with immediate academic feedback
    - providing targeted and intensive instruction aligned with core content to help students successfully engage with grade-level content
- Flexible Tier II small groups should meet 3-5 times per week for 20-40 minutes. These sessions may be incorporated into Tier I extra learning time to maximize instructional efficiency.
    - Secondary schools may face logistical challenges when implementing Tier II intervention and extensions, often requiring adjustments to the master schedule to allocate dedicated time for intervention and enrichment, potentially utilizing a non-credit bearing course.
- **Regular Walkthroughs to Determine Support:** ILTs should plan regular walkthroughs to help determine the health of Tier II, as well as to inform ILT and TC cycles of support.
- Avoid pulling students from **Tier I** core instruction to deliver **Tier II** intervention.
- Collect at least three progress monitoring data points relative to the aim line over 6-8 weeks of intervention before considering a change in the selected intervention.
- Make strategic decisions based on individual student performance and assessment data while providing both **Tier I** and **Tier II support.**
- Teachers should continuously consider whether the student is making adequate progress within the **Tier II** intervention and core instruction.

Elevating Students to Tier III Intervention

Consider the following questions when determining if a student should be elevated to receive **Tier III** support:

- **Consistent Tier I Implementation:** Is Tier I instruction, including small-group support, still being consistently delivered by a teacher trained in the effective implementation of approved high-quality instructional materials (HQIM)?
- **Data Integrity:** Are the curriculum-based measures and assessments from HQIM still being used with integrity to accurately reflect the effectiveness of Tier I core instruction?
- **Consistent Tier II Implementation:** Is the Tier II intervention being provided by a classroom teacher or other extensively trained literacy educator using approved HQIM?
- **Tier II Data Integrity:** Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier II intervention?
- **Alignment with Identified Needs:** Does the focus of the intervention and the progress monitoring tool align with the identified needs of the student based on current literacy assessment data?
- **Frequent Progress Monitoring:** Has progress monitoring of Tier II intervention occurred bi-weekly or weekly, depending on the needs of the student as indicated by assessment data?
- **Adequate Data Points:** Has the teacher collected at least three consecutive progress monitoring data points relative to the aim line within a Tier II progress monitoring cycle before considering a change in the selected intervention?
- **Adjustments Based on Data:** Has the teacher made adjustments to the intervention support based on progress monitoring data? Only one or two variables within the Tier II intervention should be modified at a time, such as:
    - Adjusting the size of the intervention group
    - Shifting the focus of the intervention
    - Increasing the level of scaffolding
    - Modifying the amount of instructional time for the intervention
    - Increasing the frequency of the intervention sessions
    - Changing the timing of intervention delivery (e.g., pre-teaching vs. post-teaching)

A data-based decision to move a student to **Tier III** should be determined only upon completing progress monitoring cycles. This includes at least three data points from progress monitoring to adjust the intervention and at least three additional progress monitoring data points once adjustments have been made. Additionally, data points from Tier II intervention and support must be collected. If a child's progress needs to be reviewed before the next scheduled data meeting, request a meeting with a literacy specialist or Teacher Leader to determine if a change in interventions is needed. For additional guidance, refer to the Louisiana TPLS Decision Tree.

Tier III: Foundations of Reading Intensive Intervention

A Tier III Foundations of Reading Intensive Intervention provides support above and beyond what other students receive, leveraging higher levels of intensity, time, and targeted instruction to address specific sub-skill deficiencies identified through assessment data. Effective intervention requires a proportional increase in direct instructional time, often achieved through extending the duration and frequency of Tier III interventions. Students who fail to respond to Tier I and Tier II instruction and those eligible for special education/related services can receive more intensive support through Tier III interventions. For students in grades K-2 who demonstrate minimal progress as a result of Tier II support, content-strong literacy educators are encouraged to leverage the HQIM or a systematic evidence-based structured literacy intervention program to deliver Tier III intensive interventions and supports. For students in grades 3-12 who demonstrate minimal progress in Tier II, additional intensive support should be delivered by a content-strong educator using an approved Tier III Foundations of Reading Intensive Intervention program.

For older students, individualized intensive intervention is crucial to help them progress toward mastery of grade-level content, which can also boost motivation to read. This level of intensive instruction and intervention is necessary to help students progress at a faster rate than would typically be expected within a shorter period. It is recommended that schools should inform families of progress and any changes made to the student's intervention plan before commencing a Tier III Foundations of Reading intensive intervention for any student.

Best Practices for Tier III Support

Some best practices and key considerations for **Tier III** intensive intervention include:

- Ongoing data analysis is best practice.
- **Tier I** high-quality core instruction for all students, including small-group instruction, should be continuously provided by the content-strong classroom teacher.
- When feasible and beneficial, **Tier II** support may continue to be provided by a content-strong literacy educator for some students, as determined by the data team.
- **Tier III** intervention and support must be delivered by a content-strong literacy educator using an approved intervention program with high-quality instructional materials.
- **Tier III** intervention is designed to address the individual needs of each student based on assessment data by providing highly focused, targeted support through evidence-based programs.
- The **Tier III** intervention must target the specific skill deficits, offering explicit instruction with opportunities for guided and independent practice. Teachers must provide targeted feedback based on students' performance during practices to address specific needs and reinforce learning.
- **Tier III** intervention is more frequent, intensive, and individualized based on assessed needs.
- **Tier III** intervention is delivered **daily** for at least 30 minutes in small groups of 1 to 3 students.
    - Secondary schools may need to adjust master schedules to allocate dedicated time for Tier III intervention and enrichment.
- Avoid pulling students from **Tier I** core instruction to deliver **Tier III** intervention.

- Progress monitoring of **Tier III** interventions should be conducted **weekly** to track student progress and adjust interventions as needed.
- Collect at least three progress monitoring data points relative to the aim line over 6-8 weeks of intervention before considering a change in the selected intervention.
- Progress monitoring of the **Tier III** intervention should continue even if a student is identified and eligible for special education services.
- Strategic decisions must be informed by individual student performance and assessment data to provide effective layered support.
- Teachers should regularly assess whether students are making adequate progress in both **Tier III** intervention and core instruction.

Referring Students for Special Education Services

Consider the following questions when determining if a student should be **referred for special education services** after receiving Tier III interventions and support:

- **Consistent Tier I Implementation:** Is Tier I instruction, including small-group support, still being consistently delivered by a teacher trained in the effective implementation of approved high-quality instructional materials?
- **Data Integrity:** Are the curriculum-based measures and assessments from HQIM still being used with integrity to accurately reflect the effectiveness of Tier I core instruction?
- **Consistent Tier III Implementation:** Is the Tier III intervention being provided by a literacy staff member who possesses deep conceptual knowledge and specialized skills in reading instruction and has been fully trained in the adopted Tier III curriculum?
- **Tier III Data Integrity:** Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier III intervention?
- **Frequent Progress Monitoring:** Is progress monitoring of Tier III interventions occurring at least on a weekly basis to track student progress and adjust interventions as needed?
- **Adequate Data Points:** Has the teacher collected at least three consecutive progress monitoring data points relative to the aim line within a Tier III progress monitoring cycle before considering a change in the selected intervention?
- **Adjustments Based on Data:** Has the teacher made adjustments to the intervention support based on progress monitoring data? Only one or two variables within the Tier III intervention should be modified at a time, which may include but not limited to:
    - Adjusting the size of the intervention group
    - Shifting the focus of the intervention
    - Increasing the level of scaffolding
    - Modifying the amount of instructional time for the intervention
    - Increasing the frequency of the intervention sessions

- Changing the timing of intervention delivery (e.g., pre-teaching vs. post-teaching)

A referral for special education services should only be considered after completing Tier III progress monitoring cycles and analyzing data points collected from Tier III interventions. If a student's progress needs immediate review, schedule a meeting with a literacy specialist or Teacher Leader to evaluate whether intervention adjustments are necessary.

