

Georgia's Tiered System of Supports for Students District's Essential Components Worksheet



Date:	
District:	
Person(s) Interviewed:	Interviewer(s):

The purpose of this worksheet is to provide a tool for collecting relevant information and recording a district's rating on various items related to Georgia's Tiered System of Supports for Students implementation. Descriptions of rating for each item are provided on Georgia's Tiered System of Supports for Students Implementation Rubric.

Information about district-level implementation may be collected through interviews with district and school personnel and through observations and document review. After all of the information has been collected, use your notes and the Rubric to rate the district on each item. The Rubric provides a five-point rating scale and descriptions of practices that would score a 1, 3, or 5. Data collectors may assign the district a rating of 2 or 4 if the information collected suggests the district falls between the rubric descriptions. For example, if the reviewer judges a district to be performing at a level higher than the Rubric describes for a 3 rating but not quite at the level described for a 5, then the reviewer should rate the district as performing at a 4.

Georgia's Tiered System of Supports for Students District's Essential Components Worksheet



Assessments – Screening, progress monitoring, and other supporting assessments are used to inform data-based decision making			
Item	Sample Interview Questions	Comments/ Remarks	Ratings
Screening - Georgia's Tiered System of Supports for Students framework accurately identifies students in need of enrichment/acceleration and students at risk of poor learning outcomes or challenging behaviors. .			
Screening	<p>What tools do you use for screening (probe across content areas and/or domains)?</p> <p>Does your district select or recommend screening tools for the schools to use?</p> <p>How much attention was given to the vendor's evidence regarding the validity and reliability?</p> <p>How accurately does the screening tool predict student to be at-risk or need for acceleration or enrichment?</p> <p>Does the district have documentation from the vendor that these tools have been shown to be valid, reliable, and accurate with subgroups in your school?</p> <p>Does staff understand how the tool is intended to be used?</p> <p>Can district staff provide evidence of the technical adequacy (i.e., reliability, validity, classification accuracy) of the tools?</p>	<p>Notes:</p> <p>Evidence Sources:</p> <p>Recommendations:</p>	<p>Rating: 1 2 3 4 5 <i>(please circle)</i></p> <p>Justification for rating</p>
	Universal Screening	<p>Describe the process for conducting universal screening in your schools at the elementary, middle and high school level? To what extent is this process consistently followed?</p> <p>Are all students screened?</p> <p>Does the district set or do the schools set a well-defined cut score or decision point to identify students at risk?</p>	<p>Notes:</p> <p>Evidence Sources:</p>

Georgia's Tiered System of Supports for Students

District's Essential Components Worksheet



Assessments – <i>Screening, progress monitoring, and other supporting assessments are used to inform data-based decision making</i>			
Item	Sample Interview Questions	Comments/ Remarks	Ratings
	<p>How do you ensure that administration of screening assessments follows the developer's guidelines?</p> <p>How many times during the year are students screened?</p>	<p>Recommendations:</p>	
Data Points to Verify Risk	<p>Is additional information used to verify that the results of the initial screening are accurate before placing a student in Tier II: Secondary-Level Intervention or Tier III: Tertiary-Level Intensive Intervention? If so, what other types of assessment data are used?</p> <p>Do you ensure that school staff use other data sources? If yes, what is your process for ensuring that they are using other data sources?</p>	<p>Notes:</p> <p>Evidence Sources:</p> <p>Recommendations:</p>	<p>Rating: 1 2 3 4 5 <i>(please circle)</i></p> <p>Justification for rating</p>
Progress Monitoring – <i>Ongoing and frequent monitoring of progress quantifies rates of improvement and informs instructional practice and the development of individualized programs. Measures are appropriate for the student's grade and/or skill level.</i>			
Progress-Monitoring Tools	<p>What tools do your schools – elementary, middle and high - use for progress monitoring (probe across content areas and/or domains)?</p> <p>How many alternate forms of equal difficulty are available?</p> <p>Does the vendor provide a scoring manual or other information that specified minimal acceptable growth?</p>	<p>Notes:</p> <p>Evidence Sources:</p>	<p>Rating: 1 2 3 4 5 <i>(please circle)</i></p> <p>Justification for rating</p>

