Georgia’s Tiered System of Supports for Students

Technology Tools for MTSS Alignment

2019 SPDG National Meeting

October 18, 2019

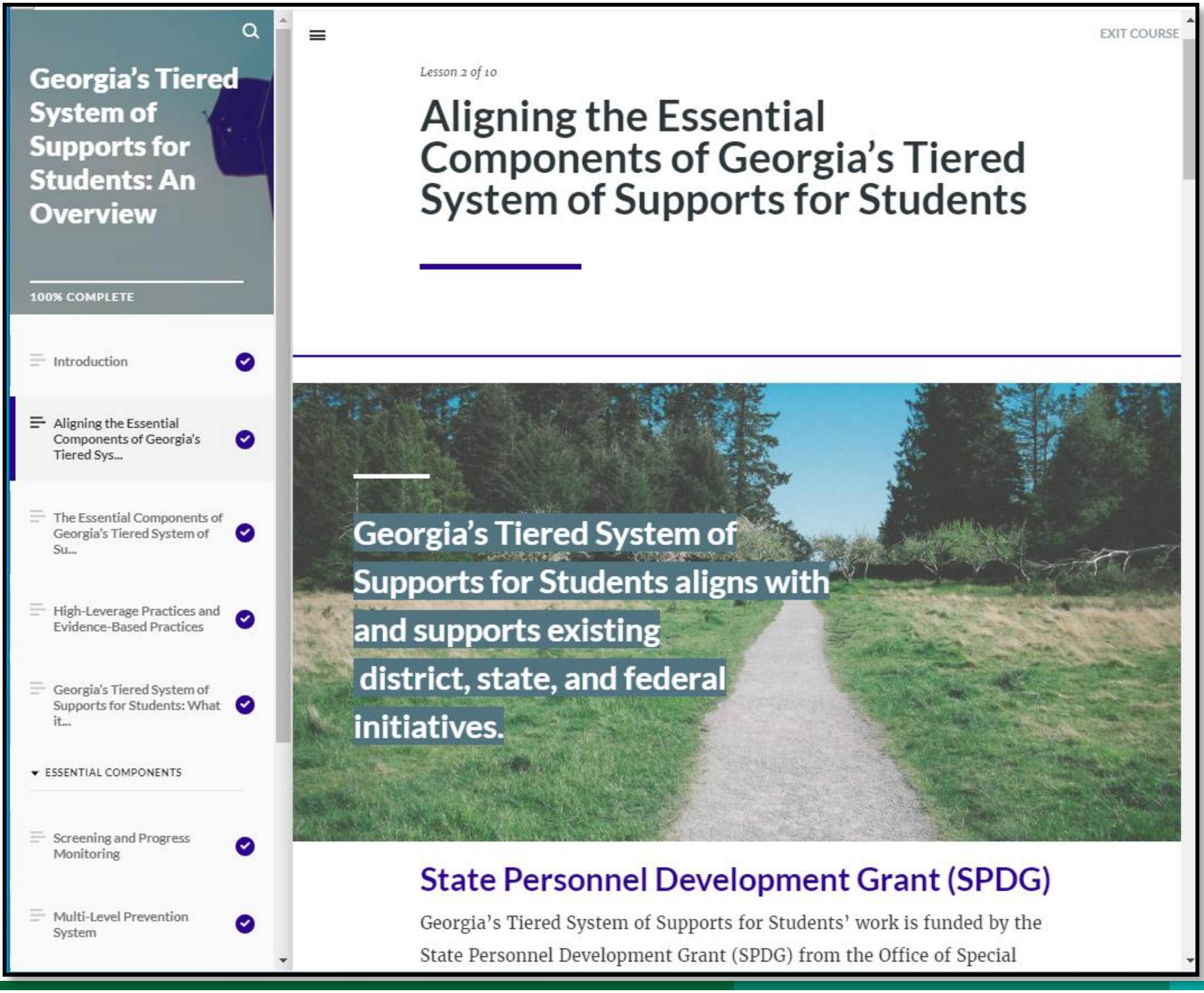
Outcomes for Today

- Introduce Georgia’s Technology Tools for MTSS Alignment
  - Georgia’s MTSS Online Modules
  - Georgia’s Online MTSS/SST Application

Georgia's Tiered System of Supports for Students

Online Modules

MTSS Online Modules


Georgia's Tiered System of Supports for Students: An Overview
100% COMPLETE
Introduction
Aligning the Essential Components of Georgia's Tiered Sys...
The Essential Components of Georgia's Tiered System of Su...
High-Leverage Practices and Evidence-Based Practices
Georgia's Tiered System of Supports for Students: What it...
ESSENTIAL COMPONENTS
Screening and Progress Monitoring
Multi-Level Prevention System
EXIT COURSE

Lesson 2 of 10

Aligning the Essential Components of Georgia's Tiered System of Supports for Students

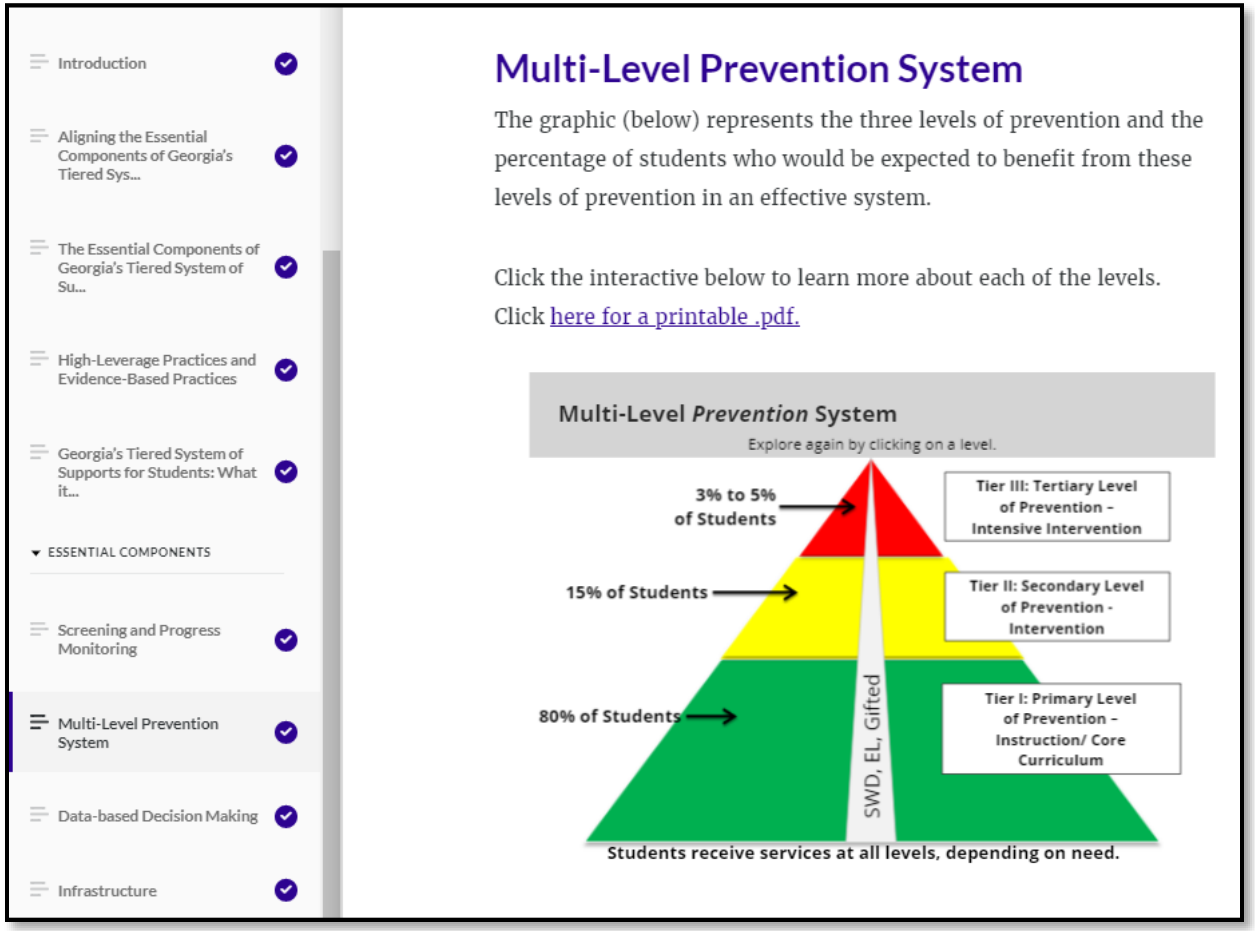
Georgia's Tiered System of Supports for Students aligns with and supports existing district, state, and federal initiatives.

State Personnel Development Grant (SPDG)

Georgia's Tiered System of Supports for Students' work is funded by the State Personnel Development Grant (SPDG) from the Office of Special

The purpose of these online courses is to increase the awareness and understanding of a Multi-Tiered System of Supports (MTSS) throughout the state of Georgia. These courses are also intended to support MTSS implementation and overall district/school improvement statewide.

Online Module 1: MTSS Overview


Introduction ✓
Aligning the Essential Components of Georgia's Tiered Sys... ✓
The Essential Components of Georgia's Tiered System of Su... ✓
High-Leverage Practices and Evidence-Based Practices ✓
Georgia's Tiered System of Supports for Students: What it... ✓
ESSENTIAL COMPONENTS
Screening and Progress Monitoring ✓
Multi-Level Prevention System ✓
Data-based Decision Making ✓
Infrastructure ✓

Multi-Level Prevention System

The graphic (below) represents the three levels of prevention and the percentage of students who would be expected to benefit from these levels of prevention in an effective system.

Click the interactive below to learn more about each of the levels.
Click here for a printable .pdf.

Multi-Level *Prevention* System

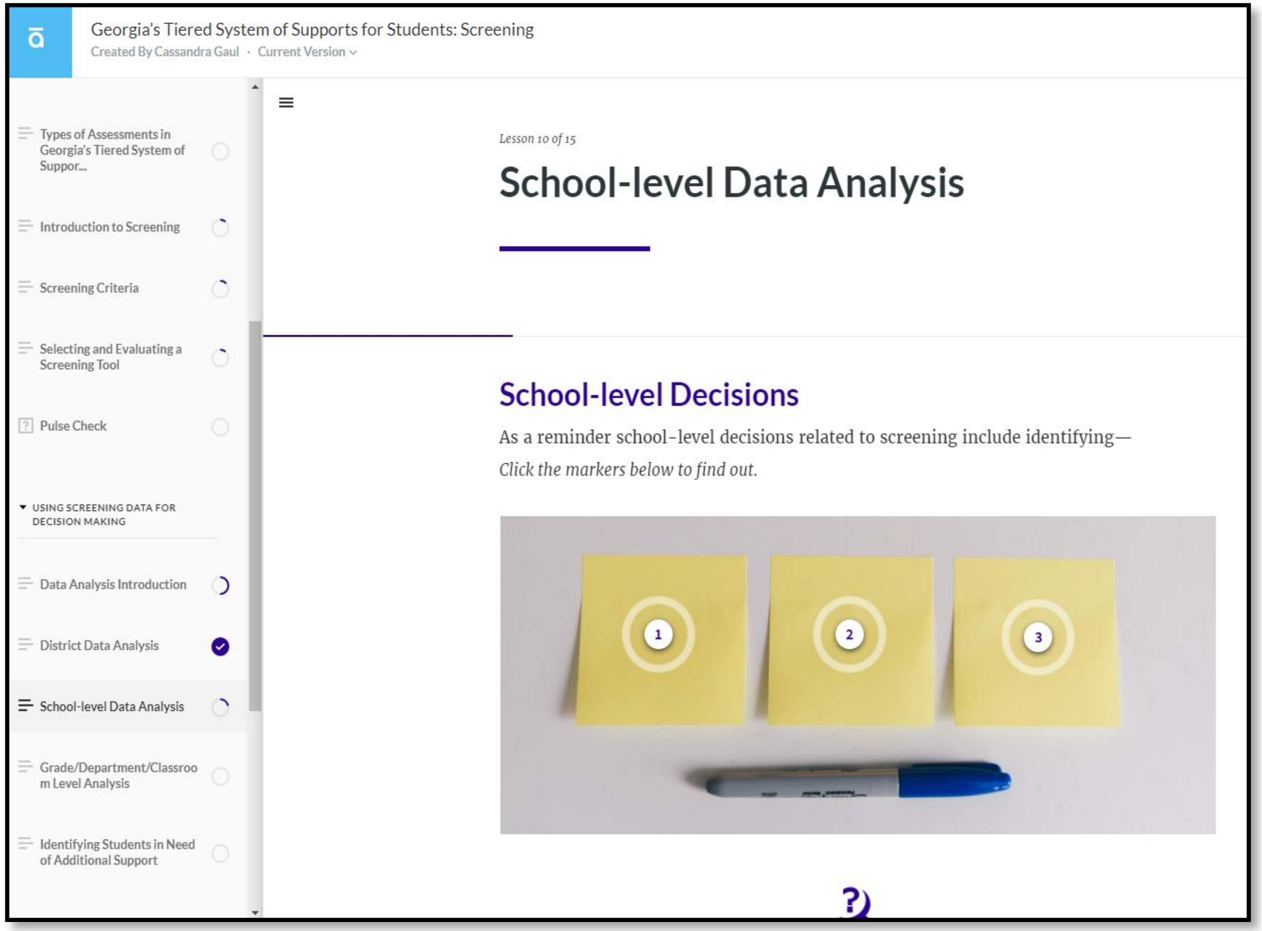
Explore again by clicking on a level.

