



2014 State Conference

Exploration and Adoption Using the Hexagon Tool

Behavior Strand
Math Strand
Universal Screening Strand

Participant Workbook*

Name: _____

*This workbook is intended for use by schools participating with MiBLSi during core training.



Mission Statement:

To develop support systems and sustained implementation of a data-driven, problem-solving model in schools to help students become better readers with social skills necessary for success.



The Hexagon Tool: Exploring Context

Based on the work of
Kiser, Zabel, Zachik, & Smith (2007)

National Implementation Science Network (NIRN)

Frank Porter Graham Child Development Institute
UNIVERSITY OF NORTH CAROLINA CHAPEL HILL

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This document is based on the work of Kiser, Zabel, Zachik, & Smith (2007) and the National Implementation Research Network (NIRN).

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About

The mission of the National Implementation Research Network (NIRN) is to contribute to the best practices and science of implementation, organization change, and system reinvention to improve outcomes across the spectrum of human services.

email: nirn@unc.edu

web: <http://nirn.fpg.unc.edu>

Effective implementation capacity is essential to improving education. The State Implementation & Scaling-up of Evidence-based Practices Center supports education systems in creating implementation capacity for evidence-based practices benefitting individuals, especially those with disabilities.

email: sisep@unc.edu

web: <http://www.scalingup.org>



The Hexagon Tool helps states, communities, and agencies systematically evaluate new and existing interventions via six broad factors: needs, fit, resource availability, evidence, readiness for replication and capacity to implement.

Broad factors to consider when doing early stage exploration of Evidence-Based Practices (EBP)/Evidence Informed Innovations (EII) include:

- **Needs** of individuals; how well the program or practice might meet identified needs.
- **Fit** with current initiatives, priorities, structures and supports, and parent/community values.
- **Resource Availability** for training, staffing, technology supports, data systems and administration.
- **Evidence** indicating the outcomes that might be expected if the program or practices are implemented well.
- **Readiness for Replication** of the program, including expert assistance available, number of replications accomplished, exemplars available for observation, and how well the program is operationalized
- **Capacity to Implement** as intended and to sustain and improve implementation over time.

A thorough exploration process focused on the proposed program or practice will help your Implementation Team(s) have a productive discussion related to the six areas listed above, and to arrive at a decision to move forward (or not) grounded in solid information from multiple sources. That information will assist you in communicating with stakeholders and in developing an Implementation Plan.

There are a number of discussion prompts listed under each area of the hexagon. These prompts are not exhaustive, and you may decide that additional prompts need to be added. The prompts direct you to relevant dimensions that your team may want to discuss before rating the factor.

For example, under the area labeled **Fit**, you are reminded to consider:

- How the proposed intervention or framework ‘fits’ with other existing initiatives and whether implementation and outcomes are likely to be enhanced or diminished as a result of interactions with other relevant interventions
- How does it fit with the priorities of your state, community, or agency?
- How does it fit with current state, community, or regional organizational structures?
- How does it fit with community values, including the values of diverse cultural groups?

Recommendations for Using the Hexagon Tool

The following are SISEP recommendations for using the tool:

1. Assign team members to gather information related to the six factors and to present the information to the decision-making group or relevant Implementation Team. Following report-outs related to each area and/or review of written documents, team members can individually rate each area on a 1 to 5 scale, where 1 indicates a low level of acceptability or feasibility, 3 a moderate level and 5 indicates a high level for the factor. Midpoints can be used and scored as 2 or 4.
2. You can average scores for each area across individuals and arrive at an overall average score, with a higher score indicating more favorable conditions for implementation and impact. However, cut-off scores should not be used to make the decision.
3. The scoring process is primarily designed to generate discussion and to help arrive at consensus for each factor as well as overall consensus related to moving forward or not. The numbers do not make the decision, the team does. Team discussions and consensus decision-making are required because different factors may be more or less important for a given program or practice and the context in which it is to be implemented. There also will be trade-offs among the factors. For example, a program or practice may have a high level of evidence with rigorous research and strong effect size (Evidence), but may not yet have been implemented widely outside of the research trials¹. This should lead to a team discussion of how ready you are to be the “first” to implement in typical educational settings in your area. Or the team may discover that excellent help is available from a developer, purveyor, or expert Training or Technical Assistance, but that ongoing costs (Resource Availability) may be a concern.
4. We recommend that after reviewing information related to each factor, individually scoring each factor, summarizing ratings, and discussing the strengths and challenges related to each factor of the proposed intervention, that the team members decide on a process for arriving at consensus (for instance, private voting or round-robin opinions followed by public voting

¹ Usable Interventions - To be usable, it's necessary to have sufficient detail about an intervention. With detail, you can train educators to implement it with fidelity, replicate it across multiple settings and measure the use of the intervention. So, an intervention needs to be teachable, learnable, doable, and be readily assessed in practice.

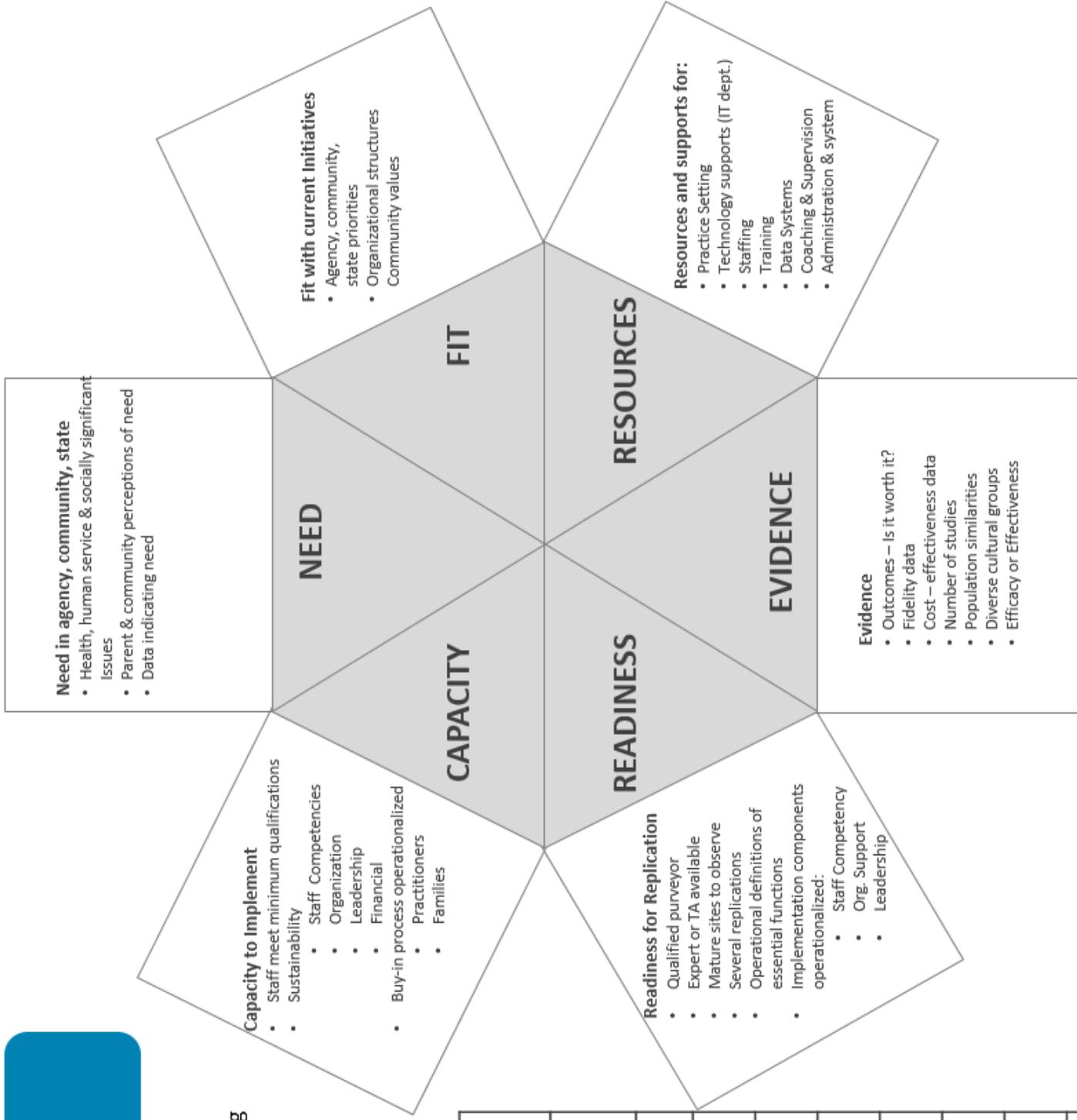
The Hexagon Tool

Exploring Context

The Hexagon Tool can be used as a planning tool to evaluate evidence-based programs and practices during the Exploration Stage of Implementation.

See the Active Implementation Hub Resource Library

<http://implementation.fpg.unc.edu>



EBP:	5 Point Rating Scale: High = 5; Medium = 3; Low = 1. Midpoints can be used and scored as a 2 or 4.		
	High	Med	Low
Need			
Fit			
Resource Availability			
Evidence			
Readiness for Replication			
Capacity to Implement			
Total Score			



Behavior

- Bully Prevention in PBIS
- Second Step
- CHAMPS
- Early Risers

Bully Prevention in Positive Behavior Supports

Rob Horner, Scott Ross, Bruce Stiller

Bully Prevention in Positive Behavior Supports: Expect Respect

Brianna C. Stiller, Rhonda N.T. Nese, Anne K. Tomlanovich, Robert H. Horner, Scott W. Ross

Description of the Program, Practice, or Tool

Bully Prevention in Positive Behavior Supports is a program focusing on giving students the tools to reduce bullying behavior through the blending of school-wide positive behavior support, explicit instruction, and a redefinition of the bullying construct (pbis.org).

BP-PBS gives students the tools necessary to remove the social rewards maintaining bullying behavior through a strong link to school-wide positive behavior support, a discrimination between "being respectful" versus "not being respectful" in unstructured settings, and the explicit teaching of a simple, school-wide response to non-respectful behavior (bullying) effective for victims, bystanders, and perpetrators of bullying.

Need

Describe the need in school, district, state:

- Academic & socially significant issues
- Parent & community perceptions of need
- Data indicating need

National Statistics:

- The National School Safety Center (NSSC) called bullying the most enduring and underrated problem in U.S. schools. (Beale, 2001)
- Nearly 30 percent of students have reported being involved in bullying as either a perpetrator or a victim (Nansel, et al., 2001; Swearer & Espelage, 2004).
- Victims and perpetrators of bullying are more likely to skip and/or drop out of school (Berthold & Hoover, 2000; Neary & Joseph, 1994).
- Victims and perpetrators of bullying are more likely to suffer from underachievement and sub-potential performance in employment settings (Carney & Merrell, 2001; NSSC, 1995).
- 58% of students perceived teasing, spreading lies or rumors, or saying mean things to be problems. Only 25% of teachers perceived these behaviors to be problems (Nansel, et al., 2001; Swearer & Espelage, 2004).

This program would be a consideration for selection if:

- A large % of ODRs on the playground, cafeteria, hallways other common areas
- A large % of ODRs involving harassment, abusive language, disrespect, physical aggression and fighting involving peers and with the motivation to get or escape peer attention
- A large number of ODRs for bullying (kind of obvious)
- Climate survey results showing students don't feel safe or like they belong in

your school.

- Climate survey data showing parents are concerned for their child's safety.
- Student Risk Screening Scale (SRSS) results showing high levels of peer rejection and aggression
- High absenteeism

Sample Gap Statement

According to our SWIS summary reports in January, 2014 we are experiencing a high amount of Office Discipline Referrals on the playground for physical aggression, disrespect and harassment. Ninety percent of these referrals are from students in the 3rd, 4th and 5th grade. The behavior team has analyzed the data and feels our school needs to re-teach the behavior expectations on the playground and look into a program that fits within our SW PBIS framework that teaches a way to handle disrespectful behavior.

Fit

Describe the fit with current initiatives:

- School, district, state priorities
- Organizational structures
- Community values

State Priorities: In considering the fit of a Bully Prevention Program we have to consider the state policies and laws.

Michigan State Board of Education created a Positive Behavior Support Policy in September 2006. An excerpt of this Policy follows and calls for all schools to create supportive learning environments that will support student's efforts to manage their own behavior.

"The vision of the state Board of Education is to create learning environments that prepare students to be successful citizens in the 21st Century. The educational community must provide a system that will support students' efforts to manage their own behavior and assure academic achievement. An effective behavior support system is a proactive, positive, skill-building approach for the teaching and learning of successful student behavior. Positive behavior support systems ensure effective strategies that promote pro-social behavior and respectful learning environments. Research-based positive behavior support systems are appropriate for all students, regardless of age."

Matt's Safe School Law would also apply. Matt's Safe School Law was signed into law by Governor Snyder on December 6th, 2011. Matt's Law is commonly referred to as Act 451 and required Michigan Schools to develop anti-bullying policies for preventing and responding to bullying and submit them to the state within six months. Please go to: <http://legislature.mi.gov/doc.aspx?mcl-380-1310b> for more information on this law.

In Matt's Safe School Law the legislature encourages a board or board of directors to include educational programs for pupils and parents on preventing, identifying, responding to, and reporting incidents of bullying and cyberbullying.

Fit within an MTSS Framework:

- PBS takes a multi-tiered responsiveness-to-intervention approach to bully behavior (Bradley, Danielson, & Doolittle, 2007; Sugai & Horner, 2009)
- Tier I
- All students and staff are taught directly and formally about how to behave in safe, respectful and responsible ways across all school settings.
- Tier II
- Students whose behaviors do not respond to Tier I supports are provided additional preventive strategies Tier III
- Students whose behaviors do not respond to Tier I and II supports are provided intensive preventive strategies.

Effective Tier I prevention programs are intended to support most students and then to identify when more intensive and specialized assistance (Tier II and III) is required. This logic is important for students who engage in bullying behavior as well as those who are targets and observers of bullying behaviors. It is important to note that increasing the severity and number of more punishing consequences is *not* emphasized, so this program fits for districts and schools that are looking to reduce exclusionary practices.

Additional questions to consider when determining fit for this practice, program or tool:

- Does it fit with your School Improvement Plan?
- Does your principal see this as a priority and willing to have teachers set aside time in their day to teach the lessons and do the follow up activities?
- Do your teachers see the need for this curriculum?
- What other initiatives are you doing in your district or building that could conflict with using Bully Prevention in Positive Behavior Supports or Expect Respect?
- Have you brought parents into the consideration of a social-emotional learning program?
- Has there been support in the community for the PBIS initiative in your district/school?
- What other initiatives must be considered when addressing the need?
- What district/school priorities must be considered?
- Are there school-wide structures that need to be considered when determining fit?

Evidence

Considerations for describing evidence:

- Outcomes – is it worth it?
- Fidelity data
- Cost – effectiveness data
- Number of studies
- Population similarities
- Diverse cultural groups
- Efficacy or effectiveness

Provide a summary of evidence supporting the practice, program, or tool; be

explicit if the specific practice, program is:

- Research-based: BP-PBS is based on behavioral science and research-based procedures that have been verified as effective in practice. BP-PBS is a prevention- and systems-focused approach designed to fit within schoolwide PBIS, a decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices.
- Evidence-based: To date, only one scientific study has determined that BP-PBS is effective when implemented. The foregoing study was a single-subject multiple baseline design across six students and three elementary schools - grades K through 5 of varying levels of socioeconomic status (range, 32% to 87%) and students of high risk as indicated by the Social Skills Rating System (Gresham & Elliott, 1990). Caution is warranted regarding the generalizability of the study, but with that stated, single-subject research designs have been regarded as an effective method for studying high-risk populations. The results indicate a functional relation between the implementation of BP-PBS and a reduction in bullying behaviors on the playground during lunch recess. Specifically, there were observed decreases in incidents of bullying behavior, increases in appropriate victim responses and bystander responses, and improvements in student perceptions of the bullying and safety at their schools.

