A Multi-Tiered
System of Supports

PS/RtI

Problem Solving/Response to Intervention

ANNUAL
REPORT
2023-24

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.

The vision of the project is that within one universal education system, all Florida educators will use an effective and efficient multi-tiered system of supports to ensure student growth in academic, behavioral, and life skills.

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

Central Staff
José Castillo- Project Director
Kelly Justice- Assistant Director/Regional Coordinator
Judi Hyde- Communications Coordinator

MTSS Implementation Support Team
Carlos Blaine   Beth Hardcastle   Shelby Robertson
Kelley Steinmetz   Pamela Sudduth   Lisa Yount

Professional Learning, Research, & Evaluation
Deanne Cowley   Stephanie Green

A MESSAGE FROM OUR DIRECTOR

During the 2023-24 school year, we continued to support school, district, and state partners with their 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. We continued to be amazed by and grateful for the hard work and dedication of so many educators in Florida.

We 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 (90%) and skills (89%) after working with us. Additionally, most districts increased their engagement in problem solving to improve outcomes for students (96%) and access to professional learning materials and resources (100%), and improved their districtwide and school level MTSS (92%). The majority of districts (94%) 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 2024-2025 school year. Thank you to Florida educators for everything they do to promote student success!

JOSÉ CASTILLO, PHD, NCSP
PS/RTI PROJECT DIRECTOR

ABOUT THIS REPORT

When implementing evidence-based practices, implementation science indicates that educators should work through four stages to promote implementation with fidelity: Exploration, Installation, Initial Implementation, and Full Implementation. Throughout these stages, teams leverage implementation drivers, shown in the image below.

Implementation science indicates that educators often partner with experts who provide training and technical assistance to promote implementation. The PS/RtI project supports schools and districts to leverage competency (e.g., professional learning), organizational (e.g., data systems), and leadership (e.g., district teams responsible for MTSS) drivers. Given the project's emphasis on professional learning (training, coaching) to build capacity, the project's work is grounded in the following Theory of Change, adapted from Learning Forward (2010).
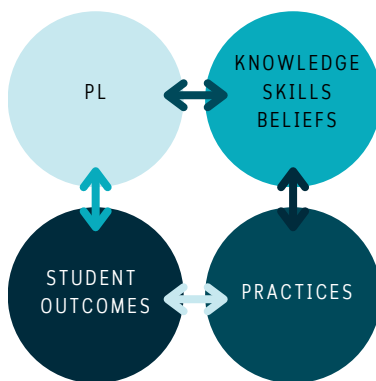
The project aims to provide high quality professional learning, technical assistance, and other supports which should impact participants' knowledge, skills, and beliefs about MTSS. Longer-term, this should lead to changes in practices and ultimately, changes in student outcomes. This report explores the extent to which PS/RtI 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, and district-provided outcome data.
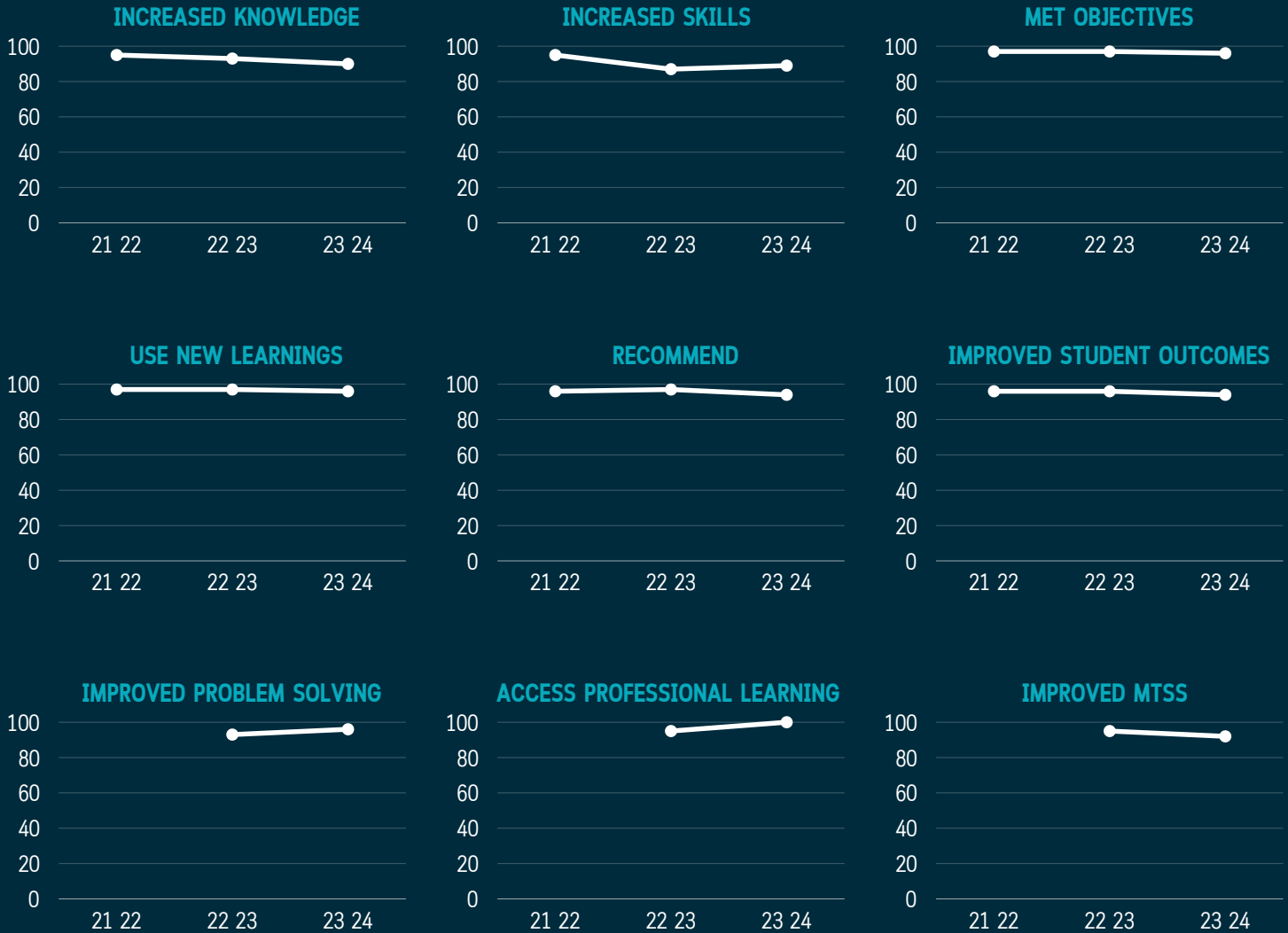
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KEY FINDINGS

