

USFRI Screening/Assessment to Determine Student Needs for New School Year
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Remote CART - Adobe

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>> BETH HARDCASTLE: Good afternoon. We're excited to have you join us for a summertime and COVID time conversations, I think we started these in April. We appreciate you hanging in there with us. I see lots of familiar names and new names as well, so we're glad you're with us. So we're going to be talking today about assessment and thinking about assessment from the standpoint of what can schools and districts be doing and how and when to get a sense as to where their students are as they begin this new school year and how can that inform not only classroom instruction but also more systems-type issues. As usual you have two ways to participate. One is via your Adobe only listening through your speakers but having your speakers muted. You can also call into the phone line that, is, no, that's not right. Sorry. What's happening? Okay you also can call into the phone line. That number is there on your screen and use the pass code. If you plan on speaking with us out loud and want to be able to communicate with us that way, we do ask that you call into the phone line. You can't talk with us auditorily if you are only using the Adobe connection. So, the purpose of today's webinar is to give you guys a chance to community with each other and with us, regarding this issue of how we're going to determine what students need as they begin the new school year. That ability or that opportunity to share information and questions with your colleagues and peers has been really well received and I think one of the biggest advantages of the series of facilitated conversations that we've done. It also gives us discretionary projects a chance to listen to your questions, your concerns, your thoughts and learn from that and use that information then as we will determine how best to support you. With that in mind I do want to introduce you to somebody who for a lot of you is going to become your new best friend. If you remember back in June when David Wheeler did one of our webinars for us he made the announcement and he knew at that time he was going to be retiring at the end of July so that time has come and gone so I'm thrilled to be able to introduce you to the person who is going to be taking over for David as the state's school psychology consultant. His name is Jesus Aviles, coming out of Miami-Dade as the supervisor for psychologists for Miami Dade. He's been able to spend some time with David and we're just excited to be able to work with

him, and we're excited to have someone in that position. So, yep, see the love you're getting Jesus? Do you want to say anything to them to introduce yourself?

>> JESUS AVILEZ: Sure. My name is Jesus Aviles. I have been certified since 2002. Spent my entire career at Miami Dade County as a school psychologist, assistant principal and supervisor for the past three years. My eyes and ears are open. My hope in attending today is to get as much information from you as a district, whether it's providing something to you or getting out of the way, we're going to figure that out. My pen and pad is ready and I look forward to starting this journey with all of you.

>> BETH HARDCASTLE: Good question. Can you put your new number in the chat box for them.

>> JESUS AVILEZ: I will put it in the chat box.

>> BETH HARDCASTLE: A little bit more in terms of instructions today. Make sure that your, if you want to participate verbally that you are dialed in to the phone lines. If you have dialed into the phone lines if you could go up to the top where the little guy is, if you would raise your hand so I could get a sense of how many of you are dialed in. Very nice. Okay. Cool. That means I can pick on you. I am looking for someone to break the awkward silence. Again use the chat box to share your thoughts and insights and we'll be monitoring that and responding to you, to the questions you submit or your comments. If you have resources that you have come across that you would like to share with your peers please email those to Kelly Justice, her email is there, she'll load those into the share file so that you can all have access to them. As we have been doing, this session has closed captioning reporter who is working with us to provide the closed captioning and the session is being recorded as well so that you can share the link for the recording with your colleagues within your own schools and districts. So all of you who have your hand raised if you want to go ahead and put those down unless you have something that you want to share with us right now. Mandy Brock from Gilchrist or Terri Miller did you have something you wanted to share at this point? Okay.

So I wanted to provide a little bit of context before we begin our discussion today. We shared this slide in at least one other previous facilitated conversation webinar and just reminding folks that because of the interruption in learning that impacted all of our kids in Florida and kids nationally that your tiered system of support within your school and district is going to become even more important than it has been as we continue to try to figure out how to meet the needs of just not our students but our families and teachers and staff as well. So the focus that we want you to keep in mind and help your colleagues and your schools and districts understand is the importance of that robust tier 1 system and ways that we can improve that and monitor that as we begin the new school year.

