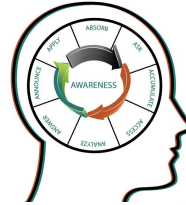




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Develop Your Data Mindset

Module 5 - Universal Screening Part 2 - Absorb, Ask, Accumulate, and Access

By Nathan Anderson, Amy Ova, Wendy Oliver, and Derrick Greer

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Learning Goals

- Formulate questions to guide the inquiry cycle for identifying at-risk students
- Specify data that are useful for identifying at-risk students
- Identify locations where data utilized for identifying at-risk students can be retrieved

SLDS Data Use Standards

- K.1.A Question Formation: Knows which questions can be answered with data and how to identify the nature and extent of the data needed to answer questions
- K.1.C Types of Data: Knows that data come in two main forms—quantitative and qualitative—and that, within these forms, there are other categories
- K.1.E Data Metric: Knows that MEASURES can be broken down into data metrics, which are calculated for ANALYSIS and monitored for changes.
- K.1.F Data Sources: Knows different types of data sources and the benefits and limitations of using each
- K.2.C Data Collection: Knows that DATA COLLECTION can be performed using different methods and at different points in time
- K.2.D Data Context: Knows the circumstances and purposes for which data are collected
- S.2.A Data Discovery and Data Acquisition: Identifies and locates appropriate data sources and can access the data from various sources (e.g., classroom, school, district, state sources) for DATA ACQUISITION

Teacher Thought

If I know how to apply the A+ Inquiry cycle as a framework for universal screening, then I will be able to use data from our assessments to determine whether students are at risk. This would free up my time some so I can focus on planning and implementing specific interventions in my classroom to help students be more successful throughout the school year.

Introduction

Teacher 1:

I'm so glad we reviewed the background knowledge for universal screening in our PLC meetings this past week. I think Ryan is really going to be helpful this year!

Teacher 2:

Yeah. Ryan seems to really care about kids. I think he can help us make sense out of our scores.

Teacher 3:

I actually understood what those terms meant!

Teacher 4:

Well, I'm glad you did. I think I will be spending a lot of time with Ryan! Sure hope he is patient.

Teacher 5:

I think we are actually going to figure out how to identify our *at risk* kids today. Ha! Not like last year when we didn't have the data until after Christmas! We get to find out in September.

Teacher 6:

I agree. Ryan has his act together. I don't mind attending our PLC or Data Team meetings or even filling in my Data Binder because we are actually learning stuff we can use in our classrooms this year. Count me in!

Introduction

Ryan:

Alright ladies and gentlemen, we have a lot of ground to cover today for universal screening at our Data Team meeting. Today, we are going to identify which of your students are in tier 1, 2, and 3 based on our beginning of the year district reading benchmark assessment results.

I've put some important numbers on the board that you will want to keep in mind. They are also on your flyer that should be in your Data Binder that you brought with you to the meeting. Before we dig into those, though, let's see if you recognize what else I have for you.

- Tiered reading instruction targets for the universal screening reading assessment are based on the following percentile ranges:
 - Tier 3: \leq 20th percentile
 - Tier 2: 21st-40th percentile
 - Tier 1: 41st-94th percentile
 - Enrichment: \geq 95th percentile

Introduction

Ryan:

Remember this image of your Assessment Calendar? The portion we are covering in this module is in color above. In this meeting, we are focusing on universal screening.

Assessment Calendar

What is the assessment?	Which students are assessed?	When are students assessed?	How are the assessment results used? (F = Formative, S = Summative)
District interim (e.g. NWEA MAP, Renaissance Star, aimsweb)	All students Grades K-12	Fall (September) Winter (January) Spring (April)	<p>How do teachers use the data?</p> <p>Fall data</p> <ul style="list-style-type: none"> • Universal screening (F) • Establish baseline, identify high/low areas, set end of year goal w/ each student (F) • Establish baseline, identify high and low areas, set end of year classroom goal (F) <p>Winter data</p> <ul style="list-style-type: none"> • Universal screening (F) • Monitor progress toward each student's end of year goal (F) • Monitor progress toward classroom end of year goal (F) <p>Spring data</p> <ul style="list-style-type: none"> • Evaluate extent to which each student's end of year goal was met (S) • Evaluate extent to which classroom level goal was met (S) <p>Most recent data throughout the year</p> <ul style="list-style-type: none"> • Differentiate instruction for students based on each student's performance level (F) • Deliver whole group instruction based on the instructional level of the class (F) <p>How does the district use the data?</p> <ul style="list-style-type: none"> • Set school or district academic goal (F) • Evaluate extent to which district academic goals and objectives were met (S)
NDSA (State Assessment)	All students Grades 3-8, 11	Spring (April)	<p>How does the district use the data?</p> <ul style="list-style-type: none"> • Set school or district academic goals and objectives based on needs (F) • Evaluate extent to which district academic goals and objectives were met (S)
ACT	All students Grade 11	Spring	<p>How does the district use the data?</p> <ul style="list-style-type: none"> • Set school or district academic goals and objectives based on needs (F) • Evaluate extent to which district academic goals and objectives were met (S)
General Outcome Measure (e.g. easyCBM, Renaissance Star, aimsweb)	At-risk students Grades K-12	Up to weekly	<p>How do teachers use the data?</p> <ul style="list-style-type: none"> • Establish baseline, set end of year goal, and monitor progress toward goal (F)
Diagnostic (e.g., Diagnostic Assessment of Reading, Star, etc.)	At-risk students Grades K-12	After at-risk status confirmed	<p>How do teachers use the data?</p> <ul style="list-style-type: none"> • Identify strengths and skill deficits to guide instruction for at-risk students (F)
Formative classroom assessments	All students Grades K-12	Before or during an instructional unit throughout the year	<p>How do teachers use the data?</p> <ul style="list-style-type: none"> • Differentiate instruction based on student knowledge relevant to learning targets (F) • Decide whether a class is ready for the next learning target during whole group instruction (F)
Summative classroom assessments	All students Grades K-12	At the end of an instructional unit throughout the year	<p>How do teachers use the data?</p> <ul style="list-style-type: none"> • Assign and report grades

Introduction

Ryan:

As a reminder, universal screening data fits in the scope of study framework for a formative purpose. As you can see, the participants in the study are students. Student learning data is required. The district is the decision maker of the collection methods. Data are collected periodically. Data are analyzed at the individual student level. The focus of the question is to identify whether a student is performing at, above, or below the expected level of performance.

Instructions: Select the scope of study elements relevant to the contextual need for data use, assessment name, and question(s)

- **Context:** Teacher conducting universal screening on all students after a beginning of year or mid-year benchmark assessment
- **Assessment name:** NWEA MAP
- **Question(s):** Which students may be at risk for poor learning? Which students may need enrichment?

Type(s) of disciplined inquiry

Assessment

Evaluation

Research

Purpose(s) of required data

Formative

Summative

Other

Participants in the study

Students

Parents

Staff

Other

Type(s) of required data

Student learning

Demographic

Perception

School process

Behavior

Other

Decision maker of data collection methods

Teacher

School/District

State

Other

Frequency of collection

Ongoing

Periodic

One-time

Other

Unit level of analysis

Individual

Group

Focus of the question(s)

