

Multi-tiered System of Supports (MTSS): Readiness Factors for Implementing Tier 1 With Quality Instruction

Georgia's Tiered System of Supports for Students

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Session Agenda

- MTSS Overview/Readiness Factors
- Factors for a solid Tier 1 foundation
- Examine high leverage practices (HLPs) and evidence-based practices (EBPs) within Tier I
- Quality use of EBPs and HLPs
- Exemplary practices District/School level
- Resources for screening and progress monitoring

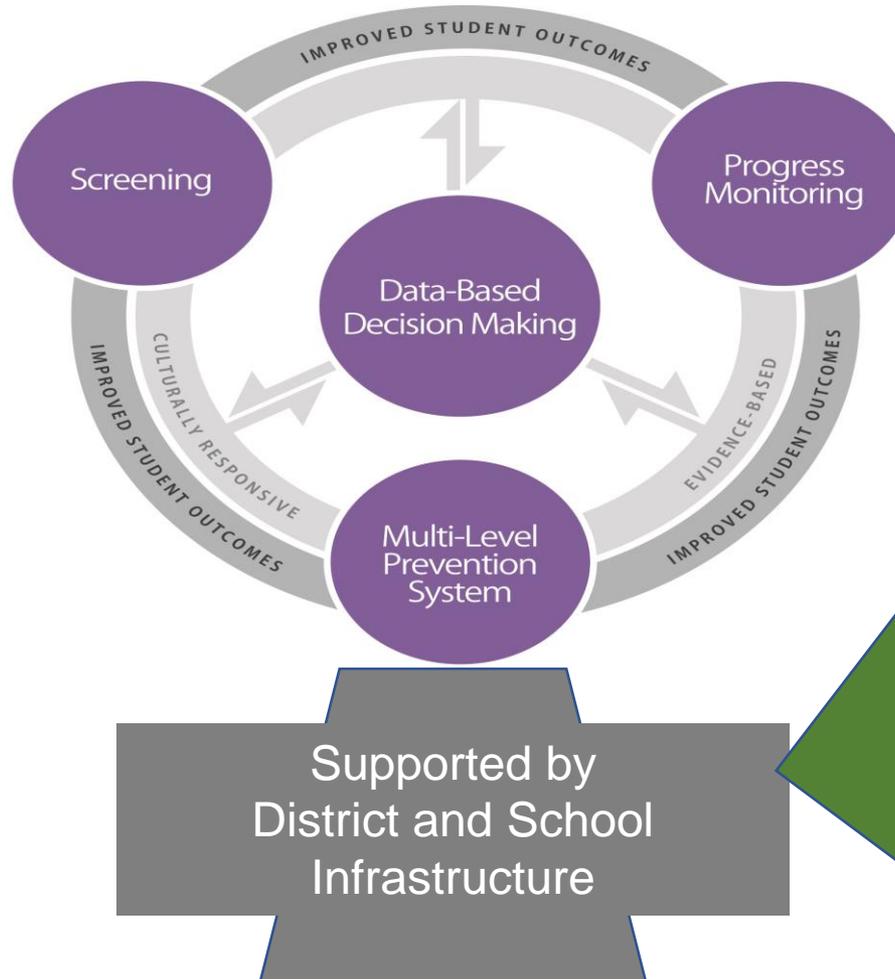
What is MTSS?

A Multi-Tiered System of Supports is a framework that:

- incorporates 5 essential components;
- is data driven;
- includes a team approach;
- supports ALL students in learning; and
- is considered best practice for teaching and learning.

MTSS is a framework that supports school improvement.

Essential Components of the Nationally Aligned MTSS Framework



Georgia added the essential component of Infrastructure.

Essential Components: Infrastructure

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



Tier I

Foundation of MTSS

What is Tier 1?

- The education system **designed** to meet the **diverse needs** of its **learners**.
- Includes the ‘what’ and ‘how’.
- Includes everything that is NOT “intervention”.
For example,
 - Core academic and behavior curriculum and instruction
 - Schedule
 - Teacher – student interaction
 - School culture
 - Standards
 - State- and district-requirements
 - Technology and resources

Tessie Rose Bailey, AIR, August 2019

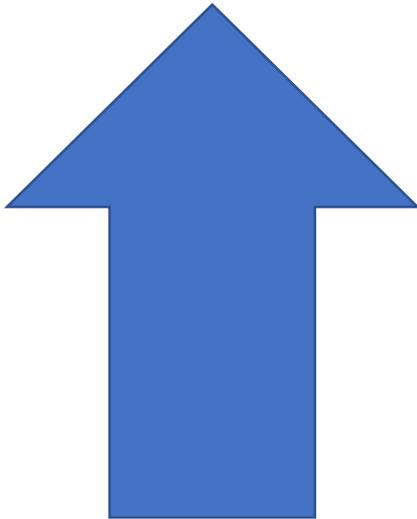
So, why does it matter?

