Welcome

Please take a few minutes to answer the questions on the pre-test.
Georgia’s Tiered System of Supports for Students

Multi-Level Prevention System Part 1
Session Agenda

• Welcome, Review of Agenda and Planning for the Day
• Georgia’s Tiered System of Supports for Students Framework
• What is a Multi-Level Prevention System?
• Primary Level Prevention (Tier I)
• Self-Assess Primary Level Prevention
• Wrap-Up, Review, Questions and Next Steps
Participants will be able to:

• Identify characteristics of a multi-level prevention system
• Describe the focus, instruction, setting, and assessments associated with primary level instruction (Tier I)
• Evaluate the effectiveness of primary level instruction/core curriculum (Tier I)
State Personnel Development Grant (SPDG)

• 5-year grant from the Office of Special Education Programs (OSEP)
• 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
Georgia’s Tiered System of Supports for Students

A 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 the National Center on Response to Intervention (NCRTI), 2010
Essential Components of the Nationally Aligned MTSS Framework

Georgia added the essential component of Infrastructure.
What’s the big deal about a tiered system of supports for students?

1.29 Effect Size

(that’s really large!!)

Improved Outcomes

• Decreased expulsion, behavioral referrals, and suspension rates
• Sustained academic improvement
• Increased 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 referrals and placement rates
• Reduction in amount of time student receives 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, 2018
Table Talk

• How does your school/district use data-based decision making?
• What is your school/district process for data-based decision making?
Essential Components of the Nationally Aligned MTSS Framework
Essential Components of Georgia’s Tiered System of Supports for Students

• Screening
• Progress Monitoring
• **Multi-Level Prevention System**
  ▪ Tier I: Primary Level – Instruction/Core Curriculum
  ▪ Tier II: Secondary Level - Intervention
  ▪ Tier III: Tertiary Level - Intensive Intervention
• **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
• Infrastructure
A Preventive Framework

Georgia’s Tiered System of Supports for Students is:

• a multi-level framework aimed at improving outcomes for ALL students.

• preventive and provides immediate support to students who are at risk for poor learning and/or behavior outcomes.
What is a Multi-Level Prevention System?
Georgia’s Multi-Level Prevention System

Students receive services at all levels, depending on need.

Tier I: Primary Level of Prevention – Instruction/Core Curriculum

Tier II: Secondary Level of Prevention - Intervention

Tier III: Tertiary Level of Prevention – Intensive Intervention

SST

3% to 5% of students

15% of students

80% of students

SWD, EL, Gifted
Research-Based vs. Evidence-Based

**Research-based curricula:**
- Recommended for primary prevention across subjects
- Components have been researched and found to be generally effective
- Curriculum materials have not been rigorously evaluated as a package

**Evidence-based intervention:**
- Recommended for secondary and tertiary prevention (when available)
- Materials evaluated using rigorous research design
- Evidence of positive effects for students who received the intervention

(NCRTI, 2010)
Reflection

What percentage of students in your district/school is responding to the primary level of prevention?
Data-Based Decision Making within a Multi-Level Prevention System

• Analyze data at all levels of implementation (e.g., state, district, school, grade level) and all levels of prevention (i.e., primary, secondary, or tertiary).

• Establish written routines and procedures for making decisions (i.e., data-based decision-making protocol).

• Set explicit decision making rules for assessing student progress.

• Use data to compare and contrast the adequacy of the core curriculum and the effectiveness of different instructional and behavioral strategies.
Primary Prevention Level
Jot It Down

What is your greatest concern about Tier I?
Georgia’s Multi-Level Prevention System

Students receive services at all levels, depending on need.
## Primary Level Prevention

<table>
<thead>
<tr>
<th><strong>FOCUS</strong></th>
<th>ALL Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INSTRUCTION</strong></td>
<td>District curriculum and instructional practices that are evidence-based, aligned with state or district standards, and incorporate differentiated instruction</td>
</tr>
<tr>
<td><strong>SETTING</strong></td>
<td>General education classroom or other education setting within the school</td>
</tr>
<tr>
<td><strong>ASSESSMENTS</strong></td>
<td>Screening, continuous monitoring of progress (formative assessments), outcome measures or summative assessments</td>
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</tbody>
</table>

Resource: [https://intensiveintervention.org/](https://intensiveintervention.org/)
Primary Level Instruction

- Research-based curriculum materials for students (including subgroups)
- Implementation fidelity
- Articulation of teaching and learning within and across grades
- Differentiation of instruction based on data
- Ongoing professional development
What Is Core Curriculum in Georgia’s Tiered System of Supports for Students?

• Georgia Standards of Excellence
• Course of study deemed critical
• Usually mandatory for all students of a school or a school system
• Often instituted at the elementary and secondary school levels by local school boards, departments of education, or other administrative agencies charged with overseeing education
Differentiated Learning Activities

Offers students in the same class different teaching and learning strategies based on:

- Student assessment data and knowledge of student readiness
- Learning preferences
- Language and culture
- Content, product, process, and environment
What Are Differentiated Learning Activities?

