



New York State Education Department
Office of Special Education
Educational Partnership





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



New York State Education Department
Office of Special Education
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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



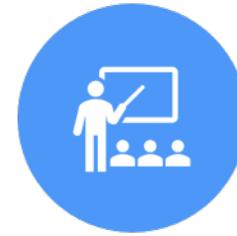
NAME



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

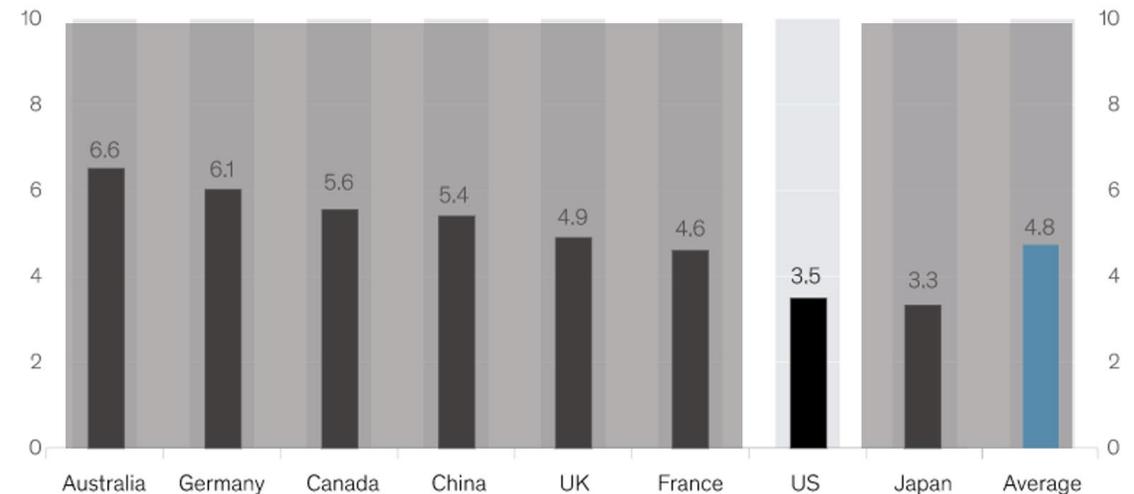
Educational Efforts & Practices
Highly Variable

Significant Declines in Students'
Mental & Physical Health

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

As classes went online, teachers saw the effectiveness of instruction decline.

Average effectiveness of remote learning,¹ score



Measured Pandemic-Related Learning Loss

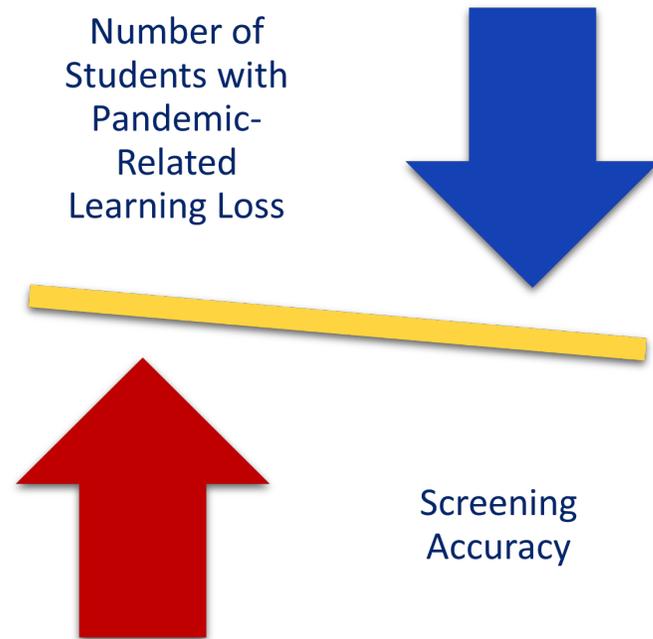
Curriculum Associates ¹ March 2021 Grades 1-8	NWEA ² November 2020 Grades 3-8	Renaissance Learning ³ March 2021 Grades 2-8
<ul style="list-style-type: none">• Decrease of 2 to 16% of students on grade level in math• Increase of 2 to 7% below grade level in math• Decrease of 1 to 10% on grade level in reading	<ul style="list-style-type: none">• Average of 5-10 percentile points lower for math• Scored similarly in reading in previous years	<ul style="list-style-type: none">• Average of 6 weeks lost in math• Average of 3 weeks lost in reading

