Screening

Screening, an essential component of *Georgia's Tiered System of Supports for Students,* is in alignment with *Coherent Instruction* and *Supportive Learning Environment* and crucial to the *School Improvement Process*. *Coherent Instruction, Supportive Learning Environment* and the *School Improvement Process* are part of *Georgia's Systems of Continuous Improvement.*

The purpose of Screening is to identify students who need enrichment/acceleration or who are at risk for poor learning and/or poor behavior outcomes and provide an indicator of system effectiveness. Screening assessments typically are brief and usually are administered to all students at a grade level. Additionally, these assessments should be valid, reliable, and demonstrate diagnostic accuracy for predicting learning potential or behavioral concerns. The data obtained from screening assessments should be used with other data sources to verify whether a student is or is not at risk or in need of enrichment/acceleration. Screening is a critical and necessary step to make informed decisions about how to meet the unique needs of the whole child in Georgia's Tiered System of Supports for Students.

Essential Component: Screening
In a Multi-tiered System of Supports (MTSS), district and school leadership provide the support systems and resources necessary to conduct screening and use screening results to inform data-based decision making.

Sample Performance Indicators
Performance indicators include, but are not limited to:

- ☐ Identifies screening tools for all areas (e.g., academics and behavior)
- ☐ Uses screening tools that are brief, valid and reliable
- ☐ Screens all students to identify students who may be at risk, need additional assessments or need enrichment/acceleration
- ☐ Establishes written procedures to ensure implementation accuracy and administration occurs more than once a year
- ☐ Uses results to determine the level of risk and identify students who need further assessments
- ☐ Uses results to identify the needs of all students (i.e., tiered supports)
- ☐ Uses results to inform the data-based decision making process
- ☐ Uses a data system to store and access student data in a timely fashion

*For additional information, see **Screening** in Georgia's Tiered System of Supports for Students Implementation Guide.*

Assessments– *Screening, progress monitoring, and other supporting assessments are used to inform data-based decision making. (See Georgia's Tiered System of Supports for Students District Fidelity of Implementation Rubric)*			
Measures	1 (Little to No Evidence)	3 (Some Evidence)	5 (Evident)
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	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.
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).
Data Points to Verify Risk	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.	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.	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.

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