Georgia's Tiered System of Supports for Students

English Learners and MTSS

Federal Programs Conference

June 18-19, 2019

Georgia Department of Education

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 five essential components of Georgia's Tiered System of Supports for Students
- Make connections between English Learner services and other MTSS interventions
- Understand the role of the ESOL Teacher in Georgia's Tiered System of Supports for Students

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

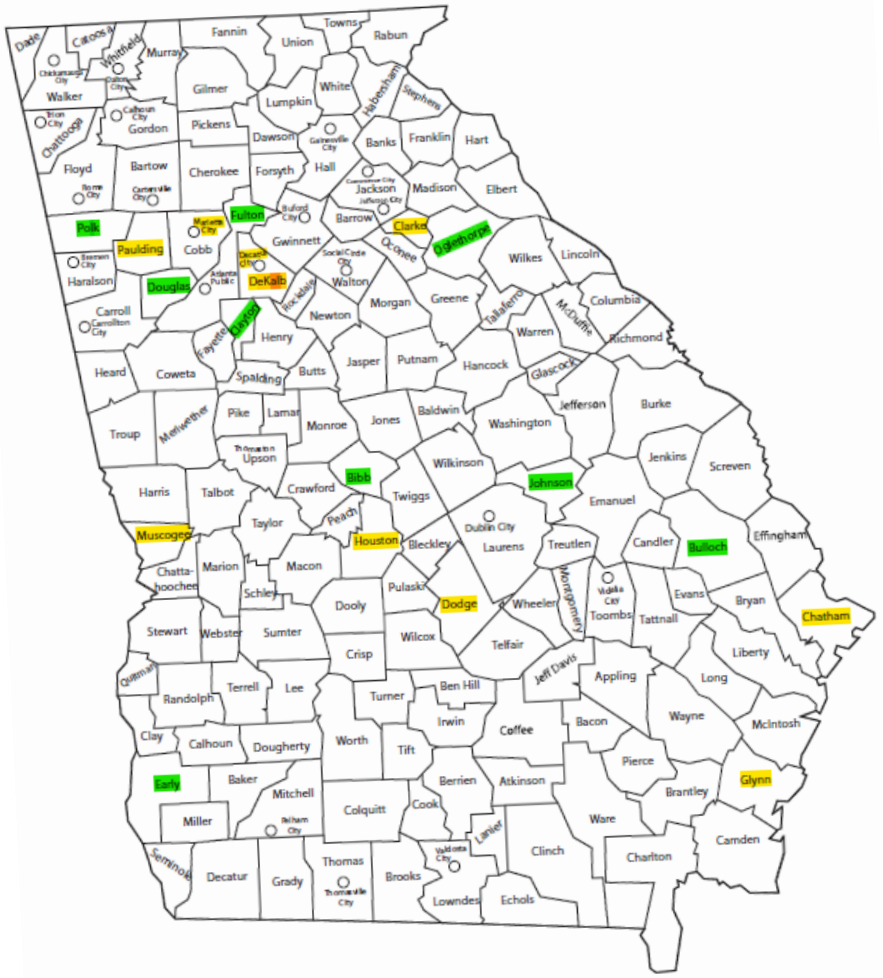
Georgia's Tiered System of Supports for Students

Cohort 1

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

Cohort 2

- Bulloch
- Douglas
- DuBois Integrity Academy
- Early
- GaDOE State Schools
- Johnson
- Oglethorpe



GaDOE Georgia Department of Education

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*

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 behavior; and
- is considered best practice for teaching and learning.

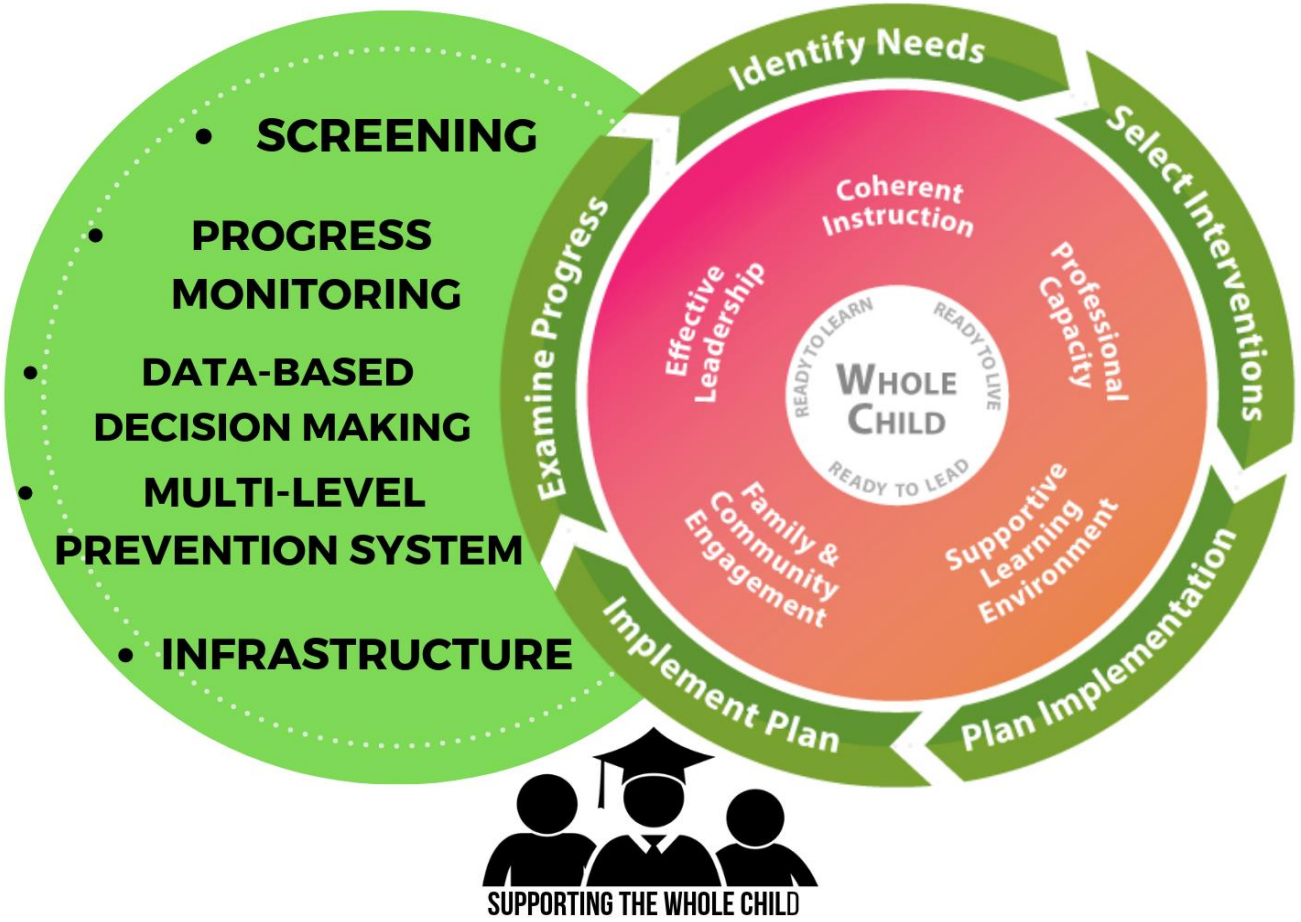
Georgia's Systems of Continuous Improvement

"The What"