In 2023-2024, every key measurement was at or above an **89%** positive rating, with four out of nine areas above **95%**.


The first six questions are included on project evaluation surveys, and focus on the extent to which the support has increased knowledge, increased skills, met its objectives, and will impact student outcomes, as well as the extent to which educators will use what they have learned and recommend this support to others. The last three questions are included on the bi-annual technical assistance survey, and deal with the extent to which the provided support has improved a district's problem solving and MTSS implementation, and the extent to which the support helped them access professional learning resources. All of these questions are on a 1-6 scale, with responses of 4-6 counting as positive.

PRODUCTS, TRAININGS, & SERVICE DELIVERY

Project work is reported to funders though a schedule of deliverables, categorized by products, trainings, and service delivery.

In 2023-24, PS/RtI **met or exceeded** all deliverable **goals**.

GOAL #   **ACTUAL #**

PRODUCTS

TRAININGS

SERVICE DELIVERY
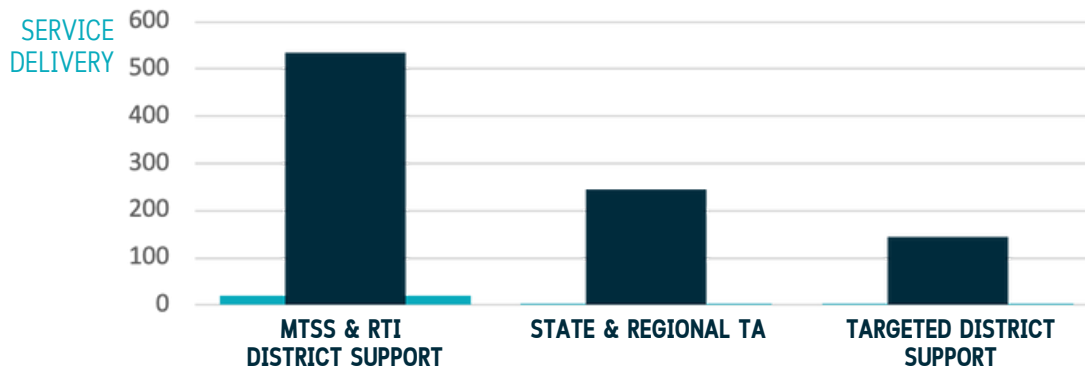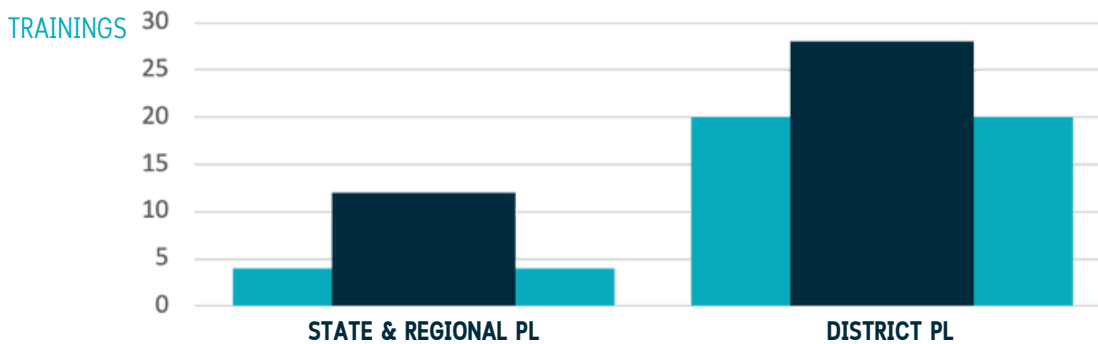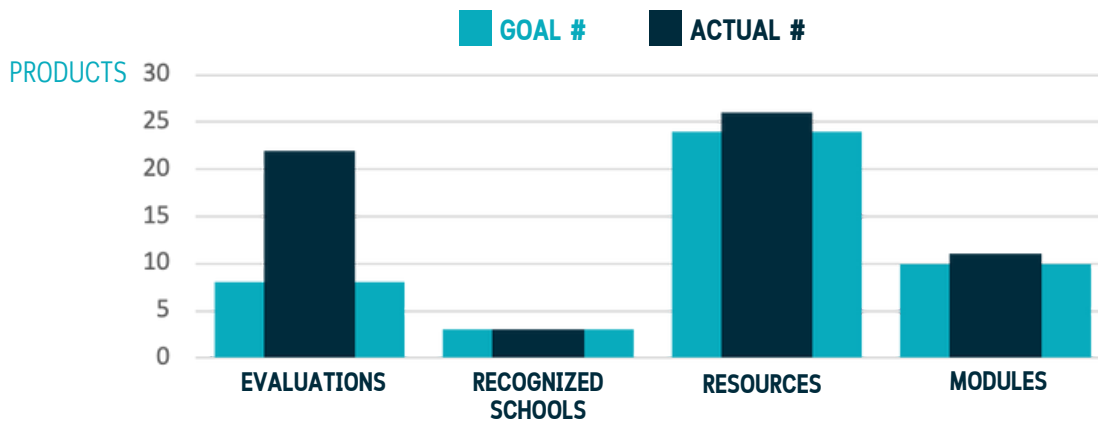
PS/RTI PRIORITIES

