

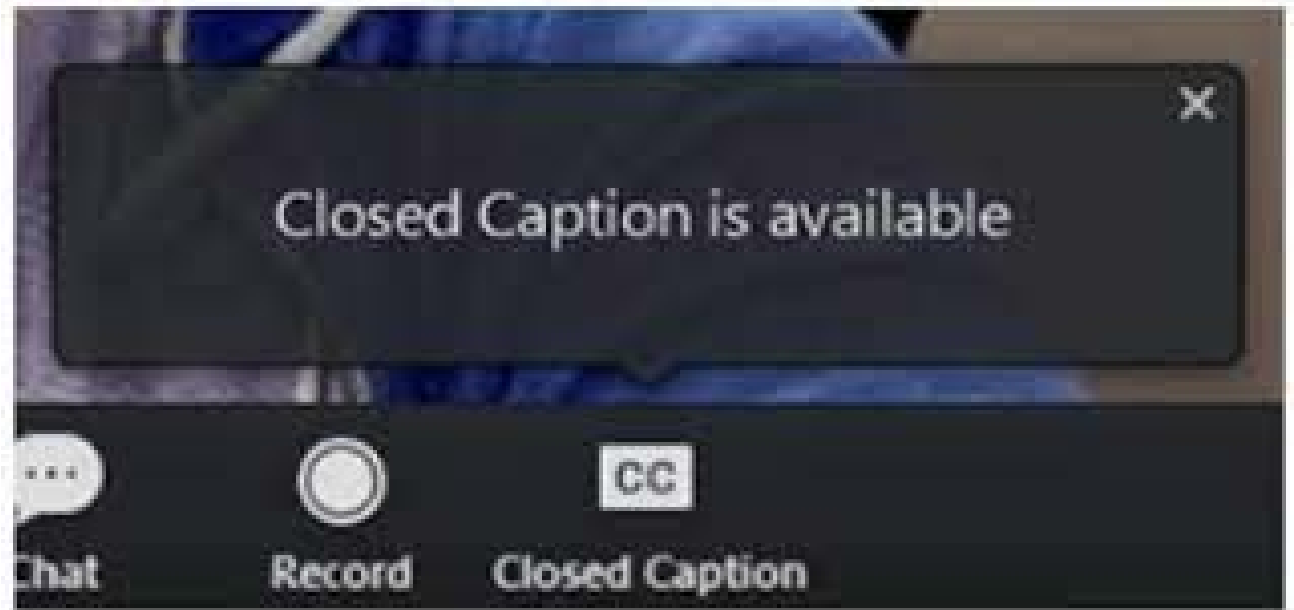
Screening as a Process for Social and Academic Strengths and Needs

Presented by Sarah Frazelle
Puget Sound ESD



Closed Captioning

Closed captioning can be activated by clicking the cc button at the bottom of the screen.



MTSS Fest Sponsors

- NWPBIS
- Kaiser Permanente
- MHTTC
- OSPI Departments
 - Special Education
 - Student Supports
 - Center for the Improvement of Student Learning (CISL)
 - Office of System and School Improvement (OSSI)



The beginning of the year is in sight!

Waterfall activity

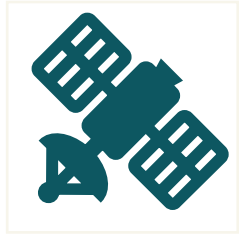
- Think of something you're excited about for the first day of school
- Summarize in 1 word or short phrase
- Type it in chat but don't hit enter until I say "Waterfall"



Data for screeners

so much data, so little time

Levels of data to inform action



Satellite Data - Large grain size

Illuminates patterns of achievement, equity, and teacher quality and retention

Points us in a general direction for further investigation



Map Data - Medium grain size

Helps us to identify reading, math, and other student skill gaps or instructional skill gaps for teachers

Points us in a slightly more focused direction



Street Data - Fine-grain and ubiquitous

Helps us to understand student, staff, and parent experience as well as specific misconceptions and mindsets

Helps us to monitor students' internalization of important skills

Requires focused listening and observations

Informs and shapes our next moves

Student level data as screeners to prepare

Attendance & absentee data

- Include excused and unexcused
- Calculate absence rate:
 - Total absences divided by possible days
- Break down by absence rate
 - Less than 5%
 - Between 5%-9.99%
 - 10% or more

Grades

- Talk to teachers and administrators to identify what “failing” was last year
- Break down by number of failed courses
 - No failed courses
 - 1 failed course
 - 2 or more failed courses



Sample data

https://docs.google.com/spreadsheets/d/1B_gKXjvSs6VYhVuDwcS0olvo-YGYecRrWxIDxLZDPjI/edit?usp=sharing

Sorting in Google Docs

- Select all data (manually or with the square in the upper left corner of the sheet)
- Choose "Data" tab, then "Sort range"
 - Check the box "Data has header row"
 - Sort by "Absence rate", choose Z-A (largest to smallest)
 - Choose "Add another sort column"
 - Then by "GPA, choose A-Z (smallest to largest)
 - Click "Sort"



Breakout room – 5 min, groups of 4

- How could you use this data in your MTSS team?
- What additional questions do you have?

Prioritizing support to move from reactive to proactive

Students furthest off track

Struggling in multiple areas, compounding years of difficulty

Students easiest to get back on track

Struggling in one area, may benefit from “light touch” interventions

Students with recent changes

Look at changes in student data according to when it changes (i.e. absences will change weekly, grades will change at grading periods)

- Immediately reach out to students who have just begun to struggle
- Celebrate students who have improved

Using data to support engagement and social emotional health



Social emotional screeners

Excellent for gauging the temperature of a school, grade level, student group or classroom

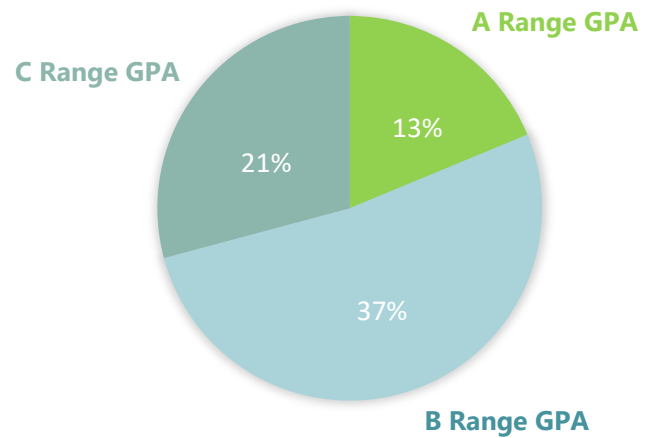
In general – be very careful at using this level of data by individual students because:

- Scores may change based on recent events in a student's life or how they are feeling
- Cultural differences
- Re-traumatization of students

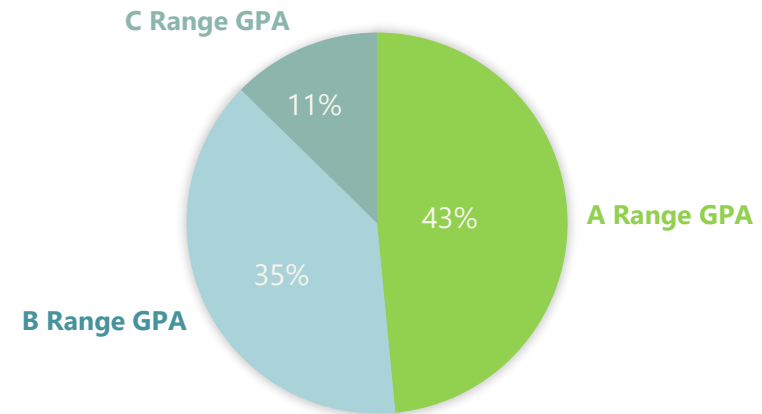


Students attending 95% & Overall course grades

STUDENTS OF COLOR WITH GOOD ATTENDANCE



NON STUDENTS OF COLOR WITH GOOD ATTENDANCE



In the chat:

- Why might students who attend at high rates still receive low grades?



Breakout room – 5 min, groups of 4

- How could you use this data in your MTSS team?
- What additional questions do you have?

Deeper understanding with students



Activating student voice



STUDENT
CAFÉS



SURVEYS



LEADERSHIP
GROUPS



OTHER IDEAS?



Framing questions



Avoid framing that can be triggering or retraumatizing



Include asset-based reflections



Admit we've failed and we're looking to students to help us improve

Example Questions

What has gone right this last year? What ways have you grown (such as life lessons and personal, not just school and academics)?

How do you define success for yourself?

How can we support you in that definition of success?





Recruiting educators

Recruit educators who can be vulnerable and HEAR the feedback from students with open minds. Look for educators who display these characteristics:

- View students as legitimate, crucial contributors to school improvement
- Ask students what they think, feel, and experience
- Provide students opportunities to take responsibility for addressing school improvement issues, through such activities as planning and decision-making
- Involve students as valued partners to effect positive school change.

Recruiting students

- Include students most affected
- Admit where our system has failed and share that we're looking to students to help us improve
- Avoid framing participation through a negative lens



Sample responses from an Elementary School

Question	Responses
Many students are absent. Why might students not want to come to our school?	<ul style="list-style-type: none">• Kids make fun of other people's reading level• Went to hotel, car broke down, no bus, missed the bus and had to walk.• Drama at school-rumors-people talking.• Don't have a lot of friends. Don't want to be alone
Why do you think students are tardy to school?	<ul style="list-style-type: none">• Watching siblings (younger).• Mom and dad work nights. Parents get home too late• Didn't get enough sleep• Have to care for younger siblings (make bottle and change diaper)

What is an actionable step the team could take?
Which one could be a quick win?

Resources

Student voice resources

- **Speak Out, Listen Up!** https://ies.ed.gov/ncee/edlabs/regions/west/pdf/REL_2014035.pdf
- **Street Data: A New Grammar for Educational Equity:**
<https://www.edweek.org/leadership/opinion-street-data-a-new-grammar-for-educational-equity/2019/03>

PSESD resources

- **Antiracist SEL:** <https://www.psesd.org/programs-services/learning-teaching-and-family-support-ltfs/enhancing-social-emotional-practices/antiracist-sel>
- **Behavioral Health Workbook:** <https://www.psesd.org/news/detail/~board/news/post/psed-school-behavioral-health-workbook>



Closing Content

- ❑ All follow up questions are to be emailed to CISL@k12.wa.us with the presenter name, and the session title the question relates to.
- ❑ Presentation materials, and recordings of sessions will be available on August 18 with closed captioning. (clock hours are not available for watching recordings)
- ❑ Clock hours will be awarded no later than August 31, 2021 and can be claimed up to a year after the event. Participants must fill out the MTSS Fest survey to be awarded hours.
- ❑ The presentation materials will be uploaded to our MTSS webpage and will be linked in the archive materials section.

