

Module C. Universal Screening



Lincolnwood School District 74

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How Do We Know Which Students Need Help?



Assessment, Testing, Other Evaluation

Reliance On Teacher Referral

■ Results in uneven treatment of students

■ Consider the staff with whom you work

- Some ask for help with everything
- Some want to solve all of the problems themselves
- Some may not even realize that students are having difficulties



The Solution: Universal Screening

- Universal screening of all students enables educators to establish an academic and behavioral baseline and to identify learners who need additional support.
- Instructional decisions can then be made based on the screening results to improve learner outcomes.
- Universal screening is the key to a prevention model, helping classroom teachers to differentiate their instruction and/or provide early intervening services so that students can be assisted before they fall too far behind.

Jenkins and Lipson

We Are Familiar With Universal Screening for Babies

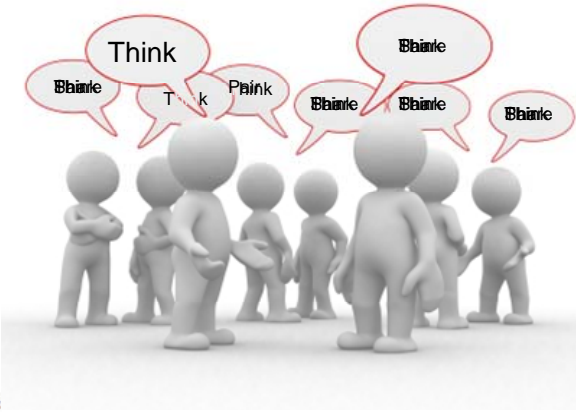
- Doctors use height and weight charts to tell parents how their children are growing in relation to other children.

Measuring Vital Signs

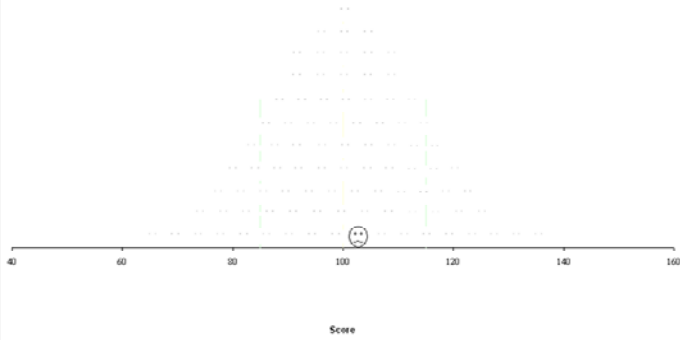
- Is the child growing properly?
- Is something wrong?



What Measures Are You Using For Universal Screening?

