

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan (SPP) Development

FFY 2008 is the first year that states are required to present baseline data for Indicator 7. Using this baseline data, states are required to establish rigorous targets for FFY 2009 and FFY 2010. To help set targets, the CDE convened a stakeholder group that included Special Education Directors and Preschool Directors, as well as representatives from Head Start, Part C, the CDE Early Childhood and Special Education staffs, PEAK Parent Center (Colorado's Parent Training Information Center) and other partners. Additional participants in the group included representatives from a quality rating program, parents of students in programs, and those with expertise in research, policy, and professional development.

The stakeholder group was charged with two tasks:

- Consider baseline data from the assessment methods
- Assist in determining appropriate targets for Indicator 7 and for each summary statement

Monitoring Priority: FAPE in the LRE

Indicator 7: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

Outcomes:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

Progress categories for A, B and C:

- a. Percent of preschool children who did not improve functioning = $[(\# \text{ of preschool children who did not improve functioning}) \div (\# \text{ of preschool children with IEPs assessed})] \text{ times } 100.$
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = $[(\# \text{ of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \text{ times } 100.$

- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by (# of preschool children with IEPs assessed)] times 100.
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.

Summary Statements for Each of the Three Outcomes (use for FFY 2008-2009 reporting):

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Measurement for Summary Statement 1:

Percent = # of preschool children reported in progress category (c) plus # of preschool children reported in category (d) divided by [# of preschool children reported in progress category (a) plus # of preschool children reported in progress category (b) plus # of preschool children reported in progress category (c) plus # of preschool children reported in progress category (d)] times 100.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

Measurement for Summary Statement 2: Percent = # of preschool children reported in progress category (d) plus [# of preschool children reported in progress category (e) divided by the total # of preschool children reported in progress categories (a) + (b) + (c) + (d) + (e)] times 100.

FFY	Measurable and Rigorous Target
2008	N/A

Overview of Issue/Description of System or Process Measurement System and Strategies used to Collect Data

Section 619 Indicator 7 measurement and reporting are administered by the Results Matter initiative at the Colorado Department of Education (CDE) and in collaboration with the Colorado Department of Human Services (DHS). Results Matter is a statewide program that promotes ongoing assessment and documentation of child learning and development for a total of 44,000 children served in a variety of early childhood initiatives such as Part C,

Head Start, private for-profits, non-profits, faith based and home based programs. It is a comprehensive outcomes and accountability system made up of multiple components including measurement and reporting of child and family outcomes, longitudinal analysis of achievement data, links to program quality indicators and an extensive professional development system designed to support high quality assessment practices and the use of data to inform decision making at multiple levels from classroom instruction to program improvement to local and state policy development.

- Who is included in Indicator 7 measurement? Indicator 7 data in Colorado are based on census data for only those children eligible for special education services funded through IDEA Part B Section 619. Such students are assessed three times annually
- What are the sources of Indicator 7 data? Assessment and outcomes data are derived from one of three curriculum or criterion referenced assessment systems chosen by the local program. The process requires ongoing observation, portfolio documentation and periodic assessment ratings. The menu of approved assessment systems includes: Creative Curriculum Developmental Continuum (CCDC), Work Sampling System (WSS) and High/Scope Child Observation Record (COR)
- Who conducts the assessments? The child's primary caregiver is designated as the assessment lead and has the final word on all assessment decisions. Members of the classroom and intervention teams, as well as families and providers from other programs serving the child, contribute to the body of progress information which includes observations, work samples, digital photo and/or video files and rating scales.
- When does assessment occur? Observation and documentation are ongoing, culminating in assessment rating checkpoints for all children scheduled three times per school year (four checkpoints for year round programs). Checkpoints for Colorado are October 29, February 14 and May 31.
- How are data transmitted to the state? All assessment information, including observation notes and other forms of documentation, is entered online using secure systems hosted by the assessment vendors. These online assessment systems provide immediate access to child and group level data reports for teachers, local administrators and state administrators. Both status and progress reports are available and can be generated based on developmental or content domain, outcomes or state standards.
- What methods are used to determine progress categories? Conversion to the OSEP progress categories is achieved through an automated process calibrated to each of the assessment tools. Results Matter has been working closely with the assessment authors, researchers and the Early Childhood Outcomes Center (ECO) to fine tune these algorithms. Although further adjustment is needed to address issues of over representation in some categories, great strides have been made in the past year that have allowed Colorado to capture a much more comprehensive statewide data set.

