

Indicator 7 Early Childhood Outcomes Toolkit

Indicator 7 Early Childhood Outcomes: The percentage of students with disabilities aged 3-5 or by the end of preschool (**no later than June 30th**), whose Early Childhood Outcome ratings showed significant progress between entry and exit from the Early Childhood Program.

Purpose

Based on the district's Differentiated Monitoring Results (DMR) level of support, the target was not met for Indicator 7 (see exception below). Refer to the Annual District Determination and District Data Profile for results.

This toolkit is designed to guide the district in a review of its special education program. Complete the toolkit in EdPlan.

Identify root cause by answering the Guiding Questions and analyzing data with a team.

Develop improvement plan including professional development aligned to the indicator.

Submit assurance statement signed by the Superintendent and Special Education Director.

Review the progress of the improvement plan twice.

Submit professional development documentation summary and sign-in sheets.

Exception: Additional activities are required if found to be noncompliant and/or not have met state target in the same focus area/indicator for three consecutive years and/or have been identified as a DMR Level 3 or DMR Level 4 in the same focus/target area. The district will be notified for additional required activities. Activities are developed on a tiered system based on the number of consecutive years with a growth measure built in. Refer to the General Supervision System for additional information.

Tier 1: 3rd year of consecutive noncompliance and/or not have met target in one or more areas. Complete the required additional activities below:

- Review the past two years' root cause findings to assist with developing an improvement plan.
- Utilize 615 funds to address improvement plan implementation (fund amount/percentage is determined by SDE).

Tier 2: 4th year of consecutive noncompliance and/or not have met target in one or more areas below. Complete the required activities below:

- Review the past two years' root cause findings to assist with developing an improvement plan.
- Utilize 615 funds to address improvement plan implementation (fund amount/percentage is determined by SDE).
- Develop/utilize a parent Advisory Board, meet quarterly, discuss root cause and improvement plan, and how the 615 funds will be utilized.

Tier 3: 5th plus year of consecutive noncompliance and/or not have met target in one or more areas below. Complete the required activities below:

- Review the past two years' root cause findings to assist with developing an improvement plan. One SDE staff or contract with an outside representative to participate in team planning to support the identification of the root cause, data review, and the plan for improvement.
- Utilize 615 funds to address improvement plan implementation (fund amount/percentage is determined by SDE).
- Develop/utilize a Parent Advisory Board, meet quarterly, discuss root cause and improvement plan, and how the 615 funds will be utilized to support the plan and share progress made towards the plan.
- Invite parents to a school board meeting to discuss the plan for improvement and data trends for the past three years related to the area.

If 10% or more growth is demonstrated while implementing the plan from the previous year, the district will remain at Tier 1 for the current year. If the district drops down below the gain the district will move to the next tier below current placement.

Indicator 7 Early Childhood Outcomes Toolkit Process

- **Establish a Team** - Identify site-based personnel (administrative, instructional, specialized, and/or support staff) to participate as members of this team. The team should consist of experts in this area with the ability to implement improvement strategies.
- **Review guiding questions and gather important supporting documents** - Prior to meeting, provide team members with a copy of the toolkit allowing them to become familiar with the tool and gather supporting documentation describing the district's current practices and procedures. Review the progress made on last school year's improvement plan if target was not met for Indicator 7 last year.
- **Identify Data** - Prior to meeting, identify all relevant data needed to assist the team through the review process. Review the recommended data sources for analyzing Early Childhood Outcomes for students with disabilities as well as any additional data the team identifies as relevant.
 - Early Childhood Outcomes Report (available through EdPlan Reports by selecting Reports>Insights>OK Reports>OK Library>End of Year)
 - District level documentation
 - Process and practice for early childhood outcomes

- Attendance of students from time of entry to exit
 - Policy and procedures regarding early childhood
 - Timelines
 - Type of information 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?
- **Meet and review practices and procedures.**
- Review results of last year’s data to determine if the current plan is effective or needs revising (if the district did not meet target for this indicator last year).
 - Complete a root cause analysis by answering the guiding questions and analyzing collected data.
 - Provide a summary describing how the team determined factors linked to the root cause.
 - Develop and implement an improvement plan to improve early childhood outcomes.
 - Identify professional development to support the improvement plan (professional development must align with area of need identified and must be provided after the improvement plan.
 - Establish monitoring tools needed to measure effectiveness of the improvement plan.
- **Continued monitoring and improvement.** Once the plan has been implemented, the team will meet again to analyze results, identify areas of improvement, and adjust the plan as needed to move towards improving performance.

