Quality Instructional Support
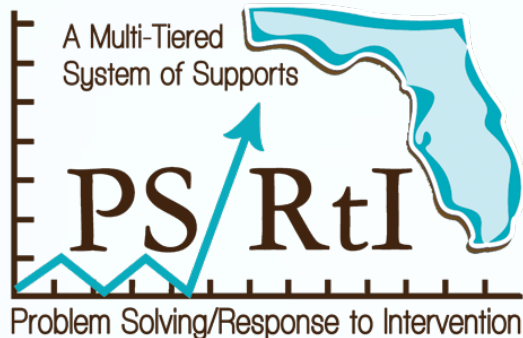
Jose Castillo, PS/RtI Program Director
Kelly Justice, PS/RtI Regional Coordinator
Christina Whitfield, BESE Educational Program Director

FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

1

Using Tier 1 Problem Solving to Improve Outcomes for Students with Disabilities

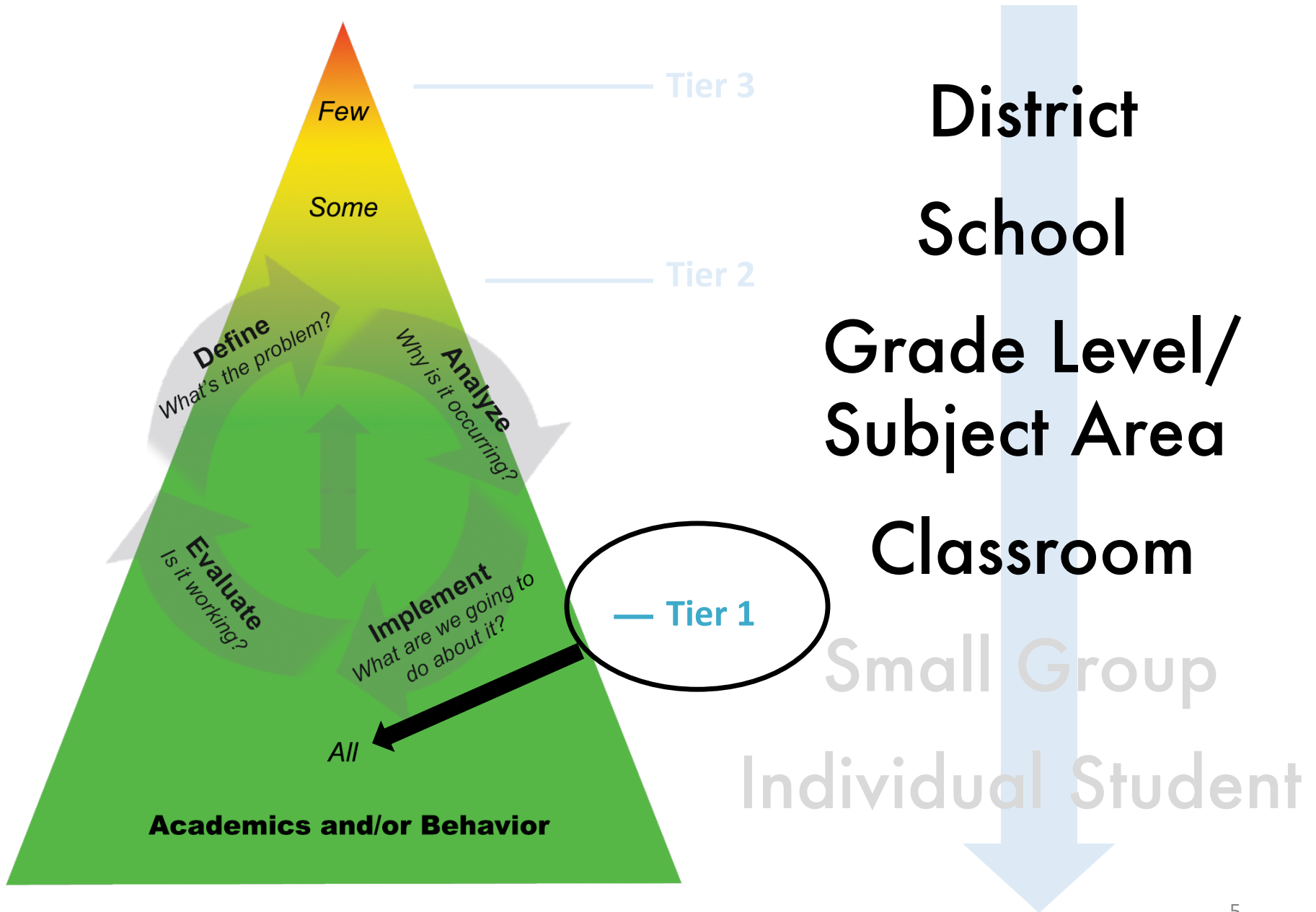## AMM 2021

FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

DIVISION OF PUBLIC SCHOOLS
Highest Achievement...Every Student, Every Day.

@flpsrti   #flpsrti

Toolbox Link:
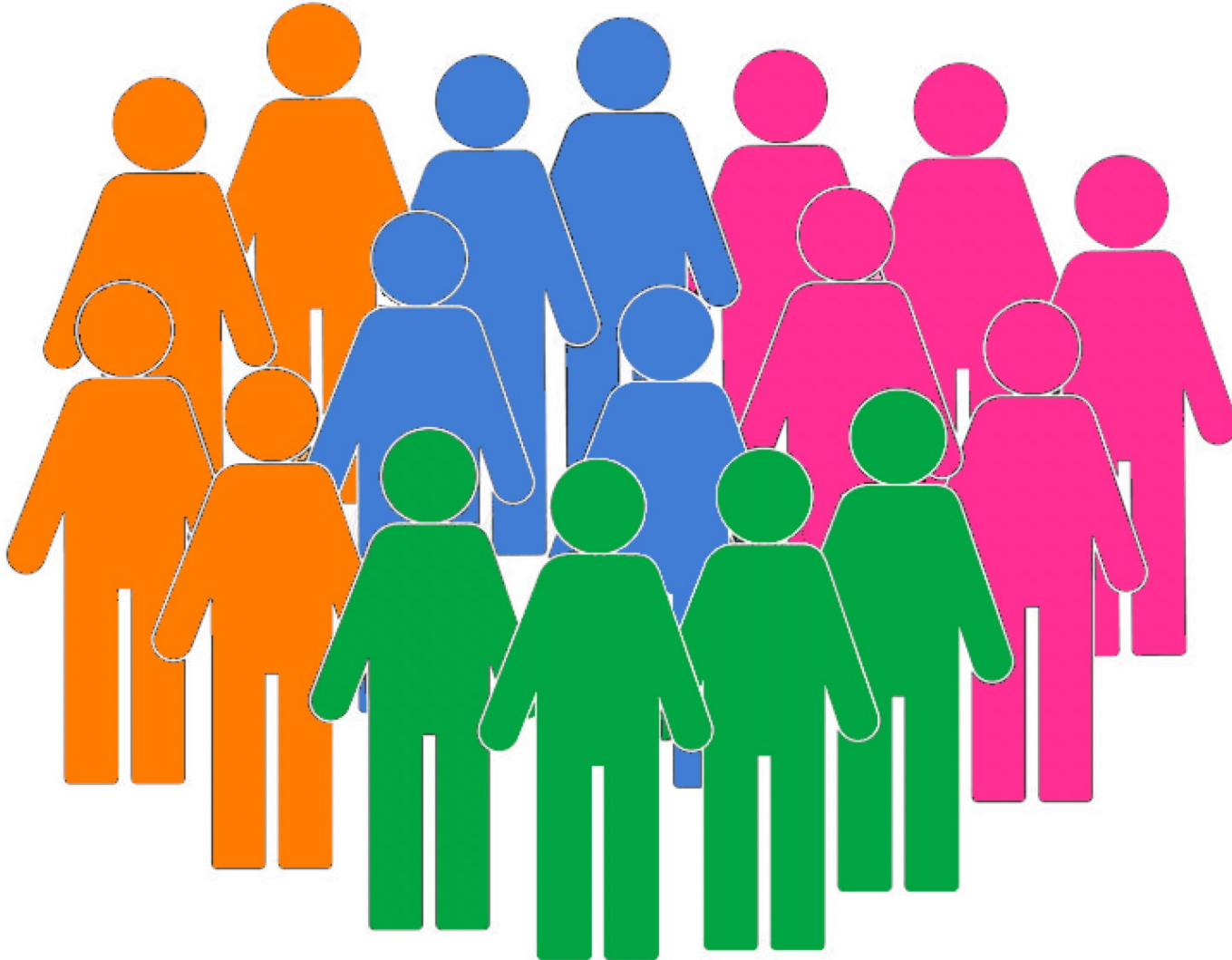https://floridarti.usf.edu/resources/presentations/index.html

