Georgia’s Online MTSS/SST Application (GO MTSS/SST)

Georgia’s Tiered System of Supports for Students

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Federal Programs - ESSA and IDEA - Summer Professional Learning Series
Welcome

Launa Chamberlin
Accomplishments and Interests

- 12+ Years in education
- 20 Years in Social Services
- Served in schools as teacher/administrator, district level program manager for Special Education, education specialist, and coach
- Maintained an active interest in curriculum and instruction for supporting student learning
- Passion for research in motivating, coaching, and providing quality professional development that supports student achievement

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Rondalyn Pinckney
Accomplishments and Interests

- 25 years in education
- Served in various capacities in schools, districts, RESAs, and state level as a teacher, assistant principal, literacy coach, program specialist, education and research evaluation specialist, and professional development facilitator
- Passion, research interests, and experience include providing professional development and support to adult learners
- Provided support in analyzing and interpreting data to determine the learning needs of all learners.
- Maintained an active interest in the teaching of reading and the impact of professional learning on instructional practice, reading development, reading performance and achievement

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Session Goals:

- Explore resources to assess your MTSS data system needs
- Discuss how GO MTSS/SST can address your MTSS data system needs
- Explain how GO MTSS/SST can support your Multi-Level Prevention System
Poll Question #1

Who is in the audience?
1. District Leaders
2. School Leaders
3. MTSS/RTI Coordinators
4. PBIS Coordinators
5. Teachers
Poll Question #2

Which picture best represents your understanding of or comfort with MTSS?

1 2 3 4 5

Tessie Rose Bailey, PhD, American Institutes for Research, Multi-Tiered System of Supports (MTSS): Building a Sustainable Prevention System to Support All Learners, May 2021
What is Georgia’s Online MTSS/SST Application?

The purpose of the Georgia’s Online MTSS/SST (GO MTSS/SST) Application is to help districts and schools to create, monitor, update and maintain a record of a student's response to interventions.

This application aligns with Georgia’s Online IEP (GO-IEP). This application is based on Maryland’s Online IEP system, developed by Johns Hopkins University.
GO MTSS/SST was designed to support the implementation of Georgia’s MTSS framework.
What is MTSS?

A Multi-Tiered System of Supports is a framework that:

- incorporates 5 essential components;
- is data driven;
- includes a team approach;
- supports ALL students in learning; and
- is considered best practice for teaching and learning.

MTSS has an effect size of 1.29
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 and Support Mechanisms**
A data system is needed to support the MTSS framework.
What is a Data System?
Poll Question #3

Which picture best represents your current MTSS data system?

1

2

3
Planning and Implementing a MTSS Data System

1. Assess Your Needs and Current Context
2. Identify and Evaluate the Potential Assessment Tools
3. Evaluate the Data System and Other Factors
4. Select an Assessment System
5. Communicate Decision and Develop Implementation Plan

Adapted from Center on Response to Intervention "Selecting an MTSS Data system"
1. Assessing Your Data System Needs

- Gather Data
- Identify Potential Needs
- Clarify School and District Context
- Prioritize Needs and Resource Limitations

Adapted from: www.intensiveintervention.org
2. Identifying and Evaluating the Potential Assessment Tools

<table>
<thead>
<tr>
<th>Considerations for Screening Tools</th>
<th>Response</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Screening: Can be administered fall, winter, and spring to all students</td>
<td>Yes</td>
<td>No DK</td>
</tr>
<tr>
<td>Screening: Evidence indicates that the screening tools are reliable</td>
<td>Yes</td>
<td>No DK</td>
</tr>
<tr>
<td>Screening: Possess strong correlations between the instruments and valued outcomes (validity)</td>
<td>Yes</td>
<td>No DK</td>
</tr>
<tr>
<td>Screening: Predictions of risk status are accurate in all grade levels for which it will be used</td>
<td>Yes</td>
<td>No DK</td>
</tr>
<tr>
<td>Screening: Staff will be able to articulate the supporting evidence and the purpose of the tool</td>
<td>Yes</td>
<td>No DK</td>
</tr>
<tr>
<td>Screening: Cost effective and accessible training is available to ensure staff administer with fidelity</td>
<td>Yes</td>
<td>No DK</td>
</tr>
<tr>
<td>Screening: Data can easily be used or is used by teachers with additional assessments to support instruction</td>
<td>Yes</td>
<td>No DK</td>
</tr>
<tr>
<td>Screening: Cost and tool format is reasonable given current school context (e.g., budget, staff)</td>
<td>Yes</td>
<td>No DK</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Considerations for Progress Monitoring Tools</th>
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</tr>
</thead>
<tbody>
<tr>
<td>PM: Has sufficient number of alternate forms of equal and controlled difficulty to allow for frequent PM</td>
<td>Yes</td>
<td>No DK</td>
</tr>
<tr>
<td>PM: Specifies minimum acceptable growth</td>
<td>Yes</td>
<td>No DK</td>
</tr>
<tr>
<td>PM: Provides benchmarks for minimum acceptable end-of-year performance</td>
<td>Yes</td>
<td>No DK</td>
</tr>
<tr>
<td>PM: Reliability and validity information for the performance-level score is acceptable</td>
<td>Yes</td>
<td>No DK</td>
</tr>
<tr>
<td>PM: Staff will be able to articulate the supporting evidence and the purpose of the tool</td>
<td>Yes</td>
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<tr>
<td>PM: Cost effective and accessible training is available to ensure staff administer with fidelity</td>
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<tr>
<td>PM: Cost and tool format is reasonable given current school context (e.g., budget, staff)</td>
<td>Yes</td>
<td>No DK</td>
</tr>
<tr>
<td>PM: Data can easily be used by teachers for instructional decision making</td>
<td>Yes</td>
<td>No DK</td>
</tr>
</tbody>
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Selecting and MTSS Data System (intensiveintervention.org)
### Considerations for the Data System