Starting in 2021-22, key priorities were developed jointly by the Project and the Bureau of Exceptional Education and Student Services. These key priorities inform the scope of project work and are used to organize the remainder of this report. A summary of the key priorities is provided below.
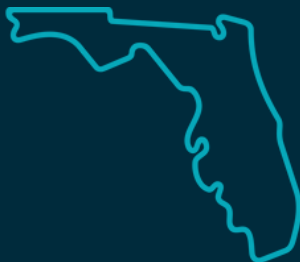
DISTRICT PARTNERSHIP

Partner with Florida school districts to use a systems problem solving and planning process to improve outcomes for students with disabilities and accomplish LEA goals

TECHNICAL ASSISTANCE & PROFESSIONAL LEARNING

Provide a continuum of MTSS professional learning services to empower Florida school districts to improve outcomes for all students, with an emphasis on those with disabilities

FDOE STATE SUPPORT

Collaborate with and support FDOE state level workgroups and teams

CONTINUUM OF SUPPORTS

The PS/RtI project provides state LEAs with a continuum of supports. The most intensive level of project support is **district partnership**.

Moderately intensive project supports include regularly scheduled technical assistance, district leadership team participation, and task-specific support (e.g. manual revision, SAM data analysis, resource mapping, etc.).

The **least intensive** supports are as-needed technical assistance, online resources, evaluation tools, and professional learning modules.

