

## **2020-21 Data Collection Guidance**

This document provides considerations and guidance for collecting student assessments, fidelity assessments, and capacity assessments during the 2020-21 school year. Considerations and additional resources are provided below for the assessments that have been embedded into the MiMTSS TA Center's intensive supports to districts. While concepts may be relevant for other assessments, we urge educators to seek information specific to each assessment directly from the assessment authors or primary technical assistance providers. Guidance and resources to support the 2020-21 school year are changing and being added at a rapid pace. Please review assessment websites and communications frequently for the most up-to-date information.

### **Guidance Themes**

These themes are relevant both during and outside of our current pandemic context. At a time of uncertainty combined with rapid decision-making, it is wise to pause and ensure these six principles are incorporated into our assessment practices.

- Have a plan for how we will use the data prior to collecting it.
- Use systematic and transparent procedures for selecting new tools and follow-up resources.
- Support educators and families to understand the purpose of the assessment by providing access to training and information.
- Maintain strong systems to ensure data collection accuracy.
- Use data to acknowledge and provide evidence-based supports, not to exclude, stigmatize, or punish students and staff.
- Use data as a signal or indicator that is followed by additional human insights, including triangulation with other sources of information.

### **Student Assessments**

Student Assessment data provide educators, students and families with an understanding of learning needs and the impact of instruction across one or more tiers of support. The need for student assessment data during this pandemic remains critical to inform the work of educators as they work to achieve equitable access, representation, meaningful participation, and high outcomes for all learners.

## Acadience Reading K-6

- Continued use of Acadience Reading K-6 fulfills the requirements of Public Act 149, Section 104(8). See the [Return to Learn Webinar Series](#) from the Michigan Department of Education for recordings, presentations, and frequently asked questions.
- Read by Grade 3 legislation remains in place, including the timelines for fall screening and development of Individualized Reading Improvement Plans. Districts with Acadience Reading K-6 integrated into their local Read by Grade 3 Plan, should continue using the assessment.
- With Fall Benchmark data collection completed, many districts and schools are beginning to implement interventions for students who fell below benchmark goals. If you have not already started, progress monitoring is an important component of an intervention system to inform instructional adjustments along the way. Setting up progress monitoring for students receiving an intervention involves several decisions such as, which students will be progress monitored, what materials will be used- Acadience has progress monitoring materials for all skills assessed except for Letter naming Fluency-, how frequently to progress monitor, how to set a goal and evaluate progress. These questions and more are answered in the following document: [Progress Monitoring with Acadience® Reading K–6](#)
- Resources from Acadience Learning
  - [Remote Testing Guidance](#)

## Early Warning Indicators

Early Warning Indicators (EWIs) are data points that district and school staff use to determine which students are at risk for dropping out of school and how well the school system is supporting students to stay engaged in school. These are the specific data points used within an Early Warning Intervention and Monitoring System (EWIMS). The risk indicators are organized into the ABCs: Attendance, Behavior and Course Performance. Each fall, a locally defined Incoming Risk Indicator is also used alongside attendance and behavior indicators prior to having course performance data available.

Given the variability in how districts have already set up their Early Warning System, and the unique current context of instruction across districts and schools, it is not possible to redesign the EWS spreadsheet templates provided by the TA Center. Here are some considerations for reimagining the ABC metrics during this time to help the district hold true to the key data components of an early warning system. Thresholds for risk will need to be contextualized by each district given the lack of available research on alternative ABC metrics.

### *Attendance:*

- Consider how data collection will allow the district to report on attendance requirements outlined in Return to Learn Laws (Public Acts 147, 148, and 149). See the [Return to Learn Webinar Series](#) from the Michigan Department of Education for recordings, presentations, and frequently asked questions.
- Broaden attendance to include synchronous contacts, as well as evidence of asynchronous participation

- Consider thresholds for identifying and reconnecting with students with whom we have lost contact. For example:
  - Missing from 2 consecutive participation in in-person or synchronous sessions
  - Have not logged into the online learning platform for 2 consecutive days
- Consider how attendance data will be gathered across teachers and consolidated for entering “absences” into a student information system
- Work with school and district leaders to determine if any attendance codes have been added or changed in the student information system since the last data pull. Update the MTSS Assessment System to document the changes.
- Consider scheduling a practice data pull from the student information system to monitor any potential issues related to students attending through asynchronous learning.

*Behavior:*

- Consider broadening the concept of behavior to also consider behavior linked to participation in learning remote learning. For example, consider tracking progress in online courses
- Also see guidance in the Discipline Referrals section of this document for information on traditional behavior data points

*Course Performance:*

- See district guidelines on how course grades will be calculated and contribute to a grade point average.
- Consider implications of credit/no credit grading and consistent decision rules across the district.

*Incoming Risk Indicator:*

- Schools often use the previous end-of-year overall engagement indicator as the following beginning-of-year incoming risk indicator. Consider using beginning of the year academic assessment data or data from winter 2020 instead.

