Using Data to Promote Student Learning in a Tiered System of Supports

GEORGIA'S REIMAGINING EDUCATION CONFERENCE
June 21-22, 2021

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Richard Woods, Georgia's School Superintendent | Georgia Department of Education | *Educating Georgia's Future*

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Session Logistics

- **Handouts:** Session handouts are available for download in the handouts section
  - ❖ Handouts are also available on our Events and Conferences webpage

- **Questions:** Enter questions/comments in the questions box

- **Feedback:** Please complete the pop-up survey at the close of the session

- **Certificate of Attendance:** A link to a certificate of attendance will be emailed in 24-hours
  - ❖ Must attend the entire live session

- **On Demand:** Session recordings will be available for on-demand access following the close of the conference on the Events and Conference webpage at http://www.gadoe.org/sdeevents
  - ❖ On-demand views are not eligible to receive a certificate of attendance

About Your Presenters

Jody Drum

- 36+ years in education

- Served in various capacities in schools and districts as a special education teacher, educational diagnostician, special education director and assistant superintendent for special services.

- Passionate about using data to answer questions and tell a story. Believes MTSS provides the infrastructure to investigate and bring data to life.

jdrum@doe.k12.ga.us

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About Your Presenters

Deshonda Stringer

- 25 + years in education

- Served in various capacities in schools, districts, RESAs, and state level as a special education teacher, special education department chair, special education lead teacher, School Improvement Specialist, Georgia Learning Resources System (GLRS) Director, GADOE Consultant for GraduateFIRST and Student Success Imagine the Possibilities (SSIP).

- Passionate about ensuring all students have access to supports that meet their diverse needs and equipping educators with the resources and supports that they need to address the needs of students with disabilities.

dstringer@doe.k12.ga.us

Session Goals

Participants will:

- Consider the infrastructure needed to Recover, Re-Engage and Re- Examine to meet the unique needs of students, educators and families
- Reflect on data-based decision making processes to determine the needs of all stakeholders
- Receive examples of best practices, resources and tools throughout the session from regional coaches and panelists from an exemplar school district
- Develop next steps to create an infrastructure that supports recovery, re-engaging and re-examining

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?
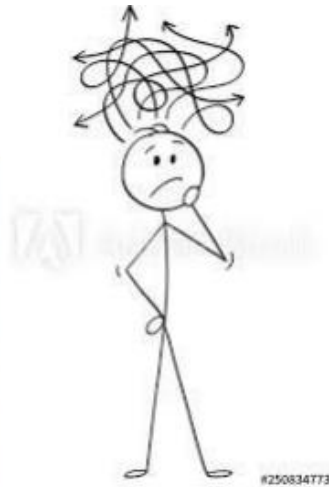
1 2 3 4 5

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

Note-Taking Guide for Next Steps

Note-Taking Guide for Next Steps

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

	Recover	Re-examine	Re-engage
Prevention Focus			
Leadership			
Professional Learning			
Schedules			
Resources			

What is Georgia's MTSS?

Georgia's Multi-Tiered System of Supports (MTSS) 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.
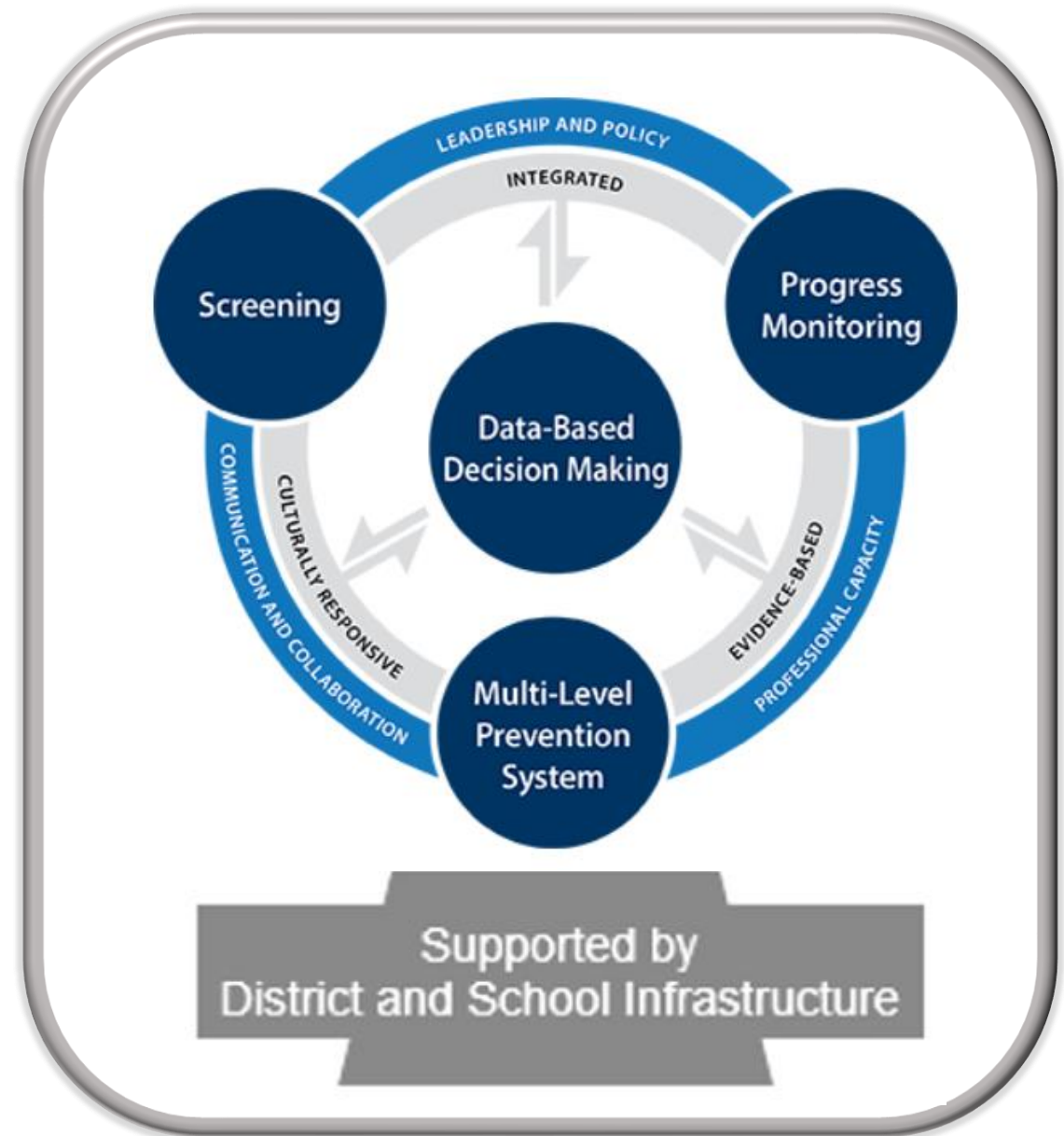
Essential Components of Georgia's Tiered System of Supports for Students

