

GUIDE TO ADMINISTRATION

This guide includes:

- Purpose
- Administration Schedule
- Required Training for Louisiana DIBELS Next Assessors
- Progress Monitoring Recommendations
- Guidelines for Administering Alternate Assessments
- Statement of Assurance 2014-2015

For more information, visit www.louisianabelieves.com/assessment or email assessment@la.gov.

I. PURPOSE

Louisiana law (R.S. 17:182) and the mandate of the State Board of Elementary and Secondary Education (SBESE) require administration of an early reading assessment by all public elementary schools enrolling K-3 students. The assessment that has been approved by SBESE for this purpose beginning in the fall of 2011 is the Dynamic Indicators of Basic Early Literacy Skills 7th Edition, (DIBELS Next).

DIBELS Next must be administered to kindergarten, first, second, and third grade students three times per year during official benchmark assessment periods. All children who were enrolled during the scheduled benchmark assessment period must be assessed with DIBELS Next, EXCEPT:

- Students who are deaf or who are visually impaired and read with braille, for whom the Department has recommended alternate assessments and provided assessment guidelines.
- Students with severe cognitive disabilities, who were assessed with DIBELS Next during Kindergarten and for whom DIBELS Next has been found to be inappropriate.

The Louisiana Department of Education (LDOE) will be billed for the cost of entering DIBELS Next results in the University of Oregon DIBELS Data System (DDS) during 2014-2015 for all K- 3 students in public schools. Districts who wish to use the DDS for grades other than K-3 must pay for the service and will be billed by the DDS.

The law and state mandate for a required early reading assessment do not apply to charter schools. Charter schools that wish to participate in DIBELS Next assessment may do so if they follow state regulations for DIBELS Next administration. The state covers the cost of the DIBELS Data System for participating charter schools; their data will be included in the state reading reports; and their staff may attend any state-sponsored DIBELS Next training.

II. ADMINISTRATION SCHEDULE

Fall 2014

DIBELS NEXT Benchmark Assessment administration window may begin 1 week after the district starting date of school and may continue for three weeks or 15 school days. Data must be entered into the DDS within two weeks after the assessment window closes, but not later than **September 30, 2014**.

Winter 2015

DIBELS NEXT Benchmark Assessment administration window may begin 1 week after students return to school from the winter break and may continue for three weeks or 15 school days. Data must be entered into the DDS within two weeks after the assessment window closes, but not later than **February 20, 2015**.

Spring 2015

DIBELS NEXT Benchmark Assessment administration window may begin 5 weeks before students' last day of school and may continue for three weeks or 15 school days. Data must be entered into the DDS within two weeks after the assessment window closes, but not later than **May 29, 2015**.

III. REQUIRED TRAINING FOR LOUISIANA DIBELS NEXT ASSESSORS

DIBELS Next must be administered by a team of assessors who have attended three full days of state-approved training. Assessors will be certified personnel, such as elementary or special education teachers, pupil appraisal staff, educational diagnosticians, guidance counselors, or librarians. Paraprofessionals may not administer DIBELS Next.

In order to receive state approval, the three full days of DIBELS Next Training for benchmark assessors:

- Must be provided by state-approved presenters, which include
 - LEA presenters who have completed the state DIBELS Next Training of Trainers (School principals should contact the district DIBELS Next Coordinator for information about certified DIBELS Next trainers in the district.)
 - Staff from the Dynamic Measurement Group (DMG)
- Must include two days of scoring and administration of DIBELS Next which:
 - May be provided by state-approved trainers
 - May be provided online by:
 - Dynamic Measurement Group
 - www.dibels.org/training
 - Sopris West
 - <http://www.soprislearning.com/assessment/dibels-next>

IV. PROGRESS MONITORING RECOMMENDATIONS

Progress monitoring is the practice of assessing students briefly, but frequently, on the skill areas in which they are receiving instruction to ensure that they are making adequate progress.

