

Welcome

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

Georgia's Tiered System of Supports for Students

Screening

Session Agenda

- Welcome, Review of Agenda and Plan for the Day
- What Is a Multi-Tiered System of Supports (MTSS)?
- What is Screening?
- Selecting and Evaluating Effectiveness of Screening Tool
- Using Screening Data for Data-based Decision Making
- Wrap-up
 - Next Steps, Questions, Post Test and Training Evaluation

Participants will be able to:

- Identify importance of screening and using other data sources to verify risk
- Select and evaluate appropriate screening tools
- Apply screening data to decision making and action planning



What Is a Multi-Tiered System of Supports (MTSS)?

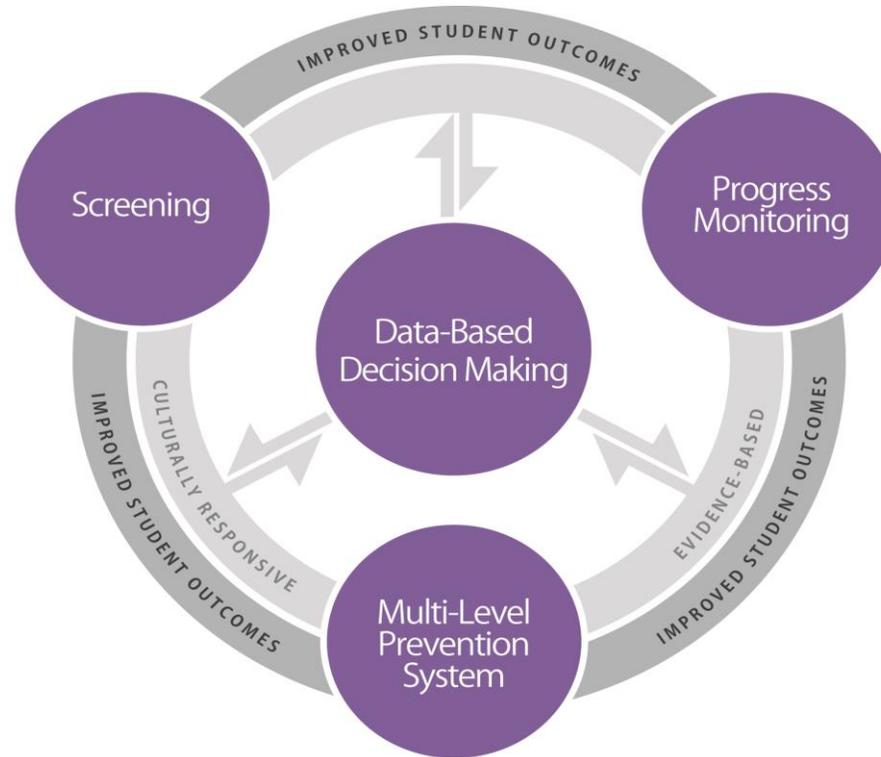
Georgia's Tiered System of Supports for Students

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

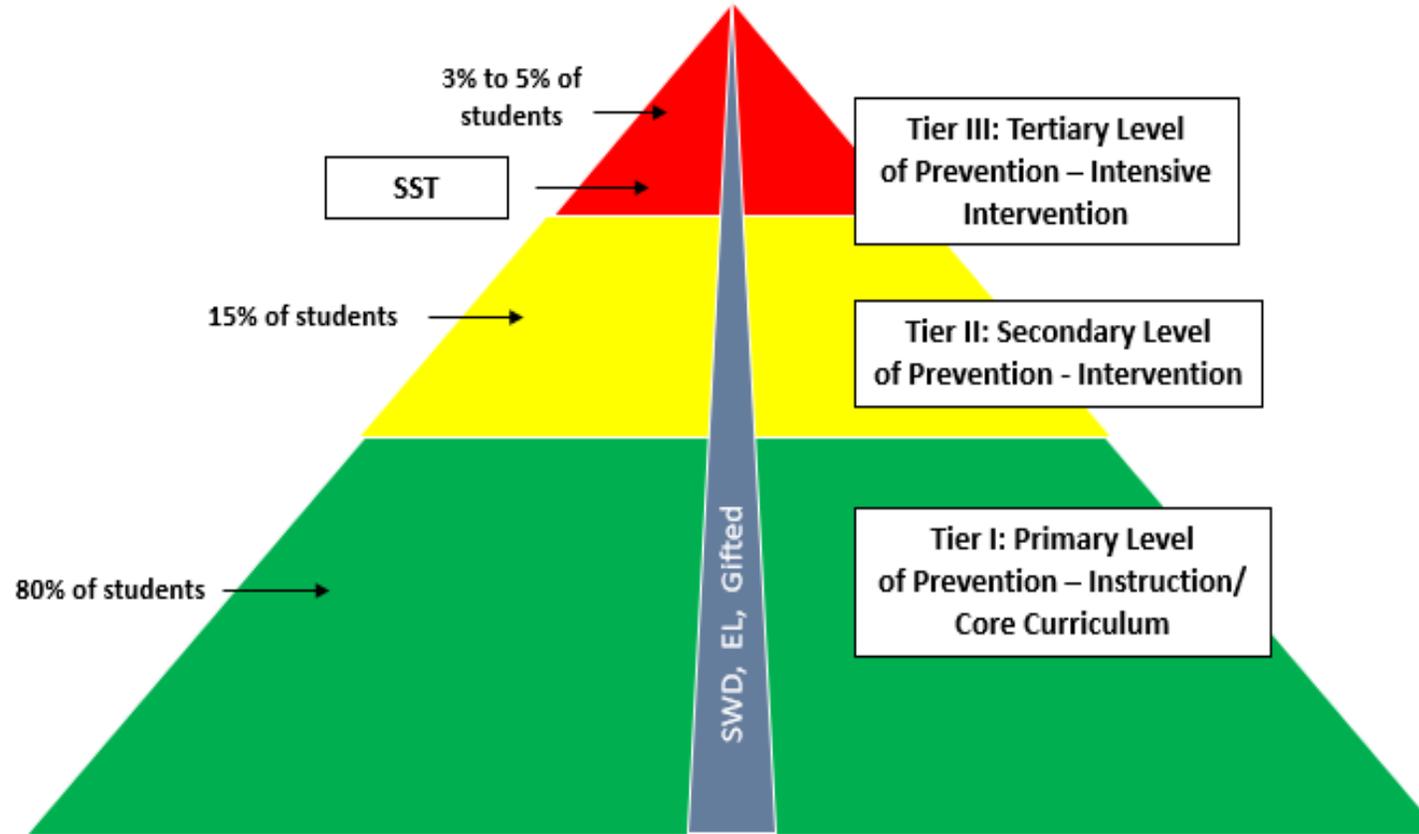
Essential Components of the Nationally Aligned MTSS Framework



Supported by District and School Infrastructure

Georgia added the essential component of Infrastructure.

Georgia's Multi-Level Prevention System

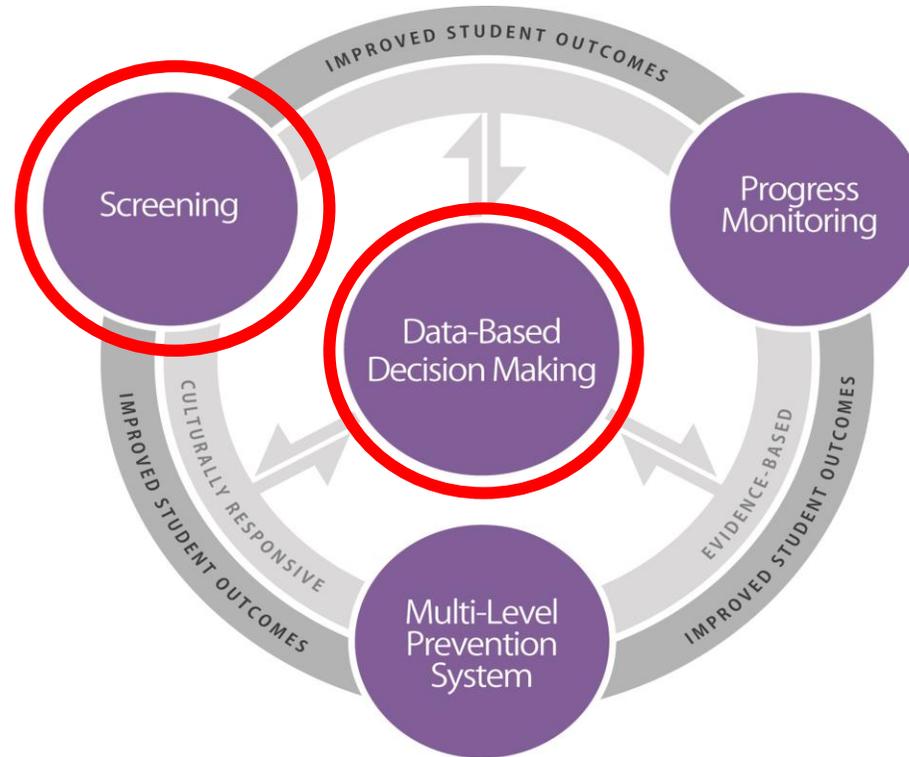


Students receive services at all levels, depending on need.



What is Screening?

Essential Components of the Nationally Aligned MTSS Framework



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**

Types of Assessment

Handout #1

Type	When	Why
Summative	After	Assessment of learning
Diagnostic	Before	Identify skill strengths and weaknesses
Formative	During	Assessment for learning

Understanding Types of Assessment within a Multi-tiered System of Supports

- Screening
- Progress Monitoring

Examples of Screening Processes



- Vision
- Hearing
- Academic
- Behavior
- Newborn/Developmental
- Health-Related
- Automotive Courtesy Checks

Essential Component: Screening

PURPOSE	Identify students who need enrichment/acceleration or who are at risk for poor learning and/or poor behavior outcomes and provide an indicator of system effectiveness.
FOCUS	<u>ALL</u> Students
TOOLS	Brief assessments that are valid, reliable and demonstrate diagnostic accuracy for predicting learning potential or behavioral concerns.
TIME FRAME	Administered more than one time per year (e.g., fall, winter, and spring). Ideally, screening should be administered three times per year.

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

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

Screening to Identifying Students as At Risk

- Success of a multi-tiered system of supports depends on accurate identification of the students identified as at risk.
- Perfect screening would result in 100% accurate identification of “True Positives” (those who need additional support) and “True Negatives” (those who do not need additional support), but there is no perfect screening tool.
- Does the screener over-identify or under-identify students who are at-risk?
 - Cut scores for screening tools are often set to over identify students as at risk.
- There is no perfect screening tool, but it is important to find the right type of screening tool to fit your purpose, and to be sure that you are using the tool the way it was intended.

Screening Criteria

- Screening Tools
- Universal Screening Process
- Use Data Points to Verify Risk

Screening Criteria 1: Screening Tools

- Evidence indicates that the screening tools are reliable, have strong correlations between the instruments and valued outcomes, and are accurate predictions of risk status.
- Staff is able to articulate the supporting evidence.

Screening Criteria 2: Universal Screening Process

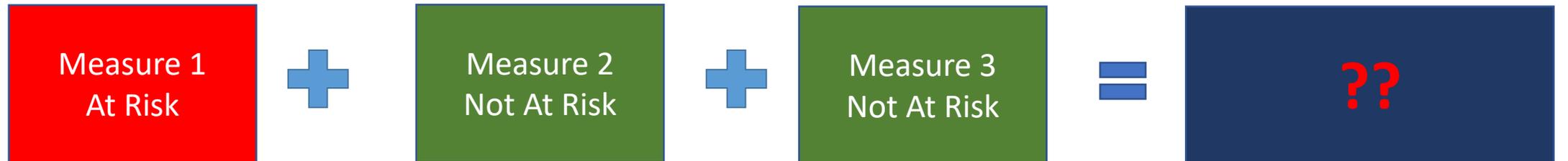
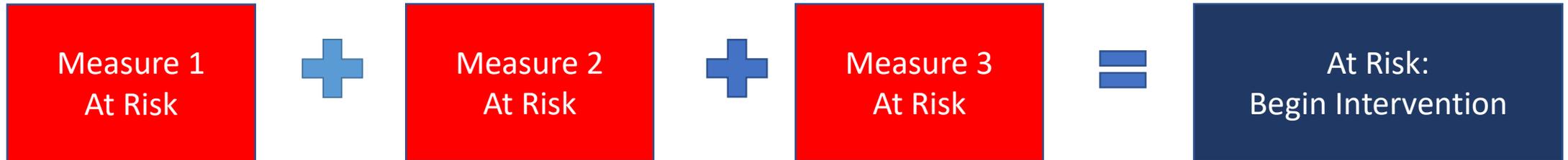
All of the following conditions are met:

- 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 Used 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 or in need of enrichment or acceleration.

