Objective 1

➢ AU policies and procedures ensure Results Matter implementation to fidelity using authentic assessment data to inform classroom instruction. .

Results Matter Handbook

Objective 2

➢ Every child with an IEP is properly entered into the Results Matter online tool, ready to collect data that is accurate and reflects where they are developmentally across all domains when they start special education.

Objective 3

➢ Understand the importance of monitoring the Results Matter data collection process for children with IEPs to provide reliable data for decision making and improvement

Three Global Outcomes for Indicator 7

A) Children develop positive social-emotional skills
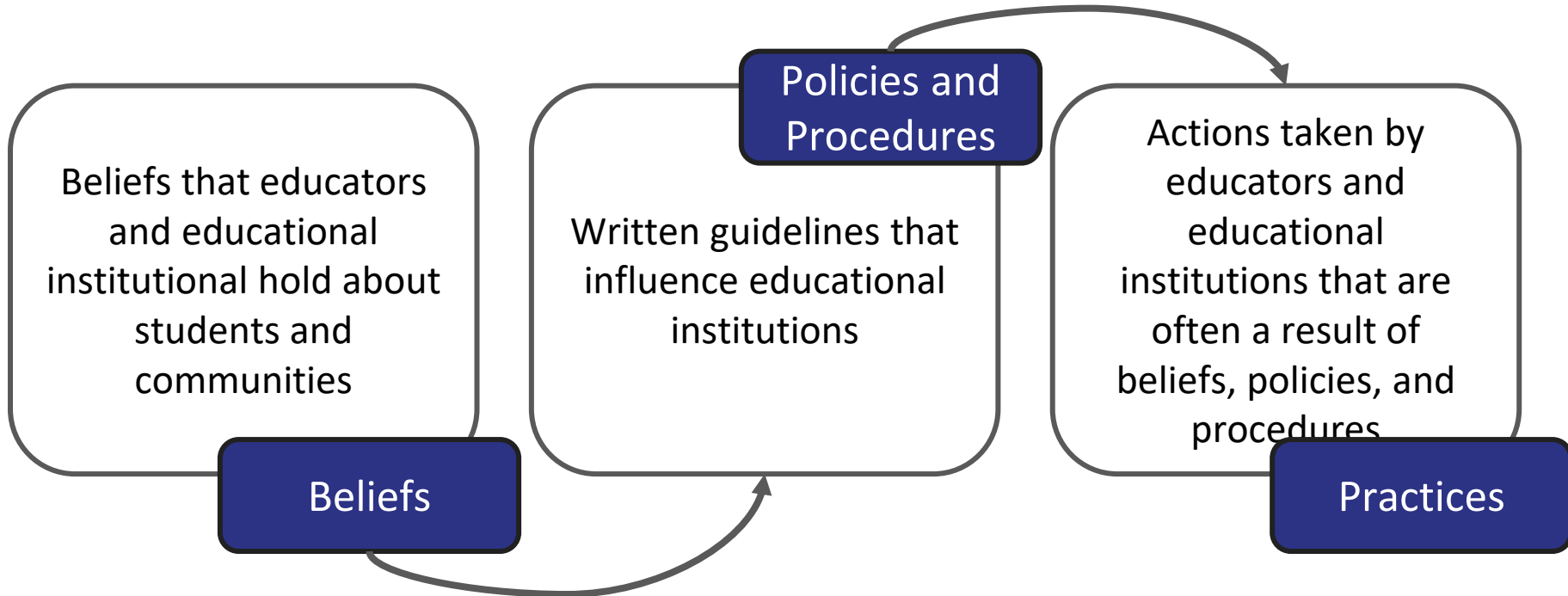
Including social relationships

B) Children acquire and use knowledge and skills

Including early language/communication and literacy

C) Children use appropriate behaviors to meet their needs

Data Equity

Identifying Root Causes of Educational Equities

Beliefs — Beliefs that educators and educational institutional hold about students and communities

Policies and Procedures — Written guidelines that influence educational institutions

Practices — Actions taken by educators and educational institutions that are often a result of beliefs, policies, and procedures

(Fergus, 2017; Hernandez et al., 2022)

A Culture of Data Use

➢ Using authentic assessment data throughout the school year give opportunities for teams to look at progress data together