Performance

Highest / lowest

At / above / below expected

Positive / negative trend

Other

Introduction

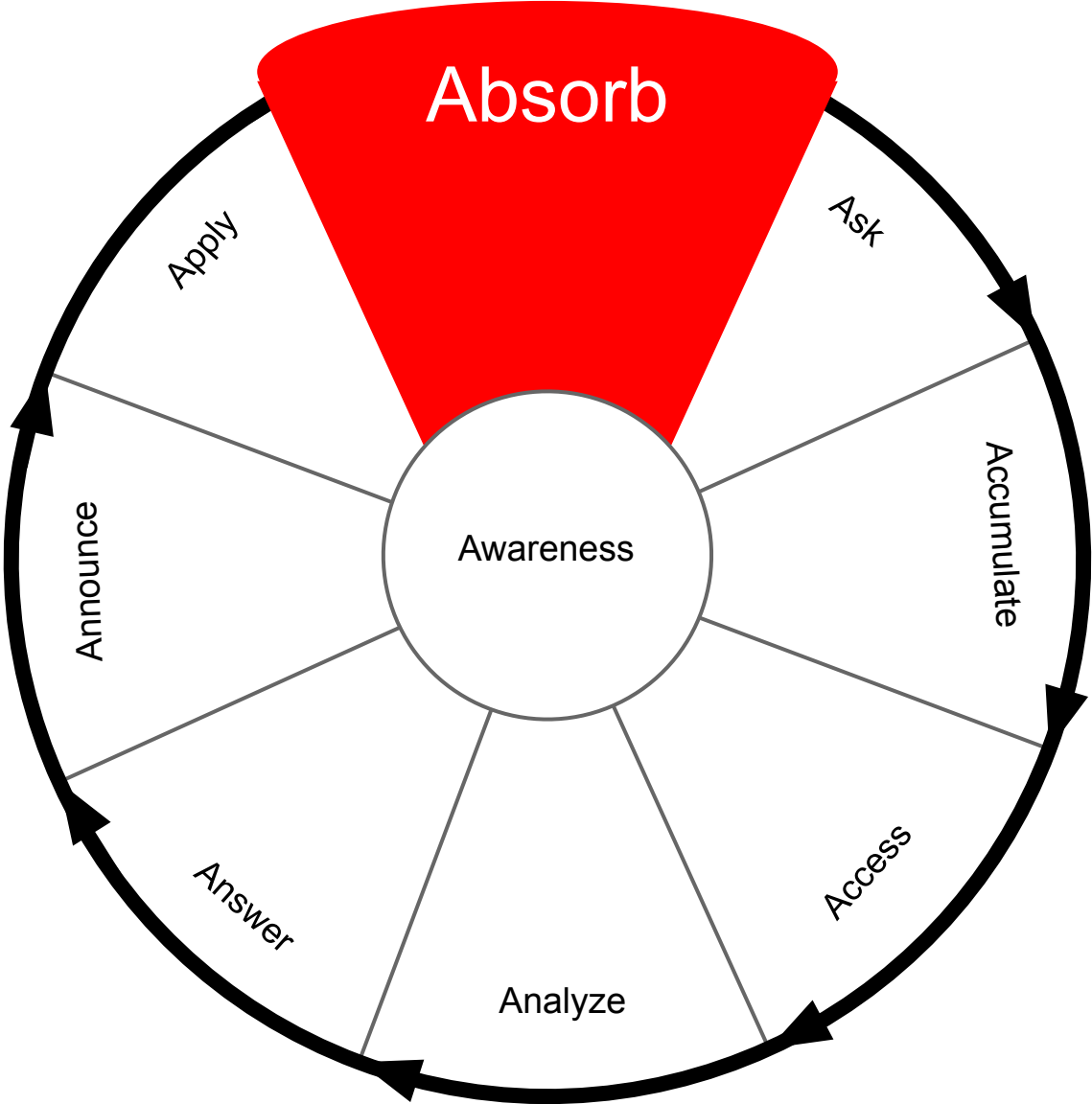
Ryan:

Have any of you ever used a formative assessment *exit slip* strategy with students? Let's try a modified version of it. In order to access your data binder with the notes for universal screening, you have to correctly answer the next question. Think of it as your pass to the next activity.

Introduction

Ryan:

In which stage should you begin?

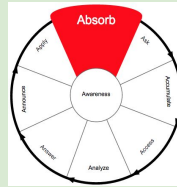


Introduction

Ryan:

That's right. The Absorb stage is the right place to start. Now you can access your universal screening flyer from your data binder! We are going to work through some more review questions make sure you are ready to dig into the data reports and conduct our fall universal screening.

Link to universal screening flyer: <https://goo.gl/e2fnkS>

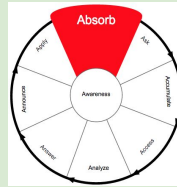


Activity - 05.02.01

According to your flyer, the purpose of universal screening is to

- Identify students who may be at risk for poor learning outcomes or need enrichment
- Figure out what should be taught next to struggling students
- Identify which students think they're doing poorly in school
- Identify when the best time would be to deliver interventions

Standard: K.2.D Data Context

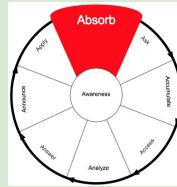


Activity - 05.02.02

According to your flyer, students below the _____ %ile are considered to be potentially at risk for poor learning outcomes

- 41st
- 50th (i.e., below the norm)
- 60th
- 80th

Standard: K.2.D Data Context

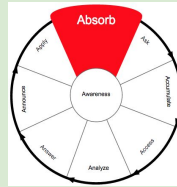


Activity - 05.02.03

According to your flyer, students at or above the _____ %ile may need enrichment

- 95th
- 80th
- 75th
- 50th (i.e., at or above the norm)

Standard: K.2.D Data Context



Activity - 05.02.04

Great work! You understand the basic protocol Great Plains uses for universal screening. If you're going to be able to identify students who are at risk for poor learning in reading, what do you need to know about each student?

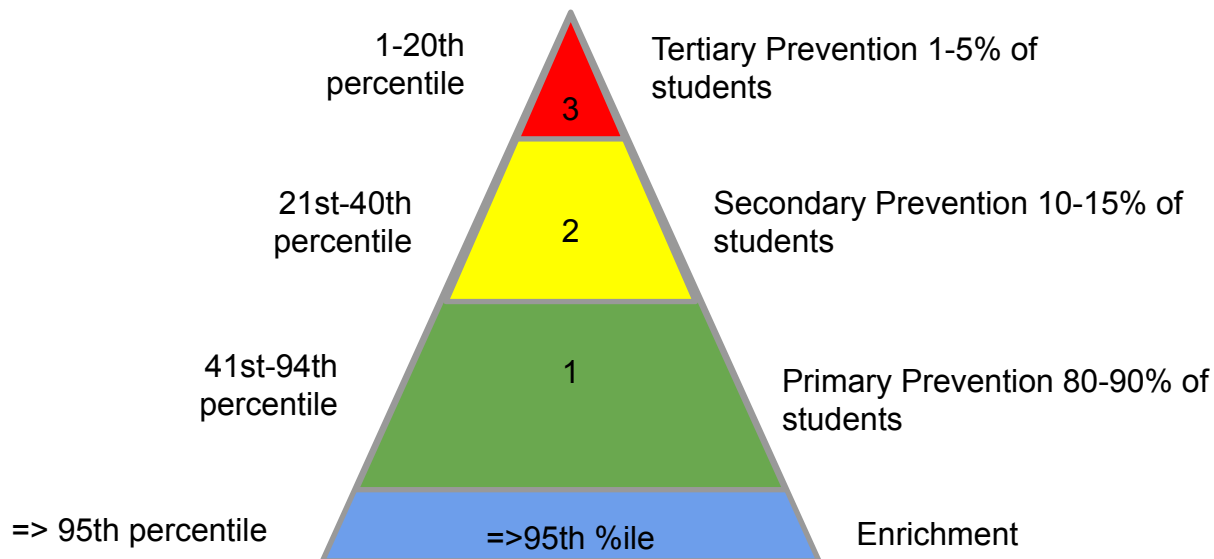
- Performance of each student on the universal screening reading assessment
- Whether the parents of each student think extra reading support is needed
- Most recent reading quiz score of each student
- Which students think they may need extra support in the area of reading

Standard: K.2.D Data Context

Tutorial

We know from the district's [assessment calendar](#) that the *benchmark*, or *interim*, reading assessment (such as NWEA MAP, aimsweb, or Renaissance Star) is administered as the universal screener.

Students between the 1st and 20th percentiles are targeted for tier 3 prevention. Students between the 21st and 40th percentile are targeted for tier 2 prevention. Students between the 41st and 94th percentile are targeted for tier 1 prevention. Students at the 95th percentile or above are targeted for enrichment.



Tutorial

In this case, we also know it's near the end of September, a few weeks following the start of the school year. All students recently completed the beginning of year universal screening reading assessment.

You're at a data meeting. At the meeting, the Data Coach is asking you to identify students in your class who may be at risk for poor learning outcomes or need enrichment.

In other words, you are being asked to identify students who performed above or below the expected level of performance for Tier 1 instruction on the beginning of year universal screening assessment.

Tutorial

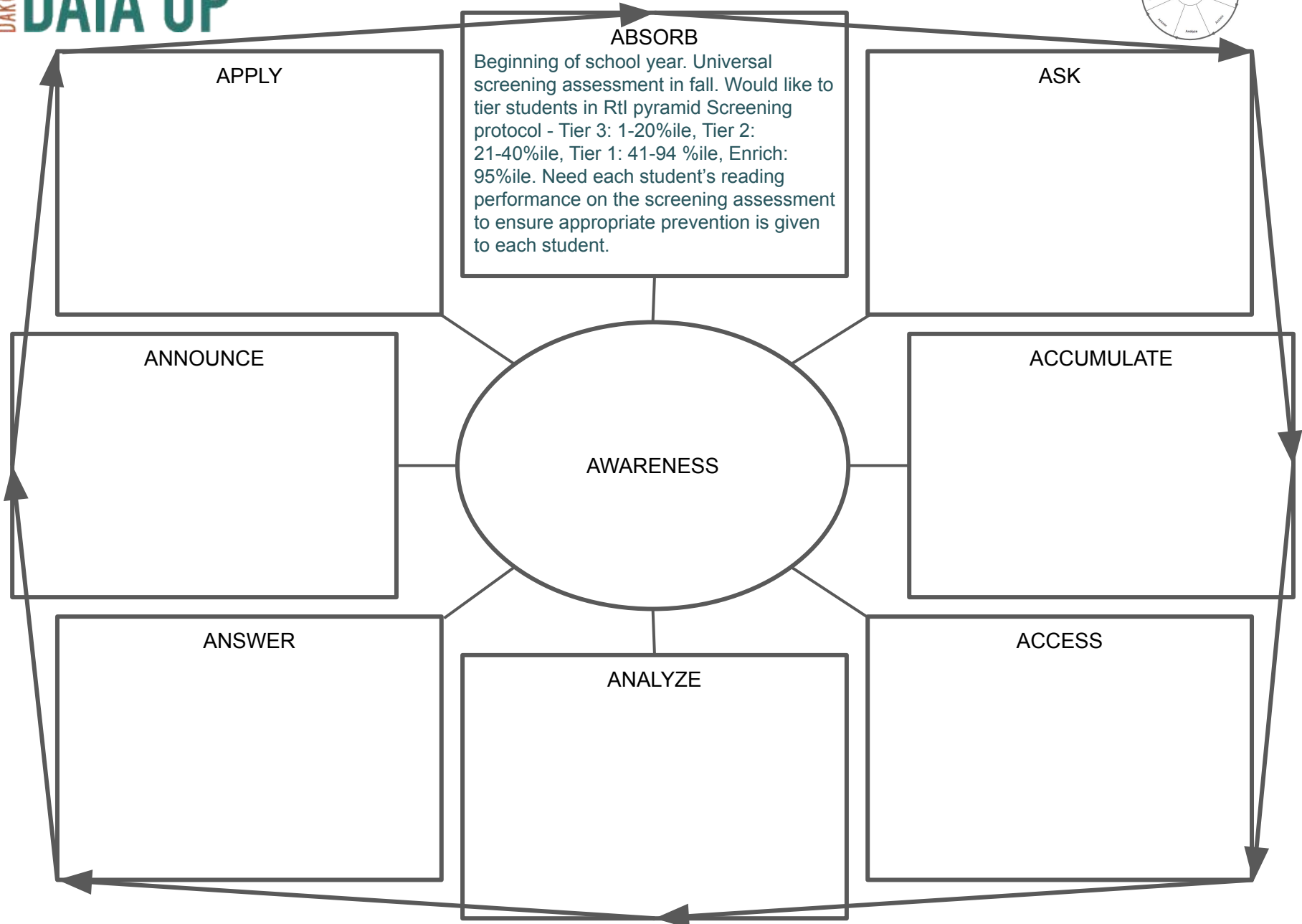
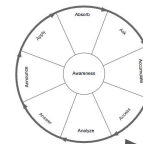
You are currently unable to fulfill the request of the RTI team because you don't know which students performed above or below the expected level of performance for Tier 1 instruction.

You need more knowledge about your students in order to identify those who may be at risk for poor learning or need enrichment. More specifically, you need to know the *reading performance of each student on the universal screening assessment*. This need sets the stage for you to go through an inquiry process to gain the required knowledge that the RTI team is requesting from you.

A+ Inquiry Framework

The Absorb stage has been completed.

A+ INQUIRY GRAPHIC ORGANIZER

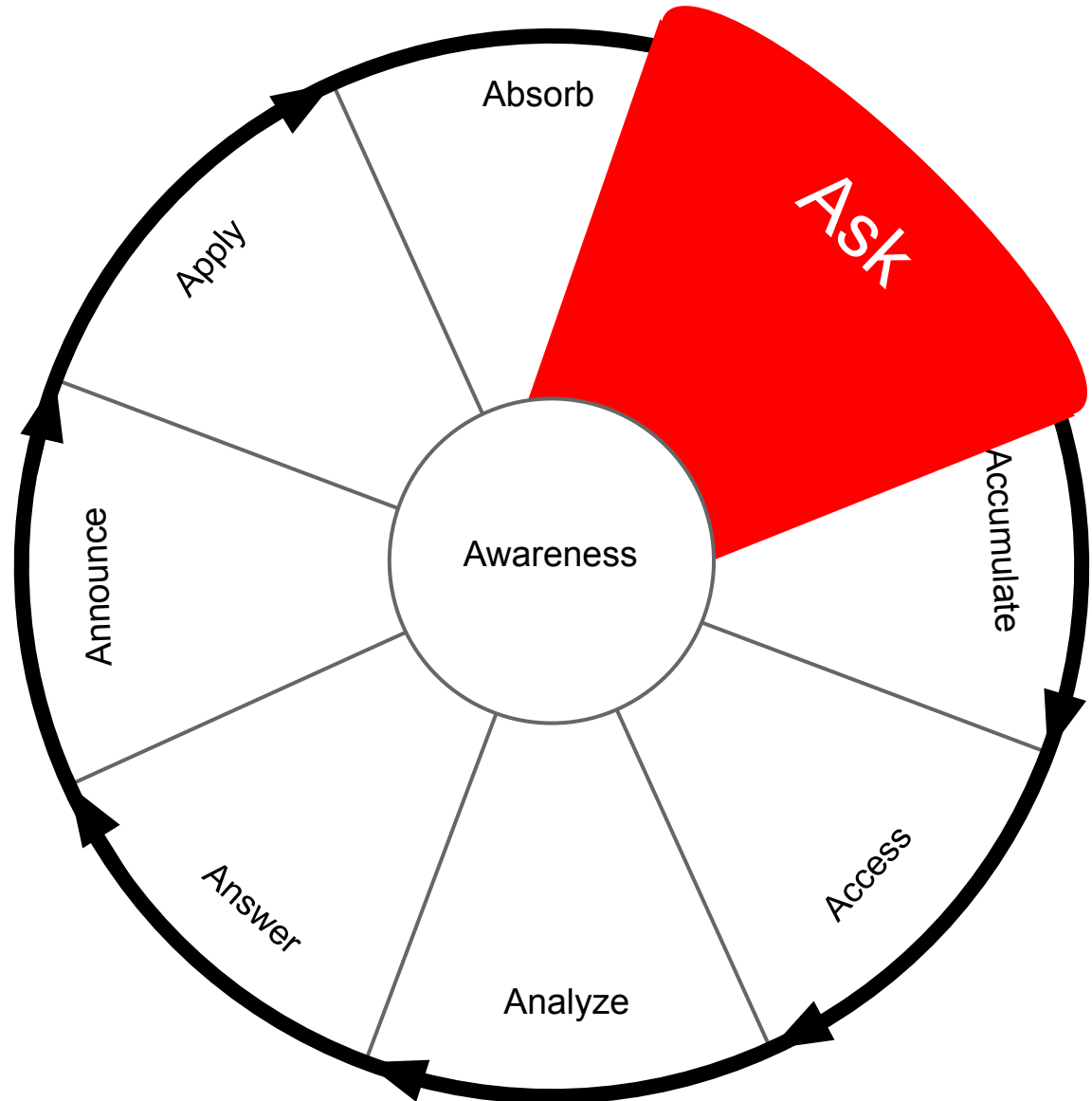


Ask Stage

Ryan:

Now that you are past the Absorb stage, let's see if you can ask operationalized or answerable questions.

