

RESULTS MATTER: FACT SHEET FOR ADMINISTRATORS

UPDATES FOR 2012-2013

The following information provides key points to support administrators in managing the Teaching Strategies (TS) GOLD system for child outcomes reporting. More detailed information can be found in the Results Matter Technical Assistant Document (July 2012) at http://www.education.ne.gov/oec/rm/rm_ta_doc.pdf.

HOW TO GET STARTED – ENROLLING THE CHILD

- Go to view “Children”, Manage Children” and click on the button to “Add a New Child”
- Enter information in all boxes.
 - It is **ESSENTIAL** to enter the funding source(s), NSSRS ID# and school district name for every child.
 - Remember: For children with IFSPs or IEPs, the program entry date is the IEP/IFSP meeting date.
- Do not adjust the child’s age due to prematurity. Initial assessment begins when a child is 6 months old.
- Color Bands:
 - For Infants/Toddlers/Two’s the color band is automatically assigned by the online system.
 - For Preschoolers (ages 3 to 5) the teacher must choose the correct color band based on the child’s chronological age as of the **beginning of the school year** (first day of school).
 - If the child is 3 years old at the beginning of the school year, the child’s color band is green all year. If the child is 4 years old at the beginning of the school year, the child’s color band is blue all year.
 - The color band is **never changed during the year**, regardless of the child’s birthday.
 - The purple color band is **never** used in a preschool program, even if the child is 5 years old. It is used only by kindergarten teachers for children in kindergarten classrooms..
 - For children who will be eligible for kindergarten the following year, the color band should be blue.
- What should I do if the system says that there is a child already entered with this profile? **STOP** and email Barb Jackson (bjjackso@unmc.edu) so she can see if the child needs to be transferred from another program.
- Identify which team members need to have access to a child and add them as a Team Central member. They can add observations, but the primary provider/teacher is the only one who can score. Go to “Invite Team Members” (on the left tool bar) and then click on “Add a New Invitation.”

MANAGING CHILDREN

- As an administrator you can transfer, delete, or archive children who are within your district. Click on the action button and go to “view children”. Find the child on the list and click “go”. Once you are on the child’s profile page go to the action button and click on the action that needs to be completed.
- **Archive:** For 2011-12 children who have exited your program or gone to kindergarten this fall, you need to **archive their records for the 2011-12 year only**.
- **Delete:** Child data may be deleted for all children who exited in 2010-11 or prior years.

IMPORTANT INFORMATION ABOUT DOCUMENTING IN GOLD

- Ongoing assessment must be documented in each of the following checkpoints periods:
 - Fall: August 15 – November 9 (extended from Oct 31 this year only, if districts wish to extend)
 - Winter: November 10 – February 14
 - Spring: February 15 – May 31
- The data on the child will not show up in reports unless the following is done:
 - All data must be finalized at the end of every checkpoint period.
 - All objectives/dimensions in the following six areas of development and learning must be scored: social-emotional, physical, language, cognitive, literacy, and math.
- As an administrator, it is recommended that **you monitor each teacher's completion of data during each checkpoint** by running the Assessment Checkpoint Report. See instructions in the Reports section of this Fact Sheet.

ADDITIONAL REQUIREMENTS FOR CHILDREN WITH AN IFSP OR IEP

Entry Rules:

- Entry data must be collected and entered online within 45 calendar days of the child's IEP/IFSP meeting.
- The child's entry data is usually in the same checkpoint period as the child's program entry date.
- **However, please refer to *Determining and Reporting Child's Entry and Exit Data in Appropriate Checkpoint Periods*** for guidance to determine. See Page 39, Appendix D, Results Matter Technical Assistance Document (July 2012).
- If a child is absent for 30 days or more for any reason, archive the child's data and start over during the checkpoint when/if the child returns.

Exit Rules:

Children must be in the program for 6 months with complete entry data and exit data to be eligible for OSEP reporting. If a child has not been the program that long, archive at the time of exiting from the program or transition them to the Part B program and complete entry data for Part B.

- Exit instructions: Go to the "Action" tab and go to "View Classrooms." Click "Go" on the class where the children are that you want to exit. Click on the action tab and click on "OSEP Exit Status Form". On this page, it will list the children who are eligible for exiting. Click on the exit button and then complete the information and the child is formally exited. The child will be on the list if they have not met the requirements for reporting. Common errors are a) the teacher has not scored sufficient number of items; b) data was not finalized; c) the child was not formally exited by the administrator; or d) the child was in the program less than 6 months. You will need to problem solve with your teacher to determine why this is happening.
- For infants and toddlers with IFSPs (Part C).
Part C exit data must be completed by the child's 3rd birthday. Exit the child from Part C for OSEP reporting even if the child is still on an IFSP.
 - Follow these steps at the child's 3rd birthday:
 - The teacher needs to notify you that the child's data is complete and ready to be exited from Part C and transferred to Part B for OSEP reporting.
 - **NOTE:** The exit date must be in the same checkpoint as the exit data.
 - The Administrator needs to exit the child and transfer the child to an Interim classroom (if continuing to get Part C services) or to a preschool classroom (if being transferred to a preschool classroom).
 - The online administrator must exit the child. The child must be formally exited to show up in OSEP reports.
 - Part C exit data can be used as Part B entry data.
 - **NOTE:** If the child turns 3 and will be exiting Part C in June through August, use May 31 as the exit date and use the Spring checkpoint data as the exit data.

