

SECTION 2 • COLLECT FIDELITY DATA

504 IMPLEMENTATION FIDELITY

One student, one week. The three accommodations down the side, Monday through _____
per cell.

STUDENT	WEEK OF	OBSERVER	CLASS / PERIOD

[illegible]

Weekly totals

Y provided and used · P partial use · N not provided. Write the reason for any N in the notes column. Add these three weeks to page 15 at month's end.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. On the left side, there are four binder holes punched through the paper. The paper appears to be part of a notebook or a set of loose-leaf papers.

FIDELITY MONITORING

504 IMPLEMENTATION FIDELITY

nt Roster with Accommodations

lan: their top three accommodations from the plan, who provides each, the 504 coordinator each quarter.

GRADE / CLASS	SEMESTER	COORDINATOR
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[illegible]

21 pages: three setup pages, three data collection pages, six tracking and reporting pages, and a filled example.

About This File

PAGES 4–5



Start Here — Three Steps
START HERE

4



Binder Cover and Divider Tabs
SETUP

5

01 Set Up for Fidelity Monitoring

PAGES 7–9



Fidelity Codes and Definitions
SETUP

7



Student Roster with Accommodations
ROSTER

8



Classroom Context and Activity Log
LOG

9

02 Collect Fidelity Data

PAGES 11–13



Weekly Fidelity Log — One Student
DATA

11



Weekly Fidelity Log — Class Roster
DATA

12



Observer Notes Template
LOG

13

03 Analyze, Review and Communicate

PAGES 15–20



Semester Fidelity Summary
TRACKER

15



Administrator Review Template
CHECKLIST

16



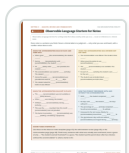
Fidelity Progress Graph
TRACKER

17



Administrator Communication Page
NOTES

18



Observable Language Starters for Notes
REFERENCE

19



Two Weeks Filled In — Fidelity Log
EXAMPLE

20

01

Set Up for Fidelity Monitoring

The three codes every observer uses, the roster of students and their top three 504 accommodations, and a log for tracking which activities and lessons make each accommodation necessary.

IN THIS SECTION

Fidelity Codes and Definitions	7
Student Roster with Accommodations	8
Classroom Context and Activity Log	9



 ROSTER

Student Roster with Accommodations

Every student with a 504 plan: their top three accommodations from the plan, who provides each, the 504 coordinator, and the plan date. Updated each quarter.

SCHOOL / DISTRICT		GRADE / CLASS		SEMESTER		COORDINATOR	
#	STUDENT	ACCOMMODATION 1 (FROM PLAN)	ACCOMMODATION 2	ACCOMMODATION 3	WHO PROVIDES	504 COORDINATOR	PLAN DATE
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							

DATA

Weekly Fidelity Log – One Student

One student, one week. The three accommodations down the side, Monday through Friday across the top, one code per cell.

STUDENT	WEEK OF			OBSERVER		CLASS / PERIOD		
ACCOMMODATION	MON	TUE	WED	THU	FRI	Y	P	N
Weekly totals	—	—	—	—	—			

FRIDAY: COUNT THE CODES

Y provided and used · P partial use · N not provided. Write the reason for any N in the notes column. Add these three weeks to page 15 at month's end.

WEEKLY NOTES (WHEN N, OR ANY P OR Y WORTH NOTING)

LOG

Observer Notes Template

Dated observer notes on when accommodations were used, how well they worked, and any barriers. One row per event.

OBSERVER

STUDENT

DATE _____

CLASS / PERIOD

#	TIME	ACCOMMODATION	WHAT HAPPENED (OBSERVABLE DETAILS)	Y / P / N	BARRIER OR NOTE
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

WHAT GOES IN THE THIRD COLUMN

Not an inference. Not "the student was engaged" or "it helped." Only what you saw and heard: "read the directions aloud three times," "gave calculator without asking," "sat away from the group, did not speak." A number when there is one: "completed 4 of 8 problems," "finished in 12 minutes without the break." Write the barrier the same way: "device was in the other classroom," "sub did not know the plan," "line for the printer."

