



Self-Assessment Tool

Indicator 7 Early Childhood Outcomes

Date:

Person Completing Assessment:

Team Members Present

Purpose:

This tool is designed to assist districts with these two major goals:

- 1) Assessing the district's current implementation of supports to improve the educational outcomes of students with disabilities in the area of Early Childhood Outcomes; and
- 2) Identifying steps to improve.

Instructions:

1. **Form a Team.** Identify site-based personnel (including administrative, instructional, specialized, and/or support staff) to participate as members of this team. Your team need to consist of experts in this area and have the ability to implement improvement strategies.
2. **Review Tool and Gather Supporting Documents.** Prior to meeting, provide each team member a copy of the paper Self-Assessment to allow time to become familiar with this tool and gather Supporting Documents* that details the district's current practices and procedures.
3. **Meet to Review Practices and Procedures.** Schedule approximately 1-3 hours to meet as a team to consider the probing questions, develop a summary response, and consider ways to improve (which includes identifying the professional development to pursue). A team member identified as the "recorder" may also document barriers, concerns, and questions raised by the team.
4. **Complete the Self- Assessment.** The summary should be completed as a team. Once the team has answered the probing questions, provide a summary describing what you learned from the review, and what barriers are preventing you from meeting the target. Finally, the team will develop action steps or an improvement plan and describe the needed professional development to support the plan.

5. **Submit Plan Electronically.** Submit the teams plan for improvement following the link:
https://osde.co1.qualtrics.com/jfe/form/SV_2nMORB0TBs9uIC1.
6. **Continued Monitoring and Improvement.** Once the plan has been submitted and implemented, the team should meet again to analyze results, identify areas of improvements, and make adjustments to the plan the team moves towards improving performance.

Helpful Hints:

*Identify all relevant data to assist your team as you review and identify areas of needed improvement.

- Attendance data of students from time of entry to exit
- EdPlan Advanced Reporting – Early Childhood Outcomes report will provide entry/exit ratings and scores as well as a red flag report
- Policy and procedures for completing entry and exit COSF
 - Timelines
 - Types of information is gathered
 - How is information gathered
 - Who is responsible for entering the data in each of the three domains
 - The procedure for determining the rating for entry and exit for each domain
 - What are the strategies and practices for including parents/families in the process

Self-Assessment Questions: Indicator 7 (Early Childhood Outcomes)

Step 1: Consider why your district did not meet the target on this indicator by answering the following probing questions.

1. How does your district gather and analyze data to inform the Child's Outcome Summary Form (COSF) ratings across multiple natural settings? Consider the district's procedures regarding informal observations, input from families and teachers, etc. How effective are these procedures?
2. Describe how your district involves all individuals in the child's life, including the family, in gathering evidence for and rating the COSF. How effective are these procedures?
3. How does your district ensure that that students' COSF ratings are entered into EdPlan in a timely manner for entry? How does your district ensure that that students' COSF ratings are entered into EdPlan in a timely manner for exit? How effective are these procedures?
4. How does your district analyze data to assess whether early childhood students are improving in the various skills or are equivalent to their nondisabled peers? Does this method give you a consistent and accurate assessment of your early childhood students? If not what can you do to improve your data analyzation methodology?
5. Does your district analyze data to determine if certain populations have lower rates of improvement on various skills? If so, what have you learned? Consider whether patterns exist by disability categories, race/ethnic, gender, age, ELL, socioeconomic status, etc.

Record your responses to the questions above. (You may need additional paper to record your responses.)

Step 2: What did you learn from the completion of Step 1? Please summarize the responses to the questions above and identifying the factors that your team believes are the cause of non-compliance. Be thorough; you will submit this response.

Step 3: Identify and describe your action steps/improvement plan to improve performance in this indicator. Be sure to discuss any barriers to achievement you foresee. You will submit this response.

Step 4: Describe the professional development needed that will assist your district to improve in this indicator. You will submit this response. Identify the topic, the audience, and when it will be provided.

Date:

Audience:

Description: