



New York State Education Department
Office of Special Education
Educational Partnership





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Best Practices for Screening Academic Deficits

Effective Assessment for Improving Instructional Practice

Produced by the Technical Assistance Partnership for Academics



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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.

Today's Facilitators

Name

Introductions and Objectives

Screening for Academic Deficits

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

Introductions



NAME



ROLE



DISTRICT



SCHOOL



POPULATION
SERVED

Learning Objectives

Participants will be able to define universal screening

Participants will be able to describe the purpose of universal screening

Participants will be able to describe the features of a high quality universal screening measure

Participants will be able to identify tools to guide them in selecting a high quality screening measure

Participants will be able to identify the steps for implementing a universal screening process in their educational organization.

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.

Agenda

1. Defining Universal Screening
2. Selecting a Universal Screening Measure
 - Questions to Ask
 - Application Activity & Tool Exploration
3. Break
4. Implementing Universal Screening
 - Steps for Implementation
 - Application Activity
5. Ticket Out the Door
6. Then...
7. Follow Up Application/Work Day – Be sure to sign up!



Warm Up Discussion

What does universal screening for literacy look like in your school or in your role now?

Defining Universal Screening

Effective Assessment for Informing Instructional Practice

Defining Universal Screening – Vocabulary 1

Pre-Teaching Essential Vocabulary

Curriculum-Based Measures (CBM)

- A type of measure that is brief, easily administered, and assesses essential skills from the curriculum that have been found to be indicative of overall performance in a particular area (e.g., reading, math, behavior).

Cut Scores/Benchmarks

- Specific thresholds that have been found to be predictive of later deficits in a particular area and which designate a student as “at risk” or “not at risk”.

Reading CBM (R-CBM)

- A CBM general outcome measure of reading that evaluates reading ability by measuring the speed and accuracy of oral reading. Scores are represented as the number of words a student orally identifies correctly in one minute.

Defining Universal Screening – Vocabulary 2

Pre-Teaching Essential Vocabulary

Rate of Improvement (ROI)

- The speed at which a student improves their skill in a target area within a given amount of time. For example, a student who increases his/her Oral Reading Fluency (ORF) score by 1.25 words correct per minute per week can be said to have an ROI of 1.25.

Diagnostic Accuracy

- Statistical term that indicates how precise a measure is, based on applied thresholds, in identifying students who are at risk for later deficits (e.g., above or below a cut-off).

Defining Universal Screening – Vocabulary 3

Pre-Teaching Essential Vocabulary

Sensitivity

How accurate a measure is, based on a cut-score, in identifying students who will later demonstrate deficient skills in the target area.

Specificity

How accurate a measure is, based on a cut-score, in identifying those students who will NOT later demonstrate deficient skills in the target area.

Screener Indication	Child has a problem	Child does not have a problem
Screener indicates a problem	TRUE POSITIVE (Sensitivity)	FALSE POSITIVE
Screener does not indicate a problem	FALSE NEGATIVE	TRUE NEGATIVE (Specificity)