➢ Ongoing collaboration between the preschool teacher and the special education providers is essential to analyze data and inform instructional decisions

Colorado's Special Education Accountability
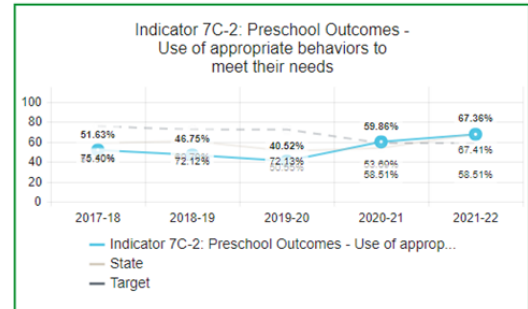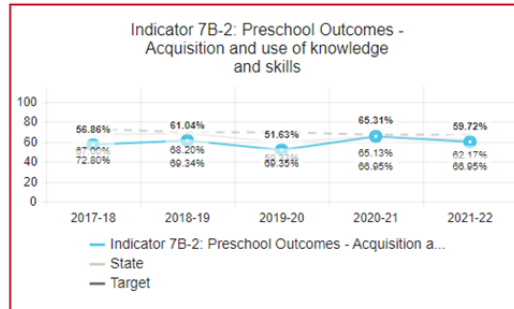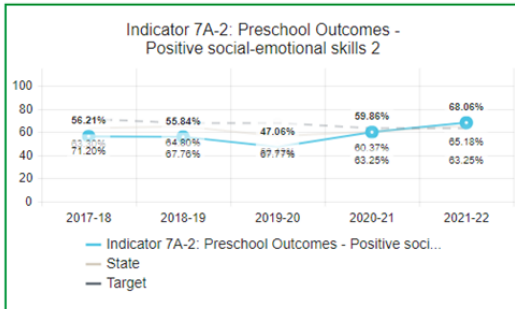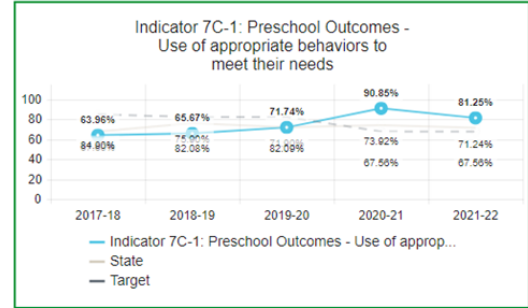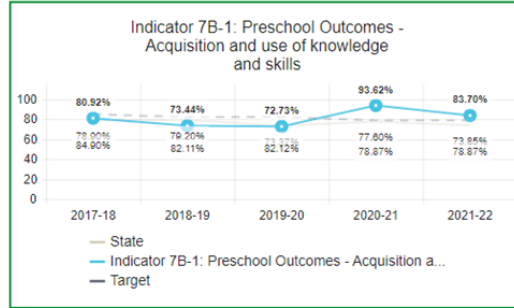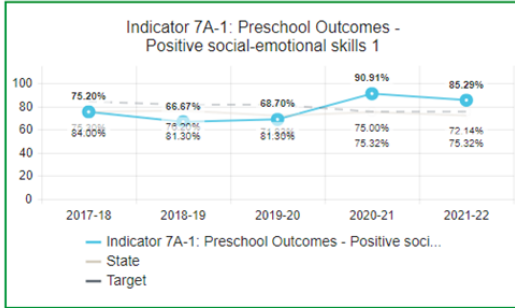
Administrative Unit Determinations are publicly posted on the CDE website.

Preschool Outcomes are part of the AU Results Matrix.

