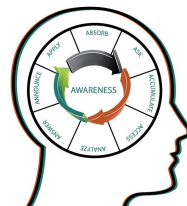




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Develop Your Data Mindset

Module 5 - Universal Screening Part 4 - Announce and Apply

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

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Learning Goals

- Communicate a student's risk status to appropriate stakeholders
- Make decisions based on a student's risk status

SLDS Data Use Standards

- S.6.C. Multiple Audiences: Communicates effectively about data, interprets FINDINGS, and explains progress toward goals to a variety of constituent groups (e.g., students, families, and colleagues)
- S.6.B. Explanation: Explains different data representations and distinguishing features (e.g., histograms, bar charts, contingency tables)
- S.7.A Strategies: Identifies appropriate strategies grounded in evidence to address the needs and goals identified during data ANALYSIS

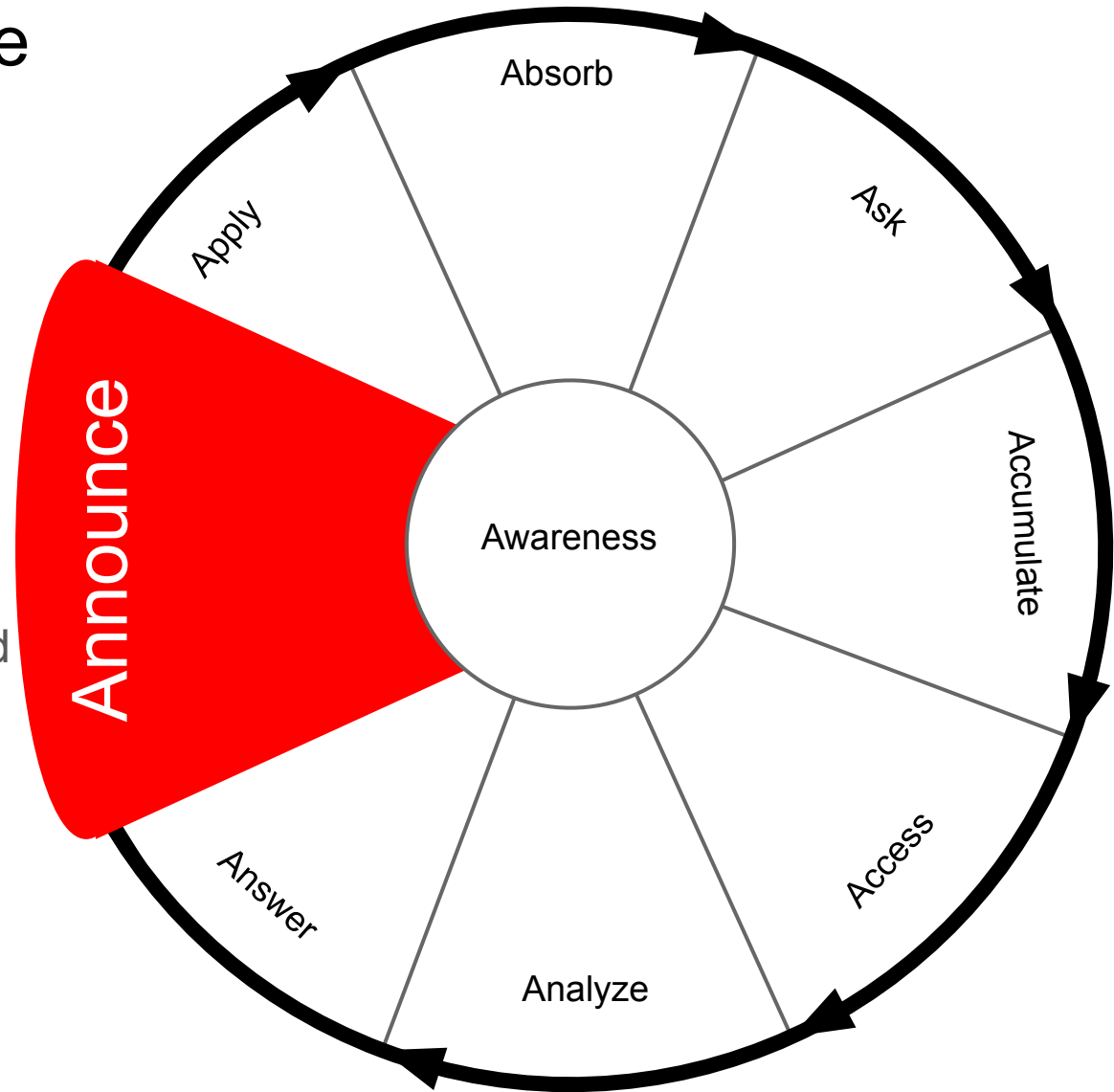
Teacher Thought

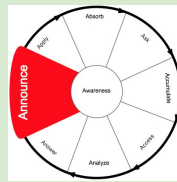
Now that I know which students may need additional support, if I discuss the findings with my colleagues, we will be able to make collaborative decisions based on the findings that will promote improved student learning and align with district universal screening protocol.

Announce Stage

Ryan:

Now it's time to enter the Announce stage where you communicate the answers, including potential limitations and implications, to other stakeholders who should be aware of the answers. Did you remember to get your [flyer](#) out of your Data Binder and also your completed [universal screening table](#)?



