

Indicator 7: Steps to Quality – Suggestions for the Management and Use of Data

[Link to TATS: Manual for Child Outcomes Summary Process](#)

1. Planning for Implementing Child Outcome Summary (COS)

Preparing for COS Entry Ratings (Manual pages 6, 7, 9)

Determine which staff members will be participating in the process of assigning COS Entry Ratings

- Determine sources of information and who will gather which pieces of information
- Determine when COS meetings will be held and when Entry Ratings will be assigned (i.e., at eligibility, initial IEP meeting, after entering classroom). (Manual page 9)

Assure that the staff conducting COS Entry Ratings will have information from multiple sources to inform the ratings, including the following examples: (Manual pages 5, 8)

- Input from family (i.e., intake from Child Find, during assessment, interviews)
- Evaluation results and details
- Observations conducted during the evaluation process,
- Information from private providers, providers from childcare or other programs (i.e., Head Start)

Determine which staff members will gather information from providers and programs.

Preparing for COS Exit Ratings (Manual pages 6, 7, 9)

Informational Tools: Examine the tools your district currently has in place related to progress monitoring including criterion-referenced, curriculum-based, and teacher or district developed. (Manual page 9)

- Do the tools include a Crosswalk to the FELDS?
- Do the tools include an age-anchoring component?
 - If either of the above responses is “no” refer to the COS manual for specific directions.
 - Important: The COS process is not a standardized instrument for eligibility determination.
- Inform and provide training for staff related to the use of the district’s approved informational tools, including timelines, frequency, and documentation requirements related to progress monitoring.

Determine which staff members will be conducting meetings for assigning COS Exit Ratings. Determine when exit ratings will be assigned (i.e., transition to K IEP meeting, separate meeting) (Manual page 9)

Assure that staff is knowledgeable about the use of district’s informational tool and timelines associated with data collection. (Manual page 9)

- Progress monitoring, data collection methods, required frequency, and timelines
- Timelines required for district progress monitoring and timelines for completion of COS
- Process, knowledge of teacher and related service informal and ongoing data collection

Professional Development – Preparing staff to implement the COS process

Identify needs for professional development by examining staff knowledge and skills in the use of the following components of implementing the Child Outcome Summary process for FL Child Outcomes Measurement System. Note: “Staff” includes those who might not be a part of the COS Team meeting but will be vital in collecting data that will follow the child’s progress until exit. (Manual pages 10, 11)

- Staff knowledge of COS background information (Manual pages 2,3,4)
 - Descriptions of functional skills in each of the outcome areas (Manual page 2)
 - Completing age anchoring based on skills and related to FELDS, (Manual pages 4, 11)
 - Using the Decision Tree and Guide to Ratings (Manual page 12)
 - Completing the Child Outcome Summary Form (Manual page 12)
- Staff knowledge and use of multiple sources of information, (Manual page 8)
 - COS informational tool, including age-anchoring and crosswalk to FELDS,
 - Use of sources of information, evaluation reports, progress monitoring, and observations,
 - Importance of input from service providers, specialist, and family members

Identify needs for assuring communication with families, including family brochure, describing and explaining COS, involving family and documenting their involvement. (Manual page 8)

Identify needs for training and assisting staff in strategies for embedding information related to the child outcome areas, functional skills, progress monitoring, and other aspects of COS into observations and planning for daily routines and activities. (Manual page 10)

Resources

[Practice checklist \(ECTA\)](#)

[COS team quality practices](#)

[Link: TATS COS Manual](#)

2. Accurate and Timely Data Entry

Identify at least one administrator/contact person for the Part B Child Outcome Measurement System. The administrator or contact person coordinates with staff assigned to coordinate the data entry of the Child Outcomes Summary into Children's Registry and Information System (CHRIS). *(Manual page 13)*

Note: It is important that the administrator/contact person have knowledge of the COS Form and ratings entry process.

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 COS processes and data entry. Include reviews of components of multiple sources of information, inclusion of family members and service providers, accurate age-anchoring, ratings, completion of COS Form. *(Manual pages 10, 11, 12)*

Provide adequate training and instructions for staff that participate in COS as well as for staff who enter scores and ratings into appropriate data systems. *(Manual page 13)*

Instruct and familiarize those responsible for entering ratings with the guidelines for reporting to the Florida Child Outcomes Measurement System for COS Ratings. Emphasize the requirements for timelines of COS administration. Emphasize requirements for recording and uploading ratings into CHRIS. *(Manual pages 6, 7)*

Develop and provide a system to assist staff in organizing information, so that when children enter Pre-Kindergarten with an IEP there is a system for noting students' needs for COM entry and exit data, and that records are reviewed regularly. Develop a process for accessing COS ratings and evidence for students who transfer from other districts or states. . *(Manual pages 7-9)*

Develop a system for training staff and for providing instructions and updates about the requirements of reporting data for the COS (including administration of COS, data entry into the COS form and CHRIS). *(Manual page 13)*

Guiding Questions:

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

- reviewing COS forms and evidence information for accuracy
- entering data into COS CHRIS system

Is training provided for staff members who participate in the COS team meetings and processes, those who enter the data, and those who upload the information?