3% to 5% of Students
Tier III: Tertiary Level of Prevention - Intensive Intervention
15% of Students
Tier II: Secondary Level of Prevention - Intervention
80% of Students
Tier I: Primary Level of Prevention - Instruction/ Core Curriculum
SWD, EL, Gifted

Students receive services at all levels, depending on need.

- Expected outcomes of MTSS implementation – the "why"
- Essential components of MTSS
- High-leverage practices, evidence-based practices, and evidence-based interventions
- Additional MTSS resources such as www.gadoe.org/MTSS, the National Center on Response to Intervention, the National Center on Intensive Intervention, etc.

Online Module 2: Screening



Georgia's Tiered System of Supports for Students: Screening

Created By Cassandra Gaul · Current Version

- Types of Assessments in Georgia's Tiered System of Suppor...
- Introduction to Screening
- Screening Criteria
- Selecting and Evaluating a Screening Tool
- Pulse Check

USING SCREENING DATA FOR DECISION MAKING

- Data Analysis Introduction
- District Data Analysis
- School-level Data Analysis
- Grade/Department/Classroom Level Analysis
- Identifying Students in Need of Additional Support

Lesson 10 of 15

School-level Data Analysis

School-level Decisions

As a reminder school-level decisions related to screening include identifying—

Click the markers below to find out.

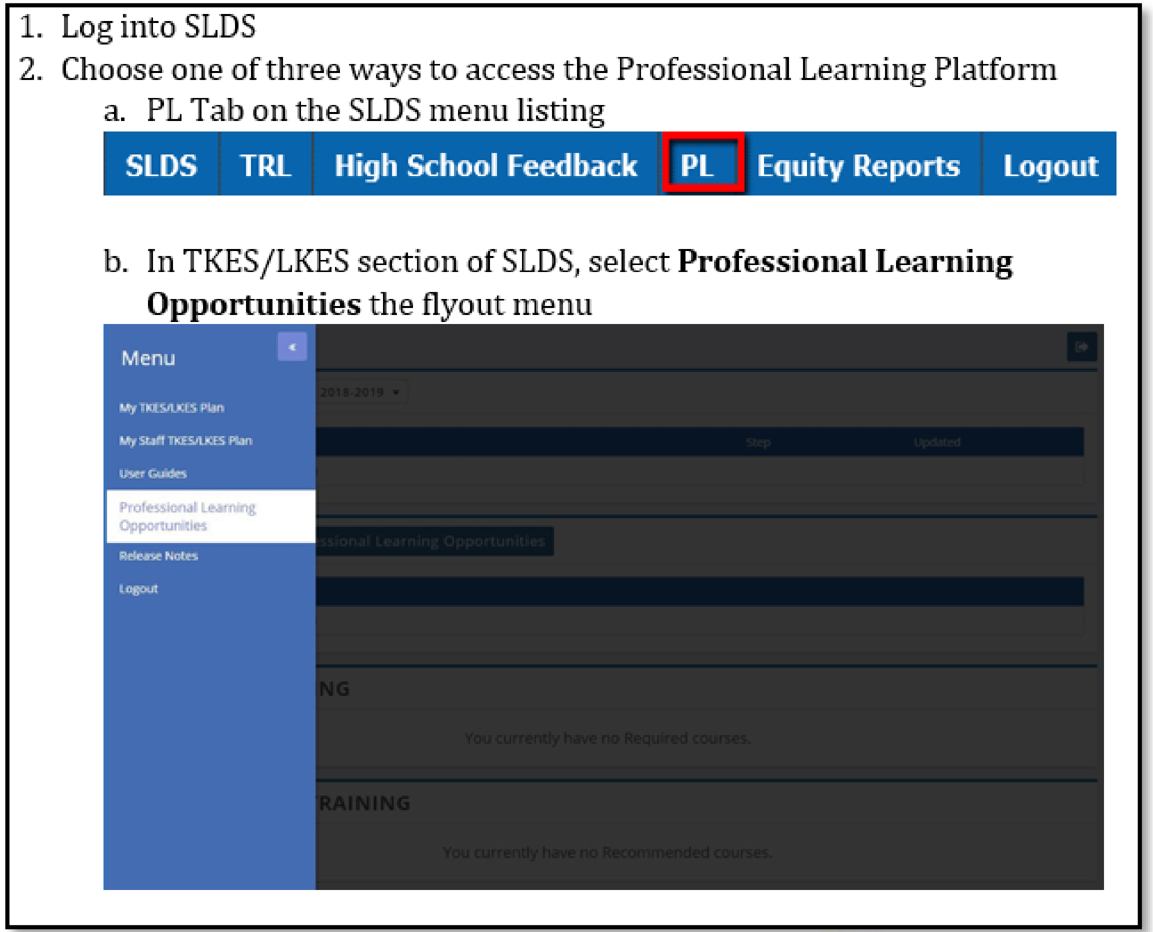
- Importance of screening and how it can inform instruction and possible intervention
- Three screening criteria
- How to select and evaluate appropriate screening tools
- Scenarios to practice analyzing screening data at the district, school, and classroom levels

Future Online Modules

- Georgia’s Tiered System of Supports for Students intends to continuously develop online modules in response to statewide needs. Potential future topics include:
  - Progress Monitoring
  - Multi-Level Prevention System
  - High-leverage Practices, Evidence-Based Practices, and Evidence-Based Interventions
  - MTSS at the Middle and High School Levels
  - Using the Taxonomy of Intervention Intensity to Adapt Interventions
  - Data-Based Individualization

How to Access the Modules

- Georgia’s MTSS Online Modules are housed in the **Statewide Longitudinal Data System (SLDS)**
  - Allows most district and school level personnel to access the modules in a platform they already use
  - Allows Georgia Department of Education staff to capture course registration, completion, and feedback



1. Log into SLDS
2. Choose one of three ways to access the Professional Learning Platform
   a. PL Tab on the SLDS menu listing
   b. In TKES/LKES section of SLDS, select **Professional Learning Opportunities** the flyout menu

SLDS
TRL
High School Feedback
PL
Equity Reports
Logout
Menu
My TKES/LKES Plan
My Staff TKES/LKES Plan
User Guides
Professional Learning Opportunities
Release Notes
Logout
2018-2019
Step
Updated
ssional Learning Opportunities
NG
RAINING

You currently have no Required courses.

You currently have no Recommended courses.

Georgia’s Tiered System of Supports for Students

Online MTSS/SST Application

Georgia's Online MTSS/SST Application

This application is a tool that:

- helps districts and schools create, update, monitor, and maintain a record of a student's response to interventions.
- supports users' professional knowledge and development in data-based individualization.
    - Georgia is currently using this application for students receiving **Tier III** supports and interventions.

Georgia's Online MTSS/SST Application: Overview

Accessible to all Georgia districts and is web-based

Provides real-time data

Allows transfer of student data if a student moves anywhere in Georgia

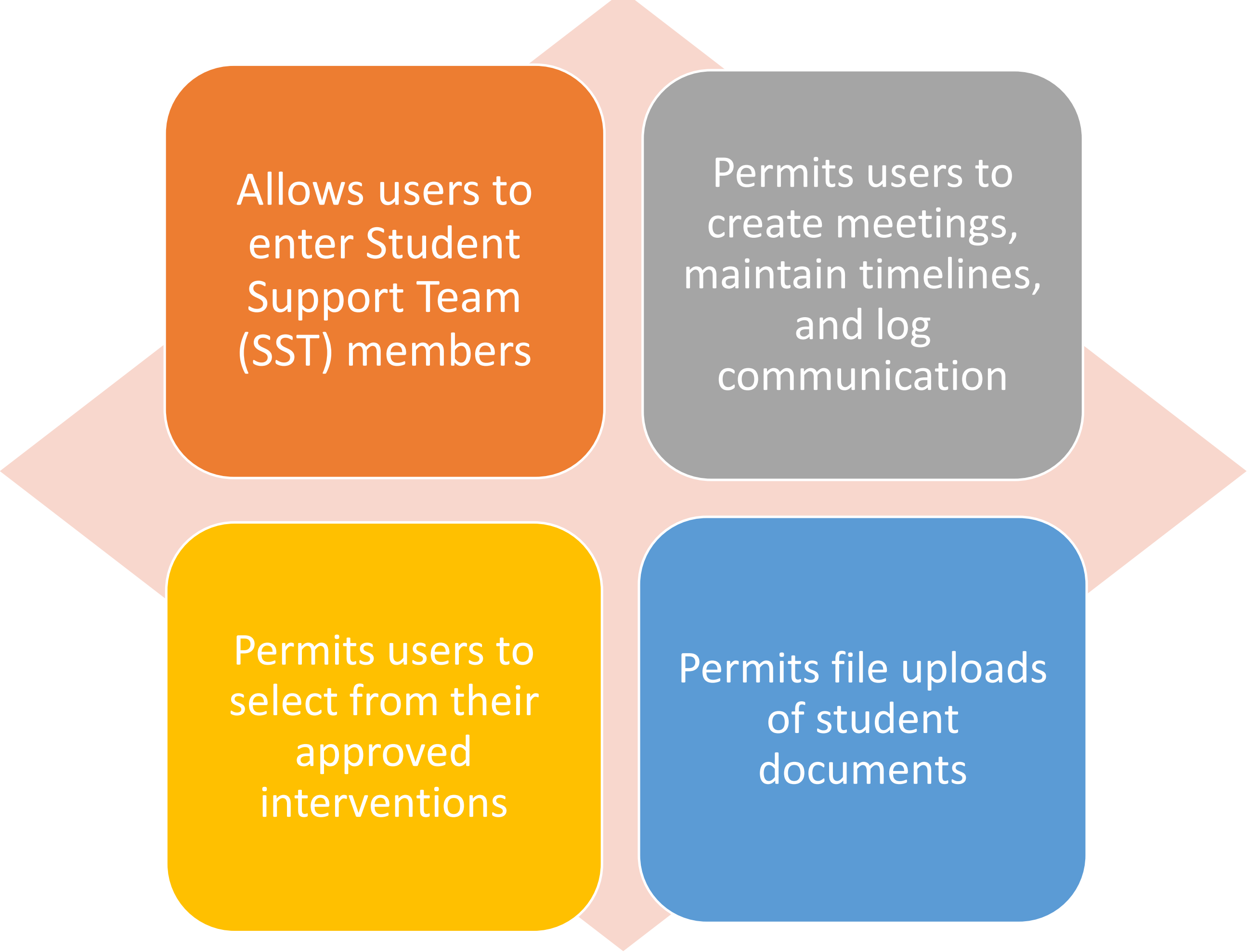
Aligns with Georgia's Online IEP (GO-IEP)* application which is also a part of the Statewide Longitudinal Data System (SLDS)

*This application was developed using the following resource - Maryland's Online IEP system, created by Johns Hopkins University.

