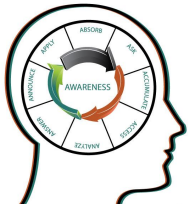


Develop Your Data Mindset

Module 5 - Universal Screening
Part 3 - Analyze and Answer

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

This material is based upon work supported by the National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, through Grant R372A150042 to North Dakota Department of Public Instruction. The opinions expressed are those of the authors and do not represent the views of the National Center, Institute, or the U.S. Department of Education.

Learning Goals

- Analyze data to identify a student's risk status
- Identify limitations and implications of a student's risk status

SLDS Data Use Standards

- K.3.B Data Limitations: Knows that data have limitations and that these limitations affect the interpretation and usefulness of data
- S.4.C Aligned Analysis: Using appropriate technologies, conducts ANALYSIS suitable for the type of data collected, the VARIABLES identified, and the questions or hypotheses posed
- S.5.C Patterns: Identifies patterns, TRENDS, and gaps in data and suggests reasons for their occurrence
- S.7.A Strategies: Identifies appropriate strategies grounded in evidence to address the needs and goals identified during data ANALYSIS

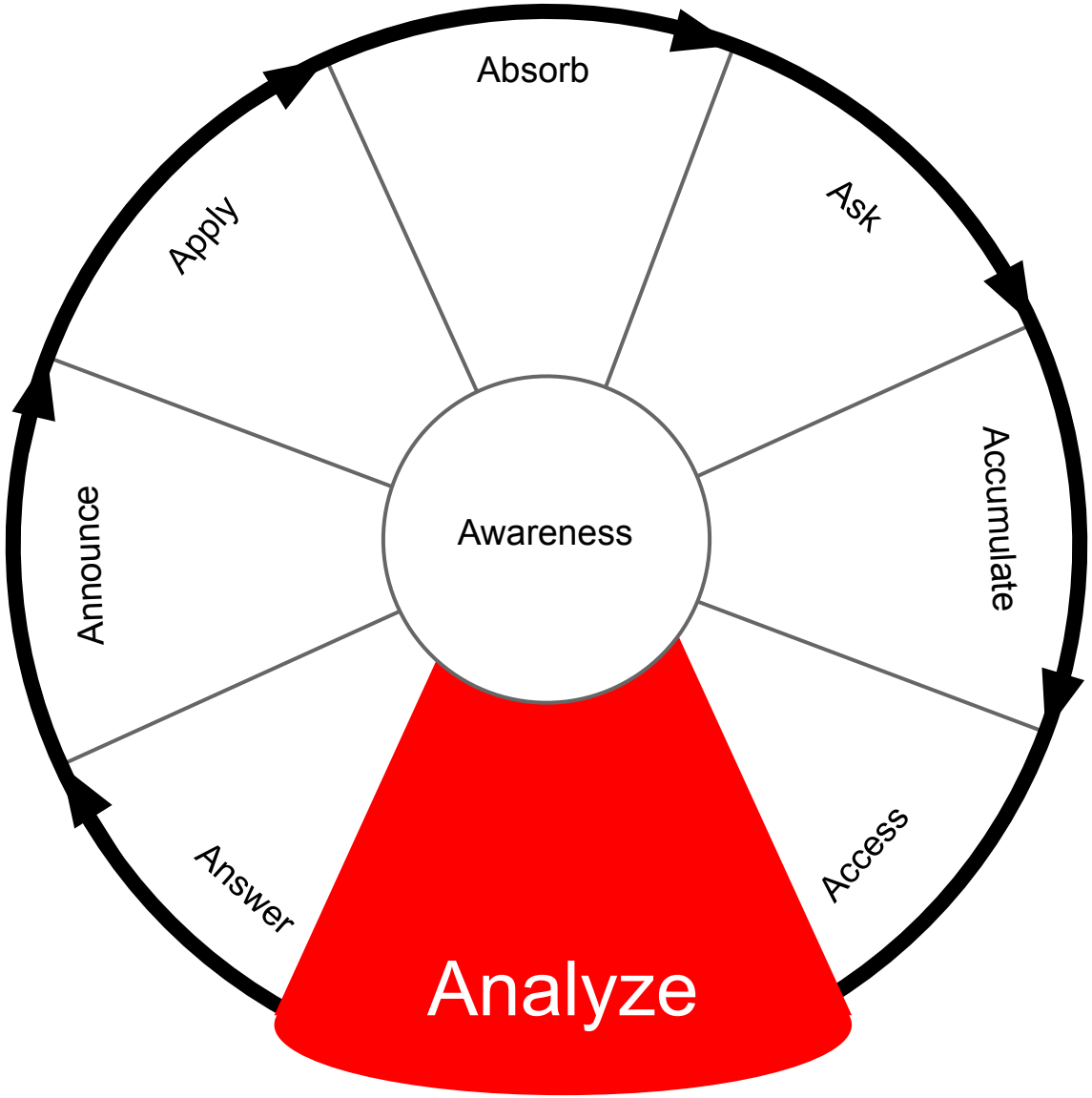
Teacher Thought

If I know the right questions to ask and can accumulate and access the data I need for universal screening, I can begin to analyze it to determine which of my students are at risk. This is really all beginning to come together for me!

Introduction

Ryan:

Now that you have pulled your needed data from the SLDS, it's time to enter the Analyze stage where you will conduct analysis of the data you accessed. Make sure you have out your flyer in case you need to reference our district's protocols for universal screening or be reminded of key vocabulary and concepts.



Introduction

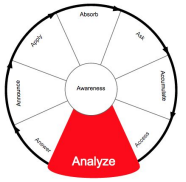
Use this universal screening table to stay organized during data analysis. Please print the table and place it in your data binder to use as we work through the Analyze and Answer stages.