Professional Learning Objectives

Participants will know and understand:

- The four steps of data-based problem solving
- How the use of Tier 1 problem solving can help increase equitable outcomes for students with disabilities
- How to identify potential barrier to accessing standards-based instruction
- How progress monitoring can be used to guide instructional decisions toward the attainment of learning goals
- Upcoming opportunities for professional learning and technical assistance focused on improving outcomes for students with disabilities in schools identified for Targeted Support and Improvement (TS&I)
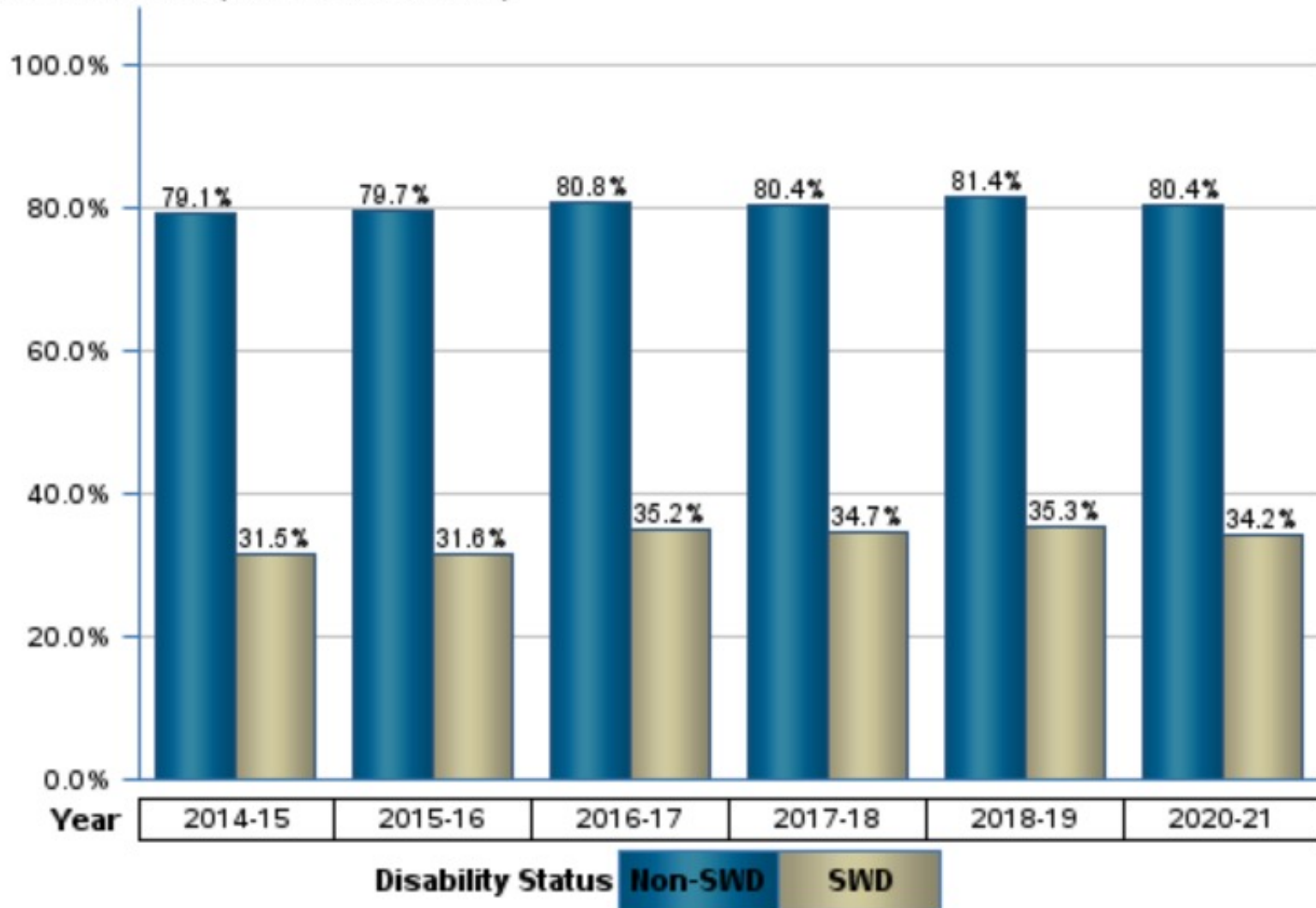- Options for implementing accommodations for students with disabilities

Tier 3

Few

Some

Tier 2

Define
What's the problem?

Analyze
Why is it occurring?

Evaluate
Is it working?

Implement
What are we going to do about it?

— Tier 1

All

Academics and/or Behavior

District

School

Grade Level/ Subject Area

Classroom

Small Group

Individual Student

5

BUT... What About Subgroups?

Student Performance by Disability Status

Applied filters: None

FSA ELA Data
Grade: 3 − 10

% of Students (Level 3 and Above)

Year	2014-15	2015-16	2016-17	2017-18	2018-19	2020-21
Non-SWD	79.1%	79.7%	80.8%	80.4%	81.4%	80.4%
SWD	31.5%	31.6%	35.2%	34.7%	35.3%	34.2%

Disability Status: Non-SWD, SWD

https://edstats.fldoe.org

ESSA and TS&I
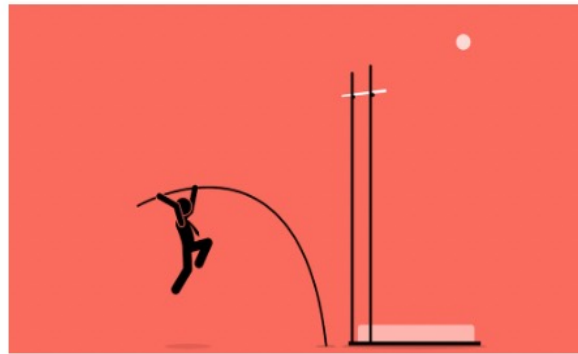
TS&I Subgroup(s) performing at/below 31% on Federal Percent of Points Index for 3 years
Subgroup performing at/below 40% for current year

Florida ESSA State Plan, 2018 - https://www.fldoe.org/core/fileparse.php/14196/urlt/FL-ESSA-StatePlan.pdf