Georgia's Online MTSS/SST Application: Design Features

- Pulls pertinent data from the Statewide Longitudinal Data System (SLDS)
- Offers search capabilities to open an individual student file
- Permits users to create and maintain records that are unique, unduplicated, and permanent
- Allows users to enter intervention and progress monitoring data
- Generates a printout of a student's educational plan

Georgia's Online MTSS/SST Application: Additional Design Features



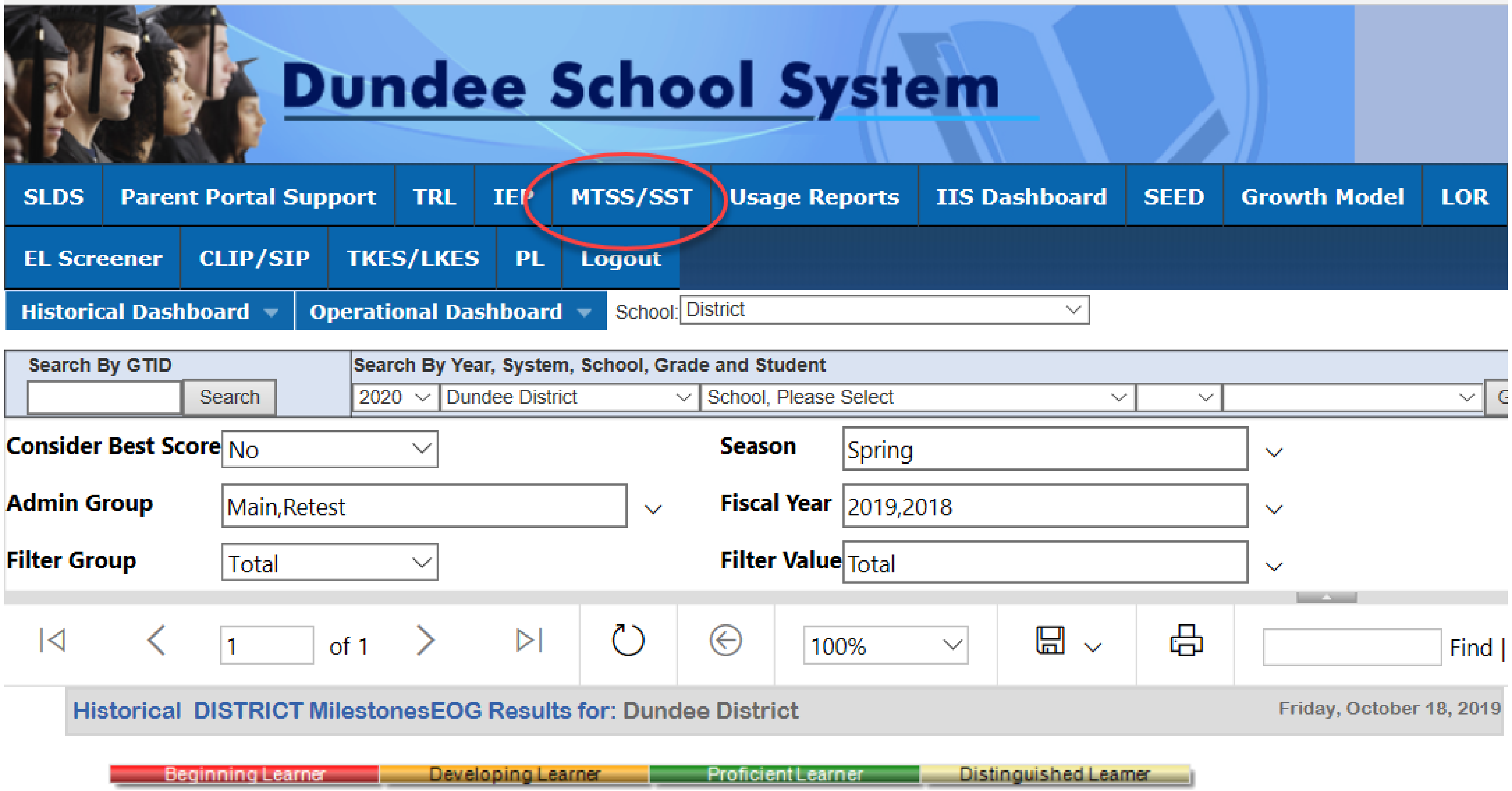
Allows users to enter Student Support Team (SST) members

Permits users to create meetings, maintain timelines, and log communication

Permits users to select from their approved interventions

Permits file uploads of student documents

Georgia’s Online MTSS/SST Application


Dundee School System
SLDS
Parent Portal Support
TRL
IEP
MTSS/SST
Usage Reports
IIS Dashboard
SEED
Growth Model
LOR
EL Screener
CLIP/SIP
TKES/LKES
PL
Logout
Historical Dashboard
Operational Dashboard
Search By GTID
Search
Search By Year, System, School, Grade and Student
of 1
100%
Find

School: District

2020 | Dundee District | School, Please Select

Consider Best Score No

Admin Group Main,Retest

Filter Group Total

Season Spring

Fiscal Year 2019,2018

Filter Value Total

Historical DISTRICT MilestonesEOG Results for: Dundee District

Friday, October 18, 2019

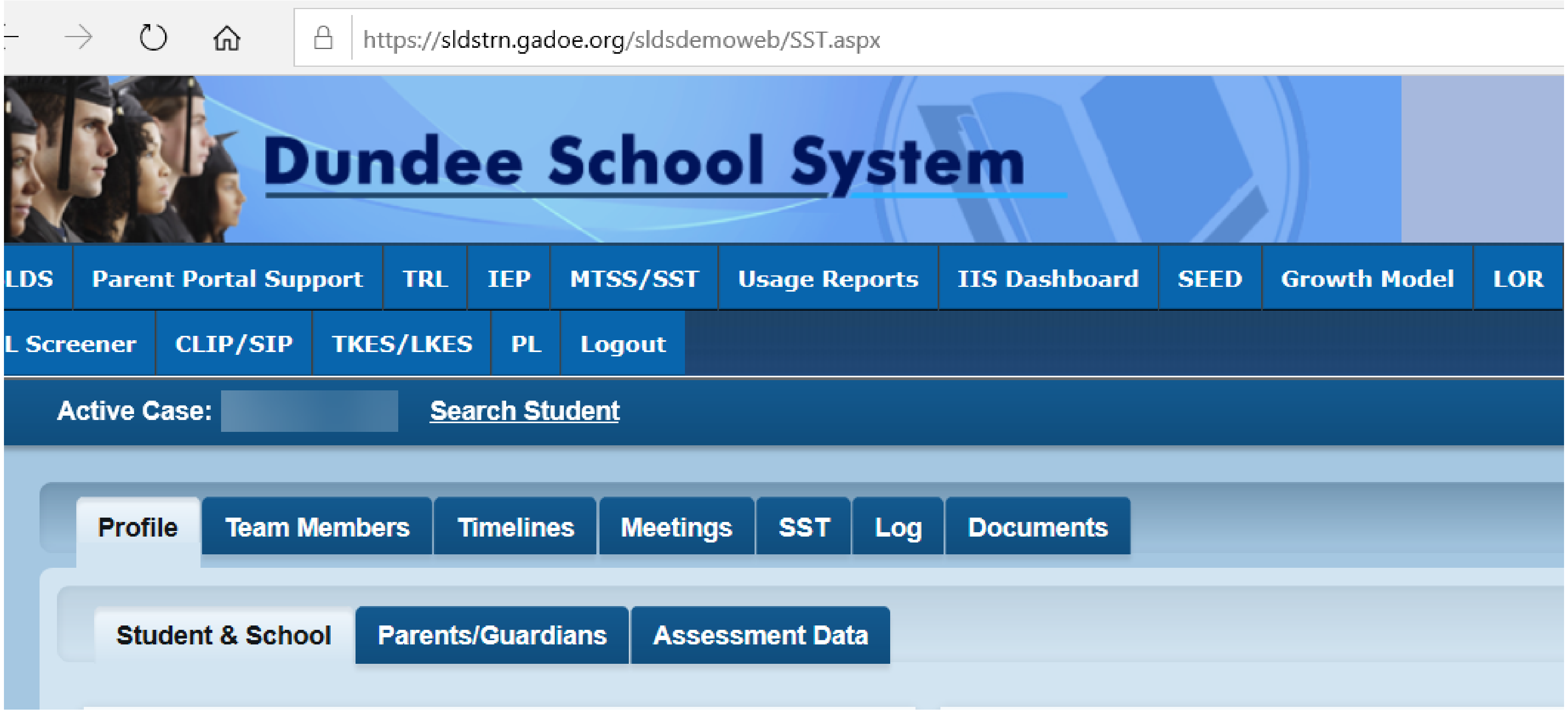
🟥 Beginning Learner 🟧 Developing Learner 🟩 Proficient Learner 🟨 Distinguished Learner

https://sldstrn.gadoe.org/sldssstdemoweb/

Georgia's Online MTSS/SST Application: Components

- Profile
- Team Members
- Timelines
- Meetings
- SST
- Log
- Documents

Georgia’s Online MTSS/SST Application

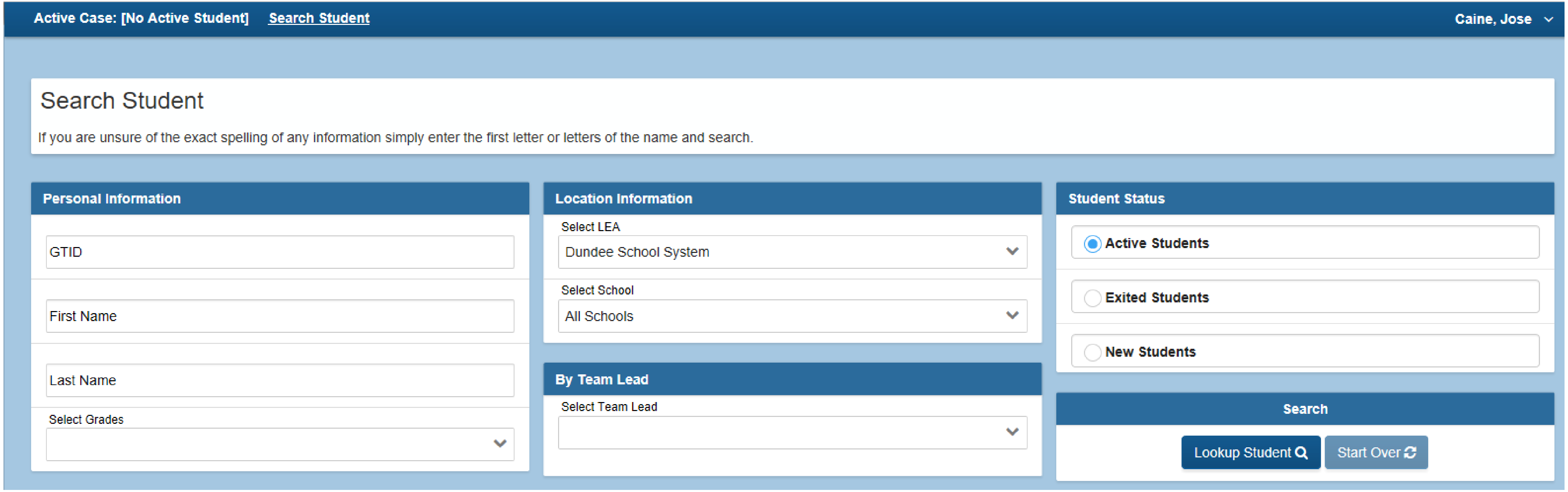

https://sldstrn.gadoe.org/sldsdemoweb/SST.aspx
Dundee School System
LDS
Parent Portal Support
TRL
IEP
MTSS/SST
Usage Reports
IIS Dashboard
SEED
Growth Model
LOR
L Screener
CLIP/SIP
TKES/LKES
PL
Logout
Search Student
Profile
Team Members
Timelines
Meetings
SST
Log
Documents
Student & School
Parents/Guardians
Assessment Data

Active Case: [redacted]

Setting Up a Student Record

1. Search for a student
2. Assign a student to a team lead
3. Create student and school profile

Student Search Page



Active Case: [No Active Student] Search Student

Caine, Jose

Search Student

If you are unsure of the exact spelling of any information simply enter the first letter or letters of the name and search.