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District's Essential Components Worksheet



Assessments – Screening, progress monitoring, and other supporting assessments are used to inform data-based decision making

Item	Sample Interview Questions	Comments/ Remarks	Ratings
	<p>Benchmarks for minimum acceptable end-of-year performance?</p> <p>Did district staff consider the evidence from the vendor regarding the validity, reliability, and accuracy of the progress monitoring tool(s) when selecting it/them?</p> <p>Does your district have documentation from the vendor that the tool(s) have been shown to be valid, reliable, and accurate with subgroups in your school?</p> <p>Are the tools valid for use with student populations similar to those in your schools/district?</p> <p>Can district staff articulate the evidence supporting the rigor of the tool(s)?</p>	<p>Recommendations:</p>	
Progress-Monitoring Process	<p>Describe the process used for progress monitoring in your district.</p> <p>How often is the progress of students in Tier II: Secondary Level-Intervention monitored?</p> <p>How often is the progress of students in Tier III: Tertiary-Level Intensive Intervention monitored?</p> <p>Does monitoring occur with sufficient frequency to show a trend in academic progress over time?</p> <p>How closely does administration of the progress monitoring tool(s) follow the developer's guidelines?</p>	<p>Notes:</p> <p>Evidence Sources:</p> <p>Recommendations:</p>	<p>Rating: 1 2 3 4 5 <i>(please circle)</i></p> <p>Justification for rating</p>

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Assessments – <i>Screening, progress monitoring, and other supporting assessments are used to inform data-based decision making</i>			
Item	Sample Interview Questions	Comments/ Remarks	Ratings
	<p>To what extent is this process consistently followed?</p> <p>Are there differences in the process for different students? If so, describe these differences.</p> <p>Is there anything about the process that would jeopardize the accuracy of the results? If so, please describe.</p>		

Georgia's Tiered System of Supports for Students

District's Essential Components Worksheet



Data-Based Decision Making – <i>Data-based decision-making processes are used to inform instruction, movement within the tiered system and disability identification (in accordance with state law).</i>			
Item	Sample Interview Questions	Comments/ Remarks	Ratings
<p>Decision-Making Process</p>	<p>Describe how decisions are made to increase the intensity of instruction and/or intervention in your schools?</p> <p>To what extent are the screening, progress monitoring, and other assessment data used to inform instruction at all tiers, including the core instruction?</p> <p>What data are used to inform those decisions, and how are they used?</p> <p>Who is involved in decision making?</p> <p>What written criteria and guidelines are used for making decisions?</p> <p>Do your schools use consistent decision-making rules for all students?</p> <p>Do your schools use disaggregated data to support decision-making rules for all students/subgroups?</p> <p>How do you ensure that your schools are consistently using disaggregated data to support decision-making rules for all students/groups?</p> <p>Do you have reason to believe that the decision-making process may be subject to bias or inappropriate influence? Explain your thinking.</p>	<p>Notes:</p> <p>Evidence Sources:</p> <p>Recommendations:</p>	<p>Rating: 1 2 3 4 5 <i>(please circle)</i></p> <p>Justification for rating</p>

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Data-Based Decision Making – <i>Data-based decision-making processes are used to inform instruction, movement within the tiered system and disability identification (in accordance with state law).</i>			
Item	Sample Interview Questions	Comments/ Remarks	Ratings
Data System	<p>Is there a data system for collecting student academic data, behavior data, screening data, progress monitoring data, and other forms of data in a timely manner in your schools? If so, please describe.</p> <p>How easy is it for stakeholders to access individual student-level data? Describe.</p> <p>Is the system used consistently across school staff?</p> <p>Do your schools have a system for organizing student academic, behavior, screening, progress monitoring, and other forms of data in tables and graphs? If so, please describe.</p> <p>How does the data system facilitate or support setting and evaluating goals?</p> <p>Are instructional decisions made about students tracked in the data system or through another method (including movement between tiers)?</p>	<p>Notes:</p> <p>Evidence Sources:</p> <p>Recommendations:</p>	<p>Rating: 1 2 3 4 5 <i>(please circle)</i></p> <p>Justification for rating</p>

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Data-Based Decision Making – Data-based decision-making processes are used to inform instruction, movement within the tiered system and disability identification (in accordance with state law).

