

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

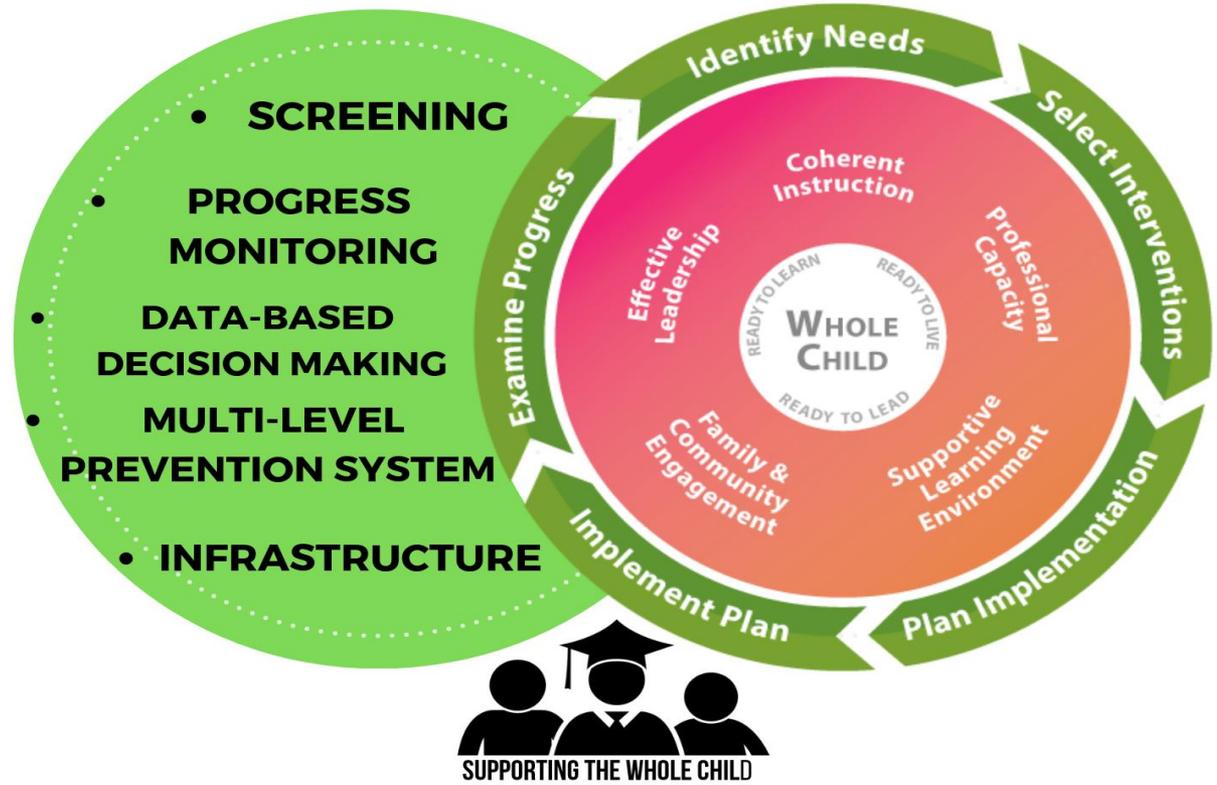
Georgia's Tiered System of Supports for Students (Georgia's MTSS)

