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.

- 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

- 80% of students
- 15% of students
- 3% to 5% of students
What is Screening?
Essential Components of the Nationally Aligned MTSS Framework
Essential Components of Georgia’s Tiered System of Supports for Students

• Screening
• Progress Monitoring
• Multi-Level Prevention System
  ▪ Tier I: Primary Level – Instruction/Core Curriculum
  ▪ Tier II: Secondary Level - Intervention
  ▪ Tier III: Tertiary Level - Intensive Intervention
• Data-Based Decision Making
  ▪ Identify instructional needs for academics and/or behavior
  ▪ Evaluate the effectiveness of core curriculum, instruction, interventions and the framework
  ▪ Determine movement within the multi-level system
• Infrastructure
# Types of Assessment

<table>
<thead>
<tr>
<th>Type</th>
<th>When</th>
<th>Why</th>
</tr>
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<tr>
<td>Summative</td>
<td>After</td>
<td>Assessment of learning</td>
</tr>
<tr>
<td>Diagnostic</td>
<td>Before</td>
<td>Identify skill strengths and weaknesses</td>
</tr>
<tr>
<td>Formative</td>
<td>During</td>
<td>Assessment for learning</td>
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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

<table>
<thead>
<tr>
<th>PURPOSE</th>
<th>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.</th>
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<tr>
<td>FOCUS</td>
<td>ALL Students</td>
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<td>TOOLS</td>
<td>Brief assessments that are valid, reliable and demonstrate diagnostic accuracy for predicting learning potential or behavioral concerns.</td>
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<tr>
<td>TIME FRAME</td>
<td>Administered more than one time per year (e.g., fall, winter, and spring). Ideally, screening should be administered three times per year.</td>
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Resource: [https://intensiveintervention.org/](https://intensiveintervention.org/)
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

Measure 1: At Risk
Measure 2: At Risk
Measure 3: At Risk
At Risk: Begin Intervention

Measure 1: At Risk
Measure 2: Not At Risk
Measure 3: Not At Risk
??
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?
### Academic Screening Chart

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<th>Title</th>
<th>Area</th>
<th>Grade</th>
<th>Criterion 1 Fall</th>
<th>Criterion 1 Winter</th>
<th>Criterion 1 Spring</th>
<th>Criterion 2 Fall</th>
<th>Criterion 2 Winter</th>
<th>Criterion 2 Spring</th>
<th>Reliability</th>
<th>Validity</th>
<th>Sample Component Available</th>
<th>EIS Analysis Conducted</th>
<th>Admin Format</th>
<th>Admin &amp; Scoring Time</th>
<th>Scoring Format</th>
<th>Types of Interpretation</th>
<th>Evidence Available for Decision Rules</th>
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<tr>
<td>Acadience Reading (aka DIBELS Next)</td>
<td>C</td>
<td>K</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td></td>
<td></td>
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<td>Individual</td>
<td>4-10 minutes</td>
<td>Manual Automatic</td>
<td>Benchmark Goals</td>
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<td>4-10 minutes</td>
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<td>Yes</td>
<td>Individual</td>
<td>4-10 minutes</td>
<td>Manual Automatic</td>
<td>Benchmark Goals</td>
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<td>4-10 minutes</td>
<td>Manual Automatic</td>
<td>Benchmark Goals</td>
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<td></td>
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<td>4-10 minutes</td>
<td>Manual Automatic</td>
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<td>Individual</td>
<td>4-10 minutes</td>
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**Legend**
- ✓ Convincing evidence
- ○ Partially convincing evidence
- ○ Unconvincing evidence
- Data unavailable
  
**Evidence Available for Decision Rules**

[https://charts.intensiveintervention.org/chart/academic-screening](https://charts.intensiveintervention.org/chart/academic-screening)
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

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

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

- Review the data for reliability of performance level score (e.g., model-based, internal consistency, inter-rater reliability).