Tier 1 is the most important level of support!

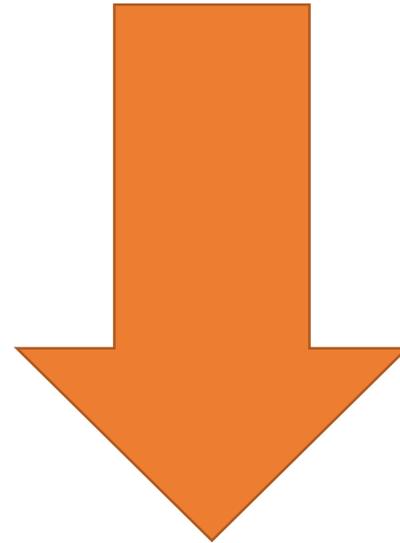
- Designed and implemented to meet the needs of greatest number of students with diverse learning needs.

Tessie Rose Bailey, AIR, August 2019

Impact of poor quality of Tier 1 programming



Increase in # of students in intervention.



Decrease in impact of interventions and instruction.

Fuchs & Fuchs, 2017



Collective Efficacy

There is no way a **single teacher**
has all the **time**,
all the **knowledge**,
and all the **skills**
to meet all the needs
of every child in his or her class(es).

Buffman, Mattos, & Webber 2009

We depend on collective efficacy.

Collective Teacher Efficacy is the collective belief of educators in their ability to positively affect students.



Donohoo, 2017; Hattie, 2017

Collective efficacy is more than just 'beliefs'. It is built on **evidence** of impact.



Eells, 2011; Hattie, 2017

MTSS relies on data and infrastructure to develop collective efficacy!

Tier 1 is the most important level of support!

- Designed and implemented to meet the needs of greatest number of students with diverse learning needs.
- Provides the greatest opportunity for collective efficacy and impact.
- Provides the foundation for successful supplemental intervention, enhancement, and special education, as appropriate.

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Ineffective Tier 1 focuses on the **wrong** questions.

- How do we get students proficient on state tests?
- What curriculum interventions or data systems should we purchase?
- How do we meet legal requirements of state or federal law?
- What is wrong with the students?
- What is wrong with the teacher or school?



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Effective Tier 1 focuses on the **right** questions!

- What do we want for our children, educators, and schools?
- What is our current reality and who are the players?
- What do our children, educators, and schools need to be successful?
- How can we maximize our resources to support students, teachers, and schools?

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Question to Ponder

- What percentage of students in your district/school is responding to your core program, e.g., universal instruction and primary level prevention?
- How do you know?

What is Screening?

Process of using brief assessments at least two times per year (i.e., fall, winter) with *all* students at a grade level, and followed by additional testing or short-term progress monitoring to corroborate students' risk status, to identify or predict students who may be at risk for poor learning outcomes.

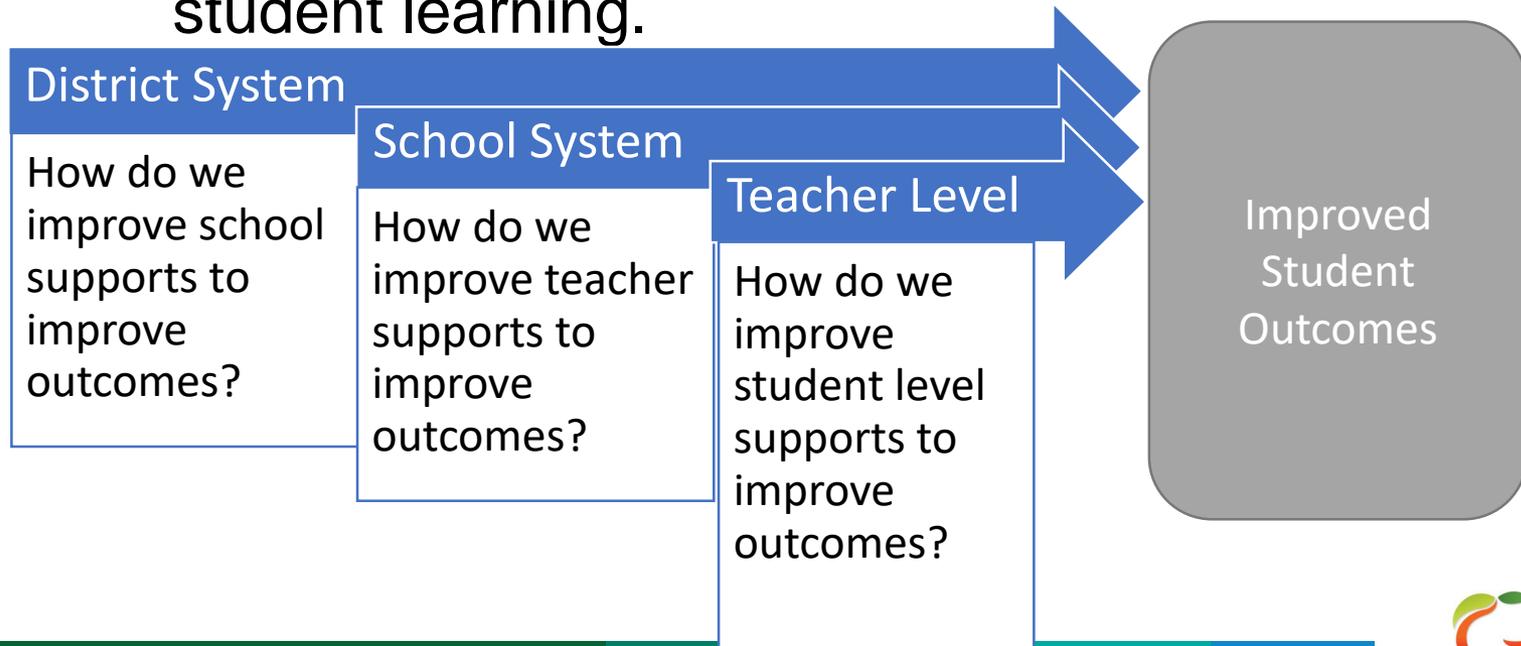
Elementary School	Secondary Schools
Early Literacy Skills Math Calculation/ Application Behavior	Early Warning Indicators <ul style="list-style-type: none">• Attendance• Behavior• Course Proficiency