USDOE Guidance

UNITED STATES DEPARTMENT OF EDUCATION
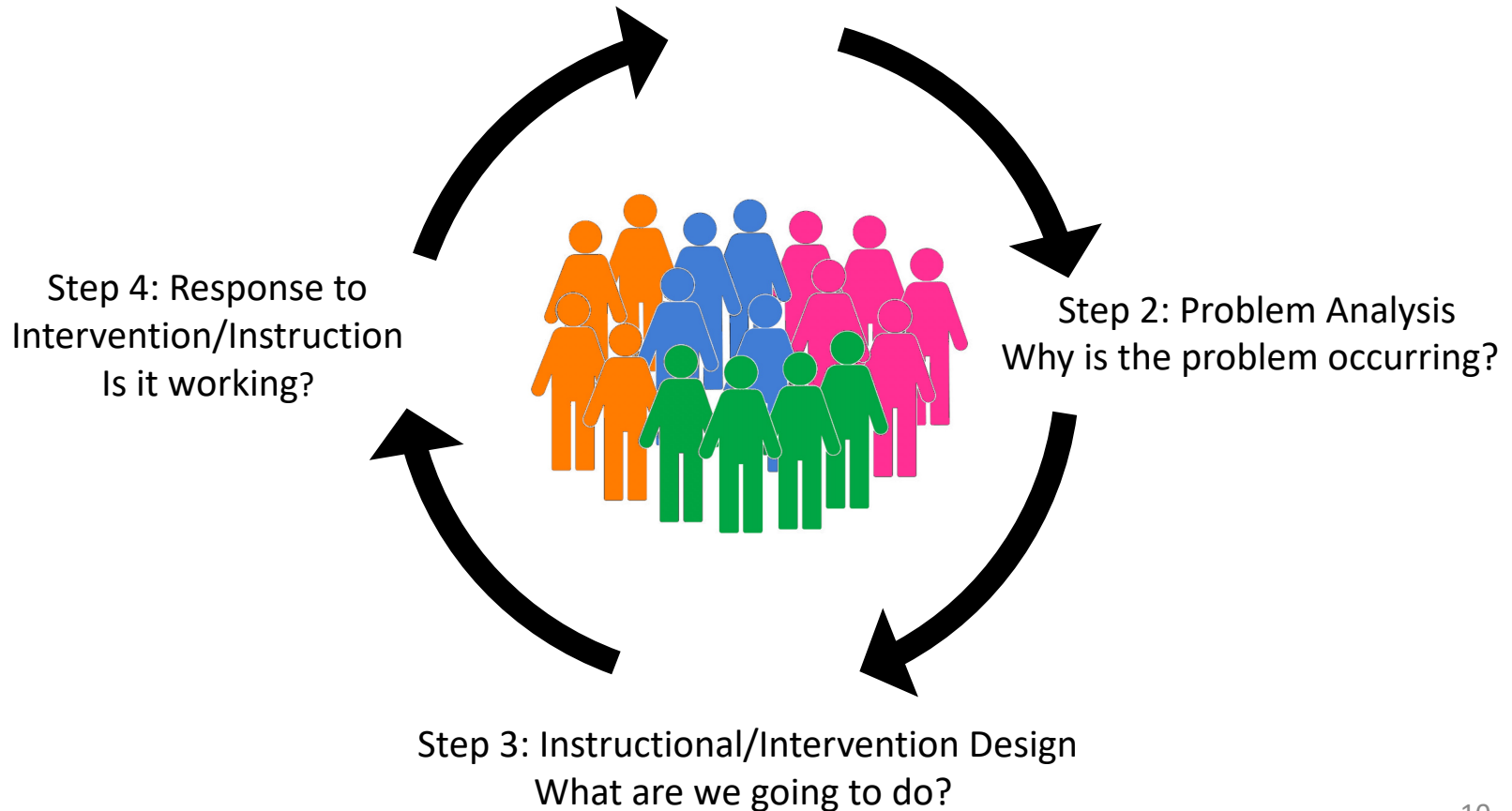OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

November 16, 2015

Dear Colleague:

Ensuring that all children, including children with disabilities, are held to rigorous academic standards and high expectations is a shared responsibility for all of us. To help make certain that children with disabilities are held to high expectations and have meaningful access to a State's academic content standards, we write to clarify that an individualized education program (IEP) for an eligible child with a disability under the Individuals with Disabilities Education Act (IDEA) must be aligned with the State's academic content standards for the grade in which the child is enrolled.[1] Research has demonstrated that children with disabilities who struggle in reading and mathematics can successfully learn grade-level content and make significant academic progress when appropriate instruction, services, and supports are provided.[2] Conversely, low expectations can lead to children with disabilities receiving less challenging instruction that reflects below grade-level content standards, and thereby not learning what they need to succeed at the grade in which they are enrolled.

The cornerstone of the IDEA is the entitlement of each eligible child with a disability to a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet the child's unique needs and that prepare the child for further education, employment, and independent living. 20 U.S.C. §1400(d)(1)(A). Under the IDEA, the primary vehicle for providing FAPE is through an appropriately developed IEP that is based on the individual needs of the child. An IEP must take into account a child's present levels of academic achievement and functional performance, and the impact of that child's disability on his or her involvement and progress in the general education curriculum. IEP goals must be aligned with grade-level content standards for all children with disabilities. The State, however, as discussed

Goal/Problem Identification

Problem Solving Process

Step 1: Goal Identification (Problem Identification)
What do we want students to know and be able to do?

Step 2: Problem Analysis
Why is the problem occurring?

Step 3: Instructional/Intervention Design
What are we going to do?

Step 4: Response to Intervention/Instruction
Is it working?

Step1: Goal Identification (Problem Identification)
What do we want students to know and be able to do?

Expected Level

Current Level

Expected vs. Current Levels at Tier 1

Is Tier 1 sufficient?

$> \cong 80\%$ → YES

$< \cong 80\%$ → NO
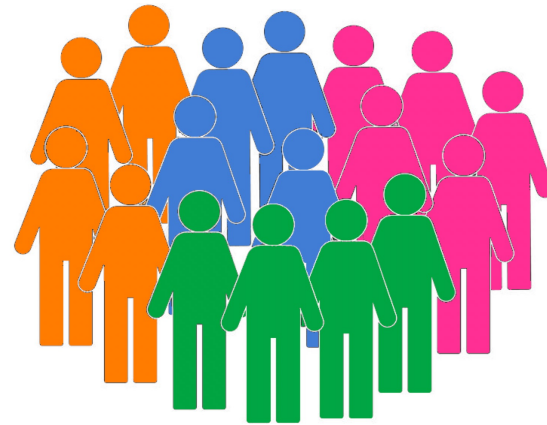
Sunnyville Middle School, 6th Grade

- Grade Level Team*

- 54th percentile = on track

- Tier 1 Problem Solving

- Screening Data

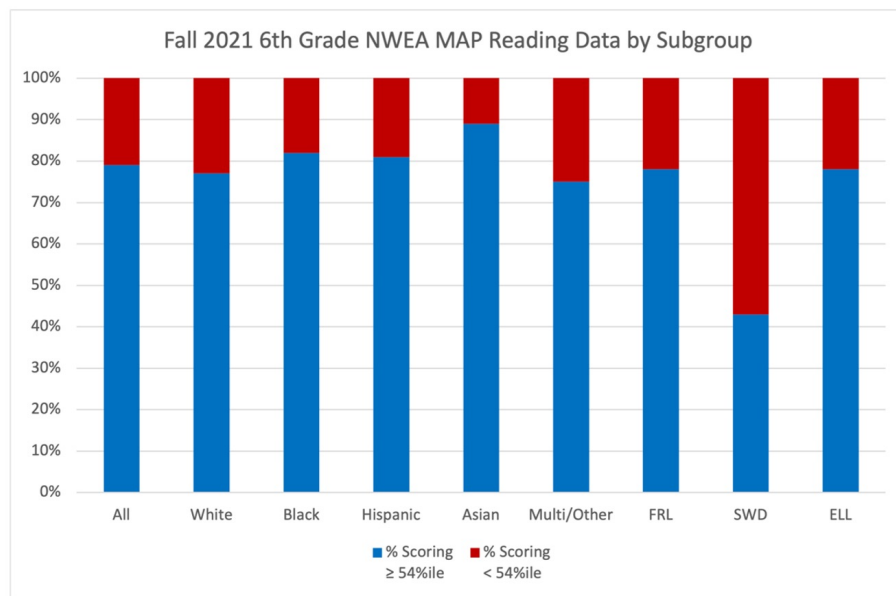- Look out for 🛑

* Includes both General and Exceptional Ed. Teachers

Let's Practice Step 1!

Let's Practice!

Step 1: Problem Identification

Is core instruction sufficient for all subgroups of students? Review the data below and discuss your rationale.