Indicator 7 Summary Data in the DMS

Implementation of Results Matter
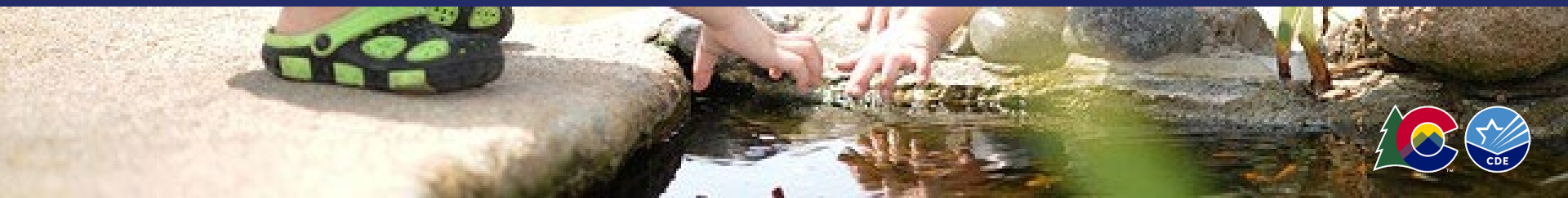
RM Assessments and OSEP Reporting

- ➢ Menu of three vendor tools
- ➢ Online assessment platform provides real-time reporting and digital portfolios for meaningful progress monitoring
- ➢ Data informs instruction and intervention

Collection of Authentic Assessment Data	→	Completion of Assessment Rating	→	Conversion to Child Outcomes Ratings	→	Automated Conversion to OSEP Progress Categories

GOLD® by Teaching Strategies

COR Advantage® by Kaymbu

AEPS™

Data Export

↓

Calculations for OSEP Progress Categories and OSEP Summary Statements for SSP/APR
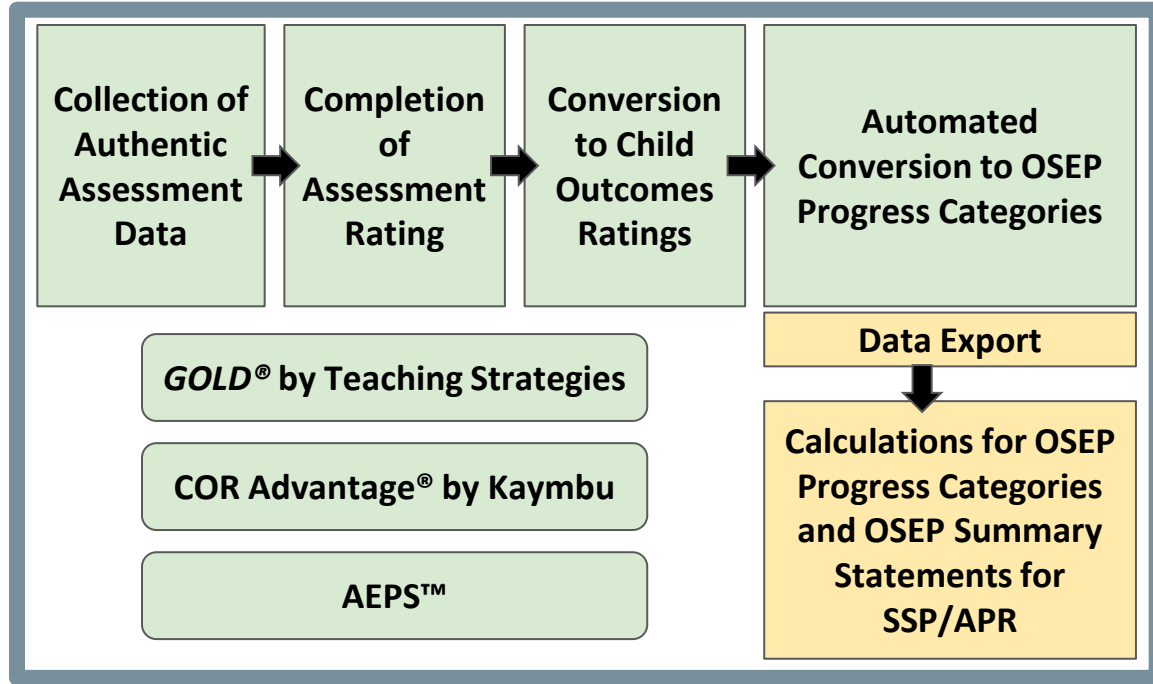
Results Matter Menu

Assessment Choices

➢ Assessment, Evaluation, and Programming System for Infants and Children (AEPS™), Second Edition