Link to table with names: Slide 7

Link to blank table: https://goo.gl/bq2mfC

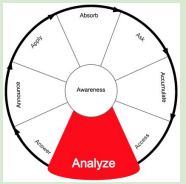
NORTH DAKOTA DATA UP

Universal Screening Table



Student Name	Percentile	Prevention level or tier	Potentially at risk (-) or may need enrichment (+)
Anderson, Allen			
Branson, Braden			
Collins, Chad			
Davidson, Dave			
Fletcher, Fred			
Geofries, Gina			
Humphries, Hallie			
Johnson, Jeff			
Krueger, Karen			
Lund, Lisa			
Matthews, Martin			
Rollins, Rihanna			
Sanders, Stephanie			
Thompson, Tim			

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



Activity - 05.03.01

Which information is required for analysis?

- Student and Fall %ile columns
- Grade and Fall scale score columns
- Low and Low-Avg rows
- Avg, High-Avg, and High rows

Standard: S.4.C Aligned Analysis

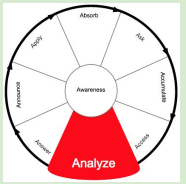
Student Level Multi-Term Overview by Group

Statewide Longitudinal Data System

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%



Activity - 05.03.02

Identify Dave Davidson's percentile

- 30
- 207.7
- 63
- 5

Standard: S.4.C Aligned Analysis

Student Level Multi-Term Overview by Group

Statewide Longitudinal Data System

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

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Humphries, Hallie	#	71	220				
Johnson, Jeff	#	30	203				
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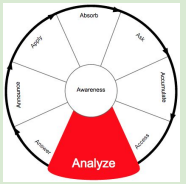
Lund, Lisa	#	33	204				
Matthews, Martin	#	16	196				
Rollins, Rihanna	#	46	209				
Sanders, Stephanie	#	52	212				
Thompson, Tim	#	60	215				

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%



Activity - 05.03.03

Identify Karen Krueger's percentile

- 52
- 211
- 7.1
- 46

Standard: S.4.C Aligned Analysis

Student Level Multi-Term Overview by Group

Statewide Longitudinal Data System

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
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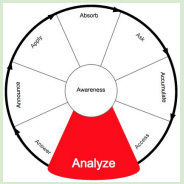
Thompson, Tim	#	60	215				
Low < 21st %ile		1	7.1%				
Low-Avg 21st-40th %ile		5	35.7%				
Avg 41st-60th %ile		5	35.7%				
High-Avg 61st-80th %ile		3	21.4%				
High > 81st %ile		0	0.0%				



Activity - 05.03.04

Identify Braden Branson's percentile

- 23
- 46
- 206.3
- 35.7

Standard: S.4.C Aligned Analysis

Student Level Multi-Term Overview by Group

Statewide Longitudinal Data System

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
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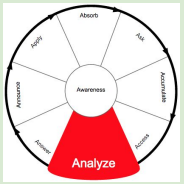
Matthews, Martin	#	16	196				
Rollins, Rihanna	#	46	209				
Sanders, Stephanie	#	52	212				
Thompson, Tim	#	60	215				
Low < 21st %ile		1	7.1%				
Low-Avg 21st-40th %ile		5	35.7%				
Avg 41st-60th %ile		5	35.7%				
High-Avg 61st-80th %ile		3	21.4%				
High > 81st %ile		0	0.0%				



Activity - 05.03.05

Identify Lisa Lund's percentile

- 33
- 42
- 3.2
- 51

Standard: S.4.C Aligned Analysis

Student Level Multi-Term Overview by Group

Statewide Longitudinal Data System

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Assessment Name	Interim / Benchmark Assessment (e.g. aimsweb, NWEA, Star)
Subject	Reading
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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%				

Tutorial

In the Analyze stage, you analyze the data you accessed in a way that will reveal answers to your questions. There is quite a bit of information in this report; however, given the scope of your questions, you only need information in a couple of the columns. You need information in the “Student” column, which includes student names and the “Fall %ile” column, which includes student *percentiles*. The operational version of the first question you posed focuses on identifying the percentile of each student on the fall. You can easily analyze the data in this report by identifying the number in the “Fall %ile” column that is on the same row as a student’s name.

