"Establishing a Screening Process"

Slide 1: Welcome to the webinar "Establishing a Screening Process." This is one of 11 webinars developed by the National Center on Response to Intervention (NCRTI) for the RTI Implementation Webinar Series. My name is Amy Peterson, and I provide technical assistance support for the Center.

This webinar focuses on the steps for establish a screening process in a school or district. In this section, you will be asked to answer questions that can be found in the accompanying handouts. You can either answer the questions based on your own school or district experience, or you can read the attached case study and use the information provided to fill out the handouts. If you have not already printed out the handouts and case study, please pause the webinar now and do so. Please take the handouts out now but do not complete them yet. I will give you time to complete each section throughout the webinar. If you are planning to use the case study for this section, pause the webinar and read the information provided.

Slide 2: The Center has developed a series of webinars to cover information that is important for RTI implementation. On this slide you can see the different webinars available in the series. While you can watch the webinars in any sequence, we recommend that you first watch "What Is RTI?" in order to ensure you have an understanding of how RTI is discussed in this series. Prior to watching this webinar, it is also recommended that you watch the "Understanding Types of Assessment Within an RTI Framework" and "What Is Screening?" You may also want to view "Using Screening Data for Decision Making."

Slide 3: The objectives for this training are to determine needs, priorities, and logistics; to use those needs, priorities, and logistics to select an appropriate screener; and to establish procedures for screening.

Slide 4: Having a clear purpose or reason for screening is an important precursor to establishing a screening process. District or school teams should come to a consensus for why they are implementing screening. For example, are you using screening to evaluate core curriculum, core instruction, and intervention effectiveness; to assist in decisions about resource allocation; or to maximize performance on end-of-year tests?

Turn to the *Purpose for Screening* handout. Identify the top three reasons for screening at your school or use the case study example to complete the handout. Pause the webinar to give yourself time to fill out the handout.

Slide 5: Now that you have a clear sense of the purpose of screening, we will cover three steps to consider for establishing a screening process. They are determining needs, priorities, and logistics; selecting a screening tool; and establishing procedures.

Slide 6: The first step is to determine your needs, priorities, and logistics. As you can see on the slide, that step might include selecting outcome measures, scope, population, timing, materials, funds, and training.

Slide 7: First you need to decide what your outcome measure is. What is the criterion? What are you predicting to? For example, are you predicting to performance on the state grade-level assessment or are you predicting to performance on the SAT?

The outcome measure should be an educationally valid outcome.

Schools must choose age-appropriate outcome measures that capture student ability.

You may have different screeners assess different outcomes. One screener will not assess all possible outcomes.

Slide 8: Take out your *Assessing Your Needs, Priorities, and* Logistics handout. We are going to use that handout throughout this section. Think about your own school or district or the school in the case study and answer the questions in *Section 1: What are the outcomes you are focused on?* As you can see on the slide, the following questions are asked: What is your focus, both for outcomes (e.g., skill, academic, behavioral) and outcome measures (e.g., reading fluency)? Think about how they align with the current curriculum and state standards.

Pause the webinar to answer the question, and resume once you have completed this section.

Slide 9: Next, you need to determine if you will have a focus on the district level or the school level. Both are possible, but an advantage of a district focus is that it provides the ability to evaluate district efforts. You can look at schools across the district. It is very difficult to focus just on the school level for resource allocation because you need to be able to compare schools in the district.

It is important to think about whether screening is aligned with other initiatives, activities, and policies within the district and school. If not we need to think about how we can align screening with those activities. It shouldn't be seen as an additional component, but a component that can be aligned with those other activities that are going on. For example, screening can help schools with school improvement efforts, special education eligibility, allocating resources, and so on.

Slide 10: Think about your own school or district or the school in the case study, and answer the questions in *Section 2: What is our scope?* Consider the following questions. Is it a district- or school-level focus? Are efforts aligned across the school or district? Are there other efforts in place that can be aligned with screening?

Pause the webinar to answer the question, and resume once you have completed this section.

Slide 11: Screening tools may differ in their validity, reliability, and accuracy depending on the population. This is especially true for specific subgroups, like students in special education and English language learners (ELLs). In addition, not all tools are equally valid or accurate across different grade levels.

Slide 12: Think about your own school or district or the school in the case study, and answer the questions in *Section 3: Who is the target population?* Consider the following questions: Who is the target population? What schools are you including (elementary schools, middle school, junior high school, high school)? What grade level or levels are you including? What specific subgroup or subgroups (e.g., ELLs, special education students, Title I students) need to be considered? What are the demographics or characteristics of the population?

Pause the webinar to answer the question, and resume once you have completed this section.

Slide 13: In thinking about when screening will occur, it is important to remember that screening should occur more than one time per year, but in many schools and districts, it occurs at least three times per year, in the fall, winter, and spring.

