Screener

WHAT IS THE DEFINITION AND PURPOSE?
Universal screener assessments consist of brief tests focused on targeted skills that are predictive of the likelihood of success on meeting or exceeding curricular benchmarks. The purpose of a screener is to:
1. Identify students who may be at risk.
2. Monitor student progress over time.
3. Screen for program placement or intervention.

WHEN IS THIS ASSESSMENT ADMINISTERED?
Periodically conducted with all students, usually two or three times during a school year. According to school, district, state and/or referral policies and practices. Diagnostic assessment is typically administered immediately following the screener. See Diagnostic section for more details on that assessment.

WHAT DATA DO THESE ASSESSMENTS PROVIDE?
Qualitative and quantitative data that identifies student growth over time and student status changes over the course of the school year.

WHAT SCREENER DOES CUSD UTILIZE?
CUSD administers DIBELS 8th edition as the universal literacy and dyslexia screener because it is on the State approved list. By state law, ARS 15-704, CUSD is required to administer the literacy screener and diagnostic to students in K-3. Teachers who want to review CUSD's process regarding administration of the screener/diagnostic. More details regarding the state mandate can be found on the Arizona Department of Education's website.

WHAT DO I DO WITH THE ASSESSMENT DATA?

Who	Action	How
Student	Learn about individual performance	• Am I on track or at risk?
Family	Receive information regarding student performance	• Review overall grade or assessment results to ask: ○ Is my child on track? ○ What are my child's strengths? ○ Where can my child improve??
Teacher	Provides evidence for determining next assessment (e.g., specific diagnostic assessments)	• Review screener data results to determine if student is at risk or not. • If student is at risk, administer diagnostic.
	Engage parents/guardians regarding student performance relative to expectations	• Elementary: generate letter to discuss with parents at fall and spring parent-teacher conferences. ○ Optional middle of the year: generate letter to send home to parents with student,. • Secondary: send home descriptive information to parents as needed • What students need additional supports? • When in the day can I create small groups to provide these interventions? • How can my reading or math specialist offer additional support?
	Use data to identify students that need Tier 2 and Tier 3 interventions	• What students need additional supports? • When in the day can I create small groups to provide these interventions? • How can my reading or math specialist offer additional support?

WHAT DO I DO WITH THE ASSESSMENT DATA?

Who	Action	How
Site Student Support Professionals (e.g., reading/math specialist)	Understand how many students are at risk by grade level	• What percentage of students at grade X are at benchmark or above? • What percentage of students at grade X are at risk? Of those, what percentage is partially proficient compared to what percentage is minimally proficient? • What supports can I offer classroom teachers to increase the percentage of students who are at benchmark? • Can I offer additional supports for students needing Tier 3 interventions and how/when?
PLC (Professional Learning Community)	Understand how many students are at risk by grade level	• What percentage of students at grade X are at benchmark or above? • What percentage of students at grade X are at risk? Of those, what percentage is partially proficient compared to what percentage is minimally proficient? • How as a grade level can we support our minimally and partially proficient students' needs?
Site Administration	Understand how many students are at risk by grade level	• What percentage of students at grade X are at benchmark or above? • What percentage of students at grade X are at risk? Of those, what percentage is partially proficient compared to what percentage is minimally proficient? • Given these results, do I need to consider additional supports or resources to meet the needs of my students?

Who	Action	How
District Student Support Professionals (e.g., coaches/specialists)	Review school- and district-level data aggregated and disaggregated	• What district trends are evident in the data? • What school trends are evident in the data? • Which sites may need additional supports and/or resources to meet the needs of their students? • How can I support schools and staff?
	Create district-level report to share with schools	• What district trends are evident in the data? • What school trends are evident in the data?
District Administration	Review school- and district-level data aggregated and disaggregated	• What district trends are evident in the data? • What school trends are evident in the data? • Which sites may need additional supports and/or resources to meet the needs of their students? • How can we support schools and staff to improve achievement?