

Handout #1



Georgia Department of Education Georgia's Tiered System of Supports for Students



Types of Assessment

For each of the first four questions, there are three possible answers. Your job is to select the one answer for each question that correctly describes the type of assessment. Then discuss and identify the benefits associated with each type of assessment.

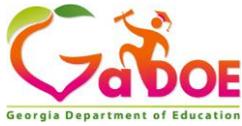
Summative

Diagnostic

Formative

Question	Description	Answer
Purpose?	<ul style="list-style-type: none"> Measures a student's current knowledge and skills for the purpose of identifying a suitable program of learning 	
	<ul style="list-style-type: none"> Tells us what students learned over a period of time (in the past). It may tell us what to teach but not how to teach 	
	<ul style="list-style-type: none"> Tells us how well students are responding to instruction 	
When administered?	<ul style="list-style-type: none"> During instruction 	
	<ul style="list-style-type: none"> Before instruction 	
	<ul style="list-style-type: none"> After instruction 	
Educational decisions?	<ul style="list-style-type: none"> Accountability for meeting standards or desired outcomes Skill mastery by students Future allocation of resources based on outcomes (reactive) 	
	<ul style="list-style-type: none"> Identification of students who are nonresponsive to instruction or interventions Curriculum and instructional decisions Program evaluation Resource allocation/alignment to meet student needs (proactive) Comparison of instruction and intervention efficacy 	

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Question	Description	Answer
Benefits? (Why use this type of assessment?)	Summative	
	Diagnostic	
	Formative	

This handout was adapted from the Types of Assessment Handout developed by Dr. Valerie Lynch, Puget Sound Educational Service District 121, Renton Washington, based on the National Center on Response to Interventions' PowerPoint presentation title Implementer Series Module 1: Screening.

Types of Assessment Handout

For each of the first four questions, there are three possible answers. You and your team will receive a card with one type of assessment written on it. Your job is to select the one answer for each question that correctly describes the type of assessment you were assigned. Then discuss and identify the benefits associated with this type of assessment.

Summative

Diagnostic

Formative

Question	Possible Answers
Purpose?	<ul style="list-style-type: none"> Measures a student's current knowledge and skills for the purpose of identifying a suitable program of learning <p><i>Diagnostic</i></p>
	<ul style="list-style-type: none"> Tells us what students learned over a period of time (in the past). It may tell us what to teach but not how to teach <p><i>Summative</i></p>
	<ul style="list-style-type: none"> Tells us how well students are responding to instruction <p><i>Formative</i></p>
When administered?	<ul style="list-style-type: none"> During instruction <p><i>Formative</i></p>
	<ul style="list-style-type: none"> Before instruction <p><i>Diagnostic</i></p>
	<ul style="list-style-type: none"> After instruction <p><i>Summative</i></p>
Educational decisions?	<ul style="list-style-type: none"> Accountability for meeting standards or desired outcomes Skill mastery by students Future allocation of resources based on outcomes (reactive) <p><i>Summative</i></p>
	<ul style="list-style-type: none"> Identification of students who are nonresponsive to instruction or interventions Curriculum and instructional decisions Program evaluation Resource allocation/alignment to meet student needs (proactive) Comparison of instruction and intervention efficacy <p><i>Formative</i></p>
	<ul style="list-style-type: none"> What to teach Intervention selection <p><i>Diagnostic</i></p>
Benefits? (Why use this type of assessment?)	<p><i>Summative – Answers will vary. This type of assessment helps with resource allocation. It also helps to determine skill mastery.</i></p> <p><i>Diagnostic – Answers will vary. This type of assessment is most effective for understanding the needs of specific students.</i></p> <p><i>Formative – Answers will vary. The results from this assessment helps to measure how students are responding to instruction or interventions.</i></p>

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Handout #2

Data-based Decision Making: Student Growth Percentile (SGP)

Using data from the 2019 ELA cut scores and SGP point values, complete the table (tan shaded fields) by entering the level of Milestones proficiency & SGP point values for 5th grade students.

5th Grade English Language Arts EOG Data and Student Growth Percentile (SGP) Data

Georgia Milestones – 5th Grade ELA End-of-Grade (EOG) Data									
Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8	Student 9	Student 10
230	450	590	700	602	461	474	701	498	500
Beginning Learner									
Student Growth Percentile (SGP) Data									
11	71	34	25	22	62	74	20	90	45
0 pt.	___pt.								