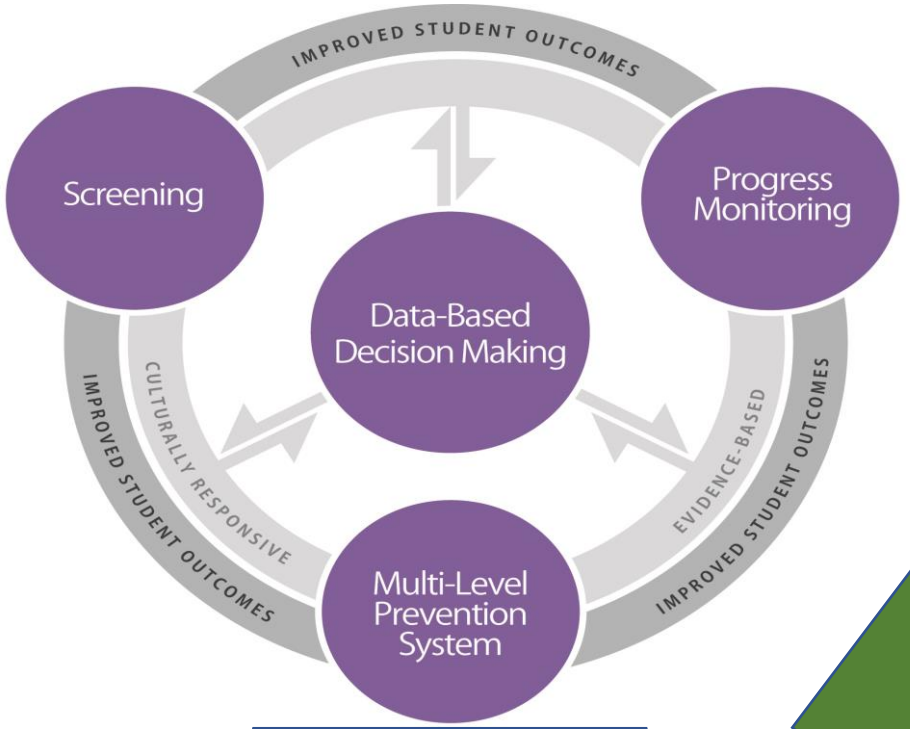
Georgia's Tiered System of Supports for Students

"The How"

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



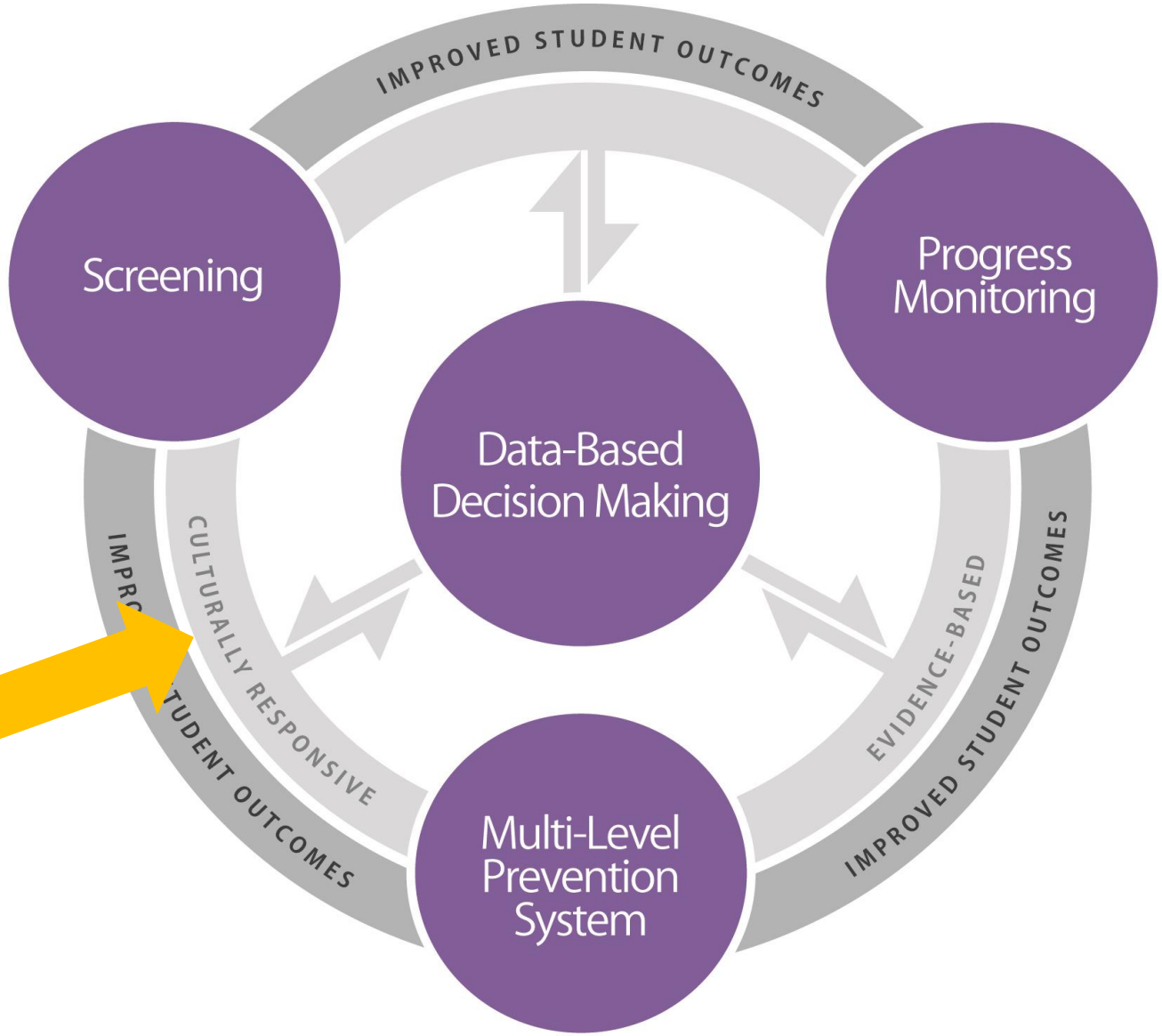
Essential Components of the Nationally Aligned MTSS Framework



Supported by District and School Infrastructure

Georgia added the essential component of Infrastructure.

Nationally Aligned MTSS Framework



Characteristics of Culturally Responsive Teaching:

- Uses the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively.

- Assumes academic knowledge and skills become more personally meaningful, have higher interest appeal, and are learned more easily and thoroughly when they are situated within the lived experiences and frames of reference of students (Gay, 2000)*.

- Presupposes that the academic achievement of ethnically diverse students will improve when they are taught through their own cultural and experiential filters (Au & Kawakami, 1994; Foster, 1995; Gay, 2000; Hollins, 1996; Kleinfeld, 1975; Ladson-Billings, 1994, 1995).

From: Linan-Thompson, S., Lara-Martinez, J. A., & Cavazos, L. O. (2018). Exploring the Intersection of Evidence-Based Practices and Culturally and Linguistically Responsive Practices. *Intervention in School and Clinic*, 1-8.

MTSS - "The How" Within Georgia's System of Continuous Improvement

LEAs and schools develop infrastructure and support mechanisms to:

- 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.
- have written processes and protocols in place to ensure that our multi-tiered system of supports is able to meet the needs of ALL students, including English Learners

Considerations for English Learners –

Use data to get to **“the why:”**

- Low English language proficiency (social and/or academic)
- Significant gaps in learning/schooling and trauma could look like behavior issues?
- Use of appropriate evidence-based interventions around language
- Monitor to decide whether to continue/ adjust the intensity and nature of the interventions based on students’ responsiveness

Clarifying Misconceptions

What Georgia's Tiered System of Supports for Students IS	What Georgia's Tiered System of Supports for Students is NOT
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, RTI, SST, etc.
How do they align?