Personal Information

GTID

First Name

Last Name

Select Grades

Location Information

Select LEA: Dundee School System

Select School: All Schools

By Team Lead

Select Team Lead

Student Status

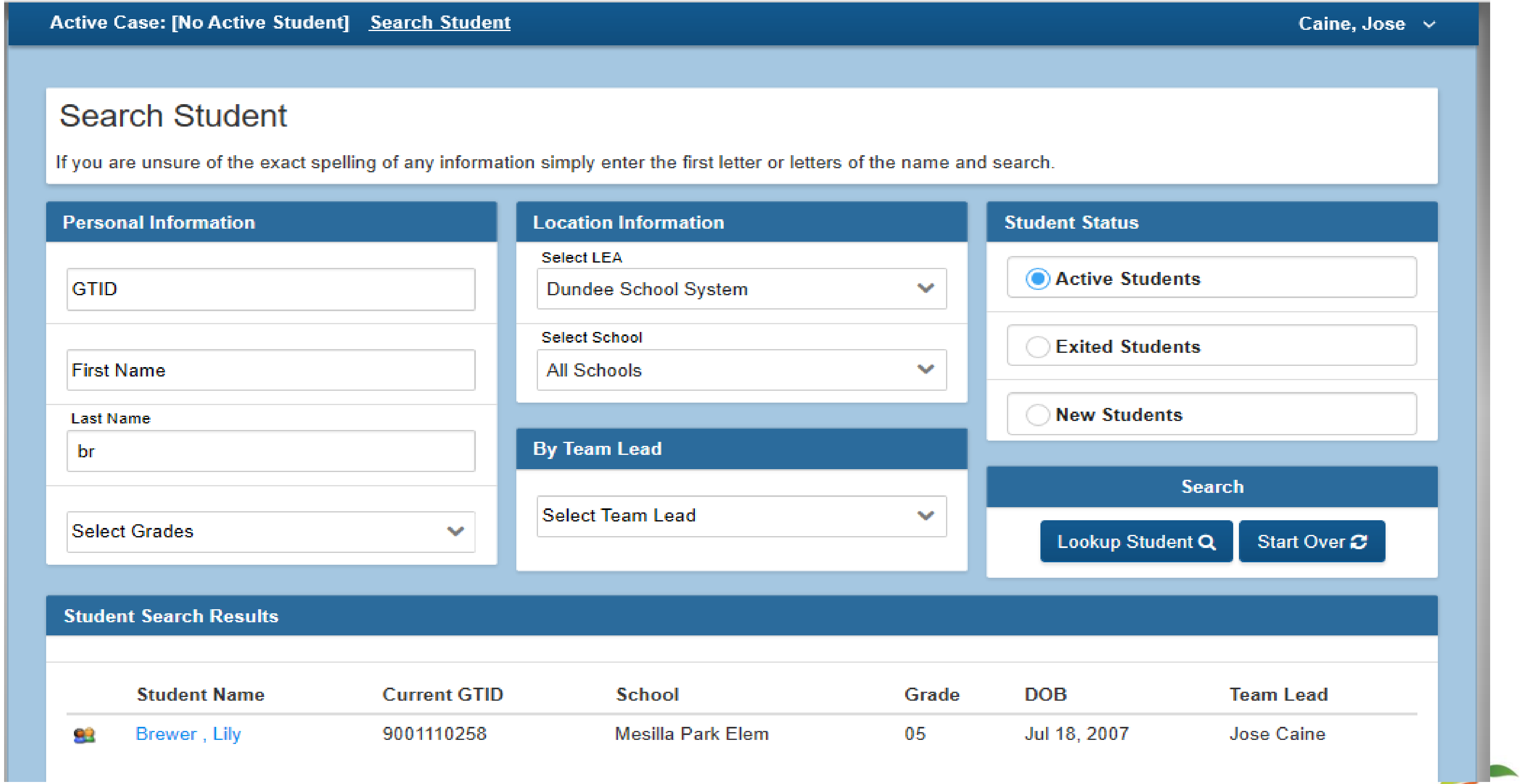
● Active Students

○ Exited Students

○ New Students

Search

Student Search Results



Active Case: [No Active Student] **Search Student**

Search Student

If you are unsure of the exact spelling of any information simply enter the first letter or letters of the name and search.

Personal Information

GTID

First Name

Last Name: br

Select Grades

Location Information

Select LEA: Dundee School System

Select School: All Schools

By Team Lead

Select Team Lead

Student Status

● Active Students

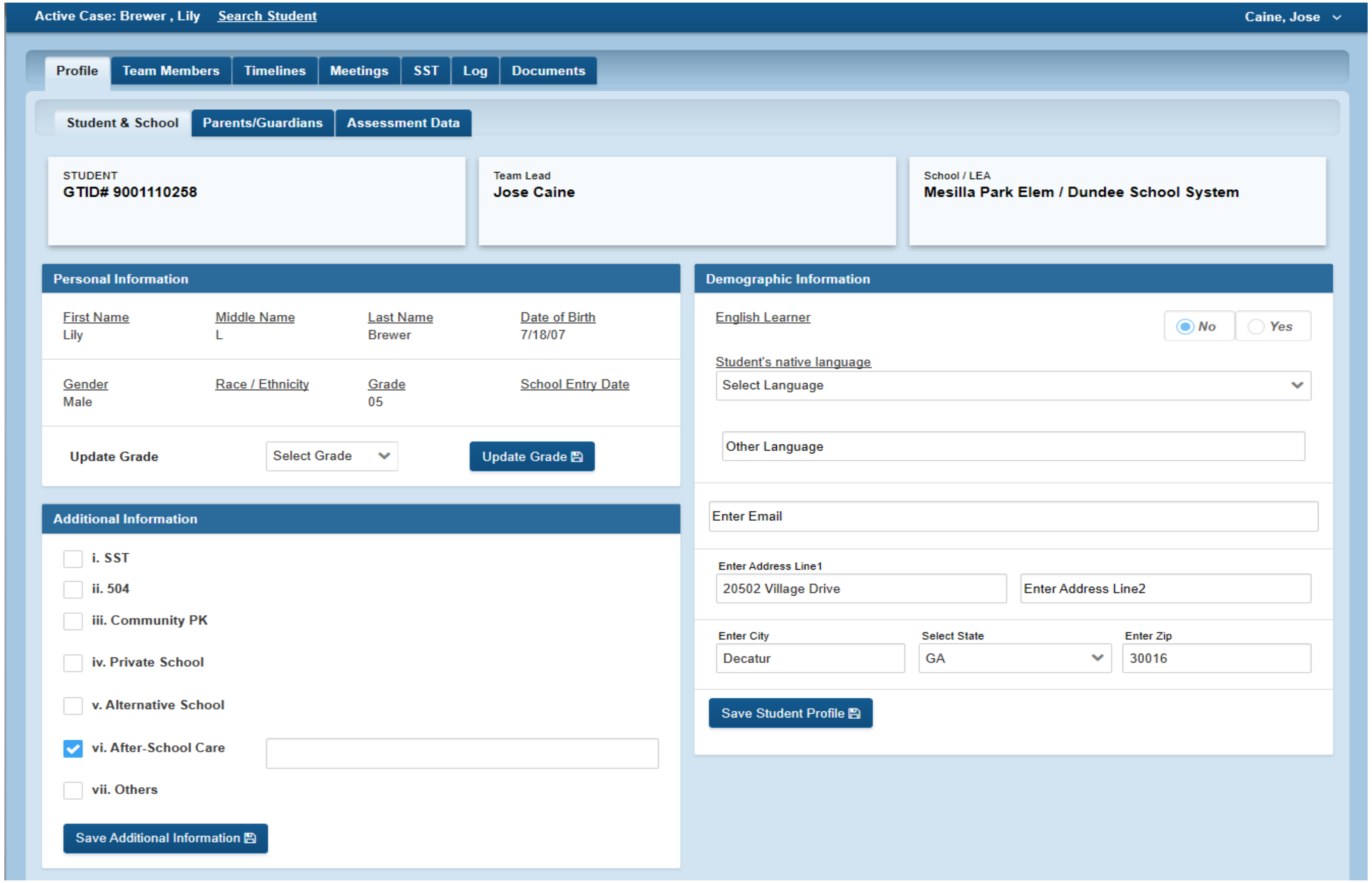
○ Exited Students

○ New Students

Student Search Results

Student Name	Current GTID	School	Grade	DOB	Team Lead
Brewer , Lily	9001110258	Mesilla Park Elem	05	Jul 18, 2007	Jose Caine

Profile


Active Case: Brewer , Lily
Search Student
Caine, Jose
Profile
Team Members
Timelines
Meetings
SST
Log
Documents
Student & School
Parents/Guardians
Assessment Data
Update Grade
Save Additional Information
Save Student Profile

STUDENT
GTID# 9001110258

Team Lead
Jose Caine

School / LEA
Mesilla Park Elem / Dundee School System

Personal Information

First Name	Middle Name	Last Name	Date of Birth
Lily	L	Brewer	7/18/07
Gender	**Race / Ethnicity**	**Grade**	**School Entry Date**
Male		05	

Update Grade: Select Grade

Additional Information

☐ i. SST
☐ ii. 504
☐ iii. Community PK
☐ iv. Private School
☐ v. Alternative School
☑ vi. After-School Care
☐ vii. Others

Demographic Information

English Learner: ● No ○ Yes

Student's native language: Select Language

Other Language

Enter Email

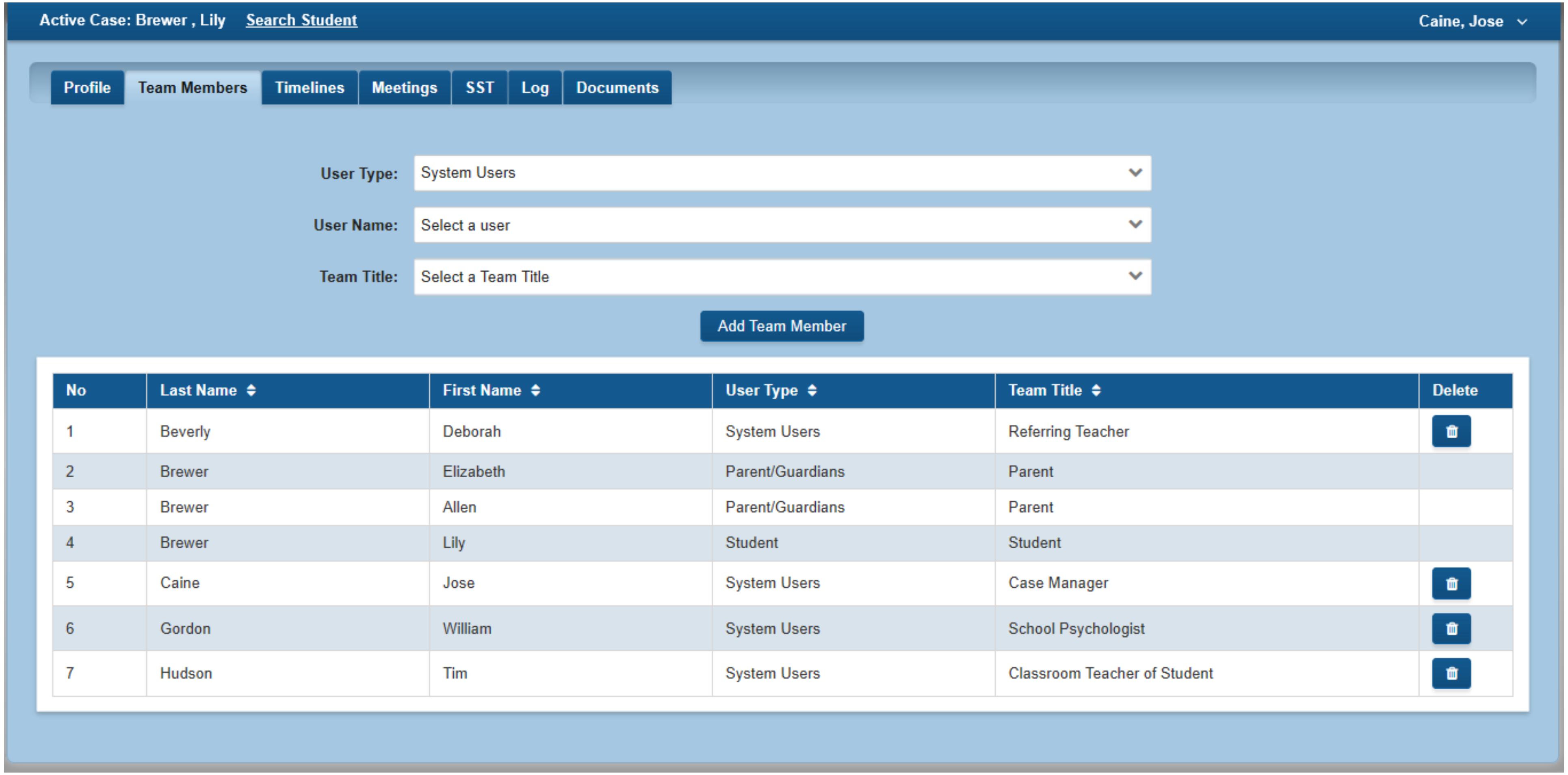
Enter Address Line1: 20502 Village Drive
Enter Address Line2

