Georgia’s Tiered System of Supports for Students

MTSS in Georgia

May 6, 2021
Pre-Assessment
Welcome & Updates

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Georgia’s Tiered System of Supports for Students

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Georgia’s Online MTSS/SST

Student Information System (SIS)

Student Longitudinal Data System (SLDS)

Student Support Team (MTSS/SST) Tab

To learn more about the Go MTSS/SST Platform, contact Rondalyn Pinckney rpinckney@doe.k12.ga.us
https://sldstrn.gadoe.org/sldsdemoweb/
To Learn More: www.gadoe.org/TieredSystemof Supports
Communications & More

Georgia’s Tiered System of Supports
Connection

SUPPORTING THE WHOLE CHILD

Understanding the “Why”

“If I Could Offer A Gift” by Dr. Zelphine Smith-Dixon

If I could offer a gift to every district, school, and classroom, I would provide the infrastructure and supports to implement Georgia’s Tiered System of Supports for Students. Our families share their students with us, and all 1.8 million of them deserve an equitable opportunity for success. What if I told you that many of the isolated remedies that consume countless resources, personnel, and time could be addressed through a systemic change framework with greater efficiency and effectiveness? I believe that a multi-tiered system creates the pulse of continuous improvement for all schools and all...
Contact Us

GAMTSS@DOE.K12.GA.US
Session Guidance

• Ask questions or make comments in the Question Box

• Understand that presenters may repeat statements for the benefit of accessibility
American Institutes for Research

Dr. Tessie Rose Bailey
Principal Technical Assistance Consultant

• National Expert and Practitioner in MTSS
• Provides High Quality Technical Assistance
• Director of new PROGRESS Center (www.promotingprogress.org)
• Director of the MTSS Center at AIR (www.MTSS4Success.org)
• Former Special Education Teacher, K-12: Elementary, Middle, and High School
• Served as a Classroom Coach for MTSS to Leaders in over 43 States
• Experienced in state, district, school, & university levels
• Published and Presented on Problem Solving and Teaming; Screening and Progress Monitoring; RTI for Specific Learning Disability Eligibility; MTSS Essential Components; and Tiered Interventions at High Schools
• Provides MTSS support to several national centers:
  • NCSI, CCRS, NCII (www.intensiveintervention.org)
Pre-Assessment
Multi-Tiered System of Supports (MTSS): Building a Sustainable Prevention System to Support All Learners

Tessie Rose Bailey, PhD, American Institutes for Research
Which picture best represents your understanding of or comfort with MTSS? Vote here

1
2
3
4
5

Center on Multi-Tiered System of Supports at the American Institutes for Research®
I’m struggling with...Can you help?

“Life is really simple, but we insist on making it complicated.” — Confucius
Session Outcomes

1. What is multi-tiered system of supports (MTSS) and how will it benefit Georgia schools and students? How does it differ from Georgia’s response to intervention (RTI)?

2. What are the essential components of MTSS? To what extent are we implementing the essential components?
## Today’s Agenda

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 - 9:15</td>
<td>Welcome, Introductions, and Overview of the Session</td>
</tr>
<tr>
<td>9:15 – 9:45</td>
<td>Understanding the <em>What</em> and <em>Why</em> of MTSS</td>
</tr>
<tr>
<td>9:45 – 10:15</td>
<td>Overview of Essential Components of MTSS</td>
</tr>
<tr>
<td>10:15 - 10:30</td>
<td>Break</td>
</tr>
<tr>
<td>10:30 – 11:30</td>
<td>Overview of Essential Components of MTSS</td>
</tr>
<tr>
<td>11:30 - 12:00</td>
<td>Session Q&amp;A and Next Steps</td>
</tr>
</tbody>
</table>
**Document Your Thinking**

- Use the *Reflection Activity* handout to document your thinking about how MTSS could impact your site.

- After the session, consider sharing your thoughts with your team members in order to begin developing your communication strategy about the **What and Why of MTSS**.

**Reflection Activity. The What and Why of MTSS**

<table>
<thead>
<tr>
<th>Questions</th>
<th>What are my thoughts?</th>
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<tbody>
<tr>
<td>What are the potential benefits of MTSS for my site?</td>
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<td>What essential components of MTSS we should focus on initially?</td>
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<td>How can we use MTSS to align existing district, state, and federal initiatives?</td>
<td></td>
</tr>
</tbody>
</table>
Understanding the *What* and *Why* of MTSS
There is no way a single system has all the time, all the knowledge, and all the skills to meet all the needs of every child in every school or district.

Buffman, Mattos, & Webber 2009

We depend on collective efficacy.
Collective Teacher Efficacy is the collective belief of educators in their ability to positively affect students.

(Donohoo, 2017; Hattie, 2017)
Collective efficacy is more than just ‘beliefs’. It is built on evidence of impact.

Collective belief that you can make a difference. $\times$ Evidence you are making a difference. $\quad = \quad ES = 1.57^*$

(Eells, 2011; Hattie, 2017)
What is MTSS?
MTSS provides the data and infrastructure necessary to develop collective efficacy!
MTSS provides the data necessary for decision making.