- To maintain awareness of the progress of individual children and take the necessary steps to meet the needs of each child.
- To monitor the effectiveness of intervention and make the changes needed to improve instruction.
- To monitor the effectiveness of core instruction. Each year, state DIBELS results show that some children who were on benchmark at the beginning of the year fall below benchmark in the winter or spring. It is wise to offer progress monitoring to all children at the mid-point between benchmarks to find out if some children are slipping and make instructional changes to provide needed support.

Refer to *Progress Monitoring with DIBELS Next* at www.dibels.org

Recommended Progress Monitoring Schedule for LDOE/school sites:

- Using the Progress Monitoring Materials from the DIBELS Next Kit
- Intensive students should have 3 data points every 6 weeks. (Progress monitor at least every 2 weeks as intervention is offered.)
- Strategic students should have 2 to 3 data points every 6 weeks. (Progress monitor at least every 3 weeks as intervention is offered.)
- Benchmark students should have 1 data point every 6 weeks at minimum every 12 weeks. (Progress monitor at the mid-point between benchmark assessments to make sure all students are making sufficient progress.)
- The DDS provides a tracking system on which progress monitoring data can be entered, AIM lines can be set, and student progress toward goals can be tracked.
- The Alterable Components document available on the DDS website provides guidelines for adjusting instruction when progress is not adequate. https://dibels.uoregon.edu/docs/swm_instruct_alt_variables.pdf
- Progress monitoring data should be studied frequently between benchmark assessments by all stakeholders.

Reporting Results in the DIBELS Data System (DDS)

- DDS reports provide district administrators a view of the effectiveness of intervention and core instruction in different schools so that they can decide where support is needed.
- DDS reports provide school principals and curriculum coordinators a quick view of the effectiveness of intervention and core instruction in different classrooms and intervention groups, indicating where more attention should be directed.

V. GUIDELINES FOR ADMINISTERING ALTERNATE ASSESSMENTS

Procedures provided below are to be used in the administration of reading assessments for students who may not be able to respond in a meaningful way to DIBELS Next.

These are students who:

- 1) have a significant cognitive disability (i.e., students who either currently participate in LEAP Alternate Assessment, Level 1, or will likely qualify for this assessment program at some point in the future),
- 2) are Blind/Visually Impaired, or
- 3) are Deaf/Hard of Hearing.

Also included are guidelines to be used in reporting the assessment results for all students with low incidence disabilities.

- Administration of DIBELS Next or Alternate Assessment for K-3 Students with Hearing Impairments
- Administration of DIBELS Next or Alternate Assessment for K-3 Students with Visual Impairments
- Administration of DIBELS Next or Alternate Assessment for K-3 Students with Significant Cognitive Disabilities
- LEA Alternate Assessment Reporting Document (see www.louisianabelieves.com/assessment)
- Directions for Reporting Alternate Assessment Results
 1. Enter all contact information for the District.
 2. Each school should be listed separately on the spreadsheet.
 3. Enter the full name (the same as entered into the state reporting system) of each student who took an alternate assessment.
 4. Using the drop down menu (which will show when you touch each individual cell), select an answer to each of the required columns of information. **Please note there is one column that is specifically for visually impaired students.*

Administration of DIBELS Next for Students with who are Deaf or Hard of Hearing, K-3

All students with hearing loss must be assessed three times per year. If the hearing loss is mild or moderate, they may be able to be assessed with DIBELS Next and the results must be reported in the DDS. Administer DIBELS Next using standard procedures, and follow the typical assessment schedule and documentation procedures. Appropriate accommodations that are described in both the DIBELS Next Administration Manual and included on the child's IEP may be used.

DIBELS Next is NOT an appropriate measure for many students with a moderate or significant hearing loss. Their scores on this assessment will not be a true reflection of their literacy abilities.

If the student is NOT able to respond in a meaningful or timely way on DIBELS Next, assessment results must still be reported at each benchmarking period. In such cases, the steps below must be followed as an alternate assessment to ensure that needed information is gathered to guide instruction and monitor progress.