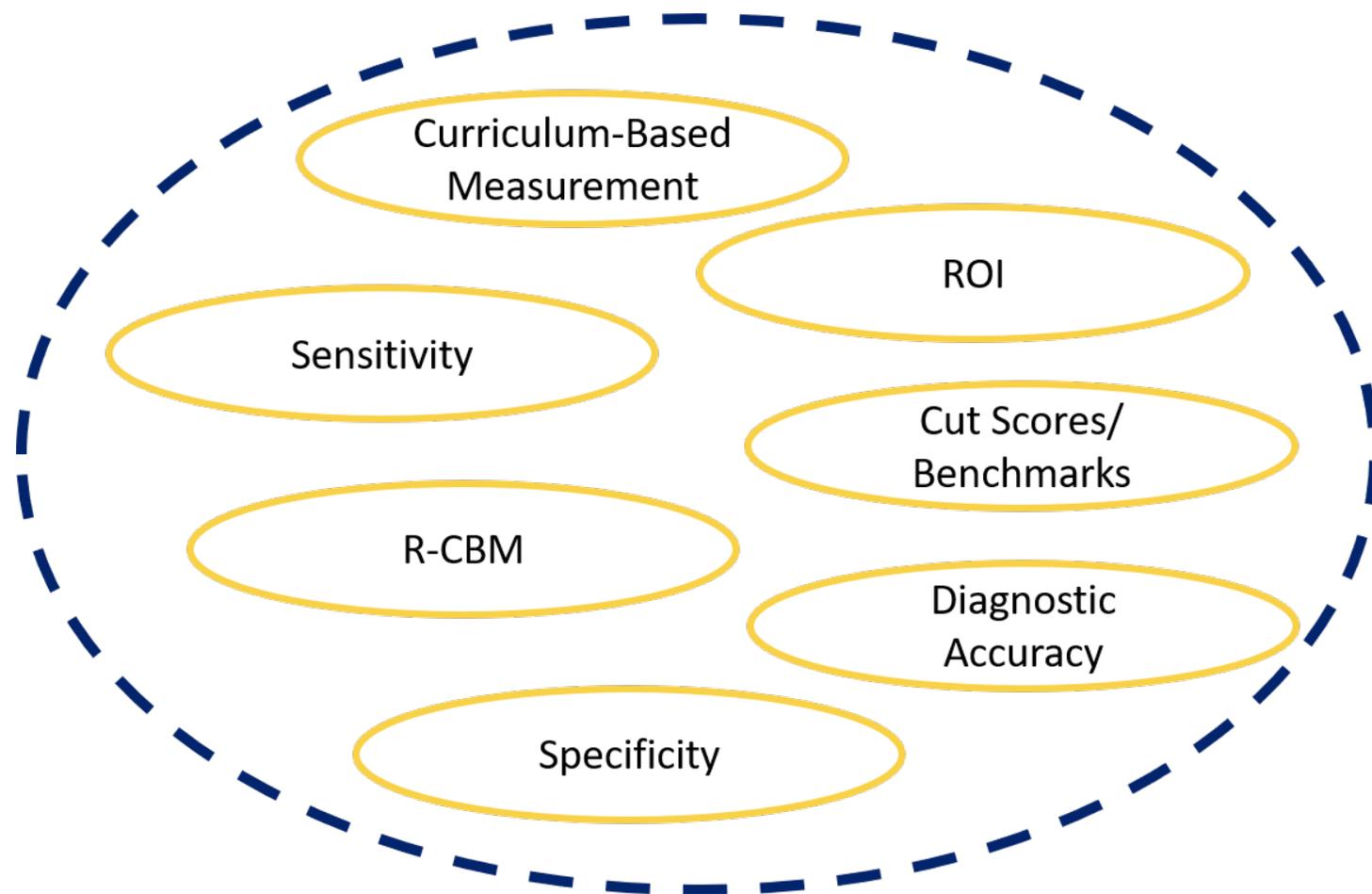
Defining Universal Screening - Recall

Let's test recall

Take out a sheet of paper.

Define the following terms as they appear

Turn to a partner and discuss your definitions.



Defining Universal Screening - Quote



“Universal screening within educational settings is a process that generally consists of administering measures or collecting other data to allow broad generalizations to be made regarding the future performance and outcomes of all students, both at the individual level and at the group level (e.g., classroom, grade, school, and district).”

Albers & Kettler, 2014

Defining Universal Screening - Process

Universal screening as a process is:

Systematic

Methodical, planned, consistent

Universal

All students are included

Periodic

Administered at regular intervals (e.g., fall, winter, spring)

Defining Universal Screening - Purpose

Purpose of Universal Screening:

Early identification of students in need of academic skill remediation

Evaluating the quality of the systems in place

- School
- Grade
- Classroom
- Interventions
- Decision Making

Understanding student growth over time

Defining Universal Screening - Accuracy

Increasing Accuracy of Universal Screening

Multiple-Gate Approach

- Conducting stages, or “gates,” of assessments with increasingly smaller groups of students. The final group of students is considered for intensive support.

Multiple Skill Assessment

- Administering a variety of skill assessments at one time and considering all data at once. Students that meet a certain threshold are considered for intensive services.

Progress Monitoring

- Evaluating response to Tier 1 instruction over a period of time for students considered at risk

Defining Universal Screening – Is/Is Not

What Universal Screening is

Used to predict likely later performance

A global assessment of all students

An essential component of Response to Intervention (RTI)/Multi-Tiered System of Support (MTSS)

An assessment of observable skills that is linked directly to intervention

What Universal Screening is not

A diagnostic assessment to determine disability status

A comprehensive evaluation of all skills

Only for typically developing students

Only for students with disabilities or those receiving special education

An evaluation of unobservable traits or characteristics that do not link directly to intervention (e.g., personality, learning style).

Discuss this scenario in small groups:

Castle Street Elementary School has just adopted a universal screening measure for their students that includes administering letter naming, letter sound, and oral reading fluency probes to students three times per year. To reduce workload for their staff, they decide to screen all students in each grade with the appropriate measures in the fall, and only the students who are receiving intervention are screened in the winter and spring.

Defining Universal Screening - Activity

Does this represent comprehensive universal screening?

If not, what needs to be changed and why?



Selecting a Universal Screening Measure

Information and Tools for Identifying High Quality Assessments

Selecting a Universal Screening Measure - The Beginning

Where do
I begin?



Selecting a Universal Screening Measure ?

Questions to Ask

1. What data are already being collected?
2. Does this measure relate back to the interventions/instruction?
3. Does this measure demonstrate reliability, validity, classification accuracy, and evidence of limited bias?
4. What resources and expertise are needed to adopt this measure?

Selecting Universal Screening Measure Q1

Question 1: What Data are already Being Collected?



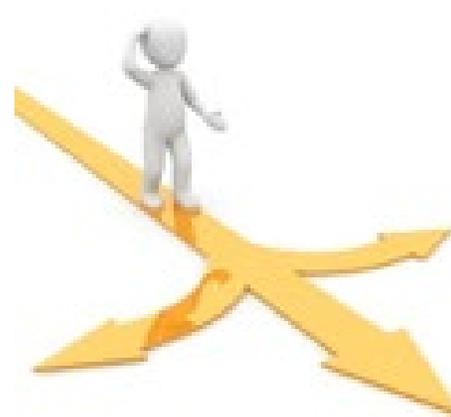
Selecting a Universal Screening Measure Q2

Question 2: Does this measure relate back to my instruction / intervention?



Selecting a Universal Screening Measure Q3

Question 3: Does this measure demonstrate reliability, validity, classification accuracy and evidence of limited bias?



Selecting a Universal Screening Measure Q3 cont.

Question 3 Continued: Does this measure demonstrate reliability, validity, classification accuracy and evidence of limited bias?