Data System Elements

- Data Input and Maintenance Vendor hosted online assessments systems function as the portal for data input at the classroom level and also currently serve as a data warehouse for information entered beginning in 2005. Security of the online systems was vetted by the CDE Information Management Services Unit (IMS). Local programs are instructed to archive data from prior years rather than delete. System

wide exports of data are also carried out routinely and data files are stored at the CDE. All automated reports can be run with or without archived records included.

- o Data Analysis Status, progress and correlation reports can be produced at all administrative levels of the online systems. A Results Matter team member with expertise in data management and analysis was hired.

Policies and Procedures

Policies and procedures guiding the Results Matter outcomes measurement system are partly built into the procedures for the assessment itself and the accompanying online system. Other policies and procedures are outlined in a series of *Results Matter Implementation Guidelines*. A process is in place to compile written guidance in a Results Matter handbook to be completed by fall 2010. Guidance is communicated to providers through email, online system alerts and through the website at http://www.cde.state.co.us/resultsmatter/rm_docs.htm.

Provision of Training and Technical Assistance

Training continues to be a cornerstone of the Results Matter program. The addition of five (5) consultants who support the implementation of Results Matter in inclusive settings enabled a higher level of local technical assistance during the 2008-09 school year. Training and technical assistance in the areas of observation, documentation, and specific assessment tool use, as well as skill building in the use of digital documentation and the online system are provided on a regional schedule and upon request. The Results Matter observation module training materials were made available online and have been disseminated nationwide. The documentation module is being revised with a release date of June, 2010 in Colorado followed by national dissemination at the OSEP conference in August, 2010. At the end of 2009, the Results Matter video series was also made available on the website where users can stream the video clips or download them for later use. Plans were put into place to develop and host interactive online training options with access to an interactive presentation software system. Some training materials can be found at: <http://www.cde.state.co.us/resultsmatter/observation.htm>. There is a Results Matter Video Library that can be found at: <http://www.cde.state.co.us/resultsmatter/RMVideoSeries.htm>

Quality Assurance and Monitoring

Advances in implementing quality assurance strategies in FFY 2008 included multiple components:

1. Increased site visits with personalized technical assistance to support quality assessment practices.
2. A shift from a training-of-trainers model to a direct, state-sponsored training for local teachers and administrators on the topic of introductory and advanced assessment.
3. Complete revision and field testing of an observation skills module.
4. Sponsorship of a second assessment roundtable series.
5. Plans put into place for increased administrator training to build local capacity for quality monitoring.
6. Continued work with publishers and ECO to refine conversion algorithms and to continue to build out the online system to provide ways to easily monitor levels of implementation.

7. ECO used remaining Colorado General Supervision Enhancement Grant (GSEG) funds to run preliminary analyses, including pattern checking, of statewide data.
8. Plans put into place to continue a partnership with ECO and also a research analysis team at the University of Northern Colorado (UNC) to assist with data analysis and monitoring beginning in FFY 2009.

Progress/Baseline Data (Preschool Children Exiting During FFY 2008)

Table 7.1 Positive social-emotional skills (including social relationships)

A. Positive social-emotional skills (including social relationships):	Number of Children	% of Children
a. Percent of preschool children who did not improve functioning	104	3.1%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	246	7.3%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach <i>check to see if a word was dropped here</i>	455	13.5%
d. Percent of preschool children who improved functioning to reach a level comparable to same aged peers	739	21.9%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	1829	54.2%
Total	3373	100.0%

Table 7.2 Acquisition and use of knowledge and skills (including early language/communication and early literacy)

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):	Number of Children	% of Children
a. Percent of preschool children who did not improve functioning	121	3.6%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	269	7.9%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach <i>check to see if a word was dropped here</i>	594	17.5%

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):	Number of Children	% of Children
d. Percent of preschool children who improved functioning to reach a level comparable to same aged peers	630	18.6%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	1781	52.5%
Total	3395	100.0%

Table 7.3 Use of appropriate behaviors to meet their needs

C. Use of appropriate behaviors to meet their needs:	Number of Children	% of Children
a. Percent of preschool children who did not improve functioning	99	2.9%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	283	8.3%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach check to see if we missed a word here??	505	14.8%
d. Percent of preschool children who improved functioning to reach a level comparable to same aged peers	670	19.7%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	1848	54.3%
Total	3405	100.0%