Tutorial

Dave Davidson's percentile is 30

Statewide Longitudinal Data System

Student Level Multi-Term Overview by Group

Description	Percentile and scale score by test term for multiple students across one year
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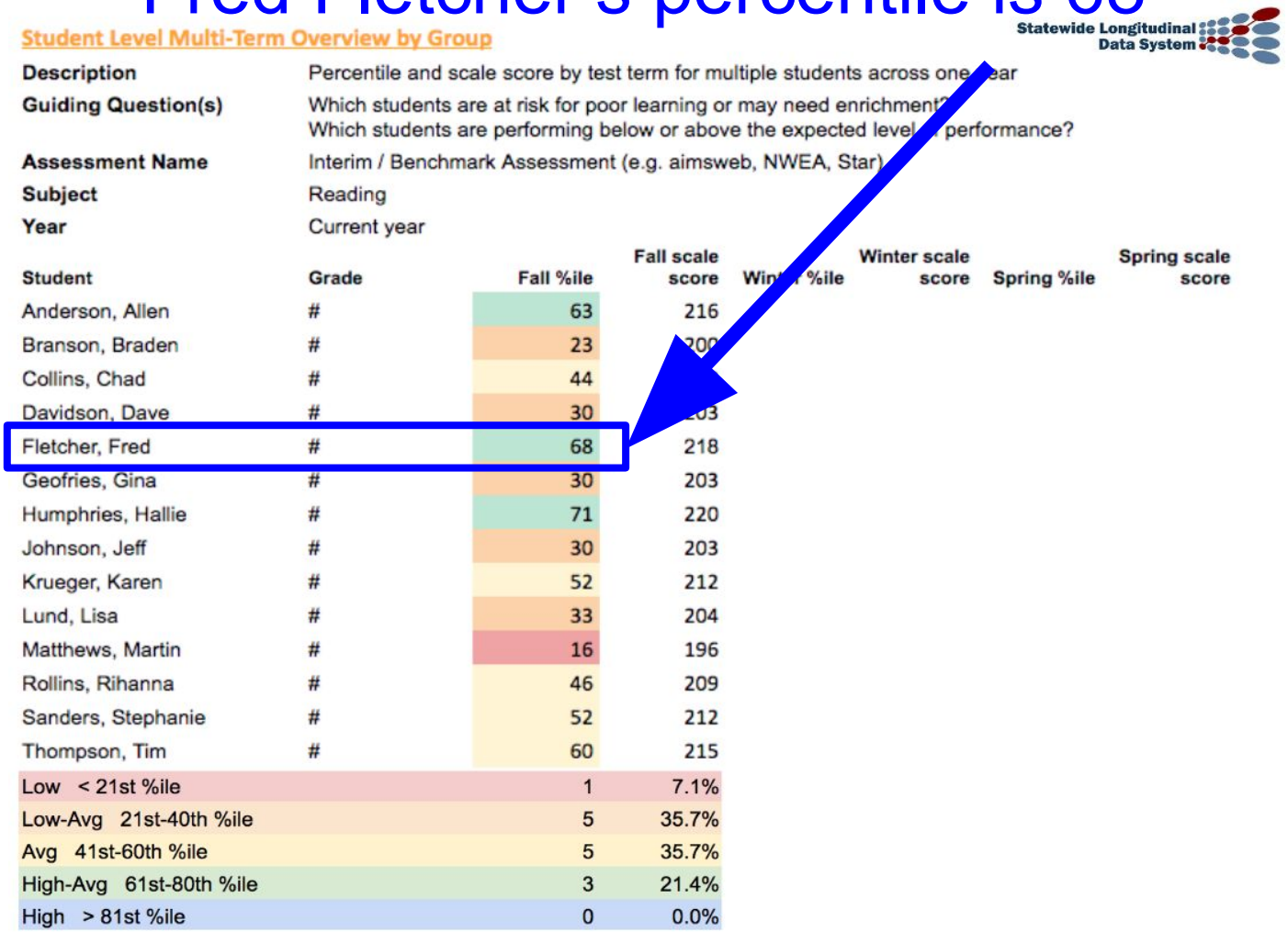
High-Avg 61st-80th %ile	3	21.4%
High > 81st %ile	0	0.0%

Tutorial

Fred Fletcher's percentile is 68



Student Level Multi-Term Overview by Group

Statewide Longitudinal Data System

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?
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Subject	Reading
Year	Current year

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Johnson, Jeff	#	30	203				
Krueger, Karen	#	52	212				
Lund, Lisa	#	33	204				
Matthews, Martin	#	16	196				
Rollins, Rihanna	#	46	209				
Sanders, Stephanie	#	52	212				
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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%

Tutorial

Braden Branson's percentile is 23

Statewide Longitudinal Data System

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
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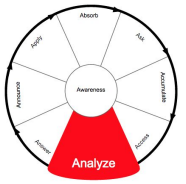
Humphries, Hallie	#	71	220				
Johnson, Jeff	#	30	203				
Krueger, Karen	#	52	212				
Lund, Lisa	#	33	204				
Matthews, Martin	#	16	196				
Rollins, Rihanna	#	46	209				
Sanders, Stephanie	#	52	212				
Thompson, Tim	#	60	215				

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%

Great work! The remaining percentiles have been filled in for you.

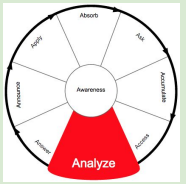
NORTH DAKOTA DATA UP

Universal Screening Table



Student Name	Percentile	Prevention level or tier	Potentially at risk (-) or may need enrichment (+)
Anderson, Allen	63		
Branson, Braden	23		
Collins, Chad	44		
Davidson, Dave	30		
Fletcher, Fred	68		
Geofries, Gina	30		
Humphries, Hallie	71		
Johnson, Jeff	30		
Krueger, Karen	52		
Lund, Lisa	33		
Matthews, Martin	16		
Rollins, Rihanna	46		
Sanders, Stephanie	52		
Thompson, Tim	60		

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



Activity - 05.03.06

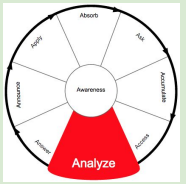
Identify the appropriate tier for Allen Anderson

- 1
- 2
- 3
- Enrichment

Standard: S.4.C Aligned Analysis

Student Name	Percentile	Prevention level or tier	Potentially at risk (-) or may need enrichment (+)
Anderson, Allen	63		
Branson, Braden	23		
Collins, Chad	44		
Davidson, Dave	30		
Fletcher, Fred	68		
Geofries, Gina	30		
Humphries, Hallie	71		
Johnson, Jeff	30		
Krueger, Karen	52		
Lund, Lisa	33		
Matthews, Martin	16		
Rollins, Rihanna	46		
Sanders, Stephanie	52		
Thompson, Tim	60		

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



Activity - 05.03.07

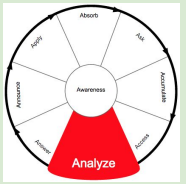
Identify the appropriate tier for Gina Geofries

- 1
- 2
- 3
- Enrichment

Standard: S.4.C Aligned Analysis

Student Name	Percentile	Prevention level or tier	Potentially at risk (-) or may need enrichment (+)
Anderson, Allen	63		
Branson, Braden	23		
Collins, Chad	44		
Davidson, Dave	30		
Fletcher, Fred	68		
Geofries, Gina	30		
Humphries, Hallie	71		
Johnson, Jeff	30		
Krueger, Karen	52		
Lund, Lisa	33		
Matthews, Martin	16		
Rollins, Rihanna	46		
Sanders, Stephanie	52		
Thompson, Tim	60		

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



Activity - 05.03.08

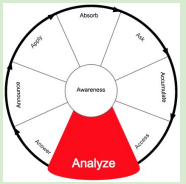
Identify the appropriate tier for Hallie Humphries

- 1
- 2
- 3
- Enrichment

Standard: S.4.C Aligned Analysis

Student Name	Percentile	Prevention level or tier	Potentially at risk (-) or may need enrichment (+)
Anderson, Allen	63		
Branson, Braden	23		
Collins, Chad	44		
Davidson, Dave	30		
Fletcher, Fred	68		
Geofries, Gina	30		
Humphries, Hallie	71		
Johnson, Jeff	30		
Krueger, Karen	52		
Lund, Lisa	33		
Matthews, Martin	16		
Rollins, Rihanna	46		
Sanders, Stephanie	52		
Thompson, Tim	60		

