

Grades 9-12 Decision Tree

Beginning of year data

IF: Student meets the following criteria at the beginning of the school year:

A score of 30 PR or higher on FAST PM1 (9-10) or Edmentum Exact Path Diagnostic (11-12) and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, skill levels approaching, meeting or exceeding grade level reading competency in the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension.

THEN TIER 1 Only

Core Instruction

- **McGraw Hill StudySync**

[*Improving Adolescent Literacy: Effective Classroom and Intervention Practices*](#)

The following practices are incorporated in McGraw Hill's StudySync lessons:

- Provide explicit vocabulary instruction – Tier 3 Promising Evidence
- Provide direct and explicit comprehension strategy instruction – Tier 3 Promising Evidence
- Provide opportunities for extended discussion of text meaning and interpretation – Tier 3 Promising Evidence
- Increase student motivation and engagement in literacy learning – Tier 3 Promising Evidence

List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.

Eighty percent or more of students do not require Tier 2 or 3 interventions, or eighty percent or more students are scoring a Level 3, 4, or 5 on the FAST ELA PM3 (9-10).

Explain how the effectiveness of Tier 1 instruction is monitored.

Student performance on teacher-created assessments, unit assessments, district-created progress monitoring assessments, and growth on diagnostic assessments all provide information on the effectiveness of Tier 1 instruction.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction and/or curriculum provided to students?

- District specialists, region specialists, and literacy coaches visit classrooms to observe teaching and learning and engage in coaching cycles with teachers needing additional support.
- School leadership teams and district/region administrators engage in instructional rounds to observe instruction, collect data, and formulate plans for support.
- Analysis of assessment data will focus district and/or region supports in schools demonstrating a need for additional support.

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:

Student scores below 30 PR on a FAST PM (9-10) and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, skill levels below grade level reading competency in one or more areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension.

Beginning of year data

IF: Student meets the following criteria at the beginning of the school year:

Score of 20-29 PR on FAST PM1 and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, skill levels below grade level reading competency in one or more areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension, or the student has not met ELA graduation requirements (11-12).

THEN TIER 1 Instruction and TIER 2 Interventions

Supplemental Instruction/Interventions

Supplemental instruction is provided to students for whom Tier 1 alone is insufficient to achieve Tier 1 expectations:

- Provided in addition to Tier 1 instruction (more time for instruction).
- Focused on foundational knowledge and skill gaps that pose barriers to students' success in Tier 1.
- Planned through a structured, data-based problem-solving process, often using standard protocol interventions that address high-probability barriers (more narrowed focus).
- Delivered to students with similar needs.
- Systematic and explicit instruction with multiple opportunities for students to practice and receive corrective feedback.

Hattie (2016) found that small group learning can be “very effective” with an effect size of .49, as long as the instruction matches the needs of the learner. Tier 2 instruction will be matched to the needs of the learner using blended learning personalized learning platforms and/or small group instruction based on diagnostic and/or formative assessment data.

[The National Reading Panel](#) (2000) found that to become good readers, children must develop:

- Phonemic awareness
- Phonics skills
- The ability to read words in text in an accurate and fluent manner.
- The ability to apply comprehension strategies consciously and deliberately as they read.

What Works Clearinghouse Practice Guides:

[*Providing Reading Interventions for Students in Grades 4–9*](#)

- Build students' decoding skills so they can read complex multisyllabic words – Tier 1 Strong Evidence
- Provide purposeful fluency-building activities to help students read effortlessly – Tier 1 Strong Evidence
- Routinely use a set of comprehension-building practices to help students make sense of the text – Tier 1 Strong Evidence

[*Improving Adolescent Literacy: Effective Classroom and Intervention Practices*](#) recommendation:

- Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists – Tier 3 Promising Evidence
- Provide explicit vocabulary instruction – Tier 3 Promising Evidence
- Provide direct and explicit comprehension strategy instruction – Tier 3 Promising Evidence
- Increase student motivation and engagement in literacy learning – Tier 3 Promising Evidence

