

**Flow chart: Learning Stage Options**

**High School**  
**Pyramid of English Credits and Reading Interventions**

**MAP Link to Proficiency (2013)**

The following table shows the RIT values that are closely related to proficiency on the MCA tests. Consider these numbers when determining the intervention needed.

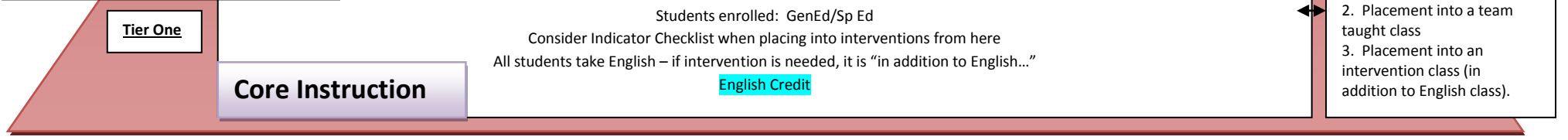
	Fall	Winter	Spring
9	227	228	229
10	231	231	232
11-12			

**Lexile levels Consideration**

Students in the first year(s) of a given band are expected by the end of the year to read and comprehend proficiently within the band, with scaffolding as needed at the high end of the range. Students in the last year of a band are expected by the end of the year to read and comprehend independently and proficiently within the band.

(Taken from Common Core standards, appendix A, p. 8)

6-8	955-1155
9-10	1080-1305
11-12	1215-1355



**Tier Four**

**Essential HS English**  
Materials used: SWC Modified Curriculum or Lang! (Level A&F)  
Students enrolled: **Sp Ed**  
**Sp Ed English Credit and IEP Team Placement**

Students who are placed into Essential HS English may or may not be in an intervention class. See IEP team

**Tier Three**

Intervention – 2 year maximum is recommended – recommended class size less than 18

**HS Reading Zone**  
Materials used: READ 180  
Students enrolled: GenEd/Sp Ed  
Consider for MAP scores 8-10+ points below MCA cut score (or were not proficient on MCA) and Lexile levels 150-300 points below Lexile range.  
**Elective Credit**

Students who are placed into Reading Zone must also be enrolled in English

**Tier Two**

Intervention – recommended class size less than 18

**Efficient Reading**  
Materials used: Efficient Reading Curriculum/College Level Reading – (Building or Improving)/Plato/Lang! (C & D)  
Students enrolled: GenEd/Sp Ed  
Consider for MAP scores 5-8 points below MCA cut score (or were not proficient on MCA) and Lexile levels 75 points below Lexile range.  
**Elective Credit**

Students who are placed into Efficient Reading must also be enrolled in English

Intervention – recommended class size less than 25

**HS Reading Prep**  
Materials used: Reading/Writing curriculum/College Level Reading Skills Textbook (Advancing)/Lang! (E & F)  
Students enrolled: GenEd/Sp Ed  
Consider for MAP scores 2-5 points below MCA cut score (or did not pass MCA) and Lexile levels 50 points below Lexile range.  
**Elective Credit**

Students who are placed into Reading Prep must also be enrolled in English

80% of students should fall here, if not, then modify and adapt the Core Instruction

**Tier One**

**Core Instruction**

**English 9, 10, 11, 12**  
Materials used: SWC English Curriculum  
Students enrolled: GenEd/Sp Ed  
Consider Indicator Checklist when placing into interventions from here  
All students take English – if intervention is needed, it is “in addition to English...”  
**English Credit**

If additional support is needed, one of the following will occur:

1. Adjustments to instruction
2. Placement into a team taught class
3. Placement into an intervention class (in addition to English class).

literacy/district/secondary/secondary interventions/HS intervention pyramid

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In order to close achievement gaps, it's important to accelerate growth beyond a typical one year growth target. Recommended is 1.5 above typical growth. Intervention classes are designed to exit students who have mastered required skills.