Item	Sample Interview Questions	Comments/ Remarks	Ratings
<p>Responsiveness to Secondary and Intensive Levels of Intervention</p>	<p>Describe how your schools make decisions about responsiveness to Tier II: Secondary-Level Intervention or Tier III: Tertiary-Level Intensive Intervention.</p> <ul style="list-style-type: none"> Are progress monitoring data used? How is baseline performance established? What goal setting method is used (e.g., end-of-year benchmarks, rate of improvement, intra-individual framework)? Are rates or norms provided by the vendor/developer? Are decision rules published to support goal setting and adjustments to interventions? Are the criteria implemented accurately and consistently? 	<p>Notes:</p> <p>Evidence Sources:</p> <p>Recommendations:</p>	<p>Rating: 1 2 3 4 5 <i>(please circle)</i></p> <p>Justification for rating</p>

Georgia's Tiered System of Supports for Students

District's Essential Components Worksheet



Multi-level Instruction/Prevention – The tiered system includes a school-wide, multi-level system of instruction and interventions for preventing school failure.			
Item	Sample Interview Questions	Comments/Remarks	Ratings
Primary Level - Instruction/Core Curriculum (Tier I)			
Research-Based Curriculum Materials	<p>Does the district select or recommend core instructional materials to schools?</p> <p>Describe Tier I: Primary-Level Instruction (core curriculum) materials.</p> <p>What research is provided for the target population of learners (including subgroups)?</p> <p>When the district or school selected its core instructional materials, how much attention was paid to the research?</p>	<p>Notes:</p> <p>Evidence Sources:</p> <p>Recommendations:</p>	<p>Rating: 1 2 3 4 5 <i>(please circle)</i></p> <p>Justification for rating</p>
Articulation of Teaching and Learning (in and across grade levels)	<p>Describe the process that supports the articulation of teaching and learning from one grade to another in your schools.</p> <p>Describe the process that supports the articulation of teaching and learning among teachers in the same grade in your schools.</p> <p>How consistent is the learning experience among students with different teachers in the same grade and subject?</p>	<p>Notes:</p> <p>Evidence Sources:</p> <p>Recommendations:</p>	<p>Rating: 1 2 3 4 5 <i>(please circle)</i></p> <p>Justification for rating</p>

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Item	Sample Interview Questions	Comments/Remarks	Ratings
Differentiated Instruction	To what extent do teachers differentiate instruction for students on, below or above grade level in your schools?	Notes:	Rating: 1 2 3 4 5 <i>(please circle)</i>
	To what extent do teachers use student data to identify and address the needs of students?	Evidence Sources:	Justification for rating
	To what extent do teachers use knowledge of student readiness, language, and culture to offer students in the same class different teaching and learning strategies to address student needs?	Recommendations:	
	How consistent is this effort among the teaching staff?		
Standards-Based	To what extent is the core curriculum in reading and mathematics aligned to state standards?	Notes:	
	Are the instructional materials aligned to the standards? Are model or sample lessons and activities that demonstrate effective teaching of the standards available to teachers?	Evidence Sources:	Justification for rating
	Have teachers been trained in the content of the standards and how to use that content within their lessons?	Recommendations:	
	Are teachers utilizing their training and aligning their instruction to these standards?		
	How do you ensure that new teachers or those who need extra support have access to training?		

