NEW JERSEY TIERED SYSTEM OF SUPPORTS (NJTSS)

New Jersey Department of Education
October 20, 2016
Goals

• Define the purpose of a multi-tiered system of support
• Identify components of NJTSS
• Describe a process for implementing NJTSS
• Identify potential next steps for your district
What is NJTSS?

NJTSS is an evidence-based framework for implementing academic and behavioral supports and interventions to improve achievement for ALL students. Based on:

- Core components of the three-tier prevention logic of Response to Intervention (RTI)

- Additional components of multi-tiered systems of supports:
  - Positive School Culture and Climate
  - District and School Leadership
  - Family and Community Engagement
MTSS Video

• http://www.edutopia.org/practice/improving-learning-all-students-multi-tiered-approach
Essential Components of NJTSS

● High-quality learning environments, curricula, and instructional practices
● Universal screening
● Data-based decision making
● Collaborative problem-solving teams
● Progress monitoring
● Staff professional development
● Positive School Culture and Climate
● District and School Leadership
● Family and Community Engagement
**Tier 3**

Tiers 1 and 2 plus:
- Intensive, sustained, individualized academic and behavioral supports and Interventions
- Frequent progress monitoring
- 5% of students

**Tier 2**

Tier 1 plus:
- Supplemental supports and interventions in English Language Arts, mathematics and behavior
- Small groups
- Targeted sustained interventions
- Regular progress monitoring
- 15% of students

**Tier 1**

- High-quality learning environments, curricula, and instructional practices
- Planning for learner variability and differentiation
- Multiple means of engagement, representation, and action/expression
- Provided to approximately 80% of students

➢ Flexibility in movement between the tiers
➢ Necessary accommodations through all tiers
Why did NJ create its own model?

• Engage NJ stakeholders in the development
• Address recommendations of task forces:
  ✓ NJ School Boards Association Task Force on Special Education 2014 Report
  ✓ NJ Special Education Task Force on Improving Special Education for Public School Students 2015 Report
• Coordinate and build on existing NJ initiatives
  ✓ Intervention and Referral Services (N.J.A.C. 6A:16-8)
  ✓ Positive Behavior Supports in Schools
  ✓ Connected Action Road Map
• Base on experiences of NJ districts
NJTSS Development

- **Leadership Team:** assistant commissioners, executive directors and executive county superintendent representatives
- **Steering Team:** staff members from offices across the department
- **Development Team:** educators, higher education, parents
- **Intra-divisional Planning Team:** Experts in Special Education, Bilingual/ESL, Title 1, Climate
- **State Stakeholder Organizations**
Why implement NJTSS?

- Systematic, consistent approach to prevention, intervention and enrichment
- Calls for a continuum of supports based on student learning of grade level knowledge and skills
- Enhances the capacity of the classroom teacher to address learner variability
- Supports Professional Learning Communities as a mechanism for problem solving and professional development
- Improve post-school outcomes
NJDOE Alignment

• NJ Administrative Code
  ✓ Intervention and Referral Services
  ✓ School Climate Teams

• Turnaround Principles
  ✓ Systematic approach to interventions and use of data

• Every Student Succeeds Act
  ✓ Equitable Programs and Services

• State Performance Plan/Annual Performance Plan
  ✓ Increase placement of students with disabilities in the least restrictive environment
  ✓ Reduce Disproportionality
  ✓ Reduce Suspensions
  ✓ Improve Positive Post school Outcomes
NJTSS is a Multi-Tiered System of Support – Building on Intervention and Referral Services and Response to Intervention
# A Closer Look: I&RS and NJTSS

<table>
<thead>
<tr>
<th>I&amp;RS Requirements</th>
<th>NJTSS Components</th>
</tr>
</thead>
</table>
| Identify learning, behavior and health difficulties of students through the collection of appropriate data | • Universal screening  
• Collaborative problem-solving teams  
• High-quality learning environments, curricula and instructional practices |
| Implement action plans that utilize appropriate school and/or community resources | • Collaborative problem-solving teams  
• Data-based decision making  
• Positive school climate and culture  
• Family and community engagement |
## A Closer Look: I&RS and NJTSS

