|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student Name: |  | | | Grade: |  | |
| Intervention Teacher: |  | | | Date of Review: |  | |
| Current Tiered Intervention Placement: | |  | Proposed Tiered Intervention Placement: | | |  |

|  |  |  |
| --- | --- | --- |
| **Program Participation (“Yes” on all items is required for placement in next tiered intervention.)** | Yes | No |
| Core instruction or tiered intervention has been implemented with 80% fidelity. *Documentation is on file.* |  |  |
| Documented intervention and/or daily school attendance meets minimum requirement of 77%. |  |  |
| Differentiated instruction or tiered interventions have been designed to meet the student’s needs. |  |  |

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| --- | --- | --- |
| **Direct Placement in Tier III (If “yes,” record benchmark score; do not complete the remainder of form.)** | Yes | N/A |
| Recommend direct placement in tier III; benchmark score is more than 1.5 to 2 years behind. |  |  |
| Record Benchmark Score Here: |  | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Complete for move from tier I to tier II | | | Yes | No | Complete for move from tier II to tier III | | | Yes | No |
| **A**. Student has passed vision and hearing screening. | | |  |  | **A**. Gap analysis indicates that the student’s progress is not sufficient for making adequate growth with current intervention. | | |  |  |
| **B.** Data indicates performance below the 25th percentile on universal screening of student achievement compared to national norms. | | |  |  | **B.** Tier II intervention was appropriate and researched based. | | |  |  |
| **Below 25%** | **Score** |  | | | **Yes** | **No** |  | | |
|  |  | 1. Phonological Awareness | | |  |  | 1. Explicit | | |
|  |  | 2. Phonics | | |  |  | 2. Systemic | | |
|  |  | 3. Fluency | | |  |  | 3. Standardized | | |
|  |  | 4. Comprehension | | |  |  | 4. Peer Reviewed | | |
|  |  | 5. Math Calculation | | |  |  | 5. Reliable/Valid | | |
|  |  | 6. Math Reasoning | | |  |  | 6. Able to be Replicated | | |
|  |  | 7. Written Expression | | |  |  |  | | |
| Additional Comments: | | | | |  | | | Yes | No |
|  | | | | | **C.** Tier II intervention (s) have occurred daily for 30 minutes in addition to core instruction. | | |  |  |
| 1. Intervention logs are attached. | | |  |  |
| 2. Three (3) fidelity checks have been completed; documentation is attached. | | |  |  |
| **D.** Progress monitoring has occurred with at least 10-15 weekly data points or 8-10 bi-monthly data points at tier II. | | |  |  |
| 1. Progress monitoring graphs are attached. | | |  |  |
| 2. Documentation that parent letters have been sent is attached. | | |  |  |
| ***An answer of “No” in any category requires that the deficit area be addressed before reassignment to the next intervention tier.*** | | | | | | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Signatures** | | | |
| **Principal:** |  | **SPED Teacher:** |  |
| **Intervention Teacher:** |  | **Gen. Ed. Teacher:** |  |
| **SPED Supervisor:** |  | **Gen. Ed. Teacher:** |  |
| **General Ed. Supervisor:** |  | **Gen. Ed. Teacher:** |  |
| **Data Coach:** |  | **Gen. Ed. Teacher:** |  |
| **School Interventionist:** |  | **Gen. Ed. Teacher:** |  |