

Florida's Problem Solving/Response
to Intervention Project

Annual Report 2018-2019

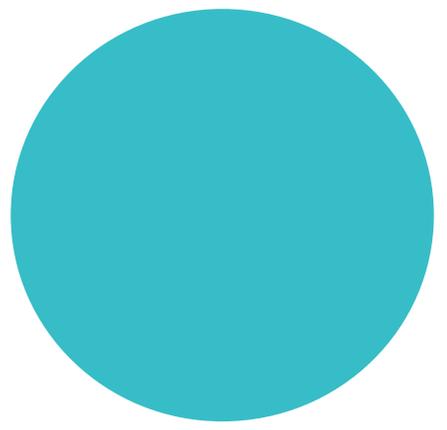
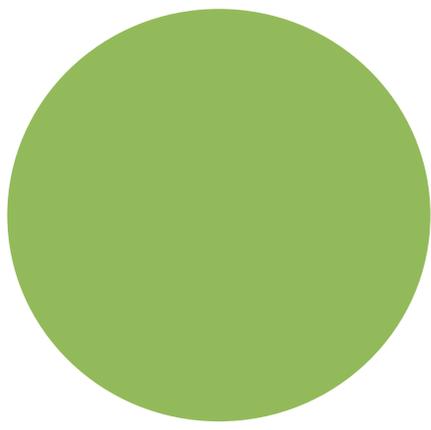
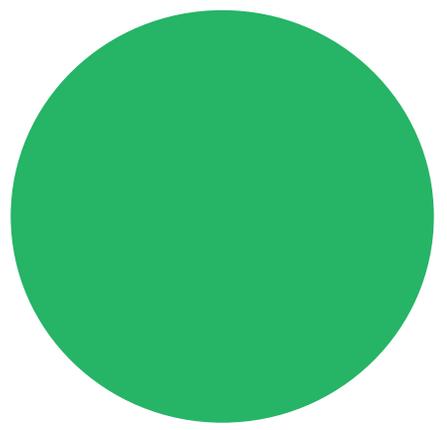
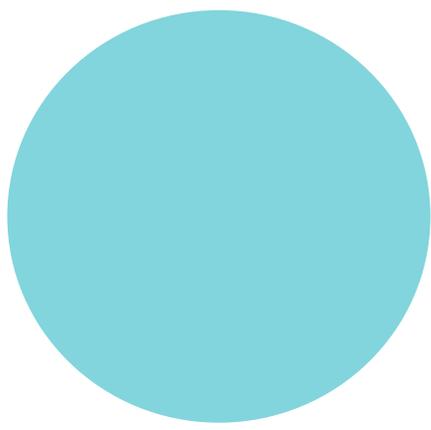


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A Few Words From Our Director...



The PS/RtI Project had a productive year working with our school, district, and state partners. With the direction and support of the Bureau of Exceptional Education and Student Services within the Florida Department of Education, we launched a series of face-to-face and virtual professional learning sessions focused on using RtI within an MTSS to make SLD eligibility decisions.

We also provided training, technical assistance, and support to schools and districts across the state on a variety of MTSS implementation topics (e.g., data-based problem solving, standards-aligned instruction across the tiers, evaluating MTSS implementation, universal design for learning). The majority of districts reported increases in participants' skills (85%), MTSS implementation (71%), data-based problem solving use (76%), and the use of RtI for eligibility determination (74%). The majority of districts (71%) also reported improvements in student outcomes as a result of working with the project. We appreciate the opportunity to continue to collaborate with our school, district, and state partners, and look forward to a successful 2019-20 school year.

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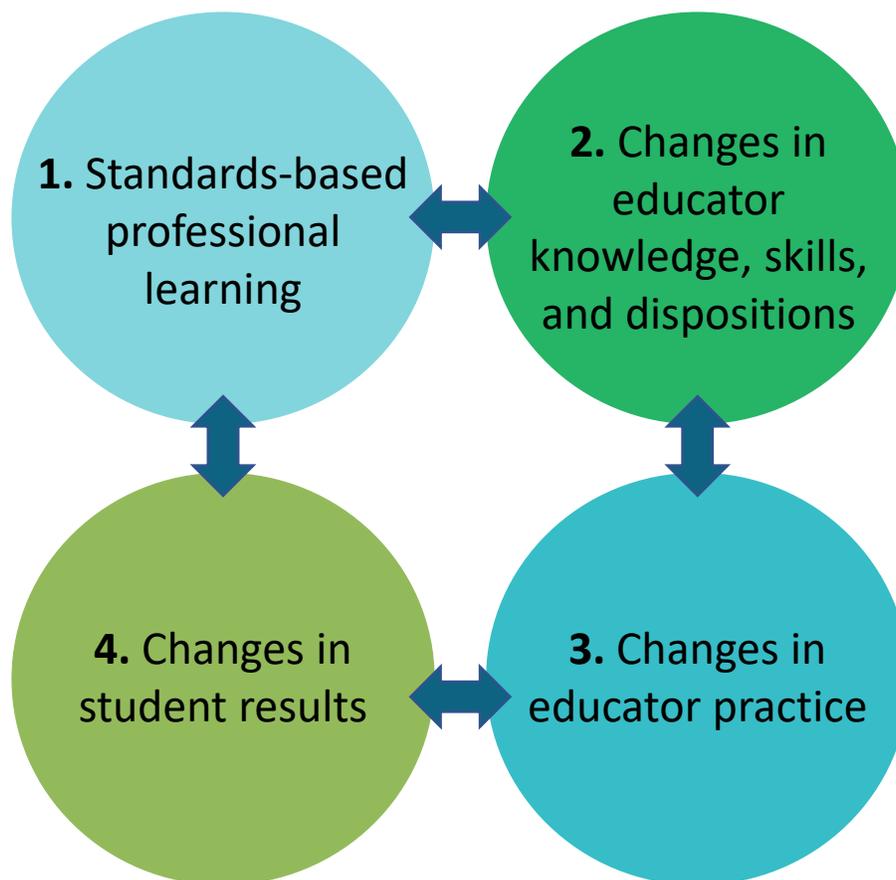


UNIVERSITY OF
SOUTH FLORIDA

The **mission** of Florida's Problem Solving/Response to Intervention Project is to accelerate and maximize student academic, behavioral, and social-emotional outcomes for **every student** by enhancing the capacity of all Florida educators to:

- Create and sustain one Universal Education system (design, implementation, evaluation) and
- Successfully utilize and sustain a multi-tiered system of student supports with fidelity in every district, school, and classroom

