

Using Tier 1 Problem Solving within a Professional Learning Community (PLC) to Improve Secondary Reading Outcomes 2024 Regional Literacy Institute

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Learning Objectives

Participants will:

- 1. Explore the systems necessary to support PLCs' use of data-based problem solving to improve secondary reading outcomes
- 2. Know how various inquiry cycles correlate with the four steps of problem solving
- **3.** Apply four step problem solving using Tier 1 data
- 4. Consider how data-based problem solving can enhance PLC practices



https://bit.ly/RLIProbl emSolving



What elements need to be in place to support effective PLCs at the secondary level?





District Comprehensive Evidence-Based Reading Plan



District Comprehensive Evidence-Based Reading Plan (CERP)

District CERP Reflection Tool





Districts:

- Establish culture of continuous improvement
- Communicate expectation
- Monitor and support

Leadership Schools:

Teams

School

Literacy

- Establish team of key personnel
- Meet regularly
- Make data-based decisions



Professional Learning Communities

- Principals ensure time
- PLCs guided by data

Aligned Inquiry



4-Step Problem Solving (PS)

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

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

Step 2: Problem Analysis Why is the problem occurring?

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

Current vs. Expected Level



Expected vs. Current Levels at Tier 1

Is Tier 1 sufficient? $> \cong 80\% \rightarrow YES$ $< \cong 80\% \rightarrow NO$



Sunnyville High School, 9th Grade English



PLC*

- Tier 1 Problem Solving
- PM2 Data Review
- Look out for

*Includes both General and Exceptional Education Teachers

Let's Practice Step 1!



Step 1: Problem Identification

- As of PM2 what percent of ninth graders at Sunnyville High School scored level 3 or above and how does this compare to the baseline data from PM1?
- Given the data, do you recommend approaching student needs from a Tier 1, 2 or 3 perspective?
- What other data might you want to review to confirm these findings?

PM2 Data

Average Score, Achievement Distribution and Average Points Earned on Grade 9 FAST ELA Reading (PM2 2023-24), by Roster and Reporting Category Filtered By School: All Schools: | Test Reasons: PM2 2023-24 |



PM1 Data

Average Score, Achievement Distribution and Average Points Earned on Grade 9 FAST ELA Reading (PM1 2023-24), by Roster and Reporting Category: Filtered By School: All Schools | Test Reasons: PM1 2023-24 |

Roster	Teacher	۲	Total								
		Total	Student Count	Test Completion ∉ Rate	Average Scale Score	Achievement Distribution	Percent Level 3 or above	I. Reading Prose and F	2. Reading Information	in the second se	
State			215136		232 👔	Percent 34% 29% 19% 13% 6% Count 73.2K 62.4K 40.1K27.1K2.3K	37%	oetry	ial Text	100 0 1000	
District			3690		230 🕕	Percent 38% 28% 17% 11% 6% Count 1.4K 1K 637 422 205	34%			, inim	
School			502		220 🚯	Percent 54% 28% 12% 5% 1% Count 270 140 59 26 7	18%				

Review & Respond



Problem Analysis

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

Step 4: Response to Instruction/Intervention 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?

Instruction

۴.,

C Curriculum

E Environment

> L Learner

Consider Potential Barriers & Generate Hypotheses

HYPOTHESIS DOMAINS

EXAMPLES

Instruction Fidelity of reading instruction Lack of instructional time for skill Scope and sequence

CMismatched to standardsCurriculumLack of/insufficient materials

EIssues with classroom managementEnvironmentStructure of time during block/class period is
inadequate

L Options for engagement, representation, actionLearner and expression are not available

Example

Hypothesis:Reading accuracy is below expectationHypothesis:because... sufficient instruction on wordattack strategies is not occurring.

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

Review lesson plans to find out to what**Assessment:**degree word attack strategies are being
taught.



Types of Classroom Assessments

Type of Assessment	Purpose	Assessment Questions	Characteristics/Specifications	Examples			
Screening	 To know students' progress toward end of year grade level standards To identify students who may benefit from intervention 	 Is instruction sufficient for the majority of students to meet end-of-year grade- level standards? Which students have been identified as at-risk for not meeting grade level standards? 	 Administered to all students Has strong <i>predictive validity</i> Fairly quick, easy to administer, efficient Some screeners provide measures of specific skills Computer Adaptive Tests (CAT)¹ are common screeners 	 FAST PK-2 MAP Growth iReady Diagnostic Curriculum-based measurements such as: DIBELS Star-CBM Aimsweb 			
Diagnostic Measure ²	 To assess students' specific skill strengths and weaknesses 	 What are students' weaknesses and strengths related to a particular skill? For what skills would students need intervention? Is there a particular skill that would benefit from being revisited in Tier 1? 	 Individually administered, typically to readers identified as at-risk, not all students Provides information regarding specific skills Identifies specific areas of weakness Norm or criterion referenced Some diagnostic assessments indicate size of gap for particular skills 	 Phonics Survey Spelling inventory Qualitative analysis of oral reading Phonological awareness survey Acadience Reading Diagnostic: CFOL 			
Progress Monitoring	 To monitor students' progress toward an identified goal: Progress toward <i>overall</i> reading proficiency and Progress on <i>specific skills</i> identified for intervention To evaluate effectiveness of instruction To quantify rate of improvement 	 How well is instruction/ intervention resulting in growth for students? Are students acquiring the specific skills that have been taught at expected rates? How quickly, and at what proportion, are students closing academic proficiency gaps? 	 Should predict: Whether students are on-track to meet end of year standards Whether gaps for students identified for intervention will be closed Provides information on rate of growth relative to peers and standards Repeatable (forms equal in difficulty to measure growth) Sensitive to small amounts of growth when administered at regular intervals The frequency of progress monitoring is related to the intensity of the intervention 	Curriculum-based measurements such as: • DIBELS • Star-CBM • Aimsweb • Star Early Literacy (monthly PM) • Star Reading (monthly PM)			
Formative	 Data are used as feedback to adjust ongoing teaching and learning Formative data is used to <i>inform</i> instruction 	 Are students, classes, and/or schools learning what is being taught? 	 Generally low-stakes Can be formal or informal A type of progress monitoring 	 Thumbs-up/thumbs-down Observation Ticket out the door Checks for understanding Spelling test Intervention curriculum-specific mastery test 			
Summative ³	 To evaluate student learning at the end of an instructional unit or grade-level (end of the year) 	 Did students, classes, and/or schools meet grade-level standards? 	 Typically outcome assessments Administered at the end of an instructional unit or at the end of the year 	 FAST EOC Unit test Midterm exam 			



