

# Georgia's Tiered System of Supports for Students

## School Fidelity of Implementation Rubric



Georgia's Tiered System of Supports for Students Fidelity Rubric is for use by individuals who are responsible for monitoring school-level fidelity of Tiered System of Supports for Students implementation. The rubric is aligned with the essential components of a tiered system of support and the infrastructure that is necessary for successful implementation. It is accompanied by a worksheet with guiding questions and score points for use in an interview with the leadership team.

<b>District/LEA Name</b>	
<b>School Name</b>	
<b>Regional Coach</b>	
<b>Evaluator</b>	
<b>Date</b>	
<b>Instructional Mode</b>	
<b>Comments</b>	

# Georgia's Tiered System of Supports for Students

## School Fidelity of Implementation Rubric



1. Assessments – Screening, progress monitoring, and other supporting assessments are used to inform data-based decision making.					
Measures	1	2	3	4	5
<b>Screening</b> – 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.					
<b>A. Screening Tools</b>	Insufficient evidence that the screening tools are reliable, correlations between the instruments are strong, and predictions of risk are accurate.	Some evidence that the screening tools are reliable, correlations between the instruments are strong, and predictions of risk are accurate.	Evidence indicates that the screening tools are reliable, correlations between the instruments are strong, and predictions of risk are accurate, but staff cannot articulate supporting evidence.	Evidence indicates that the screening tools are reliable, correlations between the instruments are strong, and predictions of risk are accurate, and some staff are beginning to articulate supporting evidence.	Evidence indicates that the screening tools are reliable, correlations between the instruments are strong, and predictions of risk are accurate and staff can articulate supporting evidence.
<b>B. Universal Screening</b>	One or none of the conditions is met: (1) screening is conducted for all students (i.e., is universal); (2) procedures are in place to ensure implementation accuracy (i.e., all students are tested, scores are accurate, cut points/decisions are accurate); and (3) a process to screen all students occurs more than once per year (e.g., fall, winter, spring).	There is progress toward implementing two of the following conditions: (1) screening is conducted for all students (i.e., is universal); (2) procedures are in place to ensure implementation accuracy (i.e., all students are tested, scores are accurate, cut points/decisions are accurate); and (3) a process to screen all students occurs more than once per year (e.g., fall, winter, spring).	Two of the following conditions are met: (1) screening is conducted for all students (i.e., is universal); (2) procedures are in place to ensure implementation accuracy (i.e., all students are tested, scores are accurate, cut points/decisions are accurate); and (3) a process to screen all students occurs more than once per year (e.g., fall, winter, spring).	Two of the following conditions are met, and there is progress made toward implementing the third condition: (1) screening is conducted for all students (i.e., is universal); (2) procedures are in place to ensure implementation accuracy (i.e., all students are tested, scores are accurate, cut points/decisions are accurate); and (3) a process to screen all students occurs more than once per year (e.g., fall, winter, spring).	All of the following conditions are met: (1) screening is conducted for all students (i.e., is universal); (2) procedures are in place to ensure implementation accuracy (i.e., all students are tested, scores are accurate, cut points/decisions are accurate); and (3) a process to screen all students occurs more than once per year (e.g., fall, winter, spring).

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1. Assessments – Screening, progress monitoring, and other supporting assessments are used to inform data-based decision making.					
Measures	1	2	3	4	5
<b>Screening</b> – 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.					
<b>C. Data Points to Verify Risk</b>	Screening data are not used or are used alone to verify decisions about whether a student is or is not at risk or in need of enrichment/acceleration.	Screening data are used and at least one other data source has been identified (e.g., classroom performance, curriculum-based assessment, performance on state assessment, diagnostic assessment data, short –term progress monitoring) to verify decisions about whether a student is or is not at risk or in need of enrichment/acceleration.	Screening data are used in concert with at least one other data source (e.g., classroom performance, curriculum-based assessment, performance on state assessment, diagnostic assessment data, short –term progress monitoring) to verify decisions about whether a student is or is not at risk or in need of enrichment/acceleration.	Screening data are used in concert with at least one other data source and a second data source has been identified (e.g., classroom performance, curriculum-based assessment, performance on state assessment, diagnostic assessment data, short –term progress monitoring) to verify decisions about whether a student is or is not at risk or in need of enrichment/acceleration.	Screening data are used in concert with at least two other data sources (e.g., classroom performance, curriculum-based assessment, performance on state assessment, diagnostic assessment data, short –term progress monitoring) to verify decisions about whether a student is or is not at risk or in need of enrichment/acceleration.

