

# Georgia's Tiered System of Supports for Students

## MTSS Overview

### GCEL

February 2019

# Outcomes for Today

- Establish a common language for Georgia's Tiered System of Supports for Students
- Describe what it is and what it is not
- Understand the who, what, when, and how of Georgia's Tiered System of Supports for Students

# Georgia's Tiered System of Supports for Students

## Cohort 1



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- Clarke
- Decatur City
- DeKalb
- Dodge
- Glynn
- Houston
- Marietta City
- Muscogee
- Paulding
- Savannah-Chatham



Georgia Department of Education

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# State Personnel Development Grant (SPDG)

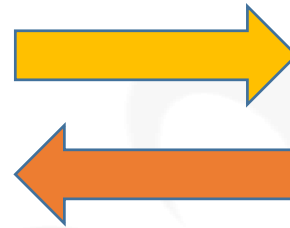
- 5-year grant from the Office of Special Education Programs (OSEP)
- Funding much of this initial work
- Focused on professional development
- Georgia's SPDG is focused on developing a Tiered System of Supports for Students



# Georgia's Systems of Continuous Improvement



“The What”



Georgia's Tiered System of Supports for Students

“The How”

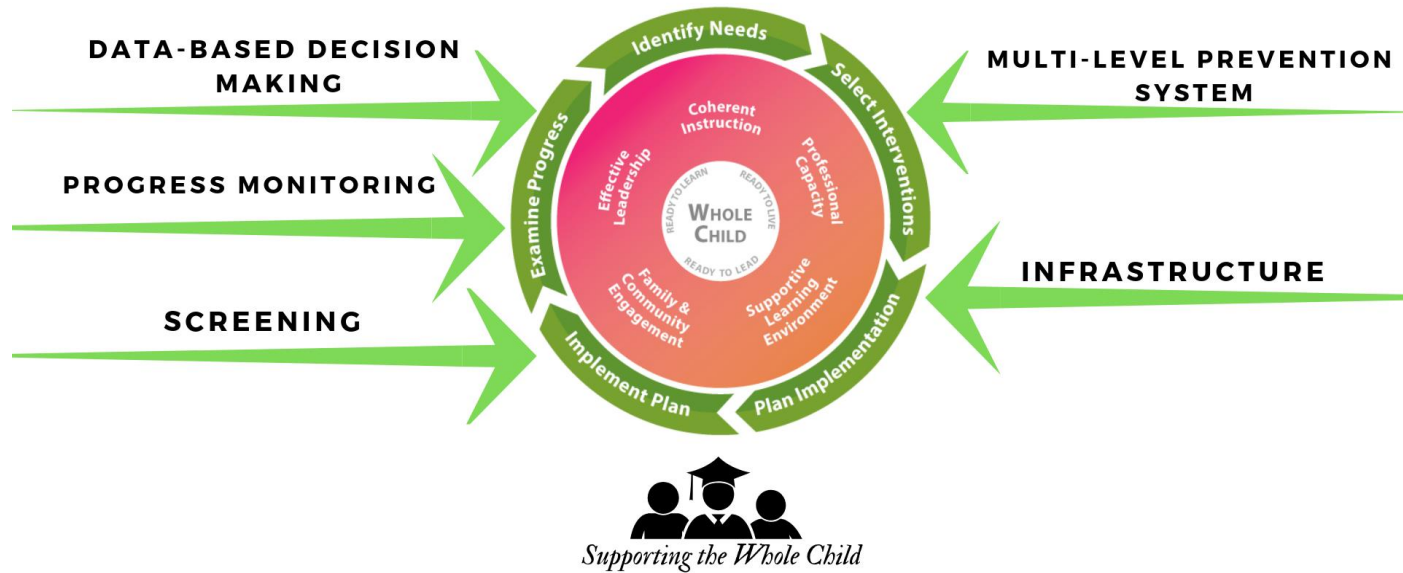
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# The How

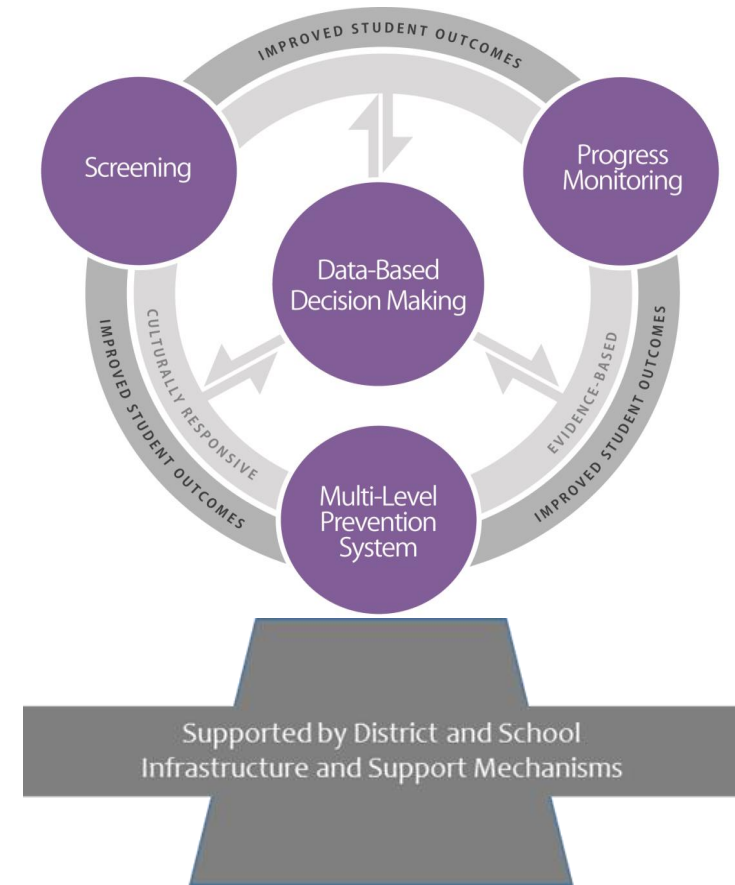
- With Georgia's Tiered System of Supports for Students, schools identify students who are in need of enrichment/acceleration or who are at risk for poor learning and/or behavioral outcomes, provide evidence-based interventions, monitor student progress, and continue/adjust the intensity and nature of those interventions based on a student's responsiveness.
- Districts and schools develop infrastructure and support mechanisms to operationalize all of the components into a unified system to meet the established goals.

