

# Georgia's Tiered System of Supports for Students

## MTSS Overview: The Role of the Instructional Leader

GaDOE Instructional Leadership Conference

February 25-27, 2019

# Outcomes for Today

- Establish a common language for Georgia's Tiered System of Supports for Students
- Describe what it *is* and what it *is not*
- Understand the five essential components of Georgia's Tiered System of Supports for Students
- Identify the role of the instructional leader in Georgia's MTSS implementation

# State Personnel Development Grant (SPDG)

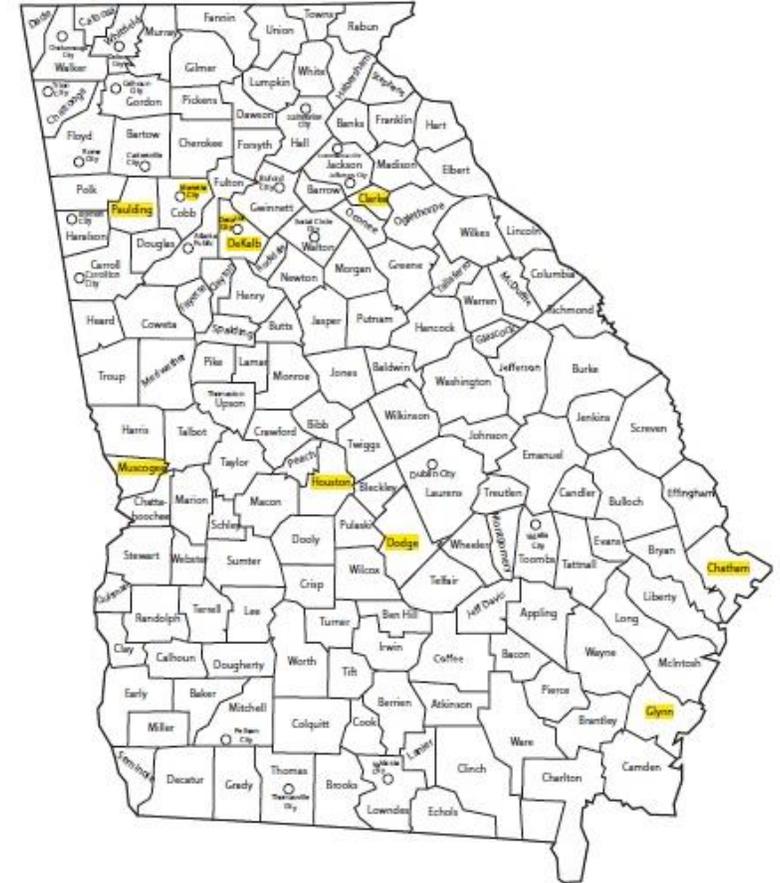
- 5-year grant from the Office of Special Education Programs (OSEP)
- Funding much of this initial work
- Focused on professional development
- Georgia's SPDG is focused on developing a Tiered System of Supports for Students



# Georgia's Tiered System of Supports for Students

## Cohort 1

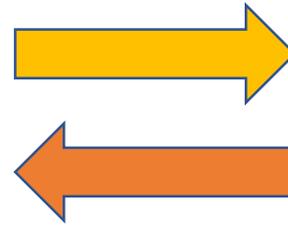
- Clarke
- Decatur City
- DeKalb
- Dodge
- Glynn
- Houston
- Marietta City
- Muscogee
- Paulding
- Savannah-Chatham



# Georgia's Systems of Continuous Improvement



“The What”



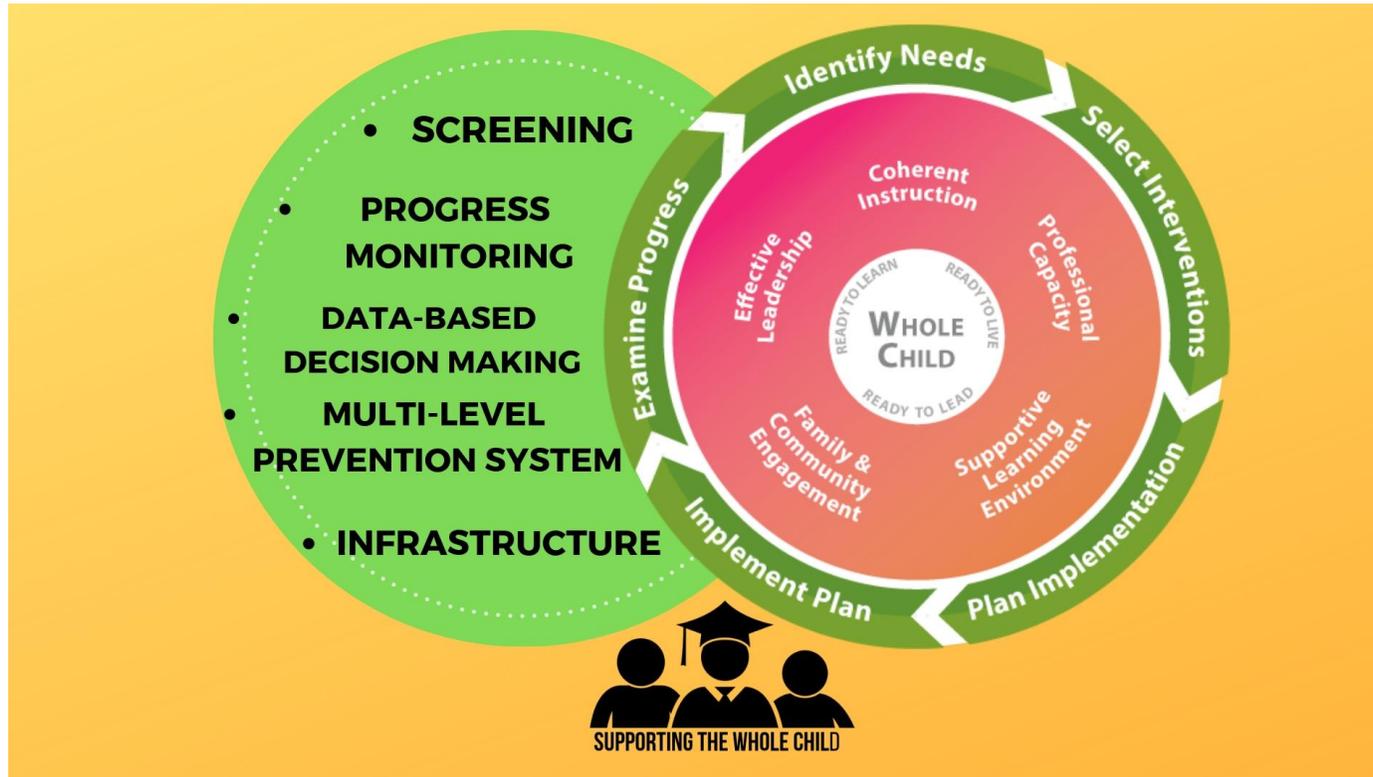
Georgia's Tiered System of Supports for Students