**Screening – School Team Action Steps**

# Georgia's Tiered System of Supports for Students

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<b>1. Assessments – Screening, progress monitoring, and other supporting assessments are used to inform data-based decision making.</b>					
Measures	1	2	3	4	5
<i>Progress Monitoring-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 students grade and/or skill level.</i>					
<b>A. Progress Monitoring Tools</b>	Selected progress monitoring tools meet no more than one of the following criteria: (1) have sufficient number of alternate forms of equal and controlled difficulty to allow for progress monitoring at recommended intervals based on intervention level; (2) specify minimum acceptable growth; (3) provide benchmarks for minimum acceptable end-of year performance; and (4) reliability and validity information for the performance-level score is available.	One criteria is met, and there is progress toward implementing at least one more of the following criteria: (1) have sufficient number of alternate forms of equal and controlled difficulty to allow for progress monitoring at recommended intervals based on intervention level; (2) specify minimum acceptable growth; (3) provide benchmarks for minimum acceptable end-of year performance; and (4) reliability and validity information for the performance-level score is available.	Selected progress monitoring tools meet two of the following criteria: (1) have sufficient number of alternate forms of equal and controlled difficulty to allow for progress monitoring at recommended intervals based on intervention level; (2) specify minimum acceptable growth; (3) provide benchmarks for minimum acceptable end-of year performance; and (4) reliability and validity information for the performance-level score is available.	Three of the following criteria are met: (1) have sufficient number of alternate forms of equal and controlled difficulty to allow for progress monitoring at recommended intervals based on intervention level; (2) specify minimum acceptable growth; (3) provide benchmarks for minimum acceptable end-of year performance; and (4) reliability and validity information for the performance-level score is available.	Selected progress monitoring tools meet all of the following criteria: (1) have sufficient number of alternate forms of equal and controlled difficulty to allow for progress monitoring at recommended intervals based on intervention level; (2) specify minimum acceptable growth; (3) provide benchmarks for minimum acceptable end-of year performance; and (4) reliability and validity information for the performance-level score is available.

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1. Assessments – Screening, progress monitoring, and other supporting assessments are used to inform data-based decision making.					
Measures	1	2	3	4	5
<i>Progress Monitoring-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 students grade and/or skill level.</i>					
<b>B. Progress Monitoring Process</b>	Neither of the following conditions is met: (1) progress monitoring occurs at least monthly for students receiving secondary-level intervention and at least weekly for students receiving intensive intervention; and (2) procedures are in place to ensure implementation accuracy (i.e., appropriate students are tested, scores are accurate, decision-making rules are applied consistently).	Neither of the following conditions is met, but there is progress toward implementing at least one of the conditions: (1) progress monitoring occurs at least monthly for students receiving secondary-level intervention and at least weekly for students receiving intensive intervention; and (2) procedures are in place to ensure implementation accuracy (i.e., appropriate students are tested, scores are accurate, decision-making rules are applied consistently).	Only one of the following conditions is met: (1) progress monitoring occurs at least monthly for students receiving secondary-level intervention and at least weekly for students receiving intensive intervention; and (2) procedures are in place to ensure implementation accuracy (i.e., appropriate students are tested, scores are accurate, decision-making rules are applied consistently).	One of the following conditions is met, and there is progress toward implementing the second condition: (1) progress monitoring occurs at least monthly for students receiving secondary-level intervention and at least weekly for students receiving intensive intervention; and (2) procedures are in place to ensure implementation accuracy (i.e., appropriate students are tested, scores are accurate, decision-making rules are applied consistently).	Both conditions are met: (1) progress monitoring occurs at least monthly for students receiving secondary-level intervention and at least weekly for students receiving intensive intervention; and (2) procedures are in place to ensure implementation accuracy (i.e., appropriate students are tested, scores are accurate, decision-making rules are applied consistently).