Tool Charts & Other Resources

National Center on Response to Intervention

<https://charts.intensiveintervention.org/chart/academic-screening>

MIBLSI Review of Universal Screeners for Reading

<https://miblsi.org/evaluation/student-assessments/universal-screening>

RTI Action Network Universal Screening Reviews for Reading

<http://www.rtinetwork.org/essential/assessment/screening>

Selecting Universal Screening Measure Tool

Tool Chart Example: How do I read this?

Basic information about the measure

FILTER		Subject	Grade	Apply		Print Chart			
RESULTS		<input type="checkbox"/> Reading <input type="checkbox"/> Mathematics	<input type="checkbox"/> Pre-K <input type="checkbox"/> Elementary (K-4) <input type="checkbox"/> Middle School (5-8) <input type="checkbox"/> High School (9-12)						
Hide/Show Advanced Filters		Clear Filters							
Reset Chart	Compare Tools	Prev Tab	Next Tab	Classification Accuracy		Technical Standards		Usability Features	
All	Title	Area	Grade	Criterion 1 Fall	Criterion 1 Winter	Criterion 1 Spring	Criterion 2 Fall	Criterion 2 Winter	Criterion 2 Spring
<input type="checkbox"/>	Acadience Reading (aka DIBELS Next)	Composite Score	K	🟡	🟡	🟡	—	—	—
<input type="checkbox"/>	Acadience Reading (aka DIBELS Next)	Composite Score	1	🟡	🟢	🟢	—	—	—
<input type="checkbox"/>	Acadience Reading (aka DIBELS Next)	Composite Score	2	🟡	🟢	🟢	🟢	🟢	🟢
<input type="checkbox"/>	Acadience Reading (aka DIBELS Next)	Composite Score	3	🟡	🟡	🟡	🟡	🟢	🟢
<input type="checkbox"/>	Acadience Reading (aka DIBELS Next)	Composite Score	4	🟢	🟢	🟢	🟢	🟢	🟢

Psychometric and Usability Information Reviewed

Indication of quality/ comparison to standards

Selecting Universal Screening Measure Tool 2

Tool Chart Example 2: How do I read this?

Click for more information about what data this refers to

FILTER		Subject	Grade	Apply		Print Chart			
RESULTS		<input type="checkbox"/> Reading <input type="checkbox"/> Mathematics	<input type="checkbox"/> Pre-K <input type="checkbox"/> Elementary (K-4) <input type="checkbox"/> Middle School (5-8) <input type="checkbox"/> High School (9-12)						
Hide/Show Advanced Filters		Clear Filters							
All	Title	Area	Grade	Criterion 1 Fall	Criterion 1 Winter	Criterion 1 Spring	Criterion 2 Fall	Criterion 2 Winter	Criterion 2 Spring
<input type="checkbox"/>	Acadience Reading (aka DIBELS Next)	Composite Score	K	●	●	●	—	—	—
<input type="checkbox"/>	Acadience Reading (aka DIBELS Next)	Composite Score	1	●	●	●	—	—	—
<input type="checkbox"/>	Acadience Reading (aka DIBELS Next)	Composite Score	2	●	●	●	●	●	●
<input type="checkbox"/>	Acadience Reading (aka DIBELS Next)	Composite Score	3	●	●	●	●	●	●
<input type="checkbox"/>	Acadience Reading (aka DIBELS Next)	Composite Score	4	●	●	●	●	●	●

Click for more information about the data specific to this measure

Selecting Universal Screening Measure Tool 3

Tool Chart Example 3: How do I read this?

Area	Grade	Criterion Fall	Criterion 1 Winter	Criterion 1 Spring
Composite Score	K	🟡	🟡	🟡
Composite Score	1	🟡	🟠	🟠

Classification Accuracy

Note: Classification Accuracy is rated separately for each criterion measure and time of year for the administration (e.g., Fall, Winter, Spring). Ratings will be provided for up to two different criterion measure and up to three different time points. Data for additional criterion measures or administration times may be reported, but will not be rated.

Full Bubble: All of Q1 – Q3 (below) rated as YES **and** the lower bound of the confidence interval around the Area Under the Curve (AUC) estimate ≥ 0.80 **and** Sensitivity ≥ 0.70 and Specificity ≥ 0.80 .

Half Bubble: All of Q1-Q3 rated as YES (below) **and either** (a) the lower bound of the confidence interval around the AUC estimate ≥ 0.70 but < 0.80 **or** (b) Sensitivity ≥ 0.60 and Specificity ≥ 0.70 .

Empty Bubble: Does not meet full or half bubble.

Q1. Was an appropriate external measure of academic performance used as an outcome?

Q2. Was risk adequately defined within an RTI approach to screening (e.g., 20th percentile), and consistent with base rate?

Q3. Were the classification analyses and cut-points adequately performed?

Area Under the Curve (AUC) Statistic: an overall indication of the diagnostic accuracy of a Receiver Operating Characteristic (ROC) curve. ROC curves are a generalization of the set of potential combinations of sensitivity and specificity possible for predictors. AUC values closer to 1 indicate the screening measure reliably distinguishes among students with satisfactory and unsatisfactory reading performance, whereas values at 0.50 indicate the predictor is no better than chance.

[Learn more about classification accuracy.](#)

Technical Standards

Reliability

Full Bubble: Either (a) a model-based approach to reliability was reported **or** (b) at least two other types of reliability were reported appropriate for the purpose of the tool, and drawn from at least two samples that are representative of students across all performance levels. **And** for each type of reliability reported the lower bound of the confidence interval around the median estimate met or exceeded 0.70.