They lead you to the information you need to know.





Activity - 05.02.05

Remember, in the Ask stage, it's important to

- Formulate questions that can be answered through analysis of data
- Write questions that are longer than thirty words
- Conduct analysis of the data you have collected
- Share data with your colleagues

Standard: K.1.A Question Formation



Activity - 05.02.06

Before you will be able to target students in your classroom for appropriate prevention levels, you need to know each student's reading performance on the universal screening assessment (e.g., aimsweb, NWEA MAP, Renaissance Star). You could begin formulating questions by asking the following general question: What is the reading performance level of each student in your classroom?

This question is not answerable as it is written. How could you operationalize the question, "What is the reading performance level of each student in your classroom?" to make it more answerable for universal screening purposes?

- What is the percentile of each student in your classroom on the current year's fall universal screening reading assessment?
- How well did each student in your classroom perform on the universal screening assessment?
- What was each student's score on the chapter reading test in my classroom?
- Which students in your classroom performed better than others on the reading assessment?

Standard: K.1.A Question Formation



Activity - 05.02.07

If you know the reading percentile of each student on the current year's fall universal screening reading assessment, then you'll be able to identify the appropriate prevention level for each student. You begin formulating a question by posing the following general question: What is the appropriate prevention level for each of my students?

Select an operationalized version of the general question, "What is the appropriate prevention level for each of my students?"

- Which of the following prevention levels is appropriate for each of my students based on the current year's fall universal screening reading assessment performance? Tier 3: \leq 20th %ile, Tier 2: 21st-40th %ile, Tier 1: 41st-94th %ile, Enrichment: \geq 95th %ile
- What level of prevention should be given to each student?
- How many students scored at or above the 41st percentile on the current year's fall universal screening reading assessment?
- Which students did not perform well enough on the universal screening assessment?

Standard: K.1.A Question Formation



Activity - 05.02.08

If you know the reading percentile of each student on the current year's fall universal screening reading assessment, then you'll be able to identify students who performed below or above the expected level of performance for primary prevention. You begin formulating a question by posing the following general question: Which students may be at risk for poor learning or need enrichment?

- Which students were identified as being tier 2 or tier 3 students or enrichment students based on the current year's fall universal screening reading assessment?
- Who scored at the appropriate percentile level on the fall universal screening assessment?
- Which students scored below 80% on the most recent unit exam conducted in my class?
- Which students may need weekly progress monitoring this year?

Standard: K.1.A Question Formation

Tutorial

Let's take another look at the Ask stage. In this stage you pose questions that, if answered, will provide you with the knowledge you are currently missing. You begin this stage by figuring out what information is missing and asking it as a question.

Then, you operationalize the question by demonstrating awareness of data that have been, or could be, accumulated to help answer the question.

Tutorial

In this case, in order to identify those who may be at risk for poor learning or need enrichment, you need to know the reading performance of each student on the universal screening assessment (e.g., aimsweb, NWEA MAP, Renaissance Star). Let's convert this gap in knowledge into general and operationalized questions.

Tutorial

You begin by asking the following general question: “What is the reading performance level of each student?”

You operationalize this question by stating, “What is each student’s percentile on the current year’s fall universal screening reading assessment?”

The answers to the question regarding each student’s reading percentile will inform the answers to the next general question, “What is the appropriate prevention level for each student?”

You operationalize *this* question by stating, “Which of the following prevention levels is appropriate for each student based on the current year’s fall universal screening reading assessment performance?”

Tier 3: < 20th %ile, Tier 2: 21st-40th %ile, Tier 1: 41st-94th %ile, Enrichment: >= 95th %ile”

Tutorial

Answers to the *second* general question inform the answers to the *third* general question, “Which students may be at risk for poor learning or need enrichment?”

You operationalize this question by stating, “Which students were identified as being tier 2 or tier 3 students or enrichment students based on the current year’s fall universal screening reading assessment?”

By answering all of these questions, you will have a better understanding of students who may be at risk for poor learning or need enrichment *and* the level of prevention that may be appropriate for each student in your class.

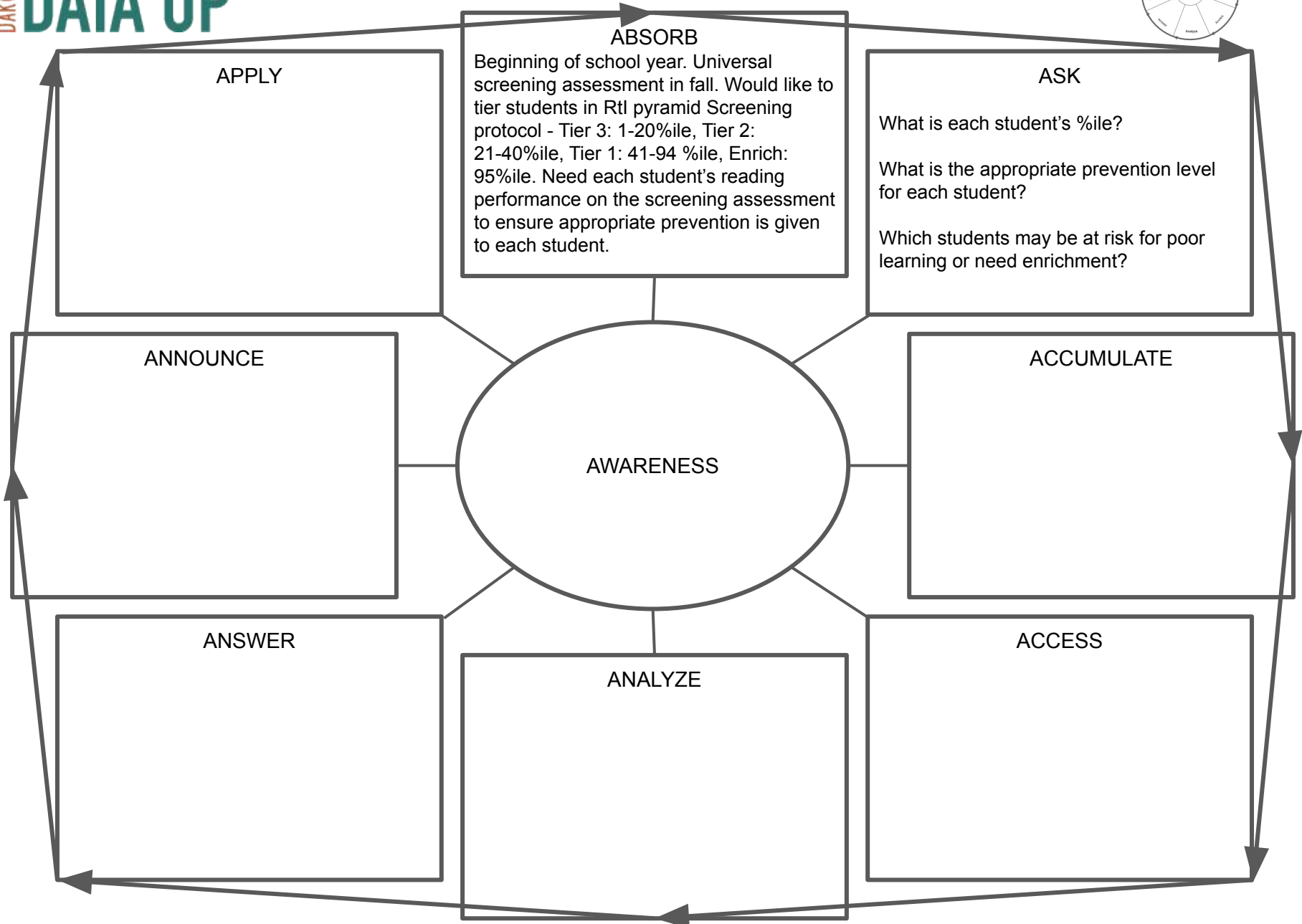
A+ Inquiry Framework

The Ask stage has been completed.

