



# NEW JERSEY TIERED SYSTEM OF SUPPORTS (NJTSS)

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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
    - <http://new.every1graduates.org/talent-development-secondary/>
- Students' academic success is highly dependent on academic enablers (engagement, interpersonal skills, study skills, and motivation) (DiPerna & Elliott, 2002)
- Academic intervention at 3<sup>rd</sup> or 4<sup>th</sup> grade takes 4 times longer than if delivered at kindergarten (Lyon, 1998)
- 1 in 6 children not reading proficiently at 3<sup>rd</sup> 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

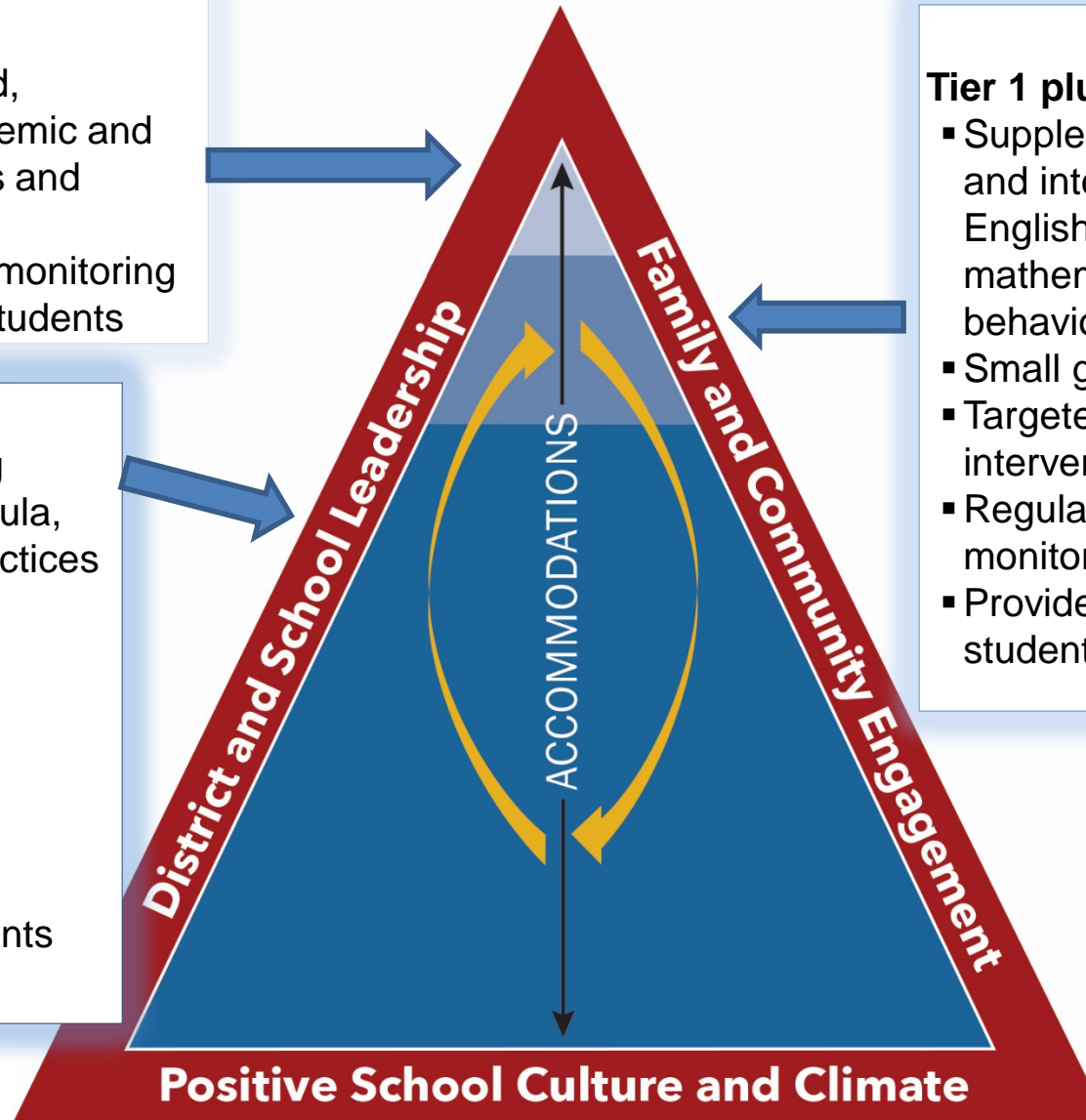
### Tier 1

- 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

### Tier 2

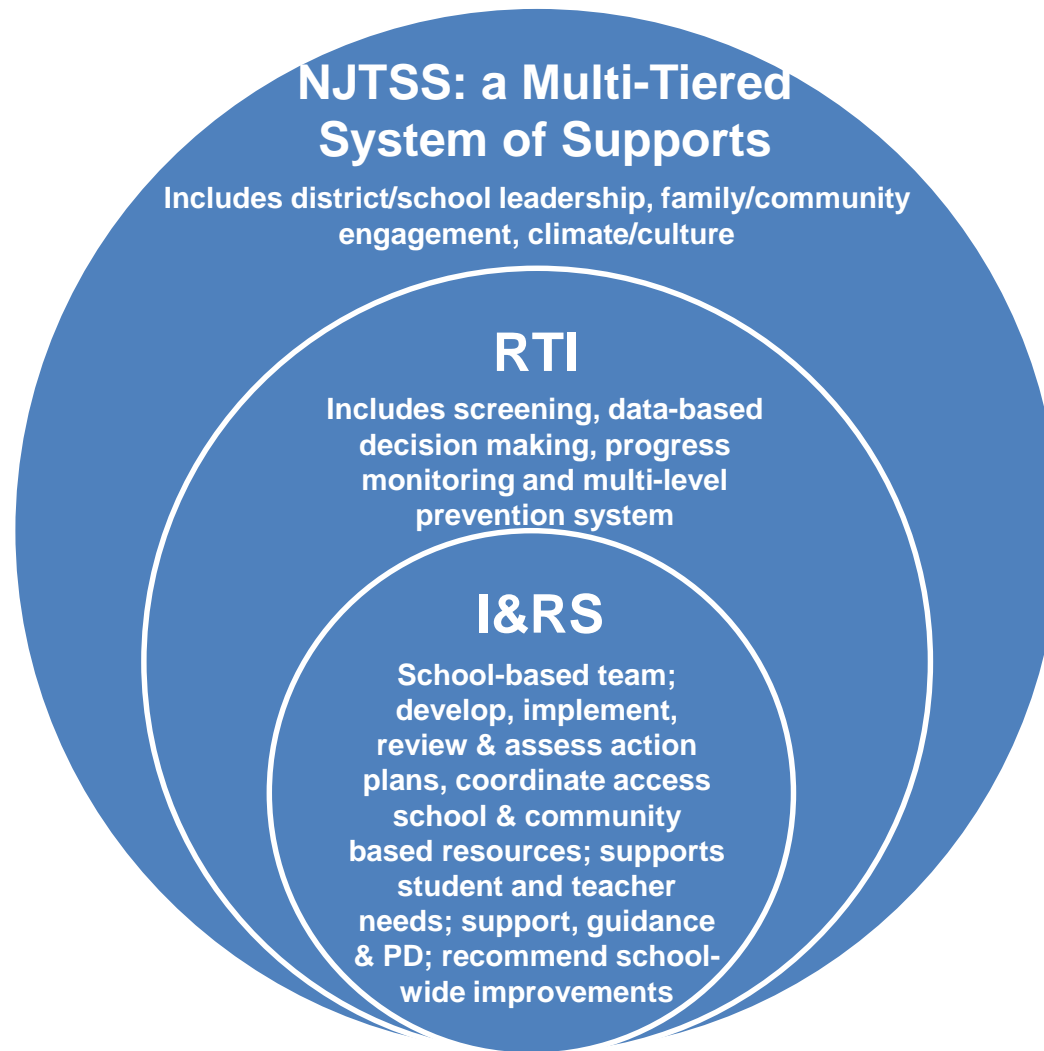
#### Tier 1 plus:

- Supplemental supports and interventions in English Language Arts, mathematics and behavior
- Small groups
- Targeted sustained interventions
- Regular progress monitoring
- Provided to some students



- 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



# 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> |



# 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](http://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](#)