<table>
<thead>
<tr>
<th>Type of Reliability</th>
<th>Age or Grade</th>
<th>n</th>
<th>Coefficient</th>
<th>95% Confidence Interval Lower Bound</th>
<th>95% Confidence Interval Upper Bound</th>
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<td>0.87</td>
<td>0.94</td>
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<td>0.58</td>
<td>0.57</td>
<td>0.58</td>
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6. Ask for More Information
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

- 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

![Graph showing comparison of scores for Grade 2 across the year.](image-url)
Analyzing Growth of Subgroups Across the District

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**Graph: Words Read Correctly**

- **Y-axis:** Words Read Correctly (20 to 140)
- **X-axis:** Time (Fall, Winter, Spring)
- **Legend:**
  - Red: Other
  - Blue: Target Score
  - Turquoise: Title I Status
  - Yellow: Special Education

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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

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<tr>
<th>Ethnic Group</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
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<tbody>
<tr>
<td>Caucasian</td>
<td>120</td>
<td>130</td>
<td>140</td>
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<tr>
<td>Hispanic/Latino</td>
<td>100</td>
<td>110</td>
<td>120</td>
</tr>
<tr>
<td>African American</td>
<td>80</td>
<td>90</td>
<td>100</td>
</tr>
<tr>
<td>Asian</td>
<td>60</td>
<td>70</td>
<td>80</td>
</tr>
</tbody>
</table>

- Caucasian
- Hispanic/Latino
- African American
- Asian
- Unidentified
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

<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>
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<tr>
<td>23515</td>
<td>James</td>
<td>39</td>
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<td>Assess and Consider Need for Tertiary Prevention</td>
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<tr>
<td>22145</td>
<td>Jed</td>
<td>31</td>
<td></td>
<td>Deficient</td>
<td>Assess and Consider Need for Tertiary Prevention</td>
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</tbody>
</table>
## Summary of Effectiveness

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

<table>
<thead>
<tr>
<th></th>
<th>BOY Performance Score</th>
<th>BOY Performance Level</th>
<th>EOE Performance Score</th>
<th>EOE Performance Level</th>
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<tbody>
<tr>
<td>H, Brade</td>
<td>55</td>
<td>Well Below</td>
<td>100</td>
<td>Well Below</td>
</tr>
<tr>
<td>N, Andres</td>
<td>5b</td>
<td>Well Below</td>
<td>100</td>
<td>Well Below</td>
</tr>
<tr>
<td>J, Martin</td>
<td>58</td>
<td>On Target</td>
<td>123</td>
<td>On Target</td>
</tr>
<tr>
<td>K, Joan</td>
<td>72</td>
<td>On Target</td>
<td>124</td>
<td>On Target</td>
</tr>
<tr>
<td>I, Alliscn</td>
<td>71</td>
<td>On Target</td>
<td>125</td>
<td>On Target</td>
</tr>
<tr>
<td>L, Eduardo</td>
<td>55</td>
<td>On Target</td>
<td>125</td>
<td>On Target</td>
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<tr>
<td>M, Bao</td>
<td>64</td>
<td>On Target</td>
<td>127</td>
<td>On Target</td>
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<tr>
<td>S, Garvar</td>
<td>51</td>
<td>On Target</td>
<td>129</td>
<td>On Target</td>
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<tr>
<td>A, Fabio</td>
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<td>On Target</td>
<td>180</td>
<td>On Target</td>
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Data Review Process
Establishing Routines & Procedures for Data-Based Decision Making

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

- 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

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

** 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

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Content</th>
<th>Location</th>
<th>Audience</th>
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<tbody>
<tr>
<td>1/22/2020</td>
<td>Multi-Level Prevention System Part 1**</td>
<td>Anderson Conference Center Macon, GA</td>
<td>All Georgia Educators (Cohort 2 Districts required**)</td>
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<td>1/28/2020</td>
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<td>KSU Center Kennesaw, GA</td>
<td>All Georgia Educators (Cohort 2 Districts required**)</td>
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<td>January - February 2020</td>
<td>Fidelity Rubric Verification</td>
<td>Individual Sites</td>
<td>Cohort 1 &amp; 2</td>
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<td>3/19/2020</td>
<td>Multi-Level Prevention System Part 2**</td>
<td>KSU Center Kennesaw, GA</td>
<td>All Georgia Educators (Cohort 2 Districts required**)</td>
</tr>
</tbody>
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Georgia’s Tiered System of Supports for Students

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Jody Drum, Regional Coach

Christy Jones, Regional Coach
Claire Smith, 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](http://www.gadoe.org/MTSS) for instructions on how to access the course.
Contact us

GAMTSS@DOE.K12.GA.US
Please complete the post test and training evaluation
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.