“The How”

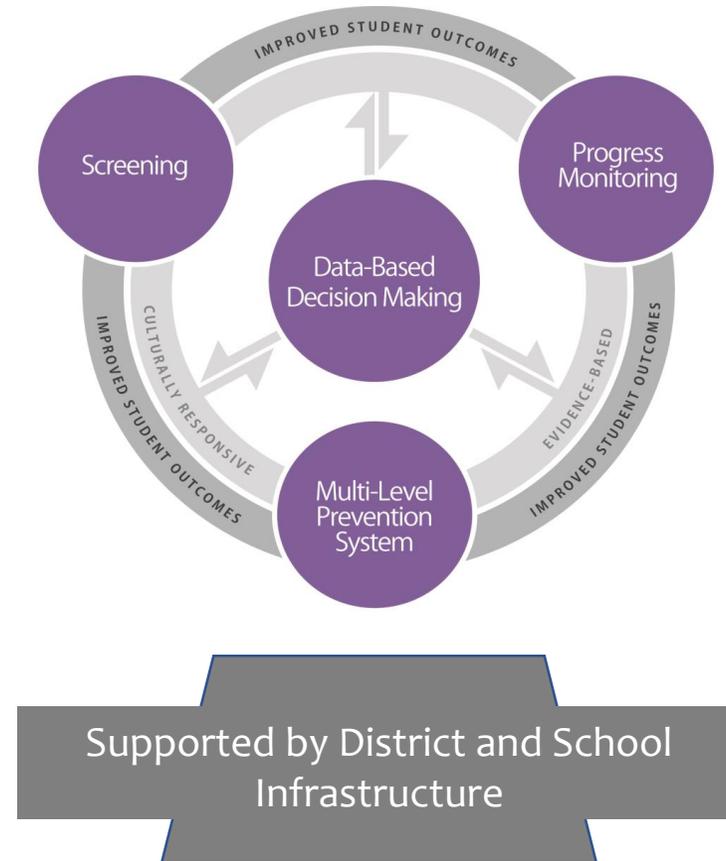
# The How

- 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 to operationalize all of the components into a unified system to meet the established goals.

# Integrating the Essential Components of Georgia's Tiered System of Supports for Students



# Nationally Aligned MTSS Framework



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

**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 referrals
- Reduction in student grade retention

Source: *Burns, Appleton, & Stehouwer, 2005; Dexter, Hughes, & Farmer, 2008; Simmons, Coyne, Kwok, McDonagh, Harn, & Kame'enui, 2008; Hattie, 2015*

# Multi-tiered System of Supports in Every Student Succeeds Act (ESSA) and House Bill 740

- MTSS in literacy in kindergarten through grade 12 is an allowable use of grant funds [Sec 2224(e)(4)].
- Identified as an approach for improving outcomes for students with disabilities and English Language Learners [Sec 2103 (b)(3)(F)].
- ESSA requires use of evidence-based interventions.
- House Bill 740 requires “local school systems to conduct certain multi-tiered system of supports and reviews prior to expelling or assigning a student in preschool through third grade to out-of-school suspension for more than five consecutive or cumulative days during a school year.”

# 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)

# 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 behavior; and
- is considered best practice for teaching and learning.

# Clarifying Misconceptions

What Georgia's Tiered System of Supports for Students <u>IS</u>	What Georgia's Tiered System of Supports for Students is <u>NOT</u>
A PREVENTION framework for district and school improvement made up of core components and features	A program or curriculum
For ALL students, including those students in need of enrichment	Just for struggling students or students with disabilities
Flexible for schools and districts to customize to meet their unique circumstances	A one-size-fits-all prescriptive model
Collaborative and incorporates a team-based approach of representative stakeholders	The responsibility of one teacher or one specialist
Data driven, using multiple valid and reliable data sources	Based on assumptions or unreliable data
Framework that can be used to assist with special education decisions	Pre-referral process for special education

# Response to Intervention

- Also known as Georgia Student Achievement Pyramid of Interventions (2008; 2011)
- Included four essential components: screening, progress monitoring, tiered instruction, and data-based decision making
- Four Tiers: Standards-Based Classroom Learning, Needs-Based Learning, SST-Driven Learning, Specially Designed Learning
- Designed to align multiple state and local programs

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

- 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 most commonly initiated at Tier III.

