

# Implementing Screening with Fidelity

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Center on  
**RESPONSE to INTERVENTION**

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# In this webinar...

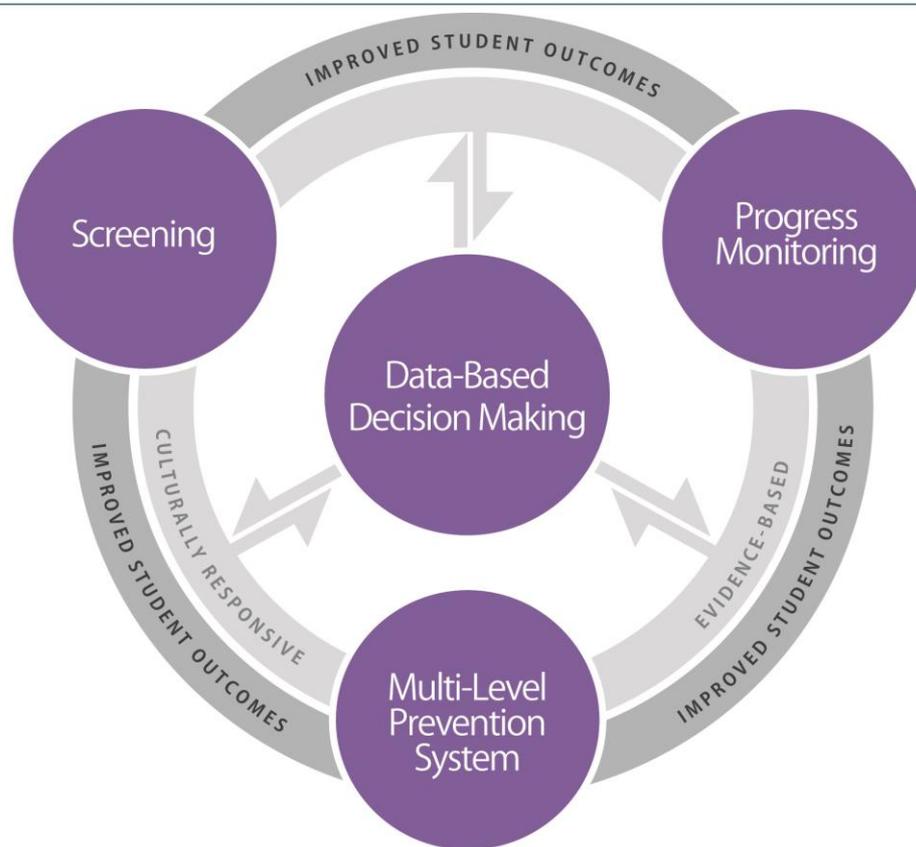
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- Purpose and focus of screening
- Screening tools
- Timeframe for screening
- Establishing procedures for data-based decision making in screening
- Screening with fidelity

# Purpose and Focus of Screening

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# Essential Components of RTI



# Screening

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- **PURPOSE:** identify students who are at risk of poor learning outcomes
- **FOCUS:** conducted for all students
- **TOOLS:** involves brief assessments that are valid, reliable, and evidence based
- **TIMEFRAME:** administered more than one time per year (e.g., fall, winter, spring )

# Examples of Common Screening Processes



# Purpose of Screening

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- Identify students at risk for poor learning outcomes
- Identify students who need additional assessment (i.e., progress monitoring) and instruction (i.e., secondary or tertiary)
- Provide data on the effectiveness of the core instruction and curriculum

# Focus of Screening

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- Screening typically includes all students
- Two-stage screening process
  - Stage 1: Universal screening
  - Stage 2: More in-depth testing or progress monitoring for students who scored at or below the cut score to verify whether they are or are not truly at risk
- Should be an educationally valid outcome

# District Educational Decisions: Screening

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- Program improvement and curriculum decisions
- Innovation and sustainability decisions
  - General effectiveness of implementation and general effectiveness of RTI model
- Ensuring equitable services and supports across schools
  - Access to supplemental supports, access to effective instruction, and SLD identification
- Allocation of resources and professional development

# School Educational Decisions: Screening

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- General school-and grade-level trends or issues
- Effectiveness of school-wide curriculum and instructional delivery
- Areas of need and guidance on how to set measurable school-wide goals

# Grade-Level Educational Decisions: Screening

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- Grade-level trends or issues
- Effectiveness of grade-level curriculum and instruction
- Areas of need and guidance on how to set measurable grade-level goals
- Students who may need additional instruction or assessment

# Identifying Students as At Risk

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- RTI success depends on accurate identification of the students identified as at risk.
- Perfect screening would result in 100% accurate identification of “True Positives” (those who need additional support) and “True Negatives” (those who do not need additional support).
- Cut scores for screening tools are often set to over-identify students as at risk.

# Cut Score

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- A cut score is a score on a screening test that divides students who are considered potentially at risk from those who are considered not at risk.

# Screening: Establishing Cut Scores

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- Logical practices to establish cut scores indicating skill proficiency
  - National cut scores (e.g., AIMSweb, DIBELS)
  - Local norms
  - Mastery on core testing (benchmarking)
- Typically based on statistical analysis

# Benefits of District-Established Over School-Established Cut Scores

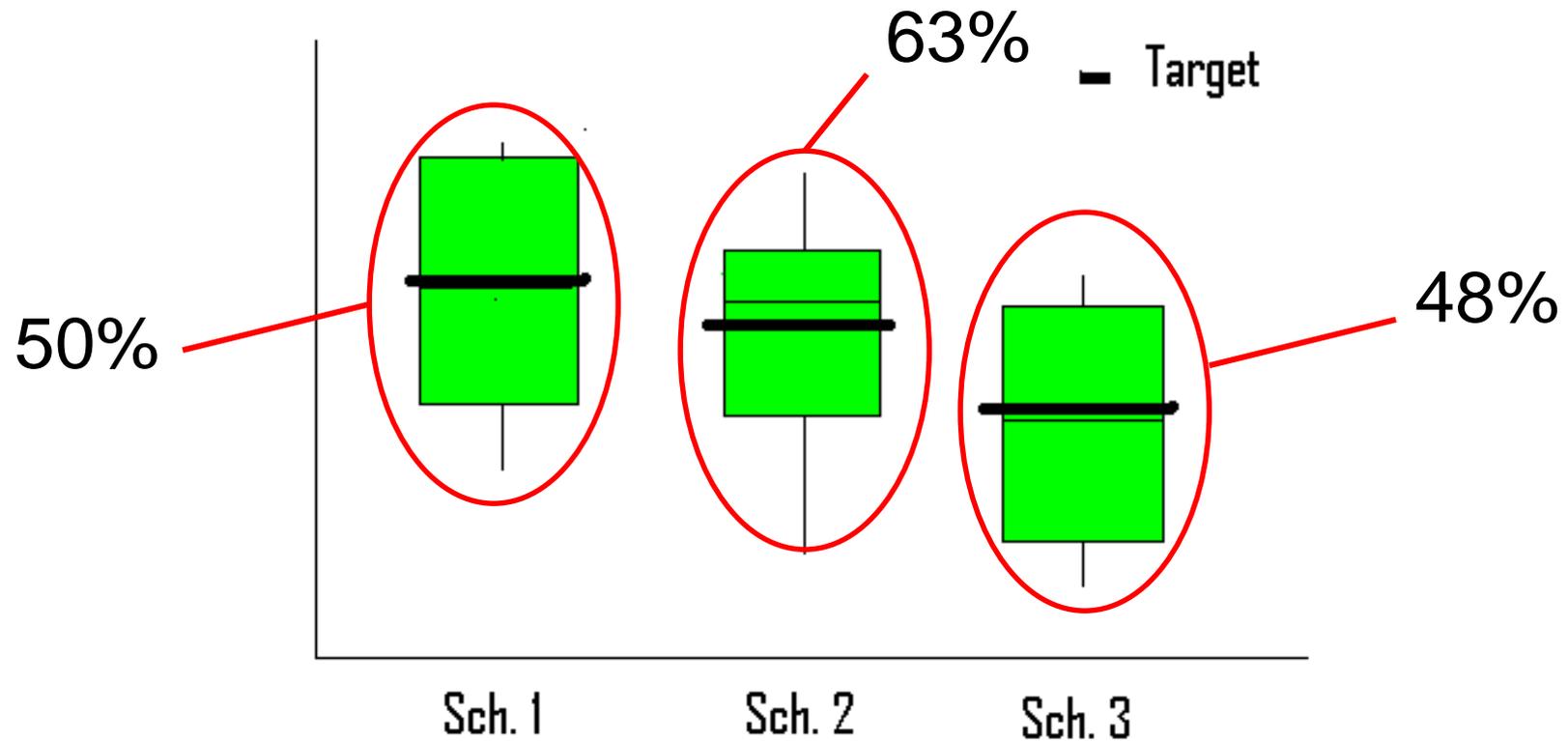
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- More effective and efficient allocation of resources
- Increased buy-in and use of data by schools/teachers
- Common message and focused activities
- Increased equity in access to supplemental supports

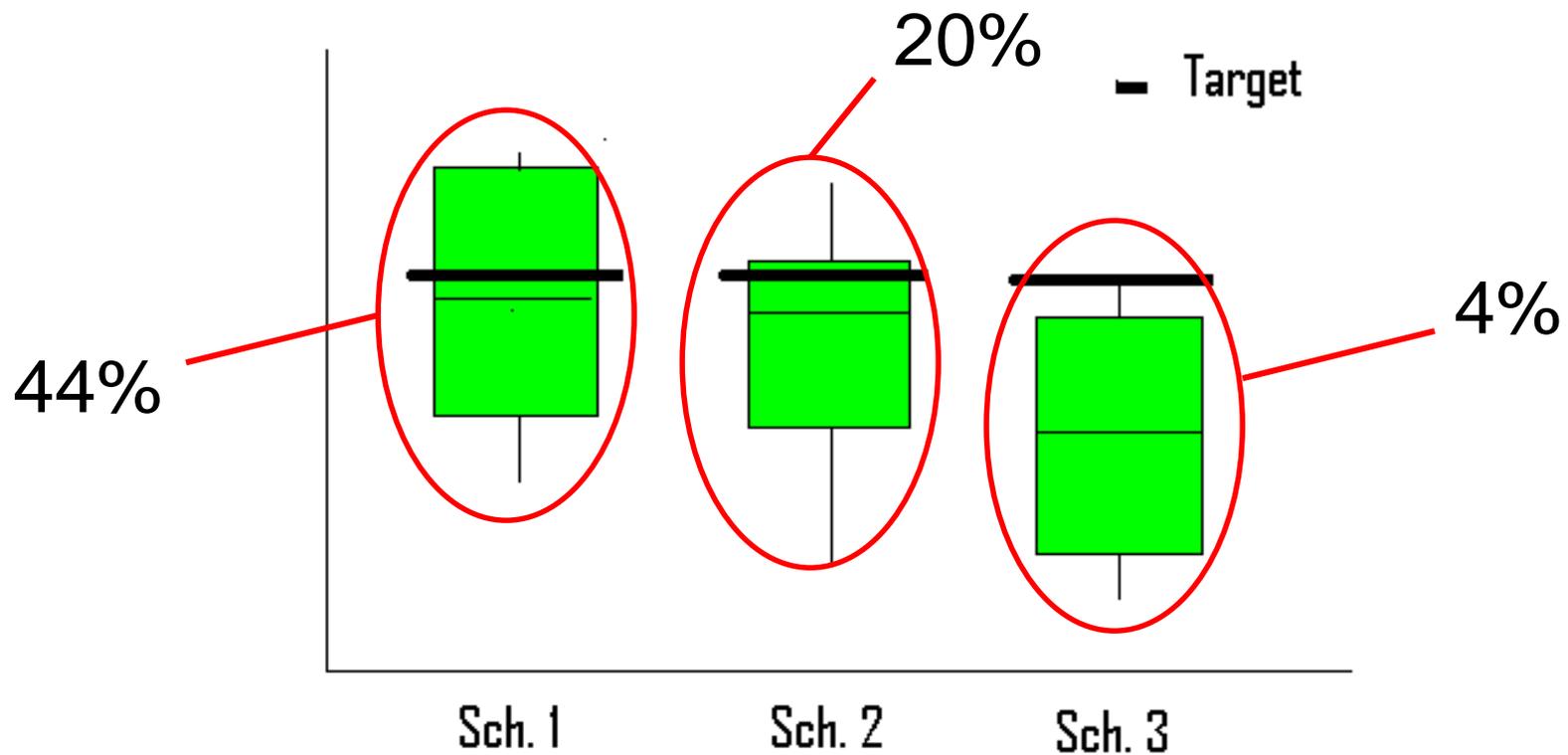
# Problems with Schools Independently Establishing Cut Scores

<b>School</b>	<b>Percent At or Above School Cut Score</b>
School 1	50%
School 2	63%
School 3	48%

# Problems with Schools Independently Establishing Cut Scores



# Importance of District Cut Scores



# Screening Tools

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# Screening Tools

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- Must choose reliable, valid tools that demonstrate diagnostic accuracy
- Must choose age-appropriate outcome measures that capture student ability

# Consider Needs, Priorities, and Logistics

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- Outcome Measures
- Scope
- Population
- Timing
- Materials
- Funds
- Training

# NCRTI Screening Tools Chart

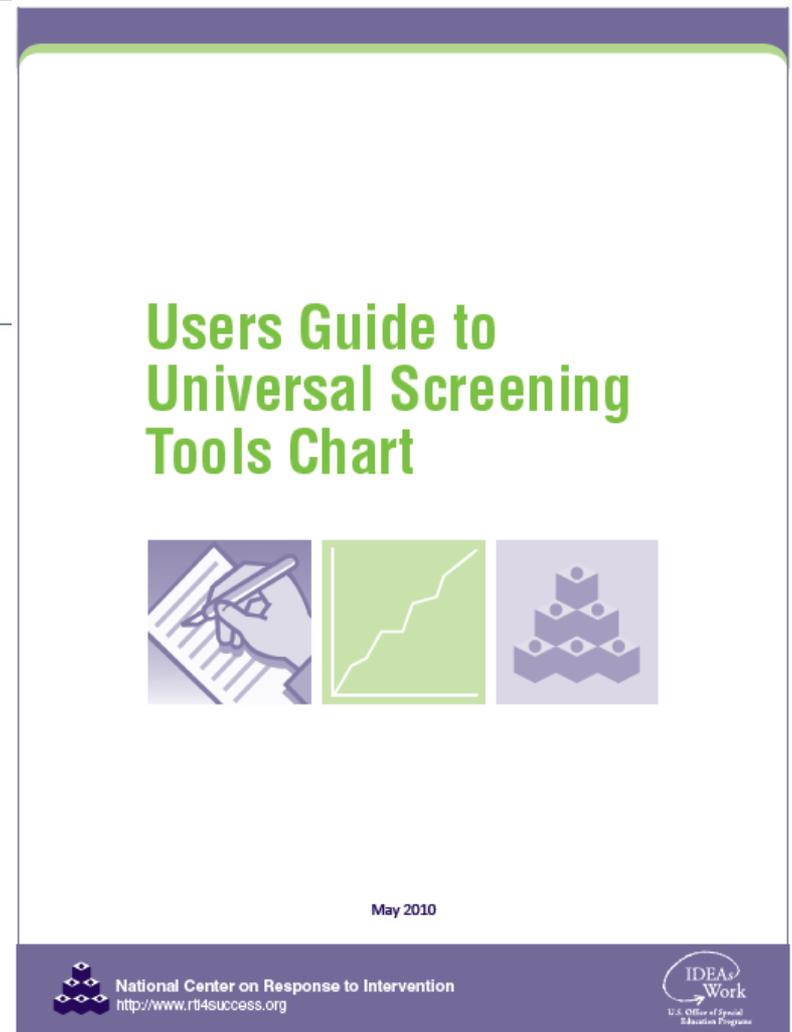
Screening Tools Chart

Subject:  Grade:

Tools	Area	Classification Accuracy	General-izability	Reliability	Validity	Disaggregated Reliability, Validity, and Classification Data for Diverse Populations	Efficiency				COMPARE RESET
							Administration	Administration & Scoring Time	Scoring Key	Benchmarks / Norms	
A+ LearningLink: Progress in Math	Math		Moderate Low			—	Group	35 - 40 Minutes	Computer Scored	Yes	<input type="checkbox"/>
AIMSweb	Math - CBM		Moderate High			—	Group	2 Minutes	Yes	Yes	<input type="checkbox"/>
AIMSweb	R-CBM Oral Reading		Moderate High			—	Individual	2 Minutes	Yes	Yes	<input type="checkbox"/>
AIMSweb	Test of Early Numeracy - Missing Number		Broad			—	Individual	2 Minutes	Yes	Yes	<input type="checkbox"/>
AIMSweb	Test of Early Numeracy - Number Identification		Broad			—	Individual	2 Minutes	Yes	Yes	<input type="checkbox"/>
AIMSweb	Test of Early Numeracy - Oral Counting		Broad			—	Individual	2 Minutes	Yes	Yes	<input type="checkbox"/>
AIMSweb	Test of Early Numeracy - Quantity Discrimination		Broad			—	Individual	2 Minutes	Yes	Yes	<input type="checkbox"/>
Discovery Education Predictive Assessment	Math		Moderate High				Group	40 Minutes	Yes	Yes	<input type="checkbox"/>
Discovery Education Predictive Assessment	Reading		Moderate High				Group	40 Minutes	Yes	Yes	<input type="checkbox"/>
Dynamic											

<http://www.rti4success.org/screeningTools>

# The NCRTI Screening Tool Chart User Guide



<http://www.rti4success.org/sites/default/files/UniversalScreeningUsersGuide.pdf>

# Timeframes for Screening

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# Timeframe

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- Screening typically occurs at least three times a year.
  - Fall, winter, spring
  - Should remain consistent across school years and sites
- Screeners must target skills pertinent to the grade and time the screen is administered.

# Timeframe

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- Delivery option:
  - Individually administered test: approximately 1–5 minutes
  - Class-wide tests: range from 2–60 minutes

# Establishing Procedures for Data-Based Decision Making in Screening

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# Establishing Routines and Procedures for Data-Based Decision Making

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Data teams should establish:

- Routines and procedures for conducting data reviews
- Decision-making processes
- Explicit decision rules for assessing student progress

# Conducting Data Reviews

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- Conduct data reviews at logical, predetermined intervals
- Schedule data reviews prior to the beginning of instruction
- Use established meeting structures
- Involve relevant team members

# Data-Based Decision-Making Routines and Procedures

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- Articulate routines and procedures in writing
- Implement established routines and procedures with integrity
- Ensure routines and procedures are culturally and linguistically responsive

# Establishing Routines and Procedures

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Consider clarifying the following in writing:

- What are you looking for?
- How will you look for it?
- How will you know if you found it?

# Examples of Explicit Decision Rules

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Consider articulating, in writing, what happens when:

- More than 80% of students are above the cut score
- Less than 80% have reached the cut score
- Lack of progress is evident
- Student progress varies by target group (e.g., Title I, special education, low SES)

# Screening with Fidelity

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- Has screening been implemented...
  - ✓ Accurately?
  - ✓ According to plan?
  - ✓ Consistently?