Screening Criteria 3: Example





Selecting and Evaluating Effectiveness of Screening Tool

Selecting a Screening Tool

1. Gather a team
2. Determine your needs
3. Determine your priorities
4. Familiarize yourself with the content and language of the chart
5. Review the data
6. Ask for more information

Team Time: Review Screening Tools Chart

- Using the Screening Tools Chart, assess a screener your district has used or is currently using.
- What screening tools in math, reading and/or behavior have high classification accuracy, reliability, and validity?
- Are your tools there? What evidence exists for their reliability and validity?

National Center on Intensive Intervention (NCII) Academic Screening Tools Chart

National Center on
INTENSIVE INTERVENTION
at American Institutes for Research ■

Legend

- Convincing evidence
- ◐ Partially convincing evidence
- Unconvincing evidence
- Data unavailable

^d Disaggregated data available

Academic Screening Chart

Title	Area	Grade	Criterion 1 Fall	Criterion 1 Winter	Criterion 1 Spring	Criterion 2 Fall	Criterion 2 Winter	Criterion 2 Spring	Reliability	Validity	Sample Representativeness	Bias Analysis Conducted	Admin Format	Admin & Scoring Time	Scoring Format	Types of Decision Rules	Evidence Available for Multiple Decision Rules
Acadience Reading (aka DIBELS Next)	Composite Score	K	◐	◐	◐	—	—	—	●	○	Regional without Cross-Validation	Yes	Individual Group	4-10 minutes	Manual Automatic	Benchmark Goals	Yes
Acadience Reading (aka DIBELS Next)	Composite Score	1	◐	●	●	—	—	—	●	●	Regional without Cross-Validation	Yes	Individual Group	4-10 minutes	Manual Automatic	Benchmark Goals	Yes
Acadience Reading (aka DIBELS Next)	Composite Score	2	◐	●	●	●	●	●	●	●	Regional without Cross-Validation	Yes	Individual Group	4-10 minutes	Manual Automatic	Benchmark Goals	Yes
Acadience Reading (aka DIBELS Next)	Composite Score	3	◐	◐	◐	◐	●	●	●	●	Regional with Cross-Validation	Yes	Individual Group	4-10 minutes	Manual Automatic	Benchmark Goals	Yes
Acadience Reading (aka DIBELS Next)	Composite Score	4	●	●	●	●	●	●	●	●	Regional with Cross-Validation	Yes	Individual Group	4-10 minutes	Manual Automatic	Benchmark Goals	Yes
Acadience Reading (aka DIBELS Next)	Composite Score	5	●	●	●	●	●	◐	●	●	Regional with Cross-Validation	Yes	Individual Group	4-10 minutes	Manual Automatic	Benchmark Goals	Yes
Acadience Reading (aka DIBELS Next)	Composite Score	6	●	◐	●	●	●	●	●	●	Regional without Cross-Validation	Yes	Individual Group	4-10 minutes	Manual Automatic	Benchmarks Goals	Yes
Acadience Reading (aka DIBELS Next)	Maze	3	◐	◐	◐	◐	◐	◐	●	●	Regional with Cross-Validation	Yes	Individual Group	6-8 minutes	Manual Automatic	Benchmark Goals	Yes

<https://charts.intensiveintervention.org/chart/academic-screening>

About the Charts - Tools Chart Resources

National Center on
INTENSIVE INTERVENTION

at American Institutes for Research ■

Search



Intensive
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Voices from the Field

About the Charts - Tools Chart Resources

NCII has developed six tools charts intended to assist educators and families in becoming informed consumers who can select academic and behavioral assessment tools and interventions that meet standards for technical rigor and address their specific needs.

What is a Tools Chart?

- Tools charts display expert ratings on the technical rigor of assessments and interventions.
- Products are reviewed by an external [Technical Review Committee](#) of experts.
- Products are rated against established criteria and not compared to each other or ranked.
- Charts are updated annually during a [call for submissions](#). The submission process is voluntary and reviews of all eligible submissions are posted on the chart.

Interactive Chart Features

- Chart content is grouped in three or four “tabs” across the top of each chart. Click on each tab to see related ratings.
- Click the title of each column to learn about the rating criteria.
- Click on the name of the product to find implementation information including cost.
- Filter by subject and grade level and use advanced filtering for purchasing information, instructional format, technology requirements, and more.
- Narrow your selection and compare tools by checking the box next to the tools you are interested in viewing.

About the Intervention, Progress Monitoring and Screening Charts Tools Charts

About the Tools Charts	Intervention (Academic and Behavioral)	Progress Monitoring (Academic and Behavioral)	Screening (Academic and Behavioral)
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Related Resources

TOOLS CHART

[Academic Progress Monitoring Tools Chart](#)

TOOLS CHART

[Behavioral Progress Monitoring Tools Chart](#)

TOOLS CHART

[Academic Intervention Tools Chart](#)

TOOLS CHART

[Behavioral Intervention Tools Chart](#)

TOOLS CHART

[Academic Screening Tools Chart](#)

TOOLS CHART

[Behavioral Screening Tools Chart](#)

<https://intensiveintervention.org/about-charts-resources>

1. Gather a Team

- Who should be involved in selecting a screening tool?
- What types of expertise and what perspectives should be involved in selecting a tool?

2. Determine Your Needs

- For what skills do I need a screening tool?
- For which specific academic outcome or measure am I interested in screening?
- For what grades do I need a screening tool?
- Will this screening tool be used with all students or only a specific subgroup(s) of students? Which subgroup(s)?