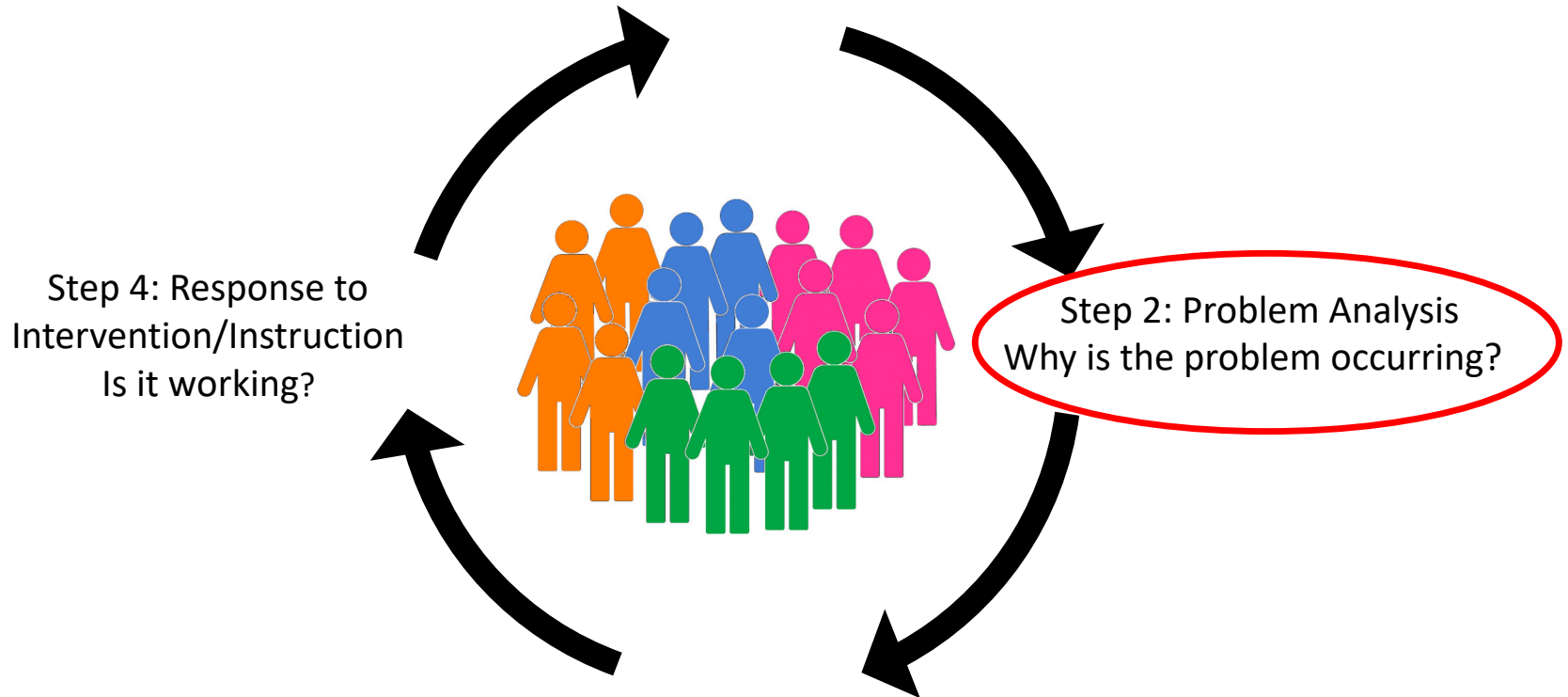Fall 2021 6th Grade NWEA MAP Reading Data by Subgroup

Adapted from the Fall 2021 MAP™ Assessment

Review and Respond

Problem Analysis

Problem Solving Process

Step 1: Goal Identification (Problem Identification)
What do we want students to know and be able to do?

Step 4: Response to Intervention/Instruction
Is it working?

Step 2: Problem Analysis
Why is the problem occurring?

Step 3: Instructional/Intervention Design
What are we going to do?

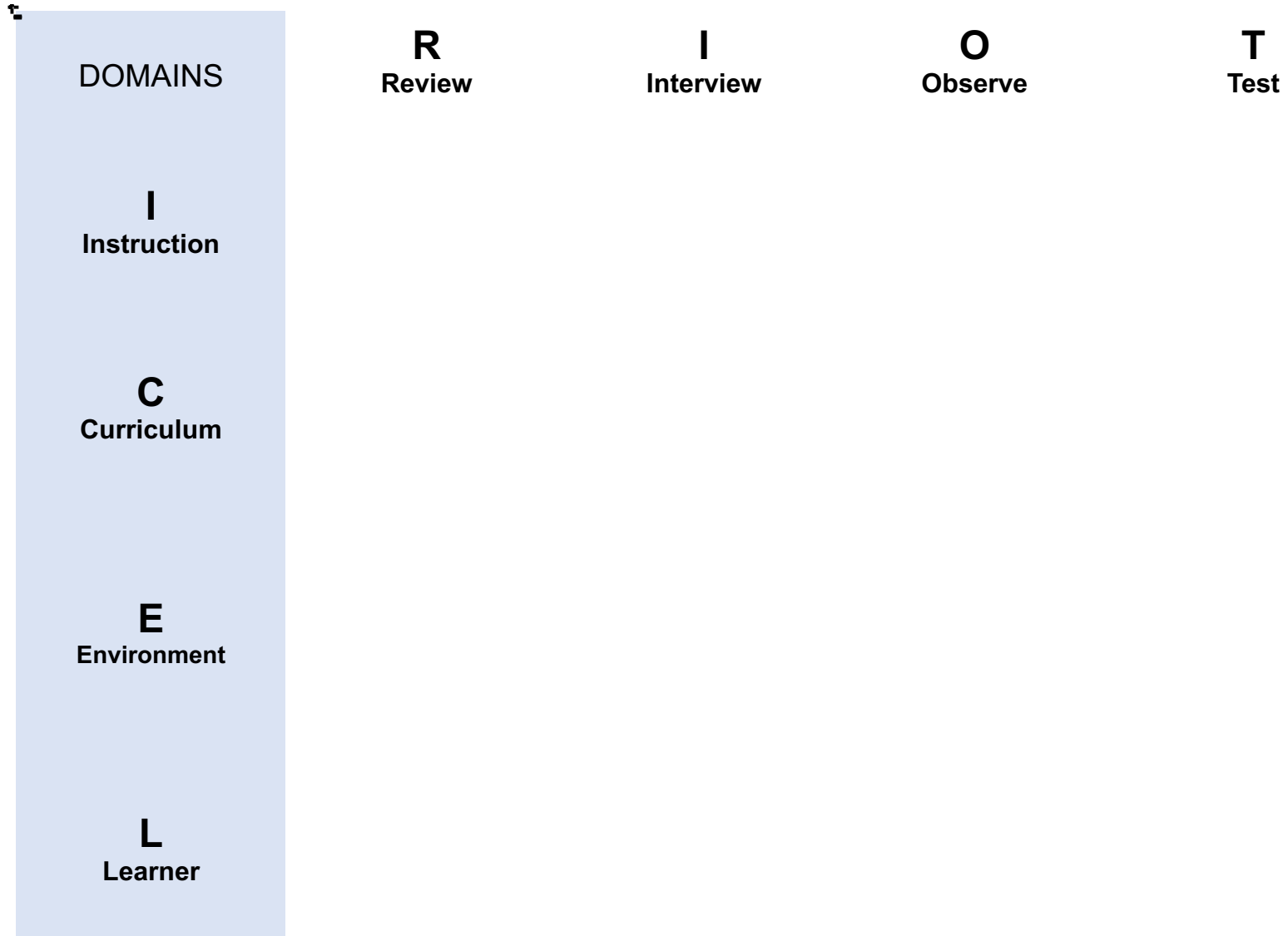# **Step 2: Problem Analysis**

Generate hypotheses

Gather information

What is a "hypothesis?"

- Research-based
- Alterable
- Measurable
- Leads to intervention

How and where do I gather information?

DOMAINS	R Review	I Interview	O Observe	T Test
I **Instruction**				
C **Curriculum**				
E **Environment**				
L **Learner**				

Consider High Probability Barriers

HYPOTHESIS DOMAINS	EXAMPLES
I Instruction	Opportunities to respond, provision of feedback, content anchoring, teacher expectations, provision of SDI
C Curriculum	Rigor, scope, sequencing, format, relevance, provision of accommodations
E Environment	Principles of Universal Design for Learning (UDL), classroom management, physical barriers to learning
L Learner	Chronic absenteeism, implications of health impairment, student behavior, self-determination

Example

Hypothesis: Reading accuracy is below expectation because… <u>sufficient instruction on word attack strategies is not occurring.</u>

Prediction Statement: **If** sufficient instruction on word attack strategies occurs, **then** students' reading accuracy will improve.

Assessment: <u>R</u>eview lesson plans to find out <u>to what degree word attack strategies are being taught</u>.

Let's Practice Step 2!

Step 2: Problem Analysis

The team generated multiple educated guesses or "hypotheses" across the domains of instruction, curriculum, environment, and learner. Review the hypothesis below and respond to the questions that follow.