Resources and Supports

Provide a summary of resources that will be needed to support successful implementation of the program, practice or tool. Be sure to include:

- Materials
- People
- Tools
- Data Systems
- Technology supports (IT department)
- Administration & Systems
- Time
- Money
- Training
 - Need for access to developers, authors or individuals with deep expertise to provide training and TA
- Coaching

The National PBIS Center is funded by the Office of Special Education Programs in the U.S. Department of Education to disseminate and provide technical assistance to schools, districts, and states. The PBIS Center's website (www.pbis.org) provides a comprehensive collection of free and downloadable materials related to the multi-tiered approach to PBIS, including bullying behavior prevention.

A school's major costs will be associated with professional development days for a PBIS leadership team to develop, implement, and monitor the progress of BP within the PBIS framework. This would be ideal if individuals that are trained in the program had time in their schedules to conduct staff

orientation/training/coaching in BP-PBIS. (e.g., substitute teachers)

There will also need to be time allotted in the teacher's, para-pro's or social worker's schedule to teach the six lessons and do follow up discussion and activities around this topic.

Ongoing coaching, training and supervision is essential to monitor implementation, train new staff, make sure data is being collected, analyzed and shared, for support when issues arise and to communicate progress to the district implementation team.

Also consider the following:

- Are there current resource expenditures that require change, adjustment or elimination?
- Are there current practices that require change, adjustment or elimination?

Readiness for Replication (Is the practice ready to be replicated?)

Readiness of the practice, program, or tool to be replicated and not on the readiness of the district or school to implement
Closely related to evidence

Considerations for Readiness for Replication:

- Qualified purveyor
- Expert or Technical Assistance available
- Mature sites to observe
- Several replications
- How well is it operationalized?
- Are the implementation drivers operationalized?

BP-PBS is an addition to School-wide PBIS; thus, the operational definitions of essential functions are essentially the same. BP-PBS includes the (1) use of empirically-tested instructional principles to teach expected behavior outside the classroom to all students; (2) monitoring and acknowledgement of students for engaging in appropriate behavior outside the classroom; (3) specific instruction and pre-correction to prevent bullying behavior from being rewarded by victims or bystanders; (4) the correction of problem behaviors using a consistently administered continuum of consequences; (5) the collection and use of information about student behavior to evaluate and guide decision making; and (6) the establishment of a team that develops, implements, and manages the BP-PBS effort in a school.

In regard to implementation, BP-PBS is unique in that it provides the following implementation tools:

- Readiness Checklist for Trainers
- Letter to Parent(s) or Guardian(s)
- Fidelity Checklist for Trainers
- Fidelity Checklist for Staff Members
- Lesson Preparation Evaluation
- Student Survey
- Strategy Sheet

As previously mentioned, PB-PBS is an addition to School-wide PBIS. This lends well implementation efforts because it requires only a small amount of additional resources from the school, having PBIS practices in place provides familiarization and is likely to increase community buy-in, resources allocated to program implementation, and ongoing professional support.

Capacity to Implement

Considering capacity prior to implementation of BP-PBS:

- Is there District and School-wide commitment to adopting, implementing, and sustaining BP-PBS?
 - Has that commitment been assessed and quantified?
- Are there certain qualifications needed for implementation?
 - Do staff member meet these qualifications?
 - Is there a decision-making process for selection for staff training?
- Is there political will and commitment to build capacity?
- Could capacity to implement be sustained over time?
- Are we able to sustain the implementation drivers financially and structurally over time?
- Would cost to build and sustain capacity escalate or de-escalate over time?

The National PBIS Center is funded by the Office of Special Education Programs in the U.S. Department of Education to disseminate and provide technical assistance to schools, districts, and states. The PBIS Center's website (www.pbis.org) provides a comprehensive collection of free and downloadable materials related to the multi-tiered approach to PBIS, including bullying behavior prevention.

Points to consider regarding capacity:

- Commitment to the implementation of BP-PBS and how you can assess or quantify that commitment
- Staff qualifications required for implementation
 - Who will deliver the program; Teachers, para-pros, or Social Workers?
 - Is there time allotted for them to teach the six lessons and do follow up?
 - Who will facilitate staff training or ensure that it is completed individually?
 - Who will collect, analyze and share the data?
 - Who will run the student forums?

What is required to sustain capacity for Bully Prevention/*Expect Respect*?

- Maintain commitment
 - Make sure time is allotted during every monthly PBIS Team meeting to review the BP-PBS Implementation Checklist
- Designate a staff member to ensure new staff members are trained
 - Will this be an external or internal coach
- Parent/family connections
 - Time in the PTA meetings to explicitly share data on bullying, climate surveys, student forums and get input

- Make sure you continue to collect and share data
 - Inspire with success stories and get feedback from all involved
 - Continue student forums and climate surveys and share results with students, staff and parents

Second Step

Committee for Children

Description of the Program, Practice, or Tool

Provide a brief description of the program, practice or tool

Include any websites that may provide additional information regarding the program, practice, or tool

The *Second Step* program is a universal, classroom-based curriculum designed to decrease problem behaviors, increase students' school success, and promote social-emotional competence and self-regulation.

Each grade level features developmentally appropriate ways to teach core social-emotional skills such as empathy, emotion management, and problem solving.

And now they have added self-regulation, executive function skills, and Skills for Learning in early learning and K–5 to give kids that extra boost.

- Based on the latest research
- Fully scripted, media-rich lessons
- Academic integration activities
- Email-ready family materials
- Online training and resources

Need

Describe the need in school, district, state:

- Academic & socially significant issues
- Parent & community perceptions of need
- Data indicating need

Provide examples of the type(s) of data and patterns of data that would indicate a need for this practice, program, or tool (e.g., high number of ODRs coming from classrooms; ODRs coming from multiple classrooms may indicate a need for evidence-based classroom management such as CHAMPS)

This program would be a consideration for selection if:

- A large % of ODRs are coming from the classroom
- Preschool, K teachers reporting a large % of students coming to school socially immature and unprepared to learn, showing in initial screeners and or high ODRs Pre-school and K
- A large % of ODRs due to fighting, bullying
- Climate survey data that shows students do not feel safe or connected at school
- Climate survey data showing that parents are concerned with their child's safety at school
- Student Risk Screening Scale (SRSS) data showing moderate to high risk of anti-social behavior showing in your student body

Sample gap statement and cause for gap

According to our SWIS summary reports in January, 2014 we are experiencing a high amount of Office Discipline Referrals in multiple classrooms. Eighty percent of the classroom referrals are for disrespect and non-compliance. The behavior team has analyzed the data and feels our school needs to re-teach.

classroom expectations and look into a school wide social and emotional learning program to teach empathy, self-regulation and conflict management.

Fit

Describe the fit with current initiatives:

- School, district, state priorities
- Organizational structures
- Community values

Describe how this program, practice, or tool fits within an MTSS framework

Additional questions to consider when determining fit for this practice, program or tool:

- What other initiatives must be considered when addressing the need?
- What district/school priorities must be considered?
- Are there school-wide structures that need to be considered when determining fit?

State Priorities: In considering the fit of a social emotional learning program, specifically *Second Step*, we have to consider the state policies on social emotional learning.

Michigan State Board of Education created a Positive Behavior Support Policy in September 2006. An excerpt of this Policy follows and calls for all schools to create supportive learning environments that will support student's efforts to manage their own behavior.

"The vision of the state Board of Education is to create learning environments that prepare students to be successful citizens in the 21st Century. The educational community must provide a system that will support students' efforts to manage their own behavior and assure academic achievement. An effective behavior support system is a proactive, positive, skill-building approach for the teaching and learning of successful student behavior. Positive behavior support systems ensure effective strategies that promote pro-social behavior and respectful learning environments. Research-based positive behavior support systems are appropriate for all students, regardless of age."

Matt's Safe School Law would also apply. Matt's Safe School Law was signed into law by Governor Snyder on December 6th, 2011. Matt's Law is commonly referred to as Act 451 and required Michigan Schools to develop anti-bullying policies for preventing and responding to bullying and submit them to the state within six months. Please go to: <http://legislature.mi.gov/doc.aspx?mcl-380-1310b> for more information on this law.

In Matt's Safe School Law the legislature encourages a board or board of directors to include educational programs for pupils and parents on preventing, identifying, responding to, and reporting incidents of bullying and cyberbullying. *Second Step* includes lessons on bullying prevention in its curriculum for middle school.

Fit within an MTSS Framework:

- The *Second Step* program is a Tier 1, universal, classroom-based curriculum that teaches foundational social-emotional and self-regulation skills to all students from early learning through grade 8.
- Some schools use the *Second Step* program in small groups and have had measurable success doing so. Because the program is designed as a Tier 1 universal intervention, the best small-group interventions are those designed to complement the classroom program.
- Although the *Second Step* program is not a Tier 3 strategy, the Skills for Learning (for example, listening, focusing attention, and using self-talk) and calming down and problem-solving skills taught in the program could inform Tier 3 interventions. Also see the [PBIS RTI Alignment Chart](#) (PDF).

Additional questions to consider when determining fit for this practice, program or tool:

Now you need to assess your district policy along with the schools that would be utilizing this curriculum.

- Does it fit with your School Improvement Plan?
- Does your principal see this as a priority and willing to have teachers set aside time in their day to teach the lessons and do the follow up activities?
- Do your teachers see the need for this curriculum?
- What other initiatives are you doing in your district or building that could conflict with using *Second Step*?
- Have you brought parents into the consideration of a social-emotional learning program?
- Has there been support in the community for the PBIS initiative in your district/school?
- What other initiatives must be considered when addressing the need?
- What district/school priorities must be considered?
- Are there school-wide structures that need to be considered when determining fit?

Evidence

Considerations for describing evidence:

- Outcomes – is it worth it?
- Fidelity data
- Cost – effectiveness data
- Number of studies
- Population similarities
- Diverse cultural groups
- Efficacy or effectiveness

Provide a summary of evidence supporting the practice, program, or tool; be explicit if the specific practice, program is:

- Evidence-based: Scientific study has determined that *Second Step* is effective when implemented. The research base is replete with evidence to support the use of *Second Step*. For example, the Substance Abuse and Mental Health Services Administration (2006) has conducted a meta-

analysis of the most well designed studies that clearly demonstrates the program's effectiveness for improving social function and reduced violence. The quality of research rating was 2.4 out of 4, indicating an acceptable rating for multiple indices (e.g., validity of instruments, potential for confounding variables). Additionally, the Collaborative for Academic, Social, and Emotional Learning (2013) has indicated improved social and emotional competency and improved social functioning. With respect to academic achievement, the Report of the National Panel for Evidence-Based School Counseling (2008) has suggested that the *Second Step* research reflects promising evidence. Lastly, studies have been conducted across contexts, including ages, racial/ethnic groups, gender, economically and socially diverse populations, urban and rural settings, large and small schools, and with at-risk populations, and cultures (e.g., German and Norwegian versions).

Resources and Supports

Materials & Money (Cost)

One time cost of purchasing the materials (kits) - may be done in a variety of ways:

- Individually by grade level
 - K and 1 = 359.00 each
 - 2 & 3 = 309.00 each
 - 4 & 5 = 339.00 each
 - 6 – 8 = 359.00 each
- K-5 Bundle = 1,829.00 (1 kit for each grade level)
- 6-8 Bundle = 979.00 (1kit for each grade level)

- People
 - Who will deliver the program; Teachers, paraprofessionals, or Social Workers?
 - Who will facilitate staff training or ensure that it is completed individually?
- Tools – Needed tools are included in each kit
- Data Systems – A data system is not required, but impact of implementation should be monitored in existing data (SWIS, BoQ, SAS)
- Technology supports (IT department) – Basic technology needs to support implementation (Videos and song CDs), online implementation supports for staff
- Administration & Systems – Will our current system support implementation?
 - District-wide and School-wide commitment to develop the systems necessary to support initial implementation and long term sustainability of implementation

- Time
 - Kindergarten = 25 lessons, 20-25 minutes each
 - First = 22 lessons, 25-30 minutes each
 - Second & Third = 22 lessons, 30-35 minutes each
 - Fourth & Fifth = 22 lessons, 35 – 40 minutes each
 - Sixth Grade = 15 lessons, 50 minutes each
 - Seventh & Eighth = 13 lessons, 50 minutes each

- Training
 - *Second Step* K-5: Online & on your own time
 - Interactive online training included with all K-5 purchases. Can be completed all at once or in multiple sessions, individually or with colleagues
 - *Second Step* Middle School: Learn with your peers
 - Schools supply a facilitator and CFC provides the PowerPoint, handouts, and everything you need to get your staff trained. All provided with every MS binder purchase
- Coaching – What capacity for ongoing implementation support exists in the building and how can this need be met?

Also consider the following:

- Are there current resource expenditures that require change, adjustment or elimination?
- Are there current practices that require change, adjustment or elimination?

Readiness for Replication (Is the practice ready to be replicated?)

Readiness of the practice, program, or tool to be replicated and not on the readiness of the district or school to implement
Closely related to evidence

Considerations for Readiness for Replication:

- Qualified purveyor
- Expert or Technical Assistance available
- Mature sites to observe
- Several replications
- How well is it operationalized?
- Are the implementation drivers operationalized?

Second Step has evidence to support the readiness of the practice. An estimated 32,000 schools across the United States have implemented *Second Step* and since 2004, nearly 8 million students and 2 million adults have participated in the program. The Substance Abuse and Mental Health Services Administration (2006) evaluated three high quality research publications and indicated a readiness for dissemination ratings of 3.8 out of 4, suggesting an excellent criteria rating. Dissemination strengths include implementation materials, goals and expected outcomes are clearly defined, sessions are well outlined, video materials are culturally sensitive and inclusive, training videos and teacher's guides, administrator guides, and process and outcome evaluation guides. The Report of the National Panel for Evidence-Based School Counseling (2008) demonstrated that there is consistent, improved outcomes evidenced across studies and findings have been successfully replicated across contexts. Additionally, the report suggested that the program can be delivered with fidelity by trained facilitators.

Capacity to Implement

Considering capacity prior to implementation of Second Step:

- Is there District and School-wide commitment to adopting, implementing, and sustaining Second Step?
 - Has that commitment been assessed and quantified?
- Are there certain qualifications needed for implementation?
 - Do staff member meet these qualifications?
 - Is there a decision-making process for selection for staff training?
- Is there political will and commitment to build capacity?
- Could capacity to implement be sustained over time?
- Are we able to sustain the implementation drivers financially and structurally over time?
- Would cost to build and sustain capacity escalate or de-escalate over time?

CHAMPS: A Proactive & Positive Approach to Classroom Management

Randy Sprick, Ph.D., Safe & Civil Schools

Description of the Program, Practice, or Tool

CHAMPS is an evidence-based approach to classroom management. CHAMPS is not a curriculum or program, but instead is a collection of recommendations that are based on more than 30 years of research in the fields of education and psychology.

Need:

Current statistics on new teachers indicate that 50% will leave the profession within a 5-year period. Two of the most common reasons cited for leaving are discipline problems and lack of administrative support for dealing with discipline. With graduation rates around 70%, schools are facing tremendous pressure to successfully educate all students, including those who, years ago, would have left school because of academic and/or behavioral problems. Effective ways to motivate and encourage positive behavior are vital to serving these students. (Sprick, 2009). Research suggests that students are more likely to behave well and work hard to meet teacher expectations when the student-teacher relationship is positive and respectful (Borich, 2004; Brophy, 1981; Cameron & Pierce, 1994; Hall et al., 1968; Marzano, 2003; Niebuhr, 1999; Pianta et al., 2003; Reinke et al., 2007; Sutherland, et al., 2000).

There are a variety of data sets that can serve as indicators of need to implement a school-wide and district-wide approach to classroom management. Examples of the types of data sets that are indicators of need at a building and district level would include:

- SWIS -Average referral per day, per month; Classroom ODR's, and Behavior by Problem reports
- Benchmarks of Quality (BoQ)-Classroom items (42-48)
- PBIS Self Assessment Survey (SAS)-Classroom setting
- School-wide Evaluation Tool (SET)
- Suspension/Expulsion Data

SAMPLE GAP Statement:

According to our SWIS data reports, the behavior referrals at White Lake Elementary are above the national median. Additionally, White Lake Elementary is experiencing a high amount of Office Discipline Referrals (ODR's) across multiple classrooms; 5th grade, in particular, is experiencing a high amount of referrals. The majority of these referrals are due to disrespect and non-compliance. The behavior team has analyzed the current data and believes our school needs to address classroom behavior by implementing a school-wide approach to classroom management.

Fit:

The CHAMPS model aligns with national and state policies/mandates within a Positive Behavior Support (PBIS) approach to creating safe school

environments. CHAMPS is a systematic, prevention-oriented approach that guides teachers in providing universal classroom supports that are likely to promote appropriate behavior and reduce disruption behavior in the classroom.

Within an MTSS framework, CHAMPS can serve as the classroom component/model for Tier One prevention and early-stage problem solving for meeting the social, emotional, and behavioral needs of all students.

Additional questions to consider when determining how CHAMPS fits into current District and School-wide practices:

- What other initiatives must be considered when addressing the need?
- What district/school priorities must be considered?
- Are there school-wide structures that need to be considered when determining fit?

Evidence:

Evidence that supports the adoption, installation, implementation, and sustainability of CHAMPS:

Appendix C of the CHAMPS book, along with the National Registry of Evidence-Based Programs and Practices (NREPP) address the evidence that supports the implementation of CHAMPS. Most recently, Ward and Gersten, (2012) found evidence “consistent with previous, less rigorous studies...” of teachers perceived improvement in student behavior, decreases in problem behavior, and tentative evidence of positive academic gains. They further conclude, “the results of this study are congruent with and expand on findings from other randomized experiments of SWPBIS.”

Resources and Supports:

Resources that will be needed to support successful implementation of CHAMPS:

- **Materials:**
 - CHAMPS book for all staff participating in training, principals, and coaches; staff access to print reproducible documents from the book; copies of additional handouts
 - Coaching Classroom management book for all principals and coaches who are supporting implementation; staff access to print reproducible documents from book;
 - CHAMPS videos series (optional but recommended); used to support retraining booster sessions; training of new staff
- **People:**
 - Trainers
 - Coaches
 - Administrative personnel who coordinate and monitor implementation across the building and district
 - Substitutes to release teaches for training
- **Tools:**
 - Reproducible forms on the CD that accompanies the books
 - Implementation Rubric (provided in the CHAMPS book)

- Principal and Coach Walkthrough forms (provided in the Coaching classroom management book)
- Feedback survey's and self assessment surveys (included in both the CHAMPS and Coaching Classroom Management books)
- **Data Systems:**
 - Universal Screening Data and other achievement data,
 - School-wide Information System (SWIS)-Office Discipline referral data (ODR) specifically ODR's that are coming out of the classroom,
 - PBIS assessment tools: Benchmarks of Quality (BoQ), Self-Assessment Survey (SAS), School-wide Evaluation Tool (SET)
- **Technology supports (IT department):**
 - support for data collection,
 - data input, and
 - report generation
- **Administration & Systems:**
 - District-wide and School-wide commitment to develop the systems necessary to support initial implementation and long term sustainability of implementation (e.g. Broward County, Florida)
- **Time:**
 - release time for identified staff to become trainers and coaches
 - dedicated professional development time for teachers to be trained (2 full days is required for this training)
 - time for coaches and principals to observe in classrooms
 - time for coaches and principals to debrief and provide feedback to teachers
 - time for building and district leadership teams to review fidelity data (e.g. BoQ; SAS; SET data)
 - time for grade level teams to discuss implementation and review grade level data (academic and behavior)
- **Money:**
 - Budget developed to support initial training and implementation of CHAMPS. (see Sample Budget)
 - On-going budgetary considerations to sustain implementation and training for new hires
- **Training:**
 - Individuals trained who have expertise in the area of classroom management who will provide CHAMPS training to district/building staff (e.g. teacher leaders, school counselors; school psychologist, school social workers)
 - Individuals trained who will provide coaching to teachers to support implementation at the classroom level
- **Coaching:**
 - Individuals trained who have expertise in implementation of CHAMPS to provide technical assistance and feedback to support staff during implementation

Also consider the following:

- Are there current resource expenditures that require change, adjustment or elimination?
- Are there current practices that require change, adjustment or elimination?

Readiness for Replication (Is the practice ready to be replicated?)

The CHAMPS approach to classroom management has been implemented across the country (and other countries) in many buildings and districts ranging from small (individual classrooms) to large-scale implementation (large county-wide districts). Safe and Civil schools annually offers professional development to individuals who are interested in providing training to others through a Trainer of Trainer (ToT) model. Additionally, they have developed and embedded a strategic implementation process included within the CHAMPS book. Information and the necessary resources on how to support implementation at a classroom, building, and district level are included in the Coaching Classroom Management book. Both the CHAMPS book and the Coaching Classroom Management book provide detailed information that operationalizes the Leadership, Organizational, and Capacity implementation drivers.

Capacity to Implement

Considering capacity prior to implementation of CHAMPS: (e.g. Broward County Report)

- Is there District and School-wide commitment to adopting, installing, implementing and sustaining the use of CHAMPS?
- Has that commitment been assessed and quantified?
- Are there certain qualifications needed for implementation?
- Do staff members meet these qualifications?
- Is there a decision-making process for selection for staff training?
- Is there a decision-making/selection process for training coaches?
- Is there political will and commitment to build capacity?
- Could capacity to implement be sustained over time?
- Are we able to sustain the implementation drivers financially and structurally over time?
- Would cost to build and sustain capacity escalate or de-escalate over time?

Early Risers: Skills for Success

Authors: Gerald August, PhD.; George Realmuto, M.D.; Michael Bloomquist, PhD.—University of Minnesota Dept. of Psychiatry
<http://www.psychiatry.umn.edu/research/earlyrisers/home.html>

Description of the Program, Practice, or Tool

Early Risers “Skills for Success” is a multicomponent, developmentally focused, competency-enhancement program that targets 6- to 12-year-old elementary school students who are at high-risk for early development of conduct problems, including substance abuse. Early Risers is based on the premise that early, comprehensive, and sustained intervention is necessary to target multiple risk and protective factors. The program utilizes integrated child-, school, and family-focused interventions, coordinated by a family advocate.

The goal of Early Risers is to alter the developmental trajectory of early aggressive, high-risk children onto a more adaptive developmental pathway. The program’s focus is on elementary school children with early aggressive behavior. It is designed to deflect children from the “early starter” developmental pathway toward normal development by effecting positive change in academic competence, behavioral self-regulation, social competence, and parent investment in the child.

The child-focused component has three parts: summer camp, school year friendship groups, and school support. Children participate in a six-week summer program consisting of social skills training (PATHS or Second Step curriculum), literature appreciation, and creative activities four times a week. During the academic school year, small group sessions are offered to children in social skills training and literature appreciation. Sessions can take place before, during, or after school. The family advocate also consults with the child’s teacher and provides one-on-one mentoring to the child.

The family-focused component has two parts: family nights with parent education and family support. Parents participate in a five-session parent education and social skills training program called Parents Excited About Kids (PEAK). Videos, role-play, group discussion, modeling, behavioral rehearsal, coaching, and homework assignments are utilized during PEAK sessions to foster parent knowledge and skill attainment. Content covered during sessions includes: healthy child development, parenting challenges, managing stress, and improving family relationships. Parents also learn how to monitor their child’s behavior and how to access community services. The family advocate also consults regularly with the family to assess family strengths, needs and goals.

Need:

According to Michigan Department of Education’s Center for Educational Performance and Information, 1798 Michigan students were reportedly expelled during the 2012-13 school year due to offenses that can be characterized as conduct problems. Seven percent were expelled due to violence with physical injury; 18% violence without physical injury; 18% weapons; 23% drugs; and 34% prohibited behaviors (bomb threats, arson, tobacco). State suspension data is

not available. According to the National High School Center, 22.6% of high school dropouts had experience with a juvenile justice placement. Furthermore, research is clear that increased use of suspension and expulsion leads to academic failure and increased risk of drop out. Punishing problem behaviors, without a proactive support system, is associated with increases in aggression, vandalism, truancy, and dropping out. (Mayer, 1995, Mayer & Sulzar-Azaroff, 1991, Skiba & Peterson, 1999).

Some signs of risk of developing conduct problems can be seen as early as infancy. Children's personality traits or temperament can place them at increased risk for later drug abuse. Withdrawn and aggressive boys, for example, often exhibit problem behaviors in interactions with their families, peers, and others they encounter in social settings. If these behaviors continue, they will likely lead to other risks. These risks can include academic failure, early peer rejection, and later affiliation with deviant peers, often the most immediate risk for drug abuse in adolescence. Studies have shown that children with poor academic performance and inappropriate social behavior at ages 7 to 9 are more likely to be involved with substance abuse by age 14 or 15 (National Institute of Justice).

There are a variety of data sets that can serve as indicators of need to implement a prevention program for students at risk of conduct problems and substance abuse. Examples of the types of data sets that are indicators of need at a student level and building level would include:

- SWIS - Behavior by Problem reports (i.e. Disrespect, physical and verbal aggression, stealing, truancy, drug/alcohol)
- Student Risk Screening Scale
- Universal Screening Data for Reading
- Progress Monitoring Data
- Suspension/Expulsion Data

Fit:

Early Risers is based on the premise that early, comprehensive, and sustained intervention is necessary to target multiple risk and protective factors.

Within an MTSS framework, Early Risers could serve as a targeted intervention for a group of students and their parents for Tier Two intervention, but given the intensity of the intervention, it is more likely considered a Tier Three intervention.

Additional questions to consider when determining how Early Risers fits into current District and School-wide practices:

- Are there current school-wide practices in place to improve behavior and school climate?
- What other initiatives must be considered when addressing the need?
- What district/school priorities must be considered?
- Are there community issues that need to be considered?

Evidence:

This program is considered a “promising” practice by the Clearinghouse at Penn State. To move Early Risers from a “promising” practice to an “effective” practice, at least one external evaluation must be conducted that demonstrated positive outcomes. According to studies conducted by the program developers/authors, the Early Risers program has shown improvements in children’s academic achievement, self-regulation, and social competence. . Recent findings reveal that program participants showed greater gains in social skills, peer reputation, pro-social friendship selection, academic achievement, and parent discipline than did controls.

According to the National Registry of Evidence-based Programs and Practices report, the strengths of selected internal studies include:

- The study instruments have established and strong psychometric properties and generally were developed through expert consensus and independent research studies.
- When possible, study outcomes were measured with multiple instruments.
- Appropriate mechanisms to maximize intervention fidelity were put in place, including use of a training manual, demonstration of mastery, technical assistance, supervision, and completion of fidelity implementation logs by fidelity technicians and family advocates.
- The analyses of study results were conducted using statistical techniques that controlled for the levels of grouping (classroom and school) that existed in the study populations.

Weaknesses of the selected internal studies include:

- Some of the study measures did not demonstrate psychometric properties specific to the ethnic minority groups represented in the study populations.
- Data from fidelity measures were not reported.
- Attendance issues and changes in staff had an impact on intervention fidelity, and the study analyses could not completely control for these factors. Attrition was moderately high in one study.

Resources and Supports:

Resources that will be needed to support successful implementation of Early Risers:

The Early Risers program is coordinated by a family advocate. A family advocate should hold a bachelor’s degree in social science and have home visitation and case management experience with at risk families.

A three-day training is required before implementation. An on-site training, including four curriculum manuals, a CD with curriculum materials, travel expenses, one year of technical assistance, and certification for utilization of program name costs about \$7000.

Program implementation is conducted over the course of two to three years. The summer program is offered four times per week for six weeks (total of 72 hours) and the PEAK (parent) program is offered biweekly for a total of 10 sessions over

the course of 2 years (total of 64 hours). The family advocate also meets weekly with the child, child's teacher, and family. During the school year, small group sessions are offered to children in social skills training and literature appreciation. Sessions can take place before, during, or after school. The family advocate also consults with the child's teacher and provides one-on-one mentoring to the child. Program costs are approximately \$1500-2500 per student.

Also consider the following:

- Are there current resource expenditures that require change, adjustment or elimination?
- Are there current practices that require change, adjustment or elimination?

Readiness for Replication (Is the practice ready to be replicated?)

This program has been implemented by community non-profits, mental health organizations, school districts, spiritual communities, and university/community partnerships with highly transient and low-income European American and African American families living in urban, rural, and suburban areas.

Early Risers has been implemented in public schools since 1997. To date, approximately 1700 families have received the intervention through collaborations with over 100 public schools, community and human service agencies and mental health collaboratives. Early Risers has been implemented in Arkansas, Colorado, Florida, Indiana, Kansas, Michigan, Minnesota, North Carolina, Tennessee, and Virginia.

According to the National Registry of Evidence-based Programs and Practices, external reviewers independently evaluated Early Riser's Readiness for Dissemination using three criteria: (1) availability of implementation materials, (2) availability of training and support resources, and (3) availability of quality assurance procedures. Strengths and weaknesses of dissemination are as follows:

Dissemination Strengths:

- The implementation manual provides a thorough overview of the intervention and practical tips for implementation in areas such as program staffing, scheduling and logistics, and participant identification and recruitment. It also contains straightforward, useful guidance for preparing to teach each lesson.
- The appendix includes helpful forms, charts, and tools to facilitate communication between the child and family components of the program.
- An initial on-site training is required, and follow-up consultation and technical assistance are available.
- The core elements supporting fidelity are identified and emphasized in the manuals and training materials, as are tools and strategies for monitoring their use.
- Fidelity checklists are straightforward and appear easy to use, and tools for process evaluation are available.

Dissemination Weaknesses:

- The implementation manual and appendix contain dense material that is not clearly formatted for ease of use. In addition, some of the vocabulary that is used during the PEAK sessions with parents is overly clinical and may not be appropriate for general parent audiences.
- Resources are available to assist with quality assurance procedures, but they are not clearly described for potential implementers.
- Three social-emotional skills training programs are recommended for implementation with Early Risers, but only one of them is described in detail and outlined in the program materials.

Capacity to Implement

The following questions will need to be considered by the school and district when considering capacity to implement Early Risers Skills for Success:

- Is there a commitment to the program? Has that commitment been assessed and quantified?
- Are there certain qualifications needed for implementation?
- Do staff members meet these qualifications?
- Is there a decision-making process for selection for staff training?
- Is there political will and commitment to build capacity?
- Could capacity to implement be sustained over time?
- Are we able to sustain the implementation drivers financially and structurally over time?
- Would cost to build and sustain capacity escalate or de-escalate over time?

Universal Screening

- Student Risk Screening Scale
- Early Warning Systems
- Northwest Evaluation Association Measures of Academic Progress
- Discovery Education Assessment



Considerations for Selecting/Reviewing a Universal Screening Measure

This document is designed to be used as part of the process of selecting a universal screening measure based on need, fit, resources, evidence, readiness for replication, and capacity to implement. A team should be involved in the selection process, including, but not limited to: general and special education teachers, principals, school psychologists, special education director, and curriculum director.