- For preschoolers with IEPs (Part B)
Exit data must be completed by the child’s 6th birthday.
 - The teacher needs to notify you that the child’s data is complete and ready to be exited from Part B.
 - **NOTE:** The child’s program exit date must be in the same checkpoint as the exit data.
 - The online administrator must exit the child. The child must be formally exited to show up in OSEP reports.

Children who transfer to another district:

- If a child moves to another district. The **Sending District** should:
 - Notify the **Receiving District** that **Sending District** has a GOLD portfolio in your district:
 - If the child has completed data, let the district know that entry data has been completed.
 - If the child moves before the entry data was completed, the new district can complete the data for that checkpoint. If the child does not start services immediately with the new school district, the Receiving District can still use the transferred information, but will need to change the entry date as the date that they begin services there. Entry data will need to be completed at that time.
 - The **Sending District** should contact Barb Jackson at bjjackso@unmc.edu to request a **GOLD Child Portfolio Transfer Request**. The Sending District will then complete the form and send it back to Barb Jackson who will complete the transfer.

REPORTS THAT ARE HELPFUL FOR ADMINISTRATORS

There are several reports available for administrators. Six are highlighted here. Go to the “Action” tab and click on “Reports.” Most reports can be found there.

ASSESSMENT STATUS REPORT

Run this report at the end of each checkpoint to monitor completion of data entry by teachers and providers.

The **Assessment Status Report** under the “Checkpoint” tab shows the percent of items scored for each Objective. Each child must have complete finalized data in the six required areas: social-emotional, physical, language, cognitive, literacy, and math.

	Social-Emotional	Physical	Language	Cognitive	Literacy	Mathematics	Science and Technology	Social Studies	The Arts	English Language Acquisition	Spanish Language	Spanish Literacy
Jill	11%	0%	0%	0%	0%	0%	NDE doesn't require	NDE doesn't require	same			

CHILD DEMOGRAPHIC REPORT

Run this report after each checkpoint to make sure all demographic information is entered for each child.

This is not a formal named report, but you can create a customized **Child Demographic Report**. Go to "Action" tab and click on "View Children." On this page go to "Change View" and select the following fields for your report: first name, last name, class or teacher, funding sources, NSSRS ID# and school district. The school district name must be completed for all children funded in whole or in part by the school district. After you submit the fields, you can either print or export as a PDF or Excel file.

[Nebraska Department of Education](#) / [Jackson Public Schools](#) / View Children

Children

Change View

[Add New Child](#)

Filter by child:

Active Archived Deleted

First Name	Last Name	Teacher	Funding Sources	NSSRS ID#	School District
Jill	Jackson	Barb	Nebr - ECSE-Part B (3-5) Nebr - Parent Pay	1212121219	Papillion PS

OSEP CHILD OUTCOMES: PART C OR B ENTRY STATUS REPORT: CHILD LEVEL

Run this report at the end of the Fall checkpoint (prior to Nov 9, 2012) to see if entry data is completed for all active children who have an IEP/IFSP.

This Report provides a summary of the children that have complete data and their initial category score (1-7). A score of 6-7 suggests that the child is demonstrating skills that are typical of his/her peers. Scores below 6 suggest some level of delay. You can customize this report to include NSSRS IDs, funding source, and school district.

Jackson Public Schools OSEP Child Outcomes/Part C Entry Status Report: Child Level

SiteID Site TeacherID Teacher ClassID Class ChildID First Name MI Last Name
 Gender Birth Date Entry Date Entry to Infant / Toddler Program Preschool Class Level Ethnicity Level 1
 Ethnicity Level 2 Race Level 1 Race Level 2 Primary Language Billing Source Nickname Identifier
 Funding Sources Has IEP Has IFSP NSSRS ID# School District

Site	Teacher	Class	First Name	Last Name	Outcome 1 Functioning Comparable to Peers	Outcome 2 Functioning Comparable to Peers	Outcome 3 Functioning Comparable to Peers	Outcome 1 Score	Outcome 2 Score	Outcome 3 Score	NSSRS ID#
Home Based	Barb	Home-Based	Jill		N	N	N	1	3	1	

OSEP CHILD OUTCOMES: SECTION 619 OR PART C: FEDERALLY MANDATED REPORT *CHILD LEVEL*

Run this report at the end of the Spring checkpoint (May 31, 2013) to determine the individual OSEP outcomes for children with IFSPs or IEPs.