Now you have three questions that can be answered with data.

- The general version of the first question is “What is the reading performance level of each student?”
 - An operationalized version of the first question is, “What is each student’s percentile on the current year’s fall universal screening reading assessment?”
- The general version of the second question is, “What is the appropriate prevention level for each student?”
 - An operationalized version of the second question is, “Which of the following prevention levels is appropriate for each student based on the current year’s fall universal screening reading assessment performance? Tier 3: \leq 20th %ile, Tier 2: 21st-40th %ile, Tier 1: 41st-94th %ile, Enrichment: \geq 95th %ile”
- The general version of the third question is, “Which students may be at risk for poor learning or need enrichment?”
 - An operationalized version of the third question is, “Which students performed below the 41st percentile or at or above the 95th percentile on the current year’s fall universal screening reading assessment?”

A+ INQUIRY GRAPHIC ORGANIZER



ABSORB

Beginning of school year. Universal screening assessment in fall. Would like to tier students in RtI pyramid Screening protocol - Tier 3: 1-20%ile, Tier 2: 21-40%ile, Tier 1: 41-94 %ile, Enrich: 95%ile. Need each student's reading performance on the screening assessment to ensure appropriate prevention is given to each student.

ASK

What is each student's %ile?
 What is the appropriate prevention level for each student?
 Which students may be at risk for poor learning or need enrichment?

ACCUMULATE

AWARENESS

ACCESS

ANALYZE

ANSWER

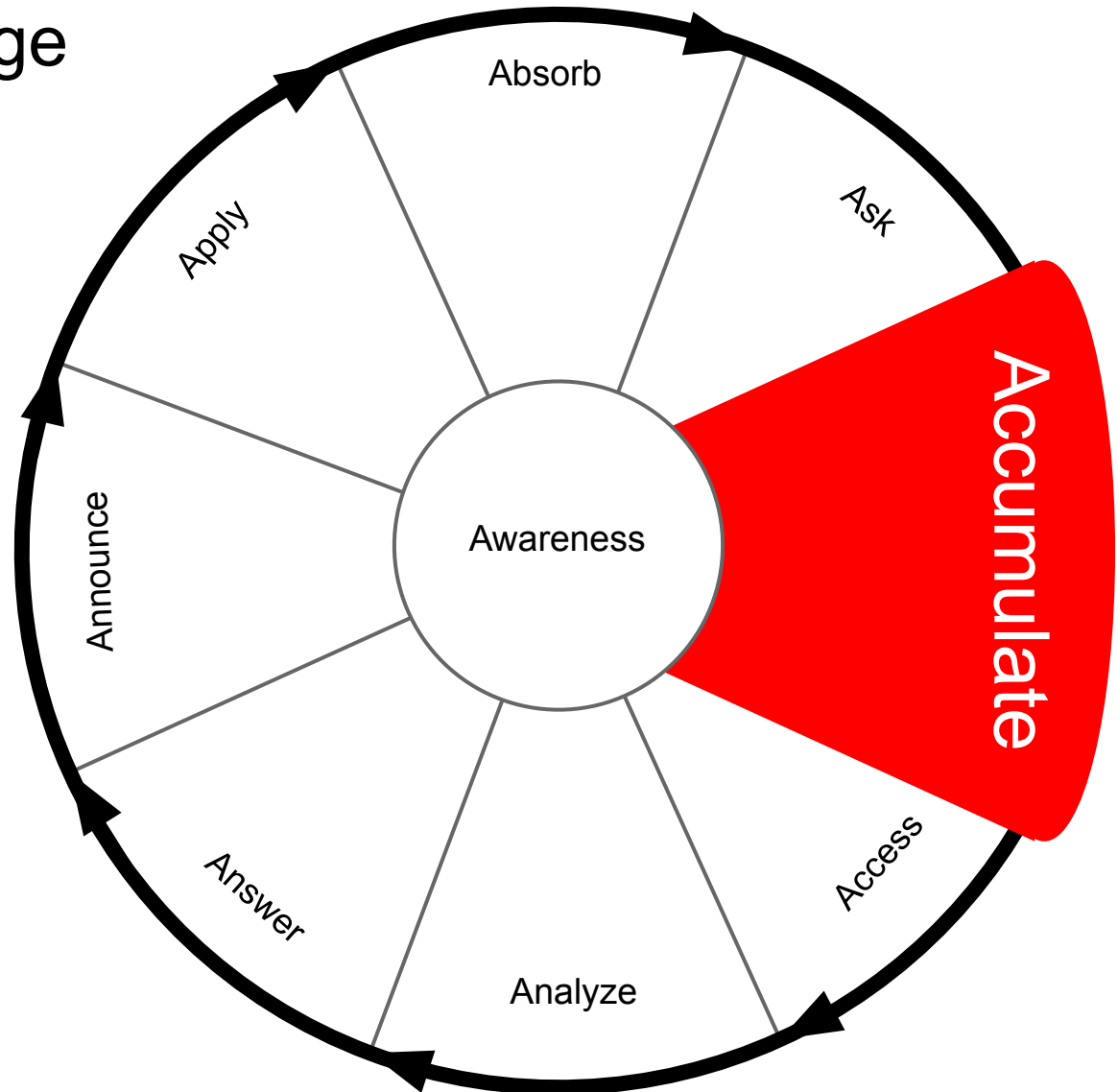
ANNOUNCE

APPLY

Accumulate Stage

Ryan:

Now it's time to enter the Accumulate stage where you will identify details of data required to answer the questions you posed in the Ask stage. When formulating the operationalized questions, you demonstrated an awareness of the data you need. Here, you'll specify a few more details of the data, which will help ensure you retrieve the appropriate data in the Access stage.





Activity - 05.02.09

To answer the questions posed in the ask stage, I need data collected from _____

- Students in my class
- Parents of students in my class
- Teachers of students in similar grade levels
- Administrators in my school

Standard K.1.C Types of Data

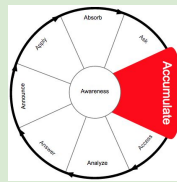


Activity - 05.02.10

I need _____ data that represents the students in my class.

- Student learning
- Demographic
- Perception
- Behavior

Standard: K.1.C Types of Data



Activity - 05.02.11

The student learning data I need was collected using a(n) _____?

- District benchmark reading assessment (e.g. NWEA MAP, aimsweb, Renaissance Star)
- End of chapter test
- Daily exit ticket
- Student observation rubric

Standard K.1.C Types of Data



Activity - 05.02.12

The district benchmark assessment data I need were collected during the _____.

- Beginning of the current school year
- Summer before the school year began
- End of the current school year
- Beginning of the previous school year

Standard: K.2.C Data Collection



Activity - 05.02.13

The metric I need that represents the district's beginning of current year benchmark reading assessment is the _____?

- Percentile of each student's reading performance
- Percentage of reading items answered correctly
- Number of reading items answered correctly
- Average reading score of all students

Standard: K.1.E Data Metric

Tutorial

In the Accumulate stage, you specify the data required to answer your questions and verify the data have been collected in a valid and reliable way. Remember the steak at the restaurant? We want to make sure it is cooked consistently and offered reliably.