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



Activity - 05.03.09

Identify the appropriate tier for Martin Matthews

- 1
- 2
- 3
- Enrichment

Standard: S.4.C Aligned Analysis

Student Name	Percentile	Prevention level or tier	Potentially at risk (-) or may need enrichment (+)
Anderson, Allen	63		
Branson, Braden	23		
Collins, Chad	44		
Davidson, Dave	30		
Fletcher, Fred	68		
Geofries, Gina	30		
Humphries, Hallie	71		
Johnson, Jeff	30		
Krueger, Karen	52		
Lund, Lisa	33		
Matthews, Martin	16		
Rollins, Rihanna	46		
Sanders, Stephanie	52		
Thompson, Tim	60		

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

Correct answer s

Tutorial

Now that you've identified the percentile of each student, you can identify which tier may be appropriate for each student, which is the focus of the second question posed in the Ask stage. The *appropriate tier for a student* is based on the student's percentile and the decision rules established by the district. Students at or below the 20th percentile would fit into Tier 3; students between the 21st and 40th percentile would fit into Tier 2; students between the 41st and 94th percentile would fit into Tier 1; students at or above the 95th percentile would fit into the enrichment category.

Tutorial

Jeff Johnson, with a percentile of 30, would fit into Tier 2

Student Name	Percentile	Prevention level or tier	Potentially at risk (-) or may need enrichment (+)
Anderson, Allen	63	Tier 1	
Branson, Braden	23	Tier 2	
Collins, Chad	44	Tier 1	
Davidson, Dave	30	Tier 2	
Fletcher, Fred	68	Tier 1	
Geofries, Gina	30	Tier 2	
Humphries, Hallie	71	Tier 1	
Johnson, Jeff	30	Tier 2	
Krueger, Karen	52	Tier 1	
Lund, Lisa	33	Tier 2	
Matthews, Martin	16	Tier 3	
Rollins, Rihanna	46	Tier 1	
Sanders, Stephanie	52	Tier 1	
Thompson, Tim	60	Tier 1	

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

Tutorial

Martin Matthews, with a percentile of 16, would fit into Tier 3

Student Name	Percentile	Prevention level or tier	Potentially at risk (-) or may need enrichment (+)
Anderson, Allen	63	Tier 1	
Branson, Braden	23	Tier 2	
Collins, Chad	44	Tier 1	
Davidson, Dave	30	Tier 2	
Fletcher, Fred	68	Tier 1	
Geofries, Gina	30	Tier 2	
Humphries, Hallie	71	Tier 1	
Johnson, Jeff	30	Tier 2	
Krueger, Karen	52	Tier 1	
Lund, Lisa	33	Tier 2	
Matthews, Martin	16	Tier 3	
Rollins, Rihanna	46	Tier 1	
Sanders, Stephanie	52	Tier 1	
Thompson, Tim	60	Tier 1	

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

Tutorial

Tim Thompson, with a percentile of 60, would fit into Tier 1

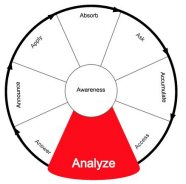
Student Name	Percentile	Prevention level or tier	Potentially at risk (-) or may need enrichment (+)
Anderson, Allen	63	Tier 1	
Branson, Braden	23	Tier 2	
Collins, Chad	44	Tier 1	
Davidson, Dave	30	Tier 2	
Fletcher, Fred	68	Tier 1	
Geofries, Gina	30	Tier 2	
Humphries, Hallie	71	Tier 1	
Johnson, Jeff	30	Tier 2	
Krueger, Karen	52	Tier 1	
Lund, Lisa	33	Tier 2	
Matthews, Martin	16	Tier 3	
Rollins, Rihanna	46	Tier 1	
Sanders, Stephanie	52	Tier 1	
Thompson, Tim	60	Tier 1	

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

Great work! The remaining tiers have been filled in for you.

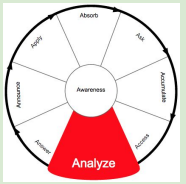
NORTH DAKOTA DATA UP

Universal Screening Table



Student Name	Percentile	Prevention level or tier	Potentially at risk (-) or may need enrichment (+)
Anderson, Allen	63	Tier 1	
Branson, Braden	23	Tier 2	
Collins, Chad	44	Tier 1	
Davidson, Dave	30	Tier 2	
Fletcher, Fred	68	Tier 1	
Geofries, Gina	30	Tier 2	
Humphries, Hallie	71	Tier 1	
Johnson, Jeff	30	Tier 2	
Krueger, Karen	52	Tier 1	
Lund, Lisa	33	Tier 2	
Matthews, Martin	16	Tier 3	
Rollins, Rihanna	46	Tier 1	
Sanders, Stephanie	52	Tier 1	
Thompson, Tim	60	Tier 1	

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



Activity - 05.03.10

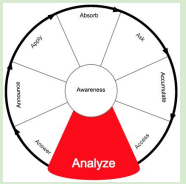
Identify the current risk or enrichment status of Jeff Johnson

- Potentially at risk
- May need enrichment
- Does not meet at risk or enrichment criteria
- Not sure

Standard: S.4.C Aligned Analysis

Student Name	Percentile	Prevention level or tier	Potentially at risk (-) or may need enrichment (+)
Anderson, Allen	63	Tier 1	
Branson, Braden	23	Tier 2	
Collins, Chad	44	Tier 1	
Davidson, Dave	30	Tier 2	
Fletcher, Fred	68	Tier 1	
Geofries, Gina	30	Tier 2	
Humphries, Hallie	71	Tier 1	
Johnson, Jeff	30	Tier 2	
Krueger, Karen	52	Tier 1	
Lund, Lisa	33	Tier 2	
Matthews, Martin	16	Tier 3	
Rollins, Rihanna	46	Tier 1	
Sanders, Stephanie	52	Tier 1	
Thompson, Tim	60	Tier 1	

