

*Tier 2 involves supplemental interventions that are provided with an increased level of intensity in addition to core instruction for small groups of students who show some risk of not meeting grade level standards. Tier 2 interventions usually involve additional practice and skill building.*

## Checklist for Tier 2 Logistics

		Not Evident	Somewhat Evident	Very Evident	Notes		
<p>1. Does the school/district have a clear process for the team to determine who receives a Tier 2 intervention including:</p>							
a.	Defines clear decision rules	1	2	3	4	5	
b.	Establishes process that focuses on groups of students rather than focusing on one student at a time	1	2	3	4	5	
c.	Staff understands process & decision rules	1	2	3	4	5	
d.	Has regularly scheduled meeting to determine who receives Tier 2	1	2	3	4	5	
e.	Meeting agenda reflects the problem solving process for determining Tier 2 recipients	1	2	3	4	5	
f.	Consistent application of decision rules	1	2	3	4	5	
<p>2. Does the school/district determine the instructional needs for groups of students using data based decision making including:</p>							
a.	Teams conduct group level analysis of screening data (e.g., quadrant sort, error analysis of screening data, group diagnostic assessments, pre-assessments, formative assessments, lesson studies)	1	2	3	4	5	
b.	Teams uses multiple data sources to determine instructional needs of these students	1	2	3	4	5	
c.	Teams create supplemental groups based on the instructional needs of the students	1	2	3	4	5	

		Not Evident	Somewhat Evident	Very Evident	Notes				
3.	Does the school/district have a clear process for selecting evidence based Tier 2 strategies/interventions that includes:	* Refer to Checklist for Selecting Tier 2 Strategies/Interventions for additional details on this component	a. Has empirical documentation of efficacy for the intervention or strategy	1	2	3	4	5	
			b. Incorporates critical features of effective instruction	1	2	3	4	5	
			c. School/district has the capacity and resources to implement the intervention/strategy	1	2	3	4	5	
			d. Aligns well with Tier 1 core program and the needs of the students	1	2	3	4	5	
			e. Decision guidelines for determining number of students receiving Tier 2 are partially based on staff resources	1	2	3	4	5	
4.	Does the school/district have an effective process to allocate staff/volunteer resources to meet Tier 2 needs including:		f. Team considers type of intervention delivery and all available staff/volunteers when determining who will provide the interventions	1	2	3	4	5	
			g. Interventionist skills/characteristics are matched to the intervention (e.g., have appropriate education & training given the complexity of the intervention)	1	2	3	4	5	
				1	2	3	4	5	

	Not Evident	Somewhat Evident	Very Evident	Notes						
5. Does the school/district have an effective process for scheduling Tier 2 interventions including:										
					a. Has a process for determining desired schedule & current state (in operation manual)	1	2	3	4	5
					b. Schedule has low number of fragmentations of school/district day for teachers and students (copy of building's instructional schedule, including intervention times)	1	2	3	4	5
					c. Maximizes resources through consideration of families of intervention delivery & consideration of all school personnel & volunteers (see <i>df</i> above)	1	2	3	4	5
6. Does the school/district have an efficient process to evaluate fidelity of Tier 2 interventions including:										
					a. Assesses attendance and interruptions to intervention (e.g., canceled due to teacher meeting/crisis; student absences) (intervention attendance records)	1	2	3	4	5
					b. Assesses fidelity of instruction (e.g., essential strategy components; effective instruction components; etc.) (fidelity documentation forms...e.g., observations, self-reports)	1	2	3	4	5
					c. Assesses intervention acceptability (teacher survey)	1	2	3	4	5
d. Assesses fidelity of progress monitoring (Fidelity documentation forms...e.g., observations, self-reports.)	1	2	3	4	5					



		Not Evident	Somewhat Evident	Very Evident	Notes		
7. Does the school/district have a clear process for evaluating the effectiveness of their Tier 2 interventions including:							
a.	Clearly defined decision rules: 1) What percent of the group should be proficient & by when 2) What rate of growth is expected 3) What level of fidelity is expected 4) Decision rule for determining which students need less or more support 5) Decision rule for when to do individual problem solving	1	2	3	4	5	
b.	Staff understands process & decision rules	1	2	3	4	5	
c.	Has regularly scheduled meetings to evaluate the effectiveness of the Tier 2 interventions	1	2	3	4	5	
d.	Meeting agenda reflective of process for determining Tier 2 effectiveness	1	2	3	4	5	
e.	Establishes process that focuses on groups of students rather than focusing on one student at a time	1	2	3	4	5	
f.	Consistent application of decision rules (leadership team meeting minutes)	1	2	3	4	5	
g.	Focus on groups of students rather than individuals (leadership team meeting minutes)	1	2	3	4	5	