
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



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

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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 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

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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.



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.

- 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)



Klingbeil, D.A., Van Norman, E.R., Nelson, P.M., & Birr, C. (2017). Evaluating screening procedures across changes to the statewide achievement test. *Manuscript submitted for publication.*

BENEFITS

A hand holding a blue marker is shown underlining the word 'BENEFITS'. The word is written in a blue, sans-serif font. The hand is positioned on the right side of the image, with the thumb and index finger gripping the marker. The marker is a light blue color with a small blue cap. The underline is a single, slightly wavy blue line that extends from the left side of the word to the right, ending at the marker tip. The background is a plain, light gray.

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

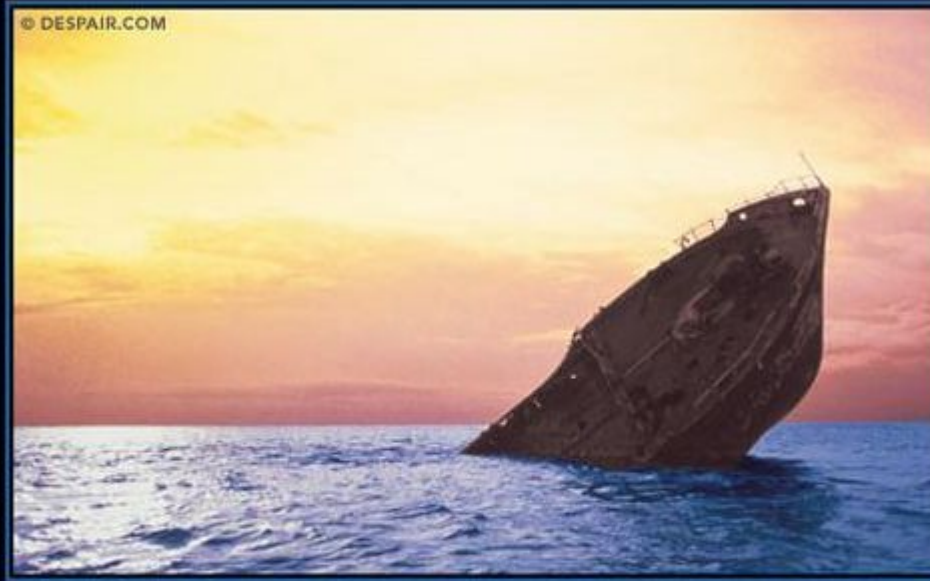
Lessons Learned

During:

- Schedule 1
- Errors Happen

After:

- When Possible
- Share Results
- Share with

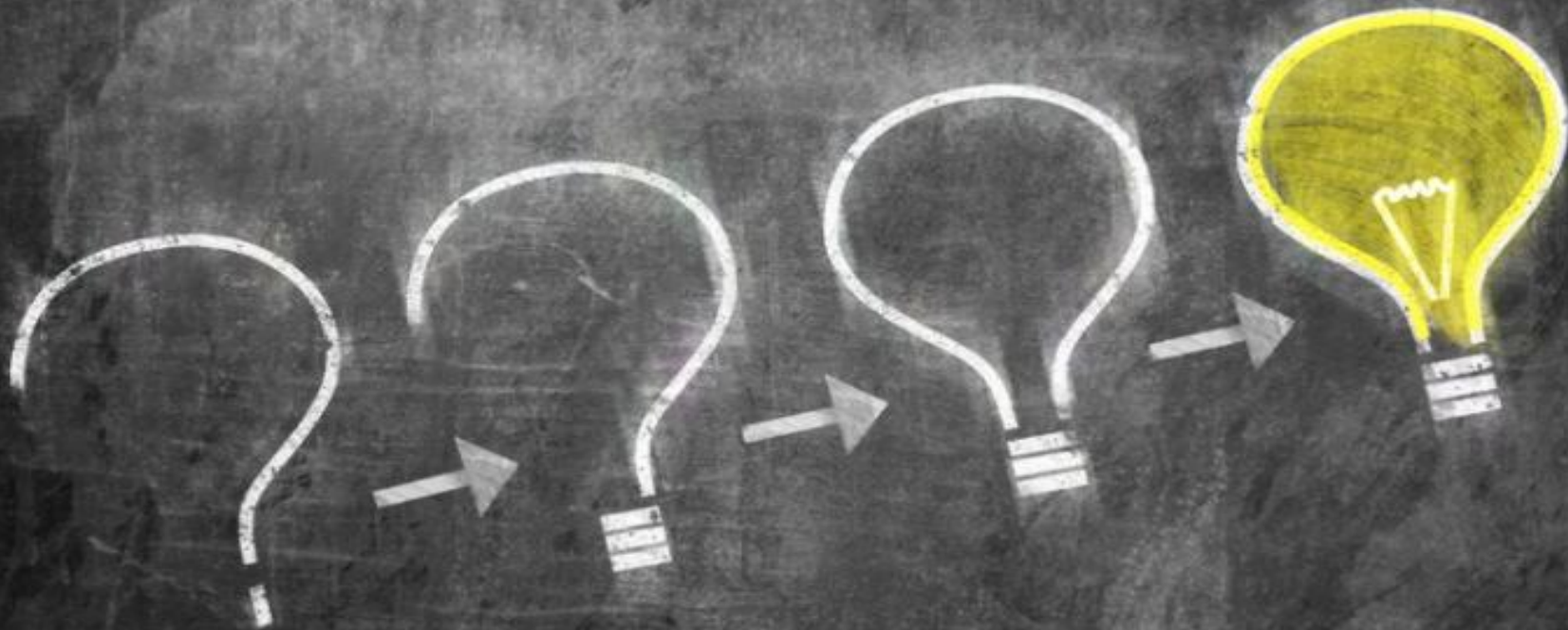


MISTAKES

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



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