- If it is determined that the student's hearing loss or functioning as a result of his hearing loss is such that the alternate literacy assessment tool (Curriculum Based Measures, CBM) should be used, this decision should be documented on the IEP. The literacy assessment must be administered using the same schedule as the DIBELS Next. Do not report these results in DDS. (Refer to the reporting form included on the LDOE website).
- Maintain results at the local level, including within the student's Literacy Folder, and send the Summary Report to the LDOE, following the directions provided.

Administration of DIBELS Next for Students with Visual Impairments, K-3

All K-3 students with visual impairments who use print with magnification or large print must be assessed three times per year with DIBELS Next and the results must be reported in DDS.

- Administer DIBELS Next using standard procedures, and follow the typical assessment schedule and documentation procedures.
- Appropriate accommodations that are described in both the DIBELS Administration Manual and included on the student's IEP may be used.

If the student has significant cognitive disabilities in addition to the visual impairment, refer to the guidance for the administration of DIBELS Next for students with significant disabilities.

All students in K-3rd grades who have a documented visual impairment and whose primary reading medium is or will be braille must be provided a literacy assessment three times per year (using the same schedule as DIBELS Next).

If the IEP Team has determined, based on current data, that the student will use braille as the primary learning media, use an alternate literacy assessment tool (such as the Assessment of Braille Literacy Skills and the Jerry Johns Basic Reading Inventory) that provides the basis for designing instruction and monitoring progress.

Districts must provide a summary report on the use of alternate literacy assessment tools to the LDOE using the same reporting schedule as that used for DIBELS Next Benchmark Assessments (refer to the reporting form provided on the LDOE website). Maintain the comprehensive student assessment results at the local level, including within the student's Literacy Folder.

Administration of DIBELS NEXT for Students with Significant Cognitive Disabilities, K-3

Students at the Kindergarten Level

All kindergarten students with significant cognitive disabilities must be assessed three times per year with DIBELS Next and the results must be reported in the DDS. Administer DIBELS Next using standard procedures, and follow the typical assessment schedule and documentation procedures. Accommodations as described in the DIBELS Next Administration Manual may be used.

If the student is NOT able to respond in a meaningful or timely way on DIBELS Next, the DIBELS Next results must still be reported at each benchmarking period. However, in such cases, the steps below must also be followed to ensure that needed information is gathered to guide instruction and monitor progress.

- 1) Administer DIBELS Next using alternate procedures that are not listed in the administrative manual (e.g., extra time given to support use of word/symbol board or computer to present or respond to passages, use of eye-gaze or head stick to make a selection). Do not report the results for a) or b) below in DDS, nor to LDOE.
 - a. If the student is able to respond using alternate procedures and meaningful information is gathered, DIBELS Next can be used as a tool to guide instruction and monitor progress. Document the alternate procedures used and maintain this information at the local level within the student's Literacy Folder.
 - b. If the student is NOT able to respond in a meaningful or timely way, document the administration attempts and use an alternate literacy assessment tool that provides the basis for designing instruction and monitoring progress. Document the type of assessment used and the results. Maintain the comprehensive student assessment results at the local level within the student's literacy folder.

Students at the 1st – 3rd Grade Levels

The provisions described below apply to students in grades 1-3 for whom DIBELS Next does not yield meaningful results.

All students with significant cognitive disabilities in grades 1-3 must be provided a literacy assessment three times per year (using the same schedule as DIBELS Next).

- 1) If the student has never been assessed using DIBELS Next (or DIBELS 6th Edition), the same procedures described for Kindergarten administration should be followed, including reporting in the DDS.
- 2) If DIBELS Next (or DIBELS 6th Edition) was previously used with the student, and it was determined that alternate procedures or an alternate literacy assessment tool is needed, document this decision on the IEP in the General Student Information section. The literacy assessment chosen must be administered using the same schedule as the DIBELS Next. Do not report these results in DDS.