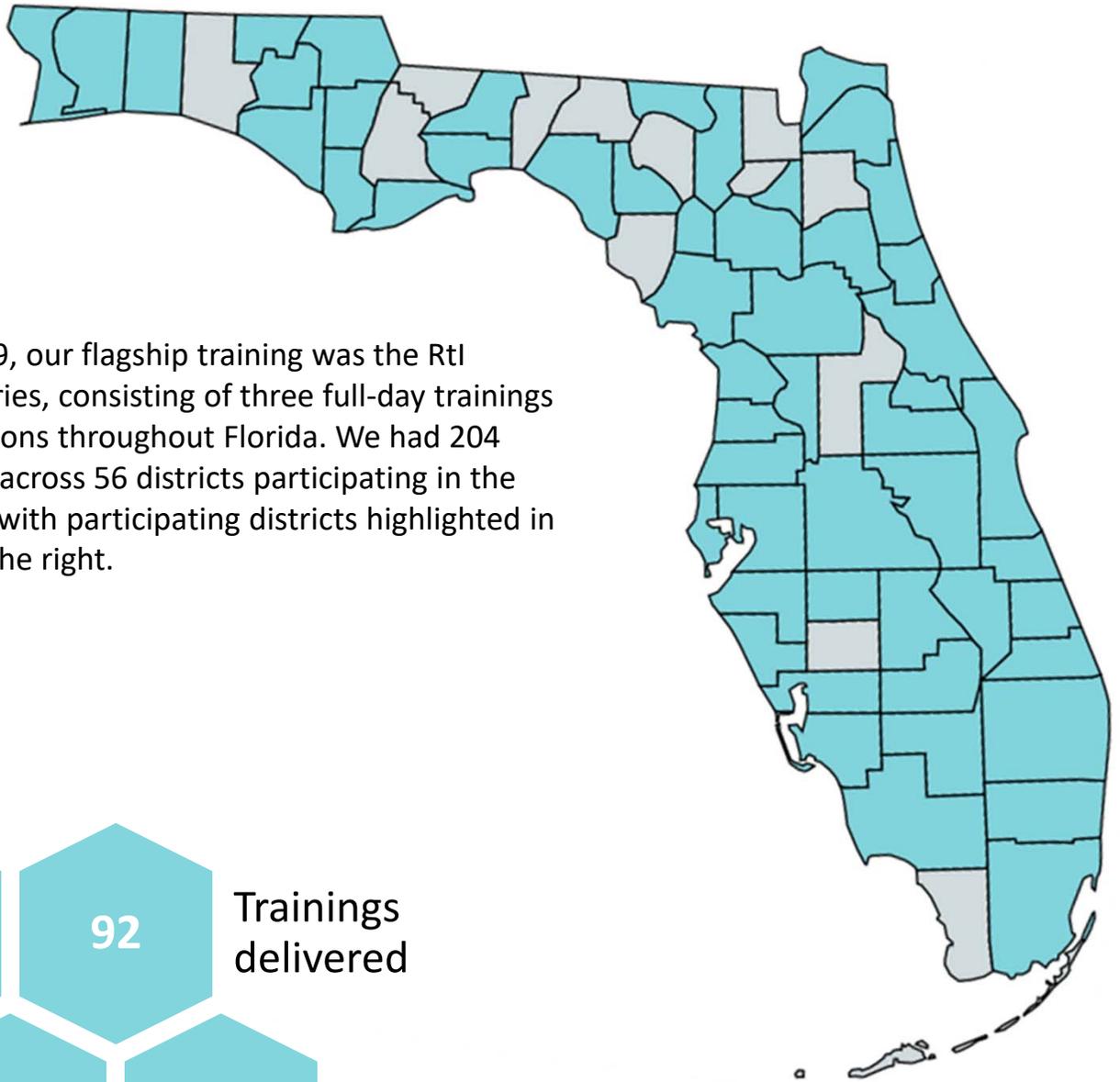
This report is organized around PS/RtI's Theory of Action, as shown in the below diagram from [Learning Forward](#).



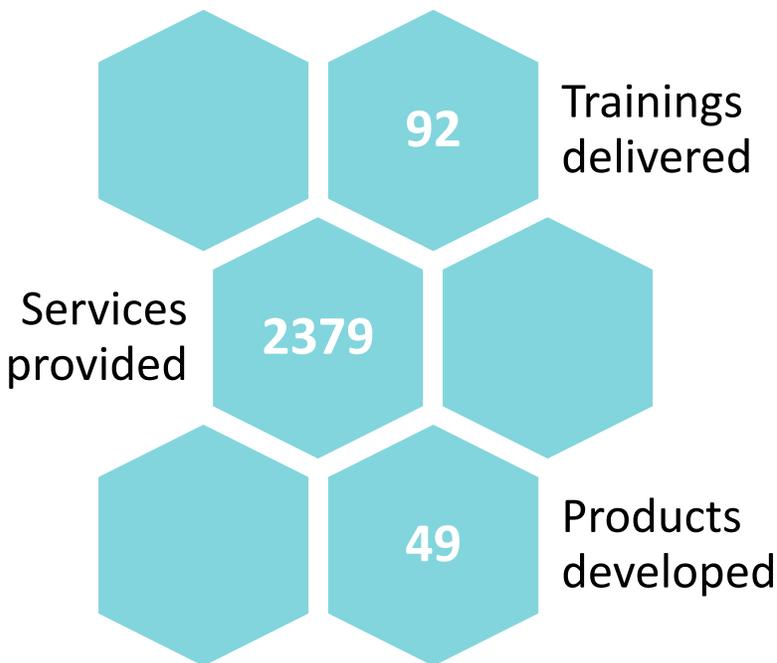
1. When professional learning is standards-based, it has greater potential to change what educators know, are able to do, and believe.
2. When educators' knowledge, skills, and dispositions change, they have a broader repertoire of effective strategies to use to adapt their practices to meet performance expectations and student learning needs.
3. When educator practice improves, students have a greater likelihood of achieving results.
4. When student results improve, the cycle repeats for continuous improvement.

(Source: Learning Forward Standards for Professional Learning Quick Reference Guide)

Standards-based Professional Learning



In 2018-2019, our flagship training was the RtI Eligibility Series, consisting of three full-day trainings in four locations throughout Florida. We had 204 participants across 56 districts participating in the RtI-E series, with participating districts highlighted in the map to the right.