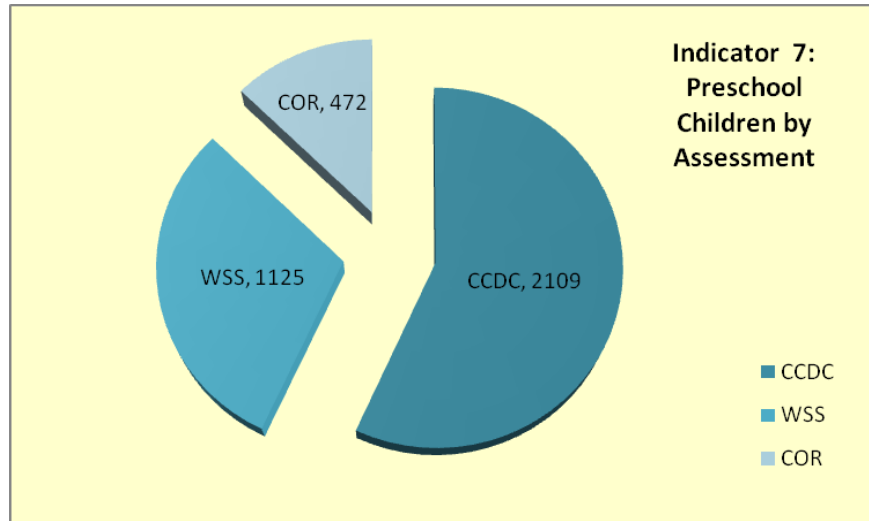
Discussion of Progress Data

Complete Data: Improved functioning of online systems over the past year and increased emphasis on data clean-up with individual sites and programs has led to a significant increase in the amount of data Colorado has to report for FFY 2008.

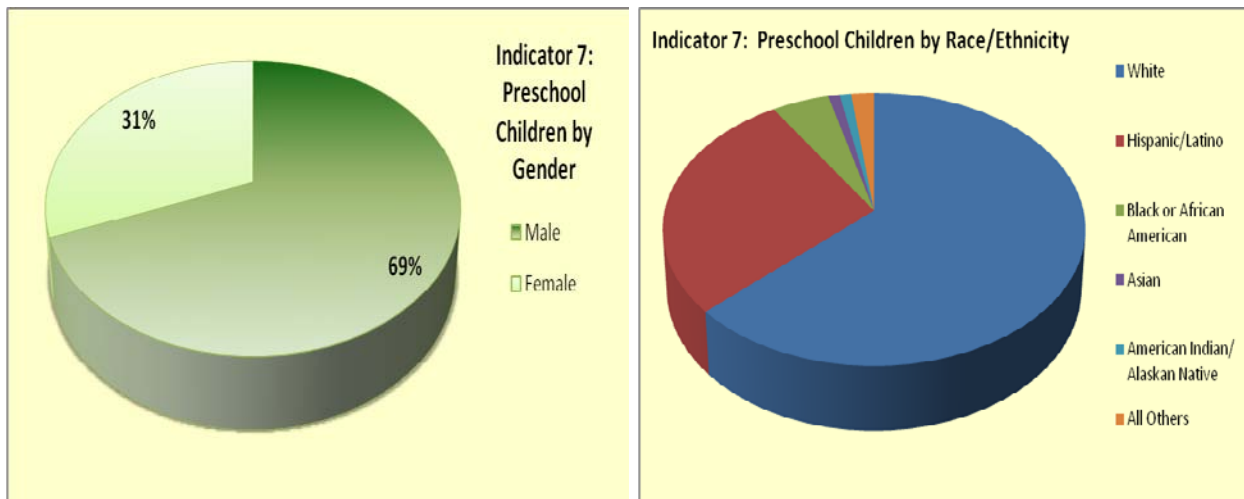
Although an independent analysis of all Results Matter child assessment data revealed a high percentage of missing data, it should be noted that this particular analysis excluded assessments when even 1 item was left un-scored. The assessments and outcomes conversion formulas have a preset threshold for missing items so it is quite possible that many of the excluded assessment results would actually be included in most day to day reporting functions.

With data for close to 3400 children included in this SPP/APR submission, it is evident that efforts to improve completeness of data are paying off. However, there are significant concerns over some assessments remaining incomplete and the action plan at the end of

the Indicator 7 section includes activities that address this. The breakdown of child outcomes measurements completed across the three assessment systems in Results Matter is depicted in this chart. We would expect there to be similar numbers generated by the COR assessment community as Work Sampling, but it is evident there is some sort of issue and plans are in motion to work with the publisher and local programs to try to understand why there is so much missing data in this area.