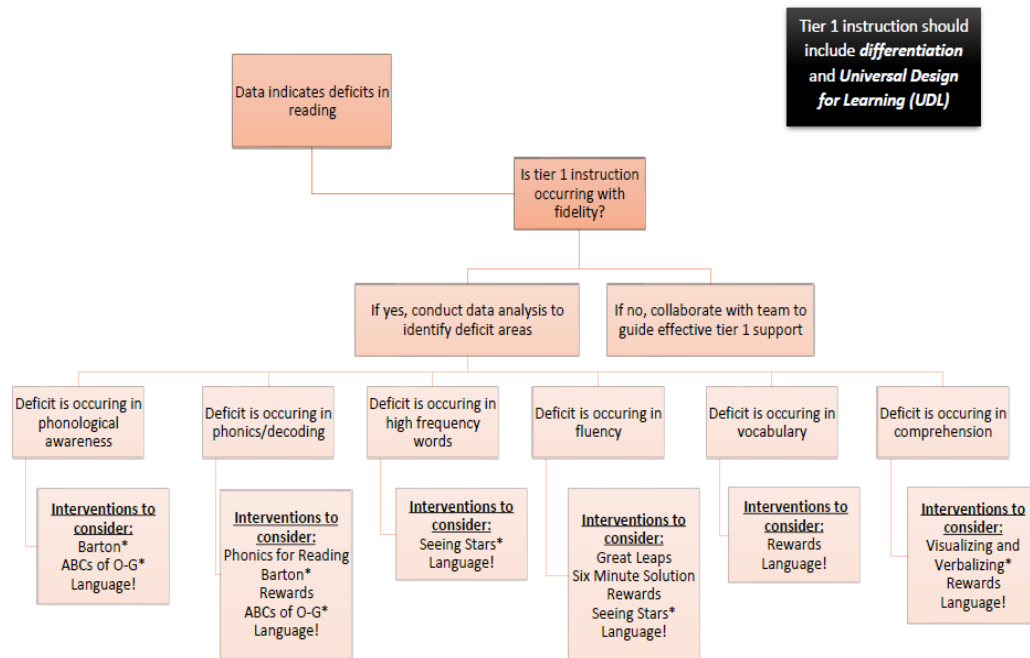
Tier 2 Instructional Resources:

- Edmentum Exact Path
- StudySync differentiated instruction materials
- District-created aligned articles for teacher-led small groups
- District-created tutoring modules aligned to B.E.S.T. benchmarks

Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.

Evidence-based programs and practices for students with IEPs (Tier 2 and Tier 3 designation is intentionally omitted from this guide, as the frequency and intensity of implementation determines the tier of instruction.)

9-12 Problem-Solving Tool: Reading



*Indicates multi-sensory approach



Evidenced-based programs and strategies for English language learners:

Tier 2 – Targeted or Supplemental Intervention

1. Imagine Learning (9-10) – ELP Levels 1.0-2.5- Direct, explicit, and systematic instruction and practice ensure students learn critical skills in all literacy domains — reading, speaking, listening, and writing. Personalized learning pathways adapt automatically to maximize engagement and progress, accelerating to match a cognitive leap or adjusting when a student needs extra scaffolding and support.
2. Content picture bilingual dictionaries and glossaries

