

Integrating Georgia's Systems of Continuous Improvement & Georgia's Multi-Tiered System of Supports (MTSS): Connecting Frameworks that Sustain Continuous Improvement

**Federal Programs – ESSA and IDEA – Summer Professional Learning Series
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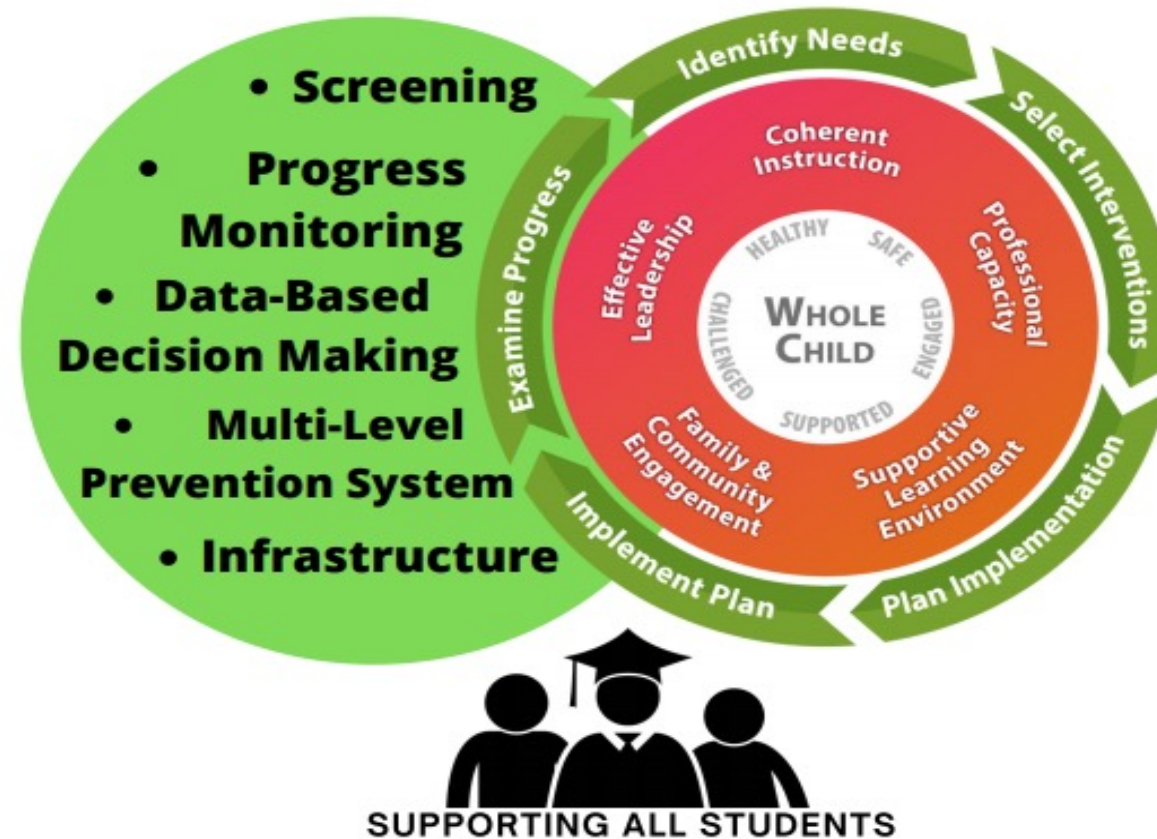
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Session Goals

Participants will:

- Gain knowledge about the similarities and differences between Georgia's Systems of Continuous Improvement, Federal Programs, and Georgia's Multi-Tiered System of Supports (MTSS)
- Examine the essential components of MTSS, the impact of fidelity and the evaluation of effectiveness
- Integrate Federal Programs and Georgia's MTSS to develop the CLIP and to sustain continuous improvement

Integrating the Essential Components of Georgia's Multi-Tiered System of Supports (MTSS) with Georgia's Systems of Continuous Improvement



Focus on Opportunities for ALL Children

"We are true to our creed when a little [child] born into the bleakest poverty knows that [he/she] has the same chance to succeed as anybody else."

— Barack Obama



Focus on Opportunities for ALL Children

- Despite district and school leaders' best efforts, minority students, low-income students, English learners, students with disabilities, and those who are homeless or in foster care are more likely to fail math and reading and are less likely to graduate.
- The achievement gap is the difference in the performance between the subgroups within a participating LEA or school and the statewide average performance of the LEA's or State's highest achieving subgroups in reading/language arts and mathematics as measured by the assessments required under the ESEA.

Focus on Opportunities for ALL Children

In order to resolve the achievement gap, the focus cannot be on treating all students the same and must be replaced with efforts that advance educational opportunities, ensuring all students have the resources to make it possible to graduate prepared for success after high school.



Focus on Opportunities for ALL Children

Do all people wear the same size shoes? Why not? What would happen if everyone was forced to wear size 7 shoes?



The Law – ESSA – Section 1112(b)(2)

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, each local educational agency plan shall describe--

1. How the local educational agency will monitor students' progress in meeting the challenging State academic standards by--
 - A. developing and implementing a well-rounded program of instruction
 - B. identifying students who may be at risk
 - C. providing additional educational assistance to students identified as at risk
 - D. identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions

Georgia's Continuous Improvement Cycle

Using Georgia's Continuous Improvement Cycle to develop your plan for improvement.

- Comprehensive Needs Assessment
- Identify Root Causes
- Overarching Needs – Action Steps
- Develop a Plan for Interventions
- Implement the Plan
- Reexamine the Data



Consolidated LEA Improvement Plan

- The Consolidated LEA Improvement Plan (CLIP) is submitted to the Georgia Department of Education (GaDOE) each year from LEAs. The CLIP defines how the LEAs will support their students when accepting federal funds under The Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESSA) of 2015.
- Once developed, submitted and approved this plan will guide the work of the LEA for the entire year. However, LEAs can adjust the CLIP as the need arises throughout the year.

Consolidated LEA Improvement Plan

- **Comprehensive Needs Assessment District Report**

- Planning and Preparation
 - Identification of **Team**
 - Identification of **Stakeholders**

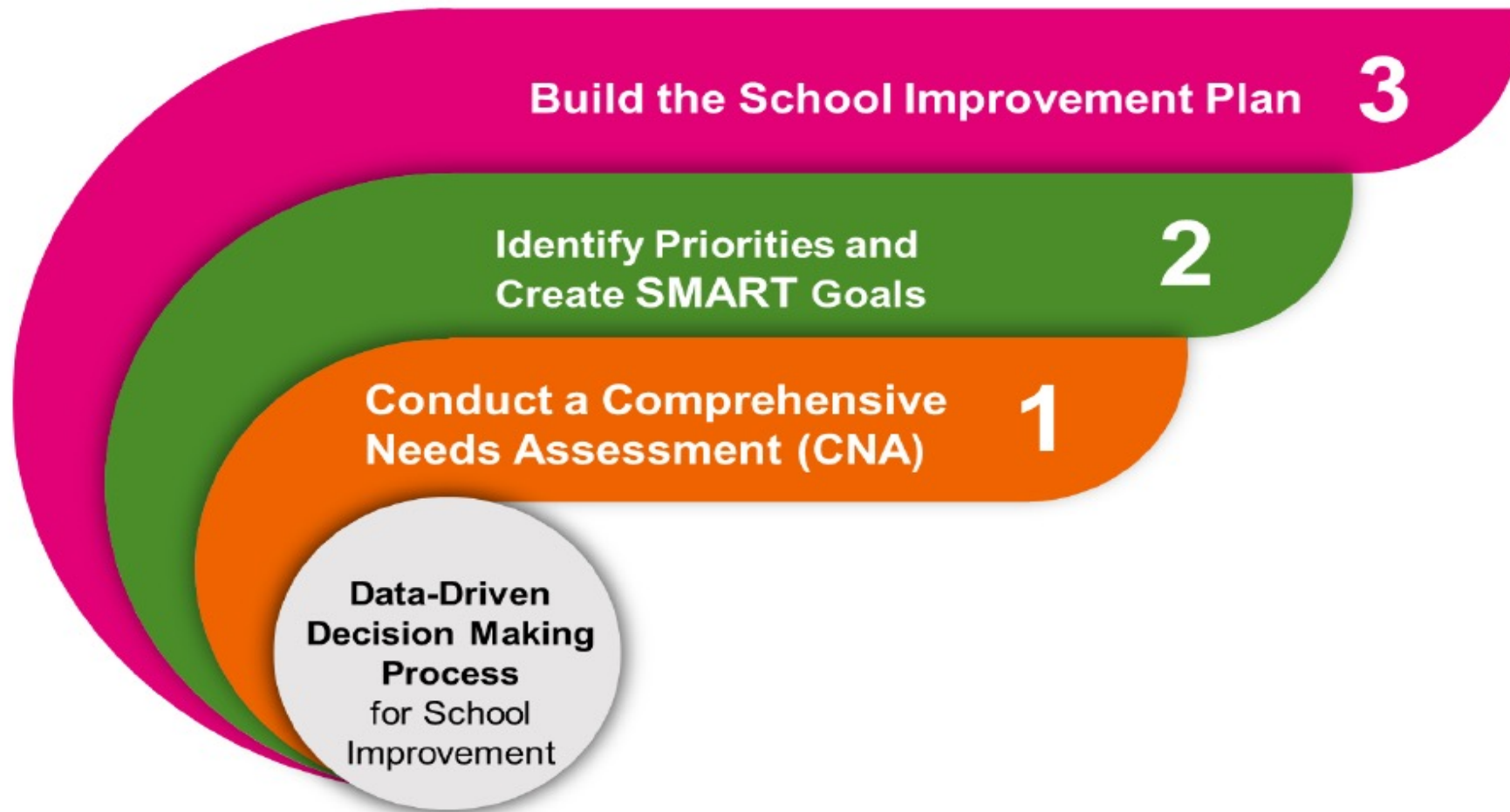
- **Parent and Family Engagement**

- **District Improvement Plan**

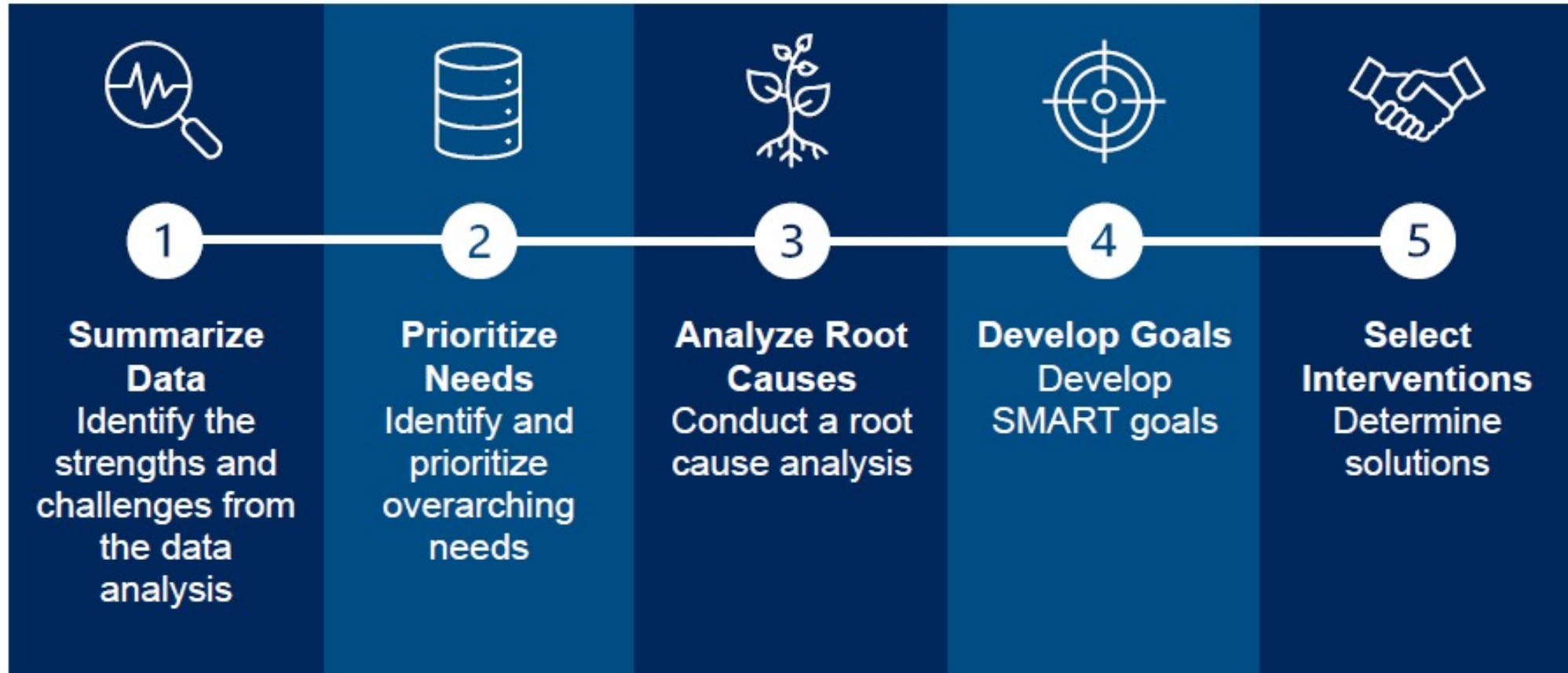
- Overarching Needs
- Goals
- Achievement Gap/Interventions
- Actions Steps
 - Funding Sources
 - Subgroups
 - Systems of Continuous Improvement
 - Monitoring for Implementation
 - Monitoring for Effectiveness
 - Evidence Based
 - Timeline for Implementation
 - Position/Role Responsible

Data-Driven Decision Making

Data-driven decision making refers to an LEA and/or school's ongoing process of collecting and analyzing multiple sources of formative and summative data, such as demographic, student achievement, Georgia Milestones, End-of-Pathway, ACCESS, attendance (student & staff), staff turnover, discipline/behavior, engagement, common assessments, school climate, stakeholder perception, graduation rate, and college enrollment data to guide decisions toward improvement of the educational process. DDDM involves making decisions that are supported by data rather than making decisions that are intuitive or based on observation alone.



Identify Priorities and Create SMART Goals



**Building
the
CLIP/The
GOAL**

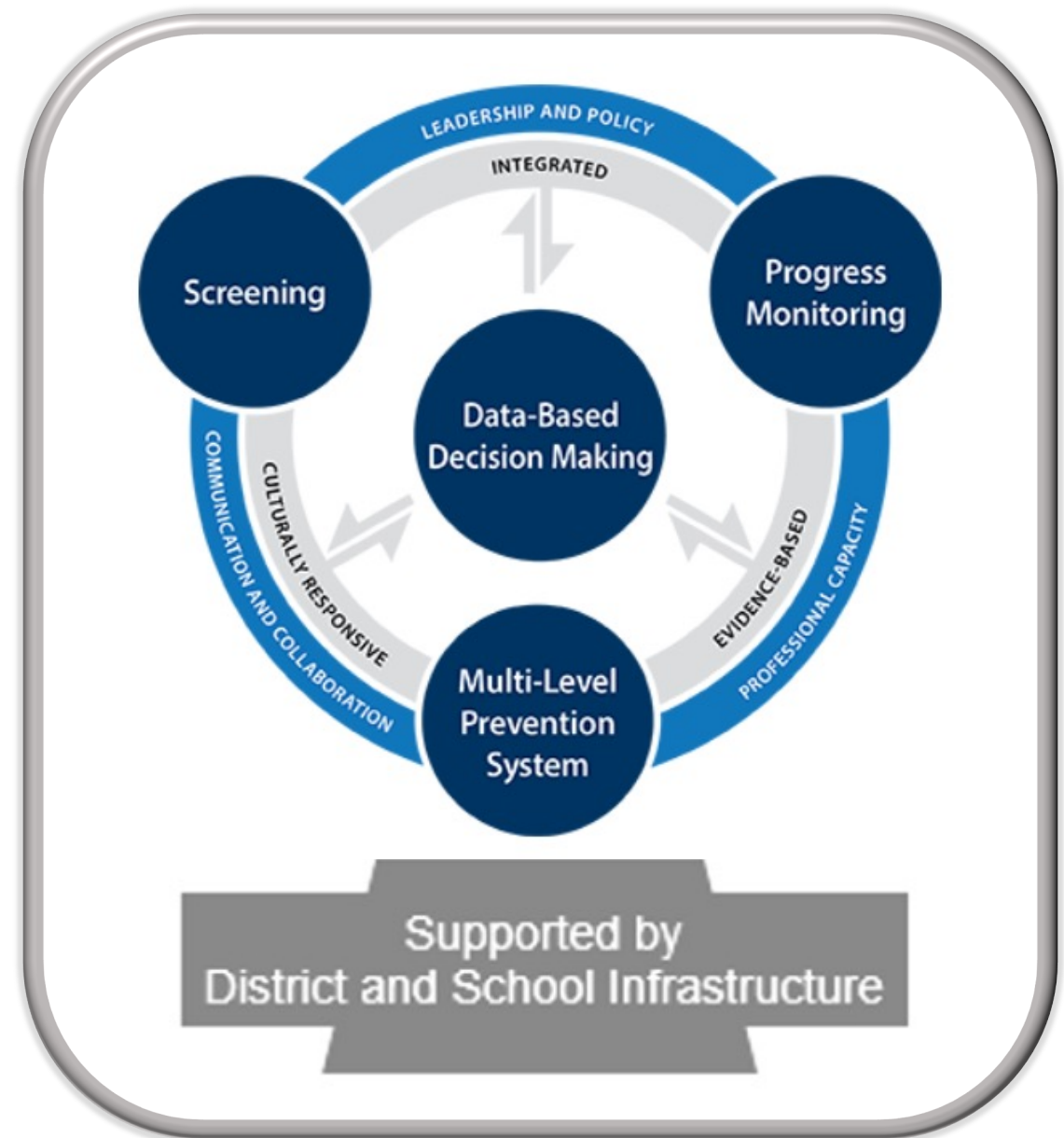


By the end of FY22, Happy School District will implement differentiated reading instruction and increase the percentage of students scoring at proficient learner or above on the English Language Arts GA Milestones from 50% to 55%.

What is Georgia's MTSS?

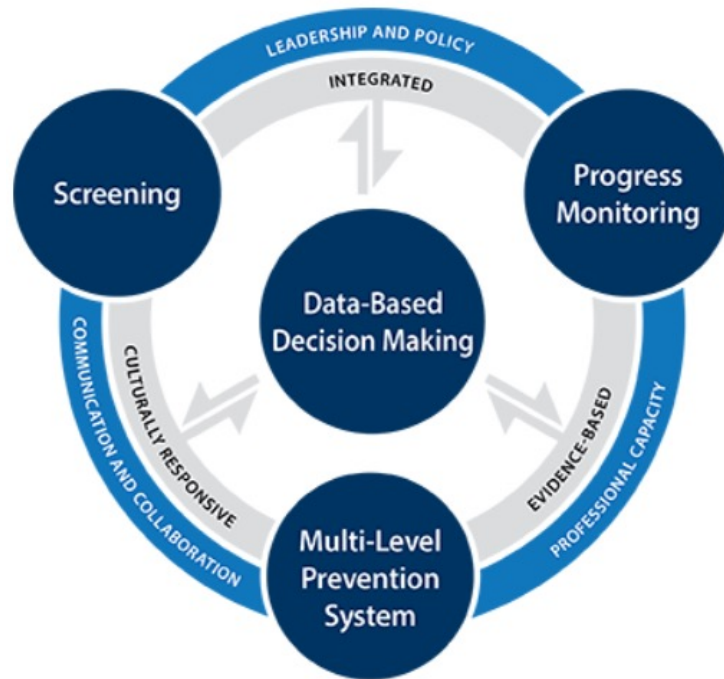
Georgia's Multi-Tiered System of Supports (MTSS) is a framework that:

- 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.



Successful Implementation of MTSS

Design

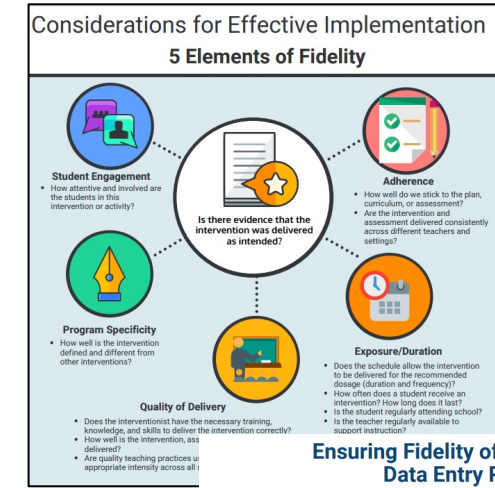


Infrastructure

- Prevention Focus
- Leadership
- Professional Learning
- Schedules
- Resources
- Family and Community Engagement
- Communication with & Involvement of All Staff
- Effective Teaming
- Cultural Linguistic Responsiveness



Implementation



Ensuring Fidelity of Assessment and Data Entry Procedures

Successful implementation of a multi-tiered system of supports (MTSS) and, specifically, intensive intervention through the data-based individualization (DBI) process, demands the collection and analysis of data. As teams consider data collection, challenges may occur with assessment administration, scoring, and data entry (Taylor, 2009). To ensure data about risk status and responsiveness accurately represent student performance, minimize measurement errors by preventing the following.

Inconsistent Assessment Administration	Errors in Scoring Assessments	Data Entry Errors
<p>What is it? Errors introduced due to changes in administration, including incorrect or variable instructions, inappropriate assistance, altered assessment protocols (e.g., increasing assessment time), or changes to the environment.</p> <p>Why does it happen?</p> <ul style="list-style-type: none"> • Educators are unfamiliar with the assessment or its purpose. • Educators, who are familiar with the assessment, depend on memory versus written procedures to conduct the administration. • Environmental changes (e.g., loud classroom one day and a quiet library the next) can impact how the student responds. 	<p>What is it? Errors introduced when an educator incorrectly scores or interprets a student's response or is more lenient in scoring certain responses.</p> <p>Why does it happen?</p> <ul style="list-style-type: none"> • Educators interpret or score data based on their assumptions about the students, not the data. • Inconsistency in scoring due to lack of written procedures or inadequate training. 	<p>What is it? Errors introduced while inputting student data in a database or interpretation errors introduced when educators mix data from more than one measure or different grade levels into one data system or graph.</p> <p>Why does it happen?</p> <ul style="list-style-type: none"> • Educators make unintentional errors when entering or transferring scores from paper copies. • Inconsistent procedures for data entry that can lead to disagreements in processes.

MTSS Overview, Tessie Rose Bailey, August 2020

Georgia' MTSS Essential Components



Screening

- Identify students who need enrichment/acceleration or who are at risk for poor learning and/or poor behavior outcomes and provide an indicator of system effectiveness
- Use screening data in concert with at least two other data sources

Infrastructure and Support Mechanisms

Progress Monitoring

- Monitor students' response to secondary or tertiary intervention in order to:
 - Estimate rates of improvement across time,
 - Identify students who are not demonstrating adequate progress,
 - Compare the efficacy of different forms of academic and/or behavior instruction, and
 - Determine when instructional change is needed.

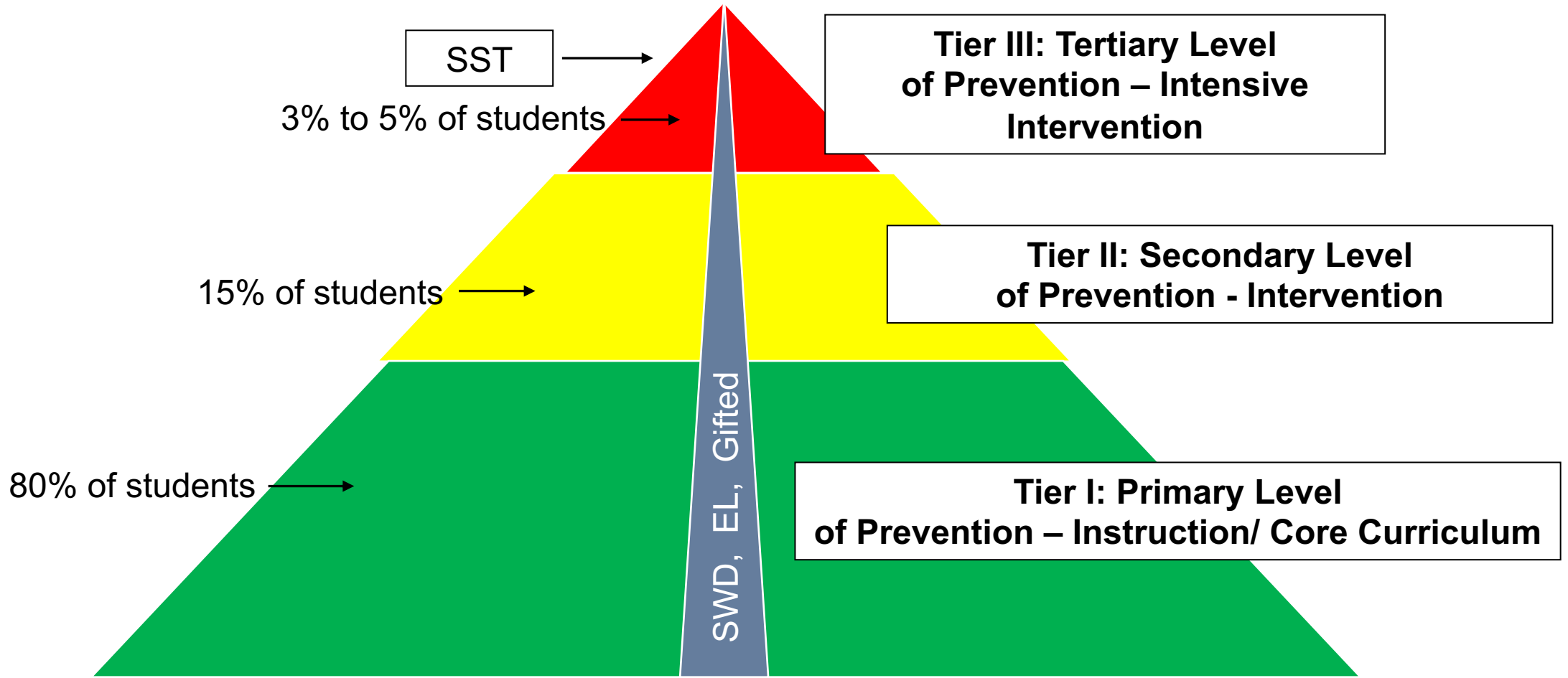
Infrastructure and Support Mechanisms

Multi-Level Prevention System

- Tier I: Primary Level – Instruction/Core Curriculum
 - ALL students – Is the core instructional program meeting the academic and behavioral needs of most students (e.g., 80% of students)?
- Tier II: Secondary Level – Targeted Intervention
 - Students identified through screening and at least two other data sources who need enrichment/acceleration or who are at risk for poor learning and behavioral outcomes
- Tier III: Tertiary Level - Intensive Intervention
 - Students who have not responded to primary or secondary level of prevention (SST)

Infrastructure and Support Mechanisms

Georgia's Multi-Level Prevention System



Students receive services at all levels, depending on need.

Data-Based Decision Making

- Analyze data at all levels of MTSS
 - Implementation e.g., state, district, school, grade level
 - Prevention e.g., primary, secondary or tertiary
- Use data to evaluate effectiveness of:
 - Core Curriculum
 - Instruction and behavioral intervention/strategies
- Movement within the Multi-Level Prevention System

Infrastructure and Support Mechanisms

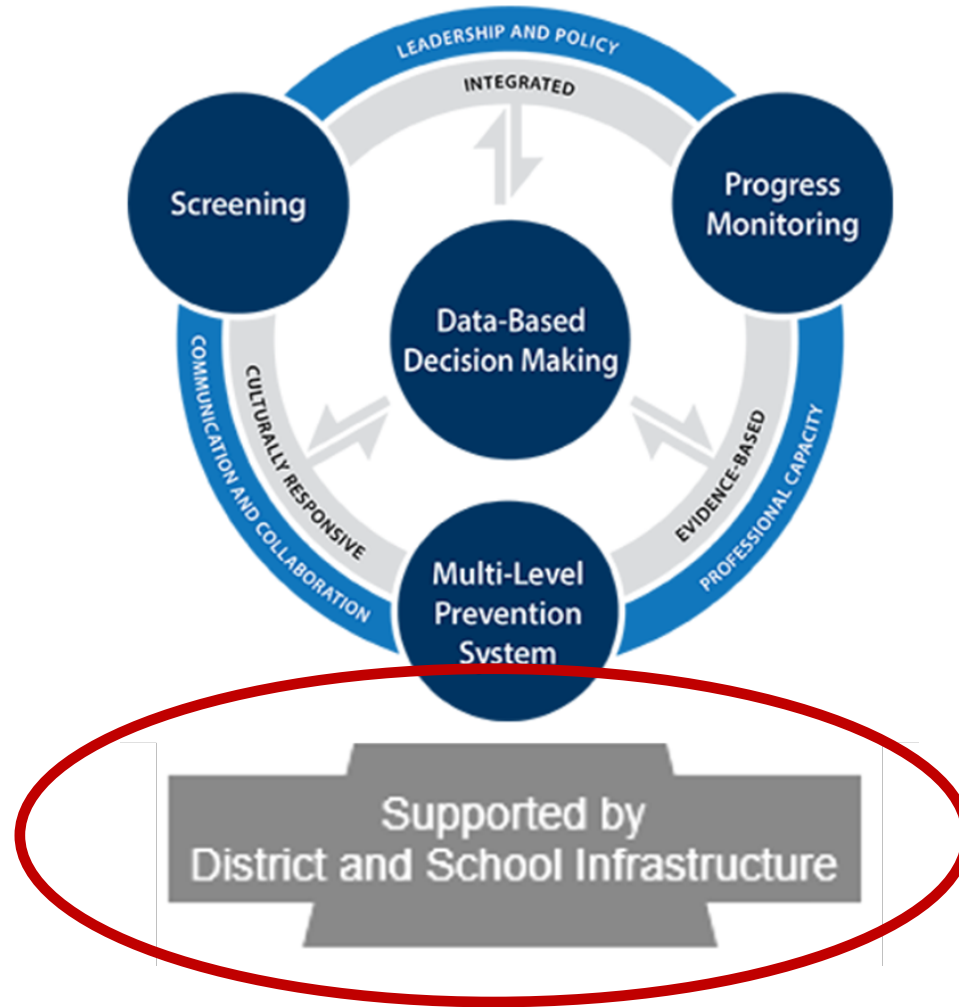
Essential Components of Georgia's MTSS

- **Screening**
- **Progress Monitoring**
- **Multi-Level Prevention System**
 - Tier I: Primary Level – Instruction/Core Curriculum
 - Tier II: Secondary Level – Targeted 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**

Common Elements

- All children
 - Needs of the whole child
 - Evidence based practices and interventions
 - Focus on closing the gap, etc.
-
- Can you think of others? Type them in the Question box.

Infrastructure



Essential Components: 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



By the end of FY22, Happy School District will implement differentiated reading instruction and increase the percentage of students scoring at proficient learner or above on the English Language Arts GA Milestones from 50% to 55%.

Indicators of Tier 1 Concerns

- Less than 75-80% of students are identified as at or above grade level expectation on identified measures.
- Inconsistent performance across classrooms, grades, or schools.
- Poor attendance, low student engagement, and/or frequent behavior problems.
- High rates of students (>20%) identified for supplemental support.
- Differential benefit across subpopulations.
- Low teacher satisfaction or engagement.

What is Tier I?

- District curriculum and instructional practices that are evidence-based, aligned with state or district standards, and incorporate differentiated instruction
- Designed to meet the diverse needs of its learners
- Includes everything that is NOT “intervention”. For example,
 - Core academic and behavior curriculum and instruction
 - Schedule
 - Teacher-student interaction
 - School culture
 - Standards
 - State- and district-requirements
 - Technology and resources

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

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

Tier I District Level Considerations

Design

- Adopts/purchases research-based curriculum materials (research includes subgroups)
- Articulates teaching and learning (in and across grade levels)
- Aligns core curriculum with state standards
- Provides resources, e.g., personnel, time, materials, programs for effective implementation
 - Prioritizes time for data review, analysis and problem solving
 - Protects time for student learning

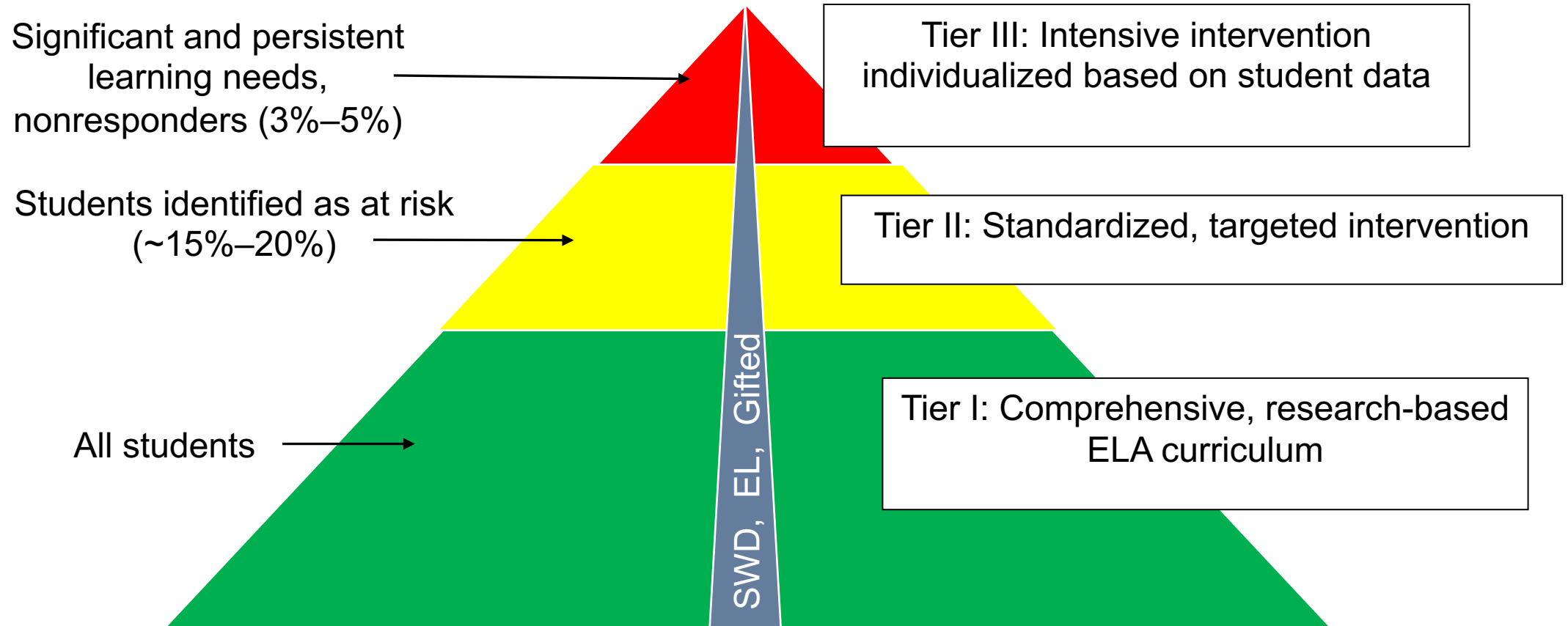
Delivery

- Creates protocols, procedures and/or processes to monitor the fidelity of implementation and evaluate effectiveness
- Ensures implementation with **all students** – all subgroups as well as those exceeding benchmark



What knowledge, resources and organizational structures are needed to operationalize a multi-level prevention system and increase the percentage of students scoring at proficient or above on the ELA Milestones?

Multi-Level Prevention System



Students receive services at all levels, depending on need.

Essential Components: 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

Subcomponents of Infrastructure

- Professional Learning (PL)
 - What knowledge, resources and organizational structures are needed to institutionalize and structure PL so that all teachers and leaders continuously examine, reflect upon and improve
 - instructional practice,
 - data-based decision making, and
 - delivery of interventions?
- Resource Allocation (personnel, time, materials, programs)
 - To meet established goal, what resources are needed to design and implement a multi-level prevention system?

EasyRetro Activity

The screenshot displays the EasyRetro web application interface. At the top left is the 'EasyRetro' logo. The main title of the board is 'Infrastructure'. Below the title is a search bar and navigation options including 'Sort by order', 'Add', and 'Share'. The board contains two active cards:

- Professional Learning (PL)**: A card with a plus sign and a list of items: 'What knowledge, resources and organizational structures are needed to institutionalize and structure PL so that all teachers and leaders continuously examine, reflect upon and improve'. Sub-points include: '** instructional practice', '** data-based decision making', and '** delivery of interventions?'. It has a thumbs-up icon and two empty circles.
- Resource Allocation (personnel, time, materials, programs)**: A card with a plus sign and the text: 'To meet established goal, what resources are needed to design and implement a multi-level prevention system?'. It has a thumbs-up icon and two empty circles.

<https://easyretro.io/publicboard/wzZrEi77HjStob4LZEJhocczgUc2/4a9fd0a1-f764-4805-9656-c53f7a2bd5d0>

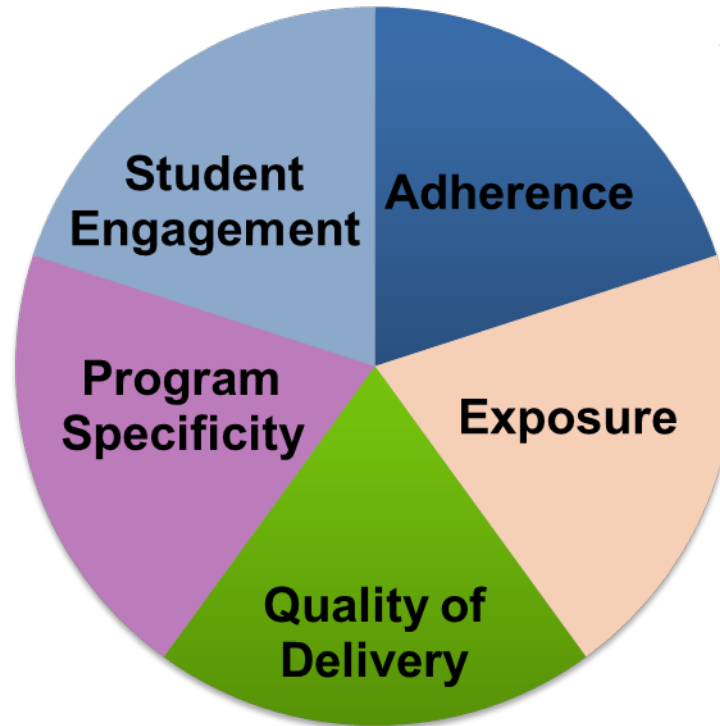


Fidelity of Implementation

Elements of Fidelity

Student Engagement: How engaged and involved are the students in this intervention or activity?

Program specificity: How well is the intervention defined and different from other interventions?



Adherence: How well do we stick to the plan, curriculum, or assessment?

Exposure/Duration: How often does a student receive an intervention? How long does an intervention last?

Quality of Delivery: How well is the intervention, assessment, or instruction delivered? Do you use good teaching practices?

Dane & Schneider, 1998; Gresham et al., 1993; O'Donnell, 2008

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

Program Implementation vs Program Effectiveness

Action Step 1:

Implement Evidenced Based ELA Intervention Programs

Methods for Implementation

**Usage Report
Intervention Schedules**

Methods for Effectiveness

**Classroom Observations
Formative Assessments**

Evaluating and Monitoring Implementation Fidelity

- CLIP action steps
- MTSS implementation
- Tier I instruction
- Tier II and Tier III intervention
- Professional Learning
- Allocation/Implementation/Effectiveness of Resources

Reflect and Respond

- How does knowledge gained about the integration of Georgia's Systems of Continuous Improvement, Federal Programs and Georgia's MTSS impact the development of the CLIP?
- Type a brief response in the **Question** box.