This report provides a list of children who have entry and exit data for the year. In the report mark the year you want to review and submit these dates: Entry (7/1/2011) and Exit (6/30/2012). This is the required OSEP reporting period for each year. Review the list of children. If children have exited and are not on this list, you need to problem-solve with the teacher to determine why. Common reasons are a) the teacher has not scored sufficient number of items; b) data was not finalized; or c) the child was not formally exited by the administrator.

Nebraska Department of Education OSEP Child Outcomes/Section 619 Federally Mandated Report: Child-Level

Columns to Display

<input type="checkbox"/>	ProgramID	<input checked="" type="checkbox"/>	Program	<input type="checkbox"/>	SiteID	<input checked="" type="checkbox"/>	Site	<input type="checkbox"/>	TeacherID	<input checked="" type="checkbox"/>	Teacher	<input type="checkbox"/>	Teacher Email	<input type="checkbox"/>	ClassID	<input checked="" type="checkbox"/>	Class	<input type="checkbox"/>	ChildID
<input checked="" type="checkbox"/>	First Name	<input type="checkbox"/>	MI	<input checked="" type="checkbox"/>	Last Name	<input type="checkbox"/>	Birth Date	<input type="checkbox"/>	Identifier	<input type="checkbox"/>	Entry Date	<input type="checkbox"/>	Exit Date	<input type="checkbox"/>	School District	<input type="checkbox"/>	NSSRS ID#		

Program	Teacher	First Name	Outcome 1 Entry	Outcome 1 Exit	Outcome 1 Score	Outcome 2 Entry	Outcome 2 Exit	Outcome 2 Score	Outcome 3 Entry	Outcome 3 Exit	Outcome 3 Score	Outcome 1 Exit GOLD Percent Completed	Outcome 2 Exit GOLD Percent Completed	Outcome 3 Exit GOLD Percent Completed
Jackson PS	Barb	Jill	4	7	d	3	6	d	4	7	d	100	100	100

OSEP CHILD OUTCOMES: SECTION 619 OR PART C: FEDERALLY MANDATED REPORT

Run this report at the end of the Spring checkpoint (May 31, 2013) to summarize your district's child outcomes for children with IFSPs or IEPs.

Run this aggregate report once you are sure that **all** children with IFSPs/IEPs from your district were included in the individual report above. This aggregate report summarizes across children and provides a summary of your district's OSEP report. **Save this report.** The data should match the data posted on your district's ILCD website and on the State of the Schools Report (SOSR) each year.

SUMMARY OF OUTCOMES: EXAMPLE OF ONE OUTCOME AREA

The following table summarizes child outcomes for this example group of children.

Outcome 1: Positive social-emotional skills (including social relationships)

OSEP Progress Categories	Number of Children	Percent of Children
a.. Children who did not improve functioning	55	7%
b. Children who improved functioning, but not sufficiently to move nearer to functioning comparable to same-aged peers	67	9%
c. Children who improved functioning to a level nearer to same-aged peers but did not reach it	98	13%
d. Children who improved functioning to reach a level comparable to same-aged peers	234	30%
e. Children who maintained functioning at a level comparable to same-aged peers	318	41%
Totals	772	100%
Summary Statements		
1. Of those children who entered the program below age expectations in this Outcome, the percent who substantially increased their rate of growth by the time they exited the program. (changed trajectory – narrowed the gap)		73%
2. The percent of children who were functioning within age expectations in this Outcome by the time they exited the program.		72%

Formula for Summary Statement 1: $c+d / a+b+c+d$

Formula for Summary Statement 2: $d+e / a+b+c+d+e$

ECO 9 AND 7 POINT SCALE REPORT

Run the ECO 9 and 7 Point Scale Report at the end of the Spring checkpoint (May 31, 2013) to determine children’s progress over time based on the OSEP child outcomes.

The ECO 9 and 7 Point Scale Report is based on the same scoring system as the OSEP reports except that it uses a 9 point scale, with a score of 6-9 suggesting skills that are in the broad range of typical of his/her peers.

“Summary of Changes” provides information about how many children made greater than expected progress (for example, moved from a Level 3 to a Level 4) and “Summary of Children” displays the number of children at each Level.

SUMMARY OF CHANGES

Degree of Level Change	Outcome A		Outcome B		Outcome C	
	#	%	#	%	#	%
+3 or more	3	43%	3	43%	4	57%
+2	2	29%	3	43%	1	14%
+1	1	14%	0	0%	1	14%
0	1	14%	1	14%	0	0%
-1	0	0%	0	0%	1	14%
-2	0	0%	0	0%	0	0%
-3 or less	0	0%	0	0%	0	0%

SUMMARY # OF CHILDREN AT EACH LEVEL *

Summary at Each Level	Fall 2011		Spring 2012	
	#	%	#	%
9	0	0%	3	43%
8	0	0%	0	0%
7	0	0%	0	0%
6	3	43%	1	14%
5	1	14%	2	29%
4	2	29%	1	14%
3	0	0%	0	0%
2	1	14%	0	0%
1	0	0%	0	0%

*Level is defined as a score on the 9 point scale.