

Elementary to Middle Academic & Behavioral Connections: Multi-Tiered System of Supports

Promoting Literacy for School-level Improvement

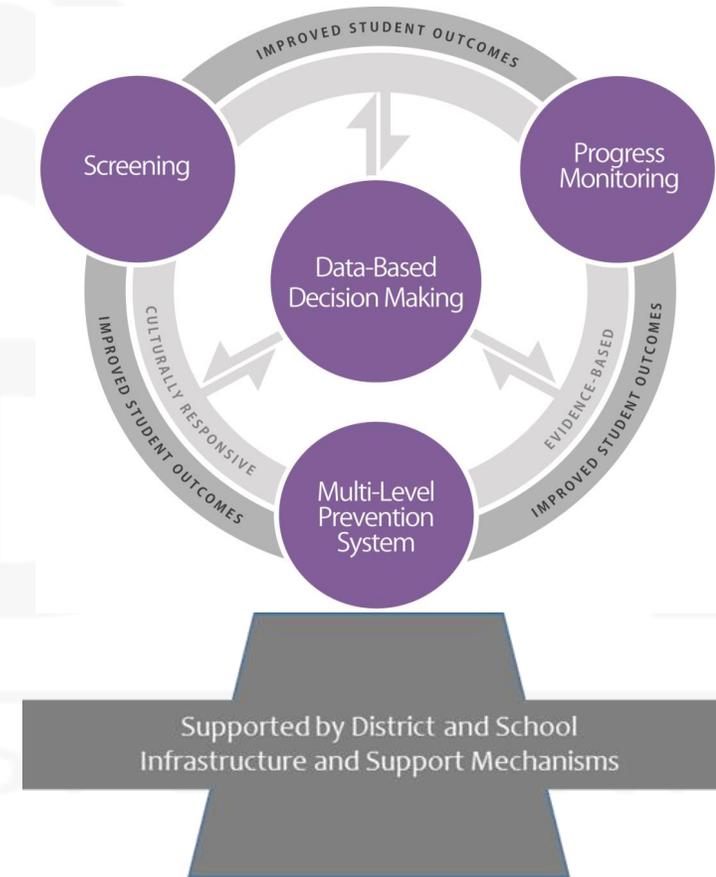
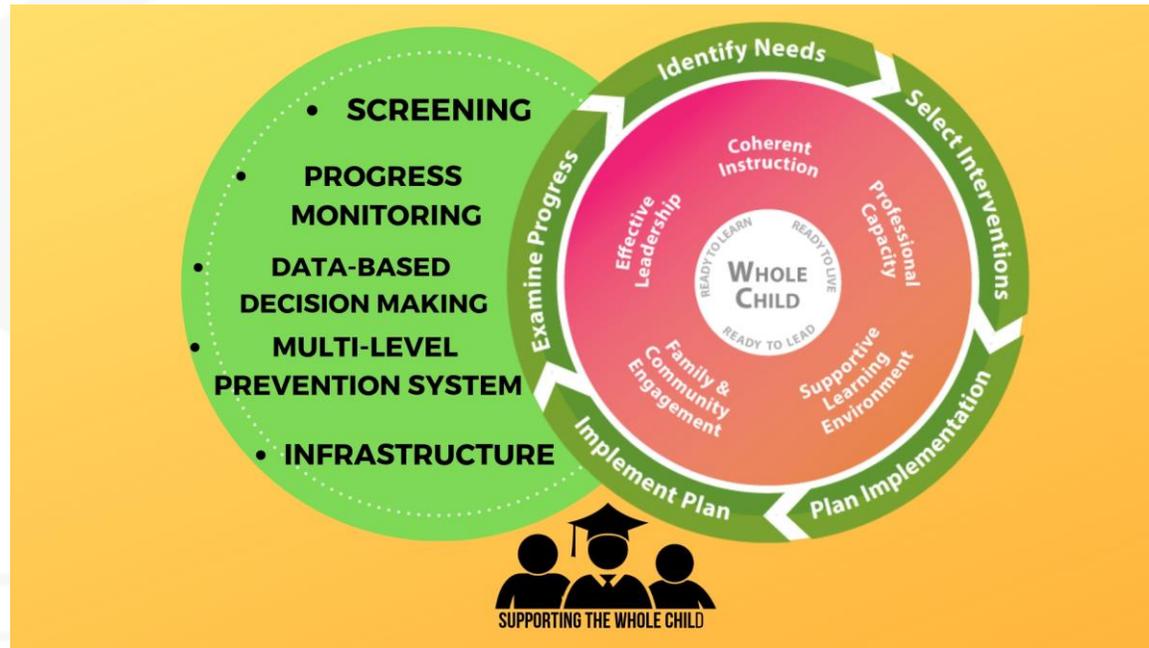
February 5, 2019

Outcomes for Today

- Understand the impact of Georgia's Tiered System of Supports for Students to elementary and middle school literacy
- Utilize a tiered system of supports to improve student academic and behavior outcomes
- Discuss academic/behavior transitions from elementary to middle
- Integrate High Leverage Practices (HLPs) and Evidence Based Practices/Interventions (EBPs/EBIs) to support increased student engagement/achievement

Integrating the Essential Components of Georgia's Tiered System of Supports for Students to Georgia's Systems of Continuous Improvement

Nationally Aligned MTSS Framework



What's the big deal about a tiered system of supports for students?



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1.07 Effect Size
(that's really large!!)