Half Bubble: Either (a) a model-based approach to reliability was reported **or** (b) at least two other types of reliability were reported appropriate for the purpose of the tool, drawn from at least one sample that is representative of students across all performance levels. **And/or** for each type of reliability reported the lower bound of the confidence interval around the median estimate fell below 0.70 but met or exceeded 0.60.

Empty Bubble: Does not meet full or half bubble.

Selecting Universal Screening Measure Tool 4

Tool Chart Example 4: How do I read this?

The screenshot shows the National Center on Intensive Intervention website. A tool chart for Acadience Reading (aka DIBELS Next) is displayed, with a magnifying glass highlighting the 'Composite Score' column. An arrow points from this column to a detailed view of the 'Classification Accuracy' table.

Acadience Reading (aka DIBELS Next)

Composite Score

Grade	1	2	3	4	5	6
Acadience Reading (aka DIBELS Next) Composite Score	1	2	3	4	5	6

Classification Accuracy

Grade	1	2	3	4	5	6
Criterion 1 Fall	1	2	3	4	5	6
Criterion 1 Winter	1	2	3	4	5	6
Criterion 1 Spring	1	2	3	4	5	6
Criterion 2 Fall	1	2	3	4	5	6
Criterion 2 Winter	1	2	3	4	5	6
Criterion 2 Spring	1	2	3	4	5	6

Primary Sample

Grade	1	2	3	4	5	6
Criterion 1	1	2	3	4	5	6

Criterion 1, Fall

Grade	1	2	3	4	5	6
Criterion 1	1	2	3	4	5	6
Cut points (Percentile rank (Criterion 1) on universal measure)	20 th Percentile					
Cut points (Performance level (Criterion 1) on universal measure)	75	80	85	78	81	82
Cut points (Comparing performance level (Criterion 1))	11	17	100	100	145	150

Acadience Reading (aka DIBELS Next)

Composite Score

Cost	Technology, Human Resources, and Accommodations for Special Needs	Service and Support	Purpose and Other Implementation Information	Usage and Reporting
<p>Initial Cost:</p> <ul style="list-style-type: none"> Print Version: No cost Print Version: \$3.04 - \$3.72 per student Mobile Version: \$14.90 per student <p>Replacement Cost:</p> <ul style="list-style-type: none"> Print Version: No cost Print Version: \$3.04 - \$3.74 per student per year Mobile Version: \$14.90 per student per year Annual printer renewal fee subject to change. <p>Included in Cost:</p> <p>Users adapting this version can download all necessary and supporting documents from https://acadiencelearning.org/acadiencelearning.html.</p>	<p>Technology Requirements:</p> <ul style="list-style-type: none"> No technology is required. Users who utilize Acari's mobile device version will need internet access and a tablet or computer. <p>Training Requirements:</p> <ul style="list-style-type: none"> 4-8 hours of training. <p>Qualified Administrators:</p> <ul style="list-style-type: none"> No specific qualifications required, but training in the scoring administrator role and scoring procedures should be provided. <p>Accommodations:</p> <p>Acadience Reading is appropriate for most students for whom an instructional goal</p>	<p>Where to Obtain:</p> <p>Acadience Reading (aka DIBELS Next) is available through the following website:</p> <p>Website: https://acadiencelearning.org/acadiencelearning.html</p> <p>Address: Dynamic Measurement System, 500 Wilkerson Street, Suite 300, Eugene, OR 97402</p> <p>Phone Number: 541-421-4923 or toll free 800-942-1240</p> <p>Email: info@acadiencelearning.org</p> <p>Print Version (qualified under the name DIBELS Next):</p> <p>Website: http://www.nweap.com</p> <p>Address: University Square Learning, 1785 Palm Parkway, Suite 400, Dallas, TX 75287-8818</p> <p>Telephone: (972) 547-6747</p>	<p>Acadience Reading (aka DIBELS Next) is a research-based, computerized, monitoring assessment used to measure early literacy and reading skills for students in grades K-6. The Acadience Reading screening measures are efficient indicators of recognized research-based foundational or core, early literacy skills. The foundational early literacy skills are those skills that all students must master in order to become proficient readers, including Phonemic Awareness, Phonics and Word Recognition, and Fluency. To support comprehension, the upper grade and lower of year, the Acadience Reading component measures that correlate highly with later outcomes are combined to form a Reading Composite Score. The composite measure used in the Composite Score Report spans grades and levels of use. The Composite Score provides a clear and concise summary of all of the reading skill areas that are critical to reading proficiency are critical.</p>	<p>Assessment Format:</p> <ul style="list-style-type: none"> Single observation Performance measure One-to-one <p>Administration Time:</p> <ul style="list-style-type: none"> 3-8 minutes per student <p>Scoring Time:</p> <ul style="list-style-type: none"> 3-5 minutes per student <p>*Scoring is automatic for users who purchase Acari's mobile device version or who purchase the Acadience Data Management system.</p> <p>Scoring Method:</p> <ul style="list-style-type: none"> Calculated manually <p>*Scoring is automatic for users who purchase Acari's mobile device version or who purchase the Acadience Data Management system.</p>

Selecting Universal Screening Measure Tool 5

Tool Chart Example 5: How do I read this?