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<tbody>
<tr>
<td>The data system allows users to document and access individual student-level data</td>
<td>Yes No DK</td>
<td></td>
</tr>
<tr>
<td>The data system allows users to engage in evaluation of the system at the district, school, grade, intervention, and class levels.</td>
<td>Yes No DK</td>
<td></td>
</tr>
<tr>
<td>The data system allows data to be entered in a timely manner</td>
<td>Yes No DK</td>
<td></td>
</tr>
<tr>
<td>The data system provides reports to make timely and accurate decisions about movement among tiers.</td>
<td>Yes No DK</td>
<td></td>
</tr>
<tr>
<td>The system allows users to access data and reports in a timely manner</td>
<td>Yes No DK</td>
<td></td>
</tr>
<tr>
<td>The data are represented graphically and are or could be easily understood by all users</td>
<td>Yes No DK</td>
<td></td>
</tr>
<tr>
<td>The data system provides clear process for setting and evaluating goals</td>
<td>Yes No DK</td>
<td></td>
</tr>
<tr>
<td>The data system is cost effective and accessible to all users</td>
<td>Yes No DK</td>
<td></td>
</tr>
<tr>
<td>The data system allows input data to be downloaded and stored on district/school data electronic storage.</td>
<td>Yes No DK</td>
<td></td>
</tr>
<tr>
<td>Staff can be or were easily trained to 1) utilize the features of the system and 2) use the reports to support instructional decisions at all levels.</td>
<td>Yes No DK</td>
<td></td>
</tr>
</tbody>
</table>

### Other Considerations

<table>
<thead>
<tr>
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<th>Response</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the assessment system support a prevention focus?</td>
<td>Yes No DK</td>
<td></td>
</tr>
<tr>
<td>Does system allow the leadership use of the data to support decision making?</td>
<td>Yes No DK</td>
<td></td>
</tr>
<tr>
<td>Is on-going professional development available and to support sustained implementation of the system?</td>
<td>Yes No DK</td>
<td></td>
</tr>
<tr>
<td>Is the assessment system appropriate for the current resources?</td>
<td>Yes No DK</td>
<td></td>
</tr>
<tr>
<td>Do the reports allow for increased communication and collaboration with families?</td>
<td>Yes No DK</td>
<td></td>
</tr>
<tr>
<td>Do the reports allow for increased communication and collaboration with among staff?</td>
<td>Yes No DK</td>
<td></td>
</tr>
<tr>
<td>Do the reports support the evaluation of short- and long-term goals?</td>
<td>Yes No DK</td>
<td></td>
</tr>
<tr>
<td>Do the reports support evaluation of the effectiveness of the MTSS framework?</td>
<td>Yes No DK</td>
<td></td>
</tr>
</tbody>
</table>

Please consider any additional concerns about the data system or other factors.

[Selecting and MTSS Data System (intensiveintervention.org)](http://www.intensiveintervention.org)
4. **Select an Assessment System**

Does your data system do the following:
- Meet your prioritized needs
  - Multi-Level Prevention System
  - Student Support Team (SST)
  - Data-Based Decision Making
  - Communication with all staff and families
- Promote efficiency
  - Web-based and provides real-time data
  - Allow for transfer of student data anywhere in Georgia
5. **Communicate Decision and Develop Implementation Plan**

<table>
<thead>
<tr>
<th>Consider</th>
<th>Consider your MTSS Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review</td>
<td>Review the Georgia's MTSS Fidelity Rubric</td>
</tr>
<tr>
<td>Explore</td>
<td>Consider exploring the demo link for teachers and administrators to learn more about Georgia’s Online MTSS/SST Application.</td>
</tr>
</tbody>
</table>
Georgia’s Online MTSS/SST (GO MTSS/SST) Application
Georgia's Online MTSS/SST Application

- Georgia Online MTSS/SST Application
  - Tier II Module (SY 21-22)
  - Tier III Module (SY 20-21)
Georgia's Online MTSS/SST Application

**Tier II – New**

- Assists teams with creating a record of students identified as at-risk for poor learning and behavioral outcomes
- Allows users to select from their list of evidenced-based interventions
- Permits users to assign identified students to Tier II intervention and supports groups.
- Allows users to enter progress monitoring data for each student
- Supports users' in making decisions based on students' responsiveness to Tier II intervention and supports

**Tier III**

- Ensures that Student Support Teams (SST) adhere to the [SST State Board rule](#)
- Allows users to record members of the SST
- Permits users to schedule SST meetings
- Allows users to enter student data, intervention details and progress monitoring data
- Records team decisions and next steps
- Assists LEAs in developing an educational plan designed to meet the unique needs of students
Georgia’s Online MTSS/SST Application

Georgia is currently using this application for students receiving interventions and supports within a school-wide multi-level prevention system.

