Florida's Problem Solving/
Response to Intervention Project

Annual Report

2019-2020

A Multi-Tiered System of Supports

PS/RtI

Problem Solving/Response to Intervention
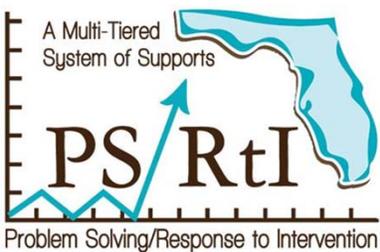
FLORIDA'S PROBLEM SOLVING/ RESPONSE TO INTERVENTION PROJECT

To help facilitate and inform the implementation of a problem-solving and response-to-intervention model in the state, the Florida Department of Education and the University of South Florida partnered to create the Problem Solving/Response to Intervention (PS/RtI) Project in 2006.

The vision of the Project is that all Florida educators will utilize an effective and efficient multi-tiered system of supports to ensure the academic, behavioral, and social-emotional growth of all students within one universal education system. This is achieved by providing professional learning, technical assistance, technology loan library services, and other supports to districts throughout the state.

PROJECT STAFF

The PS/RtI Project consists of four units, along with central staff, that work together to support school districts throughout Florida.

CENTRAL STAFF
José Castillo- *Project Director*

Judi Hyde	Mildred Rivera	Margarita Salameth-Sevilla
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Janet Good- *Unit Coordinator*

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Jason Rhodes	Allison Uzzle	Diana Valle

FROM OUR DIRECTOR

The 2019-20 school year presented unprecedented challenges to educators across Florida. In mid-March school districts had to suspend brick and mortar instruction and shift to distance learning for the remainder of the school year. As a Project, we shifted our focus to support school, district, and state partners to providing distance learning services within the context of a multi-tiered system of supports (MTSS). We engaged with our partners regarding assessment, instruction, and intervention across the tiers, data-based problem-solving, leveraging technology, and universal education, and how to think about and provide these services during distance learning. We were amazed by and grateful for the response of so many educators and leaders who rose to the challenge of fundamentally shifting how education occurred for millions of students.

Although supporting educators across the state to adjust to distance learning certainly was a key focus, we also provided training, technical assistance, and support to schools and districts 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' knowledge (87%) and skills (78%), and improvement in MTSS implementation (77%), data-based problem solving use (75%), and the use of RtI for eligibility determination (83%). The majority of districts (92%) also reported improvements in student outcomes as a result of working with the project.
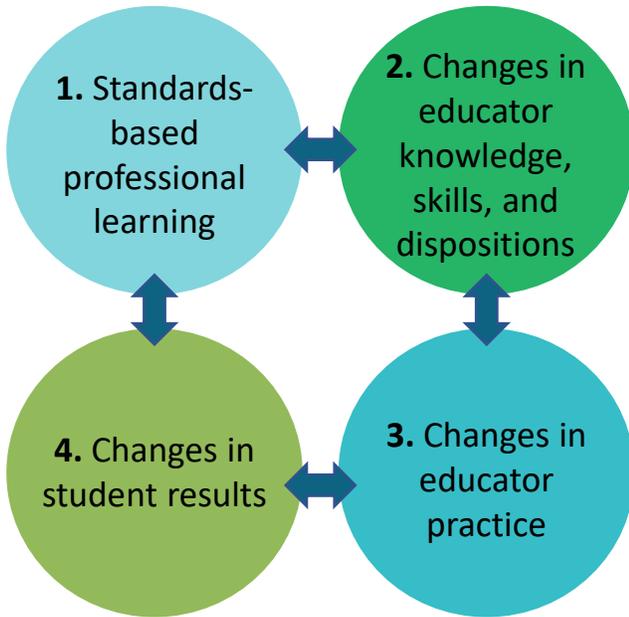
We appreciate the opportunity to continue to collaborate with our school, district, and state partners during the 2020-21 school year. We know that the pandemic and providing educational services to students in both brick and mortar and innovative (e.g., distance learning) environments will continue to be a major focus this year. We will continue to be available to support our partners every step of the way.

Dr. José Castillo
PS/RtI Project Director

ABOUT THIS REPORT

The information in this report is organized around the Project's Theory of Change, adapted from Learning Forward.

1. Standards-based professional learning

2. Changes in educator knowledge, skills, and dispositions

4. Changes in student results

3. Changes in educator practice

The Project aims to provide high quality professional learning, technical assistance, technology loan library services, and other supports which should increase participants' knowledge, skills, and beliefs about MTSS. Longer-term, these changes at the educator level should lead to changes in practices and ultimately, changes in student outcomes.

This evaluation explores the extent to which the Project delivered quality professional learning opportunities and other supports, and how these resulted in changes for educators, district and school systems, and students. Data used include training surveys, technical assistance surveys, needs assessments, implementation surveys, open-ended participant reflections, staff feedback on trainings, and participant interviews.

REPORT CONTENTS

KEY FINDINGS

1 — PROFESSIONAL LEARNING, TECHNICAL ASSISTANCE, & OTHER SUPPORTS

PS/RtI provided supports via trainings, technical assistance, strategic planning assistance, and a technology loan library. The Project also shifted focus in the spring to support districts with MTSS in distance learning environments. Participants valued the supports they were provided by PS/RtI.

2 — EDUCATOR KNOWLEDGE, SKILLS, & BELIEFS

The majority of participants across different supports reported increased knowledge and skills. Online MTSS modules using pre/post surveys demonstrated increased knowledge in most areas. The redesigned RtI-E series showed improved ratings for each unit as compared to the first cohort.

3 — POLICES, PRACTICES, PROCEDURES, & PROFESSIONAL LEARNING

The Project evaluated implementation across different trainings and school/district self-assessment measures. Every implementation measure showed increases between 2018-2019 and 2019-2020. The majority of districts reported high implementation, though only some districts use these measures, so careful interpretation is needed.

4 — STUDENT OUTCOMES

Student outcome data were limited this year as FSA data were unavailable due to COVID-19, but participants felt the sessions and supports provided would have a positive impact on student outcomes. District contacts discussed how changes to student outcomes take time, but that they are seeing promising movement that should lead to changes down the road.
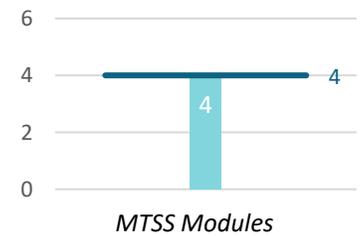
PS/RtI provided supports via trainings, technical assistance, strategic planning assistance, and a technology loan library. The Project also shifted focus in the spring to support districts with MTSS in distance learning environments. Participants valued the supports they were provided by PS/RtI.

PRODUCTS, TRAININGS, AND SERVICE DELIVERY

At the beginning of each grant year, the PS/RtI Project develops a Schedule of Deliverables that identifies quarterly and annual goals for the amount of deliverables within the areas of Products, Trainings, and Service Delivery. In 2019-2020, the PS/RtI Project met or exceeded the **goals** for every **deliverable**.

