Georgia’s Tiered System of Supports for Students

Technology Tools for MTSS Alignment

2019 SPDG National Meeting
October 18, 2019
Outcomes for Today

• Introduce Georgia’s Technology Tools for MTSS Alignment
  • Georgia’s MTSS Online Modules
  • Georgia’s Online MTSS/SST Application
Georgia’s Tiered System of Supports for Students

Online Modules
The purpose of these online courses is to increase the awareness and understanding of a Multi-Tiered System of Supports (MTSS) throughout the state of Georgia. These courses are also intended to support MTSS implementation and overall district/school improvement statewide.
Online Module 1: MTSS Overview

- Expected outcomes of MTSS implementation – the “why”
- Essential components of MTSS
- High-leverage practices, evidence-based practices, and evidence-based interventions
- Additional MTSS resources such as [www.gadoe.org/MTSS](http://www.gadoe.org/MTSS), the National Center on Response to Intervention, the National Center on Intensive Intervention, etc.
Online Module 2: Screening

- Importance of screening and how it can inform instruction and possible intervention
- Three screening criteria
- How to select and evaluate appropriate screening tools
- Scenarios to practice analyzing screening data at the district, school, and classroom levels
Future Online Modules

• Georgia’s Tiered System of Supports for Students intends to continuously develop online modules in response to statewide needs. Potential future topics include:
  • Progress Monitoring
  • Multi-Level Prevention System
  • High-leverage Practices, Evidence-Based Practices, and Evidence-Based Interventions
  • MTSS at the Middle and High School Levels
  • Using the Taxonomy of Intervention Intensity to Adapt Interventions
  • Data-Based Individualization
How to Access the Modules

• Georgia’s MTSS Online Modules are housed in the Statewide Longitudinal Data System (SLDS)
  • Allows most district and school level personnel to access the modules in a platform they already use
  • Allows Georgia Department of Education staff to capture course registration, completion, and feedback

1. Log into SLDS
2. Choose one of three ways to access the Professional Learning Platform
   a. PL Tab on the SLDS menu listing
      ① SLDS ② TRL ③ High School Feedback ④ PL ⑤ Equity Reports ⑥ Logout
   b. In TKES/LKES section of SLDS, select Professional Learning Opportunities the flyout menu
Georgia’s Tiered System of Supports for Students

Online MTSS/SST Application
Georgia’s Online MTSS/SST Application

This application is a tool that:

• helps districts and schools create, update, monitor, and maintain a record of a student’s response to interventions.

• supports users’ professional knowledge and development in data-based individualization.

  • Georgia is currently using this application for students receiving Tier III supports and interventions.
Georgia’s Online MTSS/SST Application: Overview

Accessible to all Georgia districts and is web-based

Provides real-time data

Allows transfer of student data if a student moves anywhere in Georgia

Aligns with Georgia’s Online IEP (GO-IEP)* application which is also a part of the Statewide Longitudinal Data System (SLDS)

*This application was developed using the following resource - Maryland’s Online IEP system, created by Johns Hopkins University.
Georgia’s Online MTSS/SST Application: Design Features

- Pulls pertinent data from the Statewide Longitudinal Data System (SLDS)
- Offers search capabilities to open an individual student file
- Permits users to create and maintain records that are unique, unduplicated, and permanent
- Allows users to enter intervention and progress monitoring data
- Generates a printout of a student’s educational plan
Georgia’s Online MTSS/SST Application: Additional Design Features

- Allows users to enter Student Support Team (SST) members
- Permits users to create meetings, maintain timelines, and log communication
- Permits users to select from their approved interventions
- Permits file uploads of student documents
Georgia’s Online MTSS/SST Application

https://sldstrn.gadoe.org/sldssstdemoweb
Georgia’s Online MTSS/SST Application: Components

- Profile
- Team Members
- Timelines
- Meetings
- SST
- Log
- Documents
Georgia’s Online MTSS/SST Application

https://sldstn.gadoe.org/sldsdemoweb/SST.aspx
Setting Up a Student Record

1. Search for a student
2. Assign a student to a team lead
3. Create student and school profile
Student Search Page

![Student Search Page](image-url)
Student Search Results
Profile
Building a Student Support Team and Setting Up Meetings

1. Select team members
2. Start the timeline
3. Add meeting details
4. Send meeting notices
5. Record parent’s response
# Team Members

The image shows a screenshot of a user interface for managing team members. The interface includes a table with columns for **No.**, **Last Name**, **First Name**, **User Type**, and **Team Title**.

