



MTSS Manual

2019 - 2021

Georgia Department of Education Georgia's Tiered System of Supports for Students

What is MTSS In Georgia?

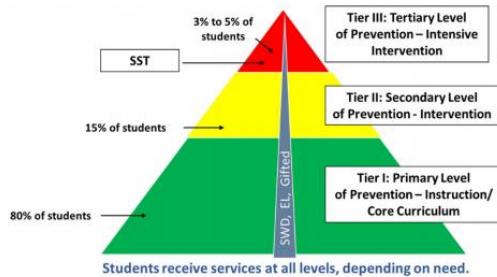
A Multi-tiered System of Supports (MTSS) is a “tiered system of supports that integrates assessment and intervention within a school-wide, multi-level prevention system to maximize student achievement and reduce behavioral problems. MTSS promotes systems alignment to increase efficiency and effectiveness of resources” (Adopted from National Center on Response to Intervention, 2010).

Elements of This Definition Further Explained

Integrating Assessment and Intervention

A Multi-tiered System of Supports (MTSS) is a data-driven prevention framework that uses Assessment (Screening and Progress Monitoring) to identify and predict students who may be at risk for poor learning outcomes or who experience social/emotional needs, and/or behavioral concerns that impact learning.

School-wide, Multi-level Prevention System



DISCLAIMER: The contents of this document were developed under a grant from the U.S. 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 Colley.

Sumter County School System's Tiered System of Supports for Students

The Sumter County School System utilizes a framework developed by the Georgia Department of Education (GaDOE) entitled the *School Wide Multi Prevention System*. Under the framework of Georgia's Tiered System of Supports for Students, Response to Intervention, and Student Support Teams are a part of the MTSS process. This framework integrates instruction and intervention (ABE, RTI, Student Support Team, Student Mental Health, Wrap Around Services, etc.), delivered in levels of prevention, through interventions that vary in intensity based on individual student need. MTSS addresses the learning needs of **ALL** students and involves teachers changing their instruction based on how well the students responded to it. Within Sumter County's MTSS Framework, standard protocols blended with problem solving processes and the use of data teams are vehicles through which data-driven decisions regarding the needs of students are made. In addition, high-quality and rigorous instruction is provided, researched or evidenced-based interventions are implemented as needed to meet students' needs, progress monitoring is conducted to make informed decisions about the efficacy of the interventions, and response data are utilized to guide instruction.

The School-Wide, Multi-Level Prevention System addresses student needs by providing services and interventions based on state standards, sound assessment practices, and researched or evidenced-based instructional pedagogy. The prevention system has three tiers.

Tier 1: Primary Level of Prevention - Instruction and Core Curriculum

Tier 2: Secondary Level of Prevention - Intervention

Tier 3: Tertiary Level of Prevention - Intensive Intervention

The prevention system is on a continuum that is fluid, allowing students to move up or down tiers throughout their educational matriculation. The student's level of need dictates the tier of support. The actual length of time that an intervention is implemented depends on the student's response to the intervention and the minimum requirements as determined through the Intervention Services team.

Multi-Tiered System of Supports

District Level Implementation

Four Year Plan (2016-2021)

Vision

Statement: *The MTSS Framework will serve as a framework that ensures a culture and level of expectation that **all** students will be provided a solid, instructional foundation and, if necessary, appropriate and specific interventions that are tailored to their unique needs.*

2016 - 2017	2018 - 2019	2019 - 2020	2020 - 2021
<p>Consensus and Infrastructure Building</p> <p>Communicate the RTI framework and concepts broadly.</p> <p>Create district and school level teams.</p> <p>Create a district manual for the process.</p> <p>Focus on Tier 1* with emphasis on standards-based classroom instruction, universal screening, and data-based decision making.</p> <p>Focus on Tier 2* with emphasis on progress monitoring, utilizing interventions, and increasing data-based decision making.</p>	<p>Infrastructure Building and Implementation</p> <p>Examine implementations at the district and school levels</p> <p>Find aspects that are being implemented well and gaps that need to be addressed.</p> <p>Work on closing the practice gaps. for all schools.</p> <p>Ensure structures and supports are in place to support, stabilize, and institution RTI practices.</p> <p>Focus on Tier 3/SST* with emphasis on intervention team building and strengthening of the tiered data-based decision making process, as needed.</p>	<p>Consensus, Infrastructure Building and Implementation</p> <p>Communicate the connection for RTI and MTSS</p> <p>Review protocols for examining data to determine the needs of the students.</p> <p>Update district manual.</p> <p>Update and review structures and supports that are in place to support and stabilize the MTSS framework.</p> <p>Focus: data making decisions for each Tier in regards to academics, attendance and discipline.</p> <p>Analyze and review processes and procedures at each tier.</p>	<p>Infrastructure Building, Implementation and Monitoring</p> <p>Monitor district and school level protocols</p> <p>Edit and update distinct manual and documents</p> <p>Monitor and evaluate district and school level supports and infrastructures.</p> <p>Focus: using accurate data to make decisions for each Tier with regards to academics, attendance and discipline.</p> <p>Analyze and review processes and procedures at each tier.</p> <p>Focus: monitoring for fidelity</p>

Roles and Responsibilities

District Team

Purpose: Ensure effective implementation and build district capacity for Georgia's Tiered System of Supports for Students framework

Responsibilities	Tasks
<p>Support Georgia's Tiered System of Supports for Students framework by developing the infrastructure for implementation and sustainability at the district and school level</p> <p>Provide leadership for continuous improvement and systems change</p> <p>Ensure Georgia's Tiered System of Supports for Students goals and actions are embedded in the district's strategic plan</p> <p>Regularly analyze data (i.e., stakeholder engagement, capacity, resources, infrastructure, general supervision, equity gaps, strengths/weaknesses, barriers, and leverage points) and make adjustments as needed using a problem-solving process to improve student outcomes</p> <p>Understand current fiscal, personnel, and material resources needed to support implementation of Georgia's Tiered System of Supports for Students and provide needed supports for implementation such as resources, professional learning, and technical assistance</p> <p>Establish formalized feedback loops between the district and school teams</p> <p>Convene stakeholders for opportunities for action planning, sharing information/progress, and celebrating success at established checkpoints Monitor and report implementation progress</p>	<p>Actively participate in regularly scheduled meetings</p> <p>Provide technical assistance for school teams implementing Georgia's Tiered System of Supports for Students</p> <p>Assess and report the impact of evidence-based interventions on student outcomes</p> <p>Share assessment results from fidelity measures and student outcomes with the school team and other stakeholders</p>

Roles and Responsibilities

School Team

Purpose: Ensure effective school-level implementation and build school-level capacity for Georgia’s Tiered System of Supports for Students framework

Responsibilities	Tasks
<p>Support Georgia’s Tiered System of Supports for Students framework by developing the infrastructure for implementation and sustainability at the school level</p> <p>Provide leadership for continuous improvement and systems change</p> <p>Regularly analyze data and make adjustments as needed using a problem-solving process to improve student outcomes</p> <p>Ensure goals and action steps needed to implement Georgia’s Tiered System of Supports for Students are included in the School improvement plan and monitor fidelity of implementation</p> <p>Establish formalized feedback loops between the District Team and School Team to develop knowledge, skills, and abilities and increase capacity for implementation of Georgia’s Tiered System of Supports for Students</p> <p>Convene stakeholders for action planning, sharing information/progress, and celebrating success at established checkpoints</p> <p>Align roles, functions, and structures with implementation supports necessary to build and sustain evidence-based practices/interventions</p> <p>Monitor the impact of universal, targeted, and intensive supports and evidence based practices/interventions</p> <p>Monitor and report fidelity of implementation and student outcomes to district coach and other stakeholders</p>	<p>Actively participate in regularly scheduled meetings</p> <p>Monitor the impact of implementation of evidence based practices/interventions and strategies on student outcomes</p> <p>Share assessment results from implementation measures and student outcomes with district teams and other stakeholders</p>

Roles and Responsibilities

District Coordinator

Purpose: Provide district coordination for Georgia's Tiered System of Supports for Students framework

Responsibilities	Tasks
Support the District Team with implementation and build capacity of Georgia's Tiered System of Supports for Students framework	Coordinator regularly schedule meetings with the District Team
Sustain fluid feedback loops that foster effective communication with the Georgia's Tiered System of Supports for Students Coach, the School Coordinator and the District Team	Complete and submit required record keeping including District Team meeting schedule, minutes, and agendas
Ensure that Georgia's Tiered System of Supports for Students improvement strategies are aligned and embedded in the District Strategic Plan	Make contact 3x/monthly with assigned Coach – one time must be face-to-face
Support the District Team in alleviating barriers that impede implementation of Georgia's Tiered System of Supports for Students framework	Make contact with District Team members and School Coordinator 2x/monthly
Understand the current infrastructure and available resources to support Georgia's Tiered System of Supports for Students	Provide technical assistance, including coaching as needed for District and School Teams
Assist in determining professional learning and resources needed for implementation and provide technical assistance including coaching for identified school(s)	Oversee completion of and timely submission of required documents, reports and surveys
Monitor and report fidelity of implementation and progress to the Georgia's Tiered System of Supports for Students Coach and other stakeholders	Collect and submit evidence of ratings for the District Fidelity of Implementation Rubric Support schools to complete and submit required documents and provide evidence of implementation
Utilize efficient data systems and assist with all levels of data analysis for Georgia's Tiered System of Supports for Students	Participate in state, regional, and district trainings and/or meetings to support effective implementation of Georgia's Tiered System of Supports for Students
Monitor and report data to the Georgia's Tiered System of Supports for Students Coach and other stakeholders	

Tiered System of Supports for Students Essential Components

1. Screening

The purpose of the Screening is to identify students in need of acceleration, enrichment or who are at-risk for poor learning or behavior outcomes and serve as indicators for system effectiveness.

2. Progress Monitoring

The purpose of progress monitoring is to monitor students’ response to primary, secondary and tertiary intervention to estimate rates of improvement, identify students who are demonstrating adequate progress and compare efficacy of different forms of academic and /or behavior instruction.

3. Multi-Level Prevention System

The purpose of the Multi- level Prevention System is to provide support matched to students' need to maximize student achievement and reduce behavior concerns. The three levels of support are primary, secondary and tertiary.

4. Data -Based Decision Making

The data-based decision making is a process for making informed decisions about instructional needs, the effectiveness of instruction, and level of intensity needed within a multi-level prevention system.

5. Infrastructure

Infrastructure is the organizational structure necessary to fully operate all components of Georgia’s Tiered System of Supports for Students in a unified system to meet established goals. It sets the foundation to ensure effective implementation.

TIMELINE FOR RESPONSE TO INTERVENTION (RTI) ACTIVITIES

Time Period	Activities	Tier/Audience	Responsibility
August	FIRST DATA REVIEW TEAM MEETING	ALL Students	School Level Testing Administrators Academic Coaches