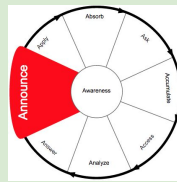


Activity - 05.04.01

Who should you inform about the findings of your analysis?

- All students in the school during morning announcements
- Members of the Data Team at the current meeting
- Parents of all students in your class at a parent meeting
- Teachers and parents at the next PTA meeting

Standard: S.6.C Multiple Audiences



Activity - 05.04.02

Which information relevant to the findings of your analysis would be important to share and discuss with the Data Team?

- Names and performance levels of students who may be at risk or need enrichment, as well as implications and limitations of students' risk or enrichment statuses
- The lesson plans and learning targets you intend to teach throughout the next week
- The typical education level of the parents of students in your classroom
- The average number of minutes students typically spend on summative assessments at the end of an instructional unit

Standard: S.6.B Explanation

Tutorial

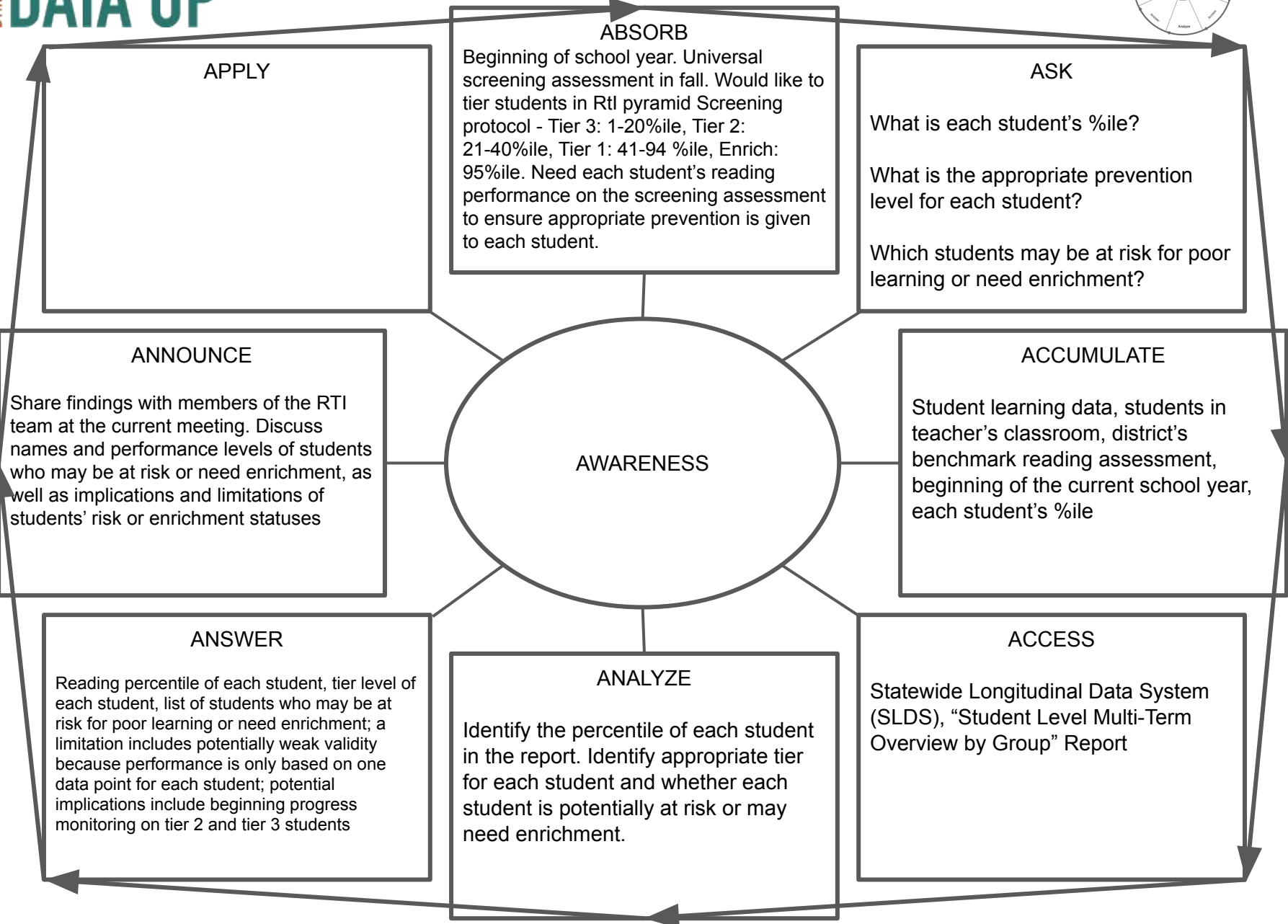
Now that you have the answers to your questions, it's time to share them with the *appropriate audiences*. In this case, you share the performance levels, tier levels, and risk statuses of each student with the RTI team at the current meeting. You and the Data Team discuss limitations and implications of the findings. Together, you and the Data Team determine that the implications to begin *progress monitoring* on tier 2 and tier 3 students to *confirm or disconfirm their risk statuses* would be appropriate.

A+ Inquiry Framework

The Announce stage has been completed.

The important findings of your data analysis were communicated to the RTI team at the current staff meeting. The names and performance levels of students who may be at risk or need enrichment were discussed, as well implications and limitations of students' risk or enrichment status.

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

Share findings with members of the RTI team at the current meeting. Discuss names and performance levels of students who may be at risk or need enrichment, as well as implications and limitations of students' risk or enrichment statuses

APPLY

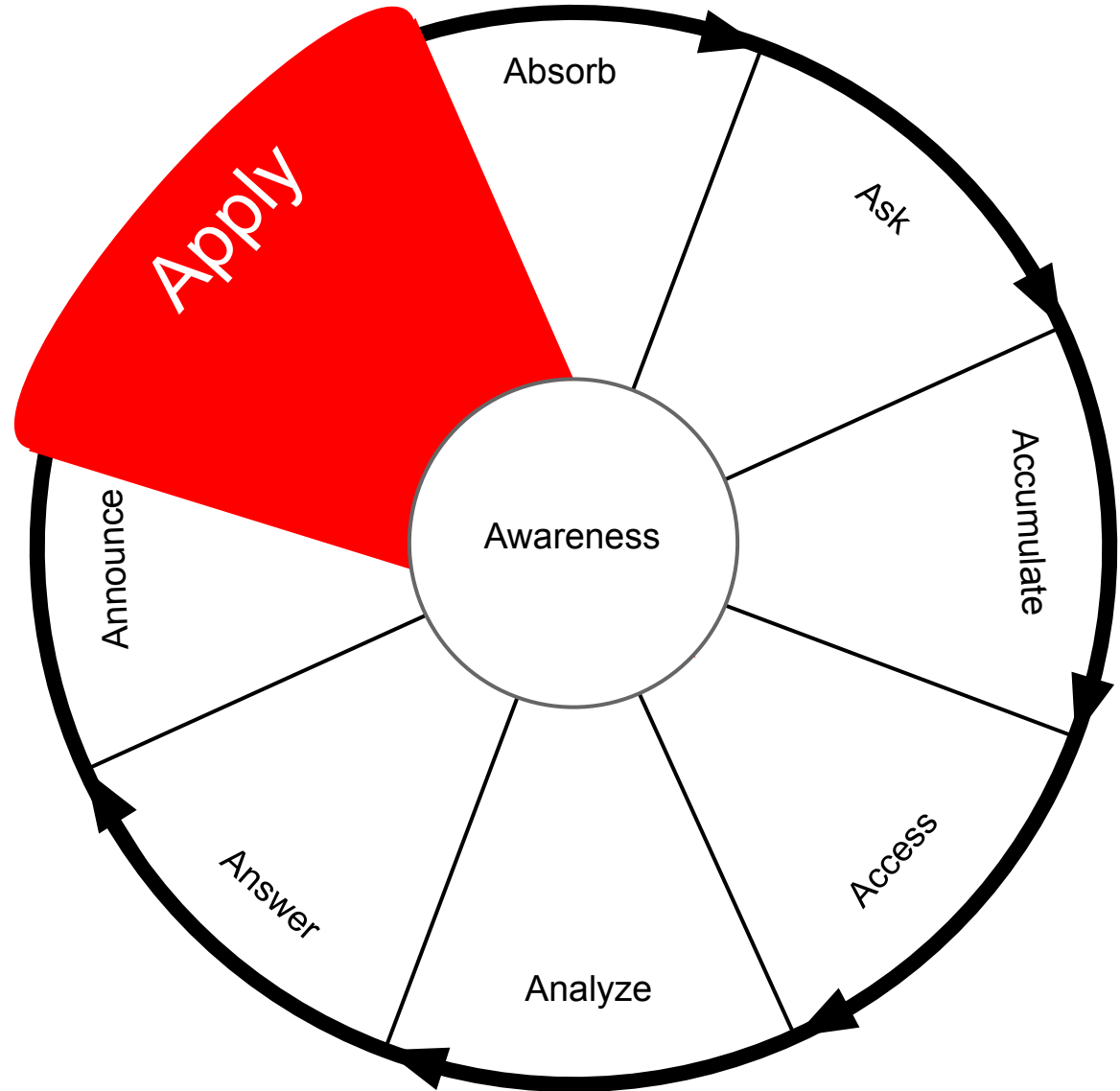
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AWARENESS

Apply Stage

Ryan:

Now it's time to enter the Apply stage where you make decisions and take action based on answers to the questions you posed in the Ask stage.





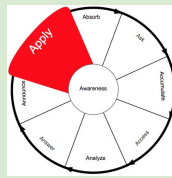
Activity - 05.04.03

What actions will you take based on the the analysis findings you shared with the RTI team?

- Begin progress monitoring on Braden Branson and Dave Davidson,
- Begin progress monitoring on Tim Thompson and Stephanie Sanders
- Target Allen Anderson and Chad Collins for tertiary prevention
- Begin strategic interventions with Fred Fletcher and Karen Krueger

Standard: S.7.A Strategies

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	



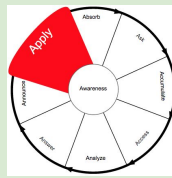
Activity - 05.04.04

What actions will you take based on the the analysis findings you shared with the RTI team?

- Begin progress monitoring on Lisa Lund and Martin Matthews
- Begin progress monitoring on Allen Anderson and Rihanna Rollins
- Target Hallie Humphries for tertiary prevention
- Begin strategic interventions with Chad Collins and Tim Thompson

Standard: S.7.A Strategies

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	



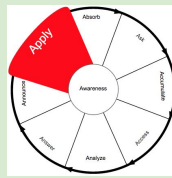
Activity - 05.04.05

What actions will you take based on the the analysis findings you shared with the RTI team?

- Continue primary prevention without progress monitoring for Fred Fletcher and Rihanna Rollins
- Begin tertiary prevention with Dave Davidson and Tim Thompson
- Begin secondary prevention with Allen Anderson and Karen Krueger
- Continue strategic interventions with Fred Fletcher and Hallie Humphries

Standard: S.7.A Strategies

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 - 05.04.06

What actions will you take based on the the analysis findings you shared with the RTI team?

- Continue primary prevention without progress monitoring for Chad Collins and Stephanie Sanders
- Begin tertiary prevention with Fred Fletcher and Allen Anderson
- Begin secondary prevention with Allen Anderson and Karen Krueger
- Continue strategic interventions with Karen Krueger and Chad Collins

