

# 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



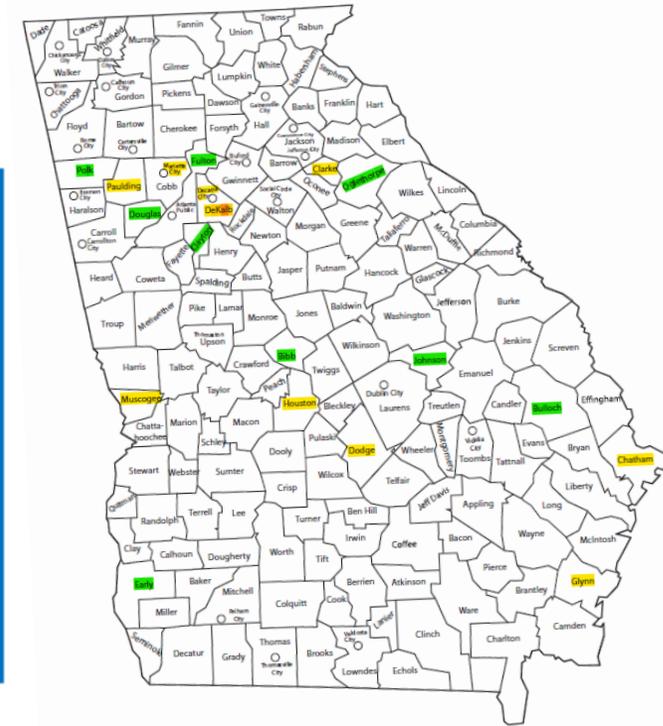
# Georgia's Tiered System of Supports for Students

## 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



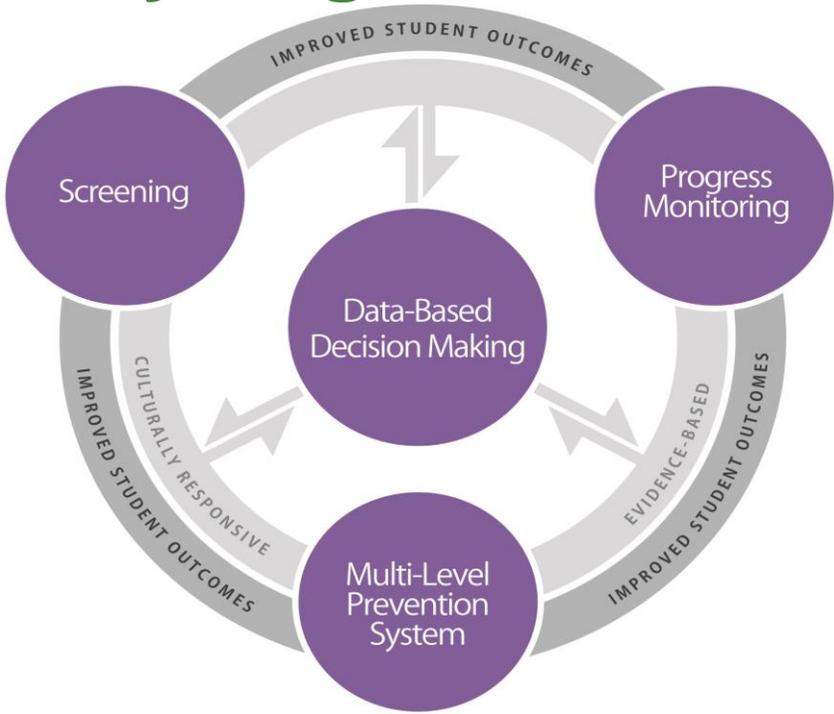
# Georgia's Tiered System of Supports for Students

## 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.

Supported by District and School 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