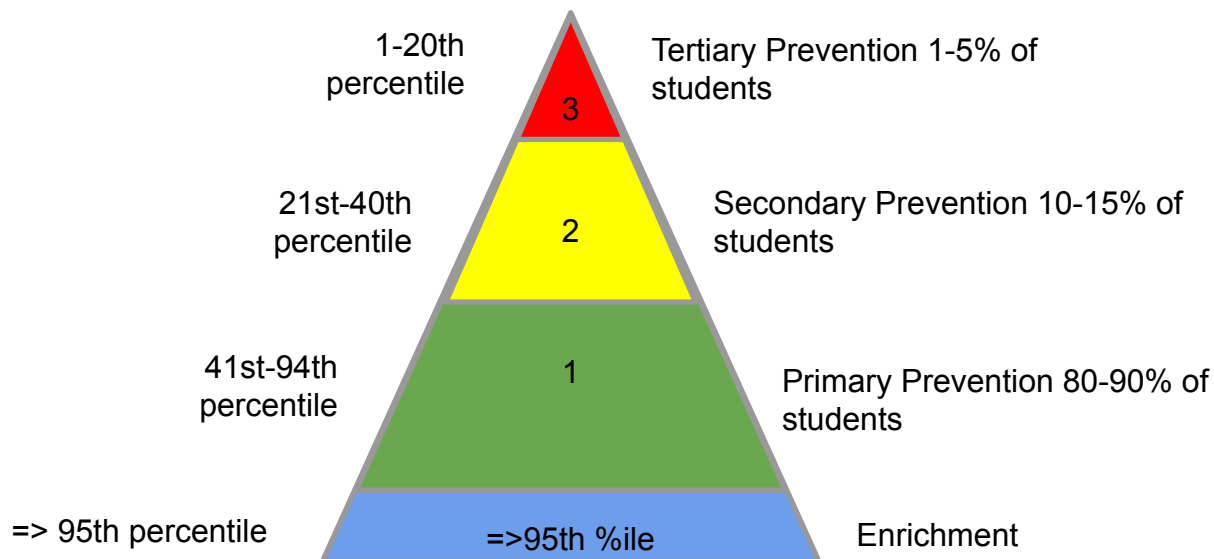
If the data have already been accumulated, you simply acknowledge that they have been collected. If the data had not already been accumulated, you would need to be attentive to data collection methods, including from whom, when, and how the required data would be collected. In this case, the data you need have already been accumulated. Thank you state department! You need the reading percentile of each student in your class on the fall interim reading assessment they recently completed in order to determine who may need additional support.

Tutorial

You can use the scope of study framework that we are currently reviewing to identify some of the details representing the data that have been accumulated, such as the participants in the study and the general type of data. In this scenario, the participants in your study are the students in your class, and the type of data you need is student learning data.

Tutorial

As you know there are several different sub-types of student learning data collected at various points in time. Therefore, it's important to be more descriptive of the required data to ensure you know exactly what you need to retrieve when you enter the Access stage. For this purpose, you need the percentile of each student in your class on the district's current year interim, or benchmark, beginning of year reading assessment.



A+ Inquiry Framework

The Accumulate stage has been completed.

The details of the data needed to answer the questions posed in the Ask stage were identified.

To summarize, you need student learning data representing the percentile of each student in your class, which were collected using the district's benchmark reading assessment at the beginning of the current school year.

A+ INQUIRY GRAPHIC ORGANIZER



ABSORB
 Beginning of school year. Universal screening assessment in fall. Would like to tier students in RtI pyramid Screening protocol - Tier 3: 1-20%ile, Tier 2: 21-40%ile, Tier 1: 41-94 %ile, Enrich: 95%ile. Need each student's reading performance on the screening assessment to ensure appropriate prevention is given to each student.

ASK
 What is each student's %ile?
 What is the appropriate prevention level for each student?
 Which students may be at risk for poor learning or need enrichment?

ACCUMULATE
 Student learning data, students in teacher's classroom, district's benchmark reading assessment, beginning of the current school year, each student's %ile.

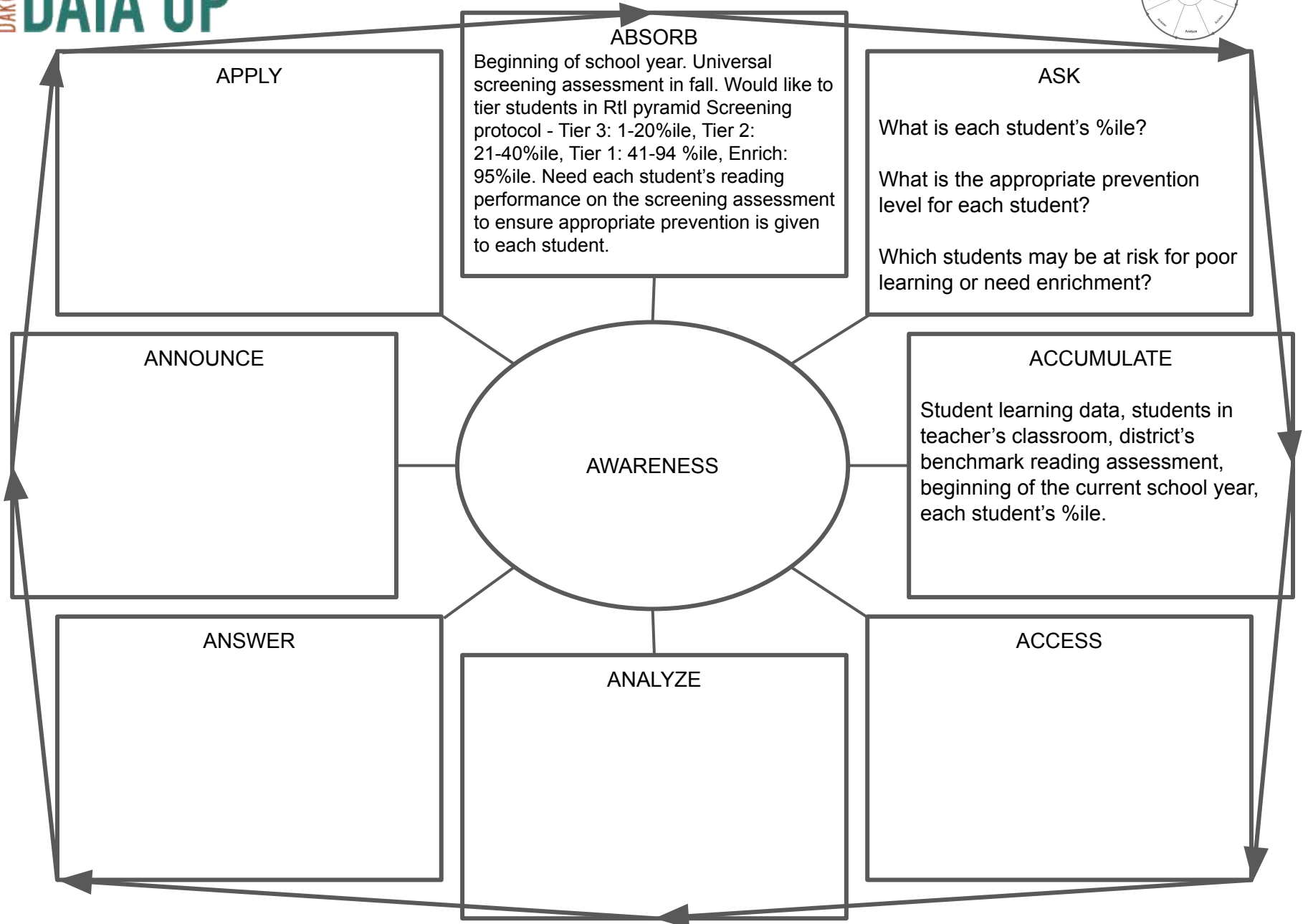
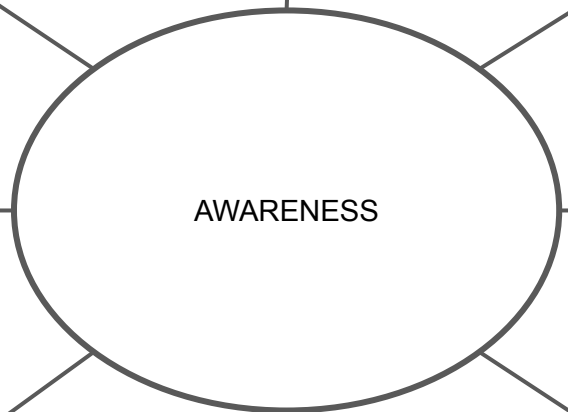
ACCESS