- **PBIS:** Positive Behavioral Interventions and Supports
- **RTI:** Response to Intervention
- **SST:** Student Support Team
- **SMH:** Student Mental Health
- **WRAP:** Wraparound Services

MTSS, SST and RTI – Are these terms synonymous?

- **MTSS -** a tiered system of supports that 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 Center on Response to Intervention, 2010)*
- **RTI -** schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities or other disabilities. *(Center on Response to Intervention)*
- **SST** - an interdisciplinary group that uses a systematic process to address learning and/or behavior problems of students, K-12, in a school. SST is unique to Georgia. *(Georgia Department of Education)*

Under the framework of Georgia's Tiered System of Supports for Students, RTI and SST are still both a part of the MTSS process.

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

- Under the framework of Georgia's Tiered System of Supports for Students, RTI and SST are still both a part of the process. Georgia's pyramid is now composed of only three tiers.
  - RTI is embedded in the **data-based decision making component** and remains a part of the **multi-level prevention system**. It is also included in the **screening and progress monitoring** components.
  - Under the MTSS framework, SST is initiated at Tier III.

Georgia's Tiered System of Supports for Students' Understandings

- 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

- Review the handout. Using the sentence starter below, fill in the blank.

High Leverage Practices (HLPs) are just good _____.

- Compare your responses with others around you.

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)

Instructional Understandings About EBIs/EBPs

- Evidence-Based Interventions (EBIs)/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.
  - student response to interventions
  - fidelity of implementation

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What are Evidence-Based Interventions/Practices?

Are Content Specific

Developmentally Appropriate

Learner Dependent

Supported by Research

Tessie Bailey, American Institutes for Reseach (tbailey@air.org) 3

Evidence Based Practices for ELs - Academic Instruction that…

Develops academic oral language while teaching literacy and other content areas

- Develop English oral language proficiency
- Provide sheltered instruction practices
- Use peer-supported instruction/learning
- Teach explicit comprehension strategies

Teaches vocabulary across content areas

- Provide opportunities for in-depth understanding of words through reading, writing, listening, and speaking
- Teach high-utility academic words
- Teach word-learning strategies

(An activity, strategy or intervention that demonstrates a statistically significant effect on improved student outcomes or other relevant outcomes based on either strong, moderate or promising evidence from research - Every Student Succeeds Act, 2015)

(Richards-Tutor, Aceves, and Reese, 2016 as cited in Brown, Julie, Cavazos and Grimaldo 2017)

Evidence Based Practices for ELs (Cont'd) - Academic Instruction that…

Provides instruction and support in primary language

- Consider transferability of literacy skills for students literate in their first language
- Provide students with bilingual programs when possible including intervention in the language of instruction
- Provide instruction with primary language support

Provides appropriate intervention for ELs

- Targeted small-group explicit interventions at Tier 2 for struggling or Tier 3 for Els who have intensive needs
- Ensure that intervention include specific strategies to meet the needs of ELs

(Richards-Tutor, Aceves, and Reese, 2016 as cited in Brown, Julie, Cavazos and Grimaldo 2017)

Evidence Based Practices for ELs (Cont'd) - Academic Instruction that…

Implements culturally responsive teaching

- Instructional engagement
- Culture, language, and racial Identity
- Multicultural Awareness
- High Expectations
- Critical Thinking
- Cultural Justice

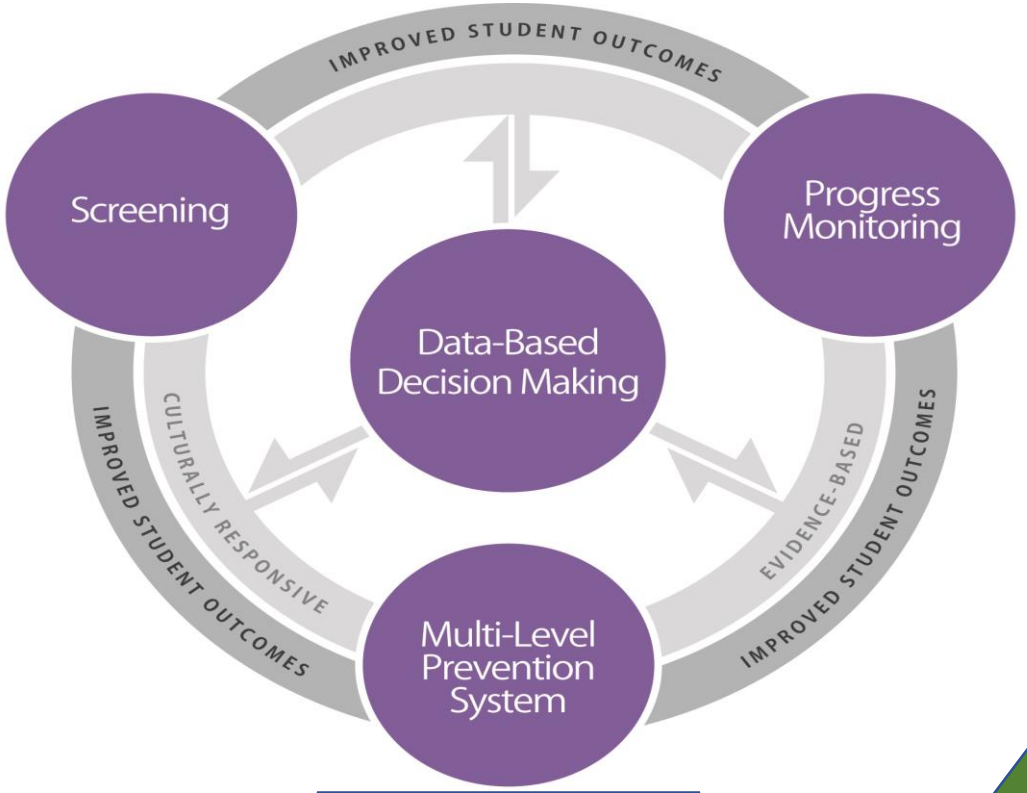
(Richards-Tutor, Aceves, and Reese, 2016 as cited in Brown, Julie, Cavazos and Grimaldo 2017)

Supporting the Needs of ELs
includes the following:

- Progress monitoring
- Explicit Instruction
- Differentiated Instruction
- Frequent opportunities to use language
- Structured academic discussions
- Student-centered instruction
- Accountability talk
- Paraphrase student responses
- Model correct responses
- Uses sentence stems and frames, graphic organizers

(Richards-Tutor, Aceves, and Reese, 2016 as cited in Brown, Julie, Cavazos and Grimaldo 2017)