The National Definition

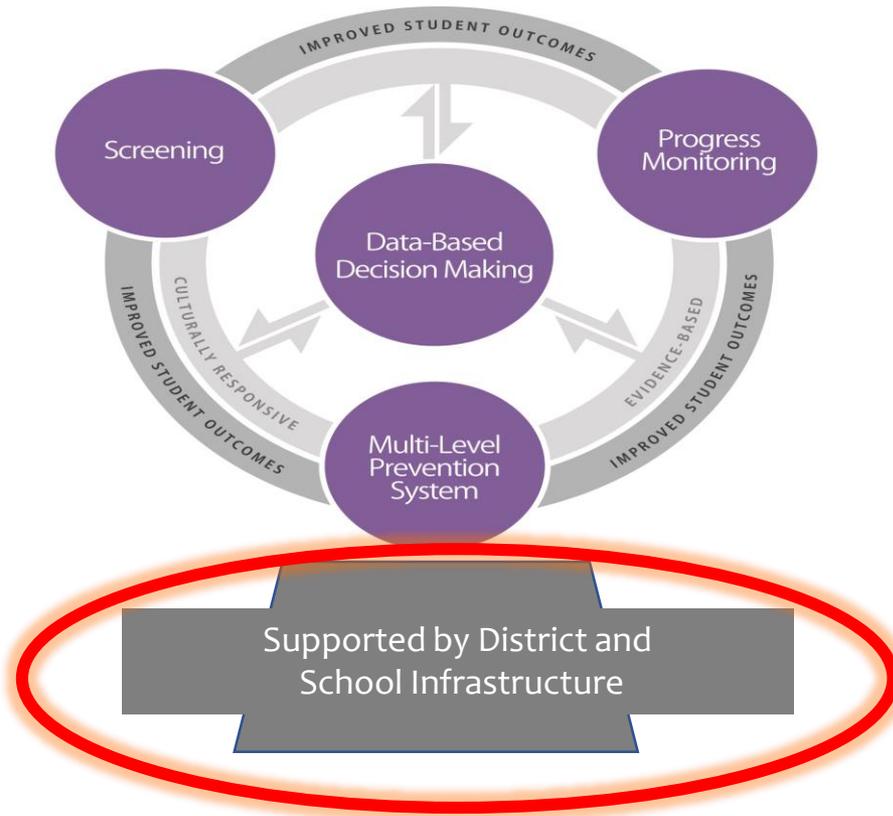
- A tiered system of supports integrates assessment and intervention within a ***school-wide***, multi-level ***prevention*** system to **maximize student achievement and reduce behavioral** problems.
- Promotes systems **alignment** to increase efficiency and effectiveness of resources.
 - (Adopted from National Center on Response to Intervention, 2010)



Essential Components & Aligning Initiatives



Essential Components Georgia's Tiered System of Supports for Students



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

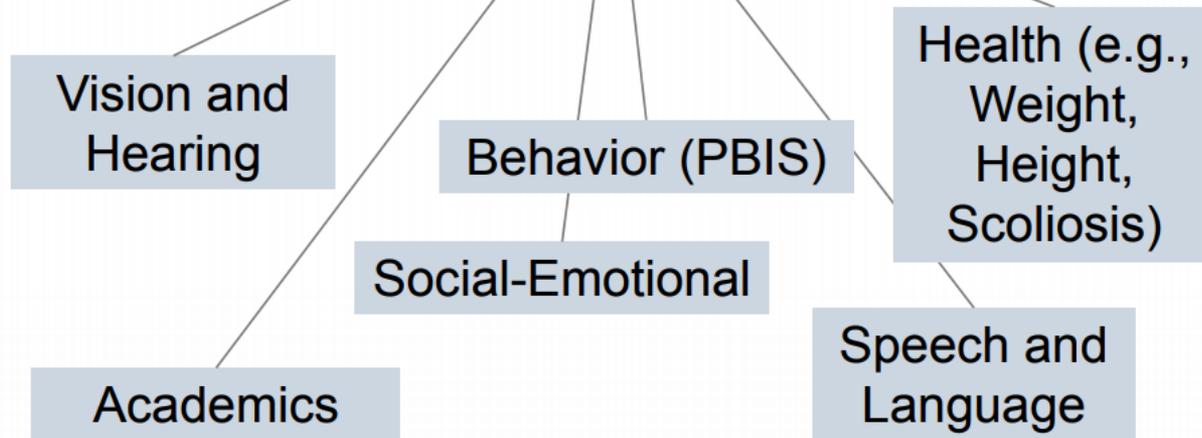
1. Leadership
 2. Professional Learning
 3. Family and Community Engagement
 4. Effective Teaming
- Communication with and Involvement of All Staff
 - Cultural Linguistic Responsiveness
 - Prevention Focus
 - Schedules
 - Resources