<p>3. Rosetta Stone (11 – 12) in ELD classrooms only. Rosetta Stone's structured immersion method expedites language learning. Every lesson in the curriculum is scaffolded to improve students' proficiency and includes listening, speaking, pronunciation, reading, grammar, vocabulary, writing, and review skills.</p> <p>4. Graphic Novels - in ELD Classrooms only.</p>
<p>Number of times per week interventions are provided: 1-3 times per week (block scheduling)</p>
<p>Number of minutes per intervention session: 20-30 minutes per session</p>
<p>Explain how the effectiveness of Tier 2 interventions are monitored. All Tier 2 interventions last 6-8 weeks, with progress monitoring assessments given a minimum of every 2 weeks to track the students' progress and determine if the intervention is having a positive effect on the student's learning.</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions? Students' progress in Tier 2 interventions is monitored so that lack of progress is identified and the Collaborative Problem-Solving Team (CPST) can collaborate to identify possible barriers to the student's learning. The CPST meets to develop a support plan. If the support plan is for the student, the CPST will decide who is able to conduct classroom visits (a minimum of two times) to monitor the fidelity of implementation.</p>
<p>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: If a student is resistant to multiple Tier 2 interventions that have been conducted with high fidelity, or the student falls below the 20th PR on any state progress monitoring assessment (9-10) or district diagnostic (11-12), Tier 3 interventions should be started.</p>
<p>Beginning of year data</p>
<p>IF: Student meets the following criteria at the beginning of the school year: If a student is resistant to multiple Tier 2 interventions that have been conducted with high fidelity, or the student falls below the 20th PR on any state progress monitoring assessment, Tier 3 interventions should be started.</p>
<p>THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions</p>
<p>Intensive, Individualized Instruction/Interventions Tier 3 provides the most intensive, targeted instruction, provided to a student demonstrating a substantial reading deficiency or resistance to Tier 2 interventions delivered with fidelity:</p> <ul style="list-style-type: none"> • Provided in addition to Tier 1 and Tier 2 (even more time) • Instruction is individualized to address the student's specific needs. • Planned using a structured, data-based problem-solving process (even more narrowed focus). • Delivered individually, or in very small groups. • Standards aligned and integrated with Tier 1 and Tier 2 instruction. • Most systematic and explicit instruction with more extensive opportunities for practice with error correction and feedback. <p>Hattie (2016) found that small group learning can be "very effective" with an effect size of .49, as long as the instruction matches the needs of the learner. Tier 3 instruction will be matched to</p>

the needs of the learner through small group or individual instruction based on diagnostic and/or formative assessment data.

[The National Reading Panel](#) (2000) found that certain instructional methods are better than others. To become good readers, children must develop:

- Phonemic awareness
- Phonics skills
- The ability to read words in text in an accurate and fluent manner.
- The ability to apply comprehension strategies consciously and deliberately as they read.

What Works Clearinghouse Practice Guides:

[*Providing Reading Interventions for Students in Grades 4–9*](#)

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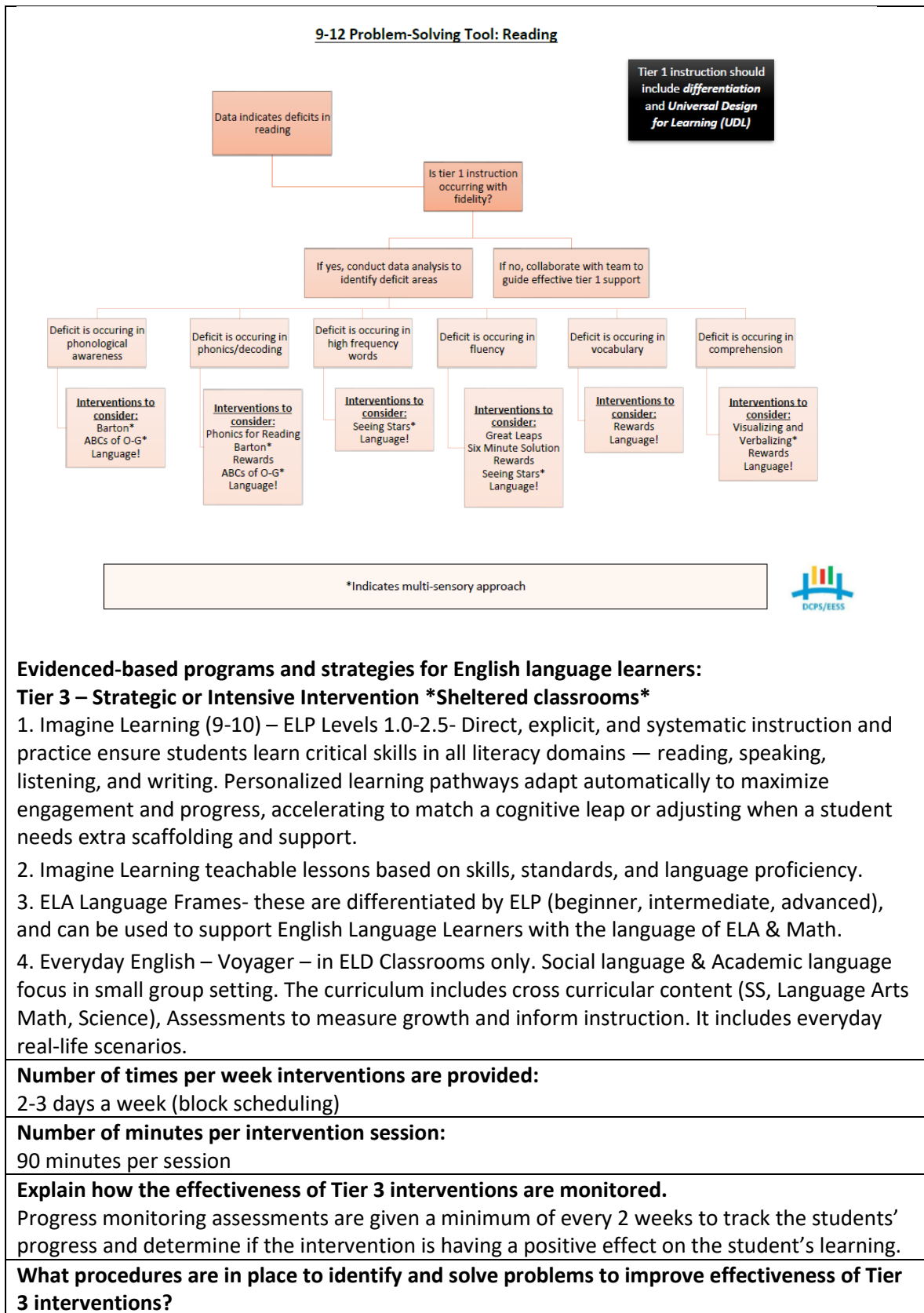
- Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists – Tier 3 Promising Evidence
- Provide explicit vocabulary instruction – Tier 3 Promising Evidence
- Provide direct and explicit comprehension strategy instruction – Tier 3 Promising Evidence
- Increase student motivation and engagement in literacy learning – Tier 3 Promising Evidence