Improved Outcomes

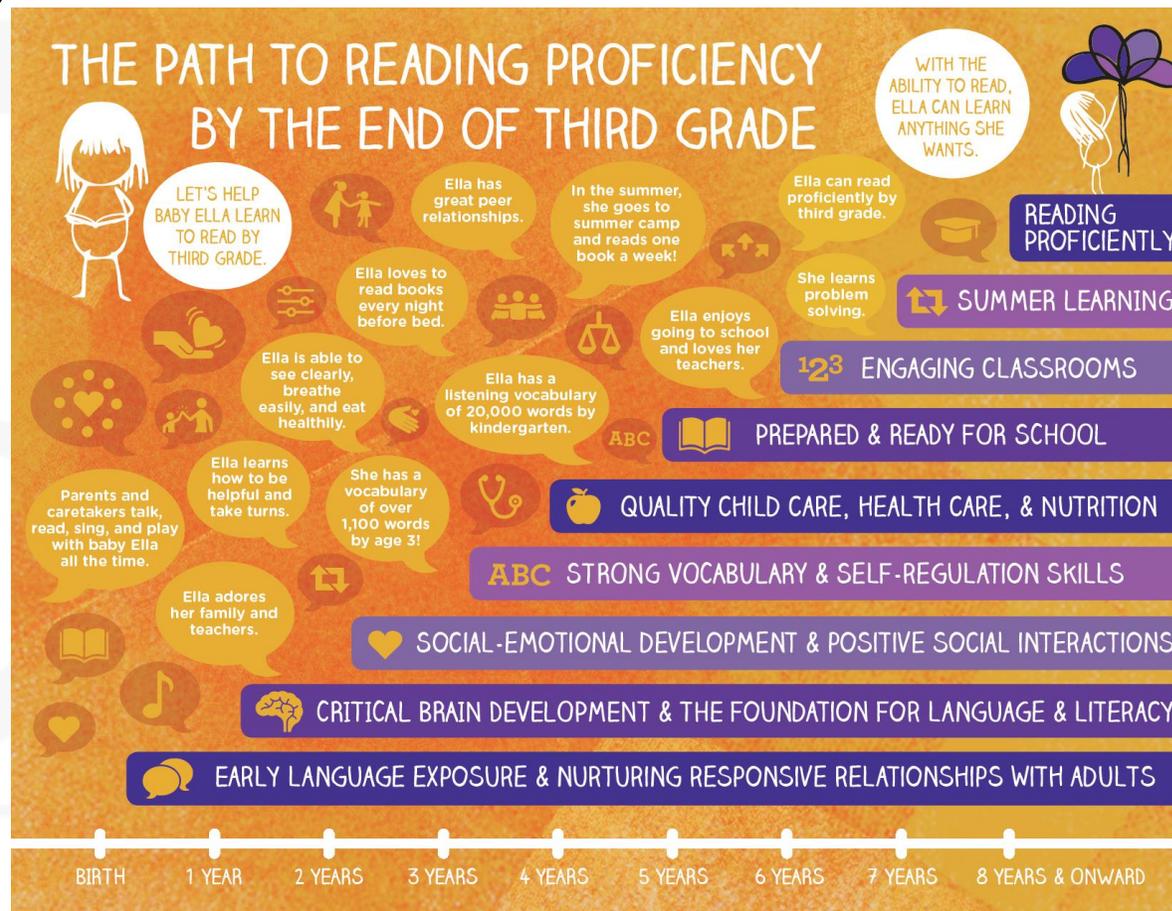
- Decreased expulsion, behavioral referrals, and suspension rates.
- Sustained academic improvement.
- Increase in on-time graduation.

Strong positive effects on system outcomes

- Increased instructional and planning time
- More efficient use of resources and staff
- Decreased inappropriate special education 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

Birth to Age 8: The Pathway to Reading Proficiency



Resource: www.getgeorgiareading.org

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 National Center on Response to Intervention, 2010)