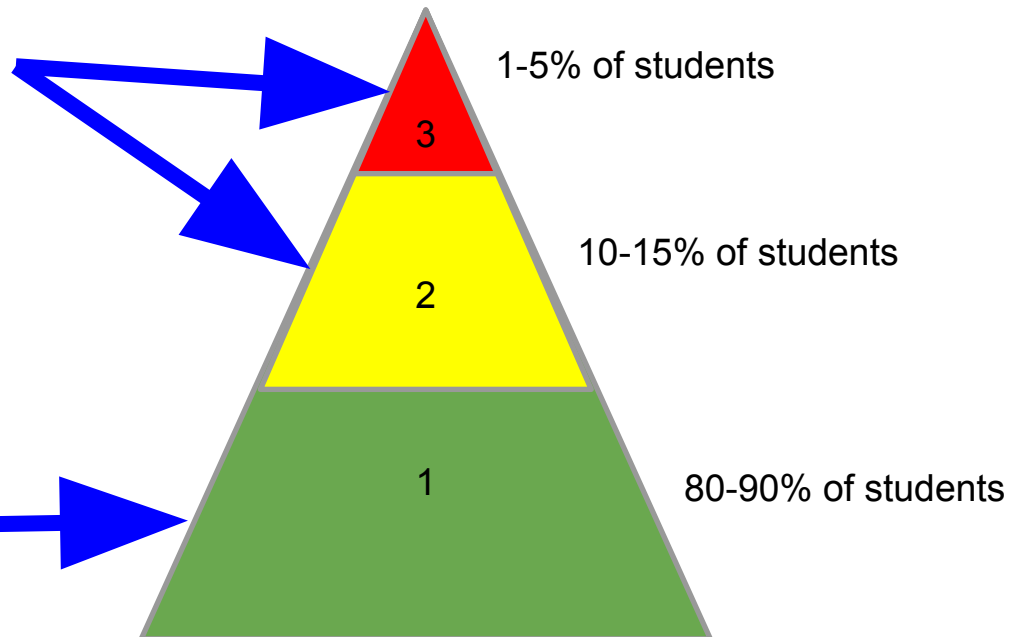
Standard: S.7.A Strategies

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	

Tutorial

Now that you have shared your findings, including limitations and implications, with the Data Team, it's time to take *action* in the Apply stage. In this stage, you begin *progress monitoring* on all Tier 2 and Tier 3 students, including Braden Branson, Dave Davidson, Gina Geofries, Jeff Johnson, Lisa Lund, and Martin Matthews. The progress monitoring process, which requires thorough navigation of subsequent A+ Inquiry data utilization cycles, is covered in a different module. Primary prevention is continued with all tier 1 students.

Begin progress monitoring to confirm or disconfirm risk status



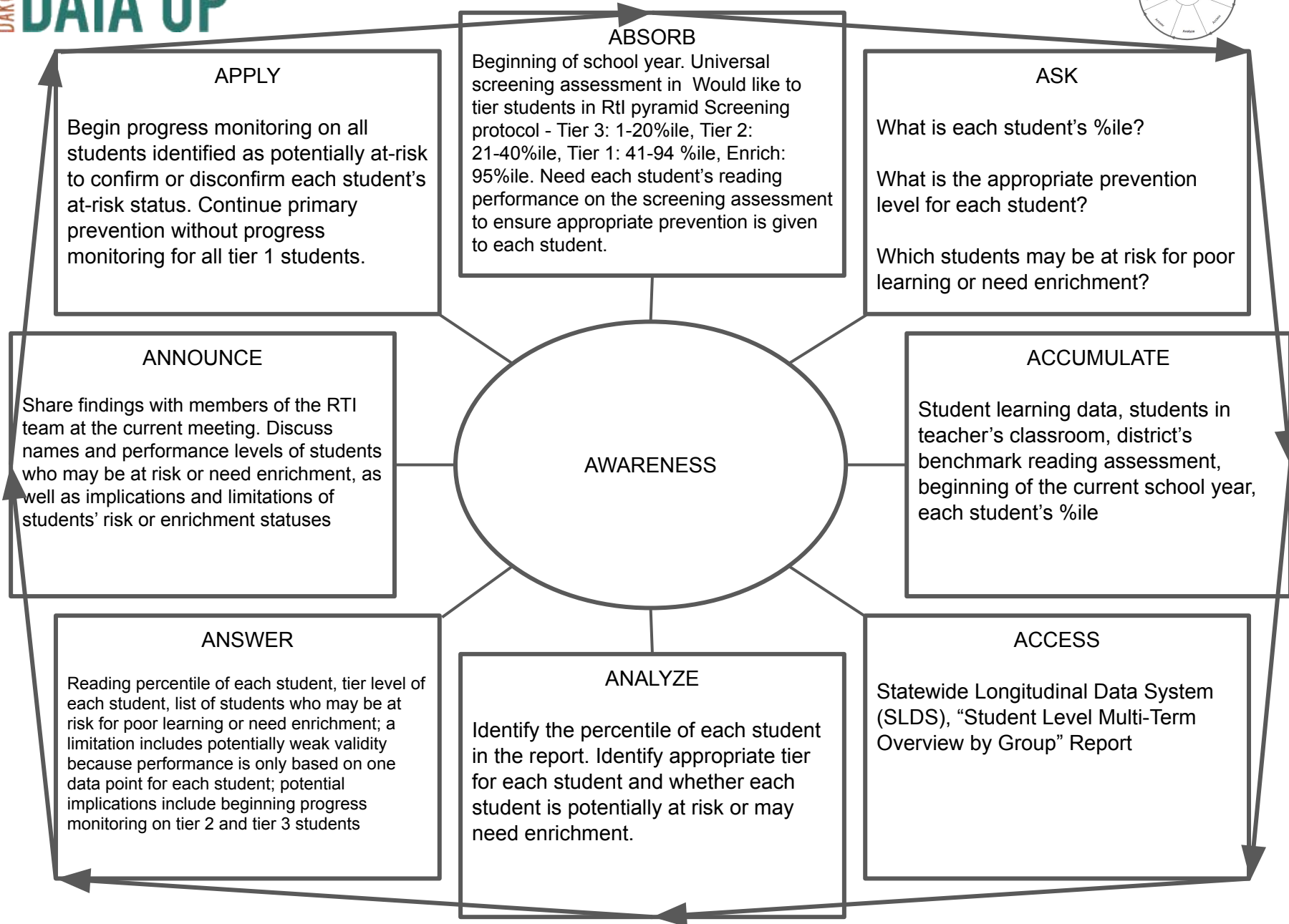
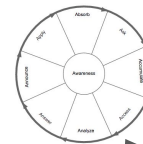
Continue primary prevention

