Best Practices for Screening Academic Deficits

Effective Assessment for Improving Instructional Practice

Produced by the Technical Assistance Partnership for Academics
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.
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 – 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.

<table>
<thead>
<tr>
<th>Screener Indication</th>
<th>Child has a problem</th>
<th>Child does not have a problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>Screener indicates a problem</td>
<td>TRUE POSITIVE (Sensitivity)</td>
<td>FALSE POSITIVE</td>
</tr>
<tr>
<td>Screener does not indicate a problem</td>
<td>FALSE NEGATIVE</td>
<td>TRUE NEGATIVE (Specificity)</td>
</tr>
</tbody>
</table>

**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.
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.
“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)

Vaughn & Fuchs, 2003
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

Vaughn & Fuchs, 2003; Albers & Kettler, 2014
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

Albers & Kettler, 2014; Compton, et al., 2012; Johnson, et al., n.d)
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
Selecting Universal Screening Measure Tool

Tool Chart Example: How do I read this?

<table>
<thead>
<tr>
<th>Title</th>
<th>Area</th>
<th>Grade</th>
<th>Classification Accuracy</th>
<th>Technical Standards</th>
<th>Usability Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acadience Reading (aka DSIBEL Next)</td>
<td>Composite Score</td>
<td>K</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Acadience Reading (aka DSIBEL Next)</td>
<td>Composite Score</td>
<td>1</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Acadience Reading (aka DSIBEL Next)</td>
<td>Composite Score</td>
<td>2</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Acadience Reading (aka DSIBEL Next)</td>
<td>Composite Score</td>
<td>3</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Acadience Reading (aka DSIBEL Next)</td>
<td>Composite Score</td>
<td>4</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
</tbody>
</table>

Basic information about the measure

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.

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?
Selecting Universal Screening Measure Tool 4

Tool Chart Example 4: How do I read this?
# Selecting Universal Screening Measure Tool 5

Tool Chart Example 5: How do I read this?

![Classification Accuracy Chart](image-url)

<table>
<thead>
<tr>
<th>Title</th>
<th>Area</th>
<th>Grade</th>
<th>Criterion 1 Fall</th>
<th>Criterion 1 Winter</th>
<th>Criterion 1 Spring</th>
<th>Criterion 2 Fall</th>
<th>Criterion 2 Winter</th>
<th>Criterion 2 Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acadience Reading (aka DIBELS Next)</td>
<td>Composite Score</td>
<td>K</td>
<td>✘</td>
<td>✗</td>
<td>✗</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Acadience Reading (aka DIBELS Next)</td>
<td>Composite Score</td>
<td>1</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Acadience Reading (aka DIBELS Next)</td>
<td>Composite Score</td>
<td>2</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>Acadience Reading (aka DIBELS Next)</td>
<td>Composite Score</td>
<td>3</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>Acadience Reading (aka DIBELS Next)</td>
<td>Composite Score</td>
<td>4</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
</tr>
</tbody>
</table>

*Classification Accuracy*

Technical Standards

Usability Features
Selecting Universal Screening Measure Tool 6

Tool Chart Example 6: How do I read this?

<table>
<thead>
<tr>
<th>Title</th>
<th>Area</th>
<th>Grades</th>
<th>Reliability</th>
<th>Validity</th>
<th>Sample Representativeness</th>
<th>Bias Analysis Conducted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acadience Reading (aka DIBELS Next)</td>
<td>Composite Score</td>
<td>K</td>
<td>●</td>
<td>●</td>
<td>Regional without Cross-Validation</td>
<td>Yes</td>
</tr>
<tr>
<td>Acadience Reading (aka DIBELS Next)</td>
<td>Composite Score</td>
<td>1</td>
<td>●</td>
<td>●</td>
<td>Regional without Cross-Validation</td>
<td>Yes</td>
</tr>
<tr>
<td>Acadience Reading (aka DIBELS Next)</td>
<td>Composite Score</td>
<td>2</td>
<td>●</td>
<td>●</td>
<td>Regional without Cross-Validation</td>
<td>Yes</td>
</tr>
<tr>
<td>Acadience Reading (aka DIBELS Next)</td>
<td>Composite Score</td>
<td>3</td>
<td>●</td>
<td>●</td>
<td>Regional with Cross-Validation</td>
<td>Yes</td>
</tr>
<tr>
<td>Acadience Reading (aka DIBELS Next)</td>
<td>Composite Score</td>
<td>4</td>
<td>●</td>
<td>●</td>
<td>Regional with Cross-Validation</td>
<td>Yes</td>
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<tr>
<td>Acadience Reading (aka DIBELS Next)</td>
<td>Composite Score</td>
<td>5</td>
<td>●</td>
<td>●</td>
<td>Regional with Cross-Validation</td>
<td>Yes</td>
</tr>
</tbody>
</table>
## Selecting Universal Screening Measure Tool 7