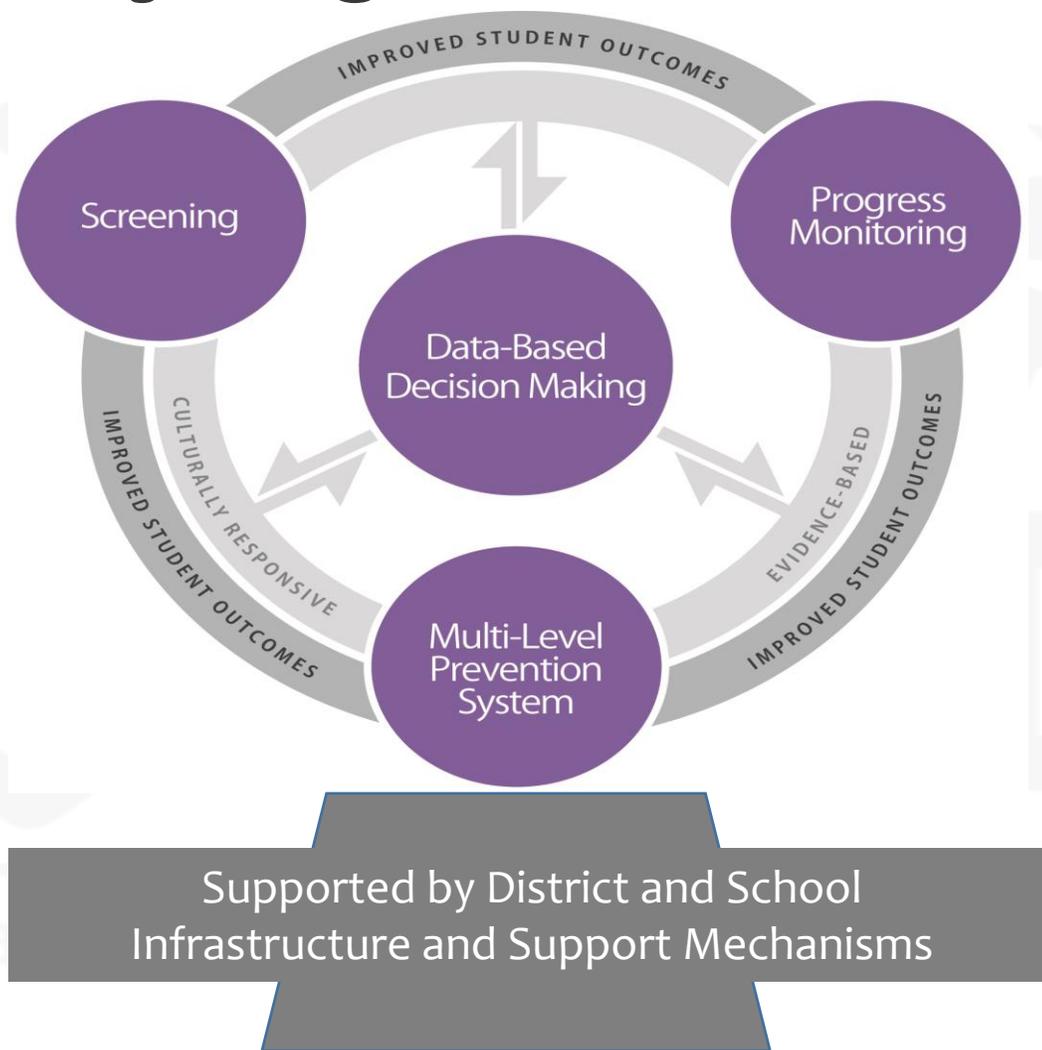
The How

- With Georgia's Tiered System of Supports for Students, schools:
 - identify students who are in need of enrichment/acceleration or who are at risk for poor learning and/or behavioral outcomes;
 - provide evidence-based interventions;
 - monitor student progress; and
 - continue/adjust the intensity and nature of those interventions based on a student's responsiveness.
- Districts and schools develop infrastructure and support mechanisms to operationalize all of the components into a unified system to meet the established goals.

Essential Components of the Nationally Aligned MTSS Framework

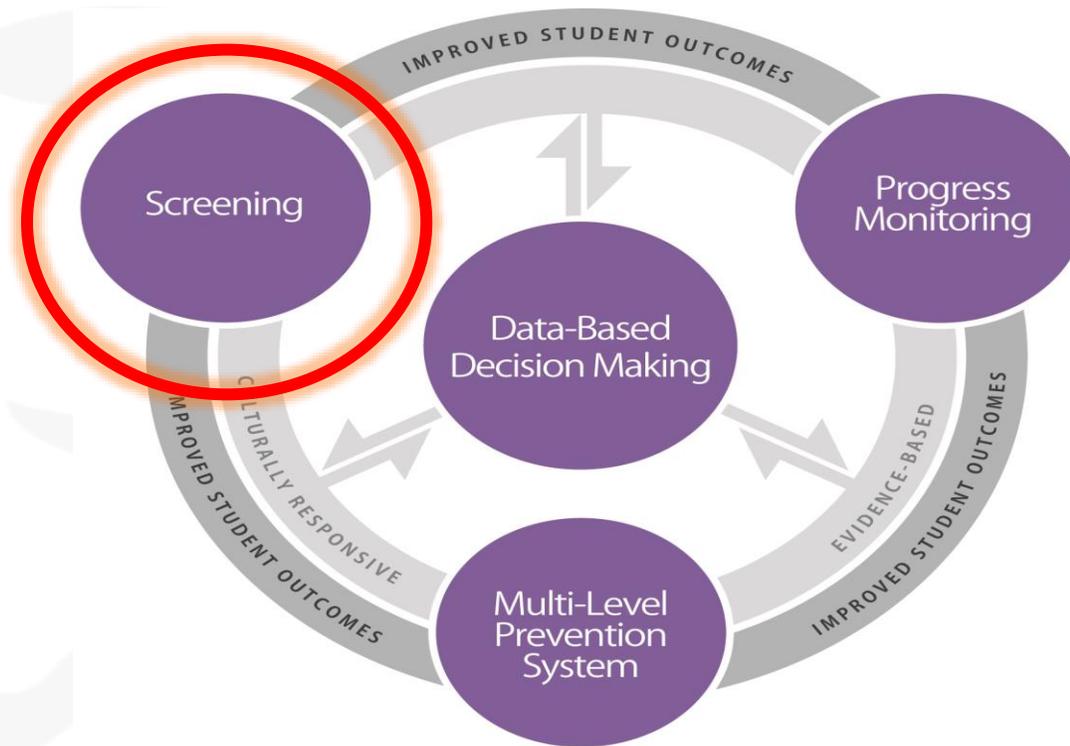


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Georgia added the essential component of Infrastructure and Support Mechanisms. Georgia will focus on Leadership, Effective Teaming, Professional Learning, and Family and Community Engagement .

Essential Components Tiered System of Supports for Students



Supported by District and School
Infrastructure and Support Mechanisms

Essential Component: Screening

PURPOSE	Identify students who are in need of 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 and reliable and that demonstrate diagnostic accuracy for predicting learning potential or behavioral problems.
TIME FRAME	Administered more than one time per year (e.g., fall, winter, and spring)

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

Screening Measures to Predict Students at Risk for Reading Difficulties



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- Select screening measures that target skills pertinent and appropriate to the grade level
 - Skills in kindergarten could include phonemic awareness, letter and sound knowledge, and vocabulary.
 - In 1st grade it might be phonemic spelling, decoding, word identification, and text reading.
 - In 2nd & 3rd grades, the measures could assess number and type of words students can read and comprehend, and the fluency of those skills.
 - In higher grades, comprehension of more difficult texts may be the relevant skill.

National Center on Response to Intervention: Screening Brief

Screening Tools Chart

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



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Voices from the Field

Academic Screening Tools Chart

Universal screening can be used to identify which children will need the most intensive intervention. In some cases, children with the weakest initial skills may bypass Tier 2 intervention and move directly into intensive intervention. The tools on the academic screening tools chart can be used to identify students at risk for poor academic outcomes, including students who require intensive intervention.

This tools chart has three tabs that include ratings on the technical rigor of the tools: (1) Classification Accuracy, (2) Technical Standards, and (3) Usability Features.