Creating a Multi-Level Prevention System

Creating a Multi-Level Prevention System

- What are you working to prevent?
 - In an effective tiered system of support, Data-based decision making (DBDM) occurs at each system level in order to provide aligned supports to improve student learning.



Creating a Multi-Level Prevention System

- What are you working to prevent?
- What is the problem?
 - Students are not graduating on time?
 - Students are not entering 6th/9th grade reading on-grade level?
 - Staff turnover?
 - Absenteeism?
 - Climate/Conduct/Behavior/Discipline?
- What is the current reality?
- Why is it occurring?

Critical Features of Tier I Instruction

Design

- Uses research-based curriculum materials
- Articulation of teaching and learning (in and across grade levels)
- Curriculum aligned with state standards
- Schedule

Delivery

- EBPs and HLPs
- Consistent use of differentiated instruction
- Inclusion of all students, including students with disabilities and those exceeding benchmark

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Evidence-Based Practices (EBPs)

Selection of EBPs within
Tier I

What are Evidenced-Based Practices (EBPs)?

Are content specific

Developmentally appropriate

Learner dependent

Supported by research

Disclaimer

There is no single evidence-based practice that works for every student in every situation.

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Resources for Selecting Evidence-Based Practices

NCII Interventions Tools Chart

<http://www.intensiveintervention.org/chart/instructional-intervention-tools>

What Works Clearinghouse

<http://ies.ed.gov/ncee/wwc/findwhatworks.aspx>

Best Evidence Encyclopedia

<http://www.bestevidence.org/>

When Selecting Tier 1 EBPs

F easibility	Cost, specialized training, or complexity are feasible within current context.
A ceptability	Acceptable for impacted stakeholders, including teachers, leaders, and families.
I mpact	Evidence that it produced positive results on desired outcomes, strength of the effects, and amount of evidence.
R elevance	Research demonstrates impacts in similar setting and with children with similar characteristics (age/grade, cultural, needs, socioeconomic) .

Tessie Rose Bailey, AIR, August 2019

When Selecting Tier 1 EBPs

- ✓ Does evidence suggest the intervention is expected to lead to improved outcomes?
- ✓ Will the grouping strategy, duration, and frequency provide sufficient opportunities to respond and receive feedback?
- ✓ Does the instruction align with the standards and match to the learners' readiness and needs?
- ✓ Does it assist learners in generalizing the learned skills to other learning settings or other tasks?
- ✓ Does the instruction include elements of explicit instruction?
- ✓ Do the students have opportunities to develop the behavior skills necessary to be successful learners?

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What should I do if Tier 1 EBPs aren't working...for most students?

- ✓ Ensure implementation fidelity
- ✓ Ensure a match between the curriculum and instruction and student needs
- ✓ Ensure staff are adequately trained to deliver the instruction
- ✓ Change the instruction, curriculum, or environment!
- ✓ Make adaptations for all students using the Taxonomy of Intervention Intensity
- ✓ Select a new approach



High Leverage Practices (HLPs)

High Leverage Practices (HLPs)

- “A set of practices that are fundamental to support...student learning, and that can be taught, learned, and implemented by those entering the profession.”