Hypothesis #1 (Instruction): <u>A lower percentage of students with disabilities are meeting grade level expectations in reading because small group differentiation during core instruction does not occur as it should.</u>

    a. Which method(s) could they use? Review, Interview, Observe, or Test

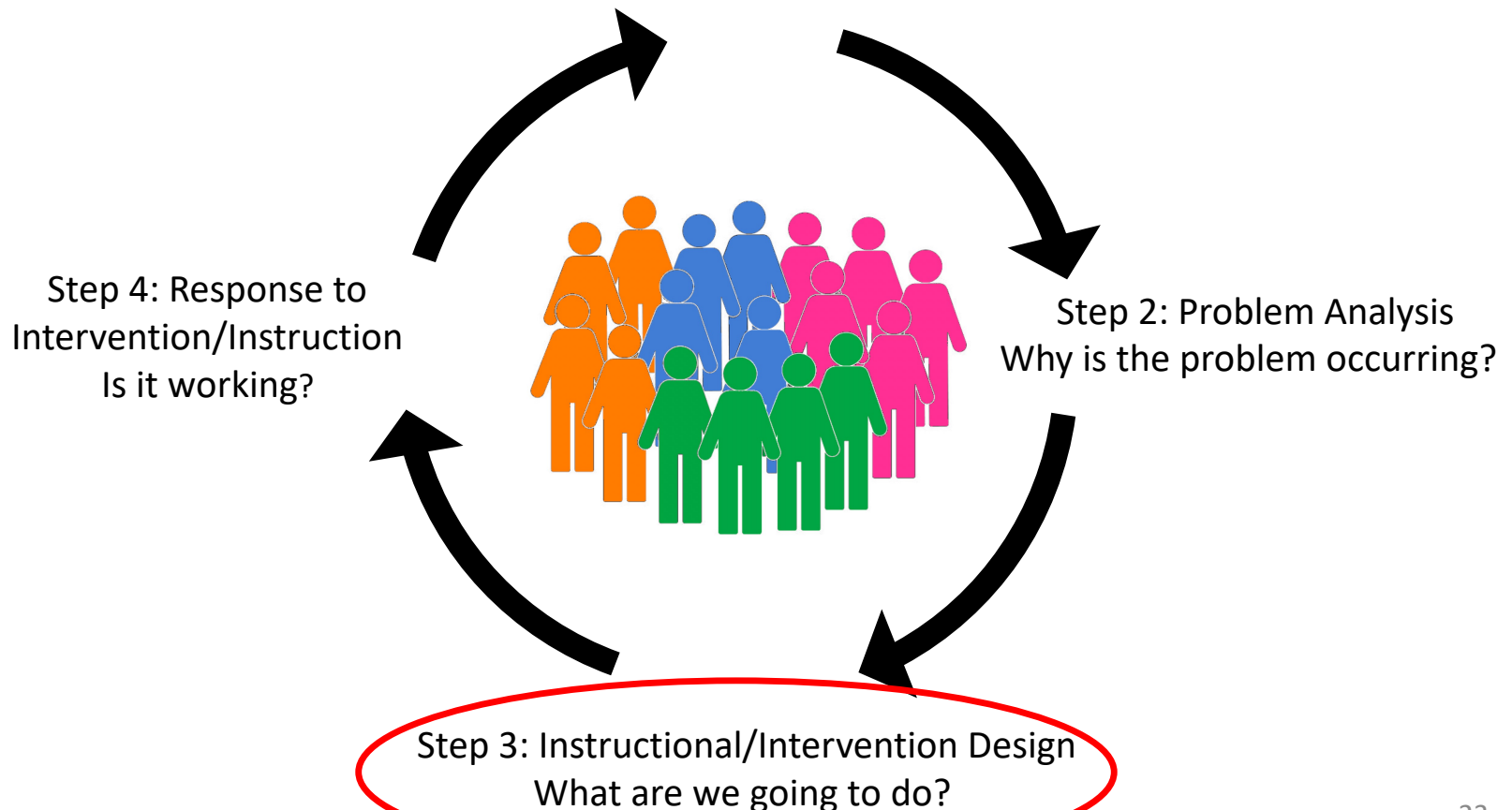   b. What specifically will they need to determine?

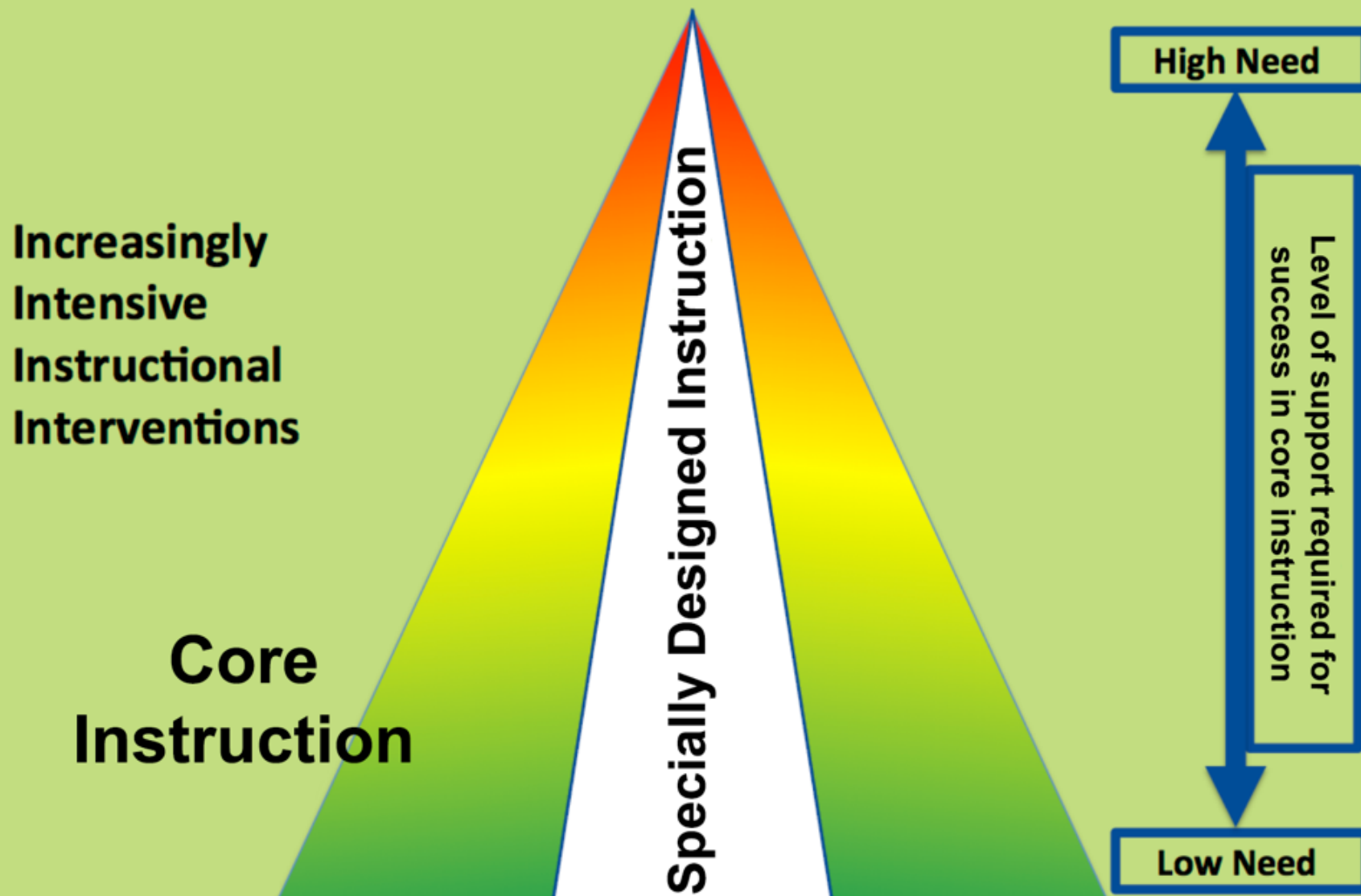Review and Respond

Problem Analysis: ICEL x RIOT Examples

	Hypothesis	R - Review		I - Interview		O – Observe	T - Test
I - Instruction	**Instruction** *Example Hypothesis:* The problem is occurring because instruction is delivered primarily in lecture format, and students are not provided an opportunity to engage in cooperative/peer-based learning.	• **Review** permanent products for evidence of how content is taught • **Review** lesson plans	**OR**	• **Survey** students about their experiences with current format of instruction • **Interview** teachers about the structure/format of their typical instruction	**OR**	• **Observe** classroom instruction for evidence of lecture versus cooperative/peer-based learning opportunities	N/A
C - Curriculum	**Curriculum** *Example Hypothesis:* The problem is occurring because pacing schedules and scope and sequence are fixed, and do not allow for adjustments based on student strengths and needs.	• **Review** permanent products for evidence of pacing and scope and sequence of the curriculum • **Review** lesson plans	**OR**	• **Interview** teachers about the pacing and scope and sequence of instruction		N/A	N/A
E - Environment	**Environment** *Example Hypothesis:* The problem is occurring because the classroom arrangement does not allow for flexibility and student choice/preference for learning.	N/A		• **Interview** students about available and preferred learning options in the classroom (individual/independent, group activities, cooperative/peer-based learning, etc.)	**OR**	• **Observe** classroom arrangement during lessons for evidence of flexibility and options for student choice/preference	N/A
L - Learner	**Learner** *Example Hypothesis:* The problem is occurring because students are not aware of the technology and accommodation options available during learning, and therefore do not take ownership of or advocate for their learning.	• **Review** permanent products for evidence of student choice in using technology and accommodations for accessing and engaging with the content	**OR**	• **Interview** students about their knowledge and awareness of the options for accessing and engaging with the content, and how to make appropriate technology and accommodation selections	**OR**	• **Observe** students during instruction for evidence of students making choices for accessing and engaging with the content and advocating for their learning	N/A

Instructional/Intervention Design

Step 1: Goal Identification (Problem Identification)
What do we want students to know and be able to do?