<table>
<thead>
<tr>
<th>No.</th>
<th>Last Name</th>
<th>First Name</th>
<th>User Type</th>
<th>Team Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Beverly</td>
<td>Deborah</td>
<td>System Users</td>
<td>Referring Teacher</td>
</tr>
<tr>
<td>2</td>
<td>Brewer</td>
<td>Elizabeth</td>
<td>Parent/Guardian</td>
<td>Parent</td>
</tr>
<tr>
<td>3</td>
<td>Brewer</td>
<td>Allen</td>
<td>Parent/Guardian</td>
<td>Parent</td>
</tr>
<tr>
<td>4</td>
<td>Brewer</td>
<td>Lily</td>
<td>Student</td>
<td>Student</td>
</tr>
<tr>
<td>5</td>
<td>Caino</td>
<td>Jose</td>
<td>System Users</td>
<td>Case Manager</td>
</tr>
<tr>
<td>6</td>
<td>Gordon</td>
<td>William</td>
<td>System Users</td>
<td>School Psychologist</td>
</tr>
<tr>
<td>7</td>
<td>Hudson</td>
<td>Tim</td>
<td>System Users</td>
<td>Classroom Teacher of Student</td>
</tr>
</tbody>
</table>
# Timelines

## Student Timelines

### Student Information
- **Name:** Lily Brewer
- **GTID:** 9001110250
- **Birthday:** 7/16/07
- **Grade:** 05
- **LEA:** Dundee District
- **School:** Mosby Park Elm

### Review Dates
- **Initial Review Date:** 04/26/2019
- **Date:** 05/09/2019
- **Type:** Initial SST
- **Status:** Development

### Exit Student
- **Select Exit Reason:** --Select--
- **Exit Date:**
- **Comments:**

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*Richard Woods, Georgia’s School Superintendent | Georgia Department of Education | Educating Georgia’s Future*
Meetings

<table>
<thead>
<tr>
<th>Name</th>
<th>Team Member Title</th>
<th>Meeting Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deborah Beverly</td>
<td>Referring Teacher</td>
<td>Referring Teacher</td>
</tr>
<tr>
<td>Elizabeth Brewer</td>
<td>Parent</td>
<td>Parent</td>
</tr>
<tr>
<td>Akin Brewer</td>
<td>Parent</td>
<td>Parent</td>
</tr>
<tr>
<td>Lily Brewer</td>
<td>Student</td>
<td>Student</td>
</tr>
<tr>
<td>Joss Callow</td>
<td>Case Manager</td>
<td>Special Ed Teacher</td>
</tr>
<tr>
<td>William Gordon</td>
<td>School Psychologist</td>
<td>School Psychologist</td>
</tr>
<tr>
<td>Tim Hudson</td>
<td>Classroom Teacher of Student</td>
<td>Classroom Teacher of Student</td>
</tr>
</tbody>
</table>

Meeting Details
- Meeting Name: Initial SST
- Meeting Date/Time: 04/29/2019 4:15 PM
- Meeting Location: Westside Park Elem
- Status: Sent to Parent

Meeting Notice Count: 1

Reschedule Meeting Response Count: 0

Closed Meeting
Recording Student Data, SST Decisions, and Next Steps

1. Complete developmental history
2. Add student data
3. Add intervention(s) and record student progress monitoring data
4. List accommodations
5. Complete review
## SST List

![SST List](image)

### SST

<table>
<thead>
<tr>
<th>No.</th>
<th>View / Update</th>
<th>SST Type</th>
<th>SST Date</th>
<th>Review Date</th>
<th>SST Status</th>
<th>Download</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>View / Update</td>
<td>Initial SST</td>
<td>05/09/2019</td>
<td>Development</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### SST History

<table>
<thead>
<tr>
<th>No.</th>
<th>View / Update</th>
<th>LEA</th>
<th>SST Type</th>
<th>SST Date</th>
<th>Review Date</th>
<th>SST Status</th>
<th>Download</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

No records found
Developmental History
State Assessments
Student Data

**Active Case: Brewer, Lily**

**Search: Student**

**SST Report:** Initial

**Date:** 05/09/2019

**Status:** In-Process

**INDIVIDUAL STUDENT DATA**

**No. 1: Area: Academic Achievement**

<table>
<thead>
<tr>
<th>Source(s):</th>
<th>Assessment Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dynamic Indicators of Basic Early Literacy Skills (DIBELS)</td>
<td>12/10/2018</td>
</tr>
<tr>
<td>Other</td>
<td>12/17/2018</td>
</tr>
<tr>
<td>Informal Reading Inventory</td>
<td>01/09/2019</td>
</tr>
</tbody>
</table>

**Student Strengths:**
Lily does well listening comprehension. She is able to listen attentively to a read aloud, answer questions, and participate in classroom discussions.