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

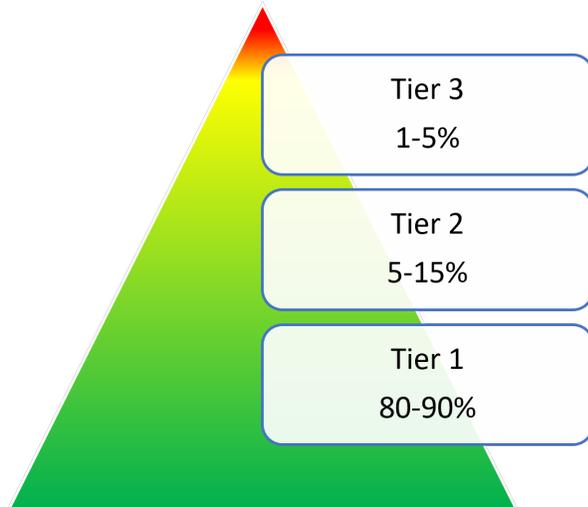
The high number of students with pandemic-related learning loss will reduce accuracy of screening measures.

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

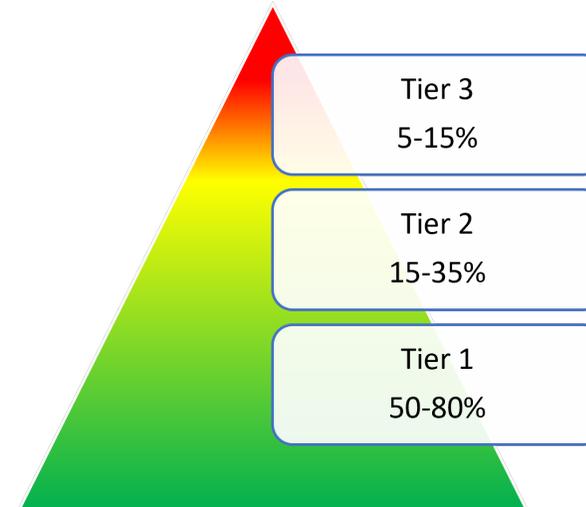
Waiting periods do not lower risk prevalence over time.

Challenges Identifying Learning Needs: Universal Screening Continued

Typical Academic Risk Prevalence



Example of Over-Identification



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.