# Georgia's Tiered System of Supports for Students

## School Fidelity of Implementation Rubric



### Progress Monitoring – School Team Action Steps

## Georgia's Tiered System of Supports for Students

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<b>2. Data-Based Decision Making – Data-based decision making processes are used to inform instruction, determine movement within the multi-level prevention system, and for disability identification (in accordance with state law).</b>					
Measures	1	2	3	4	5
<b>A. Decision-Making Process</b>	The mechanism for making decisions about the participation of students in the instruction/intervention levels meets no more than one of the following criteria: The process (1) is data-driven and based on validated methods; (2) involves a broad base of stakeholders; and (3) is operationalized with clear, established decision rules (e.g., movement between levels, or tiers, determination of appropriate instruction or interventions).	The mechanism for making decisions about the participation of students in the instruction/intervention levels meets at one of the following criteria and there is progress toward meeting at least one more criteria: The process (1) is data-driven and based on validated methods; (2) involves a broad base of stakeholders; and (3) is operationalized with clear, established decision rules (e.g., movement between levels, or tiers, determination of appropriate instruction or interventions).	The mechanism for making decisions about the participation of students in the instruction/intervention levels meets two of the following criteria: The process (1) is data-driven and based on validated methods; (2) involves a broad base of stakeholders; and (3) is operationalized with clear, established decision rules (e.g., movement between levels, or tiers, determination of appropriate instruction or interventions).	The mechanism for making decisions about the participation of students in the instruction/intervention levels meets two of the following criteria and there is progress toward meeting the third criteria: The process (1) is data-driven and based on validated methods; (2) involves a broad base of stakeholders; and (3) is operationalized with clear, established decision rules (e.g., movement between levels, or tiers, determination of appropriate instruction or interventions).	The mechanism for making decisions about the participation of students in the instruction/intervention levels meets all of the following criteria: The process (1) is data-driven and based on validated methods; (2) involves a broad base of stakeholders; and (3) is operationalized with clear, established decision rules (e.g., movement between levels, or tiers, determination of appropriate instruction or interventions).

## Georgia's Tiered System of Supports for Students

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**2. Data-Based Decision Making** – Data-based decision making processes are used to inform instruction, determine movement within the multi-level prevention system, and for disability identification (in accordance with state law).

Measures	1	2	3	4	5
<b>B. Data System</b>	A data system is in place that meets two or fewer of the following conditions: (1) the system allows users to document and access individual student level data (including screening and progress monitoring data) and instructional decisions; (2) data are entered in a timely manner; (3) data can be represented graphically; and (4) there is a process for setting/evaluating goals.	A data system is in place that meets two of the following conditions and there is progress toward meeting at least one more condition: (1) the system allows users to document and access individual student level data (including screening and progress monitoring data) and instructional decisions; (2) data are entered in a timely manner; (3) data can be represented graphically; and (4) there is a process for setting/evaluating goals.	A data system is in place that meets three of the following conditions: (1) the system allows users to document and access individual student level data (including screening and progress monitoring data) and instructional decisions; (2) data are entered in a timely manner; (3) data can be represented graphically; and (4) there is a process for setting/evaluating goals.	A data system is in place that meets three of the following conditions and there is progress toward meeting the fourth condition: (1) the system allows users to document and access individual student level data (including screening and progress monitoring data) and instructional decisions; (2) data are entered in a timely manner; (3) data can be represented graphically; and (4) there is a process for setting/evaluating goals.	A data system is in place that meets all of the following: (1) the system allows users to document and access individual student level data (including screening and progress monitoring data) and instructional decisions; (2) data are entered in a timely manner; (3) data can be represented graphically; and (4) there is a process for setting/evaluating goals.