Districts must provide a summary report on the use of alternate literacy assessment tools for students with significant cognitive disabilities in grades 1-3 to the LDOE using the same reporting schedule as that used for DIBELS NEXT Benchmark Assessments (refer to the reporting form included on the LDOE website). Maintain the comprehensive student assessment results at the local level within the student's literacy folder.

VI. STATEMENT OF ASSURANCE

Due JUNE 30, 2014

Submit via email to assessment@la.gov or fax to 225-342-1136 Attn: DIBELS Next

Date: _____

LEA (District, Laboratory, or Charter School): _____

Address: _____

Superintendent or School Leader: _____ E-mail: _____

Telephone: _____ Fax: _____

LEA DIBELS Next Coordinator: _____ Title: _____

E-mail: _____

Telephone: _____ Fax: _____

ASSURANCES

The district superintendent (or Charter school/laboratory school director) must confirm compliance with each statement below by initializing the blank before the statement and signing at the bottom of the statement of assurance.

1. _____ The LEA will commit to monitoring the progress of children in literacy achievement by administering DIBELS Next to all students enrolled in K-3 at least three times during the academic year during the fall, winter, and spring benchmark windows provided by the LDOE.
2. _____ Accommodations listed in **BOTH** the Benchmark Assessment Administration Manual and defined on the child's IEP are allowed during benchmark assessment.
3. _____ The school will commit to ensuring that all students, including English language learners and students with exceptionalities, are included in the benchmark assessment and the reporting of results of students with the exception of students who have been identified as needing one of the alternate K-3 reading assessments recommended by the LDOE. LDOE guidelines for identifying students for alternate assessment and choosing assessment tools must be followed.
4. _____ Results for all K-3 students will be reported in the DIBELS Data System by the deadline provided by the LDOE.
5. _____ The LEA will ensure that assessors receive sufficient training to effectively administer the assessment. DIBELS Next will be administered by a team of assessors who have attended two full days of state-approved scoring and administration training. Assessors will be certified personnel, such as elementary or special education teachers, pupil appraisal staff, educational diagnosticians, guidance counselors, or librarians. Paraprofessionals may not administer DIBELS Next. The LDOE recommends that assessors and literacy teachers also receive training on using DIBELS Next results to provide intervention to children as needed.
6. _____ No assessor will administer the benchmark assessments to a student for whom she/he provides reading instruction.
7. _____ An LEA assessment coordinator will be identified to monitor the literacy assessment administration and reporting to verify that the information entered by each school is accurate and complete and to verify state policies for administration and scoring are followed.
8. _____ School and LEA administrators will review current reading policies and utilize available funding and staff to provide, to the extent possible, appropriate intervention as indicated by the literacy assessment results and additional assessment data.
9. _____ The principal of each school that administers the literacy assessment has signed a copy of this document, which is maintained on file at the LEA office.

10. _____ DIBELS Next booklets will be retained at each school for one year and will be made available to state monitors upon request. (Exception: LEAs or schools that utilize electronic-based forms for DIBELS Next administration.)
11. _____ DIBELS Next results will be entered into the University of Oregon DIBELS Data System (DDS). Districts that utilize palm pilots for DIBELS Next administration accept the responsibility of ensuring that results are transferred into the DDS.
12. _____ Information provided in the DIBELS Data System (DDS) for each student is complete and accurate, including the following:
 - i. First name
 - ii. Last name
 - iii. Local Identification Number (The Local Identification Number is the 9-digit number optional on SIS submissions for every student. This must be the number that is used as the primary student identification number in the DIBELS system. *Please do not send a social security number for any student.*)
 - iv. Birthdate
 - v. Complete DIBELS Next benchmark results for all measures required for the appropriate grade and assessment period
13. _____ Charter schools that wish to be included in the state reporting, use of the DDS, and state-provided DIBELS Next professional development will follow state administration requirements and submit a copy of this signed assurance document.
14. _____ School and LEA administrators will review the LDOE recommendations for progress monitoring.

I certify that information provided in this application is accurate and that the literacy assessment(s) will be administered and the results reported as described in this statement of assurance.

Signature of Superintendent

Date

Printed Name of Superintendent