For Use with Score Reports from Spring and Summer 2019 Administrations

Achievement Levels					
		Achievement Level 1: Beginning Learner	Achievement Level 2: Developing Learner	Achievement Level 3: Proficient Learner	Achievement Level 4: Distinguished Learner
Content Area	Grade Level	Scale Score	Scale Score	Scale Score	Scale Score
ELA	Grade 3				
	Grade 4				
	Grade 5	210 to 474	475 to 524	525 to 586	587 to 760
	Grade 6				
	Grade 7				
	Grade 8				

Student Growth Percentiles (SGPs) Levels – weights assigned to student SGPs based on growth relative to the student growth levels.

ELA and Mathematics SGPs	
SGP Ranges	CCRPI Point Values
1-29	0
30-40	0.5
41-65	1.0
66-99	1.5

Glossary of Terms August 2019

These levels also align to the SGP levels utilized in the Teacher Keys Effectiveness System (TKES).

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Beginning Learner	Begin.	Disting.	Disting.	Disting.	Begin.	Begin.	Distin.	Develop.	Develop.
Student Growth Percentile (SGP)									
11	71	34	25	22	62	74	20	90	45
0 pt.	1.5 pt.	0.5 pt.	0 pt.	0 pt.	1.0 pt.	1.5 pt.	0 pt.	1.5 pt.	1.0 pt.

For Use with Score Reports from Spring and Summer 2019 Administrations

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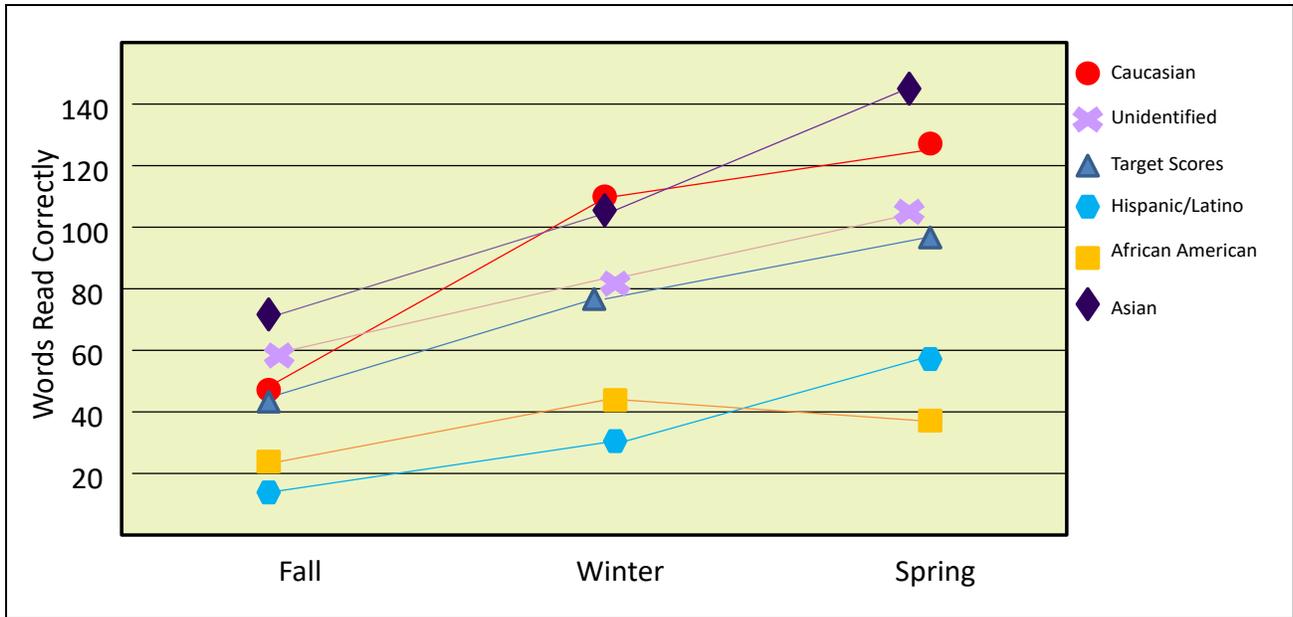
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Handout #3

School Level—Analyzing Growth by Ethnicity Handout



As a member of the school level data team you are looking at the average screening data by ethnic group for your school. This allows you to see if there are any differences between the different ethnic groups. Use the data above to answer the following questions.