Step 4: Response to
Intervention/Instruction
Is it working?

Step 2: Problem Analysis
Why is the problem occurring?

Step 3: Instructional/Intervention Design
What are we going to do?

23

SDI Throughout the Tiers

High Need

Level of support required for success in core instruction

Low Need

Increasingly Intensive Instructional Interventions

Core Instruction

Specially Designed Instruction

Students may receive services in all tiers at any point in time.

Adapted from U.S. Department of Education

24

Step 3: Instructional/Intervention Design
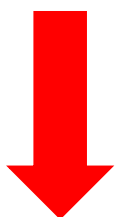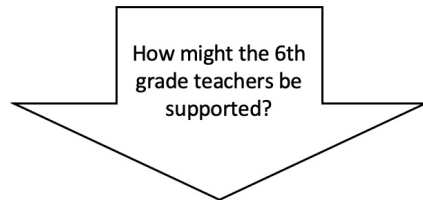# What are we going to do?

WHO? WHAT? WHEN? WHERE?

Intervention Plan	Support Plan	Fidelity Documentation	Progress Monitoring Plan
Who is responsible?	Who is responsible?	Who is responsible?	Who is responsible?
What will be done? .	What will be done?	What will be done?	What data will be collected and when?
When will it occur?	When will it occur?	When will it occur?	How will we decide if the plan is effective?
Where will it occur?	Where will it occur?	How will data be shared?	

Let's Practice Step 3!

Step 3: Intervention Design
Complete the "Support" section of the Comprehensive Intervention Plan

How might the 6th grade teachers be supported?

Review and Respond

Intervention Plan	Support Plan (for interventionists)	Fidelity Documentation	Progress Monitoring Plan
Who is responsible? All 6th grade ELA teachers What will be done? Using selected Tier 2 words from grade level text, teachers will provide explicit instruction (with practice and feedback) in morphology, affixes, root words, for at least 10 minutes prior to teaching with the text. Teachers will implement differentiated small group instruction within core ELA classes, creating the small groups based on data, and will include explicitly teaching (with practice and feedback) word identification skills (e.g., decoding, fluency, morphology, etc.) When will it occur? Daily during core instruction Where will it occur? Classroom	Who is responsible? What will be done? When will it occur? Where will it occur?	Who is responsible? All 6th grade ELA teachers and Reading Coach What will be done? 1) Each teacher will keep a weekly Documentation Worksheet noting a) the frequency of differentiated instruction, b) the focus of the instruction, and c) the students in each of the groups 2) Reading Coach will document fidelity measured during observations, and gather applicable walkthrough data specific to instructional practices and routines When will it occur? 1) Teachers maintain worksheets daily 2) Reading Coach gathers observation data weekly How will data be shared? Teachers will review the data during PLC meetings and problem solve any implementation issues	Who is responsible? All 6th grade ELA teachers What data will be collected and when? Quarterly end of unit assessment data (measures vocab/comprehension); Weekly Lexia data (measures word identification skills); Winter NWEA MAP assessment in mid-December. How will we decide if the plan is effective? The 6th grade team will review data on: 10/5, 11/2, 11/30, 12/21 Winter NWEA MAP assessment data will be reviewed on January 9 to determine student RtI. **Based on % of SWD scoring at or above 55th percentile** on the Winter MAP assessment, RtI will be based on the following: Positive response: ≥ 67% Questionable: 51-66% Poor: ≤ 50%

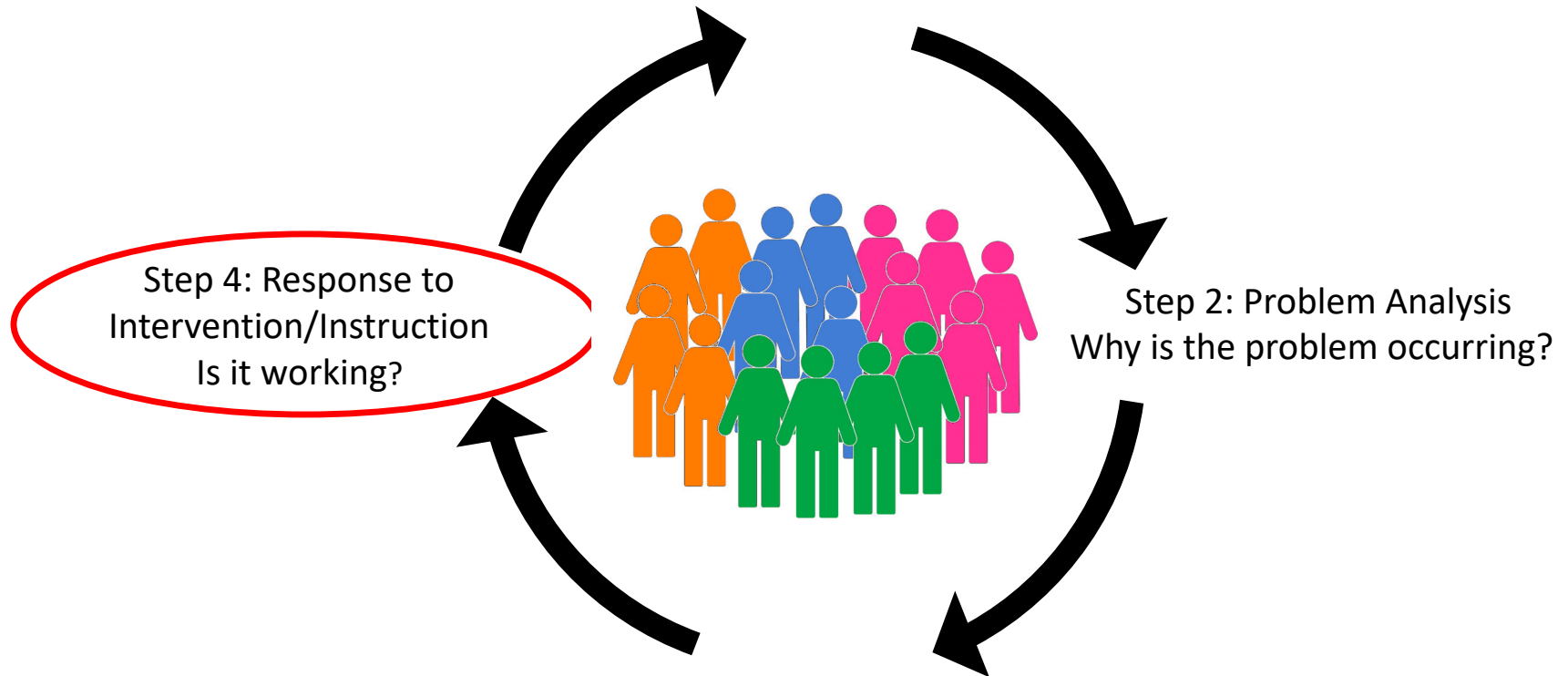# Strategies to Reduce High Probability Barriers

- **Monitor** SWD progress frequently

- **Continue** Tier 2 and/or Tier 3 support

- Ensure collaboration and **alignment**

- Adhere to **UDL** principles in the general education setting

- Use of **assistive technology** and appropriate **accommodations**

- Ensure effective, **explicit, differentiated** instruction in the general education setting

Strategies continued

- Use **multiple data sources** (Instructional factors, Early Warning System indicators, etc.) to identify other factors that impact academic performance

- Set **high expectations** for all students, including SWD, to master grade level standards

- Adhere to problem solving and tiered support practices that identify what "**enables learning**" for students

Response to Intervention/Instruction

Step 1: Goal Identification (Problem Identification)
What do we want students to know and be able to do?

