Academic Screening & Class-Wide Intervention After Pandemic-Related Learning Loss
Addendum to Best Practices in Screening for Academic Deficits & Identifying and Intensifying Intervention

Developed by the Technical Assistance Partnership for Academics

12/13/2021
Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.
Learning Expectations (In Person)

BE RESPONSIBLE
Make yourself comfortable
Take care of your needs (water, food, restroom, etc.)
Action plan to implement what you are learning
Follow through on your action items

BE RESPECTFUL
Turn cell phones off or to vibrate
Listen attentively while others are speaking
Have only the training materials up on your computer/table/phone

BE ENGAGED
Ask what you need to know to understand and contribute
Contribute to the group by sharing relevant information and ideas
Learning Expectations (Virtual)

**BE RESPONSIBLE**
- Take time to test technology in advance
- Take care of your needs (breaks, water, food, restroom, etc.)
- Action plan to implement what you are learning
- Follow through on your action items

**BE RESPECTFUL**
- Find a quiet place to participate
- Mute your microphone when not speaking
- Listen attentively while others are speaking
- Turn video on when speaking
- Have only the training materials up on your computer/table/phone

**BE ENGAGED**
- Ask what you need to know to understand and contribute
- Contribute to the group by sharing relevant information and ideas
Blueprint for Improved Results for Students with Disabilities

Self-Advocacy
Students engage in self-advocacy and are involved in determining their own educational goals and plan.

Family Partnership
Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.

Specially-Designed Instruction
Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.

Research-Based Instruction
Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.

Multi-tiered Support
Schools provide multi-tiered systems of behavioral and academic support.

Inclusive Activities
Schools provide high-quality inclusive programs and activities.

Transition Support
Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.
Introductions Module 1

NAME

ROLE

DISTRICT

SCHOOL

POPULATION SERVED
Purpose of Training

This content is intended to:

Serve as an addendum to the OSE Partnership Best Practices in Screening for Academic Deficits and Identifying & Intensifying Intervention professional development trainings.

Assist educators in remediating pandemic-related learning loss.

Provide strategies for distinguishing pandemic-related learning loss from students at-risk for academic difficulties and/or learning disabilities.

Introduce educators to the use of class-wide progress monitoring and intervention as tools for identifying students for intensified intervention services.
Learning Objectives

Participants will:

Learn about the effects of COVID-19 educational disruptions and pandemic-related learning loss.

Recognize challenges in identifying student learning needs upon return to regular, in-person instruction.

Learn an approach for identifying at-risk students and remediating learning loss following major gaps in instruction.

Articulate steps for reestablishing effective core instruction.

Be familiarized with class-wide intervention and progress monitoring.
Effect of COVID 19 on Academic Learning

Estimated Outcomes from Educational Disruptions & Ongoing Challenges
COVID-19’s Toll on Learning

Extensive Educational Disruptions & Cumulative Learning Loss

Educational Efforts & Practices Highly Variable

Significant Declines in Students' Mental & Physical Health

Too Early to Fully Assess The Long-term & Full Effect On Student Learning

Chen, Dorn, Sarakatsannis, & Wiesinger (2021)
## Measured Pandemic-Related Learning Loss

<table>
<thead>
<tr>
<th>Curriculum Associates&lt;sup&gt;1&lt;/sup&gt;</th>
<th>NWEA&lt;sup&gt;2&lt;/sup&gt;</th>
<th>Renaissance Learning&lt;sup&gt;3&lt;/sup&gt;</th>
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</thead>
<tbody>
<tr>
<td>March 2021</td>
<td>November 2020</td>
<td>March 2021</td>
</tr>
<tr>
<td>Grades 1-8</td>
<td>Grades 3-8</td>
<td>Grades 2-8</td>
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- Decrease of 2 to 16% of students on grade level in math
- Increase of 2 to 7% below grade level in math
- Decrease of 1 to 10% on grade level in reading
- Average of 5-10 percentile points lower for math
- Scored similarly in reading in previous years
- Average of 6 weeks lost in math
- Average of 3 weeks lost in reading

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Challenges Identifying Learning Needs

Due to pandemic-related learning loss, all schools will experience a higher prevalence of students at-risk for failing to achieve grade-level learning standards.

How do we distinguish students who just need to catch up from students with true learning difficulties or disabilities?
Challenges Identifying Learning Needs: Universal Screening

Decreased Universal Screening Utility

The high number of students with pandemic-related learning loss will reduce accuracy of screening measures.