3. Determine Your Priorities

- Is it a tool that can be purchased for a reasonable cost?
- Is it a tool that does not take long to administer and score?
- Is it a tool that offers ready access to training and technical support for staff?
- Is it a tool that meets the highest standards for technical rigor?
- Is it a tool whose effectiveness has been studied and demonstrated in my district or state?

4. Familiarize Yourself with the Content and Language of the Chart



Technical Rigor

- Classification Accuracy
- Reliability
- Validity
- Sample Representativeness
- Bias Analysis Conducted

Content and Language of Chart

Classification Accuracy		Technical Standards		Usability Features
<u>Admin Format</u>	<u>Admin & Scoring Time</u>	<u>Scoring Format</u>	<u>Types of Decision Rules</u>	<u>Evidence Available for Multiple Decision Rules</u>



Key Usability Features

- Administration Format
- Administration and Scoring Time
- Scoring Format
- Types of Decision Rules
- Evidence Available for Multiple Decision Rules

5. Review the Data

Grade	K	1	2	3	4	5	6
Criterion 1 Fall							
Criterion 1 Winter							
Criterion 1 Spring							
Criterion 2 Fall							
Criterion 2 Winter							
Criterion 2 Spring							

4. Reliability of performance level score (e.g., model-based, internal consistency, inter-rater reliability).

Type of Reliability	Age or Grade	n	Coefficient	95% Confidence Interval: Lower Bound	95% Confidence Interval: Upper Bound
Alternate Form	K	166	0.66	0.57	0.74
Alternate Form	1	196	0.95	0.57	0.73
Alternate Form	2	219	0.92	0.90	0.94
Alternate Form	3	187	0.97	0.96	0.98
Alternate Form	4	187	0.95	0.93	0.96
Alternate Form	5	195	0.91	0.88	0.93
Alternate Form	6	105	0.91	0.87	0.94
Alpha	K	166	0.85	0.81	0.89
Alpha	1	196	0.98	0.97	0.98

Primary Sample

Criterion 1, Fall

Grade	K	1	2	3	4	5	6
Criterion	GRADE	GRADE	GRADE				
Cut points: Percentile rank on criterion measure	20 th Percentile	20 th Percentile	20 th Percentile				
Cut points: Performance score (numeric) on criterion measure	70	55	80	78	41	39	53
Cut points: Corresponding performance score (numeric) on screener measure	13	97	109	180	245	258	280

6. Ask for More Information

Reset Chart | Compare Tools | Prev Tab

Acadience Reading (aka DIBELS Next)

Composite Score

All	Title	Area	Grade	Group	Time	Scoring	Goals	Features
<input type="checkbox"/>	Acadience Reading (aka DIBELS Next)	Composite Score	5	Individual Group	4-10 minutes	Manual Automatic	Benchmark Goals	Yes
<input type="checkbox"/>	Acadience Reading (aka DIBELS Next)	Composite Score	6	Individual Group	4-10 minutes	Manual Automatic	Benchmarks Goals	Yes

Cost	Technology, Human Resources, and Accommodations for Special Needs	Service and Support	Purpose and Other Implementation Information	Usage and Reporting
<p>Initial Cost: Free Version: No cost Print Version: \$3.64 – \$3.72 per student Mobile Version: \$14.90 per student</p> <p>Replacement Cost: Free Version: No cost Print Version: \$3.62 – \$3.74 per student per year Mobile Version: \$14.90 per student per year Annual license renewal fees subject to change.</p> <p>Included in Cost: Users adopting the free version can download all materials and supporting documents from https://acadiencelearning.org/acadiencereading.html however, users may incur some costs when copying/printing materials. Data management and</p>	<p>Technology Requirements:</p> <ul style="list-style-type: none"> No technology is required* <p>*Users who choose Amplify's mobile device version will need internet access and a tablet or computer.</p> <p>Training Requirements:</p> <ul style="list-style-type: none"> 4-8 hours of training <p>Qualified Administrators:</p> <ul style="list-style-type: none"> No minimum qualifications specified* <p>*No specific expertise is required, but training in the specific administration and scoring procedures should be provided.</p> <p>Accommodations: Acadience Reading is appropriate for most students for whom an instructional goal is to learn to read in English. For English language learners</p>	<p>Where to Obtain:</p> <p>Free Version: Website: https://acadiencelearning.org/acadiencereading.html</p> <p>Address: Dynamic Measurement Group, 859 Willamette Street, Suite 320, Eugene, OR 97410</p> <p>Phone number: 541-431-6931 or toll free 888-943-1240</p> <p>Email: info@acadiencelearning.org</p> <p>Print Version (published under the name DIBELS Next®): Website: http://voyagersopris.com</p> <p>Address: Voyager Sopris Learning, 17855 Dallas Parkway, Suite 400, Dallas, TX 75287-6816</p> <p>Telephone: (800) 547-6747</p>	<p>Acadience Reading (also published as DIBELS Next®)¹ is a screening and progress monitoring assessment used to measure early literacy and reading skills for students in grades K-6. The Acadience Reading screening measures are efficient indicators of recognized research-based foundational, or core, early literacy skills. The foundational early literacy skills are those skills that all students must master in order to become proficient readers, including Phonemic Awareness, Phonics and Word Recognition, and Fluency, to support comprehension. For each grade and time of year, the Acadience Reading component measures that correlate highly with later outcomes are combined to form a Reading Composite Score. The component measures used in the Composite Score depend upon grade and time of year. The Composite Score predicts later outcomes and conveys that all of the aspects of reading proficiency are critical.</p> <p>¹ Acadience™ is a trademark of</p>	<p>Assessment Format:</p> <ul style="list-style-type: none"> Direct observation Performance measure One-to-one <p>Administration Time:</p> <ul style="list-style-type: none"> 3-8 minutes per student <p>Scoring Time:</p> <ul style="list-style-type: none"> .5-3 minutes per student* <p>*Scoring is automatic for users who purchase Amplify's mobile device version or who purchase the Acadience Data Management system.</p> <p>Scoring Method:</p> <ul style="list-style-type: none"> Calculated manually* <p>*Scoring is automatic for users who purchase Amplify's mobile device version or who purchase the Acadience Data Management system.</p>

What about Screening at the High School?