(Adapted from National Center on Response to Intervention)

# Integrating the Essential Components of Georgia's Tiered System of Supports for Students to Georgia's Systems of Continuous Improvement



## Nationally Aligned MTSS Framework



# Georgia's Systems of Continuous Improvement



1 Team

1 Plan

1 Service Delivery Model

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# What's the big deal about a tiered system of supports for students?

**1.07** Effect Size  
(that's really large!!)

## Improved Outcomes

- Decreased expulsion, behavioral referrals, and suspension rates.
- Sustained academic improvement.
- Increase in on-time graduation.

## Strong positive effects on system outcomes

- Increased instructional and planning time
- More efficient use of resources and staff
- Decreased inappropriate special education services
  - Reduction in student grade retention

Source: Burns, Appleton, & Stehouwer, 2005; Dexter, Hughes, & Farmer, 2008; Simmons, Coyne, Kwok, McDonagh, Harn, & Kame'enui, 2008; Hattie, 2015

# Facilitates Systems and Initiative Alignment

- Is preventative and outcome-oriented
- Aligns special and general education requirements under IDEA and ESSA
- Aligns multiple domains under a common structure and language
- Provides structure and data to support teaming and problem-solving across systems
- Is curriculum and program independent



# Georgia's Tiered System of Supports for Students

## A National Definition

- A tiered system of supports integrates assessment and intervention within a school-wide, multi-level prevention system to maximize student achievement and reduce behavioral problems.
- Promotes systems alignment to increase efficiency and effectiveness of resources.

(Adopted from National Center on Response to Intervention, 2010)

# Georgia's Tiered System of Supports for Students Understandings



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- High-leverage practices (HLPs) are a set of strategies used across all content areas that are necessary to support student learning. When coupled with Evidence-based practices (EBPs), they provide a continuum of supports that result in a rapid response to academic and behavioral needs.  
(<http://www.teachingworks.org/work-of-teaching/high-leverage-practices>)
- Evidence-based practices (EBPs) are generally content specific, and result in positive impacts on academics and behavior.
- Data-based decisions are used to help determine instruction and interventions for all students.

# High-Leverage Practices (HLPs)

- ➔ Applicable to the everyday work of teachers
- ➔ Fundamental to effective teaching
- ➔ Used frequently
- ➔ Cut across content domains and grade levels
- ➔ Supported by research

## Examples:

- Leading a group discussion
- Explaining and modeling content, practices, and strategies
- Eliciting and interpreting individual students' thinking
- Diagnosing particular common patterns of student thinking and development in a subject-matter domain
- Implementing norms and routines for classroom discourse and work
- Coordinating and adjusting instruction during a lesson

# Evidence-Based Practices (EBPs)

- Are content specific
- Developmentally appropriate
- Learner dependent
- Are taught using HLPs

## Examples:

- Repeated Readings
- Reading Mastery
- Explicit Vocabulary Instruction
- Check-in Check-Out
- Check and Connect

<http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Federal-Programs-Handbook.aspx>

# Clarifying Misconceptions



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What Georgia's Tiered System of Supports for Students <u>IS</u>	What Georgia's Tiered System of Supports for Students is <u>NOT</u>
A PREVENTION framework for district and school improvement made up of core components and features	A program or curriculum
For ALL students, including those students in need of enrichment	Just for struggling students or students with disabilities
Flexible for schools and districts to customize to meet their unique circumstances	A one-size-fits-all prescriptive model
Collaborative and incorporates a team-based approach of representative stakeholders	The responsibility of one teacher or one specialist
Data driven, using multiple valid and reliable data sources	Based on assumptions or unreliable data
Framework that can be used to assist with special education decisions	Pre-referral process for special education