• Involves
  ▪ Mixed instructional groupings (based on data)
  ▪ Team teaching
  ▪ Peer tutoring
  ▪ Learning centers
  ▪ Accommodations to ensure that students have access to the instructional program

• Is NOT the same as providing more intensive interventions
Primary Prevention Setting

• General education classroom or other education setting within the school

• Various grouping strategies (examples):
  ▪ Cooperative learning groups
  ▪ Flexible grouping
  ▪ Peer partners
Primary Prevention Assessment

- Universal screening
- Continuous monitoring of progress (formative assessments)
- Outcome measures or summative assessments
Screening: Evaluate Effectiveness of Primary Prevention
Break
High Leverage Practices (HLPs) and Evidence Based Practices (EBPs)
Instructional Understandings about High Leverage Practices

High-Leverage Practices (HLPs) are a set of strategies used across all content areas that are necessary to support student learning.

(http://www.teachingworks.org/work-of-teaching/high-leveragepractices)
What are 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 EBPs/EBIs

Evidence-Based Practices (EBPs)/Interventions (EBIs) are generally content specific and result in positive impacts on academics and behavior.

(Tessie Bailey, American Institutes for Research (tbailey@air.org))
What are Evidence-Based Practices/Interventions?

- Are Content Specific
- Developmentally Appropriate
- Learner Dependent
- Supported by Research

Tessie Bailey, American Institutes for Research  (tbailey@air.org)
Instructional Understandings About Implementing High Leverage Practices and Evidence-Based Practices

When High-Leverage Practices (HLPs) are coupled with Evidence-Based Practices/Interventions (EBPs/EBIs), 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-leveragepractices)
Monitoring Progress: Tier I Primary Prevention

• Using formative assessments strategies to monitor student progress, provides teacher with data:
  • the degree to which the student has mastered a learning target
  • who needs reteaching
  • who needs enrichment/acceleration
  • what the next learning target should be
  • how students should be grouped for small-group instruction
  • who needs more intense supports/intervention
Dimensions of Primary Prevention and Action Steps
Team Activity: Handout 3
Dimensions of Primary Level Prevention

- Use **Handout 1: Primary Level** to answer questions about the following traits:
  - Focus
  - Instruction
  - Setting
  - Assessment
  - Data-based decision making
  - Other
Focus

• Who are the target students?
• Are there cut scores or targets for identification of students in need of more support?
• What supports are provided for students who are below the cut score, but who will not be receiving Tier II interventions?
Instruction

• Are high-leverage practices and evidence-based practices being used? Describe these practices.
• What is the level of evidence?
• How do you know that these practices are being implemented with fidelity?
• What is the content?
• What is the frequency?
• What is the duration?
• What are your schoolwide non-negotiables/expectations for Tier I instruction?
Setting

• What is the setting?
• What types of grouping are being used?
• What is the schedule?
• Are students in a different setting when core instruction is taking place?
Assessment

• What types of assessments are being used?
• What are the assessment tools?
• How frequently are the assessments to be administered?
• Who administers the assessments?
Data-Based Decision Making

• What are the goals?
• What is the composition of the team?
• What is the frequency of data reviews?
• What are the criteria for response or non-response?
• What is the movement between tiers?
Alignment

• What is the alignment with other initiatives, activities and policies?
Other Considerations

• What PL and coaching opportunities are being offered?
• What type of follow-up do you have in place to support and monitor the effectiveness of your PL?
• What does the induction process look like at the school/district level?
• Is excessive use of substitutes impacting quality of Tier I instruction at your school? If yes, what is being done to address this practice?
• Who actively participates in collaborative planning? Are there clearly defined roles for all participants?
Team Time: Primary (Tier I) Prevention

- On a scale of 1-5, how effective is the primary level:
  - For the entire district/school?
  - For subgroups of students (students with disabilities, English Learners, Gifted, etc.)?
  - For reading, math, and behavior?
Action Plan/Next Steps

• How will you improve Tier I instruction in your district/school?
• What will be your initial next steps?
Wrap-up and Post Evaluation
Are you able to:

• Identify characteristics of a multi-level prevention system?
• Describe the focus, instruction, setting, and assessments associated with primary level instruction (Tier I)?
• Evaluate the effectiveness of primary level instruction/core curriculum (Tier I)?
Please complete the post test and training evaluation
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<th>Date(s)</th>
<th>Content</th>
<th>Location</th>
<th>Audience</th>
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<tr>
<td>1/15/2020</td>
<td>SSTAGE Promising Practices Conference</td>
<td>Athens, GA</td>
<td>All Georgia Educators</td>
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<tr>
<td>1/22/2020</td>
<td>Multi-Level Prevention System Part 1**</td>
<td>Anderson Conference Center Macon, GA</td>
<td>All Georgia Educators (Cohort 2 Districts required**)</td>
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<tr>
<td>1/28/2020</td>
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<td>KSU Center Kennesaw, GA</td>
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<tr>
<td>January-February 2020</td>
<td>Fidelity Rubric Verification</td>
<td>Individual Sites</td>
<td>Cohort 1 &amp; 2</td>
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<td>All Georgia Educators (Cohort 2 Districts required**)</td>
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** This professional learning module will be offered on two different dates. Cohort 2 Districts can choose which of the two sessions they wish to attend.
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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
- Directions to Access Online Modules in SLDS
- Training Webinars
- Subscribe to Newsletter
- Register for Upcoming Events
MTSS Online Courses

The MTSS Overview and Screening online modules are available in SLDS! Visit www.gadoe.org/MTSS for instructions on how to access the course.
Connect With Us

Join Georgia’s network of MTSS professionals

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