PRODUCTS

MTSS Recognized Schools — Goal 2, value 2

MTSS Evaluation Reports — value 20, goal 8

MTSS Resources — value 87, goal 40

MTSS Modules — value 4, goal 4

TRAININGS

State & Regional PD, MTSS — Goal 24, value 58

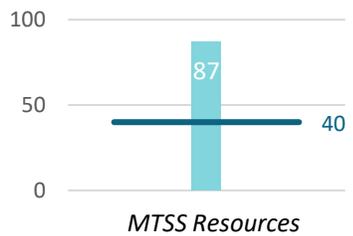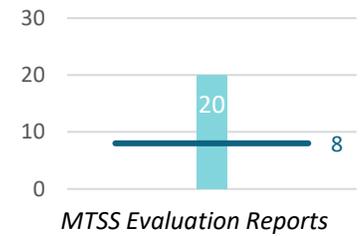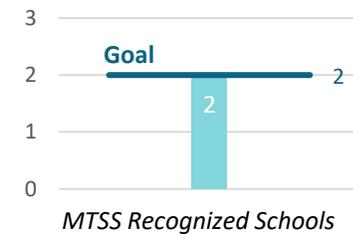State & Regional PD, RtI-E — value 21, goal 15

1

PROFESSIONAL LEARNING, TA, & OTHER SUPPORTS

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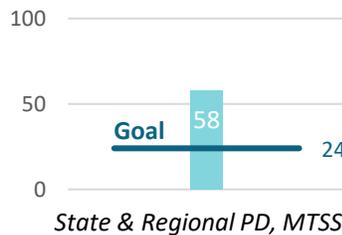
PRODUCTS, TRAININGS, AND SERVICE DELIVERY

SERVICE DELIVERY

MTSS & RtI District Support

- 148
- Goal 20

TA Focused on RtI-E & Using RtI to Inform SDI

- 23
- 12

Targeted District Support

- 294

PS/RtI provided supports via trainings, technical assistance, strategic planning assistance, and a technology loan library. The Project also shifted focus in the spring to support districts with MTSS in distance learning environments. Participants valued the supports they were provided by PS/RtI.

PARTICIPANT FEEDBACK ON PROFESSIONAL LEARNING AND SUPPORTS

Across the various supports provided by the PS/RtI Project this year, participants consistently responded positively to key metrics in post-surveys.

In every post-survey, participants were asked "*To what extent did the session meet its objectives? To what extent would you recommend this session to others?*" Ratings were on a 1-6 scale, with responses of 4-6 being considered as positive. In larger trainings, like the RtI-E series, participants were also asked to rate various aspects of the day, including an overall satisfaction component. This was on a 1-5 scale, with responses of 4-5 being considered positive.

PARTICIPANT POSTIVE POST-SESSION RATINGS

Session met its objectives ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ **92%**

Recommend to others ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ **91%**

Overall satisfaction ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ **88%**

YEAR-TO-YEAR COMPARISONS: CHANGES IN POST-SESSION RATINGS

Though ratings for both years were high, **2019-2020** ratings were lower than **2018-2019** ratings in two of the three key metrics.
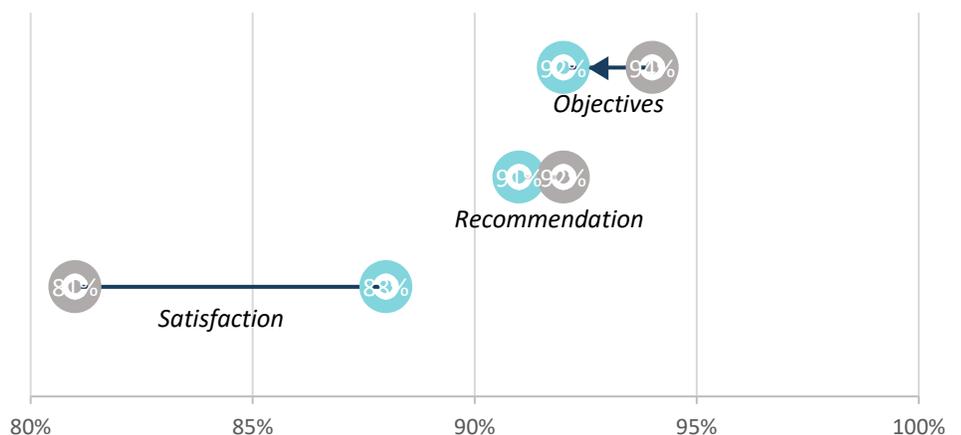
80%   85%   90%   95%   100%

Scale truncated to better show the small differences in the ratings.

PS/RtI provided supports via trainings, technical assistance, strategic planning assistance, and a technology loan library. The Project also shifted focus in the spring to support districts with MTSS in distance learning environments. Participants valued the supports they were provided by PS/RtI.

PARTICIPANT FEEDBACK ON PROFESSIONAL LEARNING AND SUPPORTS

In every post-survey, participants were asked open-ended questions to provide their perspectives on what was useful and what could be improved, along with their general feedback on the session. Major themes across all of the participant feedback this year are discussed below.

REACTIONS TO SESSIONS AND SUPPORTS

COLLABORATION

"Thank you for allowing us to share. Good to know where everyone is and how they are planning to move forward."

"The opportunities to problem-solve and collaborate with our change teams is valuable. The case study was great."

RESOURCES

"I've been tuning into Beth and [Jose]'s webinars and hearing their information as well. They've been helpful. Honestly, at first…the last two cause I actually went back the other day because I had to do some procedural documentation on that and I'm like 'I know where I can get that information,' so I went back and listened to the last two webinars, which were a little more meaty. And I know that Beth said that they are going to come out again with some online resources, which will be helpful."

GENERAL SUPPORTS

"We appreciate all of the support from the PS/RtI project and their willingness to provide what we need in our district!"

"In the very very beginning they're just crucial because they listen, we talk, and then they don't make final decisions for us of course but they certainly give us normally a large variety of resources. Then we select which things we're interested in using first. And then a lot of things they do custom design for us so I mean, it's just very nice they know our district so well."

PROFESSIONAL LEARNING DESIGN

"This year's Unit 1 was a great improvement over last year. Much better organization that was so much easier to follow and grasp. Smaller groups helped us have useful discussions."

"I think this is one of the best training series I have attended. Please continue to develop and share resources with us. The case study and visuals are great teaching tools."

The majority of participants across different supports reported increased knowledge and skills. Online MTSS modules using pre/post surveys demonstrated increased knowledge in most areas. The redesigned RtI-E series showed improved ratings for each unit as compared to the first cohort.

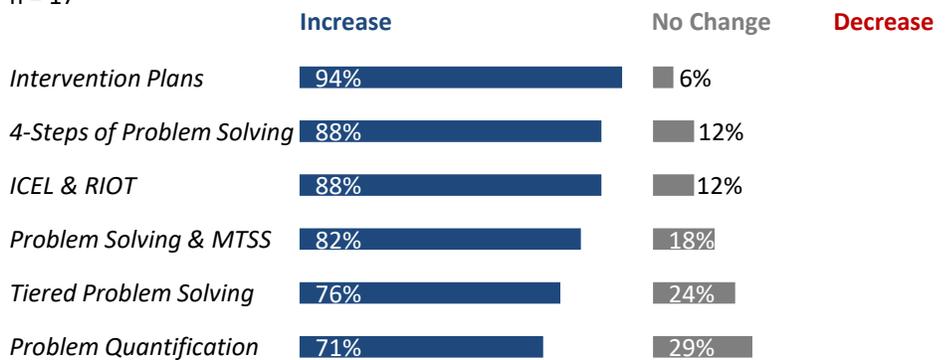# CHANGES IN KNOWLEDGE AFTER TRAINING OR MODULE COMPLETION

Part of the deliverables the Project provided this year included MTSS Modules and RtI-E trainings.

In the modules, pre- and post-surveys were given to participants to assess their knowledge on the objectives before and after completion of the module. These questions were on a 1-5 scale, and responses for each participant were matched to determine if ratings **increased**, **decreased**, or **stayed the same**. Few participants completed both the pre-survey and post-survey, so the results shown below reflect a smaller subset of those that completed the modules.

For the most part, participants showed high increases of knowledge after completing the modules, especially in the areas of intervention plans, the problem solving process, ICEL and RIOT, and fidelity. Some areas of lower increases of knowledge include appropriate instruction and the need for special education. In these areas, most participants still had high knowledge (4 or 5 ratings), but they did not report an increase between the pre- and post-surveys. This indicates that many participants already knew this information before starting the module.

