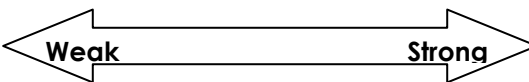
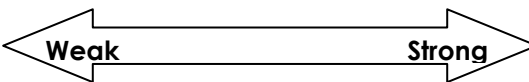
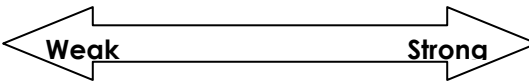
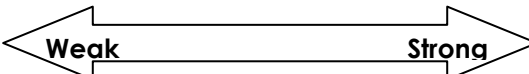
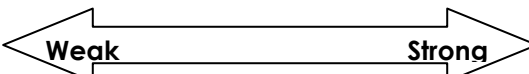


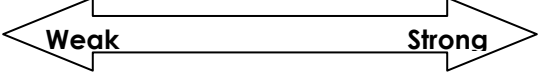
## Framework for Assessing Tiered Interventions and Academic Support

Key Principles	Evidence of <u>Strong</u> Implementation	Evidence of <u>Weak</u> Implementation	Assessment
1. Teaching complements core instruction by previewing, reviewing, re-teaching and providing additional practice on specific standards and relevant application of knowledge	<ul style="list-style-type: none"> <li>Specific standards where students show weakness are identified prior to design of program</li> <li>Lesson plans and resources are developed that preview, review, assess progress and provide practice on selected standards</li> </ul>	<ul style="list-style-type: none"> <li>There is no connection between standards taught in core classrooms and content taught in academic support class</li> <li>Teachers make up their own content without guidance around standards they should focus on</li> </ul>	 <p><b>Notes:</b></p>
2. Careful selection and flexible grouping of students takes place based on student needs and assessment data	<ul style="list-style-type: none"> <li>Students are placed in specific interventions and support classes by using a systematic process that includes analysis of data and teacher input</li> <li>Students are grouped by academic needs and skill deficits</li> <li>Student assignment is revisited at least twice during the year to ensure that students are receiving the right supports</li> </ul>	<ul style="list-style-type: none"> <li>Students are grouped and assigned to supports based on factors other than academic needs (e.g. homeroom, team, grade level only, random assignment, etc.)</li> <li>Grouping is static – there is no meaningful opportunity for reassignment except in rare circumstances</li> </ul>	 <p><b>Notes:</b></p>
3. Classes are staffed with trained and experienced individuals who have the specific expertise to meet	<ul style="list-style-type: none"> <li>Academic support classes (particularly for students with greatest needs) are taught by individuals knowledgeable of core curriculum and instructional</li> </ul>	<ul style="list-style-type: none"> <li>Academic support classes are staffed by teachers, volunteers, outside partners or other school personnel without subject specific expertise and/or training.</li> </ul>	 <p><b>Notes:</b></p>

## Framework for Assessing Tiered Interventions and Academic Support

Key Principles	Evidence of <u>Strong</u> Implementation	Evidence of <u>Weak</u> Implementation	Assessment
student needs	<p>strategies that support struggling students</p> <ul style="list-style-type: none"> <li>Where academic support classes are taught by partners, staff is well-trained with access to curriculum, professional development, and other support</li> <li>Administrators and teacher leaders visit classes regularly and provide feedback</li> </ul>	<ul style="list-style-type: none"> <li>Classes are rarely visited by administrators or teacher leaders and not subject to the same attention as core academic classes (e.g. no observations, limited opportunity for feedback)</li> </ul>	
4. Continuous monitoring of student progress takes place to evaluate impact and adjust content and instructional strategies	<ul style="list-style-type: none"> <li>Teachers routinely examine student progress (at least quarterly) through formative assessments and discussion with other teachers</li> <li>Curriculum adjusted based on interim assessment results</li> <li>Students are involved in goal-setting and charting their own progress</li> </ul>	<ul style="list-style-type: none"> <li>Very little if any on-going assessment and discussion of student needs and student data through the course of the year</li> <li>Students are not involved in discussions about their progress</li> </ul>	 <p><b>Notes:</b></p>
5. Opportunities for communication and collaboration among teachers are built into the school schedule to allow for discussion of instructional practices and student needs	<ul style="list-style-type: none"> <li>Time is available for teachers to meet at least weekly to discuss student progress and needs as well as lesson plans and instructional practices to meet those needs – discussion focuses on academic support classes as well as core academic</li> </ul>	<ul style="list-style-type: none"> <li>Teachers do not have designated time built into their schedule to talk about student needs, lesson plans and instructional practices or this time is not used to discuss academic support classes.</li> </ul>	 <p><b>Notes:</b></p>

## Framework for Assessing Tiered Interventions and Academic Support

Key Principles	Evidence of <u>Strong</u> Implementation	Evidence of <u>Weak</u> Implementation	Assessment
	<p>classes</p> <ul style="list-style-type: none"> <li>There is clear and regular communication between core classroom teachers and academic support teachers</li> </ul>		
<p>6. Adequate time is provided for struggling students to get the additional academic support they need while maintaining a balance of academics and enrichment</p>	<ul style="list-style-type: none"> <li>Students who need additional support receive at least 3-5 hours per week of tiered intervention tailored specifically to their needs</li> <li>Time for academic support may reduce time spent in enrichment activities but does not eliminate that time altogether</li> </ul>	<ul style="list-style-type: none"> <li>Students receive limited or no instruction outside of their core academic classes</li> <li>Tiered interventions or academic support replaces all enrichment classes or elective periods</li> <li>Students are pulled from core academic classes to receive interventions</li> </ul>	 <p><b>Notes:</b></p>