## Georgia's Tiered System of Supports for Students

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**2. Data-Based Decision Making** – Data-based decision making processes are used to inform instruction, determine movement within the multi-level prevention system, and for disability identification (in accordance with state law).

Measures	1	2	3	4	5
<b>C. Responsiveness to Secondary and Intensive Levels of Intervention</b>	Neither of the following conditions is met: (1) decisions about responsiveness to intervention are based on reliable and valid progress monitoring data that reflect slope of improvement or progress toward the attainment of a goal at the end of the intervention; and (2) these decision-making criteria are implemented accurately.	Neither of the following conditions is met, but there is progress toward meeting at least one of the conditions: (1) decisions about responsiveness to intervention are based on reliable and valid progress monitoring data that reflect slope of improvement or progress toward the attainment of a goal at the end of the intervention; and (2) these decision-making criteria are implemented accurately.	Only one of the following conditions is met: (1) decisions about responsiveness to intervention are based on reliable and valid progress monitoring data that reflect slope of improvement or progress toward the attainment of a goal at the end of the intervention; and (2) these decision-making criteria are implemented accurately.	One of the following conditions is met, and there is progress toward meeting the second condition: (1) decisions about responsiveness to intervention are based on reliable and valid progress monitoring data that reflect slope of improvement or progress toward the attainment of a goal at the end of the intervention; and (2) these decision-making criteria are implemented accurately.	Both of the following conditions are met: (1) decisions about responsiveness to intervention are based on reliable and valid progress monitoring data that reflect slope of improvement or progress toward the attainment of a goal at the end of the intervention; and (2) these decision-making criteria are implemented accurately.

# Georgia's Tiered System of Supports for Students

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### Data-Based Decision Making - School Team Action Steps

## Georgia's Tiered System of Supports for Students

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<b>3. Multi-Level Instruction/Prevention – The tiered system includes a school-wide, multi-level system of instruction and intervention for preventing school failure.</b>					
Measures	1	2	3	4	5
<b>Primary-Level Instruction/Core Curriculum (Tier I)</b>					
<b>A. Research-Based Curriculum Materials</b>	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).

## Georgia's Tiered System of Supports for Students

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<b>3. Multi-Level Instruction/Prevention – The tiered system includes a school-wide, multi-level system of instruction and intervention for preventing school failure.</b>					
Measures	1	2	3	4	5
<b>B. Articulation of Teaching and Learning (in and across grade levels)</b>	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.

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<b>3. Multi-Level Instruction/Prevention – The tiered system includes a school-wide, multi-level system of instruction and intervention for preventing school failure.</b>					
Measures	1	2	3	4	5
<b>C. Differentiate Instruction</b>	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.

## Georgia's Tiered System of Supports for Students

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<b>3. Multi-Level Instruction/Prevention – The tiered system includes a school-wide, multi-level system of instruction and intervention for preventing school failure.</b>					
Measures	1	2	3	4	5
<b>D. Standards-Based</b>	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.	The core curriculum (reading and math) is aligned with the Georgia Standards of Excellence (GSE).
<b>E. Exceeding Benchmarks</b>	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.

# Georgia's Tiered System of Supports for Students

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### Multi-level Instruction/Prevention (Tier I) - School Team Action Steps

## Georgia's Tiered System of Supports for Students

### School Fidelity of Implementation Rubric



<b>Secondary Level – Intervention (Tier II)</b>					
<b>Measures</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>A. Evidence-Based Intervention</b>	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.
<b>B. Complements Core Instruction</b>	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.



## Georgia's Tiered System of Supports for Students

### School Fidelity of Implementation Rubric



<b>Secondary Level – Intervention (Tier II)</b>					
<b>Measures</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>C. Instructional Characteristics</b>	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.
<b>D. Addition to Primary</b>	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.