18
partner LEAs

13
LEAs received moderately intensive supports

31
LEAs received less intensive supports
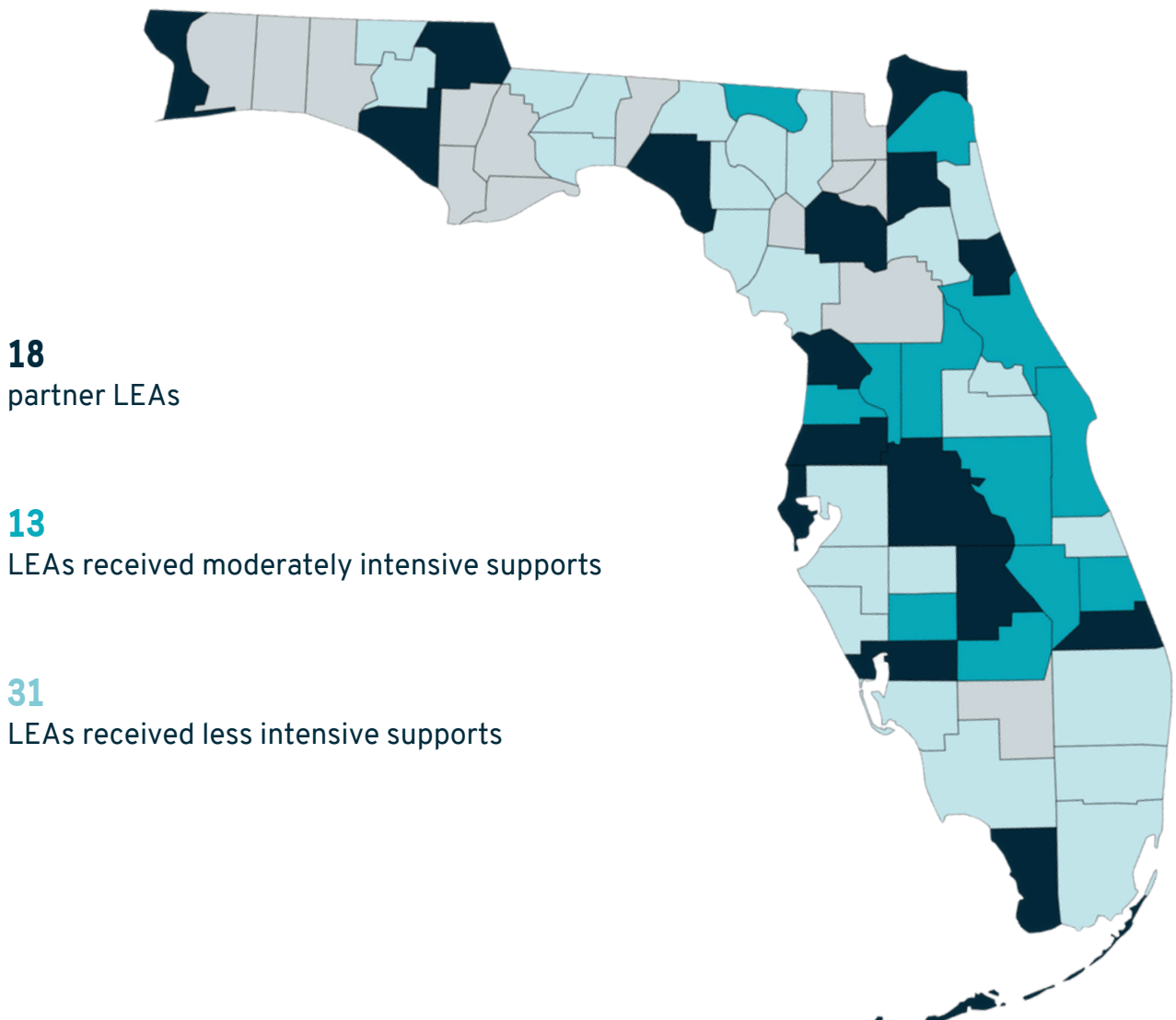
DISTRICT PARTNERSHIP

The most intensive level of project support is district partnership. Partnership with the PS/RtI project includes engaging in team-based problem solving and planning (i.e., needs analysis, goal setting, action planning, progress monitoring), along with onsite technical assistance and training.

PS/RtI **partnered** with **18 LEAs** in the 2023-24 school year.
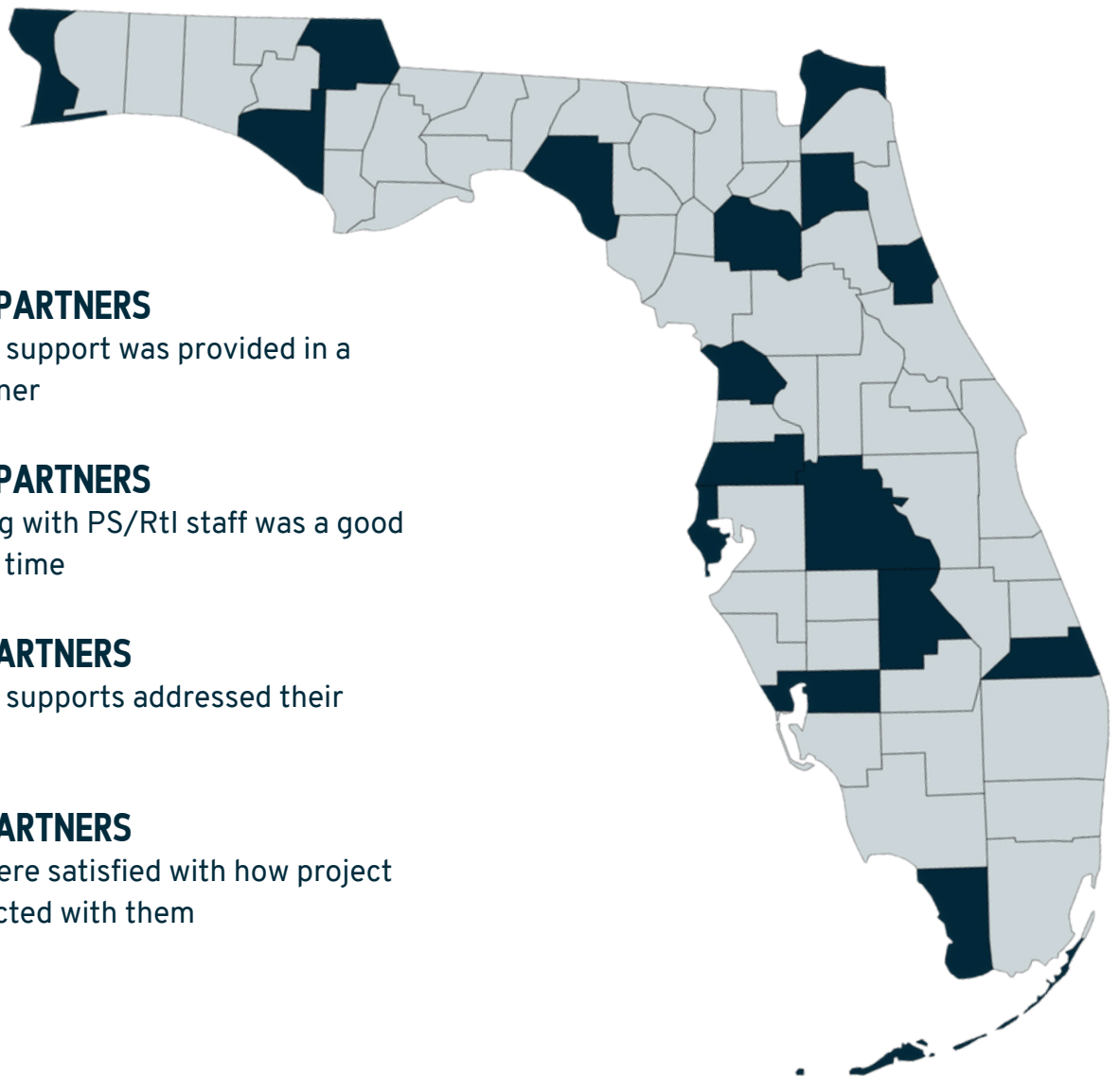
100% OF PARTNERS
said PS/RtI support was provided in a timely manner