Last updated: June 2018

Legend

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

^d Disaggregated data available

[View Chart Resources](#)

**FILTER
RESULTS**

Subject

Reading Mathematics

Grade

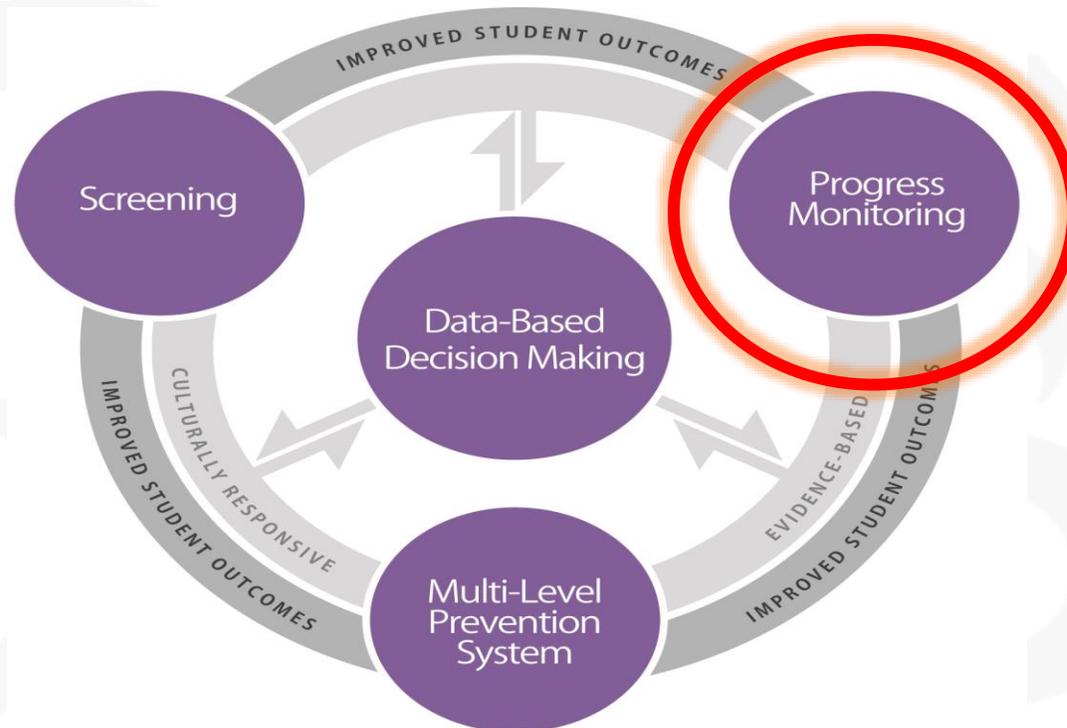
Pre-K Elementary (K-4)
 Middle School (5-8) High School (9-12)

[Apply](#)



[Print Chart](#)

Essential Components Tiered System of Supports for Students



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Essential Component: Progress Monitoring



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PURPOSE	Monitor students' response to secondary or tertiary instruction/intervention in order to estimate rates of improvement, identify students who are not demonstrating adequate progress, and compare the efficacy of different forms of academic and/or behavior instruction
FOCUS	Students identified who are in need of enrichment/acceleration or who are at risk for poor learning and behavioral outcomes
TOOLS	Brief assessments that are valid and reliable, and evidence-based (High schools may gather and use historical data in addition to other data sources.)
TIME FRAME	Administered at regular intervals (e.g., weekly, biweekly, or monthly)



Curriculum-Based Measurement: Validated Form of Progress Monitoring



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- Kindergarten
 - Options for CBM reading measures are phoneme segmentation fluency, rapid letter naming, and letter-sound fluency.
- First grade - Two approaches to CBM have been studied.
 - Students begin the year on nonsense word fluency but they switch to passage reading fluency in January.
 - An alternative approach - schools use the same progress-monitoring measure, word identification fluency, across all of first grade.
- Second and Third Grade
 - The CBM passage reading fluency measure provides the strongest source of information on reading development.
- Fourth and Fifth Grade
 - A different measure – one that taps some aspects of comprehension more directly – should be used, namely, CBM maze fluency.

Validated Forms of Progress Monitoring in Reading and Mathematics, Lynn Fuchs, RTI Action Network

Progress Monitoring Tools Chart

<https://charts.intensiveintervention.org/chart/progress-monitoring>



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Academic Progress Monitoring Tools Chart

This tools chart presents information about academic progress monitoring tools. The following three tabs include ratings on the technical rigor of the tools:

- Performance Level Standards
- Growth Standards
- Usability

Last updated: October 2018

Legend

-  Convincing evidence
-  Partially convincing evidence
-  Unconvincing evidence
-  Data unavailable
- ^d Disaggregated data available

[View Chart Resources](#)

FILTER RESULTS

Subject

- Mathematics
- Reading

Grade

- Elementary (K-5)
- Middle School (6-8)
- High School (9-12)
- Pre-K

[Apply](#)

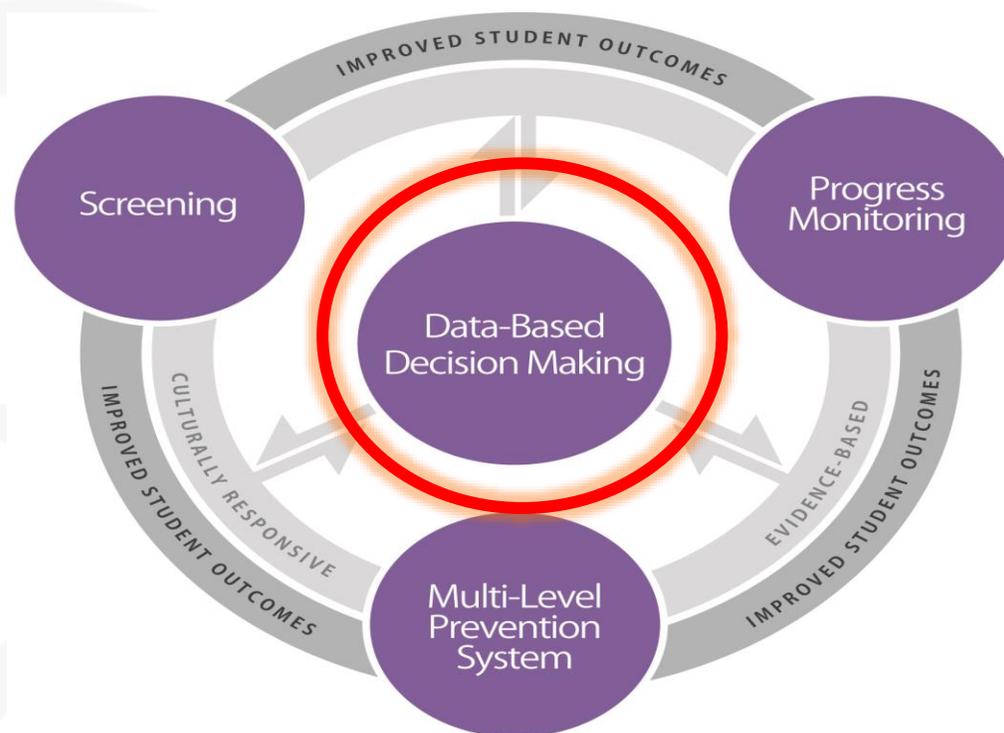
 [Print Chart](#)