Assessment/Measure Name: Student Risk Screening Scale (SRSS)

Author(s): Drummond, 1994

Publisher: Unpublished

Website: MiBLSi Webpage for SRSS

<http://miblsi.cenmi.org/MiBLSiModel/Evaluation/Measures/StudentRiskScreeningScale.a.spx>

Need in District

- 1. Describe why you are considering selecting this universal screening tool (e.g. Gap or redundancy identified in district assessment audit, mandate, grant requirement).**

As schools work on the development of their Tier 2/3 behavior systems and practices within an MTSS framework in partnership with MiBLSi, the SRSS is a required Universal Screening measure. The required use of the SRSS fills a common gap in many districts' evaluation plans demonstrating a need for a universal screening measure to identify students who are at risk for behavior difficulties.

General Features

- 2. What grades are assessed?**

K 1 2 3 4 5 6 7 8 9 10 11 12

Comments: Research has been conducted on the technical properties of the SRSS when used in elementary schools, middle schools and high schools. Research is currently being conducted on the technical adequacy of the SRSS for preschool use.

- 3. Is the measure designed to assess all students 3 times a year?**

yes no

- a. **If yes, when are the screening windows (months)?** 6-8 weeks after start of school year (October), before winter break (December), 4-8 weeks before end of school year (April/May)

Comments: It is very important that students not be screened at the very beginning of the school year. Teachers need to be given several weeks to get to know students in order to accurately respond to questions about their externalizing behavior patterns.

- 4. What critical skills/behaviors are assessed (i.e., Big Ideas in Early Reading)? What format is used to assess each skill (paper/pencil, 1 to 1, group, computer, multiple choice, etc.)?**

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Critical Skill/Behavior (Assessment Format):

Example: Fluency (1 student to 1 assessor)

Steal: Teacher rating

Lie, Cheat, Sneak: Teacher rating

Behavior Problems: Teacher rating

Peer Rejection: Teacher rating

Low Academic Achievement: Teacher rating

Negative Attitude: Teacher rating

Aggressive Behavior: Teacher rating

Comments: The SRSS is a 7-item rating scale of externalizing behaviors that put a student at risk for future behavioral and academic challenges. The SRSS is completed by a teacher for a whole classroom of students at the same time. The 7 items are listed above. Each item is rated on a scale of 0-2.

Information source:

<http://miblsi.cenmi.org/MiBLSiModel/Evaluation/Measures/StudentRiskScreeningScale.aspx>

5. Are all of the benchmark assessments at an equal difficulty level?

yes no

Comments: The scale remains the same (K-12, all times of year).

Information source:

6. Are progress monitoring forms available at each grade that are linked to the benchmark assessments?

yes no

a. **If yes, how many alternate progress monitoring forms are available?**

Comments: The SRSS is not designed for progress monitoring.

Information source:

7. Diagnostic features of the measure:

a. **Do the assessment results identify a student's strengths and weaknesses on specific critical skills/behaviors in comparison to their peers?** yes no

b. **Do the assessment results provide instructional grouping recommendations based on the results?** yes no

Comments: Schools should interpret students' Total Score/ Risk Level (0-3 points Low Risk, 4-8 points Moderate Risk, 9-21 points High Risk). Schools will then want to validate SRSS results with other sources of data, such as SWIS and academic performance. The SRSS is designed to identify students who are at risk for future

Universal Screening Review Form (February, 2014)



behavioral and academic challenges. While there are 7-items, or scales, on the SRSS, it is NOT recommended that educators use the results to design an intervention for a student based on risk on specific scales. For example, if a student received a rating of 3 (frequently) on peer rejection, it is not recommended that the results be used to funnel a student right into an intervention only designed to address "peer rejection." Rather, a student's level of risk (low, moderate, high) based on total score should be used to identify students needing intervention of a specific intensity. MiBLSi has developed sample instructional sorting worksheets that provide a column for grade level teams to insert a student's SRSS score alongside their DIBELS/AIMSweb data when doing initial grouping.

Information source: Dr. Kathleen Lane, forms available on MiBLSi website

8. What types of scores are generated from the assessment (raw score, scaled score, RIT score, composite score, total and subscale scores)?

Total scores on a scale of 0-21 for each student; % of students scoring at Low Risk, Moderate Risk, High Risk per class, grade level, and schoolwide

9. What options are available to store data and generate reports?

Web-based data system

Name:

Name:

Name:

Local data system/warehouse

Name:

Name:

Google Drive/Excel

Comments: MiBLSi has developed an Excel tool with multiple tabs that allow for the entry of scores for multiple classrooms, The data then aggregate to provide grade level and school-wide summaries of the proportion of students that scored in the Low Risk, Moderate Risk, and High Risk categories. Some schools might be interested in developing SRSS scoring capabilities directly in their student information system.

Fit with Current Initiatives/Priorities

10. Describe how this assessment already is or could be embedded within a school improvement objective.

This depends on how a school has integrated behavior data into the school improvement plan. One option is to have a behavior goal and objective, so the SRSS could be used as the measureable indicator of student behavior performance. Another option is to embed behavior as a strategy or activity underneath an academic goal/objective. This method uses student behavior as a hypothesized contributor to a gap in students' academic performance.

11. CCSS alignment (for academic assessments):

a. Highlight any standards directly assessed by this measure on a copy

of the CCSS.

- b. Describe specific strengths and weaknesses of this screening measure for directly assessing the CCSS.

Information source:

12. Do the reports allow for efficient analysis of results at the district, building, grade, class, and individual levels in order to:

- a. Determine what percent of students are currently at or above benchmark, below benchmark or well below benchmark (low risk, some risk, high risk)?
 yes no
- b. Determine which skills will need to be further supported within the Tier 1/core curriculum?
 yes no
- c. Determine if there are differences between subgroups (race/ethnicity, gender, SES, disability status)?
 yes no
- d. Determine if more students are at benchmark now than earlier in the school year or previous school years?
 yes no
- e. Determine what percent of students stayed at or above benchmark from Fall to Winter (and Winter to Spring)?
 yes no
- f. Determine what percent of students moved from below benchmark to at or above benchmark from Fall to Winter (and Winter to Spring)?
 yes no
- g. Determine what percent of students moved out of well below benchmark from Fall to Winter (and Winter to Spring)?
 yes no

Comments: The Excel spreadsheet developed by MiBLSi does not allow for easy analysis of students' performance from one screening period to the next. Teacher raters are advised not to rate students' current risk while looking at the scores from the previous assessment period. This analysis should be done after screening is complete, not during. Researchers have not examined how the results might be effectively analyzed in a disaggregated way by students' race/ethnicity or other subgroups.

Information source:

Evidence/Technical Adequacy

13. List any available published technical reports, research articles, and reviews of the assessment's technical adequacy.

Kalberg, J.R, Lane, K.L., & Menzies, H.M. (2010). Using systematic screening procedures to identify students who are nonresponsive to primary prevention efforts: Integrating academic and behavioral measures. *Education and Treatment of Children*, 33, 561-584.



Lane, K. L., Kalberg, J.R., Parks, R.J., & Carter, E.W. (2008). Student risk screening scale: Initial evidence for score reliability and validity at the high school level. *Journal of Emotional and Behavioral Disorders*, 16, 178-190.

Lane, K. L., Little, M. A., Casey, A. M., Lambert, W., Wehby, J., Weisenbach, J. L., & Phillips, A. (2009). A comparison of systematic screening tools for emotional and behavioral disorders. *Journal of Emotional and Behavioral Disorders*, 17, 93-105.

Lane, K. L., Parks, R. J., Kalber, J. R., & Carter, E. W. (2007). Systematic screening at the middle school level: Score reliability and validity of the student risk screening scale. *Journal of Emotional and Behavioral Disorders*, 15, 209-222.

Lane, K. L., Menzies, H. M., Oakes, W. P., & Kalberg, J. R. (2012). *Systematic Screenings of Behavior to Support Instruction from Preschool to High School*. New York: Guilford Press.

14. Are reliability (inter-rater, test-retest, coefficient alpha, etc.) data reported for all of the grades and subtests the assessment covers?

yes no

If no, what grades/subtests are not reported on?

Comments: Research on the reliability of the SRSS has been conducted at the elementary, middle, and high school levels. Preschool research is currently underway.

Information Source:

Elementary: Lane, Kalberg, Lambert, Crnabori & Bruhn, 2010

Middle School: Lane, Parks, Kalberg & Carter, 2007

High School: Lane, Kalberg, Parks, & Carter, 2008

15. Are validity data reported for all of the grades and subtests the assessment covers?

yes no

If no, what grades/subtests are not reported on?

Comments: Research on the validity of the SRSS has been conducted at the elementary, middle, and high school levels. Preschool research is currently underway.

Information Source:

Elementary: Lane, Kalberg, Lambert, Crnabori & Bruhn, 2010

Middle School: Lane, Parks, Kalberg & Carter, 2007

High School: Lane, Kalberg, Parks, & Carter, 2008

16. Predictive Validity Details:

a. What scores on other outcome measures can the universal screening measure predict? (list name of other measures and grade level)

Office Discipline Referrals: Elementary, Middle, and High School

Strengths & Difficulties Questionnaire: Middle and High School

GPA: High School

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Systematic Screening for Behavior Disorders: Elementary
DIBELS DORF: Elementary
Out of School Suspensions: Middle and High School
Course Failure: Middle and High School

b. How accurately do scores classify students (sensitivity & specificity)?

Sensitivity values (range): elementary: 81.82%-95%

Specificity values (range): elementary: 74.65%-95.09%

c. Are cut scores paired with specific percentile ranks of a local sample and/or national samples?

yes partial evidence no unsure

Approximately what percentile is associated with a benchmark/low risk cut score?

Comments: There is not a single technical manual that outlines the technical adequacy of the SRSS. Rather, evidence is available through a variety of specific research articles that focus in on particular grade levels and specific questions related to technical adequacy.

Information Source: See list above.

Readiness for Replication

17. What is the assessment's stage of development?

- Content/structure is being researched/developed
- Cut scores are being researched/developed
- The assessment has been published, with technical reports available
- The assessment norms and technical adequacy have been updated within the past 7 years

18. Are districts identified that have had success with using this assessment within an MTSS framework?

yes no

List the names of districts that could be contacted/visited to learn more:

Contact MiBLSi staff for a list of individuals willing to be contacted.

19. Check the boxes below to indicate the availability of technical assistance/implementation support:

- Online modules/videos/webinars
- Online manuals, materials
- Online forums
- Individualized support via phone
- Individualized support via email
- Individualized in-person support per request

Comments: A video and supporting documents are available on the MiBLSi website. The SRSS will be integrated into MiBLSi's Tier 2/3 PBIS content, Data Review, and grade level meeting trainings. MiBLSi staff will provide additional individualized support per request.

Information Source:

Universal Screening Review Form (February, 2014)

Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi) is a Mandated Activities Project (MAP), funded under the *Individuals with Disabilities Education Act* (IDEA) through the Michigan Department of Education, Office of Special Education.



Resources and Supports	
Time	
Information source for this section: Lane, Menzies, Oakes & Kalberg, 2012	
20. How long does it take to prepare for testing (organizing test materials, space, etc.) List what actions will need to be taken to prepare the necessary equipment (e.g., schedule use of computers, working headphones, teacher and student logins).	Preparation for the first assessment will likely take longer than future assessments. Prep time may vary based on the following factors: 1) whether teachers will be given SRSS forms for their classroom with student names populated, and 2) whether teachers will complete the SRSS paper-pencil, electronically, or enter scores into some type of other database.
21. If students are assessed in a one to one setting, how long does it take per student to administer and score?	n/a
22. If the assessment is administered in a whole group setting, how long does it take for an entire class to complete the assessment?	It typically takes teachers 10-15 minutes per classroom screening.
a. If taken whole group and not on a computer, how much additional time is required to score?	The use of electronic tools that autocalculate total scores and risk levels will reduce staff time. Teachers will only have to rate each student on the 7 items, but will not have to calculate scores.
Money and Materials	
Information source for this section: Lane, Menzies, Oakes, Kalberg , 2012	
23. What is the cost of the assessment materials and/or data system per student per year?	Free for use. If being completed paper-pencil, the cost of printing should be considered. If building the measure into an online data sytem, the cost of developing that system capability must be considered.
24. What is the cost of any start up materials (e.g., timers, headphones, printing of manuals, assessor materials, clipboards)?	Cost of printed class lists with columns for the 7 SRSS items and total score if teachers will complete the SRSS paper-pencil
25. What will it cost for initial training of staff to administer the measure and use the results with fidelity?	This depends on who will be providing the training. Resources available on the MiBLSi website make it possible that further training may not be needed. Someone from within a school or district could learn how to administer and score the SRSS and easily train all school staff.
a. Cost of ongoing training/coaching support?	This depends on who will be providing the ongoing support. MiBLSi integrates support for the analysis of SRSS data into training and coaching supports.
26. What technology is needed to administer and/or score the assessment?	This depends on the local decision of how to administer and score the SRSS. Paper-pencil requires no technology. If teachers complete the ratings in a



spreadsheet, access to computers and MS Word or Excel may be necessary. If teachers complete the ratings online within a local data system, access to that data system and computers will be necessary.
27. What materials, if any, will need to be printed? Printed class lists with columns for the 7 SRSS items and total score if teachers will complete the SRSS paper-pencil
Training & Coaching Support
Information source for this section: Lane, Menzies, Oakes & Kalberg, 2012
28. What type of training/coaching is necessary on the administration and scoring of the measure? All individuals who will be completing student ratings must be trained on how to appropriately score students. The training is essential, but not overly technical or time intensive. Anyone involved in setting up the tools for collecting data should also be trained so that they understand the best practices for data collection.
29. What type of training/coaching is necessary on data interpretation and using the assessment results with fidelity? School leadership teams and teachers will need training on how to interpret the results, including common data patterns that might be expected throughout the year and what to do next. Ideally, this training results in teams learning how to embed the analysis of SRSS data within existing data review/grade level meeting/school improvement procedures.
People
Information source for this section: Lane, Menzies, Oakes & Kalberg, 2012
30. Who will need to be involved in initial and ongoing training (as trainer(s) and participants)? List roles and names if known. At least one person per ISD or district needs to be able to train teachers on how to administer and score the SRSS. At the elementary level, all classroom teachers need to be trained. At the secondary level, most classroom teachers will need to be trained, but not all depending on which teachers will be responsible for completing the ratings of student behavior.
31. Who will need to be involved in the universal screening process (preparation, assessors, coordination, data entry, report generation)? List roles and names if known. Someone will need to be identified to fulfill all of the functions described above. This could be one person or a team of individuals.
32. Who will need to be involved in coaching the effective use of universal screening data for instructional decision-making? List roles and names if known. The school leadership team should take the lead in using the data for decision making. Each school leadership team will benefit from someone at the district or ISD level who can guide the data analysis and improvement planning process.
Capacity to Implement
33. Can we provide the resources & supports necessary to use this assessment well initially? Check the boxes next to the resources that the district can likely commit to: <input type="checkbox"/> Time <input type="checkbox"/> Money & Materials <input type="checkbox"/> Training & Coaching Support <input type="checkbox"/> People

Universal Screening Review Form (February, 2014)

Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi) is a Mandated Activities Project (MAP), funded under the *Individuals with Disabilities Education Act* (IDEA) through the Michigan Department of Education, Office of Special Education.



Comments:

34. Can we provide the resources & supports necessary to sustain the appropriate use of this assessment? Check the boxes next to the resources that the district can likely commit to:

- Time
- Money & Materials
- Training & Coaching Support
- People

Comments:

Comments:



Considerations for Selecting/Reviewing a Universal Screening Measure

This document is designed to be used as part of the process of selecting a universal screening measure based on need, fit, resources, evidence, readiness for replication, and capacity to implement. A team should be involved in the selection process, including, but not limited to: general and special education teachers, principals, school psychologists, special education director, and curriculum director.

Assessment/Measure Name: Early Warning System (EWS)-High School Tool

Author(s): National High School Center

Publisher: National High School Center/ American Institute for Research

Website: betterhighschools.org/ews and earlywarningsystems.org

Need in District

- 1. Describe why you are considering selecting this universal screening tool (e.g. Gap or redundancy identified in district assessment audit, mandate, grant requirement).**

Secondary schools, especially high schools, can use naturally occurring data sources within a universal screening system to prevent students from leaving school before graduation. An Early Warning System can fill a gap that is found in many districts around universal screening at the high school level.