FILTER RESULTS **Subject** Reading Mathematics **Grade** Pre-K Elementary (K-4) Middle School (5-8) High School (9-12) **Apply** **Print Chart**

Hide/Show Advanced Filters **Clear Filters**

Reset Chart **Compare Tools** **Prev Tab** **Next Tab** **Classification Accuracy** **Technical Standards** **Usability Features**

All <input type="checkbox"/>	Title	Area	Grade	Criterion 1 Fall	Criterion 1 Winter	Criterion 1 Spring	Criterion 2 Fall	Criterion 2 Winter	Criterion 2 Spring
<input type="checkbox"/>	Acadience Reading (aka DIBELS Next)	Composite Score	K						
<input type="checkbox"/>	Acadience Reading (aka DIBELS Next)	Composite Score	1						
<input type="checkbox"/>	Acadience Reading (aka DIBELS Next)	Composite Score	2						
<input type="checkbox"/>	Acadience Reading (aka DIBELS Next)	Composite Score	3						
<input type="checkbox"/>	Acadience Reading (aka DIBELS Next)	Composite Score	4						

Selecting Universal Screening Measure Tool 6

Tool Chart Example 6: How do I read this?

FILTER RESULTS Subject Reading Mathematics Grade Pre-K Elementary (K-4) Middle School (5-8) High School (9-12) Apply Print Chart

Hide/Show Advanced Filters Clear Filters

Reset Chart Compare Tools Prev Tab Next Tab Classification Accuracy Technical Standards Usability Features

All <input type="checkbox"/>	Title	Area	Grade	Reliability	Validity	Sample Representativeness	Bias Analysis Conducted
<input type="checkbox"/>	Acadience Reading (aka DIBELS Next)	Composite Score	K	●	○	Regional without Cross-Validation	Yes
<input type="checkbox"/>	Acadience Reading (aka DIBELS Next)	Composite Score	1	●	●	Regional without Cross-Validation	Yes
<input type="checkbox"/>	Acadience Reading (aka DIBELS Next)	Composite Score	2	●	●	Regional without Cross-Validation	Yes
<input type="checkbox"/>	Acadience Reading (aka DIBELS Next)	Composite Score	3	●	●	Regional with Cross-Validation	Yes
<input type="checkbox"/>	Acadience Reading (aka DIBELS Next)	Composite Score	4	●	●	Regional with Cross-Validation	Yes
<input type="checkbox"/>	Acadience Reading (aka DIBELS Next)	Composite Score	5	●	●	Regional with Cross-Validation	Yes

Selecting Universal Screening Measure Tool 7

Tool Chart Example 7: How do I read this?

				Classification Accuracy		Technical Standards		Usability Features
All	Title	Area	Grade	Admin Format	Admin & Scoring Time	Scoring Format	Types of Decision Rules	Evidence Available for Multiple Decision Rules
<input type="checkbox"/>	Acadience Reading (aka DIBELS Next)	Composite Score	K	Individual Group	4-10 minutes	Manual Automatic	Benchmark Goals	Yes
<input type="checkbox"/>	Acadience Reading (aka DIBELS Next)	Composite Score	1	Individual Group	4-10 minutes	Manual Automatic	Benchmark Goals	Yes
<input type="checkbox"/>	Acadience Reading (aka DIBELS Next)	Composite Score	2	Individual Group	4-10 minutes	Manual Automatic	Benchmark Goals	Yes
<input type="checkbox"/>	Acadience Reading (aka DIBELS Next)	Composite Score	3	Individual Group	4-10 minutes	Manual Automatic	Benchmark Goals	Yes
<input type="checkbox"/>	Acadience Reading (aka DIBELS Next)	Composite Score	4	Individual Group	4-10 minutes	Manual Automatic	Benchmark Goals	Yes
<input type="checkbox"/>	Acadience Reading (aka DIBELS Next)	Composite Score	5	Individual Group	4-10 minutes	Manual Automatic	Benchmark Goals	Yes

Selecting a Universal Screening Measure Q4

Question 4: What resources and expertise are needed to adopt this measure?



Discuss in small groups:

Review the sample of information provided from the NCII Tools Chart. Select a measure from the chart to discuss:

How does this fit with existing measures?

Does it fill a need?

Does it relate to interventions my school/district has in place?

What are the reliability, validity, classification accuracy, and evidence bias?

What resources are needed to adopt it?

Selecting Universal Screening Measure

Let's Review!

The screenshot shows the NCII Tools Chart interface. At the top, there is a filter section with 'Subject' set to 'Reading' and 'Grade' set to 'Elementary (K-6)'. Below the filter is a table with columns for 'Title', 'Area', 'Grade', and 'Classification Accuracy' (with sub-columns for Criterion 1 and 2 for Full, Minimal, and Serious). The table lists five measures, all of which are 'Assessment Reading, Literacy (Universal Needs)' for 'Composite Score' in 'Elementary' grade. The classification accuracy for each measure is shown as a red circle with a white dot in the center, indicating the level of accuracy for each criterion.

Title	Area	Grade	Classification Accuracy		Technical Standards		Usability Features	
			Criterion 1 Full	Criterion 1 Minimal	Criterion 2 Full	Criterion 2 Minimal	Criterion 2 Serious	
Assessment Reading, Literacy (Universal Needs)	Composite Score	K	Minimal	Minimal	Minimal	None	None	None
Assessment Reading, Literacy (Universal Needs)	Composite Score	1	Minimal	Minimal	Minimal	None	None	None
Assessment Reading, Literacy (Universal Needs)	Composite Score	2	Minimal	Minimal	Minimal	Minimal	Minimal	Minimal
Assessment Reading, Literacy (Universal Needs)	Composite Score	3	Minimal	Minimal	Minimal	Minimal	Minimal	Minimal
Assessment Reading, Literacy (Universal Needs)	Composite Score	4	Minimal	Minimal	Minimal	Minimal	Minimal	Minimal

**Explore the list of
resource sites
provided.**

**Which tool (s)
appear most useful
for your work?**

**What questions do
you have?**

Selecting Universal Screening Measure Let's Review!