High School Data Sources

- Attendance
- Behavior
- Course Completion and On-track Status for Graduation
- Lexile Scores
- Academic Screener (Core Content)
- Academic Record/Grades
- Previous Retention
- School-wide/Course-wide 'Pass' Rate
- Completion of High School Course Credit Prior to Enrollment in HS
- Participation in Honors, Advanced Placement, IB Program or Dual-enrollment



Using Screening Data for Data-based Decision Making

Screening Data Alone...It Isn't Enough

- Screening data are used in concert with at least two other data sources
- Used to verify decisions about whether a student is or is not at risk or in need of enrichment/acceleration

Use Data Points to Verify Risk

- Potential Data Sources
 - ✓ Georgia Milestones
 - ✓ Student Growth Percentiles
 - ✓ Classroom Performance
 - ✓ Diagnostic Assessment Data
 - ✓ Short-term Progress Monitoring
- **Table Talk:** What do you use?
 - ✓ ??

Student Growth Percentiles

Handout #2

- SGPs are used for school accountability, instructor effectiveness, and instructional improvement.
- SGPs are calculated for students when compared to other students with similar achievement history.
- SGPs measure how much a student is growing from year to year.
- SGPs can range from 1 to 99.
- Lower percentiles indicate lower academic achievement growth and higher percentiles indicate higher academic growth.

Quick Check

- What is the purpose of screening for academics or behavior?
- How often are screening assessments administered?
- Should a student receive intensive supports based solely on data from the screening? Why or why not?
- List additional data sources to be considered when verifying a risk indicator.

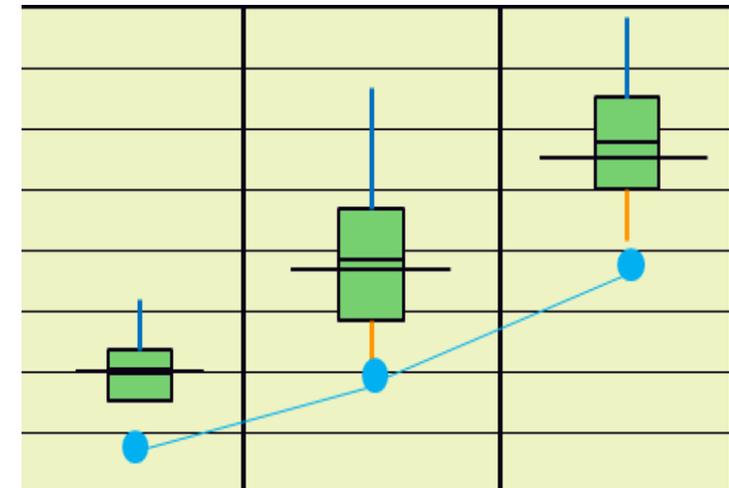
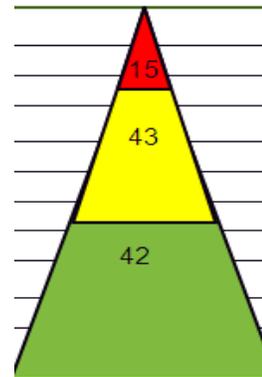
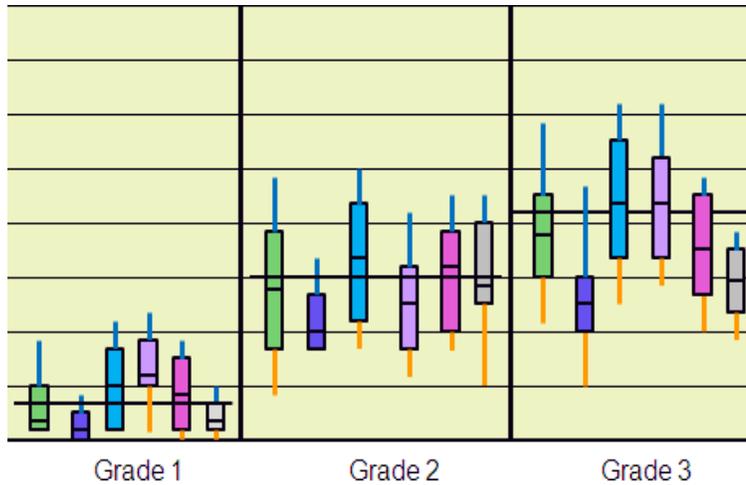
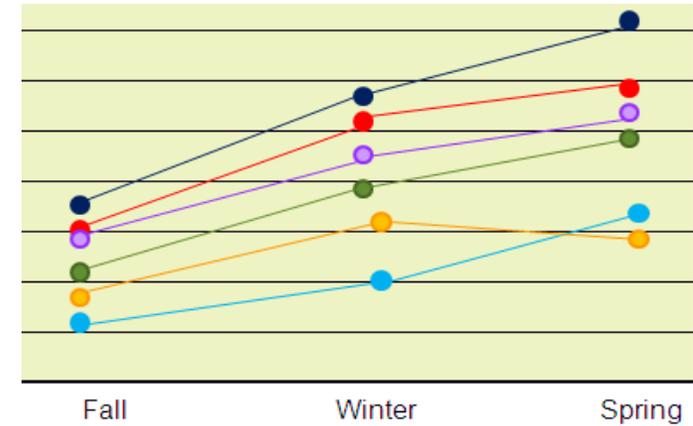
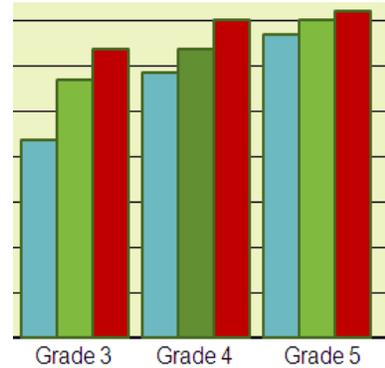
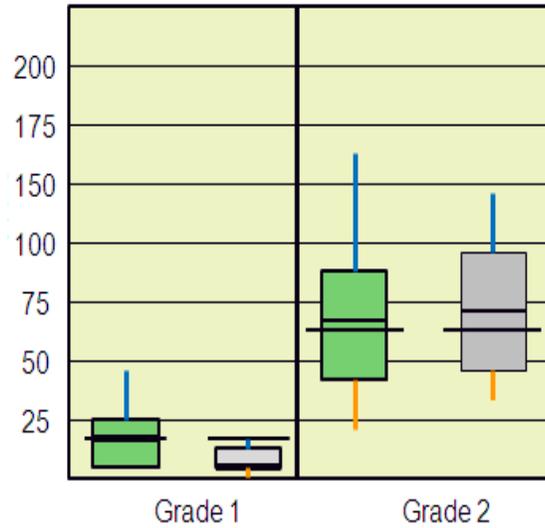