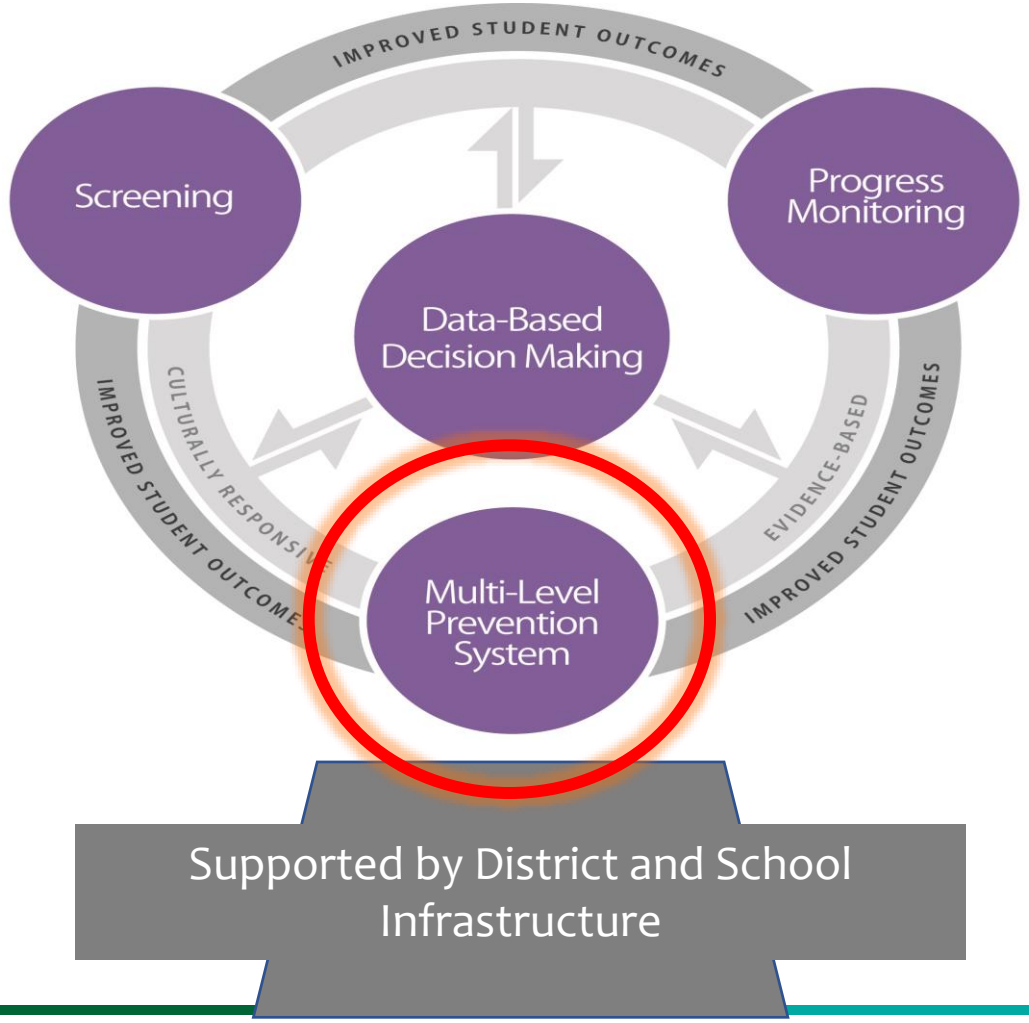
Essential Components of the Nationally Aligned MTSS Framework



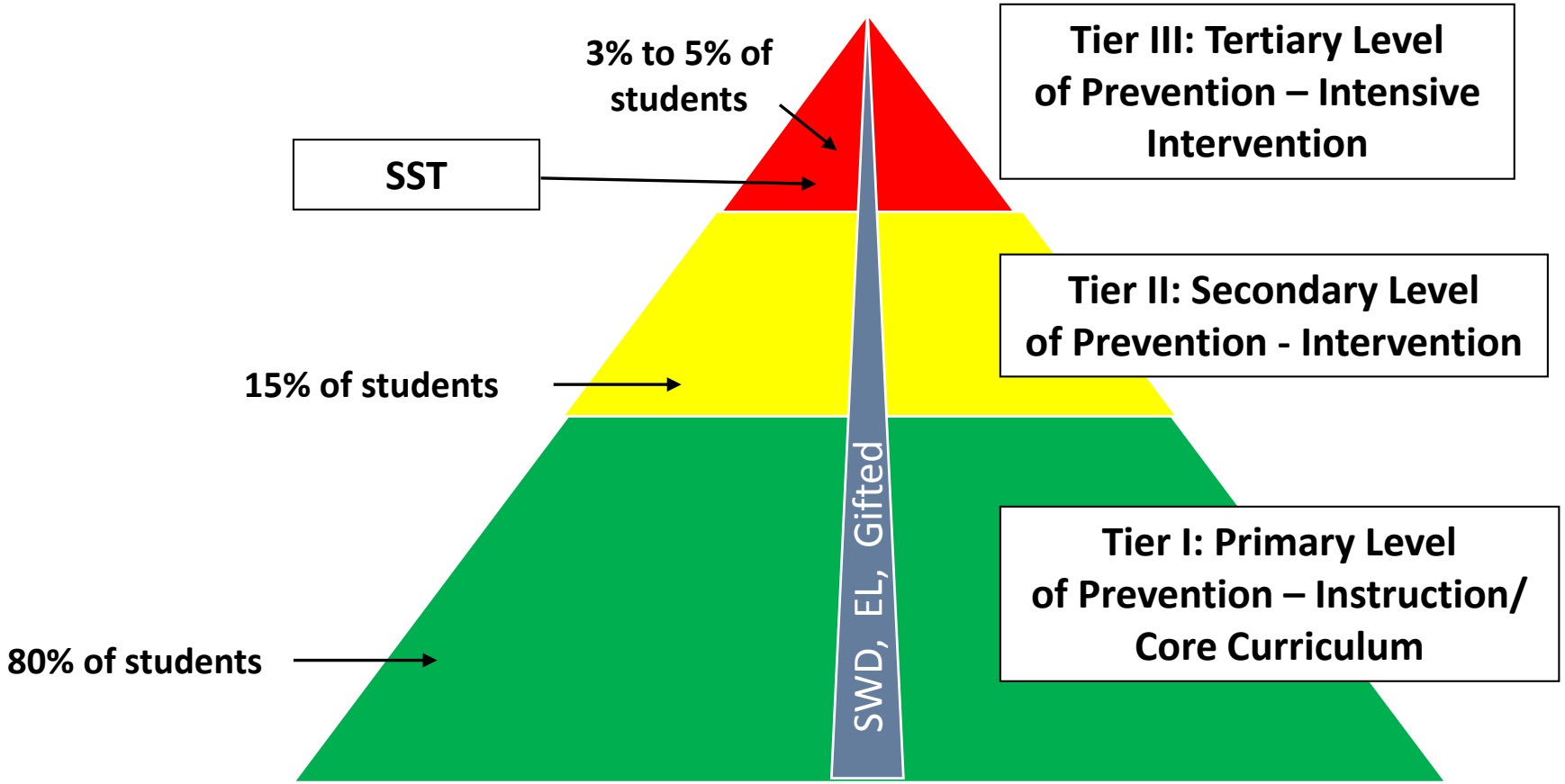
Supported by District and School Infrastructure

