

# Evaluation Considerations During SY 20-21

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## True North Statement



Together, we are committed to high expectations and strong systems that achieve equitable outcomes for every student with a disability.



OFFICE OF SPECIAL  
POPULATIONS  
AND MONITORING  
TEXAS EDUCATION AGENCY

# Agenda




**Review Child Find and Evaluation Requirements**

**Planning for Evaluation and Using Multiple Measures**

**Evaluation Considerations**

**Challenges and Strategies**




# Child Find and Referrals




-  Ensure correct information regarding Child Find processes and contact information is posted on schools' websites. This information must be available even during times when school is closed or remote only.
-  Identify changes in procedures to initiate a referral for evaluation when students are remote vs. when learning on campus.
-  A local education agency (LEA) must not delay obtaining written parental/guardian consent to evaluate, nor should the LEA decline to evaluate solely because of the current health crisis.

## Reminder:

If a public or charter school contracts with an individual evaluator or vendor to complete evaluations, the LEA remains responsible for the compliance and quality of the full and individual initial evaluations (FIEs) and reevaluations.

# Evaluation Timelines

-  There has been no waiver of federal timelines related to special education compliance.
-  Evaluation timelines continue to apply.
-  Ensure that procedures are in place for compliance during times of **remote instruction**.

-  **Ethical Lens**  
Important in developing responses to how we evaluate and taking responsibility for our decisions
-  **Equity Lens**  
Must also be used so that the most vulnerable students are not further disadvantaged by decisions that neglect their needs
-  **Preventive Lens**  
Mitigate long-term effects from the crisis by making individualized, data-based decisions that are in the child's best interest





# Evaluation Procedures

Develop procedures and train staff:

- on-campus evaluation safety protocols
- use of review of existing evaluation data (REED)
- remote assessment

# Planning for an Evaluation

- When planning for an evaluation consider:
  - What decisions are you trying to make?
  - What information is necessary to inform those decisions?
  - How can you gather that information?
- Select assessment methods that will provide the necessary information in the most feasible, reliable, and valid way.
- Use a variety of assessment tools that identify the student's needs sufficiently and comprehensively.

-  The evaluation must be **sufficiently comprehensive** to identify all the student's special education and related services needs
-  Comprehensive does not mean formally test everything! It means you must address all the components of the evaluation.

# Multiple Measures of Assessment

- Referral Data
- Record Review
- Vision/Hearing Screening
- Work Samples
- Parent Information/Interview
- Teacher Information/Interview
- Observations – school/home

**Identify strengths / weaknesses without norms**

Informal

- Teacher-made/Textbook quiz
- District Benchmarks
- Curriculum Based Measurement (CBM)
- Running Records
- Progress Monitoring
- Universal Screeners

**Performance level of taught curriculum**

Curriculum-based

**Identify strengths / weaknesses compared to norm group**

Norm-referenced

- Standardized Measures:
  - Achievement tests
  - Cognitive Tests
- Developmental Measures
- Specialized Measures

**Performance in relation to specific tasks**

Criterion-referenced

- STAAR results
- Universal Screeners
- Iowa Test of Basic Skills (ITBS)
- Brigance
- Texas English Proficiency Assessment System (TELPAS)
- Advanced Placement Tests
- Scholastic Aptitude Test (SAT)
- American College Testing (ACT)

# Necessary versus Sufficient





Is there data that is required/necessary for the disability condition? Necessary does not mean the same thing as sufficient.






Example: You have benchmark data that indicates the student is on track to master his math computation target for the year. His math grades are B's & C's. He passed the previous STAAR math test. You have not administered a standardized math calculation achievement test, but the existing data converge and support the absence of a math disability.



Is the standardized math calculation test “necessary” or is the data set you have “sufficient”?

-  Ensure that evaluators are trained to carefully consider all the different methods available to them for gathering assessment data.
-  Evaluators will need to use clinical judgement to identify the methods of assessment that are sufficient for completing an evaluation

-  Standardized tests are designed to be delivered in the manner in which they were developed and validated.
-  When evaluators cannot administer fully standardized procedures, as specified in the test manual for administration, they must report deviations and carefully consider the impact in the interpretation and validity of the results.
-  Triangulating data from a variety of sources will enhance the overall validity of the evaluation report.

# Considerations for Remote Assessment



Several components of an assessment such as rating scales, interviews, and observations may be more readily conducted remotely



It is important to remember that a student's behavior during the time of remote learning may not be typical for that student



# Considerations for Remote Standardized Test Administration



Is the platform being used designed for this purpose?



Is there a protocol in place for training both the evaluators and any individual at home who assists the student?



Are there steps that can be taken to improve the security of the testing environment and instrument?

## Challenge



Norm-referenced tests are administered in a non-standardized way



## Strategies



Consider all methods of assessment



Limit standardized testing to when it is necessary



Report deviations from standardization and discuss impact



Interpret scores with appropriate caution and use data from multiple sources to support conclusions and recommendations

## Challenge



Use of personal protective equipment (PPE) during test administration



## Strategies



Build rapport prior to test administration



Check in with student frequently and take breaks



Observe the student's attention, distractibility, and overall behavior that may be in response to PPE



Report use of PPE, observations, and potential impact

## Challenge



Remote administration of standardized tests



## Strategies



Research publisher's guidance and follow recommendations



Engage in training and practice prior to administration in a remote environment



Establish training protocols for evaluators and proctors or individuals assisting in the home



If adaptations are made, carefully consider if results are similarly reliable and valid to the face-to-face administration

# Final Thoughts



Make evaluation planning decisions for the individual child. Each child's circumstances will be unique.



Decisions are made on a thorough review of the data, the requirements of the determination of a disability condition, and the educational needs of the child.



Make all decisions with safety, ethical, and legal requirements in mind.

**TEA**

**Thank you!**