Enter City: Decatur
Select State: GA
Enter Zip: 30016

Building a Student Support Team and Setting Up Meetings

1. Select team members
2. Start the timeline
3. Add meeting details
4. Send meeting notices
5. Record parent’s response

Team Members


Search Student
Caine, Jose
Profile
Team Members
Timelines
Meetings
SST
Log
Documents
Add Team Member

Active Case: Brewer , Lily

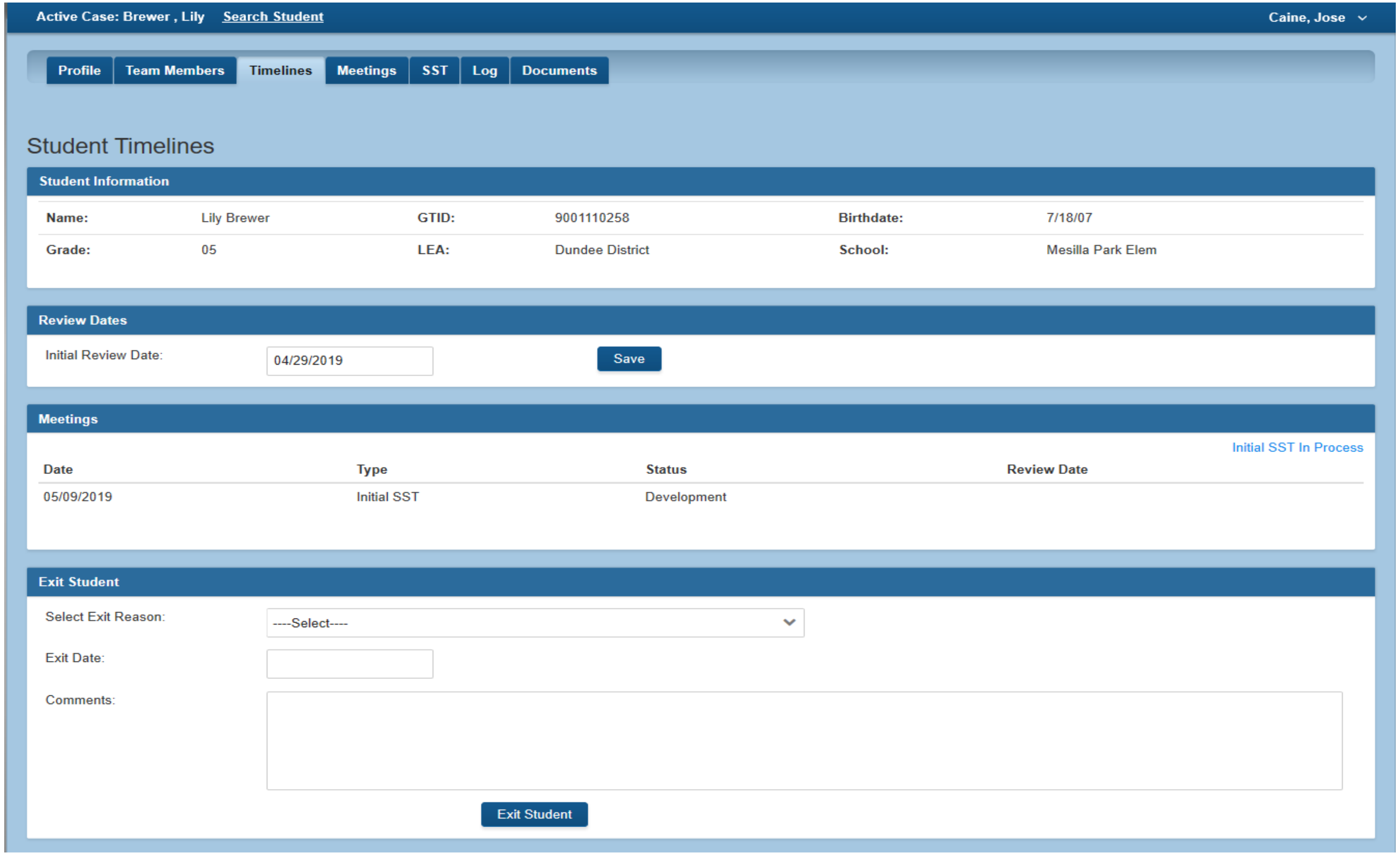
User Type: System Users

User Name: Select a user

Team Title: Select a Team Title

No	Last Name	First Name	User Type	Team Title	Delete
1	Beverly	Deborah	System Users	Referring Teacher	🗑
2	Brewer	Elizabeth	Parent/Guardians	Parent	
3	Brewer	Allen	Parent/Guardians	Parent	
4	Brewer	Lily	Student	Student	
5	Caine	Jose	System Users	Case Manager	🗑
6	Gordon	William	System Users	School Psychologist	🗑
7	Hudson	Tim	System Users	Classroom Teacher of Student	🗑

Timelines


Active Case: Brewer , Lily
Search Student
Caine, Jose
Profile
Team Members
Timelines
Meetings
SST
Log
Documents

Student Timelines

Student Information

Name:	Lily Brewer	**GTID:**	9001110258	**Birthdate:**	7/18/07
Grade:	05	**LEA:**	Dundee District	**School:**	Mesilla Park Elem

Review Dates

Initial Review Date: 04/29/2019

Save

Meetings

Initial SST In Process

Date	Type	Status	Review Date
05/09/2019	Initial SST	Development	

Exit Student

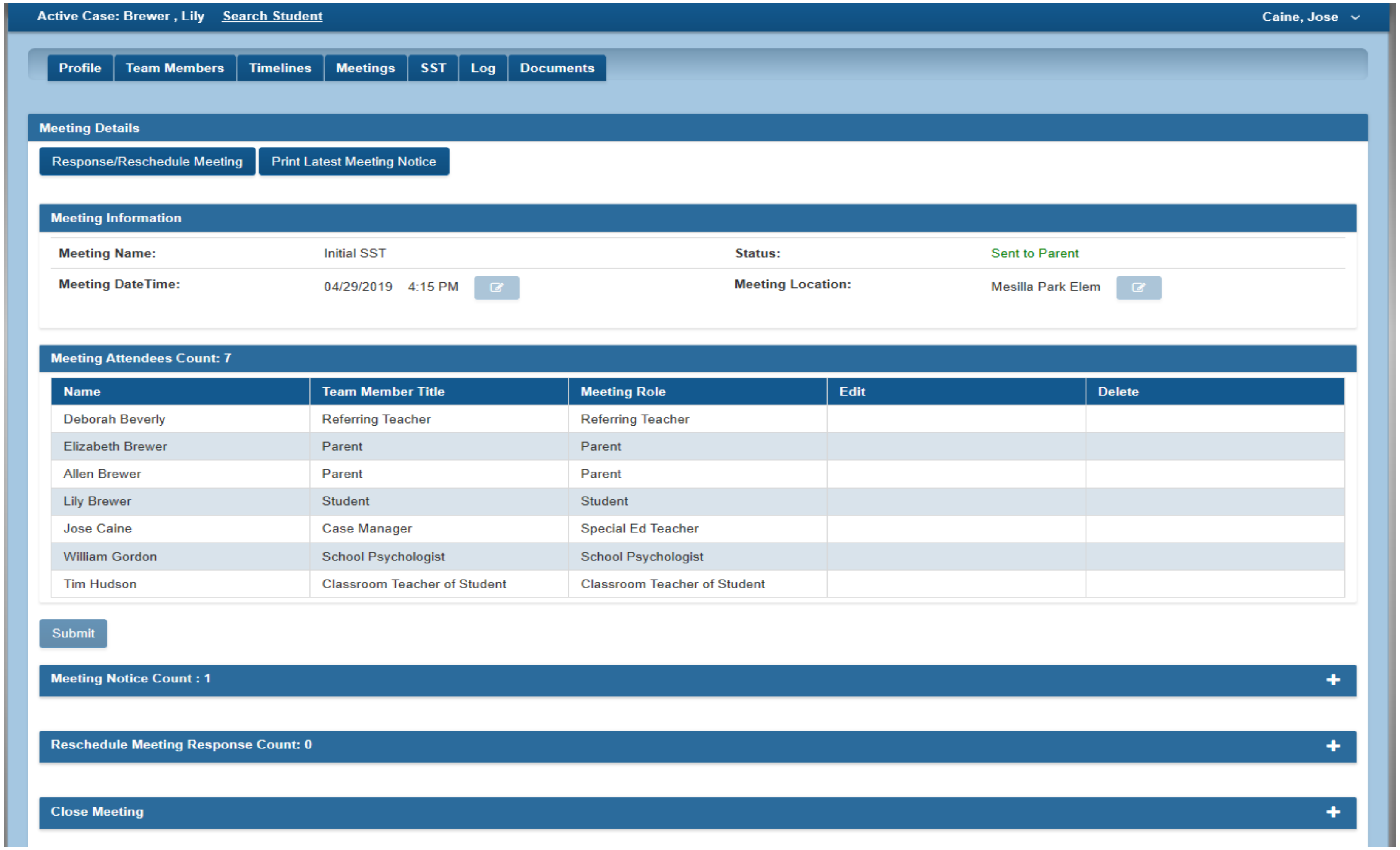
Select Exit Reason: ----Select----

Exit Date:

Comments:

Exit Student

Meetings


Active Case: Brewer , Lily
Search Student
Caine, Jose
Profile
Team Members
Timelines
Meetings
SST
Log
Documents
Response/Reschedule Meeting
Print Latest Meeting Notice
Submit

Meeting Details

Meeting Information

Meeting Name: Initial SST
Status: Sent to Parent
Meeting DateTime: 04/29/2019 4:15 PM
Meeting Location: Mesilla Park Elem

Meeting Attendees Count: 7

Name	Team Member Title	Meeting Role	Edit	Delete
Deborah Beverly	Referring Teacher	Referring Teacher		
Elizabeth Brewer	Parent	Parent		
Allen Brewer	Parent	Parent		
Lily Brewer	Student	Student		
Jose Caine	Case Manager	Special Ed Teacher		
William Gordon	School Psychologist	School Psychologist		
Tim Hudson	Classroom Teacher of Student	Classroom Teacher of Student		