ANALYZE

APPLY

ANNOUNCE

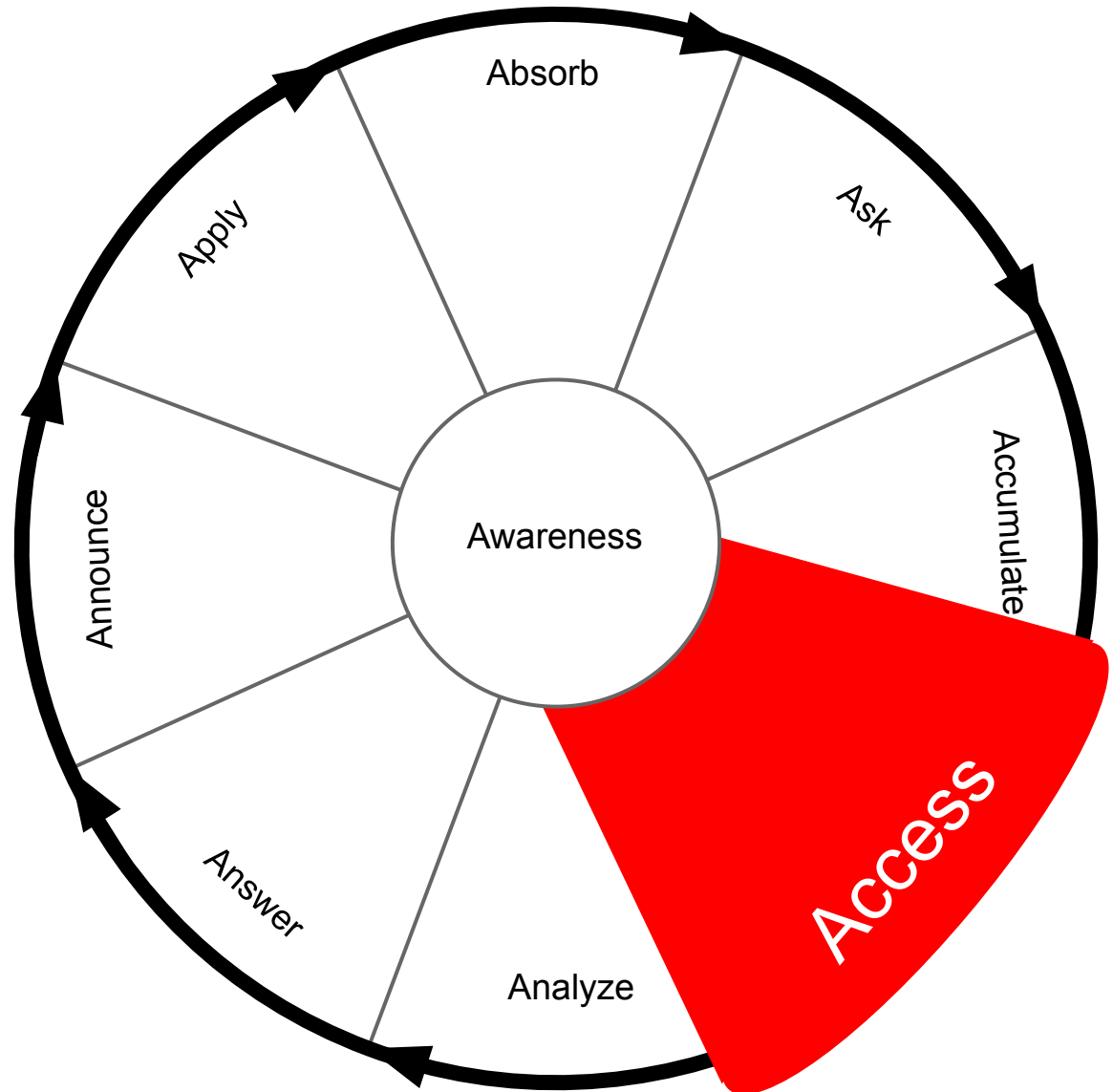
ANSWER

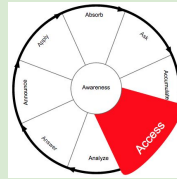


Access Stage

Ryan:

Now it's time to enter the Access stage where you will retrieve the specific data you identified in the Accumulate stage. **It's time to open your computer and dig in!**



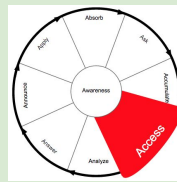


Activity - 05.02.14

Where will you retrieve the required data?

- Statewide Longitudinal Data System report
- File cabinet in my classroom
- Spreadsheet file on my computer
- PowerSchool student information system

Standard: K.1.F Data Sources



Activity - 05.02.15

After you login to the SLDS, which link should you click to begin accessing the data?


- Reports
- Dashboards
- KPI
- Data Editors

Standard:
S.2.A Data Discovery and
Data Acquisition

[About Us](#) | [ND SLDS HOME](#) | [SLDS TRAINING](#)


Historical, timely, and predictive information on students

Reports




Reports give you quick access to information without having to aggregate and sort data. You can drill-down, export or print reports.

Dashboards

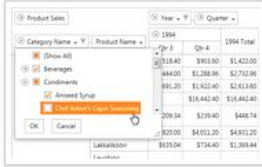


Dashboard is a collection of reports, input controls, graphics, labels, and web content that displays in a single, integrated view.


KPI

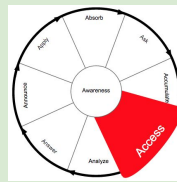


Interactive Analysis



Data Editors





Activity - 05.02.16

Which level of report should you select?

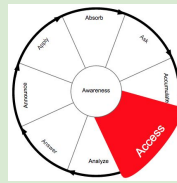
- State
- District
- School
- Teacher

Standard: S.2.A Data Discovery and Data Acquisition

The screenshot shows a search bar at the top with a magnifying glass icon. Below it is a navigation menu with the following items:

- Dashboard Insight
- Reports **upd**
 - State
 - Regional **upd**
 - District
 - School
 - Teacher
 - Student **upd**
 - Data Quality
- Dashboards
- KPI
- Interactive Analysis
- Data Editors

Activity - 05.02.17



Which teacher level report should you select?

- Student Level Multi-Term Overview by Group
- Student Level Single-Term Details by Group
- Group Level Multi-Term
- Group Level Multi-Year

Standard: S.2.A Data
Discovery and Data Acquisition

Statewide Longitudinal Data System

Teacher Reports

- Teacher Snapshot** Information about current and past enrollment numbers across various demographic groups, as well as academic trends in the class
- Teacher Student Roster** Information about individual students, including current and historical course schedules, program participation, assessments, and grades
- Individual Student Level Multi-Term, Multi-Year** Scale score, norm, and district average for a single student by test term across multiple years; percentile for a single student by test term across multiple years
- Individual Student Level Multi-Term w/ Goal Setting** Percentile and scale score by subject and subcategory for multiple terms across a single year; includes projected scores, as well as goal value and action planning manual entry fields
- Student Level Multi-Term Overview by Group** Percentile and scale score by test term for multiple students across one year
- Student Level Single Term Details by Group** Percentile scale score, and other details by subject and subcategories for multiple students during one test term
- Group Level Multi-Year** Percentage of students achieving proficiency by subject and year
- Group Level Multi-Year by Grade** Percentage of students achieving proficiency by year and grade
- Group Level Multi-Year by Subgroup** Percentage of students achieving proficiency by subgroup (disability, FRL, Title, Gender, Race/Ethnicity)
- Group Level Single-Year by Grade** Percentage of students achieving proficiency by subject and grade
- Group Level Multi-Term** Percentage of students achieving proficiency; percentage of students by performance level; mean score and norm
- Group Level Multi-Term Growth** Percentage of students increasing, maintaining or decreasing percentile; percentage of students achieving projected growth
- Group Level Single-Term Details** Percentage and number of students at each performance level by subject area and subcategories

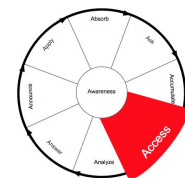
Tutorial

In the Access stage, you retrieve the data required for analysis. The required data can be accessed in the Statewide Longitudinal Data System (SLDS). You go to the SLDS and login with your username and password. After logging in, click the link that will direct you to the “Reports” section.

In this example, you would go to the report titled, Student Level Multi-Term Overview by Group. Note that title and/or layout of the report with the data you need may change over time. Fortunately, you know enough details about the data you need to access so they will be easier to find even if the report name or format changes. As indicated in the accumulate stage you need the percentile of each student in your class on the district’s current year interim beginning of year reading assessment.