- **State System**: How do we improve district supports to improve outcomes?
- **District System**: How do we improve school supports to improve outcomes?
- **School System**: How do we improve teacher supports to improve outcomes?
- **Educator Level**: How do we improve student-level supports to improve outcomes?

Increased Student Outcomes
Sources of Data to Inform MTSS Implementation

**Screening/Benchmarking**
- Helps identify students who may need additional support and intervention.

**Progress Monitoring**
- Helps identify when an instructional change is needed.

**Diagnostic Data**
- Helps identify how to adapt and/or modify instruction.

**Fidelity**
- Helps identify if implementation adjustments are needed before other changes.
MTSS provides a continuum of supports.

SWDs, GT, ELs Receive services at all levels, depending on need

Tier 1: Universal Level of Prevention

Tier 2: Targeted Level of Prevention

Tier 3: Intensive Level of Prevention
MTSS addresses the needs of the whole child by aligning systems and supports.

There is no such thing as a ‘Tier 2’ or a ‘SPED’ student!
So what is it? Defining MTSS

• MTSS integrates data and instruction and intervention within a schoolwide, multilevel prevention system to maximize student achievement and reduce behavior problems.

(Adapted from National Center on Response to Intervention, 2010)
Multi-tier system of support in Every Student Succeeds Act (ESSA, 2015)

1. MTSS in literacy in kindergarten through grade 12 is an allowable use of grant funds [Sec 2224(e)(4)].

2. Identified as an approach for improving outcomes for students with disabilities and English Language Learners [Sec 2103 (b)(3)(F)].

3. ESSA requires use of evidence-based interventions.
Why MTSS?

Evidence suggests it works (1.07 ES)

Improved Outcomes
• Decreased expulsion, behavioral referrals, and suspension rates
• Sustained academic improvement.
• Increased in 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 referral and placement rates
  • Reduction in student time in 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, 2015)
So why aren’t we seeing these kinds of results?

Many schools self-identifying as “implementing MTSS” are not implementing all of the components with fidelity.
The Success of MTSS Boils Down to One Simple Equation

District and School Infrastructure and Support Mechanisms

- Leadership
- Effective Teaming
- Professional Learning
- Family and Community Engagement

Design  ×  Infrastructure  ×  Implementation

Considerations for Effective Implementation: 5 Elements of Fidelity
Section 1: MTSS Universal Screening Fidelity Rubric

The MTSS Fidelity of Implementation Rubric is for use by individuals who are responsible for monitoring fidelity of MTSS implementation. The rubric is adapted from the RTI Fidelity of Implementation Rubric (Center on Response to Intervention, 2014).

<table>
<thead>
<tr>
<th>Learning outcomes or challenging behaviors</th>
<th>Evidence indicates that the screening tools are reliable. Correlations between the instruments and valued outcomes are strong, and predictions of risk status are accurate. Staff is able to articulate the supporting evidence.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intensive interventions are more intensive than secondary interventions and are 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) through an iterative manner based on student data.</td>
<td>Evidence indicates that the screening tools are reliable. Correlations between the instruments and valued outcomes are strong, and predictions of risk status are accurate. Staff is able to articulate the supporting evidence.</td>
</tr>
<tr>
<td>Only one or two of the following conditions are met: (1) the intervention is individualized; (2) intensive interventions are led by well-trained staff experienced in individualizing instruction based on student data; and (3) the group size is optimal (according to research) for the age and needs of students.</td>
<td>Evidence indicates that the screening tools are reliable. Correlations between the instruments and valued outcomes are strong, and predictions of risk status are accurate. Staff is able to articulate the supporting evidence.</td>
</tr>
<tr>
<td>Neither of the following conditions is met: (1) decisions regarding student participation in both core instruction and intensive intervention are made on a case-by-case basis, according to student need; and (2) intensive interventions are aligned to the specific skill needs of students to help them make progress toward core curriculum standards.</td>
<td>Evidence indicates that the screening tools are reliable. Correlations between the instruments and valued outcomes are strong, and predictions of risk status are accurate. Staff is able to articulate the supporting evidence.</td>
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<table>
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<th>Handout Pgs 3 - 12</th>
<th>Section 1: MTSS Universal Screening Fidelity Rubric</th>
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<tr>
<td>Intensive interventions are more intensive than secondary interventions and are 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) through an iterative manner based on student data.</td>
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<td>Evidence indicates that the screening tools are reliable. Correlations between the instruments and valued outcomes are strong, and predictions of risk status are accurate. Staff is able to articulate the supporting evidence.</td>
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MTSS Center Fidelity Rubric: Understanding the Critical Features of The Essential Components
Document Your Thinking

- Document your thinking about how MTSS could impact your site.

- What questions or comments do you have? What resonated with you?

### Reflection Activity: The What and Why of MTSS

<table>
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<th>Questions</th>
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</table>
Take a moment and review the image, what do you see?
Note Taking Resource.