Step 2: Problem Analysis
Why is the problem occurring?

Step 3: Instructional/Intervention Design
What are we going to do?

Step 4: Response to Intervention/Instruction
Is it working?

Step 4: Response to Intervention/Instruction Is it working?

Expected Performance

Performance

Observed Performance

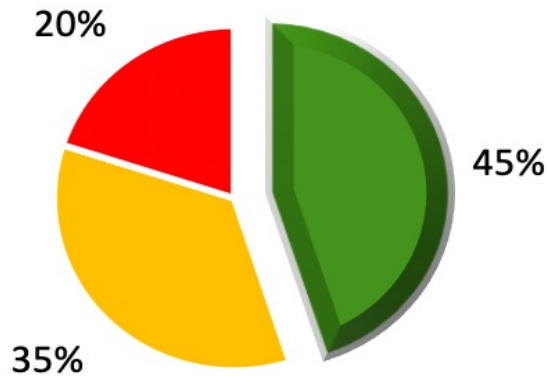Fall   Winter   Spring
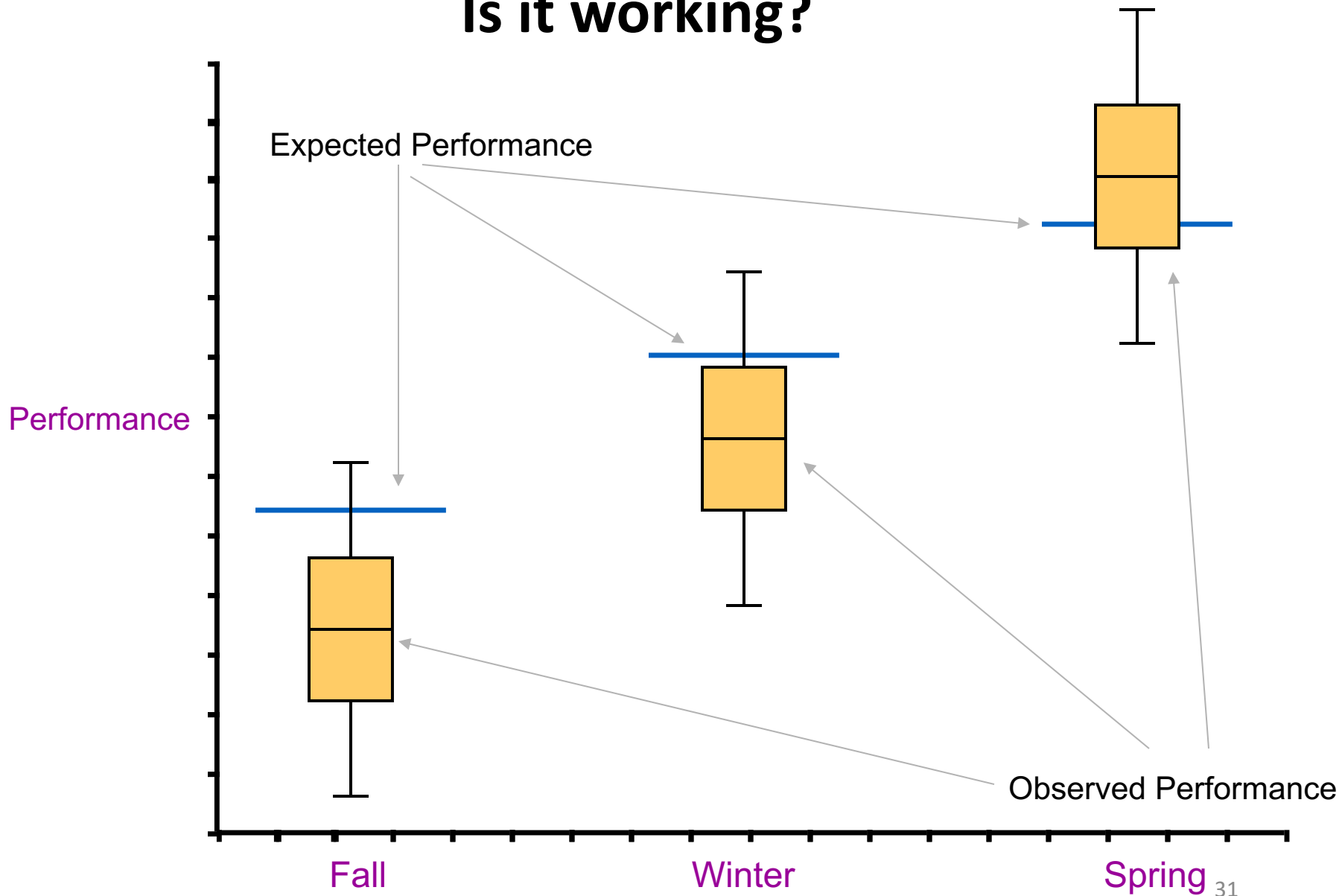
Example
Is the plan working?

SWD Data – Assessments 1 and 2

Assessment 1

20%

45%

35%

- At or above benchmark
- Below benchmark
- Well below benchmark

Assessment 2

5%

20%

75%

- At or above benchmark
- Below benchmark
- Well below benchmark

Let's Practice Step 4!

Step 4: Response to Intervention/Evaluation
Use the decision rules to determine the students' response to intervention.
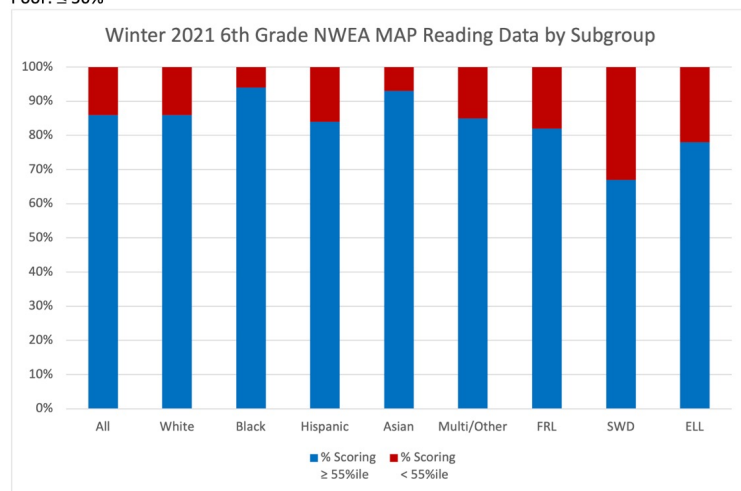
Goal statement: At least 70% of 6th grade SWDs will score at or above the 55th percentile on the Winter MAP Reading assessment

Decision Rules:
Positive response: ≥ 67%
Questionable: 51-66%
Poor: ≤ 50%

Winter 2021 6th Grade NWEA MAP Reading Data by Subgroup

Legend: ■ % Scoring ≥ 55%ile   ■ % Scoring < 55%ile

Adapted from the Fall 2021 MAP™ Assessment

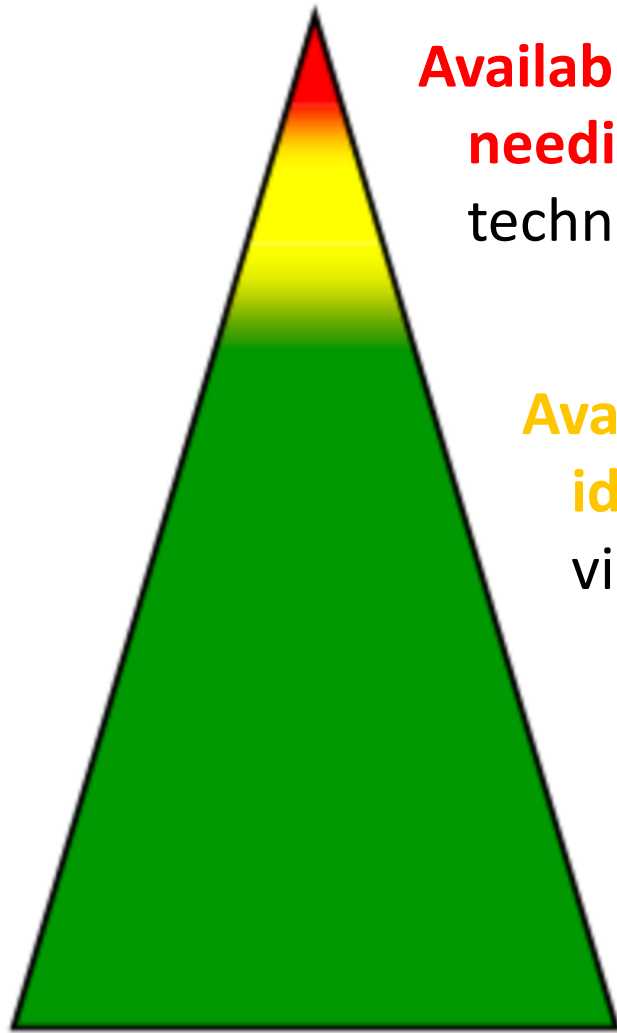|	# of Students	# Scoring ≥ 55%ile	% Scoring ≥ 55%ile	# Scoring < 55%ile	% Scoring < 55%ile
SWD	60	40	67%	20	33%

