
More Positives than Negatives

University-District Partnership

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School District of Elmbrook



2 - High Schools
2 - Middle Schools
5 - Elementary

Student Demographics

Enrollment	6,988
Graduates	655
Graduation Rate	99%
College Bound	87%
Students of Color	25%
Economically Disadvantaged	11%
English Language Learners	4%
Gifted & Talented	10%
Special Education	11%

Source: 2014-2015
Elmbrook Annual Report

School District of Elmbrook



Source: WiseDash
Public Portal -
Wisconsin Department
of Public Instruction

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%

What measures does your district use for universal screening?

Adaptive Assessment
(MAP, STAR, FastBridge)

CBM (aimsweb,
easyCBM, DIBELSNext)

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

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Prior to Partnership

Priorities:

1. Personalized Learning
2. Student Achievement
3. MTSS
4. Data Based Decision Making



Target and Trigger Framework

TABLE OF PERFORMANCE TIERS- READING (6/2016) - percentiles added

	Fall							Winter						Spring					National Growth on MAP					
Grade	National Fall 95th %ile	***Score to Predict ACT of 24	*Tier 1 Target (NAEP Aligned)	Fall Tier 1 Target Percentiles	National Fall 50 th %ile	Tier 2 Consideration- 25th %ile	National Fall 10 th %ile NWEA	National Winter 95th %ile	**Tier 1 Winter Target	Winter Tier 1 Target Percentiles	National Winter 50th %ile	Tier 2 Consideration-25th %ile	National Winter 10th %ile-NWEA	National Spring 95th %ile	Tier 1 Spring Target	Spring Tier 1 Target Percentiles	National Spring 50th %ile	Tier 2 Consideration- 25th %ile	National Spring 10th %ile	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	150	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	154	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 you district develop triggers?

Test Publisher
Recommendation

Review of Research

Trial and error with

various triggers to identify
realistic threshold

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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

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

3	L	K	M-N	L	O	N
4	O	N	P-Q	O	Q-R	P
5	Q-R	P	R-S	Q	S-T	R

2016 Running Records- Based on Teachers College Rec.

3	M	K	O	L	P	N
4	P	N	R	O	S	P
5	S	P	U	Q	V	R

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.



Klingbeil, D.A., Nelson, P.M., Van Norman, E.R., & Birr, C. (in press). Comparison of universal screening methods for students in upper elementary grades. *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.

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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.

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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

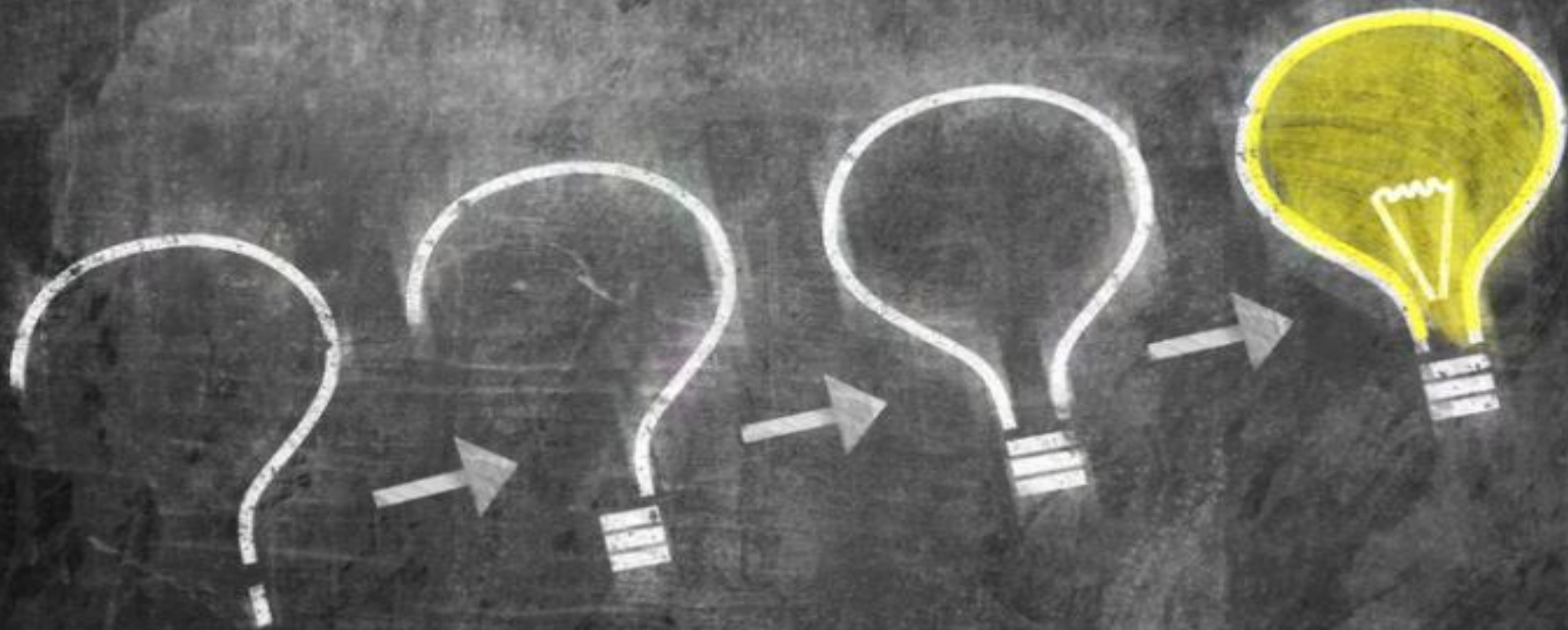
- Share with Area School Psychologists

Future Directions

Examination of Oral Reading Screening Process

Evaluation of Interventions

Additional Screening Research



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