4-STEP PROBLEM SOLVING MODULE

n = 17

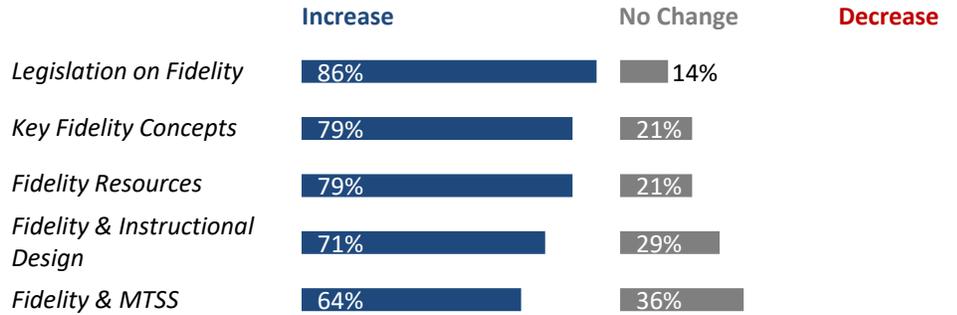|	Increase	No Change	Decrease
Intervention Plans	94%	6%	
4-Steps of Problem Solving	88%	12%	
ICEL & RIOT	88%	12%	
Problem Solving & MTSS	82%	18%	
Tiered Problem Solving	76%	24%	
Problem Quantification	71%	29%	

2

EDUCATOR KNOWLEDGE, SKILLS, & BELIEFS

The majority of participants across different supports reported increased knowledge and skills. Online MTSS modules using pre/post surveys demonstrated increased knowledge in most areas. The redesigned RtI-E series showed improved ratings for each unit as compared to the first cohort.

CHANGES IN KNOWLEDGE AFTER TRAINING OR MODULE COMPLETION

INTERVENTION & INSTRUCTIONAL FIDELITY MODULE

n = 14

	Increase	No Change	Decrease
Legislation on Fidelity	86%	14%	
Key Fidelity Concepts	79%	21%	
Fidelity Resources	79%	21%	
Fidelity & Instructional Design	71%	29%	
Fidelity & MTSS	64%	36%	

SPECIFIC LEARNING DISABILITY ELIGIBILITY MODULE

n = 23

	Increase	No Change	Decrease
Exclusionary Factors	70%	30%	
Performance Discrepancy	65%	35%	
Rate of Improvement	61%	39%	
Special Ed. Decision Tree	61%	35%	4%
Appropriate Instruction	48%	48%	4%
Needs for Special Ed.	39%	61%	

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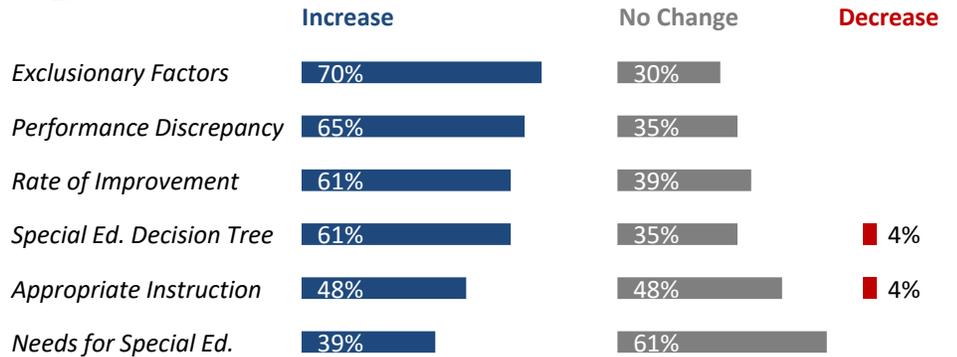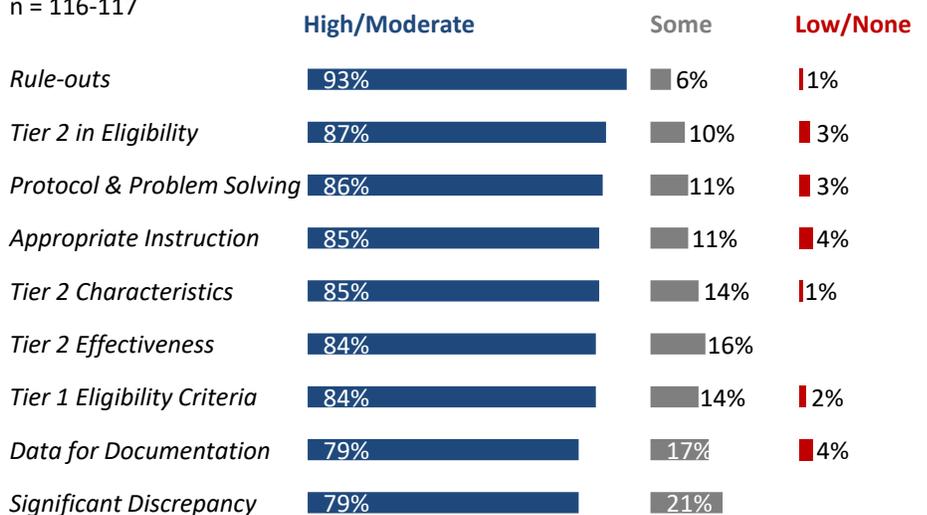# CHANGES IN KNOWLEDGE AFTER TRAINING OR MODULE COMPLETION

Part of the deliverables the Project provided this year included MTSS Modules and RtI-E trainings.

In the RtI-E Cohort 2 units, participants were asked to reflect on their understanding of the objectives in a post-survey. These questions were on a 1-5 scale with 1-2 representing **none or low** increases in knowledge, 3 being **some**, and 4-5 representing **moderate or high** increases in knowledge.

Participants overwhelmingly reported positive increases in knowledge throughout the RtI-E series, especially in Unit 3. This unit was unique due to a change of design from the traditionally face-to-face format of Units 1 and 2 to a series of online modules in order to engage participants from a distance in the spring of 2020.

RtI-E COHORT 2- UNIT 1

n = 116-117

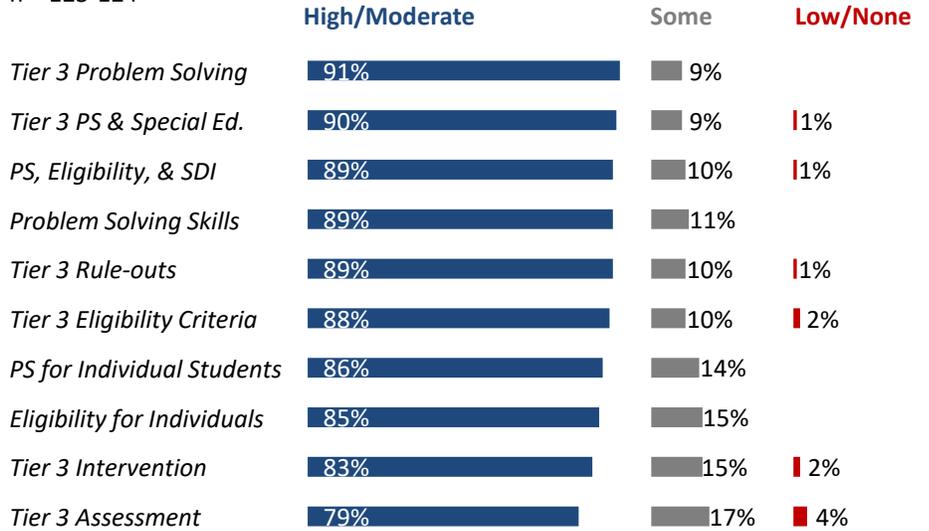|	High/Moderate	Some	Low/None
Rule-outs	93%	6%	1%
Tier 2 in Eligibility	87%	10%	3%
Protocol & Problem Solving	86%	11%	3%
Appropriate Instruction	85%	11%	4%
Tier 2 Characteristics	85%	14%	1%
Tier 2 Effectiveness	84%	16%	
Tier 1 Eligibility Criteria	84%	14%	2%
Data for Documentation	79%	17%	4%
Significant Discrepancy	79%	21%	

2
EDUCATOR KNOWLEDGE, SKILLS, & BELIEFS

The majority of participants across different supports reported increased knowledge and skills. Online MTSS modules using pre/post surveys demonstrated increased knowledge in most areas. The redesigned RtI-E series showed improved ratings for each unit as compared to the first cohort.