Meeting Notice Count : 1 +

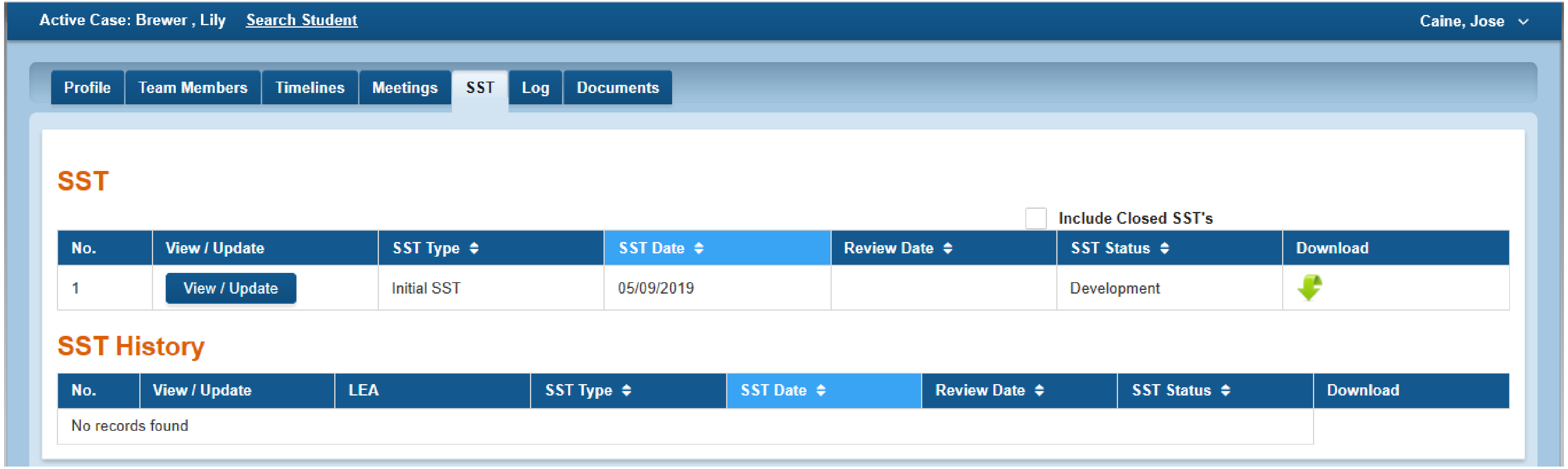
Reschedule Meeting Response Count: 0 +

Close Meeting +

Recording Student Data, SST Decisions, and Next Steps

1. Complete developmental history
2. Add student data
3. Add intervention(s) and record student progress monitoring data
4. List accommodations
5. Complete review

SST List


Active Case: Brewer , Lily
Search Student
Caine, Jose
Profile
Team Members
Timelines
Meetings
SST
Log
Documents
View / Update

SST

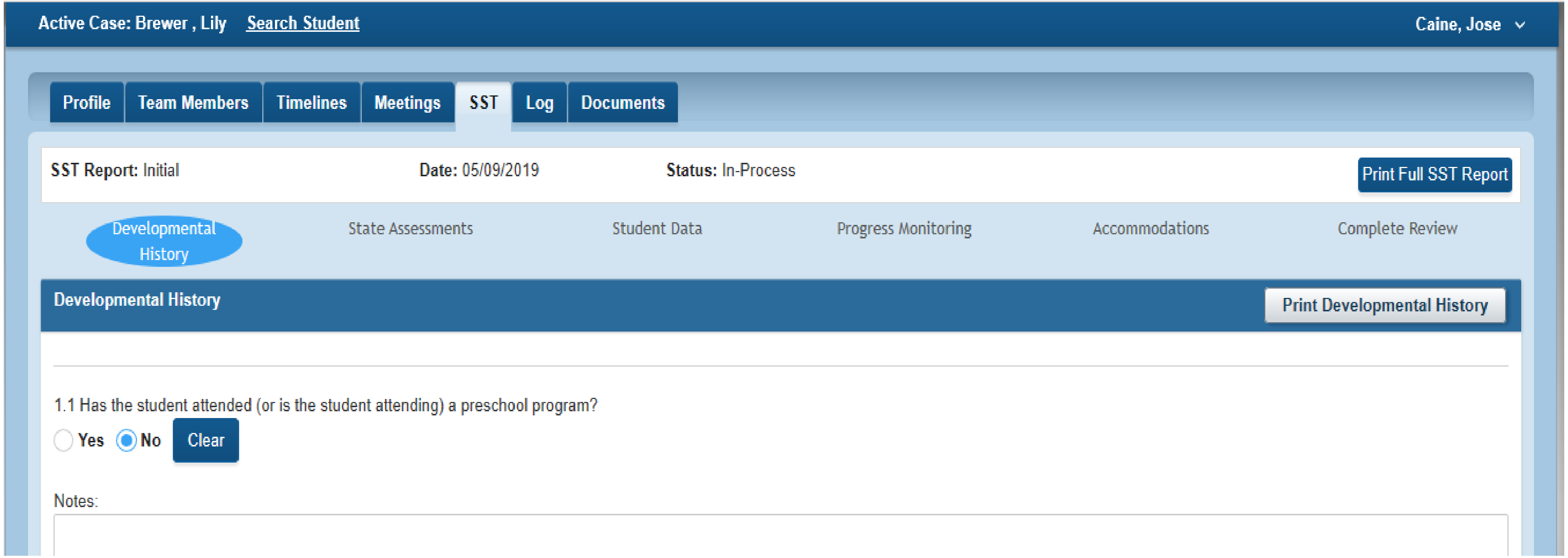
☐ Include Closed SST's

No.	View / Update	SST Type	SST Date	Review Date	SST Status	Download
1	View / Update	Initial SST	05/09/2019		Development	⬇

SST History

No.	View / Update	LEA	SST Type	SST Date	Review Date	SST Status	Download
No records found							

Developmental History


Active Case: Brewer , Lily
Search Student
Caine, Jose
Profile
Team Members
Timelines
Meetings
SST
Log
Documents
Print Full SST Report
Developmental History
State Assessments
Student Data
Progress Monitoring
Accommodations
Complete Review
Print Developmental History
Clear

SST Report: Initial **Date:** 05/09/2019 **Status:** In-Process

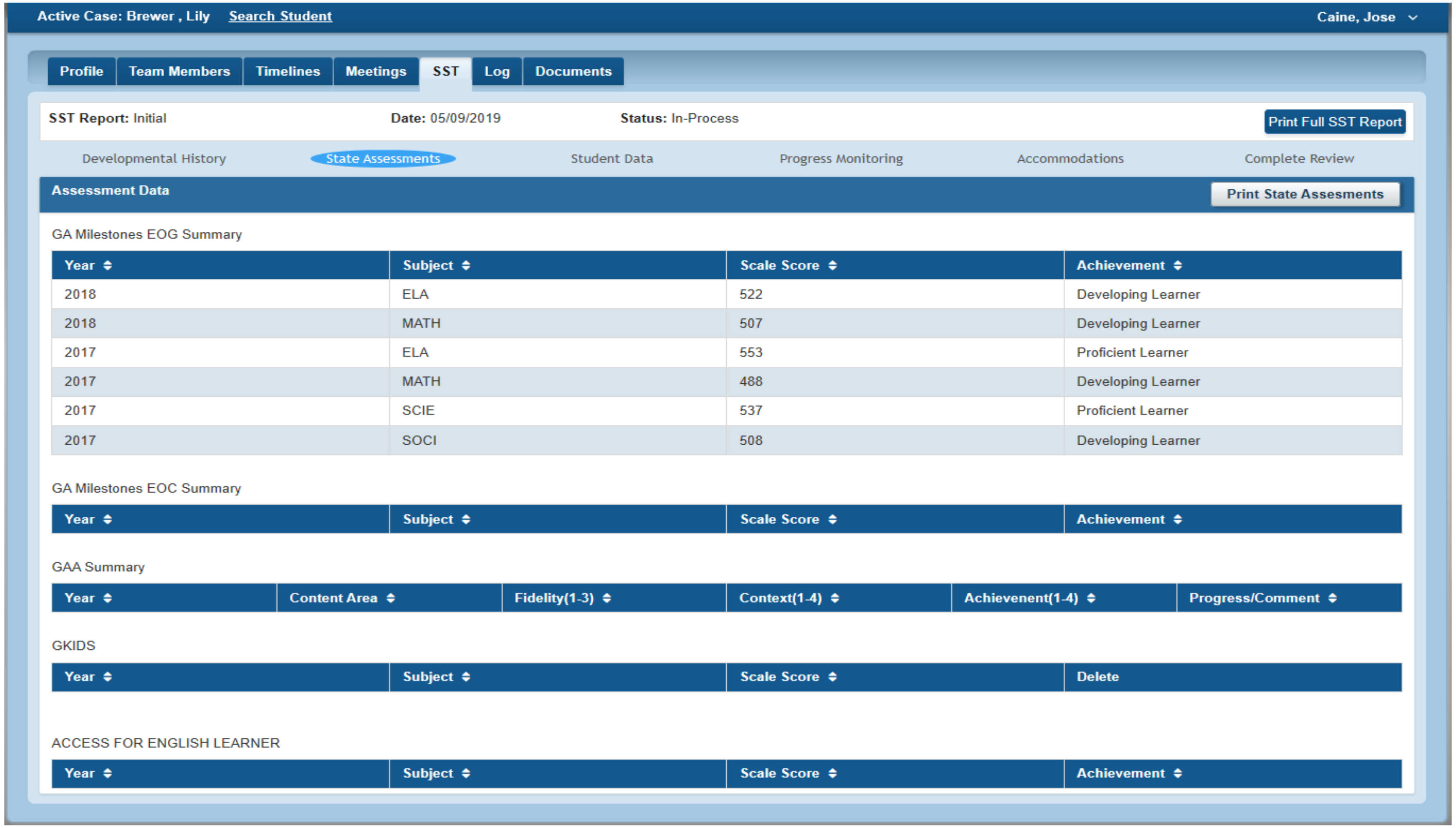
Developmental History

1.1 Has the student attended (or is the student attending) a preschool program?

○ Yes ● No

Notes:

State Assessments


Search Student
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Documents
Print Full SST Report
Developmental History
State Assessments
Student Data
Progress Monitoring
Accommodations
Complete Review
Print State Assesments

Active Case: Brewer , Lily

SST Report: Initial **Date:** 05/09/2019 **Status:** In-Process

Assessment Data

GA Milestones EOG Summary

Year	Subject	Scale Score	Achievement
2018	ELA	522	Developing Learner
2018	MATH	507	Developing Learner
2017	ELA	553	Proficient Learner
2017	MATH	488	Developing Learner
2017	SCIE	537	Proficient Learner
2017	SOCI	508	Developing Learner

