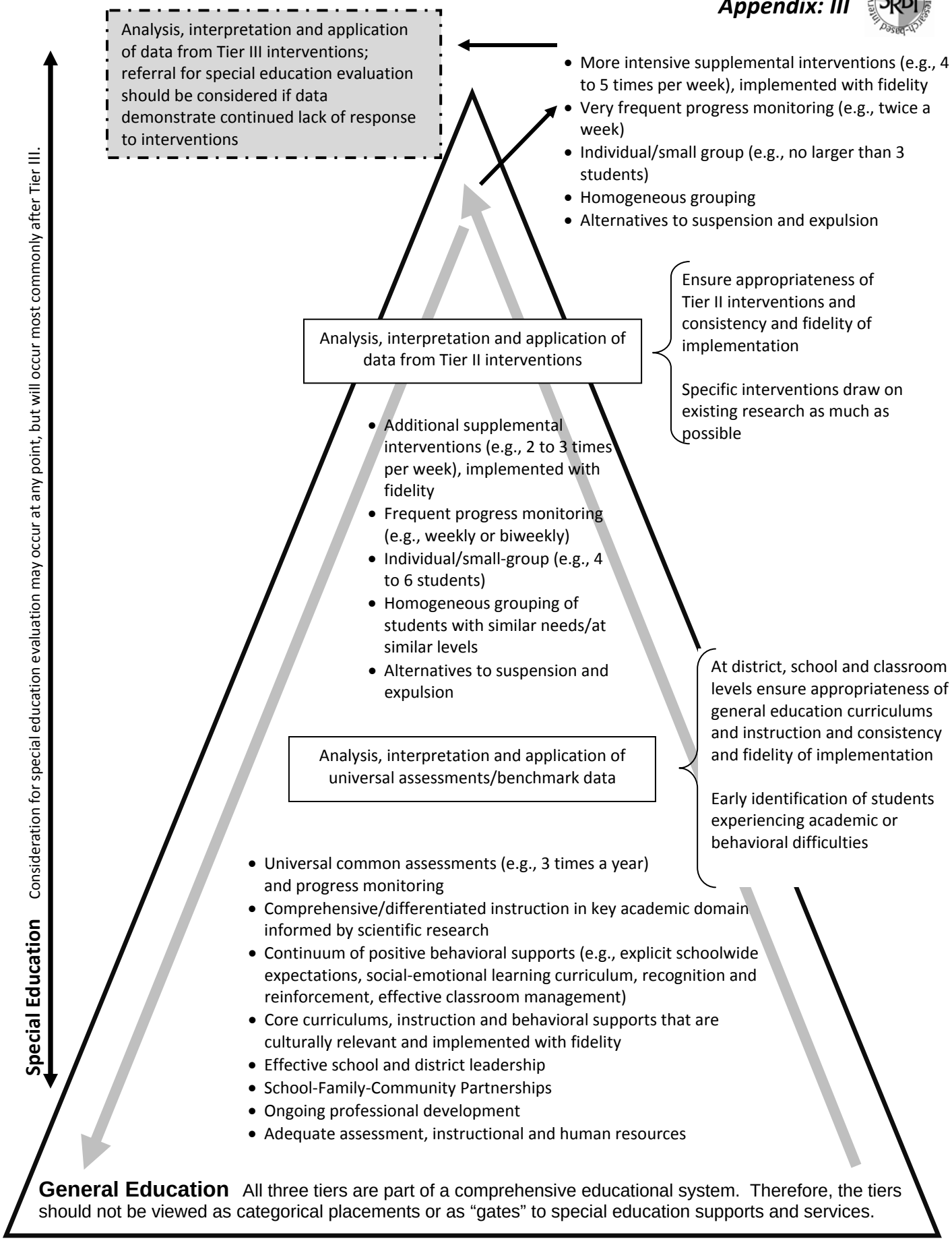
Analysis, interpretation and application of data from Tier III interventions; referral for special education evaluation should be considered if data demonstrate continued lack of response to interventions
• More intensive supplemental interventions (e.g., 4 to 5 times per week), implemented with fidelity
• Very frequent progress monitoring (e.g., twice a week)
• Individual/small group (e.g., no larger than 3 students)
• Homogeneous grouping
• Alternatives to suspension and expulsion
Ensure appropriateness of Tier II interventions and consistency and fidelity of implementation
Specific interventions draw on existing research as much as possible
Analysis, interpretation and application of data from Tier II interventions
• Additional supplemental interventions (e.g., 2 to 3 times per week), implemented with fidelity
• Frequent progress monitoring (e.g., weekly or biweekly)
• Individual/small-group (e.g., 4 to 6 students)
• Homogeneous grouping of students with similar needs/at similar levels
• Alternatives to suspension and expulsion
At district, school and classroom levels ensure appropriateness of general education curriculums and instruction and consistency and fidelity of implementation
Early identification of students experiencing academic or behavioral difficulties
Analysis, interpretation and application of universal assessments/benchmark data
• Universal common assessments (e.g., 3 times a year) and progress monitoring
• Comprehensive/differentiated instruction in key academic domain informed by scientific research
• Continuum of positive behavioral supports (e.g., explicit schoolwide expectations, social-emotional learning curriculum, recognition and reinforcement, effective classroom management)
• Core curriculums, instruction and behavioral supports that are culturally relevant and implemented with fidelity
• Effective school and district leadership
• School-Family-Community Partnerships
• Ongoing professional development
• Adequate assessment, instructional and human resources
Special Education
Consideration for special education evaluation may occur at any point, but will occur most commonly after Tier III.
General Education
All three tiers are part of a comprehensive educational system. Therefore, the tiers should not be viewed as categorical placements or as "gates" to special education supports and services.