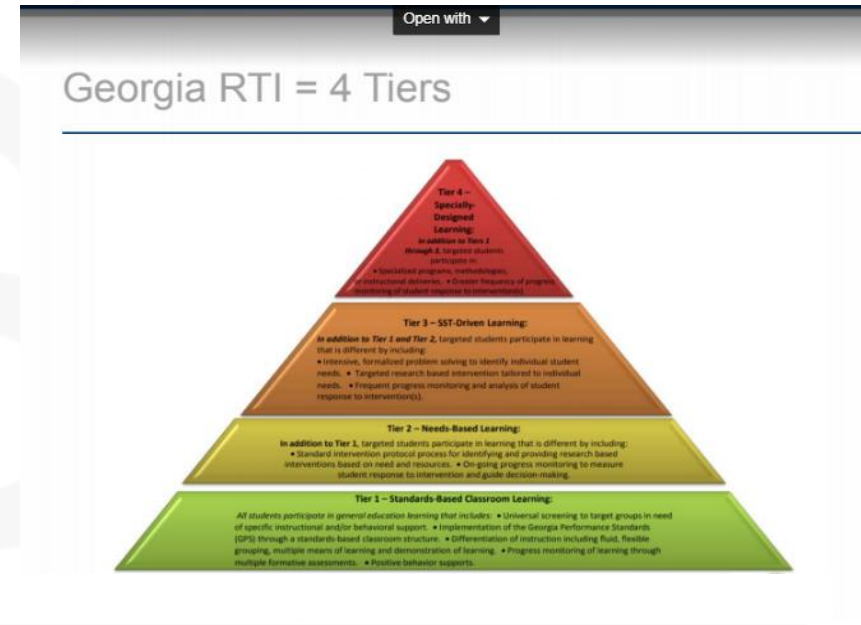
# Implementation Challenges

Share challenges that have impacted RtI implementation in your district/school.



# Response to Intervention

- Also known as Georgia Student Achievement Pyramid of Interventions (2008; 2011)
- Included four essential components: screening, progress monitoring, tiered instruction, and data-based decision making
- Four Tiers: Standards-Based Classroom Learning, Needs-Based Learning, SST -Driven Learning, Specially Designed Learning
- Designed to align multiple state and local programs



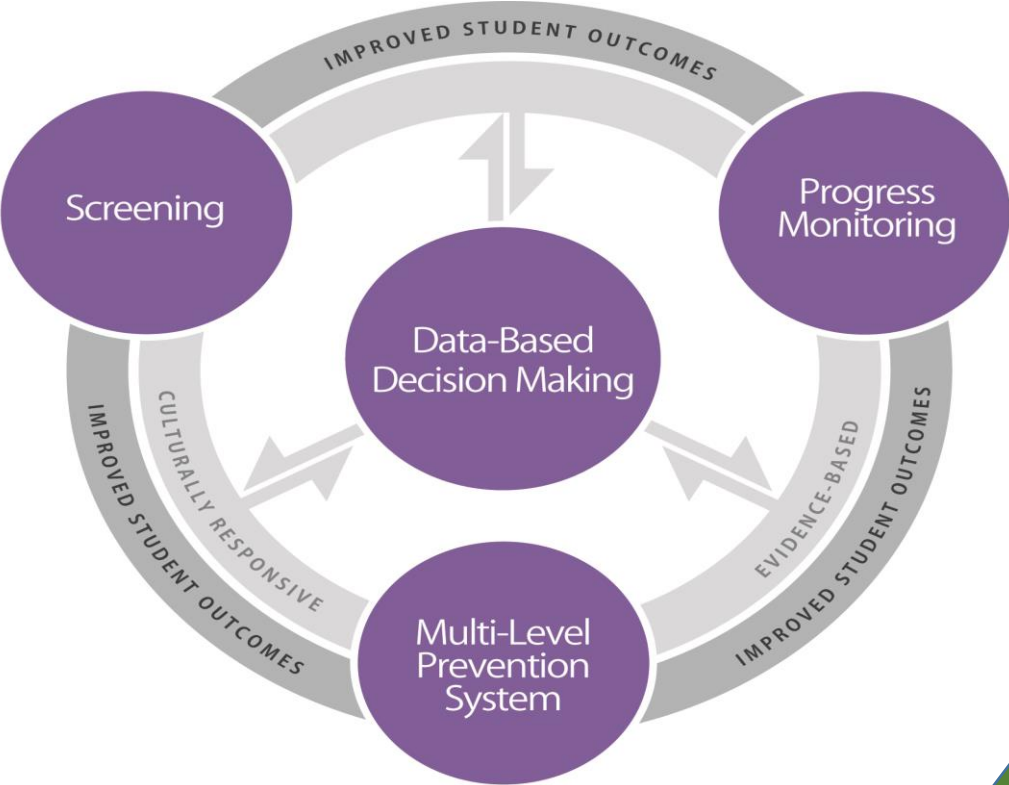
# Response to Intervention (RTI) and Student Support Team (SST) are contained within Georgia's Tiered System of Supports for Students

- Under the framework of a Tiered System of Supports for Students, RTI and SST are still both a part of the process in Georgia.
- Here is a link to the Board Rule on SST:  
<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Student-Support-Teams/Pages/default.aspx>