GA Milestones EOC Summary

Year	Subject	Scale Score	Achievement

GAA Summary

Year	Content Area	Fidelity(1-3)	Context(1-4)	Achievenent(1-4)	Progress/Comment

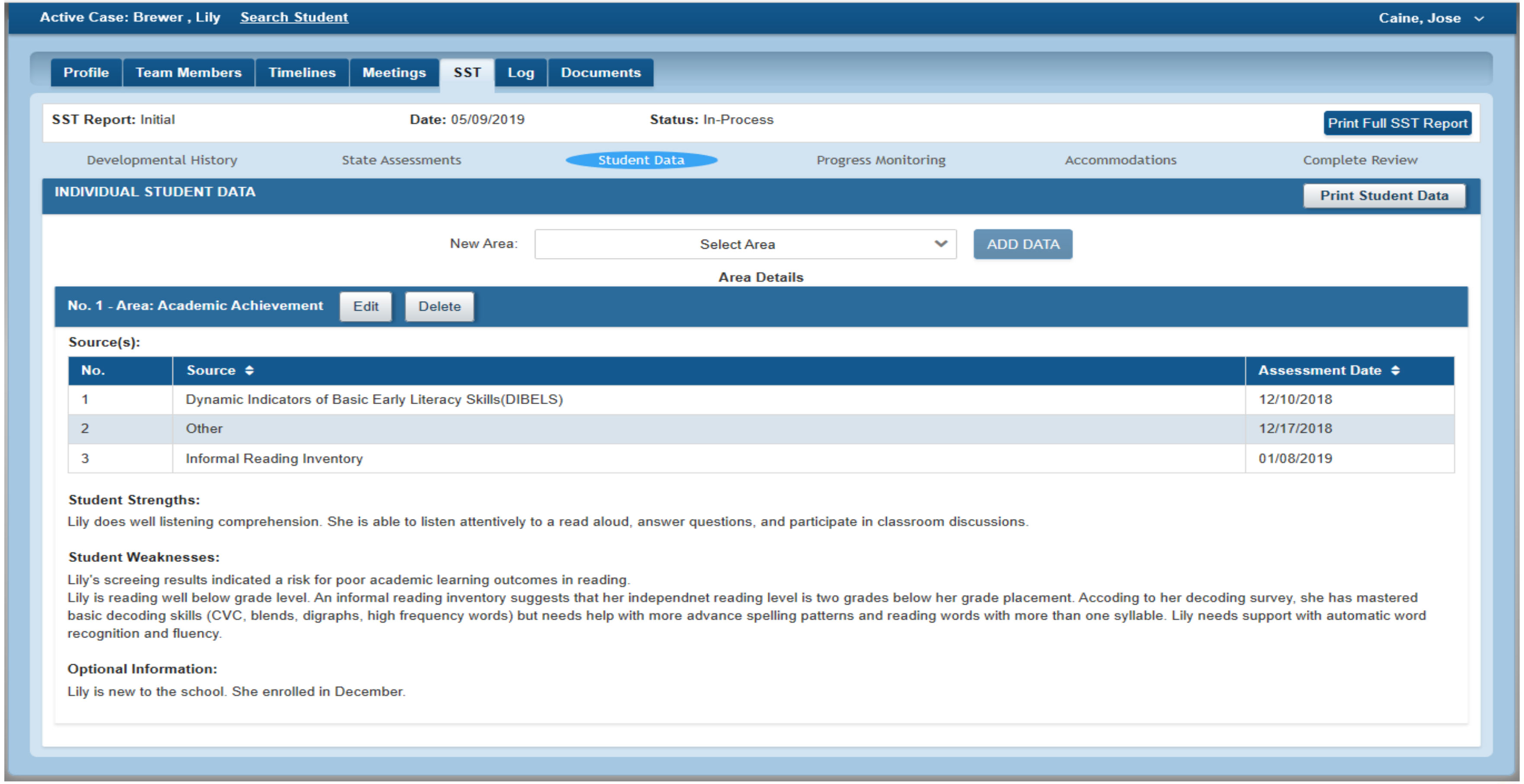
GKIDS

Year	Subject	Scale Score	Delete

ACCESS FOR ENGLISH LEARNER

Year	Subject	Scale Score	Achievement

Student Data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Meetings
SST
Log
Documents
Print Full SST Report
Developmental History
State Assessments
Student Data
Progress Monitoring
Accommodations
Complete Review
Print Student Data
ADD DATA
Edit
Delete

SST Report: Initial **Date:** 05/09/2019 **Status:** In-Process

INDIVIDUAL STUDENT DATA

New Area: Select Area

Area Details

No. 1 - Area: Academic Achievement

Source(s):

No.	Source	Assessment Date
1	Dynamic Indicators of Basic Early Literacy Skills(DIBELS)	12/10/2018
2	Other	12/17/2018
3	Informal Reading Inventory	01/08/2019

Student Strengths:

Lily does well listening comprehension. She is able to listen attentively to a read aloud, answer questions, and participate in classroom discussions.

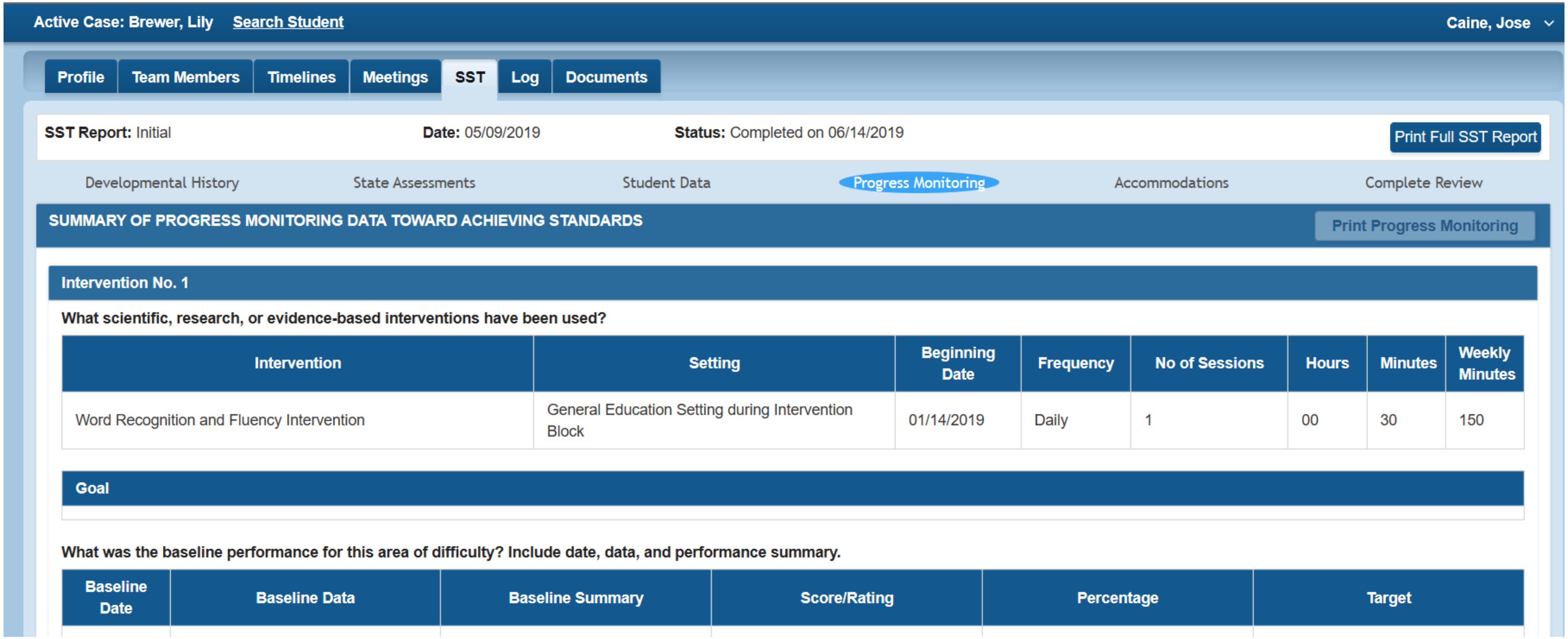
Student Weaknesses:

Lily's screeing results indicated a risk for poor academic learning outcomes in reading.
Lily is reading well below grade level. An informal reading inventory suggests that her independnet reading level is two grades below her grade placement. Accoding to her decoding survey, she has mastered basic decoding skills (CVC, blends, digraphs, high frequency words) but needs help with more advance spelling patterns and reading words with more than one syllable. Lily needs support with automatic word recognition and fluency.

Optional Information:

Lily is new to the school. She enrolled in December.

Intervention(s) and Progress Monitoring


Search Student
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Documents
Print Full SST Report
Developmental History
State Assessments
Student Data
Progress Monitoring
Accommodations
Complete Review
Print Progress Monitoring

Active Case: Brewer, Lily

SST Report: Initial **Date:** 05/09/2019 **Status:** Completed on 06/14/2019

SUMMARY OF PROGRESS MONITORING DATA TOWARD ACHIEVING STANDARDS

Intervention No. 1

What scientific, research, or evidence-based interventions have been used?

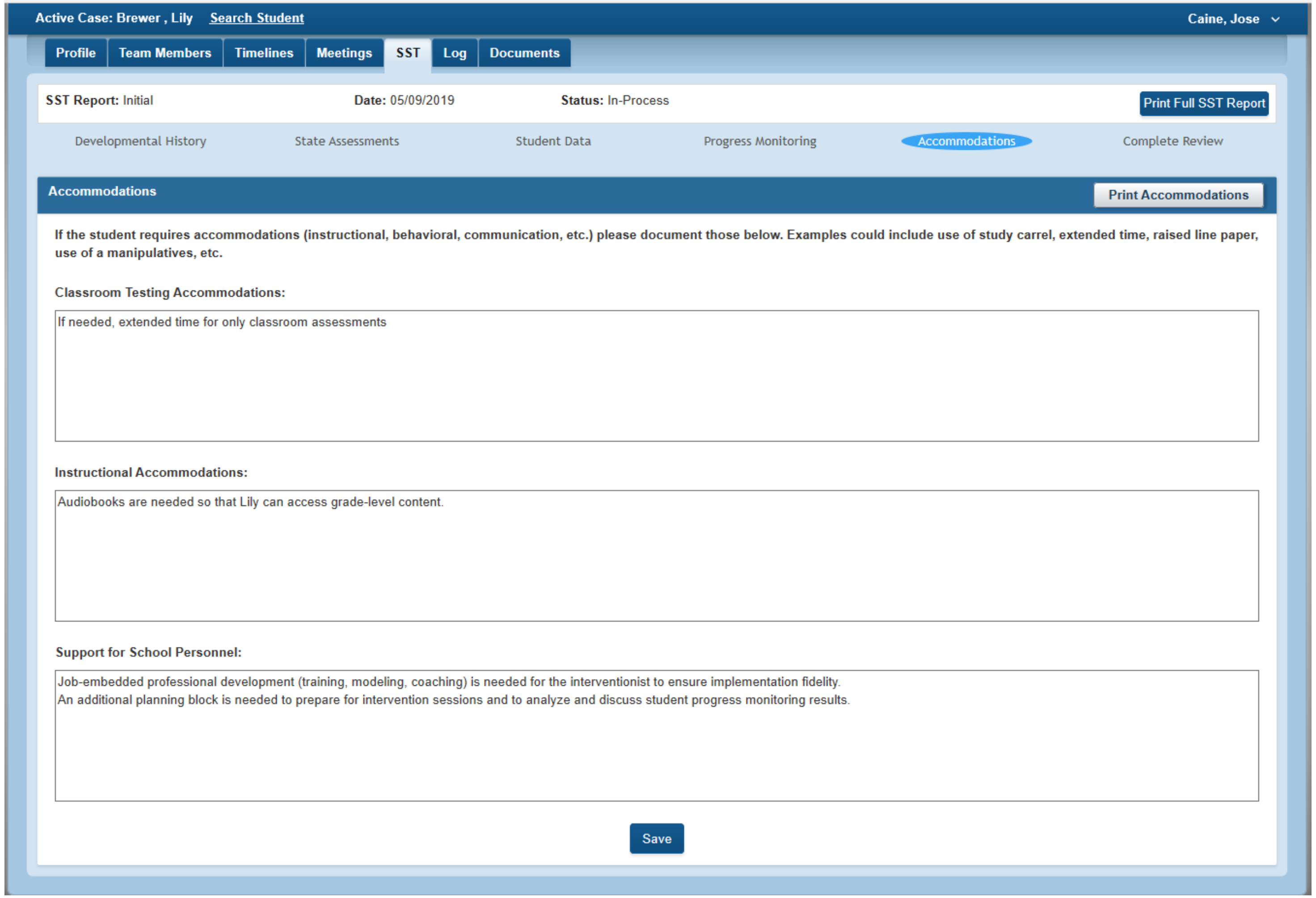
Intervention	Setting	Beginning Date	Frequency	No of Sessions	Hours	Minutes	Weekly Minutes
Word Recognition and Fluency Intervention	General Education Setting during Intervention Block	01/14/2019	Daily	1	00	30	150

Goal

What was the baseline performance for this area of difficulty? Include date, data, and performance summary.

Baseline Date	Baseline Data	Baseline Summary	Score/Rating	Percentage	Target

Accommodations


Active Case: Brewer , Lily
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SST
Log
Documents
Print Full SST Report
Developmental History
State Assessments
Student Data
Progress Monitoring
Accommodations
Complete Review
Print Accommodations
Save

SST Report: Initial

Date: 05/09/2019

Status: In-Process

Accommodations

If the student requires accommodations (instructional, behavioral, communication, etc.) please document those below. Examples could include use of study carrel, extended time, raised line paper, use of a manipulatives, etc.

