

## What is MTSS In Georgia?

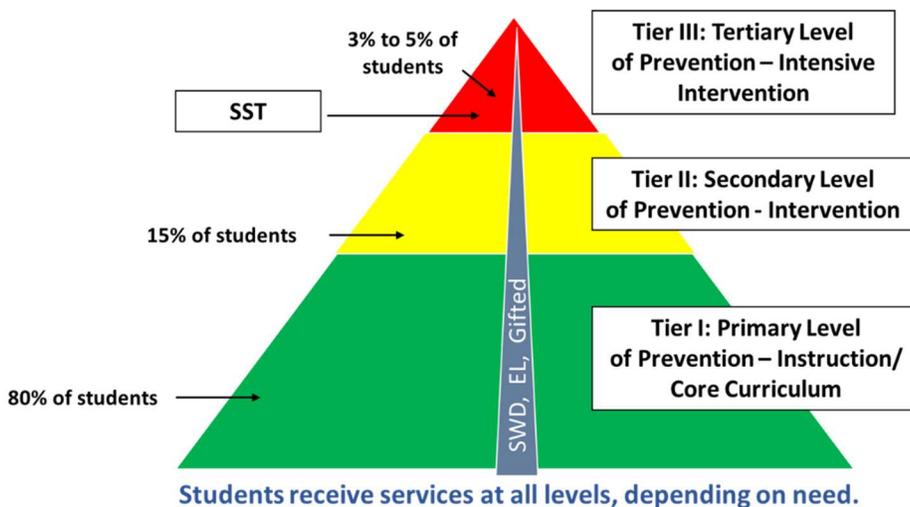
A Multi-tiered System of Supports (MTSS) is a “tiered system of supports that integrates assessment and intervention within a school-wide, multi-level prevention system to maximize student achievement and reduce behavioral problems. MTSS promotes systems alignment to increase efficiency and effectiveness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



Under the framework of Georgia's Tiered System of Supports for Students, RTI and SST are a part of the MTSS process.

This framework integrates instruction and intervention (PBIS, 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.



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.



### Maximize student achievement and reduce behavioral problems

#### Georgia's Continuous System of Improvement

It is an important responsibility to ensure that all Georgia's children are receiving an education that ensures they are ready for learning, living, and leading. The Georgia Department of Education is aligning programs, initiatives, tools, and resources across the agency around this framework to keep the focus of GaDOE on the components that support the whole child (Georgia's State Plan for ESSA).



It is essential to consider the “whole child,” the background each brings to school, and how we can ensure that a student is “ready to learn” when he or she walks through the classroom doors. Each student is a unique learner comprised of interacting dimensions, such as cognitive, physical, behavioral, social, and emotional. It is intended that every student receive the supports needed to be successful in school and life through meaningful collaboration and coordination among schools, community partners, families, and other resource agencies. Schools and districts provide professional learning for staff to raise awareness and, as needed and appropriate, respond to students’ diverse needs. By including such partnerships, educators are more capable of providing every student with the appropriate, individualized supports to improve academic and behavioral performance.

Children receiving necessary assistance are more likely to be safe, healthy, supported, challenged, and engaged.

Examples of programs to serve all children include McKinney-Vento Homeless Assistance Act, Foster Care Program, Education of Migratory Children, Programs for Neglected or Delinquent Children, Language Instruction for English Learners and Immigrant Students, Rural Education Initiative, Private Schools/Equitable Services/Ombudsman, Gifted and Talented Education, Positive Behavioral Interventions Supports, Special Education Services and Supports, and Bright from the Start Early Care and Learning.

## Efficiency and Effectiveness of Resources

### MTSS Improved Outcomes and Positive Effects

#### 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 referrals and placement rates
- Reduction in amount of time student receives 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

### What is the difference between MTSS and RTI?

MTSS is a large **system** of tiered interventions that is widely considered an umbrella framework that includes "whole child" data, responses, and growth (achievement as well as attendance, behavior, and social emotional), essentially combining the previously separate PBIS and RTI **processes**.

- MTSS is applied to all students (not just struggling students). For example, MTSS calls for us to continue challenging high-achieving students.
- MTSS often includes language about collaborative, concurrent, and/or communicative supports. There is an expectation that educators are effectively working and communicating with all stakeholders to provide a unified support system.



- Response to Intervention (RTI) is a **process** within the **system** of an MTSS framework. RTI is part of the data-based decision-making process within progress monitoring where team members review data to determine how students are responding to the interventions in place. It is a process to observe and adjust (intensify, select new, or continue) an intervention based on a student's progress toward the targeted goal.