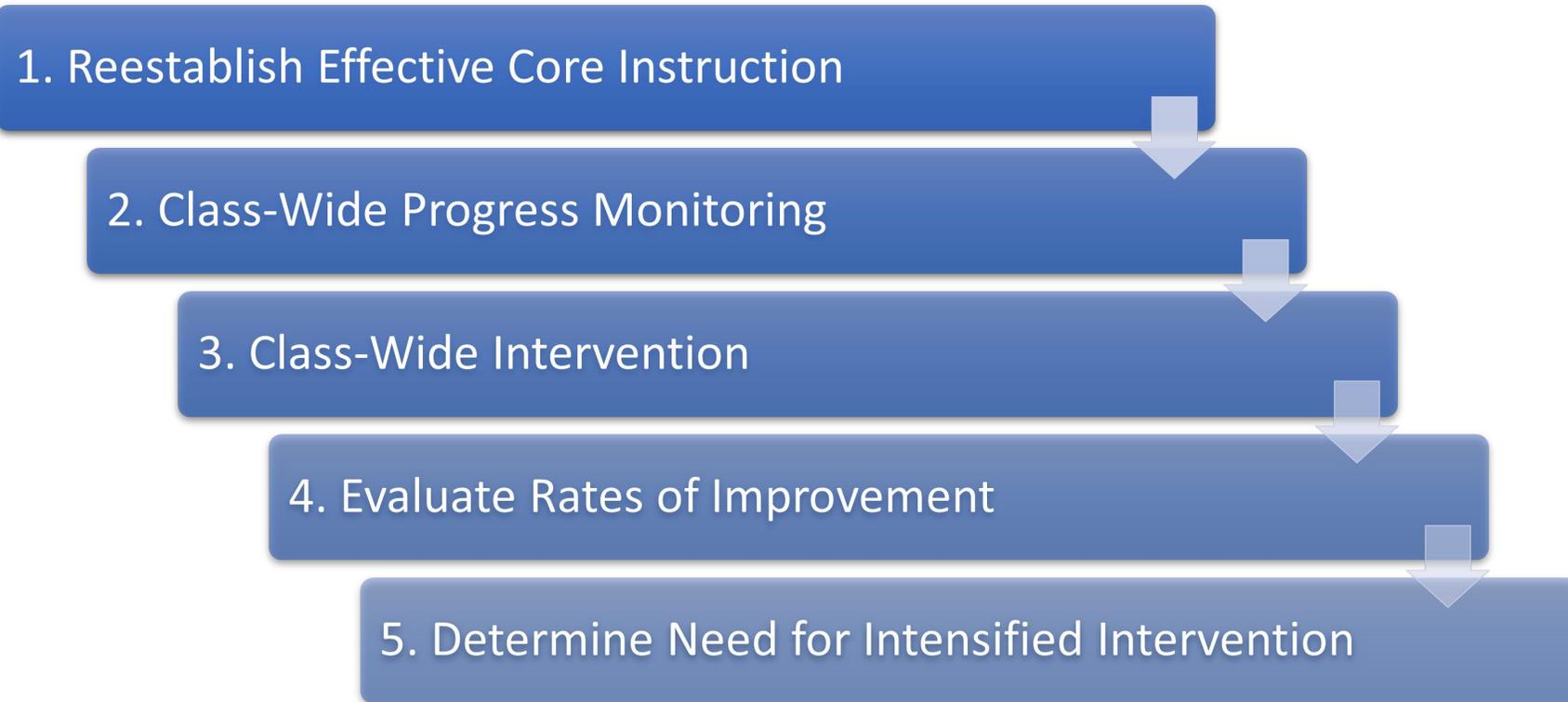
Challenges Identifying Learning Needs – Alternative Approach

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



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

Alternative Approach to Traditional Fall Screening: Reestablish Effective Core Instruction Continued

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 1

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 2

*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

Alternative Approach to Traditional Fall Screening: Class-Wide Progress Monitoring 3