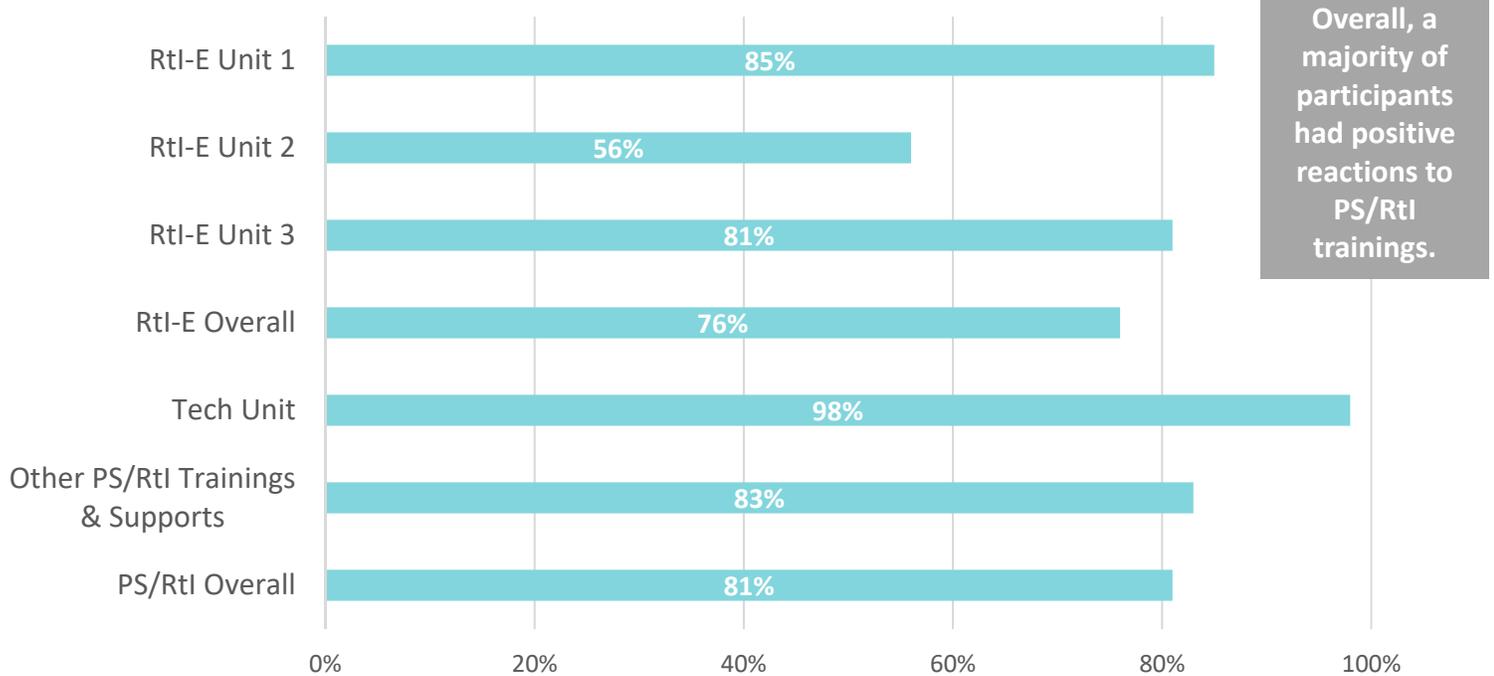


The PS/RtI project offers various supports to the schools and districts across the state, including trainings, services, and products. Supports provided this year include assistance to district and school-based teams with MTSS implementation, trainings on secondary alignment of ELA instruction and tiered interventions, and the development of resources on math instruction throughout the tiers.

Standards-based Professional Learning

Percent of Participants Reporting Above Average or Excellent Session Ratings

PS/RtI Overall n = 869



Overall, a majority of participants had positive reactions to PS/RtI trainings.

Usefulness of the Rtl-E Series

"I received a deeper understanding of the process and am able to share/teach others back at the two schools I am responsible for."

"The moment of truth was very hard. We learned that we have to start collaborating better at [District]."

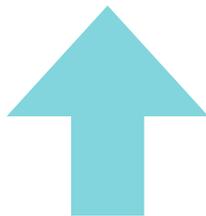
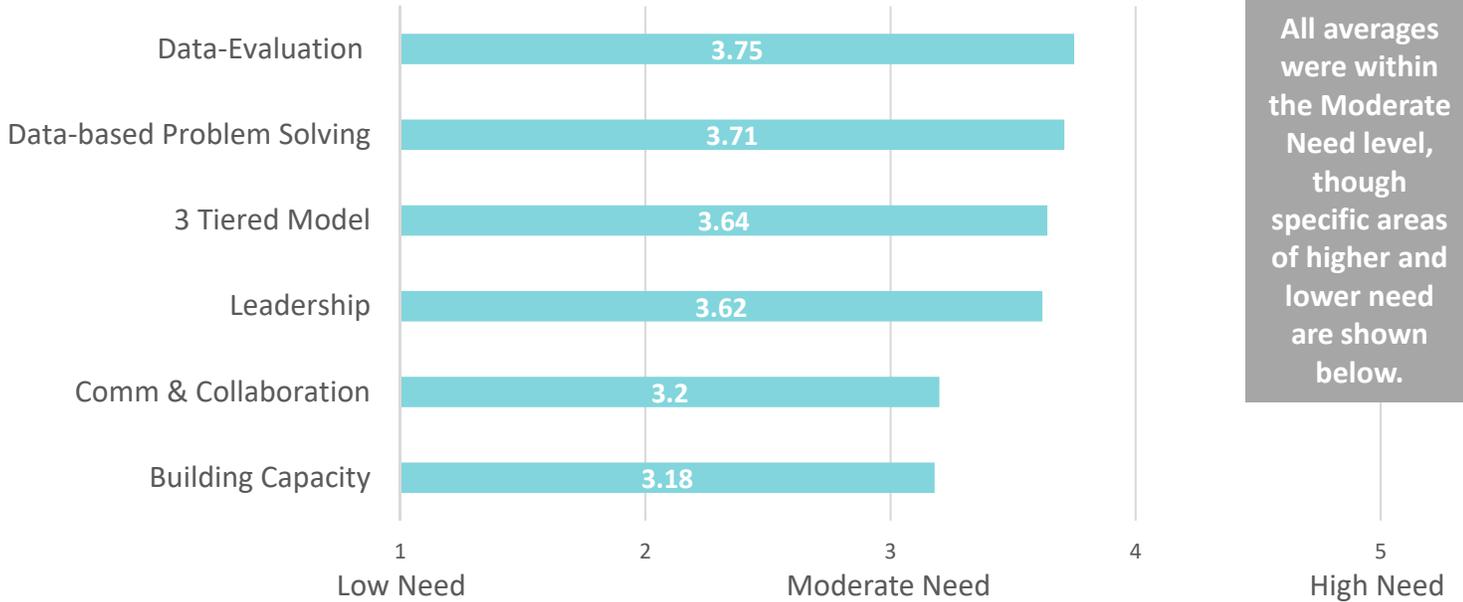
"It was useful to have time to talk amongst our group on how we are implementing and how we need to change what we are doing."