Just a few other things to consider when we are thinking about the importance of our tier 1 support and tier 1 system is giving thought to how instructional routines and

expectations are going to need to be augmented as we begin this new school year, particularly since we're approaching that across different types of learning environments that we can gather tier 1 data through universal screening, through formative assessments, through district type information gathering or assessments that you may have access to, that we use the information that we glean then to inform tier 1 instructional decisions and use that to help us know what kids may need, may need more of, whether that's reteaching differentiated instruction or for kids demonstrating proficiency how do we expand and extend their learning opportunities for them? An important component of our project and one that we try to message any chance we can is the use and the leverage of universal design for learning principals and creating a universal educational system that we understand that assistive technology and UDL go way beyond how we used to use them which was primarily for students with disabilities but when we create tiered systems for students that have used UDL principals that works for all students. Figuring out how you're going to monitor tier 1 progress and remembering that when we talk about provision of specially designed instruction for students with disabilities, that that occurs throughout the pyramid. That's not something that's reserved for a special level students who are identified as students having a disability. Their needs are being met through that entire tiered system.

When we do, as we shore up and make our tier 1 as healthy as possible, other things to keep in mind when we think about provision of tier 2 and tier 3 support would be that for students who were receiving more intensive instruction prior to the school interruption including students with disabilities, that there would be different kinds of assessment information that we might want to gather from those students. That said being cautious though about automatically assuming that as students return to the new school year demonstrating learning gaps that that means that we need to start looking at those kids as potentially having a learning disability. If you look to the very bottom of that slide the pandemic in and of itself does not create learning disabilities. So there are lots of other factors that schools and districts are going to need to be ruling out before we start looking more closely at students and the possibility of learning disabilities.

So, as our tier 1 becomes stronger and healthier it gives us better data, better information as to who does need that more intensified instruction and intervention. So that's the overview and the context that I wanted to share with you to help make sure that we're all on the same page as we start our group conversation then. Any thoughts or questions before we get into the discussion questions? Hey Jennifer Barnhill! I saw you pop up and disappear. I have a couple of questions. Rob Taylor are you my old friend from [inaudible] County? Kelly told me she's excited that you are her district contact so that made me happy, too. I wanted to do a few shoutouts to my peeps. Lisa Joiner, [inaudible] and Barrack and Michelle Curtain in Saint John. We're happy you are joining us today. Hey Lara, hey Katherine Kanagy! That's a familiar name. So trying to get you warmed up a bit. Cinda Trexler, how is Dade County going? Okay good. I want to get you used to putting something in the chat box, saying hello to folks. My first question for you, this is a facilitated conversation which does not mean the same thing

as every question we have that there's a solid answer for. Jesus is taking notes. We have history of what this webinar will tell us and opportunities to share that with folks at [indiscernible]. So Tatiana, I see that you have your hand raised. Okay. Anna it from Hernando. Yeah you are already jumping on the first question. How long do we allow students to get settled in before we start thinking about assessment and how will we go about that? And this is a huge concern, we know we need to delay screening but how long is too long. Hey Sharon Patrick from Santa Rosa. I hope you have a good answer for Anna Jensen. Have some of you given thought to what you are going to use as a marker or parameter for how long you're going to let kids get settled in before you start some kind of assessment? Okay. Cool. Sharon I see your hand is raised. Go ahead.

>>: Sharon if you can press star 6 to unmute your line. Laura Storm can you hear me? Okay Sharon if you are going to talk you have to be on the phone line. All right. So, I see some of you are typing in the chat box and Jesus, any time you want to jump in if you have a thought about, what would be an appropriate length of time? I have heard something or read something. I don't know whether it's okay to share that. Okay. Sabine says is everyone delaying assessment? Why would we not figure out where we are so that we can intervene as soon as possible? I think that's a good question. I think it's finding that balance between giving kids enough time to get settled to get the new routines, expectations or new learning environment or different learning environment and balancing that with getting the assessment information that we need so that we can start using that information to inform particularly tier 1 instruction. Okay. Donna says you are going to start assessing after the first week of school in Alachua County. Another says, okay, so Brenda, that sounds more like, more of an individual student as opposed to tier 1 type screening or assessment. And again, I'm glad to see you're qualifying it with the kids you had already identified or perhaps were already in an assessment or evaluation process prior to the beginning of the pandemic as opposed to starting right off the bat with initial evaluations for SLD. Okay. Baker prioritizing pre-K and child find since they may be less affected. Makes sense. Okay waiting two to three weeks for school age children. Robert Desmond, good, school leadership can look at some of the data prior to the onset of the pandemic. All right, Sharon. Okay. Thanks, Lisa. Are you there? Okay. Thank you, Lisa. So Lisa in Palm Beach my question for you is you said students who were receiving interventions prior to March that you will pick up where you left off with them. One question that I have is will you pick up exactly where you left off or will there be are efforts to get a sense as to did those interventions need to be adjusted, given the interruption in learning? Okay. So yeah, you would do some new assessment to get a better sense as to what their needs are. Let me know Karen. I haven't had anyone else indicate that the audio is cutting in and out. Okay. I know that we've had a lot of weather and Karen I don't know where you are calling in from or where you are participating in but I know we had a lot of weather in the central part of the state earlier today. Hey Michael Greene in Baker. I really appreciate all of your contributions here. Thank you. Yeah. So that makes sense to me that you don't want to delay the intervention but understanding that at least initially what had been

provided prior to March may not be appropriate for when students return at the end of the month.

>> SHARON PATRICK: Hello! I'm so sorry for the delay. This is Sharon Patrick, and your question was how is Santa Rosa going to go about progress monitoring at the beginning of school is that right?

>> BETH HARDCASTLE: Yeah. And when are you thinking of starting that and you know thinking about it from, and forming gen ed tier 1 instruction versus kids who may need that extra scoop or who were getting that extra support prior to March?

>> SHARON PATRICK: Well, what we've decided to do is we're going to test our students who were in summer school within the first week and we're actually going to open up testing, progress monitoring the first 30 days for every student and except for kindergarten students who will be tested through Flickers. We're going to delay that until September so we can give them that extra time to have that instruction and maybe bring everyone more up to date with one another and align their instruction. So the reason we're doing that is because of our loss of instruction at the end of last school year and feel like there's going to be that gap and we want to capture those students who may have that gap early and provide intervention as soon as possible at both tier 2 and 3 and shore up our tier 1 also.

>> BETH HARDCASTLE: Yeah I'm glad to hear that. I think that's going to be especially important because certainly not all students are going to have suffered learning gaps or lack of growth because of this. I'm sure that distance learning for some kids allowed them to keep chugging along. But giving thought to if we assume we're going to have lots of kids who are going to need something extra you know, what adjustments can we make to our tier 1 core gen ed instruction that would sort of provide a net and pull all of those kids into that.

>> SHARON PATRICK: And we're also going to try to extend the timeline for moving them through the MTSS process for those that we feel like may have that gap and do some rule outs on whether or not they missed some instruction. We had some kids who didn't attend so to speak during that time that we were doing the remote learning. So we know there's going to be a gap for some of them but that doesn't necessarily mean they need to go through the eligibility path.

>> BETH HARDCASTLE: Okay. Thank you. Any questions for Sharon while she's still on the phone with us?

>> JESUS AVILEZ: Beth if you don't mind, I want to add to that excellent suggestion with regards to holding off on making decisions. Traditionally schools or districts tend to move kids at a particular pace through the Rtl process. There are two very glaring exclusionary criterias when looking specifically at SLD. We can have a conversation about other exceptionalities as well but you have that irregular attendance issue. The second one is ruling out a lack of instruction. So, as a school psychologist by

profession most of us of involved in different levels or at different tiers at a school site. I know it gets to a particular point when the school psychologist is providing all the data that relates to a kid and just whenever the MTSS/RtI team feel comfortable that good instruction has taken place and there's not an attendance issue that should be probably the only time that you should be meeting to have that individual conversation on a particular student. It's a very big exclusionary criteria. That whole concept of appropriate instruction is exclusionary criteria for all exceptionalities. So yeah I just wanted to echo that.

>> BETH HARDCASTLE: Thanks, Jesus. I think that was a good addition to that conversation. Jesus while you're on the line Julie has a question that you may be better able to answer. Will we have to get new consents from parents since they were signed in February?

