Georgia’s Tiered System of Supports for Students
(Georgia’s MTSS)

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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
Statewide Initiative

**Cohort 1**
- Clarke
- Decatur City
- DeKalb
- Dodge
- Glynn
- Houston
- Marietta City
- Muscogee
- Paulding
- Savannah-Chatham

**Cohort 2**
- Bulloch County
- Douglas County
- DuBois Integrity Academy
- Early County
- GaDOE State
- Johnson County
- Oglethorpe
Georgia’s Tiered System of Supports for Students (Georgia’s MTSS)  
The 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)
Essential Components & Aligning Initiatives

- SCREENING
- PROGRESS MONITORING
- DATA-BASED DECISION MAKING
- MULTI-LEVEL PREVENTION SYSTEM
- INFRASTRUCTURE

Supporting the Whole Child
Essential Components
Georgia’s Tiered System of Supports for Students

- Screening
- Data-Based Decision Making
- Progress Monitoring
- Multi-Level Prevention System

Supported by District and School 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.

1. **Leadership**
2. **Professional Learning**
3. **Family and Community Engagement**
4. **Effective Teaming**
   - Communication with and Involvement of All Staff
   - Cultural Linguistic Responsiveness
   - Prevention Focus
   - Schedules
   - Resources
Georgia’s Tiered System of Supports for Students

Student Impact
Georgia’s Tiered System of Supports for Students

- Vision and Hearing
- Behavior (PBIS)
- Social-Emotional
- Academics
- Health (e.g., Weight, Height, Scoliosis)
- Speech and Language

What supports do your schools already have?
Essential Component: Multi-Level Prevention System

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

Students receive services at all levels, depending on need.
Student Impact

Students may receive support(s) at all levels, depending on need.
Chris

- 8th grade student
- “Beginning Learner” in Reading, Science & Math; “Developing Learner” in Social Studies on Georgia Milestones
- Frequent disciplinary referrals
- Little progress after 2 years of evidence-based interventions implemented with fidelity
Jessica
• 9th grade student
• Distinguished in all areas of the Georgia Milestones
• 99th percentile: Reading & Math
• Passing all courses, except electives
• Her schedule includes:
  ➢ 9th grade Lit
  ➢ Physical Education
  ➢ Algebra I
  ➢ Band
  ➢ Physical Science
  ➢ Government
  ➢ Cosmetology
Role of Parents/Family Members
Building an Education Partnership
What is the role of the parent?

✓ Families should participate in problem-solving discussions with their child’s teacher.
✓ Communicate your child’s strengths and weaknesses to the teacher and specific area(s) of need(s).
What is the role of the parent?

If your child is participating in SST or receiving intensive supports:
✓ Ask school staff which academic, social-emotional, or behavioral areas are being addressed.
✓ How is your child’s progress being monitored?
✓ How and when will you receive updates on your child’s results?
What is the role of the parent?

✓ When possible, make suggestions about instructional and/or behavioral strategies/supports based on what you know works at home.
✓ Praise children for improvements in those areas.
✓ Maintain ongoing communication with school staff to ensure your child is progressing.
What is the role of the parent?

✓ Get to know your child’s teacher
✓ Familiarize yourself with the skills your child is expected to learn academically and socially
✓ Have a clear understanding of grade level benchmarks
✓ Read with your child daily
✓ Help with homework assignments
✓ Attend conferences/meeting
Maximizing Student Engagement

High-Leverage Practices
The success of Georgia’s Tiered System of Supports for Students is dependent upon the use of High-Leverage Practices (HLPs). HLPs are a set of practices that are necessary to support student learning, and that should be learned and implemented by all teachers.

Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR)
Maximizing Student Engagement

High-Leverage Practices related to Parent Engagement

- Organize and facilitate effective meetings with families
- Collaborate with families to support student learning and needed services
- Interpret and communicate assessment information with all stakeholders to collaborate, plan, and implement education programs or plans

The mission of TeachingWorks is to ensure that all students have skillful teachers who are committed to and able to support their growth.
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- 99th percentile in Reading & Math
- Her schedule includes:
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  - Algebra I
  - Physical Science
  - Physical Education
  - Band
  - Government
  - Cosmetology
- Recent excessive unexcused absences
- Skipping school

- Is everything okay?
Student Voice and Participation are Critical

Promote Self-Determination
Encourage your child to
✓ Get involved in his/her education
✓ Ask questions
✓ Volunteer in community and school activities
✓ Accept leadership roles
Share Your Voice!

www.gadoe.org/TieredSystemofSupports

Opportunities

- Webinar Series
- Video Series
- “The Tiered Connection” Newsletter
- Participate in professional learning and other upcoming events
Parent Guides and Resources

Data-Based Decision Making

Data-Based Decision Making, an essential component of Georgia’s Tiered System of Supports for Students, is in alignment with Coherent Instruction and crucial to the School Improvement Process. Coherent Instruction and the School Improvement Process are part of Georgia’s Systems of Continuous Improvement.

Data-Based Decision Making is a process for making informed decisions about instructional needs, the effectiveness of instruction, and level of intensity needed within a multi-level prevention system. The data-based decision making process consists of using data to identify needs of all students, selecting and implementing evidence-based practices and interventions, monitoring the progress of students’ responses to an intervention and making adjustments based on progress monitoring data, as needed.

Essential Component: Data-Based Decision Making

District and school leadership provide the support systems and resources necessary to implement a schoolwide multi-level prevention system focused on data-based decision making when planning for quality instruction, monitoring student progress, and planning/implementing school improvement processes.

Sample Performance Indicators

Performance indicators for districts and schools include, but are not limited to:

- Uses data to plan/support effective instruction and to determine/support movement between levels.
- Administers universal screeners and analyzes data (a minimum of two times per year) to determine the needs of all students.
- Progress monitors frequently to determine the effectiveness of evidence-based interventions.
- Uses data to determine enrichment opportunities for students who need acceleration.
- Uses data to determine which students and educators need extra support.
- Establishes and monitors school-wide data teams focused on student achievement.
- Disaggregates and analyzes data at different levels (schoolwide, grade-level, classroom, student etc.) and uses it in a timely manner.
- Uses a variety of formative and summative data to drive instructional decisions.
- Ensures there are consistent learning experiences among students in the same grade and subject with different teachers (effective collaborative planning).
- Aligns instructional materials to the grade-level standards and teachers are trained in teaching those standards.
- Ensures there is a viable curriculum.
- Ensures that discussions for students are data-driven (academic and behavior).
To receive more information

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Project Officer, Jennifer Coffey.
Offering a holistic education to each and every child in our state.

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