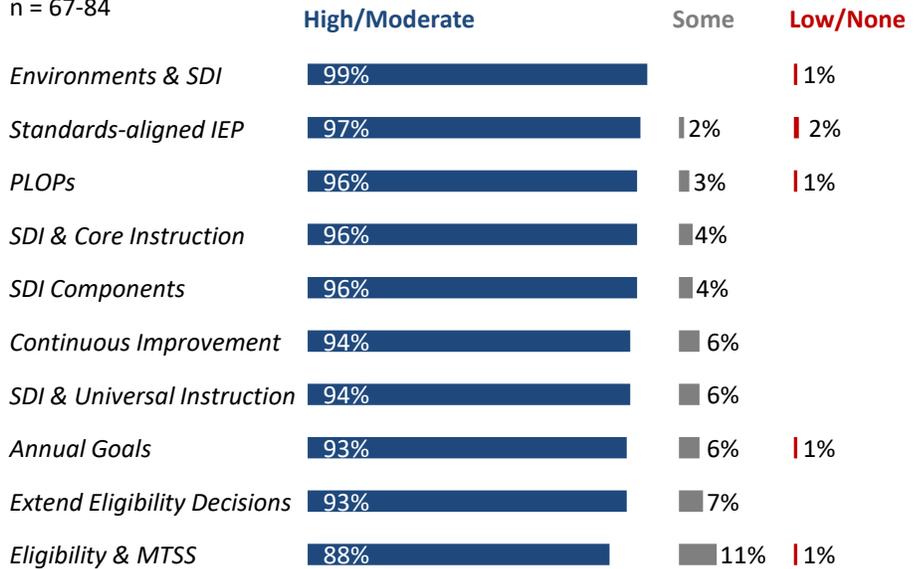# CHANGES IN KNOWLEDGE AFTER TRAINING OR MODULE COMPLETION

RtI-E COHORT 2- UNIT 2
n = 123-124

	High/Moderate	Some	Low/None
Tier 3 Problem Solving	91%	9%	
Tier 3 PS & Special Ed.	90%	9%	1%
PS, Eligibility, & SDI	89%	10%	1%
Problem Solving Skills	89%	11%	
Tier 3 Rule-outs	89%	10%	1%
Tier 3 Eligibility Criteria	88%	10%	2%
PS for Individual Students	86%	14%	
Eligibility for Individuals	85%	15%	
Tier 3 Intervention	83%	15%	2%
Tier 3 Assessment	79%	17%	4%

RtI-E COHORT 2- UNIT 3
n = 67-84

	High/Moderate	Some	Low/None
Environments & SDI	99%		1%
Standards-aligned IEP	97%	2%	2%
PLOPs	96%	3%	1%
SDI & Core Instruction	96%	4%	
SDI Components	96%	4%	
Continuous Improvement	94%	6%	
SDI & Universal Instruction	94%	6%	
Annual Goals	93%	6%	1%
Extend Eligibility Decisions	93%	7%	
Eligibility & MTSS	88%	11%	1%

The majority of participants across different supports reported increased knowledge. Online MTSS modules using pre/post surveys demonstrated increased knowledge in most areas. The redesigned RtI-E series showed improved ratings for each unit as compared to the first cohort.

CHANGES IN KNOWLEDGE AFTER TRAINING OR MODULE COMPLETION

In order to better meet the needs of the participants, the content of the RtI-E series was refined in the 2019-2020 year. When comparing between the years, note that the content of **Cohort 1- Unit 1** and **Cohort 1- Unit 2** was condensed into **Cohort 2- Unit 1**. The content of **Cohort 1- Unit 3** aligns with **Cohort 2- Unit 2**, and the same for **Cohort 1- Unit 4** and **Cohort 2- Unit 3**.

YEAR-TO-YEAR COMPARISONS:
CHANGES IN RATINGS

In the **2018-2019** year, Cohort 1- Unit 2 had an uncharacteristically low percentage of participants reporting positive increases of knowledge. Through redesigning and reformatting content, all units saw increases in the **2019-2020** year for Cohort 2.
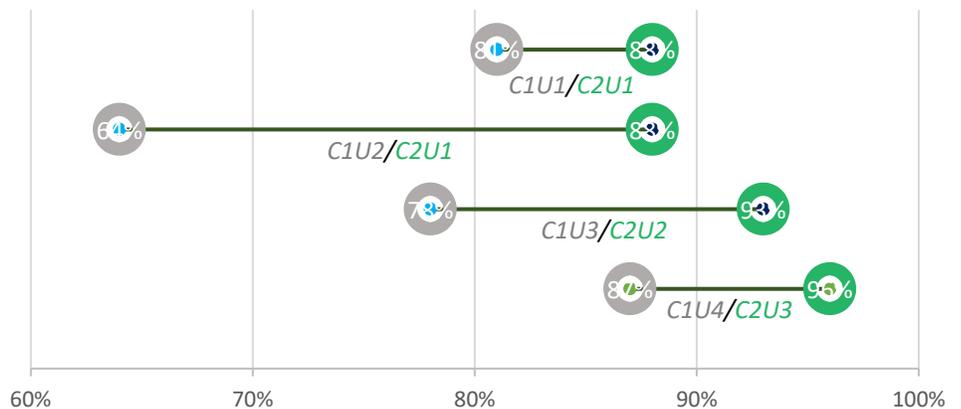
Scale truncated to better show the small differences in the ratings.

2

EDUCATOR KNOWLEDGE, SKILLS, & BELIEFS

The majority of participants across different supports reported increased knowledge and skills. Online MTSS modules using pre/post surveys demonstrated increased knowledge in most areas. The redesigned RtI-E series showed improved ratings for each unit as compared to the first cohort.

PARTICIPANT FEEDBACK ON PROFESSIONAL LEARNING AND SUPPORTS

As in the previous section, the majority of participants responded positively that the professional learning opportunities and other supports provided by the Project increased their knowledge and skills.

In every post-survey, participants were asked *"To what extent did the session increase your knowledge?"* A mid-year technical assistance survey also asked district contacts *"To what extent did the supports provided increase skills?"* Ratings were on a 1-6 scale, with responses of 4-6 being considered as **positive**.
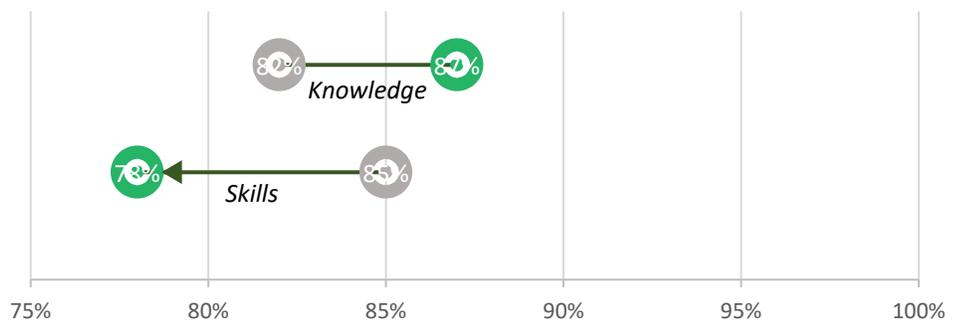
POSITIVE PARTICIPANT & DISTRICT CONTACT RATINGS

Session increased knowledge ★★★★★★★★★☆ **87%**

Supports increased skills ★★★★★★★★☆☆ **78%**

YEAR-TO-YEAR COMPARISONS: CHANGES IN RATINGS

Ratings in both years were in a similarly high range, though **2019-2020** ratings were lower than **2018-2019** ratings for increasing participants'' skills.

80% → 87% Knowledge

78% ← 85% Skills

75%   80%   85%   90%   95%   100%

Scale truncated to better show the small differences in the ratings.

2
EDUCATOR KNOWLEDGE, SKILLS, & BELIEFS

The majority of participants across different supports reported increased knowledge and skills. Online MTSS modules using pre/post surveys demonstrated increased knowledge in most areas. The redesigned RtI-E series showed improved ratings for each unit as compared to the first cohort.