- What do you want to remember?
- What questions do you still have?
Essential Component: Screening
### Essential Component: Screening

<table>
<thead>
<tr>
<th><strong>Purpose</strong></th>
<th>Identify students who are at risk for poor learning outcomes and provide an indicator of system effectiveness.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus</strong></td>
<td>ALL students</td>
</tr>
<tr>
<td><strong>Tools</strong></td>
<td>Brief assessments that are valid and reliable and that demonstrate diagnostic accuracy for predicting learning or behavioral problems</td>
</tr>
<tr>
<td><strong>Time Frame</strong></td>
<td>Administered more than one time per year (e.g., fall, winter, spring)</td>
</tr>
</tbody>
</table>
## Why screen? Identify students at-risk.

<table>
<thead>
<tr>
<th>ID</th>
<th>Name</th>
<th>Corrects</th>
<th>Errors</th>
<th>Accuracy</th>
<th>Performance Summary</th>
<th>Potential Instructional Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>01256</td>
<td>Jim</td>
<td>179</td>
<td></td>
<td>Established</td>
<td></td>
<td>Continue Enhancement</td>
</tr>
<tr>
<td>02343</td>
<td>Jenny</td>
<td>107</td>
<td></td>
<td>Established</td>
<td></td>
<td>Continue Tier I Prevention</td>
</tr>
<tr>
<td>16705</td>
<td>Jackie</td>
<td>105</td>
<td></td>
<td>Established</td>
<td></td>
<td>Continue Tier I Prevention</td>
</tr>
<tr>
<td>02341</td>
<td>Jill</td>
<td>103</td>
<td></td>
<td>Established</td>
<td></td>
<td>Continue Tier I Prevention</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Cut score = 102</td>
<td></td>
</tr>
<tr>
<td>23602</td>
<td>Jerry</td>
<td>101</td>
<td></td>
<td>Established</td>
<td></td>
<td>Continue Tier I Prevention</td>
</tr>
<tr>
<td>14507</td>
<td>Jack</td>
<td>101</td>
<td></td>
<td>Established</td>
<td></td>
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</tr>
<tr>
<td>06235</td>
<td>Jerome</td>
<td>90</td>
<td></td>
<td>Established</td>
<td></td>
<td>Continue Tier I Prevention</td>
</tr>
<tr>
<td>01267</td>
<td>Joann</td>
<td>88</td>
<td></td>
<td>Established</td>
<td></td>
<td>Continue Tier I Prevention</td>
</tr>
<tr>
<td>20002</td>
<td>Jared</td>
<td>86</td>
<td></td>
<td>Established</td>
<td></td>
<td>Continue Tier I Prevention</td>
</tr>
<tr>
<td>00012</td>
<td>Jason</td>
<td>80</td>
<td></td>
<td>Established</td>
<td></td>
<td>Continue Tier I Prevention</td>
</tr>
<tr>
<td>12325</td>
<td>Jeff</td>
<td>77</td>
<td></td>
<td>Established</td>
<td></td>
<td>Continue Tier I Prevention</td>
</tr>
<tr>
<td>02345</td>
<td>Jessica</td>
<td>77</td>
<td></td>
<td>Established</td>
<td></td>
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<tr>
<td>01384</td>
<td>Jen</td>
<td>74</td>
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<td>Established</td>
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<tr>
<td>04312</td>
<td>Jim</td>
<td>72</td>
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<tr>
<td>08752</td>
<td>Jeremy</td>
<td>71</td>
<td></td>
<td>Established</td>
<td></td>
<td>Continue Tier I Prevention</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Emerging &gt; 70</td>
<td></td>
</tr>
<tr>
<td>14562</td>
<td>Jackson</td>
<td>69</td>
<td></td>
<td>Emerging</td>
<td></td>
<td>Assess and Consider Tier II Prevention</td>
</tr>
<tr>
<td>09873</td>
<td>Jessie</td>
<td>69</td>
<td></td>
<td>Emerging</td>
<td></td>
<td>Assess and Consider Tier II Prevention</td>
</tr>
<tr>
<td>05631</td>
<td>Jillian</td>
<td>60</td>
<td></td>
<td>Emerging</td>
<td></td>
<td>Assess and Consider Tier II Prevention</td>
</tr>
<tr>
<td>02344</td>
<td>Juanita</td>
<td>57</td>
<td></td>
<td>Emerging</td>
<td></td>
<td>Assess and Consider Tier II Prevention</td>
</tr>
<tr>
<td>12074</td>
<td>Jaclyn</td>
<td>55</td>
<td></td>
<td>Emerging</td>
<td></td>
<td>Assess and Consider Tier II Prevention</td>
</tr>
<tr>
<td>13551</td>
<td>Janet</td>
<td>53</td>
<td></td>
<td>Emerging</td>
<td></td>
<td>Assess and Consider Tier II Prevention</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Deficient &gt; 46</td>
<td></td>
</tr>
<tr>
<td>01834</td>
<td>Jade</td>
<td>43</td>
<td></td>
<td>Deficient</td>
<td></td>
<td>Assess and Consider Need for Tier III Prevention</td>
</tr>
<tr>
<td>23515</td>
<td>James</td>
<td>39</td>
<td></td>
<td>Deficient</td>
<td></td>
<td>Assess and Consider Need for Tier III Prevention</td>
</tr>
<tr>
<td>22145</td>
<td>Jed</td>
<td>31</td>
<td></td>
<td>Deficient</td>
<td></td>
<td>Assess and Consider Need for Tier III Prevention</td>
</tr>
</tbody>
</table>

Source: National Center on Response to Intervention
Why screen? Allocate and support decisions.