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Item	Sample Interview Questions	Comments/Remarks	Ratings
Exceeding Benchmark	<p>Are programs and activities provided to enrich or accelerate the curriculum for students exceeding benchmarks (this is not just for gifted students)? If so, please describe.</p> <p>Are there opportunities for enrichment and/or acceleration to students at each grade level?</p>	<p>Notes:</p> <p>Evidence Sources:</p> <p>Recommendations:</p>	<p>Rating: 1 2 3 4 5 <i>(please circle)</i></p> <p>Justification for rating</p>
Secondary Level - Intervention (Tier II)			
Evidence-Based Intervention	<p>What program(s) at the elementary, middle and high school level are used for Tier II: Secondary- Level Intervention?</p> <p>How were these programs selected?</p> <p>Have these programs demonstrated efficacy with the target populations (e.g., has research shown that the interventions positively impact student achievement)?</p>	<p>Notes:</p> <p>Evidence Sources:</p> <p>Recommendations:</p>	<p>Rating: 1 2 3 4 5 <i>(please circle)</i></p> <p>Justification for rating</p>

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Item	Sample Interview Questions	Comments/Remarks	Ratings
Complements Core Instruction	How do instructors of Tier II: Secondary- Level Intervention ensure that the content they address is well aligned with core instruction and incorporates foundational skills that support the learning objectives of the core curriculum?	Notes: Evidence Sources: Recommendations:	Rating: 1 2 3 4 5 <i>(please circle)</i> Justification for rating
Instructional Characteristics	<p>At Tier II: Secondary-Level Intervention, are interventions standardized and evidence-based? And are they provided in a prescribed manner to all students with similar learning difficulties?</p> <p>Is Tier II: Secondary- Level Intervention always led by staff adequately trained to implement the interventions with fidelity?</p> <p>If not, who provides Tier II: Secondary- Level Intervention and what is their background?</p> <p>Is Tier II: Secondary- Level Intervention conducted with the optimal group size and dosage for the age and needs of students? What is used to determine dosage and group size?</p>	Notes: Evidence Sources: Recommendations:	Rating: 1 2 3 4 5 <i>(please circle)</i> Justification for rating

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

Item	Sample Interview Questions	Comments/Remarks	Ratings
Addition to Primary	<p>Is Tier II: Secondary- Level Intervention always implemented as a supplement to the core curriculum for all students including students with disabilities (SWD) and English Learners (ELs)?</p> <p>If not, please explain.</p>	<p>Notes:</p> <p>Evidence Sources:</p> <p>Recommendations:</p>	<p>Rating: 1 2 3 4 5 <i>(please circle)</i></p> <p>Justification for rating</p>

Tertiary Level - Intensive Intervention – Individualized with a focus on the academic needs of students with disabilities and those with significantly below grade level
(Tier III)

Data-Based Interventions Adapted Based on Student Need	<p>How are evidence-based interventions intensified or individualized at the Tier III: Tertiary-Level to address individual student needs?</p> <p>How are interventions selected for Tier III: Tertiary-Level Intensive Intervention?</p> <p>How are the interventions used at Tier III: Tertiary-Level developed?</p> <p>Does the decision-making team use an iterative process to adapt and intensive interventions to meet the individual needs of the student?</p> <p>Are the intensive (tertiary) level interventions more intensive than the secondary? If so, how are the intensive (tertiary) ones more intensive?</p>	<p>Notes:</p> <p>Evidence Sources:</p> <p>Recommendations:</p>	<p>Rating: 1 2 3 4 5 <i>(please circle)</i></p> <p>Justification for rating</p>
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Item	Sample Interview Questions	Comments/Remarks	Ratings
Instructional Characteristics	<p>Describe an example of a student experiencing Tier III: Tertiary-Level Intensive Intervention.</p> <p>Does the group size allow for the interventionist to individualize instruction to address the needs of each student?</p> <p>Who provides Tier III: Tertiary-Level Intensive Intervention? Can you describe their background and level of training in providing data-based individualized instruction?</p> <p>What is used to determine dosage and group size of Tier III: Tertiary-Level Intensive Intervention?</p>	<p>Notes:</p> <p>Evidence Sources:</p> <p>Recommendations:</p>	<p>Rating: 1 2 3 4 5 <i>(please circle)</i></p> <p>Justification for rating</p>
Relationship to Primary	<p>Are intensive interventions always implemented as supplements to the core curriculum in your schools? If not, please explain.</p> <p>How does the district ensure that a student receiving Tier III: Tertiary-Level Intensive Intervention also receives Tier I Instruction/Core Curriculum?</p> <p>How do you ensure intensive interventions are aligned to the specific skill needs of the student to help him/her make progress toward core curriculum standards in your schools?</p>	<p>Notes:</p> <p>Evidence Sources:</p> <p>Recommendations:</p>	<p>Rating: 1 2 3 4 5 <i>(please circle)</i></p> <p>Justification for rating</p>

