More Positives than Negatives

University-District Partnership

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School District of Elmbrook

Student Demographics

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Enrollment</td>
<td>6,988</td>
</tr>
<tr>
<td>Graduates</td>
<td>655</td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>99%</td>
</tr>
<tr>
<td>College Bound</td>
<td>87%</td>
</tr>
<tr>
<td>Students of Color</td>
<td>25%</td>
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<tr>
<td>Economically Disadvantaged</td>
<td>11%</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>4%</td>
</tr>
<tr>
<td>Gifted &amp; Talented</td>
<td>10%</td>
</tr>
<tr>
<td>Special Education</td>
<td>11%</td>
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Elmbrook Annual Report
School District of Elmbrook

2014-2015 ACT Composite: 25.5

2015-2016 ACT Composite: 24.4 (all students)

2014-2015 Badger 3-8 (SBAC)- Advanced/Proficient
- ELA: 72.2%
- Math: 71.2%

2015-2016: Wisconsin Forward Exam- Advanced/Proficient
- ELA: 62.6%
- Math: 67.7%

Source: WiseDash Public Portal - Wisconsin Department of Public Instruction
Prior to Partnership

Priorities:

1. Personalized Learning
2. Student Achievement
3. MTSS
4. Data Based Decision Making
What measures does your district use for universal screening?

Adaptive Assessment (MAP, STAR, FastBridge)

CBM (aimsweb, easyCBM, DIBELSNext)

Informal Reading Inventory (F&P, Teachers College, QRI)

Other
# Target and Trigger Framework

| Grade | National Fall 95th %ile | National Fall 95th %ile - Predict ACT of 24 | Tier 1 Target (NAEP Aligned) | Fall Tier 1 Target Percentiles | Tier 2 Consideration- 25th %ile | National Winter 95th %ile | Tier 1 Winter Target | Winter Tier 1 Target Percentiles | Tier 2 Consideration-25th %ile | National Winter 10th %ile-NWEA | Tier 1 Spring Target | Spring Tier 1 Target Percentiles | Tier 2 Consideration-25th %ile | National Spring 95th %ile | National Spring 10th %ile-NWEA | National Spring 50th %ile | National Spring 10th %ile | National Growth on MAP | Average RIT Gain Fall to Winter | Average RIT Gain Winter to Spring | Average RIT Gain Fall to Spring | Fall to Fall of Next Grade | Grade |
|-------|------------------------|---------------------------------------------|------------------------------|--------------------------------|----------------------------------|---------------------------|------------------------|-------------------------------|----------------------------------|-------------------------------|------------------------|-------------------------------|----------------------------------|---------------------------|-------------------------------|-------------------------------|---------------------------|--------------------------|--------------------------|--------------------------|----------------|------|
| K5    | 165                    | N/A                                        | 147                          | 71                             | 138                              | 126                       | 116                    | 172                           | 155                              | 64                            | 141                    | 133                           | 179                              | 162                       | 62                        | 158                           | 149                       | 141                     | 12.41                     | 7.68                      | 20.09                    | 24.79                    | K5   |
| 1     | 182                    | N/A                                        | 166                          | 67                             | 161                              | 152                       | 144                    | 194                           | 176                              | 62                            | 172                    | 162                           | 201                              | 183                       | 64                        | 178                           | 168                       | 159                     | 10.84                     | 5.99                      | 16.82                    | 14.02                    | 1     |
| 2     | 200                    | N/A                                        | 183                          | 70                             | 176                              | 164                       | 155                    | 209                           | 191                              | 67                            | 184                    | 174                           | 165                              | 214                       | 197                       | 70                            | 189                       | 178                     | 169                        | 9.45                     | 4.52                      | 13.97                    | 13.65                    | 2     |
| 3     | 214                    | 205                                        | 197                          | 70                             | 188                              | 178                       | 168                    | 221                           | 202                              | 66                            | 196                    | 185                           | 176                              | 223                       | 206                       | 68                            | 199                       | 188                     | 179                        | 7.31                     | 3.02                      | 10.33                    | 9.92                     | 3     |
| 4     | 224                    | 214                                        | 206                          | 69                             | 198                              | 188                       | 178                    | 228                           | 209                              | 63                            | 204                    | 194                           | 184                              | 230                       | 213                       | 68                            | 206                       | 196                     | 187                        | 5.43                     | 2.33                      | 7.76                     | 7.43                     | 4     |
| 5     | 231                    | 220                                        | 212                          | 65                             | 206                              | 195                       | 186                    | 234                           | 215                              | 63                            | 210                    | 200                           | 191                              | 236                       | 217                       | 63                            | 212                       | 202                     | 193                        | 4.15                     | 1.97                      | 6.11                     | 5.45                     | 5     |
Target-Trigger Rationale

Targets

- MAP - NAEP aligned Proficiency
- OR - 50th Percentile
- TC - Professional Judgment

Triggers

- Fletcher et al. (2007) - 25th Percentile
- Local Base Rate
How did we get here?