SAMPLE Winter SRSS Behavior Screening Results

<table>
<thead>
<tr>
<th>GRADE</th>
<th>PERCENTAGE OF STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>64% Low Risk</td>
</tr>
<tr>
<td>1</td>
<td>69% Low Risk</td>
</tr>
<tr>
<td>2</td>
<td>78% Low Risk, 10% Moderate Risk</td>
</tr>
<tr>
<td>3</td>
<td>80% Low Risk, 20% Moderate Risk</td>
</tr>
<tr>
<td>4</td>
<td>91% Low Risk, 9% Moderate Risk, 4% High Risk</td>
</tr>
<tr>
<td>5</td>
<td>63% Low Risk, 33% Moderate Risk</td>
</tr>
<tr>
<td>6</td>
<td>70% Low Risk, 30% Moderate Risk</td>
</tr>
</tbody>
</table>

Center on Multi-Tiered System of Supports at the American Institutes for Research®
Screening Criteria 1: Screening Tools

- Evidence indicates that the screening tools
  - are reliable
  - have strong correlations between the instruments and valued outcomes
  - are accurate predictions of risk status
- Staff is able to *articulate* the supporting evidence.
NCII Academic and Behavior Tools Chart: Resources for identifying screening tools for grades K-12

https://charts.intensiveintervention.org/ascreening

https://charts.intensiveintervention.org/bscreening
Screening in Secondary Settings: Using Common Early Warning Indicators (EWI)

- Indicators that are highly predictive of a student’s likelihood of dropping out of school or not graduating in four years:

  - Attendance
  - Behavior (suspension)
  - Course Proficiency (GPA, course failures)

Learn more about designing and implementing early warning systems at [https://www.air.org/resource/early-warning-systems-education](https://www.air.org/resource/early-warning-systems-education).
Screening Criteria 2: Universal Screening Process

• All of the following conditions are met:
  • Screening is **conducted for all students** (i.e., is universal).
  • **Procedures are in place to ensure implementation accuracy** (i.e., all students are tested, scores are accurate, cut points/decisions are accurate).
  • A process to **screen all students occurs more than once per year** (e.g., fall, winter, spring).
Screening Criteria 3: Data Points to Verify Risk Status

- **Screening data** are used in concert with at least **two other data sources** (e.g., classroom performance, performance on state assessments, diagnostic assessment data, short-term progress monitoring) **to verify decisions** about whether a student is or is not at risk.
Summary: Key Features of Screening

1. Includes all students.

2. Depends on brief tools that are valid and reliable.

3. Assesses educationally relevant outcomes.

4. Occurs at least two times each year (fall, winter).
   a. Spring is optional but highly recommended

5. Used to identify students at-risk for poor learning outcomes.
What questions do you have about MTSS screening?

<table>
<thead>
<tr>
<th>Essential Component</th>
<th>What do I want to remember?</th>
<th>What questions do I still have?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Screening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Progress Monitoring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multi-level Prevention System</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data-based Decision Making</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Essential Component: Progress Monitoring
## Essential Component: Progress Monitoring

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Monitor students’ response to instruction in order to estimate rates of improvement, identify students who are not demonstrating adequate progress, and compare the efficacy of different forms of instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus</td>
<td>Students identified through screening as at risk for poor learning outcomes</td>
</tr>
<tr>
<td>Tools</td>
<td>Brief assessments that are valid, reliable, and evidence-based</td>
</tr>
<tr>
<td>Time Frame</td>
<td>Students are assessed at regular intervals (e.g., daily, weekly, biweekly, monthly)</td>
</tr>
</tbody>
</table>
Why Progress Monitoring?

Improves Student Outcomes

• Learning Goals vs. no goals (Hattie, 2018; ES = .68)
• Formative Evaluation (Hattie 2011, 2015; ES = .68 to .90)

(Fuchs, & Fuchs, 2003)
Why Progress Monitoring?

Data allow us to...

- Compare the efficacy of different forms of instruction.
- Identify students who are not demonstrating adequate progress.
- Estimate the rates of improvement (ROI) across time.
- Determine when an instructional change is needed.
Why progress monitoring? Allows educators to intervene prevent poor learning outcomes.
Did you know...

Monitoring progress is not the same as progress monitoring.

**Monitoring Progress**
- Can occur daily
- Occurs during instruction
- Provides data for immediate, real-time instructional decisions
- Aligns with high leverage practices (e.g., interpreting student thinking)
- Often informal, unstandardized
- Used for ALL students
- Uses formative assessments, questioning, providing feedback, and similar strategies.