100% OF PARTNERS
said working with PS/RtI staff was a good use of their time

97% OF PARTNERS
said PS/RtI supports addressed their needs

97% OF PARTNERS
said they were satisfied with how project staff interacted with them

PARTNER DISTRICT OUTCOMES

Although the specific systems level problem solving goals for each LEA vary, according to the project's theory of change, supports for an improved MTSS should eventually lead to positive impacts for students. These outcomes can be examined through various state indicators.

Over 50% of partner districts **met the indicator threshold** in 15 different areas, shown below.
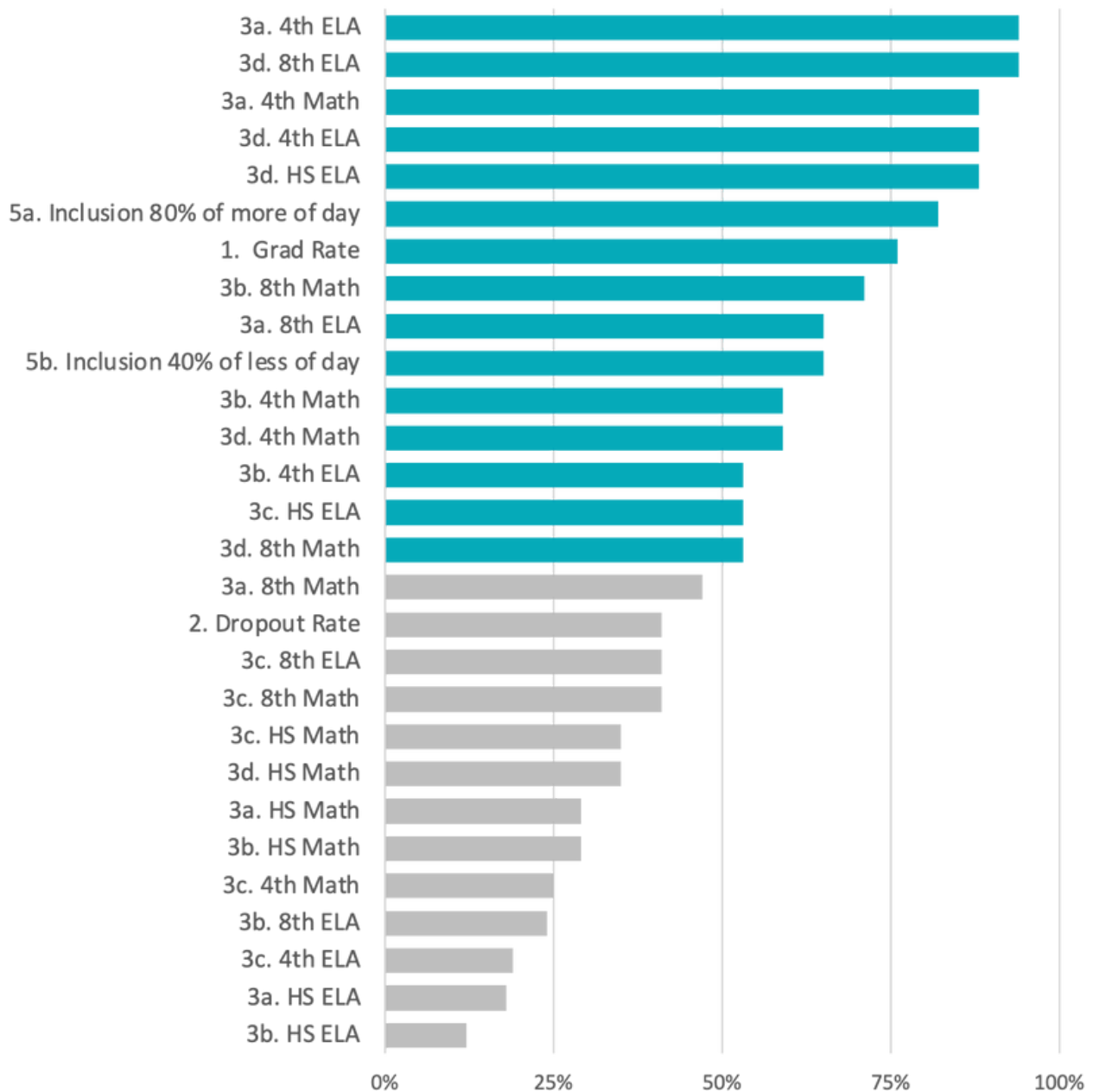
TECHNICAL ASSISTANCE & PROFESSIONAL LEARNING