Transition from Elementary to Middle

Elbow Partner Activity:

- How is screening data from spring administration shared with feeder schools?
- How is assessment data – screening and progress monitoring – utilized during Promotion/Retention Meetings?
- How are staff involved from each school in goal setting and progress monitoring?

Essential Components Tiered System of Supports for Students

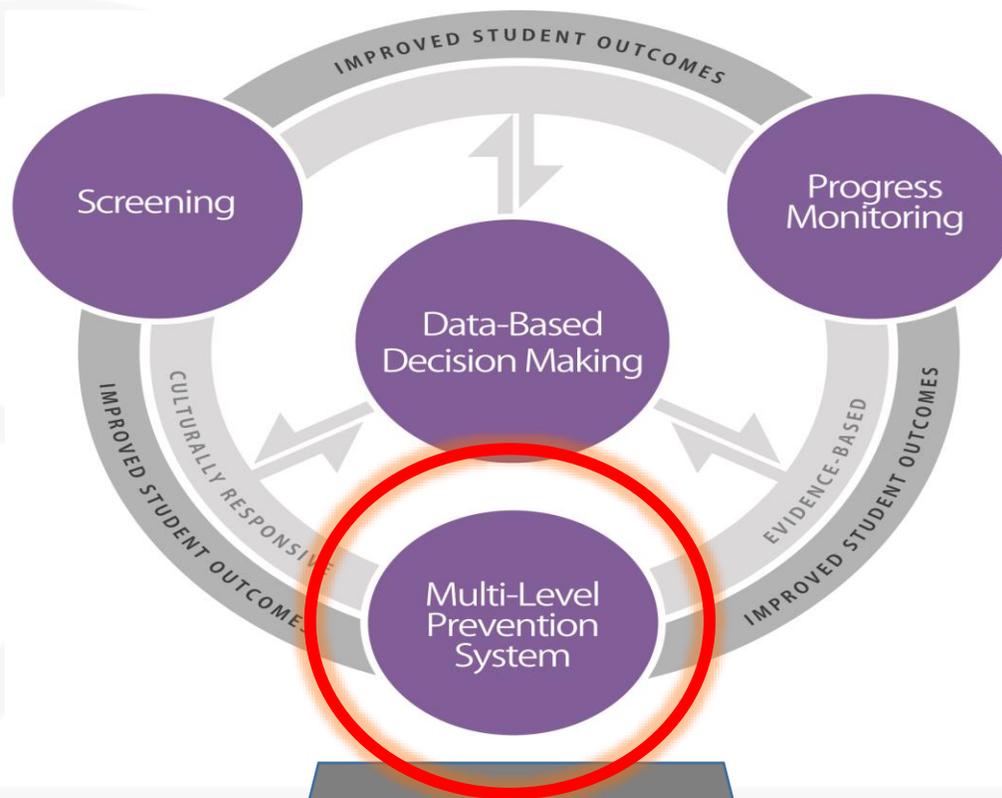


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Essential Component: Data-Based Decision Making