Teams should create a clear schedule at the beginning of the year in order to see when screening will occur throughout the year.

Slide 14: Screeners must target skills pertinent to both the grade and the times when the screen is administered. In other words, don't screen students solely on skills that have not been taught yet or that are no longer pertinent, such as a measure of phonemic awareness in third graders.

You also should consider how the screening will be administered. Two main delivery options are individual and class-wide. This will affect the amount of time the screener has.

Slide 15: Think about your own school or district or the school in the case study, and answer the questions in *Section 4: What do we need to know about timing*? Consider the following questions: When will screening occur? How frequently will it occur? Will the screening be done individually or as a group? How much time is available for students to participate, for administration and scoring of the assessments, and for reviewing results and incorporating them into instruction?

Pause the webinar to answer the question, and resume once you have completed this section.

Slide 16: Schools and districts need to consider who will be conducting the assessment and who will be serving on the data analysis team. These decisions need to be driven by identifying who has the prerequisite skills, who logistically has the time, and so on.

Slide 17: Think about your own school or district or the school in the case study, and answer the questions in *Section 5: What are staff roles related to screening?* Consider the following questions: What are staff roles related to screening for conducting the assessments, for scoring the assessments, and for interpreting the results? Does the staff have adequate skills and knowledge in order to fulfill these roles?

Pause the webinar to answer the question, and resume once you have completed this section.

Slide 18: There are three main areas of focus regarding the Administration of the screener. You will need to consider the delivery options, the tools required for analysis, and the location where the screening can be administered.

Slide 19: Think about your own school or district or the school in the case study, and answer the questions in *Section 6: What do you need for administration of screening?* What materials are required to administer the screening tools? Are there accommodations for students with special needs or who are learning the language? What statistical software will be used for analysis, reporting, and monitoring?

Pause the webinar to answer the question, and resume once you have completed this section.

Slide 20: Schools and districts must, of course, also consider the related costs for screening. A number of costs should be considered. The first is the cost of the tool or any necessary materials for administering the tool, such as a computer or a number 2 pencil. You will also need to consider the cost of training. An example of a training cost for the Discovery Education Predictive Assessment-Reading Program is on-site professional development for $2,500/day or a professional development webinar for $250. Another cost to consider is the cost of instruction for the identified students. The cut score or targeted instruction rate you select for screening should be related to the resources you have available for instruction.

Slide 21: Think about your own school or district or the school in the case study, and answer the questions in *Section 7: What funds are available?* Consider what funds are available to purchase screening tools and materials. What costs are associated with training? Are there additional cost demands for hiring staff?

Pause the webinar to answer the question, and resume once you have completed this section.

Slide 22: In order to help ensure that the measures are administered with integrity, anyone administering the screener must be trained. Training may include: field-tested training manuals, professional development activities either in person or over the Web, and ongoing technical assistance support. Training helps to ensure the fidelity of implementation.

Slide 23: Think about your own school or district or the school in the case study, and answer the questions in *Section 8: What do you need for training?* How much time is available for training, both for screening tool administration and data analysis? Who will provide the training and technical assistance? Will it be the publisher or an outside trainer? How much training is needed to implement with fidelity and to use assessment results for instructional decisions?

Pause the webinar to answer the question, and resume once you have completed this section.

Slide 24: After you have determined your priorities, needs, and logistics, you are ready to select a tool. Use the *Selecting a Screening Tool* handout to think about the match between identified tools and the needs and priorities you identified for your school, district, or the school in the case study.

Slide 25: The three-step process for establishing a screening process includes determining your needs, priorities, and logistics; selecting a screening tool; and then establishing basic procedures. Some procedures that you need to consider are: conducting a data review, identifying the at-risk population, assessing efficacy of core and interventions, assessing progress of groups of students, making decisions, and then reporting and sharing data.

During the "Screening Data Decision Making" webinar you have learned about the first five steps on the list: conducting a data review, identifying the at-risk population, assessing efficacy of core and interventions, assessing progress of groups of students, and making decisions. We are going to now talk about the last step on the list, reporting and sharing data.

Slide 26: Some things to think about when determining how you are going to share screening data are communicating the purpose of data collected and results. You don't want to provide the results as a standalone, but you want to tell why you collected that information. You want to make sure that information is shared throughout the year. For example, you might want to share information following benchmark testing, which would be in the fall, the winter, and the spring if you are screening three times during the year. You want to make sure that dissemination with discussion is the approach you use. Don't just hand out the information, but ensure that you have a discussion about it. You should encourage all school teams to talk about results, patterns, possible interpretations, and likely next steps.

Slide 27: Thank you for taking the time to listen to "Establishing a Screening Process." To find more resources on this topic or to view other webinars in the implementer series, visit www.rti4success.org.

You can also view additional information from the RTI Action Network and the IDEA Partnership.