<table>
<thead>
<tr>
<th>I&amp;RS Requirements</th>
<th>NJTSS Components</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Provide professional development, support and guidance to school staff</strong></td>
<td>• Effective district and school leadership</td>
</tr>
<tr>
<td></td>
<td>• Staff professional development</td>
</tr>
<tr>
<td><strong>Review and assess action plans to determine if identified outcomes are being achieved</strong></td>
<td>• Progress monitoring</td>
</tr>
<tr>
<td></td>
<td>• Data-based decision making</td>
</tr>
<tr>
<td></td>
<td>• High-quality learning environments, curricula and instructional practices</td>
</tr>
<tr>
<td></td>
<td>• Collaborative problem solving teams</td>
</tr>
</tbody>
</table>
NJTSS Alignment with ESSA

• **ESSA §1114: Schoolwide Programs**
  - Plan must address the needs of all students with activities including:
    - “schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the IDEA”

• **ESSA §1115: Targeted Assistance Programs**
  - Schools may serve participating students through:
    - “schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the IDEA”
NJTSS and Special Education

• State Systemic Improvement Plan Indicators
  • State-Identified Measurable Result (SIMR)
    • Improve Graduation Rate for Students with Disabilities
• Improve achievement of students with disabilities
• Reduce disproportionality
• Reduce suspension/expulsion
• Improve post-school outcomes
High-quality learning environments, curricula and instructional practices

A three-tiered model of instruction and intervention that includes:

- Evidence-based core instruction
  - Universal Design for Learning
  - Differentiation
  - Explicit, Direct Instruction
- Targeted
- Intensive

Implementation Resource:
- National Center on Intensive Intervention
  http://www.intensiveintervention.org/chart/instructional-intervention-tools
High-quality learning environments, curricula and instructional practices cont.

• Curricula and instruction based on the New Jersey Student Learning Standards
• Culturally-responsive approach to instruction
• Flexibility
• Utilization of flexible grouping and cooperative learning

• Implementation Resource:
  • New Jersey Core [http://www.njcore.org/](http://www.njcore.org/)
  • New Jersey Curriculum Frameworks – add link for new frameworks
Universal Screening

- Reliable screening tools for all students
- More than once per year
- Administered in accordance with test protocols

Implementation Resource:
- RTI4Success.org (Universal Screening Tools)
Data-Based Decision Making

The systematic analysis of data across multiple levels of instruction and interventions including:

• Data drawn from multiple sources
• Use of formative assessment
• Use of data tracking and analyzing tools
• Decision rules

Implementation Resource:
• RTINetwork.org (Tools for Data Collection; Information about Data Based Decision Making)
Collaborative Problem-Solving Teams

The active, cooperative involvement of diverse school staff and/or community resources to comprehensively study and creatively address the educational, behavioral and health needs of students that includes:

- Review of data
- Members selected depending upon the purpose of the meeting
- A meeting schedule

**Implementation Resource:**
- Collaborative Teams Toolkit- AchieveNJ
  [http://www.state.nj.us/education/AchieveNJ/teams/Toolkit.pdf](http://www.state.nj.us/education/AchieveNJ/teams/Toolkit.pdf)
Progress Monitoring

Ongoing review of progress to assess student outcomes, determine the effectiveness of academic and behavioral interventions, and determine the rate of student improvement which includes:

- A selection of progress monitoring tools and procedures
- An established timeline for monitoring
- Regularly scheduled meetings to review data
- Review and revisions

Implementation Resources:
Staff Professional Development

*Staff resources and high-quality coaching, training and technical assistance, based on the New Jersey Professional Learning Standards, to promote staff buy-in of a tiered system of supports that include:*

- Modeling and performance feedback
- Professional learning communities
- Opportunities to showcase district and school strengths

**Implementation Resource:**
- NJDOE Professional Development Plan
  [http://www.state.nj.us/education/profdev/](http://www.state.nj.us/education/profdev/)
What is the Process for Implementation of NJTSS?