Using Screening Data for Decision Making

Data analysis should occur at the:

- District Level
- School Level
- Grade/Department/Class Level
- Subgroup Level
- Student Level

Data Analysis



Purpose of Data Analysis

- Identify students who need additional assessment and instruction
- Evaluate effectiveness of core curriculum and instruction
- Evaluate effectiveness of instruction programs for target groups (e.g., EL, Title I)
- Allocate resources

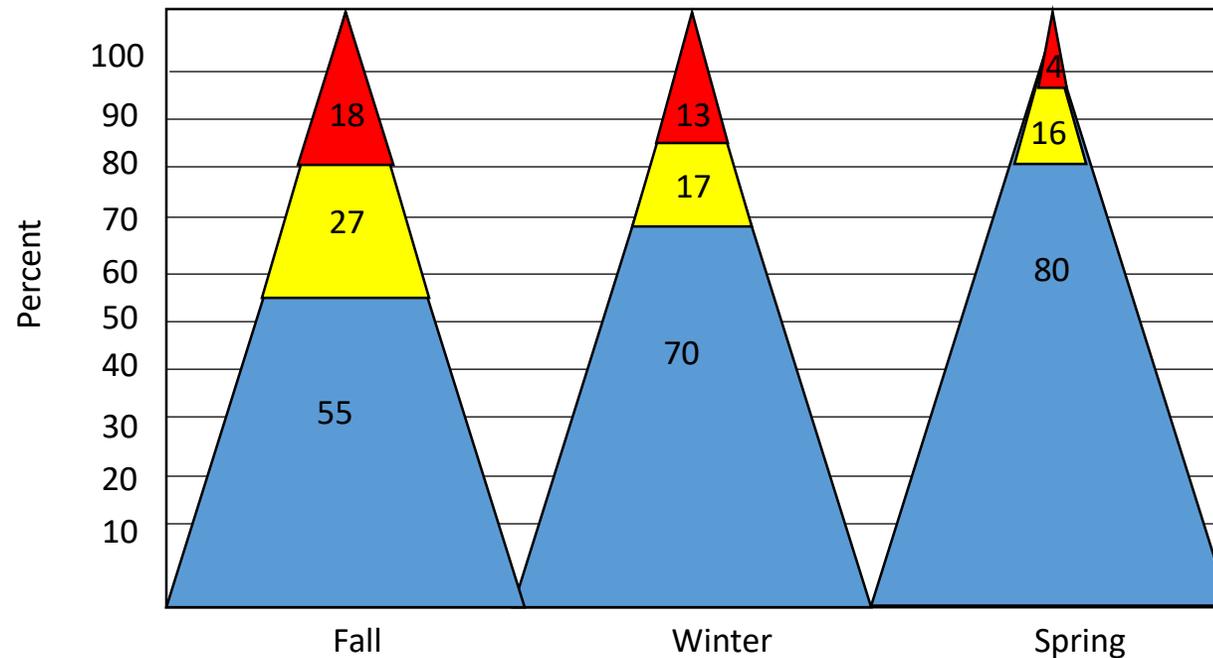


District Data Analysis

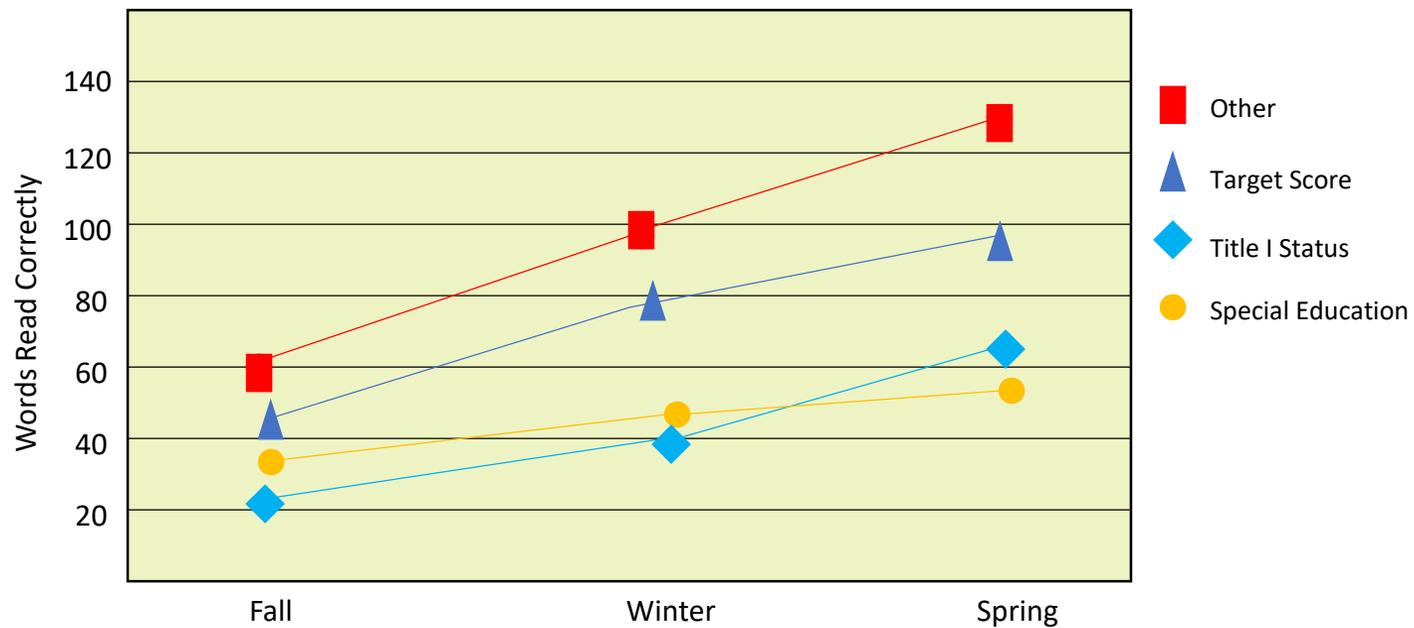
District Educational Decisions: Screening

