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Write comments or questions here anytime during the session.

WYOMING MTSS-PLC
Collaborating to Improve Learning for ALL Students

Thursday, July 9th, 3:30–5:00pm
Topic: Screening Process

Welcome!

Tentative Agenda

- 3:15 – 3:30 Log-in, Check Microphones and Speakers
- 3:30 – 3:35 Welcome
- 3:35 – 3:50 *Optional Share Progress to Date*
- 3:50 – 4:30 *Screening Process and Best Practices in MTSS Implementation: Verifying Risk Status*
- 4:30 – 4:50 *Lessons Learned from the Field*
- 4:50 – 5:00 Closing and Next Steps

Why are we here?

- *A* **professional learning community**, *or PLC, is a group of educators that meets regularly, shares expertise and experiences, and works collaboratively to improve learning for all students.*

MTSS-PLC Norms

- Appreciate all perspectives
- Equity of voice
- Attentive listening
- Commitment to the work
- Use technology to enhance professional learning

"Life is really simple, but we insist on making it complicated."

— Confucius

Essential Components of MTSS

NCRTI, 2010
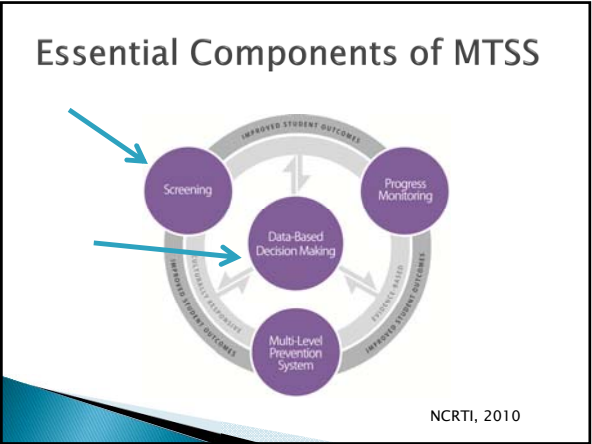
WY MTSS Fidelity Rubric

- Adapted from the Center for Response to Intervention Fidelity Rubric
- Clarifies implementation criteria for the essential components and other implementation factors

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Today's Target Areas

- **1b Universal Screening:** All of the following conditions are met:
  - (1) screening is conducted for all students (i.e., is universal);
  - (2) procedures are in place to ensure implementation accuracy (i.e., all students are tested, scores are accurate, cut points/decisions are accurate); and
  - (3) a process to screen all students occurs more than once per year (e.g., fall, winter, spring).
- **1c Data Points to Verify Risk:** Screening data are used in concert with at least *two* other data sources (e.g., classroom performance, performance on state assessments, diagnostic assessment data, short-term progress monitoring) to verify decisions about whether a student is or is not at risk.

Today's Target Areas

- **6a Fidelity:** Both of the following conditions are met:
  - (1) procedures are in place to monitor the fidelity of implementation of the core curriculum and secondary and intensive interventions; and
  - **(2) procedures are in place to monitor the processes of administering and analyzing assessments.**

Progress To Date: Optional Shareout

- Summarize MTSS activities since last PLC
  - Results of analysis of your current or potential screening tools and data system using the handout provided. Academic vs Behavior? Early warning systems in junior in high school?
  - Other MTSS activities?
- Other teams, please use chat box to ask questions for presenting teams.

Addressing MTSS Challenges or Concerns

‣ What questions or concerns do you have with establishing or maintaining effective implementation of MTSS?

Screening 1b: Universal Screening

‣ All of the following conditions are met:
  ◦ (1) screening is **conducted for all students** (i.e., is universal);
  ◦ (2) **procedures are in place to ensure implementation accuracy** (i.e., all students are tested, scores are accurate, cut points/decisions are accurate); and
  ◦ (3) a process to **screen all students occurs more than once per year** (e.g., fall, winter, spring).

1b(1) Does ALL really mean ALL?

‣ Elementary vs. High School

1b(2) Accuracy of Screening Implementation (Also 6a Fidelity)

‣ How do you ensure all students are tested, scores are accurate, cut points/decisions are accurate?
‣ Recommended Strategies
  ◦ Assign screening coordinator (scheduling, materials, fidelity checks)
  ◦ Comprehensive data system in place and accessible
    · Web-based scoring reduces data entry errors
    · Systems should easily show complete and incomplete testing sessions
  ◦ Conduct ongoing fidelity checks during data collection
  ◦ Conduct yearly analyses on accuracy of cut scores