Georgia's Tiered System of Supports for Students District's Essential Components Worksheet



Infrastructure and Support Mechanisms – Knowledge, resources, and organizational structures necessary to operationalize all components of Georgia Tiered System of Supports for Students in a unified system to meet the established goals.			
Measures	1	3	5
Prevention Focus	<p>To what extent do you believe district staff view a Tiered System of Supports for Students as the primary means to prevent students from having academic and/or behavioral problems?</p> <p>What portion of the district staff view a Tiered System of Supports for Students as a pre-referral process e.g. the means to refer a student for evaluation to consider special education services?</p>	<p>Notes:</p> <p>Evidence Sources:</p> <p>Recommendations:</p>	<p>Rating: 1 2 3 4 5 <i>(please circle)</i></p> <p>Justification for rating</p>
Leadership Personnel	<p>To what extent do the actions taken and decisions made by <u>district</u> administrators proactively support the essential components of a Tiered System of Supports for Students framework at your school?</p> <p>To what extent do the actions taken and decisions made by <u>school</u> administrators proactively support the essential components of the framework at your school?</p> <p>What actions and decisions of district leaders help make the framework more effective? Describe.</p> <p>What actions and decisions of school leaders help make the framework more effective? Describe.</p> <p>Does the district have a designated person who oversees and manages the implementation of a Tiered System of Supports for Students? If yes, what percentage of that person's time is devoted to overseeing and managing this framework?</p>	<p>Notes:</p> <p>Evidence Sources:</p> <p>Recommendations:</p>	<p>Rating: 1 2 3 4 5 <i>(please circle)</i></p> <p>Justification for rating</p>

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Measures	1	3	5
School-Based Professional Development	<p>Has the staff been trained on Georgia's Tiered System of Supports for Students framework and essential components?</p> <p>How often is refresher or new training provided?</p> <p>Is Georgia's Tiered System of Supports for Students framework training provided to new teachers?</p> <p>What ongoing professional development is made available for those who provide secondary-level and tertiary-level intervention?</p>	<p>Notes:</p> <p>Evidence Sources:</p> <p>Recommendations:</p>	<p>Rating: 1 2 3 4 5 <i>(please circle)</i></p> <p>Justification for rating</p>
Schedules	<p>Does the schedule reflect additional time beyond the core for secondary and tertiary-level prevention?</p> <p>How do you know that students who are scheduled to receive secondary or tertiary-level intervention are receiving the prescribed dosage?</p> <p>Is there time scheduled for teacher collaboration on instruction and interventions?</p> <p>Are all the pertinent teachers and interventionists available for these collaborative meetings?</p>	<p>Notes:</p> <p>Evidence Sources:</p> <p>Recommendations:</p>	<p>Rating: 1 2 3 4 5 <i>(please circle)</i></p> <p>Justification for rating</p>

