

# Georgia's Online MTSS/SST Application

Georgia's Online MTSS/SST Application is designed to help districts and schools facilitate data-based decision making within a tiered system of supports for students. This Application is a tool that districts and schools may use to create and maintain a record of a student's response to intervention.



## General Features

Georgia's Online MTSS/SST Application:

- Web-based and accessible to all Georgia districts
- Provides real-time data
- Allows transfer of student data if a student moves anywhere in Georgia
- Fully integrated with the Statewide Longitudinal Data System, or SLDS
- Aligns with Georgia's Online IEP (GO-IEP) application which is also a part of SLDS

## Design Features

Georgia's Online MTSS/SST Application:

- 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

## Supporting the Student Support Team (SST)

Georgia's Online MTSS/SST Application helps the Student Support Team (SST) adhere to the Student Support Team (SST) State Board rule by providing a format to record required information and document a student's response to intervention. The application:

- Documents required SST activities such as names of Student Support Team (SST) team members and identification of student learning and/or behavior problems
- Creates evidence of SST meetings and maintain timelines
- Captures information to create an educational plan
- Maintains as well as graphs progress monitoring data
- Generates a printout of a student's educational plan
- Provides an opportunity for users to create a communication log
- Stores uploaded student documents such as but not limited to assessment records

## Data-Based Individualization (DBI): What is DBI? How does Georgia's Online MTSS/SST Application Support DBI?

Georgia's Tiered System of Supports for Students is defined as a tiered system of supports that integrates assessment and intervention within a school-wide, multi-level prevention system to maximize student achievement and reduce behavioral problems. Within a multi-level prevention system, there are three levels of intensity or prevention: Tier I: Primary Level – Core Curriculum and Instruction, Tier II: Secondary Level – Intervention, and Tier III: Tertiary Level - Intensive Intervention. Students who receive intensive intervention at Tier III are supported through Data-based individualization (DBI). This level of support is initiated when a student is non-responsive to Tier II intervention(s).

### What is Data Based Individualization (DBI)?

Data-Based Individualization (DBI) is a research-based process for individualizing and intensifying interventions through the systematic use of assessment data, validated interventions, and research-based adaptation strategies. The DBI process consists of the following steps: (1) deliver Tier II Intervention with greater intensity (Tier III), (2) progress monitoring, (3) informal diagnostics/functional assessments, (4) adaptations, and (5) continued progress monitoring. The graphic below illustrates the steps of the DBI process.

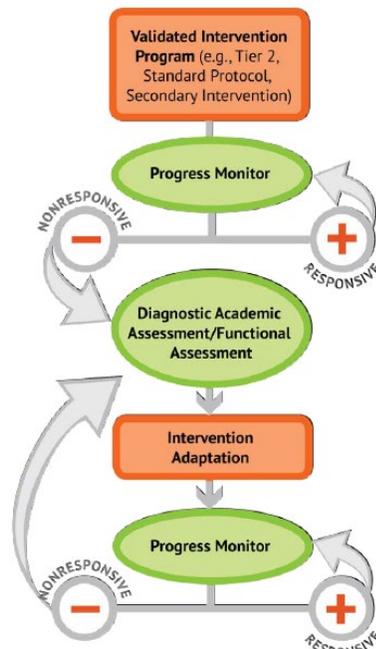


Image retrieved from [https://intensiveintervention.org/sites/default/files/DBI\\_One-Pager\\_508.pdf](https://intensiveintervention.org/sites/default/files/DBI_One-Pager_508.pdf)

The DBI process is not a program or a one-time event. Rather, it is a process characterized by a continuous cycle of instruction, assessment, and data-based decision making.

### What is the big deal about DBI?

Setting student goals and using progress monitoring data to make decisions are high leverage practices that yield results. When teachers use **systematic progress monitoring** to track their students’ progress in reading, mathematics, or spelling, they are better able to identify students in need of additional or different forms of instruction, they design stronger instructional programs, and their students achieve better (Fuchs and Fuchs, 2002, p.1). Additionally, **setting learning goals** and **formative evaluation** have large effect sizes, (ES .68 and ES .68.90, respectively).

### How does Georgia’s Online MTSS/SST Application support the Data-Based Individualization (DBI) process?

Within the Georgia Online MTSS/SST Application, users can use the Progress Monitoring page to enter a learning goal for the student, record the student’s Tier III Intervention(s), and document progress monitoring data. Additionally, users will also have access to a visual representation or graph to help team members monitor a student’s response to intervention and rate of improvement. Below is a screenshot of the progress monitoring page in the MTSS/SST Application.



In summary, Georgia’s Online MTSS/SST Application can be used by SST teams to facilitate a problem-solving process known as Data-Based Individualization and document adherence to the State Board Rule for Student Support Teams. Equally important is the positive effect that occurs when team members come together to improve student outcomes using progress monitoring data in tandem with data-based decision making.

### References

DBI Process Overview | National Center on Intensive Intervention. (2011). Retrieved January 6, 2020, from Intensiveintervention.org website: <https://intensiveintervention.org/resource/dbi-process-overview>

Fuchs, L.S., & Fuchs, D. (2003). What Is scientifically-based research on progress monitoring? | LD Topics | LD OnLine. Retrieved January 6, 2020, from Ldonline.org website: <http://www.ldonline.org/article/14598/>

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