"We swim in data, but how do teachers actually know what is important for that Tier 2 process? We talked about some nuts and bolts things, like updating our decision tree, utilizing our human resources, and evaluating what resources we already have available for us instead of looking for new resources."

Standards-based Professional Learning

Average District Need for Support by MTSS Core Component

2019 MTSS District Needs Assessment, n = 45 districts



Areas of Highest Need

- 3.59 • Providing specially designed instruction across tiers
- 3.45 • Standards-aligned instruction/intervention at Tier 3
- 3.41 • Utilizing Universally Designed Instruction
- 3.36 • Resource allocation
- 3.23 • Data to evaluate implementation fidelity



Areas of Lowest Need

- 2.52 • Policies/Procedures for assessment administration
- 2.51 • Establishing a leadership team to facilitate MTSS implementation
- 2.50 • Policies/Procedures for data use decisions
- 2.38 • Establishing common understandings of the critical elements of MTSS
- 2.00 • Policies/Procedures for data-based problem solving

Standards-based Professional Learning

Satisfaction with PS/RtI Trainings & Supports

“Our PS/RtI partners have always been so supportive and willing to customize their supports to meet our needs. I admire how they champion the correct messages, modeling best practices time and time again. The sincere willingness to serve at our schools and at our district in any capacity needed is a true gift of support and assistance to the district in building capacity for our new hires and for staff serving new roles.”

“The technical assistance from PS/RtI is incredibly valuable. The series we completed on SLD helped to remind us of the theory and practice, and reflect back on our current practices to improve.”

“It has been apparent that a significant amount of work has gone into the RtI-E series. It has been the most important work to come out of the project in years, in my opinion.”

“Thank you for always being available and willing to listen and target supports to meet our needs.”

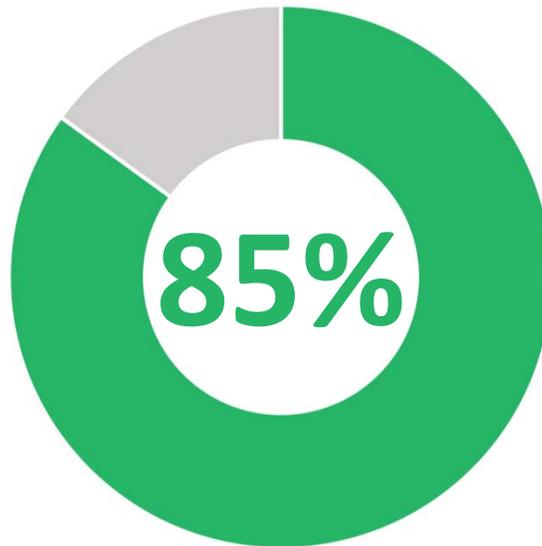
“[District] has recently worked with our RtI/MTSS contact to build on-going support for the 2019-2020 school year. The ideas and targeted plan of support is greatly appreciated.”

“The PS/RtI team has consistently provided support to our District that exceeds our expectations and our known needs. They continually meet our needs.”

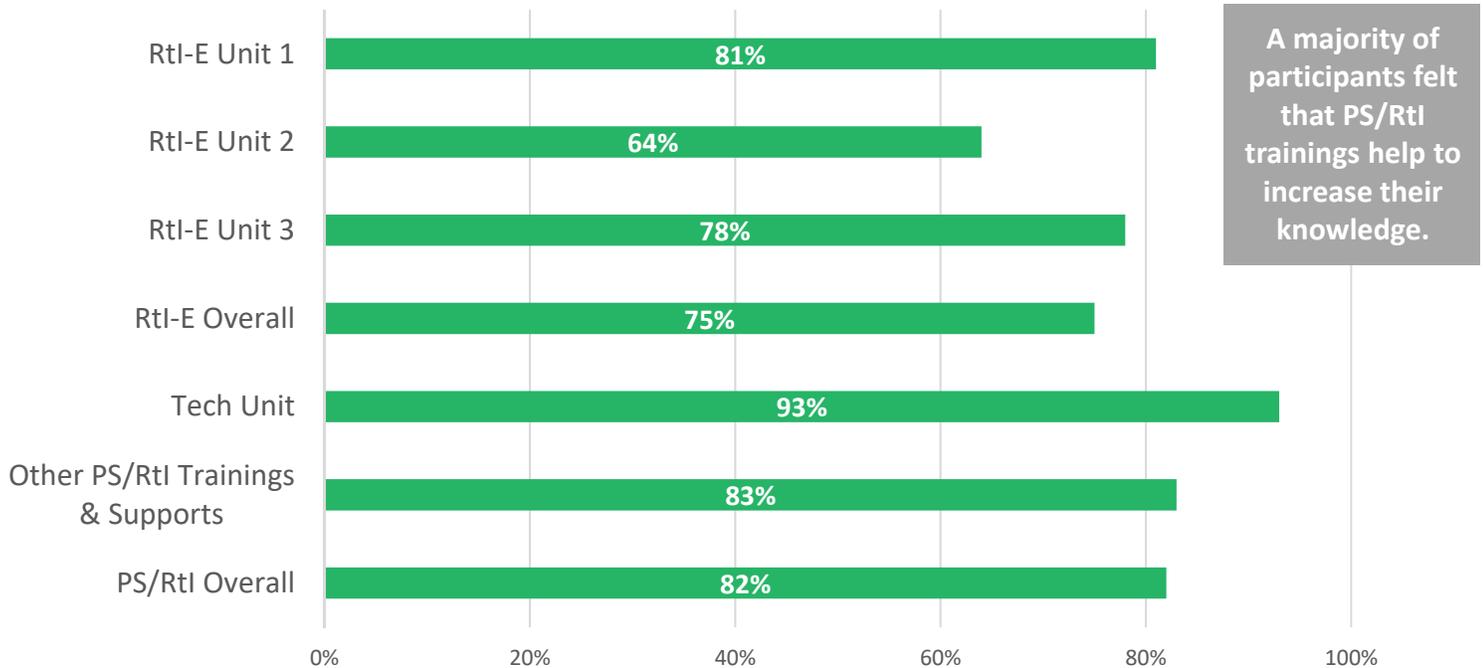
“I feel that my MTSS Regional Contact has given my district a lot of help and guidance and we appreciate her. This is an on-going process and it will take time to get all cylinders running. I feel confident we are moving in the right direction.”