Is training provided to update new staff (for example, new teachers and staff who will be conducting and participating in entry and exit ratings)?

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

Resources:

[Quality Practices Checklist \(ECTA\)](#)

[COS Team Collaboration \(ECTA and DASYS\)](#)

3. 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 ratings for COM. The information about enrollment comes from the district's Student Information System. *(Manual pages 9, 13)*

____ Develop a system for determining and communicating information to teachers and staff regarding which students require Exit scores from BDI-2NU and which require Exit ratings from COS.

____ Review and maintain the data entry process and your training procedures related to using the BDI-2NU for exit data purposes as needed while beginning the implementation of the COS process.

- **Guideline for use of BDI-2NU and COS:**
 - Entry with BDI-2NU = Exit BDI-2NU and Entry with COS = Exit COS

Establish a schedule and regularly review the entries of COS data into CHRIS to correct errors (i.e., spelling of names, DOB, identification number), and check for missing data (i.e., entry and exit ratings and indication of progress). *(Manual page 13)*

Develop a tracking system to monitor the entry/exit COS ratings and the receipt of the shared COS information (or BDI-2NU information)

- Include confirmation that data has been entered into CHRIS for all children participating in the Child Outcomes Measurement System.
- Include information related to this process in Interagency Agreements.

Review the accuracy and timeliness of COS data to establish goals for timely, accurate data entry. Meet regularly with any staff assigned to enter data into the CHRIS system 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 process of reviewing the data entered into CHRIS?

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

Is the information from the COS data used to identify trends among programs, staff, and ratings throughout the functional skills in all three outcomes?

Resources:

[TATS Child Outcomes Resources \(use of BDI-2NU\)](#)

[Indicator 7 COS Manual](#)

4. Reviewing and Analyzing Data

Develop processes to address the following: correcting errors in child information and ratings, monitoring the number of children included in COS ratings, and the accuracy of ratings, documentation of evidence, and completions of the COS data entry into CHRIS. *(Manual pages 12,13)*

Develop a plan for entering information in the CHRIS system and facilitate the sorting and review of data to identify needs for training, refreshers, and instructions for staff.

___ Review the results of reports (i.e., Indicator 7: Preschool Outcomes Summary Statements, Report of District Findings Related to Child Outcomes from the Florida Child Outcomes Measurement System).

___ Use the data to identify problems with reliability/validity of COS processes and documentation and/or accuracy of data entry.

Develop a targeted plan for training and coaching for the next year. *(Manual pages 13-15)*

___ Develop refreshers and initial trainings to address COS team meeting processes, including documentation of scheduled meetings, participants, and informational tools used to inform the assignment of ratings.

___ Develop refreshers and initial trainings to address data collection and progress monitoring as those processes relate to age-expected functional skill development.

D ___ Develop refreshers and initial trainings related to COS resources, gathering information and data, completion of the COS form, and next steps for submission of the form for data entry.

Guiding Questions

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

Were your errors made in specific parts of data entry or by one or two staff people responsible for conducting COS, recording ratings on the COS form or entering data COS data into CHRIS?

Have you made use of documentation to designate types of settings, specific curricula, and intervention programs to aid in examining data and trends?

Have staff been provided with the information and training needed to participate in COS team meetings (for example, providing accurate data from progress monitoring, observations, classroom and therapy notes)? Have staff received information and training related to involving families in the COS process?

Are plans in place to address the need for follow-up related to staff duties for the COS team meeting process?

- Including family information and assuring family members have opportunities to attend team meetings,
- Using multiple sources of information,
- Availability and training for COS informational tools for age-anchoring and assigning ratings.

Resources:

[TATS Quick Guide to Entry](#)

[TATS Quick Guide to Exit](#)

[Team Meeting Checklist \(ECTA\)](#)

5. Using Results of Child Outcome Measurement System (COMS) reports

Develop a plan (and instruct those who enter data) for entering information in the appropriate documents to facilitate the review of data to identify needs for professional development related to teaching strategies, programs, and curriculum. *(Manual pages 14, 15)*

Use the results from COS to plan professional development. *(Manual pages 14, 15)*

____ Use the results from COS to improve the quality of curriculum and instruction for all children, specific outcome areas, and specific groups of children (e.g., ASD, DD, Communication Skills).

____ Assess staff's knowledge of the use of the progress monitoring and age-anchoring process and develop training as needed. *(Manual pages 4, 5, 11)*

____ Develop plans for using the results from the COS and FCOMS data to develop IEP goals and intentional teaching strategies to improve development and learning for individual children. *(Manual page 15)*

Develop training related to using progress monitoring to inform both instruction and provision of supports for increasing student progress.

Review curriculum-based and criterion-referenced tools used for progress monitoring (i.e., Teaching Strategies GOLD, Child Observation Record, Learning Accomplishment Profile – 3rd Edition, or other approved informational tool) based on state standards for preschool children.

____ Develop training as needed to refresh and familiarize staff with the use of informational tools and COS resources and forms.

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 in relation 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 Florida Early Learning and Developmental Standards (FELDS)

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:

[Administrators' Resources for Program Effectiveness](#)

[TATS Administrators' Guide to Evidence-based Practices in Early Childhood \(Rock Your Classroom\)](#)

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