Transcript – Class Summary Report for Administrators

Presenter: The Universal Screener can help us make two decisions. First, identify students who are on track and those who might be at risk for not meeting expectations in algebra and algebra readiness skills. Second, once we've identified the students who may be at risk, the results from the universal screener can be used to determine the intensity of the support those students may need in order to be on track for meeting our expectations in algebra and algebra readiness skills. Students in Tier 1 would be deemed as not at risk. Those students in Tier 2 might be at some risk. Finally, students in Tier 3 would be at risk for not meeting expectations.

This information may be obtained from the Universal Screener Class Summary Report in the form of a histogram and table. By separating out the class performance across the continuum of scaled scores, we can see the intensity of the support that some students might need. For example, for students who have scored at the far left end of the scale, who have the lowest scores, those students are going to need the most intensive instructional support, as opposed to the students who are on the other end of the scale, where they have the highest scores. Those students may not need additional supplemental support and will likely be successful in algebra given high quality core instructional material.

The Universal Screener Class Summary Report provides administrators the ability to analyze the class performance on an assessment. Administrators have the ability to analyze performance for any grade and subject. For administrators, understanding students' progress over time can help you determine if the changes that are implemented within the school year to support student achievement are having the desired effect. Viewing students' progress within time can help you better understand the range of students' performance, with the goal of working with your teachers to make instructional changes to best support students' needs and allocate resources.

Lets begin the process to generate a Class Summary Report. After logging into the MSTAR and ESTAR system, you'll see a table on the left side of the page with multiple options. After selecting "Using Universal Screener," you will receive two additional options, the "Universal Screener Resources" and "Universal Screener Reports."

When you click Universal Screener Reports, you are presented with all of your reporting options for the "Universal Screener." After we select "Class Summary Report," we are presented with options to select a school, a teacher, assessment, and a class. In this case we are viewing a district administrator's page. Campus administrators will have not have the "School" selection option. After making your selections, click the "Apply Filter"."

When reviewing this report it may be useful to download a copy of the Universal Screener Performance Levels and Interpretive Guide from under the Resources page. We will refer to this guide throughout this and other lessons. This guide provides a copy of the response to intervention triangle along with the recommended level of additional instructional support based on Tier performance levels.

As you review the class summary report features, you will also see that you are able to change which school, teacher, assessment and classroom to the report should reference. You will also notice there are two options to export the data. There is an option to export to Excel and an option to export to a PDF.

Transcript – Class Summary Report for Administrators (continued)

Presenter: The report itself is composed of two parts, the histogram and the tables right below the histogram. The histogram is most useful in making statements about the variance, spread of data or class trends where as the table would be more efficient in finding the score of an individual student or small group of students.

Let's take a closer look at the information presented in the report. The class summary reports show us the distribution of students' scores for a particular teacher on the Universal Screener. First, you'll notice that the x-axis is labeled "Scaled Score." The scaled scores are the scores on the Universal Screener that the students earned and those have been transformed into a scale. This scale has a mean of 250 with a standard deviation of 50. That means that two-thirds of the students' scores fall between 200 and 300 on this scale. You will also notice that we have broken the scale into bins (or groups) of scores. Within each of those bins are a certain numbers of students.

The y-axis shows us the frequency of the scores or the number of students in each bin on the scaled score. For example, if we look at the bin labeled 180, we notice there are three students who scored in this category, or in this bin. You will also notice that if you hover over this bin, the names of three students who scored in this range appear.

This report shows us the distribution of students' scores. But this report also shows us the tiered level of instructional support based on the color-coding of each bin. You will notice there is a key at the bottom of the histogram and that the color-coding of the bins relates to the tiered levels of instruction. For example, in Tier 3A we have the pink color-coding that corresponds to the color of the bins. It also corresponds to the interpretive guide.

The table below the histogram provides the same information that in the histogram; however in a different format. First, you will notice that the students' names are listed in the first column. The second column shows students' "Scaled Score." And the third column is the "Measurement Error."

The scaled score will be listed by the categories of tiered level of instruction, based on the classroom's results. If at least one student's scaled score fell into each tier, then all tier categories would be shown on the table. In this example the students' scaled scores fell into four tiers. Tier 3A is presented first, students in Tier 2A are presented second, followed by Tier 1B, and finally Tier 1A.

Let's note the "Measurement Error." The measurement error is the variability in the student

score within the scale score. So, for example, if we have a scale score of 181 and a measurement error of 26, we would expect that within multiple administrations of the Universal Screener, a student's score would be 181 plus or minus the measurement error, or between 155 and 207. We would expect the student's score to fall within that range 68% of the time. This information is important when interpreting students' scores that are close to the cut point for either of the tiered levels of instructional support.