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



Activity - 05.03.11

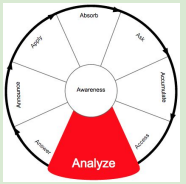
Identify the current risk or enrichment status of Rihanna Rollins

- Potentially at risk
- May need enrichment
- Does not meet at risk or enrichment criteria
- Not sure

Standard: S.4.C Aligned Analysis

Student Name	Percentile	Prevention level or tier	Potentially at risk (-) or may need enrichment (+)
Anderson, Allen	63	Tier 1	
Branson, Braden	23	Tier 2	
Collins, Chad	44	Tier 1	
Davidson, Dave	30	Tier 2	
Fletcher, Fred	68	Tier 1	
Geofries, Gina	30	Tier 2	
Humphries, Hallie	71	Tier 1	
Johnson, Jeff	30	Tier 2	
Krueger, Karen	52	Tier 1	
Lund, Lisa	33	Tier 2	
Matthews, Martin	16	Tier 3	
Rollins, Rihanna	46	Tier 1	
Sanders, Stephanie	52	Tier 1	
Thompson, Tim	60	Tier 1	

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



Activity - 05.03.12

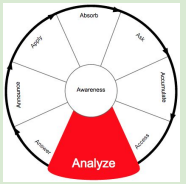
Identify the current risk or enrichment status of Martin Matthews

- Potentially at risk
- May need enrichment
- Does not meet at risk or enrichment criteria
- Not sure

Standard: S.4.C Aligned Analysis

Student Name	Percentile	Prevention level or tier	Potentially at risk (-) or may need enrichment (+)
Anderson, Allen	63	Tier 1	
Branson, Braden	23	Tier 2	
Collins, Chad	44	Tier 1	
Davidson, Dave	30	Tier 2	
Fletcher, Fred	68	Tier 1	
Geofries, Gina	30	Tier 2	
Humphries, Hallie	71	Tier 1	
Johnson, Jeff	30	Tier 2	
Krueger, Karen	52	Tier 1	
Lund, Lisa	33	Tier 2	
Matthews, Martin	16	Tier 3	
Rollins, Rihanna	46	Tier 1	
Sanders, Stephanie	52	Tier 1	
Thompson, Tim	60	Tier 1	

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



Activity - 05.03.13

Identify the current risk or enrichment status of Fred Fletcher

- Potentially at risk
- May need enrichment
- Does not meet at risk or enrichment criteria
- Not sure

Standard: S.4.C Aligned Analysis

Student Name	Percentile	Prevention level or tier	Potentially at risk (-) or may need enrichment (+)
Anderson, Allen	63	Tier 1	
Branson, Braden	23	Tier 2	
Collins, Chad	44	Tier 1	
Davidson, Dave	30	Tier 2	
Fletcher, Fred	68	Tier 1	
Geofries, Gina	30	Tier 2	
Humphries, Hallie	71	Tier 1	
Johnson, Jeff	30	Tier 2	
Krueger, Karen	52	Tier 1	
Lund, Lisa	33	Tier 2	
Matthews, Martin	16	Tier 3	
Rollins, Rihanna	46	Tier 1	
Sanders, Stephanie	52	Tier 1	
Thompson, Tim	60	Tier 1	

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

Tutorial

Now that you've identified the tier level of each student, you can identify which students may be *at risk for poor learning or need enrichment*, which is the focus of the third question posed in the Ask stage. Students in tier 1 would neither be considered potentially at risk nor targeted for enrichment. Students in tier 2 or tier 3 would be considered potentially at risk. Students marked with an enrichment status would be targeted for enrichment.

Tutorial

Braden Branson, with a tier 2 status, would be considered potentially at risk

Student Name	Percentile	Prevention level or tier	Potentially at risk (-) or may need enrichment (+)
Anderson, Allen	63	Tier 1	
Branson, Braden	23	Tier 2	-
Collins, Chad	44	Tier 1	
Davidson, Dave	30	Tier 2	-
Fletcher, Fred	68	Tier 1	
Geofries, Gina	30	Tier 2	-
Humphries, Hallie	71	Tier 1	
Johnson, Jeff	30	Tier 2	-
Krueger, Karen	52	Tier 1	
Lund, Lisa	33	Tier 2	-
Matthews, Martin	16	Tier 3	-
Rollins, Rihanna	46	Tier 1	
Sanders, Stephanie	52	Tier 1	
Thompson, Tim	60	Tier 1	

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

Tutorial

Martin Matthews, with a tier 3 status, would also be considered potentially at risk

Student Name	Percentile	Prevention level or tier	Potentially at risk (-) or may need enrichment (+)
Anderson, Allen	63	Tier 1	
Branson, Braden	23	Tier 2	-
Collins, Chad	44	Tier 1	
Davidson, Dave	30	Tier 2	-
Fletcher, Fred	68	Tier 1	
Geofries, Gina	30	Tier 2	-
Humphries, Hallie	71	Tier 1	
Johnson, Jeff	30	Tier 2	-
Krueger, Karen	52	Tier 1	
Lund, Lisa	33	Tier 2	-
Matthews, Martin	16	Tier 3	-
Rollins, Rihanna	46	Tier 1	
Sanders, Stephanie	52	Tier 1	
Thompson, Tim	60	Tier 1	

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

Tutorial

Tim Thompson, with a tier 1 status, would neither be considered potentially at risk nor targeted for enrichment

Student Name	Percentile	Prevention level or tier	Potentially at risk (-) or may need enrichment (+)
Anderson, Allen	63	Tier 1	
Branson, Braden	23	Tier 2	-
Collins, Chad	44	Tier 1	
Davidson, Dave	30	Tier 2	-
Fletcher, Fred	68	Tier 1	
Geofries, Gina	30	Tier 2	-
Humphries, Hallie	71	Tier 1	
Johnson, Jeff	30	Tier 2	-
Krueger, Karen	52	Tier 1	
Lund, Lisa	33	Tier 2	-
Matthews, Martin	16	Tier 3	-
Rollins, Rihanna	46	Tier 1	
Sanders, Stephanie	52	Tier 1	
Thompson, Tim	60	Tier 1	