1b(3) Screening more than 1x

‣ Timing varies by assessment!
‣ Pre-post testing is not screening

Academic Assessments	Behavior Assessments	Early Warning Assessments
• Minimum fall (Sept) and winter (January) • Optional in spring (May) • Established windows of testing	• Fall (October): after the teacher has had about 4-6 weeks of observations with his/her students. • Winter (December): 2-3 weeks right before Winter Break • Spring (April/May): 6-8 weeks before the end of the school year	• Attendance: first 30 days, end of semester • Academic performance: first year of HS • D/F Rates: within semester • Credits: mid- and end-year • Greater frequency in 8th/9th vs 12th

Best Practices in MTSS Implementation ››
Verifying Risk Status Through STP and Problem Solving (1c)

1c Data Used to Verify Risk

▸ Screening data are used in concert with at least *two* other data sources (e.g., classroom performance, performance on state assessments, diagnostic assessment data, short-term progress monitoring) to verify decisions about whether a student is or is not at risk.
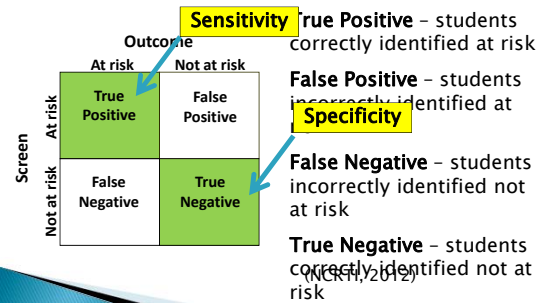
Why Verify Risk Status?

▸ MTSS success depends on accurate identification of students who are considered at risk.
▸ Screening tools are not 100% accurate and many, especially at K-1, tend to over-identify.
▸ Verifying risk can reduce over-and under-identification of students in supplemental supports.
▸ Reducing over- and under-identification can save time, resources, and student frustration!

Cut Score

• A cut score is a score on a screening test that divides students who are considered potentially at risk from those who are considered not at risk.   (NCRTI, 2012)

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Understanding Cut Scores to Identify Risk

Sensitivity **True Positive** – students correctly identified at risk

False Positive – students incorrectly identified at

Specificity

False Negative – students incorrectly identified not at risk

True Negative – students correctly identified not at risk

Outcome
At risk   Not at risk

Screen
At risk | True Positive | False Positive
Not at risk | False Negative | True Negative

(NCRTI, 2012)

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Understanding Cut Scores to Identify Risk

Overlapping distributions
N=100 students

TP 40	FP 10
FN 10	TN 40

cut score

Poor Readers   80%   80%   Good Readers

20%   20%

Number of items correct on screening instrument

(NCRTI, 2012)

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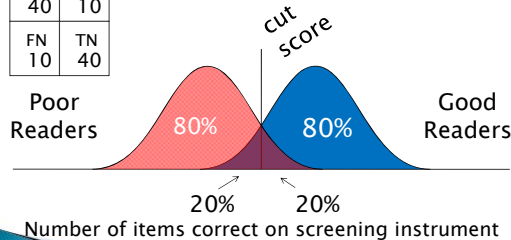
Understanding Cut Scores to Identify Risk

AIMSweb K-LNF	Fall	Winter	Spring
False Positive Rate (at-risk but not)	0.15	0.14	0.14
False Negative Rate (not but at-risk)	0.36	0.33	0.34
Sensitivity (At-Risk)	0.64	0.65	0.67
Specificity (Not At-Risk)	0.86	0.88	0.86

NOTE: AIMSweb is used as an example only. Predicting proficiency on DRA

Understanding Cut Scores to Identify Risk

K–LSF	40th %tile	25th %tile
Sensitivity (at-risk)	.75	.82
Specificity	.73	.80

NOTE: Predicting Proficiency on GRADE

1st Grade – NWF	Fall –Cut Score	Winter – Cut Score
Sensitivity (at-risk)	.80	.80
Specificity	.74	.76

NOTE: Predicting Proficiency on SAT

Understanding Cut Scores to Identify Risk

AIMSweb Reading CBM	1st*	2nd**	3rd***		4th***		5th ***	
			Fall	Winter	Fall	Winter	Fall	Winter
Sensitivity (at-risk)	.72	.79	.77	.77	.78	.78	.75	.79
Specificity (not at risk)	.90	.91	.76	.75	.74	.77	.74	.73

*Predicting Performance on Pennsylvania System of School Assessment
**Predicting Performance on TerraNova Achievement Test
***Predicting performance on the North Carolina End of Grade Test

Screening: Establishing Cut Scores

- Logical practices to establish cut scores indicating skill proficiency
  - National cut scores
  - Local norms
  - Cut scores based on likelihood of demonstrating mastery on core testing (Need 2–3 Years for state test))
- Typically based on statistical analysis