Individual Academic Support Plan

The Individual Academic Support Plan Guidance (IASP) and template assist schools in developing support plans for students in grades K-5 who score below proficiency on the literacy screener or below mastery on the LEAP standardized assessment. Additionally, Louisiana Bulletin 1566 mandates that any third-grade student scoring below basic on the LEAP ELA assessment and reading below grade level must have a plan to support their successful transition to the next grade level. The purpose of the Individual Academic Support Plan is to establish a unified student plan for academic support in literacy and mathematics. The plan is developed collaboratively by the teacher, principal, relevant school personnel, and the parent or legal guardian.

Tutoring

The 2024 Louisiana Legislative session introduced enhancements to tutoring programs available to Louisiana students. High dosage tutoring is an instructional model. The evidence-based instruction and materials used during tutoring are interventions.

High-impact tutoring integrates seamlessly and aligns with the central tenets of the TPLS framework rather than serving as an additional layer:

- High-impact tutoring, like TPLS, promotes individualized, data-informed instruction, collaboration, and communication among adults to ensure an integrated student learning experience.
- High-impact tutoring requires using valid data to understand students' needs, to ensure instruction directly addresses the skills needed for success in grade-level content, and to monitor student growth through progress monitoring to ensure tutoring has the intended impact.
- High-impact tutoring requires adjustment as needed, as well as regular engagement with teachers to ensure that tutoring and classroom instruction are cohesive and complementary.[14]

Tutoring can be leveraged inside existing intervention structures using student data to address learning deficits and provide targeted support. When implemented effectively, tutoring can serve as an additional avenue to provide Tier II and Tier III support. School system leaders should choose tutoring providers who can adequately meet the needs of their students, communicate frequently on student progress, and provide high-quality, explicit, and direct instruction.

For additional guidance and information around high dosage tutoring and TPLS, refer to this resource from the National Student Support Accelerator.

Accelerate: High-Dosage Tutoring

High-Dosage Tutoring (HDT) is a research-based instructional model designed to address students' unfinished learning from core instruction and leverages extra time to prepare students for grade-level content in math and reading. The Accelerate High-Dosage Tutoring Initiative, established by Act 771 of the

[14] National Student Support Accelerator. (2023). Integrating high-impact tutoring with multi-tiered systems of support (TPLS). https://studentsupportaccelerator.org/sites/default/files/Integrating%20High-Impact%20Tutoring%20with%20TPLS.pdf

2024 legislative session, provides school-day-embedded tutoring for K-5 students scoring below proficiency in ELA and Math [15] Tutoring sessions may occur within the classroom or in an alternate setting. School systems may select approved providers for the initiative and work directly with them to provide tutoring services during the school day.

If a student is receiving a tiered intervention, school systems should check whether that intervention meets the HDT criteria and simultaneously fulfills the state's HDT requirement. Specifically, check:

- **Group size**: Is the tutoring/intervention in a group with no more than 4 students per tutor?
- **Dosage:** Does it happen 3+ times per week and last ~30 minutes (or as appropriate) and span at least 10 weeks?
- **Embedment**: Is it occurring during the school day (not only after school) and scheduled clearly?
- **Materials**: High-dosage tutoring should be tightly aligned with core instruction. Are the intervention materials on the LDOE approved list or aligned to grade-level standards and supplemental to core instruction?
- **Progress Monitoring:** Ongoing, frequent collection and use of formal data to (1) assess students' performance, (2) quantify a student's rate of improvement or responsiveness to instruction or intervention, and (3) evaluate the effectiveness of instruction and intervention using valid and reliable measures.
- **Consistency/Qualified tutor**: Is the tutor consistent (or a small consistent set) and appropriately trained?
- **Start date**: Was the intervention implemented within the required 30-day window after identification of need if using HDT funding/eligibility?

If all of these align, then the Tier II or Tier III intervention could potentially satisfy the HDT requirement for that student (provided the student also met the eligibility criteria for HDT). If any of those key elements are missing (for example, the intervention is only twice a week; or uses non-approved materials; or is outside the school day) then it likely does not meet the HDT model, and the student would still need a high-dosage tutoring slot per the policy. Tutoring does not replace participation in full-class grade-level instruction; it complements such instruction with additional support to prepare students to access grade-level content successfully. High-impact tutoring requires using valid data to understand students' needs, to ensure instruction directly addresses the skills needed for success in grade-level content, and to monitor student growth to ensure tutoring has the intended impact.

For more information on High Dosage Tutoring, refer to the following resources: Accelerate: High Dosage Tutoring Guidance, the Accelerate: High Dosage Tutoring Guidance FAQ, and the Accelerate: High Dosage Tutoring Vendor Guide.

[15] Louisiana State Legislature. (2024). *Act No. 771: Expanded academic support*. Louisiana State Legislature. https://legis.la.gov/legis/ViewDocument.aspx?d=1382661

Professional Learning to Support the TPLS Model

Instructional Leadership Teams (ILTs) are research-based, best practices for school improvement, designed to build capacity and guide decision-making within the framework of a system of support (TPLS). ILTs consist of leaders serving in various roles across the school or school systems who work collaboratively to identify and meet the needs of students, teachers, and leaders. Their efforts aim to enhance teaching and learning experiences for all stakeholders.

Leadership is critical to the success of any initiative, with responsibilities shared by the state, districts, and schools to ensure students' needs are met through the Louisiana TPLS framework. The state provides the overarching vision, offers resources through the Louisiana Department of Education website and Literacy Library, and supplies tools to help schools and districts evaluate their needs and identify the root causes of their challenges.

Schools and districts can tailor ILTs to their specific contexts, often leveraging existing teams to coordinate TPLS efforts. Prioritizing dedicated meeting time for learning, planning, and decision-making is essential. Districts and schools, with their deep understanding of their student needs, play a pivotal role in setting priorities and implementing targeted support programs.

For additional guidance on establishing Leadership Teams within the Louisiana Literacy TPLS framework, refer to the 2024 Professional Learning Roadmap.

District Instructional Leadership Teams

System-level Instructional Leadership Team (ILT) members engage in continuous improvement, modeling this process for school leaders. As system-level ILT members learn and apply new strategies, they must ensure their knowledge and practices are effectively shared with school-based ILTs.

Although participants in Instructional Leadership Teams may overlap with other regular meetings (e.g., cabinet meetings, budget planning), ILT meetings must have a singular focus on instruction. Systems should develop a strategic plan to address identified needs, incorporating long-term goals (spanning 3 to 5 years) and actionable steps. These steps should be regularly reviewed and adjusted based on new data.

System-level ILTs use this strategic plan to establish short-term goals for each academic year. This intentional focus on curriculum-based instructional improvement requires effective planning and meeting facilitation. For the System-level ILTs to succeed, their focus on instruction must remain unwavering.

District Instructional Leadership Teams should ideally meet at least biweekly at the system level to ensure consistent progress and alignment with strategic goals.

School Instructional Leadership Teams

Schools should use their local context to determine leaders who should be part of the school's Instructional Leadership Team (ILT). These teams have a deep understanding of the high-quality curricular materials teachers use to deliver instruction, ensuring school-level plans align with the specific content being taught. School-level ILTs should aim to meet weekly. Members typically include leadership staff, but including Teacher Leaders and specialists (i.e., literacy coaches) is equally as important. Ideally, meetings should be scheduled on a set day and time each week, lasting approximately 60-90 minutes.

Including Teacher Leaders in a school-based ILT ensures the effectiveness of the collaborative learning system being implemented. School leaders should thoughtfully plan how to best leverage their Teacher

Leaders within ILT or teacher collaboration structures. Teacher Leaders are educators who promote teacher development and may include but are not limited to, mentor teachers, content leaders, literacy coaches, master teachers, instructional coaches, and pre-educator pathways teachers. Those participating in the ILT should actively represent and support a group of teachers on their campus, fostering collaboration and professional growth.

