Welcome

Please take a few minutes to answer the questions on the pre-test.

https://www.surveymonkey.com/r/Unit5b_Pre
Georgia’s Tiered System of Supports for Students

Implementer Series Unit 5:
Multi-Level Prevention System Part 2
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?
• Secondary Level of Prevention
  • Progress Monitoring at Tier II
• Tertiary Level of Prevention
  • Data-Based Individualization (DBI)
  • Taxonomy of Intervention Intensity
• 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 the secondary and tertiary levels of prevention (Tiers II & III)
• Evaluate the effectiveness of secondary level of prevention
• Explain the Data-Based Individualization (DBI) process
• Intensify evidence-based interventions used at the secondary level of prevention to provide Tier III supports
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

Supported by District and School Infrastructure

Georgia added the essential component of Infrastructure.
Essential Components of the Nationally Aligned MTSS Framework

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

Supported by District and School Infrastructure
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.
Activity

What do you already know about Georgia’s multi-level prevention system?
What is a Multi-Level Prevention System?

Let’s take a few moments to review.
Georgia’s Multi-Level Prevention System

- **Tier I: Primary Level** of Prevention – Instruction/Core Curriculum
  - SWD, EL, Gifted
  - 80% of students

- **Tier II: Secondary Level** of Prevention - Intervention
  - 15% of students

- **Tier III: Tertiary Level** of Prevention – Intensive Intervention
  - SST
  - 3% to 5% of students

Students receive services at all levels, depending on need.
Secondary Prevention Level
Jot It Down

What is your greatest concern about Tier II?
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
Reflection

What percentage of students in your district/school is responding to the evidence-based interventions in Tier II level of prevention?
Secondary Prevention Focus

• Students who need enrichment/acceleration or who are at risk for poor learning and/or behavioral outcomes.
• Typically 15%-20% of entire population
Secondary Level Intervention

• Evidence-based
• Supports, supplements, and aligns with core instruction
• Implementation fidelity based on developer guidelines
• Delivered by well-trained staff in optimal group sizes
• Decisions are based on valid and reliable data and criteria are implemented accurately
Why start with evidence-based interventions that are standardized?

- When properly aligned to students’ needs, they tend to work – teachers do not need to “reinvent the wheel.”
- They are efficient – teachers can plan instruction for groups rather than individual students.
- Many require only a modest amount of training – often, paraeducators can help with delivery.
- Often inexpensive.
Expectations for Successful Evidence-Based Interventions

Evidence-Based Interventions (EBIs) have been shown to have a positive effect on the outcomes of interests (e.g., student literacy, school climate, on-time graduation). Although prior positive findings increase the odds of future success, they don’t guarantee it. Evidence-based interventions will be more likely to have a positive effect if you implement them in a context with the fidelity consistent with the original research.

Massachusetts Department of Elementary & Secondary Education
Selecting Evidence-Based Interventions

- Identify needs and priorities
- Select interventions to address needs
- Evaluate evidence claims
- Implement interventions with fidelity
- Evaluate effectiveness
What to Look For When Examining the Published Evidence Base

- **Type/Source**
  - Is the source reputable? Can it be trusted?

- **Population**
  - Were the students included in the study similar to our students?

- **Desired Outcomes**
  - Were the outcomes of interest relevant to our students?

- **Effect Size**
  - Does the evidence suggest the intervention can produce the result we expect?
# Resources for Evaluating Evidence Base of Practices and Standardized Interventions

<table>
<thead>
<tr>
<th>NCII Interventions Tools Chart</th>
<th>What Works Clearinghouse</th>
<th>Best Evidence Encyclopedia</th>
<th>Evidence for ESSA</th>
</tr>
</thead>
</table>
Secondary Prevention Setting

- General education classroom or other education setting within the school
- Adult-led instruction by well-trained staff
- Small group rather than whole class
Secondary Prevention Assessment

- Decisions about responsiveness to intervention are based on:
  - Reliable and valid progress monitoring data
  - The slope of improvement or final status at the end of the intervention period
- Decision-making rules are applied accurately and consistently
Secondary Prevention Assessment

• Progress monitoring
  ▪ Monitor student response to secondary intervention
  ▪ Evaluate the efficacy of the secondary system
  ▪ Conduct at least monthly

• Diagnostic assessment
  ▪ Match students’ needs to interventions
## Secondary Prevention Level