General Features

- 2. What grades are assessed?**

K 1 2 3 4 5 6 7 8 9 10 11 12

Comments: Research has been conducted on Early Warning Signs that predict a student's odds of graduating from high school. The National High School Center developed a High School and Middle Grades Tool with supporting resources for each. This selection/review document focuses on the EWS High School Tool. The EWS High School Tool pulls in data that schools are typically already gathering, therefore, it is more of a system/tool, than a measure or assessment in the traditional sense.

- 3. Is the measure designed to assess all students 3 times a year?**

yes no

- a. **If yes, when are the screening windows (months)?**

Comments: There are no specific screening windows, as the data imported into the EWS tools are gathered either ongoing or per the school's semester/trimester/quarterly schedule.

- 4. What critical skills/behaviors are assessed (i.e., Big Ideas in Early Reading)? What format is used to assess each skill (paper/pencil, 1 to 1, group, computer, multiple choice, etc.)?**

Critical Skill/Behavior (Assessment Format):

Example: Fluency (1 student to 1 assessor)

Attendance: Daily attendance records

Behavior: Behavior rating, suspensions/expulsions, or discipline referrals

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Course Failures: Markign period grade records
GPA: Marking period grade records
CCSR On Track Indicator: End of year course failures and credits earned

Comments: EWS pulls in data on critical indicators for dropout prevention, but does not measure discrete academic or behavioral skills.

Information source: EWS Technical Manual

5. Are all of the benchmark assessments at an equal difficulty level?

yes no

Comments: The thresholds remain the same throughout the school year and for each grade.

Information source:

6. Are progress monitoring forms available at each grade that are linked to the benchmark assessments?

yes no

a. **If yes, how many alternate progress monitoring forms are available?**

Comments: Some sources of data, such as attendance, suspensions/expulsions, and discipline referrals, can be analyzed more frequently than after the first 20 days of school and after each marking period.

Information source:

7. Diagnostic features of the measure:

a. **Do the assessment results identify a student's strengths and weaknesses on specific critical skills/behaviors in comparison to their peers?** yes no

b. **Do the assessment results provide instructional grouping recommendations based on the results?** yes no

Comments: EWS can best be used as an initial screening for risk. Schools will typically need to gather additional information about students' school engagement prior to being able to plan how to intervene with students who are at risk, and/or address system-wide needs.

Information source:

8. What types of scores are generated from the assessment (raw score, scaled

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score, RIT score, composite score, total and subscale scores)?

Students are flagged (yes/no) as to whether they met the threshold for each of the 5 indicators.

9. What options are available to store data and generate reports?

Web-based data system

Name:
Name:
Name:

Local data system/warehouse

Name: Some ISDs/districts are developing the EWS threshold indicators and reports into their student information system or data warehouse and reporting system. MI examples that MiBLSi is aware of include Pinnacle and Illuminate Ed.
Name:

Google Drive/Excel

Comments: The original tools developed by the National High School Center are Excel spreadsheets with macros.

Fit with Current Initiatives/Priorities

10. Describe how this assessment already is or could be embedded within a school improvement objective.

High schools may have a goal of improving graduation rates. The use of EWS could also fit as a strategy or activity underneath academic or behavioral goals. If an objective could be written around increasing the percent of students who are not flagged for one or more of the EWS indicators, EWS data could be used to support such an objective. (Disclaimer: these are initial ideas that have not yet been vetted by school improvement experts)

11. CCSS alignment (for academic assessments):

- a. Highlight any standards directly assessed by this measure on a copy of the CCSS.
- b. Describe specific strengths and weaknesses of this screening measure for directly assessing the CCSS.

Information source:

12. Do the reports allow for efficient analysis of results at the district, building, grade, class, and individual levels in order to:

- a. Determine what percent of students are currently at or above benchmark, below benchmark or well below benchmark (low risk, some risk, high risk)?
 yes no
- b. Determine which skills will need to be further supported within the Tier 1/core curriculum?
 yes no
- c. Determine if there are differences between subgroups (race/ethnicity,



gender, SES, disability status)?

yes no

d. Determine if more students are at benchmark now than earlier in the school year or previous school years?

yes no

e. Determine what percent of students stayed at or above benchmark from Fall to Winter (and Winter to Spring)?

yes no

f. Determine what percent of students moved from below benchmark to at or above benchmark from Fall to Winter (and Winter to Spring)?

yes no

g. Determine what percent of students moved out of well below benchmark from Fall to Winter (and Winter to Spring)?

yes no

Comments: In reference to part a, the EWS High School Tool is designed to flag students on individual indicators. There is not a total score per student that takes multiple indicators into account.

Information source:

Evidence/Technical Adequacy

13. List any available published technical reports, research articles, and reviews of the assessment’s technical adequacy.

A number of guides are available on betterhighschools.org that outline the research supporting each of the EWS indicators:

- High School Early Warning Intervention Monitoring System Implementation Guide
- Developing Early Warning Systems to Identify Potential High School Dropouts
- Approaches to Dropout Prevention: Heeding the Early Warning Signs with Appropriate Interventions

14. Are reliability (inter-rater, test-retest, coefficient alpha, etc.) data reported for all of the grades and subtests the assessment covers?

yes no

If no, what grades/subtests are not reported on?

Comments:

Information Source:

15. Are validity data reported for all of the grades and subtests the assessment covers?

yes no

If no, what grades/subtests are not reported on?

Comments:

Information Source:

16. Predictive Validity Details:

a. What scores on other outcome measures can the universal screening



measure predict? (list name of other measures and grade level)

b. How accurately do scores classify students (sensitivity & specificity)?

Sensitivity values (range):

Specificity values (range):

c. Are cut scores paired with specific percentile ranks of a local sample and/or national samples?

yes partial evidence no unsure

Approximately what percentile is associated with a benchmark/low risk cut score?

Comments: The EWS High School Tool is not a measure with technical adequacy. However, each of the indicators have been shown to be highly accurate predictors of dropout.

Information Source:

Readiness for Replication

17. What is the assessment's stage of development?

- Content/structure is being researched/developed
- Cut scores are being researched/developed
- The assessment has been published, with technical reports available
 - The assessment norms and technical adequacy have been updated within the past 7 years

18. Are districts identified that have had success with using this assessment within an MTSS framework?

yes no

List the names of districts that could be contacted/visited to learn more:

MiBLSi is just beginning to work with ISDs and districts to adopt and install EWS. However, in addition to EWS implementers nationwide and within Michigan, Reaching and Teaching Struggling Learners has supported many high schools to successfully use EWS. MiBLSi hopes to learn more about how to effectively and efficiently apply EWS through all stages of implementation.

19. Check the boxes below to indicate the availability of technical assistance/implementation support:

- Online modules/videos/webinars
- Online manuals, materials
- Online forums
- Individualized support via phone
- Individualized support via email
- Individualized in-person support per request

Comments: The betterhighschools.org and earlywarningsystems.org websites house past webinars and manuals on EWS. MiBLSi is working in partnership with other state projects/departments to be able to offer a host of systematic supports for EWS.

Information Source for this section:

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Resources and Supports	
Time	
Information source for this section: feedback from MI implementers	
20. How long does it take to prepare for testing (organizing test materials, space, etc.) List what actions will need to be taken to prepare the necessary equipment (e.g., schedule use of computers, working headphones, teacher and student logins).	<p>To use the Excel Tool the first time, it will likely take up take several meetings across at least a week to understand how the data are organized in the SIS, what needs to be exported, and then the time to actually do the work. Loading all of the information may take approximately 2 hours after the initial learning and systems have been established. If building the EWS flags into a local SIS or data warehouse, the development work will take significantly longer, perhaps several months if this is high priority work and longer depending on whether developing a system that will meet the needs of one or more district and whether districts are using different student information systems. However, once the EWS indicators have been integrated into a SIS or data warehouse, it will be much more efficient to run the reports than using the Excel Tool every time.</p>
21. If students are assessed in a one to one setting, how long does it take per student to administer and score?	n/a
22. If the assessment is administered in a whole group setting, how long does it take for an entire class to complete the assessment?	n/a
a. If taken whole group and not on a computer, how much additional time is required to score?	n/a
Money and Materials	
Information source for this section:	
23. What is the cost of the assessment materials and/or data system per student per year?	The EWS High School Excel Tool is available as a free download.
24. What is the cost of any start up materials (e.g., timers, headphones, printing of manuals, assessor materials, clipboards)?	The largest cost associated with EWS will be staff time to import data into the Excel Tool or build the EWS flags into a local system.
25. What will it cost for initial training of staff to administer the measure and use the results with fidelity?	<p>This depends on who will be providing the training. MiBLSi is developing content that integrates EWS into core training content for high schools, including data review. Online modules are also being developed. The free webinars and manuals/guides from the National High School Center are excellent resources on how to effectively use EWS. The RTSL project has been providing training and support on EWS to high schools participating with the project for a number of years.</p>
a. Cost of ongoing training/coaching support?	This depends on who is providing the training/coaching support. MiBLSi will be

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<p>integrating ongoing support for EWS to project participants through training and coaching content, online modules, and the website.</p>
<p>26. What technology is needed to administer and/or score the assessment? The EWS High School Tool works best with computers running Windows. There are glitches when using the tool on a Mac.</p>
<p>27. What materials, if any, will need to be printed? none</p>
<p>Training & Coaching Support</p>
<p>Information source for this section:</p>
<p>28. What type of training/coaching is necessary on the administration and scoring of the measure? Different levels of training will be necessary for 1) people who will be loading data into the Excel tool or building the flags into a local data system, 2) school leadership team members, 3) teachers, and 4) district implementation team members that reflects their direct responsibilities related to EWS.</p>
<p>29. What type of training/coaching is necessary on data interpretation and using the assessment results with fidelity? School leadership teams and teachers will need training on how to interpret the results, including common data patterns that might be expected throughout the year and what to do next. Ideally, this training results in teams learning how to embed the analysis of EWS data within existing data review/grade level meeting/department/school improvement procedures.</p>
<p>People</p>
<p>Information source for this section:</p>
<p>30. Who will need to be involved in initial and ongoing training (as trainer(s) and participants)? List roles and names if known. Different levels of training will be necessary for 1) people who will be loading data into the Excel tool or building the flags into a local data system, 2) school leadership team members, 3) teachers, 4) district and ISD implementation team members</p>
<p>31. Who will need to be involved in the universal screening process (preparation, assessors, coordination, data entry, report generation)? List roles and names if known. EWS will require the support of ISD/district technology staff, especially someone with expertise in the school information system. The school leadership team will play a lead role in analyzing the data, suggesting action items, and facilitating communication regarding the data with grade-level and department teams, as well as the district implementation team.</p>
<p>32. Who will need to be involved in coaching the effective use of universal screening data for instructional decision-making? List roles and names if known. The school leadership team will play a lead role, especially the principal and an identified coach for the high school.</p>
<p>Capacity to Implement</p>
<p>33. Can we provide the resources & supports necessary to use this assessment well initially? Check the boxes next to the resources that the district can likely commit to: <input type="checkbox"/> Time <input type="checkbox"/> Money & Materials</p>



- Training & Coaching Support
- People

Comments:

34. Can we provide the resources & supports necessary to sustain the appropriate use of this assessment? Check the boxes next to the resources that the district can likely commit to:

- Time
- Money & Materials
- Training & Coaching Support
- People

Comments:

Comments:



Considerations for Selecting/Reviewing a Universal Screening Measure

This document is designed to be used as part of the process of selecting a universal screening measure based on need, fit, resources, evidence, readiness for replication, and capacity to implement. A team should be involved in the selection process, including, but not limited to: general and special education teachers, principals, school psychologists, special education director, and curriculum director.

Assessment/Measure Name: NWEA MAP (Measures of Academic Progress) Reading

Author(s): Allan Olson, George Ingebo, Vic Doherty

Publisher: Northwest Evaluation Association

Website: <http://www.nwea.org/>

Need in District

- 1. Describe why you are considering selecting this universal screening tool (e.g. Gap or redundancy identified in district assessment audit, mandate, grant requirement).**

A district may want an assessment which has the ability to measure student progress across the elementary, middle school, and high school levels. Having a tool that does this and assesses the CCSS may also be valued by a district. Additionally, a district audit assessment may the lack of a uiniversal screening tool in the area of math, which MAP assesses along with reading and language use.

General Features

- 2. What grades are assessed?**

K 1 2 3 4 5 6 7 8 9 10 11 12

Comments: MAP for Primary Grade (MPG) covers kindergarten through 2nd grade, and MAP covers 3rd through 12th grades. The science test, which is an additional cost (\$2.50 per student) is used in grades 3 through 10.

- 3. Is the measure designed to assess all students 3 times a year?**

yes no

- a. **If yes, when are the screening windows (months)?** Fall: August 15th- November 30th; Winter: December 1st-February 28th; Spring: March 1st- June 15th.

Comments: NWEA leaves it up to individual districts to determine when to test within these windows and determine the length of each window. A fourth assessment window is available for the summer.

- 4. What critical skills/behaviors are assessed (i.e., Big Ideas in Early Reading)? What format is used to assess each skill (paper/pencil, 1 to 1, group, computer, multiple choice, etc.)?**

Critical Skill/Behavior (Assessment Format):

Example: Fluency (1 student to 1 assessor)
Phonological Awareness/ Computer based mulitple choice
Phonics/ Computer based multiple choice
Vocabulary/ Computer based multiple choice

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Comprehension/ Computer based multiple choice

Comments: The Common Core MAP for Primary Grades (MPG) Assessment Content document provided by NWEA was used to complete this section. For grades K-2 there are 48-56 items on the reading test with 8-14 within each goal area and a total of 10 subskills within the four goal areas. Each of the critical skills listed above is one of the 10 subskills. Thus, there will be approximately 5 questions (multiple choice) used to assess these skills for each of the 3 benchmark assessments (fall, winter, spring).

Information source: NWEA documents: Common Core MAP for Primary Grades Assessment Content, Common Core MAP: Supporting Your Transition to the Common Core.

5. Are all of the benchmark assessments at an equal difficulty level?

yes no

Comments: The first time a student takes a test they start at their median grade level. However, the test uses computer adaptive technology and RIT scores to determine future questions based on how the student performs on the initial questions. A student answering the initial test items correctly will be given more difficult questions; whereas a student answering them incorrectly will be given easier questions. RIT (Rasch Unit) scores allow schools to compare one student's performance to another as well as an individual student's growth over time.

Information source:

6. Are progress monitoring forms available at each grade that are linked to the benchmark assessments?

yes no

a. If yes, how many alternate progress monitoring forms are available?

Comments: The NWEA MAP assessments were not designed for progress monitoring or to assess short term learning. The recommended testing time between tests so that growth can be measured is 9-12 weeks. The MAP for Primary Grades (K-2) does have an additional "38 Skills Checklist" that might be able to assist in progress monitoring. However, there is only one checklist form. The skills checklist may take 30 minutes to complete and is also computer based.

Information source:

7. Diagnostic features of the measure:

a. Do the assessment results identify a student's strengths and weaknesses on specific critical skills/behaviors in comparison to their

peers? yes no

- b. **Do the assessment results provide instructional grouping recommendations based on the results?** yes no

Comments: The Class Breakdown by Goal Report provides several ranges of RIT scores within each goal area within reading. Specific students are listed within each goal area and the RIT range they scored within that area. The Sub-Skill Performance Report provides list of students and the percentage of items answered correctly on specific skills.

Information source:

- 8. What types of scores are generated from the assessment (raw score, scaled score, RIT score, composite score, total and subscale scores)?**
NWEA-MAP utilizes a RIT score based upon Rasch statistics and Item Response Theory. The RIT scores allows for schools to accurately measure student progress across school years within a subject area.