Changes in Educator Knowledge, Skills, and Dispositions

Percent of Participants Reporting Increased Skills
2019 Technical Assistance Survey, n = 34 districts

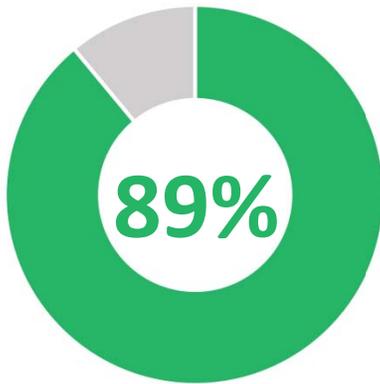


Percent of Participants Reporting Increased Knowledge
PS/RtI Overall n = 1,177

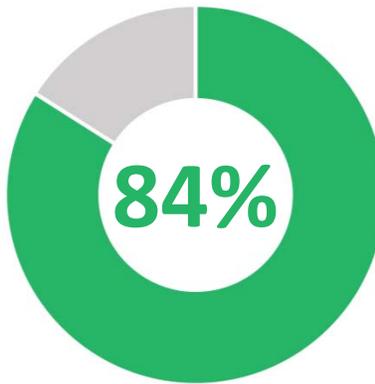


Changes in Educator Knowledge, Skills, and Dispositions

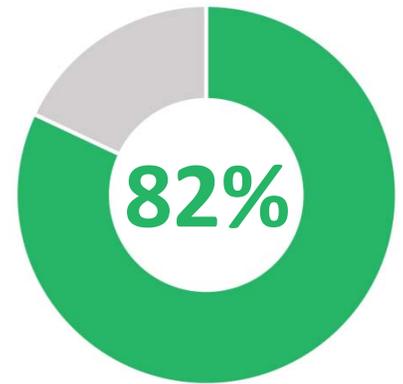
Percent of Participants Reporting Increased Understanding of...
n = 160



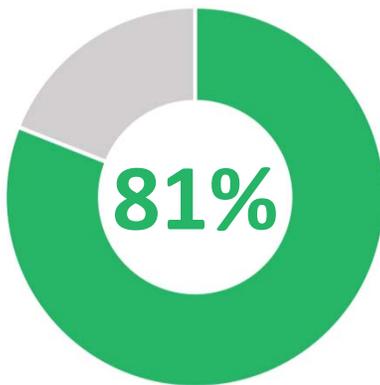
Steps of the problem-solving process



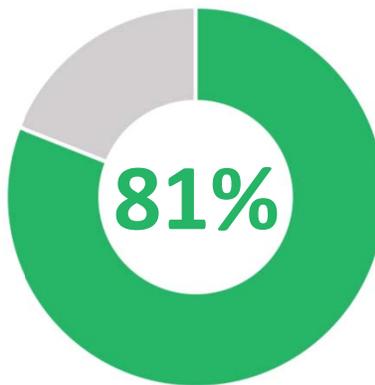
Integration of all 3 tiers in the problem-solving process



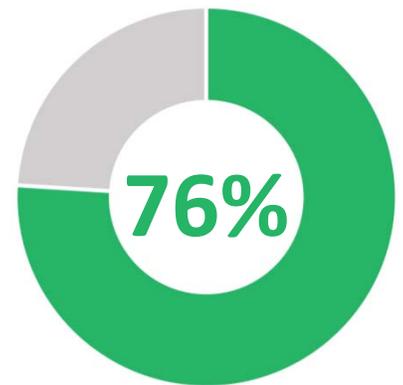
Role of problem-solving in making eligibility decisions



