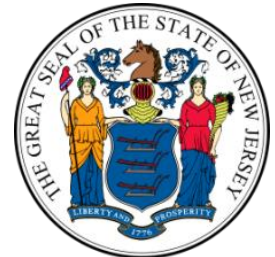




# NEW JERSEY TIERED SYSTEM OF SUPPORTS (NJTSS)

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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

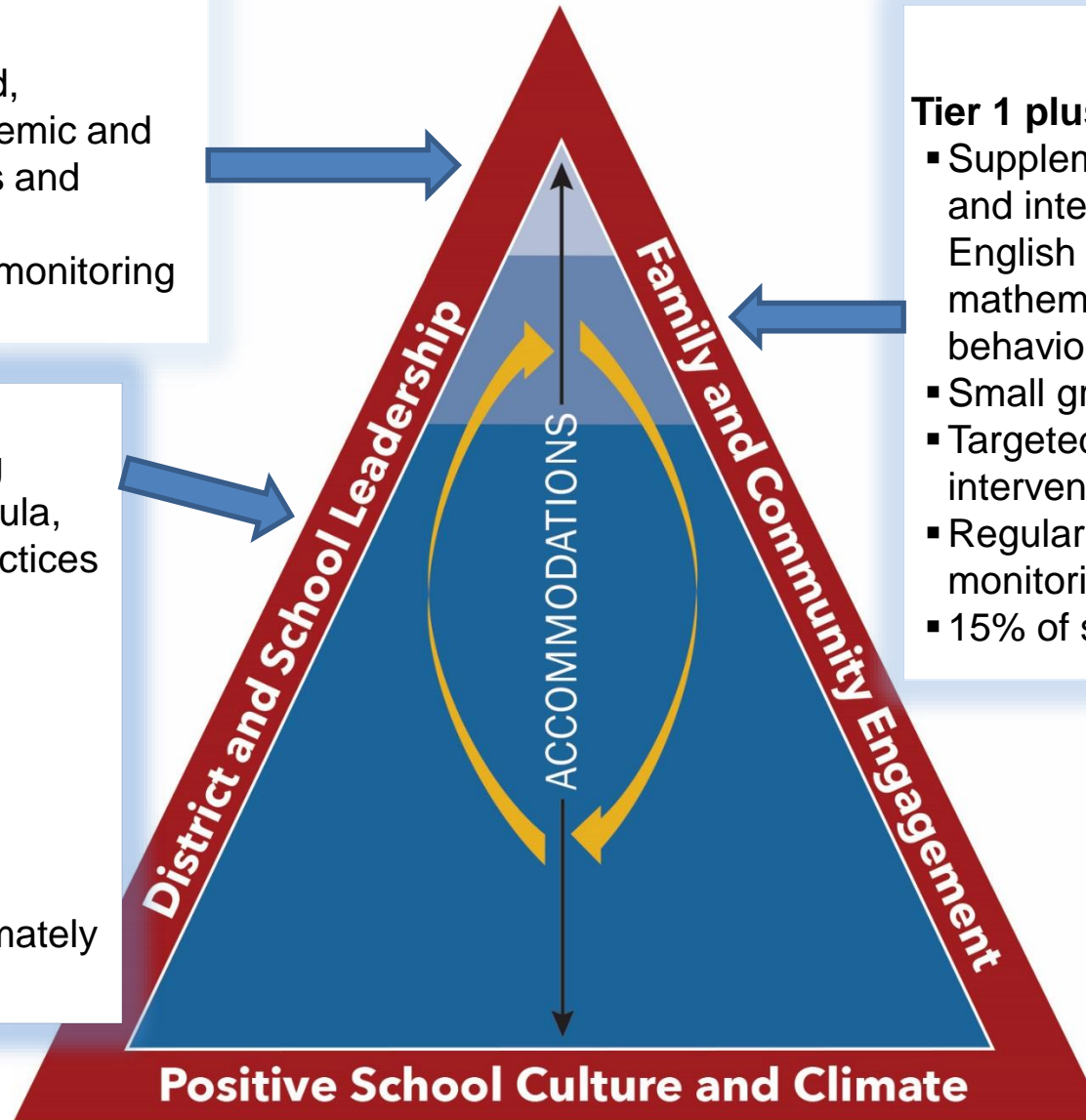
### Tier 1

- 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

### 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



- 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

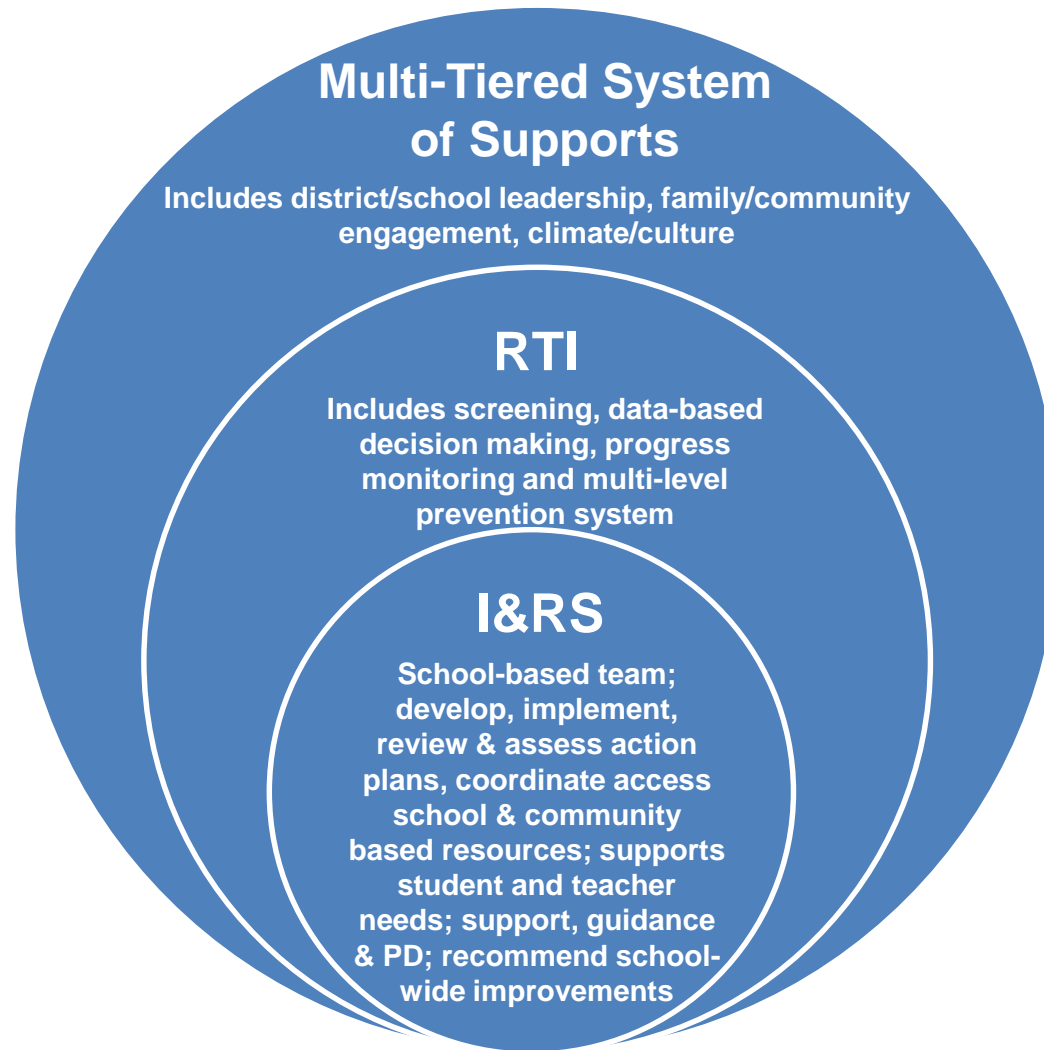


# NJDOE Alignment

- 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

I&RS Requirements	NJTSS Components
<p><b>Identify learning, behavior and health difficulties of students</b> through the collection of appropriate <b>data</b></p>	<ul style="list-style-type: none"> <li>• Universal screening</li> <li>• Collaborative problem-solving teams</li> <li>• High-quality learning environments, curricula and instructional practices</li> </ul>
<p><b>Implement action plans</b> that utilize appropriate school and/or community resources</p>	<ul style="list-style-type: none"> <li>• Collaborative problem-solving teams</li> <li>• Data-based decision making</li> <li>• Positive school climate and culture</li> <li>• Family and community engagement</li> </ul>



# A Closer Look: I&RS and NJTSS

I&RS Requirements	NJTSS Components
<p><b>Provide professional development</b>, support and guidance to school staff</p>	<ul style="list-style-type: none"> <li>• Effective district and school leadership</li> <li>• Staff professional development</li> </ul>
<p><b>Review and assess action plans</b> to determine if identified outcomes are being achieved</p>	<ul style="list-style-type: none"> <li>• Progress monitoring</li> <li>• Data-based decision making</li> <li>• High-quality learning environments, curricula and instructional practices</li> <li>• Collaborative problem solving teams</li> </ul>



# 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/>
- 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)  
<http://www.rti4success.org/resources/tools-charts/screening-tools-chart>



# 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)  
<http://www.rtinetwork.org/essential/assessment/data-based>



# 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>



# 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:**
  - National Center on Intensive Intervention (Progress Monitoring Tools) <http://www.intensiveintervention.org/chart/progress-monitoring>