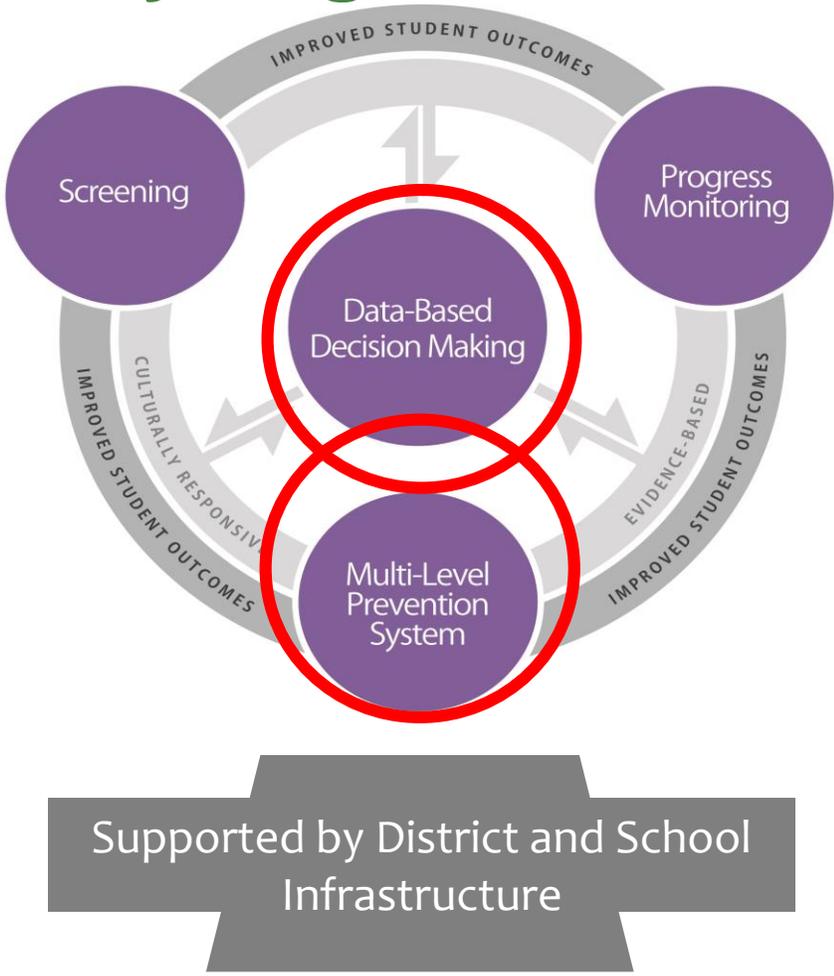
- Increased instructional and planning time
- More efficient use of resources and staff
- Decreased inappropriate special education referrals and placement rates