>> JESUS AVILEZ: You signed one and now you want to secure a second one?

>> BETH HARDCASTLE: I think she's asking if the one that was signed in February if that is still good?

>> JESUS AVILEZ: It is golden. It is good. The timeline began when consent was first secured. Obviously if you are having a conversation about SLD this is one of the exceptionalities where you can agree with the parent to a different timeline. So yeah I would not be going around to get a new consent and eval. I would have the conversation with the parent and move forward.

>> BETH HARDCASTLE: Thank you, Jesus and thank you Jonathan or putting that resource into the chat box.

>> JESUS AVILEZ: I just wanted to tell Jonathan thank you for that.

>> BETH HARDCASTLE: Great. Let's move on to our next question. What types, when you do make the decision to go ahead what types of assessment is your school or district planning to use? And I'm thinking something different from what you have used in the past given the circumstances or something in addition to what you have used in the past, given current circumstances. The 388695 and then all those numbers is that the same person or all different people? I'm curious. NWEA Raquel says. Okay. Renaissance Star. Okay. Sharon when you said kids would be assessed, like all kids are going to be assessed with Renaissance Star reading and math close to the beginning of the year? Sharon you can just type that answer. Yeah, okay. Is that in line with what the rest of you are planning? Okay. Julie I appreciate that. So for the kids not in brick and mortar setting does that change the type of assessment that they'll receive?

>> SHARON PATRICK: Beth I can answer that on the phone if you don't mind. Our remote students will be actually using the Star Test, Renaissance Star remotely. They'll be tested from home with the teacher being online with them during the testing process through the teams, Microsoft Teams.

>> BETH HARDCASTLE: That's helpful. Thank you. Is what Sharon just described, is that, does that line up with what the rest of you or something similar to the rest of you are planning for students who are going to be what we as a project had to call innovative learning setting? So Julie, you say few virtual assessments are being completed, meaning not very many kids are being assessed virtually? Okay. Angela you are going to be doing that is iReady, a teacher will be online. Again, thank you for just being so willing to share with your colleagues and peers across the state. Okay. I'm going to move us on to our third question and Kerry, I meant to make mention of this, you had a comment about looking at group comparison data and I am assuming you meant comparison data. Given that the interrupted learning may have added to equity gaps that already existed, for example, I think there's data and information does suggest that kids who were trying to engage in distance learning from low SES demographic or other familial issues, race, that some groups of kids that that learning gap may be, I'm just wondering how you guys as schools and districts are going to assess for that and then address that. So is that kind of what you were getting at with your question about group comparison? Okay. Cool. Amanda has a question, how are you monitoring progress assessments at home? Can they somehow watch them? I'm going to let one of you answer that for Amanda. So Google Meets. So the cameras will be on so the teacher can make sure that the parent's not there assisting or some other family member so if the camera is being used that would be a way to correct for that. I know in some of what I've read regarding virtual or innovative learning schools have to be more conscientious about confidentiality so this is a question for you guys that I'm just curious about, for using cameras and things like that, is there special type of permission or disclaimers or things that you have to secure? Sharon if you are still on the phone, if you have a thought about that or an answer.

>>: Actually, Beth, I haven't thought about that.

>> BETH HARDCASTLE: Just if a student logs on, we just assume that the parent has given that consent at home with that child, as far as a disclaimer. I know unaware of anything Santa Rosa is doing for that okay. Leslie says the parent students have to sign a technology use agreement that covers photo and video. Okay from Rhonda, no recording of the group sessions. Okay. There is a disclaimer. Hey, Rosalina! She's coming to us from Nassau County. We are permitted to have virtual small groups as if they were in the classrooms. Okay. So a lot of variety I'm getting. Okay I'm looking at the comment from Bay, that wondered if parents were able to see other students. Still in limbo. I'm hoping that as you see what other districts are doing that that's helpful for those of you in limbo and haven't made a particular decision related to that. So I kind of, okay. Covered by Zoom based on the license in the platform. I kind of got us off track because my question was actually, how are you going to assess and address learning gaps or equity gaps for some groups of students that may be heightened or broadened now given the disruptive situation. Okay. Good. If your comment is addressed to me, I'm glad it's a good question. Thank you, Rosalina. That's certainly our message. We don't want to over identify. That's not the issue. The issue is if there