- 9. What options are available to store data and generate reports?**

Web-based data system

Name: Northwest Evaluation Association (NWEA)

Name:

Name:

Local data system/warehouse

Name:

Name:

Google Drive/Excel

Comments: NWEA MAP is a computer adaptive test which is taken online at www.nwea.org where the data are also stored.

Fit with Current Initiatives/Priorities

- 10. Describe how this assessment already is or could be embedded within a school improvement objective.**

NWEA-MAP scores can be used within a measureable objective underneath a reading goal. The stability of RIT scores will assist in measuring school improvement goals based upon MAP. Students scoring above the 40th percentile on MAP are considered to be proficient.

- 11. CCSS alignment (for academic assessments):**

- a. **Highlight any standards directly assessed by this measure on a copy of the CCSS.**
b. **Describe specific strengths and weaknesses of this screening measure for directly assessing the CCSS.**

Use of RIT scores and the adaptive features of the test allow for students to be assessed at their level on reading skills within the CCSS, and accurately

show student progress over time (e.g., fall to winter, fall to spring, year to year). The fact the test is computer-based and uses a multiple choice format limits its ability to directly assess some CCSS skills, such as phonological awareness and alphabetic principle, especially when compared to traditional CBM measures and their one to one assessment format. MAP also does not assess reading fluency.

Information source:

12. Do the reports allow for efficient analysis of results at the district, building, grade, class, and individual levels in order to:

- a. Determine what percent of students are currently at or above benchmark, below benchmark or well below benchmark (low risk, some risk, high risk)?
 yes no
- b. Determine which skills will need to be further supported within the Tier 1/core curriculum?
 yes no
- c. Determine if there are differences between subgroups (race/ethnicity, gender, SES, disability status)?
 yes no
- d. Determine if more students are at benchmark now than earlier in the school year or previous school years?
 yes no
- e. Determine what percent of students stayed at or above benchmark from Fall to Winter (and Winter to Spring)?
 yes no
- f. Determine what percent of students moved from below benchmark to at or above benchmark from Fall to Winter (and Winter to Spring)?
 yes no
- g. Determine what percent of students moved out of well below benchmark from Fall to Winter (and Winter to Spring)?
 yes no

Comments:

Information source: The NWEA-MAP does not use the term "benchmark" but does assign proficiency levels based on percentile ranks. Additionally, it does provide a "projected" RIT score based on a student's fall performance and projecting to how they will perform in the spring. The spring report indicates which students met this projection. NWEA-MAP does not have a report that can show if groups of students have moved from level to another in the way that a DIBELS Summary of Effectiveness report does.

Evidence/Technical Adequacy

13. List any available published technical reports, research articles, and reviews of the assessment's technical adequacy.

Technical Manual for Measures of Academic Progress and Measures of Academic Progress for Primary Grades (2009). The Center on Response to Intervention has also reviewed the assessment and this can be found at:

<http://www.rti4success.org/resources/tools-charts/screening-tools-chart>

14. Are reliability (inter-rater, test-retest, coefficient alpha, etc.) data reported for all of the grades and subtests the assessment covers?

yes no

If no, what grades/subtests are not reported on? Kindergarten is the only grade reliability is not reported on.

Comments:

Information Source: Technical Manual for Measures of Academic Progress and Measures of Academic Progress for Primary Grades (February 2009).

Additionally, Center on Response to Intervention:

<http://www.rti4success.org/measures-academic-progress-map-reading#rel>

and <http://www.rti4success.org/measures-academic-progress-map-primary-grades-reading#rel>

15. Are validity data reported for all of the grades and subtests the assessment covers?

yes no

If no, what grades/subtests are not reported on? Kindergarten and first grade validity is not reported on.

Comments:

Information Source: Technical Manual for Measures of Academic Progress and Measures of Academic Progress for Primary Grades (February 2009).

Additionally, Center on Response to Intervention:

<http://www.rti4success.org/measures-academic-progress-map-reading#rel>

and <http://www.rti4success.org/measures-academic-progress-map-primary-grades-reading#rel>

16. Predictive Validity Details:

a. What scores on other outcome measures can the universal screening measure predict? (list name of other measures and grade level)

The NWEA MAP technical manual outlines studies from several predictive studies on state assessments: Colorado, Iowa, Kentucky, North Dakota, South Carolina, and Wisconsin.

b. How accurately do scores classify students (sensitivity & specificity)?

Sensitivity values (range): Grades 3rd-8th: .57-.76; grades K-2: .50-.60.

Specificity values (range): Grades 3rd-8th: .88-.92; grades K-2: .83-.91.

c. Are cut scores paired with specific percentile ranks of a local sample and/or national samples?

yes partial evidence no unsure

Approximately what percentile is associated with a benchmark/low risk cut score? 40th percentile.

Comments:

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Information Source: NWEA document: Linking MAP to State Tests: Proficiency Cut Score Estimation Procedures.

Readiness for Replication

17. What is the assessment's stage of development?

- Content/structure is being researched/developed
- Cut scores are being researched/developed
- The assessment has been published, with technical reports available
 - The assessment norms and technical adequacy have been updated within the past 7 years

18. Are districts identified that have had success with using this assessment within an MTSS framework?

- yes no

List the names of districts that could be contacted/visited to learn more:

NWEA-MAP is one of the most commonly used assessments within the state and MiBLSi is currently exploring how it could be used within the project's specific MTSS framework.

19. Check the boxes below to indicate the availability of technical assistance/ implementation support:

- Online modules/videos/webinars
- Online manuals, materials
- Online forums
- Individualized support via phone
- Individualized support via email
- Individualized in-person support per request

Comments: Not known if individualized in-person support is available.

Information Source for this section:

Resources and Supports

Time

Information source for this section:

20. How long does it take to prepare for testing (organizing test materials, space, etc.) List what actions will need to be taken to prepare the necessary equipment (e.g., schedule use of computers, working headphones, teacher and student logins).

The following things need to be done to prepare for testing: 1) a computer lab sign up sheet for classroom teachers will need to be made available and those times then reserved; 2) all headphones need to be tested to ensure they work; 3) all computers need to be turned on; each computer needs to be logged in using the teacher's classroom code; 4) each student need to log into the reading portion of the MAP. Total preparation time could range from 3-5 hours.

21. If students are assessed in a one to one setting, how long does it take per student to administer and score?

N/A

22. If the assessment is administered in a whole group setting, how long does it take for an entire class to complete the assessment?

NWEA states the benchmark assessments take an "average student roughly an



<p>hour to complete." Thus, schools need to plan on needing up to an hour and half to accommodate below average students and/or those who work at a slower pace.</p> <p>a. If taken whole group and not on a computer, how much additional time is required to score?</p> <p>N/A</p>
Money and Materials
Information source for this section:
<p>23. What is the cost of the assessment materials and/or data system per student per year?</p> <p>The annual per student cost is \$13.50 for a bundled assessment suite which includes reading, mathematics, and language usage. Discounts based on volume are available.</p>
<p>24. What is the cost of any start up materials (e.g., timers, headphones, printing of manuals, assessor materials, clipboards)?</p> <p>Some districts may already have all of the start up materials, whereas others may have to investigate the cost of purchasing them.</p>
<p>25. What will it cost for initial training of staff to administer the measure and use the results with fidelity?</p> <p>There is a \$2,700-\$3,700 cost (travel expenses included) for onsite start up training (MAP Foundation Series: MAP Administration Workshop). Online training is available for \$1,500. Training is required.</p> <p>a. Cost of ongoing training/coaching support?</p> <p>Additional Foundation Series trainings including a "Data Workshop" are available for \$2,700-\$3,200 for a half day and \$3,200-\$3,700 for a full day. Coaching Services are also available for \$3,700 per day.</p>
<p>26. What technology is needed to administer and/or score the assessment?</p> <p>Will need one working computer per student being tested at the same time that can run the NWEA software and a set of headphones for each computer.</p>
<p>27. What materials, if any, will need to be printed?</p> <p>No materials will need to be printed for the students. Teachers will need a sheet with their classroom code and the login code for each individual student.</p>
Training & Coaching Support
Information source for this section:
<p>28. What type of training/coaching is necessary on the administration and scoring of the measure?</p> <p>The MAP Foundation Series: MAP Administration Workshop mentioned above is required. To administer, teachers need to know how to log in to their classroom and log in each student to the reading assessment.</p>
<p>29. What type of training/coaching is necessary on data interpretation and using the assessment results with fidelity?</p> <p>NWEA offers the following additional trainings at the costs outlined in question number 18: 1) Stepping Stones to Using Data Workshop: Learn to interpret the results and develop a common vocabulary to facilitate communication; 2) Climbing the Data Ladder Workshop: Make MAP data actionable-differentiating instruction, creating flexible groupings, and developing strategies to meet the needs of every student; 3) Growth and Goals Workshop: Use growth data as the foundation for setting and evaluating school, district, and staff professional goals. Modular workshops based on the content of the trainings above are also available at the</p>



same cost as the Foundation Series trainings.

People

Information source for this section:

30. Who will need to be involved in initial and ongoing training (as trainer(s) and participants)? List roles and names if known.

NWEA-MAP personnel will provide initial training onsite or online. Staff that will need to attend will include all general and special education teachers, Itinerant staff (speech, psychologist, intervention specialist), and principals.

31. Who will need to be involved in the universal screening process (preparation, assessors, coordination, data entry, report generation)? List roles and names if known.

A staff member needs to be identified to facilitate the scheduling of computer labs and ensuring that all computers and headphones are in working order. Each teacher will be bringing their classrooms to the computer lab to complete the assessment. Teachers will be able to run their classroom reports. A staff member also needs to be identified to be responsible for running grade and school level reports and distributing them for analysis during data review meetings.

32. Who will need to be involved in coaching the effective use of universal screening data for instructional decision-making? List roles and names if known.

The RIT scores and multiple report options are somewhat complex to interpret. Therefore, a school team needs to have a member who is sufficiently trained (or is given adequate time to deepen their knowledge) on the appropriate interpretation of the NWEA MAP results so that they can in turn support other team members to use the data well. This could include people in a variety of professional roles. The most important aspect is that school teams have access to someone with deep technical and practical knowledge of how to use the NWEA MAP data as intended.

Capacity to Implement

33. Can we provide the resources & supports necessary to use this assessment well initially? Check the boxes next to the resources that the district can likely commit to:

- Time
- Money & Materials
- Training & Coaching Support
- People

Comments:

34. Can we provide the resources & supports necessary to sustain the appropriate use of this assessment? Check the boxes next to the resources that the district can likely commit to:

- Time
- Money & Materials
- Training & Coaching Support
- People

Comments:

Universal Screening Review Form (February, 2014)



Considerations for Selecting a Universal Screening Measure

This document is designed to be used as part of the process of selecting a universal screening measure based on need, fit, resources, evidence, readiness for replication, and capacity to implement. A team should be involved in the selection process, including, but not limited to: general and special education teachers, principals, school psychologists, special education director, and curriculum director.

Assessment/Measure Name: Discovery Education Assessment (Common Core Interim Benchmark Assessment)

Author(s): Team of authors

Publisher: Discovery Education

Website: <http://www.discoveryeducation.com>

Need in District

- 1. Describe why you are considering selecting this universal screening tool (e.g. Gap or redundancy identified in district assessment audit, mandate, grant requirement).**

Districts may want to consider adopting an assessment which has the ability to measure student progress across the elementary, middle school, and high school levels. Having a tool that does this and assesses the CCSS may also be valued by a district. A district audit assessment may reveal the need for a universal screening tool in the area of math, which DE Assessment also tests.

General Features

- 2. What grades are assessed?**

K 1 2 3 4 5 6 7 8 9 10 11 12

Comments: K-8 ELA and math, 4th and 7th grade science, high school end of course assessments for Algebra I and II, Geometry, English I, II and III, and Biology (3 forms for each course). College readiness assessments based on ACT prep (plan, explore, ACT). Options are set up like a library subscription. Options available for backward testing.

- 3. Is the measure designed to assess all students 3 times a year?**

yes no

- a. **If yes, when are the screening windows (months)?** Test windows open mid September, mid November, Mid February, and end of April. Each Test window lasts approximately 6 weeks. Once open, tests remain open for the remainder of the year.

Comments: K-8 there are 4 forms available (A-D). Every year the tests are adjusted slightly. Reliability will be highest when using the form matched to the intended testing window. If a district took A test during B window, then their scores would be slightly inflated because they have had more instructional time. B window is longer than the others because of schools that would choose to test before winter break, and some after. Form B is the recommended test for January because the C test does not typically open until February and districts cannot access each test until the window opens. There are hard start dates and soft close dates. If a district tests too early, then there might be a delay in reporting because

Universal Screening Review Form (February, 2014)

of initial checks for system operations. The scores of the first 500 students with data are checked for each test before the reports are available. If districts are trying to decide between which tests to give when, it is recommended to wait slightly so that scores are not overinflated by giving a test late into the screening window. Students' subsequent test score is not affected by previous test scores. The kindergarten reading test includes 28 items, 2nd-32 items, 3-8 about 34-36 items per test, high school 32-40 items.

4. What critical skills/behaviors are assessed (i.e., Big Ideas in Early Reading)? What format is used to assess each skill (paper/pencil, 1 to 1, group, computer, multiple choice, etc.)?

Critical Skill/Behavior (Assessment Format):

Example: Fluency (1 student to 1 assessor)
Phonological Awareness/ Computer based multiple choice
Phonics/ Computer based multiple choice
Vocabulary/ Computer based multiple choice
Comprehension/ Computer based multiple choice

Comments: DE Assessment does not measure reading fluency. Additionally, critical skills of phonological awareness and phonics fall under the Foundations category, which has a relatively small sample of questions (8 for kindergarten and 6 for first and second grade. Speaking and listening skills are not addressed on the test. Brief constructed response items (BCR) are available, but require more resources and time to score by either sending out to DE Assessment for scoring or by using rubrics that have been developed for teachers to be able to score the BCR items themselves.

Information source:

5. Are all of the benchmark assessments at an equal difficulty level?

yes no

Comments: Each item has its own specific difficulty level. A statistical method is used equalize reporting. Each test within a given grade/content area follows the same blueprint. Students are presented with a sample of the full year's standards. At beginning of year, students are tested on all grade level standards, including those that have not yet been taught. There is no specific progression of test item difficulty or organization around the standards. Items appear in a fixed order. Randomized presentation of items may be developed on the future.

Information source:

6. Are progress monitoring forms available at each grade that are linked to the benchmark assessments?

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yes no

a. **If yes, how many alternate progress monitoring forms are available?**

Comments: DE Assessment does have mastery assessment probes available and teachers also have the ability generate their own. These assessments are not tied to DE Assessments vertical scaled scores as the benchmark assessments are. 5-10 forms are available per grade/content area/course.

Information source:

7. Diagnostic features of the measure:

a. **Do the assessment results identify a student's strengths and weaknesses on specific critical skills/behaviors in comparison to their peers?** yes no

b. **Do the assessment results provide instructional grouping recommendations based on the results?** yes no

Comments: DE Assessment has a variety of reports which assist in these areas including the Individual Student Report, Drilldown report and Item Summary report.

Information source:

8. What types of scores are generated from the assessment (raw score, scaled score, RIT score, composite score, total and subscale scores)?

DE Assessment uses scaled scores which determine what level of proficiency a student is at (Levels 1-4 with 1 being the highest level of proficiency). The scaled scores are derived using Rasch statistics to predict future proficiency levels on state assessments and Common Core assessments and identify students who are at-risk for not being proficient. DE Assessment utilizes a 20/30/30/20 Model. Level 4 (Red) indicates a performance level achieved by the top 20 percent of students on the DE Assessment. Level 3 (Yellow) represents 30 percent of the scores from from the 50th percentile to the 79th percentile and is considered at, or slightly above grade level. Level 2 (Green) represents 30 percent of the scores from the 20th percentile to the 49th percentile and is considered at or slightly below grade level. Level 1 (Blue) represents a score below the 20th percentile and is considered a poor performance level.