Role of Tier 3 in the eligibility process



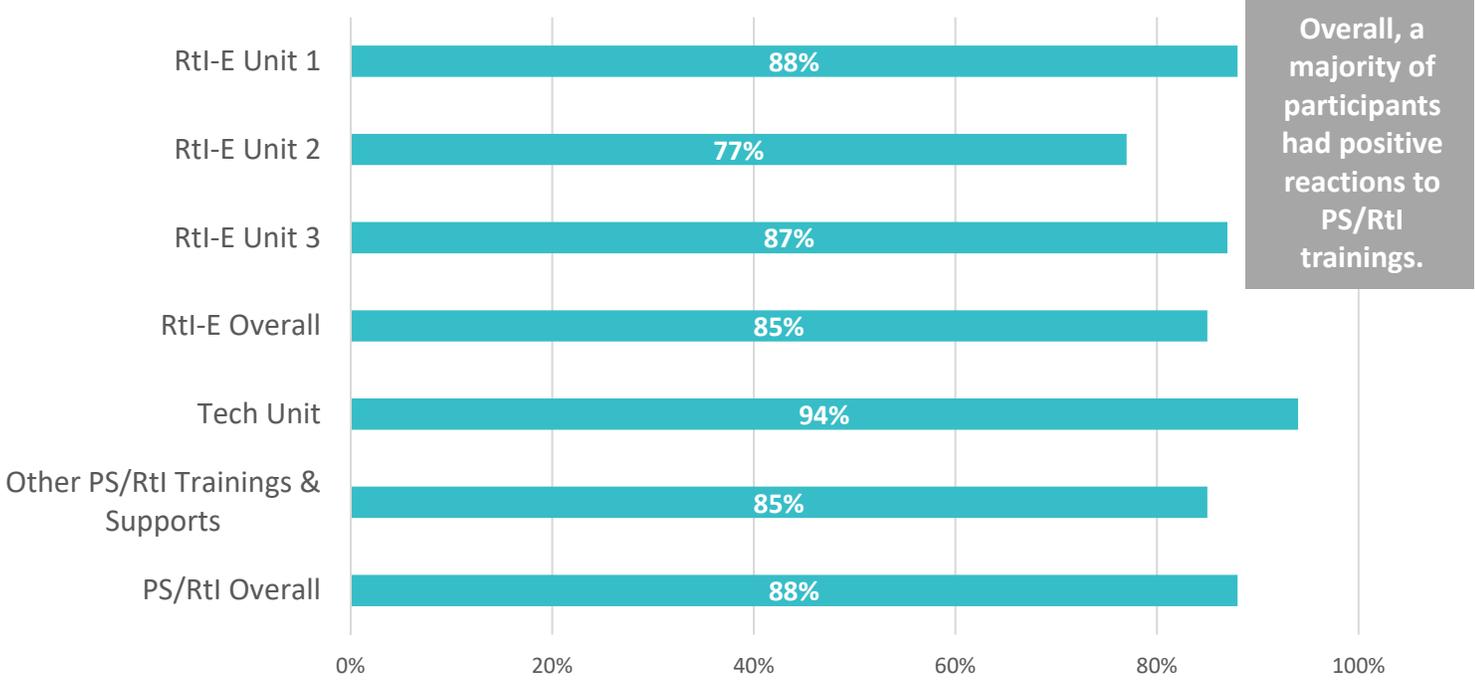
Characteristics of Tier 3



Rule-outs in a Tier 3 context

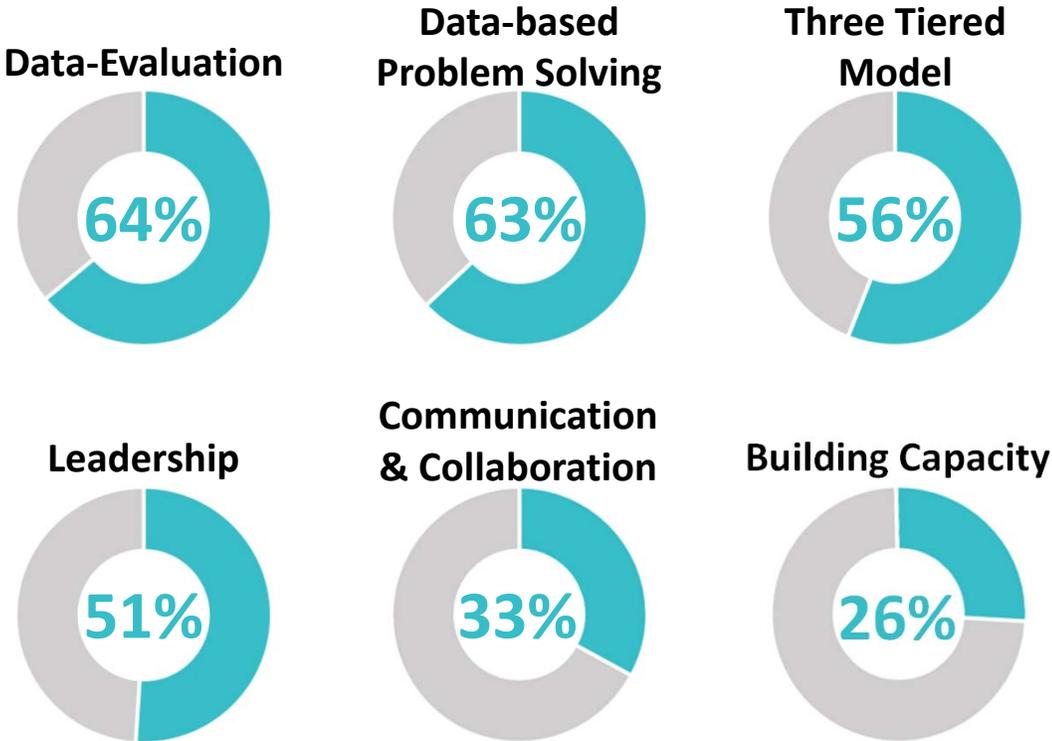
Changes in Educator Practice

Percent of Participants Reporting Intent to Use New Knowledge/Skills
PS/RtI Overall n = 1,139



Percent of Districts Often or Always Implementing the Core Components of MTSS

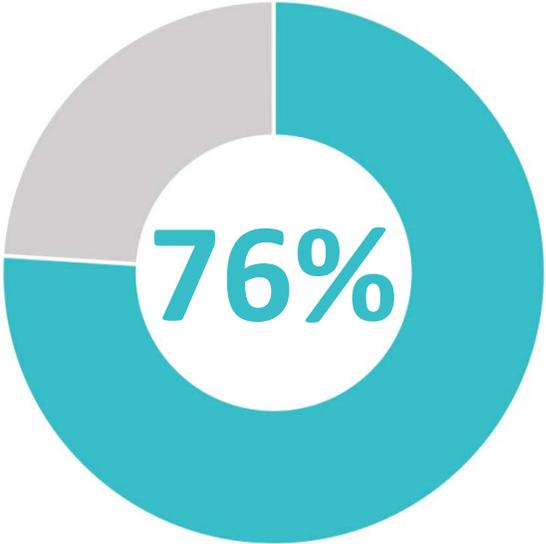
2019 MTSS District Needs Assessment
n = 45 districts



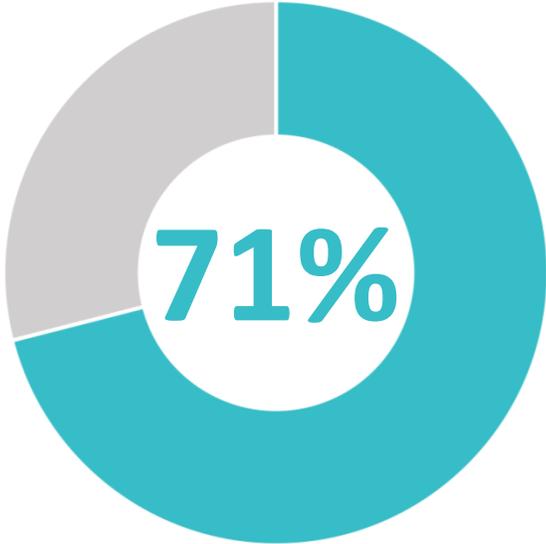
Changes in Educator Practice

Percent of Participants Reporting...
2019 Technical Assistance Survey, n = 34 districts

Changes in practice

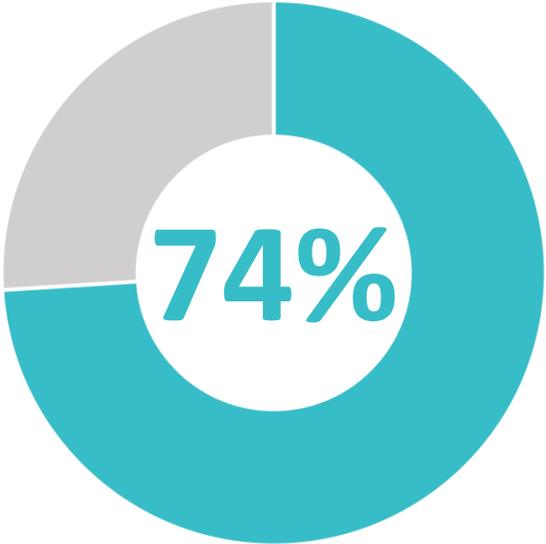


Improved MTSS implementation

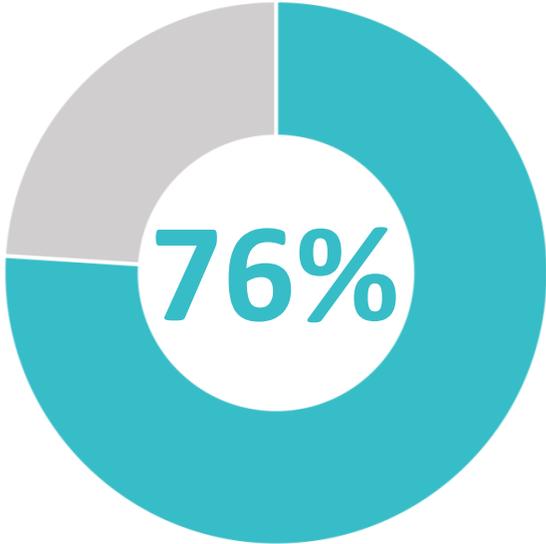


As a result of the supports provided by PS/RtI this year, districts reported high levels of changes to their practices.