are groups of kids or sub groups of kids for whom the interrupted learning or schooling, then what do you, so essentially then it would be how are you going to assess that from the tier 1 perspective and then how will you make decisions about what may need to be added to tier 1 that will be, that will help those students close that gap? Yep. Lisa in Palm Beach, I agree. We have lots of kids who just weren't able to access the learning that was being provided or the instruction that was being provided so I think that's a fair way to go about that, is getting a better sense as to what they did have access to, you know, are these students who had no internet connectivity, no devices, things like that, that would make it hard for us to do a lot of assessing or measuring if they weren't able to access the instruction in the same way that a lot of other kids were. And Lisa and Carrie, I agree, if we have sub groups of students and have overall subgroup data it gives us something to compare to then for an individual student or group of students within that same subgroup so if as a subgroup, well they fared fairly well but we have a member of the sub group who is demonstrating something more extreme that gives us that comparison data that gives us good information in terms of is this a tier 1 issue or an individual student issue?

Yep. I agree, guys. And I think that you know, I'm glad to hear you say that, because I think that's something that we really were able to extract from the RtI E series was that notion of looking at subgroup data when we've got kids, individual students who appear to be struggling and being able to compare those with demographically, race similarly, ethnic, cultural, economic status, compare them with their like peers and subgroup peers to get a sense as to how unique a particular student may be. All right. Focus in on more differentiation at the tier 1 level. We are focusing on learning acceleration. I'll talk about new resources that our project has developed from a universal perspective, that was the exact language we used was not focusing on remediation but instead of looking at it from the acceleration approach. So I appreciate that.

>>: Beth if I can just add, you know I mean we have many school districts that have worked real hard to develop local norms. I think a mistake would be grabbing a student and grabbing their data and now going back to simple national norms. Obviously in developing those national norms, it's not that it's not relevant in any capacity. It's just that there's more fruit when you look at your kids and compare your kids to your kids. I don't know how else to say that. Aside from you know if you are a district and you are sitting with local norms I'm going to venture to say that comparing that child to that database, comparing that child kids within that grade level, within that similarly demographic, those will be key for those that have access to wonderful databases that allow you to break the data down to specific feeder patterns or communities. I think that would provide you a much richer, much closer understanding of where that particular child would be. I'm just a wig proponent at this point of leading on local norms. If you haven't developed any you may want to look into possibly developing that.

>> BETH HARDCASTLE: That's a great suggestion and an important point. Julie you provided a lot of information related to Renaissance Star. And they're not going to

adjust the way they have determined their scale scores is I think what I'm interpreting here. So the students, if the measurement or the expectation is the same as it was or they're coming in different from where they were in March or the last time they took Renaissance Star just being cautious as to how that data is interpreted, I think. If I am way off base just say I am way off base okay? All right.

My last question for you is student assessment informs decision making at many levels. How is your school or district approaching assessment to inform decisions made at the classroom level related to instruction, versus assessing other elements to inform decision making with more systems-wide issues? I'm trying to in my own little head provide you with some of what I mean by assessment, I am thinking about things like attendance, particularly for those students who are not in the brick and mortar setting. I'm thinking about going back to equity and access and you know, even if it's survey data, how are you gathering information that may provide you with what you need to address a particular, like big issue? And it could even be some of that, some of those subgroup comparisons may give us information also about not only how to inform tier 1 instruction but also giving thought to other systems issues that may reflect needs or current levels or better designed expectations for some of our subgroup comparisons. Okay. Thank you, Raquel. Those need to be considered. If it impacts a large group of kids or a wide range of students, then I agree. To me it would be more of a systems issue. Yep. Yeah, I agree. And I think your comment goes back to sort of where we started today with that emphasis on making sure that as we begin this new school year across learning environments there's a real push and emphasis to make sure that what we're providing at tier 1 is as accelerated as possible to account for some of those wide range and broad issues that impact a lot of kids. I guess I'm thinking too and I'm just throwing this out there. Comparing, would there be advantage or disadvantage to comparing student outcome data for those in brick and mortar compared to those students participating in an innovative setting to get a better sense as to how do you ensure that what your kids in the virtual distance or innovative setting that the tier 1 core instruction they're getting is the same as and as robust as what the kids are getting in the brick and mortar setting.