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



Essential Component: Multi-Level *Prevention* System



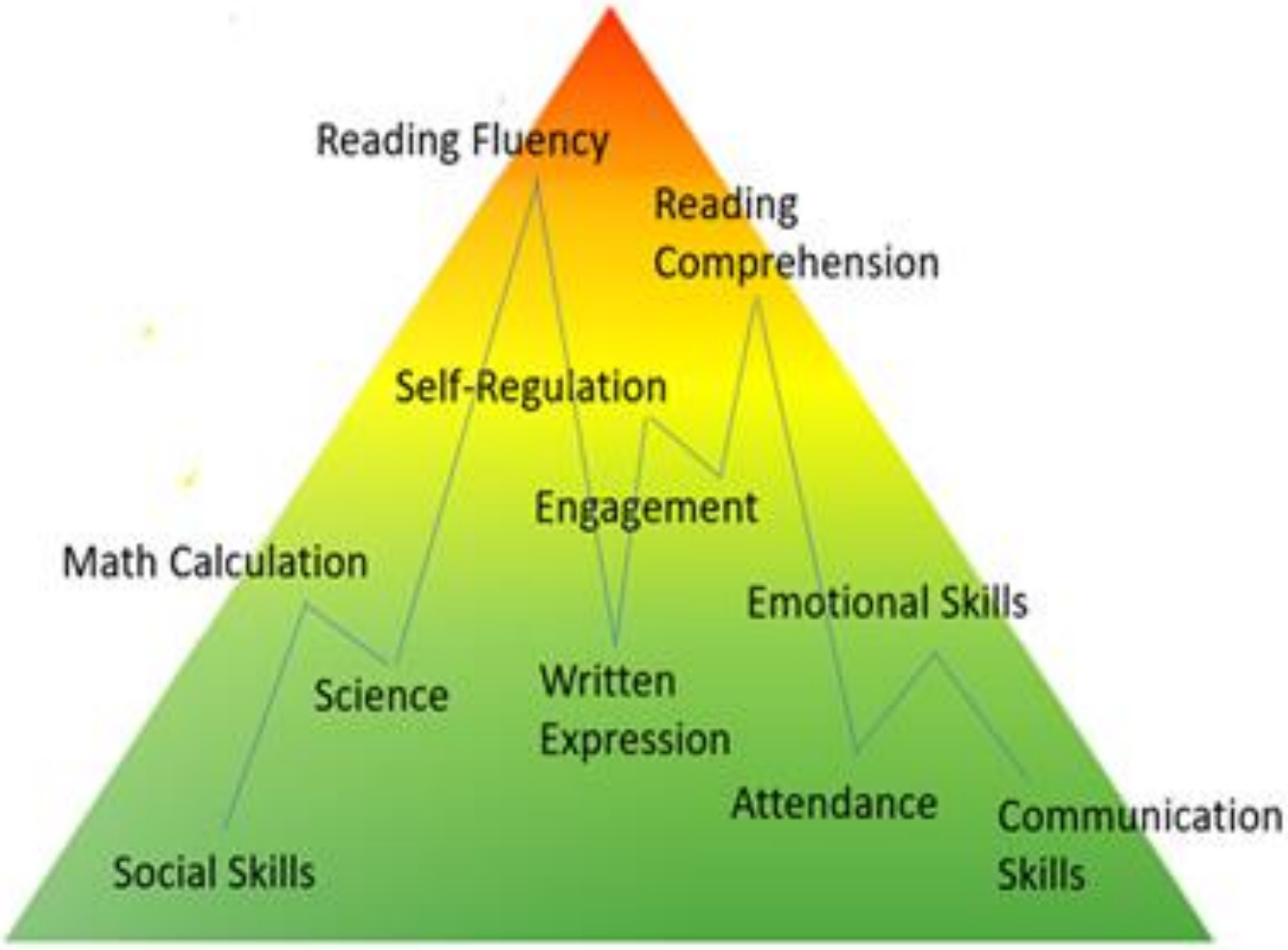
Students receive services at all levels, depending on need.

Essential Component: Multi-Level *Prevention* System

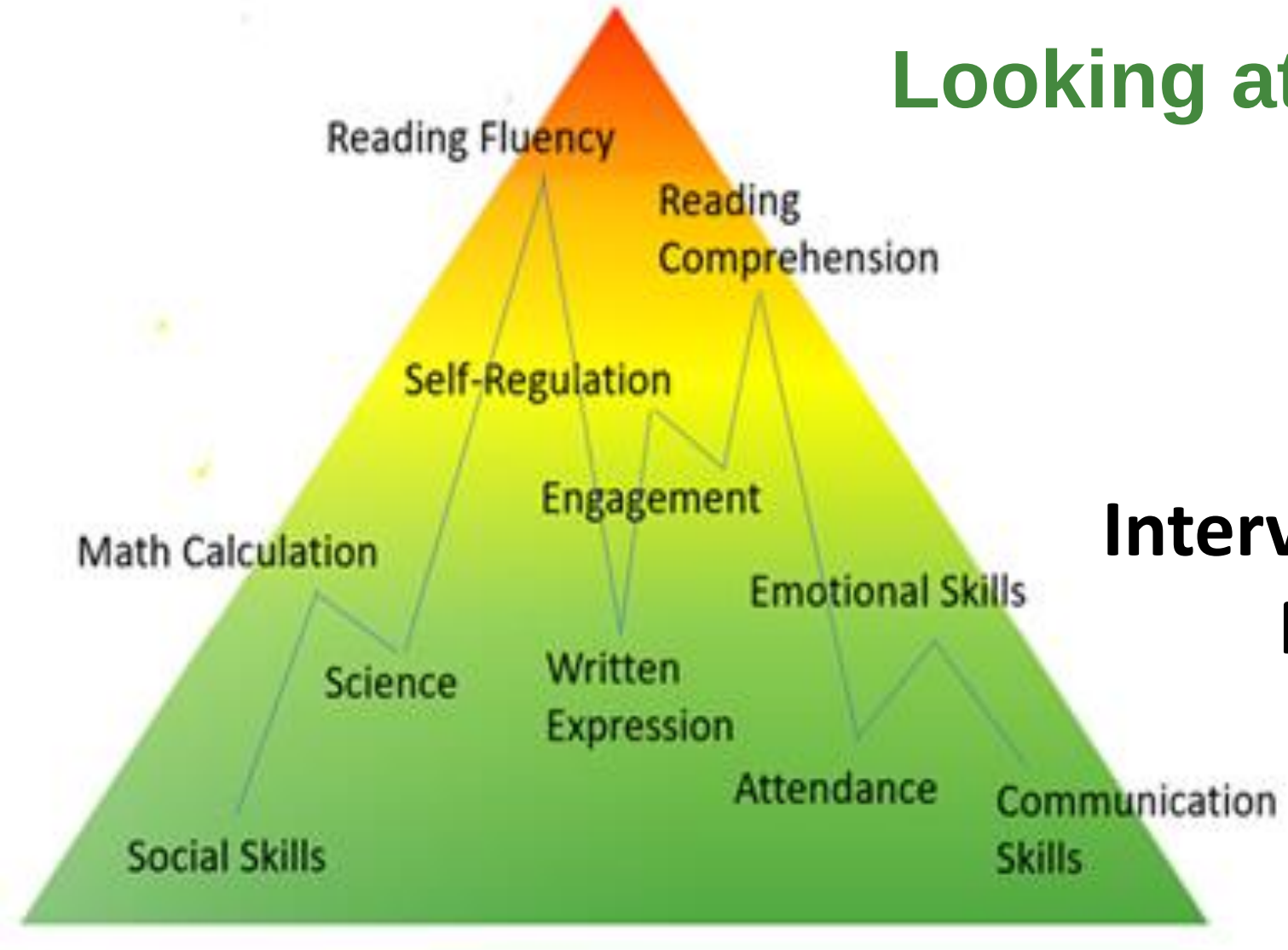
- Tier I: Primary Level - Instruction/Core Curriculum
- Tier II: Secondary Level – Intervention
- Tier III: Tertiary Level - Intensive Intervention

Interventions are tiered, not students.