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

Tutorial

NO students in this case would be targeted for enrichment

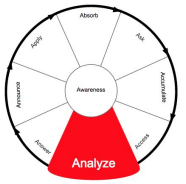
Student Name	Percentile	Prevention level or tier	Potentially at risk (-) or may need enrichment (+)
Anderson, Allen	63	Tier 1	
Branson, Braden	23	Tier 2	-
Collins, Chad	44	Tier 1	
Davidson, Dave	30	Tier 2	-
Fletcher, Fred	68	Tier 1	
Geofries, Gina	30	Tier 2	-
Humphries, Hallie	71	Tier 1	
Johnson, Jeff	30	Tier 2	-
Krueger, Karen	52	Tier 1	
Lund, Lisa	33	Tier 2	-
Matthews, Martin	16	Tier 3	-
Rollins, Rihanna	46	Tier 1	
Sanders, Stephanie	52	Tier 1	
Thompson, Tim	60	Tier 1	

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

Nicely done! The remaining statuses have been filled in for you.

NORTH DAKOTA DATA UP

Universal Screening Table



Student Name	Percentile	Prevention level or tier	Potentially at risk (-) or may need enrichment (+)
Anderson, Allen	63	Tier 1	
Branson, Braden	23	Tier 2	-
Collins, Chad	44	Tier 1	
Davidson, Dave	30	Tier 2	-
Fletcher, Fred	68	Tier 1	
Geofries, Gina	30	Tier 2	-
Humphries, Hallie	71	Tier 1	
Johnson, Jeff	30	Tier 2	-
Krueger, Karen	52	Tier 1	
Lund, Lisa	33	Tier 2	-
Matthews, Martin	16	Tier 3	-
Rollins, Rihanna	46	Tier 1	
Sanders, Stephanie	52	Tier 1	
Thompson, Tim	60	Tier 1	

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

A+ Inquiry Framework

The Analyze stage has been completed.

The data was analyzed by identifying the percentile of each student in the report you accessed. Then, based on the district's universal screening decision rules, the appropriate tier for each student was identified and indicated whether each student is potentially at risk or may need enrichment.

NORTH DAKOTA DATA UP

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

Statewide Longitudinal Data System (SLDS), "Student Level Multi-Term Overview by Group" Report

ANALYZE

Identify the percentile of each student in the report. Identify appropriate tier for each student and whether each student is potentially at risk or may need enrichment.

ANSWER

ANNOUNCE

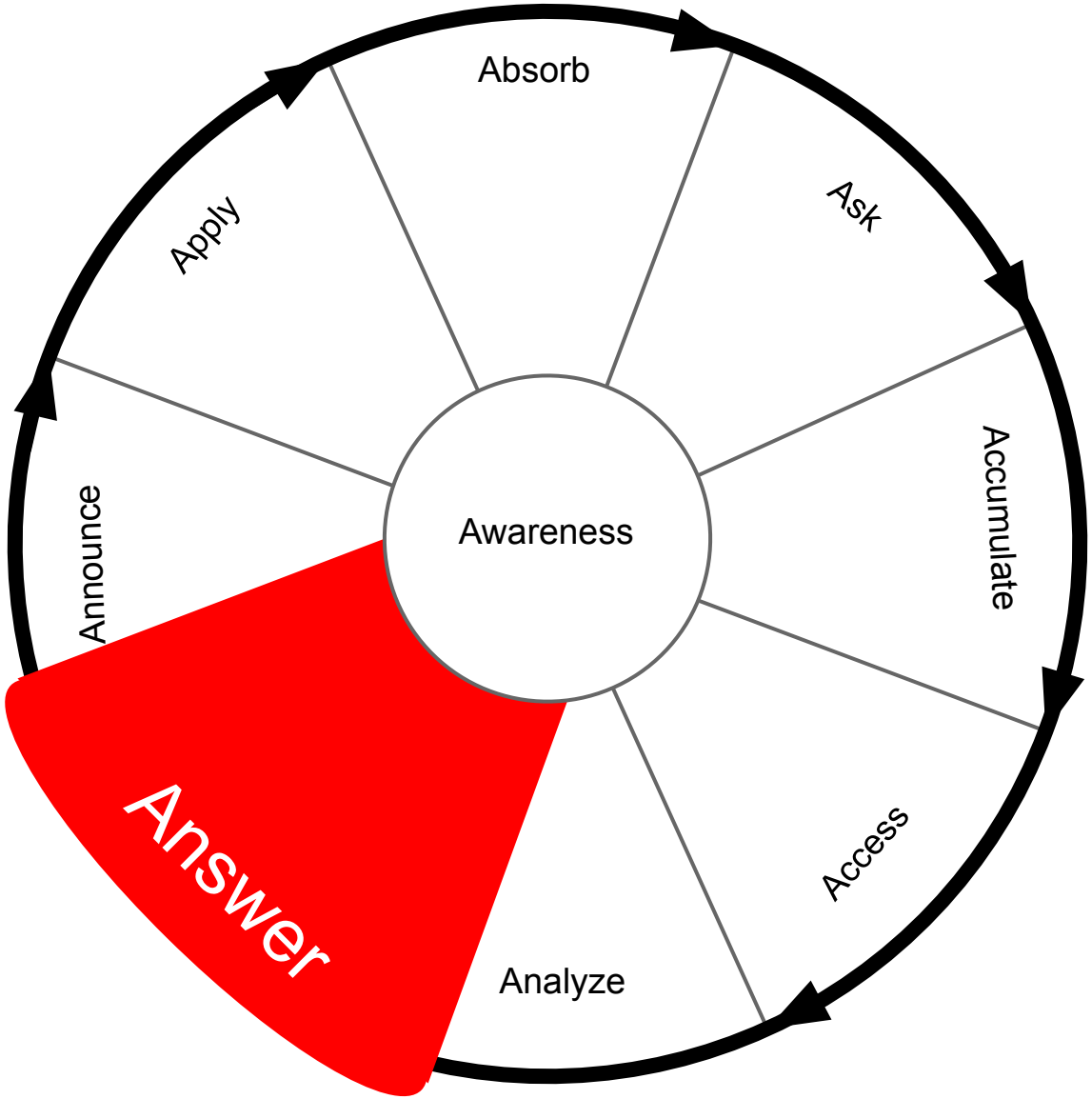
APPLY

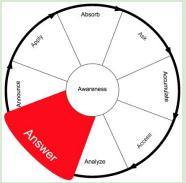
AWARENESS

Answer Stage

Ryan:

Now it's time to enter the Answer stage where you confirm that data analysis revealed answers to your questions and begin to identify limitations and implications of the answers.