Let's Practice Step 2!

Step 2: Problem Analysis:

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

Hypothesis #1 (Instruction):

The majority of 9th grade students are not scoring Level 3 or above because the current direct, explicit instruction on morphology and context and connotation is not sufficient.

- Which method(s) could the PLC team use? Review, Interview, Observe, or Test
- What specifically will they need to determine?



Instructional/Intervention Design



Step 3: Instructional/Intervention Design



Comprehensive Intervention Plan



Let's Practice Step 3!

Step 3: Intervention Design

Complete the "Support Plan" section of the Comprehensive Intervention Plan



Goal Statement: 41% of Sunnyville High So	chool 9 th graders will score lev	el 3 or above on the PM3 assessment	t by EOY 23/24.	
Intervention Plan	Support Plan	Fidelity Documentation	Progress Monitoring Plan	1
<u>Who</u> is responsible? All 9th grade ELA teachers	Who is responsible?	<u>Who</u> is responsible? Instructional support personnel and 9 th grade ELA teachers	<u>Who</u> is responsible? All 9 th grade ELA teacher	s
What will be done?			What data will be collected	ed and <u>when</u> ?
Provide explicit instruction in morphology and		What will be done?		
applying context and connotation using		 Instructional support personnel will 	What	When
identified words from grade level reading		observe instruction and provide	Brief common	Bi-weekly
material, following the weekly instructional	What will be done?	feedback using School Leader's	assessments of	
routine below:		Literacy Walkthrough Vocabulary	connotative and	
Day 1.		tool on a rotating schedule	denotative meaning of	
 Introduce and connect students' background 		 Teachers will review student 	words, and	
knowledge to identified words		notebooks for evidence of the	understanding of root	
 Model Word Matrix for identifying root and 		instructional routing	Spring EAST data	E/21/24
affixes	When will it occur?	instructional routine	Spring FAST data	5/51/24
 Students practice and receive feedback 		When will it occur?		
Day 2:		Walkthroughs conducted weekly on	How will we decide if the	nlan is offective?
 Model sentence development using new 		a rotating schedule	The PLC will review com	mon assessment
words • Students practice and receive feedback		Daily notebook review	data on 1/26, 2/23, 3/29	. 4/26. 5/31
• Students practice and receive reedback				, ,,==,=,===
 Model determining connotation and 		How will data be shared?	Spring FAST data will be	reviewed on
denotation of new words through context clues, word relationships and/or figurative language	<u>Where</u> will it occur?	Teachers and Instructional support personnel will review and discuss fidelity data weekly	5/31/24 to determine st % of students scoring lev plan next steps.	udent RtI based on el 3 or above and
written/verbal form and receive feedback				
whitely verbariorm and receive recuback			Rtl will be based on the f	ollowing:
When will it occur?			Positive Response: > 41%	6
Mondays, Tuesdays, and Thursdays, for 15 minutes per day as part of Tier 1 instruction			Poor: <25 %	
Where will it occur? 9th grade FLA Classrooms				

Review and Respond



Response to Instruction/Intervention (RtI)

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

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

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?







Let's Practice Step 4!

Step 4: Response to Intervention

Use the decision rules to determine the students' response to intervention.

Goal Statement: 41% of Sunnyville High School 9th graders will score level 3 or above on the PM3 assessment by EOY 23/24.

Decision Rules:

Positive Response: \geq 41% Questionable: 26 – 40% Poor: \leq 25%



Review and respond

Roster	oster	Teacher	• > •	3	3. Reading Across Genres & Vocabulary														
			2	Daw			Reading Across Genres & Vocabulary												
				line Acres	Performa	ance Dis	stributio	n	Comparativ	e Reading 📵	Contex Connot	t and ation	1	Interpreting F Langua	Figurative 😗	Morpho	logy 📵	Understandin	ng Rhetoric
				ee Con				On Grade?	Weak or Strong?	On Grade?	Weak or Strong?		On Grade? Weak or Strong?		On Grade?	Weak or Strong?	On Grade?	Weak or Strong?	
State			1	Perce	ent 20% nt 60,5K	42% 90.8	30% K 64.9	0	~	=	1	=		×	+	×	=	×	-
District				Pero	ant 32% nt 1206	389 1432	30N 2 1130	•	~	=	~	-		×	+	×	=	×	-
School				Perci	ant 38%		41% 2	0	1	_	×	+		×	=	×	+	×	=

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



Want to Learn More About PS?



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



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Thank you... And please connect with us!

- Florida Problem Solving/Response to Intervention Project
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