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Steps for Verifying Risk Status »

Step 1: Identify Primary Indicator of Risk Status

- Requires valid and reliable screening tool
- Select tools with high classification accuracy
- Examples of Common Tools
  - FAST, MAP, iSIP, DIBELS, SRSS, referrals, attendance

Step 2: Identify Valid Secondary Screener

- Progress Monitoring
  - 4–6 Progress Monitoring Data Points
  - Most effective in K–2 Settings
- Additional Valid and Reliable Screener
  - AIMSweb, MAP, iSIP, SRSS, referrals, attendance
  - Consider costs and implementation time
- Common Classroom Assessment
  - Core Assessments/Grades
  - Concerns about validity and reliability

Step 3: Verify Initial Risk Status

- Conduct scheduled screening with fidelity [1b(2)]
- Identify students considered at-risk
  - Students in "yellow/red"
- Identify students consider potentially at-risk
  - Students ranked at bottom of "green"

Sample Chart: Identifying Risk

MAP: Identifying Initial Risk

Step 4: Verify Risk Status for Most Students

	PRIMARY: AIMSweb	SECONDARY	Decision
Bill	Potentially At-Risk	Not At-Risk	
Bob	Potentially At-Risk	At-Risk	
James	Potentially At-Risk	Not At-Risk	
Sara	At-Risk	Not at-Risk	
Tina	At-Risk	At-Risk	
Lena	At-Risk	Not At Risk	
Sandy	At-Risk	At-Risk	
Frank	At-Risk	At-Risk	
Vivian	At-Risk	At-Risk	
Monty	At-Risk	At-Risk	
Ken	At-Risk	At-Risk	
Brian	At-Risk	At-Risk	

Step 4: Verify Risk Status for Most Students

	PRIMARY: AIMSweb	SECONDARY	Decision
Bill	Potentially At-Risk	Not At-Risk	Tier I+
Bob	Potentially At-Risk	At-Risk	?
James	Potentially At-Risk	Not At-Risk	Tier I +
Sara	At-Risk	Not at-Risk	?
Tina	At-Risk	At-Risk	Intervention
Lena	At-Risk	Not At Risk	?
Sandy	At-Risk	At-Risk	Intervention
Frank	At-Risk	At-Risk	Intervention
Vivian	At-Risk	At-Risk	Intervention
Monty	At-Risk	At-Risk	Intervention
Ken	At-Risk	At-Risk	Intervention
Brian	At-Risk	At-Risk	Intervention

Step 5: Use Additional Data Sources for Risk Verification for Very Few Students

- Not necessary when using progress monitoring for secondary screening or risk verification
- Data should be readily accessible and generally valid and reliable
- Consider progress monitoring or classroom assessment

Step 5: Verify Risk Status through Additional Data Sources

	PRIMARY: MAP	SECONDARY: AIMSweb	ADDITIONAL DATA Source	Decision
Bill	Potentially At–Risk	Not At–Risk	–	Tier I+
Bob	Potentially At–Risk	At–Risk	At-Risk	?
James	Potentially At–Risk	Not At–Risk	–	Tier I +
Sara	At–Risk	Not at–Risk	At-Risk	?
Tina	At–Risk	At–Risk	–	Intervention
Lena	At–Risk	Not At Risk	At-Risk	?
Sandy	At–Risk	At–Risk	–	Intervention
Frank	At–Risk	At–Risk	–	Intervention
Vivian	At–Risk	At–Risk	–	Intervention
Monty	At–Risk	At–Risk	–	Intervention
Ken	At–Risk	At–Risk	–	Intervention

Step 5: Verify Risk Status through Additional Data Sources

	PRIMARY: MAP	SECONDARY: AIMSweb	ADDITIONAL DATA Source	Decision
Bill	Potentially At–Risk	Not At–Risk	–	Tier I+
Bob	Potentially At–Risk	At–Risk	At-Risk	Intervention
James	Potentially At–Risk	Not At–Risk	–	Tier I +
Sara	At–Risk	Not at–Risk	At-Risk	Intervention
Tina	At–Risk	At–Risk	–	Intervention
Lena	At–Risk	Not At Risk	At-Risk	Intervention
Sandy	At–Risk	At–Risk	–	Intervention
Frank	At–Risk	At–Risk	–	Intervention
Vivian	At–Risk	At–Risk	–	Intervention
Monty	At–Risk	At–Risk	–	Intervention
Ken	At–Risk	At–Risk	–	Intervention

## Identifying Students in Need of Additional Support

- May vary based on needs and resources of school
  - Target or criterion scores
  - Lowest percentage of students whose needs can be met by resources (e.g., 20%)
- If more than 20%, focus should be on improving core instruction/curriculum
  - Increased number of students needing intervention is not sustainable!