# Essential Components of the Nationally Aligned MTSS Framework



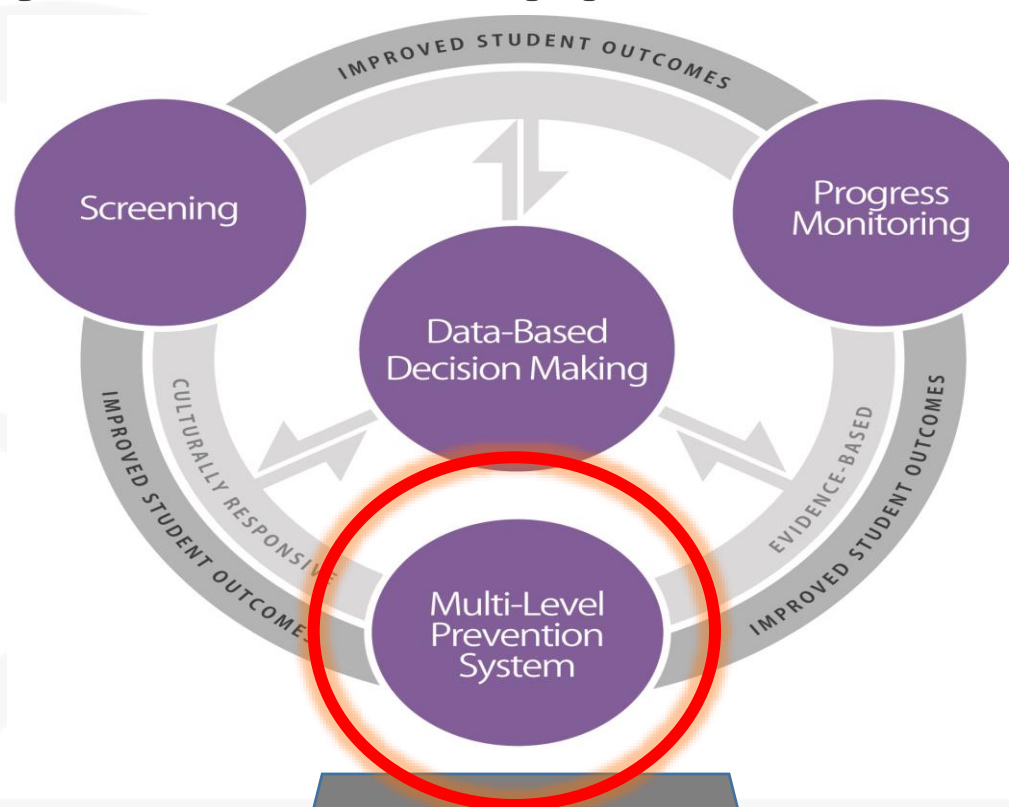
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Supported by District and School Infrastructure and Support Mechanisms

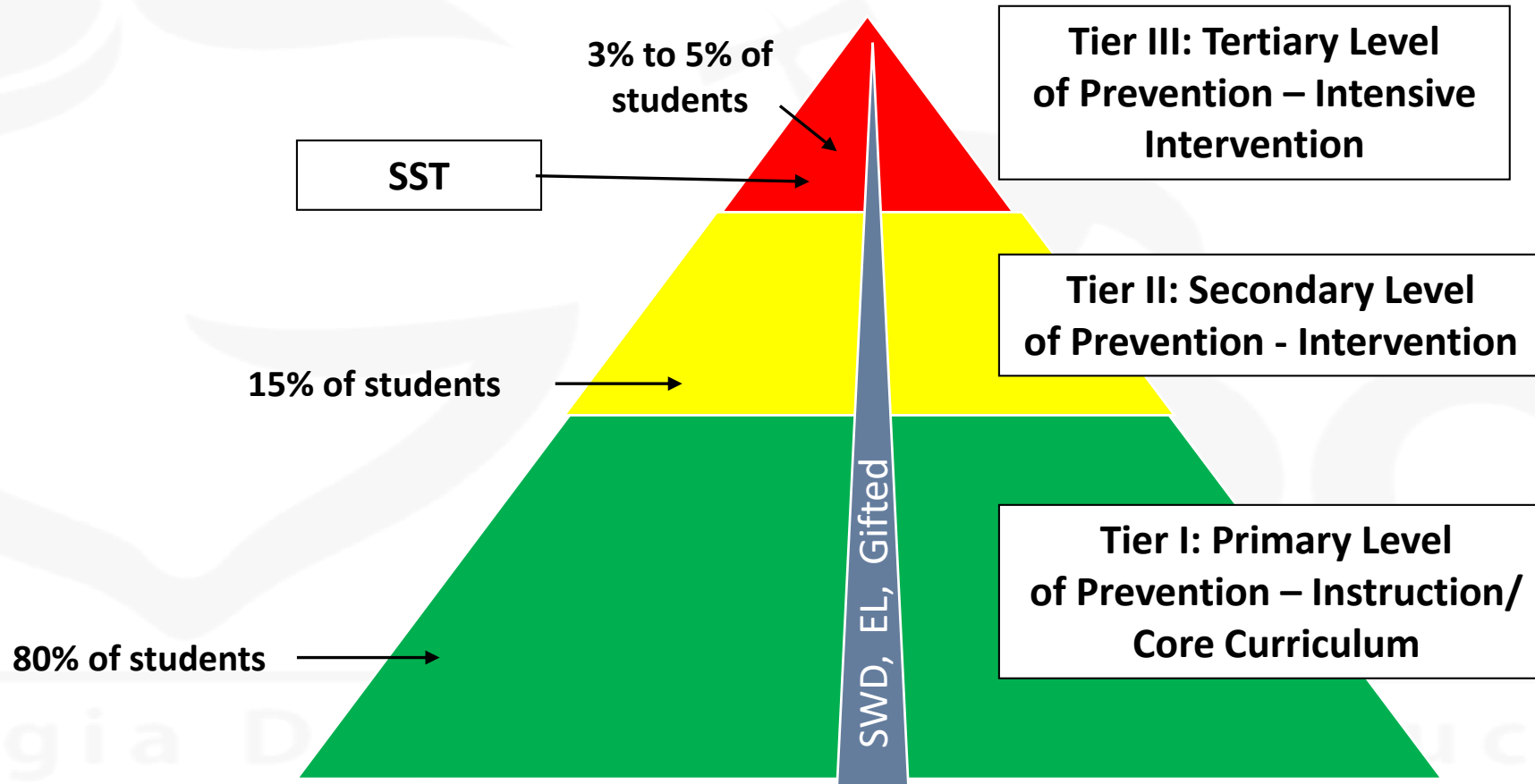
Georgia added the essential component of Infrastructure and Support Mechanisms. Georgia will focus on Leadership, Effective Teaming, Professional Learning, and Family and Community Engagement .