**Student Weaknesses:**
Lily's screening results indicated a risk for poor academic learning outcomes in reading. Lily is reading well below grade level. An informal reading inventory suggests that her independent reading level is two grades below her grade placement. According to her decoding survey, she has mastered basic decoding skills (CVC, blends, digraphs, high frequency words) but needs help with more advanced spelling patterns and reading words with more than one syllable. Lily needs support with automatic word recognition and fluency.

**Optional Information:**
Lily is new to the school. She enrolled in December.
Intervention(s) and Progress Monitoring

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Setting</th>
<th>Beginning Date</th>
<th>Frequency</th>
<th>No of Sessions</th>
<th>Hours</th>
<th>Minutes</th>
<th>Weekly Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Recognition and Fluency Intervention</td>
<td>General Education Setting during Intervention Block</td>
<td>01/14/2019</td>
<td>Daily</td>
<td>1</td>
<td>00</td>
<td>30</td>
<td>150</td>
</tr>
</tbody>
</table>

Goal

What was the baseline performance for this area of difficulty? Include date, data, and performance summary.
Accommodations

If the student requires accommodations (instructional, behavioral, communication, etc.) please document these below. Examples could include use of study carrel, extended time, raised line paper, use of a manipulatives, etc.

Classroom Testing Accommodations:
If needed, extended time for only classroom assessments

Instructional Accommodations:
Audiodisks are needed so that Lily can access grade-level content.

Support for School Personnel:
Job-extended professional development (teaching, modeling, coaching) is needed for the interventionist to ensure implementation fidelity. An additional planning block is needed to prepare for intervention sessions and to analyze and discuss student progress monitoring results.

Save
Complete Review
# Student Educational Plan (PDF)

<table>
<thead>
<tr>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s Information</td>
</tr>
<tr>
<td>Purpose of Meeting</td>
</tr>
<tr>
<td>Student’s Data</td>
</tr>
<tr>
<td>Students’ Identified Needs</td>
</tr>
<tr>
<td>Educational Plan for Student</td>
</tr>
<tr>
<td>Follow-up Plan</td>
</tr>
</tbody>
</table>
Providing Additional Documentation

1. Create and update contact log
2. Upload documents
## Contact Log

### Contact Log

<table>
<thead>
<tr>
<th>Contact Date</th>
<th>School Contact</th>
<th>Parent Contact</th>
<th>Contact Type</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/29/2019</td>
<td>Jose Caine</td>
<td>Elizabeth Brewer, Allen Brewer</td>
<td>Letter home with student</td>
<td>Initial review letter was sent home.</td>
</tr>
</tbody>
</table>

[Export to Excel | Add Contact Log]
### Documents

**Active Case: Brewer, Lily | Search Student: Caine, Jose**

#### Upload Student Documents

<table>
<thead>
<tr>
<th>Upload File</th>
<th>Document Name</th>
<th>Document Type</th>
<th>Document Date</th>
<th>Uploaded By</th>
<th>Upload Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>-- Select Document Type --</td>
<td></td>
<td>Caine, Jose</td>
<td>5/10/2019</td>
</tr>
</tbody>
</table>

**Case Documents History**

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Document Type</th>
<th>Document Date</th>
<th>Uploaded By</th>
<th>Upload Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress Monitoring Chart-Example</td>
<td>Progress Monitoring Data</td>
<td>2/25/2019</td>
<td>Caine, Jose</td>
<td>5/10/2019</td>
</tr>
</tbody>
</table>

No records found.
Next Steps

Help Manual

• Supports the use of the application

• Facilitate professional learning and implementation of the Georgia’s Tiered System of Supports for Students
Outcomes for Today

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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
Georgia’s Tiered System of Supports for Students

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

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