- Reduction in amount of time student receives special education services
- Reduction in student grade retention

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

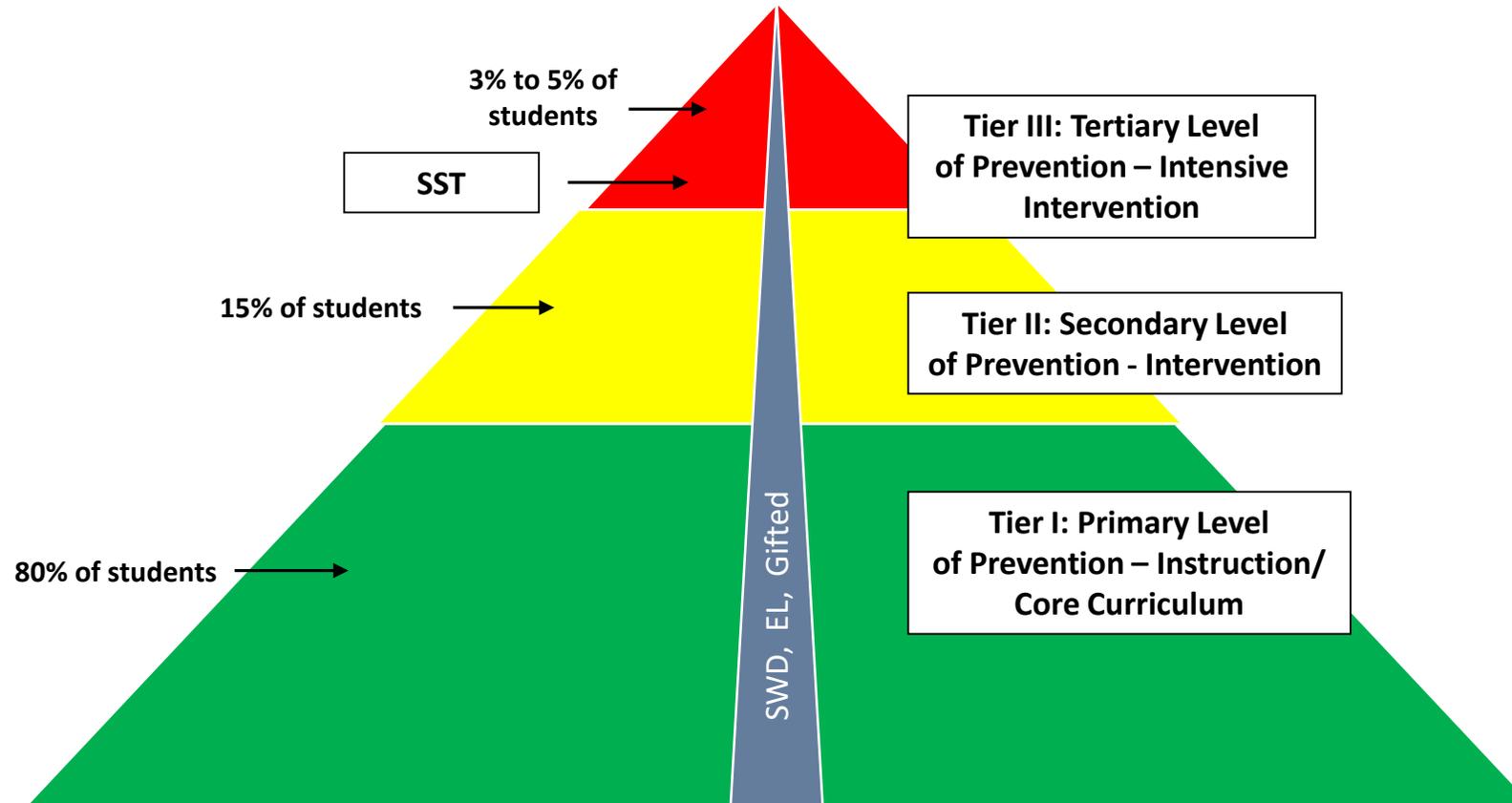
Georgia's Tiered System of Supports for Students is:

- 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.

# 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.

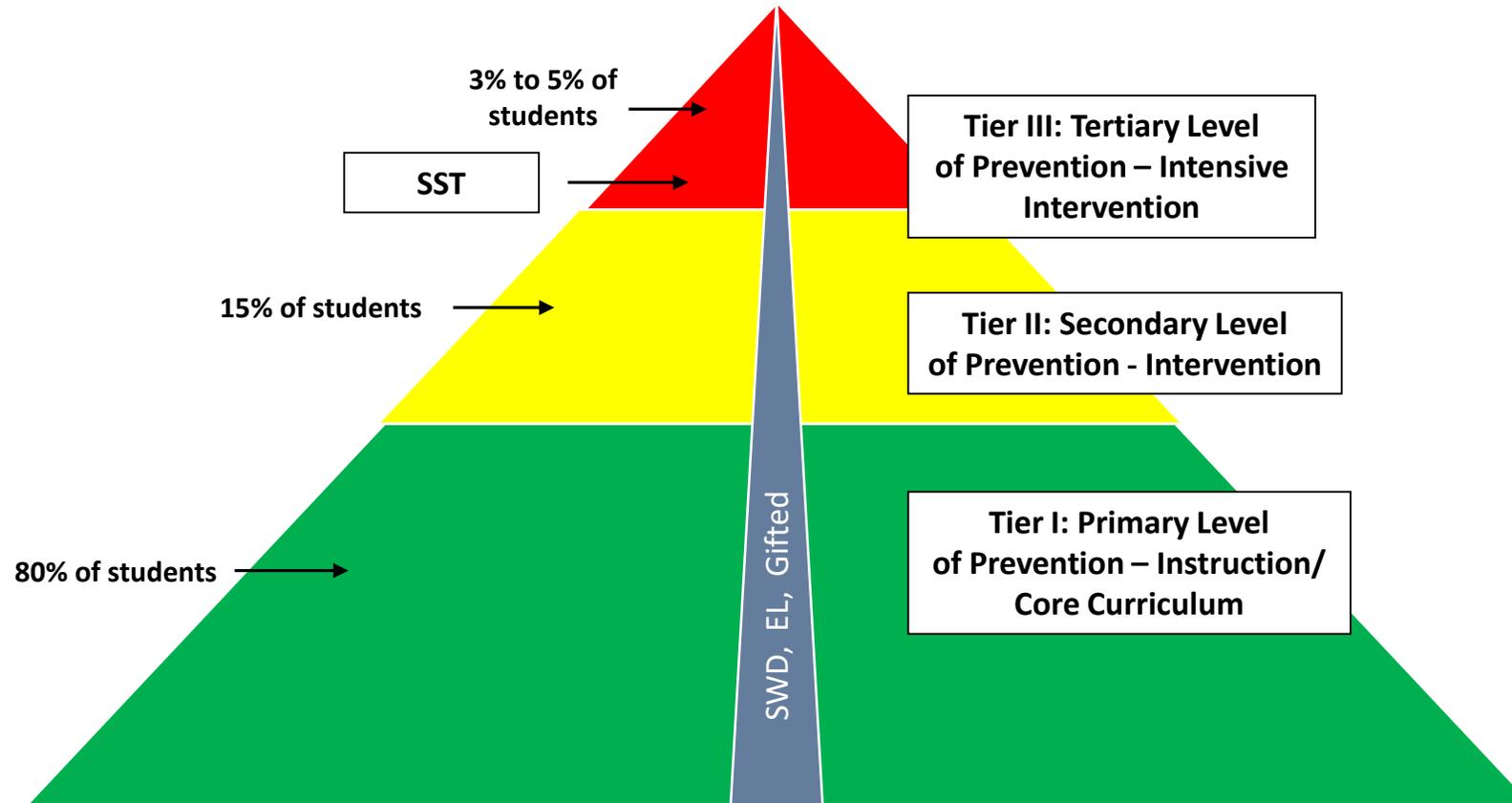


# Primary Prevention Level

# 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

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

Resource: <https://intensiveintervention.org/>

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

# 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

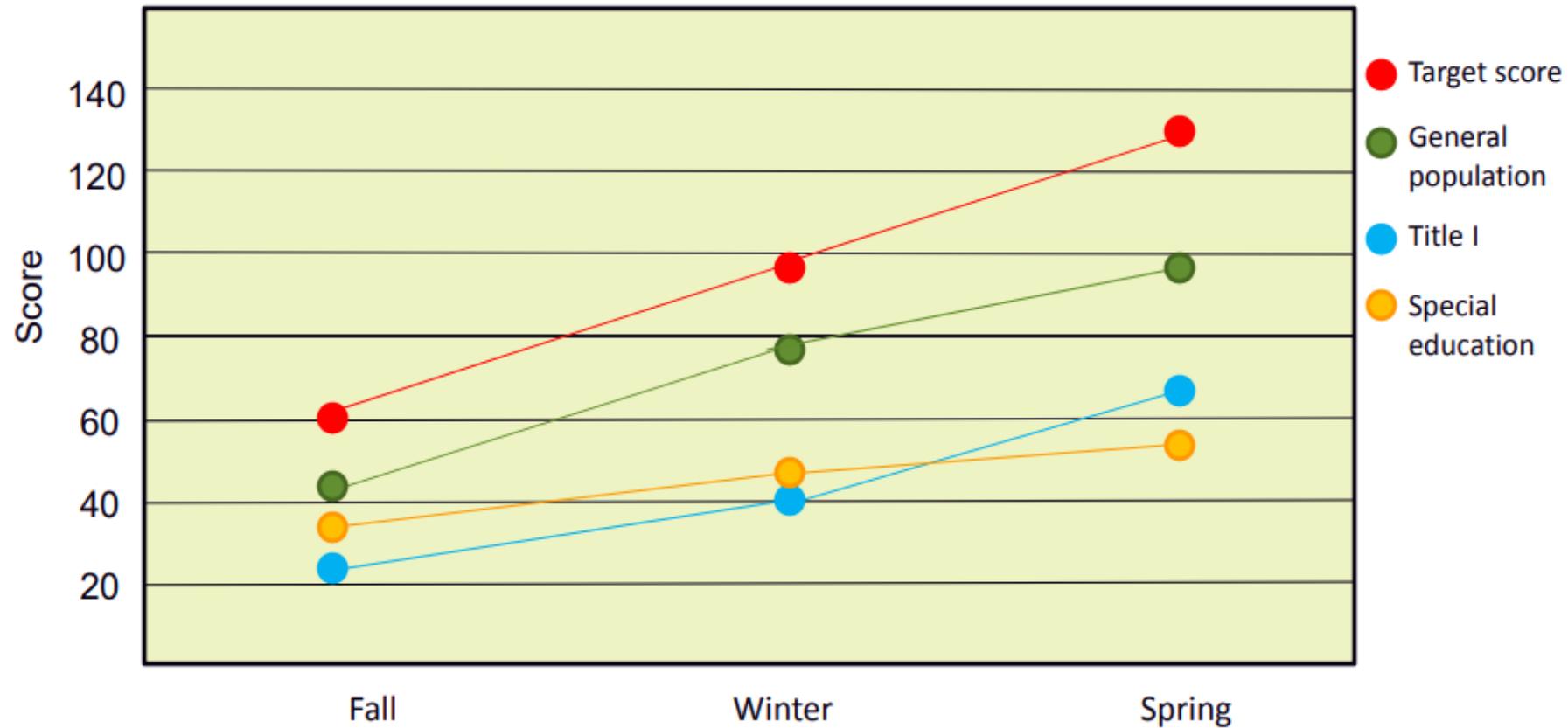
# Primary Prevention Setting

- 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

Handout  
#1

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

Handout  
#2

- 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



Handout  
#3

- 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**

# Professional Learning Calendar

| Date(s)               | Content                                | Location                                | Audience   |
|-----------------------|--|---|--|
| 1/15/2020             | SSTAGE Promising Practices Conference  | Athens, GA                              | All Georgia Educators                                    |
| 1/22/2020             | Multi-Level Prevention System Part 1** | Anderson Conference Center<br>Macon, GA | All Georgia Educators<br>(Cohort 2 Districts required**) |
| 1/28/2020             | Multi-Level Prevention System Part 1** | KSU Center<br>Kennesaw, GA              | All Georgia Educators<br>(Cohort 2 Districts required**) |
| January-February 2020 | Fidelity Rubric Verification           | Individual Sites                        | Cohort 1 & 2   |
| 3/17/2020             | Multi-Level Prevention System Part 2** | Anderson Conference Center<br>Macon, GA | All Georgia Educators<br>(Cohort 2 Districts required**) |
| 3/19/2020             | Multi-Level Prevention System Part 2** | KSU Center<br>Kennesaw, GA              | All Georgia Educators<br>(Cohort 2 Districts required**) |

\*\* 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.