What do you notice?



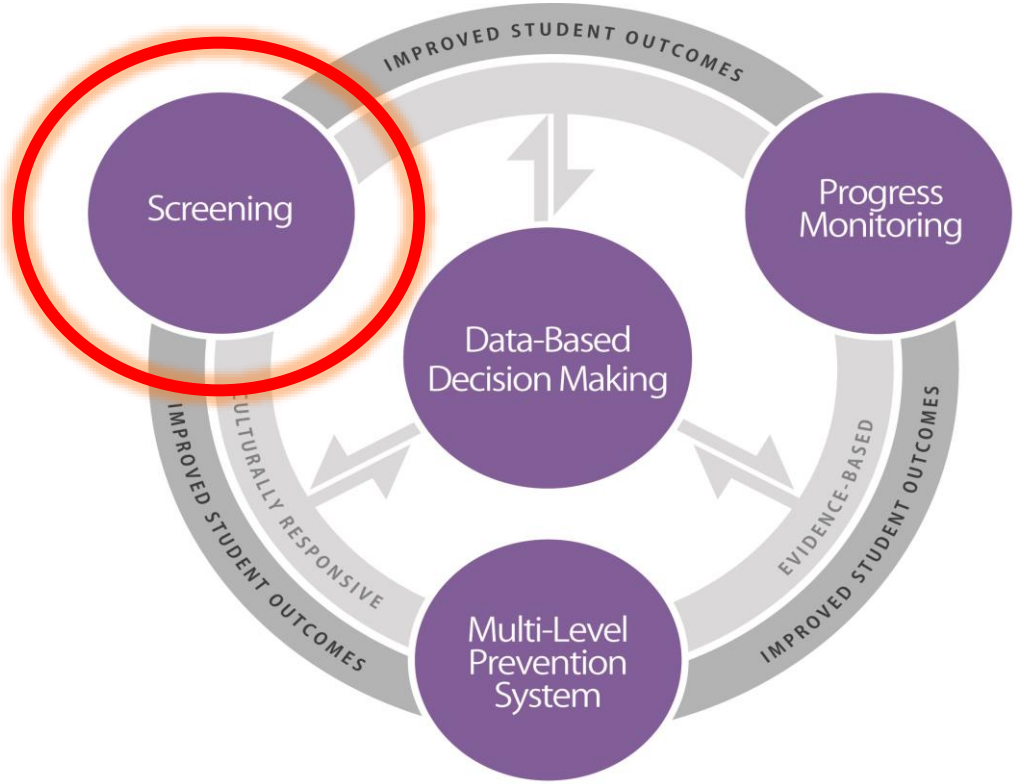
Looking at the Whole Child



Remember:
Interventions are tiered, NOT students.

Students receive services at all levels, depending on need.

Essential Component: Screening



Supported by District and School Infrastructure

Essential Component: Screening

PURPOSE	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.
FOCUS	**ALL** Students
TOOLS	Brief assessments that are valid and reliable and that demonstrate diagnostic accuracy for predicting learning potential or behavioral concerns.
TIME FRAME	Administered more than one time per year (e.g., fall, winter, and spring). Ideally, screening should be administered three times per year.

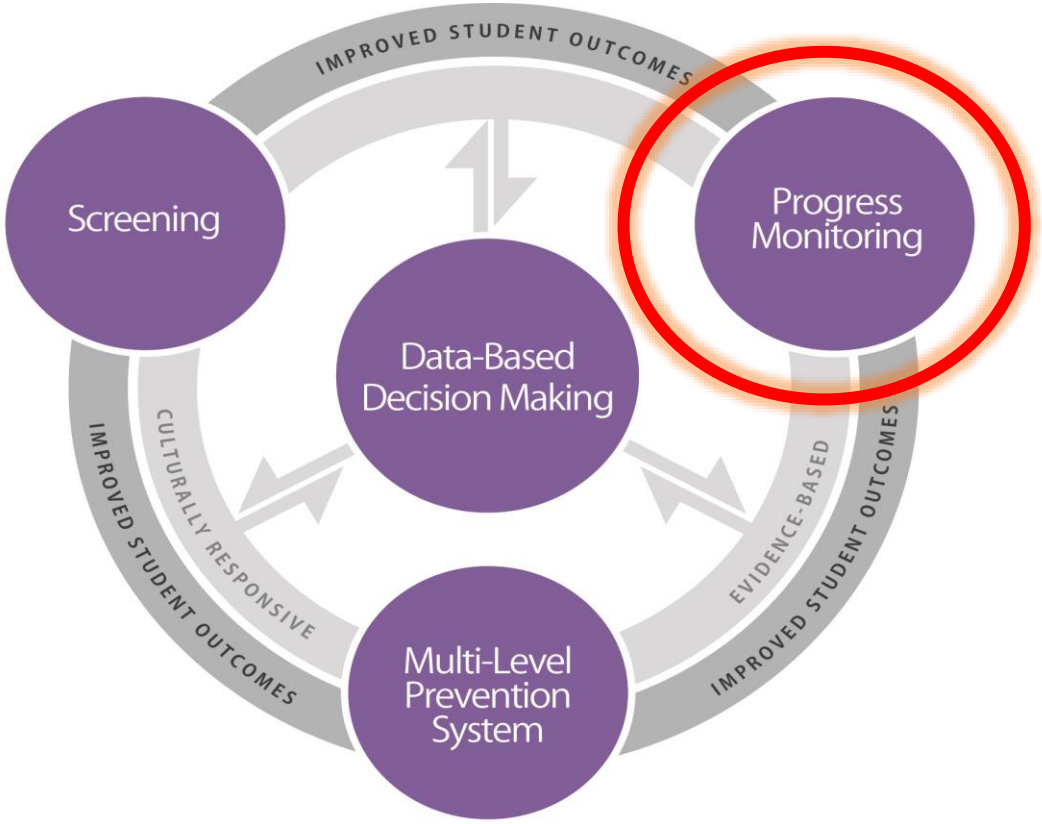
Resource: https://intensiveintervention.org/

Resource: https://ies.ed.gov/ncee/wwc/

Turn and Talk

- If a student is at risk or struggling, how do you determine if it is due to language or something else?
- What is your current practice?
- How might you refine your current practice?