(Windschitl, Thompson, Braaten, & Stroupe, 2012, p. 880)

- HLPs are HOW teachers deliver instruction. All teachers should have deep knowledge in a core set of effective instructional practices.

(McLeskey & Brownell, 2015)

High-Leverage Practices (HLPs):

Fundamental to effective teaching

Cut across content domains and grade levels

Used frequently

Supported by research

(<http://www.teachingworks.org/work-of-teaching/high-leverage-practices>)



Examples of HLPs

The screenshot shows the TeachingWorks website. At the top, the logo for TeachingWorks (University of Michigan) is on the left, and the slogan "Great teachers aren't born. THEY'RE TAUGHT." is on the right. Below the logo is a navigation menu with links for "About", "The Work of Teaching", "Support & Resources", "Publications & Presentations", and "News & Events". A sidebar on the left contains a list of menu items: "Overview", "Core Ideas", "Origin & Evolution", "High-Leverage Practices" (which is highlighted), "High-Leverage Content", "Program Networks", and "National Observational Teaching Examination". Below the sidebar is a "Subscribe" button with the text "RECEIVE NEWS & UPDATES FROM TEACHINGWORKS". The main content area features a large image of students in a classroom. Below the image is the title "High-Leverage Practices" and a breadcrumb trail: "HOME / THE WORK OF TEACHING / HIGH-LEVERAGE PRACTICES". There are icons for "PRINT", "SHARE", and "READ MORE". The text below the image reads: "High-Leverage Practices The heart of the TeachingWorks strategy is to ensure that all teachers have the training necessary for responsible teaching. We focus on a core set of fundamental capabilities that we call 'high-leverage practices.' High-leverage practices are the basic fundamentals of teaching. These practices are used constantly and are critical to helping students learn important content. The high-leverage practices are also central to supporting students' social and emotional development. These high-leverage practices are used across subject areas, grade levels, and contexts. They are 'high-leverage' not only because they matter to student learning but because they are basic for advancing skill in teaching." Below this text is a link "EXPAND ALL HIGH-LEVERAGE PRACTICES" and a numbered list: "1. Leading a group discussion" and "2. Explaining and modeling content, practices, and strategies". Each list item has a "READ MORE" link below it.

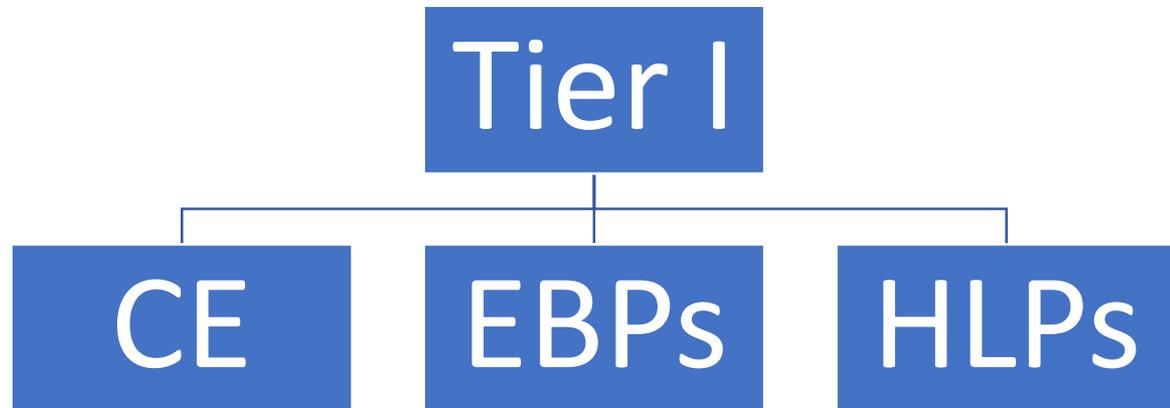
The graphic features the title "HIGH-LEVERAGE PRACTICES" in large, colorful letters (purple, orange, and blue) at the top. Below the title are three small photographs showing teachers interacting with students in a classroom. Underneath the photos is the text "IN SPECIAL EDUCATION" in large, bold, blue and red letters. At the bottom right, there are logos for the "Council for Exceptional Children" and the "CEDAR CENTER".

Guiding Questions

- How can schools effectively implement HLPs in Tier 1?
- What dimensions of fidelity are essential for maximizing effects at Tier 1?
- What happens when fidelity to an EBP doesn't lead to student growth?