*Resources:*

- [Pathways to Adult Success: COVID-19 Resources](#)
- [Monitoring Attendance in Distance Learning](#)
- [Promising Practices Brief: Improving Student Engagement and Attendance During COVID-19 School Closures](#)
- [Improving Attendance in a Remote Learning Environment](#)

## Discipline Referrals using the School-wide Information System

- Focus on collecting data on school-inappropriate behaviors once you have also addressed your revised plans for addressing other big ideas of PBIS:
  - Identify and define expectations
  - Teach expectations
  - Monitor expected behavior
  - Acknowledge and encourage expected behavior
  - Correct behavior errors
  - Use data for decision making
- Go back to last year's school days per month in School Settings to update the number of days when school was in session last spring, and staff had opportunities to collect discipline referral data.
- Resources from PBISApps
  - [Using PBISApps While Students are at Home](#)
  - [Get Back to School by Going Back to Basics](#)
  - [SWIS Adds Distance Learning as a New Location](#)
  - [A 4-Step Plan for Responding to Behavior Remotely](#)

## Check-In Check-Out Daily Point Cards

- Students will continue to need social-emotional-behavior intervention.
- Consider how check-in, check-out, and feedback can be completed safely.
- During distance learning, consider whether you can still use a standard point card for all students and thereby leverage CICO-SWIS. If schedules vary considerably you may need to develop more customized point cards based on the individual needs/schedules of students and might not be able to as effectively use CICO-SWIS.
- Resources:
  - [Guidance on Adapting Check-in Check-out \(CICO\) for Distance Learning](#)
  - [CICO Teacher Feedback – 1<sup>st</sup> Grader Video](#)
  - [CICO: Remote Check-In Video](#)
  - [CICO: Remote Check-Out Video](#)

## School Climate Survey

Northeast Positive Behavioral Interventions and Supports (NEPBIS) is supporting a modified version of the School Climate Survey designed to support remote, hybrid, or in person learning options happening within schools this year. This option is available to anyone interested in utilizing this version but it is collected in a different data system than PBISApps. Surveys that are available currently include: School Climate Survey - Elementary, School Climate Survey - Middle School/High School, and School Climate Survey for staff. There is currently not a modified version available for families. For more information, including how to submit the School Climate Interest Form to access the surveys and data system as well as details and examples of the modified surveys and reports, please visit the [NEPBIS District Data Tools & Resources page](#). The district will be contacted with their survey links and access to the data system.

## Fidelity and Capacity Assessments

Districts and ISDs use capacity assessments to measure their progress in creating a sustainable system of supports for schools. School leadership teams use the Tiered Fidelity Inventories to identify what parts of their school-level reading and behavior MTSS are already in place, what needs to be improved, and what still needs to be done.

### District and Regional Capacity Assessments

- Set up polls to support simultaneous and public voting
- Provide in advance or ask people to print copies of the assessment (scoring rubric)
- Set up so that all voting team members are visible (cameras on, grid view)
- Stick to the standard administration and scoring procedures (e.g., still review data sources in advance)
- Resources from SISEP
  - [SISEP eNote on Virtual Capacity Assessments](#)

### Reading Tiered Fidelity Inventory

- Score items based on the current reality and consider whether you need to action plan around those items right now as part of how you are adapting reading MTSS to distance learning environments
- [R-TFI Tools and Resources](#) from MiMTSS TA Center

### SWPBIS Tiered Fidelity Inventory

- The SWPBIS TFI walkthrough could possibly be conducted remotely, but it would require access to students and staff via Zoom, which could be difficult to coordinate
- Items 1.3, 1.4, and 1.9 cannot be scored a 2 with remote instruction. These are items associated with the walkthrough
- Score items based on the current reality and consider whether you need to action plan around those items right now as part of how you are adapting PBIS to distance learning environments
- Resources from PBISApps
  - [Using PBISApps While Students are at Home](#)

### URLs Used in Document

#### [Return to Learn Webinar Series](#)

([https://www.michigan.gov/mde/0,4615,7-140-37818\\_53456-538648--,00.html](https://www.michigan.gov/mde/0,4615,7-140-37818_53456-538648--,00.html))

#### [Progress Monitoring with Acadience® Reading K–6](#)

([http://www.acadiencelearning.org/wp-content/uploads/2020/03/2020-02\\_Progress\\_Monitoring\\_Guidelines\\_color.pdf](http://www.acadiencelearning.org/wp-content/uploads/2020/03/2020-02_Progress_Monitoring_Guidelines_color.pdf))

#### [Remote Testing Guidance](#)

(<https://acadiencelearning.org/remote-testing-guidance/>)

#### [Pathways to Adult Success: COVID-19 Resources](#)

(<http://www.pathwaystoadultsuccess.org/resources/covid19resources/>)