**Progress Monitoring**
- Standardized delivery
- Requires valid and reliable tools
- Frequency depends on intensity of instruction
- Requires ongoing data (i.e., 4-6 data points) for valid interpretation
- Used for entitlement decisions
- Requires graphed data
- Requires a goal
- Used for students verified as at-risk (~20-25%)
Critical Features of Progress Monitoring

Progress monitoring is repeated measurement of student performance over the course of intervention to index/quantify responsiveness to intervention and to thus determine, on an ongoing basis, when adjustments to the program are needed to improve responsiveness.

(National Center on Intervention Interventions, 2017)
Selecting Progress Monitoring Tools

- Brief, valid and reliable tools that can be used at frequent intervals.
- Data must be able to be graphed to show changes in performance over time (at least 6-9 data points)
- Can be teacher created or published.
- Can be measure of single skill or intervention measures or measure of general success in a domain (preferred).
Critical Feature 1: Progress Monitoring Tools

CRITERIA 1. have sufficient number of alternate forms of equal and controlled difficulty to allow for progress monitoring at recommended intervals based on intervention level;

- Tier 2: At least 9 alternate forms
- Tier 3: At least 20 alternate forms

CRITERIA 2. specify minimum acceptable growth;

CRITERIA 3. provide benchmarks for minimum acceptable end-of-year performance; and

CRITERIA 4. have available reliability and validity information for the performance-level score and **staff is able to articulate the supporting evidence.**
Selecting Progress Monitoring Tools: Varies by Grade Span and Domain

## Examples: Secondary PM Tools

<table>
<thead>
<tr>
<th>Tiers</th>
<th>Measures</th>
<th>Frequency</th>
</tr>
</thead>
</table>
| 1     | • Ongoing formative assessment  
       • Common math assessments  
       • Common writing prompts  
       • Grades  
       • Attendance  
       • Behavior data | • Daily  
                                           • Monthly  
                                           • Monthly  
                                           • Semester/quarterly  
                                           • First 20 days of school |
| 2     | • Teacher developed algebra CBMs  
       • Maze or oral reading passages  
       • D/F reports  
       • Systematic Direct Observations/DBR | • Every other week  
                                           • Weekly/every other week  
                                           • Weekly  
                                           • Weekly |
| 3     | • Maze or oral reading passages  
       • Teacher developed algebra CBMs  
       • Intervention specific measures  
       • Systematic Direct Observations/DBR | • Daily/Weekly  
                                           • Daily |
Examples: Valid Behavior Progress Monitor Approaches

- Systematic Direct Observation
- Direct Behavior Rating (DBR)
Direct Behavior Rating: Academic Engagement Example

**Academically Engaged**
Place a mark along the line that best reflects the percentage of total time the student was academically engaged during math today.

**Interpretation:** The teacher estimated that the student displayed *academically engaged* behavior during 60 percent of the time in general education setting (or small group).

Slide adapted from Chafouleas (2011) with permission.
Critical Feature 2: Progress Monitoring Process

• CRITERIA 1. progress monitoring occurs at least monthly for students receiving Tier 2 and at least weekly for students receiving Tier 3.

• What does the research say?
  – As the number of data points increases, the effects of measurement error on the trend line decreases.
  – Christ & Silberglitt (2007) recommended six to nine data points.
Critical Feature 2: Progress Monitoring Process

- CRITERIA 2: procedures are in place to ensure implementation accuracy.
Goal setting and progress monitoring

Without a goal, you can’t *determine* progress.

https://intensiveintervention.org/resource/high-quality-academic-IEP-goals

https://intensiveintervention.org/resource/high-quality-behavior-IEP-goals
Importance of Using Validated Goal Setting Procedures

1st Grade: Reading Connected Text

GOAL: 40 WRC

Student Data
Goal Line
Trend
Importance of Using Validated Goal Setting Procedures

1st Grade: Reading Connected Text

GOAL: 60 WRC

Student Data  Goal Line  Trend
Importance of Validated Decision Making Processes

SAMPLE: Academic Behavior

- Standardized Intervention
- T2 Group Adaptation 1
- T2 Group Adaptation 2
- T3 Individual Adaptation 1

Sept Oct Nov Dec Jan Feb Mar Apr May
What questions do you have about MTSS progress monitoring?