# Georgia's Tiered System of Supports for Students

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### Multi-level Instruction/Prevention (Tier II) - School Team Action Steps

A large, empty rectangular box intended for the school team to write their action steps for Multi-level Instruction/Prevention (Tier II).

## Georgia's Tiered System of Supports for Students

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<b>Tertiary Level (Intensive) (Tier III) – Individualized with a focus on the academic and behavioral needs of recommended students</b>					
Measures	1	2	3	4	5
<b>A. Data-Based Interventions Adapted Based on Student Need</b>	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.

## Georgia's Tiered System of Supports for Students

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<b>Tertiary Level (Intensive) (Tier III) – Individualized with a focus on the academic and behavioral needs of recommended students</b>					
Measures	1	2	3	4	5
<b>B. Instructional Characteristics</b>	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.

## Georgia's Tiered System of Supports for Students

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<b>Tertiary Level (Intensive) (Tier III) – Individualized with a focus on the academic and behavioral needs of recommended students</b>					
Measures	1	2	3	4	5
<b>C. Relationship to Primary</b>	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.

# Georgia's Tiered System of Supports for Students

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### Multi-level Instruction/Prevention (Tier III) - School Team Action Steps

## Georgia's Tiered System of Supports for Students

### School Fidelity of Implementation Rubric



4. <i>Infrastructure and Support Mechanisms – Knowledge, resources, and organizational structures necessary to operationalize all components of Georgia's Tiered System of Supports for Students in a unified system to meet the established goals.</i>					
Measures	1	2	3	4	5
<b>A. Prevention Focus</b>	Staff generally perceives Georgia's Tiered System of Supports for Students as a program that solely supports the pre-referral process for special education.	Few staff understand that Georgia's Tiered System of Supports for Students is a framework to prevent and/or support all students, including students with disabilities, from having poor academic and/or behavior outcomes.	Some staff understand that Georgia's Tiered System of Supports for Students is a framework to prevent and/or support all students, including students with disabilities, from having poor academic and/or behavior outcomes.	Most staff understand that Georgia's Tiered System of Supports for Students is a framework to prevent and/or support all students, including students with disabilities, from having poor academic and/or behavior outcomes.	All staff understand that Georgia's Tiered System of Supports for Students is a framework to prevent and/or support all students, including students with disabilities, from having poor academic and/or behavior outcomes.
<b>B. Leadership Personnel</b>	Support for implementation of Georgia's Tiered System of Supports for Students by school leaders is not very evident.	Support for implementation of Georgia's Tiered System of Supports for Students by school leaders is emerging.	Decisions and actions by school and district leaders are inconsistent and only somewhat supportive of the essential components of Georgia's Tiered System of Supports for Students.	Decisions and actions by school and district leaders are reactive but supportive of the essential components of Georgia's Tiered System of Supports for Students.	Decisions and actions by school and district leaders proactively support the essential components of Georgia's Tiered System of Supports for Students and help make the framework more effective. Support for implementation of Georgia's Tiered System of Supports for Students is a high priority.

## Georgia's Tiered System of Supports for Students

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<b>4. Infrastructure and Support Mechanisms – Knowledge, resources, and organizational structures necessary to operationalize all components of Georgia's Tiered System of Supports for Students in a unified system to meet the established goals.</b>					
Measures	1	2	3	4	5
<b>C. School-Based Professional Development</b>	The school has no well-defined, school-based professional development mechanism to support continuous improvement of instructional practice, data-based decision making, and delivery of interventions.	Limited forms of school-based professional development are available, but most are not consistent or job embedded to ensure continuous improvement in instructional practice, data-based decision making, and delivery of interventions.	Some forms of school-based professional development are available, but most are not consistent or job embedded to ensure continuous improvement in instructional practice, data-based decision making, and delivery of interventions.	School-based professional development is evident and structured so that most teachers continuously examine, reflect upon, and improve instructional practice, data-based decision making, and delivery of interventions.	School-based professional development is institutionalized and structured so that all teachers continuously examine, reflect upon, and improve instructional practice, data-based decision making, and delivery of interventions.
<b>D. Schedules</b>	Schoolwide schedules are not aligned to support multiple levels of intervention based on student need; inadequate time is available for interventions.	Progress is being made toward aligning school schedules to support multiple levels of intervention based on need; little time is available for interventions.	Schoolwide schedules are partially aligned to support multiple levels of intervention based on student need; some additional time is built in for interventions.	Schoolwide schedules are aligned to support multiple levels of intervention based on student need; some additional time is built in for interventions.	Schoolwide schedules are aligned to support multiple levels of intervention based on student need; adequate additional time is built in for interventions.