# High Leverage Practices

- Review the handout. Using the sentence starter below, fill in the blank.

High Leverage Practices (HLPs) are just good

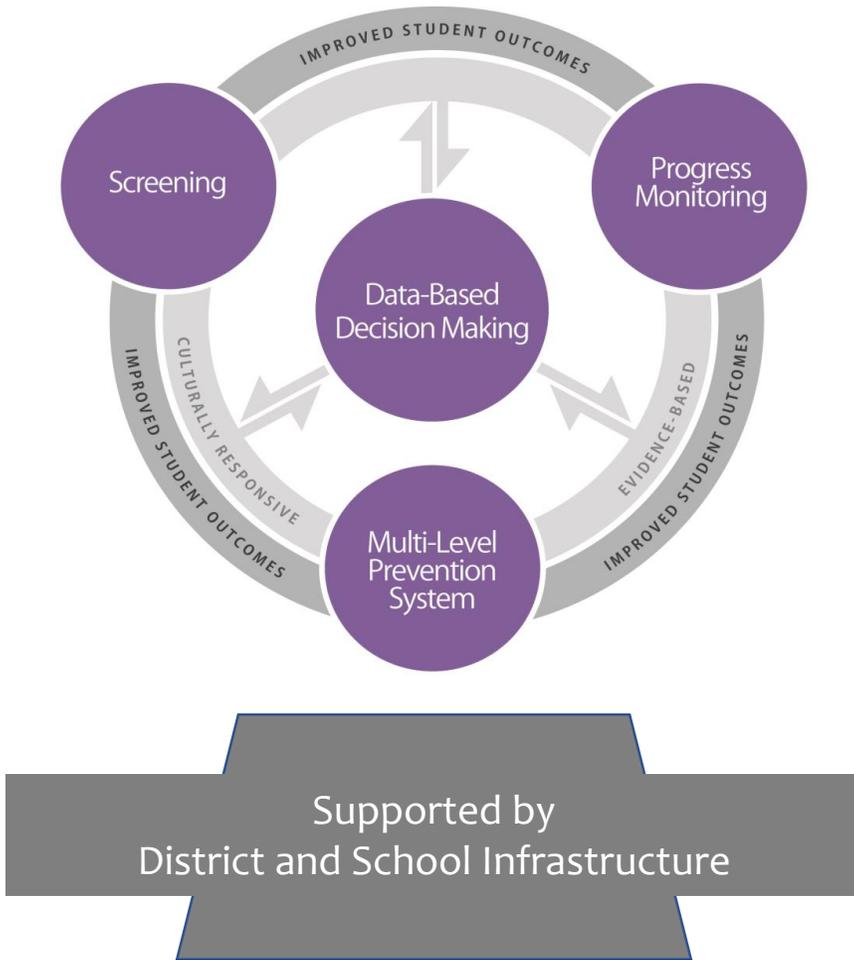
\_\_\_\_\_.

- Compare your responses with the others at your table.

# Georgia's Tiered System of Supports for Students Understandings

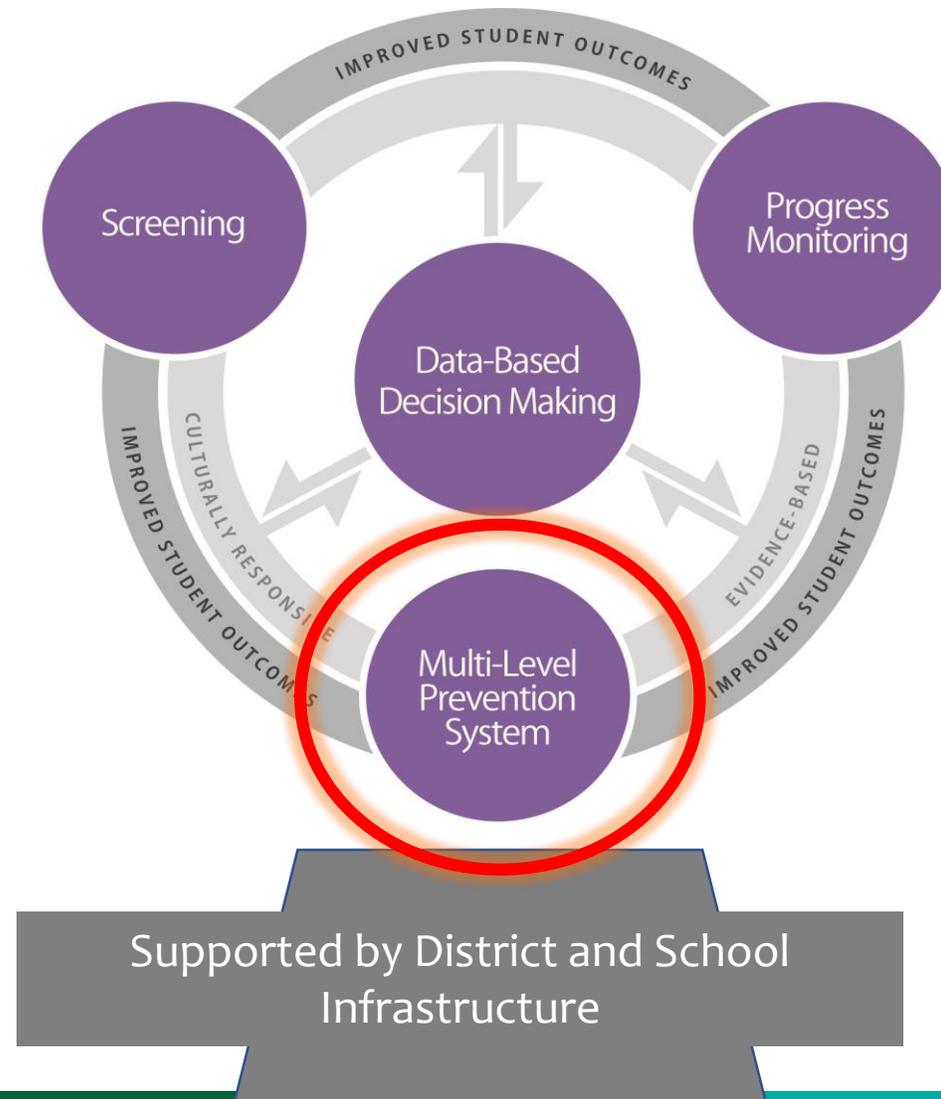
- High-leverage practices (HLPs) are a set of strategies used across all content areas that are necessary to support student learning. When coupled with Evidence-based practices (EBPs), they provide a continuum of supports that result in a rapid response to academic and behavioral needs. (<http://www.teachingworks.org/work-of-teaching/high-leverage-practices>)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