Tier 3 Instructional Resources:

- **Actively Learn (9-10)**
- **Mastery Prep (11-12)**

Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.

Evidence-based programs and practices for students with IEPs (Tier 2 and Tier 3 designation is intentionally omitted from this guide, as the frequency and intensity of implementation determines the tier of instruction.)



Evidenced-based programs and strategies for English language learners:

Tier 3 – Strategic or Intensive Intervention *Sheltered classrooms*

1. Imagine Learning (9-10) – ELP Levels 1.0-2.5- Direct, explicit, and systematic instruction and practice ensure students learn critical skills in all literacy domains — reading, speaking, listening, and writing. Personalized learning pathways adapt automatically to maximize engagement and progress, accelerating to match a cognitive leap or adjusting when a student needs extra scaffolding and support.
2. Imagine Learning teachable lessons based on skills, standards, and language proficiency.
3. ELA Language Frames- these are differentiated by ELP (beginner, intermediate, advanced), and can be used to support English Language Learners with the language of ELA & Math.
4. Everyday English – Voyager – in ELD Classrooms only. Social language & Academic language focus in small group setting. The curriculum includes cross curricular content (SS, Language Arts Math, Science), Assessments to measure growth and inform instruction. It includes everyday real-life scenarios.

Number of times per week interventions are provided:

2-3 days a week (block scheduling)

Number of minutes per intervention session:

90 minutes per session

Explain how the effectiveness of Tier 3 interventions are monitored.

Progress monitoring assessments are given a minimum of every 2 weeks to track the students’ progress and determine if the intervention is having a positive effect on the student’s learning.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

A student's progress in Tier 3 Interventions is monitored. If a student's data show a lack of progress, the Collaborative Problem-Solving Team (CPST) should review the interventions and data to identify possible barriers to the student's learning. The CPST will develop and monitor a classroom support plan that includes additional interventions and assessments. If the data continue to show a lack of progress after CPST collaboration, the student will be referred to the Multi-Discipline Referral Team (MRT) for additional testing and support.