➢ COR *Advantage®* by HighScope

➢ *GOLD®* by Teaching Strategies

Features

➢ Support Portal for the platform

➢ Alignment to the Colorado Academic Standards documents

➢ Review process for selection of the tools

Data Privacy

Results Matter Assurances

- <u>General Procedures (PDF)</u> - Updated June 2023

- <u>Data Security (PDF)</u> - Updated June 2023

Professional Learning to Support Results Matter Administrators

Using assessment data to inform instruction is the cornerstone of Results Matter. Resources *for administrators* to support program implementation can be found on the [Results Matter Professional Learning](#) webpages:

- ➢ Administrative Data Use Self-Assessment
- ➢ Results Matter Self-Reflection and Implementation Tools
- ➢ Preschool Outcomes: A Data Dialogue on OSEP Indicator 7 Reporting

Professional Learning to Support Results Matter Teachers

Using assessment data to inform instruction is the cornerstone of Results Matter.

Additional resources for teachers' implementation in classrooms:

➢ PDIS - *Introduction to Child Assessment*
➢ PDIS - *How to Use Child Assessment Data to Achieve Positive Outcomes - Educator Focus*
➢ Assessment System Orientation Courses

General Administration of the Online Tool

➢ Subscriptions to the online system are renewed and paid annually by the AU, school district, or partner organization (HS, community based partner program)

➢ **_DO NOT delete child records!_** Archive records of children no longer in your program

➢ Deactivate staff accounts when personnel have left your program

➢ Monitor staff, child and classroom set up in the online system for completion and accuracy

Fidelity of Implementation

Program leaders and administrators ensure that:

- All classroom staff are trained on the assessment and its associated online system

- All classroom staff show competency in early childhood observation skills needed for Results Matter assessment

- All staff who finalize ratings demonstrate inter-rater reliability

The Results Matter Handbook has detailed training expectations on the Results Matter Training and Certifications Requirements page

Why Entry is so Important

When Children Enter Special Education in Preschool

- Preschool teachers manage children's records in the online RM tool and enter them into special education
- The entry date is determined by the start of special education services as described in the IEP
- The entry date is not always the date of the IEP meeting, but the date for when services begin found in the service delivery section of the document

An Entry Rating is Established

- Preschool teachers collect observation data, **collaborate with the special education team** and finalize ratings - *this should be as close to the initial IEP meeting as possible for an accurate baseline*
- All dimensions and objectives need to have complete and finalized ratings during the checkpoint that the child has entered special education
- Educational teams should use data from family interviews, screening, and assessment data from initial eligibility

GOLD Crosswalk

Dimensions and Objectives that inform each Outcome

Teaching Strategies Portal - What GOLD Dimensions are required…

Outcome 1: Positive social relationships	Outcome 2: Acquires and uses knowledge and skills	Outcome 3: Takes appropriate action to meet needs
	7b	
	8a	
	8b	
	9a	
	9b	
	9c	
	9d	
	11a	
	11b	
	11c	
	11d	
	11e	
1a	12a	
1b	12b	
2a	13	1c
2b	14a	1c1
2c	14b	1c2
2d	15a	1c3
3a	15b	1c4
3b	15c	4
8a	16a	7a
10a	16b	
10b	17a	
	17b	
	18a	
	18b	
	18c	
	19a	
	19b	
	20a	
	20b	
	20c	
	21a	
	21b	
	22a	
	23	

Validating Children in the Online Tools

➢ Ensure that every actively enrolled child on the special education roster has IEP marked "yes" and has an entry date that is the same as the services start date in the IEP

➢ Enter the child's SASID in the appropriate field

➢ Use the December 1 Special Education Student Count data to compare to children records in *GOLD®* and COR *Advantage®*

Stay in the loop! Make sure that the Results Matter Technical Assistance Specialists have your contact information

Resources

[Child Outcomes Step by Step](#) - Video in the Results Matter Library about the three Preschool Outcomes

[Indicator 7 Preschool Outcomes](#) - ESSU State Performance Plan/Annual Performance Report (SPP/APR) Webpage

[Results Matter Handbook](#) - Everything you need to know about RM implementation

[Results Matter Professional Learning](#)

More Resources

Authentic Assessment as a Best Practice in Early Childhood

- Division of Early Childhood (DEC) Recommended Practices
- National Association for the Education of Young Children (NAEYC)