1. Which ethnic groups are performing above the target score in this school?

2. Which ethnic groups are performing below the target score?

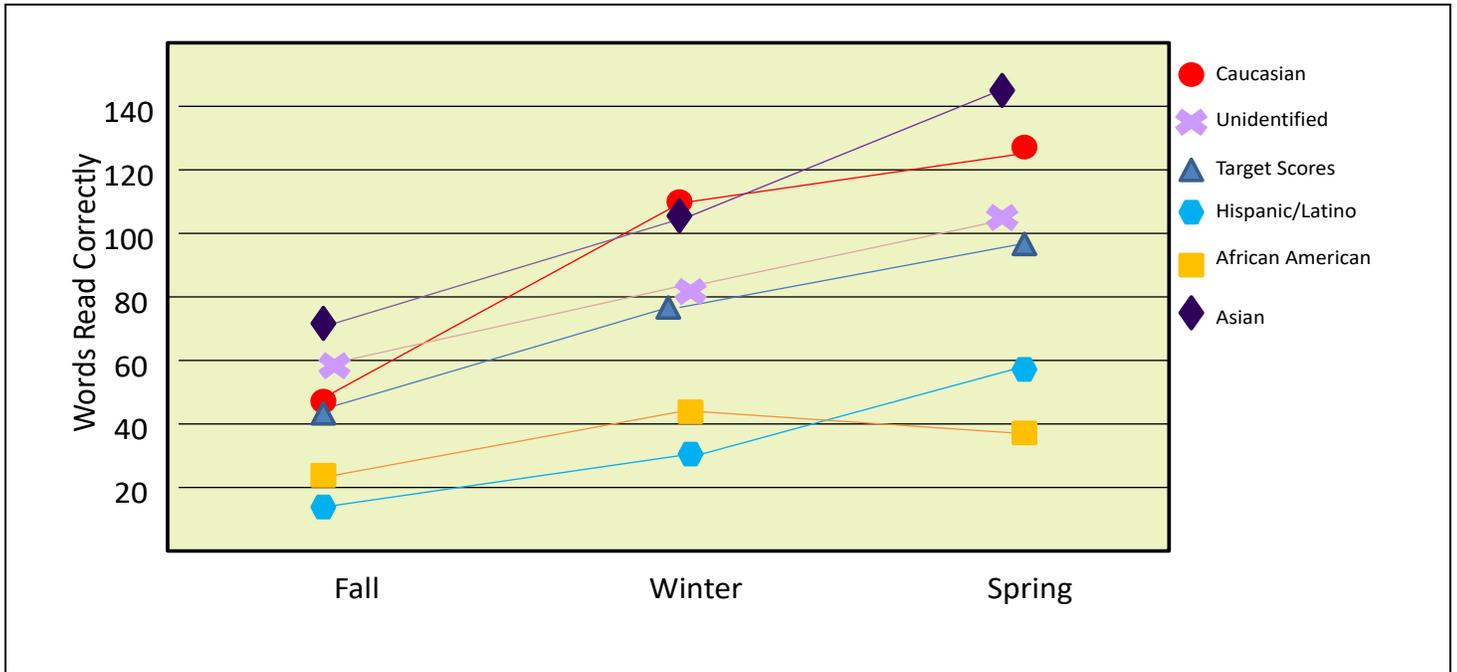
3. Consider the growth of students by ethnic group from fall to spring, what does this tell you about the achievement gap between ethnic groups?

4. If these data represented your school, what next steps might your team consider?



Handout #3 Answer Key

School Level—Analyzing Growth by Ethnicity Handout



As a member of the school level data team you are looking at the average screening data by ethnic group for your school. This allows you to see if there are any differences between the different ethnic groups. Use the data above to answer the following questions.