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Secondary Level or Tertiary Level Support

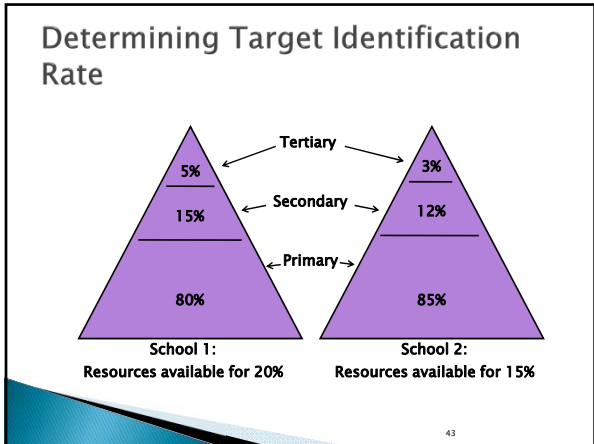Access to supplemental supports may be based on school resources

ID	Name	Corrects	Errors	Accuracy	Performance Summary	Potential Instructional Action
1256	Jim	107			Established	Continue Primary Prevention
2341	Jill	103			Established	Continue Primary Prevention
Cut Score=100						
6235	Jerome	90			Established	Continue Primary Prevention
2345	Jessica	77			Established	Continue Primary Prevention
Emerging > 75						
1384	Jen	74			Emerging	Assess and Consider Secondary Prevention
4312	Jim	72			Emerging	Assess and Consider Secondary Prevention
13551	Janet	53			Emerging	Assess and Consider Secondary Prevention
Deficient> 46						
1834	Jade	43			Deficient	Assess and Consider Need for Tertiary Prevention
22145	Jed	31			Deficient	Assess and Consider Need for Tertiary Prevention

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Problems with Cut Scores to Determine Supplemental Support

56%   80%   96% in need — Target

Sch. 1   Sch. 2   Sch. 3

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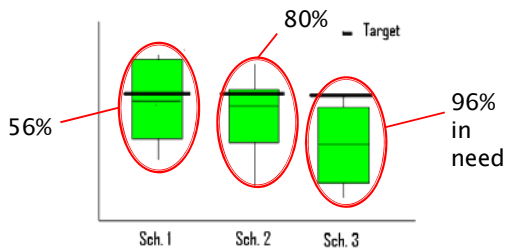
Target Identification Rate

- Target identification rate is the proportion of students to be identified as at risk.
  - May depend on program objectives and resources.
- Unique target identification rates may be specified for different skill areas.
- Schools and districts will need to think about reallocating resources or securing additional funds to support *all* students in need.

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Determining Target Identification Rate

Tertiary

Secondary

Primary

5%

15%

80%

School 1:
Resources available for 20%

3%

12%

85%

School 2:
Resources available for 15%

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Future Team Discussion

◦ What is our current process for identifying students for supplemental support?
◦ How effective and efficient is our process?
◦ What is a realistic target identification rate? What is a sustainable with our given resources?

Questions? »
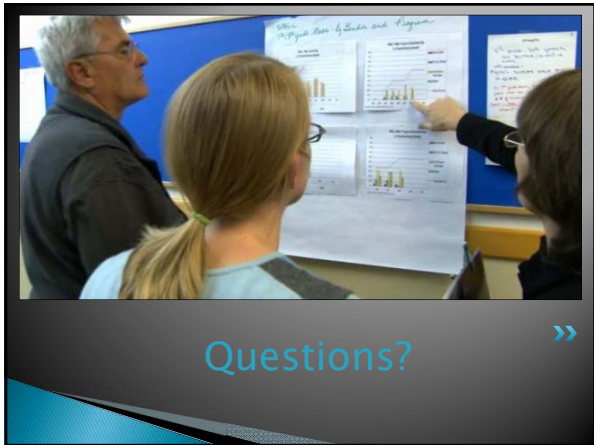
Lessons Learned from the Field

‣ How often do you screen for at-risk students?
‣ How are you ensuring fidelity of data collection, accuracy of scores and cut scores, use of data?
‣ How accurate are your current assessments in determining risk?
‣ What is your process for verifying risk status?
‣ How was or will staff be trained on implementing the screening process?

Closing: Next Steps

‣ Submit a description of strengths and areas of improvement for current process for identifying at-risk across grades and content

‣ **NEXT MEETING:** August 13, 3:30-5:00pm, *Topic:* Multi-level Prevention System: Tier 1-2

Thank You!

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