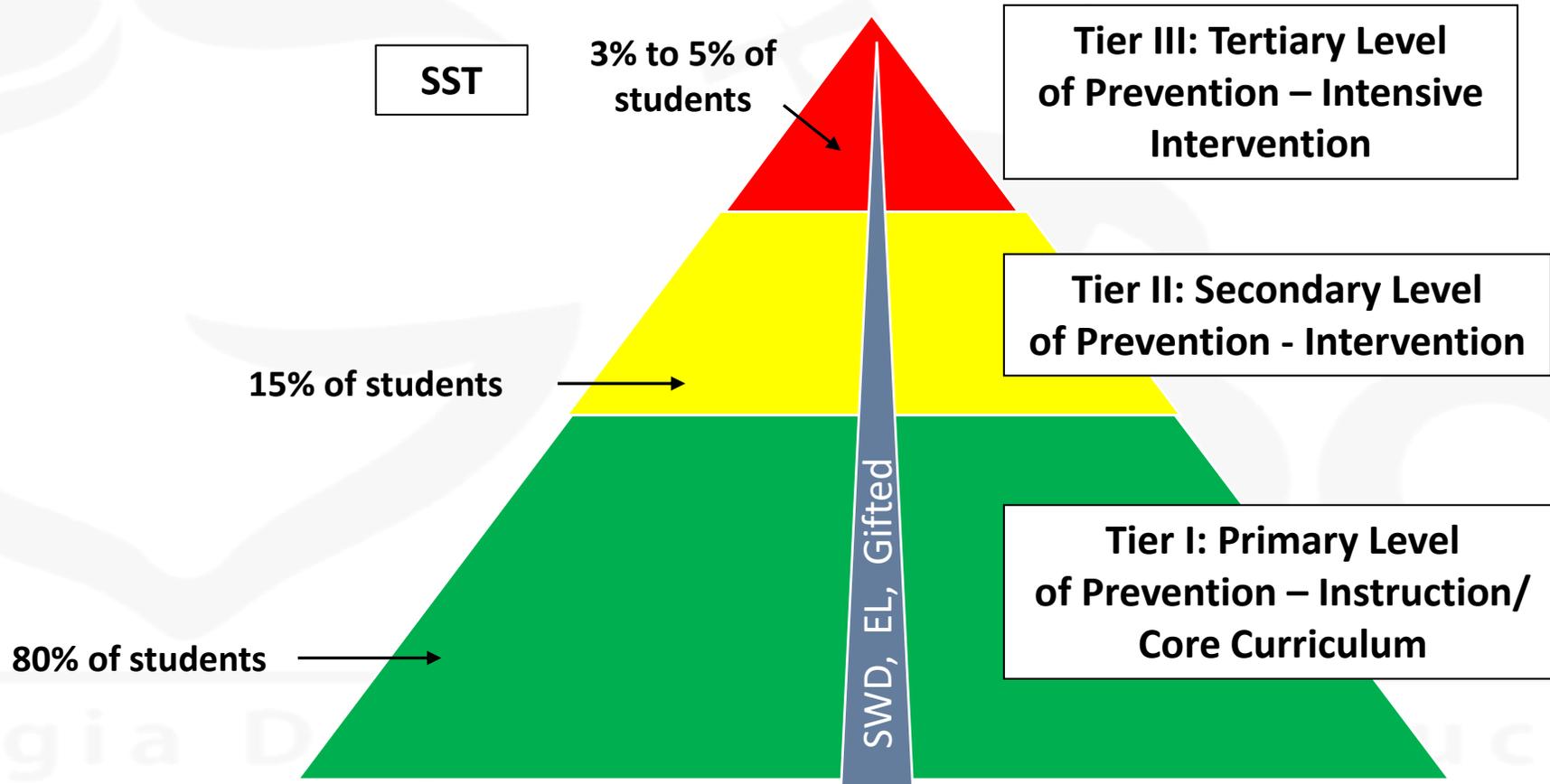
- Identify instructional needs for academics and/or behavior
- Evaluate the effectiveness of core curriculum, instruction, interventions and the framework
- Determine movement within the multi-level system

Essential Components Tiered System of Supports for Students



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Infrastructure and Support Mechanisms

Essential Component: Multi-Level Prevention System



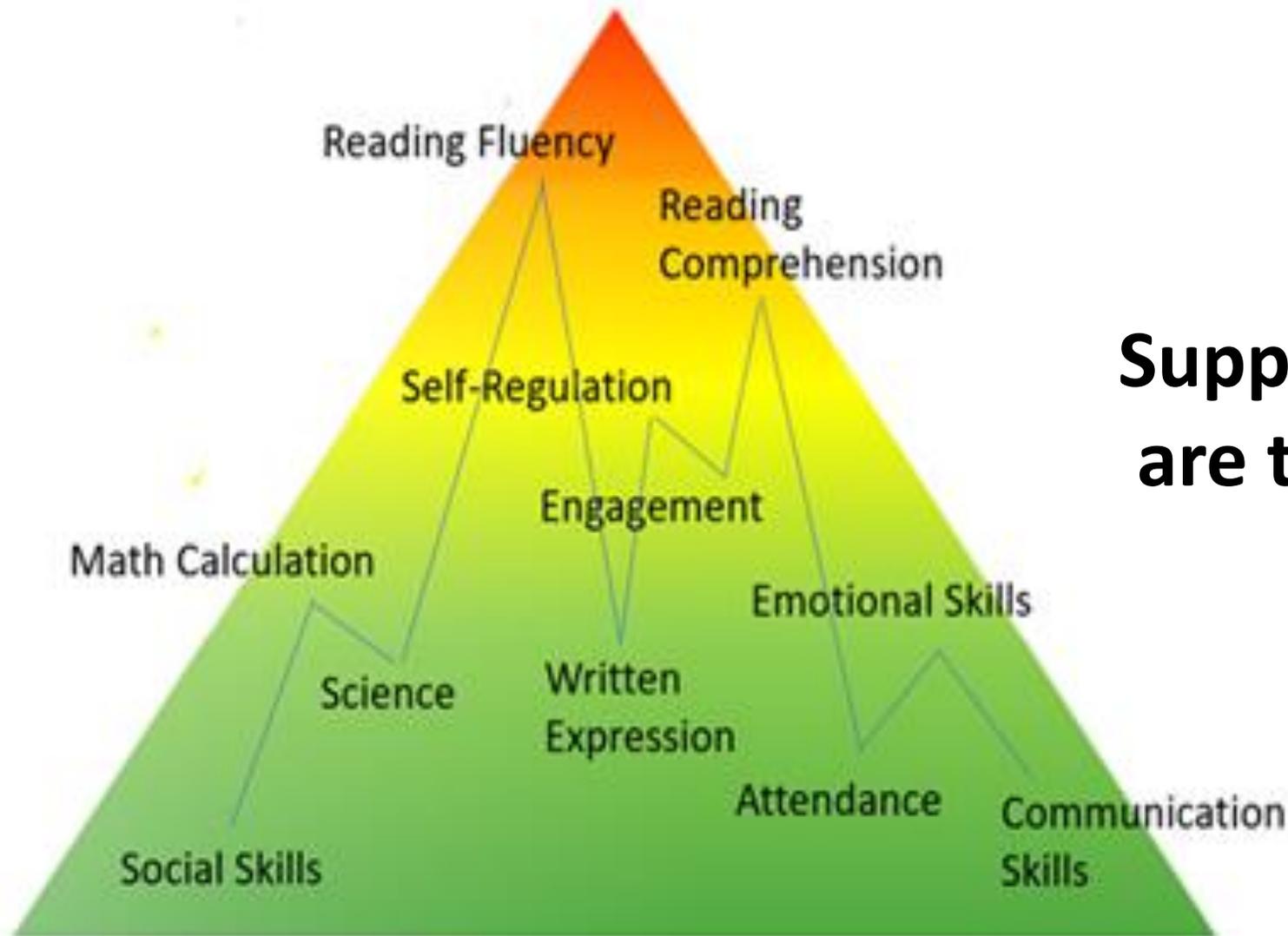
Students receive services at all levels, depending on need.