9. What options are available to store data and generate reports?

Web-based data system

Name: Discovery Education: <http://www.discoveryeducation.com>

Name:

Name:

Local data system/warehouse

Name:

Name:

Google Drive/Excel

Comments: Reports from the Discovery website can also be quickly and easily exported into excel/csv files.

Fit with Current Initiatives/Priorities

10. Describe how this assessment already is or could be embedded within a school improvement objective.

DE Assessments vertical scale scores can be used within a measureable objective underneath a reading goal. DE Assessment's Drilldown Report can be used to determine the percent of students at proficiency levels 3 or 4 at each benchmark assessment period.

11. CCSS alignment (for academic assessments):

- a. **Highlight any standards directly assessed by this measure on a copy of the CCSS.**
- b. **Describe specific strengths and weaknesses of this screening measure for directly assessing the CCSS.**

This test was built from the ground up to measure the CCSS and the underlying philosophy. A 3rd party developer aligned test items to the CCSS. As noted in the critical skills section (4) there is a shallow sample of the phonological and phonic questions which fall within the Foundations category. However, DE Assessment does measure skills within the Literature, Informational Text and Foundational Skills CCSS standards which General Outcome Measure screening tools are not designed to do.

Information source: Pages 7 and 8 of the Common Core Interim Benchmark Technical Manual contain CCSS blueprint tables which outline which standards are assessed at each grade level.

12. Do the reports allow for efficient analysis of results at the district, building, grade, class, and individual levels in order to:

- a. **Determine what percent of students are currently at or above benchmark, below benchmark or well below benchmark (low risk, some risk, high risk)?** Drilldown report, by subject
 yes no
- b. **Determine which skills will need to be further supported within the Tier 1/core curriculum?** PDF teacher report
 yes no
- c. **Determine if there are differences between subgroups (race/ethnicity, gender, SES, disability status)?** Student subgroup report (only available to school admins and above)
 yes no
- d. **Determine if more students are at benchmark now than earlier in the school year or previous school years?** Other than individual student growth reports, there are not ways to look at aggregate data over time. You can access historical data through a different tab, but not side by side.
 yes no

- e. **Determine what percent of students stayed at or above benchmark from Fall to Winter (and Winter to Spring)?**
 yes no
- f. **Determine what percent of students moved from below benchmark to at or above benchmark from Fall to Winter (and Winter to Spring)?**
 yes no
- g. **Determine what percent of students moved out of well below benchmark from Fall to Winter (and Winter to Spring)?**
 yes no

Comments: DE Assessment uses Proficiency Levels which are where a student falls on the national percentile ranking of students within their database. DE Assessment also does not have a report that can show if students have moved from one instructional level to another in an efficient manner. All student data are housed in grade level pools. For e-g, the comparative growth report provides the information. Individual students are represented as dots on the report. For example, the blue box shows students who stayed at blue level on both test 1 and 2. To get a report similar to Summary of Effectiveness would require manual calculations of the data.

Information source:

Evidence/Technical Adequacy

13. List any available published technical reports, research articles, and reviews of the assessment's technical adequacy.

1. Discovery Education Common Core Interim Benchmark Technical Manual (2013).
2. The Center on Response to Intervention has also reviewed the assessment and this can be found at: <http://www.rti4success.org/resources/tools-charts/screening-tools-chart>.
3. There is a research and data arm of the company that can provide research studies for the district. There are costs associated with this option. DE contracts with a third party to actually conduct the research.

14. Are reliability (inter-rater, test-retest, coefficient alpha, etc.) data reported for all of the grades and subtests the assessment covers?

- yes no

If no, what grades/subtests are not reported on?

Comments:

Information Source: Discovery Education Common Core Interim Benchmark Technical Manual (2013).

15. Are validity data reported for all of the grades and subtests the assessment covers?

- yes no

If no, what grades/subtests are not reported on? Kindergarten, first and second grades do not have validity data reported. Additional K-2 research has been conducted, but not yet published/released.

Comments:

Information Source: 1. Discovery Education Common Core Interim Benchmark Technical Manual (2013). 2. The Center on Response to Intervention has also reviewed the assessment and this can be found at: <http://www.rti4success.org/resources/tools-charts/screening-tools-chart>

16. Predictive Validity Details:

a. What scores on other outcome measures can the universal screening measure predict? (list name of other measures and grade level)

District of Columbia, Kentucky, and New Mexico state tests.

b. How accurately do scores classify students (sensitivity & specificity)?

Sensitivity values (range): .75-.92

Specificity values (range): .59-.80

c. Are cut scores paired with specific percentile ranks of a local sample and/or national samples?

yes partial evidence no unsure

Approximately what percentile is associated with a benchmark/low risk cut score? The 20/30/30/20 data are set based on the previous year's sample. Discovery checks scoring at each window and makes any necessary adjustments to ensure the cut scores align with the correct proportion of students. Annually, there is a realignment of scoring and about 20% of items that are "refreshed" from year to year.

Comments: Cut scores for kindergarten through 2nd grade are still being researched as evidenced by the lack of predictive validity data reported. The K-2 measures are currently being used in approximately 20 states, with 50,000-80,000 per grade level. The grade 3-8 sample includes approximately 90,000 students per grade per test.

Information Source:

1. Discovery Education Common Core Interim Benchmark Technical Manual (2013). 2. The Center on Response to Intervention has also reviewed the assessment and this can be found at: <http://www.rti4success.org/resources/tools-charts/screening-tools-chart>

Readiness for Replication

17. What is the assessment's stage of development?

- Content/structure is being researched/developed
- Cut scores are being researched/developed
- The assessment has been published, with technical reports available
 - The assessment norms and technical adequacy have been updated within the past 7 years

18. Are districts identified that have had success with using this assessment within an MTSS framework?

yes no

List the names of districts that could be contacted/visited to learn more:

The number of districts using Discovery Education Assessment within the MiBLSi project and throughout the state has increased sharply over the past two years.



MiBLSi is currently exploring how it can be used within the project's specific MTSS framework.

19. Check the boxes below to indicate the availability of technical assistance/ implementation support:

- Online modules/videos/webinars
- Online manuals, materials
- Online forums Discovery educator network (DEN)
- Individualized support via phone
- Individualized support via email
- Individualized in-person support per request- *Depends on whether the intent is for professional development purposes.*

Comments: Very large PD catalogue is available that can be customized to the needs of districts. Would recommend PD immediately after the first test, and then after the 2nd benchmark because then growth reports will be available. Progress zone might be a third step. Some districts will go straight into application to RtI. Working on an updated catalogue for customers to interact with.

Information Source for this section:

Resources and Supports

Time

Information source for this section:

20. How long does it take to prepare for testing (organizing test materials, space, etc.) List what actions will need to be taken to prepare the necessary equipment (e.g., schedule use of computers, working headphones, teacher and student logins).

The following things need to be done to prepare for testing: 1) a computer lab sign up sheet for classroom teachers will need to be made available and those times then reserved; 2) all headphones need to be tested to ensure they work; 3) all computers need to be turned on; each computer needs to be logged in using the teacher's classroom code; 4) each student need to log into the reading portion of DE Assessment. Total preparation time could range from 3-5 hours.

21. If students are assessed in a one to one setting, how long does it take per student to administer and score?

N/A

22. If the assessment is administered in a whole group setting, how long does it take for an entire class to complete the assessment?

The kindergarten reading language arts test includes built-in breaking points so that the test can be completed over multiple periods (in general 6-10 sections per question). At other grade levels, the tests are designed for students to be able to complete the test within one class period and they take approximately 50-60 minutes (one class period), but are not timed tests.

a. If taken whole group and not on a computer, how much additional time is required to score?

N/A



Money and Materials	
Information source for this section:	
23. What is the cost of the assessment materials and/or data system per student per year?	\$8 per student. Lower rates are negotiable depending on the length (years) of the district's contract with DE Assessment.
24. What is the cost of any start up materials (e.g., timers, headphones, printing of manuals, assessor materials, clipboards)?	Districts will have to determine if they already have all of the necessary start up materials, whereas others may have to investigate the cost of purchasing them.
25. What will it cost for initial training of staff to administer the measure and use the results with fidelity?	Onsite training costs \$2,500 per day for a six hour session. A package of three one hour professional development online webinars cost \$450. Districts are not required to do any PD. Online modules are available to administer the test. In person training is recommended for knowing what to do with the data.
a. Cost of ongoing training/coaching support?	Use of online webinars will cost \$450 for three one hour sessions as noted above. However, that price is flexible depending on needs.
26. What technology is needed to administer and/or score the assessment?	Will need one working computer per student being tested at the same time that can run the DE Assessment web-based program and a set of headphones for each computer. 3rd grade and up, bandwidth does not matter. K-2 audio is built on flash, so will not work on ipad and will be a little more on bandwidth. For K-2. If test needs to be spoken aloud at upper grade levels, if you have a program like dragonspeak, you can use that, but spoken directions are not built in above 2nd grade. PDFs are also available for someone to read test aloud.
27. What materials, if any, will need to be printed?	No materials will need to be printed. Teachers will need their login/access codes available to them when testing their class.
Training & Coaching Support	
Information source for this section:	
28. What type of training/coaching is necessary on the administration and scoring of the measure?	Can administer DE Assessment by simply accessing standard directions, but training on how to interpret data and plan instruction is strongly recommended. Agreement to a basic level of training may be necessary in order to establish a contract.
29. What type of training/coaching is necessary on data interpretation and using the assessment results with fidelity?	Discovery offers a series of webinar trainings (http://www.discoveryeducation.com/administrators/professional-development/courses/core-course-areas/assessment/index.cfm) on their assessments including using DE Assessment within an Rtl model. These are available for a package price of three 1 hour sessions for \$450.

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People

Information source for this section:

30. Who will need to be involved in initial and ongoing training (as trainer(s) and participants)? List roles and names if known.

DE Assessment will provide initial training on site. Staff that will need to attend will include all general and special education teachers, Itinerant staff (speech, psychologist, intervention specialist), and principals. With first training, goal is to have each teacher leave with an action plan that spells out what they can do the next day in class. Over time, do more tying of the data to changing instructional practices.

31. Who will need to be involved in the universal screening process (preparation, assessors, coordination, data entry, report generation)? List roles and names if known.

Will partner with tech department to understand how to upload student data, good idea for teachers to give the assessment, but other options are possible. As many people as needed should have access to the data. As many virtual classrooms can be created as needed. A staff member needs to be identified to facilitate the scheduling of computer labs and ensuring that all computers and headphones are in working order. Each teacher will be bringing their classrooms to the computer lab to complete the assessment. Teachers will be able to run their classroom reports. A staff member also needs to be identified to be responsible for running grade and school level reports and distributing them for analysis during data review meetings.

32. Who will need to be involved in coaching the effective use of universal screening data for instructional decision-making? List roles and names if known.

DE Assessment uses vertical scaled scores and offers a number of reports which require a relatively high level of expertise to interpret. Therefore, a school team needs to have a member who is sufficiently trained (or is given adequate time to deepen their knowledge) on the appropriate interpretation of the DE Assessment results so that they can in turn support other team members to use the data well. This could include people in a variety of professional roles. The most important aspect is that school teams have access to someone with deep technical and practical knowledge of how to use the DE Assessment data as intended. Additionally, a district may want to have this individual, or another staff member deepen their knowledge regarding Discovery's streaming videos, and academic probe generator for mastery related assesment use.

Capacity to Implement

33. Can we provide the resources & supports necessary to use this assessment well initially? Check the boxes next to the resources that the district can likely commit to:

- Time
- Money & Materials
- Training & Coaching Support
- People

Comments:

34. Can we provide the resources & supports necessary to sustain the

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appropriate use of this assessment? Check the boxes next to the resources that the district can likely commit to:

- Time
- Money & Materials
- Training & Coaching Support
- People

Comments:

Comments:

DRAFT

Universal Screening Review Form (February, 2014)

Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi) is a Mandated Activities Project (MAP), funded under the *Individuals with Disabilities Education Act* (IDEA) through the Michigan Department of Education, Office of Special Education.

Math

- EasyCBM Math
- Connecting Math Concepts



Considerations for Selecting/Reviewing a Universal Screening Measure

This document is designed to be used as part of the process of selecting a universal screening measure based on need, fit, resources, evidence, readiness for replication, and capacity to implement. A team should be involved in the selection process, including, but not limited to: general and special education teachers, principals, school psychologists, special education director, and curriculum director.

Assessment/Measure Name: EasyCBM-Math

Author(s): Gerald Tindal and Julie Alonzo

Publisher: Riverside Publishing, University of Oregon CTL

Website: 1) <http://www.riversidepublishing.com/products/easycbm/index.html>

2) <https://dibels.uoregon.edu/market/assessment/easycbmmath>

Need in District

- 1. Describe why you are considering selecting this universal screening tool (e.g. Gap or redundancy identified in district assessment audit, mandate, grant requirement).**

A district audit assessment may reveal the lack of a universal screening measure in mathematics. Districts also may find it more efficient to conduct a universal screening assessment on computers versus working one to one with each student, which would may also save a district some money paying for substitute teachers so that the teachers can test their students. Districts may also find it very helpful this math screening and progress monitoring tool is linked to specific cut scores and allows for percentile ranking within the district as well as at the national level.

General Features

- 2. What grades are assessed?**

K 1 2 3 4 5 6 7 8 9 10 11 12

Comments:

- 3. Is the measure designed to assess all students 3 times a year?**

yes no

- a. **If yes, when are the screening windows (months)?** No specific testing timelines beyond fall, winter, spring.

Comments:

- 4. What critical skills/behaviors are assessed (i.e., Big Ideas in Early Reading)? What format is used to assess each skill (paper/pencil, 1 to 1, group, computer, multiple choice, etc.)?**

Critical Skill/Behavior (Assessment Format):

Example: Fluency (1 student to 1 assessor)

Numbers and Operations/Computer multiple choice

Geometry/Computer multiple choice

Measurement/Computer multiple choice

Numbers, Operations and Algebra/Computer multiple choice

Geometry, Measurement and Algebra/Computer multiple choice

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Numbers, Operations and Ratios/Computer multiple choice

Comments: The critical skills listed above cover grades K-6 and do not include 7th and 8th grades. The easyCBM math measures assess the knowledge and skills outlined in the National Council of Teachers of Mathematics' Focal Point Standards. They were designed to focus more on students' conceptual understanding than basic computational skills.

Information source: Training module within the training section of the easyCBM website.

5. Are all of the benchmark assessments at an equal difficulty level?

yes no

Comments: Yes, the fall, winter, and spring assessments are all designed to be at mid-grade level. Since it is a computer-based test, students are encouraged to use scratch paper to show their work. Students are allowed to go back and change answers if they choose.

Information source:

6. Are progress monitoring forms available at each grade that are linked to the benchmark assessments?

yes no

a. If yes, how many alternate progress monitoring forms are available?

The progress monitoring assessments are designed to be used every three weeks.

Comments: The progress monitoring assessments, like the benchmark assessments, are designed to be at mid-grade level.

Information source:

7. Diagnostic features of the measure:

a. Do the assessment results identify a student's strengths and weaknesses on specific critical skills/behaviors in comparison to their peers? yes no

b. Do the assessment results provide instructional grouping recommendations based on the results? yes no

Comments: The Grade List and Class List reports provided on the U of O DIBELS Data System website indicate overall instructional support levels as well as student strengths and weaknesses withing specific math measures. Additionally Riverside's easyCBM database provides a helpful "Risk Analysis" report.