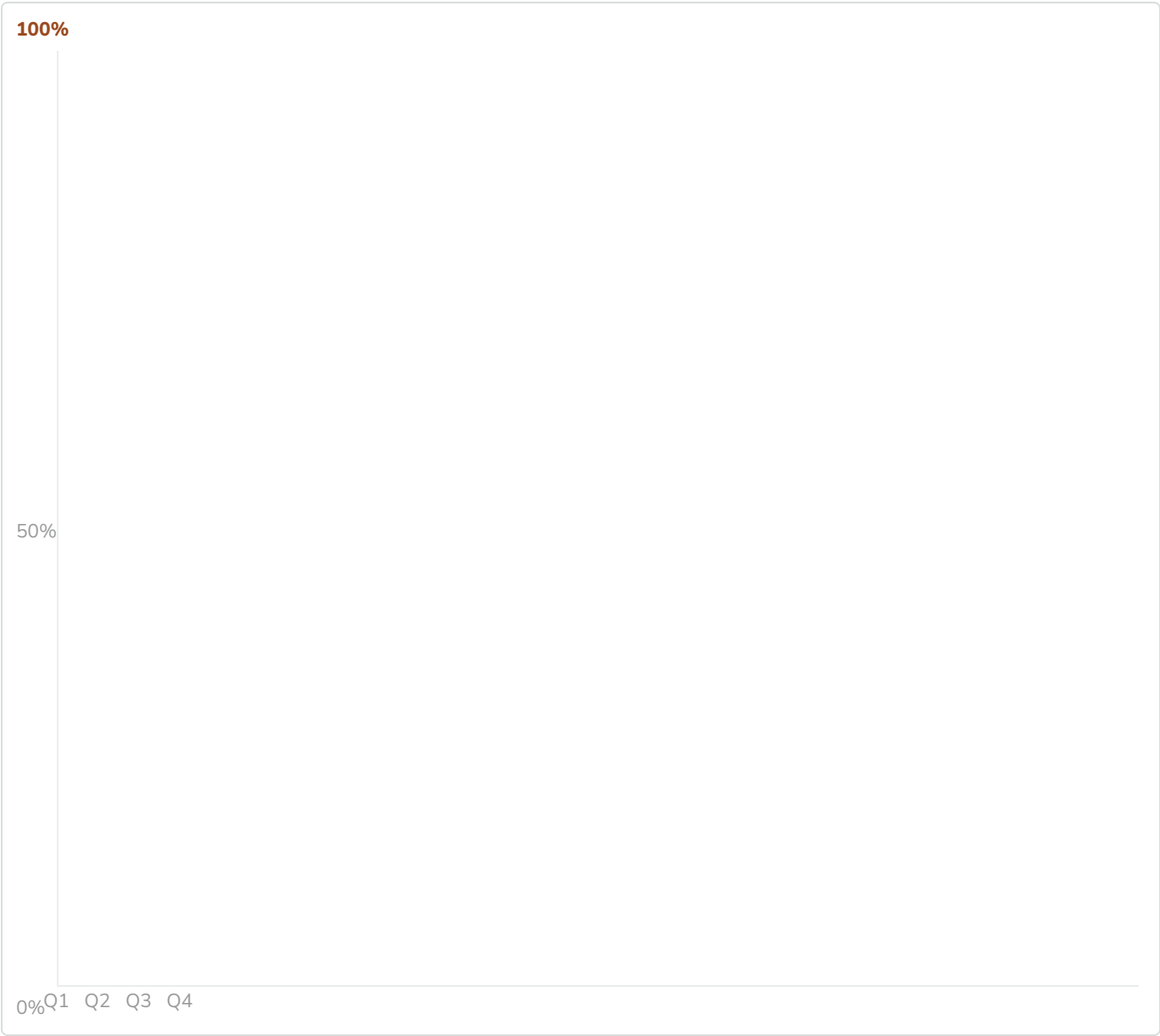
 TRACKER

Fidelity Progress Graph

A place to plot semester fidelity percentages quarter by quarter, so the trend is visible in one picture.

HOW TO USE THIS GRAPH

Plot the semester fidelity percentages from page 15 (one per accommodation, or one overall average per quarter). Connect the dots to see the trend. An upward line shows improving implementation; a flat or downward line shows where support is needed.



WHAT THE DATA TELLS YOU

80% and above: accommodation is consistently provided and used. **60–80%:** inconsistent implementation; identify the barrier. **Below 60%:** the accommodation is rarely in place; major support needed.

EXAMPLE

Two Weeks Filled In — Fidelity Log

SAMPLE · INVENTED STUDENT

Maya, grade 8, is invented. Two weeks in October; the fidelity codes and the summary table show how real numbers go in.

WEEKLY LOG (PAGE 11), TWO WEEKS SIDE BY SIDE — MAYA, GRADE 8, SCIENCE CLASS (INVENTED)

Codes: Y provided and used · P partial · N not provided. **Oct 8 note:** No separate room available; student worked at the back table with noise-canceling headphones instead (quiet setting: N). **Oct 12 note:** Extended time not used because the quiz was moved to a different period (N); the separate room was available for only part of the block (P). **Oct 17 note:** A substitute taught the class; extended time, directions read aloud, and the separate room were all missed that day (N across all three).

ACCOMMODATION	WEEK OF 10/8					WEEK OF 10/15					Y	P	N	TOTAL	%
	M	T	W	TH	F	M	T	W	TH	F					
Extended time on tests (time and a half)	Y	N	Y	Y	N	Y	Y	N	Y	Y	7	0	3	10	70%
Directions read aloud	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	9	0	1	10	90%
Separate, quiet setting for focused work	N	Y	Y	Y	P	Y	P	N	Y	Y	6	2	2	10	80%

SUMMARY PAGE (PAGE 15) FOR THE SAME TWO WEEKS

#	ACCOMMODATION	DAYS Y	DAYS P	DAYS N	TOTAL OBSERVED	FIDELITY %	NOTES
1	Extended time on tests	7	0	3	10	70%	N on 10/9, 10/12, 10/17 (see notes above)
2	Directions read aloud	9	0	1	10	90%	N on 10/17 only; otherwise consistent
3	Separate, quiet setting	6	2	2	10	80%	N on 10/8 and 10/17; P on 10/12 and 10/16 — room availability is inconsistent

Fidelity is $(Y + P) \div \text{Total} \times 100$. Extended time: $7 \div 10 = 70\%$. Directions: $9 \div 10 = 90\%$. Quiet setting: $8 \div 10 = 80\%$. Extended time dipped furthest below the team's 80% target because it was not provided on three of the ten days observed.

WHAT HAPPENS NEXT FOR MAYA

Extended time is the only accommodation below the team's 80% target. This is the exact finding the administrator review (page 16) is built for: confirm with the teacher why the three missed days happened, decide whether the schedule change is a one-time conflict or a pattern, and set a follow-up date. The other two accommodations need no action — the data says so, not a guess.