District Needs:

- Assistance Applying Research Methods to Practice
- Low Cost, Objective Consultation

District Provides:

- Recurring Supply of Extant Data
- Training Opportunities
Year 1:

1. Are district targets accurate?
2. Do we need all these tests?
3. We have a ton of data, now what?
Year 1

Research:
- Analysis of Screening Process
- Predictor: Common Core Aligned State Test

District:
- Developed Program Evaluation Process of District Interventions
- Oral Reading Exemption Process
How did your district develop triggers

- Test Publisher Recommendation
- Review of Research
- Trial and error with various triggers to identify realistic threshold

Other

Start the presentation to activate live content
Reading Screening Measures

Grades 3 - 5:
1. Measures of Academic Progress
2. Teachers College - IRI
3. AIMSweb - CBM-R
Analysis of Screening Data

- Evidence Base for Multi-Gated Process
- Highlight Need for Revision in Targets

However

- Change - Proceed with Caution
- Study = Increased Knowledge to Make Changes
## Change in Practice- Running Records

### 2014 Running Record Targets-Triggers- Professional Judgement

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<td>3</td>
<td>L</td>
<td>K</td>
<td>M-N</td>
<td>L</td>
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<tr>
<td>4</td>
<td>O</td>
<td>N</td>
<td>P-Q</td>
<td>O</td>
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<tr>
<td>5</td>
<td>Q-R</td>
<td>P</td>
<td>R-S</td>
<td>Q</td>
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### 2016 Running Records- Based on Teachers College Rec.

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Evaluation Outcomes

Internal evaluation of Trigger Points

- TC - Made major changes to trigger points
- MAP/OR - annual updates
Evaluation Outcomes

Study 1: Evaluation of single measures, multivariate models, and gated screening.

- Forthcoming publication in Remedial and Special Education.

Evaluation Outcomes

- MAP outperformed OR and IRI

- Multivariate outperformed single measures

Evaluation Outcomes

- Gated screening decreased sensitivity and increased specificity

Year 2 (Ongoing)
Has your state recently changed or mentioned changing the state test?

Yes

No

No idea.

Start the presentation to activate live content

If you see this message in presentation mode, install the add-in or get help at PollEv.com/app
Year 2:

- Dealing with multitude of changes to state test!
- Evaluating math screening in middle school
Changes to State Test

2014 - WKCE (November)
-Shift to Spring-
2015 - Smarter Balanced
2016 - WI Forward Exam
Year 2

Research:
● SBAC to WI-Forward
● Middle School Math Screening: CBM/MAP/WI-Forward

District:
● Revision of Targets/Triggers
● Program Evaluation Process Refined
  ○ Application to Evaluation of Grade Level Practices
Evaluation Outcomes

Study 1: Evaluation of single measures, multivariate models, and gated screening.

- Forthcoming publication in Remedial and Special Education.

Research Outcomes - Year 2

Study 2:

How accurate are cut scores when applied to new test?

(Using same screening process)
Research Outcomes - Year 2

Forward Exam harder than SBAC.

Diagnostic accuracy of MAP was fairly stable between state tests!
Research Outcomes - Year 2

Local cut-scores > vendor-provided scores

Keep process, lean toward lower cut-scores (identify more students)

BENEFITS
Symbiosis

District Offers:

● Organized/Redacted Data
● Training Opportunities
● Research to Practice Pipeline

University Offers:

● Expertise in Research and Statistical Methods
● Students to Assist with Projects
District Benefits

● Targets and Triggers Revised
● Local Expertise Increased
● Positive Recognition in Research
● Low Cost Consultation
School Psychologist Benefits

- District Level Data Conversations
- Results Drive School/District Improvement
- Positive Reflection on District
School Psychologist Benefits

- Increase in Capital with BOE/Admin
- Knowledge of Screening Analysis
- Review of Research Methods
- Benefits WITH No Additional Student Load
NASP Domains of Practice Impacted by Partnership

Domain 1: Data-Based Decision Making and Accountability

Domain 2: Consultation and Collaboration - School & District

Domain 5: School-Wide Practices to Promote Learning
  ● Establish, Review, Refine Screening Framework

Domain 9: Research and Program Evaluation
  ● Research findings as foundation of service delivery
  ● Efficiency? Effectiveness?
University Benefits

- Recurring Supply of Extant Data
- District Exposure - Board of Education, School Psychologists, Admin, Teachers
- Training Partnership - Practicum or Additional Experience
Lessons Learned

● Know District Research Policies & Procedures
● You CANNOT Over Communicate
● Create Opt-Out Process with Form for Collection
  ○ No email
  ○ Option- Parent Requests for Info.
● Materials Ready A Week Before - Print Extras
● Manage Up- it was your director’s idea
Lessons Learned

During:

- Schedule 1-2 Extra Assistants
- Errors Happen—be ready and calm

After:

- When Possible, Use Results to Refine or Confirm Processes
- Share Results with Board and other Stakeholders
- Share with Area School Psychologists

It could be that the purpose of your life is only to serve as a warning to others.
Future Directions

- Examination of Oral Reading Screening Process
- Evaluation of Interventions
- Additional Screening Research