## Georgia's Tiered System of Supports for Students

### School Fidelity of Implementation Rubric



<b>4. Infrastructure and Support Mechanisms – Knowledge, resources, and organizational structures necessary to operationalize all components of Georgia's Tiered System of Supports for Students in a unified system to meet the established goals.</b>					
Measures	1	2	3	4	5
<b>E. Resources</b>	Resources (e.g., funds, programs) are not allocated to support Georgia's Tiered System of Supports for Students implementation.	There is intent to begin allocating resources (e.g., funds, programs) to support Georgia's Tiered System of Supports for Students implementation.	Resources (e.g., funds, programs) are partially allocated to support Georgia's Tiered System of Supports for Students implementation.	Resources (e.g., funds, programs) are partially allocated, and there is progress toward ensuring that resources are adequately allocated to support Georgia's Tiered Systems of Supports for Students implementation.	Resources (e.g., funds, programs) are adequately allocated to support Georgia's Tiered System of Supports for Students implementation.

## Georgia's Tiered System of Supports for Students

### School Fidelity of Implementation Rubric



**4. Infrastructure and Support Mechanisms** – Knowledge, resources, and organizational structures necessary to operationalize all components of Georgia's Tiered System of Supports for Students in a unified system to meet the established goals.

Measures	1	2	3	4	5
<b>F. Cultural and Linguistic Responsiveness</b>	<p>One or none of the following conditions is met:</p> <p>Staff can articulate information and factors that they consider when adopting culturally and linguistically relevant: (1) instructional practices; (2) assessments; and (3) intervention programs.</p>	<p>One of the following conditions is met, and there is progress toward meeting a second condition:</p> <p>Staff can articulate information and factors that they consider when adopting culturally and linguistically relevant: (1) instructional practices; (2) assessments; and (3) intervention programs.</p>	<p>Two of the following conditions are met:</p> <p>Staff can articulate information and factors that they consider when adopting culturally and linguistically relevant: (1) instructional practices; (2) assessments; and (3) intervention programs.</p>	<p>Two of the following conditions are met, and there is progress toward meeting the third condition:</p> <p>Staff can articulate information and factors that they consider when adopting culturally and linguistically relevant: (1) instructional practices; (2) assessments; and (3) intervention programs.</p>	<p>All three of the following conditions are met:</p> <p>Staff can articulate information and factors that they consider when adopting culturally and linguistically relevant: (1) instructional practices; (2) assessments; and (3) intervention programs.</p>

## Georgia's Tiered System of Supports for Students

### School Fidelity of Implementation Rubric



**4. Infrastructure and Support Mechanisms** – Knowledge, resources, and organizational structures necessary to operationalize all components of Georgia's Tiered System of Supports for Students in a unified system to meet the established goals.

Measures	1	2	3	4	5
<b>G. Communication With and Involvement of Families</b>	One or none of the following conditions is met: (1) a description of the schools' essential components of Georgia's Tiered System of Supports for Students is shared with parents; (2) a coherent mechanism is implemented for updating parents on the progress of their child who is receiving secondary or intensive interventions; and (3) parents are involved during decision making regarding the progress of students receiving intensive intervention.	One of the following conditions is met, and there is progress toward meeting at least one other condition: (1) a description of the schools' essential components of Georgia's Tiered System of Supports for Students is shared with parents; (2) a coherent mechanism is implemented for updating parents on the progress of their child who is receiving secondary or intensive interventions; and (3) parents are involved during decision making regarding the progress of students receiving intensive intervention.	Two of the following conditions are met: (1) a description of the schools' essential components of Georgia's Tiered System of Supports for Students is shared with parents; (2) a coherent mechanism is implemented for updating parents on the progress of their child who is receiving secondary or intensive interventions; and (3) parents are involved during decision making regarding the progress of students receiving intensive intervention.	Two of the following conditions are met, and there is progress toward meeting the third condition: (1) a description of the schools' essential components of Georgia's Tiered System of Supports for Students is shared with parents; (2) a coherent mechanism is implemented for updating parents on the progress of their child who is receiving secondary or intensive interventions; and (3) parents are involved during decision making regarding the progress of students receiving intensive intervention.	All of the following conditions are met: (1) a description of the schools' essential components of Georgia's Tiered System of Supports for Students is shared with parents; (2) a coherent mechanism is implemented for updating parents on the progress of their child who is receiving secondary or intensive interventions; and (3) parents are involved during decision making regarding the progress of students receiving intensive intervention.

## Georgia's Tiered System of Supports for Students

### School Fidelity of Implementation Rubric



**4. Infrastructure and Support Mechanisms** – Knowledge, resources, and organizational structures necessary to operationalize all components of Georgia's Tiered System of Supports for Students in a unified system to meet the established goals.

Measures	1	2	3	4	5
<b>H. Communication With and Involvement of All Staff</b>	One or none of the following conditions is met: (1) a description of the district's essential components of Georgia's Tiered System of Supports for Students and data-based decision making process is shared with staff; (2) a system is in place to keep staff informed; and (3) teacher teams collaborate frequently.	One the following conditions is met, and there is progress toward meeting one other condition: (1) a description of the district's essential components of Georgia's Tiered System of Supports for Students and data-based decision making process is shared with staff; (2) a system is in place to keep staff informed; and (3) teacher teams collaborate frequently.	Two of the following conditions are met: (1) a description of the district's essential components of Georgia's Tiered System of Supports for Students and data-based decision making process is shared with staff; (2) a system is in place to keep staff informed; and (3) teacher teams collaborate frequently.	Two of the following conditions are met, and there is progress toward meeting the third condition: (1) a description of the district's essential components of Georgia's Tiered System of Supports for Students and data-based decision making process is shared with staff; (2) a system is in place to keep staff informed; and (3) teacher teams collaborate frequently.	All of the following conditions are met: (1) a description of the district's essential components of Georgia's Tiered System of Supports for Students and data-based decision making process is shared with staff; (2) a system is in place to keep staff informed; and (3) teacher teams collaborate frequently.

## Georgia's Tiered System of Supports for Students

### School Fidelity of Implementation Rubric



**4. Infrastructure and Support Mechanisms** – Knowledge, resources, and organizational structures necessary to operationalize all components of Georgia's Tiered System of Supports for Students in a unified system to meet the established goals.

Measures	1	2	3	4	5
<b>I. Tiered System of Supports for Students Implementation Teams</b>	Only one of the following conditions is met: (1) the Tiered System of Supports for Students team is representative of all key stakeholders; (2) structures and clear processes are in place to guide decision making; and (3) time is set aside for the team to meet regularly.	One of the following conditions is met, and there is progress toward meeting one more condition: (1) the Tiered System of Supports for Students team is representative of all key stakeholders; (2) structures and clear processes are in place to guide decision making; and (3) time is set aside for the team to meet regularly.	At least two of the following conditions are met: (1) the Tiered System of Supports for Students team is representative of all key stakeholders; (2) structures and clear processes are in place to guide decision making; and (3) time is set aside for the team to meet regularly.	Two of the following conditions are met, and there is progress toward meeting the third condition: (1) the Tiered System of Supports for Students team is representative of all key stakeholders; (2) structures and clear processes are in place to guide decision making; and (3) time is set aside for the team to meet regularly.	All of the following conditions are met: (1) the Tiered System of Supports for Students team is representative of all key stakeholders; (2) structures and clear processes are in place to guide decision making; and (3) time is set aside for the team to meet regularly.