Georgia's Tiered System of Supports for Students

Student Impact

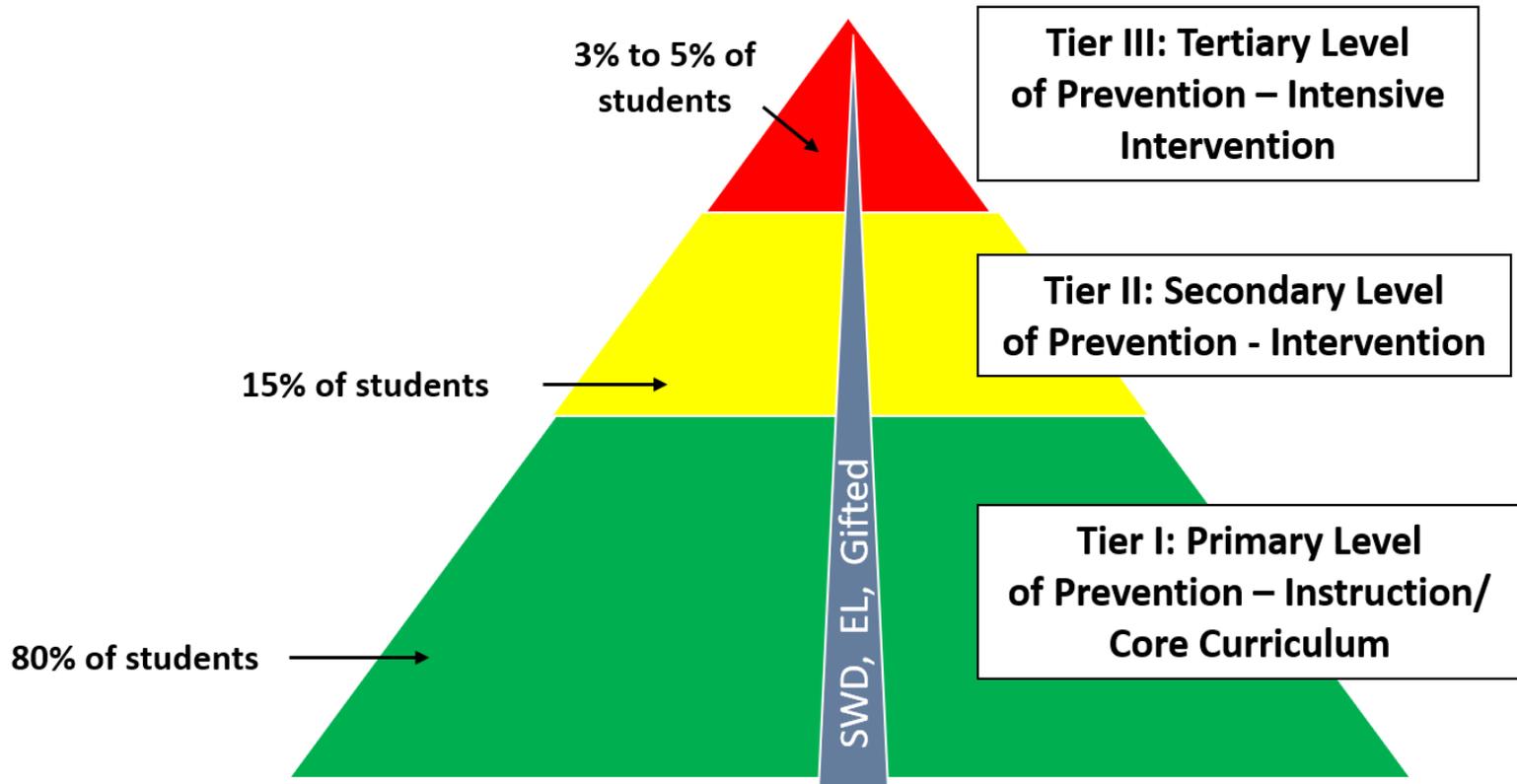


Georgia's Tiered System of Supports for Students

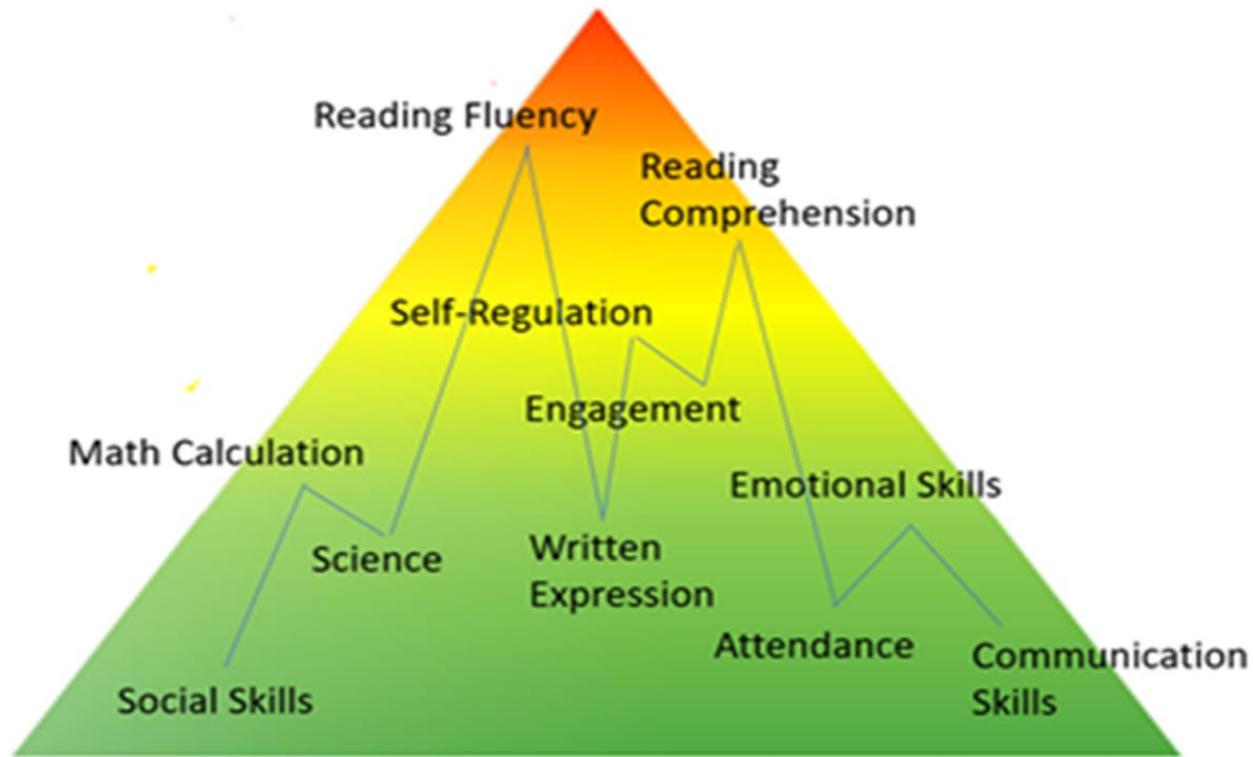


What supports do your schools already have?

Essential Component: Multi-Level Prevention System



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.

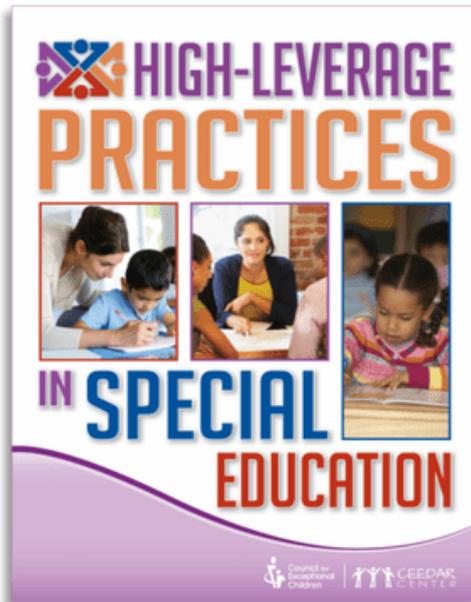
What is the role of the parent?

- ✓ 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



TeachingWorks
UNIVERSITY of MICHIGAN

The mission of [TeachingWorks](#) is to ensure that all students have skillful teachers who are committed to and able to support their growth.

Jessica

- 9th grade student
- Distinguished in all areas of the Georgia Milestones
- 99th percentile in Reading & Math
- Her schedule includes:
 - 9th grade Lit
 - Algebra I
 - Physical Science
 - Cosmetology
 - Physical Education
 - Band
 - Government
- **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/TieredSystemof Supports



Opportunities

Webinar Series

Video Series

“The Tiered Connection”
Newsletter

Participate in professional
learning and other
upcoming events

Parent Guides and Resources



Georgia Department of Education
Georgia's Tiered System of Supports for Students
Essential Components