Tool Charts & Other Resources

National Center on Response to Intervention

<https://charts.intensiveintervention.org/chart/academic-screening>

MIBLSI Review of Universal Screeners for Reading

<https://miblsi.org/evaluation/student-assessments/universal-screening>

RTI Action screeningn Network Universal Screening Reviews for Reading

<http://www.rtinetwork.org/essential/assessment/screening>

Break Time

Implementing Universal Screening

Steps for Collecting and Using Data from Universal Screening Assessments

Implementing Universal Screening Video

What does implementation of universal screening look like?



Implementing Universal Screening Steps

Steps for Implementation

1. Determine Assessment & Data Team Membership
2. Administer Measures
3. Organize Resulting Data
4. Hold Data Team Meetings
5. Conduct Progress Monitoring and Review

Implementing Universal Screening Step 1

1) Determine Assessment & Data Team Membership

A. Assessment Team

- Who is qualified to administer the universal screening measure?
- How many people will be needed to administer the measure?

B. Data Team(s)

- Who will be helpful in understanding the data?
- Who will be helpful in understanding the students?
- Who has knowledge of the core curriculum and interventions?
- Who will be helpful in offering administrative perspective and support?
- How many people will be needed for a comprehensive and effective meeting?

Implementing Universal Screening Step 2

2) Administer Measures

Administration Planning Questions

- What training is needed to administer the measures?
- How will we ensure fidelity of measurement?
- When and where will the screening take place?
- What resources will be needed?
- What communication with staff will be needed?

Implementing Universal Screening Step 3a

3a) Organize Resulting Data

Commercially Available Database

- Organizes student data automatically as they are entered.

District-Developed Database

- Developed and managed by the district or school.

Implementing Universal Screening Step 3b

3b) Organize Resulting Data Continued

Organize Data for the Purpose of the Team's Meeting

- District Level
- Building Level
- Grade Level

Examples of Data to Consider

- Cut Scores/Benchmarks
- Student Percentile Rank
- Percent of Population in Tiers 2 & 3
- Recommended Tier/Intervention Level
- Rate of Improvement (ROI)

Implementing Universal Screening Step 3c

3c) Organize Resulting Data

What are “cut scores”?

Cut scores are essential scores to universal screening data.

These scores are:

- Based on large samples of student data
- Predictive of later performance
- Used to distinguish one group from another (e.g., Tier 1 from Tier 2, Tier 2 from Tier 3)

Implementing Universal Screening Step 3d

3d) Organize Resulting Data

AIMSweb Default Cut Scores

Two default cut scores are provided at each grade and season. The higher cut score separates Tiers 1 and 2, and can be considered the target. This cut score is at the 35th percentile for the Early Literacy and Early Numeracy measures and at the 45th percentile for all other measures. The lower cut score divides Tiers 2 and 3, and is at the 15th percentile for all measures.

Early Literacy																
	Grade K								Grade 1							
	LNF		LSF		PSF		NWF		LNF		LSF		PSF		NWF	
	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1
Fall	3	13	0	2	0	2			30	40	16	25	21	35	17	27
Winter	24	38	9	20	6	18	8	19	35	49	28	40	35	45	34	45
Spring	34	46	23	33	25	41	22	33	41	56	34	46	40	49	43	57

Early Numeracy																
	Grade K								Grade 1							
	OCM		NIM		QDM		MNM		OCM		NIM		QDM		MNM	
	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1
Fall	17	30	8	22	2	7	0	2	50	65	22	36	9	18	5	9
Winter	39	57	30	45	8	16	4	9	66	79	44	55	21	28	12	16
Spring	56	70	44	55	15	25	8	13	75	87	49	60	26	32	13	18

Implementing Universal Screening Step 3e

3e) Organize Resulting Data

Early Literacy High Risk

Measure	Natl Nile F	Natl Nile W	Natl Nile S	Growth (SGP) FeW	Growth (SGP) W+S	Growth (SGP) FeS	Goal
Composite	3	4		N/A	N/A	N/A	
PC	47			N/A	N/A	N/A	
IS	1	10		33	N/A	N/A	
LNF	1	10		55	N/A	N/A	
AV	45	10		N/A	N/A	N/A	
EMGF	1	13		N/A	N/A	N/A	
PS		7		N/A	N/A	N/A	
MSF				N/A	N/A	N/A	

Monitoring & Intervention

Measure	Grade	Date	Score	ROI	Goal ROI
LNF	K	12/20/2016	33	2.25	1.47
LNF	K	12/16/2016	30	2.09	1.47
LNF	K	12/9/2016	25	1.86	1.47
LNF	K	11/28/2016	18	1.62	1.47

Early Numeracy

Measure	Natl Nile F	Natl Nile W	Natl Nile S	Growth (SGP) FeW
Composite	22	12		35
SNP	4	4		35
QIT	16	20		35
CA	55	10		N/A
ODF		45		N/A