- This section will provide the steps and resources needed for the implementation of NJTSS.
## Exploring – Step 1

<table>
<thead>
<tr>
<th>Actions</th>
<th>Implementation Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish a district leadership team of various stakeholders including but not limited to: district level administrators, principals, teachers, parents, and represent diversity of the district student population to achieve consensus for putting the NJTSS framework in place.</td>
<td><strong>Kansas Multi-Tiered System of Supports Structuring Guide Module 1 Leadership</strong>: has been created to assist schools in creating structures necessary to begin the implementation of a Multi-Tier System of Supports (MTSS).&lt;br&gt;<a href="http://www.kansasmtss.org/pdf/Structuring-Guides/Structuring-Module-1-Guide.pdf">http://www.kansasmtss.org/pdf/Structuring-Guides/Structuring-Module-1-Guide.pdf</a></td>
</tr>
<tr>
<td>Gather and review resources on</td>
<td><strong>The 6 Stages of Implementation</strong>: research by Fixsen, Naoom, Blase &amp; Wallace’s 2007 article “Implementing: The Missing Link Between Research and Practice” summarized the stages of implementation and core implementation components.&lt;br&gt;<a href="http://www.k12.wa.us/rti/pubdocs/fixsenimplementation_short.pdf">http://www.k12.wa.us/rti/pubdocs/fixsenimplementation_short.pdf</a></td>
</tr>
<tr>
<td>o NJTSS</td>
<td><strong>The NJTSS Website</strong>: provides information about the NJTSS framework, guidelines and resources to support the implementation of the framework.&lt;br&gt;www.state.nj.us/education/njtss/</td>
</tr>
<tr>
<td>o Models of RTI and multi-tiered systems of support</td>
<td><strong>The NJTSS Essential Components Document</strong>: contains the definition of each essential component and resources for implementation.&lt;br&gt;www.state.nj.us/education/njtss/comp/</td>
</tr>
<tr>
<td>o Research-based models of implementing innovative practices</td>
<td></td>
</tr>
<tr>
<td>Determine vision, goals and common language</td>
<td></td>
</tr>
</tbody>
</table>
**Exploring – Step 2**

<table>
<thead>
<tr>
<th>Actions</th>
<th>Implementation Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess the strengths and needs of the district/schools</td>
<td><em>The District Capacity Assessment (DCA)- Self Assessment:</em> is an action assessment designed to help educational district leaders and staff better align resources with intended outcomes and develop action plans to support the use of effective innovations. <a href="http://implementation.fpg.unc.edu/resources/district-capacity-assessment-dca">http://implementation.fpg.unc.edu/resources/district-capacity-assessment-dca</a></td>
</tr>
<tr>
<td>Identify current resources and practices with regard to the NJTSS nine essential components and determine what is needed to implement the framework.</td>
<td>The Hexagon Tool: systematically evaluates new and existing interventions via six broad factors: needs, fit, resource availability, evidence, readiness for replication and capacity to implement. <a href="http://implementation.fpg.unc.edu/sites/implementation.fpg.unc.edu/files/resources/NiRN-Education-TheHexagonTool.pdf">http://implementation.fpg.unc.edu/sites/implementation.fpg.unc.edu/files/resources/NiRN-Education-TheHexagonTool.pdf</a></td>
</tr>
<tr>
<td></td>
<td><em>RTI Implementation Rubric</em>- Self Assessment: the purpose of the rubric is to: 1. serve as an informational resource (i.e., blueprint, roadmap of RTI implementation) 2. measure fidelity of RTI implementation 3. assist with planning for an action plan or school improvement plan. <a href="http://www.rtinetwork.org/images/Colorado_School_Rti_Fidelity_Rubrics_2.pdf">http://www.rtinetwork.org/images/Colorado_School_Rti_Fidelity_Rubrics_2.pdf</a></td>
</tr>
</tbody>
</table>
## Planning – Step 3