PARTICIPANT FEEDBACK ON PROFESSIONAL LEARNING AND SUPPORTS

In every post-survey, participants were asked open-ended questions to provide insights into what they were taking away from the session. Major themes specific to knowledge, skills, and beliefs across all of the participant feedback this year are discussed below.

REACTIONS TO SESSIONS AND SUPPORTS

CHANGED BELIEFS

"All aspects of this module were very useful. My takeaway are the Big Ideas that should still be used even after a learner is found eligible for special education."

"Disabled curricula has always been a part of ICEL, I feel this highlights that and could change minds. It's not always the learner."

"Looking at the definition of specially designed instruction. Thinking about strengths and challenges of students rather than simply weaknesses."

"I had never thought about universal design and ESE this way."

DATA SKILLS

"Looking at trends amongst a variety of demographics was eye opening."

"I feel strongly that I have a better grasp on how to better make decisions based on the data to be able to develop a well-targeted intervention plan on behalf of all students."

PROBLEM SOLVING SKILLS

"[I learned] to implement [problem solving] for student needs to make sure they are receiving their appropriate academics to their abilities."

The Project evaluated implementation across different trainings and school/district self-assessment measures. Every implementation measure showed increases between 2018-2019 and 2019-2020. The majority of districts reported high implementation, though only some districts use these measures, so careful interpretation is needed.
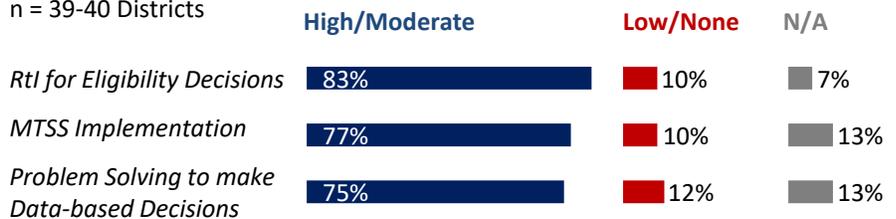
CHANGES IN PRACTICES & IMPLEMENTATION

With changes in knowledge and skills, we would expect to see a connection being made to school and district-level policies, practices, procedures, professional learning, and other forms of implementation.

PS/RtI normally asks district contacts to complete a technical assistance survey twice a year to reflect on how the services and supports provided have impacted their ways of work. This year, in order to be responsive to the needs of the districts during COVID-19, the technical assistance survey was only given once in January 2020.

In this survey, district contacts were specifically asked to rate the extent to which they have seen improvement in several core areas. Responses were on a 1-6 scale, with 1-3 being considered **little to no improvement**, 4-6 being considered **moderate to high improvement**, and N/A being that this area is **not applicable** to the respondent. Most districts reported **moderate or high** levels of improvement in each of the areas, with RtI for Eligibility Decisions showing the highest levels of improvement.
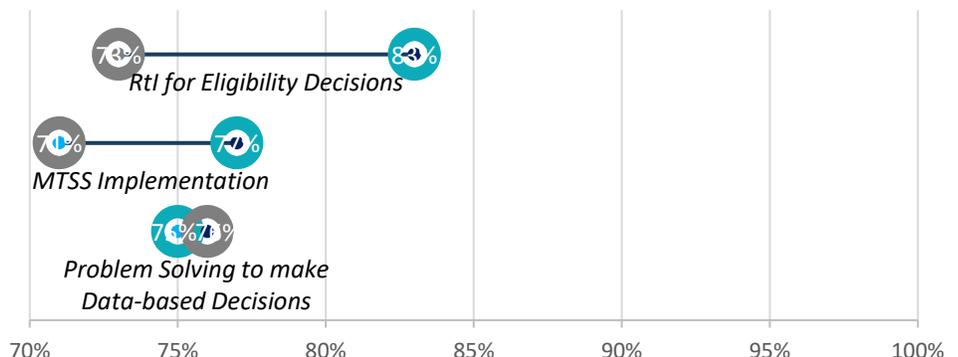
TECHNICAL ASSISTANCE SURVEY

n = 39-40 Districts

	High/Moderate	Low/None	N/A
RtI for Eligibility Decisions	83%	10%	7%
MTSS Implementation	77%	10%	13%
Problem Solving to make Data-based Decisions	75%	12%	13%

YEAR-TO-YEAR COMPARISONS: CHANGES IN IMPLEMENTATION RATINGS

Ratings in both years were high, though **2019-2020** ratings were just barely lower than **2018-2019** ratings for increased use of problem solving to make data-based decisions.

RtI for Eligibility Decisions

MTSS Implementation

Problem Solving to make Data-based Decisions

Scale truncated to better show the small differences in the ratings.

3
POLICES, PRACTICES, PROCEDURES, & PL

The Project evaluated implementation across different trainings and school/district self-assessment measures. Every implementation measure showed increases between 2018-2019 and 2019-2020. The majority of districts reported high implementation, though only some districts use these measures, so careful interpretation is needed.

CHANGES IN PRACTICES & IMPLEMENTATION

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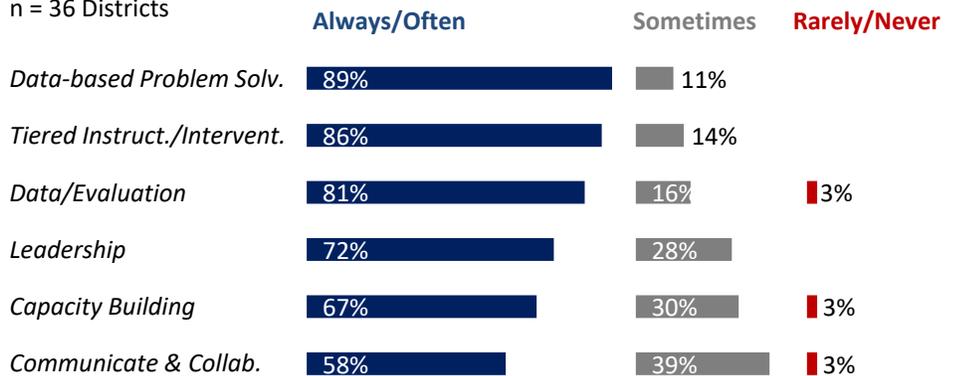
Similar to the technical assistance survey, PS/RtI asks district contacts to complete a needs assessment survey once a year in the spring. This year, to be responsive to the needs of the districts during COVID-19, the survey was considerably shortened.

In this survey, district contacts were asked to rate how often schools in their district engage in key practices aligned to each of the 6 MTSS domains. Responses were on a 1-5 scale, with 1-2 being considered **never or rarely**, 3 being **sometimes**, and 4-5 being **often or always**.

A majority of districts reported that their schools **often or always** engage in work to implement each of the domains.

NEEDS ASSESSMENT

n = 36 Districts

	Always/Often	Sometimes	Rarely/Never
Data-based Problem Solv.	89%	11%	
Tiered Instruct./Intervent.	86%	14%	
Data/Evaluation	81%	16%	3%
Leadership	72%	28%	
Capacity Building	67%	30%	3%
Communicate & Collab.	58%	39%	3%

The Project evaluated implementation across different trainings and school/district self-assessment measures. Every implementation measure showed increases between 2018-2019 and 2019-2020. The majority of districts reported high implementation, though only some districts use these measures, so careful interpretation is needed.