Reading

Measure	Natl Nile F	Natl Nile W	Natl Nile S	Growth (SGP) FeW	Growth (SGP) W+S	Growth (SGP) FeS	Goal
Composite	28	35		65	N/A	N/A	
VDC	41	15		N/A	N/A	N/A	
SRF	22	68		95	N/A	N/A	100%
RC	44	34		N/A	N/A	N/A	
ORF	18	12		35	N/A	N/A	40%

Math

Measure	Natl Nile F	Natl Nile W	Natl Nile S	Growth (SGP) FeW	Growth (SGP) W+S	Growth (SGP) FeS	Goal
Composite	14	37		75	N/A	N/A	
NS-T	22	37		48	N/A	N/A	12%
NS-T	35	28		N/A	N/A	N/A	
MCP	10	17		N/A	N/A	N/A	
CA	10	50		N/A	N/A	N/A	

Monitoring & Intervention

Measure	Grade	Date	Score	ROI	Goal ROI
NGF	4	1/4/2017	15	0.40	0.78
NGF	4	12/16/2016	24	0.99	0.78
NGF	4	11/29/2016	15	0.39	0.78
ORF	4	1/5/2017	91	0.66	0.94
ORF	4	12/9/2016	88	0.65	0.94
SRF	4	1/12/2017	165	4.58	1.63
SRF	4	12/16/2016	119	2.50	1.63

Top 10 Tasks [view all](#)

Task Type	Date Due

Scores and Skills Plan | Jefferson Elementary School NY, Grade K, Early Literacy, Fall '2016

Roster: Jefferson Elementary School

Grade: K

Battery: Early Literacy

School Year: '16-17

Early Literacy Summary | Spring Performance Goal: school (30 %ile) national percentile

Measure	# of Students	% of Students						
Well Below Average	2	5%	1	2.2%	2	5%	15	40.5%
Below Average	16	40%	15	32.6%	22	55%	10	27%
Average	15	32.5%	25	54.5%	8	20%	7	18.9%
Above Average	9	22.5%	5	10.8%	2	7.2%	1	2.7%
Well Above Average	0	0%	2	4%	3	12.3%	4	10.3%
School Median Percentile	41		30		25		18	

Measure	# of Students	% of Students	Risk
Total Early Literacy Composite	11	27.5%	Low
	14	30%	Moderate
	15	37.5%	High
School Median Title	23		School Median Title

Implementing Universal Screening Step 3f

3f) Organize Resulting Data



Class Report

Kotifani, Jenisha
5th Grade Homeroom

Term Rostered: Fall 2015-2016
Term Tested: Fall 2015-2016
District: NWEA Sample District 3
School: Three Sisters Elementary

Norms Referer
Weeks of Instr
Small Group D

Reading

MAP: Reading 2-5 Common Core 2010 V2/Common Core English Language Arts K-12: 2010

Summary	
Total Students with Valid Growth Test Scores	11
Mean RIT	201.4
Median RIT	201
Standard Deviation	11.2
District Grade Level Mean RIT	201
Students At or Above District Grade Level Mean RIT	6
Norm Grade Level Mean RIT	205.7
Students At or Above Norm Grade Level Mean RIT	4

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Median RIT	Std Dev
	count	%	count	%	count	%	count	%	count	%			
MAP: Reading 2-5 Common Core 2010 V2/Common Core English Language Arts K-12: 2010	2	18%	4	36%	2	18%	2	18%	1	9%	198-201-204	201	11.2
Goal Area													
Literature	3	27%	2	18%	3	27%	2	18%	1	9%	196-201-206	204	18.1
Informational Text	3	27%	3	27%	1	9%	3	27%	1	9%	196-204-212	202	12.5
Vocabulary Acquisition and Use	4	36%	2	18%	3	27%	1	9%	1	9%	194-198-202	198	10.0



STAR Screening Report

Screening Report
School Benchmark

Printed Tuesday, May 1, 2012 7:25:48 AM

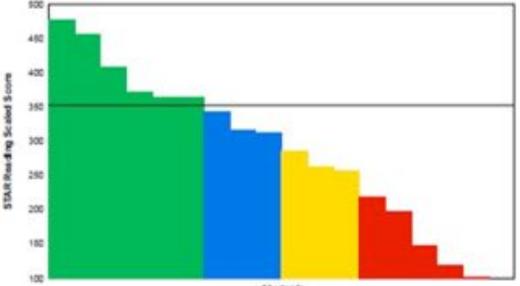
1 of 3

Reporting Period: 1/1/2012 - 1/15/2012 (Winter)

School: East Elementary School

Report Options
Reporting Parameter Group: All Demographics (Default)

Grade: 3



Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark	At/Above 323 SS	At/Above 40 PR	6	35%
Below Benchmark	Below 323 SS	Below 40 PR	3	18%
	Below 291 SS	Below 25 PR	3	18%
	Below 222 SS	Below 10 PR	6	29%
Category Total			11	63%
Students Tested			17	

Key questions to ask based on this and other information: Are you satisfied with the number of students at the highest level of performance? Next, consider the level of score that indicates proficiency. Which students just above proficiency are you "worried about" and what support within or beyond core instruction is warranted? What support is needed for students just below? Do all students represented by your lowest level need urgent intervention?

* Est. ORF - Estimated Oral Reading Fluency is only reported for tests taken in grades 1-4.
 * This student is enrolled in multiple STAR Reading classes.
 * This student was given additional time to complete the test.
 * Test date impacts PR. As a result, students with the same SS can have different PR scores and may fall into different screening categories.