Use of RtI to make effective and efficient SLD eligibility determinations



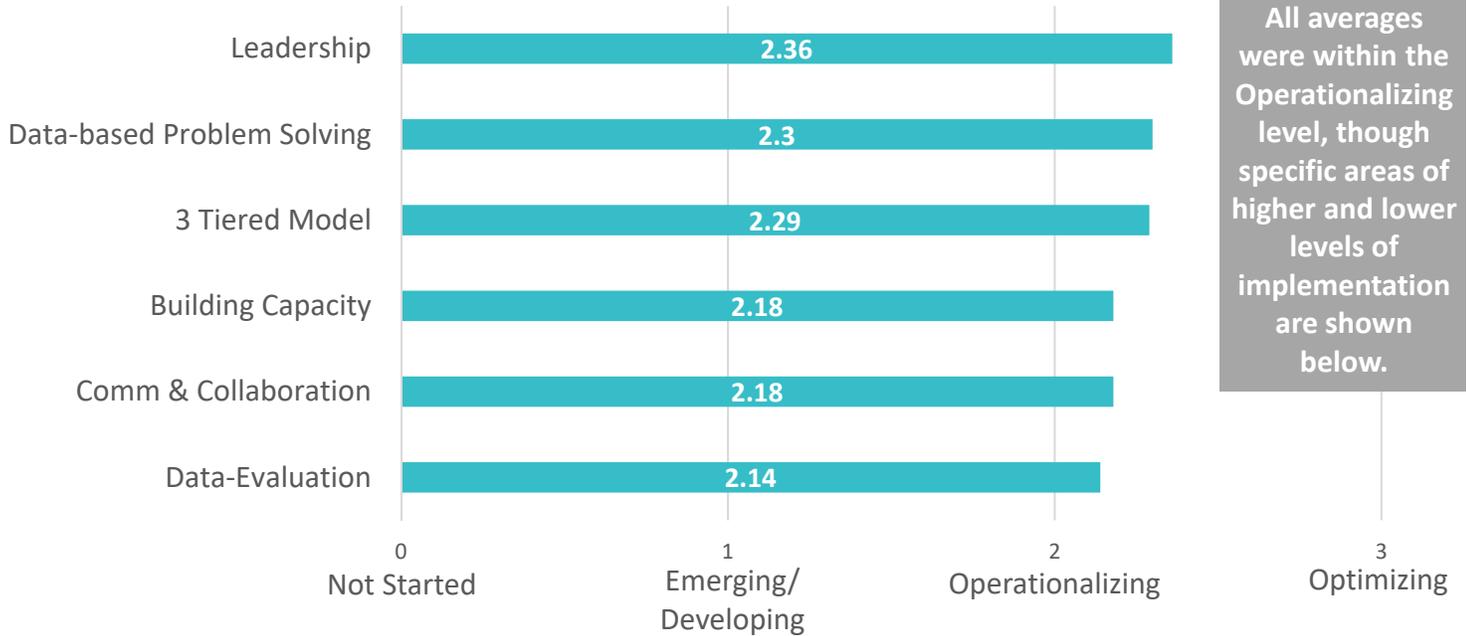
Use of the problem-solving process to make data-based decisions



Changes in Educator Practice

Average Domain Rating

2019 Self-Assessment of MTSS Implementation (SAM), n = 369 schools



All averages were within the Operationalizing level, though specific areas of higher and lower levels of implementation are shown below.



Highest Implementation Rating

- 2.56** • A leadership team is established
- 2.53** • Tier 1 academic practices clearly identify learning standards
- 2.48** • The principal is actively involved
- 2.44** • Data are used to identify reasons why students are not meeting expectations
- 2.42** • Student progress specific to academic or behavioral goals are monitored



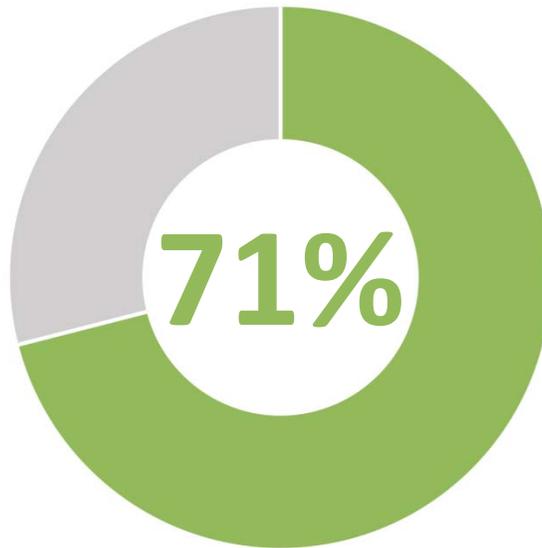
Lowest Implementation Rating

- 2.09** • Data sources are used to evaluate the fidelity and impact
- 2.02** • The critical elements of MTSS are defined and understood
- 2.02** • The leadership team facilitates PD on multi-tiered instruction & intervention
- 1.99** • Effective data tools are used appropriately and independently
- 1.98** • Staff understand and have access to data sources

Changes in Student Results

Percent of Participants Reporting Increased Student Outcomes

Technical Assistance Survey, n = 34 districts



How will you use the PS/RtI supports to improve student outcomes?

“The supports have helped facilitate an awareness of effective implementation of MTSS, which in turn will foster a culture of data-driven decision making and reflection on academic and socio-emotional needs. We had tremendous gains at our middle school this past year due to the lead principal facilitating all he has learned from our project partners with his SBLT.”