Teacher Collaboration

The 2024 Professional Learning Roadmap highlights the importance of meaningful teacher collaboration to improve instructional practice and student outcomes. Planning for Teacher Collaboration meetings should align directly with school and school system goals.

Effective Teacher Collaboration meetings focus on the following:

- analyzing student work;
- unpacking, planning, discussing, and annotating units and lessons from high-quality curriculum;
- addressing the needs of students with disabilities; and
- developing approaches to deal with unfinished learning through acceleration.
- enhancing proficiency around core instruction;
- increasing student performance on literacy assessments; and
- strengthening best practices for instruction and assessment.

These meetings should provide teachers opportunities to review data, learn best instructional practices, and leave with clear next steps for implementing high-quality instructional materials in their classrooms. Teacher collaboration involves educators working together to plan, instruct, and support students with the shared goal of improving learning and achievement. It promotes the exchange of ideas, best practices, and mutual support for one another.

When educators collaborate, they develop richer insights into their students' unique strengths and needs. This approach enables teachers to adapt strategies based on assessment data, creating personalized and impactful learning experiences for all students.

Positive Outcomes

College and Career Readiness for All Students

Louisiana school districts are committed to ensuring all students are prepared for college and career opportunities. By implementing coherent literacy instruction and best practices across a system of support, students will develop the knowledge and skills needed for success in postsecondary education and the workforce.

Tiered literacy support and interventions will be provided as needed to enhance student success beyond the classroom. Literacy instruction will promote collaboration, problem-solving, and peer encouragement through constructive conversations and consideration of multiple perspectives. In addition to academic achievement, interpersonal and intrapersonal skills will be fostered through sound literacy instruction, equipping students with the critical skills needed to thrive in postsecondary education and the workforce.

Increased Opportunities for All Students

The Louisiana TPLS Framework ensures that all students, regardless of their individual needs, have access to a comprehensive support system. This framework meets students at their current level of achievement and accelerates their progress toward success. Focusing on outcomes for all students (not just those who may be struggling) ensures access to high-quality instruction. By implementing the Louisiana TPLS framework, schools will increase access to high-quality Tier I core instruction and provide

effective support, ensuring all students benefit from a strong foundation in literacy.

- **Dyslexia**
  Dyslexia, as defined by Louisiana law[16], is "an unexpected difficulty in reading for an individual who has the intelligence to be a much better reader, most commonly caused by a difficulty in phonological processing, which affects the ability of an individual to speak, read, and spell." It is characterized by challenges with accurate and/or fluent word recognition, as well as poor spelling and decoding abilities. These difficulties often stem from a deficit in the phonological component of language, which is unexpected given the individual's cognitive abilities and access to consistent, effective classroom instruction. Secondary effects may include problems in reading comprehension and reduced reading experience, which can impede vocabulary development and background knowledge.

  Dyslexia exists on a continuum, and students with dyslexia will require varying levels of support depending on the severity of their needs and their response to instruction. Louisiana's 5-Step Dyslexia Referral Process is embedded within the Tiered Pathways for Literacy Support (TPLS) and should not be viewed as a separate or standalone process. Within TPLS, students with dyslexia may be supported across multiple tiers. For example:

  - **Students with dyslexia served in general education** receive high-quality Tier I structured literacy instruction but also may require support within core instruction in addition to targeted Tier II intervention to address specific skill gaps, and when appropriate, classroom accommodations including 504 Plans. The additional support will depend on student proficiency.
  - **Students with dyslexia who require intensive Tier III intervention** may require daily, research-based explicit Tier III intervention, increased instructional time and intensity, and/or more frequent progress monitoring. Decisions about movement across tiers should be driven by student data and documented response to instruction.
  - **Students with dyslexia who demonstrate a limited response to Tier III intervention** may require a full IDEA evaluation, specifically designed instruction, and/or dyslexia-specific therapeutic intervention through an IEP, if eligible. Students with an IEP for dyslexia will receive a combination of the tiered supports based on the needs identified within the evaluation.

  These examples illustrate how students with dyslexia may receive support at multiple points within TPLS, based on their needs and response to instruction. The **5-Step Dyslexia Referral Process** for a student suspected of having dyslexia provides a structured way for schools to move through TPLS more intentionally while ensuring that instructional response and evaluation considerations remain aligned.

  For more information on supporting students diagnosed with dyslexia or demonstrating indicators of dyslexia, refer to Bulletin 1903 and Bulletin 1508, and A Guide to Dyslexia in Louisiana.

- **Young Children with Disabilities**
  The Louisiana TPLS Framework supports the belief "that all children, including those with the most significant cognitive disabilities, deserve an education that prepares them for independence and success in life."[17] To support this, early childhood programs, school systems, and families need

[16] Louisiana Revised Statutes §392.11. (2023 & 2024). Acts 2023, No. 266, §1; Acts 2024, No. 517, §1
[17] Louisiana Department of Education. (n.d.). *Young children with disabilities*. Louisiana Department of Education. https://doe.louisiana.gov/early-childhood/young-children-with-disabilities

access to resources and materials that build a strong understanding of developmental milestones.[18] Additionally, they must also have a clear plan for addressing additional support needs, including implementing specialized and related services, to ensure children can learn in the least restrictive environment.

For more information regarding the support of young children with disabilities and special needs, refer to the Early Childhood Developmental Screening Guidance, the Early Childhood Developmental Screenings Guidebook, and the Early Childhood Planning resources.

- **K-12 Students with Disabilities**
  Special education for students requiring the most intensive instructional support should function as a service delivery model within the existing tiers of the Tiered Pathways for Literacy Support framework. The Louisiana TPLS Framework supports efforts to ensure all students with disabilities are challenged, held accountable, and equipped with the tools to reach their full potential.

  For additional information regarding the support of students with disabilities and special needs, refer to Special Education Playbook for System Leaders.

- **English Learners**
  Federal legislation mandates every school system to have a plan to serve English Learners (ELs), regardless of current enrollments. The plan must ensure that students have immediate access to a specialized, language instructional program upon enrollment. It must also allocate resources to support both the specialized language program and the academic achievement of ELs, using state and local funds. The Louisiana TPLS Framework supports school systems in helping ELs acquire English while simultaneously meeting challenging state academic content and achievement standards.

  For additional information regarding the support of English Learners, refer to the English Learner Program Handbook and English Learners resources.

- **Gifted and Talented**
  The gifted program provides screening, identification, and specialized programs for exceptional children who demonstrate high performance in academic and intellectual aptitude or unique talent in the visual or performing arts. Exceptional children, ages 3-21, are protected under special education guidelines. Gifted and/or talented students are entitled to a free appropriate public education (FAPE), an individualized education plan (IEP), regular reevaluations, and due process procedures if these guarantees are not met.

  The continuum for gifted and talented students includes:

  - Tier I classroom instruction with supplemental aids and services;
  - Resource center or classes;
  - Self-contained classes; and
  - Preschool services.

  For additional information regarding the support of Gifted and Talented students, refer to Louisiana's Educational Rights of Gifted/Talented Children and the Gifted and Talented Students resources.

[18] Louisiana Department of Education. (n.d.)

Increased Effectiveness of All Educators

The Louisiana TPLS Framework is strategically designed to support all levels of the system by providing guidance and recommendations for selecting High-Quality Instructional Materials (HQIM), utilizing diagnostic and formative assessments, and accessing professional development opportunities.

Building teacher capacity is a key strategy for improving literacy outcomes, ensuring those closest to students have the knowledge and skills to plan and deliver effective literacy instruction. Additionally, the Louisiana Educator Advancement and Development Systems (LEADS) provides accountability and support to help teachers grow professionally and drive student success.

The layered support within the Louisiana TPLS Framework empowers educators to continuously improve outcomes for all students across Louisiana.

Increased Effectiveness of All School Systems

Louisiana school systems will benefit from the Louisiana TPLS Framework, which provides a system of support. Systematic analysis of student, teacher, and leader data, combined with the implementation of high-impact strategies within a high-quality curriculum, will drive the overall improvement of school systems.