- Multi-Level Prevention System: Tiers II and III
- Training on Multi-Level Prevention System: Tiers II and III

Students receive services at all levels, depending on need.
Georgia’s Online MTSS/SST Application

GO MTSS/SST users can document all levels of supports that a student is receiving within a school-wide multi-level prevention system.

- Multi-Level Prevention System: Tiers II and III
- Training on Multi-Level Prevention System: Tiers II and III

Remember: Interventions are tiered, NOT students.

Students receive services at all levels, depending on need.
GO MTSS/SST users can enter in their own Evidenced Based Interventions (EBIs) in the GO MTSS/SST Application.

- Taxonomy of Intervention Intensity
- Tools Chart Overview | National Center on Intensive Intervention
- What Works Clearinghouse Interventions
- WWC | Practice Guides (ed.gov)
GO MTSS/SST generates progress monitoring graphs so that users can determine a student’s response to an intervention.
GO MTSS/SST also allows users to record intervention adaptations.
Georgia’s Online MTSS/SST Application

GO MTSS/SST supports users’ professional knowledge and development in Data-Based Individualization (DBI).

Data-Based Individualization (DBI). Intensification Strategy Checklist - Handout
Georgia’s Online MTSS/SST Application

GO MTSS/SST users can document members of the SST and the team’s decision(s) in the application.

Effective Teaming Tools to Support Intensive Intervention Data Meetings
GO MTSS/SST users can monitor the use of the GO MTSS/SST Application and the fidelity of implementation of their Multi-Level Prevention System.

- Multi-Level Prevention System: Tiers II and III
- Training on Multi-Level Prevention System: Tiers II and III
Resources to Explore GO MTSS/SST

- GA Online MTSS/SST Fact Sheet
- GO MTSS/SST Demo Site
Directions to access demo site

- Click on View Demo link
- Click on View District Dashboard link
- Click on MTSS/SST link

Check the chat for the link to training site.
Directions to view a student’s record

1. Click on user menu and go to SST Roster.
2. Choose a student and click on the student’s name.
3. This will take you inside the student’s SST record.
   a) Each record consists of the following pages: Profile, Team Members, Timelines, Meetings, SST, Log and Documents
Directions to access help document

1. Go to the user menu and click on the Help link.

2. Click on the topics of interest to learn more.

For more information, please contact Rondalyn Pinckney: rpinckney@doe.k12.ga.us
Links to Resources

- SST State Board rule
- Multi-Level Prevention System: Tiers II and III
- Training on Multi-Level Prevention System: Tiers II and III
- Data-Based Individualization (DBI)
- Intensification Strategy Checklist - Handout
- PowerPoint Presentation (Taxonomy of Intervention Intensity)

- Tools Chart Overview | National Center on Intensive Intervention
- What Works Clearinghouse Interventions
- WWC | Practice Guides (ed.gov)
- Effective Teaming
- Tools to Support Intensive Intervention Data Meetings
2021-2022 Professional Learning Calendar

- MTSS Monthly Moments
- Communities of Practice
- Tailored PL for specific audiences provided by Dr. Bailey
- Progress Monitoring PL Series
- Using IES Practice Guides to Strengthen Tier I Instruction
- Monitoring MTSS Implementation Fidelity
- MTSS in Middle and High Schools
- Data-Based Individualization (DBI) and SST
- GaDOE MTSS and PBIS Conference: August 26-27, 2021

Session Goals:

- Explore resources to assess your MTSS data system needs
- Discuss how GO MTSS/SST can address your MTSS data system needs
- Explain how GO MTSS/SST can support your Multi-Level Prevention System
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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
Connect With Us

Join Georgia’s network of MTSS professionals

@GeorgiaMTSS
#GAMTSS

Subscribe to our YouTube Channel
Contact us

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## Field Team

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| Christy Jones, Regional Coach | Claire Smith, Regional Coach |
| Jody Drum, Regional Coach | Deshonda Stringer, Regional Coach |
| Donna McClain, Regional Coach | Launa Chamberlin, Regional Coach |
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Project Officer, Jennifer Coffey.
Feedback

Please complete our workshop survey:

• Go here: https://form.jotform.com/211754158308961

• Or scan this QR code:

Click here and follow the NEW Federal Programs/ESSA IDEA Facebook page!
Or scan this QR Code: