

## EXECUTIVE SUMMARY

### Recommendation of \$500,000 or Less FY20-224 – Universal Screening Instrument for Gifted

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#### **Introduction**

##### **Responsible: Procurement & Warehousing Services (PWS)**

This request is to approve the agreement between Riverside Assessments, LLC, and The School Board of Broward County, Florida (SBBC), for a period of three (3) years and will commence upon execution of all parties and conclude on May 30, 2023, with two (2) optional one (1) year renewal periods.

Due to the COVID-19 situation, the spending authority being requested is \$240,850, and covers the estimated amount projected for the first twelve (12) months; therefore, additional spending authority to cover the remaining term of the Agreement will be requested in a future date.

#### **Goods/Services Description**

##### **Responsible: Innovative Learning:**

Broward County Public Schools (BCPS) is dedicated to identifying all gifted students across all SBBC schools and diverse populations. In order to accomplish this, BCPS has invested in universally screening all 2<sup>nd</sup>-graders in Spring to ensure that all potentially gifted students are systematically screened, regardless of teacher or parent nominations or requests. These screenings have resulted in an increase in the number of students from underrepresented groups who have been referred for evaluation to determine eligibility for the gifted program as well as an increase in all gifted populations across the District. The universal screening assessment has also provided valuable ability scores to all general education teachers that can be used in differentiating the instruction in the classroom to better meet the individual needs of all students.

The request is for a three (3) year contract between Riverside Assessments, LLC, and BCPSs for twenty thousand (20,000) yearly licenses to administer the CogAT 8 online to all 2<sup>nd</sup>-grade students across the District and for select 2<sup>nd</sup>-graders in charter schools who opt-in and purchase the assessment. CogAT 8 is an ability test that measures students in three areas: Verbal, Non-Verbal, and Quantitative. The scores are used to determine which students should go on for further testing for possible gifted eligibility and to identify individual student strengths and weaknesses so that teachers can adapt and differentiate the classroom instruction to meet individual student needs, learning styles, and abilities. Using the CogAT 8 online as a universal screening instrument eliminates the need for parental or teacher requests for gifted screenings, allowing all students the chance to be evaluated for possible gifted eligibility, therefore increasing BCSPs underrepresented gifted populations. Parents and teachers also receive an individual student profile score that provides them with a report on characteristics of children with that profile score and instructional strategies that can be applied both at home and at school to help students with that score make learning gains and increase achievement.

#### **Historical Background:**

SBBC has been universally screening all 2<sup>nd</sup>-grade students since the Spring of 2005. The first four (4) years, the District used the Naglieri Non-Verbal Abilities Test (NNAT) as a screening tool. Based on the results of the NNAT, more students were scoring high enough on the gifted screener to go on for further gifted evaluation; however, less than forty-five (45) percent of the students were passing the individualized Intelligence Quotient (IQ) test. This resulted in many students taking the IQ test that ultimately did not meet eligibility for gifted. During the 2010 school year, the District did not administer a universal screening test while a committee chose another instrument that would better identify BCPSs gifted populations.

The committee chose the paper/pencil CogAT 6 and began to administer this test to all 2<sup>nd</sup>-graders in the Spring of 2011 as well as 3<sup>rd</sup>-graders in the Fall of 2010 who had missed the screening at the end of 2<sup>nd</sup>-grade. Using the CogAT 6, fewer students were identified who had passed the screening, but those who did pass had a seventy-five (75) percent or greater pass-rate on the individualized IQ test.

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This screener was better able to identify possible gifted students. Since it included Verbal as well as Non-Verbal items, it allowed students whose strength was in the verbal domain to be identified as well.

**Desired Results**

**When Using as A Gifted Screener:**

The results of universally screening all 2<sup>nd</sup>-graders in BCPS has resulted in an increase of gifted populations across the District as well as an increase in two (2) targeted underrepresented populations, identified as students in low socioeconomic households, who qualify for free/reduced lunch, as well as students who are English Language Learners. The removal of this program would eliminate the possibility of group-screening students and cause a decrease in gifted populations across the District, specifically, in Title 1 schools. The only other option for schools would be by performing one-on-one screenings to identify students who should go on for further testing. This would put an enormous amount of work on the staff, specifically, the Exceptional Student Education Specialists in BCPS schools to generate the consents for screening and conduct the individual screening assessments, which take anywhere between thirty (30) minutes to an hour for each student.

**When Used to Drive Instruction:**

The CogAT results can also be used to drive instruction in the classroom. In 2016, the Gifted Team (formerly in the Math, Science and Gifted Department) joined staff from Student Assessment and Research in training all elementary principals and a minimum of one (1) 3<sup>rd</sup>-grade teacher from each school on how to use the CogAT scores to inform instruction in the classroom. Student profile scores and individual battery scores were used to predict achievement and customize instruction. The CogAT measures general reasoning abilities indicative of how students learn new tasks, solve problems, critical thinking, infer meaning on an unfamiliar word, and how to detect patterns in information. The scores can also be used to predict student achievement. The students' abstract reasoning skills, which are measured using this test, serve as the foundation for the student's ability to learn information, detect relationships, form concepts, adapt or invent strategies and determine how the students can use previous experiences to solve novel problems. The test can help identify underachieving students as well who score high on some of the batteries but lack the motivation to apply themselves at school, may not have had the appropriate opportunities to learn in school, or may even have a physical (visual/hearing) or learning disability.

Teachers can use the test results to guide their efforts in adapting instruction to the needs and abilities of students. They can use the results to identify students whose predicted levels of achievement are markedly discrepant from their observed levels of achievement. Teachers can also build on students' strengths when differentiating instruction. Students are better able to process information more elaborately and at higher levels when tasks emphasize the type of thinking they do best. As an example: A student who has difficulty learning computation skills but shows strength in verbal reasoning would benefit from group oral recitation rather than silent practice on a computer. The recommendation would be to start with oral recitation and transition to computer practice once the oral practice has been successful. Teachers can also focus on working memory when working with less-able students.

**When Used to Inform Parents:**

Parents receive a score report with the student's individual profile score at the end of their 2<sup>nd</sup>-grade year. Parents can then go to Cogat.com and enter their individual student profile score, and the website will generate a report that shows the characteristics of students with that score report as well as instructional strategies that can be applied at school and at home that would help the student increase their achievement and learning gains.

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**Procurement Method**  
**Responsible: PWS**

The Request for Information (RFI) ran from August 26, 2019 through September 17, 2019. Eighty-six (86) vendors were notified, (9) vendors downloaded the RFI, and (3) responses were received. Upon analysis of the responses received, a second assessment of the marketplace was completed via the sole source process, as described below.

After the RFI, a sole source notification was posted for a period of seven (7) calendar days from January 23, 2020 through January 31, 2020, to confirm that Riverside Assessments, LLC is the sole source of the CogAT 8 test.

The agreement was negotiated with the vendor based on Purchasing Policy 3320. Pursuant to Purchasing Policy 3320, Part II (I), permits single source acquisitions upon public electronically posting of such services and/or products for a period of at least seven (7) calendar days, as defined in section 287.057, 3(c), Florida Statutes without competitive solicitations.

**Financial Impact**  
**Responsible: Innovative Learning**

Due to the COVID-19, the spending authority being requested is \$240,850, and covers the estimated amount projected for the first twelve (12) months; therefore, additional spending authority to cover the remaining term of the Agreement will be requested in a future date.

The funding source will be provided by the School Assessment and Research budget. Please see the breakdown for the entire bid term as detailed below:

Year one (1): \$240,850  
 Year two (2): \$240,850  
Year three (3): \$240,850  
**Total: \$722,550**

**Yearly Price Breakdown:**

<b>Title</b>	<b>Price</b>	<b>Quantity</b>	<b>Extended Amount</b>
CogAT Form 8 Online Testing Levels 5/6-2017/2018	\$11.75	20,000	\$235,000
DataManager Tech Readiness & Data Set-Up Training	\$0	1	\$0
DataManager Set-up & Test Administration 1 Hour Webinar	\$225	1	\$225
DataManager Proctor Training 1 Hour Webinar	\$225	15	\$3375
DataManager System Report Training	\$225	10	\$2250
<b>Total</b>			<b>\$240,850</b>

The financial impact amount represents an estimated contract value; however, the amount authorized will not exceed the estimated contract award amount.

Please see Attachments: Exhibit 1, 2, and 3 – supporting documents.