# Essential Components Tiered System of Supports for Students



Supported by District and School  
Infrastructure and Support Mechanisms

# Essential Component #1: Multi-Level Prevention System



Students receive services at all levels, depending on need.

## ***Essential Component #1: Multi-Level Prevention System***

- Tier I: Primary Level - Instruction/Core Curriculum
- Tier II: Secondary Level – Intervention
- Tier III: Tertiary Level - Intensive Intervention

***Remember:  
interventions are tiered, not students.***

# Primary Level – Instruction/Core Curriculum

## Tier I



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- **FOCUS:** ALL students
- **INSTRUCTION:** District curriculum and instructional practices that are evidence-based; aligned with state or district standards; and incorporate differentiated instruction
- **SETTING:** General education classroom or other education setting within the school
- **ASSESSMENTS:** Screening, continuous monitoring for progress (formative assessments), and outcome measures or summative assessments

# Secondary Level – Intervention

## Tier II

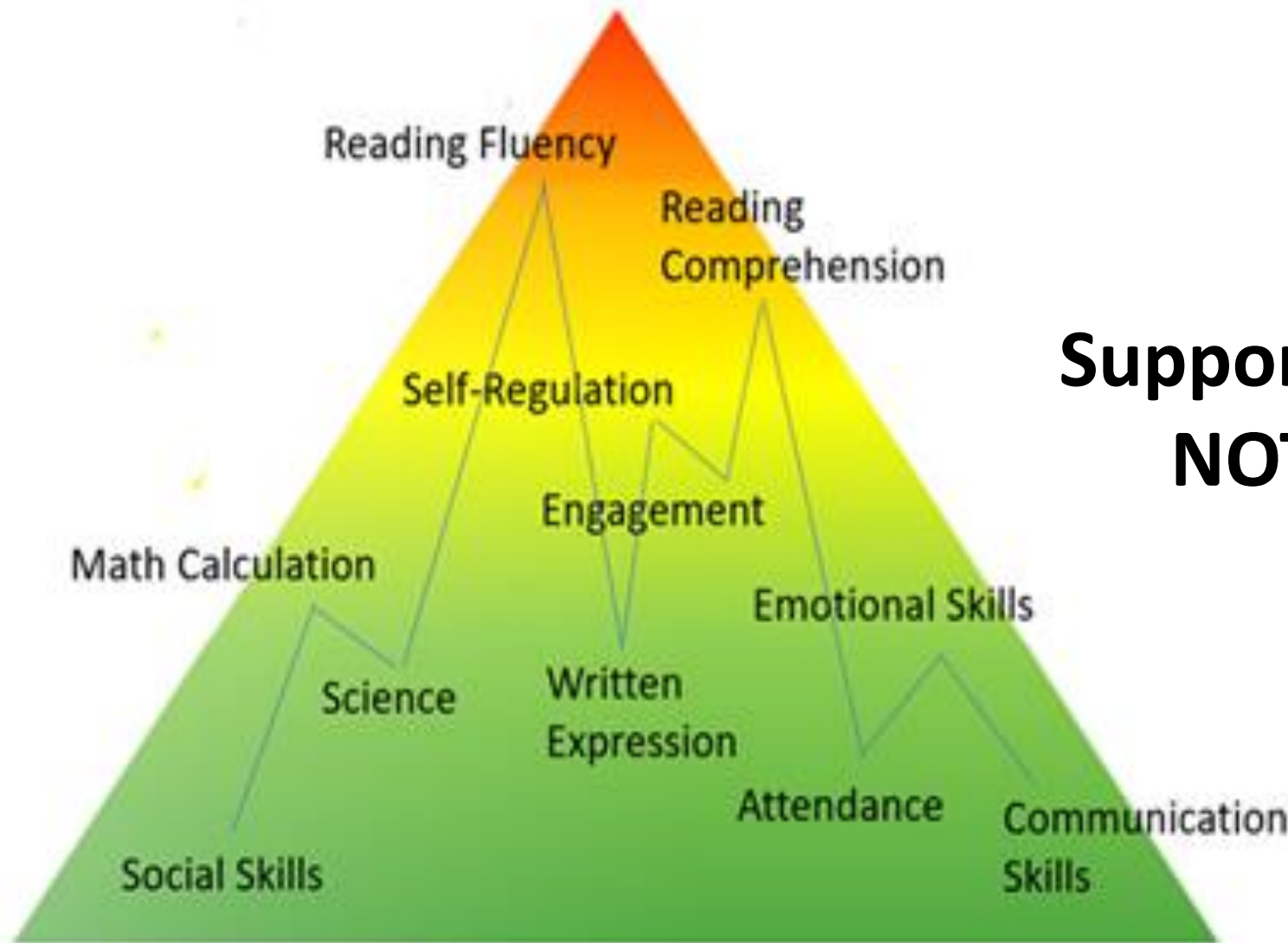
- **FOCUS:** Students identified through screening and other data sources who are in need of enrichment/acceleration or are at risk for poor learning and behavioral outcomes
- **INSTRUCTION:** Targeted to the area of need, supplemental instruction and/or intervention delivered to small groups; and with fidelity (i.e., consistent with the way it was designed)
- **SETTING:** General education classroom or other education setting within the school
- **ASSESSMENTS:** Progress monitoring, diagnostic



