



Georgia Department of Education Georgia's Tiered System of Supports for Students Essential Components



Multi-Level Prevention System

Multi-Level Prevention System, an essential component of **Georgia's Tiered System of Supports for Students**, is in alignment with [Coherent Instruction](#) and [Supportive Learning Environment](#) and crucial to the [School Improvement Process](#). *Coherent Instruction, Supportive Learning Environment* and the *School Improvement Process* are part of **Georgia's Systems of Continuous Improvement**.

Multi-level Prevention System includes three tiers of intensity for instruction, intervention, and supports. Tier I includes high-quality, schoolwide academic, connectedness, well-being, and behavioral programming and supports designed to meet the needs of all students. At Tier II, schools provide small group, standardized academic interventions or targeted behavioral or mental health supports using validated intervention programs to support students identified as at-risk. Tier III includes intensive intervention for students not responding to Tier II through instruction and supports that are intensified and individualized based on student need. At all levels, attention should be on selection of evidence-based practices and fidelity of implementation, with consideration for cultural and linguistic responsiveness and recognition of student strengths. (Source: www.promotingprogress.org)

Essential Component: Multi-Level Prevention System

District and school leadership provide the necessary infrastructure to implement a schoolwide tiered system of supports for instruction and intervention to maximize student achievement and reduce behavior concerns.

Sample Performance Indicators

Performance indicators include, but are not limited to:

- Uses research-based curriculum materials when implementing the standards-based core curriculum
- Articulates teaching and learning objectives in and across grade levels
- Differentiates instruction
- Provides enrichment opportunities for students exceeding benchmarks
- Uses evidence-based and high leverage practices with fidelity within each of the tiers
- Ensures evidence-based interventions (EBIs) supplement (not supplant) core instruction and incorporate foundational skills that support core instruction
- Standardizes interventions and trains staff to implement according to developer requirements
- Groups students and provides dosage that is optimal (according to research) for the age and needs of students
- Uses data in all decision-making processes at each of the tiers
- Develops student educational plan that considers unique circumstances of students on a case-by-case basis, which incorporates core instruction and intensive interventions
- Aligns intensive intervention to the specific needs of students to help them make academic and/or behavioral progress
- Adopts culturally and linguistically relevant instructional practices, assessments, and interventions



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Updated: 8/25/2021



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Multi-Level Instruction/Prevention – The tiered system includes a school-wide, multi-level system of instruction and intervention for preventing school failure.

Primary-Level Instruction/Core Curriculum (Tier I)

Measures	1	2	3	4	5 (Evident)
Research-Based Curriculum Materials	Few, if any, core curriculum materials are research-based for the target population of learners (including subgroups).	Limited core curriculum materials are research-based for the target population of learners (including subgroups).	Some core curriculum materials are research-based for the target population of learners (including subgroups).	Many core curriculum materials are research-based for the target population of learners (including subgroups).	All core curriculum materials are research-based for the target population of learners (including subgroups).
Articulation of Teaching and Learning (in and across grade levels)	Neither of the following conditions is met: (1) teaching & learning objectives are well articulated from one grade to another; and (2) teaching & learning is well articulated within grade levels so that students have highly similar experiences, regardless of their assigned teacher.	Neither of the conditions is met, but there is progress toward meeting at least one of the conditions: (1) teaching & learning objectives are well articulated from one grade to another; and (2) teaching & learning is well articulated within grade levels so that students have highly similar experiences, regardless of their assigned teacher.	One of the following conditions is met: (1) teaching & learning objectives are well articulated from one grade to another; and (2) teaching & learning is well articulated within grade levels so that students have highly similar experiences, regardless of their assigned teacher.	One of the following conditions is met, and there is progress toward meeting the second condition: (1) teaching & learning objectives are well articulated from one grade to another; and (2) teaching & learning is well articulated within grade levels so that students have highly similar experiences, regardless of their assigned teacher.	Both of the following conditions are met (1) teaching & learning objectives are well articulated from one grade to another; and (2) teaching & learning is well articulated within grade levels so that students have highly similar experiences, regardless of their assigned teacher.
Differentiated Instruction	Neither of the following conditions is met: (1) interviewed staff can describe how most teachers in the school differentiate instruction for students on, below, or above grade level; and (2) interviewed staff can describe how most teachers in the school use student data to identify and address the needs of students.	Neither of the following conditions is met, but there is progress toward meeting one of the conditions: (1) interviewed staff can describe how most teachers in the school differentiate instruction for students on, below, or above grade level; and (2) interviewed staff can describe how most teachers in the school use student data to identify and address the needs of students.	One of the following conditions is met: (1) interviewed staff can describe how most teachers in the school differentiate instruction for students on, below, or above grade level; and (2) interviewed staff can describe how most teachers in the school use student data to identify and address the needs of students.	One of the following conditions is met, and there is progress toward meeting the second condition: (1) interviewed staff can describe how most teachers in the school differentiate instruction for students on, below, or above grade level; and (2) interviewed staff can describe how most teachers in the school use student data to identify and address the needs of students.	Both of the following conditions are met: (1) interviewed staff can describe how most teachers in the school differentiate instruction for students on, below, or above grade level; and (2) interviewed staff can describe how most teachers in the school use student data to identify and address the needs of students.