Resources



Georgia's MTSS Website:

www.gadoe.org/mtss



Richard Woods, Georgia's School Superintendent

- Offices & Divisions
- Programs & Initiatives
- Data & Reporting
- Learning & Curriculum
- State Board & Policy
- Finance & Operations
- Contact

Home → Teaching and Learning → Special Education Services and Supports → Georgia's Tiered System of Supports for Students

Rules, Manuals & Forms

- Special Education Rules
- Implementation Manual
- Sample Forms
- Applications

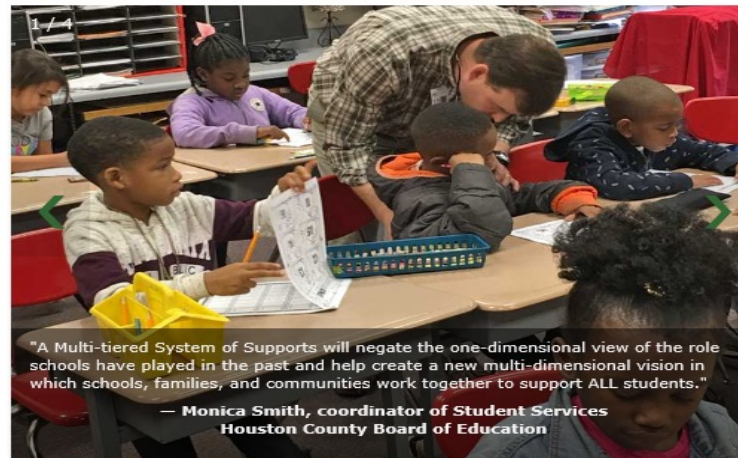
Eligibility Categories

- All Eligibility Categories

Budgets, Grants, Data Collection and Reporting

- Budget & Grant Applications
- LEA Consolidated Application
- Data Presentations, Recordings, Documents
- Annual Reports
- State Performance Plan (SPP), Annual Performance Reports (APR) and Annual Determinations

Georgia's Tiered System of Supports for Students



"A Multi-tiered System of Supports will negate the one-dimensional view of the role schools have played in the past and help create a new multi-dimensional vision in which schools, families, and communities work together to support ALL students."

— Monica Smith, coordinator of Student Services
Houston County Board of Education

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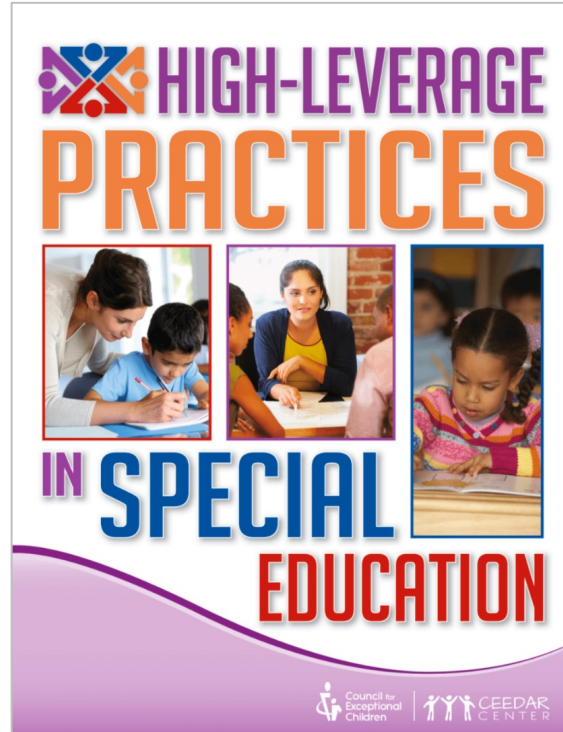
@GeorgiaMTSS



High Leverage Practices (HLPs)



Teaching Works: High Leverage Practices (Ball):
<http://www.teachingworks.org/work-of-teaching/high-leverage-practices>



High-Leverage Practices in Special Education:
<http://cedar.education.ufl.edu/wp-content/uploads/2017/07/CEC-HLP-Web.pdf>

High-Leverage Practices Crosswalk

This document shows points of alignment between the following three important documents: [High-Leverage Practices](#), [High-Leverage Practices in Special Education](#), and [Promoting Principal Leadership for the Success of Students With Disabilities](#).

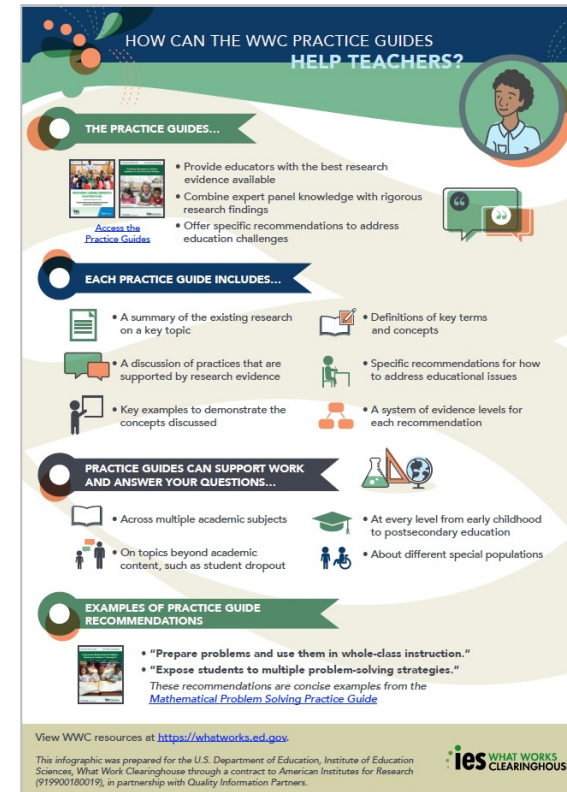
High-Leverage Practices	High-Leverage Practices in Special Education	Related Professional Standards for Educational Leaders <i>Promoting Principal Leadership for the Success of Students With Disabilities</i>
1) Leading a group discussion	Teach social behaviors (9)	Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student (4c) <i>Ensure that evidence-based approaches to instruction and assessment are implemented with integrity and are adapted to local needs</i>
	Teach cognitive and metacognitive strategies to support learning and independence (14) Use strategies to promote active student engagement (18)	
2) Explaining and modeling content, practices, and strategies	Teach cognitive and metacognitive strategies to support learning and independence (14)	Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student (4c)
	Teach social behaviors (9)	

CEEDAR Center- HLP Crosswalk with PSEL:
<https://cedar.education.ufl.edu/wp-content/uploads/2017/11/HLP-Crosswalk-with-PSEL1.pdf>



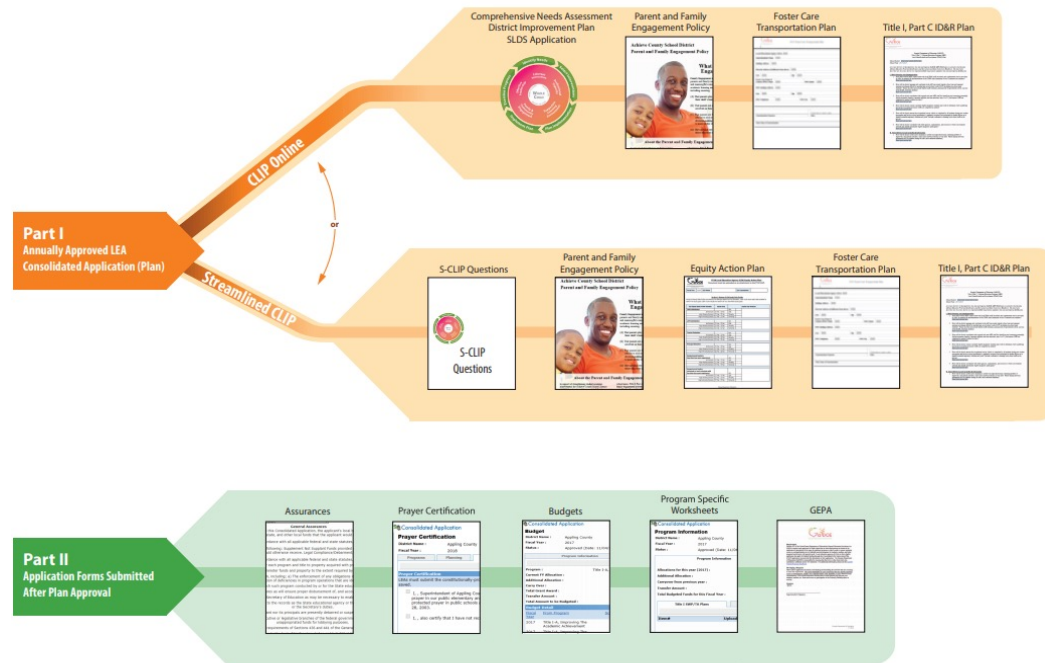
Evidence-based Practices (EBPs): IES Practice Guides

- 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>

LEA Consolidated Application



CLIP Resources

- FY22 Consolidated LEA Improvement Plan (CLIP) Guidance
- GaDOE Continuous Improvement Teams (CIT)
- FY22 Streamlined CLIP (S-CLIP) Questions Template
- FY22 CLIP Review Criteria
- FY22 Parent and Family Engagement Policy
- FY22 Equity Action Plan Template
- FY22 Foster Care Transportation Plan Template
- FY22 Title I Part C ID&R Plan Template
- Progress Monitoring Application - Navigation Guide
- Equity - Sample Quick Guide
- Components of the CLIP – Equity Action Plan
- LEA CLIP Stakeholder and Team List
- FY22 CLIP Online Blank Copy
- FY22 CLIP IDEA Performance Goals Tips

LEA Consolidated Application

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://cedar.education.ufl.edu/>
- Evidence-based Intervention Network: <http://ebi.missouri.edu/>

Resources for Evaluating Evidence Base of Practices and Standardized Interventions

NCII
Interventions
Tools Chart

<http://www.intensiveintervention.org/chart/instructional-intervention-tools>

What Works
Clearinghouse

<http://ies.ed.gov/ncee/wwc/findwhatworks.aspx>

Evidence for
ESSA

<http://www.evidenceforessa.org>

Best Evidence
Encyclopedia

<http://www.bestevidence.org/>

Fidelity of Implementation Rubrics



Georgia's Tiered System of Supports for Students District Fidelity of Implementation Rubric

Georgia's Tiered System of Supports for Students District Fidelity of Implementation Rubric is for use by individuals who are responsible for monitoring district-level fidelity of Georgia's Tiered System of Supports for Students implementation. The rubric is aligned with the essential components of a tiered system of support and the infrastructure that is necessary for successful implementation. It is accompanied by a worksheet with guiding questions and score points for use in an interview with the leadership team.

1. Assessments---Screening, progress monitoring, and other supporting assessments are used to inform data-based decision making		
Measures	1	3
Screening --- Georgia's Tiered System of Supports for Students framework accurately identifies students in need of poor learning outcomes or challenging behaviors.		
A. Screening Tools	Insufficient evidence that the screening tools are reliable, correlations between the instruments and valued outcomes are strong, and predictions of risk status are accurate.	Evidence indicates that the screening tools are reliable, correlations between the instruments and valued outcomes are strong, and predictions of risk status are accurate, but staff is unable to articulate the supporting evidence.
B. Universal Screening	One or none of the following conditions is met: (1) screening is conducted for all	Two of the following conditions are met: (1) screening is conducted for all students (i.e.,

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/GaMTSS/DistrictFidelityImplementationRubric.pdf>



Georgia's Tiered System of Supports for Students School Fidelity of Implementation Rubric

Georgia's Tiered System of Supports for Students Fidelity Rubric is for use by individuals who are responsible for monitoring school-level fidelity of Tiered System of Supports for Students implementation. The rubric is aligned with the essential components of a tiered system of support and the infrastructure that is necessary for successful implementation. It is accompanied by a worksheet with guiding questions and score points for use in an interview with the leadership team.



1. Assessments – Screening, progress monitoring, and other supporting assessments are used to inform data-based decision making			
Measures	1	3	5
Screening --- Georgia's Tiered System of Supports for Students framework accurately identifies students in need of enrichment/acceleration and students at risk of poor learning outcomes or challenging behaviors.			
A. Screening	Insufficient evidence that the screening tools are reliable, correlations between the instruments and valued outcomes are strong, and predictions of risk status are accurate.	Evidence indicates that the screening tools are reliable, correlations between the instruments and valued outcomes are strong, and predictions of risk status are accurate, but staff is unable to articulate the supporting evidence.	Evidence indicates that the screening tools are reliable, correlations between the instruments and valued outcomes are strong, and predictions of risk status are accurate, and staff is able to articulate the supporting evidence.
B. Universal Screening	One or none of the following conditions is met: (1) screening is conducted for all students (i.e., is universal); (2) procedures are in place to ensure	Two of the following conditions are met: (1) screening is conducted for all students (i.e., is universal); (2) procedures are in place to ensure implementation accuracy (i.e., all	All of the following conditions are met: (1) screening is conducted for all students (i.e., is universal); (2) procedures are in place to ensure implementation accuracy (i.e., all

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/GaMTSS/SchoolFidelityRubric.pdf>



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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:

