

Chapter 2: Flexible Tiers Overview

The flexible tiers represent a robust and responsive educational environment that provides students with a continuum of multiple supports to meet their needs. The tiers represent increasing intensity of academic and non-academic support and interventions. There is flexibility of the system and the programming to allow movement between the tiers (to both a more or less intensive type of support/intervention). The movement and the intensity are based on data from universal screenings, assessments, and progress monitoring, and the data drives the instructional decision making throughout the process. The tiered system is supported by incorporating technology as an instructional tool and part of a data collection system. To ensure that students eligible for special education services are able to access fully the system of tiered instruction, relevant information from their Individualized Education Programs (IEPs) is to be incorporated into the design and implementation of instruction and assessments in all tiers.

Condition for School Effectiveness

IV. Effective instruction: *Instructional practices are based on evidence from a body of high quality research and on high expectations for all students and include use of appropriate research-based reading and mathematics programs; the school staff has a common understanding of high-quality evidence-based instruction and a system for monitoring instructional practice.*

VIII. Tiered instruction and adequate learning time: *The school schedule is designed to provide adequate learning time for all students in core subjects. For students not yet on track to proficiency in English language arts or mathematics, the school provides additional time and support for individualized instruction through tiered instruction, a data-driven approach to prevention, early detection, and support for students who experience learning or behavioral challenges, including but not limited to students with disabilities and English language learners.*