**Infrastructure - School Team Action Steps**

## Georgia's Tiered System of Supports for Students

### School Fidelity of Implementation Rubric



<b>5. Fidelity and Evaluation – System for collecting and analyzing data to measure fidelity and effectiveness of Georgia’s Tiered System of Supports for Students framework.</b>					
Measures	1	2	3	4	5
<b>A. Fidelity</b>	Neither of the following conditions is met: (1) procedures are in place to monitor the fidelity of implementation of the core curriculum and secondary and intensive intervention; and (2) procedures are in place to monitor the processes of administering and analyzing assessments.	There is progress toward meeting one of the following conditions: (1) procedures are in place to monitor the fidelity of implementation of the core curriculum and secondary and intensive intervention; and (2) procedures are in place to monitor the processes of administering and analyzing assessments.	One of the following conditions is met: (1) procedures are in place to monitor the fidelity of implementation of the core curriculum and secondary and intensive intervention; and (2) procedures are in place to monitor the processes of administering and analyzing assessments.	One of the following conditions is met, and there is progress toward meeting the second condition: (1) procedures are in place to monitor the fidelity of implementation of the core curriculum and secondary and intensive intervention; and (2) procedures are in place to monitor the processes of administering and analyzing assessments.	Both of the following conditions are met: (1) procedures are in place to monitor the fidelity of implementation of the core curriculum and secondary and intensive intervention; and (2) procedures are in place to monitor the processes of administering and analyzing assessments.

## Georgia's Tiered System of Supports for Students

### School Fidelity of Implementation Rubric



<b>5. Fidelity and Evaluation – System for collecting and analyzing data to measure fidelity and effectiveness of Georgia’s Tiered System of Supports for Students framework.</b>					
Measures	1	2	3	4	5
<b>B. Evaluation</b>	None of the following conditions are met: (1) an evaluation plan is in place to monitor short- and long-term goals; (2) student data are reviewed for all students and subgroups of students across the essential components to evaluate effectiveness of the framework (i.e., core curriculum is effective), interventions are effective, screening process is effective; and (3) implementation data (e.g., walk-throughs) are reviewed to monitor fidelity and efficiency across all components of the framework.	There is progress toward meeting at least one of the following conditions: (1) an evaluation plan is in place to monitor short- and long-term goals; (2) student data are reviewed for all students and subgroups of students across the essential components to evaluate effectiveness of the framework (i.e., core curriculum is effective), interventions are effective, screening process is effective; and (3) implementation data (e.g., walk-throughs) are reviewed to monitor fidelity and efficiency across all components of the framework.	One or two of the following conditions are met: (1) an evaluation plan is in place to monitor short- and long-term goals; (2) student data are reviewed for all students and subgroups of students across the essential components to evaluate effectiveness of the framework (i.e., core curriculum is effective), interventions are effective, screening process is effective; and (3) implementation data (e.g., walk-throughs) are reviewed to monitor fidelity and efficiency across all components of the framework.	Two of the following conditions are met, and there is progress toward meeting the third condition: (1) an evaluation plan is in place to monitor short- and long-term goals; (2) student data are reviewed for all students and subgroups of students across the essential components to evaluate effectiveness of the framework (i.e., core curriculum is effective), interventions are effective, screening process is effective; and (3) implementation data (e.g., walk-throughs) are reviewed to monitor fidelity and efficiency across all components of the framework.	All of the conditions are met: (1) an evaluation plan is in place to monitor short- and long-term goals; (2) student data are reviewed for all students and subgroups of students across the essential components to evaluate effectiveness of the framework (i.e., core curriculum is effective), interventions are effective, screening process is effective; and (3) implementation data (e.g., walk-throughs) are reviewed to monitor fidelity and efficiency across all components of the framework.

# Georgia's Tiered System of Supports for Students

## School Fidelity of Implementation Rubric



### Fidelity and Evaluation - School Team Action Steps