<table>
<thead>
<tr>
<th><strong>FOCUS</strong></th>
<th>Students identified through screening and other data sources who need enrichment/acceleration or who are at risk for poor learning and behavioral outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INSTRUCTION</strong></td>
<td>Targeted, supplemental intervention delivered to small groups (evidence-based interventions)</td>
</tr>
<tr>
<td><strong>SETTING</strong></td>
<td>General education classroom or other education settings within the school</td>
</tr>
<tr>
<td><strong>ASSESSMENTS</strong></td>
<td>Progress monitoring, diagnostic</td>
</tr>
</tbody>
</table>

Resource: [https://intensiveintervention.org/](https://intensiveintervention.org/)
Progress Monitoring
Secondary Level of Prevention
Progress Monitoring Process

• Step 1: Identify students in need of progress monitoring and/or intervention through risk verification.
• Step 2: Establish progress monitoring plan: tool, goal, duration and schedule.
• Step 3: Select an intervention that is likely to support students in reaching the goal.
• Step 4: Implement intervention with fidelity and collect progress monitoring data.
• Step 5: Evaluate student’s response to validated intervention.
Progress Monitoring Data Within Secondary Prevention

Progress monitoring data

- Determine response to secondary interventions using
  - The four-point rule (decision is made based on whether the 4 most recent data points are above or below the goal line)
  - Trendline analysis (decision is based on whether the trend is above or below the goal line)
- Compare efficacy of secondary interventions

A trendline is a line through the scores that visually represents the performance trend.
Use Progress Monitoring for Goal Setting

• Mid-year and end-of-year trajectory goals
• National norms for weekly rate of improvement (slope)
Progress Monitoring: Determining Response Using the Four-Point Rule

![Graph showing progress monitoring with weeks of instruction and words read correctly, including the four-point rule goal line.](image-url)
## Four-Point Rule

<table>
<thead>
<tr>
<th>Data Points</th>
<th>Action</th>
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<tbody>
<tr>
<td>All 4 data points above the goal line</td>
<td>Increase the goal or discontinue secondary intervention. Continue progress monitoring to ensure adequate progress.</td>
</tr>
<tr>
<td>All 4 data points below the goal line</td>
<td>Make an instructional change.</td>
</tr>
<tr>
<td>4 data points are both above and below the goal line</td>
<td>Keep collecting data until the trend-line rule or four-point rule can be applied.</td>
</tr>
</tbody>
</table>
Progress Monitoring: Determining Response Using Trendline Analysis

![Graph showing progress monitoring using trendline analysis.](image-url)
Team Activity: Secondary Level

• Use **Secondary Level Handout** to answer the questions about:
  - Focus
  - Instruction
  - Setting
  - Assessment
  - Data-based decision making
  - Other
Focus Questions

• 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?
Reflect

• On a scale of 1-5, how effective are your Tier II interventions?
  ▪ For the district/school?
  ▪ For subgroups of students (SpEd, EL, Gifted, etc)?
  ▪ For ELA, math, and behavior?

• How do you know?

• How will you improve Tier II interventions in your district/school?

• What will be your initial next steps?
Next Steps

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Tertiary Prevention Level
Jot It Down

• What is your greatest concern about Tier III?
Tertiary Prevention: Focus

• Students who present with very low academic achievement and/or high-intensity or high-frequency behavior problems.
• Students in a tiered intervention program who have not responded to secondary intervention delivered with fidelity.
• Students with disabilities who are not making adequate progress in their current instructional program.
Critical Features of Tier III: Intensive Intervention

Tier III or intensive intervention

1) Is **more intensive** than Tier II interventions.

2) Is **adapted to address individual student needs** in a number of ways (e.g., increased duration or frequency, change in interventionist, decreased group size, change in instructional delivery, and change in type of intervention).

3) Uses **an iterative process** based on student data (Data-Based Individualization – DBI).
Tertiary Prevention: Setting

- General education classroom or other appropriate setting
- Optimal group size is chosen for ages and needs of students
Tertiary Prevention: Assessment

• Decisions about responsiveness to intervention are based on
  ▪ Reliable and valid progress monitoring data
  ▪ The slope of improvement or final status at the end of the intervention period

• Decision making rules are in place and applied accurately
Tertiary Prevention Assessment

• Progress monitoring
  ▪ Frequent progress monitoring (at least weekly) is recommended
  ▪ Continuously monitor progress based on established learning trajectories indicated by the goal line

• Diagnostic
  ▪ Match instruction to needs
  ▪ Inform individualized instructional planning

• Individual student data across academics and behavior (e.g., work samples, anecdotal or observational data)
# Tertiary Prevention Level