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 4

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

Continue Until Pre-Established Median Class-Wide Scores Achieved

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 5



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 3

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 1



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

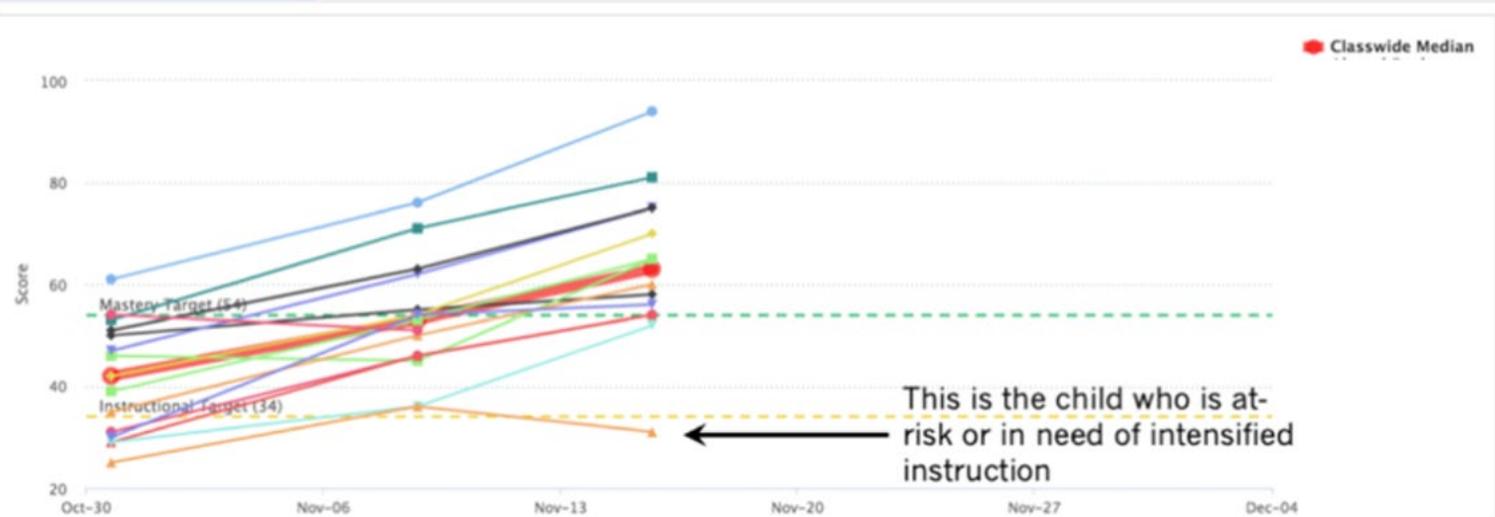
Graph & Compare Student ROI to Peer ROI

Mixed Addition/Subtraction 0-20

Create Intervention Materials to View or Print

Classwide Rate of Improvement: 9.2

Create Intervention Materials



Alternative Approach to Traditional Fall Screening: Evaluate Rates of Improvement 3

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 2

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:

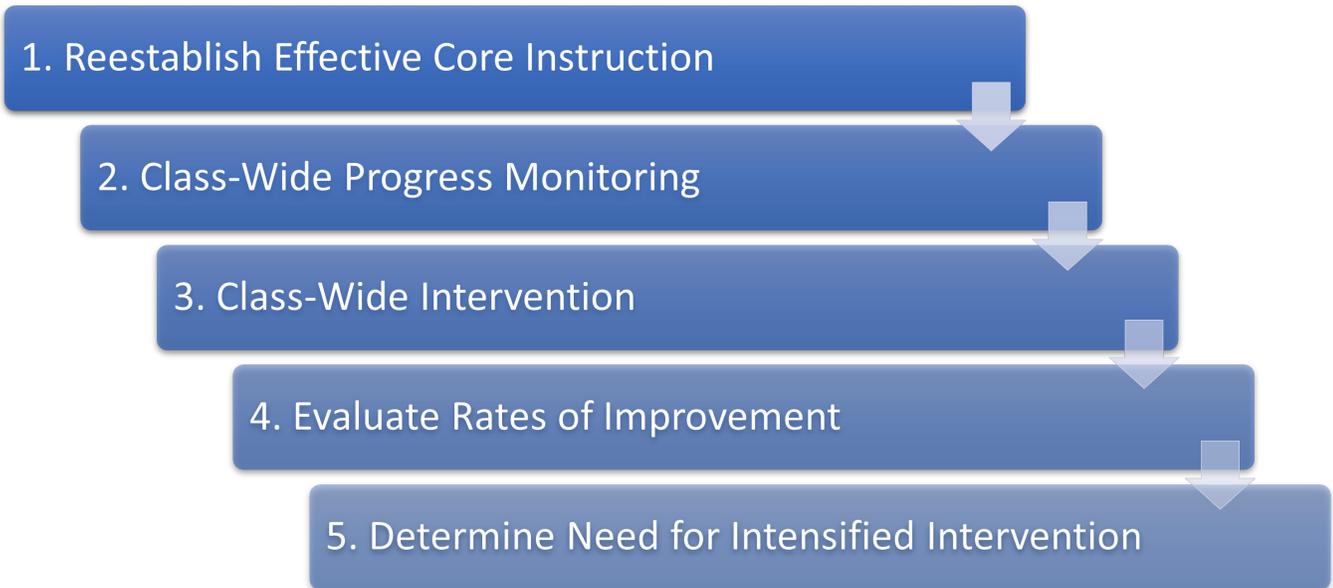
Prior to COVID-19 related school disruptions, Student B received a small-group Tier 2 reading fluency intervention with weekly progress monitoring. Upon return to in-person instruction, the 4th grade level team reviewed Student B's pre-pandemic progress monitoring data and reimplemented the Tier 2 small-group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



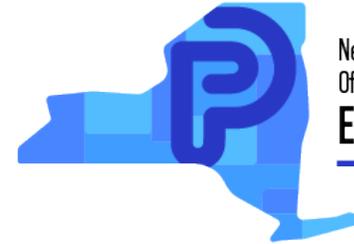
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