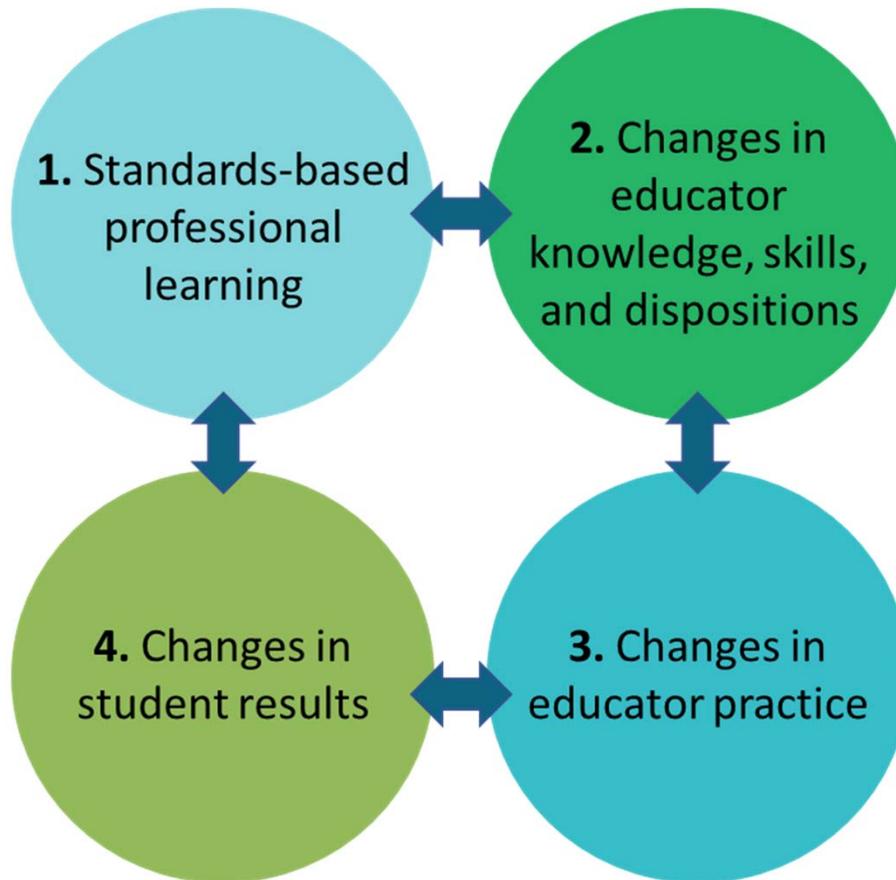
“Information is shared with schools- we have seen an improvement in lowest quartile and believe it is due to the knowledge gained through MTSS.”

“The ideas and skills we learned from the supports will lead to better use of personnel and resources, better use of appropriate interventions, and better focus on the most important skills and content.”

“We are looking at making some changes to our Tier 2 supports, specifically processes of intervention design and review.”

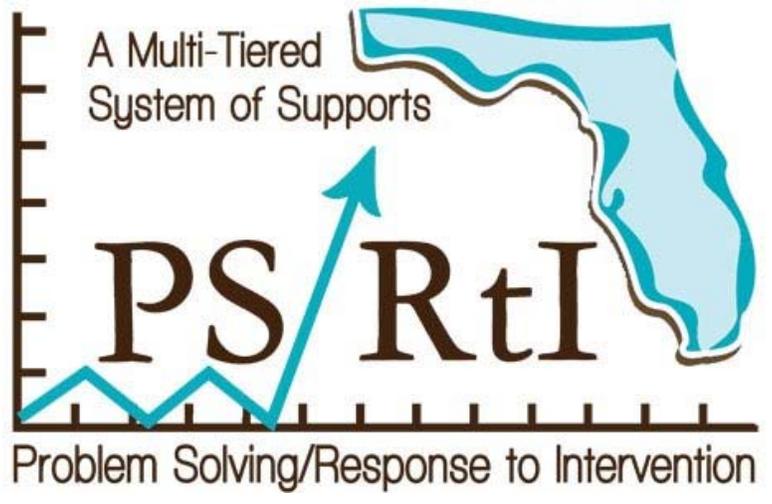
“We will design professional development, protocols, and guiding documents. We will use SAM data for alignment with the strategic plan initiatives, to inform beliefs practice and knowledge of practitioners.”

Future Directions

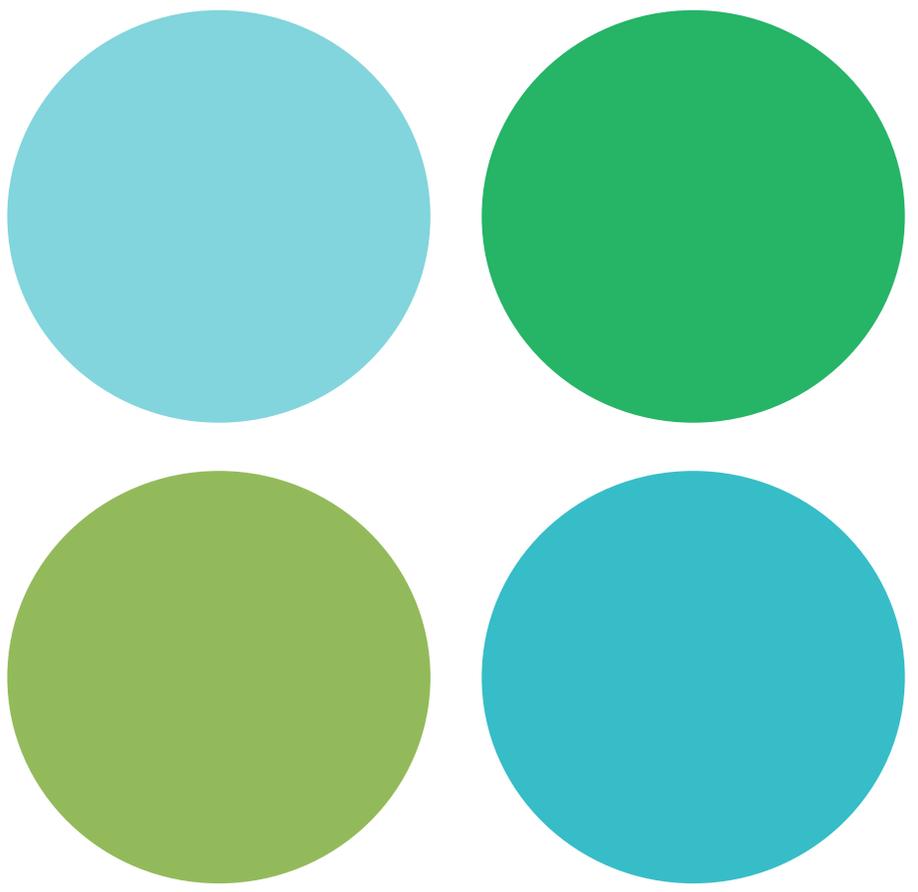


In the 2018-2019 school year, the PS/RtI project made some changes to our way of work. The RtI for Eligibility series presented a new opportunity for us to engage our district and school stakeholders in a statewide, continuous professional learning process for MTSS implementation and SLD eligibility decision-making. Using feedback given by our participants and the FDOE, this series will remain a focal point of our services next year. We will provide continued support for our initial cohort of school and district teams, as well as offer the series in three units to a new cohort of school and district leaders.

Additionally, the project will focus on providing more intensive services to districts identified as in need of additional supports. These services, along with the resources dedicated to the RtI for Eligibility series and other project deliverables, have contributed to the project creating a tighter focus on our ultimate mission, to maximize student outcomes. We will continue to refine our evaluation processes and procedures to ensure we have trend data on services, educators' knowledge and skills, MTSS implementation, and student outcomes to inform decisions about project services.



Florida's Problem Solving/Response to Intervention Project



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