# Essential Components of the Nationally Aligned MTSS Framework

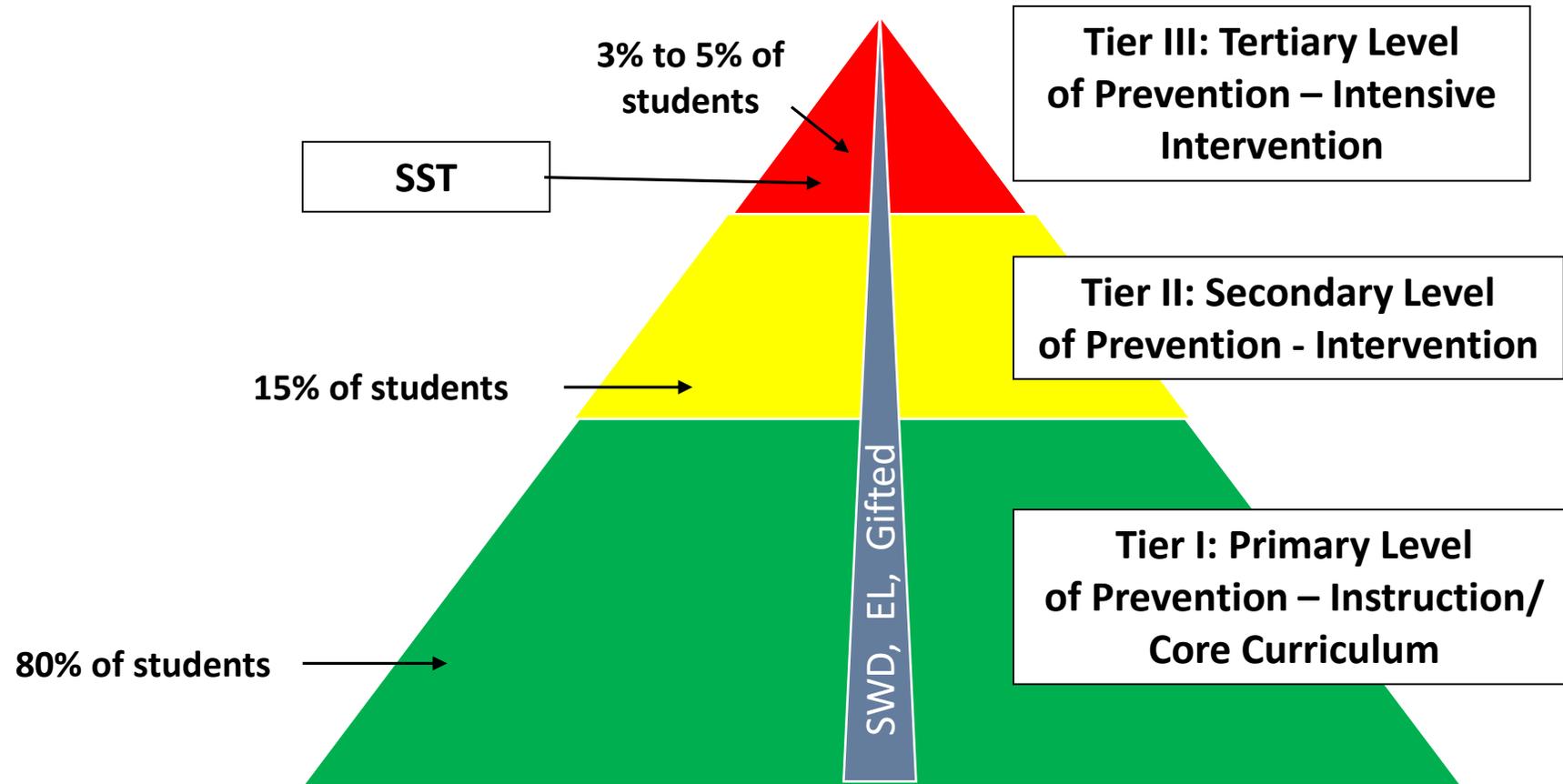


Georgia added the essential component of Infrastructure. Georgia will focus on Leadership, Effective Teaming, Professional Learning, and Family and Community Engagement .

# Essential Component: Multi-Level Prevention System



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Students receive services at all levels, depending on need.