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	<p>Review student data at the school, department/team, classroom, and individual student level</p> <p>Begin Student Profile Sheet</p> <p>1st Administration of Universal Screening</p> <p>-Identify students to target based on results from screener.</p> <p>-Review transitioning RTI students and their current tier placements.</p>		<p>Intervention Services Coordinator</p> <p>Counselors</p> <p>Data Teams</p> <p>School Leadership Team</p> <p>District Interventions Services Collaborative</p>
September	<p>Note students at risk.</p> <ul style="list-style-type: none"> • Retained students or students not on grade level • Students with failing grades at progress report time • Students reading below grade level • Students performing below grade level in math • Students with previous or current attendance problems • Students with poor work habit or poor citizenship status • Students with a significant discipline history • New students who may not have records • Previous year's Tier 2 or Tier 3 students <p>Begin monitoring Tier 1 core program. Begin supportive interventions and supplemental programs (before, during, and After-school).</p>		<p>School administration, counselors, classroom teachers, school RTI coordinator, coordinator of student support services</p>
	<p>RTI meetings begin (discuss & develop plans for students at risk)</p> <p>Plan for differentiation during the core for primary level Plan and implement secondary interventions for reading, math, attendance and behavior</p> <p>Plan and implement tertiary interventions for reading, math, attendance and behavior Plan for acceleration and enrichment as needed</p> <p>Intervention Services Collaborative each month</p>	All students	<p>Academic Coaches classroom teachers Counselors</p> <p>Asst. Superintendent Accountability Specialist District Social Worker District Parent Involvement Coordinator</p>
October	<p>SECOND DATA REVIEW TEAM MEETING</p> <p>-Review student assessment data at the school, department/team, classroom, and individual levels.</p>	<p>All students</p> <p>Data of all departments/teams</p>	<p>SchoolAdmin</p> <p>Academic Coaches, Counselors</p> <p>Data Review teams</p> <p>Teachers</p>

	<p>Ensure grades of all students are also reviewed. Conduct data review meetings Schedule and conduct SST meetings Send home letters for Tier 2 and Tier services coordinator provides interventions and resources to teachers in content-area</p> <p>classes to address unique needs of students.</p>	<p>STAR, i Ready, Edmentum, IXL, Imagine Learning</p> <p>Data for all Students</p>	
October-	<p>RTI meetings continue</p>		<p>Asst. Superintendent Accountability Specialist District Social Worker District Parent Involvement Coordinator</p>
December	<p>-Progress monitor students and make necessary adjustments to individual plans</p> <p>Intervention Services Collaborative each month</p> <p>2nd Administration of Universal Screening</p>		
January	<p>THIRD DATA REVIEW TEAM MEETING</p> <p><u>Review list of students at risk.</u> (If a student is not making adequate progress, the intervention plan <u>must</u> be reviewed, revised, and implemented. Ensure use of evidenced-based interventions.) Resume monitoring Core program.</p> <p>Resume supportive interventions and supplemental programs.</p>	<p>Data of all students</p> <p>At Risk document</p>	<p>SchoolAdmin Academic Coaches, Counselors Data Review teams Teachers</p> <p>Asst. Superintendent Accountability Specialist District Social Worker District Parent Involvement Coordinator</p>
January-	<p>RTI meetings continue</p>		
March	<p>-Continue progress monitoring students and making adjustments. - Gather data on students in danger of retention or failure, to present to Tier 3/SST.</p> <p>Intervention Services Collaborative each month</p>	<p>All students Data of students at risk</p>	
March	<p>Present data on students in danger of retention or failure to Tier 3/SST for additional recommendations for intensive interventions or programs.</p> <p>Continue supplemental program and implement intensive programs as</p>	<p>Students receiving Secondary and Tertiary interventions</p>	<p>School Leadership Team</p> <p>Asst. Superintendent Accountability Specialist District Social Worker</p>

	Recommended. Administer Universal Screener Intervention Services Collaborative		District Parent Involvement Coordinator
April/May June	Plan summer programs. Implement in June -Conduct RTI follow-ups. Continue to progress- monitor students and to collect data. DATA REVIEW TEAM MEETING – Plan and prepare data-driven adjustments and necessary implementation for next school term.	All students	School Leadership Team Asst. Superintendent Accountability Specialist District Social Worker District Parent Involvement Coordinator

Key Terms

Acceleration – interventions that are implemented to increase the speed at which students acquire skills.

Assessment – broad term used to describe the collection of information about student performance in a specific area. Assessments or tests can be formal or informal.

At Risk – students who have poor learning and/or behavioral outcomes. Also, students in jeopardy of being retained or students who may not be on track to graduate on time.

Benchmark – measures that are used to determine student progress and to guide instruction. For example, measures may assess a specific skill such as number of correct words read per minute (reading fluency).

Best Practices – evidence-based teaching strategies that generate positive student response.

Collaboration – a team process of working together to achieve a goal or complete a task. MTSS requires a team approach to positively impact student outcomes.

Components – a comprehensive set of services, resources, and cohesive strategies that are essential to implement the MTSS framework as intended and to meet the needs of all learners.

Culturally and linguistically Responsive Teaching – integrating instructional resources and tools that include the student’s native language and/or rhetoric and experiences to eliminate learning barriers.

Data-Based Decision Making- an essential component of Georgia’s Tiered System of Supports for Students: a process for setting/evaluating goals; the ongoing process of analyzing and evaluating student data to inform educational decisions, including but not limited to approaches to instruction, intervention, allocation of resources, development of policy, movement within a multilevel system, and disability identification.

Differentiated Instruction - broad term referring to recognizing and responding to students’ varying interests, readiness levels, and learning needs.

Effective Teaming – a critical element of Georgia’s Tiered System of Supports for Students; a team of people who work together to set the direction/mission of the school and ensures school’s staff can meet outlined goals and the organization functions according to its mission.

Evidence-Based Practices - an essential component of Georgia’s Tiered System of Supports for Students; an educational practice or strategy that has factual evidence for results.

Evidence-Based Intervention - an intervention for which data from scientific, rigorous research studies have demonstrated or validated the results.

Family and Community Engagement – a critical element of Georgia’s Tiered System of Supports for Students; the act of actively involving families and school staff in steps of the problem-solving process and in decisions regarding adjustments to interventions to improve academic and behavioral outcomes.

Fidelity (Fidelity of Implementation) - the accurate and consistent delivery of instruction or assessment in the way it was designed or prescribed according to research findings and/or developers’ specifications.

Framework – intended plan or model for articulating teaching/learning activities, assessment/tests, and processes desired results that can maximize student achievement. This may include long-term understandings/knowledge, essential questions, tasks/activities, culminating tasks, rubrics, and resources.

High Leverage Practices (HLP) – teaching strategies that are used by teachers to support student learning. Infrastructure – an essential component of Georgia’s Tiered System of Supports for Students; knowledge, resources, and organizational structures of a school that support the effective use of an MTSS framework.

Integration – to bring together a larger group, task or project. Interventions –instruction that is based on student need; supplements the general education curriculum and is made up of evidence-based instructional strategies and techniques.

Leadership - a critical element of Georgia’s Tiered System of Supports for Students: the ability of an individual or organization to lead or guide individual teams or processes.

Multi-level Instruction – school-wide instruction delivered to all students in various forms and methods that are designed to meet each students’ needs.

Professional Learning - a critical element of Georgia’s Tiered System of Supports for Students; district and school leadership provide a supportive environment for teachers’ learning which helps to ensure highly qualified staff, quality core instruction, and implementation of evidence-based practices. Progress

Monitoring – an essential component of Georgia’s Tiered System of Supports for Students; scientifically based practice that is used to assess students’ academic and behavioral performance and evaluate the effectiveness of instruction; can be implemented with individual students or an entire class.

Multi-Tiered Prevention System - an essential component of Georgia’s Tiered System of Supports for Students; a schoolwide framework with support systems and resources designed to provide support matched to student need to maximize student achievement and reduce poor behavioral outcomes.

Screening - an essential component of Georgia’s Tiered System of Supports for Students; conducted to identify students who may be at risk for poor learning outcomes so that early intervention can occur. Screening assessments typically are brief and usually are administered with all students at a grade level.