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Measures	1	3	5
Resources	<p>Are there adequate materials, programs, and personnel resources allocated to support interventions, assessments and professional development?</p> <p>Do the programs and materials match the needs of the students at each level of prevention?</p> <p>Is there a process for monitoring the use of resources?</p>	<p>Notes:</p> <p>Evidence Sources:</p> <p>Recommendations:</p>	<p>Rating: 1 2 3 4 5 (please circle)</p> <p>Justification for rating</p>
Cultural and Linguistic Responsiveness	<p>What efforts have been made to ensure that instructional practices at Tier I, II and III are culturally and linguistically relevant?</p> <p>What efforts have been made to ensure that assessments are culturally and linguistically relevant?</p> <p>How are the demographic, academic, and behavior data of subgroups represented in the district used to inform Georgia's Tiered System of Supports for Students framework?</p>	<p>Notes:</p> <p>Evidence Sources:</p> <p>Recommendations:</p>	<p>Rating: 1 2 3 4 5 (please circle)</p> <p>Justification for rating</p>
Communications With and Involvement of Families	<p>Are families knowledgeable about Georgia's Tiered System of Supports for Students framework?</p> <p>Describe how your district communicates with families about Georgia's Tiered System of Supports for Students framework and student performance.</p>	<p>Notes:</p> <p>Evidence Sources:</p>	<p>Rating: 1 2 3 4 5 (please circle)</p> <p>Justification for rating</p>

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Measures	1	3	5
	<p>How are families involved in decision making regarding the participation of their child in secondary-level or tertiary-level intervention?</p> <p>How are families of students at the secondary or tertiary-level informed of their children's progress?</p>	<p>Recommendations:</p>	
<p>Communication With and Involvement of All Staff</p>	<p>Are teachers in your school knowledgeable about Georgia's Tiered System of Supports for Students framework?</p> <p>Does your school have a Tiered System of Supports for Students team? Which roles are represented on the team?</p> <p>Describe how you communicate with staff to inform them of the structure and processes that are in place to guide decisions within the school's Tiered System of Supports for Students framework?</p> <p>How are teachers of students at the secondary-level or tertiary-level of intervention informed of their student's progress in the intervention?</p> <p>What process does your school use to ensure time is set aside for teams to meet regularly?</p>	<p>Notes:</p> <p>Evidence Sources:</p> <p>Recommendations:</p>	<p>Rating: 1 2 3 4 5 <i>(please circle)</i></p> <p>Justification for rating</p>
<p>Tiered System of Supports for Students Implementation Teams</p>	<p>Does the district have a Tiered System of Supports for Students team? If so:</p> <ul style="list-style-type: none"> - Who composes that team? - How often does the team meet? - Are there established processes and protocols that help the team work effectively? What are they? 	<p>Notes:</p> <p>Evidence Sources:</p>	<p>Rating: 1 2 3 4 5 <i>(please circle)</i></p> <p>Justification for rating</p>

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Measures	1	3	5
	How does the team communicate and collaborate with other staff?	Recommendations:	
Fidelity and Evaluation – System for collecting and analyzing data to measure fidelity and effectiveness of the implemented model.			
Measures	1	3	5
Fidelity	<p>Are procedures in place to monitor the fidelity of implementation of the core curriculum? Of secondary-level intervention? Of tertiary-level intensive intervention? If so, please describe.</p> <p>Are procedures in place to monitor the processes of administering and analyzing assessments i.e., screening and progress monitoring? If so, please describe.</p> <p>Does the evidence indicate that instruction, interventions, and assessments are implemented with fidelity?</p>	<p>Notes:</p> <p>Evidence Sources:</p> <p>Recommendations:</p>	<p>Rating: 1 2 3 4 5 <i>(please circle)</i></p> <p>Justification for rating</p>
Evaluation	<p>How is Georgia's Tiered System of Supports for Students framework evaluated?</p> <ul style="list-style-type: none"> - Is a plan in place to evaluate short and long-term goals? - Is a process in place for reviewing student-level data to evaluate effectiveness of the framework (i.e., core curriculum is effective, interventions are effective, screening process is effective)? - Does the process include review of data for all students and for subgroups of students? - Is a process in place to evaluate implementation fidelity? 	<p>Notes:</p> <p>Evidence Sources:</p> <p>Recommendations:</p>	<p>Rating: 1 2 3 4 5 <i>(please circle)</i></p> <p>Justification for rating</p>

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Measures	1	3	5
	<ul style="list-style-type: none"> - Are teachers and interventionists involved in giving and receiving feedback on the effectiveness of the programs and materials? - Who is involved in evaluating the implementation to monitor fidelity and efficiency across all components of the framework? 		