# *Essential Component: Multi-Level Prevention System*

- Tier I: Primary Level - Instruction/Core Curriculum
- Tier II: Secondary Level – Intervention
- Tier III: Tertiary Level - Intensive Intervention

***Remember:  
interventions are tiered, not students.***

# Primary Level – Instruction/Core Curriculum

## Tier I

- **FOCUS:** ALL students
- **INSTRUCTION:** District curriculum and instructional practices that are evidence-based, aligned with state and district standards, and incorporate differentiated instruction
- **SETTING:** General education classroom or other education setting within the school
- **ASSESSMENTS:** Screening, continuous monitoring of progress (formative assessments), and outcome measures or summative assessments

# Secondary Level – Intervention

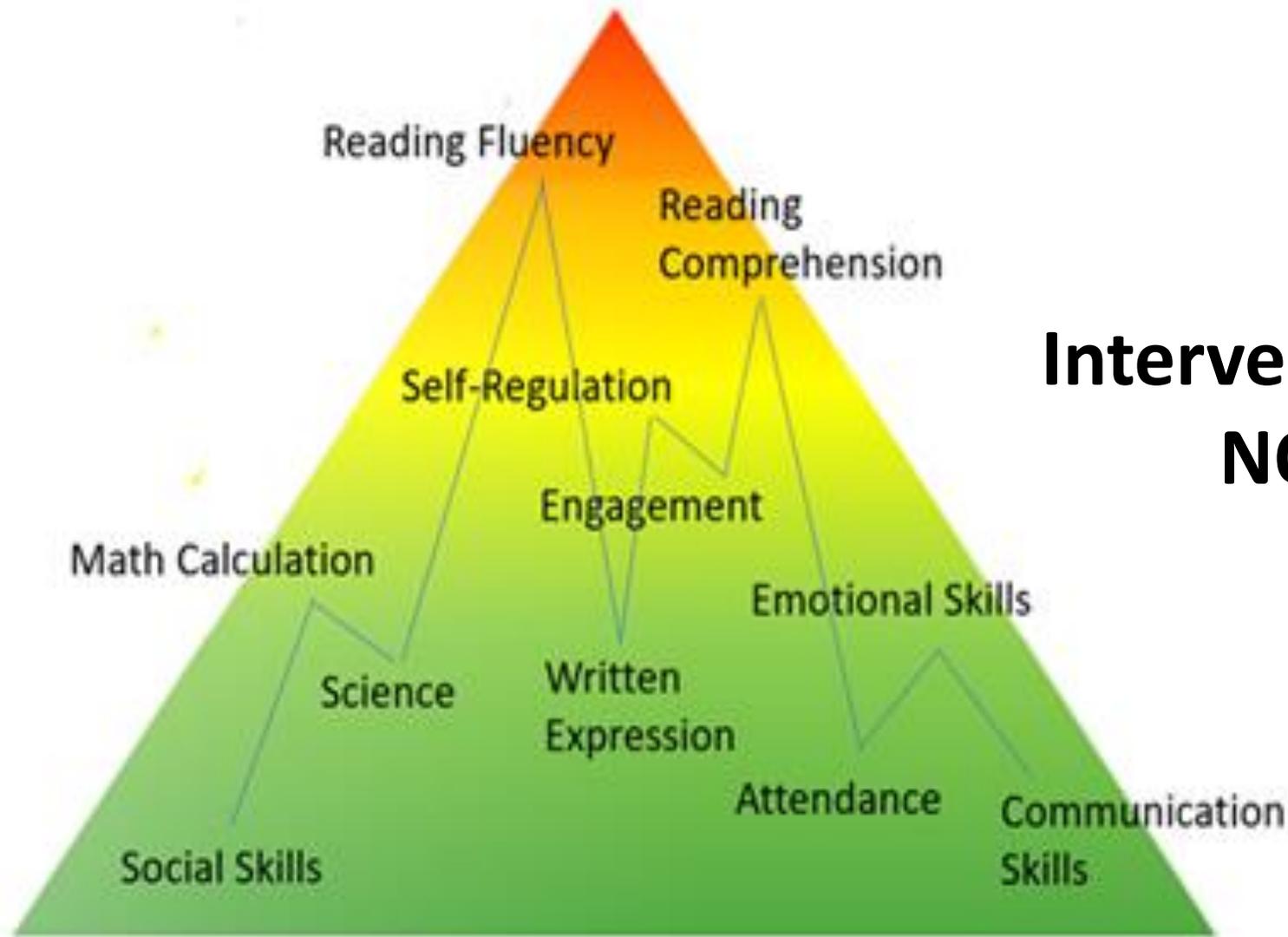
## Tier II

- **FOCUS:** Students identified through screening and other data sources who are in need of enrichment/acceleration or are at risk for poor learning and behavioral outcomes
- **INSTRUCTION:** Targeted to the area of need, supplemental instruction and/or intervention delivered to small groups; and with fidelity (i.e., consistent with the way it was designed)
- **SETTING:** General education classroom or other education setting within the school
- **ASSESSMENTS:** Progress monitoring, diagnostic