- **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**

What We Should Consider

RECOVER
A broad term to ensure attention is given to those who may need tiered supports to meet with success.

RE-EXAMINE
The process of utilizing data to determine the learning needs and progress of students.

RE-ENGAGE
Revisiting engagement that nurtures collaborative relationships at all levels.

Recover

- Core Instruction
  - Evidence-based Practices
  - High Leverage Practices
  - Tier I Expectations/Non-negotiables/Common Commitments
  - Integrate behavioral supports and academic instruction
  - Integrate activities that foster connectedness and well-being

Core Instruction | Close Gaps | High Leverage Practices | Evidence-Based Practices | Effective Interventions

What are High-Leverage Practices (HLPs)?

Fundamental to effective teaching

Cut across content domains and grade levels
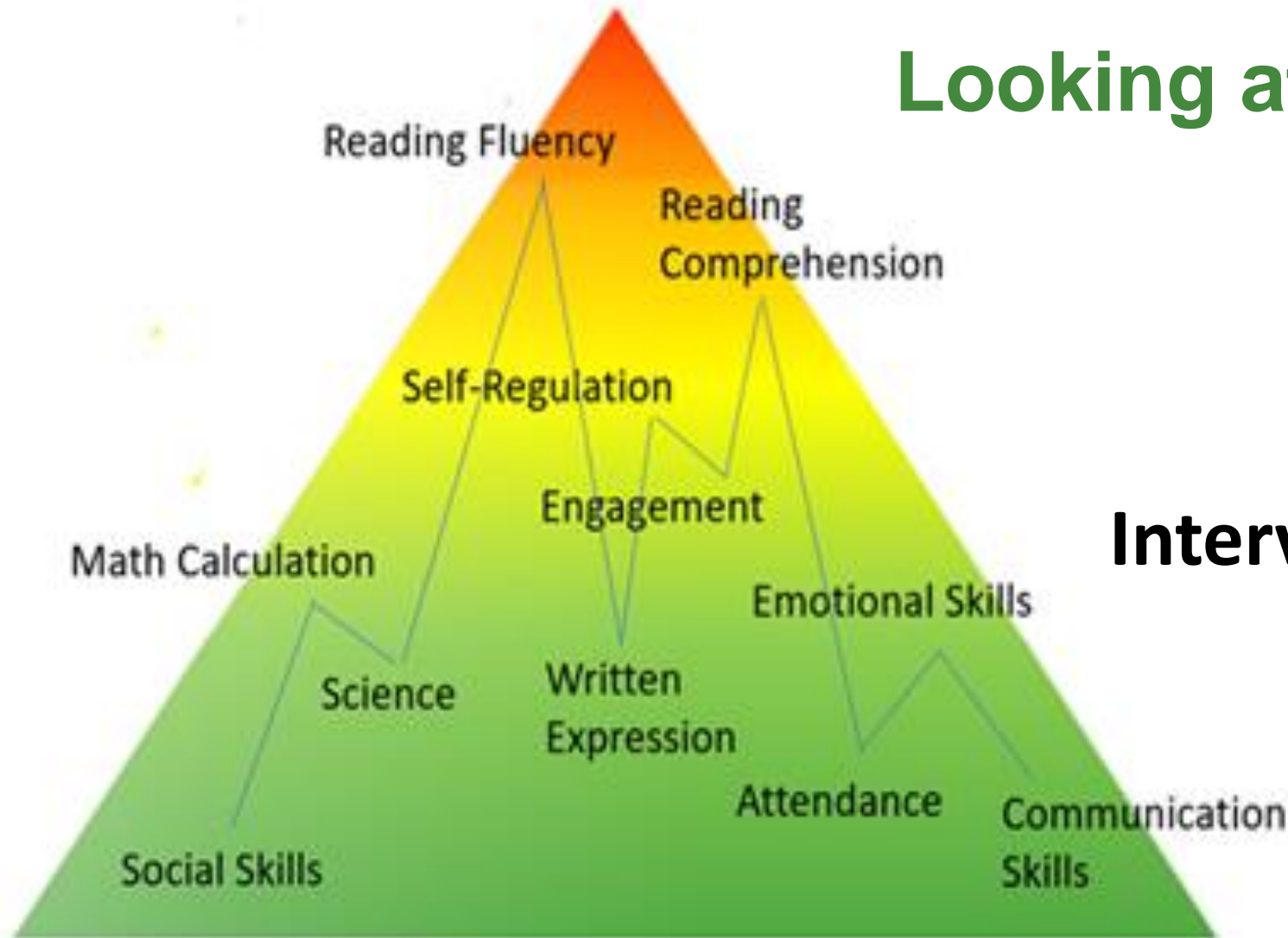
Used frequently