Pandemic-related learning loss increases number of students who appear at-risk based on traditional screening norms.

Waiting periods do not lower risk prevalence over time.
Challenges Identifying Learning Needs: Universal Screening Continued

Typical Academic Risk Prevalence

- Tier 3: 1-5%
- Tier 2: 5-15%
- Tier 1: 80-90%

Example of Over-Identification

- Tier 3: 5-15%
- Tier 2: 15-35%
- Tier 1: 50-80%
Challenges Identifying Learning Needs

- Quote

“A student shall not be determined eligible for special education if the determinant factor is:

(i) lack of appropriate instruction in reading, including explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies;
(ii) lack of appropriate instruction in math; or
(iii) limited English proficiency.”

Failure to rule out lack of appropriate instruction as a factor in underachievement may lead to misidentification of specific learning disabilities.

Regulations of the Commissioner of Education, Section 200.4 © (2)
Challenges Identifying Learning Needs – Alternative Approach

An alternative approach to traditional universal screening and identification practices that account for COVID-19 related learning loss will be needed.
Learning Loss Remediation & Academic Screening

Core Instruction, Class-wide Intervention & Identifying Academically At-Risk Students
Alternative Approach to Traditional Fall Screening
2021-2022

1. Reestablish Effective Core Instruction
2. Class-Wide Progress Monitoring
3. Class-Wide Intervention
4. Evaluate Rates of Improvement
5. Determine Need for Intensified Intervention
Alternative Approach to Traditional Fall Screening: Reestablish Effective Core Instruction

Assume All Students Experienced Learning Loss

1. Focus on Academic Basics
2. Adhere to Grade Level Curriculum or Instructional Program
3. Start Year with Review of Foundational Skills
4. Review Previous Material in Each Lesson
5. Provide Explicit & Systematic Instruction
6. Assess Often

National Association of School Psychologists (2020)
Example:

Before returning to regular, in-person instruction at Learning Town Elementary School, the 4th grade team reviews foundational reading skills needed to engage in the grade-level curriculum.

According to NextGen ELA Standard 4RF3, 4th grade students are expected to know and apply grade-level phonics and word analysis skills in decoding words.

The grade level team decides to teach/reteach several 3rd grade foundational reading skills, including decoding multisyllabic words and identifying and knowing the meaning of the most common prefixes and suffixes, to account for any pandemic-related learning loss.
Alternative Approach to Traditional Fall Screening: Class-Wide Progress Monitoring

Why?

Class-wide progress monitoring supports accurate identification of students in need of intervention.

Single-point-in-time fall universal screening may not reliably distinguish pandemic-related learning loss from non-pandemic-related learning problems.
Alternative Approach to Traditional Fall Screening: Class-Wide Progress Monitoring

**Using Baseline Fall Performance Data for Initial Screening & Placement Decisions is not Recommended!**

**Who?**
All Students

**What?**
Regular Progress Monitoring Probes

**When?**
- Beginning of School Year (Baseline)
- 1 x Per Week
- At Least 4 Weeks for Math
- At Least 8 Weeks for Reading & Writing

**Where?**
Regular Education Classroom

**How?**
- Administer Progress Monitoring Probe
- Record Progress Monitoring Data to Establish Student Performance Baseline
- Collect & Record Weekly Progress Monitoring Scores
Example:

Every 4th grade student at Learning Town Elementary School is administered a brief oral reading fluency assessment at the beginning of the school year. Student assessment scores are not used to assign students to tiered intervention. Instead, teachers use these scores to establish a performance baseline for progress monitoring.

Each week, teachers administer a new oral reading fluency probe to every 4th grade student as they participate in class-wide intervention. Student progress monitoring scores are recorded for later review by grade level team.
Alternative Approach to Traditional Fall Screening: Class-Wide Progress Monitoring

Why?
Class-Wide Learning Loss Requires Class-Wide Solution

High Efficiency
- Provides Rapid Instructional Boost for Every Student
- Smart Investment in Time & Resources

Supported by Research for Improving Learning Deficits
- Reduces Number of Students Requiring Individualized, Intensified Intervention

Teachers Generally Like Class-Wide Intervention & Find It Rewarding
Alternative Approach to Traditional Fall Screening: Class-Wide Interventions 2

Why?
Improve Accuracy of Universal Screening Probes
  - Lowers Prevalence of At-Risk Students

Delivers Instruction Required to Determine Special Education Eligibility
Alternative Approach to Traditional Fall Screening: Class-Wide Interventions 1

Who?
- All Students
  - Regular Education
  - At-Risk
  - Special Education

What?
- Whole Class Intervention Targeting Previously Taught Foundational Skills

When?
- 10-30 minutes per day
- 3-5 days per week

Where?
- Regular Education Classroom
Alternative Approach to Traditional Fall Screening: Class-Wide Progress Monitoring

How?