<table>
<thead>
<tr>
<th>Essential Component</th>
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<th>What questions do I still have?</th>
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<tr>
<td>Multi Level Prevention System</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data-Based Decision Making</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Essential Component: Data-Decision Making
MTSS Data-Based Decision Making: Problem Solving at All Levels

<table>
<thead>
<tr>
<th>Are teaching and learning well articulated within the ...</th>
<th>so that students have similar high-quality experiences...</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>district</td>
<td>regardless of their assigned school?</td>
<td></td>
</tr>
<tr>
<td>school</td>
<td>regardless of their grade?</td>
<td></td>
</tr>
<tr>
<td>grade</td>
<td>regardless of their teacher?</td>
<td></td>
</tr>
<tr>
<td>class</td>
<td>regardless of their instructional level?</td>
<td></td>
</tr>
</tbody>
</table>
Georgia Problem-Solving Cycle

These 5 steps make up the how of Georgia Systems of Continuous improvement and are critical to the Data-based Decision-Making component of GA’s MTSS.
**Essential Component: Data-Based Decision Making (DBDM)**

- ✓ Analyze data at all levels of MTSS:
  - Implementation (e.g., state, district, school, grade level)
  - Prevention (i.e., primary, secondary, or tertiary)
- ✓ Establish routines and procedures for making decisions
- ✓ Set explicit decision rules
- ✓ Use data to evaluate effectiveness of:
  - Core curriculum
  - Instructional and behavioral strategies
Georgia MTSS Teaming Structures

- State Leadership Team
- Regional Team
- District Leadership Team (DLT)
- Building (School) Leadership Team (BLT)
- Grade or Content Teams
- Cross-Grade and Content Teams
Did you know???

• Data-decision making, particularly progress monitoring, is the least implemented component of MTSS. Any ideas about why?

57% Not Enough Time!
34% Too Much Data!
26% Not Accessible!

(Data Quality Campaign, 2018)
What questions do you have about MTSS data-based decision making?

<table>
<thead>
<tr>
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<th>What do I want to remember?</th>
<th>What questions do I still have?</th>
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<td></td>
</tr>
<tr>
<td>Data-Based Decision Making</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Essential Component: Multi-level Prevention System
### Why Do We Need a Prevention Framework?

<table>
<thead>
<tr>
<th>Student Outcome</th>
<th>Early Elementary K–3</th>
<th>Upper Grades 4–9</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean ES</td>
<td>No. of Effects</td>
</tr>
<tr>
<td>Comprehension</td>
<td>.46</td>
<td>25</td>
</tr>
<tr>
<td>Reading Fluency</td>
<td>.34</td>
<td>11</td>
</tr>
<tr>
<td>Word Reading</td>
<td>.56</td>
<td>53</td>
</tr>
<tr>
<td>Spelling</td>
<td>.40</td>
<td>24</td>
</tr>
</tbody>
</table>

*Note: ES = effect size (Wanzek et al., 2013)*
**Essential Component: Multilevel Prevention System**

- **Tier 1: Universal Level of Prevention**
  - 80% of students
  - SWDs, GT, ELLs Receive services at all levels, depending on need

- **Tier 2: Targeted Level of Prevention**
  - 15% of students

- **Tier 3: Intensive Level of Prevention**
  - 3% to 5% of students

SWDs, GT, ELLs receive services at all levels, depending on need.
Sample Tiers of Academic Supports

<table>
<thead>
<tr>
<th></th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instruction or 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>Classwide (with some small-group instruction)</td>
<td>3–7 students</td>
<td>No more than 3 students</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Screening, 3 times yearly</td>
<td>At least biweekly or monthly</td>
<td>Weekly</td>
</tr>
<tr>
<td><strong>Population Served</strong></td>
<td>All students</td>
<td>Students identified as at risk (~15%–20%)</td>
<td>Significant and persistent learning needs, nonresponders (3%–5%)</td>
</tr>
</tbody>
</table>
Critical Features of Tier I Instruction

- Uses research-based curriculum materials
- Articulation of teaching and learning (in and across grade levels)
- Consistent use of differentiated instruction
- Instruction aligned with state standards
- Inclusion of students with disabilities and those exceeding benchmark
Building a Robust Instructional Framework With Alphabet Soup
MTSS provides the infrastructure and supports necessary for teachers to effectively implement EBPs using HLPs.
High Leverage Practices (HLPs)

• “A set of practices that are fundamental to support...student learning, and that can be taught, learned, and implemented by those entering the profession.”
  
  (Windschitl, Thompson, Braaten, & Stroupe, 2012, p. 880)

• HLPS are HOW teachers deliver instruction. All teachers should have deep knowledge in a core set of effective instructional practices.

  (McLeskey & Brownell, 2015)
HLPs

• Applicable to the everyday work of teachers
  – Fundamental to effective teaching
  – Used frequently
  – Cut across content domains and grade levels
  – Supported by research or policy

Examples:
• Leading a group discussion
• Explaining and modeling content, practices, and strategies
• Eliciting and interpreting individual students’ thinking
• Diagnosing particular common patterns of student thinking and development in a subject-matter domain
• Implementing norms and routines for classroom discourse and work
• Coordinating and adjusting instruction during a lesson
What about Evidenced-Based Practice (EBPs)?