# 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/>



# 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

Actions	Implementation Resources
<p>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.</p> <ul style="list-style-type: none"> <li>• Gather and review resources on               <ul style="list-style-type: none"> <li>○ NJTSS</li> <li>○ Models of RTI and multi-tiered systems of support</li> <li>○ Research-based models of implementing innovative practices</li> </ul> </li> <li>• Determine vision, goals and common language</li> </ul>	<p><b>Kansas Multi-Tiered System of Supports Structuring Guide Module 1 Leadership:</b> has been created to assist schools in creating structures necessary to begin the implementation of a Multi-Tier System of Supports (MTSS).  <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></p> <p><b>The 6 Stages of Implementation:</b> 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.  <a href="http://www.k12.wa.us/rti/pubdocs/fixsenimplementation_short.pdf">http://www.k12.wa.us/rti/pubdocs/fixsenimplementation_short.pdf</a></p> <p><b>The NJTSS Website:</b> provides information about the NJTSS framework, guidelines and resources to support the implementation of the framework.  <a href="http://www.state.nj.us/education/njtss/">www.state.nj.us/education/njtss/</a></p> <p><b>The NJTSS Essential Components Document:</b> contains the definition of each essential component and resources for implementation.  <a href="http://www.state.nj.us/education/njtss/comp/">www.state.nj.us/education/njtss/comp/</a></p>





## Exploring – Step 2

Actions	Implementation Resources
<p data-bbox="285 439 877 511">Assess the strengths and needs of the district/schools</p> <ul data-bbox="285 572 890 776" style="list-style-type: none"> <li data-bbox="285 572 890 776">Identify current resources and practices with regard to the NJTSS nine essential components and determine what is needed to implement the framework.</li> </ul>	<p data-bbox="973 439 1642 605"><b>*The District Capacity Assessment (DCA)- Self Assessment:</b> 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></p> <p data-bbox="973 644 1642 776"><b>The Hexagon Tool:</b> 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></p> <p data-bbox="973 815 1642 1039"><b>RTI Essential Components Worksheet:</b> This tool is for collecting relevant information and for recording a school's status on various items related to Response to Intervention (RTI) implementation. Descriptions of ratings for each item are provided on the <b>RTI Essential Components Integrity Rubric:</b> <a href="http://www.rti4success.org/resource/essential-components-rti-closer-look-response-intervention">http://www.rti4success.org/resource/essential-components-rti-closer-look-response-intervention</a> <a href="http://www.rti4success.org/resource/essential-components-rti-integrity-rubric-and-worksheet">http://www.rti4success.org/resource/essential-components-rti-integrity-rubric-and-worksheet</a></p> <p data-bbox="973 1100 1642 1300"><b>*RTI Implementation Rubric- Self Assessment:</b> 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_Rtl_Fidelity_Rubrics_2.pdf">http://www.rtinetwork.org/images/Colorado_School_Rtl_Fidelity_Rubrics_2.pdf</a></p>



## Planning – Step 3

Actions	Implementation Resources
<p>Use data obtained from the self assessment to develop an action plan that includes:</p> <ul style="list-style-type: none"> <li>• Measurable SMART goal(s) for the essential components of the NJTSS framework</li> <li>• Resources already available to support the goal(s)</li> <li>• Resources needed to support the goal(s)</li> <li>• Action steps, tasks, and deliverables</li> <li>• Person(s) responsible</li> <li>• Timeframe for completion</li> <li>• Method of evaluation</li> </ul>	<p><b>*The District Capacity Assessment (DCA) – Action Planning:</b> 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.</p> <p><a href="http://implementation.fpg.unc.edu/resources/district-capacity-assessment-dca">http://implementation.fpg.unc.edu/resources/district-capacity-assessment-dca</a></p>



## Implementing – Step 4

Actions	Implementation Resources
Implement the action plan steps developed.	<i>Refer to the action plan created in Step #3</i>



## Sustaining – Step 5

Actions	Implementation Resources
<p>Evaluate the implementation of the action plan to identify areas of success and areas that require refinement based on some sample guiding questions:</p> <ul style="list-style-type: none"> <li>• Were the original activities and timelines accurate?</li> <li>• Has implementation progressed according to schedule?</li> <li>• Have the professional development activities been delivered?</li> <li>• Do the activities and timelines require adjustment?</li> </ul>	<p><b>Self-Assessment of Problem Solving Implementation (SAPSI):</b> assesses the extent to which consensus, infrastructure, and implementation activities associated with a PS/Rtl model are occurring.  <a href="http://www.florida-rti.org/docs/AppendixA.pdf">http://www.florida-rti.org/docs/AppendixA.pdf</a></p> <p><b>*RTI Implementation Rubric- Progress Monitoring:</b> 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_Rtl_Fidelity_Rubrics_2.pdf">http://www.rtinetwork.org/images/Colorado_School_Rtl_Fidelity_Rubrics_2.pdf</a></p> <p><b>Checklist of Observable Processes during RTI Full Implementation:</b> 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></p>



# 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