# Tertiary Level – Intensive Intervention

## Tier III

- **FOCUS:** Students who have not responded to primary or secondary level of prevention or who are in need of enrichment or acceleration (SST)
- **INSTRUCTION:** Intensive, supplemental instruction delivered to small groups or individually
- **SETTING:** General education classroom or other education setting within the school
- **ASSESSMENTS:** Progress monitoring (may be more frequent), diagnostic



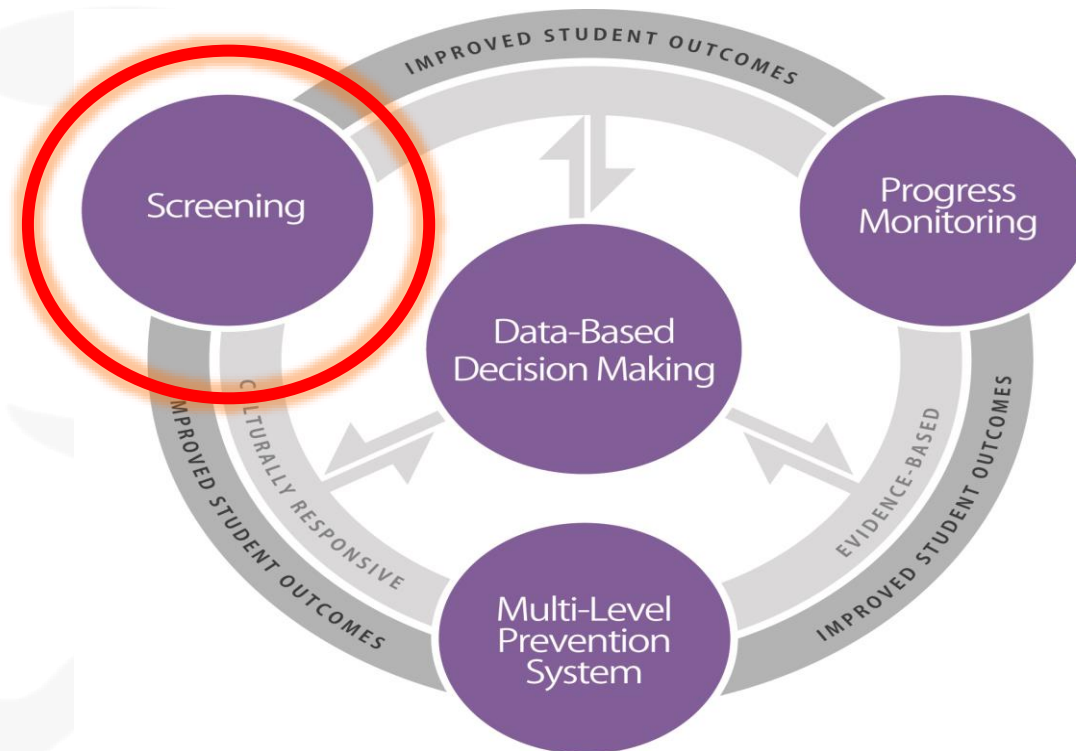
**Supports are tiered,  
NOT students.**

**Students receive services at all levels, depending on need.**

# Essential Components Tiered System of Supports for Students



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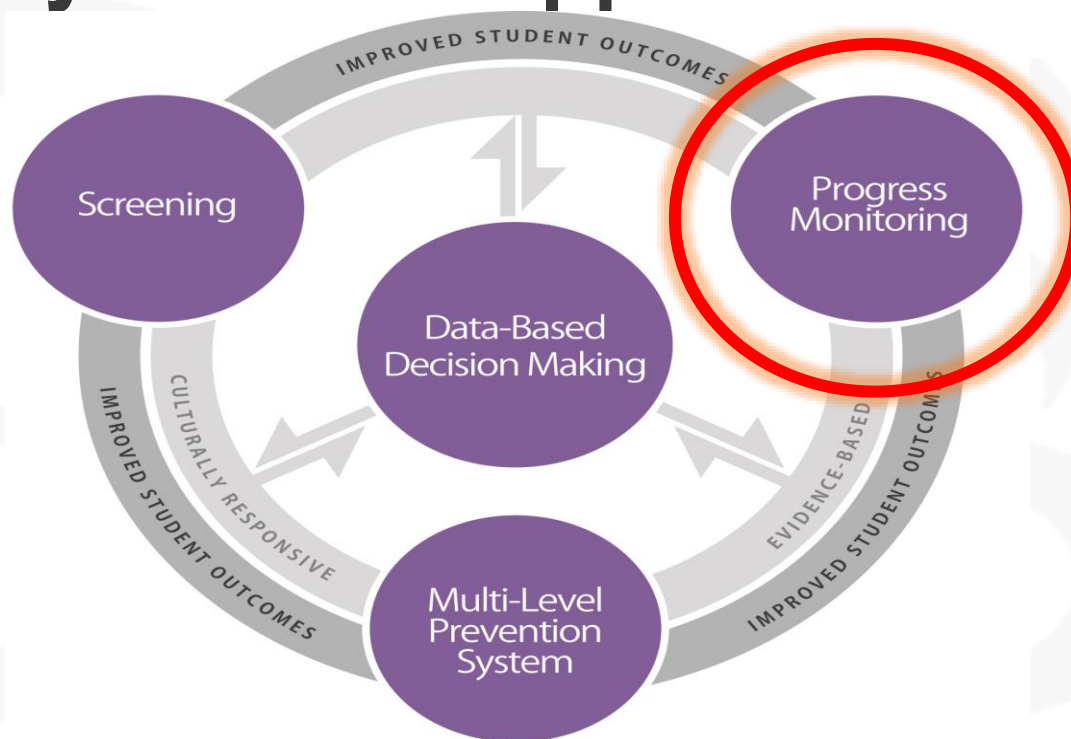