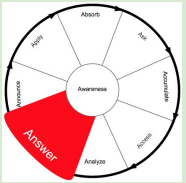
Activity - 05.03.14

Select the column that reveals the answer to your first general question, "What is the reading performance level of each of your students?"

- Percentile
- Prevention level or tier
- Potentially at risk (-) or may need enrichment (+)
- None of the above

Standard: S.5.C Patterns

Student Name	Percentile	Prevention level or tier	Potentially at risk (-) or may need enrichment (+)
Anderson, Allen	63	Tier 1	
Branson, Braden	23	Tier 2	-
Collins, Chad	44	Tier 1	
Davidson, Dave	30	Tier 2	-
Fletcher, Fred	68	Tier 1	
Geofries, Gina	30	Tier 2	-
Humphries, Hallie	71	Tier 1	
Johnson, Jeff	30	Tier 2	-
Krueger, Karen	52	Tier 1	
Lund, Lisa	33	Tier 2	-
Matthews, Martin	16	Tier 3	-
Rollins, Rihanna	46	Tier 1	
Sanders, Stephanie	52	Tier 1	
Thompson, Tim	60	Tier 1	



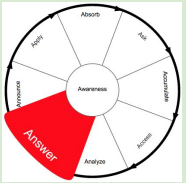
Activity - 05.03.15

Select the column that reveals the answer to your second general question, “What is the appropriate prevention level for each of your students?”

- Percentile
- Prevention level or tier
- Potentially at risk (-) or may need enrichment (+)
- None of the above

Standard: S.5.C Patterns

Student Name	Percentile	Prevention level or tier	Potentially at risk (-) or may need enrichment (+)
Anderson, Allen	63	Tier 1	
Branson, Braden	23	Tier 2	-
Collins, Chad	44	Tier 1	
Davidson, Dave	30	Tier 2	-
Fletcher, Fred	68	Tier 1	
Geofries, Gina	30	Tier 2	-
Humphries, Hallie	71	Tier 1	
Johnson, Jeff	30	Tier 2	-
Krueger, Karen	52	Tier 1	
Lund, Lisa	33	Tier 2	-
Matthews, Martin	16	Tier 3	-
Rollins, Rihanna	46	Tier 1	
Sanders, Stephanie	52	Tier 1	
Thompson, Tim	60	Tier 1	



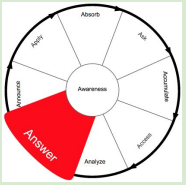
Activity - 05.03.16

Select the column that reveals the answer to your third general question, “Which of your students may be at risk for poor learning or need enrichment?”

- Percentile
- Prevention level or tier
- Potentially at risk (-) or may need enrichment (+)
- None of the above

Standard: S.5.C Patterns

Student Name	Percentile	Prevention level or tier	Potentially at risk (-) or may need enrichment (+)
Anderson, Allen	63	Tier 1	
Branson, Braden	23	Tier 2	-
Collins, Chad	44	Tier 1	
Davidson, Dave	30	Tier 2	-
Fletcher, Fred	68	Tier 1	
Geofries, Gina	30	Tier 2	-
Humphries, Hallie	71	Tier 1	
Johnson, Jeff	30	Tier 2	-
Krueger, Karen	52	Tier 1	
Lund, Lisa	33	Tier 2	-
Matthews, Martin	16	Tier 3	-
Rollins, Rihanna	46	Tier 1	
Sanders, Stephanie	52	Tier 1	
Thompson, Tim	60	Tier 1	

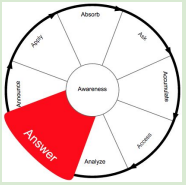


Activity - 05.03.17

What is a potential limitation of the data analysis findings?

- Validity regarding a student's prevention level might be weak because it is only based on one data point
- No students performed at the 95th percentile or above
- There were fourteen students who completed the assessment
- It took some students longer than others to complete the assessment

Standard: K.3.B Data Limitations

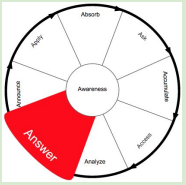


Activity - 05.03.18

Which factors could potentially affect the validity of a student's assessment results?

- Test anxiety, illness, disability
- Height, weight, hair color
- Household income, parent's education
- Previous quiz scores

Standard: K.3.B Data Limitations



Activity - 05.03.19

What is a potential implication of the analysis findings?

- Begin progress monitoring on Tier 2 and Tier 3 students
- Begin intensive intervention with Tier 1 students
- Begin enrichment with Tier 2 students
- Begin strategic interventions with students at or above the 95th percentile

Standard: S.7.A Strategies

Tutorial

Now that you've analyzed the data, you can proceed to the Answer stage where you verify that your analyses revealed answers to the questions and begin to identify limitations and implications of the answers.

Tutorial

The answers to your first question -- What is the reading performance level of each student? -- are available in the "Percentile" column.