Moderately intensive project supports include regularly scheduled technical assistance, district leadership team participation, and task-specific support (e.g. manual revision, SAM data analysis, resource mapping, etc.). The least intensive supports include as-needed technical assistance, online resources, evaluation tools, and professional learning modules. These levels of support are available to all Florida LEAs regardless of partnership status.

PS/RtI provided **moderately intensive supports** to **13** LEAs, and **less intensive supports** to **31** LEAs in 2023-24.
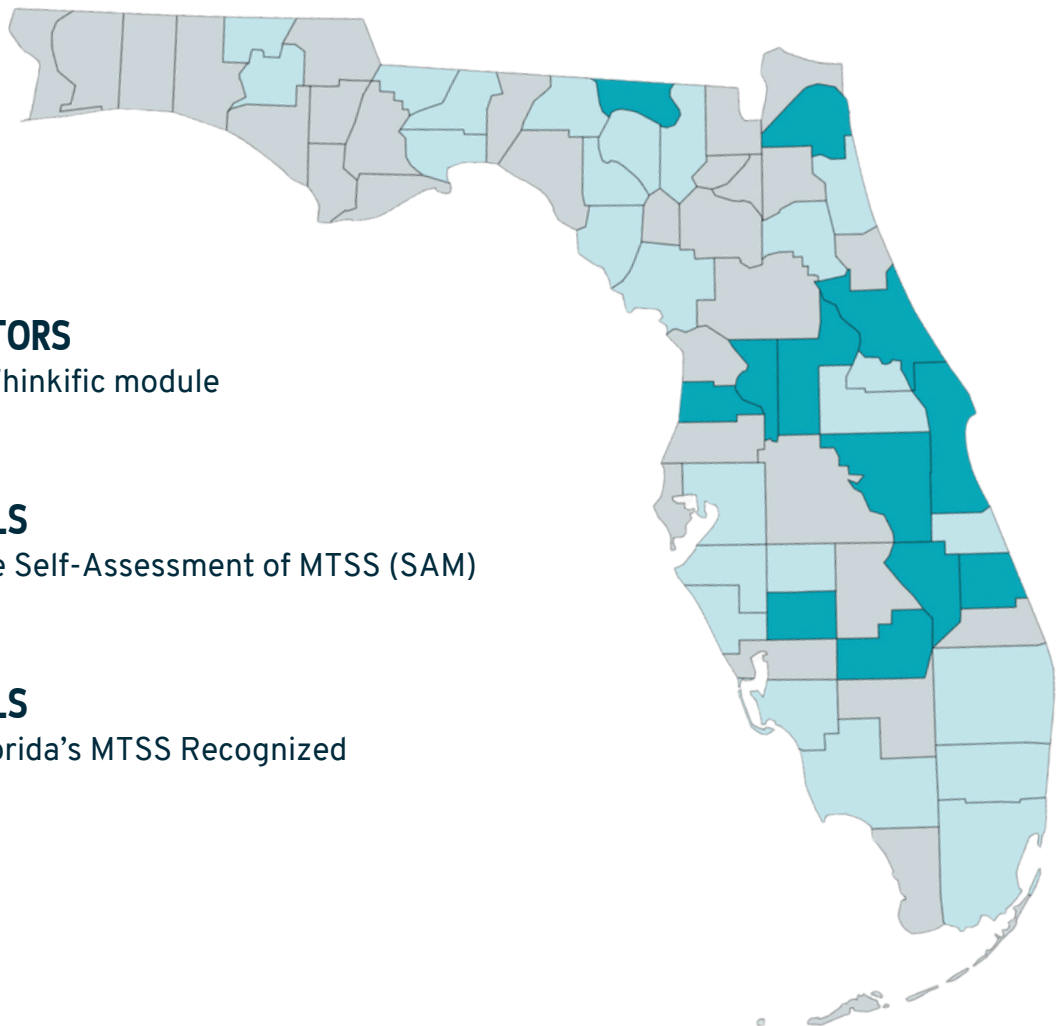
817 EDUCATORS
completed a Thinkific module