CHANGES IN PRACTICES & IMPLEMENTATION

YEAR-TO-YEAR COMPARISONS:
CHANGES IN ALWAYS & OFTEN RATINGS

The percentage of districts reporting that their schools engage in key practices greatly increased in every area between **2018-2019** and **2019-2020**.
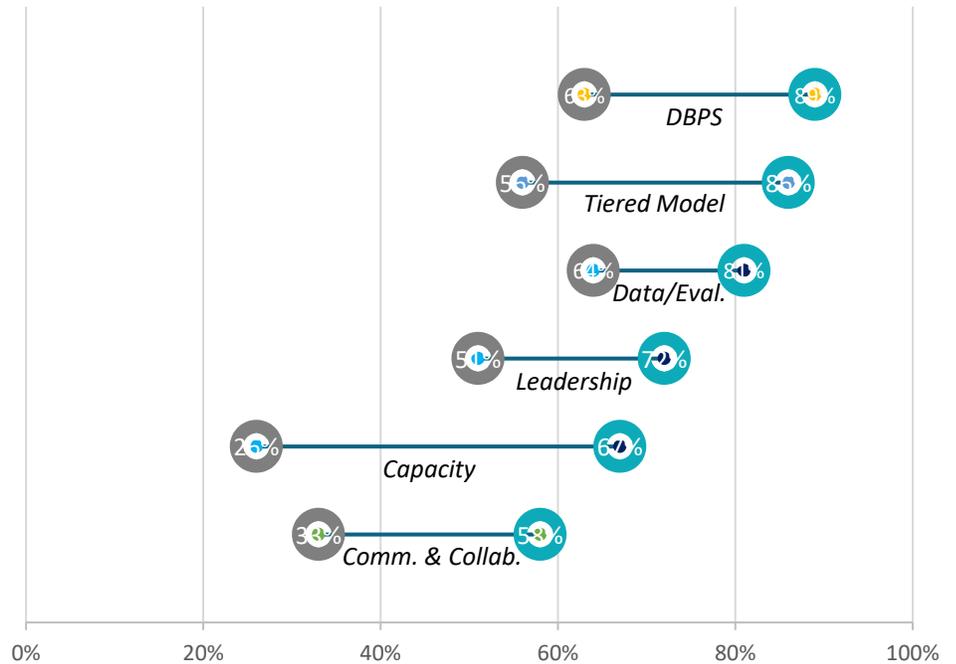
The Project evaluated implementation across different trainings and school/district self-assessment measures. Every implementation measure showed increases between 2018-2019 and 2019-2020. The majority of districts reported high implementation, though only some districts use these measures, so careful interpretation is needed.

CHANGES IN PRACTICES & IMPLEMENTATION

With changes in knowledge and skills, we would expect to see a connection being made to school and district-level policies, practices, procedures, professional learning, and other forms of implementation.

The Self-Assessment of MTSS (SAM) is a tool that districts can use to monitor their implementation of MTSS. In 2019-2020, a total of 346 schools across 5 districts utilized the full SAM instrument. Ratings are on a 0-3 scale, ranging from **Not Implementing**, **Emerging**, **Operationalizing**, and **Optimizing**. The majority of schools rated themselves as **Operationalizing** or **Optimizing** in each domain. All domain averages fall within this 2-3 point range as well.

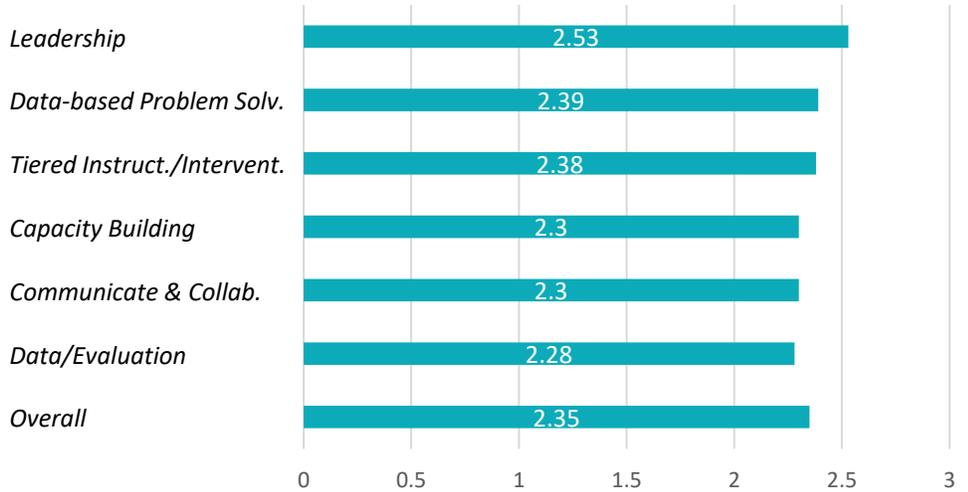## SELF-ASSESSMENT OF MTSS (SAM)

n = 346 Schools

	Optimizing	Operationalizing	Emerging	Not Implementing
Leadership	63%	28%	8%	1%
Data-based Problem Solv.	48%	44%	8%	
Tiered Instruct./Intervent.	46%	46%	7%	1%
Capacity Building	43%	45%	11%	1%
Communicate & Collab.	43%	44%	12%	1%
Data/Evaluation	41%	48%	10%	1%
Overall	46%	43%	10%	1%

The Project evaluated implementation across different trainings and school/district self-assessment measures. Every implementation measure showed increases between 2018-2019 and 2019-2020. The majority of districts reported high implementation, though only some districts use these measures, so careful interpretation is needed.

CHANGES IN PRACTICES & IMPLEMENTATION
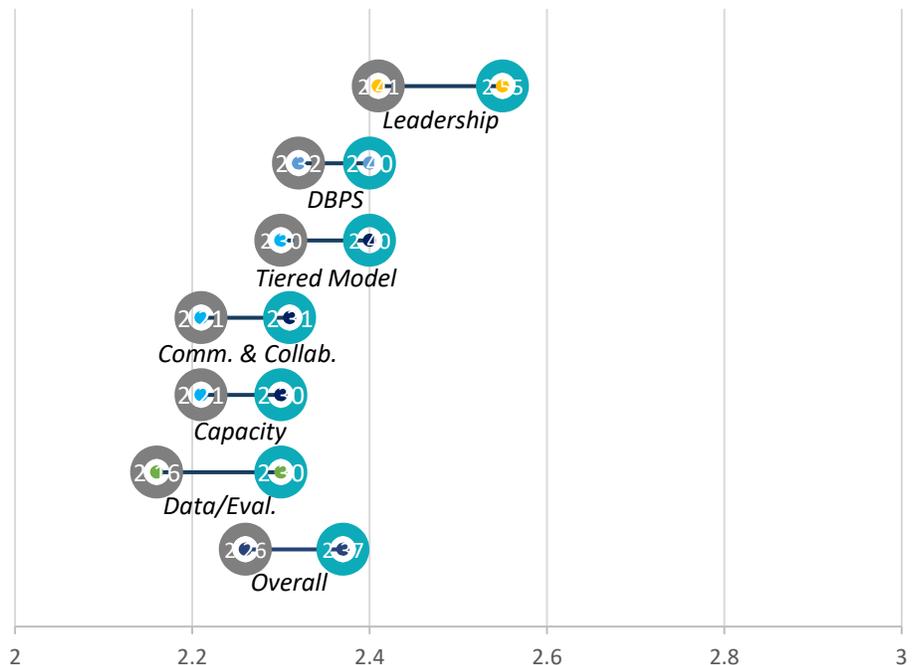
SAM DOMAIN AVERAGES

n = 346 Schools

Domain	Average
Leadership	2.53
Data-based Problem Solv.	2.39
Tiered Instruct./Intervent.	2.38
Capacity Building	2.3
Communicate & Collab.	2.3
Data/Evaluation	2.28
Overall	2.35

YEAR-TO-YEAR COMPARISONS:
CHANGES IN SAM DOMAIN AVERAGES FOR TWO DISTRICTS

Two districts completed the SAM in **2018-2019** and **2019-2020**. All domain averages increased for both districts, with the averages across all schools in both districts shown below.

Scale truncated to better show the small differences in the domain averages.

The Project evaluated implementation across different trainings and school/district self-assessment measures. Every implementation measure showed increases between 2018-2019 and 2019-2020. The majority of districts reported high implementation, though only some districts use these measures, so careful interpretation is needed.

PARTICIPANT FEEDBACK ON PROFESSIONAL LEARNING AND SUPPORTS

Across the various professional learning opportunities and other supports provided by the PS/RtI Project this year, participants consistently responded positively to key metrics in post-surveys.