# Tertiary Level – Intensive Intervention

## Tier III

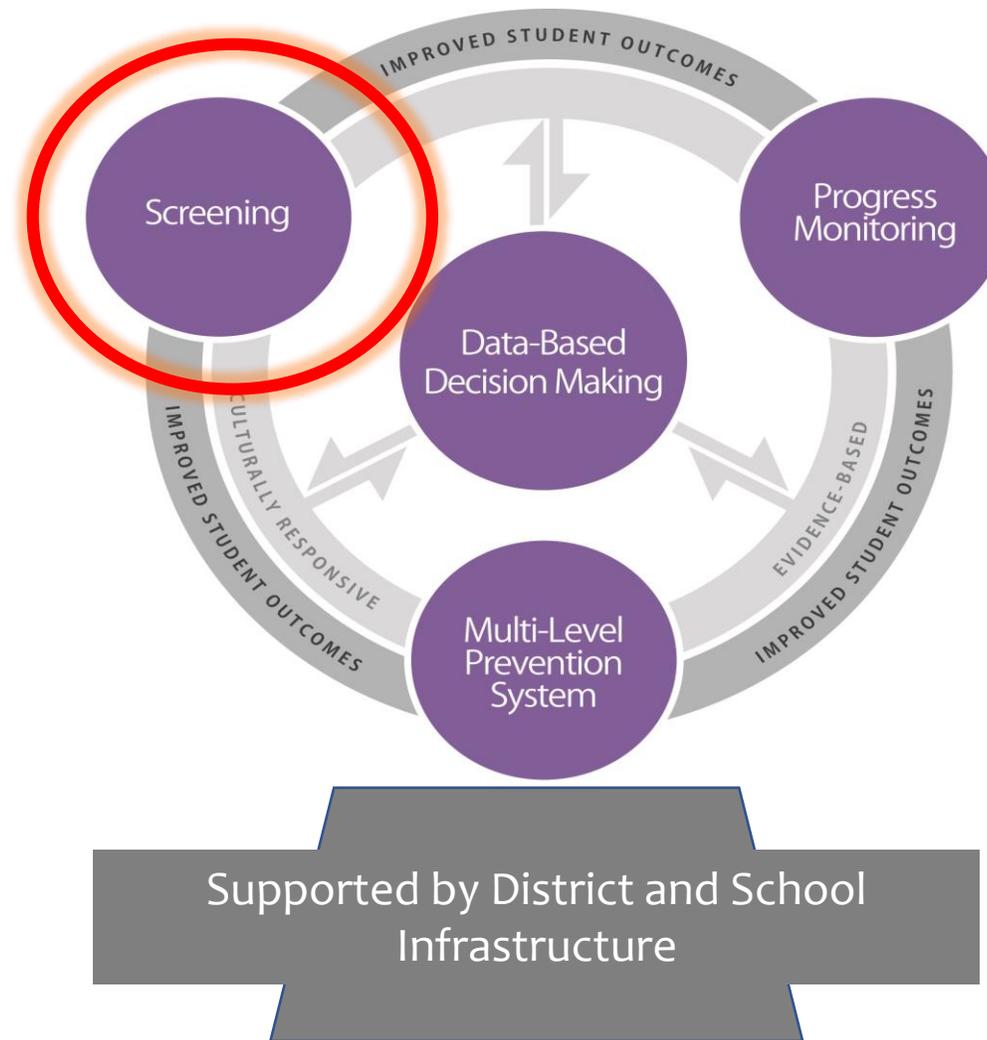
- **FOCUS:** Students who have not responded to primary or secondary level of prevention (SST) or who are in need of enrichment or acceleration
- **INSTRUCTION:** Intensive, supplemental instruction delivered to small groups or individually
- **SETTING:** General education classroom or other education setting within the school
- **ASSESSMENTS:** Progress monitoring (may be more frequent), diagnostic