639 SCHOOLS
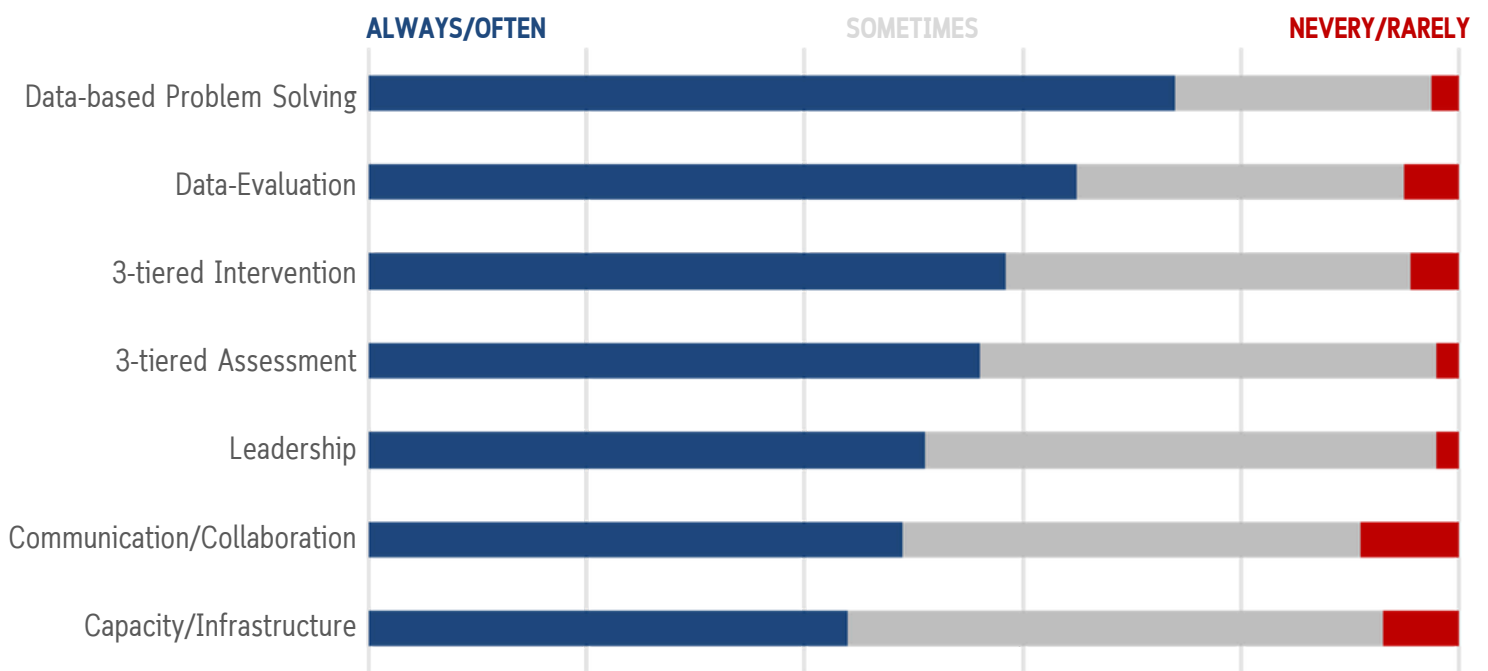completed the Self-Assessment of MTSS (SAM)

111 SCHOOLS
applied for Florida's MTSS Recognized Schools

DISTRICT NEEDS

All ESE and MTSS District Contacts are asked to complete a needs assessment in May of each school year. On this needs assessment, respondents are asked to indicate whether their schools **Always**, **Often**, Sometimes, **Rarely**, or **Never** engage in practices associated with each of the six domains of MTSS (*Note: Data related to a "3-Tiered model" is split into two items in the graph below*).
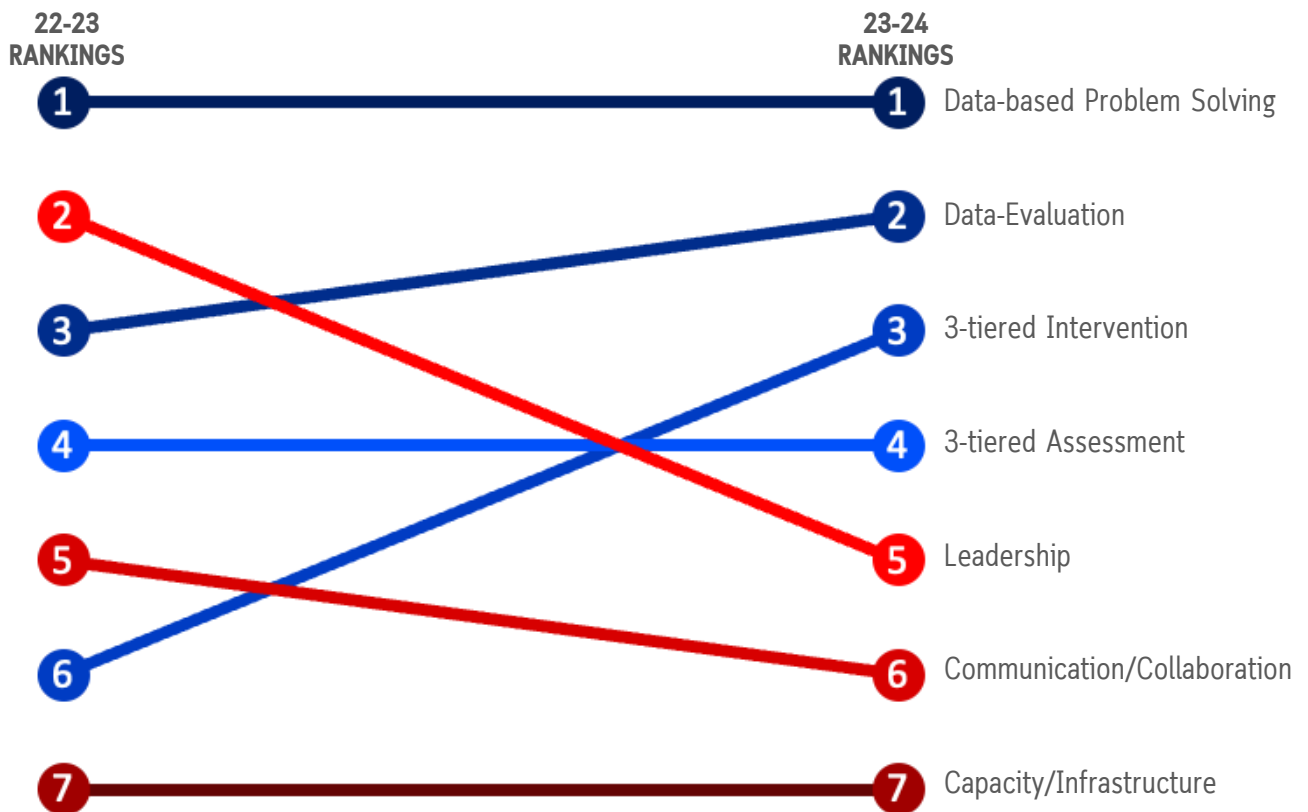
The results indicate that schools are most readily engaging in practices associated with the data-based problem solving and data-evaluation domains, but might need more support in the remaining domains of 3-tiered instructional/intervention model, leadership, communication/collaboration, and capacity/infrastructure.