Implementing Universal Screening Step 4

4) Hold Data Team Meetings

1. Identify Needs

Individual Level

- Tier Assignment
- Skills Needed

Group Level

- Adequacy of core instruction
- Adequacy of interventions
- Others?



Implementing Universal Screening Step 4a

4a) Hold Data Team Meetings

2. Generate Goals

Individual Level

Outcome for progress monitoring

Group Level

Change in group level data (e.g., percent of students in Tier 1, number of students moving from one tier to another)



Implementing Universal Screening Step 4b

4b) Hold Data Team Meetings

3. Identify Strategies

Individual Level

- Intervention selection based on student skill needs

Group Level

- Specific teacher trainings needed?
- Additional interventions needed?
- Change in core instruction?
- Others?



Discuss in small groups:

Review the supplied data in your small groups. Utilize the "Practice Data Team Worksheets" to consider the following:

Which students should be assigned Tier 2 and Tier 3 intervention?

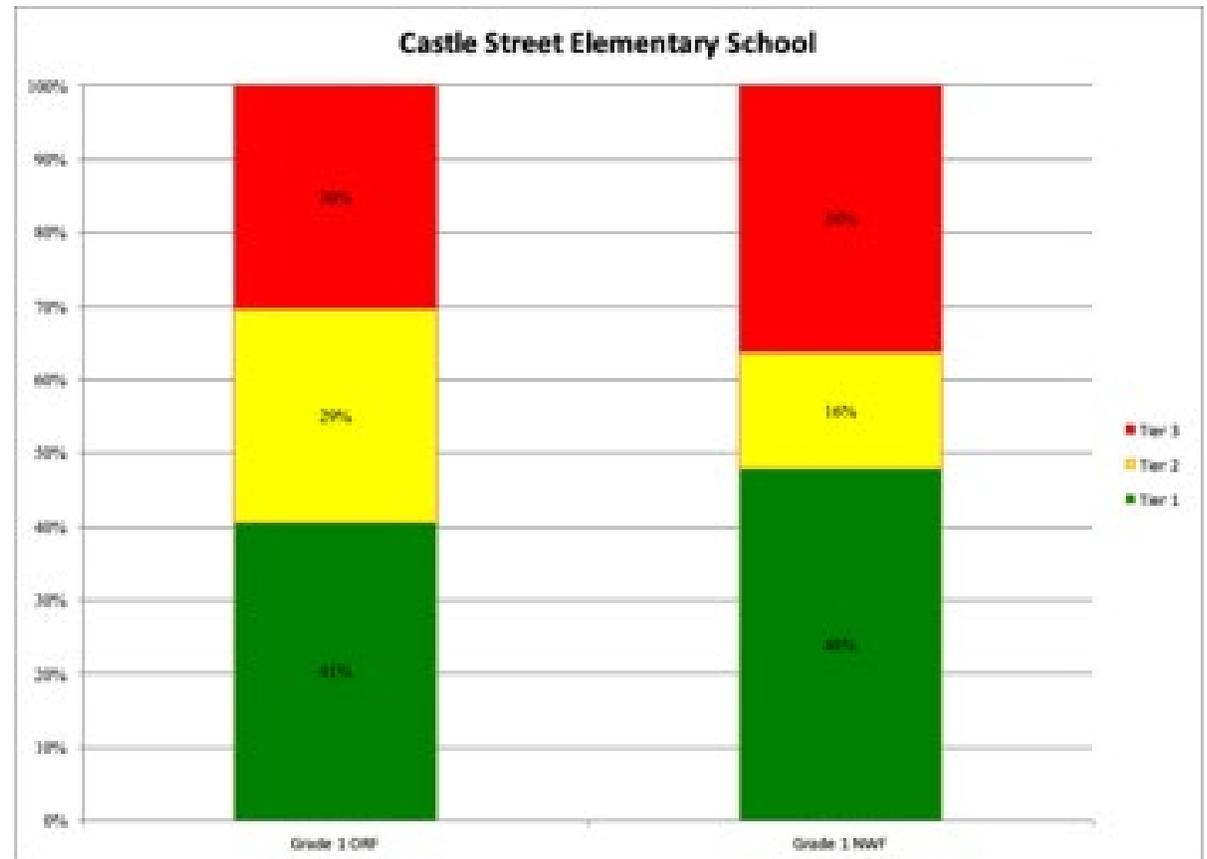
What skills might they require?

What needs are evident for the grade level as a whole?

What additional information might you need?

Implementing Universal Screening

Let's Review!



Implementing Universal Screening Step 5

5) Monitor Progress

Collect Routine Data

- Individual Level (frequency determined by need – possibly weekly or biweekly)
- Group Level

Meet to Review Progress Toward Goals

- Review data
- Revise goals
- Adjust interventions and other supports
- Refer for evaluation when needed

Ticket Out the Door



Share a take-away with your neighbor.

What is most useful about today?

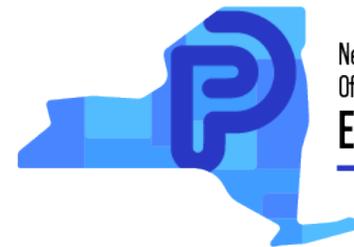
What is your next step in implementing or improving your universal screening process?

Other thoughts or questions?

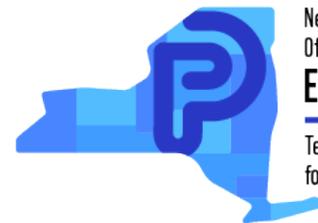
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