Student Level Multi-Term Overview by Group

Description	Percentile and scale score by test term for multiple students across one year
Guiding Question(s)	Which students are at risk for poor learning or may need enrichment? Which students are performing below or above the expected level of performance?
Assessment Name	Interim / Benchmark Assessment (e.g. aimsweb, NWEA, Star)
Subject	Reading
Year	Current year



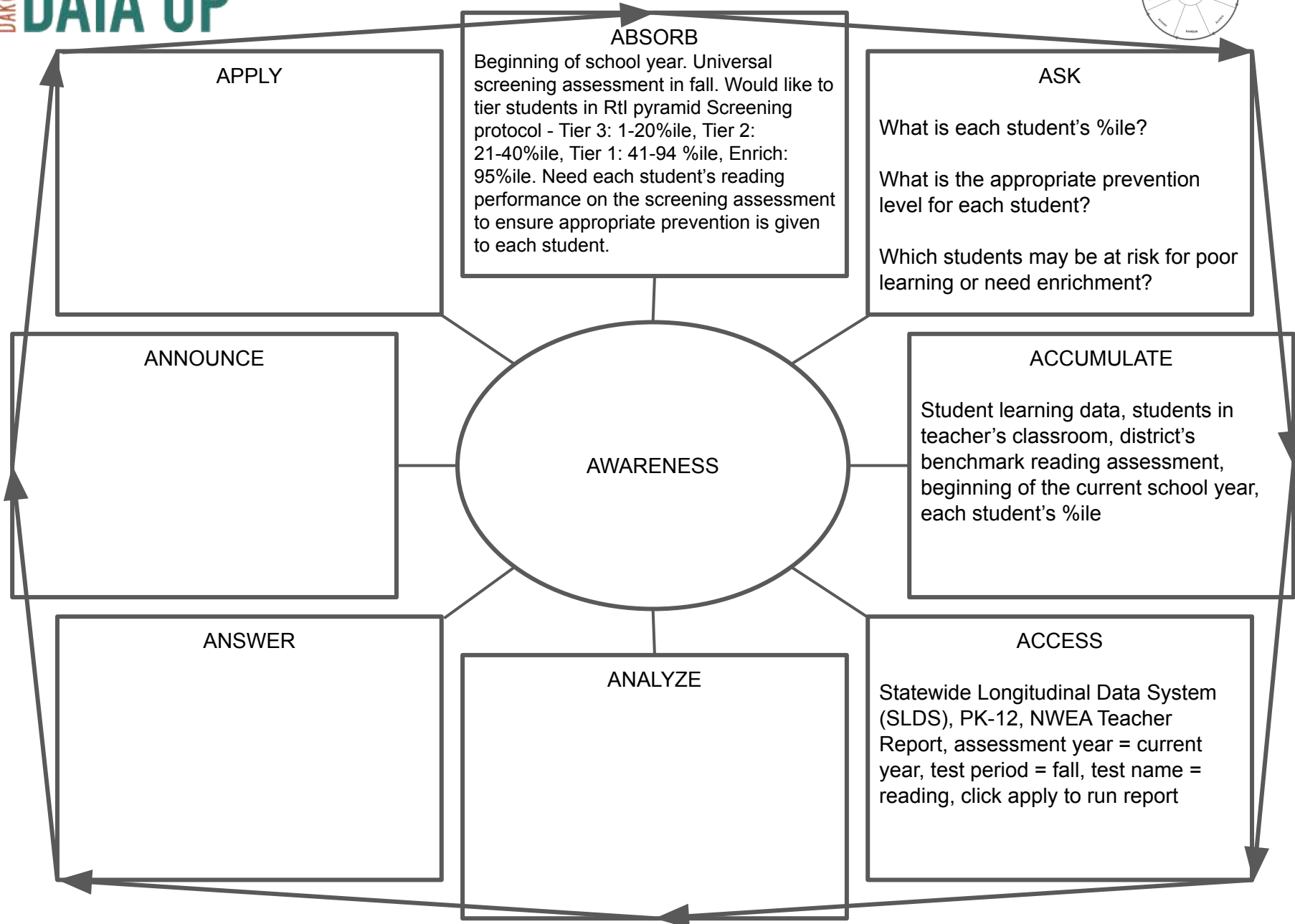
Student	Grade	Fall %ile	Fall scale score	Winter %ile	Winter scale score	Spring %ile	Spring scale score
Anderson, Allen	#	63	216				
Branson, Braden	#	23	200				
Collins, Chad	#	44	209				
Davidson, Dave	#	30	203				
Fletcher, Fred	#	68	218				
Geofries, Gina	#	30	203				
Humphries, Hallie	#	71	220				
Johnson, Jeff	#	30	203				
Krueger, Karen	#	52	212				
Lund, Lisa	#	33	204				
Matthews, Martin	#	16	196				
Rollins, Rihanna	#	46	209				
Sanders, Stephanie	#	52	212				
Thompson, Tim	#	60	215				
Low < 21st %ile		1	7.1%				
Low-Avg 21st-40th %ile		5	35.7%				
Avg 41st-60th %ile		5	35.7%				
High-Avg 61st-80th %ile		3	21.4%				
High > 81st %ile		0	0.0%				

A+ Inquiry Framework

The Access stage has been completed.

The data needed for analysis has been accessed. The data was retrieved by going to the Statewide Longitudinal Data System (SLDS), clicking on the PK-12 link, and clicking on the NWEA Teacher Report link. The process was continued by selecting the appropriate assessment year, test period, and test name parameters and then clicking the apply button to run the report.

A+ INQUIRY GRAPHIC ORGANIZER



ABSORB

Beginning of school year. Universal screening assessment in fall. Would like to tier students in Rtl pyramid Screening protocol - Tier 3: 1-20%ile, Tier 2: 21-40%ile, Tier 1: 41-94 %ile, Enrich: 95%ile. Need each student's reading performance on the screening assessment to ensure appropriate prevention is given to each student.

ASK

What is each student's %ile?
 What is the appropriate prevention level for each student?
 Which students may be at risk for poor learning or need enrichment?

ACCUMULATE

Student learning data, students in teacher's classroom, district's benchmark reading assessment, beginning of the current school year, each student's %ile

ACCESS

Statewide Longitudinal Data System (SLDS), PK-12, NWEA Teacher Report, assessment year = current year, test period = fall, test name = reading, click apply to run report

ANALYZE

ANSWER

ANNOUNCE

APPLY

AWARENESS

Activity Answers

05.02.01	Identify students who may be at risk for poor learning outcomes or need enrichment
05.02.02	41st
05.02.03	95th
05.02.04	Performance of each student on the universal screening reading assessment
05.02.05	Formulate questions that can be answered through analysis of data
05.02.06	What is the percentile of each student in your classroom on the current year's fall universal screening reading assessment?
05.02.07	Which of the following prevention levels is appropriate for each of my students based on the current year's fall universal screening reading assessment performance? Tier 3: \leq 20th %ile, Tier 2: 21st-40th %ile, Tier 1: 41st-94th %ile, Enrichment: \geq 95th %ile
05.02.08	Which students were identified as being tier 2 or tier 3 students or enrichment students based on the current year's fall universal screening reading assessment?
05.02.09	Students in my class
05.02.10	Student learning
05.02.11	District benchmark reading assessment (e.g. NWEA MAP, aimsweb, Renaissance Star)
05.02.12	Beginning of the current school year
05.02.13	Percentile of each student's reading performance
05.02.14	Statewide Longitudinal Data System report
05.02.15	Reports
05.02.16	Teacher
05.02.17	Student Level Multi-Term Overview by Group

Indicate the extent to which you agree or disagree

	Strongly disagree	Disagree	Agree	Strongly Agree
This module part increased my knowledge of questions that may be formulated to guide the inquiry cycle for identifying at-risk students				
This module part increased my knowledge of data that may be useful for identifying at-risk students				
This module part increased my knowledge of locations where data utilized for identifying at-risk students may be retrieved				

Well Done

You have completed this module part. You can begin the next lesson when you are ready.