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' responsiveness 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
- Administers universal screeners and analyzes data (a minimum of two times per year/fall and 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
- 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)

| Data-Based Decision Making – Data-based decision making processes are used to inform instruction, determine movement within the multi-level prevention system, and for disability identification (in accordance with state laws). (See Georgia's Tiered System of Supports for Student District Ability of Implementation Rubric) | | Georgia's Tiered System of Supports for Students Essential Components | |
|---|--|--|--|
| Measures | 1 (Little or No Evidence) | 3 (Some Evidence) | 5 (Exceeds) |
| Decision Making Process | The mechanism for making decisions about the participation of students in the instruction/intervention levels meets no more than one of the following criteria: (1) data-drives and based on validated methods; (2) involves a broad base of stakeholders; and (3) is operationalized with clear, established decision rules (e.g., determination between levels or tiers, movement between levels or tiers, instruction of appropriate instruction or interventions). | The mechanism for making decisions about the participation of students in the instruction/intervention levels meets two of the following criteria: (1) is data-driven and based on validated methods; (2) involves a broad base of stakeholders; and (3) is operationalized with clear, established decision rules (e.g., determination between levels or tiers, instruction of appropriate instruction or interventions). | The mechanism for making decisions about the participation of students in the instruction/intervention levels meets all of the following criteria: (1) is data-driven and based on validated methods; (2) involves a broad base of stakeholders; and (3) is operationalized with clear, established decision rules (e.g., determination between levels or tiers, instruction of appropriate instruction or interventions). |
| Data System | A data system is in place that meets two or fewer of the following conditions: (1) the system allows users to document data (including screening and progress monitoring data) and instructional decisions; (2) data are entered in a timely manner; (3) data can be represented graphically; and (4) there is a process for setting/evaluating goals. | A data system is in place that meets three of the following four conditions: (1) the system allows users to document and access individual student-level data (including screening and progress monitoring data) and instructional decisions; (2) data are entered in a timely manner; (3) data can be represented graphically; and (4) there is a process for setting/evaluating goals. | A data system is in place that meets all of the following conditions: (1) the system allows users to document and access individual student-level data (including screening and progress monitoring data) and instructional decisions; (2) data are entered in a timely manner; (3) data can be represented graphically; and (4) there is a process for setting/evaluating goals. |
| Responsiveness to Secondary and Intensive Levels of Intervention | Neither of the following conditions is met: (1) decisions about responsiveness to intervention are based on reliable and valid progress monitoring data that reflect slope of improvement or progress toward the attainment of a goal at the end of the intervention; and (2) these decision-making criteria are implemented acceptably. | Only one of the following conditions is met: (1) decisions about responsiveness to intervention are based on reliable and valid progress monitoring data that reflect slope of improvement or progress toward the attainment of a goal at the end of the intervention; and (2) these decision-making criteria are implemented acceptably. | Both of the following conditions are met: (1) decisions about responsiveness to intervention are based on reliable and valid progress monitoring data that reflect slope of improvement or progress toward the attainment of a goal at the end of the intervention; and (2) these decision-making criteria are implemented acceptably. |



To receive more information

Contact us:

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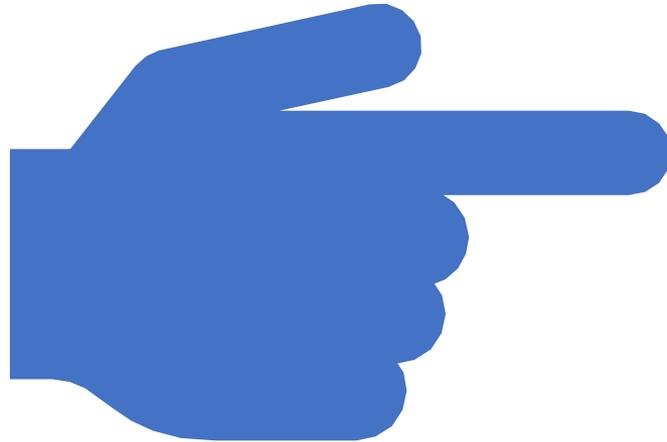
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www.gadoe.org/TieredSystemofSupports

or

www.gadoe.org/MTSS

Please Share Feedback

<https://www.surveygizmo.com/s3/4854900/Family-2-25-19-Post>

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Project Officer, Jennifer Coffey.





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each and every child
in our state.

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