

# Steps to Quality – Suggestions for the Management and Use of Data

## Indicator 7: Florida Child Outcomes Measurement

### (1) . Suggestions for Accurate and Timely Data Entry

- Identify one administrator/contact person for the Part B Child Outcome Measurement System. The administrator or contact person coordinates with staff assigned to enter data into the BDI-2NU Data Manager.
- Assign and train an adequate number of staff for timely completion of data entry, running of reports, and sharing reports with others as children enter, as well as exit, the Pre-K ESE program.
- Develop policies and procedures for the review of accuracy of BDI-2NU assessments and data entry. Include reviews of scoring of protocols (calculation of chronological age, complete basal and ceiling scores, and other aspects related to hand-scoring if appropriate). Check for accuracy of information on protocols prior to entry into the BDI-2NU Data Manager.
- Provide adequate training and instructions for staff that administer the BDI-2NU and for staff who enter scores into the BDI-2NU Data Manager, as well as the MDS.
- Instruct and familiarize those responsible for entering scores with the guidelines for reporting to the Florida Child Outcomes Measurement System, for both the BDI-2NU Data Manager and the MDS. Emphasize the requirements for timelines of BDI-2NU administration, rules for following up “Refer” screener scores with full assessments in domain areas, and rules for entering Program Note 2.
- Develop a system with staff so that when children enter Pre-K with an IEP that records are reviewed and noted for the need for BDI-2NU assessment for entry COM data.

#### **Guiding Questions:**

Do your staff trainings address the needs for information related to the following:

- entering data into the BDI-2NU Data Manager
- reviewing assessment information for accuracy
- use of screener scores and follow up full assessments for “Refer” for both entry and exit data

Is training provided for staff members who administer the BDI-2NU assessment, those who enter the data, and those who use the MDS?

Is training provided to update new staff (for example, new teachers who will be administering exit assessments)?

Is there a procedure for re-training or updating any staff members who exhibit patterns of errors or who request assistance?

#### **Resources:**

[Pre-K ESE State Indicator Calendar with Links to Resources](#)  
[Tool kit for Staff Administration – BDI-2NU](#)

#### **Planning notes:**

**Indicator 7: Florida Child Outcomes Measurement**

**(2). Suggestions for Monitoring and Correcting Data**

- Determine the number of students enrolled (with IEP's) who will exit the Pre-K ESE program and who need exit assessments for COM. The information about enrollment is separate from the BDI-2NU data manager report and comes from the district's Student Information System.
- Develop a system for training staff and for providing instructions and updates about the requirements of reporting data for the COM (including administration of BDI-2NU, data entry into BDI-2NU data manager, use of MDS, use of BDI-2NU screening test and full assessment for "Refer" domains, timelines for reporting, and rules for Program Note 2).
- Establish a schedule and regularly run the Part B Macro a minimum of one time per year (prior to the end of the COM reporting period) to correct errors (i.e., spelling of name, DOB, identification number, and examiner field, and data point) and check for missing data (i.e., entry and exit scores, matching norms).
- Develop a tracking system to monitor the entry/exit BDI-2NU and the receipt of the shared BDI-2NU, which includes confirmation that data has been entered into the BDI-2 NU Data Manager for all children participating in the Measurement of Child Outcomes System (included in Interagency agreements).
- Use data from the Part B Macro and/or BDI-2NU tracking system to establish goals for timely, accurate data entry. Meet regularly with any staff assigned to enter data into the BDI-2NU Data Manager to document achievement, solve problems, and establish targets for quality improvement.

**Guiding Questions:**

Are specific staff members assigned duties related to the monitoring and correction of data? Are staff members trained in the requirements for reporting data? Are they trained in the use of the Part B Macro?

Are systems and procedures in place for communication among staff in regards to requirements, updates, correction of errors, and receipt and entry of shared data?

Are plans in place to address the need for follow-up with full domain assessment when a "Refer" is scored on the BDI-2NU screening test?