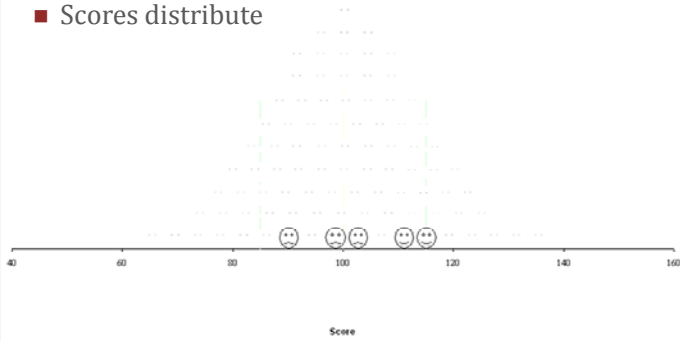


On Every Assessment

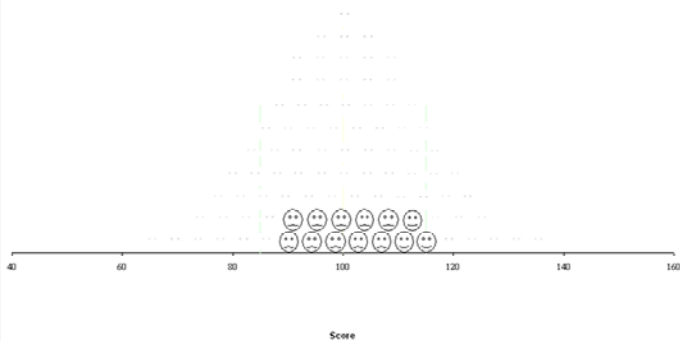


Everyone does not score equally

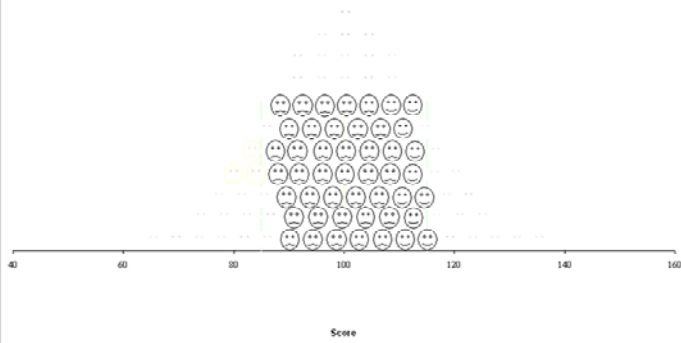
- Scores distribute



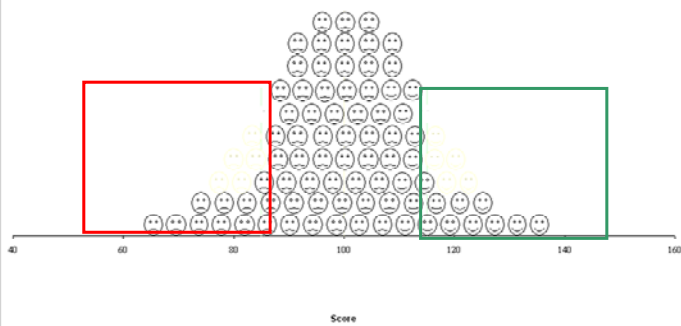
As we add more scores



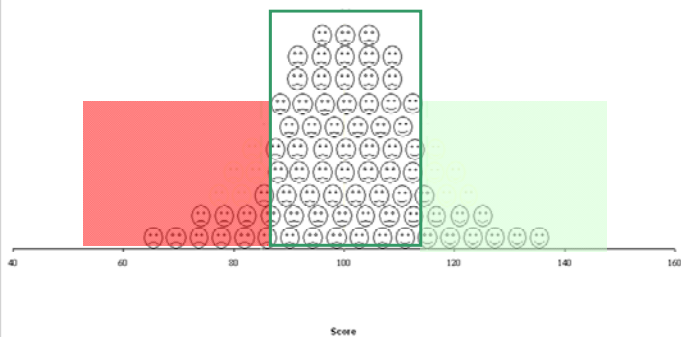
We find that most student scores fall within an typical range



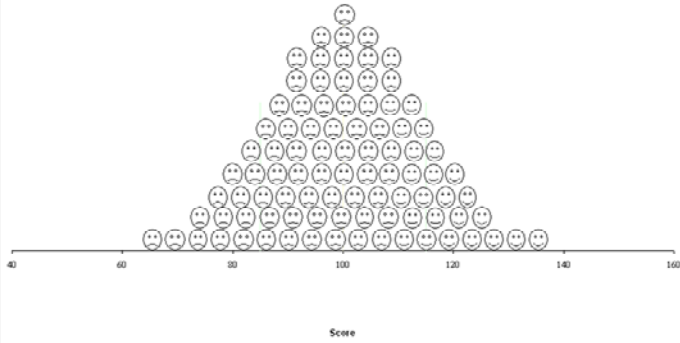
Some score higher, or lower



Most score somewhere in the middle:



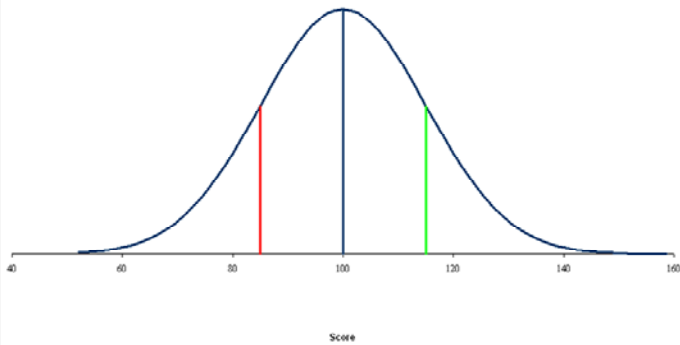
We often see a familiar pattern



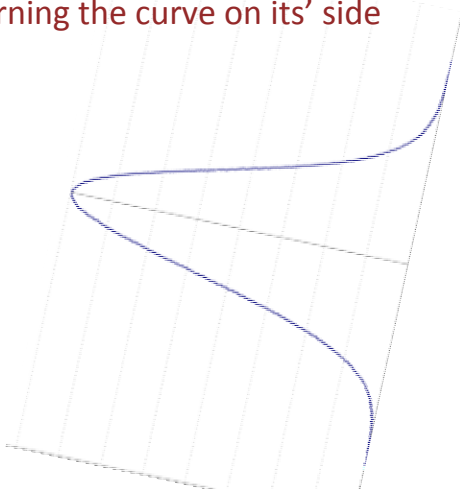
The Bell Shaped Curve



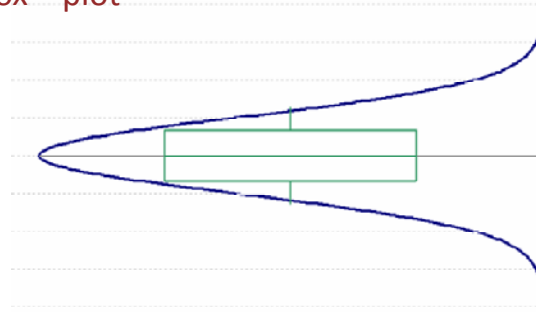
When we are looking at a curve remember that it represents ALL of our children