Sustainability Guidance

Over the course of several years, the Louisiana Department of Education has allocated over $200 million in literacy funds to school systems to improve literacy outcomes, excluding additional investments made with local funding. However, these grant funds are temporary, requiring school systems to plan for sustaining literacy practices and prioritize future investments.

To promote sustainability and maximize impact, school systems should refer to the Literacy Sustainability Guidance document. This resource emphasizes two levers for improving student outcomes and ensuring long-term success: high-quality instructional materials and building teacher capacity.

Implementing and Refining the Framework

The following chart provides potential next steps and guiding questions for school systems to support the implementation and refinement of the Louisiana TPLS Framework.

Component	Next Steps	Guiding Questions
Communication and Collaboration	Establish communication protocols that define the format and frequency of updates. Determine communication channels and specify their purpose for different types of communication.	Can key components of TPLS and RTI in your district be clearly described? Can we describe successful literacy interventions that have been implemented and led to positive student outcomes? Are all stakeholders clear on the differences between TPLS and RTI? Where are beliefs about student interventions aligned within your system? Where might misalignments be creating obstacles to student progress? How do we effectively facilitate literacy data review meetings? How do we identify strengths and weaknesses in literacy across our system? How do we collaborate with families and stakeholders to develop, implement, and evaluate TPLS, ensuring all students receive the appropriate support? What processes are in place to maintain open lines of communication between staff and families?

Component	Next Steps	Guiding Questions
Data-driven Decision Making	Ensure multiple forms of literacy data are available to inform decision-making.	How is high-quality literacy data collected and used to identify the needs of all students? How often is literacy data collected, reviewed, and analyzed? How do we monitor progress? What processes are in place to support the analysis of literacy data? How do we facilitate meaningful conversations among stakeholders about literacy data? Do we collect all types of literacy data — formative, summative, diagnostic, and screening? How are literacy data conversations structured, and what does effective follow-up look like?
Tiered Interventions	Focus on student outcomes. Respond to student outcomes. Implement a universal screening system. Develop a tiered intervention system that provides systematic literacy instruction to all students with varying levels of intensity. Implement regular progress monitoring to actively utilize literacy data for informed decision-making and instructional adjustments.	How do we ensure TPLS problem-solving efforts focus on all students, not just those requiring interventions? What percentage of students currently receive targeted small-group instruction? What percentage of students currently receive intensive intervention? How is the intensity of literacy interventions determined for students? Are clear guidelines established for selecting appropriate interventions and progress monitoring tools? Are instructional materials and strategies aligned with Science of Reading principles?

Component	Next Steps	Guiding Questions
Professional Learning	Clearly define the knowledge and skills needed to implement evidence-based, high-quality literacy instruction for all students. Assess educators' knowledge and beliefs about the instructional practices emphasized in the ELA curriculum and materials being implemented. Develop multiple pathways for professional learning to meet educators at their current skill level and provide just-in-time support as needed. Conduct instructional rounds to evaluate implementation successes, identify challenges, and determine actionable next steps.	What supports help educators understand and apply evidence-based practices aligned with the Science of Reading? Is professional learning available at all system levels–district leaders, school leaders, teachers, and staff–to guide effective decisions regarding implementation? What professional learning opportunities have been provided to increase teacher knowledge and mastery of HQIM implementation? What professional learning opportunities have led to successful implementation and improved student outcomes? What does professional learning that supports educators in tailoring literacy interventions to the needs of their students look like? How does professional learning address the challenges identified through an TPLS problem-solving approach?
Continuous Improvement	Develop a launch plan for all stakeholders to apply their knowledge and skills, address complex challenges, and refine professional practices. Create a culture of collaboration.	How do Instructional Leadership Teams and teacher collaboration support problem-solving within the TPLS framework? Are Instructional Leadership Teams used as a structure for analyzing data and making informed decisions? What actions ensure that insights gained from within Instructional Leadership Teams and teacher collaboration are implemented effectively?

Glossary of Terms

The following terms may be necessary to implement and understand the Literacy TPLS Framework document.

Acceleration - A cyclical instructional approach that connects unfinished learning in the context of new grade-level learning utilizing high-quality materials. This approach provides just-in-time support based on student needs across flexible instructional settings, including whole-group, small-group, or individual instruction.

Advanced word study - Includes instruction of multi-syllable words and morphology to help students see patterns in words that help provide a link between reading and writing.[19]

Comprehension - The ability to understand meaning within a text, including being able to retell or talk about the text.

Core instruction - General academic support aligned to grade-level, high-quality curriculum for all students

.Diagnostic assessment - A form of pre-assessment, or pre-test, that can evaluate students' strengths, weaknesses, knowledge, and skills before instruction begins.

Decodable text - Words and texts that include letters, phonemes (spellings), and patterns that have already been taught to students.

Explicit - Direct teaching of concepts and skills with continuous student-teacher interaction.

Extension - Activities for students who are not struggling in any areas of reading that are designed to challenge or expand their learning.

Flexible groups - Small student groups that can be adjusted or changed based on individual student data and needs.

Fluency - The ability to read text with the appropriate rate, accuracy, and prosody.

Formative assessment - A continuous, low- or no-stakes, responsive process consisting of evidence-based practices, methods, and tools that are selected to support positive outcomes for all students.

High Dosage Tutoring - Frequent and consistent tutoring during the school day, consisting of at least three times per week for approximately 30 minutes per session.

High-Quality Instructional Materials - Curriculum that meets the requirements to be included on the department's list of approved curricula.

Intervention - Targeted instruction to support the academic needs of students who are identified by assessment data as not meeting grade-level standards.

Phonemic awareness - The ability to identify and manipulate individual sounds (phonemes) in spoken words.

[19] Spiral WarmUps. (n.d.). 120 minute literacy block schedule. Spiral WarmUps. https://spiralwarmups.com/120-minute-literacy-block-schedule/

Phonics - An approach to teaching reading and spelling that stresses sound-symbol relationships, especially in beginning reading instruction.[20]

Phonological awareness - An understanding that words are made up of individual speech sounds.

Progress monitoring - Ongoing, frequent collection and use of formal data to (1) assess students' performance, (2) quantify a student's rate of improvement or responsiveness to instruction or intervention, and (3) evaluate the effectiveness of instruction and intervention using valid and reliable measures.

Small-group instruction - Time for teachers to provide targeted support that is responsive, timely, and inclusive for students who did not master the content or skills introduced during whole-group instruction. It can occur in Tier I instruction. It is a best practice in Tiers II and III instruction.

Systematic - Organized, logical instruction that includes a clear progression of skills (e.g., starting with sounds, combining sounds to form words, combining words to form sentences, etc.).

Vocabulary - Knowledge of words, their definitions, and context.

[20] Spiral WarmUps. (n.d.). 120 minute literacy block schedule. Spiral WarmUps. https://spiralwarmups.com/120-minute-literacy-block-schedule/

Appendix

Scenario 1: Grade 1

Ricardo is a first-grade student at Pelican Elementary School. While his beginning-of-year (BOY) DIBELS literacy screener data indicates Ricardo has met the "Benchmark" proficiency goals for all Grade 1 indicators, other assessments reveal areas of concern. The HQIM literacy diagnostic assessment and embedded local assessments show that Ricardo struggles with accurately and fluently decoding CVC words in decodable texts. Additionally, his teacher has observed difficulties with orally segmenting and blending phonemes in CVC one-syllable words during whole-group instruction of phonological awareness skills.

Use the **K-3 TPLS Decision Tree** to determine some potential next steps for Ricardo's teacher to prevent increased reading difficulties.

Potential Next Steps
Although Ricardo met the DIBELS benchmark goals, his performance on curricular diagnostics, skills assessments, or in class does not meet expectations. To address these challenges, the teacher should differentiate core instruction for Ricardo with a focus on blending and segmenting phonemes in CVC words, as well as reading the words fluently and accurately. This differentiated support can be provided during whole-group and small-group instruction. Additionally, the teacher should monitor Ricardo's progress inside of Tier I small-group instruction and consider administering a phonological awareness inventory for further insight.