<table>
<thead>
<tr>
<th><strong>FOCUS</strong></th>
<th>Students who have not responded to primary or secondary level prevention</th>
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<tbody>
<tr>
<td><strong>INSTRUCTION</strong></td>
<td>Intensive, supplemental intervention delivered to small groups or individually</td>
</tr>
<tr>
<td><strong>SETTING</strong></td>
<td>General education classroom or other appropriate setting within the school</td>
</tr>
<tr>
<td><strong>ASSESSMENTS</strong></td>
<td>Progress monitoring, diagnostic</td>
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</tbody>
</table>

Resource: [https://intensiveintervention.org/](https://intensiveintervention.org/)
Data-Based Individualization

(DBI)
What is Data-Based Individualization (DBI)?

NCII’s Approach to Intensive Interventions for Students with Significant and Persistent Learning Challenges

- Systematic method for using data to determine when and how to provide more intensive intervention
- NOT A ONE-TIME FIX
Five DBI Steps

Step 1: Validated Intervention Program: The Foundation
Step 2: Progress monitor: Did the Intervention Work?
Step 3: Diagnostic Data: Why Didn’t the Intervention Work?
Step 4: Intervention Adaptation: What Change Is Needed?
Step 5: Progress Monitor: Did the Change Work?
Sample Academic Intervention

Background: Kelsey presented serious reading problems, reading at an early second-grade level at the beginning of the fourth grade.
Step 1: Kelsey’s Validated Intervention Program

• Intervention Program: Kelsey’s teacher selected an evidence-based intervention that addressed phonological awareness, word study, and fluency skills.

• Procedures were in place to ensure the intervention was delivered as planned.
Step Two: Kelsey’s Progress Monitoring Graph
Kelsey’s Progress Monitoring Graph Continued
Step 3: Diagnostic Data

• Progress Monitoring Data
  • Error analysis

• Potential Diagnostic Assessment Data Sources
  • Classroom-based assessments
  • Student work samples
  • Standardized measures (if feasible)
Kelsey’s Diagnostic Assessment

- To determine the nature of the instructional change needed, Kelsey’s teacher conducted an error analysis of Kelsey’s most recent PRF data.
- She also administered a phonics survey to determine Kelsey’s decoding strengths and weaknesses.
Step 4: Kelsey’s Intervention Adaptation

• Diagnostic assessment showed that Kelsey had difficulty applying decoding strategies to vowel teams.

• Her teacher applied the following intensive intervention principles to intensify her decoding instruction:
  • Incorporated fluency practice of newly taught vowel teams, with specified mastery criteria
  • Provided explicit instruction and error correction
  • Frequently checked for retention with reteaching as needed
Step 5: Ongoing Progress Monitoring
What’s next for Kelsey?

• While Kelsey’s reading is improving, she is not improving fast enough to achieve her goal. Another instructional change is needed.

• Kelsey’s teacher may collect additional diagnostic data, if needed, to make an informed instructional change.

• Kelsey’s teacher will continue to collect progress monitoring data and meet with the intervention team to evaluate progress and modify the plan as needed.
Review and Reflect

• Review STEPS 3-5.
• How does this align with your Tier III intervention system?
• What percentage of students are identified as progressing in Tier III intervention?
Changing the Intensity and Nature of Intervention

How does your district/school change the intensity and nature of intervention?
**Resources: Intensifying and Individualizing Evidence-based Interventions**

**Intervention Intensification Strategy Checklist**

Use these ideas, as well as your own, to intensify interventions. For more information about intensifying interventions, check out our website, [www.air.org/40](http://www.air.org/40). Before adapting or intensifying an intervention, always consider whether your current intervention program can handle the increased intensity and/or for a sufficient amount of time.

Strategies: Teams can increase the strength of an intervention by breaking up strategies and adapting them to other contexts. For more information about intensifying interventions, check out our website, [www.air.org/40](http://www.air.org/40).