Turning the curve on its' side



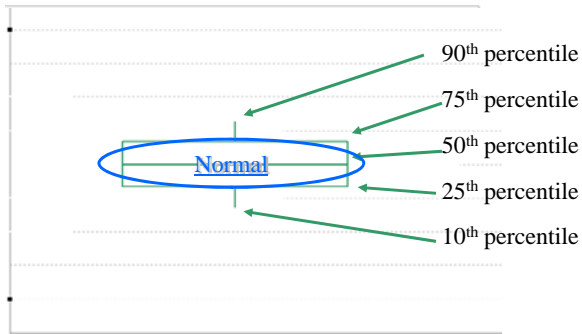
We can represent this range with a "box - plot"



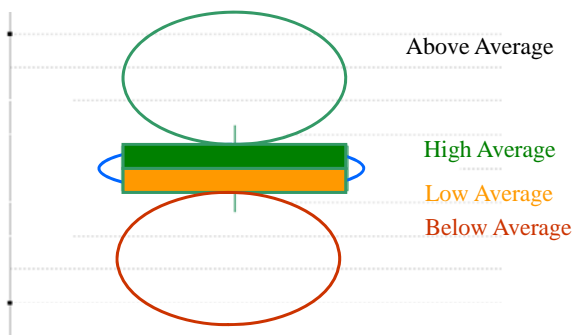
District Percentile Ranks

- Indicate the percent of children **in the district who scored at or below** the score of interest
- Percentiles do not say anything about percent of correct answers
- Example: Lucy obtained a percentile rank of 74
 - This means that Lucy performed **as well as or better** than 74% of students her age on the test
 - Or 74% of students Lucy's age scored **at or below** Lucy's score
 - This **does not mean** that Lucy got 74% of the items correct

A "Box - Plot"
is a picture of percentiles



The "Box - Plot"



From A Normative Perspective We Know
Which Students Are Below Average

- If we know who is below average then we know which students we will serve through intervention services?
- What percent of students will you designate for Tier 3?
- What percent of students will you designate for Tier 2?

How Does Tier 2 Differ From Tier 3

Example...

Alterable variable	Suggested Tier 2	Suggested Tier 3
Group Size (students)	Gr. K - 5	5 to 8 students
	Gr. 5 - 12	10 to 15 students
Time (daily)	30 minutes	45 minutes
Curriculum Materials	Listed	
Strategies	Direct	More direct
Motivation	Informal	Specific plans
Frequency of monitoring	At least 2 x per month	Weekly or more

How Will You Group These Students?

Name	Grade	R-CBM Score	Percentile Rank	Name	Grade	R-CBM Score	Percentile Rank
McLein	6	245	0.99	Woods	6	79	0.46
Humpfer	6	242	0.98	Rehman	6	75	0.44
Bargaron	6	240	0.96	Metses	6	74	0.43
Hill	6	223	0.94	Voiculasco	6	65	0.41
Naubear	6	217	0.93	enderson	6	50	0.39
Reyn	6	215	0.90	Gardnar	6	59	0.37
Dal Rael	6	215	0.90	Judd	6	59	0.37
Nirve	6	210	0.88	Scheef	6	57	0.34
Nova	6	207	0.86	Killo	6	56	0.33
Famendaz	6	204	0.84	Welkar	6	55	0.31
Thenedebouth	6	202	0.83	Reguso	6	52	0.29
anniquaz	6	198	0.81	Mecies	6	50	0.28
Senchaz	6	188	0.79	Bernas	6	47	0.25
Frøy	6	183	0.78	Key	6	47	0.25
eykhnis	6	175	0.75	Rehshad	6	45	0.23
Fuantes	6	175	0.75	Rounds	6	44	0.21
Minick	6	173	0.73	Fudete	6	30	0.19
Paciorkowski	6	169	0.71	Neverre	6	28	0.18
Corball	6	161	0.68	Ramos	6	26	0.16
Gendens	6	161	0.68	Danz	6	25	0.13
Insyxiangmey	6	140	0.66	Cruz	6	25	0.13
Vellajo	6	139	0.64	avins	6	21	0.10
Lamka	6	136	0.63	Berrane	6	21	0.10
Glatamaz	6	131	0.61	Long	6	15	0.08
Huibragsa	6	123	0.59	Vivenco	6	9	0.06
Mullan	6	119	0.58	Trabet	6	7	0.04
Jimanzaz	6	112	0.56	Maiar-Pett	6	4	0.03
Ryko	6	111	0.54	Bishop	6	0	0.01
Ossakowach	6	101	0.52				
Pattars	6	101	0.52				
Gurney	6	100	0.49				
Li	6	80	0.48				

■ How many will receive Tier 3?

■ How many will receive Tier 2?

What Additional Information Might You Want?

■ Example Agenda For Data Review

1. Overview of Expectations
 1. Grade Level Expectations
 2. Key Percentiles
 3. Expected Growth Rates
 4. Current ROI by Rank
2. Review Group Data
 1. Triangles
 2. Transition / SoAP
3. Review Student Data
 1. Students receiving "other services" (IEP, LEP, SL, O/PT etc..)
 2. Tier 3
 3. Tier 2
 4. Watch
4. Determine / Review Schedule
5. Other Concerns
 - Students for whom teacher have concerns