[Monitoring Attendance in Distance Learning](https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/monitoring-attendance-in-distance-learning/)

(<https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/monitoring-attendance-in-distance-learning/>)

[Promising Practices Brief: Improving Student Engagement and Attendance During COVID-19 School Closures](https://insightpolicyresearch.com/wp-content/uploads/2020/08/NSAES_COVID19_Whitepaper_Final_508.pdf)

([https://insightpolicyresearch.com/wp-content/uploads/2020/08/NSAES\\_COVID19\\_Whitepaper\\_Final\\_508.pdf](https://insightpolicyresearch.com/wp-content/uploads/2020/08/NSAES_COVID19_Whitepaper_Final_508.pdf))

[Improving Attendance in a Remote Learning Environment](https://assets-global.website-files.com/5d3725188825e071f1670246/5f3acea006bf1d1c2a7be778_Attendance_Brief_Current_Context_Aug_2020_.pdf)

([https://assets-global.website-files.com/5d3725188825e071f1670246/5f3acea006bf1d1c2a7be778\\_Attendance\\_Brief\\_Current\\_Context\\_Aug\\_2020\\_.pdf](https://assets-global.website-files.com/5d3725188825e071f1670246/5f3acea006bf1d1c2a7be778_Attendance_Brief_Current_Context_Aug_2020_.pdf))

[Using PBISApps While Students are at Home](https://www.pbisapps.org/About-Us/Pages/Using-PBISApps-While-Students-are-Home.aspx)

(<https://www.pbisapps.org/About-Us/Pages/Using-PBISApps-While-Students-are-Home.aspx>)

[Get Back to School by Going Back to Basics](https://www.pbisapps.org/community/Pages/Get-Back-to-School-by-Going-Back-to-Basics.aspx)

(<https://www.pbisapps.org/community/Pages/Get-Back-to-School-by-Going-Back-to-Basics.aspx>)

[SWIS Adds Distance Learning as a New Location](https://www.pbisapps.org/About-Us/Pages/SWIS-Adds-%27Distance-Learning%27-as-New-Location.aspx)

(<https://www.pbisapps.org/About-Us/Pages/SWIS-Adds-%27Distance-Learning%27-as-New-Location.aspx>)

[A 4-Step Plan for Responding to Behavior Remotely](https://www.pbisapps.org/community/Pages/A-4-Step-Plan-for-Handling-Problem-Behavior-Remotely.aspx)

(<https://www.pbisapps.org/community/Pages/A-4-Step-Plan-for-Handling-Problem-Behavior-Remotely.aspx>)

[Guidance on Adapting Check-in Check-out \(CICO\) for Distance Learning](https://www.pbis.org/resource/guidance-on-adapting-check-in-check-out-cico-for-distance-learning)

(<https://www.pbis.org/resource/guidance-on-adapting-check-in-check-out-cico-for-distance-learning>)

[CICO Teacher Feedback – 1st Grader Video](https://www.youtube.com/watch?v=7JPtXd27RL0&feature=youtu.be)

(<https://www.youtube.com/watch?v=7JPtXd27RL0&feature=youtu.be>)

[CICO: Remote Check-In Video](https://www.youtube.com/watch?v=6UNieqyoFQc&list=PLagiviFhnZbDqF2EXS89Xr2qu2m26E7dH&index=2)

(<https://www.youtube.com/watch?v=6UNieqyoFQc&list=PLagiviFhnZbDqF2EXS89Xr2qu2m26E7dH&index=2>)

[CICO: Remote Check-Out Video](https://www.youtube.com/watch?v=PTajsL3BMoU&list=PLagiviFhnZbDqF2EXS89Xr2qu2m26E7dH&index=1)

(<https://www.youtube.com/watch?v=PTajsL3BMoU&list=PLagiviFhnZbDqF2EXS89Xr2qu2m26E7dH&index=1>)

[NEPBIS District Data Tools & Resources page](https://nepbis.org/district-data-tools-resources/)

(<https://nepbis.org/district-data-tools-resources/>)

[SISEP eNote on Virtual Capacity Assessments](https://sisep.fpg.unc.edu/sites/sisep.fpg.unc.edu/files/May%2020%20SISEP%20eNote%20-%20Virtual%20Capacity%20Assessments.pdf)

([https://sisep.fpg.unc.edu/sites/sisep.fpg.unc.edu/files/May 2020 SISEP eNote - Virtual Capacity Assessments.pdf](https://sisep.fpg.unc.edu/sites/sisep.fpg.unc.edu/files/May%2020%20SISEP%20eNote%20-%20Virtual%20Capacity%20Assessments.pdf))

[R-TFI Tools and Resources](https://mimtsstac.org/teams-roles/specialized-functions/data-coordinators/reading-tiered-fidelity-inventory-facilitator)

(<https://mimtsstac.org/teams-roles/specialized-functions/data-coordinators/reading-tiered-fidelity-inventory-facilitator>)

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