

Tier Comparison

| | Tier 1 – Schoolwide | Tier II Targeted | Tier III-Intensive |
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| Focus | For all Students; however only students of concern or at-risk will be followed in SEMSTracker | For students identified with marked difficulties and who have not responded to Tier I efforts. | For students identified with severe or significant difficulties and who have not responded to Tier I or Tier II efforts |
| Program | Standards-base core instruction and evidence-based strategies | Programs, strategies and procedures that supplement core instruction | Sustained, intensive research and standards-based interventions provided in addition to Tier I and II supports |
| Grouping | Multiple grouping formats to meet student needs | Small-group instruction | Individualized |
| Interventionist | General education teacher | Personnel determined by the school (e.g. classroom teacher, Intervention Para, specialized teacher, etc) | Personnel determined by the school (e.g. classroom teacher, Intervention Para, specialized teacher, etc) |
| Setting | General education classroom | Appropriate setting designated by the school; may be within or outside the classroom | Appropriate setting designated by the school; may be within or outside the classroom |
| Representative Planning Team Composition | Administrators Teachers Parents Specialized teachers Instructional Coaches | Monitor decision-making rules monitor consistent implementation of supplemental instruction; monitor effectiveness of supplemental instruction | Monitor implementation of Tier III Increased intensity supports and individual student progress |
| Representative Planning Team Activities | Analyze schoolwide data and make building decisions accordingly following the process at a systemic level | Monitor decision-making rules; monitor implementation of supplemental instruction, monitor effectiveness of supplemental instruction | Monitor implementation of Tier III increase intensity supports and individual student progress |