- Are content specific
- Developmentally appropriate
- Learner dependent
- Are taught using HLPs

Examples:
- Repeated Readings
- Explicit Vocabulary Instruction
- Teach problem solving

Teaching Academic Content and Literacy to English Learners in Elementary and Middle School

Teaching Secondary Students to Write Effectively
Resources for Evaluating and Selecting Evidence Base

NCII Interventions Tools Chart
http://www.intensiveintervention.org/chart/instructional-intervention-tools

What Works Clearinghouse

Best Evidence Encyclopedia
http://www.bestevidence.org/
Critical Features of Tier 2

1. Uses evidence-based interventions (EBI) that support academic, social, emotional, and behavior needs

2. Complements core academic and behavior instruction/program

3. Uses standardized interventions with appropriate dosage and grouping size delivered by trained personnel with fidelity

4. Scheduled in addition to Tier 1
Elements of Validated Interventions

1. DESIGN: Designed Based on Intervention Taxonomy

2. DELIVERY: Fidelity
   a) Adherence
   b) Student Engagement
   c) Program Specificity
   d) Quality of Delivery
   e) Exposure
Key Considerations When Designing and Selecting Interventions

✓ Does evidence suggest the intervention is expected to lead to improved outcomes (*strength*)?
✓ Will the group size, duration, and frequency provide sufficient opportunities to respond (*dosage*)?
✓ Does the intervention match to the student’s identified needs (*alignment*)?
✓ Does it assist the student in generalizing the learned skills to general education or other tasks (*attention to transfer*)?
✓ Does the intervention include elements of explicit instruction (*comprehensiveness*)?
✓ Does the student have opportunities to develop the behavior skills necessary to be successful (*behavioral support*)?
Five Elements of Fidelity

**Student Engagement:** How engaged and involved are the students in this intervention or activity?

**Program specificity:** How well is the intervention defined and different from other interventions?

**Adherence:** How well do we stick to the plan, curriculum, or assessment?

**Exposure/Duration:** How often does a student receive an intervention? How long does an intervention last?

**Quality of Delivery:** How well is the intervention, assessment, or instruction delivered? Do you use good teaching practices?

(Dane & Schneider, 1998; Gresham et al., 1993; O’Donnell, 2008)
Considerations for Effective Implementation

5 Elements of Fidelity

- **Student Engagement**: How attentive and involved are the students in this intervention or activity?
- **Adherence**: How well do we stick to the plan, curriculum, or assessment?
- **Program Specificity**: How well is the intervention defined and different from other interventions?
- **Is there evidence that the intervention was delivered as intended?**
- **Exposure/Duration**: Does the schedule allow the intervention to be delivered for the recommended dosage (duration and frequency)?
- **How often does a student receive an intervention? How long does it last?**
- **Is the student regularly attending school?**
- **Does the interventionist have the necessary training, knowledge, and skills to deliver the intervention correctly?**
- **Are quality teaching practices used consistently and with appropriate intensity across all sessions or interventionists?**

[Handout]

https://intensiveintervention.org/resource/five-elements-fidelity
## Critical Features of Tier 3: Data-based Individualization

<table>
<thead>
<tr>
<th>Critical Features of Tier 3</th>
<th>Description</th>
</tr>
</thead>
</table>
| Data-Based                  | • Is more intensive than Tier 2 interventions.  
• 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).  
• Uses an iterative process based on student data |
| Intensive Intervention      | • Is individualized.  
• Led by well-trained staff experienced in individualizing instruction based on student data.  
• Uses optimal group size (according to research) for the age and needs of students. |
| Addresses Tier 1 Based on Student Need | • Decisions regarding student participation in both core instruction and intensive intervention are made on a case-by-case basis, according to student need. |
NCII’s Approach to Intensive Intervention

DBI Process

- Validated Intervention Program (e.g., Tier 2, Standard Protocol, Secondary Intervention)
- Progress Monitor
- Diagnostic Data
- Intervention Adaptation
- Progress Monitor

- Is a process for delivering intensive intervention
- Origins in experimental teaching
- Is not a one-time fix
- Integrates data-based decision making across academics and social behavior
# How do Tier 2 and Tier 3 Compare?

<table>
<thead>
<tr>
<th></th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instruction/Intervention</strong></td>
<td>Follow standardized evidence-based programs as designed</td>
<td>Intensify standardized evidence-based intervention based on individual student data</td>
</tr>
<tr>
<td><strong>Approach</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Duration and timeframe</strong></td>
<td>Use duration and timeframe defined by developer</td>
<td>Intensify dosage dimension based on individual student need to provide up to 10-30 more opportunities</td>
</tr>
<tr>
<td><strong>Group size</strong></td>
<td>3–7 students (as defined by developer)</td>
<td>Decrease group size to meet student needs and increase opportunities for response and feedback (no more than 3)</td>
</tr>
<tr>
<td><strong>Progress Monitoring</strong></td>
<td>At least monthly, more frequent is recommended</td>
<td>At least weekly</td>
</tr>
<tr>
<td><strong>Population served</strong></td>
<td>At-risk (typically 15–20% of student population)</td>
<td>Significant and persistent learning and/or behavior needs (typically 3–5% of student population)</td>
</tr>
</tbody>
</table>
Tools to Support Decision Making at Tiers 2 and 3

Ask Clarifying Questions to Create a Hypothesis to Guide Intervention Changes

Question Bank

Consider the secondary intervention:
- Did the student receive a secondary intervention?
  - Was the secondary intervention evidence-based?
  - Was the intervention an appropriate fit for the student, given skill deficits and/or function of behavior?
  - Was the intervention delivered with fidelity? (Did any factors prevent the student from receiving the intervention as intended?)
  - Were frequently available when student was available?