In every post-survey, participants were asked *"To what extent will you use what you learned from this session?"* Ratings were on a 1-6 scale, with responses of 4-6 being considered as **positive**. At the end of the RtI-E series, participants were also asked to rate the extent to which they had integrated what they've learned from the series into their professional work. This was on a 1-5 scale, with responses of 4-5 being considered **positive**.
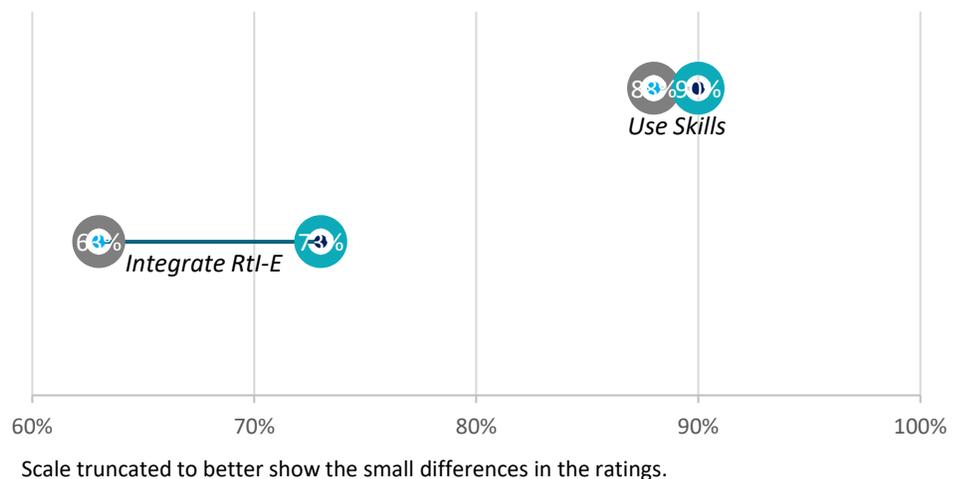
PARTICIPANT POSTIVE POST-SESSION RATINGS

Intent to use new skills ★ ★ ★ ★ ★ ★ ★ ★ ★ ☆ **90%**

Integrated RtI-E learnings ★ ★ ★ ★ ★ ★ ★ ☆ ☆ ☆ **73%**

YEAR-TO-YEAR COMPARISONS: CHANGES IN POST-SESSION RATINGS

Though ratings for both years were high, **2019-2020** ratings were slightly higher than **2018-2019** ratings in both areas.

Scale truncated to better show the small differences in the ratings.

3
POLICES, PRACTICES, PROCEDURES, & PL

The Project evaluated implementation across different trainings and school/district self-assessment measures. Every implementation measure showed increases between 2018-2019 and 2019-2020. The majority of districts reported high implementation, though only some districts use these measures, so careful interpretation is needed.

PARTICIPANT FEEDBACK ON PROFESSIONAL LEARNING AND SUPPORTS

The majority of participants responded positively that they are intending to use their new skills and have integrated their learnings into their professional work.

In every post-survey, participants were asked open-ended questions to provide insights into what they were taking away from the session. Major themes specific to implementation across all of the participant feedback this year are discussed below.

REACTIONS TO SESSIONS AND SUPPORTS

PROVIDING SCHOOL & DISTRICT PROFESSIONAL LEARNING

"We will share this at a training with all of our PST members so that they can use these materials to make decisions."

"We plan to work on our Problem-Solving Process by training our teachers, not just our RtI Team, on the process by using professional development and case studies to practice the process."

CREATING TASKS FORCES

"We have scheduled a meeting sitting here at the table today, inviting this group of folks sitting here. We've asked our reading department rep to join us, a rep from our school counseling heads…we've asked them to the table to talk about how we move forward. We know there is a significant gap for where we need to be as a district, and it won't happen overnight, but what can we do to start the change?"

CHANGE TAKES TIME

"There are next steps but all the next steps haven't been formalized but that's the main thing that came out of this year that has changed that we do have some forms in place that will give some uniformity in the most critical pieces."

"You guys are doing a great job. For many of us this process will take years. The cadre system allows us to bring new blood into the problem solving structure."

USING DATA

"In light of ESSA, our district reports include filters for different subgroups (e.g., LEP). But we still have a disconnect of why that data is being shared and how to use it. So our district's challenge is how are we pushing this out so people can use it and make good informed decisions?"

"Incorporated MTSS data chats with schools; Created a Watch List for monitoring student progress."

Student outcome data were limited this year as FSA data were unavailable due to COVID-19, but participants felt the sessions and supports provided would have a positive impact on student outcomes. District contacts discussed how changes to student outcomes take time, but that they are seeing promising movement that should lead to changes down the road.
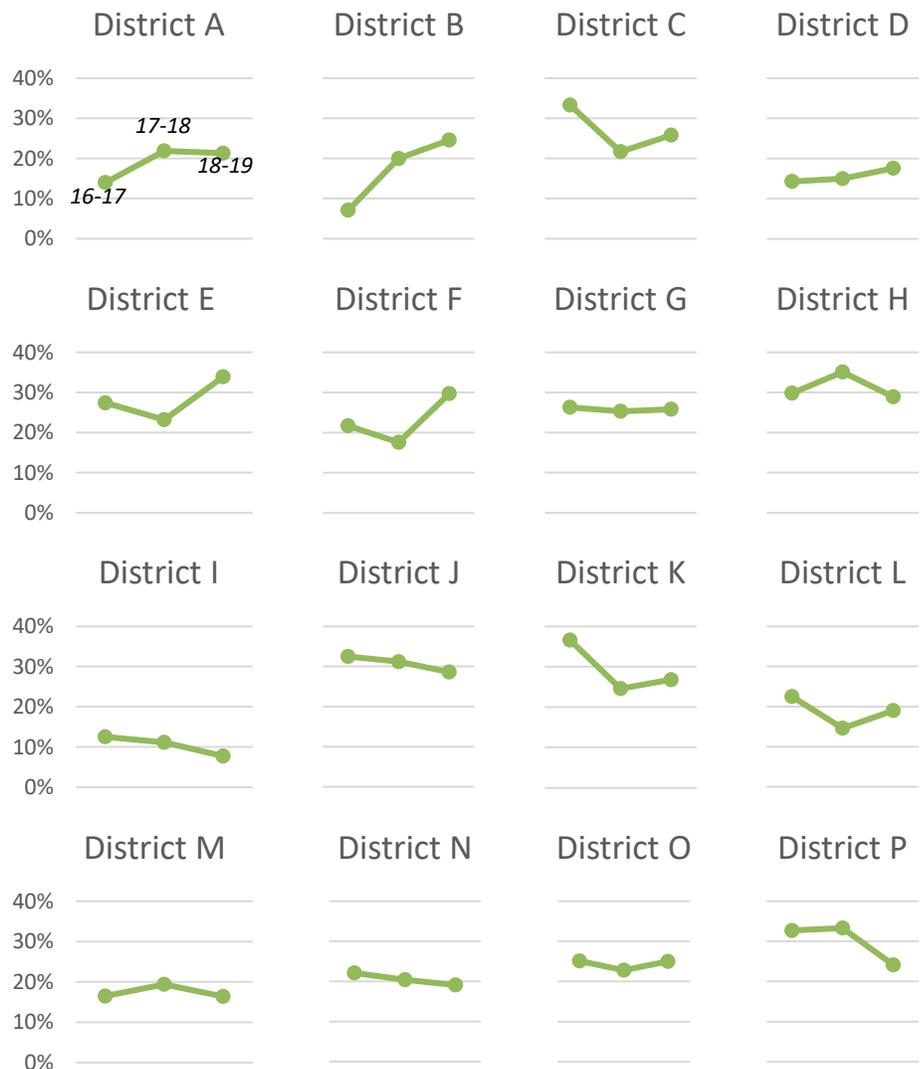
CHANGES IN STUDENT OUTCOMES

Ensuring the academic, behavior, and social-emotional growth of all students in Florida is the ultimate goal of the PS/RtI Project. Once we see changes in educator-level policies, practices, procedures, professional learning, and other implementation, we would expect to see an impact on student outcomes.