# Implementing Screening Accurately

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- Screening Tool is reliable, valid, and appropriate for needs and population
- Screening is conducted on appropriate timeline
- Staff are trained to deliver assessments accurately and follow guidelines

# Implementing Screening According to Plan

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- Appropriate procedure is followed for screening all students
- Staff follow guidelines for administering assessments
- School uses the established timeline for assessing students through screening and progress monitoring

# Implementing Screening Consistently

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- Staff use consistent processes for data entry and tracking
- Staff consistently administer and score screening assessments

# Assessing Fidelity of Screening- Rubric

Item	1	3	5
<b>Screening</b> — <i>The RTI framework accurately identifies students at risk of poor learning outcomes or challenging behaviors.</i>			
<b>Screening Tools</b>	Insufficient evidence that the screening tools are reliable; or that correlations between the instruments and valued outcomes are strong; or that predictions of risk status are accurate.	Evidence indicates that the screening tools are reliable and that correlations between the instruments and valued outcomes are strong. However, there is insufficient evidence that predictions of risk status are accurate.	Evidence indicates that the screening tools are reliable, correlations between the instruments and valued outcomes are strong, and predictions of risk status are accurate.
<b>Universal Screening</b>	Neither condition 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).	Only one condition 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).	Both 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).

[http://www.rti4success.org/sites/default/files/RTI\\_Framework\\_Integrity\\_Rubric\\_08-25-11.pdf](http://www.rti4success.org/sites/default/files/RTI_Framework_Integrity_Rubric_08-25-11.pdf)

# Assessing Fidelity of Screening-Worksheet

Item	Sample Interview Questions	Comments/Remarks	Ratings
<i>Screening—The RTI system accurately identifies students at risk of poor learning outcomes or challenging behaviors.</i>			
<b>1. Screening Tools</b>	<p>What tools do you use for universal screening?</p> <p>When your school selected the screening tool(s), how much attention was paid to the evidence from the vendor regarding the validity, reliability, and accuracy of the tool?</p> <p>Does your school have documentation from the vendor that these tools have been shown to be valid, reliable, and accurate (including with sub-groups)?</p> <p>Do you have reason to believe that the screening tool(s) that you use may have issues with validity, reliability, or accuracy (including with sub-groups)? If so, please explain.</p>		①   ②   ③   ④   ⑤

[http://www.rti4success.org/sites/default/files/RTI\\_Framework\\_Integrity\\_Worksheet.pdf](http://www.rti4success.org/sites/default/files/RTI_Framework_Integrity_Worksheet.pdf)

# Using Screening Tools with Fidelity

- A score of “5” means:
  - What questions could you ask to determine a school/district’s score?

“Evidence indicates that the screening tools are reliable, correlations between the instruments and valued outcomes are strong, and predictions of risk status are accurate.”

# Using Screening Tools with Fidelity

- A score of “5” means:

- What evidence could you collect to verify a school/district’s score?

“Evidence indicates that the screening tools are reliable, correlations between the instruments and valued outcomes are strong, and predictions of risk status are accurate.”

# Using Screening Tools with Fidelity

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- **Other considerations:**

- Is the tool appropriate given the school/district's needs?
- Do teachers feel the tool provides an accurate prediction of risk status?
- Can staff explain the purpose of using this screening tool?
- Can staff explain the rationale behind the tool's reliability and validity?

# Fidelity of Universal Screening Process

- A score of “5” means:
  - What questions could you ask to determine a school/district’s score?

“Both 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).”

# Fidelity of Screening Process

- A score of “5” means:

- What evidence could you collect to verify a school/district’s score?

“Both 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).”

# Fidelity of Screening Process

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- **Other considerations:**

- Are all staff trained in administering screening assessments?
- How are new staff trained?
- Does the school/district have a process for evaluating the fidelity of their screening procedures? (How do they make sure they're sticking to their plan?)

# Things to Remember

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- Good data IN... Good data OUT
  - Know where your data came from and the validity of that data
- Focus on the big picture for ALL students
  - Are most students making progress?
- ALL instructional and curriculum decisions should be based on DATA.
- Keep it SIMPLE and EFFICIENT!

# For More Information...

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- Stay tuned for information about other webinars that are part of this series:
  - ✓ Implementing RTI with Fidelity
  - ✓ Progress Monitoring
  - ✓ Multi-tiered System of Support

# Thank You

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