Essential Component: Progress Monitoring



Supported by District and School Infrastructure

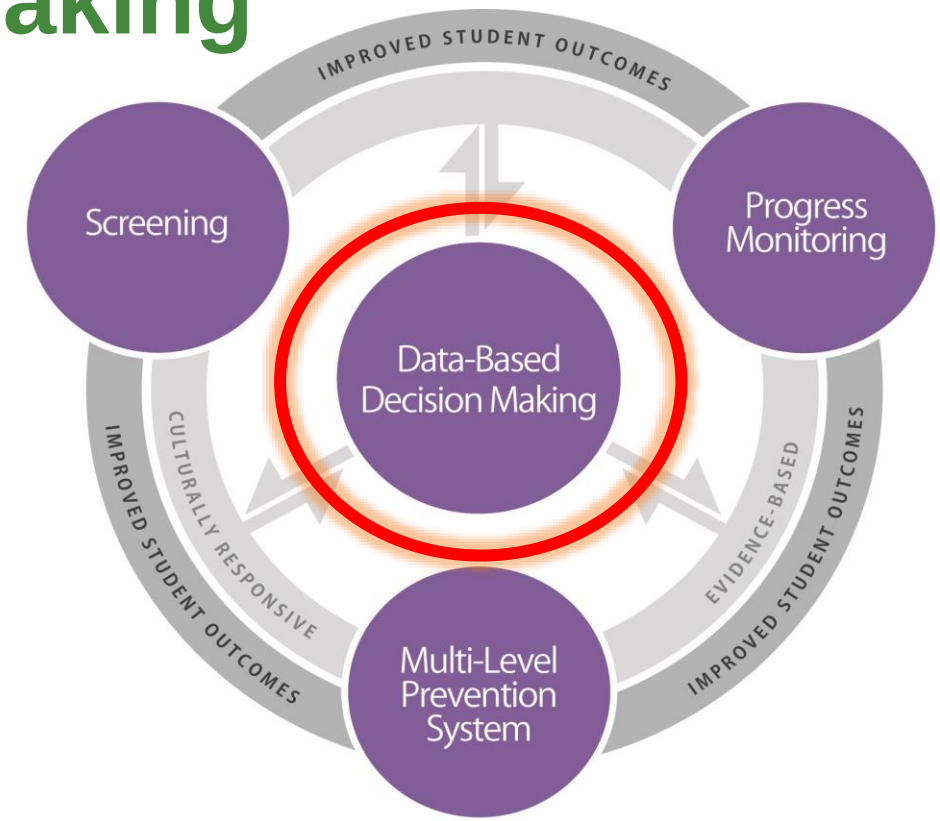
Essential Component: Progress Monitoring

PURPOSE	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
FOCUS	Students identified who are in need of enrichment/acceleration or who are at risk for poor learning and behavioral outcomes
TOOLS	Brief assessments that are valid and reliable, and evidence-based (High schools may gather and use historical data in addition to other data sources.)
TIME FRAME	Administered at regular intervals (e.g., weekly, biweekly, or monthly)

Resource: https://intensiveintervention.org/

Resource: https://ies.ed.gov/ncee/wwc/

Essential Component: Data-Based Decision Making



Supported by District and School Infrastructure

Essential Component: 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

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

- 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

National Center on
INTENSIVE INTERVENTION
at American Institutes for Research

Taxonomy of Intervention Intensity: Academics

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

Dimensions*	Description
Strength	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).
Dosage	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.
Alignment	How well the program (a) addresses the target student's full set of academic skill deficits, (b) does *not* address skills the target student has already mastered (extraneous skills for that student), and (c) incorporates a meaningful focus on grade-appropriate curricular standards.
Attention to transfer	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.
Comprehensiveness	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).
Behavioral support	The extent to which the program incorporates (a) self-regulation and executive function components and (b) behavioral principles to minimize nonproductive behavior.
Individualization	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.

This document was developed under U.S. Department of Education, Office of Special Education Programs (OSEP) Grant No. HH326Q160001. Celia Rosenquist is the OSEP project officer. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education.

WANT TO LEARN MORE? Visit us at www.intensiveintervention.org.

National Center on
INTENSIVE INTERVENTION
at American Institutes for Research

Taxonomy of Intervention Intensity: Behavior

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

Dimensions*	Description
Strength	How well the program works for students with intensive intervention needs, sometimes expressed as a promising or effective program by a reliable source (e.g., NCII Tools Charts, WWC).
Dosage	The number of opportunities a student has to (a) respond (i.e., practice/demonstrate skill), (b) receive positive feedback (e.g., praise, tokens, points), (c) exchange for backup reinforcers, and (d) receive corrective feedback.
Alignment	How well the program (a) addresses school-wide expectations, (b) addresses classroom/teacher expectations, (c) addresses student's skill deficits, (d) matches rewards to student's preferences and/or function of problem behavior, and (e) does not address extraneous skills.
Attention to transfer	The extent to which an intervention emphasizes how and when a student uses skills across contexts/situations and includes opportunities to practice using skills across context/situations. The program reinforces the use of skills across contexts/situations.
Comprehensiveness	The extent to which the intervention includes a plan for (a) teaching appropriate behavior, (b) adjusting antecedent conditions to prevent problem behavior, (c) reinforcing appropriate behavior, (d) minimizing reinforcement for problem behavior, (e) fading supports (and supports can be easily faded), (f) monitoring fidelity, (g) working in conjunction with related services, and (h) communicating with parents.
Academic support	The extent to which the program (a) can be easily integrated within context of academic instruction, (b) complements rather than supplants academic focus, and (c) includes procedures for reinforcing responses related to academic achievement (e.g., engagement, work completion).
Individualization	A validated, data-based process for individualizing intervention, in which the educator systematically adjusts the intervention over time, in response to ongoing progress monitoring, to address the student's complex learning needs.

*Adapted from 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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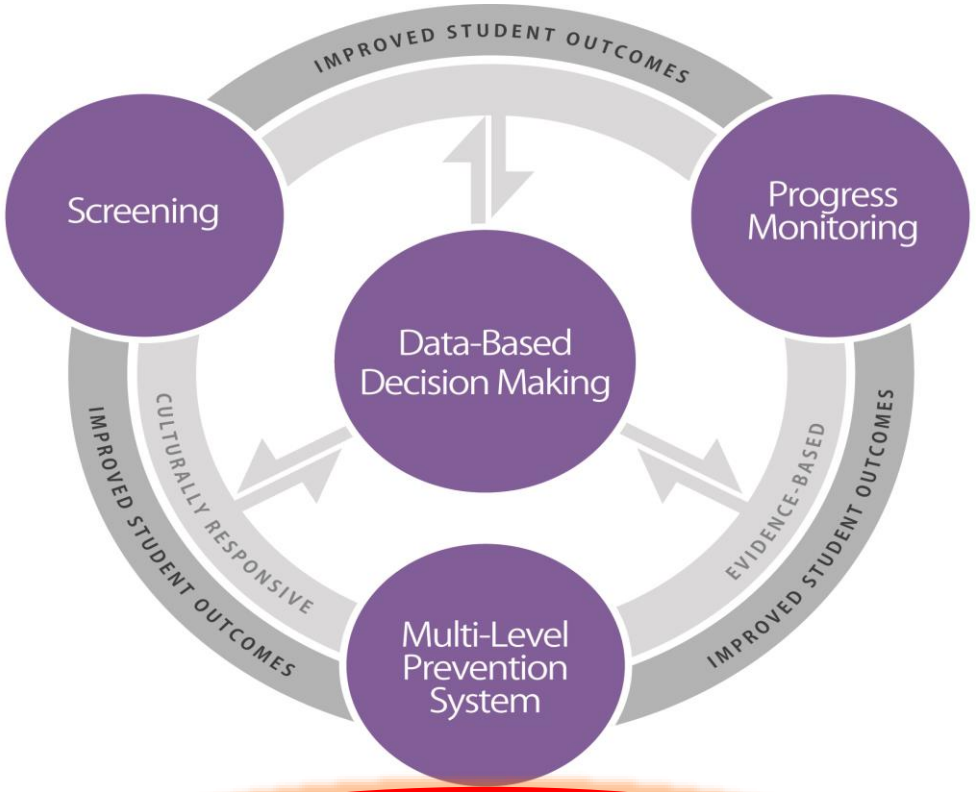
Essential Component: Infrastructure



Supported by District and School Infrastructure

So, why aren't we seeing these kinds of results?

Lack of Fidelity

Poor Selection of EBPs/HLPs/ Assessments

Poor Implementation

Many schools self-identifying as "implementing MTSS" are not implementing all of the components with fidelity.