Student Name	Percentile	Prevention level or tier	Potentially at risk (-) or may need enrichment (+)
Anderson, Allen	63	Tier 1	
Branson, Braden	23	Tier 2	-
Collins, Chad	44	Tier 1	
Davidson, Dave	30	Tier 2	-
Fletcher, Fred	68	Tier 1	
Geofries, Gina	30	Tier 2	-
Humphries, Hallie	71	Tier 1	
Johnson, Jeff	30	Tier 2	-
Krueger, Karen	52	Tier 1	
Lund, Lisa	33	Tier 2	-
Matthews, Martin	16	Tier 3	-
Rollins, Rihanna	46	Tier 1	
Sanders, Stephanie	52	Tier 1	
Thompson, Tim	60	Tier 1	

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

Tutorial

The answers to your second question -- What is the appropriate prevention level for each student? -- is available in the "Prevention level or tier" column.

Student Name	Percentile	Prevention level or tier	Potentially at risk (-) or may need enrichment (+)
Anderson, Allen	63	Tier 1	
Branson, Braden	23	Tier 2	-
Collins, Chad	44	Tier 1	
Davidson, Dave	30	Tier 2	-
Fletcher, Fred	68	Tier 1	
Geofries, Gina	30	Tier 2	-
Humphries, Hallie	71	Tier 1	
Johnson, Jeff	30	Tier 2	-
Krueger, Karen	52	Tier 1	
Lund, Lisa	33	Tier 2	-
Matthews, Martin	16	Tier 3	-
Rollins, Rihanna	46	Tier 1	
Sanders, Stephanie	52	Tier 1	
Thompson, Tim	60	Tier 1	
Decision rules: Tier 3: <= 20th %ile, Tier 2: 21st-40th %ile, Tier 1: 41st-94th %ile, Enrichment: >= 95th %ile			

Tutorial

The answers to your third question -- Which students may be at risk for poor learning or need enrichment? -- are available in the "Potentially at risk (-) or may need enrichment (+)" column.

Student Name	Percentile	Prevention level or tier	Potentially at risk (-) or may need enrichment (+)
Anderson, Allen	63	Tier 1	
Branson, Braden	23	Tier 2	-
Collins, Chad	44	Tier 1	
Davidson, Dave	30	Tier 2	-
Fletcher, Fred	68	Tier 1	
Geofries, Gina	30	Tier 2	-
Humphries, Hallie	71	Tier 1	
Johnson, Jeff	30	Tier 2	-
Krueger, Karen	52	Tier 1	
Lund, Lisa	33	Tier 2	-
Matthews, Martin	16	Tier 3	-
Rollins, Rihanna	46	Tier 1	
Sanders, Stephanie	52	Tier 1	
Thompson, Tim	60	Tier 1	

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

Tutorial

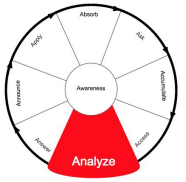
Limitations of these findings may include weak *validity* because they are only based on one data point per student. The validity of assessment results could potentially be affected by factors such as text anxiety, illness, or disability. Although limitations exist, there are implications that could be put into action by continuing primary prevention (that is, only the core curriculum) for all tier 1 students and beginning *progress monitoring* on all tier 2 and tier 3 students.

Great work in the Analyzing and Answer stages for universal screening! Please print your completed universal screening table and place it in your data binder.

A completed PDF is available at: https://goo.gl/p7ZKFN

NORTH DAKOTA DATA UP

Universal Screening Table



Student Name	Percentile	Prevention level or tier	Potentially at risk (-) or may need enrichment (+)
Anderson, Allen	63	Tier 1	
Branson, Braden	23	Tier 2	-
Collins, Chad	44	Tier 1	
Davidson, Dave	30	Tier 2	-
Fletcher, Fred	68	Tier 1	
Geofries, Gina	30	Tier 2	-
Humphries, Hallie	71	Tier 1	
Johnson, Jeff	30	Tier 2	-
Krueger, Karen	52	Tier 1	
Lund, Lisa	33	Tier 2	-
Matthews, Martin	16	Tier 3	-
Rollins, Rihanna	46	Tier 1	
Sanders, Stephanie	52	Tier 1	
Thompson, Tim	60	Tier 1	

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

A+ Inquiry Framework

The Answer stage has been completed.

The questions posed in the Ask stage were answered, which include “What is the reading performance level of each student? What is the appropriate prevention level for each student? and Which students may be at risk for poor learning or need enrichment?

Then, limitations of the answers were identified, which included potentially weak validity of the analysis findings because they were based only on one data point for each student. Test anxiety, illness, and disability were indicated as factors that could potentially impact the validity of assessment results.

The answer stage was concluded by identifying potential implications of the findings, which included the possibility of beginning progress monitoring on Tier 2 and Tier 3 students.

NORTH DAKOTA DATA UP

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

Statewide Longitudinal Data System (SLDS), "Student Level Multi-Term Overview by Group" Report

ANALYZE

Identify the percentile of each student in the report. Identify appropriate tier for each student and whether each student is potentially at risk or may need enrichment.

ANSWER

Reading percentile of each student, tier level of each student, list of students who may be at risk for poor learning or need enrichment; a limitation includes potentially weak validity because performance is only based on one data point for each student; potential implications include beginning progress monitoring on tier 2 and tier 3 students

ANNOUNCE

APPLY

AWARENESS

Activity Answers

05.03.01	Student and Fall %ile columns
05.03.02	30
05.03.03	52
05.03.04	23
05.03.05	33
05.03.06	1
05.03.07	2
05.03.08	1
05.03.09	3
05.03.10	Potentially at risk
05.03.11	Does not meet at risk or enrichment criteria
05.03.12	Potentially at risk
05.03.13	Does not meet at risk or enrichment criteria
05.03.14	Percentile
05.03.15	Prevention level or tier
05.03.16	Potentially at risk (-) or may need enrichment (+)
05.03.17	Validity regarding a student’s prevention level might be weak because it is only based on one data point
05.03.18	Test anxiety, illness, disability
05.03.19	Begin progress monitoring on Tier 2 and Tier 3 students

Indicate the extent to which you agree or disagree

	Strongly disagree	Disagree	Agree	Strongly Agree
This module part increased my skill in analyzing data to identify a student's risk status				
This module part increased my knowledge of limitations that may affect analysis findings relevant to a student's risk status				

Well Done

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