Response to Intervention (RTI) and Student Support Team (SST) are contained within Georgia's Tiered System of Supports for Students



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- Under the framework of Georgia's Tiered System of Supports for Students, RTI and SST are still both a part of the process. Georgia's pyramid is now composed of only three tiers.
 - RTI is embedded in the **data-based decision making** component and remains a part of the **multi-level prevention system**. It is also included in the **screening** and **progress monitoring** components.
- Under the MTSS framework, SST is initiated at Tier III.



**Supports/interventions
are tiered, NOT students.**

Students receive services at all levels, depending on need.

Taxonomy of Intervention Intensity

- Strength
- Dosage
- Alignment
- Attention to Transfer
- Comprehensiveness
- Behavioral Support
- Individualization



The *Taxonomy of Intervention Intensity** was developed based on existing research to support educators in evaluating and building intervention intensity.



Dimensions*	Description
Strength	How well the program works for students with intensive intervention needs, expressed in terms of effect sizes. Effect sizes of above .25 indicate an intervention has value in improving outcomes. Effect sizes of 0.35 to 0.40 are moderate; effect sizes of 0.50 or larger are strong (preferred).
Dosage	The number of opportunities a student has to respond and receive corrective feedback. It refers to the size of the instructional group, the number of minutes each session lasts, and the number of sessions provided per week.
Alignment	How well the program (a) addresses the target student's full set of academic skill deficits, (b) does <i>not</i> address skills the target student has already mastered (extraneous skills for that student), and (c) incorporates a meaningful focus on grade-appropriate curricular standards.
Attention to transfer	The extent to which an intervention is designed to help students (a) transfer the skills they learn to other formats and contexts and (b) realize connections between mastered and related skills.
Comprehensiveness	The number of explicit instruction principles the intervention incorporates (e.g., providing explanations in simple, direct language; modeling efficient solution strategies instead of expecting students to discover strategies on their own; providing practice so students use the strategies to generate many correct responses; and incorporating systematic cumulative review).
Behavioral support	The extent to which the program incorporates (a) self-regulation and executive function components and (b) behavioral principles to minimize nonproductive behavior.
Individualization	A validated, data-based process for individualizing intervention, in which the educator systematically adjusts the intervention over time, in response to ongoing progress monitoring data, to address the student's complex learning needs.



*Fuchs, L.S., Fuchs, D. & Malone, A.S. (2017). The Taxonomy of Intervention Intensity. *TEACHING Exceptional Children*, 50(1), 35–43.

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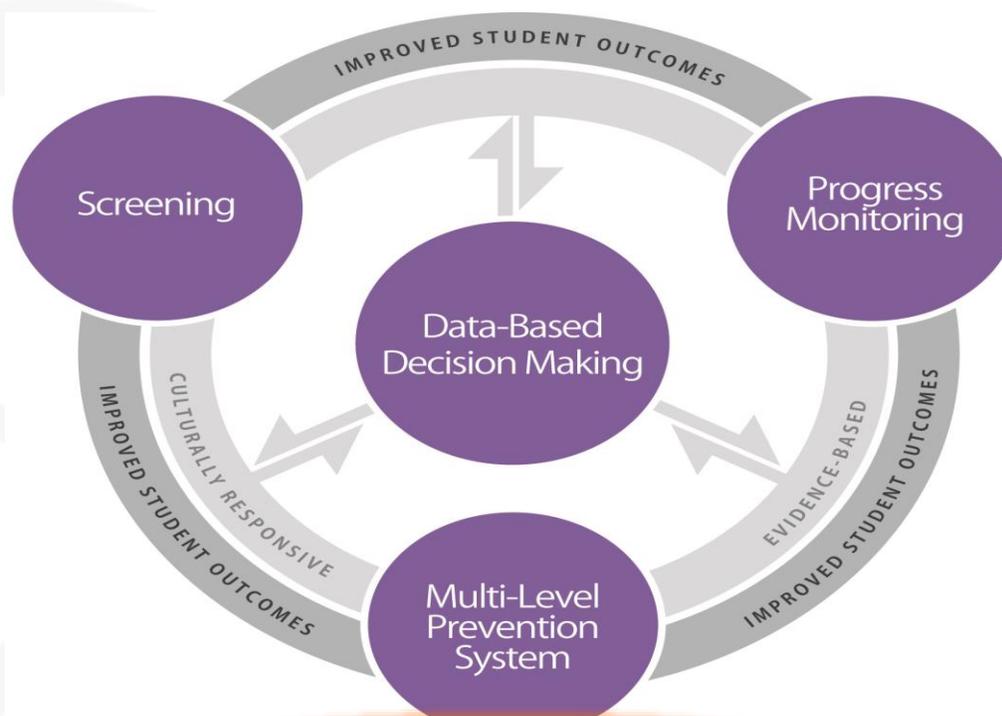
Implementing Georgia's Tiered System of Supports for Students



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- Identify students who are in need of enrichment/acceleration or who are at risk for poor learning and behavioral outcomes
- Select and implement evidence-based practices and interventions
- Implement essential components and identified framework with integrity and fidelity
- Ensure that cultural, linguistic, and socioeconomic factors are reflected in the framework and its components
- Monitor fidelity of implementation and progress of student responsiveness to the intervention
- Use progress monitoring data to inform decision-making

Essential Components Tiered System of Supports for Students



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Essential Component: Infrastructure and Support Mechanisms



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Knowledge, resources and organizational structures necessary to operationalize all components of the framework in a unified system to meet the established goals

- Prevention Focus
- **Leadership**
- **Professional Learning**
- Schedules
- Resources
- **Family and Community Engagement**
- Communication with and Involvement of All Staff
- **Effective Teaming**
- Cultural Linguistic Responsiveness