- Which ethnic groups are performing above the target score in this school?
Asian, Caucasian, and Unidentified
- Which ethnic groups are performing below the target score?
African American and Hispanic
- Consider the growth of students by ethnic group from fall to spring, what does this tell you about the achievement gap between ethnic groups? *Not all possible answers are represented.*

While there is a difference in the fall between the students identifying as Asian, Caucasian, and Unidentified and those identifying as African American and Hispanic, the widening spread by the spring suggests that the achievement gap is growing across the school year. This is a cause for additional concern. In other words the rate of improvement for some ethnic groups is outpacing that of other ethnic groups. Asian, Caucasian, and Unidentified students are making more growth across the year than African American and Hispanic students. This serves to widen the gap between these groups at the end of the year.

- If these data represented your school, what next steps might your team consider?

Note: For more advanced groups, consider emphasizing the differences in slope between groups and any gaps.

Handout #4 Data-based Decision Making: Summary of Effectiveness



Below are results of screening data for a class of 18 students from the beginning of the year (BOY) to the end of the year (EOY). At the beginning of the year, student names are listed in their corresponding performance category i.e. on-target, slightly below target, well-below target. At the end of the year, the colors of green, yellow and red are used to denote whether the student is on-target, slightly below target or well below target. This allows you to compare each student's performance from the beginning of the year (BOY) to end of the year (EOY).

Successful Transitions Beginning of Year (BOY) to End of Year (EOY)											
Well Below Target				Slightly Below Target				On Target			
BOY Performance Level	BOY Performance Score	EOY Performance Score	EOY Performance Level	BOY Performance Level	BOY Performance Score	EOY Performance Score	EOY Performance Level	BOY Performance Level	BOY Performance Score	EOY Performance Score	EOY Performance Level
H, Brade	55	100	Well Below	R, Angel	91	105	Slightly Below	T, Jack	99	95	Well Below
N, Andres	55	100	Well Below	O, Mary	82	126	On Target	S, Meredith	99	140	On Target
J, Martin	58	123	On Target	P, Terry	96	131	On Target	W, Christine	100	144	On Target
K, Joan	72	124	On Target					E, Chris	97	160	On Target
I, Allison	71	125	On Target					D, Felix	122	165	On Target
L, Eduardo	55	125	On Target					F, Dulcea	111	165	On Target
M, Bao	64	127	On Target								
S, Garvar	51	129	On Target								
A, Fabio	55	180	On Target								

Use the data above to answer the following questions.

1. How many students were on target at the beginning of the year? How many of these students were on target by the end of the year?
2. How many students were slightly below target at the beginning of the year? How many of these students were on target by the end of the year?
3. How many students were well below the target at the beginning of the year? How many of these students were on target by the end of the year?
4. List some possible questions that you may ask about the data.
5. If these data represented your class or school, what next steps might your team consider?

Assessing Your Needs, Priorities, and Logistics Handout

In order to select a screening tool and establish a process for screening, you must first identify the needs and priorities of your district and determine the logistics for implementing screening. As a team, you have already identified your top three purposes for screening in the Purpose for Screening Handout. Keep those purposes in mind while answering the questions that follow. If you begin by filling out the questions individually, make sure to take time to share responses and come to a consensus as a team.

1. What are the outcomes we are focused on?

What outcomes are you focused on? (e.g., behavioral, academic, postschool)	
What specific outcome measures are you focused on? (e.g., word reading fluency, computation)	
How are they aligned with the current curriculum?	

2. What is our scope?

Is it a district- or school-level initiative? Are efforts aligned?	
Are there other efforts in place that can be aligned with screening?	



3. Who is the target population?¹

What school(s)?	
What grade level(s)?	
Are there specific subgroup(s)?	
What are the demographics/ characteristics of the population we need to consider (e.g., English language learners (ELLs), race/ethnicity)?	

4. What do we need to know about timing?

How frequently will screening occur?	
When during the year will screening occur?	
Will screening measures be administered individually or as a group?	
How will time be scheduled for the administration and scoring of the assessments? When will the assessments be scored?	
How will time be scheduled for reviewing results and incorporating them into instruction? When will this occur?	

¹ In thinking about the target population, it may be necessary to look at district-level data in order to understand the demographics of your population.



5. What are the staff roles related to screening?

Who will conduct the screening?	
Who will score the screening tools?	
Who will interpret the results?	
Does staff have adequate skills and knowledge?	

