Georgia’s Tiered System of Supports for Students

MTSS Overview

ESOL Conference

February 5, 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

• Make connections between English Learner services and other MTSS interventions

• Understand the role of the ESOL Teacher in Georgia’s Tiered System of Supports for Students
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
Cohort 2

• Presentation for Application Process – SSTAGE & Webinar

• Districts and Schools apply in January 2019
  • Applications available online January 22, 2019 [www.gadoe.org/tieredsystemofsupports](http://www.gadoe.org/tieredsystemofsupports)
  • Applications due February 28, 2019
  • Identified through application and interview process
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 and support mechanisms to operationalize all of the components into a unified system to meet the established goals.
Considerations for English Learners

• 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:
    
    • Use data to get to the “why.”
    
    • Have we considered that the reason a child is at risk might be because s/he is not proficient in the language of the classroom or the language of instruction?
    
    • Have we considered that gaps in learning/schooling, trauma, etc. could look like behavior issues?

  • provide evidence-based interventions:
    
    • Evidence-based interventions around language
    
    • Evidence for who?
Considerations for English Learners (continued)

- With Georgia’s Tiered System of Supports for Students, schools:
  - monitor student progress; and
  - continue/adjust the intensity and nature of those interventions based on a student’s responsiveness.

- Districts and schools develop **infrastructure and support mechanisms** to operationalize all of the components into a unified system to meet the established goals.
  - Do we have written processes and protocols in place to ensure that our multi-tiered system of supports is able to meet the needs of ALL students, including English Learners?
Integrating the Essential Components of Georgia’s Tiered System of Supports for Students

Nationally Aligned MTSS Framework

- SCREENING
- PROGRESS MONITORING
- DATA-BASED DECISION MAKING
- MULTI-LEVEL PREVENTION SYSTEM
- INFRASTRUCTURE
Nationally Aligned MTSS Framework

- Screening
- Progress Monitoring
- Data-Based Decision Making
- Multi-Level Prevention System

Improved Student Outcomes
Culturally Responsive
Evidence-Based
What is Culturally Responsive Teaching?

*Culturally responsive teaching* is defined as using the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively. It is based on the assumption that when academic knowledge and skills are situated within the lived experiences and frames of reference of students, they are more personally meaningful, have higher interest appeal, and are learned more easily and thoroughly (Gay, 2000)*. As a result, the academic achievement of ethnically diverse students will improve when they are taught through their own cultural and experiential filters (Au & Kawakami, 1994; Foster, 1995; Gay, 2000; Hollins, 1996; Kleinfeld, 1975; Ladson-Billings, 1994, 1995).

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 services
• Reduction in student grade retention

Source: Burns, Appleton, & Stehouwer, 2005; Dexter, Hughes, & Farmer, 2008; Simmons, Coyne, Kwok, McDonagh, Harn, & Kame‘enui, 2008; Hattie, 2015
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
• is considered best practice for teaching and learning.
### Clarifying Misconceptions

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

2/14/2019
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 initiated at Tier III.
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

- Screening
- Data-Based Decision Making
- Progress Monitoring
- Multi-Level Prevention System

Supported by District and School Infrastructure and Support Mechanisms

Georgia added the essential component of Infrastructure and Support Mechanisms. Georgia will focus on Leadership, Effective Teaming, Professional Learning, and Family and Community Engagement.
Essential Components
Tiered System of Supports for Students

Supported by District and School Infrastructure and Support Mechanisms
Essential Component #1: Multi-Level Prevention System

Students receive services at all levels, depending on need.
Essential Component #1: Multi-Level Prevention System

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

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 or district standards (including English Language Proficiency Standards); and incorporate differentiated instruction

- **SETTING:** General education classroom or other education setting within the school (push-in services)

- **ASSESSMENTS:** Screening, continuous monitoring for 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 or who are in need of enrichment or acceleration (SST)

▪ **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
What do you notice?
Supports are tiered, NOT students.

Students receive services at all levels, depending on need.
Essential Components
Tiered System of Supports for Students

Supported by District and School Infrastructure and Support Mechanisms
### Essential Component #2: Screening

<table>
<thead>
<tr>
<th><strong>PURPOSE</strong></th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FOCUS</strong></td>
<td><strong>ALL</strong> Students</td>
</tr>
<tr>
<td><strong>TOOLS</strong></td>
<td>Brief assessments that are valid and reliable and that demonstrate diagnostic accuracy for predicting learning potential or behavioral problems.</td>
</tr>
<tr>
<td><strong>TIME FRAME</strong></td>
<td>Administered more than one time per year (e.g., fall, winter, and spring)</td>
</tr>
</tbody>
</table>

Resource: [https://intensiveintervention.org/](https://intensiveintervention.org/)
Essential Components

Tiered System of Supports for Students

- Screening
- Data-Based Decision Making
- Multi-Level Prevention System
- Progress Monitoring

Supported by District and School Infrastructure and Support Mechanisms

2/14/2019
### Essential Component #3: Progress Monitoring

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

Essential Components
Tiered System of Supports for Students

- Screening
- Data-Based Decision Making
- Progress Monitoring
- Multi-Level Prevention System

Supported by District and School Infrastructure and Support Mechanisms
Essential Component #4: Data-Based Decision Making

- Instruction
- Evaluate Effectiveness
- Movement within the Multi-Level Prevention 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.

<table>
<thead>
<tr>
<th>Dimensions*</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td><strong>Strength</strong></td>
<td>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).</td>
</tr>
<tr>
<td><strong>Dosage</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Alignment</strong></td>
<td>How well the program (a) addresses the target student’s full set of academic skill deficits, (b) does not address skills the target student has already mastered (extraneous skills for that student), and (c) incorporates a meaningful focus on grade-appropriate curricular standards.</td>
</tr>
<tr>
<td><strong>Attention to transfer</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Comprehensiveness</strong></td>
<td>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).</td>
</tr>
<tr>
<td><strong>Behavioral support</strong></td>
<td>The extent to which the program incorporates (a) self-regulation and executive function components and (b) behavioral principles to minimize nonproductive behavior.</td>
</tr>
<tr>
<td><strong>Individualization</strong></td>
<td>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.</td>
</tr>
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</table>


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**WANT TO LEARN MORE? Visit us at [www.intensiveintervention.org](http://www.intensiveintervention.org).**
Essential Components
Tiered System of Supports for Students

- Screening
- Data-Based Decision Making
- Progress Monitoring
- Multi-Level Prevention System

Supported by District and School Infrastructure and Support Mechanisms
Essential Component #5: Infrastructure and Support Mechanisms

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
To Learn More:

www.gadoe.org/TieredSystemof Supports

Resources:
- Communications Plan
- 1-2 Page Documents: Simplify Essential Components/Framework
- Professional Learning Units
- Infrastructure Webinar
- Georgia Learns Online Course Series
- Subscribe to Our Newsletter [https://form.jotform.com/83164438074156]
- Sign-up for Upcoming Events
Resources
Connecting Research:

IES Practice Guides

Teaching Academic Content and Literacy to English Learners in Elementary and Middle School

- Recommendations
- Details
- Panel

Released: April 2014
PDF (6.6 MB)

Effective Literacy and English Language Instruction for English Learners in the Elementary Grades

- Recommendations
- Details
- Panel

Released: December 2007
PDF (1.1 MB)
CEEDAR – Innovation Configuration: Evidence-based practices for ELs

The National Academies of Sciences, Engineering & Medicine, 2017


Resources for Evaluating and Selecting Evidence-Based Practices

- NCII Interventions Tools Chart: https://charts.intensiveintervention.org/chart/instructional-intervention-tools
- Best Evidence Encyclopedia: http://www.bestevidence.org/

Adapted from the National Center on Intensive Intervention (NCII)
Resources for Evaluating and Selecting Evidence-Based Practices

- Center on Instruction: [https://www.centeroninstruction.org/](https://www.centeroninstruction.org/)
- Evidence for ESSA: [https://www.evidenceforessa.org/](https://www.evidenceforessa.org/)

Adapted from the National Center on Intensive Intervention (NCII)
Georgia’s Tiered System of Supports for Students

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• Describe what it is and what it is not

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• Make connections between English Learner services and other MTSS interventions

• Understand the role of the ESOL Teacher in Georgia’s Tiered System of Supports for Students
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