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Primary-Level Instruction/Core Curriculum (Tier I)

Measures	1	2	3	4	5 (Evident)
Standards-Based	The core curriculum (reading and math) is not aligned with the Georgia Standards of Excellence (GSE).	There is progress toward partially aligning the core curriculum (reading and math) with the Georgia Standards of Excellence (GSE).	The core curriculum (reading & math) is partially aligned with the Georgia Standards of Excellence (GSE).	The core curriculum (reading and math) is partially aligned and there is progress toward full alignment of the core curriculum with the Georgia Standards of Excellence (GSE).	The core curriculum (reading and math) is aligned with the Georgia Standards of Excellence (GSE).
Exceeding Benchmarks	Neither of the following conditions is met: (1) the schools provide enrichment opportunities for students exceeding benchmarks; and (2) teachers implement those opportunities consistently at all grade levels.	Neither of the following conditions is met, but there is progress toward meeting one of the conditions: (1) the schools provide enrichment opportunities for students exceeding benchmarks; and (2) teachers implement those opportunities consistently at all grade levels.	One of the following conditions is met: (1) the schools provide enrichment opportunities for students exceeding benchmarks; and (2) teachers implement those opportunities consistently at all grade levels.	One of the following conditions is met, and there is progress toward meeting the second condition: (1) the schools provide enrichment opportunities for students exceeding benchmarks; and (2) teachers implement those opportunities consistently at all grade levels.	Both of the following conditions are met: (1) the schools provide enrichment opportunities for students exceeding benchmarks; and (2) teachers implement those opportunities consistently at all grade levels.

Multi-Level Instruction/Prevention – The tiered system includes a school-wide, multi-level system of instruction and intervention for preventing school failure.

Secondary Level – Intervention (Tier II)

Measures	1	2	3	4	5 (Evident)
Evidence-Based Intervention	Secondary-level interventions are not evidence-based in content areas and grade levels.	Most secondary-level interventions are not evidence-based in content areas and grade levels.	Some secondary-level interventions are evidence-based in content areas and grade levels.	Many secondary-level interventions are evidence-based in content areas and grade levels.	All secondary-level interventions are evidence-based in content areas and grade levels.



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Secondary Level – Intervention (Tier II)

Measures	1	2	3	4	5 (Evident)
Complements Core Instruction	Secondary-level intervention is poorly aligned with core instruction and incorporates different topics, even though those topics are not foundational skills that support core program learning objectives.	Secondary-level intervention incorporates foundational skills but does not completely align with the learning objectives of core instruction.	Secondary-level intervention incorporates foundational skills, but these only occasionally align with the learning objectives of core instruction.	Secondary-level intervention is aligned with core instruction & often incorporates foundational skills that support the learning objectives of core instruction.	Secondary-level intervention is well aligned with core instruction & incorporates foundational skills that support the learning objectives of core instruction.
Instructional Characteristics	None of the following conditions are met: (1) interventions are standardized; (2) secondary-level interventions are led by staff trained in the intervention according to developer requirements; and (3) group size & dosage are optimal (according to research) for the age and needs of students.	One of the following conditions is met, and there is progress toward meeting two conditions: (1) interventions are standardized; (2) secondary-level interventions are led by staff trained in the intervention according to developer requirements; and (3) group size & dosage are optimal (according to research) for the age and needs of students.	Two of the following conditions are met: (1) interventions are standardized; (2) secondary-level interventions are led by staff trained in the intervention according to developer requirements; and (3) group size & dosage are optimal (according to research) for the age and needs of students.	Two of the following conditions are met, and there is progress toward meeting the third condition: (1) interventions are standardized; (2) secondary-level interventions are led by staff trained in the intervention according to developer requirements; and (3) group size & dosage are optimal (according to research) for the age and needs of students.	All three of the following conditions are met: (1) interventions are standardized; (2) secondary-level interventions are led by staff trained in the intervention according to developer requirements; and (3) group size & dosage are optimal (according to research) for the age and needs of students.
Addition to Primary	Secondary interventions replace core instruction.	Secondary interventions occasionally supplement core instruction and sometimes replace core instruction.	Secondary interventions sometimes supplement core instruction and sometimes replace core instruction.	Secondary interventions often supplement core instruction and rarely replace core instruction.	Secondary interventions supplement core instruction.



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Tertiary Level (Intensive) (Tier III) – Individualized with a focus on the academic and behavioral needs of recommended students

Measures	1	2	3	4	5 (Evident)
Data-Based Interventions Adapted Based on Student Need	Intensive interventions are not more intensive (e.g., no increase in duration or frequency, change in interventionist, change in group size, or change in intervention) than secondary interventions.	Intensive interventions may be more intensive (e.g., no increase in duration or frequency, change in interventionist, change in group size, or change in intervention) than secondary interventions but not based on preset methods.	Intensive interventions are more intensive than secondary interventions based only on preset methods to increase intensity (e.g., sole reliance on increased duration or frequency, change in interventionist, decreased group size, or change in intervention program).	Intensive interventions are more intensive than secondary interventions, and there is progress toward adapting interventions to address individual student needs in a number of ways.	Intensive interventions are more intensive than secondary interventions and are adapted to address individual student needs in a number of ways (e.g., increased duration or frequency, change in interventionist, decreased group size, change in instructional delivery, and change in type of intervention) through an iterative manner based on student data.
Instructional Characteristics	None of the following conditions are met: (1) the intervention is individualized; (2) intensive interventions are led by well-trained staff experienced in individualizing instruction based on student data; and (3) the group size is optimal (according to research) for the age and needs of students.	There is progress toward meeting at least one of the following conditions: (1) the intervention is individualized; (2) intensive interventions are led by well-trained staff experienced in individualizing instruction based on student data; and (3) the group size is optimal (according to research) for the age and needs of students.	Only one or two of the following conditions are met: (1) the intervention is individualized; (2) intensive interventions are led by well-trained staff experienced in individualizing instruction based on student data; and (3) the group size is optimal (according to research) for the age and needs of students.	Two of the following conditions are met, and there is progress toward meeting the third condition: (1) the intervention is individualized; (2) intensive interventions are led by well-trained staff experienced in individualizing instruction based on student data; and (3) the group size is optimal (according to research) for the age and needs of students.	All of the following conditions are met: (1) the intervention is individualized; (2) intensive interventions are led by well-trained staff experienced in individualizing instruction based on student data; and (3) the group size is optimal (according to research) for the age and needs of students.



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Tertiary Level (Intensive) (Tier III) – Individualized with a focus on the academic and behavioral needs of recommended students

Measures	1	2	3	4	5 (Evident)
Relationship to Primary	Neither of the following conditions is met: (1) decisions regarding student participation in both core instruction and intensive intervention are made on a case-by-case basis according to student need; and (2) intensive interventions are aligned to the specific skill needs of students to help them make progress toward core curriculum.	There is progress toward meeting one of following the conditions: (1) decisions regarding student participation in both core instruction and intensive intervention are made on a case-by-case basis according to student need; and (2) intensive interventions are aligned to the specific skill needs of students to help them make progress toward core curriculum.	One of the following conditions is met: (1) decisions regarding student participation in both core instruction and intensive intervention are made on a case-by-case basis according to student need; and (2) intensive interventions are aligned to the specific skill needs of students to help them make progress toward core curriculum.	One of the following conditions is met, and there is progress toward meeting the second condition: (1) decisions regarding student participation in both core instruction and intensive intervention are made on a case-by-case basis according to student need; and (2) intensive interventions are aligned to the specific skill needs of students to help them make progress toward core curriculum.	Both of the following conditions are met: (1) decisions regarding student participation in both core instruction and intensive intervention are made on a case-by-case basis according to student need; and (2) intensive interventions are aligned to the specific skill needs of students to help them make progress toward core curriculum.

Adapted from Center on Response to Intervention
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For additional information, see **Multi-level Prevention System** in [Georgia's Tiered System of Supports for Students Implementation Step-By-Step Guidance](#).



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