Consider student needs and background information:
- Does the student have an IEP? Is the student on an English language learner?
  - If so, be sure the team is aware of the student’s accommodations and present levels of performance.
- Has the teacher communicated with the student’s previous teachers and parents to get a better sense of his/her performance?
- What previous interventions or support has the student received? How has the student responded to these interventions or supports?
- Does the student want referral to special education, given the district’s policies?

Consider contributing behavioral factors:
- What does the team believe the student is trying to accomplish with the behavior? (What is the function of the behavior?)
  - Avoid or escape something (e.g., difficult task or social interaction)
  - Gain or obtain something (e.g., attention or tangible)
- Consider the ABC’s:
  - Antecedent
  - Behavior
  - Consequence

Intensification Strategy Checklist

Use these ideas, as well as your own, to guide planning for intensive intervention. For more information about intensifying intervention, see the following modules:

Note: Before adapting or intensifying an intervention, always consider whether the current intervention program has been implemented with fidelity, and for a sufficient period of time.

Possible Quantitative Strategies (Try First):
- Increase the length of intervention sessions
- Increase the number of intervention sessions per week
- Decrease the group size
- Decrease the total number of sessions
- Decrease the heterogeneity of group (group student with others of a closer performance level)
- Consider an intervention setting with fewer distractions

Possible Qualitative Strategies (Try Next):

1. Elements of Explicit Instruction:
   - Use precise, simple language to teach key concepts or procedures.
   - Model new concepts with examples and “think alouds” as you work through steps
   - Fade steps from examples, so that students gradually assume responsibility for completing more and more steps.
   - Break tasks into smaller steps, compared to less intensive levels of instruction intervention.
   - Provide concrete learning opportunities (including role play and use of manipulatives).
   - Have students explain new concepts, in their own words, incorporating the important terms you have taught.
   - Use explicit instruction and modeling with repetitions to teach a concept or demonstrate the steps in a process.
What questions do you have about MTSS levels/tiers of prevention and intervention?

### Note Taking Resource: Essential Components of Tiered System of Supports

<table>
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<th>What do I want to remember?</th>
<th>What questions do I still have?</th>
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<td>Data-Based Decision Making</td>
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<td></td>
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</tbody>
</table>
Closing and Next
Document Your Thinking

- Use this information to develop talking points you would like to share with other staff about the **What and Why of MTSS**.
MTSS Things to Remember

• Is preventative and outcome oriented.

• Assists in aligning state and federal (i.e., IDEA, ESSA) requirements under a single system.

• Aligns multiple domains under a common structure and language.

• Provides structure and data to support teaming and problem solving across systems.

• Is curriculum and program independent.
REMEMBER: MTSS provides the infrastructure and supports necessary for teachers to effectively implement EBPs using HLPs.
Effective implementation of EBPs using HLPs by **ALL** teachers is necessary for MTSS to result in sustained benefits for **ALL** students.
Suggested Next Steps

• Identify opportunities for increasing your team’s and staff’s knowledge about the essential components of MTSS.

• Consider completing meeting with your team to complete the GA MTSS Fidelity Rubric.

• Identify strengths and areas of improvement in your current implementation.

• Engage stakeholders from the beginning!
Suggested Next Steps: With your team, self-evaluate the Critical Features of MTSS
Introducing the PROGRESS Center

The PROGRESS Center provides information, resources, tools, and technical assistance services to support local educators in developing and implementing high-quality educational programs that enable children with disabilities to make progress and meet challenging goals, consistent with *Endrew F. v. Douglas County School District* (2017).

**HOW WILL WE HELP IMPROVE OUTCOMES FOR STUDENTS WITH DISABILITIES?**

- **Share current research, policies, guidance, success stories, and experiences from students, parents, educators, and other stakeholders.**
- **Partner with selected local educators to develop and implement high-quality educational programs.**
- **Provide tools, resources, and training materials for ALL educators, leaders, and families.**

Visit us at [www.promotingPROGRESS.org](http://www.promotingPROGRESS.org) to learn more!
Welcome to the MTSS Center

Since 2007 the MTSS Center has been a leader in supporting states, districts, and schools across the country in implementing an MTSS framework that integrates assessment and intervention within a multi-level prevention system to maximize student achievement and reduce behavior problems. To learn more about the essential components of MTSS click on the components of the graphic

www.MTSS4success.org
National Center on Intensive Intervention: Learn more about Tiers 2-3 and MTSS Assessment!

Visit www.intensiveintervention.org
Post-Evaluation

Please take a few moments to complete the Post-Evaluation:

THANK YOU
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The contents of presentation were developed under a grant from the U.S. Department of Education, #H323A170010. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

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

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