1. Was the students' response positive, questionable or poor?

2. What next steps would you recommend for the team?

Review and Respond

Coming Soon… Supports for Schools Identified for TS&I for SWD Subgroup

Available to districts identified by BESE for needing the most intensive supports: Onsite technical assistance

Available to districts with ≥ 70% of schools identified for TS&I-SWD: Face to face and virtual Community of Practice (CoP) sessions

Available to all: Online resources, technical assistance

Unique Auditory Presentation for Students with a Severe Deficit in Decoding

Chancellor's Memo - October 16, 2020

"A process is now available for districts to request auditory presentation of passages on the Florida Standards Assessments (FSA) English Language Arts (ELA) Reading and Writing assessments for eligible students in Spring 2021 and beyond."

https://info.fldoe.org/docushare/dsweb/Get/Document-8986/dps-2020-116.pdf

Allowable Accommodations

The accommodation of auditory presentation in the Florida Standards Assessments (FSA) English Language Arts (ELA) Reading and Writing passages is considered a unique accommodation and may be requested by school districts in accordance with Rule 6A-1.0943, Florida Administrative Code (F.A.C.), for eligible students with disabilities.

Eligibility Requirements

- The student:
  - Has a documented deficit in decoding.
  - Has a current individualized educational plan (IEP).
  - Is receiving evidence-based intervention in addition to Tier 1 instruction.
  - Is receiving accommodations in Tier 1 and Tier 2 daily instruction to access printed text in classroom assignments and tests.
  - Has data to support the student's effective use of a reader, audio recordings or text-to-speech through a reading accommodation assessment such as, but not limited to, Universal Protocol for Accommodations in Reading (uPAR).
  - Shows proficient scores in daily instruction, to include formative and summative assessments, when the accommodation is used.

38

Submitting the Required Documentation

- IEP team makes the decision to request the unique accommodation based on specific guidelines and fills out the request form.

- District gathers required documentation.

- District ESE Director and District Assessment Coordinator sign and submit form and documentation to the Office of K-12 Student Assessment via Sharefile.

Final Review Process

- After submission of the required documentation and on receipt of the request, the submitted evidence will be reviewed by a committee and a decision of approval or denial will be made to the Office of K-12 Student Assessment.

Upcoming Deadlines

Grade 10 ELA Retake

December 16, 2021

Spring 2022 Administration of Grades 3-10 ELA

February 1, 2022

Questions

Christina.Whitfield@fldoe.org

Jesus.Aviles@fldoe.org

Kath.Visconti@fldoe.org

Specially Designed Instruction

Specially Designed Instruction within a Multi-tiered System of Supports (MTSS)

Specially Designed Instruction

- Specially designed instruction is the unique set of supports provided to an individual student based on his or her learning needs to remover barriers that result from the student's disability.

  https://info.fldoe.org/docushare/dsweb/Get/Document-7122/dps-2014-94.pd

Data Collection within Specially Designed Instruction

- Data collection should match the identified need of the student.

- For guidance on your district's schedule of data collection at each tier, please see your District SP&P:

  - Part 1 Section G: General Education Intervention Procedures

https://beessgsw.org/#/spp/institution/public/

Data Collection of Specially Designed Instruction Within a MTSS

- Tier one: District approved progress monitoring tools

- Tier two: Students receiving supplemental interventions may be monitored weekly, bi-weekly or even monthly

- Tier three: Students receiving intensive, individual interventions should be monitored frequently until enough data points are gathered to obtain a reliable slope

46

Specially Designed Instruction

- If progress toward annual IEP goals are insufficient, the teachers and service providers should again apply the systematic problem solving process to determine if changes are needed in the services and supports provided to the student.

- If changes are needed, the IEP team must review and revise the student's IEP.

Resources for Providing Specially Designed Instruction Within a MTSS

- **Reading Resources:**

  - Just Read, Florida!
    http://www.fldoe.org/academics/standards/just-read-fl/

  - Florida Center for Reading Resources

    http://www.fcrr.org/

  - Self-Assessment of MTSS Implementation (SAM)

    http://www.floridarti.usf.edu/resources/presentations/2016/nasp/eval/SAM%20Packet_October%202015.pdf

  - BESE Portal: Professional Development Activities

    http://www.fl-pda.org/

48

Resources for Providing Specially Designed Instruction Within a MTSS

- **Math Resources:**
  - Bureau of Standards and Instructional Support

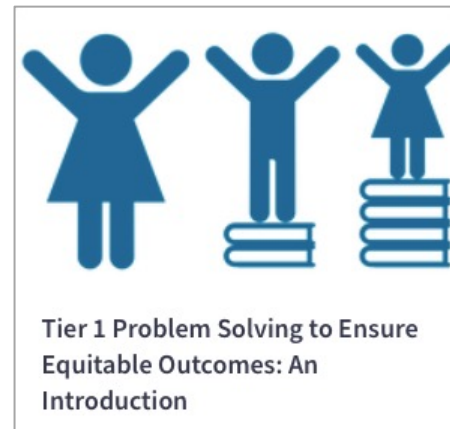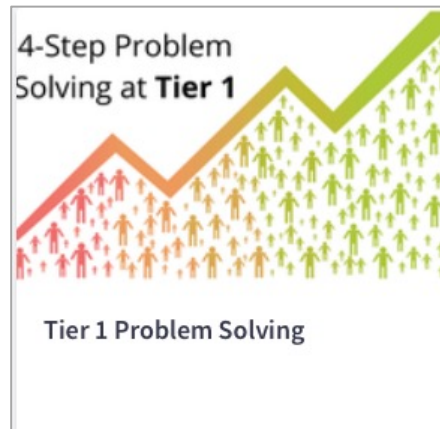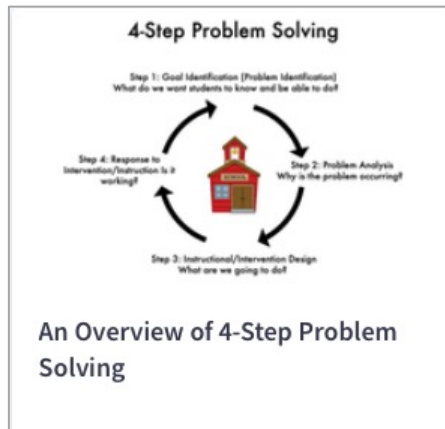   http://www.fldoe.org/academics/standards/subject-areas/math-science/mathematics

  - CPALMS

    http://www.cpalms.org/Public/

Questions?

Want to learn more about PS?

An Overview of 4-Step Problem Solving

Tier 1 Problem Solving

Tier 1 Problem Solving to Ensure Equitable Outcomes: An Introduction

https://floridarti.usf.edu/resources/pl_modules/index.html

Helpful Links

Technology & Learning Connections: https://www.tlc-mtss.com/

Florida Inclusion Network (FIN): https://www.floridainclusionnetwork.com/

Guiding Tools for Instructional Problem Solving (GTIPS): https://www.livebinders.com/b/2785147?tabid=250b3e02-61fa-d7d4-f3b5-84767eb6cb50

CEEDER Center: https://www.livebinders.com/b/2785147?tabid=250b3e02-61fa-d7d4-f3b5-84767eb6cb50

CAST: https://www.cast.org/

Thank you…
And please connect with us!

Florida's Problem-Solving/Response to Intervention Project

http://www.floridarti.usf.edu/

Email: rti@usf.edu
Facebook: flpsrti
Twitter: @flpsrti or #flpsrti

www.FLDOE.org