If Ricardo demonstrates adequate progress with differentiated literacy skills during small-group instruction and embedded local assessments, the teacher should continue providing differentiated support as needed and continue to monitor his progress. The teacher should also identify components of the Tier I curriculum that reinforce accurate and fluent decoding of CVC words and other phonics patterns taught in the grade-level HQIM. To further support Ricardo, additional resources on the mCLASS platform can be utilized to enhance core instruction and the implementation of HQIM. These instructional activities can be incorporated into small-group instruction to provide an additional layer of Tier I grade-level support.

If Ricardo does not demonstrate adequate progress, the teacher should refer to the **Tier I Progress Monitoring Decision Tree (K-3)** for next steps. This may involve increasing the differentiation and implementation of high-quality instructional materials during whole-group and small-group instruction.

The classroom teacher should begin **bi-weekly** data collection and analysis of curricular assessments to track Ricardo's progress and response to Tier I supports. If progress remains insufficient, the teacher should bring these concerns to the data team to determine whether Tier II intervention and support, delivered by a content-strong teacher, is necessary.

Scenario 2: Grade 2

Suzy is a second-grade student at Pelican Elementary School. According to her beginning-of-year (BOY) DIBELS literacy screener data, Suzy's overall composite score is in the "Below" range for grade-level proficiency. She did not meet the proficiency goals for Nonsense Word Fluency (NWF-WRC), Word Reading Fluency (WRF), or Oral Reading Fluency (ORF) according to the DIBELS literacy screener. Her Maze score, however, just barely fell within the "Benchmark" range.

The HQIM literacy diagnostic assessment and embedded local assessments further indicate that Suzy struggles with accurately and fluently reading sight words and decodable words in decodable and connected texts. Despite these challenges, the teacher observed that Suzy can retell and recount stories with significant detail when a story is read out loud to her and demonstrates adequate comprehension when reading a text independently, even with slow and error-prone reading. To support Suzy, the classroom teacher has been targeting oral reading fluency by using decodable texts from the core HQIM during small-group instruction with a group of four students.

With guidance from the data team, the teacher continued providing high-quality core and small-group instruction while also placing Suzy in a Tier II intervention with a literacy interventionist. Since Suzy had started Tier II intervention during the final weeks of first grade (before being promoted), the data team recommended resuming the intervention immediately. The Tier II literacy interventionist met with Suzy three times per week for 30 minutes per session. The interventionist used mCLASS to generate instructional activities targeting nonsense word fluency and began bi-weekly progress monitoring. Throughout three progress monitoring cycles, Suzy demonstrated adequate progress, with three consecutive data points just above the aim line on the Nonsense Word Fluency progress monitoring measure. However, Suzy continues to perform below expectations for fluent and accurate reading of connected texts, indicating additional support may still be needed in this area.

Use the **Tier II Progress Monitoring Decision Tree (K-3)** to determine some potential next steps for Suzy in order to prevent increased reading difficulties.

Potential Next Steps

Progress monitoring data with three consecutive data points above the aim line indicates that Suzy is improving in Nonsense Word Fluency (NWF-WRC). For now, a content-strong literacy teacher should continue providing **Tier II** intervention and conducting **bi-weekly** progress monitoring. However, the content-strong teacher should adjust the intervention to address the areas where growth is not evident, such as Word Reading Fluency (WRF) and Oral Reading Fluency (ORF) with connected texts. The Tier II interventionist can collaborate with the teacher to identify components of the Tier I curriculum that reinforce accurate and fluent reading of sight words and connected texts. This may include re-teaching or delivering lessons with more explicit modeling, guided practice, and feedback during Tier II sessions. Furthermore, the interventionist can use mCLASS to generate targeted instructional activities and strategically select those that would best meet Suzy's needs. With the help of the data team, the interventionist may determine whether additional adjustments are necessary to accelerate Suzy's growth (e.g., increase minutes, change time of delivery, etc.). Both the Tier II content-strong teacher and classroom teacher should continue to consult with support personnel as needed and use the **Tier II Progress Monitoring Decision Tree (K-3)** to assist with determining the next steps in the tiered system of support.

Scenario 3: Grade 4

Jasmyne, a fourth-grade student at Pelican Elementary School, scored just above the benchmark score for "Meeting" grade-level proficiency on the beginning-of-year (BOY) DIBELS literacy screener. However, she did not meet the beginning-of-year proficiency goals for the Oral Reading Fluency (ORF) indicator on the DIBELS literacy screener. Additional assessments, including the HQIM literacy diagnostic assessment and the embedded local assessments, indicated that Jasmyn struggles with accurately and fluently reading connected texts in the classroom. In contrast, she reads more fluently and accurately when reading from a list of words in isolation, which aligns with her higher Word Reading Fluency (WRF) score on the DIBELS literacy screener.

After several weeks of differentiating Tier I core instruction focused on building oral reading fluency, Jasmyne showed no consistent progress. Following consultation with the data team, the teacher began targeted Tier I support using core HQIM materials in small-group instruction. These adjustments o included increased opportunities for explicit modeling, guided practice, and immediate academic feedback, paired with **bi-weekly** data collection and analysis. Despite these efforts, Jasmyne's progress remains below expectations, with three data points below the aim line for fluent and accurate reading of connected texts.

Use the **Tier I Progress Monitoring** **Decision Tree** (4-12) to determine some potential next steps for the classroom teacher in order to prevent increased reading difficulties.

Potential Next Steps
The classroom teacher should consult with the data team to determine whether the student requires **Tier II** intervention and **bi-weekly** progress monitoring provided by a content-strong teacher after examining other potential contributing factors. If Tier II intervention is recommended, the Tier II content-strong educator and the classroom teacher should collaborate with support personnel as needed and begin using the Tier II Progress Monitoring Decision Tree to guide the next steps within the tiered system of supports.

The Tier II content-strong teacher may collaborate with the classroom teacher to identify components of the Tier I core curriculum that support accurate and fluent reading of sight words and connected texts. These lessons can be re-taught or delivered with explicit modeling, guided practice, and feedback during the Tier II sessions. Additionally, the Tier II content-strong teacher can use mCLASS to generate instructional activities and strategically select activities aligned with the Tier I HQIM to meet Jasmyne's needs.

The Tier II content-strong teacher should conduct **bi-weekly** progress monitoring and collaborate with the classroom teacher to monitor the student's progress through curricular assessments. Meanwhile, the classroom teacher should continue to provide high-quality Tier I core instruction, including small-group support, and adjust the targeted instruction as needed (e.g., increase frequency and/or minutes, change time of delivery, focus of instruction, etc.).

Even with Tier II support, the classroom teacher should monitor progress through small-group instruction and curriculum-embedded local assessments. Both the Tier II content-strong and classroom teacher should regularly consult with support personnel and use the **Tier II Progress Monitoring Decision Tree (4-12)** to determine further actions within the tiered system of supports.

Scenario 4: Grade 6

Jessica is a sixth-grade student at Pelican Middle School. She scored "Unsatisfactory" on the LEAP test, prompting her school to administer the DIBELS literacy screener for grade 6 (ORF and MAZE). Her scores fell well below benchmark, indicating the need for further diagnostic testing. The school backtested and identified gaps in Jessica's foundational code based on the LIFT diagnostic, revealing she required intervention and progress monitoring in CVC words (consonant, short vowel, consonant).

The classroom teacher and interventionist utilized the **Tier III Progress Monitoring Decision Tree (4-12)** to determine the next steps for intervention to address her reading difficulties. The interventionist elected to work with Jessica daily for 20 minutes, five days per week, using LIFT materials focused on CVC words. Progress monitoring was conducted weekly by measuring the number of CVC words read correctly.