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## Essential Component #2: Screening

<b>PURPOSE</b>	Identify students who are in need of enrichment/acceleration or who are at risk for poor learning and/or poor behavior outcomes and provide an indicator of system effectiveness.
<b>FOCUS</b>	<u>ALL</u> Students
<b>TOOLS</b>	Brief assessments that are valid and reliable and that demonstrate diagnostic accuracy for predicting learning potential or behavioral problems.
<b>TIME FRAME</b>	Administered more than one time per year (e.g., fall, winter, and spring)

# Essential Components Tiered System of Supports for Students



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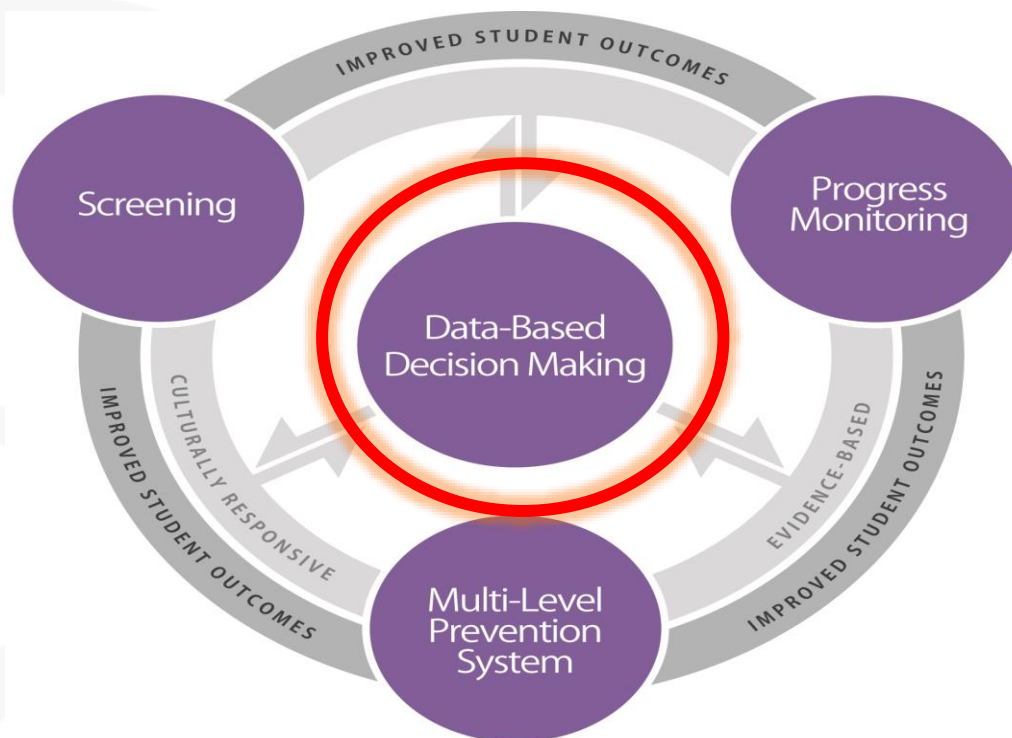
# Essential Component #3: Progress Monitoring



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<b>PURPOSE</b>	Monitor students' response to secondary or tertiary instruction/intervention in order to estimate rates of improvement, identify students who are not demonstrating adequate progress, and compare the efficacy of different forms of academic and/or behavior instruction
<b>FOCUS</b>	Students identified who are in need of enrichment/acceleration or who are at risk for poor learning and behavioral outcomes
<b>TOOLS</b>	Brief assessments that are valid and reliable, and evidence-based (High schools may gather and use historical data in addition to other data sources.)
<b>TIME FRAME</b>	Administered at regular intervals (e.g., weekly, biweekly, or monthly)

# Essential Components Tiered System of Supports for Students



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## ***Essential Component #4:*** **Data-Based Decision Making**

- Instruction
- Evaluate Effectiveness
- Movement within the Multi-Level Prevention System

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# Using Data to Implement Georgia's Tiered System of Supports for Students



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- Identify students who are in need of enrichment/acceleration or who are at risk for poor learning and behavioral outcomes
- Select and implement evidence-based practices and interventions
- Implement essential components and identified framework with integrity and fidelity
- Ensure that cultural, linguistic, and socioeconomic factors are reflected in the framework and its components
- Monitor fidelity of implementation and progress of student responsiveness to the intervention
- Use progress monitoring data to inform decision-making

# Taxonomy of Intervention Intensity

- Strength
- Dosage
- Alignment
- Attention to Transfer
- Comprehensiveness
- Behavioral Support
- Individualization



The *Taxonomy of Intervention Intensity*\* was developed based on existing research to support educators in evaluating and building intervention intensity.