**Interventions are tiered,  
NOT students.**

**Students receive services at all levels, depending on need.**

# Essential Component: Screening

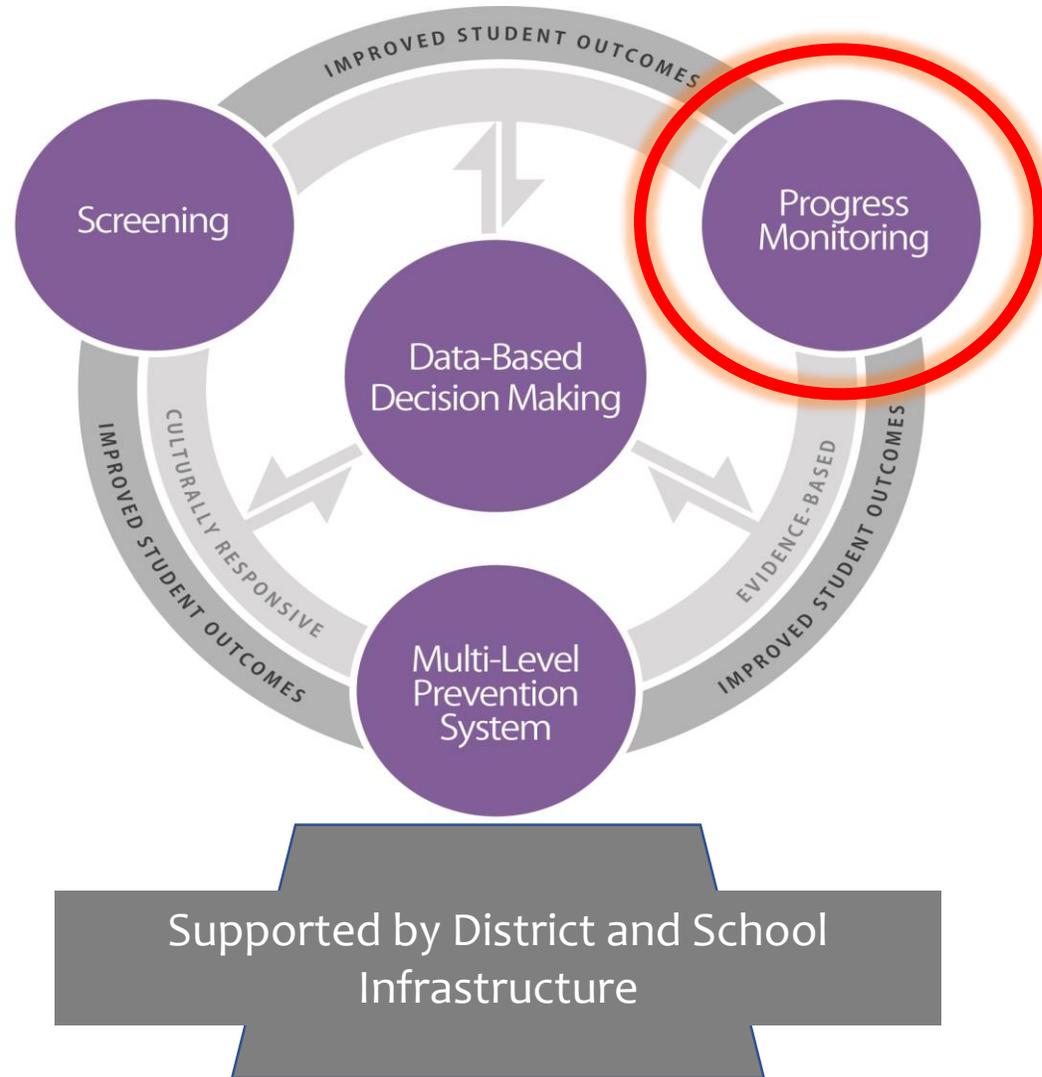


# Essential Component: Screening

<b>PURPOSE</b>	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.
<b>FOCUS</b>	<u>ALL</u> Students
<b>TOOLS</b>	Brief assessments that are valid and reliable and that demonstrate diagnostic accuracy for predicting learning potential or behavioral concerns.
<b>TIME FRAME</b>	Administered more than one time per year (e.g., fall, winter, and spring). Ideally, screening should be administered three times per year.

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

# Essential Component: Progress Monitoring

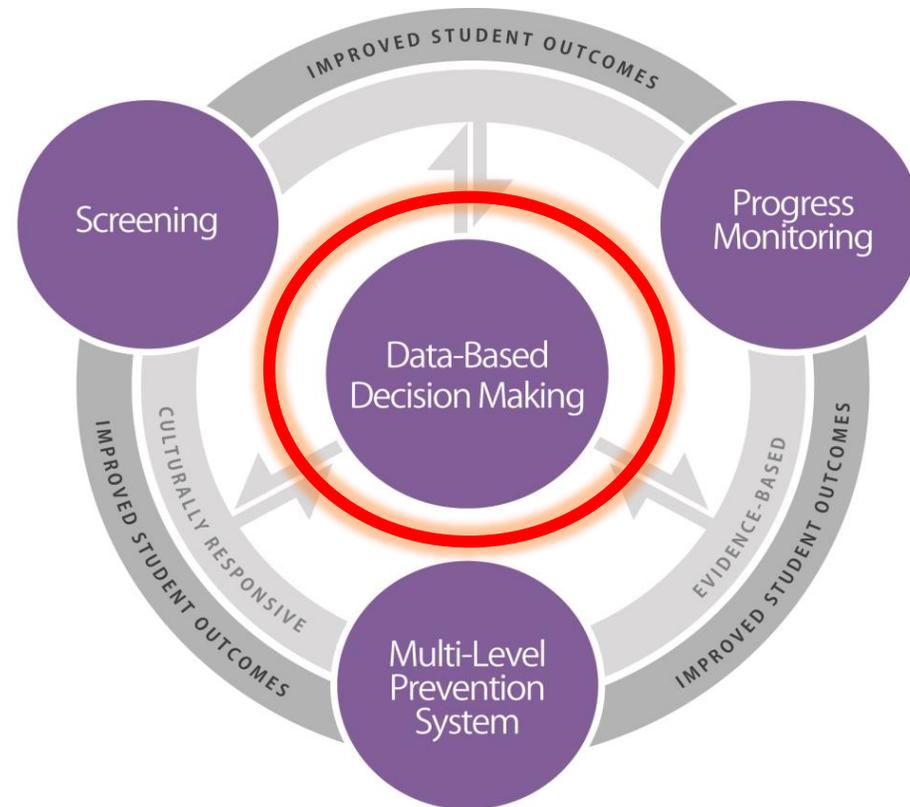


# Essential Component: Progress Monitoring

<b>PURPOSE</b>	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
<b>FOCUS</b>	Students identified who are in need of enrichment/acceleration or who are at risk for poor learning and behavioral outcomes
<b>TOOLS</b>	Brief assessments that are valid and reliable, and evidence-based (High schools may gather and use historical data in addition to other data sources.)
<b>TIME FRAME</b>	Administered at regular intervals (e.g., weekly, biweekly, or monthly)

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

# Essential Component: Data-Based Decision Making



Supported by District and School Infrastructure

# *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

# Using Data to Implement Georgia's Tiered System of Supports for Students

- 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

# 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
<b>Strength</b>	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).
<b>Dosage</b>	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.
<b>Alignment</b>	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.
<b>Attention to transfer</b>	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.
<b>Comprehensiveness</b>	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).
<b>Behavioral support</b>	The extent to which the program incorporates (a) self-regulation and executive function components and (b) behavioral principles to minimize nonproductive behavior.
<b>Individualization</b>	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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**WANT TO LEARN MORE?**