Information source:

<p>8. What types of scores are generated from the assessment (raw score, scaled score, RIT score, composite score, total and subscale scores)? Subtest raw scores are provided as well overall composite scores. These scores are also reported as percentile rankings.</p>
<p>9. What options are available to store data and generate reports?</p> <p><input checked="" type="checkbox"/> Web-based data system Name: Riverside Publishing: http://www.riversidepublishing.com/products/easycbm/index.htm Name: University of Oregon CTL: https://dibels.uoregon.edu/market/assessment/easycbmmath Name: easyCBM Lite: http://easycbm.com/</p> <p><input type="checkbox"/> Local data system/warehouse Name: Name:</p> <p><input type="checkbox"/> Google Drive/Excel</p> <p>Comments: EasyCBM Lite is free and only provides the progress monitoring assessments. It designed to be used by individual teachers to progress monitor their classroom students only. Materials from easyCBM Lite can be printed off, or students can also take the tests online for free.</p>
Fit with Current Initiatives/Priorities
<p>10. Describe how this assessment already is or could be embedded within a school improvement objective. EasyCBM percentile scores and percent of students at risk can be used within a measureable objective underneath a math school improvement goal.</p>
<p>11. CCSS alignment (for academic assessments):</p> <p>a. Highlight any standards directly assessed by this measure on a copy of the CCSS.</p> <p>b. Describe specific strengths and weaknesses of this screening measure for directly assessing the CCSS. The easyCBM test items are based on the NCTM Curriculum Focal Points. The focal points have been shown to have a strong correlation with CCSS and significant overlap in the math skills they assess.</p> <p>Information source: 2012-2013 DIBELS Data System Update DDS- easyCBM Math document.</p>
<p>12. Do the reports allow for efficient analysis of results at the district, building, grade, class, and individual levels in order to:</p> <p>a. Determine what percent of students are currently at or above benchmark, below benchmark or well below benchmark (low risk, some risk, high risk)? <input checked="" type="checkbox"/> yes <input type="checkbox"/> no</p>

- b. Determine which skills will need to be further supported within the Tier 1/core curriculum?
 yes no
- c. Determine if there are differences between subgroups (race/ethnicity, gender, SES, disability status)?
 yes no
- d. Determine if more students are at benchmark now than earlier in the school year or previous school years?
 yes no
- e. Determine what percent of students stayed at or above benchmark from Fall to Winter (and Winter to Spring)?
 yes no
- f. Determine what percent of students moved from below benchmark to at or above benchmark from Fall to Winter (and Winter to Spring)?
 yes no
- g. Determine what percent of students moved out of well below benchmark from Fall to Winter (and Winter to Spring)?
 yes no

Comments: Neither the DIBELS data system or the Riverside Publishing data base currently provide reports to assist in answering questions e., f., or g. in a way the DIBELS Summary of Effectiveness report does.

Information source:

Evidence/Technical Adequacy

13. List any available published technical reports, research articles, and reviews of the assessment's technical adequacy.

Technical Reports:

- <https://dibels.uoregon.edu/research/techreports/#math>

Center on Response to Intervention:

- <http://www.rti4success.org/>

Behavioral Research & Teaching:

- <http://brt.uoregon.edu/about/current-research-project?id=19>

14. Are reliability (inter-rater, test-retest, coefficient alpha, etc.) data reported for all of the grades and subtests the assessment covers?

yes no

If no, what grades/subtests are not reported on?

Comments:

Information Source: Technical Reports:

- <https://dibels.uoregon.edu/research/techreports/#math>

Center on Response to Intervention:

- <http://www.rti4success.org/>

15. Are validity data reported for all of the grades and subtests the assessment covers?

yes no

If no, what grades/subtests are not reported on?

Comments:

Information Source: Technical Reports:

• <https://dibels.uoregon.edu/research/techreports/#math>

Center on Response to Intervention:

• <http://www.rti4success.org/>

16. Predictive Validity Details:

a. What scores on other outcome measures can the universal screening measure predict? (list name of other measures and grade level)

Grades K-2 predict performance on the TerraNova normed referenced assessment. Grades 3-8 predict performance on the Oregon and Washington state assessments.

b. How accurately do scores classify students (sensitivity & specificity)?

Sensitivity values (range): .78- .93 for grades 3-8

Specificity values (range): .65-.85 for grades 3-8

c. Are cut scores paired with specific percentile ranks of a local sample and/or national samples?

yes partial evidence no unsure

Approximately what percentile is associated with a benchmark/low risk cut score? Below the 40th percentile.

Comments: Sensitivity and specificity data are not reported on for grades K-2.

Information Source: Behavioral Research and Teaching:

<http://www.brtprojects.org/publications/technical-reports>. Center on

Response to Intervention: <http://www.rti4success.org/easycbm-mathematics#rel>

Readiness for Replication

17. What is the assessment's stage of development?

Content/structure is being researched/developed

Cut scores are being researched/developed

The assessment has been published, with technical reports available

The assessment norms and technical adequacy have been updated within the past 7 years

18. Are districts identified that have had success with using this assessment within an MTSS framework?

yes no

List the names of districts that could be contacted/visited to learn more:

easyCBM has been used by successfully by districts implementing a MTSS system in math both as a progress monitoring, and screening tools.

19. Check the boxes below to indicate the availability of technical assistance/ implementation support:

- Online modules/videos/webinars
- Online manuals, materials
- Online forums
- Individualized support via phone
- Individualized support via email
- Individualized in-person support per request

Comments: The DIBELS Data System website continues to offer online technical assistance and training modules. Riverside Publishing is also now offering similar training resources.

Information Source for this section:

Resources and Supports

Time

Information source for this section:

20. How long does it take to prepare for testing (organizing test materials, space, etc.) List what actions will need to be taken to prepare the necessary equipment (e.g., schedule use of computers, working headphones, teacher and student logins).

The following things need to be done to prepare for testing: 1) a computer lab sign up sheet for classroom teachers will need to be made available and those times then reserved; 2) all headphones need to be tested to ensure they work; 3) all computers need to be turned on; each computer needs to be logged in using the teacher's classroom code. Total preparation time may range from 2-3 hours.

21. If students are assessed in a one to one setting, how long does it take per student to administer and score?

N/A

22. If the assessment is administered in a whole group setting, how long does it take for an entire class to complete the assessment?

30 to 45 minutes per classroom.

a. If taken whole group and not on a computer, how much additional time is required to score?

N/A

Money and Materials

Information source for this section:

23. What is the cost of the assessment materials and/or data system per student per year?

Riverside Publishing is offering the easyCBM screening and progress monitoring assessments, which include the reading assessments for \$4 per student. The DIBELS Data System continues to offer the benchmark assessments only for \$1 per student.

24. What is the cost of any start up materials (e.g., timers, headphones, printing of manuals, assessor materials, clipboards)?

Schools will need to consider if they already have working headphones to pair with computers the students will be using.

25. What will it cost for initial training of staff to administer the measure and use the results with fidelity?



<p>The DIBELS Data System offers a series of free online trainings at: https://dibels.uoregon.edu/help/demos/dds-math.php. Riverside Publishing is offering webinars for \$200 and onsite trainings for \$3,000.</p> <p>a. Cost of ongoing training/coaching support? Webinars provided by DDS will continue to be free and Riverside will be charging the \$200 mentioned above. Districts will need to determine the availability of district staff members with expertise in assessing math, or the willingness to seek out the necessary professional development.</p>
<p>26. What technology is needed to administer and/or score the assessment? Will need one working computer per student being tested at the same time that can run the web-based assessment and a set of working headphones for each computer.</p>
<p>27. What materials, if any, will need to be printed? No materials will need to be printed for the students. Teachers will need a sheet with their classroom code and the login code for each individual student.</p>
<p style="text-align: center;">Training & Coaching Support</p>
<p>Information source for this section:</p>
<p>28. What type of training/coaching is necessary on the administration and scoring of the measure? The training options mentioned above will need to be utilized. If the free DDS trainings are selected, the district will need to identify a person to facilitate the training within the district.</p>
<p>29. What type of training/coaching is necessary on data interpretation and using the assessment results with fidelity? One of the training options mentioned above will need to be utilized. If the free DDS trainings are selected, the district will need to identify a person with adequate data interpretation skills to train within the district.</p>
<p style="text-align: center;">People</p>
<p>Information source for this section:</p>
<p>30. Who will need to be involved in initial and ongoing training (as trainer(s) and participants)? List roles and names if known. Classroom teachers, principals, support staff (intervention specialists, school psychologists).</p>
<p>31. Who will need to be involved in the universal screening process (preparation, assessors, coordination, data entry, report generation)? List roles and names if known. The classroom teachers may be able to accomplish all of this with the proper training and support. Districts may also want to consider assigning other staff members (e.g., para-pros) to help prepare computer labs for assessment and also help monitor students during the assessment.</p>
<p>32. Who will need to be involved in coaching the effective use of universal screening data for instructional decision-making? List roles and names if known. The district will need to consider the scope and role of the staff member identified in number 29 and if this person can support each building within the district, or provide training of the trainer support to individuals within each building. The district also needs to consider the principals role in helping to guide and facilitate the instructional decision making and possible allocation of resources.</p>

Universal Screening Review Form (February, 2014)



Capacity to Implement

33. Can we provide the resources & supports necessary to use this assessment well initially? Check the boxes next to the resources that the district can likely commit to:

- Time
- Money & Materials
- Training & Coaching Support
- People

Comments:

34. Can we provide the resources & supports necessary to sustain the appropriate use of this assessment? Check the boxes next to the resources that the district can likely commit to:

- Time
- Money & Materials
- Training & Coaching Support
- People

Comments:

Comments:

DRAFT

SRA Connecting Math Concepts- Comprehensive Edition

Siegfried Engelmann, Owen Engelmann, Bernadette Kelly, Jerry Silbert, & Douglas Carnine

Description of the Program, Practice, or Tool

Connecting Math Concepts (CMC):

(from <https://www.mheonline.com/program/view/4/4/2546/SRAINTVCMC/>)

SRA Connecting Math Concepts: Comprehensive Edition is based on students understanding math skills and concepts that require making connections among related math topics and between procedures and knowledge.

Features

Offers step-by-step lessons that have been rigorously field-tested and shaped to meet the needs of students who struggle with math.

Teaches explicit strategies and processes that work in a variety of contexts to accelerate progress.

Introduces key concepts over the course of multiple lessons - providing the time students need to learn, process, and build a deep understanding.

Meets the math standards specified in the Common Core State Standards.

Benefits

Connecting Math Concepts: Comprehensive Edition combines facts, procedures, conceptual understanding, applications, and the development of problem solving to provide a comprehensive curriculum for students who struggle with mathematics.

A coherent progression of key topics with an emphasis on proficiency ensures optimal learning and achievement.

Explicit, teacher-directed instruction sets an expectation for student involvement and gives learners the direction and support needed to be successful.

Ongoing assessment helps teachers identify and differentiate instruction to meet every student's needs.

Need

Describe the need in school, district, state:

- Academic & socially significant issues
- Parent & community perceptions of need
- Data indicating need

Possible Measurement:

MEAP Scores

District Assessments

Curriculum Based Assessments

Student Work

Parent Surveys

Facts:

The program has been delivered in all three tiers around the U.S. (*see below).

Therefore, the **basic need** for this program is the students need to learn math.

At this point, **specific student needs** matching to this program are not defined by research other than the IES practice guide, *Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools*. Here the panel states in recommendation 3 for tiers 2 and 3 to deliver instruction during the intervention that is explicit and systematic.

Specific Questions:

What would be a good measure to see if the students have a need?

Were Parent Surveys about math instruction and achievement given, collected and analyzed?

Remember to consider both attendance and students moving in and out of the district (as both can skew the perception of data interpretation).

Fit

Describe the fit with current initiatives:

- School, district, state priorities
- Organizational structures
- Community values

State Relevant Initiatives for Mathematics:

Common Core State Standards- Mathematics
(Mi)2 Michigan's Integrated Mathematics Initiative
(Not MiBLSi because we are in research and development phase.)
What are others that might relate to CMC?

What are district or school initiative questions?:

- What is the Core or Tier 1 Math Curriculum?
- How much time per day is scheduled for math?
- What is the vision mission and goals of the district for math education?

Fit within an MTSS Framework:

Where does CMC fit in the tiers?

How does it align to curricula in other tiers?

What student assessment aligns with CMC for measuring progress?

What is the background training of the teachers and staff?- and does the paradigm or pedagogy align to how the staff were taught to teach?

Resources and Supports

Provide a summary of resources that will be needed to support successful implementation of the program, practice or tool. Be sure to include:

- Materials
- People
- Tools
- Data Systems
- Technology supports (IT department)
- Administration & Systems
- Time
- Money
- Coaching
- Training
 - Need for access to developers, authors or individuals with deep expertise
Necessary to provide training and TA

General Overall Questions:

- Does your school have the technology to support CMC? Is it needed?
- Does your school have the staffing to support the delivery of instruction for CMC?
- What data systems are required to measure lesson progress and within lesson progress? What time is needed to do this assessment and analysis?

Specific Questions about PD:

- What does the research say about math professional development?
- What professional development does CMC require or suggest?
- Can the information from the research base be incorporated into the practice?
- How much resource, time and financial resources are required to sustain the professional development as needed?
- Can leadership support the needed resources to carry out professional development needed over time?

Evidence

Considerations for describing evidence:

- Outcomes – is it worth it?
- Fidelity data
- Cost – effectiveness data
- Number of studies
- Population similarities
- Diverse cultural groups
- Efficacy or effectiveness

Provide a summary of evidence supporting the practice, program, or tool; be explicit if the specific practice, program is:

- **Research-based questions:**
 - **Explicit Instruction for Math:**
 - Gersten, R., & Clarke, B.S. (2007). *Effective Strategies for Teaching Students with Difficulties in Mathematics*. Reston Va.: National Council of Teachers of Mathematics. Retrieved from: http://www.nctm.org/uploadedFiles/Research_News_and_Advocacy/Research/Clips_and_Briefs/Research_brief_02_-_Effective_Strategies.pdf
- **Evidence-base for CMC:**
 - To date, the number of studies for CMC for Kindergarten and First Grade showing an impact on student achievement is 2 included in the meta-analysis listed here:
 - *Przychodzin-Havis, A.M., Marchand-Martella, N.E., Martella, R.C., & Azim, D. (2004). *Direct Instruction mathematics programs: An overview and research summary*. Journal of Direct Instruction, 4(1), 53-84. Can obtain from: http://mheresearch.com/assets/products/fbd7939d674997cd/dimath_research_overview.pdf
 - CMC Comprehensive Edition field-testing at 6 charter schools.

Readiness for Replication (Is the practice ready to be replicated?)

Readiness of the practice, program, or tool to be replicated and not on the readiness of the district or school to implement but closely related to evidence of the practice.

Considerations for Readiness for Replication:

- Qualified purveyor
- Expert or Technical Assistance (TA) available
- Mature sites to observe
- Several replications
- How well is it operationalized?
- Are the implementation drivers operationalized?

General Questions:

- Who would be available to provide TA?
- Were there replications of scientific studies that occurred?

Specific Questions:

- Can you observe a lesson on the web?
- Can you observe a lesson in person?
- What about these lessons? Were they in a natural setting?
- Can you use CMC with another curriculum?
- What do the fidelity tools tell us? Could other lesson tools be used?

Capacity to Implement

Considerations for Capacity to Implement:

- Staff meet minimum qualifications
- Able to sustain implementation drivers- financially and structurally
- Buy-in process operationalized- practitioners and families

Questions regarding capacity:

- What commitment would be needed to implement CMC?
- Staff qualifications required for implementation
 - Who will deliver the program; Teachers, para-pros?
- Is there time allotted for them to teach the lessons and assess?
- Who will collect, analyze and share the data?
- What is required to sustain capacity for CMC?
- Maintain commitment- what about needed supports for **change** to CMC?
- What materials are needed?
- What time is needed for professional development?
- How is leadership supporting the structures needed to implement with fidelity?