In 2019-2020, the Project collaborated with the Bureau of Exceptional Education and Student Supports and other discretionary projects to provide ELA and Math supports for students with disabilities to some districts. The Florida Standards Assessments (FSA) were not given in the 2019-2020 year due to COVID-19, but three years of baseline data on the percentage of students with disabilities at or above a level 3 on FSA ELA (Grade 3) and FSA Math (Grades 6-8) for each supported district are provided below.

GRADE 3 FSA ELA
% OF STUDENTS WITH DISABILITIES AT LEVEL 3 OR ABOVE

Student outcome data were limited this year as FSA data were unavailable due to COVID-19, but participants felt the sessions and supports provided would have a positive impact on student outcomes. District contacts discussed how changes to student outcomes take time, but that they are seeing promising movement that should lead to changes down the road.

CHANGES IN STUDENT OUTCOMES

GRADES 6-8 FSA MATH
% OF STUDENTS WITH DISABILITIES AT LEVEL 3 OR ABOVE

STUDENT OUTCOMES

Student outcome data were limited this year as FSA data were unavailable due to COVID-19, but participants felt the sessions and supports provided would have a positive impact on student outcomes. District contacts discussed how changes to student outcomes take time, but that they are seeing promising movement that should lead to changes down the road.

PARTICIPANT FEEDBACK ON PROFESSIONAL LEARNING AND SUPPORTS

Across the various professional learning opportunities and other supports provided by the PS/RtI Project this year, participants consistently responded positively to key metrics in post-surveys.

In every post-survey, participants were asked *"To what extent will this session impact student outcomes?"* Ratings were on a 1-6 scale, with responses of 4-6 being considered as **positive**.

PARTICIPANT POSTIVE POST-SESSION RATINGS

Impact on student outcomes   ★★★★★★★★★☆ **92%**

YEAR-TO-YEAR COMPARISONS: CHANGES IN POST-SESSION RATINGS

Though the majority of participants felt the sessions would impact student outcomes in both years, **2019-2020** showed a significantly higher rating than **2018-2019.**

Impact on student outcomes

70% 80% 90%

60%   70%   80%   90%   100%
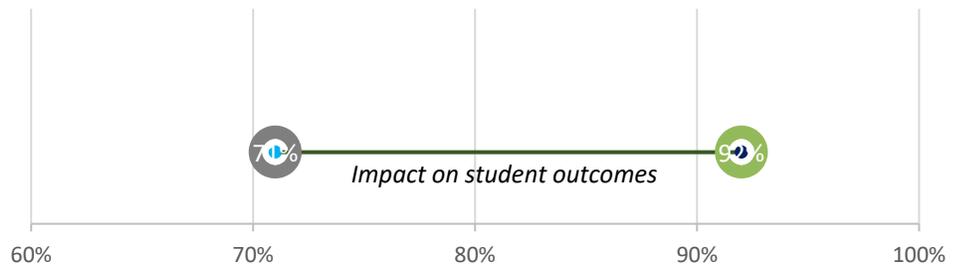
Scale truncated to better show the small differences in the ratings.

4

STUDENT OUTCOMES

Student outcome data was limited this year as FSA data were unavailable due to COVID-19, but participants felt the sessions and supports provided would have a positive impact on student outcomes. District contacts discussed how changes to student outcomes take time, but that they are seeing promising movement that should lead to changes down the road.

PARTICIPANT FEEDBACK ON PROFESSIONAL LEARNING AND SUPPORTS

The majority of participants responded positively that the professional learning opportunities and other supports provided by the Project will have a positive impact on student outcomes.

In every post-survey, participants were asked open-ended questions to provide insights into what they were taking away from the session. Major themes specific to student outcomes across all of the participant feedback this year are discussed below.

REACTIONS TO SESSIONS AND SUPPORTS

STUDENT-FOCUS

"I am able to better assist schools with the RtI process to ensure students are placed correctly and with fidelity."

"We will be better able to align interventions to student needs and more effectively progress monitor in comparison to cohort. We are also focused on improving fidelity monitoring."

CHANGE TAKES TIME

"Our numbers for identifying students with disabilities, its remaining about the same average. But, we do have other schools and one was a school we targeted for the SAM and, honestly, I have not looked at the data to see how many kids they identified this year but again given the last 9 weeks I don't know what that means to those numbers anyway. But they overidentify, so that was one of the schools that we really wanted to target. So I don't know if that changed....but there was some instrumental planning on those teams and it was for that reason. That we have some schools that are overidentifying and even within that, if we do have students who are identified as in need of specialized instruction that we quick to move to the access so that's why we had selected sites like that. So I don't have the actual data, but there was some deliberate planning due to that."

"We did use a lot of those good models in the summer program and what we did, the constant monitoring, and all but two students showed growth and some of those students showed phenomenal growth in just 18 days of having four and a half hours of highly differentiated instruction based online progress monitoring, formative assessments, and implementing those strategies that we thought would best serve them."

LONGER-TERM CHANGES

"We have come a long way our last accreditation, which was a year ago this past October or November. [It] was just so phenomenal—we had won the highest scores in the nation on the Advanced Ed quality points that that team had ever done, and really we feel like a quite a bit of it and the things that they saw and the good pieces in place were because of our relationship with this project and how we've grown together because we are looking at the right things and we are trying to do the right services for students and the kinds of things that they are looking for when they are here."

SUCCESSES & FURTHER SUPPORTS

At the end of the 2019-2020 year, district contacts were asked to reflect on their greatest successes in MTSS this year. Districts detailed how they are using data more effectively, are building staff capacity, and are ensuring they have strong leadership teams in place.

GREATEST SUCCESSES

USING DATA

"School staff have access to data sources that align with the purposes of assessment, as well as procedures and protocols for administering assessments and data use allowing school staff to use student data to make educational decisions. Additionally, we had some success this year with training our MTSS coaches and facilitators on equity-centered problem solving and the use of SAM to increase the likelihood of an accurate self-assessment and implementation of the critical elements of a MTSS."

"We continue to see more schools using data to target groups and individuals that need additional time on standards and interventions that are research-based."

CHANGING MINDSETS & BUILDING CAPACITY

"PD for all in our CANVAS platform that can be referred to at any time during the year for those who are new or need a refresher."

"We have made great strides in changing the mindsets throughout our district that students are not "tiered", but it's the level of support."

LEADERSHIP TEAMS

"Our district leadership has become a very cohesive team. MTSS is becoming more ingrained as a standard of practice and a common language is being used."

SUCCESSES & FURTHER SUPPORTS

The Project also asked participants to list what further supports they need. Supports around MTSS in a distance learning environment, implementation of RtI-E, support for buy-in, communication and collaboration were key themes.

FURTHER SUPPORTS

MTSS IN A DISTANCE LEARNING ENVIRONMENT

"Concerned about the students that needed the interventions and did not get them during the virtual schooling, therefore widening the gap even more due to some much loss of instruction."

"Eligibility decisions moving forward if RtI 'fell apart' due to distance learning."

RtI-E IMPLEMENTATION

"Still looking for more information regarding how interventions "fit" into school day, evidenced based curriculum utilized, and how to approach schools on changing the mindset of MTSS is not the road to ESE."

"I think we're all buying the car you are selling. But the majority of us don't have a policy yet. Are there steps we need to do? Maybe we can see a sample of what this might look like from the schools that have a policy? That way we are all driving in the same direction."

BUY-IN FOR MTSS

"The need to continue to promote the positive outcomes that are possible by working through the RTI/MTSS to all teachers. Many teachers are onboard but not all."

COMMUNICATION & COLLABORATION

"We lack ongoing communication and collaboration of a MTSS at the district and school levels. This would include a lack of consensus, a lack of feedback to implementers to support continuous improvement, including stakeholders in planning and providing continuous feedback, and building the infrastructure to communicate and work with families and other community partners."

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