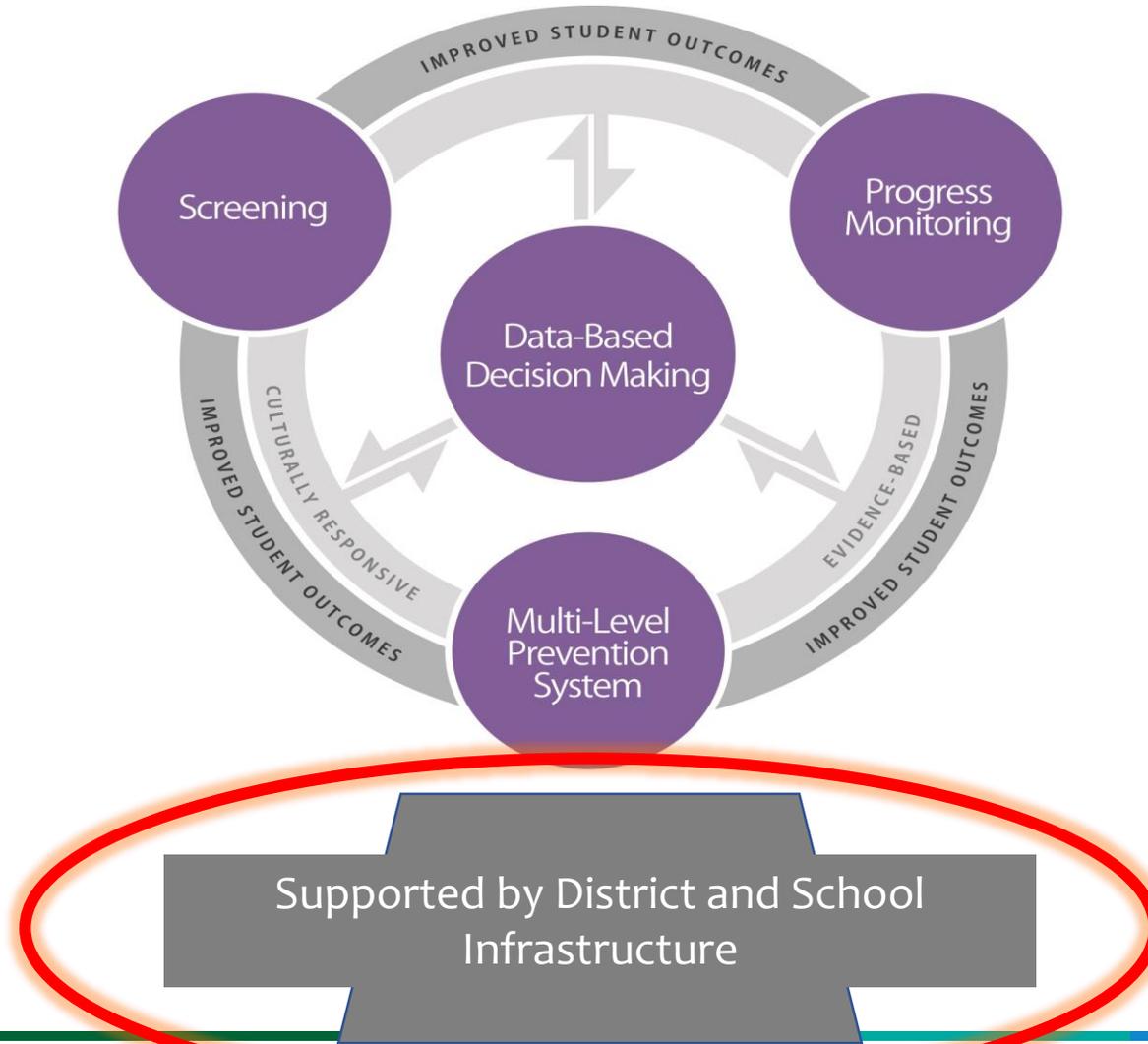
Visit us at [www.intensiveintervention.org](http://www.intensiveintervention.org).

# Ensuring Program Effectiveness

“Discovering what works does not solve the problem of program effectiveness. Once models and best practices are identified, practitioners are faced with **the challenge of implementing programs properly**. A poorly implemented program can lead to failure as easily as a poorly designed one.”

Mihalic, Irwin, Fagan, Ballard, & Elliott (2004)

# Essential Component: Infrastructure



# Infrastructure Table Talk: Think- Pair- Share

- In groups of 3, list at least 5 challenges that have impacted RtI implementation in your district/school.
- Keep your list close. We will come back to it in a moment.

# ***Essential Component: Infrastructure***

*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

# Infrastructure Table Talk: Think- Pair- Share

- Review your list of challenges.
- Do any of these challenges align with the subcomponent(s) of Infrastructure?
- Be prepared to share out with the whole group.

# To Learn More:

[www.gadoe.org/TieredSystemofSupports](http://www.gadoe.org/TieredSystemofSupports)

## Resources:

- Communications Plan
- 1-2 Page Documents: Simplify Essential Components/Framework
- Professional Learning Units
- Webinar Series
- Georgia Learns Courses
- [Subscribe to Our Newsletter](#)
- Sign-up for Upcoming Events

# Georgia's Tiered System of Supports for Students

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# Georgia's Tiered System of Supports for Students

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# Outcomes for Today

- Establish a common language for Georgia's Tiered System of Supports for Students
- Describe what it *is* and what it *is not*
- Understand the five essential components of Georgia's Tiered System of Supports for Students
- Identify the role of the instructional leader in Georgia's MTSS implementation



# Questions?

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Project Officer, Jennifer Coffey.**





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