### Tool Chart Example 7: How do I read this?

<table>
<thead>
<tr>
<th>Title</th>
<th>Area</th>
<th>Grade</th>
<th>Admin Format</th>
<th>Admin &amp; Scoring Time</th>
<th>Scoring Format</th>
<th>Types of Decision Rules</th>
<th>Evidence Available for Multiple Decision Rules</th>
<th>Evidence</th>
<th>Usability Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acadience Reading (aka DIBELS Next)</td>
<td>Composite Score</td>
<td>K</td>
<td>Individual Group</td>
<td>4-10 minutes</td>
<td>Manual Automatic</td>
<td>Benchmark Goals</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acadience Reading (aka DIBELS Next)</td>
<td>Composite Score</td>
<td>1</td>
<td>Individual Group</td>
<td>4-10 minutes</td>
<td>Manual Automatic</td>
<td>Benchmark Goals</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acadience Reading (aka DIBELS Next)</td>
<td>Composite Score</td>
<td>2</td>
<td>Individual Group</td>
<td>4-10 minutes</td>
<td>Manual Automatic</td>
<td>Benchmark Goals</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acadience Reading (aka DIBELS Next)</td>
<td>Composite Score</td>
<td>3</td>
<td>Individual Group</td>
<td>4-10 minutes</td>
<td>Manual Automatic</td>
<td>Benchmark Goals</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acadience Reading (aka DIBELS Next)</td>
<td>Composite Score</td>
<td>4</td>
<td>Individual Group</td>
<td>4-10 minutes</td>
<td>Manual Automatic</td>
<td>Benchmark Goals</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acadience Reading (aka DIBELS Next)</td>
<td>Composite Score</td>
<td>5</td>
<td>Individual Group</td>
<td>4-10 minutes</td>
<td>Manual Automatic</td>
<td>Benchmark Goals</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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!
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 screening Network Universal Screening Reviews for Reading
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?

Kovaleski & Pedersen, 2014
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.

<table>
<thead>
<tr>
<th>Early Literacy</th>
<th>Grade K</th>
<th>Grade 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LNF</td>
<td>LSF</td>
</tr>
<tr>
<td>Tier 2</td>
<td>Tier 1</td>
<td>Tier 2</td>
</tr>
<tr>
<td>Fall</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>Winter</td>
<td>24</td>
<td>38</td>
</tr>
<tr>
<td>Spring</td>
<td>34</td>
<td>46</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Early Numeracy</th>
<th>Grade K</th>
<th>Grade 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>OCM</td>
<td>NIM</td>
</tr>
<tr>
<td>Tier 2</td>
<td>Tier 1</td>
<td>Tier 2</td>
</tr>
<tr>
<td>Fall</td>
<td>17</td>
<td>30</td>
</tr>
<tr>
<td>Winter</td>
<td>39</td>
<td>57</td>
</tr>
<tr>
<td>Spring</td>
<td>56</td>
<td>70</td>
</tr>
</tbody>
</table>
Implementing Universal Screening Step 3e

3e) Organize Resulting Data
Implementing Universal Screening Step 3f

3f) Organize Resulting Data

Class Report
Kotifare, Jeramina
5th Grade Homeroom

Term Rostered: Fall 2015-2016
Term Tested: Fall 2015-2016
District: NYSSA Sample District 3
School: Three Sisters Elementary
Nurse Reference: Whole Group B
Small Group D

Reading
MAP: Reading 2-5/Common Core 2010 V/2/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: 200
Students At or Above District Grade Level Mean RIT: 9
Norm Grade Level Mean RIT: 205.7
Students At or Above Norm Grade Level Mean RIT: 4

Overall Performance
MAP: Reading 2-5/Common Core 2010 V/2/Common Core English Language Arts K-12: 2010

<table>
<thead>
<tr>
<th>Skill Area</th>
<th>Overall</th>
<th>Reading (K-12)</th>
<th>Overall</th>
<th>Letter</th>
<th>Word</th>
<th>Syllable</th>
<th>Word Reading</th>
<th>Sent Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>19%</td>
<td>21%</td>
<td>21%</td>
<td>21%</td>
<td>21%</td>
<td>21%</td>
<td>21%</td>
<td>21%</td>
</tr>
</tbody>
</table>

Mean RIT: 201.4
Median RIT: 201
Sk/Cov: 11.2

STAR Screening Report

Grade 3
Baseline Test Score: 198
Norm Grade Level Mean RIT: 205.7
Students At or Above Norm Grade Level Mean RIT: 4

On Watch

All Above Benchmark

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Overall</th>
<th>Reading (K-12)</th>
<th>Overall</th>
<th>Letter</th>
<th>Word</th>
<th>Syllable</th>
<th>Word Reading</th>
<th>Sent Reading</th>
</tr>
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<tr>
<td></td>
<td>198</td>
<td>201</td>
<td>201</td>
<td>201</td>
<td>201</td>
<td>201</td>
<td>201</td>
<td>201</td>
</tr>
</tbody>
</table>
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?

Kovaleski & Pedersen, 2014; Shapiro, et al., 2011
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)

Kovaleski & Pedersen, 2014; Shapiro, et al., 2011
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?

Kovaleski & Pedersen, 2014; Shapiro, et al., 2011
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 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?