6. What do we need for administration of screening?

What materials are required to administer the screening tools?	
Are there accommodations for students with special needs and/or ELLs?	
What, if any, software will be used for analysis, reporting, and monitoring?	

7. What funds are available?

What funds are available to purchase screening tools and materials?	
What costs are associated with training?	
Are there additional cost demands for hiring staff?	



8. What do we need for training?

How much time is available for training on screening tool administration and data analysis?	
Who will provide the training and technical assistance (internal or external)?	
How much training is needed to implement with fidelity? How much training is needed to use assessment results for decision-making?	



Selecting Screening Tools Handout

In the *Assessing Your Needs, Priorities, and Logistics Handout*, you determined the needs, priorities, and logistics for implementing screening in your district, school, or the case study example. You will now use that information to help select a tool or determine whether the screening tool that is currently being used in your district or schools is appropriate. It is important to recognize that the “best tool” may not be the same at every grade level or school.

The National Center on Response to Intervention (NCRTI) has developed a screening tools chart (<http://www.rti4success.org/screeningTools>) which lists and provides ratings for commercially available screening tools. Each tool has been reviewed by NCRTI’s Technical Review Committee (TRC). Information and data are provided about the technical rigor of the tool, the efficiency of the tool, and implementation requirements.

To answer the questions that follow, please first select a tool from the screening tools chart or think of the tool that your district is currently using to screen students. If you completed the following information individually, be sure to discuss your answers with your team and come to a team consensus.

Question	Yes	No	Comment
Does the tool match your priorities and provide the data needed to make the decisions you hope to make?			
Has the screening tool been shown to be valid?			
Has the screening tool been shown to be reliable?			
Has the screening tool been shown to be generalizable?			
Has your screening tool been shown to accurately classify students?			



Question	Yes	No	Comment
Is the tool appropriate for your student population?			
Is the tool appropriate for the resources you have available?			
Is the tool appropriate for the materials that you have?			





Handout 6

Georgia's Tiered System of Supports for Students District's Essential Components Worksheet



Date:	
District:	
Person(s) Interviewed:	Interviewer(s):

The purpose of this worksheet is to provide a tool for collecting relevant information and recording a district's rating on various items related to Georgia's Tiered System of Supports for Students implementation. Descriptions of rating for each item are provided on Georgia's Tiered System of Supports for Students Implementation Rubric.

Information about district-level implementation may be collected through interviews with district and school personnel and through observations and document review. After all of the information has been collected, use your notes and the Rubric to rate the district on each item. The Rubric provides a five-point rating scale and descriptions of practices that would score a 1, 3, or 5. Data collectors may assign the district a rating of 2 or 4 if the information collected suggests the district falls between the rubric descriptions. For example, if the reviewer judges a district to be performing at a level higher than the Rubric describes for a 3 rating but not quite at the level described for a 5, then the reviewer should rate the district as performing at a 4.



Handout 6

Georgia's Tiered System of Supports for Students District's Essential Components Worksheet



Assessments – Screening, progress monitoring, and other supporting assessments are used to inform data-based decision making			
Item	Sample Interview Questions	Comments/ Remarks	Ratings
Screening - Georgia's Tiered System of Supports for Students framework accurately identifies students in need of enrichment/acceleration and students at risk of poor learning outcomes or challenging behaviors.			
Screening Tools	<p>What tools do you use for screening (probe across content areas and/or domains)?</p> <p>Does your district select or recommend screening tools for the schools to use?</p> <p>How much attention was given to the vendor's evidence regarding the validity and reliability?</p> <p>How accurately does the screening tool predict student to be at-risk or need for acceleration or enrichment?</p> <p>Does the district have documentation from the vendor that these tools have been shown to be valid, reliable, and accurate with subgroups in your school?</p> <p>Does staff understand how the tool is intended to be used?</p> <p>Can district staff provide evidence of the technical adequacy (i.e., reliability, validity, classification accuracy) of the tools?</p>	<p>Notes:</p> <p>Evidence Sources:</p> <p>Recommendations:</p>	<p>Rating: 1 2 3 4 5 (please circle)</p> <p>Justification for rating</p>



Handout 6

Georgia's Tiered System of Supports for Students District's Essential Components Worksheet