Putting the Pieces Together



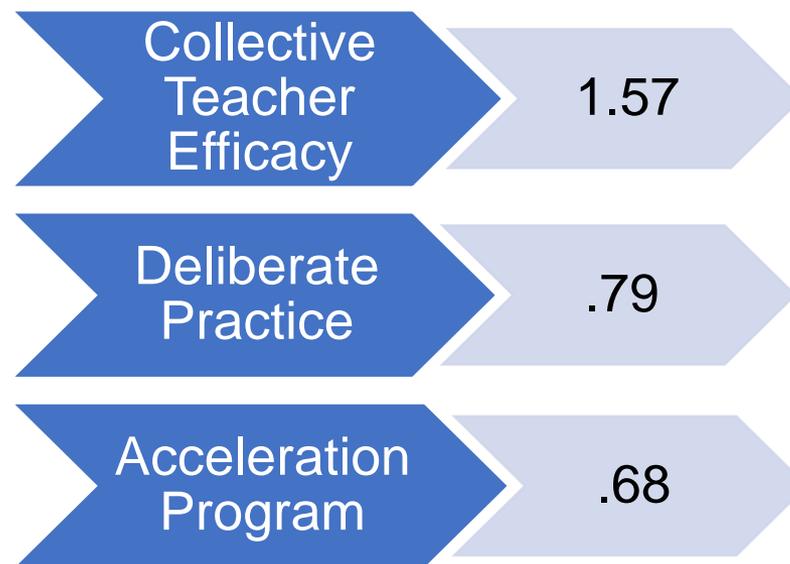
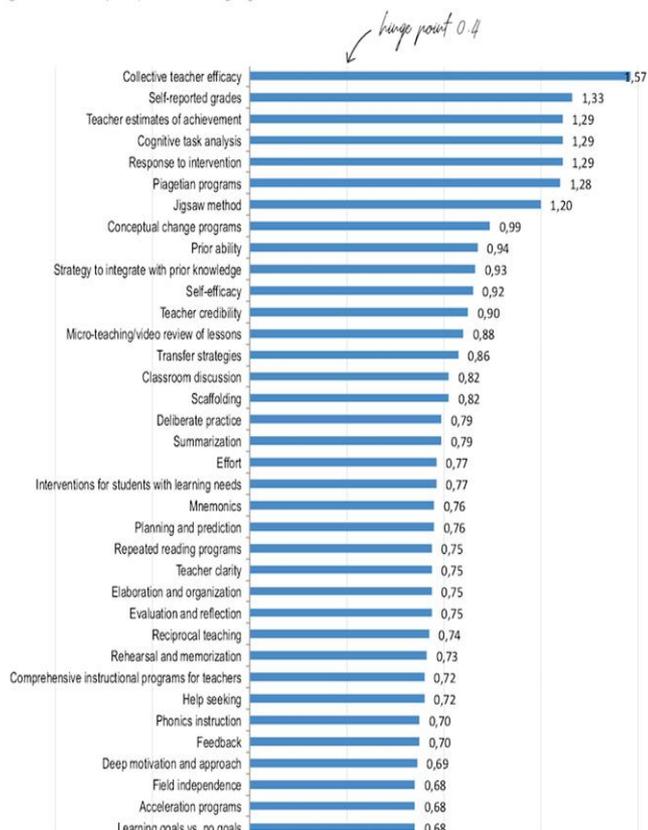