Supported by research

Tessie Rose Bailey, PhD, American Institutes for Research, Multi-Tiered System of Supports (MTSS): Building a Robust Tiered Prevention System Through Evidence-based Practices, October 2018

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What are Evidence-Based Practices (EBPs)?

Are Content Specific

Developmentally Appropriate

Learner Dependent

Supported by Research

Tessie Rose Bailey, PhD, American Institutes for Research, Multi-Tiered System of Supports (MTSS): Building a Robust Tiered Prevention System Through Evidence-based Practices, October 2018

Recover

- Close Gaps
- Effective Interventions
  - Evidence-based
  - Implementation plan that includes monitoring for fidelity and effectiveness

Core Instruction	Close Gaps	High Leverage Practices	Evidence-Based Practices	Effective Interventions

Looking at the Whole Child

Reading Fluency

Reading Comprehension

Self-Regulation

Math Calculation

Engagement

Emotional Skills

Science

Written Expression

Attendance

Communication Skills

Social Skills

Remember: Interventions are tiered, NOT students.

Students receive services at all levels, depending on need.

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About Your Panelists

Dr. Eric M. Payne

- 26 years in education

- Served as an elementary teacher, school technology coordinator, assistant principal, principal, and assistant superintendent for teaching and learning.

- Passionate about using this platform to serve others.

- Believes we are placed in these roles to support one another in creating a brighter future for students.

Eric.Payne@hcbe.net

About Your Panelists

Lazunia Frierson

- 22 years as an educator in the Houston County School District

- Served in various capacities in schools and districts as a high school English teacher, elementary school assistant principal, elementary school principal, executive director of elementary operations, and executive director of teaching and learning.

- Passionate about providing equitable learning experiences for all students to close achievement and opportunity gaps.

- Believes in using data to make relevant and meaningful instructional decisions based on individual students' needs.

lazunia.frierson@hcbe.net

About Your Panelists

Steven Hornyak

- 13 years as an educator in the Houston County School District

- Served as a high school math teacher, school level intervention specialist, system level intervention specialist, and now coordinator of teaching & learning.

- Passionate about student success and using data to provide critical insights into student learning and empowering teachers with data literacy training.

steven.hornyak@hcbe.net

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Recover: Core Instruction | Close Gaps | High Leverage Practices | Evidence-Based Practices | Effective Interventions

- **Following Houston's analysis of data from 2020-2021, what academic, behavioral and/or social-emotional supports will Houston implement in the upcoming school year to enhance Tier I instruction and address learning gaps?**

- **What processes/protocols will Houston use to ensure that the supports provided are effective?**

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Georgia's Online MTSS/SST Application

The purpose of the Georgia Online 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 **tool** supports users' professional knowledge and development in **data-based individualization**.

Georgia is currently using this application for students receiving **Tier III** supports and interventions.
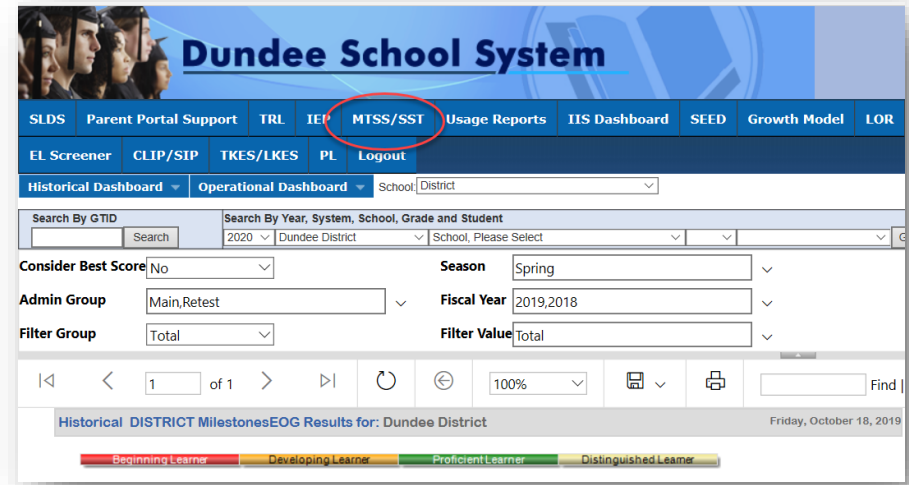
This application aligns with Georgia's Online IEP (GO-IEP). This application is based on Maryland's Online IEP system, developed by Johns Hopkins University.