After three weeks of this intervention and three progress monitoring data points, Jessica's performance remained below the aim line for all progress checks. During this time, Jessica continued Tier I support in her core ELA class through a small group. Her ELA teacher provided direct, explicit instruction and scaffolding using the content literacy strategies to help Jessica access the class assignments from the HQIM.

Jessica's interventionist changed the intervention from 20 to 30 minutes daily while continuing to use LIFT materials, as progress was not made during the first progress monitoring cycle. After an additional three weeks of intervention and three more progress monitoring data points, Jessica still didn't make progress. In response, her interventionist added a phonemic awareness warmup; a visual, auditory, and blending drill; word reading and spelling; and multi-sensory foam boards to reinforce blending skills.

Despite these adjustments, Jessica's progress remained minimal. Of the three progress monitoring points, one reached the aim line, but the other two were still below, indicating little to no progress.

Given Jessica's lack of adequate progress across multiple intervention cycles with adjustments, the interventionist referred her to the school's School Building Level Committee (SBLC) for further evaluation. The SBLC will comprehensively analyze Jessica's grades, progress monitoring data, attendance, and other anecdotal notes to determine if a referral for additional services is necessary.

The Tier III and classroom teacher should continue consulting with support personnel as needed and should use the **Tier III Progress Monitoring Decision Tree (4-12)** to guide the next steps within the tiered system of supports.

Scenario 5: Grade 10

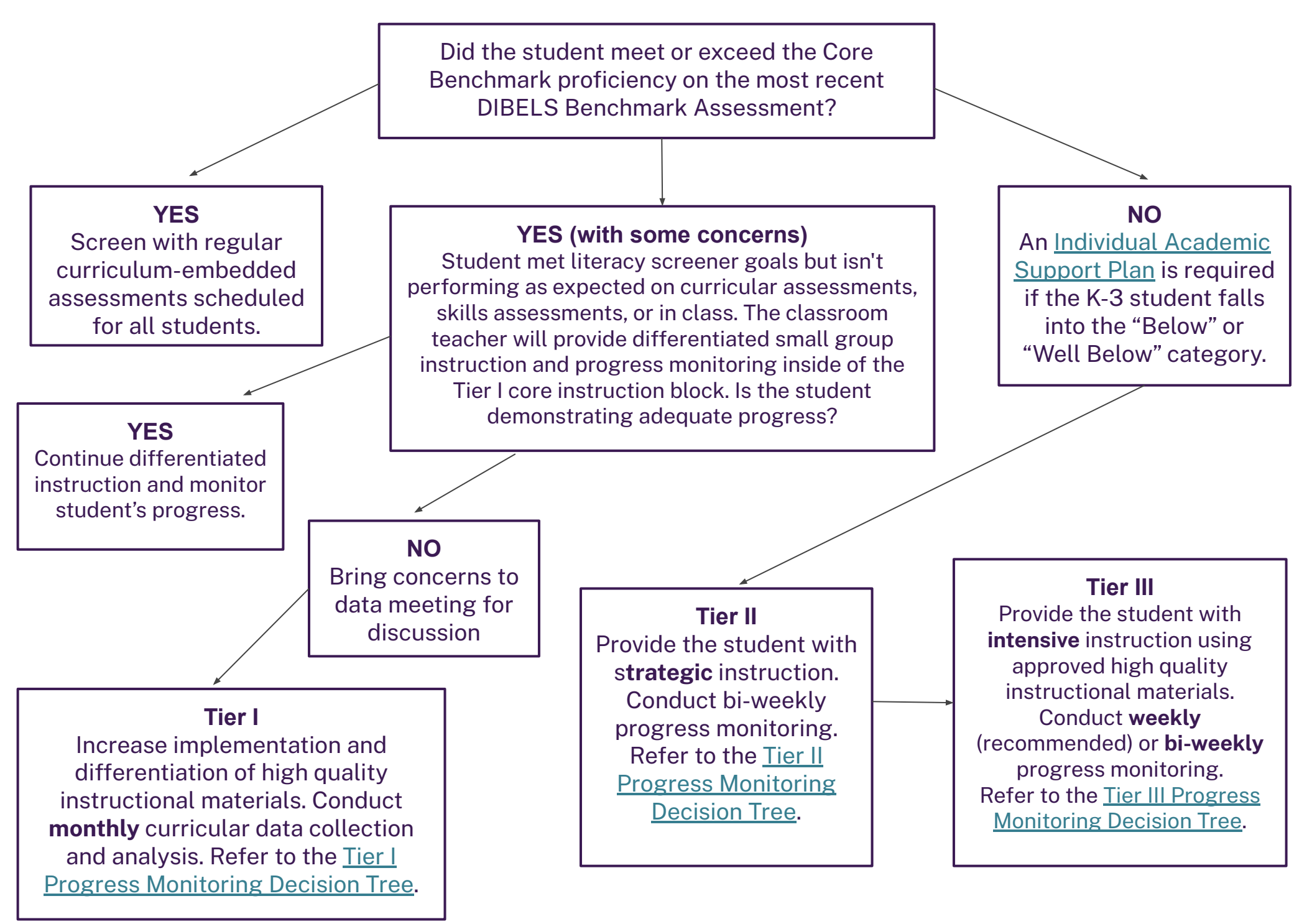
Lataveous is a tenth-grade student at Pelican High School. On the Spring LEAP assessment, he scored "Approaching Basic" in all content areas, prompting the data team to assess him using the DIBELS 8th literacy screener using an eighth-grade passage and norms. Lataveous scored just below the benchmark for grade-level proficiency in Oral Reading Fluency (ORF) and MAZE. Additionally, embedded curricular assessments in each of his classes indicate he may be struggling with fluency and comprehension across the content areas.

The classroom teacher and interventionist utilized the **Tier II Progress Monitoring Decision Tree (4-12)** to determine the intervention steps to prevent increased reading difficulties. Since Latavius has received both Tier II and Tier III support in the past, the classroom teacher began Tier I support through small-group instruction in his ELA class twice weekly for 15 minutes per session. The teacher used direct, explicit instruction and scaffolding from the content literacy strategies for his assignments. The high school also scheduled a 30-minute Tier II intervention block three times per week during non-credit bearing elective courses for students in need, including Lataveous. The Tier II intervention included direct and explicit instruction on decoding multisyllabic words through word analysis and structural analysis, with practice applying these skills in the text to improve fluency.

Lataveous's Tier II interventionist progress monitored his Oral Reading Fluency (ORF) every 10 days, with all three data points meeting or exceeding the aim line, indicating adequate progress. Due to Lateveous's history requiring Tier II and III supports, the interventionist decided to continue Tier II intervention for an additional cycle to confirm sustained progress.

If the next round of data shows continued progress, the interventionist may transition Lataveous to Tier I support only, delivered through small-group instruction, with monthly progress monitoring to ensure he remains on track. The Tier II interventionist and classroom teacher should continue consulting with support personnel as needed and use the **Tier II Progress Monitoring Decision Tree (4-12)** to assist with determining the next steps within the tiered system of supports.

Louisiana K-3 Tiered Pathways for Literacy Support Decision Tree



Tier I Progress Monitoring Decision Tree (K-3)

Content-strong classroom teacher provides high-quality **Tier I** core instruction for **all** students, including small group instruction during the core literacy block. Is the student demonstrating adequate progress according to curriculum-embedded local assessments and DIBELS literacy screener data?

YES
Continue providing high-quality Tier I core instruction and small group instruction during the core literacy block. Use curriculum-embedded assessment data to monitor progress. Is the student **still** demonstrating adequate progress according to curriculum-embedded local assessments and DIBELS literacy screener data?

YES
Continue Tier I support and data analysis using curriculum-embedded assessment data.

NO
Continue providing high-quality **Tier I** core instruction. Adjust small group instructional support as needed (increase frequency and/or minutes, change time of delivery, instructional focus, etc.). Begin **monthly** data collection and analysis of curricular assessments. Consult with support personnel as needed. Is the student **now** demonstrating adequate progress according to curriculum-embedded assessments and DIBELS literacy screener data?