Select Influences with High Effect Size

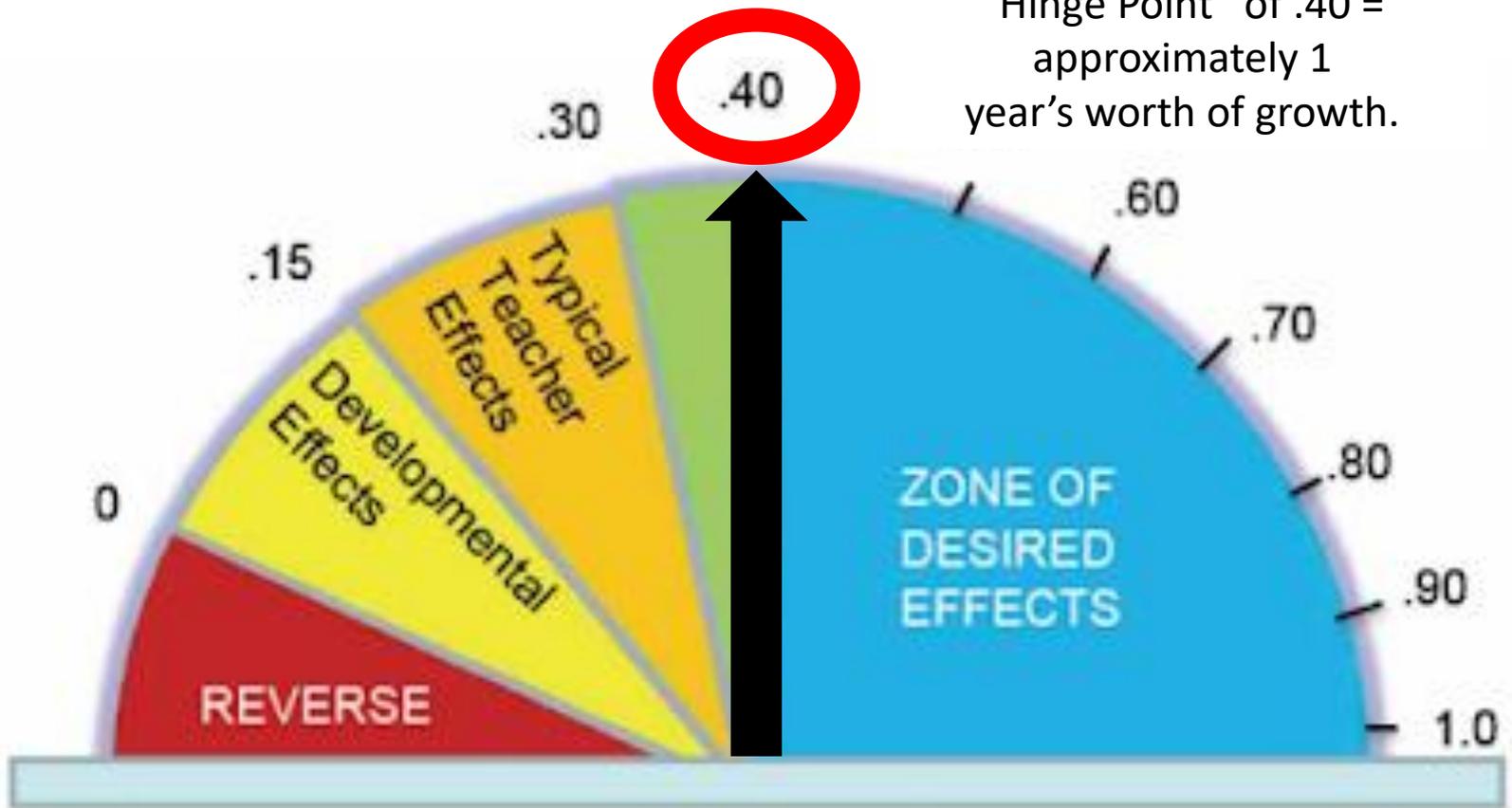
Effect Size

Hattie's 2018 updated list of factors related to student achievement: 252 influences and effect sizes (Cohen's d)

Source: J. Hattie (December 2017) visiblelearningplus.com
 Diagram: S. Waack (2018) visible-learning.org



Hattie's Barometer of Influence



“Hinge Point” of .40 = approximately 1 year’s worth of growth.

How do you know if it is working?

What is Progress Monitoring?

Progress monitoring is repeated measurement of student performance over the course of intervention to index/quantify responsiveness to intervention and to thus determine, on an ongoing basis, when adjustments to the program are needed to improve responsiveness.

National Center on Intensive Interventions, 2017

How Savannah-Chatham County Public School System Implemented MTSS

Savannah-Chatham County Public School System

- SCCPSS MTSS Mission and Vision
 - Our mission is to ignite a passion for learning and teaching at high levels by sustaining support for the implementation of a tiered-system of supports for students.
 - Our vision is to pursue excellence in instruction and response to the learning needs of all students, enabling them to prepare for productive futures.

SCCPSS – District Facts

- Approx. 38,000 students: (10th largest district in Georgia)
- 57 Schools/Educational Centers
 - 23 Elementary Schools
 - 7 K-8 Schools
 - 8 Middle Schools
 - 11 High Schools
 - 5 Charter Schools
 - 3 Alternative Learning Centers

SCCPSS – District Facts

- Demographics
 - Approx. 70% minority student population
 - Approx. 67% of students are economically disadvantaged
 - Approx. 13% of students are SWD

SCCPSS – District Facts

- Achievement
 - SY 18/19- 87% Graduation Rate
 - SY 18/19- Grades 3-5 ELA/Math
 - 63% At/Above Developing (ELA), 73% At/Above Developing (Math)
 - SY 18/19- Grades 6-8 ELA/Math
 - 67% At/Above Developing (ELA), 70% At/Above Developing (Math)
 - SY 18/19- Grades 9-12 EOC
 - 79% At/Above Developing (ELA), 61% At/Above Developing (Math)

SY 2019-2020: Current MTSS/RTI Data

- Students with Active Tier 2 Plans: 3,125
 - Students with Active Tier 3 Plans: 1,423
 - Students with Active RNP Plans: 240
-
- All students benefit from a multi-tiered system of supports, and the data above reflects only students with formal intervention plans.

SY 2019-2020: Current MTSS/RTI Data

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- All students benefit from a multi-tiered system of supports, and the data above reflects only students with formal intervention plans.