Georgia's Online MTSS/SST Application

Coming Soon!
Tier II Module of GO MTSS/SST

Available
2021-2022 School Year

- Assist teams with creating a record of evidence- based interventions provided to students identified as at-risk for poor learning and behavioral outcomes

- Permits users to assign all students who are need of Tier II intervention and supports to intervention groups.

- Allows users to select from their list of evidenced-based interventions and enter progress monitoring data.

- Supports users' in making decisions based on students' responsiveness to Tier II intervention and supports

Leverage Data Sources & Tools	Collect Data	Utilize Data Teams	Analyze Data	Determine Action Steps

- **Describe the tool(s)/protocols/processes Houston uses to collect and analyze data?**

- **Describe Houston's process for managing the data and translating it to information that drives continuous district/school improvement.**

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Re-engage

- District & School Planning
  - Assess impact and measuring outcomes (what's working and what's not)

- Leaders, Teachers, and Students
  - Create Tiered Systems of Supports for leaders, teachers and students for stability and well-being

Re-engage | District & School Planning | Leaders, Teachers, & Students | Positive School Environment | Family Engagement | Community Partnerships

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Re-engage

- Positive School Environment
  - Creating safe, healthy and engaging learning environments

- Family Engagement
  - Maintain and sustain to increase opportunities for extended practice and learning

- Community Partnerships

Re-engage	District & School Planning	Leaders, Teachers, & Students	Positive School Environment	Family Engagement	Community Partnerships

Re-engage → District & School Planning → Leaders, Teachers, & Students → Positive School Environment → Family Engagement → Community Partnerships

Houston uses data to inform decisions about students, families, and educators who need support. Describe how Houston differentiates supports for schools and monitors to ensure positive outcomes for all learners.

What We Should Consider

RECOVER

A broad term to ensure attention is given to those who may need tiered supports to meet with success.

RE-EXAMINE

The process of utilizing data to determine the learning needs and progress of students.

RE-ENGAGE

Revisiting engagement that nurtures collaborative relationships at all levels.

Infrastructure

- Prevention Focus
- Leadership
- Professional Learning
- Schedules
- Resources

- Family and Community Engagement
- Communication with and Involvement of All Staff
- Effective Teaming
- Cultural Linguistic Responsiveness

Next Steps

- Consider the infrastructure and support mechanisms needed to meet the unique needs of students, educators and families.

- Reflect on the effectiveness and efficiency of data-based decision making processes used to determine the needs of all stakeholders.

- Share examples of the best practices, resources and tools provided throughout the session from regional coaches and expert panelists.

- Develop 'next steps' to create an infrastructure that supports recovery, re-engaging and re-examining.

Q&A

Session Feedback

Thank you for attending our session!

- Please take a moment to provide your feedback on the pop-up survey at the close of the session.
- A link to the survey will also be included in your follow-up email, along with a certificate of attendance and the session recording.

Share your conference highlights now!

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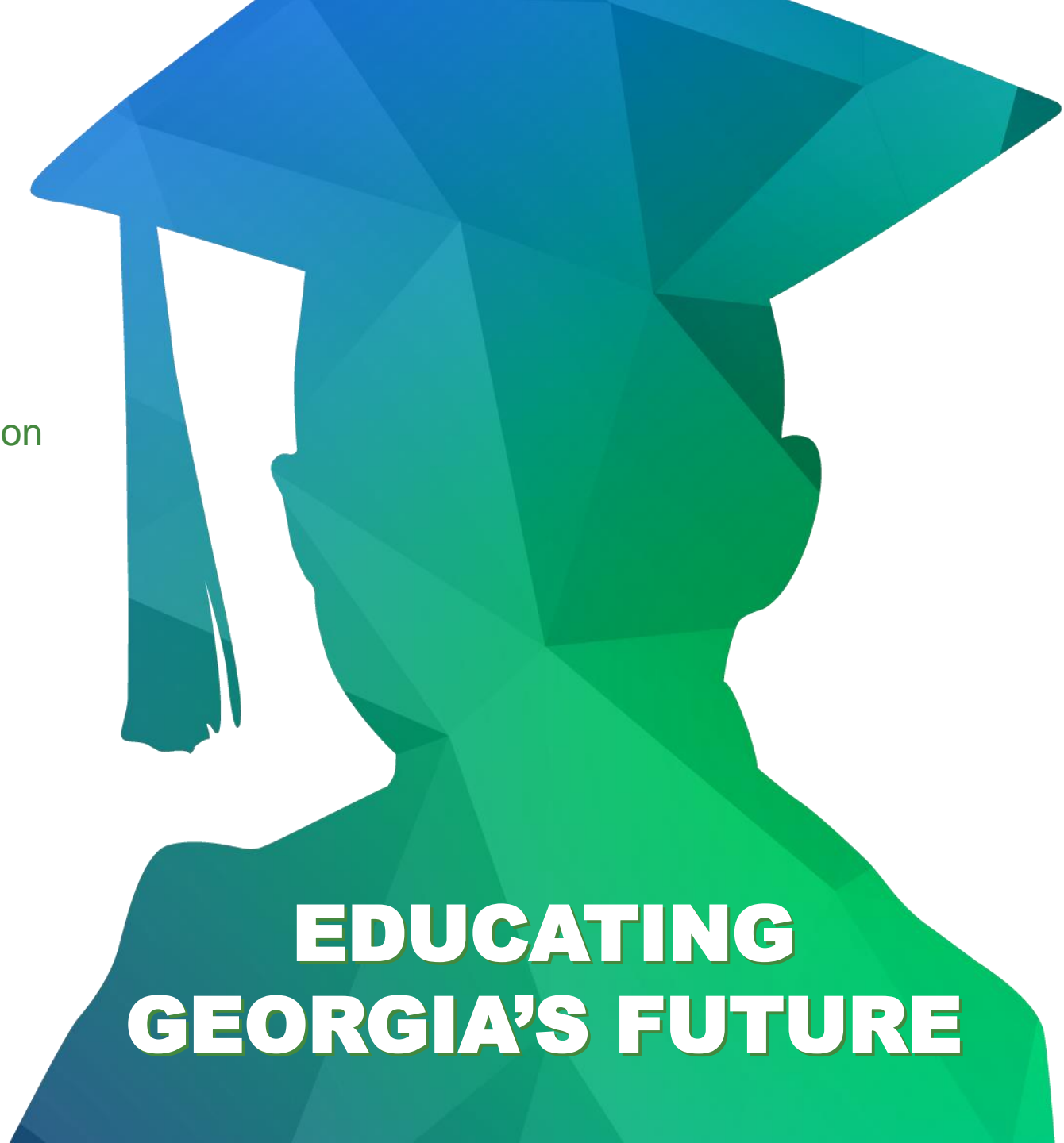
The contents of presentation were developed under a grant from the U.S. Department of Education, #H323A170010. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.
Project Officer, Jennifer Coffey.

spdg | Georgia State Personnel Development Grant

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Resources

Georgia's Tiered System of Supports for Students

www.gadoe.org/TieredSystemofSupports

or

www.gadoe.org/MTSS

Resources Available
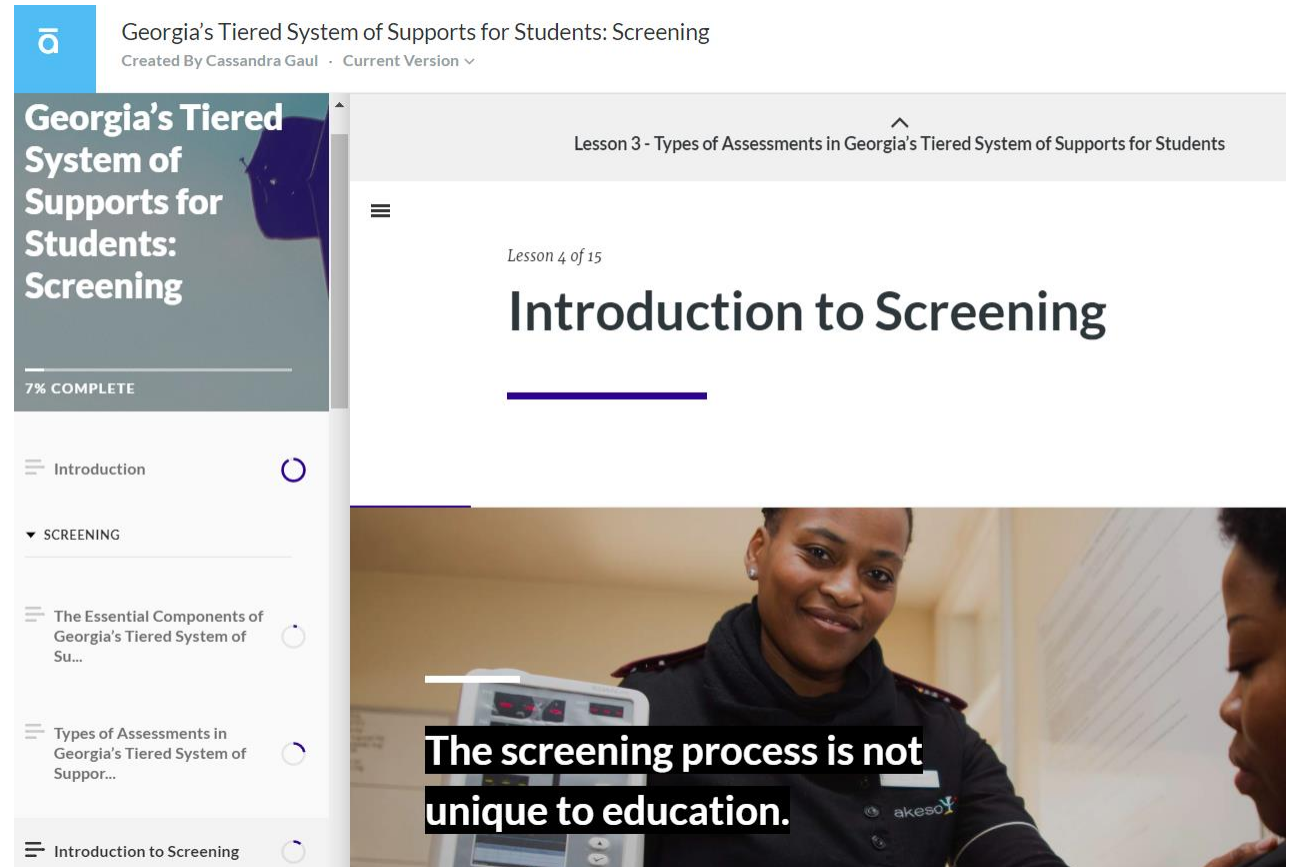
- Fact Sheets: Simplify essential components/framework
- Professional Learning Units
- Training Webinars
- Subscribe to Newsletter
- Register for Upcoming Events