Classroom Testing Accommodations:

If needed, extended time for only classroom assessments

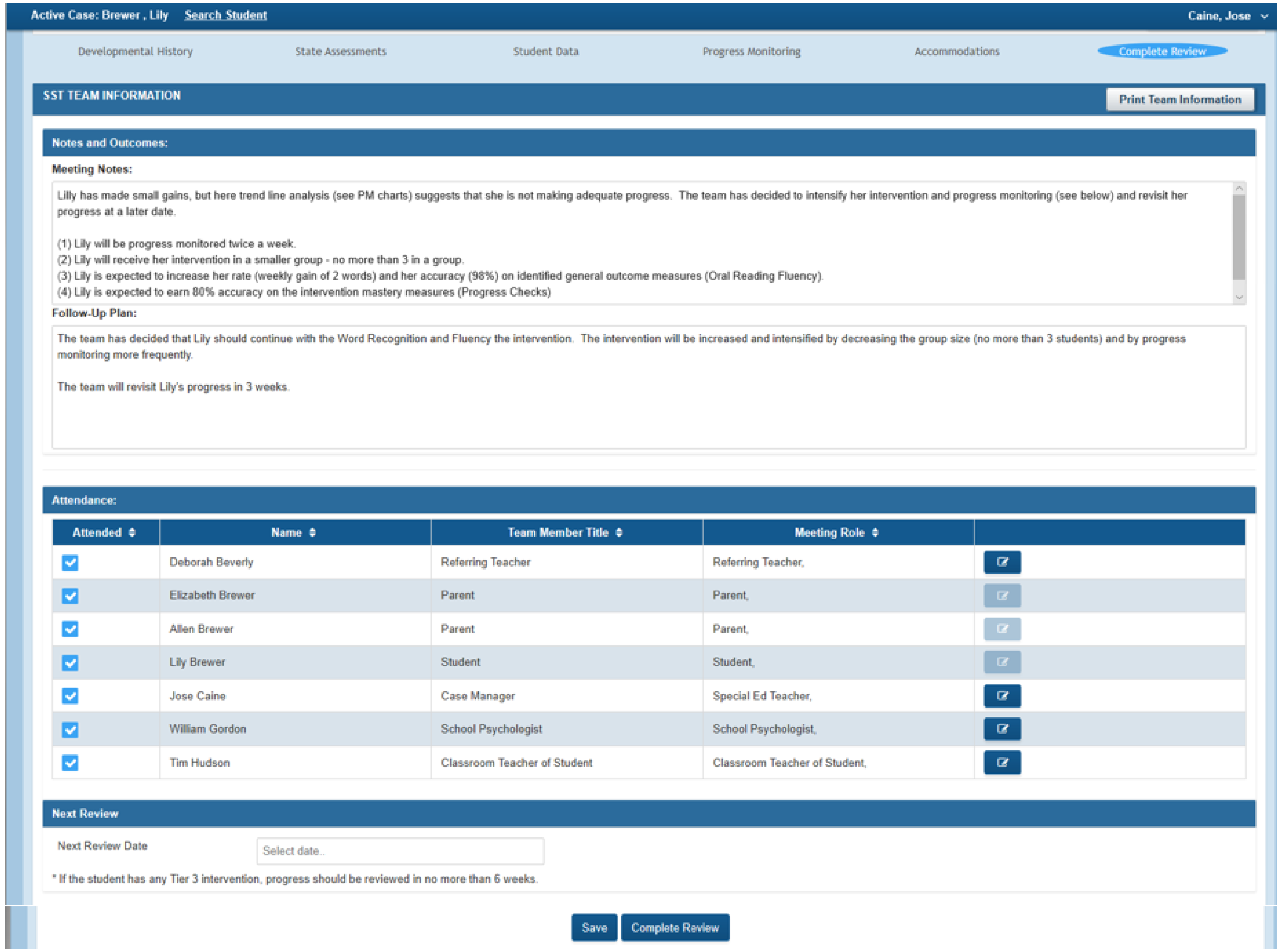
Instructional Accommodations:

Audiobooks are needed so that Lily can access grade-level content.

Support for School Personnel:

Job-embedded professional development (training, modeling, coaching) is needed for the interventionist to ensure implementation fidelity.
An additional planning block is needed to prepare for intervention sessions and to analyze and discuss student progress monitoring results.

Complete Review


Active Case: Brewer , Lily
Search Student
Caine, Jose
Developmental History
State Assessments
Student Data
Progress Monitoring
Accommodations
Complete Review
Print Team Information
Save
Complete Review

SST TEAM INFORMATION

Notes and Outcomes:

Meeting Notes:

Lilly has made small gains, but here trend line analysis (see PM charts) suggests that she is not making adequate progress. The team has decided to intensify her intervention and progress monitoring (see below) and revisit her progress at a later date.

(1) Lily will be progress monitored twice a week.
(2) Lily will receive her intervention in a smaller group - no more than 3 in a group.
(3) Lily is expected to increase her rate (weekly gain of 2 words) and her accuracy (98%) on identified general outcome measures (Oral Reading Fluency).
(4) Lily is expected to earn 80% accuracy on the intervention mastery measures (Progress Checks)

Follow-Up Plan:

The team has decided that Lily should continue with the Word Recognition and Fluency the intervention. The intervention will be increased and intensified by decreasing the group size (no more than 3 students) and by progress monitoring more frequently.

The team will revisit Lily's progress in 3 weeks.

Attendance:

Attended	Name	Team Member Title	Meeting Role	
☑	Deborah Beverly	Referring Teacher	Referring Teacher,	
☑	Elizabeth Brewer	Parent	Parent,	
☑	Allen Brewer	Parent	Parent,	
☑	Lily Brewer	Student	Student,	
☑	Jose Caine	Case Manager	Special Ed Teacher,	
☑	William Gordon	School Psychologist	School Psychologist,	
☑	Tim Hudson	Classroom Teacher of Student	Classroom Teacher of Student,	

Next Review

Next Review Date: Select date..

* If the student has any Tier 3 intervention, progress should be reviewed in no more than 6 weeks.

Student Educational Plan (PDF)

Student’s Information

Purpose of Meeting

Student’s Data

Students’ Identified Needs

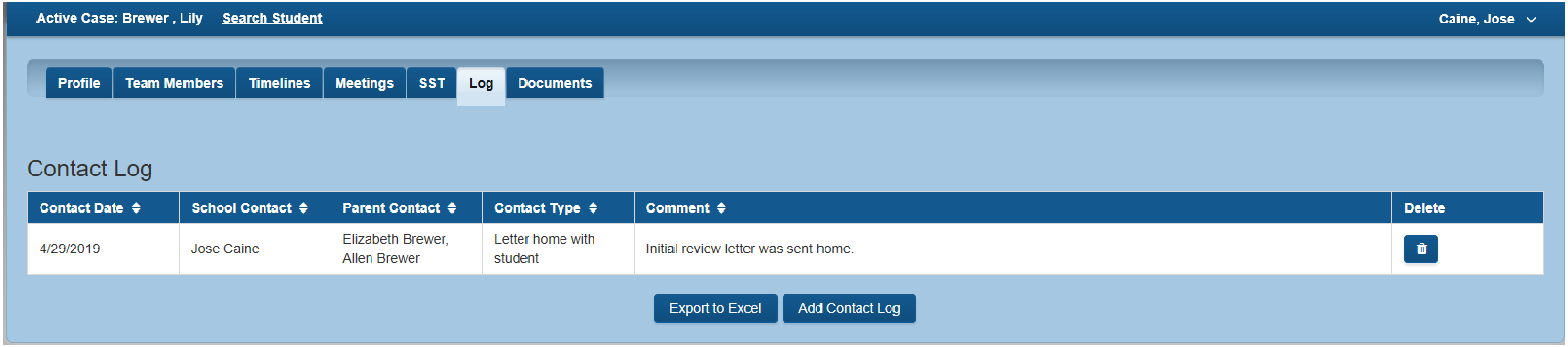
Educational Plan for Student

Follow-up Plan

Providing Additional Documentation

1. Create and update contact log
2. Upload documents

Contact Log

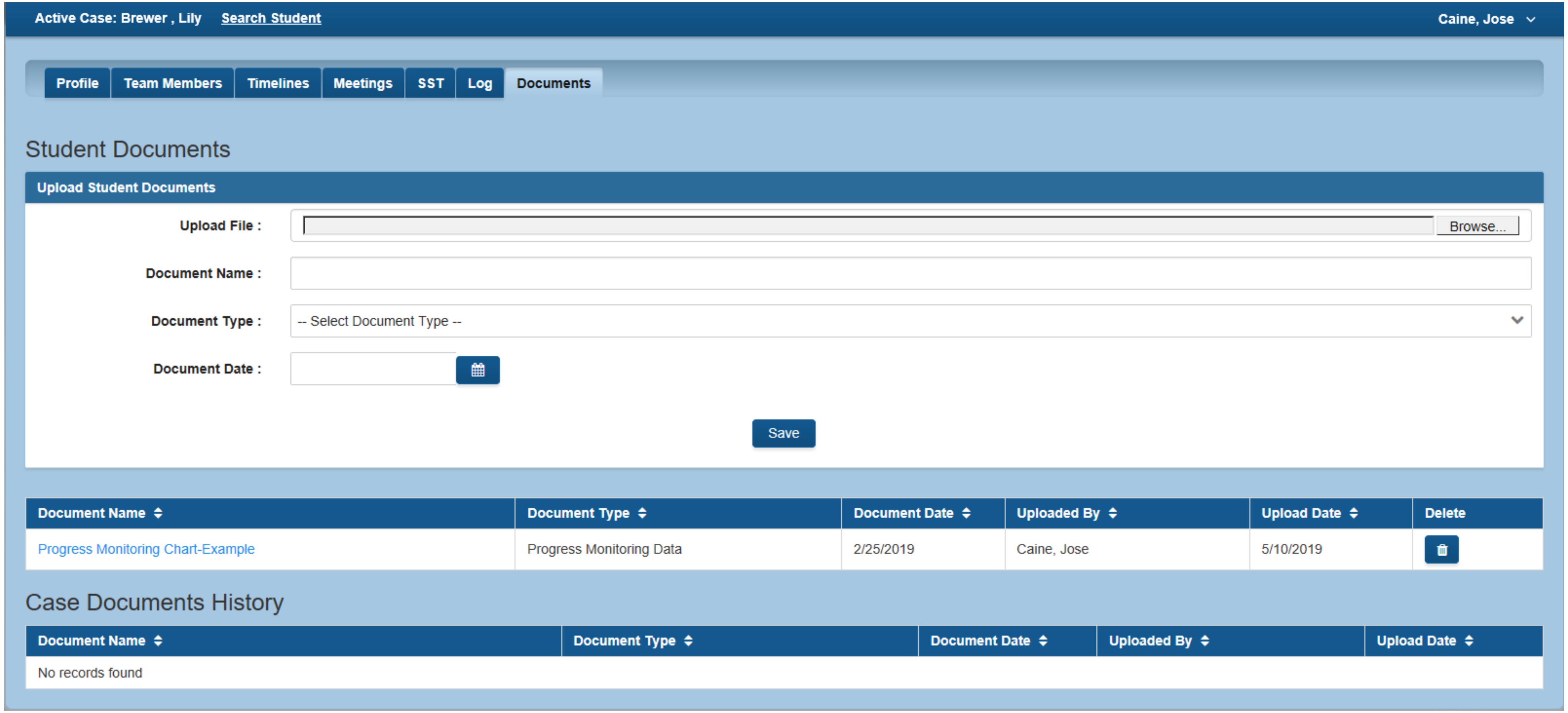


Active Case: Brewer , Lily
Search Student
Caine, Jose
Profile
Team Members
Timelines
Meetings
SST
Log
Documents
Export to Excel
Add Contact Log

Contact Log

Contact Date	School Contact	Parent Contact	Contact Type	Comment	Delete
4/29/2019	Jose Caine	Elizabeth Brewer, Allen Brewer	Letter home with student	Initial review letter was sent home.	🗑

Documents


Search Student
Caine, Jose
Profile
Team Members
Timelines
Meetings
SST
Log
Documents
Browse...
Save

Active Case: Brewer , Lily

Student Documents

Upload Student Documents

Upload File :	
Document Name :	
Document Type :	-- Select Document Type --
Document Date :	

Document Name	Document Type	Document Date	Uploaded By	Upload Date	Delete
Progress Monitoring Chart-Example	Progress Monitoring Data	2/25/2019	Caine, Jose	5/10/2019	🗑

Case Documents History

Document Name	Document Type	Document Date	Uploaded By	Upload Date
No records found				

Next Steps

Help Manual

- Supports the use the application
- Facilitate professional learning and implementation of the Georgia's Tiered System of Supports for Students

Outcomes for Today

- Introduce Georgia’s Technology Tools for MTSS Alignment
  - Georgia’s MTSS Online Modules
  - Georgia’s Online MTSS/SST Application

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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