

2020 VISION

Provide infrastructure and supports for leaders, teachers, and families to meet the whole child needs of each student and improve student outcomes and school climate resulting in increased quality of life and a workforce ready future.

Improving Learning Outcomes

What is MTSS?

SUPPORTING THE WHOLE CHILD

Georgia's Tiered System of Supports for Students or Georgia's MTSS is not a new initiative or program. It is simply a plan districts and schools across the United States are using to improve academic and behavioral outcomes for students.

What's different about Georgia's MTSS is the essential component **Infrastructure**. It is one of five essential components that make up Georgia's Tiered System of Supports for Students. The state added the fifth component to its framework to ensure teachers and students have the support mechanisms and resources in place to eliminate barriers and build relationships that will help to improve learning in the classroom. The other four components of the framework include: **Screening, Progress Monitoring, Data-Based Decision Making, and Multi-Level Prevention System**. Whether you are teaching students with disabilities, or gifted children, the plan focuses on making sure every student has access to high quality instruction and supports that meet their needs.

The U.S. Department of Education recently released a letter to address the most frequently asked questions about MTSS implementation. Visit [Office of Special Education Programs](#) to view the letter.

MTSS vs RTI

ADVANCING GEORGIA'S SYSTEMS OF CONTINUOUS IMPROVEMENT

Response to Intervention (RTI) is embedded within MTSS's Multi-Level Prevention System. It is the process that we use to identify students who may be at risk for poor learning outcomes.

MTSS requires a systemic systems change that aligns resources and promotes continuous improvement. RTI is a necessary process to determine if students are responding to instruction and how to use data to make decisions about what supports the student needs to graduate on time and be prepared for life afterwards.

Georgia's supports are loosely divided into a three-tiered prevention system. Students supports are determined by need. However, students may receive supports in more than one tier at a time. Students should always have access to Tier 1. All supports should supplement core instruction.

Tier 1/Core Instruction of Prevention

All students receive district curriculum and instructional practices that are research based; aligned with state and district standards; and incorporate differentiated instruction.

Tier 2/Secondary Level of Prevention

Students identified as those who are in need of enrichment/acceleration or who are at risk for poor learning outcomes.

Tier 3/Tertiary Level of Prevention

Students who have not responded to primary or secondary level of prevention or who are in need of enrichment or acceleration.

For more information contact your school's MTSS or RTI coordinator or www.gadoe.org/MTSS.

Improving Behavioral Outcomes



What is PBIS?

IMPROVING SCHOOL CLIMATE

Positive Behavioral Interventions and Supports (PBIS) is bridging healthy relationships inside Georgia classrooms. Like MTSS, the framework focuses on prevention and using data-based decision making and progress monitoring to ensure all students have access to quality Tier I behavioral instruction.

The PBIS mission is simple: *Provide schools supports that ensure adults and students have the best opportunities to be successful.* A PBIS school focuses on the aspects which improve the effectiveness, efficiency, and equity of the school while positively impacting outcomes for all students.

Data shows schools implementing PBIS with fidelity have a higher average School Climate Star Rating score. There is also data demonstrating a direct correlation between a higher School Climate Star Rating with higher academic scores or outcomes.

Schools implementing PBIS have seen decreases in behavior issues and often credit this to setting clear expectations, teaching the expectations to mastery, and acknowledging demonstration of the expectations.

To learn more about the PBIS framework and teaching strategies, visit www.gadoe.org/PBIS.

Teacher Tools and Resources

Georgia's Tiered System of Supports for Students

[A Family Guide to Understanding MTSS](#) has been created to advance conversations between teachers and parents, along with a [MTSS Key Terms](#) guide to help everyone develop a common language and deeper understanding about Georgia's MTSS.

Positive Behavioral Intervention System

The state PBIS team regularly releases professional learning podcasts and webinars to guide teachers as they work to continuously improve behavior instruction. View the latest webinar: [Fishbowl and Checking-In](#).

Tech Tip: Subtitles vs. Captions

All videos and other media that is shown or posted in the classroom needs to be accessible to all students. Closed captioning (CC) and subtitles are great tools teachers can use to display the content for students with disabilities and enhance their participation and achievement during instruction.

Subtitles and captions assist individuals who are deaf or hard of hearing as they include background noises,

speaker differentiation, and other relevant information translated from sound to text.

Many online videos have closed captions embedded already.

Google, Microsoft and YouTube users have several options for captioning. Teachers who have access to these programs can typically use the captioning features for free.

For more captioning tips visit, University of Georgia's [Disability Resource Center](#).

Newsletter Sign-up

The Teacher Tools newsletter was designed to support Georgia teachers and help them thrive in the classroom. Please visit: [Teacher Tools](#) to subscribe.

Statewide Resources

Georgia's Tiered Connection newsletter provides monthly updates about Georgia's MTSS and PBIS work. Sign-up to receive [Georgia's Tiered Connection](#).