- General effectiveness of systems at the district, school, and classroom level
- Program improvement and curriculum decisions
- Innovation and sustainability decisions
- Ensuring equitable services and supports across schools
- Ensuring access to tiered supports and access to effective instruction
- Allocation of resources and professional development

Comparison of Scores for Grade 2 Across The Year



Analyzing Growth of Subgroups Across the District



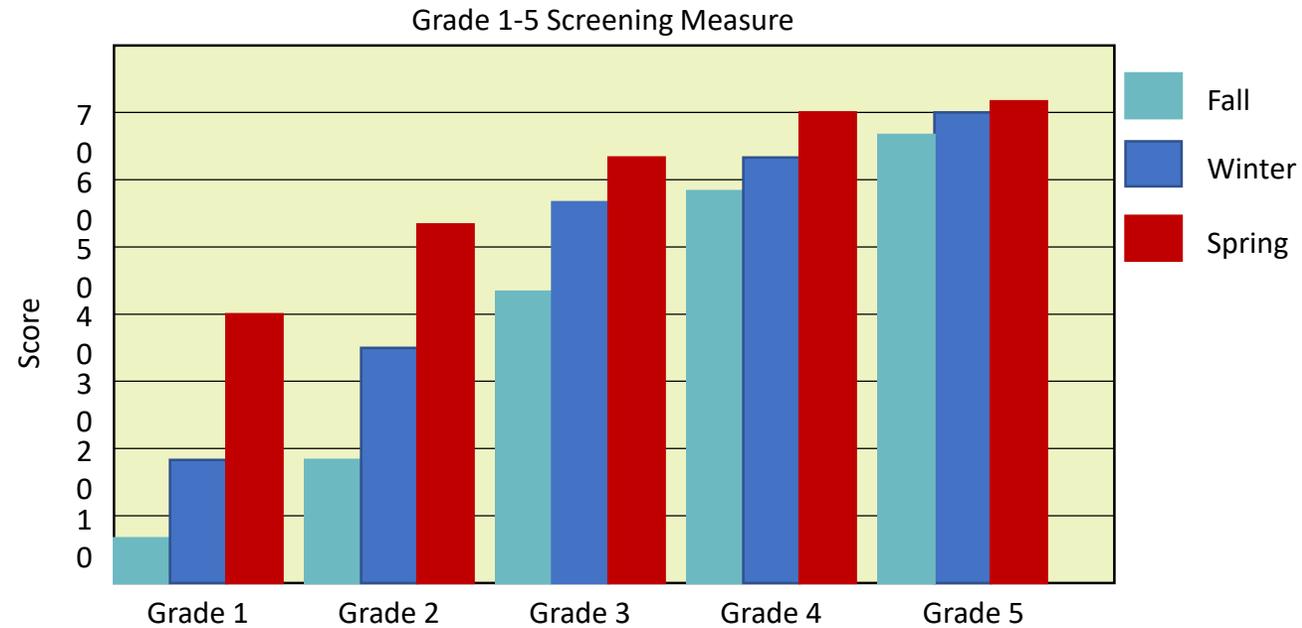


School-level Data Analysis

School Educational Decisions: Screening

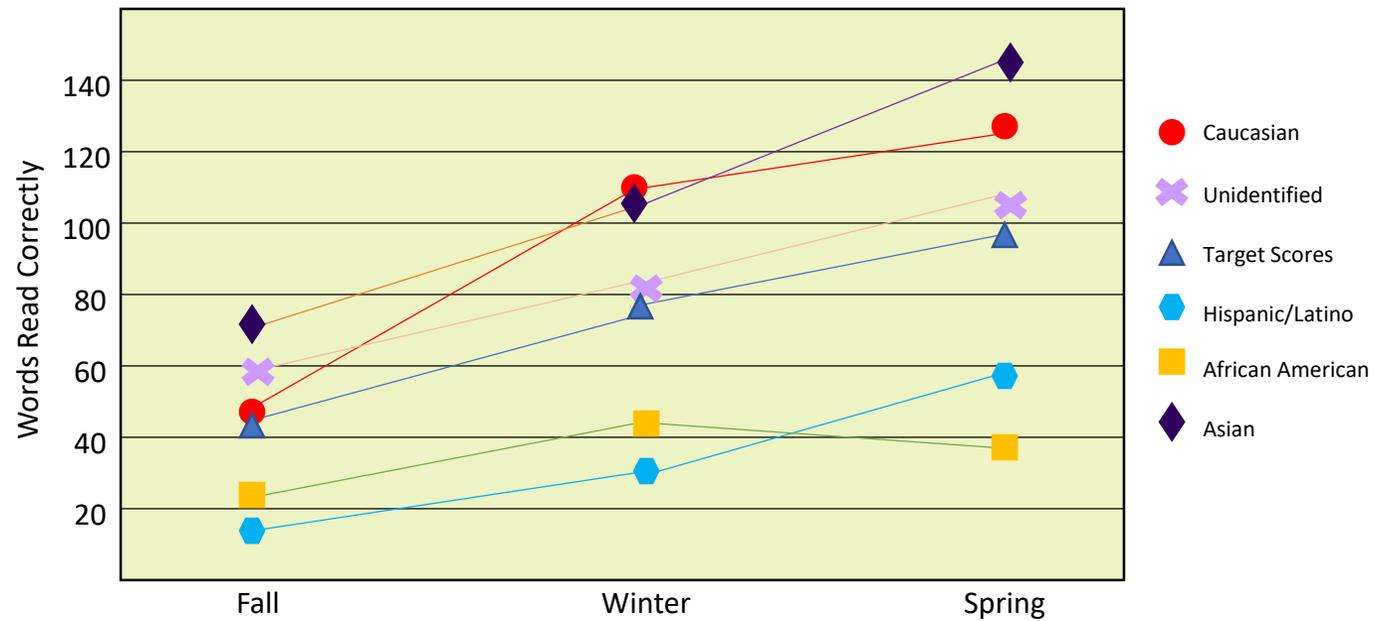
- General school-, grade- and subgroup-level trends or issues
- Effectiveness of school-wide curriculum and instructional delivery
- Areas of need and guidance on how to set measurable school-wide goals