Assessments – Screening, progress monitoring, and other supporting assessments are used to inform data-based decision making			
Item	Sample Interview Questions	Comments/ Remarks	Ratings
Universal Screening	<p>Describe the process for conducting universal screening in your schools at the elementary, middle and high school level? To what extent is this process consistently followed?</p> <p>Are all students screened?</p> <p>Does the district set or do the schools set a well-defined cut score or decision point to identify students at risk?</p> <p>How do you ensure that administration of screening assessments follows the developer's guidelines?</p> <p>How many times during the year are students screened?</p>	<p>Notes:</p> <p>Evidence Sources:</p> <p>Recommendations:</p>	<p>Rating: 1 2 3 4 5 <i>(please circle)</i></p> <p>Justification for rating</p>
Data Points to Verify Risk	<p>Is additional information used to verify that the results of the initial screening are accurate before placing a student in Tier II: Secondary-Level Intervention or Tier III: Tertiary-Level Intensive Intervention? If so, what other types of assessment data are used?</p> <p>Do you ensure that school staff use other data sources? If yes, what is your process for ensuring that they are using other data sources?</p>	<p>Notes:</p> <p>Evidence Sources:</p> <p>Recommendations:</p>	<p>Rating: 1 2 3 4 5 <i>(please circle)</i></p> <p>Justification for rating</p>

Georgia’s Tiered System of Supports for Students District Fidelity of Implementation Rubric is for use by individuals who are responsible for monitoring district-level fidelity of Georgia’s Tiered System of Supports for Students implementation. The rubric is aligned with the essential components of a tiered system of support and the infrastructure that is necessary for successful implementation. It is accompanied by a worksheet with guiding questions and score points for use in an interview with the leadership team.

1. Assessments ---Screening, progress monitoring, and other supporting assessments are used to inform data-based decision making.			
Measures	1	3	5
Screening ---- Georgia’s Tiered System of Supports for Students framework accurately identifies students in need of enrichment/acceleration and students at risk of poor learning outcomes or challenging behaviors.			
A. Screening Tools	Insufficient evidence that the screening tools are reliable, correlations between the instruments and valued outcomes are strong, and predictions of risk status are accurate.	Evidence indicates that the screening tools are reliable, correlations between the instruments and valued outcomes are strong, predictions of risk status are accurate, but staff is unable to articulate the supporting evidence.	Evidence indicates that the screening tools are reliable, correlations between the instruments and valued outcomes are strong, and predictions of risk status are accurate, and staff is able to articulate the supporting evidence.
B. Universal Screening	One or none of the following conditions is met: (1) screening is conducted for all students (i.e., is universal); (2) procedures are in place to ensure implementation accuracy (i.e., all students are tested, scores are accurate, cut points/decisions are accurate); and (3) a process to screen all students occurs more than once per year (e.g., fall, winter, spring).	Two of the following conditions are met: (1) screening is conducted for all students (i.e., is universal); (2) procedures are in place to ensure implementation accuracy (i.e., all students are tested, scores are accurate, cut points/decisions are accurate); and (3) a process to screen all students occurs more than once per year (e.g., fall, winter, spring).	All of the following conditions are met: (1) screening is conducted for all students (i.e., is universal); (2) procedures are in place to ensure implementation accuracy (i.e., all students are tested, scores are accurate, cut points/decisions are accurate); and (3) a process to screen all students occurs more than once per year (e.g., fall, winter, spring).

1. Assessments---Screening, progress monitoring, and other supporting assessments are used to inform data-based decision making.

Measures	1	3	5
<p>C. Data Points to Verify Risk</p>	<p>Screening data are not used or are used alone to verify decisions about whether a student is or is not at risk or in need of enrichment/acceleration.</p>	<p>Screening data are used in concert with at least one other data source (e.g., classroom performance, curriculum-based assessment, performance on state assessments, diagnostic assessment data, short-term progress monitoring) to verify decisions about whether a student is or is not at risk or in need of enrichment/acceleration.</p>	<p>Screening data are used in concert with at least two other data sources (e.g., classroom performance, performance on state assessments, diagnostic assessment data, short-term progress monitoring) to verify decisions about whether a student is or is not at risk or in need of enrichment/acceleration.</p>