In SCCPSS, a Tiered System of Supports is:



District Support

- Through the Department for Specialized Instruction, SCCPSS has a dedicated MTSS/Response to Intervention Team tasked with assisting schools in all aspects of SST and MTSS implementation. The team consists of three MTSS Teacher Specialists and a Program Manager.
- Throughout the 2019/2020 school year, the SCCPSS MTSS team has conducted 25 professional development sessions reaching 491 teachers and staff members.

High-Leverage Practices

- Research has identified 19 “high-leverage practices” used across grade levels and content areas that are needed to ensure students learn essential skills.
- Through participation in Cohort 1 of Georgia’s Tiered System of Supports for Students, SCCPSS has increased professional learning opportunities in order to enhance implementation of HLPs throughout the district.

HLP Implementation

- Windsor Forest High School, participant in MTSS Cohort 1, has focused on in implementing high-leveraged practices to improve student achievement.
- Of particular importance is HLP 10: Building respectful relationships with students.
- WFHS is dedicated to intentionally developing positive relationships with students and to implementing systems of support to ensure that all student achieve. This is ongoing through implementation of the Check & Connect program.

Check & Connect Implementation

In 2018/2019, 14 students at WFHS were assigned a Check & Connect mentor as a Tier 2/3 intervention to improve attendance, behavior, and course completion. The data below reflects outcomes for participating students:

- **Attendance:** 5 out of the 14 responded to this intervention 36%
- **Behavior:** 11 out of the 14 responded to the intervention. 79%
- **Course Completion:** 9 out of the 14 responded to the intervention 64%

At WFHS, Check & Connect was successful in helping improve student outcomes, especially in the areas of **behavior** and **course completion**.

HLP Implementation

- HLP 9: Setting up and managing small group work:
- WFHS has also prioritized student support through scheduling.
- Students participate in an instructional focus period in which teachers provide opportunities for remediation and/or enrichment.
- Windsor Forest High School was named a 2019 breakout school by The Georgia Association of Secondary School Principals (GASSP). The breakout award recognizes schools that are high achieving or are dramatically improving student achievement.

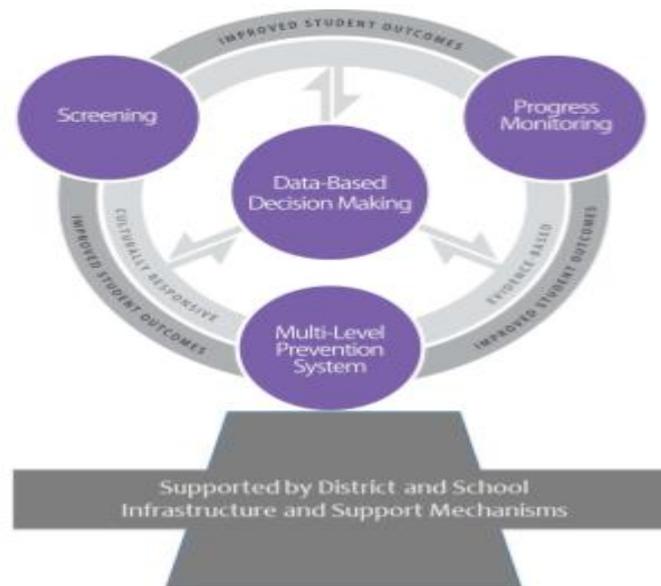
Systems Coherence

- Through participation in Cohort 1 of Georgia's Tiered System of Supports for Students, SCCPSS has sought to increase systems coherence.
- GADOE defines systems coherence as “systems that are intentionally and logically connect to each other.”
- The SCCPSS MTSS team has worked to develop continuity between the district's MTSS framework and various other initiatives designed to improve student outcomes (SEL, CEIS, SSIP, PBIS, etc.).
- Collaborative work has taken place with various departments including School Improvement, Curriculum & Instruction, Federal Programs, Professional Learning, Data & Accountability, and Purchasing/Finance.

MTSS Implementation

What have we learned?

- Infrastructure is key: “Organizational structures of a District/school system that support the effective use of an MTSS framework”



MTSS Implementation

What have we learned?