MTSS Online Courses

The MTSS Overview, Screening and Progress Monitoring modules are available in SLDS!

Visit www.gadoe.org/MTSS for instructions on how to access courses.

Coming Soon:

Multi-Level Prevention System, Part 1

Georgia's Tiered System of Supports for Students: Screening
Created By Cassandra Gaul · Current Version

Georgia's Tiered System of Supports for Students: Screening

7% COMPLETE

Lesson 3 - Types of Assessments in Georgia's Tiered System of Supports for Students

Lesson 4 of 15

Introduction to Screening

Introduction

SCREENING

The Essential Components of Georgia's Tiered System of Su...

Types of Assessments in Georgia's Tiered System of Suppor...

Introduction to Screening

The screening process is not unique to education.

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#GAMTSS

Subscribe to our YouTube Channel

Contact us

- GAMTSS@DOE.K12.GA.US

High Leverage Practices (HLPs)

CEEDAR Center- HLP Crosswalk with PSEL:

https://ceedar.education.ufl.edu/wp-content/uploads/2017/11/HLP-Crosswalk-with-PSEL1.pdf
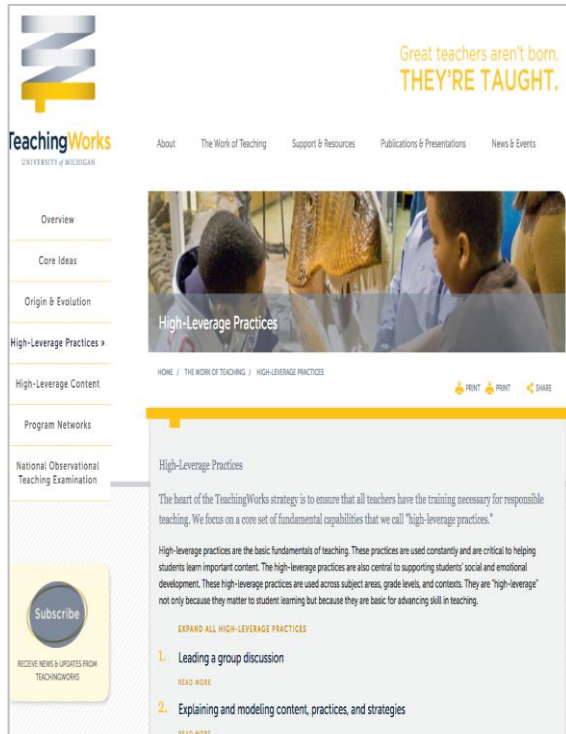
Teaching Works: High Leverage Practices (Ball):

http://www.teachingworks.org/work-of-teaching/high-leverage-practices
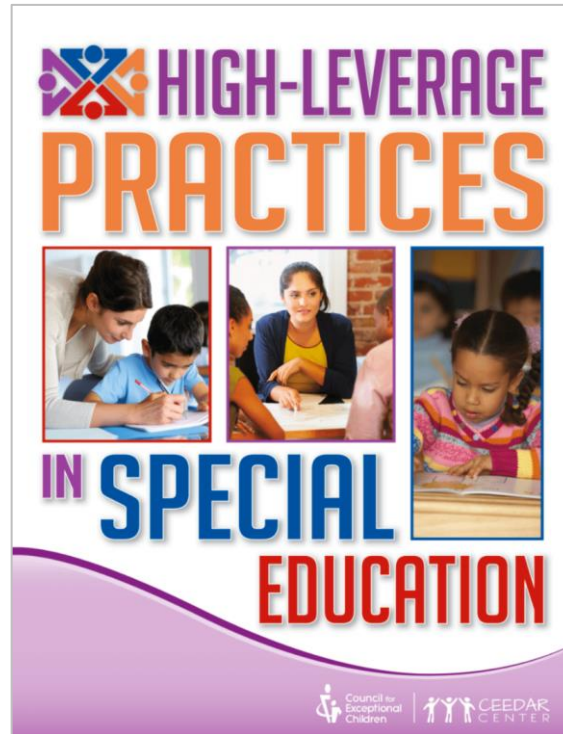
High-Leverage Practices in Special Education:

http://ceedar.education.ufl.edu/wp-content/uploads/2017/07/CEC-HLP-Web.pdf
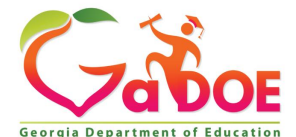
Evidence-based Practices: IES Practice Guides