>>: If I could just chime in on that, I mean the only way, I mean just like in brick and mortar schools where school site administrators are having informal walk throughs checking in, I think this is just another new avenue for the school site leadership teams the ones that are responsible for helping ensure that tier 1 fidelity and integrity are taking place. Maybe the concept of virtual walk throughs make sense. At the end of the day MTSS teams will ultimately have to say that the data they have and instruction that took place was done with fidelity and integrity and had the rigor that was required and then we can have individual conversations about a student. That's just me chiming in on school site leadership.

>> BETH HARDCASTLE: I think you're exactly right. I appreciate that. Not only your mention of the importance of fidelity and folks giving thought to how do we assess

fidelity within virtual settings but also your comment of the importance of leadership with respect to that. So I appreciate that. Amanda, I think, because I used to work in Santa Rosa County, I think PMP means progress monitoring plan. All right. Yeah, Vickie, I think that's another good question. And to me that would be an area where gathering, some way to gather information could inform some systems level decision making. So that's a great example, I think.

All right. You guys again will have access to the entire closed captioning script as well as all the contents of the chat box so that you can go back and review those and extract what information is particularly speaking to you right now. So I appreciate so much the great contributions and involvement, participation from you guys. So I do want to share with you some exciting news coming out of our project. We've been very, very busy this summer at the request of the Bureau of Exceptional Education and Student Services. These webinars are occurring as a result of a request from BEESS and as of today this completes the series we had outlined so I'm not sure what happens from here but we also have some new resources to share with you that we were asked to develop at as. One is an interactive multi-media webinar that's available on the Thinkific site and I tried to address it, some of these folks have an account because they have been participating in RTE with us but I didn't know if you might be able to find the link to put into the chat box. But anyway, so that is published and available to you, planning for this new school year with MTSS in mind. We were also asked to create a series of documents to address three critical components of the MTSS that would apply not just right now but that kind of may be able to pass the test of time. So we really tried to develop information in these products that whether you are in a brick and mortar setting, whether you are in an innovative or distance learning setting that the information that we're providing would be applicable. We tried too, to include information and approach these documents from the standpoint of we were in distance learning, now schools are returning to some sense of brick and mortar learning. What if there's an increase in the cases of COVID at any point after the new school year starts and we return to distance learning. We tried to think about different scenarios and develop products that regardless of the scenario would help guide and give suggestions to district leadership. So the reconceptualizing educational systems, the reference there is to an overview document that introduces the series. Within that document are direct links to the other three documents that you see there and within those three documents there are links to the other documents and there are a ton of links to other resources. We tried to approach those and arrange them and organize them from the standpoint of here are important questions, here are key considerations to give thought to related to that question and here's some content information and resources to help you guide your thinking and decision making. So those of you who are identified as our district MTSS contact, you have received ways to access all of the stuff already. For those of you who don't get emails from Judi Hyde if you go to the project website there's a banner that says distance learning resources. Right now those things are housed in that distance learning resources section so you can access them that way. And there's our website there, www.Floridarti.usf.edu. Let us know how we can continue to support you, stay

healthy, you all work in a district with an identified regional coordinator who supports your district I so we are available and have other project coordinators who are available to help you however you can. So I'm going to just prompt you to complete these poll questions. These are our evaluation questions to get a sense as to did we meet our intended objectives today and did we provide you with information that was helpful? Please give us some feedback that would be, other ways that we can support you or provide you with information that's going to be good information for Jesus as well. And let's see, you can obtain the, thank you, Lisa. Lisa put the overview document in the file share as well. So appreciate that. Just take a minute to complete the poll questions. We're right at the top of the hour. I am okay with leaving the room open for just a bit if some of you had questions for each other that you didn't get answers to yet. So thanks again. Be safe, have a good start to your year and I hope you find all of those new products helpful to you.