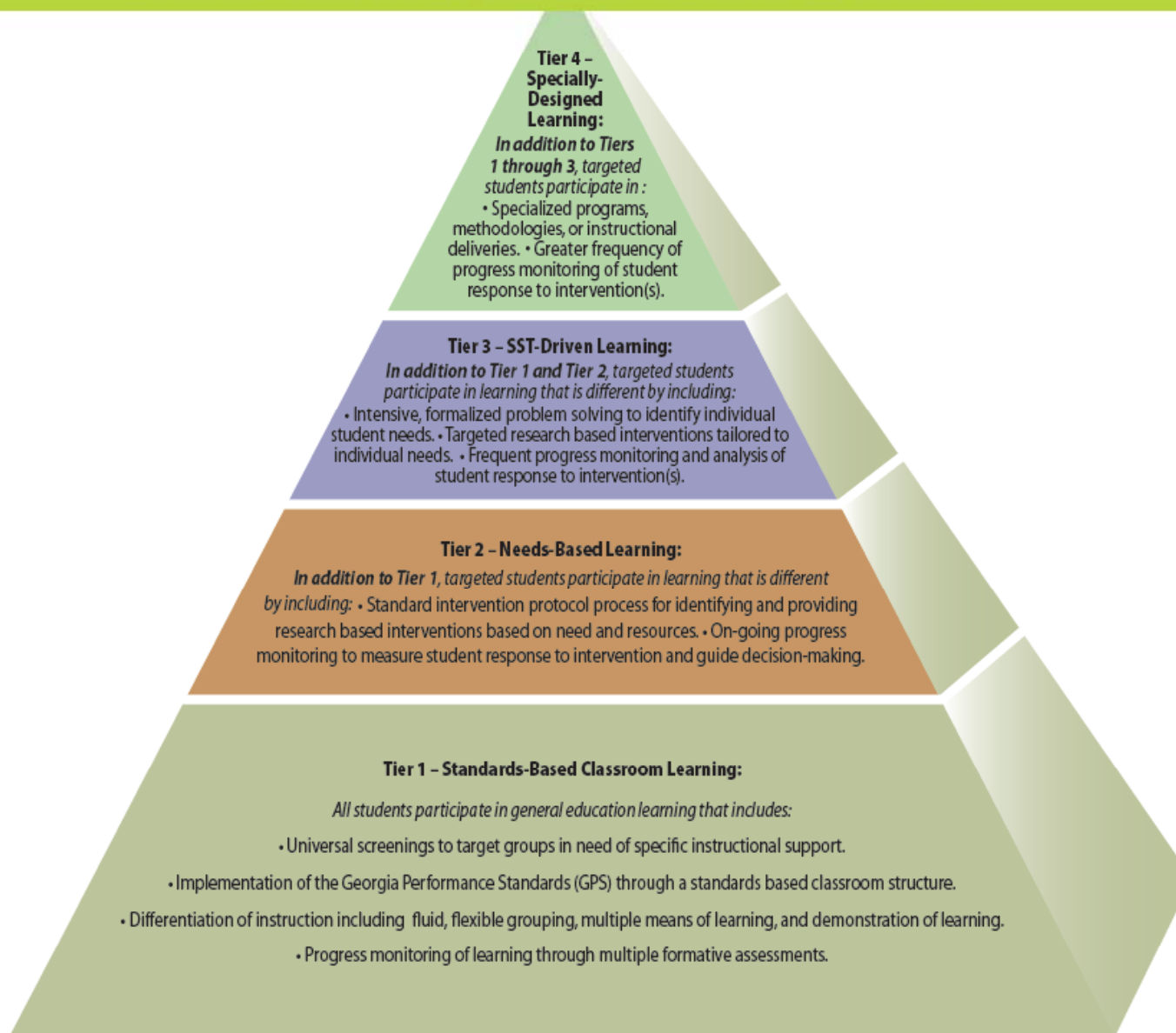


Response to Intervention: The Georgia Student Achievement Pyramid of Interventions



*"We will lead the nation in improving student achievement."
Kathy Cox, State Superintendent of Schools*

Did the plan work?
What does the data show?

What is the problem?
What does the data show?

Implement the plan
Who will do what, where,
when, and how often?
How will fidelity of
implementation be
determined?

Why is this happening?
Curriculum Issue?
Instructional Issue?
Student Issue?

What is our plan?
What are we going to do?
What interventions are
needed?
How will we measure
success?

WE WILL LEAD THE NATION IN IMPROVING STUDENT ACHIEVEMENT.

Tier 1 Non-negotiables

STANDARDS-BASED CLASSROOM LEARNING:

- All students participate in general education learning that includes:
 - Universal screenings to target groups in need of specific instructional support.
 - Implementation of the Georgia Performance Standards (GPS) through a standards-based classroom structure.
 - Differentiation of instruction including fluid and flexible grouping, multiple means of learning, and demonstration of learning.
 - Progress monitoring of learning through multiple formative assessments.

Tier 2 Non-negotiables

NEEDS-BASED LEARNING:

- In addition to Tier 1, targeted students participate in learning that is different by including:
 - Standard intervention protocol process for identifying and providing research-based interventions based on need and resources.
 - Ongoing progress monitoring to measure student response to intervention and guide decision making.

Tier 3 Non-negotiables

SST-DRIVEN LEARNING:

- In addition to Tier 1 and Tier 2, targeted students participate in learning that is different by including:
 - Intensive, formalized problem solving to identify individual student needs.
 - Targeted research-based interventions tailored to individual needs.
 - Frequent progress monitoring and analysis of student response to intervention(s).

Tier 4 Non-negotiables

SPECIALLY-DESIGNED LEARNING:

- In addition to Tiers 1 through 3, targeted students participate in :
 - Specialized programs, methodologies, or instructional deliveries.
 - Greater frequency of progress monitoring of student response to intervention(s).

State Level

- Need: How to guide practitioners in the use of research when choosing interventions?
- GaDOE curriculum and school improvement personnel have two ½ days of training focused on reviewing research connected to interventions.
- “Think like a researcher”.
- How to incorporate into our support efforts for schools?

System and School Level

- ½ day of training focused on reviewing research connected to interventions
 - LEAs and Schools – 240 in attendance
 - LEA Gifted Coordinators– 95 in attendance
 - GA Learning Resources System – 35 in attendance
- “Think like a researcher”
- Creating interventions
- Simulation of process

Lessons Learned

Support needs to be differentiated...

- Some administrators realize the need for EBDM and the connection to instructional decision making.
- Some administrators do not.
- GaDOE Problem-Solving Cycle (EBDM) is slowly entering the “front office” and even slower to get in to the classroom –
 - RELEVANCE to teaching and learning

Next Steps

- Individual system support from GaDOE and the SERVE Center
- Statewide webinars differentiated for:
 - Initial training and support
 - Ongoing training and support
- Continued inclusion at statewide conferences