- Across multiple academic subjects

- Early childhood to post-secondary

- Special populations

- Includes:
  - Summary of research evidence
  - Summary of supported practices with examples
  - Recommendations for addressing educational issue.
  - Additional resources: tips for implementation, videos, and fidelity checklists

https://ies.ed.gov/ncee/wwc/PracticeGuides
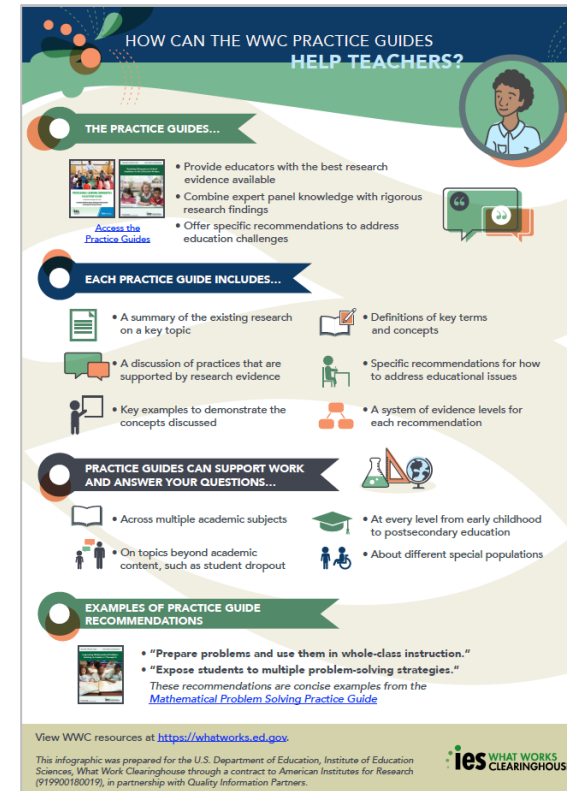
Resources to Support Identification of High Leverage Practices (HLPs) and Evidence-based Practices (EBPs)

- 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/

- CEEDAR Center: http://ceedar.education.ufl.edu/

- Evidence-based Intervention Network: http://ebi.missouri.edu/

Georgia's Online MTSS/SST Application

https://sldstrn.gadoe.org/sldsdemoweb/
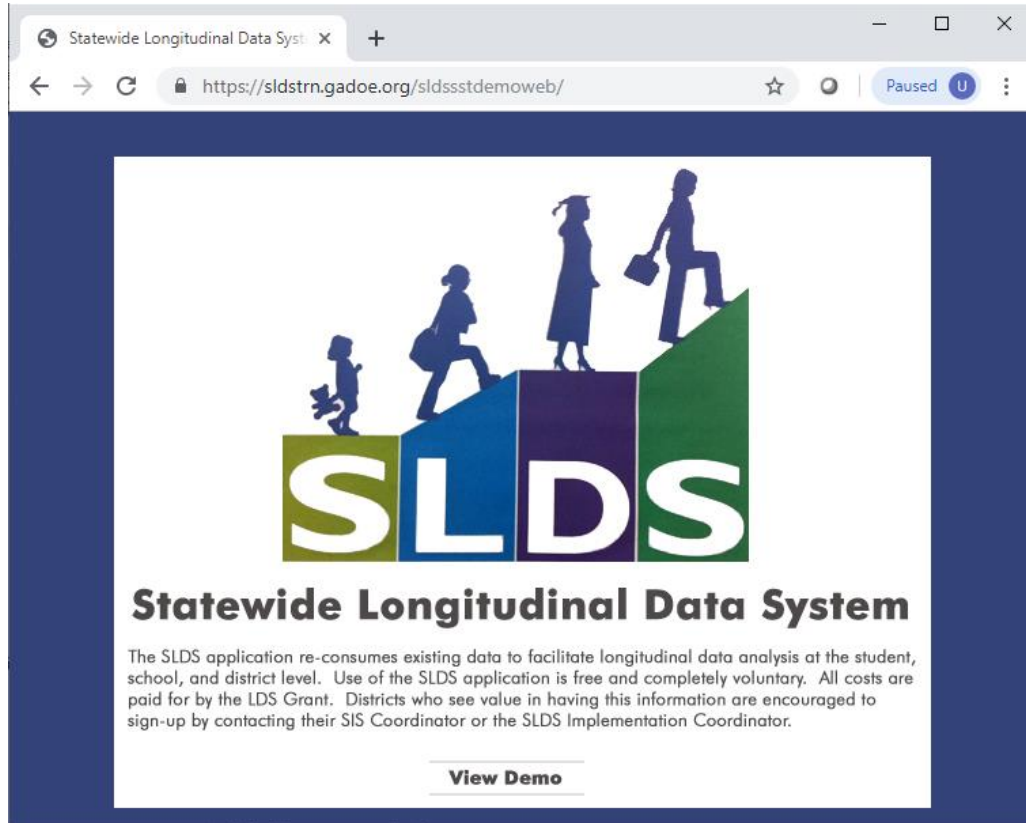
- Click on View Demo link

- Click on View District Dashboard link

- Click on MTSS/SST link

Please provide us with your **feedback**.

