

## Guiding Questions for transitioning to 3-Tier Model

### Movement from Tier 1 to Tier 2

- What are a student's strengths and specific areas of need?
- Can these areas of need be addressed in Tier 1? Why or Why not?
- Are external factors influencing the student's pace of academic growth? If so, how will these factors be addressed?
- Was Tier 1 instruction differentiated based on the student's academic readiness, learning strengths, and interests?
- Is Tier 1 instruction based on research-based teaching practices?
- What interventions were being provided in Tier 1? Is the intervention really a tier 2 intervention? What was the student's response to the intervention? Does this intervention need to continue?

### Movement from Tier 2 to Tier 3

- Is the student consistently scoring below the predetermined goal line according to the data from curriculum based measures (CBM) (6-8 data points)?
- Did the student receive Tier 2 level intervention long enough to demonstrate progress (6-10 weeks)?
- Would the student benefit from another round of Tier 2?
- Was the intervention implemented correctly and to fidelity?

### Movement from Tier 3 BACK to Tier 2 or 1

- Is the student consistently meeting or exceeding the goal line (base on progress monitoring data)?
- Has enough gain been made so that the student will eventually catch up with peers?
- Is the academic progress stable enough to pull away the extra support provided in Tier 2 or Tier 3?