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District and School Leadership

- Communicates a mission and vision to all staff to ensure effective implementation of the framework
- Analyzes data to remove barriers across the district/school and to ensure equity among schools, grade-levels, classrooms, content areas, etc.
- Ensures that the sub-components of infrastructure are in place (schedules, resources, professional learning, teaming, etc.)
- Implements a problem-solving model to support effective district and school improvement
- Secures appropriate resources, data, and protocols for staff to effectively make data-based decisions
- Provides ongoing professional learning to support effective implementation of the framework

Transition from Elementary to Middle



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- Create multi-faceted guidance and support structures to respond to the needs and concerns of students
- Consider the procedural, social, and academic changes that young adolescents face when transitioning (Cauley & Jovanovich, 2006; Schumacher, 1998)
 - Typically students are accountable for multiple teachers and must multitask in ways not required in the elementary school.
 - Students are moving to an environment where more self-regulation will be required.
 - Students are concerned about relationships with their peers as well as their teachers.
 - Students will interact with older children whose needs and interests may be very different.

Gilewski, C. D., & Nunn, M. L. (2016). Research summary: Transitioning Young Adolescents from Elementary to Middle Schools. Retrieved [date] from <http://www.amle.org/ServicesEvents/ResearchSummary/TabId/622/ArtMID/2112/ArticleID/750/Transitioning-Young-Adolescents-from-Elementary-to-Middle-School.aspx>

High Leverage Practices

High Leverage Practices (HLPs) are just good _____.

Georgia's Tiered System of Supports for Students Understandings



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- High-leverage practices (HLPs) are a set of strategies used across all content areas that are necessary to support student learning.
- Evidence-based practices (EBPs) are generally content specific, and result in positive impacts on academics and behavior.
- When HLPs are coupled with Evidence-based practices (EBPs), they provide a continuum of supports that result in a rapid response to academic and behavioral needs. (<http://www.teachingworks.org/work-of-teaching/high-leverage-practices>)
- Data-based decisions are used to help determine instruction and interventions for all students.

Resources to Support Identification of HLPs and EBPs at Tier 1

- What Works Clearinghouse: What works Clearinghouse is a central source of scientific evidence for what works in education <https://ies.ed.gov/ncee/wwc/>
- IES Practice Guides: Institute of Education Sciences (IES) Practice Guides are subjected to rigorous external peer review and consist of recommendations, strategies, and indications of the strength of evidence supporting each recommendation <https://eric.ed.gov/>
- Best Evidence Encyclopedia: Best Evidence Encyclopedia offers information to improve learning for students in grades K-12 and particularly targets students in mathematics, special needs/diverse learners, and English language learners <http://www.bestevidence.org/?ad=6>
- IRIS Center: http://iris.peabody.vanderbilt.edu/ebp_summaries/
- Teaching Works: High Leverage Practices (Ball): <http://www.teachingworks.org/work-of-teaching/high-leverage-practices>
- CEEDAR Center: <http://cedar.education.ufl.edu/>
- Evidence-based Intervention Network: <http://ebi.missouri.edu/>
- High-Leverage Practices in Special Education: <http://cedar.education.ufl.edu/wp-content/uploads/2017/07/CEC-HLP-Web.pdf>



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Tier 1 Literacy Supports

www.comprehensivereadingsolutions.com

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Resources to Support Identification of HLPs and EBIs at Tier 2

- National Center on Intensive Intervention Tools Chart: <http://www.intensiveintervention.org/chart/instructional-intervention-tools>
- What Works Clearinghouse/IES Practice Guides: http://www.ies.ed.gov/ncee/wwc/Publications_Reviews.aspx?f=All%20Publication%20and%20Product%20Types,3;#pubsearch
- Best Evidence Encyclopedia: Best Evidence Encyclopedia offers information to improve learning for students in grades K-12 and particularly targets students in mathematics, special needs/diverse learners, and English language learners <http://www.bestevidence.org/?ad=6>
- IRIS Center: http://iris.peabody.vanderbilt.edu/ebp_summaries/
- EBI Network: <http://ebi.missouri.edu/>
- RTI Center: www.rti4success.org
- Evidence for ESSA, a free website designed to provide education leaders with information on programs that meet the evidence standards included in the Every Student Succeeds Act (ESSA) <https://www.evidenceforessa.org/>

Resources to Support Identification of HLPs and EBIs at Tier 3



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- National Center on Intensive Intervention: <http://www.intensiveintervention.org/>
- Center on Instruction: The Center on Instruction offers information to improve learning in reading, mathematics, science, Special Education, and English Learning (EL) instruction <http://www.centeroninstruction.org/intensive-interventions-for-students-struggling-in-reading-and-mathematics>

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Table Talk Reflection

Identify 2-3 next steps to increase literacy outcomes based upon the information that has been shared.

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- Understand the impact of Georgia's Tiered System of Supports for Students to elementary and middle school literacy
- Utilize a tiered system of supports to improve student academic and behavior outcomes
- Discuss academic/behavior transitions from elementary to middle
- Integrate High Leverage Practices (HLPs) and Evidence Based Practices/Interventions (EBPs/EBIs) to support increased student engagement/achievement



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To Learn More:

www.gadoe.org/TieredSystemofSupports

Resources:

Communications Plan

1-2 Page Documents: Simplify Essential Components/Framework

Professional Learning Units

Infrastructure Webinar

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Research, Connections and Helpful Links

- www.air.org
- <https://intensiveintervention.org/>
- <https://rti4success.org>
- <http://www.teachingworks.org/work-of-teaching/high-leverage-practices>
- www.gadoe.org/tieredsystemofsupports
- www.air.org
- <https://intensiveintervention.org/>
- <https://rti4success.org>
- <http://www.teachingworks.org/work-of-teaching/high-leverage-practices>
- <https://getgeorgiareading.org>

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Project Officer, Jennifer Coffey.**