



Screening

Screening is part of the [Coherent Instructional System](#), [Supportive Learning Environment](#), and **School Improvement Process** of [Georgia's Systems of Continuous Improvement](#).

The purpose of Screening is to identify students who are in need of 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 evidence-based. The data obtained from screening assessments should be used with other data sources to verify decisions made about whether a student is or is not at risk or in need of enrichment/acceleration. Screening is a critical and necessary step in making informed choices about how to meet the unique needs of the whole child in a Tiered System of Supports for Students.

Essential Component: Screening

In a Tiered System of Supports for Students, 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 (i.e., 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 in need of enrichment/acceleration.
- Establishes procedures to ensure universal screening for more than once a year and implementation accuracy
- 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](#).

Screening— Screenings are used to inform data-based decision making

1 (Little to No Evidence)	3 (Some Evidence)	5 (Evident)
Screening - Georgia’s Tiered System of Supports for Students accurately identifies students in need of enrichment/acceleration and students at risk for poor learning outcomes or challenging behaviors.		
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, and predictions of risk status is 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.
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., 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).
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, curriculum-based assessment, state assessments performance, 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