	ALWAYS/OFTEN	SOMETIMES	NEVERY/RARELY

Data-based Problem Solving

Data-Evaluation

3-tiered Intervention

3-tiered Assessment

Leadership

Communication/Collaboration

Capacity/Infrastructure

DISTRICT NEEDS

All ESE and MTSS District Contacts are asked to complete a needs assessment in May of each school year. On this needs assessment, respondents are asked to indicate whether their schools **Always**, **Often**, Sometimes, **Rarely**, or **Never** engage in practices associated with each of the six domains of MTSS (*Note: Data related to a "3-Tiered model" is split into two items in the graph below*).

Historical data confirm that there has been a consistent need in the domains of communication/collaboration and capacity/infrastructure. While most domain rankings have held relatively steady, Leadership dropped from the second highest implemented domain in 2022-23 to the third lowest implemented by schools in 2023-24.

22-23 RANKINGS	23-24 RANKINGS	
1	1	Data-based Problem Solving
2	2	Data-Evaluation
3	3	3-tiered Intervention
4	4	3-tiered Assessment
5	5	Leadership
6	6	Communication/Collaboration
7	7	Capacity/Infrastructure

DISTRICT NEEDS

All ESE and MTSS District Contacts are asked to complete a needs assessment in May of each school year. On this needs assessment, respondents are asked to rank their highest needs for the upcoming school year.

For the 2024-25 school year, District Contacts reported the following as their top needs:

1 — **PROBLEM SOLVING AT THE SCHOOL LEVEL TO INCREASE STUDENT OUTCOMES**

2 — **ACCESS TO ONLINE TRAININGS, TOOLS, AND RESOURCES ALIGNED TO OUR PROFESSIONAL LEARNING GOALS**

3 — **SYSTEMS-LEVEL PROBLEM SOLVING (PARTNERSHIP WITH PS/RTI) TO IMPROVE OUR MTSS AND STUDENT OUTCOMES**

4 — **SUPPORT WITH IMPROVING MATH OUTCOMES THROUGH INSTRUCTION AND INTERVENTION**

5 — **DEVELOPING AND EVALUATING PLANS FOR MONITORING FIDELITY AND PROGRESS TOWARD GOALS**

STATEWIDE SUPPORTS

As part of project services to educators in Florida, supports such as collaborative meetings, conference presentations, and expo tables are facilitated statewide. In 2023-24, PS/RtI provided the following statewide services:

COLLABORATIONS WITH OTHER PROJECTS
- B.E.S.T. Standards & Strategic Planning Groups
- Content Development Teams
- FAST Partnership Team
- House Bill Meetings
- Just Read, Florida! Workgroups
- Literacy & Math Leadership on Workgroups
- Technical Assistance Paper Support & Creation

CONFERENCES & EXPO TABLES
- B.E.S.T. Summer Professional Learning
- Family Cafe
- Florida Charter Schools Conference
- Summer Literacy Institute
- FADSS Annual Conference
- FASP Summer Institute
- FCEC Annual Conference
- FSBA Annual Conference
- ISRD Winter Institute

PS/RTI HOSTED
- Quarterly District Contacts Meetings
- Wednesday Webbies (Math)

FUNDING & SUPPORT

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