To explore a student's SST file in GO MTSS/SST:

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

Visit the Help Document in the [Demo Site](#) to learn more about GO MTSS/SST

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

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

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

Restart Working Groups

Georgia's K-12 Restart Working Group: Mental Health and Wellness

Georgia's K-12 Restart: Mental Health and Wellness Working Group members:

Ashley Harris, GaDOE Director of Whole Child Supports & Strategic Partnerships (Chair)
Cheryl Benefield, GaDOE Program Manager for Safe & Supportive Schools
Dr. Beverly Stewart, Director of Student Support Services, Bibb County Schools
Dallas LeDuff, Director of Student Services, Oconee County Schools
Dr. Kenya Gilmore, Director of Prevention and Intervention Practices, Muscogee County Schools
Chelsea Montgomery, Executive Director of Counseling, Psychological & Social Work Services, Fulton County Schools
Dawn Stastny, President Elect of Georgia PTA
Dr. Deborah Williams, Assistant Superintendent, Columbia County Schools
Evan Horton, Incoming Superintendent, Coweta County Schools
Dr. Terriyln Rivers-Cannon, School Social Worker, Atlanta Public Schools
Gwenetta Echols, System School Social Worker/Wraparound Service Educator, Chattahoochee County Schools
Erica Fener Sitkoff, Executive Director, Voices for Georgia's Children
Dante McKay, Director of the Office of Children, Young Adults, & Families, Georgia Department of Behavioral Health and Developmental Disabilities
Teresa Hearn, Regional Wraparound Coordinator, Pioneer RESA
Leslie Myles, Communities in Schools of Georgia
Laura Ross, School Counselor, Gwinnett County Schools
Lynn Meadows, Coordinator, Student Health Services, Fulton County School and State Director for the Georgia Association of School Nurses
Layla Fitzgerald, Program Manager, Office of Children, Young Adults, & Families, Georgia Department of Behavioral Health and Developmental Disabilities
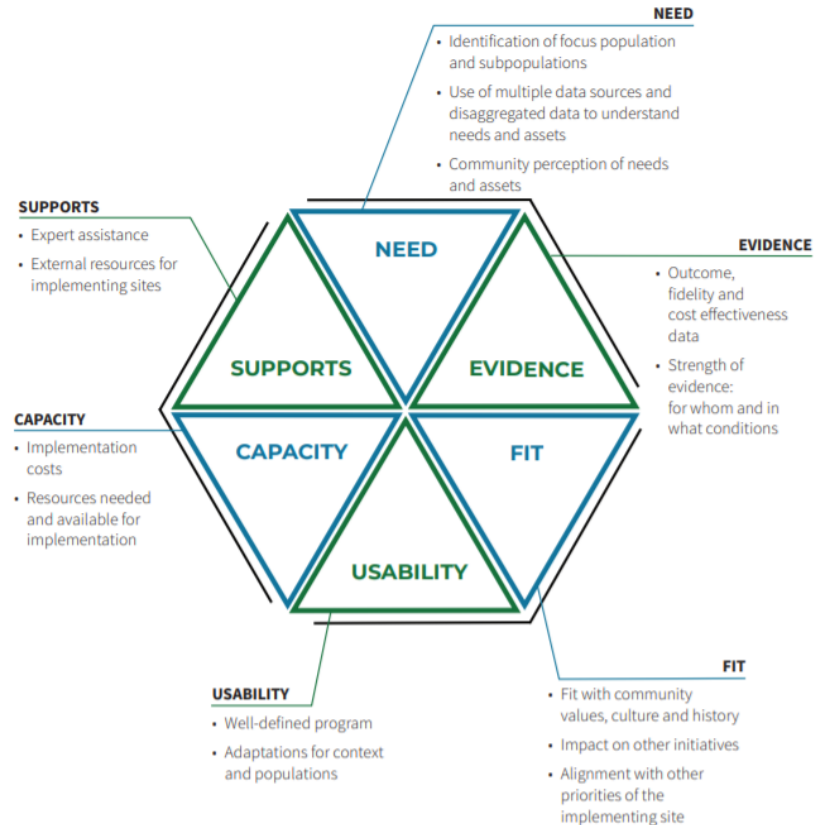
https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Documents/Mental-Health-Wellness-staff-wellness-appendix.pdf

The Hexagon: An Exploration Tool

NIRN Hexagon Discussion Analysis Tool_September2020_1.pdf (unc.edu)