Indicator 7 Root Cause

Step 1: Who is on your Team? List each team member’s role as well as full name in the box below. Required team members are an Administrator, the Special Education Director, General Education Teacher (early childhood), and Special Education Early Childhood Teacher and/or Speech Pathologist. Optional team members to include may

be Service Providers (Speech, OT/PT), additional Special Education Teachers (early childhood), and additional General Education Teachers (early childhood).

Step 2: As a team, consider why the district did not meet the target on this indicator by addressing the following questions. Data and other information the team feels is relevant should also be considered.

1. If target was not met for indicator 7 last year, describe the progress made on last school year's improvement plan. Does the data indicate the improvement plan was effective? If not, please describe why the team feels it was not effective and what are the next steps?
2. How does the district gather and analyze data to complete the Early Childhood Outcome ratings across multiple natural settings? Consider the district's procedures regarding informal observation, input from families and teachers, etc. How effective are these procedures?
3. Describe how the district involves all individuals in the child's life, including the family, in gathering evidence to determine an appropriate Early Childhood Outcomes rating. How effective are these procedures?
4. How does the district ensure that students' Early Childhood Outcome ratings are entered into EdPlan in a timely manner for entry and exits? How effective are these procedures?
5. How does the 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 provide a consistent and accurate assessment of early childhood students? If not, what can be changed to improve the data analyzation methodology?
6. Does the district analyze data to determine if certain populations have lower rates of improvement on various skills? If so, what has the team learned? Consider whether patterns exist by disability categories, race/ethnic, gender, age ELL, socioeconomic status, etc.
7. Describe how the district uses the IEP to monitor student progress from entry to exit to ensure growth?

Step 3: Summarize the responses to the questions above, identifying the factors that the team believes are most linked to the root cause(s). Provide data/information to assist in identifying the root cause. Determine the root cause(s) and provide summary.

Indicator 7 Improvement Plan

Develop an improvement plan for Indicator 7.

Include professional development as a part of the plan.

Describe professional development needed to assist with improving this indicator.

Identify area of focus, who will attend, and date professional development is provided.

Submit the professional development documentation summary and sign-in sheet.

Describe progress review activity and/or data source for determining effectiveness of the improvement plan.

Identify the person(s) responsible for monitoring the progress of the improvement plan.

Enter the name, position, and responsibilities of the person(s) monitoring the plan.

Assurance Statement:

Submit an assurance statement ensuring the district's improvement plan for Indicator 7 will be implemented and monitored. Provide the assurance statement signed by the Superintendent and Special Education Director.

First Progress Review

Analyze the collected data identified in the improvement plan as well as any other data gathered to measure the effectiveness of the improvement plan. If the data sources analyzed do not demonstrate progress towards improving the indicator, the district may continue or amend the improvement plan. Provide justification for the decision to either continue or amend the plan.

Guiding Questions for the first progress review:

1. Has the identified team membership changed since the improvement plan was created? Are any additional members needed?
2. What data is the team using to monitor improvement plan's effectiveness?
3. Describe how the improvement plan was implemented. Was it enacted as planned or were changes made? Has the team encountered any challenges or unforeseen obstacles in implementing the improvement plan?
4. What additional activities should be added to the district's improvement plan?
5. What policies, practices, and/or procedures will be changed or implemented?
6. What strategies have been used? Will these continue to be used?

Professional Development

1. Provide a summary of the professional development completed.

2. How does the pd relate to the root causes identified by the team?
3. What did the team gain from this pd?
4. How does the LEA need to update and implement practices/policies?
5. What are the next steps to improve results for this indicator?

Provide professional development summary.

Submit Professional Development sign-in sheets aligned to summary.

Professional development sign-sheets must include date and title.

Upload to the LEA Document Library>Compliance tab in EdPlan.

Final Progress Review

Analyze the collected data identified in the improvement plan as well as any other data gathered to measure the effectiveness of the improvement plan. If the data sources analyzed do not demonstrate progress towards improving the indicator, the district may continue or amend the improvement plan. Provide justification for the decision to either continue or amend the plan.

Guiding Questions for the final progress review:

1. What data is the team using to monitor growth toward the intended outcomes? Does the data demonstrate growth or are other sources of data needed? Please explain.
2. Describe how the improvement plan was implemented. Was it enacted as planned or were changes made? Has the team encountered any challenges or unforeseen obstacles in implementing the improvement plan?
3. What additional activities should be added to the district's improvement plan?
4. What policies, practices, and/or procedures will be changed or implemented?
5. What strategies need to be carried into the following school year?