Begin immediately upon return to school – do not wait

Focus on skill acquisition & fluency development

Proceed to next skill in sequence after achieving median class-wide mastery of current skill
Alternative Approach to Traditional Fall Screening: Class-Wide Interventions

Example:

To improve lagging oral reading fluency skills resulting from pandemic-related learning loss, 4th grade teachers implement a class-wide intervention for all students.

After reviewing evidence, the grade level team selected the Partner Reading with Paragraph Shrinking class-wide intervention. All 4th grade students participate in this intervention for 20 minutes each day until a pre-established median class-wide score goal set by the team is achieved.
Alternative Approach to Traditional Fall Screening: Evaluate Rates of Improvement

Student learning growth is measured by Rate of Improvement (ROI).
- ROI is the speed of skill improvement in a target learning area within a given amount of time.

Progress monitoring data is used to calculate:
- Student ROI
- Median Class ROI
- Median Grade ROI
Alternative Approach to Traditional Fall Screening: Evaluate Rates of Improvement 2

Graph & Compare Student ROI to Peer ROI
Alternative Approach to Traditional Fall Screening: Evaluate Rates of Improvement

Example:

After a month of well implemented class-wide intervention, the Learning Town Elementary School 4th grade team meets to review student progress monitoring data.

Oral reading fluency data for each student and class, as well as the entire grade, are graphed, and ROI are calculated and plotted. The team evaluates each student’s ROI trendline in comparison to peers.
Alternative Approach to Traditional Fall Screening: Determine Need for Intensified Intervention 1

Students who do not demonstrate adequate growth, or ROI, compared to peers may be truly at-risk.

Conduct team meeting to determine appropriate intervention to improve student learning
Alternative Approach to Traditional Fall Screening: Determine Need for Intensified Intervention

Example:

While evaluating oral reading fluency CBM progress monitoring scores, the 4th grade grade level team identifies Student A’s ROI trendline as flatter than their classmates, implying that Student A’s performance is lower than expected. This progress monitoring data suggests Student A may be at-risk and need intensified intervention.

The team reviews Student A’s CBM performance data as well as additional relevant information to determine an appropriate small group or individual intervention to meet the student’s learning needs.
Alternative Approach to Traditional Fall Screening: Students Receiving Pre-Pandemic Intervention

Continue Intervention Services & Progress Monitoring In Addition to Class-Wide Intervention

Compare & Evaluate Pre- & Post-Disruption Student ROI

Poor Pre-Disruption & Continued Poor Post-Disruption Growth May Require:

- More Intensive Intervention
- Evaluation for Special Education Services
Alternative Approach to Traditional Fall Screening: Students Receiving Pre-Pandemic Intervention, Example

Example:

Prior to COVID-19 related school disruptions, Student B received a small-group Tier 2 reading fluency intervention with weekly progress monitoring. Upon return to in-person instruction, the 4th grade level team reviewed Student B’s pre-pandemic progress monitoring data and reimplemented the Tier 2 small-group fluency intervention with progress monitoring in addition to class-wide intervention.

At the end of the first grading period, the grade level data team compares and evaluates Student B’s pre- and post-closure intervention ROI. Student B did not demonstrate adequate growth prior to and after returning to in-person instruction. Therefore, the team decides to intensify Student B’s intervention and assigns them Tier 3 intervention services.
Alternative Approach to Traditional Fall Screening 2021-2022, Reflection

Reflect on the information you have learned today.
- How can you use this information to support student learning?
- How might this process be integrated into your educational setting?
- What barriers to addressing pandemic-related learning loss and identifying at-risk students might you face?
- What action steps might you take next?

1. Reestablish Effective Core Instruction
2. Class-Wide Progress Monitoring
3. Class-Wide Intervention
4. Evaluate Rates of Improvement
5. Determine Need for Intensified Intervention
Questions
References


https://core.ac.uk/download/pdf/343468109.pdf


References II


National Association of School Psychologists. (2020). Considerations for academic screening upon the return to school [handout]. Author.


https://renaissance.widen.net/s/zvq8rnrp9t/r63370