<table>
<thead>
<tr>
<th>Actions</th>
<th>Implementation Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use data obtained from the self assessment to develop an action plan that includes:</td>
<td><em>The District Capacity Assessment (DCA) – Action Planning:</em> is an action assessment designed to help educational district leaders and staff better align resources with intended outcomes and develop action plans to support the use of effective innovations. <a href="http://implementation.fpg.unc.edu/resources/district-capacity-assessment-dca">http://implementation.fpg.unc.edu/resources/district-capacity-assessment-dca</a></td>
</tr>
<tr>
<td>• Measurable SMART goal(s) for the essential components of the NJTSS framework</td>
<td></td>
</tr>
<tr>
<td>• Resources already available to support the goal(s)</td>
<td></td>
</tr>
<tr>
<td>• Resources needed to support the goal(s)</td>
<td></td>
</tr>
<tr>
<td>• Action steps, tasks, and deliverables</td>
<td></td>
</tr>
<tr>
<td>• Person(s) responsible</td>
<td></td>
</tr>
<tr>
<td>• Timeframe for completion</td>
<td></td>
</tr>
<tr>
<td>• Method of evaluation</td>
<td></td>
</tr>
</tbody>
</table>
## Implementing – Step 4

<table>
<thead>
<tr>
<th>Actions</th>
<th>Implementation Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement the action plan steps developed.</td>
<td>Refer to the action plan created in Step #3</td>
</tr>
</tbody>
</table>
## Sustaining – Step 5

<table>
<thead>
<tr>
<th>Actions</th>
<th>Implementation Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate the implementation of the action plan to identify areas of success and areas that require refinement based on some sample guiding questions:</td>
<td><strong>Self-Assessment of Problem Solving Implementation (SAPSI):</strong> assesses the extent to which consensus, infrastructure, and implementation activities associated with a PS/RtI model are occurring. <a href="http://www.florida-rti.org/docs/AppendixA.pdf">http://www.florida-rti.org/docs/AppendixA.pdf</a></td>
</tr>
<tr>
<td>• Were the original activities and timelines accurate?</td>
<td>*<strong>RTI Implementation Rubric- Progress Monitoring:</strong> the purpose of the rubric is to: 1. serve as an informational resource (i.e., blueprint, roadmap of RTI implementation) 2. measure fidelity of RTI implementation 3. assist with planning for an action plan or school improvement plan. <a href="http://www.rtinetwork.org/images/Colorado_School_Rti_Fidelity_Rubrics_2.pdf">http://www.rtinetwork.org/images/Colorado_School_Rti_Fidelity_Rubrics_2.pdf</a></td>
</tr>
<tr>
<td>• Has implementation progressed according to schedule?</td>
<td><strong>Checklist of Observable Processes during RTI Full Implementation:</strong> Schools can use this checklist of characteristics to evaluate whether they are in the full implementation stage, and identify any areas requiring more attention. <a href="http://www.rtinetwork.org/images/content/downloads/get%20started/hall_checklist.pdf">http://www.rtinetwork.org/images/content/downloads/get%20started/hall_checklist.pdf</a></td>
</tr>
<tr>
<td>• Have the professional development activities been delivered?</td>
<td></td>
</tr>
<tr>
<td>• Do the activities and timelines require adjustment?</td>
<td></td>
</tr>
</tbody>
</table>
Federal IDEA Grant

- Implement reading strategies in tier 1, 2 and 3 instruction, grades Kindergarten through grade 3
- Coaching for three cohorts of 20 schools/districts
- Partners with Rutgers, State Parents Advocacy Network and the Dumont School District
- Consultation from Sharon Vaughn, Karen Blasé and Matthew Burns
Next Steps

- **Implement** Communication Plan
- **Disseminate** application for coaching
- **Develop** written guidelines for districts
- **Develop** pre-service modules in collaboration with NJ colleges of education
- **Build** grant coaching team