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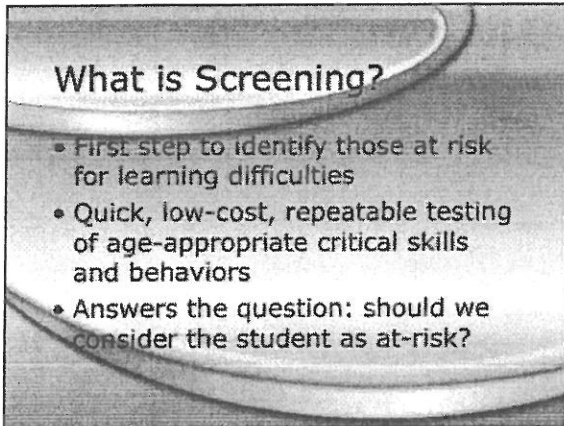
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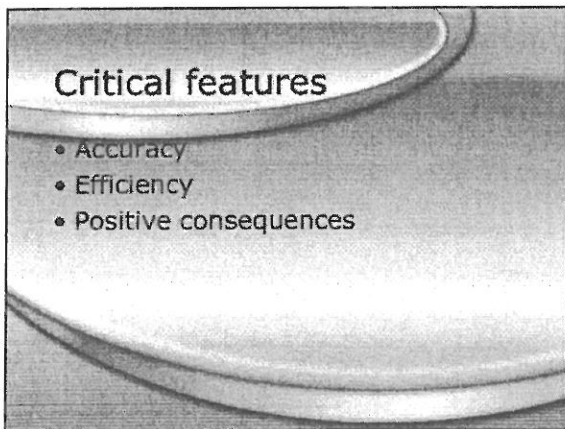
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### Accuracy

- True positives, true negatives, false positives, false negatives
- Sensitivity  $TP/(TP + FN)$
- Specificity  $TN/(TN + FP)$
- Classification accuracy - % correctly identified -  $(TP + TN)/(TP + TN + FP + FN)$

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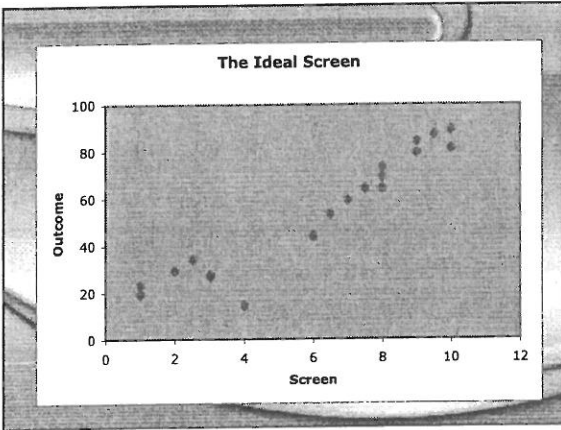
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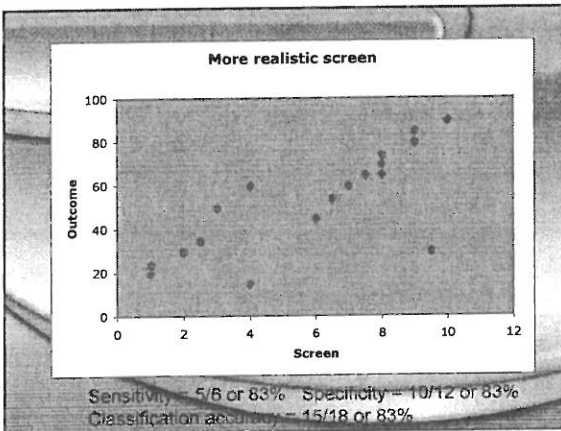
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### Efficiency

- Brief
- Easy to implement reliably
- Trade-off in accuracy vs. efficiency
  - Subsequent progress monitoring
  - Multiple-gate screen (if initial screen indicates at-risk, more in depth assessment can be done to confirm)

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### Positive Consequences

- An accurate screen should direct at-risk students to appropriate intervention
- The screening measure should not become a benchmark or de facto curriculum blueprint
- Decision rules and cut scores require local scrutiny, periodic adjustment, and possible adjustment depending on sub-group status (e.g. ELL, FRL)

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### Common Screening Instruments

- DIBELS
- Texas Primary Reading Inventory
- AIMSWEB ORF, Writing, Math
- What about secondary?

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**Screening at secondary level**

- What are we trying to predict?
- What tools and/or existing information do we have about students?
- Who is responsible for collecting, analyzing and interpreting screening data?
- How do we share screening information?

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**Standards for Judging High-Quality Screening**

- Schoolwide, 3x's per year
- Documented reliability and predictive validity
- Involved staff are trained
- Data are documented and analyzed
- Cut scores are reviewed and adjusted
- Rationale is provided for cut scores and decision rules

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**Cheyenne Mountain Jr High**

- Year One: Reading levels targeted
- Year Two: Expanded screen to include all content areas, behavior and attendance
- Counselors responsible for fall screening
- Year Three: Developing a system to screen incoming 7th graders from 6 feeder schools (trying to develop district initiative)

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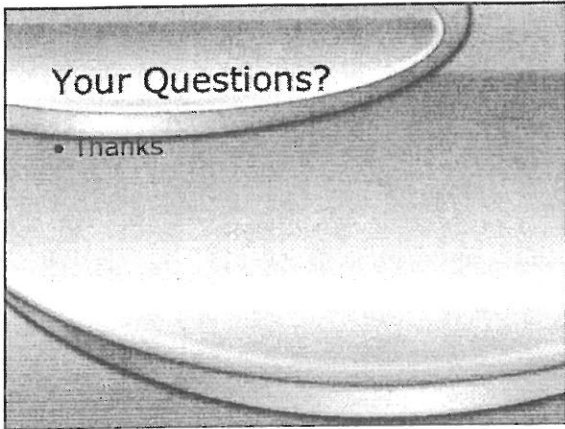
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