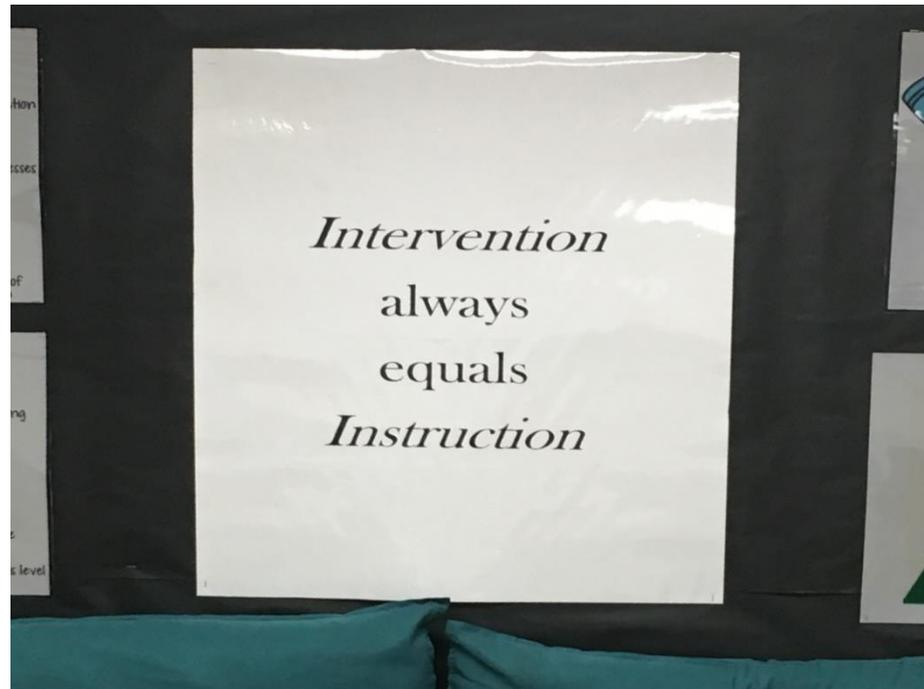
- Mindset matters AND misconceptions must be addressed:

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

MTSS Implementation

What have we learned?

- Purpose is critical:



MTSS Implementation

What have we learned?

MTSS/RTI Action Plan Guidance Sheet

- Action planning is essential:

Interventions

1. When will your team provide interventions (day/time)?
2. Who will provide interventions?
3. Which interventions will be used?

Progress Monitoring

1. When will progress monitoring be conducted (day/time)?
2. How will data be collected?
3. Who will collect progress monitoring data?
4. Who will enter progress monitoring data into PowerSchool Special Education?
5. When will the progress monitoring data be entered?

Outcomes Meetings

1. Who will be responsible for sending notices home to parents?
2. Who will be responsible for scheduling outcomes meetings?
3. Who will be invited to outcomes meetings?
4. Where will outcomes meetings take place?
5. What will occur at outcomes meetings, and how will decisions be made?
6. Who will take meeting notes?
7. Who will be responsible for uploading documents requiring signatures (notice form, outcomes notes, etc.)?
8. If outside support is needed, who will be responsible for the next steps?

Documentation

1. Who will monitor student files in PowerSchool Special Education to ensure all required documents are included and attached?
2. How often will student files be reviewed for compliance?
3. When will student files be reviewed (day/time)?
4. Who will be responsible for obtaining missing documentation?

Questions to Consider

- How can schools effectively implement HLPs in Tier 1?
- What happens when fidelity to an EBP doesn't lead to student growth?
- What should go on the 'plate'?
 - Know your portions
 - Portion Control
 - What's on your plate?
 - Making sure the right stuff is on the plate



Life is really simple, but we insist on making it complicated.

Confucious

Resources to Support Identification of HLPs and EBPs at Tier 1

Handout

- What Works Clearinghouse: What works Clearinghouse is a central source of scientific evidence for what works in education <https://ies.ed.gov/ncee/wwc/>
- IES Practice Guides: Institute of Education Sciences (IES) Practice Guides are subjected to rigorous external peer review and consist of recommendations, strategies, and indications of the strength of evidence supporting each recommendation <https://eric.ed.gov/>
- Best Evidence Encyclopedia: Best Evidence Encyclopedia offers information to improve learning for students in grades K-12 and particularly targets students in mathematics, special needs/diverse learners, and English language learners <http://www.bestevidence.org/?ad=6>
- IRIS Center: http://iris.peabody.vanderbilt.edu/ebp_summaries/
- Teaching Works: High Leverage Practices (Ball): <http://www.teachingworks.org/work-of-teaching/high-leverage-practices>
- CEEDAR Center: <http://cedar.education.ufl.edu/>
- Evidence-based Intervention Network: <http://ebi.missouri.edu/>
- High-Leverage Practices in Special Education: <http://cedar.education.ufl.edu/wp-content/uploads/2017/07/CEC-HLP-Web.pdf>



Did We Meet the Session Outcomes?

- MTSS Overview/Readiness Factors
- Factors for a solid Tier 1 foundation
- Examine high leverage practices (HLPs) and evidence-based practices (EBPs) within Tier I
- Quality use of EBPs and HLPs
- Exemplary practices District/School level
- Resources for screening and progress monitoring

Need More Information?

Georgia's Tiered System of Supports for Students

www.gadoe.org/TieredSystemofSupports

or

www.gadoe.org/MTSS

Resources Available

- Fact Sheets: Simplify essential components/framework
- Professional Learning Units
- Training Webinars
- Subscribe to Newsletter
- Register for Upcoming Events

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