<table>
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<tr>
<th>Design</th>
<th>Focus on the intervention for practice and connectivity feedback.</th>
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<tbody>
<tr>
<td></td>
<td>— Increase the length of intervention sessions.</td>
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<tr>
<td></td>
<td>— Increase the number of intervention sessions per week.</td>
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<td></td>
<td>— Decrease the group size.</td>
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<tr>
<td></td>
<td>— Increase the total number of sessions.</td>
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<td></td>
<td>— Decrease the concentration of goals (group sessions with similar performance levels).</td>
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<tr>
<td></td>
<td>— Consider an intervention setting with fewer distractions.</td>
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<tr>
<td></td>
<td>— Expand additional practice and feedback sessions throughout the day.</td>
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</table>

<table>
<thead>
<tr>
<th>Alignment</th>
<th>Increase the correlation between the target skill.</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Supplement intervention with National Center on Intensive Intervention materials in research.</td>
</tr>
<tr>
<td></td>
<td>Focus on targeted skill acquisition within the target skill.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attention to Procedures</th>
<th>Maximize instructional review and practice with core instruction and the environment.</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Maintain context.</td>
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<tr>
<td></td>
<td>Expanses probes improve students’ core instruction and other environments.</td>
</tr>
<tr>
<td></td>
<td>Expand application opportunities in other settings to maintain skills acquired in the interventions.</td>
</tr>
<tr>
<td></td>
<td>Explicitly teach expectations.</td>
</tr>
</tbody>
</table>

**Comprehensiveness of Elements of English Interventions**

- Use process, simple language to teach key concepts or procedures.
- When introducing a strategy, provide a visual strategy and show the step by step.
- Provide a completed work example. Replicate the steps exactly. Identify why a specific step is important and have the student complete that step and explain its significance.
The *Taxonomy of Intervention Intensity* was developed based on existing research to support educators in evaluating and building intervention intensity.

<table>
<thead>
<tr>
<th>Dimensions*</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strength</strong></td>
<td>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).</td>
</tr>
<tr>
<td><strong>Dosage</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Alignment</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Attention to transfer</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Comprehensiveness</strong></td>
<td>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).</td>
</tr>
<tr>
<td><strong>Behavioral support</strong></td>
<td>The extent to which the program incorporates (a) self-regulation and executive function components and (b) behavioral principles to minimize nonproductive behavior.</td>
</tr>
<tr>
<td><strong>Individualization</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>


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**WANT TO LEARN MORE?** Visit us at [www.intensiveintervention.org](http://www.intensiveintervention.org).
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</tr>
</thead>
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<tr>
<td>Strength</td>
<td>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).</td>
</tr>
<tr>
<td>Dosage</td>
<td>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.</td>
</tr>
<tr>
<td>Alignment</td>
<td>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.</td>
</tr>
<tr>
<td>Attention to transfer</td>
<td>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.</td>
</tr>
<tr>
<td>Comprehensiveness</td>
<td>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.</td>
</tr>
<tr>
<td>Academic support</td>
<td>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).</td>
</tr>
<tr>
<td>Individualization</td>
<td>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.</td>
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Intensification Strategy Checklist Activity

• Review the checklist and identify ways in which you can intensify a Tier II intervention that is currently being used by your district/school.
### Characteristics of Tiers/Levels of Prevention

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Tier I</th>
<th>Tier II</th>
<th>Tier III</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instruction/Intervention Approach</strong></td>
<td>Comprehensive research-based curriculum</td>
<td>Standardized, targeted small-group instruction</td>
<td>Individualized, based on student data</td>
</tr>
<tr>
<td><strong>Group Size</strong></td>
<td>Class-wide (with some small group instruction)</td>
<td>3–7 students</td>
<td>No more than 3 students</td>
</tr>
<tr>
<td><strong>Monitor Progress</strong></td>
<td>1x per term</td>
<td>At least 1x per month</td>
<td>Weekly</td>
</tr>
<tr>
<td><strong>Population Served</strong></td>
<td>All students</td>
<td>At-risk students</td>
<td>Significant and persistent learning needs</td>
</tr>
</tbody>
</table>

Dr. Tessie Rose Bailey, American Institutes for Research, Fall 2019
Are you able to:

• Identify characteristics of a multi-level prevention system?
• Describe the focus, instruction, setting, and assessments associated with the secondary and tertiary levels of prevention (Tiers II & III)?
• Evaluate the effectiveness of secondary level of prevention?
• Explain the Data-Based Individualization (DBI) process?
• Intensify evidence-based interventions used at the secondary level of prevention to provide Tier III supports?
Please complete the post test and training evaluation

https://www.surveymonkey.com/r/Unit5b_Post
Georgia’s Tiered System of Supports for Students

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Regional Coach

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Regional Coach
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, Screening, and Progress Monitoring online modules are available in SLDS! Visit www.gadoe.org/MTSS for instructions on how to access the course.
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#GAMTSS

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GAMTSS@DOE.K12.GA.US
Thank you!

Please take a few minutes to complete the training evaluation.

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Offering a holistic education to each and every child in our state.

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