A+ Inquiry Framework

The Apply stage has been completed.

A decision was made to take action based on the findings of the data analysis. The implications of the answers were put into action by continuing primary prevention without progress monitoring for all tier 1 students and beginning the progress monitoring process for all tier 2 and tier 3 students. Specifically, progress monitoring will begin on Braden Branson, Dave Davidson, Gina Geofries, Jeff Johnson, Lisa Lund, and Martin Matthews. For more details regarding progress monitoring methods, be sure to take a look the module relevant to progress monitoring.

A+ INQUIRY GRAPHIC ORGANIZER



Conclusion

Great Plains' fall universal screening has been conducted. Each stage of the A+ Inquiry framework was addressed, demonstrating awareness throughout the entire inquiry cycle to ensure the right context was absorbed, the right questions were asked, the right data were accumulated, accessed, and analyzed, the right answers were derived, the right announcements were communicated, and the right applications were made. Please keep all of this information because the universal screening findings will be revisited as the meetings in PLC Teams and Data Teams continue.

Flyer: <https://goo.gl/hxdp6i>

Blank Universal Screening Table: <https://goo.gl/GBBBDn>

Student Level Multi Term Overview by Group Report: <https://goo.gl/eejwPv>

Completed Universal Screening Table: <https://goo.gl/R6nzwi>

Completed A+ Inquiry Organizer: <https://goo.gl/NDK8pk>

End of Module Teacher Thought

If I work with my peers on my Data Team and work through the A+ Inquiry framework, then I can really apply RTI universal screening protocol so that each student in my class is given the appropriate level of support.

Activity Answers

05.04.01	Members of the Data Team at the current meeting
05.04.02	Names and performance levels of students who may be at risk or need enrichment, as well as implications and limitations of students' risk or enrichment statuses
05.04.03	Begin progress monitoring on Braden Branson and Dave Davidson
05.04.04	Begin progress monitoring on Lisa Lund and Martin Matthews
05.04.05	Continue primary prevention without progress monitoring for Fred Fletcher and Rihanna Rollins
05.04.06	Continue primary prevention without progress monitoring for Chad Collins and Stephanie Sanders

Indicate the extent to which you agree or disagree

	Strongly disagree	Disagree	Agree	Strongly Agree
This module part increased my knowledge of how a student's risk status may be communicated to appropriate stakeholders				
This module part increased my knowledge of decisions that may be made based on a student's risk status				

Well Done

You have completed this module part and it concludes this module. You can begin the next module when you are ready.