YES
Continue providing Tier I support and adjust small group instructional support as needed (increase frequency and/or minutes, change time of delivery, etc.). Conduct **monthly** data collection and analysis of curricular assessments. Consult with support personnel as needed.

NO
Continue providing high-quality Tier I core instruction. Adjust small group instructional support as needed (increase frequency and/or minutes, change time of delivery, instructional focus, etc.). Begin **bi-weekly** data collection and analysis of curricular assessments. Is the student **now** demonstrating an adequate rate of progress according to curriculum-embedded assessments and DIBELS literacy screener data?

NO
Consult with the data team to determine a need for elevating the student to **Tier II** intervention with a content-strong teacher after examining other potential contributing factors. Continue providing high-quality Tier I core instruction, including small group instruction. Conduct **bi-weekly** data collection and analysis of curricular assessments.

Refer to the **Louisiana Tiered Pathways for Literacy Support** for guidance determining the effectiveness and cohesiveness of HQIM implementation at a school and/or systems level. If a child's progress needs to be reviewed before the next scheduled data meeting, request a meeting with a literacy specialist or Teacher Leader to determine if a change in interventions is needed.

Tier II Progress Monitoring Decision Tree (K-3)

Content-strong educator provides student with **Tier II** strategic intervention using high-quality instructional materials and the content-strong classroom teacher provides high-quality Tier I core instruction for all students, including small group instruction. Is the student demonstrating adequate progress according to curricular assessments and progress monitoring data?

YES (Exceeding)
Student demonstrates progress **above** the aim line as determined by a minimum of 3 consecutive data points for a targeted literacy skill with no additional concerns. Is the student also making adequate progress according to Tier I curricular assessments?

YES
Move to Tier I supports and conduct **monthly** progress monitoring.

NO
Maintain in Tier II (or move to Tier I) and conduct **bi-weekly** progress monitoring.

YES (Additional Concerns)
Student demonstrates progress **near** or **at** the aim line as determined by a minimum of 3 consecutive data points for a targeted literacy skill, but still performs below expectations for additional literacy skills. Continue providing **Tier II** intervention and **bi-weekly** progress monitoring. Consider adjusting the intervention for measure(s) not showing growth (increase minutes, change time of delivery, etc.). Consult with support personnel as needed. Is the student now making adequate progress?

YES (Additional Concerns)
Student's rate of progress shows improvement, but performance is still below grade-level. Maintain in Tier **II.** Continue **bi-weekly** progress monitoring. See above.

NO
Student demonstrates little to no improvement as determined by a minimum of 3 consecutive data points for the targeted literacy skill **below** the aim line and below or well below expectations for additional literacy skills. Adjust the Tier II intervention (intensity, duration, size of group, or interventions strategy, etc.). Conduct **weekly** progress monitoring. Examine other potential contributing factors. Consult with various personnel as needed. Is the student **now** making adequate progress?

NO
Consult with the data team to determine a need for making additional adjustments to the **Tier II** intervention OR elevate the student into **Tier III** supports with a content-strong educator after examining other potential contributing factors.

Refer to the **Louisiana Tiered Pathways for Literacy Support** for guidance determining the effectiveness and cohesiveness of HQIM implementation at a school and/or systems level. If a child's progress needs to be reviewed before the next scheduled data meeting, request a meeting with a literacy specialist or Teacher Leader to determine if a change in interventions is needed.

Tier III Progress Monitoring Decision Tree (K-3)

Content-strong literacy educator provides student with a **Tier III f**oundations of reading intensive intervention **and** the content-strong classroom teacher provides high-quality **Tier I** core instruction for **all** students, including small group instruction. Is the student demonstrating adequate progress according to progress monitoring data?

YES (Exceeding)
Student demonstrates progress **above** the aim line as determined by 3 consecutive data points for a targeted literacy skill with no additional concerns. Is the student also making adequate progress in Tier I core instruction?

YES
Move to **Tier II** interventions and **bi-weekly** progress monitoring.

NO
Continue Tier III intervention and/or increase goal. Conduct **weekly** progress monitoring. Examine other potential contributing factors. Consult with support personnel as needed.

YES (Additional Concerns)
Student demonstrates progress **near** or **at** the aim line as determined by a minimum of 3 consecutive data points for a targeted literacy skill, but still performs below expectations for additional literacy skills. Continue Tier III intervention and **weekly** progress monitoring. Consider adjusting the intervention (increase minutes, change time of delivery, etc.). Consult with support personnel as needed. Is the student now making adequate progress?

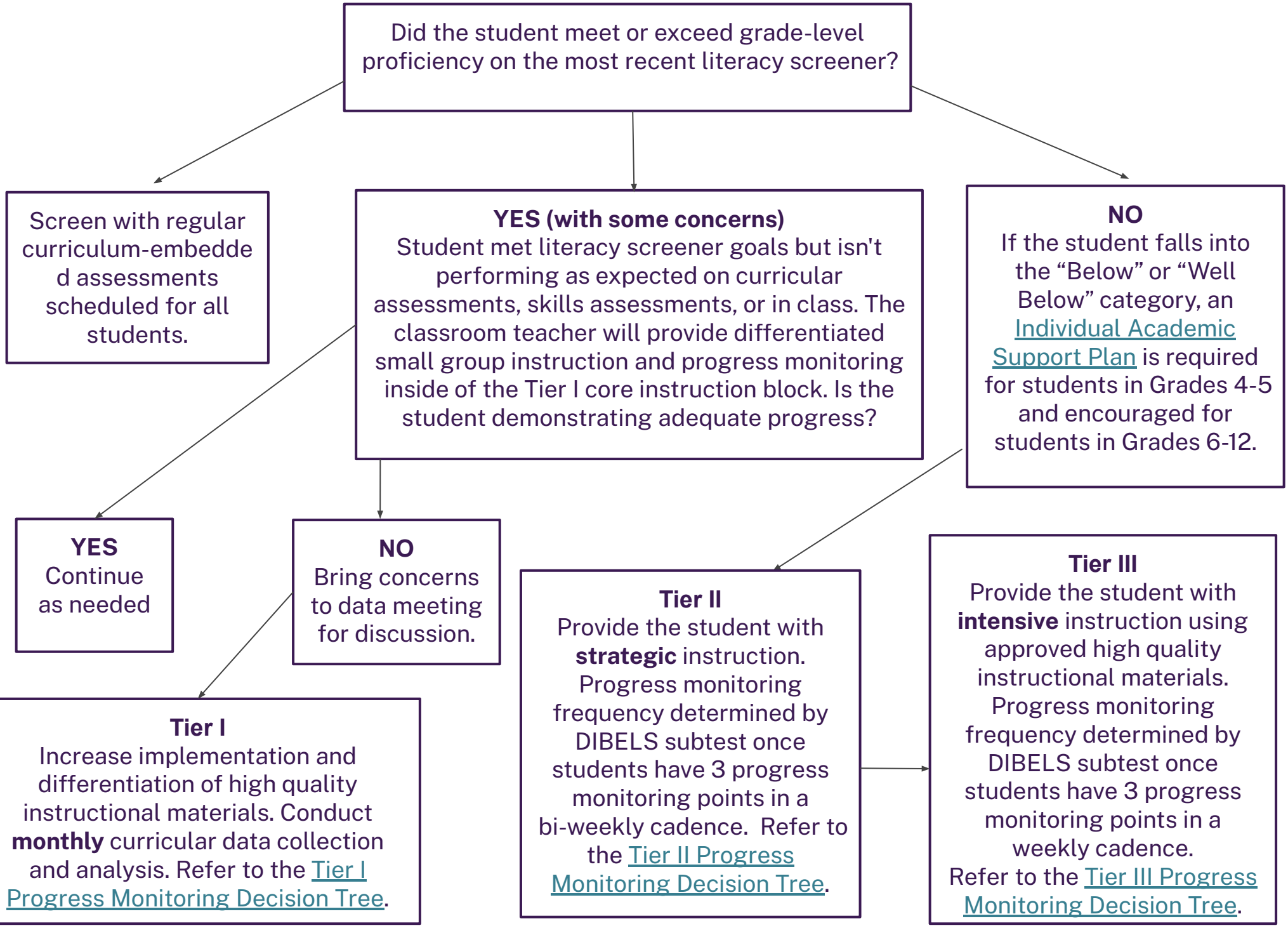
YES (Additional Concerns)
Maintain in **Tier III** (or move to Tier II) and continue **weekly** progress monitoring. Reexamine other potential contributing factors.