Grades 1-5 Screening Data



School Level—Analyzing Growth by Ethnic Groups

Handout #3





Grade/Department/Classroom Level Analysis

Grade/Department Level Educational Decisions: Screening

- Grade/department-level trends or issues
- Effectiveness of grade/department-level curriculum and instruction
- Areas of need and guidance on how to set measurable grade/department-level goals
- Staff/department who may need additional professional learning, coaching/support and/or resources
- Students who may need additional instruction or assessment

Ranking Graphs

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

Summary of Effectiveness



Successful Transitions Beginning of Year (BOY) to End of Year (EOY)

Well Below Target				Slightly Below Target				On Target			
BOY Performance Level	BOY Performance Score	EOY Performance Score	EOY Performance Level	BOY Performance Level	BOY Performance Score	EOY Performance Score	EOY Performance Level	BOY Performance Level	BOY Performance Score	EOY Performance Score	EOY Performance Level
H, Brade	55	100	Well Below	R, Angel	91	105	Slightly Below	T, Jack	99	95	Well Below
N, Andres	55	100	Well Below	O, Mary	82	126	On Target	S, Meredith	99	140	On Target
J, Martin	58	123	On Target	P, Terry	96	131	On Target	W, Christine	100	144	On Target
K, Joan	72	124	On Target					E, Chris	97	160	On Target
I, Allison	71	125	On Target					D, Felix	122	165	On Target
L, Eduardo	55	125	On Target					F, Dulcea	111	165	On Target
M, Bao	64	127	On Target								
S, Garvar	51	129	On Target								
A, Fabio	55	180	On Target								



Data Review Process

Establishing Routines & Procedures for Data-Based Decision Making

Handout #5

Teams should establish—

- Routines and procedures for conducting data reviews
- Decision making processes
- Explicit decision rules for assessing student progress

Data-Based Decision Making Routines and Procedures

- Articulate routines and procedures in writing
- Implement established routines and procedures with integrity
- Ensure routines and procedures are culturally and linguistically responsive

Establishing Routines and Procedures

Consider clarifying the following in writing:

- What are you looking for?
- How will you look for it?
- How will you know if you found it?

Conducting Data Reviews

- Conduct data reviews at logical, predetermined intervals
- Schedule data reviews prior to the beginning of instruction
- Use established meeting structures
- Involve relevant team members

Examples of Explicit Decision Rules

Consider articulating, in writing, what happens when:

- More than 80% of students are above the cut score
- Less than 80% have reached the cut score
- Lack of progress is evident
- Student progress varies by subgroup (e.g., EL, SWD, ED)



Wrap-up

Next Steps, Questions, Post Test and
Training Evaluation

Next Steps



Handout #6

- Revisit or complete rating on Fidelity of Implementation Rubric
- Develop or self-assess/refine your published screening implementation plan
 - Identify a valid screening tool
 - Establish a definition and cut scores for 'at risk'
 - Establish criteria for demonstrating the efficacy of core instruction
- Identify and implement valid screening process
- Collect and analyze screening data
- Identify percentage and number of students at-risk or in need of acceleration or enrichment

Are you able to:

- Identify importance of screening and using other data sources to verify risk?
- Select and evaluate appropriate screening tools?
- Apply screening data to decision making and action planning?



Professional Learning Calendar

Date(s)	Content	Location	Audience
10/22/2019	MTSS for Middle & High Schools	GaDOE West Tower, 20th Floor: Floyd Room	All Georgia Educators (Priority given to Cohorts 1 & 2)
11/6/2019	Progress Monitoring**	KSU Center Kennesaw, GA	All Georgia educators (Cohort 2 Districts required**)
11/7/2019	Progress Monitoring**	Anderson Conference Center Macon, GA	All Georgia educators (Cohort 2 Districts required**)
1/15/2020	SSTAGE Promising Practices Conference	Athens, GA	All Georgia Educators

** 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.



Professional Learning Calendar

Date(s)	Content	Location	Audience
1/22/2020	Multi-Level Prevention System Part 1**	Anderson Conference Center Macon, GA	All Georgia Educators (Cohort 2 Districts required**)
1/28/2020	Multi-Level Prevention System Part 1**	KSU Center Kennesaw, GA	All Georgia Educators (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 Macon, GA	All Georgia Educators (Cohort 2 Districts required**)
3/19/2020	Multi-Level Prevention System Part 2**	KSU Center Kennesaw, GA	All Georgia Educators (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

Rondalyn Pinckney,
Research & Evaluation Specialist

Karen Suddeth,
Program Manager/ Project Director

Carole Carr,
Communications & Visibility Specialist

Andrea Catalano,
Professional Learning 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

or

www.gadoe.org/MTSS

Resources Available

- Fact Sheets: Simplify essential components/framework
- Professional Learning Units
- Training Webinars
- Subscribe to Newsletter
- Register for Upcoming Events

Screening Online Course

The online screening module is coming soon in SLDS! Visit 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". The course is created by Cassandra Gaul and is the current version. The current lesson is "Lesson 3 - Types of Assessments in Georgia's Tiered System of Supports for Students", and the specific page is "Lesson 4 of 15: Introduction to Screening". A progress bar indicates that 7% of the course is complete. The navigation menu includes "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". A video player is visible at the bottom, showing a woman in a dark uniform with an "akeso" logo, and a text overlay that reads: "The screening process is not unique to education."

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GAMTSS@DOE.K12.GA.US

**Please complete the
post test and training evaluation**

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Project Officer, Jennifer Coffey.**





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