NEW JERSEY TIERED SYSTEM OF SUPPORTS (NJTSS)

New Jersey Department of Education
Objectives

- Identify three reasons why NJTSS is a good idea
- Describe the essential components of the New Jersey Tiered System of Supports
- Identify steps for initial planning for implementation
- Identify key resources for implementation
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
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
Why did New Jersey 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
• Build on experiences of NJ districts
Who influenced development of NJTSS?

- **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, Culture and Climate, Health
- **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
Research Based

Scholarly Research

- Tier 2 and 3 interventions improved achievement in mathematics (Powell and Fuchs, 2015)
- The right supports to the right students at the right time help every student on the path to college and career readiness
  - Four Pillars identified to achieve this including: teaching teams and small learning communities, specialized curriculum and coaching, tiered system of supports and a can-do climate
- Students’ academic success is highly dependent on academic enablers (engagement, interpersonal skills, study skills, and motivation) (DiPerna & Elliott, 2002)
- Academic intervention at 3rd or 4th grade takes 4 times longer than if delivered at kindergarten (Lyon, 1998)
- 1 in 6 children not reading proficiently at 3rd grade do not graduate from high school on time (Hernandez, 2011)
- NJ district data: reduction in incidents of violence and vandalism, office conduct referrals and referrals to special education reported
**Tier 3**
- Tiers 1 and 2 plus:
  - Intensive, sustained, individualized academic and behavioral supports and interventions
  - Frequent progress monitoring
  - Provided to a few 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
  - Provided to some 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 all students

- **Flexibility in movement between the tiers**
- **Necessary accommodations through all tiers**
NJTSS is a Multi-Tiered System of Support – Building on Intervention and Referral Services and Response to Intervention

NJTSS: a Multi-Tiered System of Supports
Includes district/school leadership, family/community engagement, climate/culture

RTI
Includes screening, data-based decision making, progress monitoring and multi-level prevention system

I&RS
School-based team; develop, implement, review & assess action plans, coordinate access school & community based resources; supports student and teacher needs; support, guidance & PD; recommend school-wide improvements
## A Closer Look: I&RS and NJTSS

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<tr>
<th>I&amp;RS Requirements</th>
<th>NJTSS Components</th>
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| **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

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<td><strong>Provide professional development</strong>, support and guidance to school staff</td>
<td>• Effective district and school leadership</td>
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<td>• Staff professional development</td>
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<td><strong>Review and assess action plans</strong> to determine if identified outcomes are being achieved</td>
<td>• Progress monitoring</td>
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NJDOE Alignment

- NJ Administrative Code
  - School Climate Teams

- Turnaround Principles
  - Systematic approach to interventions and use of data

- 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 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”
Federal IDEA Grant

- Implement reading strategies in NJTSS tier 1, 2 and 3 instruction, grades Kindergarten through grade 3
- 2 years of “coaching of coaches” for three cohorts of 20 schools in 20 districts
- Partners with Rutgers, State Parents Advocacy Network, NJPSA and the Dumont School District
- Consultation from National Experts
- Participation based on district data demonstrating need
Learn More about NJTSS…

• NJDOE Web site
  www.nj.gov/education/njtss
  • The nine essential components of NJTSS defined with key resources for implementation
  • Introductory scripted slide presentation
  • ‘Start Where You Are!’ – A step-by-step guide to implementing NJTSS
  • A one-page description of NJTSS for educators and families
Sources

- Kansas Technical Assistance Network (TASN)
- Center on Response to Intervention
- Virginia Department of Education
- Ohio Department of Education
- National Center on Intensive Intervention
- RTI Network
- Center on Applied Special Technology
- National School Climate Center
- State Implementation & Scaling up of Evidence-based Practices Center
- Collaborative for Academic, Social and Emotional Learning
- Reading Rockets
- Intervention Central