Is the information from the Part B Macro and other data reports used as a basis for development of trainings?  
Is the information from the Part B Macro used to identify trends among programs, staff, and scores throughout domains?

**Resources:**

[Pre-K ESE State Indicator Calendar with Links to Resources](#)

[Tool kit for Staff Administration - BDI2](#)

[Data Tool kit for Child Outcomes](#)

**Planning notes:**

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#### **(3). Suggestions for Reviewing Reliability of Data and Planning for Improvement**

- Develop processes to address the following: correct errors in child information and scores, increase the number matched children, and improve the representation of the sample.
- Develop a plan (and instruct those who enter data) for entering information in the program note and facilitate the sorting of data to identify needs for training, refreshers, and instructions for staff.
- Review the results of reports (i.e. Indicator 7: Preschool Outcomes Summary Statement and University of Miami, Report of District Findings Related to Child Outcomes from the Florida Child Outcomes Measurement System (FCOMS) and use the data to identify problems with reliability/validity of test administration and/or accuracy of data entry.
- Develop a targeted plan for training and coaching for the next year.

#### **Guiding Questions:**

Were all groups included in your data report or were some groups which might impact your data trends omitted (for example, children receiving services for SI therapy only or children with significant needs)?

Were your errors made in specific parts of data entry or by one or two staff people responsible for administering, scoring, and/or entering data?

Have you made use of Program Notes (other than Program Note 2) to designate types of settings, specific curricula, intervention programs to aid in sorting data and examining trends?

If all or any of staff members use the MDS, is it possible to determine the impact of using MDS on the reliability of data entry? Have you considered the use of the MDS if your district is not currently using it for BDI-2NU assessments?

#### **Resources:**

[Tool kit for Entering BDI2 Data](#)

[Data Tool kit for Child Outcomes](#)

[District LEA Profiles](#)

#### **Planning notes:**

## Steps to Quality – Suggestions for the Management and Use of Data

### Indicator 7: Florida Child Outcomes Measurement

#### (4). Suggestions for Using Results of Child Outcome Measurement (COM) reports

- Develop a plan (and instruct those who enter data) for entering information in the program note that will facilitate the sorting of data to identify needs for professional development related to teaching strategies, programs, and curriculum.
- Use the results from BDI-2NU and Measurement of Child Outcomes System to plan professional development.
- Use the results from BDI-2NU and Measurement of Child Outcomes System to improve the quality of curriculum and instruction for all children or specific groups of children (e.g., ASD, DD: Communication Domain)
- Align curriculum-based assessment (e.g., Teaching Strategies GOLD, COR) based on state standards for preschool children, as appropriate with the results from the BDI-2NU/Measurement of Child Outcomes System and use the data to develop IEP goals and intentional teaching strategies to improve development and learning for individual children.

#### **Guiding Questions:**

Does data indicate areas of program strength or weakness in any of the following?

- Types of programs and/or services (self-contained, blended, itinerant, full-day, part-day, pull-out or push-in therapy, services provided in community programs),
- Specific demographics or locations within your district or differences among specific teachers or staff,
- Differences in curriculum, progress monitoring, professional development

Examine each of these aspects with regard to consistency of use, professional development, availability of resources:

- Pre-academic Readiness Curriculum,
- Incorporation of social-emotional instruction,
- Focus on facilitation of communication skills,
- Progress monitoring
- Correlation of instruction to standards

Are tools and documents (Administrators' Walkthrough, Observation Guide for Prekindergarten, Universal Design for Learning, Quality IEP, Florida Early Learning and Developmental Standards) utilized for defining expectations and best practices?

Have teachers and other staff been provided specialized training in implementing individualized and intensive strategies to support all children?

#### **Resources:**

[Administrator Resources for Program Effectiveness](#)

["Rock Your Classroom" - Guide to Evidence-based Practices in Early Childhood Classrooms](#)

#### **Planning notes:**