Dimensions*	Description
<b>Strength</b>	How well the program works for students with intensive intervention needs, expressed in terms of effect sizes. Effect sizes of above .25 indicate an intervention has value in improving outcomes. Effect sizes of 0.35 to 0.40 are moderate; effect sizes of 0.50 or larger are strong (preferred).
<b>Dosage</b>	The number of opportunities a student has to respond and receive corrective feedback. It refers to the size of the instructional group, the number of minutes each session lasts, and the number of sessions provided per week.
<b>Alignment</b>	How well the program (a) addresses the target student's full set of academic skill deficits, (b) does <i>not</i> address skills the target student has already mastered (extraneous skills for that student), and (c) incorporates a meaningful focus on grade-appropriate curricular standards.
<b>Attention to transfer</b>	The extent to which an intervention is designed to help students (a) transfer the skills they learn to other formats and contexts and (b) realize connections between mastered and related skills.
<b>Comprehensiveness</b>	The number of explicit instruction principles the intervention incorporates (e.g., providing explanations in simple, direct language; modeling efficient solution strategies instead of expecting students to discover strategies on their own; providing practice so students use the strategies to generate many correct responses; and incorporating systematic cumulative review).
<b>Behavioral support</b>	The extent to which the program incorporates (a) self-regulation and executive function components and (b) behavioral principles to minimize nonproductive behavior.
<b>Individualization</b>	A validated, data-based process for individualizing intervention, in which the educator systematically adjusts the intervention over time, in response to ongoing progress monitoring data, to address the student's complex learning needs.



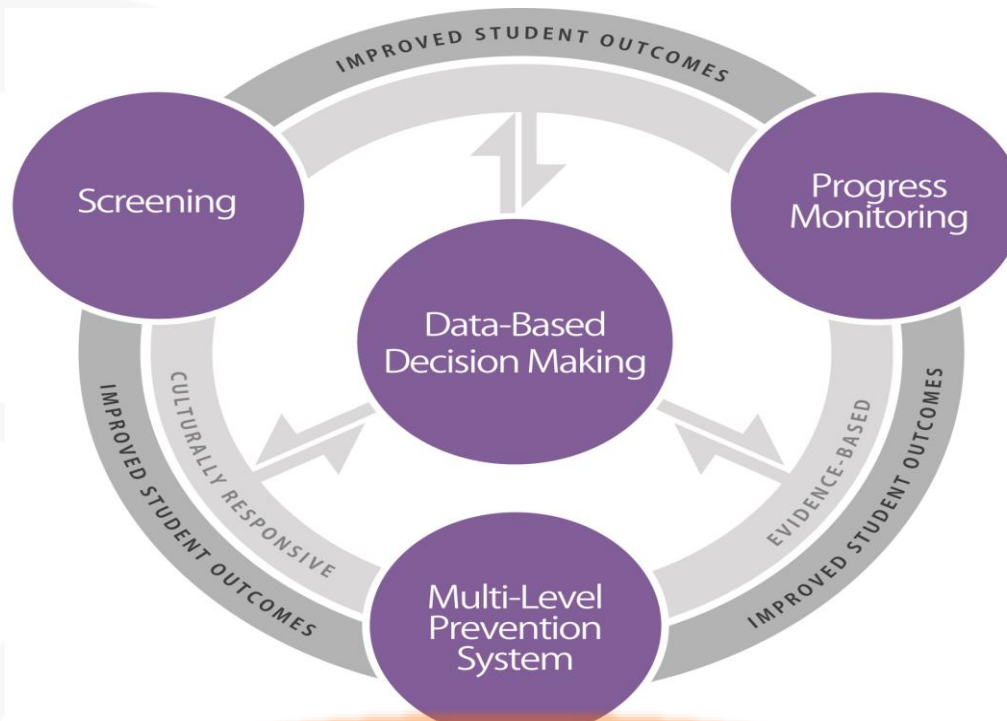
\*Fuchs, L.S, Fuchs, D. & Malone, A.S. (2017). The Taxonomy of Intervention Intensity. *TEACHING Exceptional Children*, 50(1), 35–43.

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# Essential Components Tiered System of Supports for Students



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Infrastructure and Support Mechanisms

# Essential Component #5: Infrastructure and Support Mechanisms

*Knowledge, resources and organizational structures necessary to operationalize all components of the framework in a unified system to meet the established goals*

- Prevention Focus
- **Leadership**
- **Professional Learning**
- Schedules
- Resources
- **Family and Community Engagement**
- Communication with and Involvement of All Staff
- **Effective Teaming**
- Cultural Linguistic Responsiveness

# Implementation Challenges

- Review the challenges that have impacted RtI implementation in your district/school.
- Let's align these challenges with the subcomponents of Infrastructure.

# Essential Components of Georgia's Tiered System of Supports for Students

- Screening
- Progress Monitoring
- Multi-Level Prevention System
  - Tier I: Primary Level – Instruction/Core Curriculum
  - Tier II: Secondary Level - Intervention
  - Tier III: Tertiary Level - Intensive Intervention
- Data-Based Decision Making
  - Identify instructional needs for academics and/or behavior
  - Evaluate the effectiveness of core curriculum, instruction, interventions and the framework
  - Determine movement within the multi-level system
- Infrastructure and Support Mechanisms



# Proposed District Professional Learning Units



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Units will include:

- **Overview & Expectations**
- **Needs Assessment**
- **Screening**
- **Progress Monitoring**
- **Multi-Level Prevention System**
- **Data-Based Decision Making**
- **Infrastructure and Support Mechanisms**
- **Family and Community Engagement**







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# To Learn More:

[www.gadoe.org/TieredSystemof Supports](http://www.gadoe.org/TieredSystemof Supports)

## Resources:

Communications Plan

1-2 Page Documents: Simplify Essential Components/Framework

Professional Learning Units

Webinar Series

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# Georgia's Tiered System of Supports for Students

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Regional Coach

Deshonda Stringer,  
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Launa Chamberlin,  
Regional Coach

# Outcomes for Today

- Establish a common language for Georgia's Tiered System of Supports for Students
- Describe what it is and what it is not
- Understand the who, what, when, and how of Georgia's Tiered System of Supports for Students



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Project Officer, Jennifer Coffey.**