NO
Student demonstrates little to no improvement as determined by a minimum of 3 consecutive data points below the aim line as well as no improvement on local assessments. Consider changing the intensity, duration, size of group, or intervention strategy. Conduct **weekly** progress monitoring. Examine other potential contributing factors. Consult with various personnel as needed. Is the student making adequate progress?

NO
Continue providing **Tier III** intervention and **weekly** progress monitoring. Consult with data team to determine if there is a need for referral for special education services.

Refer to the **Louisiana Tiered Pathways for Literacy Support** for guidance determining the effectiveness and cohesiveness of HQIM implementation at a school and/or systems level. If a child's progress needs to be reviewed before the next scheduled data meeting, request a meeting with a literacy specialist or Teacher Leader to determine if a change in interventions is needed.

Louisiana 4-12 Tiered Pathways for Literacy Support Decision Tree



Tier I Progress Monitoring Decision Tree (4-12)

Content-strong classroom teacher provides high-quality **Tier I** core instruction for **all** students, including small group instruction during the core literacy block. Is the student demonstrating adequate progress according to curriculum-embedded local assessments and literacy screener data?

YES
Continue providing high-quality Tier I core instruction and small group instruction during the core literacy block. Use curriculum-embedded assessment data to monitor progress. Is the student **still** demonstrating adequate progress according to curriculum-embedded local assessments and literacy screener data?

YES
Continue Tier I supports and data analysis using curriculum-embedded assessment data.

NO
Continue providing high-quality **Tier I** core instruction. Adjust small group instructional support as needed (increase frequency and/or minutes, change time of delivery, instructional focus, etc.). Begin **monthly** data collection and analysis of curricular assessments. Consult with support personnel as needed. Is the student **now** demonstrating adequate progress according to curriculum-embedded assessments and literacy screener data?

YES
Continue providing Tier I supports and adjust small group instructional support as needed (increase frequency and/or minutes, change time of delivery, etc.). Conduct **monthly** data collection and analysis of curricular assessments. Consult with support personnel as needed.

NO
Continue providing high-quality Tier I core instruction. Adjust small group instructional support as needed (increase frequency and/or minutes, change time of delivery, instructional focus, etc.). Begin **bi-weekly** data collection and analysis of curricular assessments. Is the student **now** demonstrating an adequate rate of progress according to curriculum-embedded assessments and literacy screener data?

NO
Consult with the data team to determine a need for elevating the student to **Tier II** intervention with a content-strong teacher after examining other potential contributing factors. Continue providing high-quality Tier I core instruction, including small group instruction. Conduct **bi-weekly** data collection and analysis of curricular assessments.

Refer to the **Louisiana Tiered Pathways for Literacy Support** for guidance determining the effectiveness and cohesiveness of HQIM implementation at a school and/or systems level. If a child's progress needs to be reviewed before the next scheduled data meeting, request a meeting with a literacy specialist or Teacher Leader to determine if a change in interventions is needed.

Tier II Progress Monitoring Decision Tree (4-12)

Content-strong educator provides student with **Tier II** strategic intervention using high-quality instructional materials **and** the content-strong classroom teacher provides high-quality **Tier I** core instruction for **all** students, including small group instruction. Is the student demonstrating adequate progress according to curricular assessments and progress monitoring data?

YES (Exceeding)
Student demonstrates progress **above** the aim line as determined by a minimum of 3 consecutive data points for a targeted literacy skill with no additional concerns. Is the student also making adequate progress according to Tier I curricular assessments?

YES
Move to **Tier I** supports and conduct **monthly** data collection and analysis of curricular assessments.

NO
Maintain in **Tier II** (or move to Tier I). Progress monitoring frequency determined by DIBELS subtest.

YES (Additional Concerns)
Student demonstrates progress **near** or **at** the aim line as determined by a minimum of 3 consecutive data points for a targeted literacy skill, but still performs below expectations for additional literacy skills. Continue providing **Tier II** intervention. Gather 3 bi-weekly data points to confirm appropriate intervention and DIBELS subtest. Consider adjusting the intervention for measure(s) not showing growth (increase minutes, change time of delivery, etc.). Consult with support personnel as needed. Is the student now making adequate progress?

YES (Additional Concerns)
Student's rate of progress shows improvement, but performance is still below grade-level. Maintain in **Tier II.** Progress monitoring frequency determined by DIBELS subtest. See above.

NO
Student demonstrates little to no improvement as determined by a minimum of 3 consecutive data points at a biweekly cadence for the targeted literacy skill below the aim line and below or well below expectations for additional literacy skills. Adjust the Tier II intervention (intensity, duration, size of group, or interventions strategy, etc.). Progress monitoring frequency determined by DIBELS subtest. Examine other potential contributing factors. Consult with various personnel as needed. Is the student **now** making adequate progress?

NO
Consult with the data team to determine a need for making additional adjustments to the **Tier II** intervention OR elevate the student into **Tier III** supports with a content-strong educator after examining other potential contributing factors.

Refer to the **Louisiana Tiered Pathways for Literacy Support** for guidance determining the effectiveness and cohesiveness of HQIM implementation at a school and/or systems level. If a child's progress needs to be reviewed **before** the next scheduled data meeting, request a meeting with a literacy specialist or Teacher Leader to determine if a change in interventions is needed.

Tier III Progress Monitoring Decision Tree (4-12)

Content-strong literacy educator provides the Tier III intervention using an approved foundations of reading intensive intervention. Content-strong teacher provides Tier I instruction for **all** students, including small group instruction. Is the student demonstrating adequate progress according to progress monitoring data?

YES (Exceeding)
Student demonstrates progress **above** the aim line as determined by 3 consecutive data points for a targeted literacy skill with no additional concerns. Is the student also making adequate progress in Tier I core instruction?

YES
Move to Tier II interventions. Progress monitoring frequency determined by DIBELS subtest.

NO
Continue Tier III intervention and/or increase goal. Progress monitoring frequency determined by DIBELS subtest. Examine other potential contributing factors. Consult with support personnel as needed.

YES (Additional Concerns)
Student demonstrates progress **near** or **at** the aim line as determined by 3 consecutive data points for a targeted literacy skill, but still performs below expectations for additional literacy skills. Continue Tier III intervention. Progress monitoring frequency determined by DIBELS subtest. Consider adjusting the intervention (increase minutes, change time of delivery, etc.). Consult with support personnel as needed. Is the student now making adequate progress?

YES (Additional Concerns)
Maintain in Tier III (or move to Tier II). Progress monitoring frequency determined by DIBELS subtest. Reexamine other potential contributing factors.

NO
Student demonstrates little to no improvement as determined by 3 consecutive data points below the aim line as well as no improvement on local assessments. Consider changing the intensity, duration, size of group, or intervention strategy. Progress monitoring frequency determined by DIBELS subtest. Examine other potential contributing factors. Consult with various personnel as needed. Is the student making adequate progress?

NO
Continue providing **Tier III** intervention. Progress monitoring frequency determined by DIBELS subtest. Consult with data team to determine if there is a need for referral for special education services.

Refer to the **Louisiana Tiered Pathways for Literacy Support** for guidance determining the effectiveness and cohesiveness of HQIM implementation at a school and/or systems level. If a child's progress needs to be reviewed **before** the next scheduled data meeting, request a meeting with a literacy specialist or Teacher Leader to determine if a change in interventions is needed.