# Georgia's Tiered System of Supports for Students

## Atlanta Office

Wina Low,  
Program Manager Senior

Andrea Catalano,  
Professional Learning Specialist

Karen Suddeth,  
Program Manager/ Project Director

Rondalyn Pinckney,  
Research & Evaluation Specialist

Carole Carr,  
Communications & Visibility Specialist

# Georgia's Tiered System of Supports for Students

## Field Team

Laura Brown,  
Coordinator for Coaching Services

Christy Jones,  
Regional Coach

Launa Chamberlin,  
Regional Coach

Claire Smith,  
Regional Coach

Jody Drum,  
Regional Coach

Deshonda Stringer,  
Regional Coach

# Need More Information?

**Georgia's Tiered System of Supports for Students**

[www.gadoe.org/TieredSystemofSupports](http://www.gadoe.org/TieredSystemofSupports)

or

[www.gadoe.org/MTSS](http://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](http://www.gadoe.org/MTSS) for instructions on how to access the course.

The screenshot shows the course interface for "Georgia's Tiered System of Supports for Students: Screening". At the top, it says "Lesson 3 - Types of Assessments in Georgia's Tiered System of Supports for Students". Below that, it indicates "Lesson 4 of 15" and the title "Introduction to Screening". A progress bar shows "7% COMPLETE". A sidebar menu on the left lists the course content: "Introduction", "SCREENING", "The Essential Components of Georgia's Tiered System of Su...", "Types of Assessments in Georgia's Tiered System of Suppor...", and "Introduction to Screening". The main content area features a video of a woman in a dark uniform with "akeso" on her name tag, looking at a piece of equipment. A text overlay on the video reads: "The screening process is not unique to education."

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# Contact us



[GAMTSS@DOE.K12.GA.US](mailto:GAMTSS@DOE.K12.GA.US)

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Project Officer, Jennifer Coffey.**





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