

## Steps to Quality – Suggestions for Data Management

**GOAL:** The LEA has a **SYSTEM** of **DATA MANAGEMENT** to ensure complete, accurate, and timely data entry and reporting from the BDI-2 Data Manager.

### Suggestions for Planning for Accurate and Timely Data Entry

- ✓ Identify one administrator/contact person for the Part B Measurement of Child Outcomes System. The administrator/contact person coordinates with staff assigned to enter data into the BDI-2 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 transition.
- ✓ Develop policies and procedures for the review (and return to test administrator, if appropriate) of BDI-2 protocols and score sheets for accuracy (e.g., calculation of chronological age, complete basal and ceiling scores, missing data, correct use of tables, and accurate calculation of raw score/DQ) prior to entry into the BDI-2 Data Manager.
- ✓ Provide adequate training and instructions for staff (ex. classroom teachers) that administer and enter the scores into the BDI-2 Data Manager.
- ✓ Instruct and familiarize those responsible for entering scores with guidelines for reporting to the Florida Child Outcomes Measurement System (requirements for timelines of BDI-2 administration, rules for following up “Refer” screener scores with full assessment)
- ✓ Develop a system with staff (teachers) so that when students enter Pre-K with an IEP records are reviewed and noted for the need for BDI-2 assessment and/or follow-up to a “Refer” score(s) on BDI-2 Screener with a full assessment in “Refer” domains. Provide instructions for reporting or entering the scores into the BDI-2 data manager.

Planning notes:

## Steps to Quality – Suggestions for Data Management (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-2 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-2, data entry into BDI-2 data manager, use of MDS, use of BDI-2 screener and full assessment for "Refer" domains, timelines for reporting).
- ✓ Establish a schedule and regularly run the Part B Macro a minimum of one time/year (prior to the end of the reporting period) to correct errors (i.e., spelling of name, DOB, identification number, and examiner field/data point) and check for missing data (i.e., entry/exit scores).
- ✓ Develop a tracking system to monitor the entry/exit BDI-2 and the receipt of the shared BDI-2, which includes confirmation that data has been entered into the BDI-2 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-2 tracking system to establish goals for timely, accurate data entry. Meet regularly with any staff assigned to enter data into the BDI-2 Data Manager to document achievement, solve problems, and establish targets for quality improvement.

Planning notes:

## Steps to Quality – Suggestions for Data Management (3)

### Suggestions for Reviewing Reliability of Data and Planning for Improvement

- ✓ Develop processes to address the following: correct errors in child information and/or 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 that will 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/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?

#### **Planning notes:**

## Steps to Quality – Suggestions for Data Management (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-2/Measurement of Child Outcomes System to plan professional development.
- ✓ Use the results from BDI-2/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, HELP, AEPS, Carolina Curriculum, Galileo) based on state standards for preschool children, as appropriate with the results from the BDI-2/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:**

Did you utilize program notes to facilitate sorting your data to better understand trends?

Do trends indicate areas of program strength or weakness in any of the following:

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

Examine each of these aspects with regard to consistency of use, professional development, availability of additional resources, and correlation/use of Florida Early Learning and Developmental Standards

- Pre-academic Readiness Curriculum
- Incorporation of Social Emotional skills within the curriculum or separate/additional Social Emotional Curriculum
- Incorporation of Communication skills within the curriculum or separate/additional Communication Curriculum
- Tools and resources for Progress Monitoring
- Tools and resources (including training) for correlating and addressing curriculum and lessons with state standards

Are tools and documents (Administrators' Walkthrough, Observation Guide for Prekindergarten, Universal Design for Learning, Quality IEP) utilized for defining expectations and best practices? Do tools and documents include reference to and correlation with state standards (FELDS)?

#### **Planning notes:**