Adapted with permission from Tessie Bailey (AIR) January 2019 SSTAGE Presentation

Infrastructure Table Talk: Think- Pair- Share

- With the participants around you, list at least 5 challenges that have impacted Response to Intervention implementation in your district/school.

- Keep your list close. We will come back to it in a moment.

Common Implementation Pitfalls

- Lack of buy-in or “Assumacide”
- Focus on process versus impact
- Poor implementation fidelity
- Implementation drift or fatigue
- Inadequate resources and time
- Leadership decisions (or lack of decisions) undermine effectiveness.
- Teachers and leaders lack essential skills and knowledge
- Data rich, information poor

What other pitfalls have you faced?

Adapted with permission from Tessie Bailey (AIR) January 2019 SSTAGE Presentation

Essential Component: 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

Infrastructure Table Talk: Think- Pair- Share

- Review your list of challenges.
- Do any of these challenges align with the subcomponents of Infrastructure?
- Be prepared to share out with the whole group.

Ensuring Program Effectiveness

"Discovering what works does not solve the problem of program effectiveness. Once models and best practices are identified, practitioners are faced with **the challenge of implementing programs properly.** A poorly implemented program can lead to failure as easily as a poorly designed one."

Mihalic, Irwin, Fagan, Ballard, & Elliott (2004)

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

Contact us

GAMTSS@DOE.K12.GA.US

Resources

Georgia Department of Education

Connecting Research

Institute for Education Sciences What Works Clearinghouse - https://ies.ed.gov/ncee/wwc/

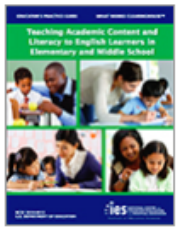
IES Practice Guides

Teaching Academic Content and Literacy to English Learners in Elementary and Middle School

Recommendations | **Details** | **Panel**

Released: April 2014

PDF (6.6 MB)



Effective Literacy and English Language Instruction for English Learners in the Elementary Grades

Recommendations | **Details** | **Panel**

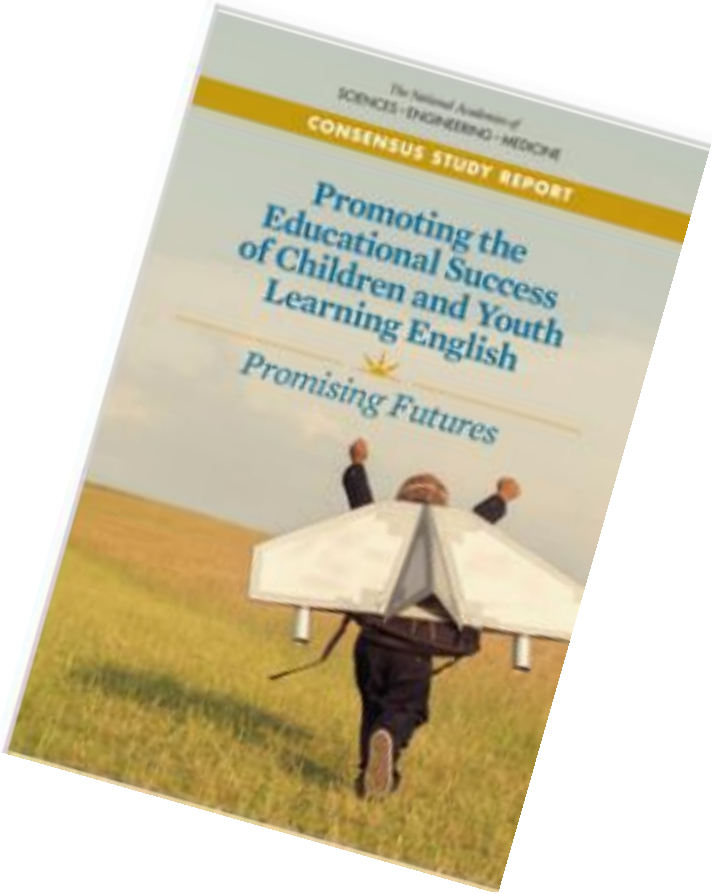
Released: December 2007

PDF (1.1 MB)

CEEDAR – Innovation Configuration: Evidence-based practices for ELs

http://ceedar.education.ufl.edu/wp-content/uploads/2016/11/EBP-for-english-learners.pdf

The National Academies of Sciences, Engineering & Medicine, 2017



https://www.nap.edu/catalog/24677/promoting-the-educational-success-of-children-and-youth-learning-english

Resources for Evaluating and Selecting Evidence-Based Practices

NCII Interventions Tools Chart	Best Evidence Encyclopedia	What Works Clearinghouse
https://charts.intensiveintervention.org/chart/instructional-intervention-tools	http://www.bestevidence.org/	https://ies.ed.gov/ncee/wwc/

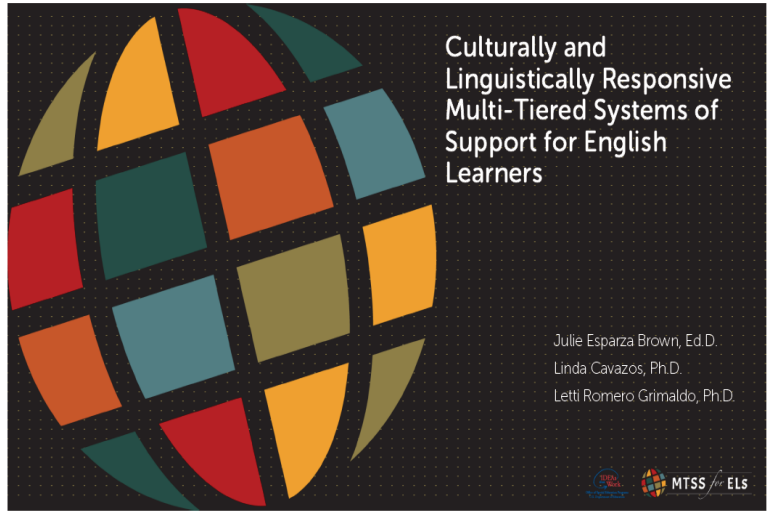
Adapted from the National Center on Intensive Intervention (NCII)

Resources for Evaluating and Selecting Evidence-Based Practices

Center on Instruction	Promising Practices Network	Evidence for ESSA
https://www.centeroninstruction.org/	http://www.promisingpractices.net/	https://www.evidenceforessa.org/

Adapted from the National Center on Intensive Intervention (NCII)

MTSS for ELs



Brown, Julie, Chavez and Grimaldo. MTSS for ELs. (2017) Culturally and Linguistically Responsive Multi-Tiered Systems of Support for English Learners [PDF]. Retrieved form https://www.mtss4els.org/files/resource-files/OELA%202017%2011-7-17.pdf

Georgia's Tiered System of Supports for Students

Atlanta Office

Wina Low,
Program Manager Senior

Karen Suddeth,
Program Manager/ Project Director

Carole Carr,
Communications & Visibility Specialist

Andrea Catalano,
Professional Learning Specialist

Rondalyn Pinckney,
Research & Evaluation Specialist

Georgia's Tiered System of Supports for Students

Field Team

Laura Brown,
Coordinator for Coaching Services

Christy Jones,
Regional Coach

Jody Drum,
Regional Coach

Claire Smith,
Regional Coach

Deshonda Stringer,
Regional Coach

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 five essential components of Georgia's Tiered System of Supports for Students
- Make connections between English Learner services and other MTSS interventions
- Understand the role of the ESOL Teacher in Georgia's Tiered System of Supports for Students

Questions?

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