Results Matter Implementation Responsibilities Plan

Results Matter Handbook

Professional Development Considerations

Administrator Tasks	Due Date	Task Completed	Person Responsible
Administrators successfully complete the GOLD® for Administrators (Preschool-3rd Grade).	Prior to the first day of school		
Administrators review the *GOLD®* User Guide for Administrators PDF.	Prior to the first day of school		
Administrators ensure that teachers have reviewed the *GOLD®* User Guide for Teachers PDF.	Prior to the first day of school		
All classroom staff must be trained in, or have had prior experience with, early childhood observation skills for authentic assessment. Several ways to satisfy this requirement are: ● Experience with an observational assessment tool in a previous role or position (does not have to be a Results Matter approved tool) ● Previous college course on assessment which covered observational child assessment ● Completion of *Introduction to Child Assessment* module in the Colorado Professional Development Information System (PDIS)	Prior to the Fall Checkpoint		
Teachers and administrators successfully complete professional development modules in Quorum: ● Introduction to SmartTeach® - 2 hours ● GOLD Introduction - 2 hours	Prior to the Fall Checkpoint		
Assess the need for, and schedule as indicated, professional development activities to assist classroom staff in observation and documentation skills - Professional Learning to Support Results Matter Implementation.	Prior to the first day of school and ongoing		
Teachers have read and understand the guidance, Treating the First Assessment Period as the Baseline.	Prior to the first day of school		
Assure that the persons responsible for making final checkpoint decisions have completed the Inter-Rater Reliability (IRR) certification, including Head Start and Community sites. IRR and training requirements should be documented.	Prior to the Fall Checkpoint		

Initial System Set up

Administrator Tasks	Due Date	Task Completed	Person Responsible
Organize classrooms in *GOLD*® at the beginning of the year: ● add new children and transfer children ● verify that all classrooms and locations have integrated from your SIS and are accurately reflected in Gold	Set up prior to the first day of school, update as needed		
Verify child records are correctly integrated from your SIS*, including: ● child's name/birth date exactly as it appears on the birth certificate ● SASID *If you integrate your data from your SIS, ensure a strong communication plan with your IT team and your system integration specialist from your chosen Results Matter tool.	Prior to the first day of school and ongoing		
Change *GOLD*® colored bands for returning children who were assessed last year.	Prior to the first day of school		
Ensure teachers complete the Home Language Survey.	Prior to the first day of school and ongoing		
Request and/or approve staff transfers using the Staff Transfer Form if transferring from another school district - User Account Transfer Form - digital.	Ongoing		
Verify that the Funding Source field is filled out correctly for every child.	Prior to the first day of school and ongoing		
Verify that Head Start grantee information is filled out correctly for all children funded by Head Start.	Prior to the first day of school and ongoing		
Verify that the School District field is filled out correctly for all children required to be assessed.	Prior to the first day of school and ongoing		
Read and follow the Results Matter Assurances: General Procedures (PDF) Updated June 2023 Data Security (PDF) Updated June 2023	Prior to the first day of school and ongoing		
Assure that each user has her/his own user account and is not sharing accounts or passwords.	Prior to the first day of school and ongoing		

Ongoing Work

Administrator Tasks	Due Date	Task Completed	Person Responsible
Assure that staff follow the implementation of authentic assessment on a regular basis by using the "Assessment Status" and "Documentation" Reports - Results Matter Documentation Resources.	Prior to each checkpoint		
Monitor the quality of documentation collected by staff. Ensure that special education and general education staff collaborate on the data.	Prior to each checkpoint		
Assure all objectives have finalized ratings by the deadline for each checkpoint period. For children with an IEP the first checkpoint should be finalized as close to the entry date of the IEP as possible.	Prior to each checkpoint		
Monitor the extent that teachers are using Not Yet ratings and provide feedback to teachers on excessive use of this ratings: ● ***Ensure that Not Observed is not being used***	Prior to each checkpoint		
Generate Individual Child, Report Card, and/or Development and Learning reports to monitor child progress and share with families.	After each checkpoint		
Help staff reflect on and use their data to inform instruction with a data-based decision-making process.	Ongoing		
Track entry and growth of children with IEPs (OSEP Status Report; Entry Status Report, Exit Status Summary Report): ● 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 ● Provide guidance to teachers on the assessment of children entering or leaving midyear ● Ensure that OSEP exits are occurring throughout the school year as children transition out of services and/or leave the district	December 1 count date and ongoing		
Update user accounts, **both teachers and administrators**, as needed. Ensure that the accounts of any staff members who have left the program are marked as disabled in the User Profile.	Ongoing		
Monitor that lead teachers responsible for making final checkpoint decisions have completed the *GOLD*® IRR certification by using the Inter-Rater Reliability Certification Report or IRR Dashboard in Quorum.	Ongoing		

Year-End Reporting, OSEP Indicator 7

Administrator Tasks	Due Date	Task Completed	Person Responsible
Compare the number of children in *GOLD®* with December 1 Special Education Student Count Report by using data from an OSEP Status Report pulling an OSEP Status report with the date of Dec. 1.	Feb. 1		
Finalize all child exits prior to the end of the school year.	Prior to the end of the school year		
Manage OSEP exit process as detailed in "Step By Step Guidance for Managing OSEP Exit".	June through July 15		
Ensure that data is accurate in *GOLD®* by comparing it to special education rosters.	June through July 15		
Collaborate with Head Start Programs and community sites to obtain the correct number of children they are reporting through their *GOLD®* license if it is outside of the license (CDE can offer assistance with this though our state umbrella license).	June through July 15		
Obtain the preliminary Verification Form from the DMS (typically uploaded by CDE last day in May).	June 15th		
Verify the number of children in the OSEP Mandated Report with CDE, upload the Verification Form with correct numbers to the DMS.	By July 15th		
Special Education Director of Record reviews and signs the Certification Form that the data is accurate and reliable. The forms for signature are posted in the Data Management System (DMS).	by July 15		Special Education Director of Record:
Oversee yearly archiving of children ***after*** OSEP exits have been completed.	July		
Complete annual contract renewal per instructions from Teaching Strategies in the summer.	July through August		

COLORADO
Department of Education

Contact Us at Results Matter