

What is MTSS in Georgia?

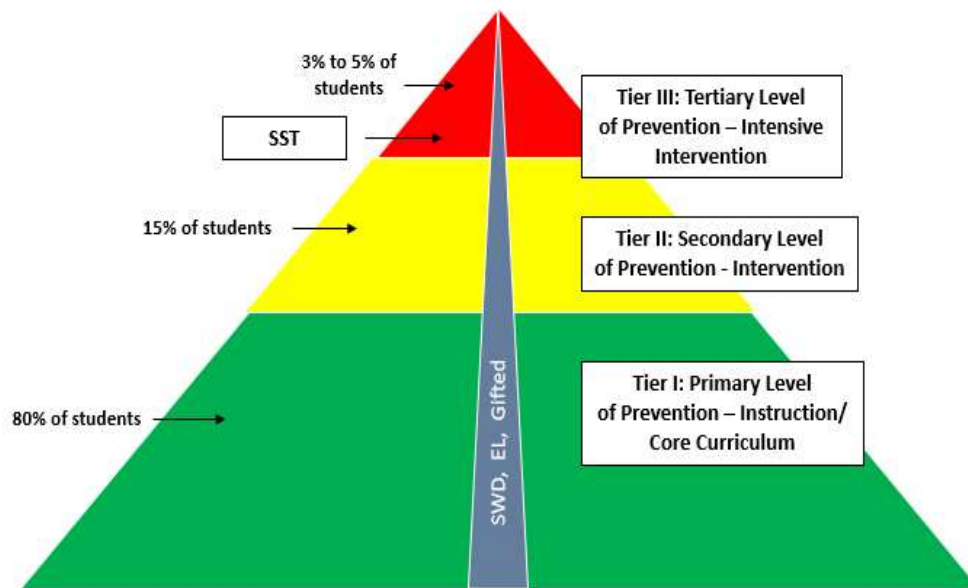
A Multi-tiered System of Supports (MTSS) is a “tiered system of supports that integrates assessment and intervention within a schoolwide, multi-level prevention system to maximize student achievement and reduce behavioral problems. MTSS promotes systems alignment to increase efficiency and effectiveness 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 connectedness or wellbeing needs, and/or behavioral concerns that impact learning.

School-wide, Multi-level Prevention System



Students receive services at all levels, depending on need.

Under the framework of Georgia's Tiered System of Supports for Students, Response to Intervention (RTI) and Student Support Team (SST) are a part of the MTSS process.

This framework integrates instruction and intervention, e.g., Positive Behavioral Interventions and Supports (PBIS), Response to Intervention (RTI), Student Support Team (SST), Student Mental Health (SMH), Wraparound 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.
- 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 guarantees students are ready for learning, living, and leading. The Georgia Department of Education (GaDOE) is aligning programs, initiatives, tools, and resources across the agency around this framework to keep the focus of GaDOE on the components that support all students (Georgia's State Plan for ESSA).



It is essential to consider the individual student, the background each brings to school, and how we may provide support to 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, connectedness, and well-being. 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.

Efficiency and Effectiveness of Resources

MTSS Improved Outcomes and Positive Effects

Improved Outcomes

- Decreased expulsion, behavioral referrals, and suspension rates
- Sustained academic improvement
- Increased 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, RTI, and SST?

MTSS, formerly referred to as “Response to Intervention (RTI),” 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 connectedness/well-being), essentially combining the previously separate **processes**. MTSS is applied to all students (not just struggling students). For example, all students are included in Tier I. 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.

- Multi-Tiered System of Supports - a **system** or framework that integrates assessment and intervention within a school-wide, multi-level prevention system to maximize student achievement and reduce behavioral problems. It promotes systems alignment to increase efficiency and effectiveness of resources. (*Adopted from National Center on Intensive Intervention*)
- Response to Intervention (RTI) is a **process** within the **system** of an MTSS framework. RTI is part of the data-based decision-making process embedded in 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. (*Adopted from National Center on Intensive Intervention*)
- Student Support Team (SST) - an interdisciplinary **team** or group that uses a systematic process to address learning and/or behavior problems of students, K-12, in a school. SST is unique to Georgia. (*Georgia Department of Education*)