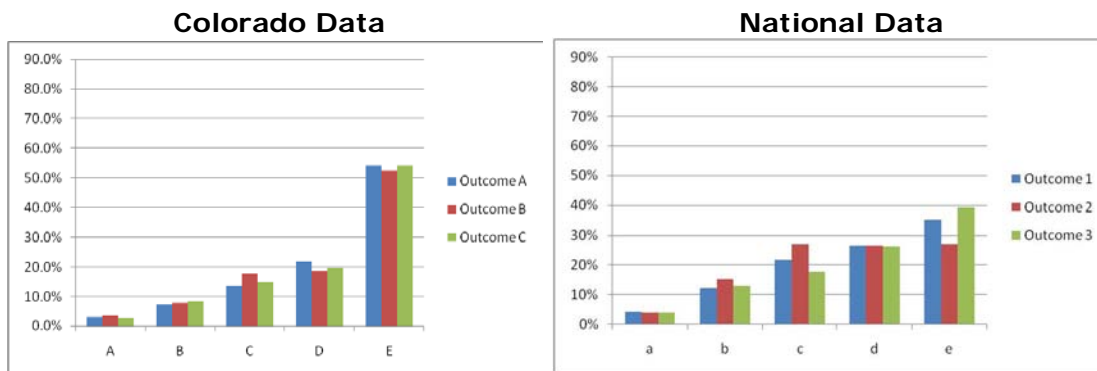


Representative Data: Data included in this report represent children served in rural remote, rural resort, rural farming, urban and suburban communities from every region of Colorado. Indicator 7 data reflect approximately 3400 preschool children, 69% male and 31% female, who completed preschool in FFY 2008. In this data set a breakdown of race/ethnicity data indicated 63% White, 28% Hispanic, 5% Black or African American, 2% Asian, 1% American Indian/Alaskan Native and 2% all others, which is similar to averages in Colorado.



Outcomes Data Combined Across the Three Assessments: Great improvements have been made in the use of the online systems to automatically generate outcomes data and

the work to refine these formulas continues. However, conversion data for some of the assessments is still producing a high number of ratings in OSEP Progress Category “e”, while another assessment used in Colorado is producing higher than expected numbers in Category “c”. These differently flawed results occur because of unique differences in the way the particular vendor’s work group approached the development of the algorithm, establishment of cut points and how various assessment items feed each outcome. In other words, all three assessment data sets are producing some puzzling automated reports but for different reasons.



The tables above show combined Colorado data which look promising on the surface, but because results within each of the assessment systems are still out of balance and because we are missing so much of the COR data, we recognize that there is more work to be done before we can have complete confidence in our outcomes information. The teams working on these conversion revisions are extremely close to a solution, but unfortunately there was not a ready solution in time for the submission of the APR.

Overall Assessment Data Quality: An analysis of Colorado data reflecting 17,597 children from a cross section of programs, communities and funding streams was completed at the end of 2009, yielding the following information.

It is an established finding that developmental abilities increase from birth to 7 years of age (Santrock, 1999). This finding has been demonstrated across most developmental assessments (e.g. BDI-II, Newborg, 2005). This relationship should lead to high correlations between chronological age and raw score or chronological age and developmental age. Correlations are moderate and in the expected direction for Creative Curriculum Developmental Continuum® and High/Scope COR. The correlations for WSS-P3 and WSS-P4 are very small.

An important feature of instruments that are used to measure progress is the sensitivity of scores to change over time. More children showed progress on The Creative Curriculum Developmental Continuum® and High/Scope COR compared to the **WSS-P4 and WSS-P3**¹. This difference could be a function of the programs using the different tools, the children they serve, or a characteristic of the tool itself. In general, a larger percentage of children demonstrated progress in Outcome B and the lowest number of children demonstrated progress in Outcome C. This could result from the larger focus of the preschool curriculum on Outcome B or that the skills measured in Outcome B are easier or more amenable to change.

¹ WSS-P4 and WSS-P3 refers to the Work Sampling System for 4 and 3 year olds.

**Targets for Preschool Children Exiting in
FFY 2009 (2009-10) and FFY 2010 (2010-2011)
and Reported in Feb 2011 and Feb 2012**

Summary Statements	Baseline FFY 2008 (% of children)	Targets FFY 2009 (% of children)	Targets FFY 2010 (% of children)
Outcome A: Positive social-emotional skills (including social relationships)			
1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program	77.3%	77.8%	78.3%
2. The percent of children who were functioning within age expectations in Outcome A by the time they exited the program	76.1%	76.6%	77.1%
Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)			
1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program	75.8%	76.3%	76.8%
2. The percent of children who were functioning within age expectations in Outcome B by the time they exited the program	71.0%	71.5%	72.0%
Outcome C: Use of appropriate behaviors to meet their needs			
1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program	75.5%	76.0%	76.5%
2. The percent of children who were functioning within age expectations in Outcome C by the time they exited the program	74.0%	74.5%	75.0%

Required response to FFY 2007 APR

None required.

Discussion of Improvement Activities

Colorado has established, in the SPP, improvement activities for Indicator 7 through FFY 2010. The table below displays the improvement activities that have occurred as well as the progress and current status of each.

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
1. Provide briefings about the Results Matter child and family outcomes initiative for broad stakeholder groups	FFY 2008 FFY 2009	<p>Posted full overview DVD on website http://www.cde.state.co.us/resultsmatter</p> <p>Published overview in State Preschool Program Legislative Report found at http://www.cde.state.co.us/cpp/download/CPPOcs/2009_Legislative_Report.pdf</p> <p>Briefed:</p> <ul style="list-style-type: none"> • University of Colorado-Denver graduate students • State Preschool Program local coordinators • Briefed staff at Rise School (local private school for young children with disabilities) <p>Presented at the Lt Governor’s Progress and Possibilities Conference</p> <p>Presented at the Early Childhood Outcomes Conference</p>	O			

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
2. Strengthen reliable use of assessment by providing ongoing observation, documentation and assessment instrument training as well as training in use of the online assessment systems for providers and administrators	FFY 2008 FFY 2009 FFY 2010	<p>Conducted four assessment training-of-trainers workshops</p> <p>Conducted 20+ observation and documentation trainings</p> <p>Completed comprehensive revision and field test of observation module</p> <p>Posted observation module materials on web and disseminated nationally http://www.cde.state.co.us/res/ultsmatter/observation.htm</p> <p>Developed and disseminated print instructions for OSEP entry/exit process for all online assessment systems</p>	O			
3. Collect and analyze data for use at the federal, state and local levels to inform families, child-level planning, local program level training and statewide technical assistance	FFY 2008 FFY 2009 FFY 2010	<p>Assessment data from more than 30,000 children were entered into the online system</p> <p>The CDE staff have received training from assessment trainers in order to better understand data and be able to use the data to inform technical assistance to service providers</p> <p>Continued to refine data collection systems with the help of the assessment publishers</p> <p>Continued to develop systems to facilitate the use of the state student identifier system</p> <p>Conducted preliminary level data quality review</p>	O			

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
4. Incorporate findings and lessons learned from data analysis into state level planning for training, technical assistance and monitoring activities	FFY 2008	The CDE determined this to be an ongoing administrative task rather than an improvement activity targeted at improving results so it is being deleted.				D
5. Develop and implement a "Level II" assessment instrument training module for providers using each of the three tests to increase reliable implementation	FFY 2008	Determined to be addressed in Improvement Activity # 2 above				D
6. Develop and implement systematic training and technical assistance for local program administrators to support their ability to effectively supervise, monitor and improve their staff's reliable use of assessment tools	FFY 2008	Determined to be addressed in Improvement Activity # 2 above				D
7. Assist with analysis of conversion to the COSF Scale and with refinement of the calibration of the assessment tools to the COSF	FFY 2008	The CDE determined that this is an ongoing administrative task and not an improvement activity targeted at improving results so it is being deleted				D
8. Assist with analysis of assessment data to determine if refinements to the actual assessment items for certain tools may be needed	FFY 2008	The CDE determined that this is an ongoing administrative task and not an improvement activity targeted at improving results so it is being deleted				D

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
9. Develop and implement professional development resources on linking assessment to planning instruction and intervention	FFY 2008 FFY 2009	Training needs were reviewed and revised A process identified to create professional development resources on linking assessment with instruction and intervention in FFY 2009 and FFY 2010	O			

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY2008

Improvement activities are being added to reflect current practice.

Revised Improvement Activities/Timelines/Resources

Activity	Action Steps	Timeline	Resources
1. Provide briefings about the Results Matter child and family outcomes initiative for broad stakeholder groups.	Brief staff from Lt Governor's office Present at Colorado Association for Education of Young Children (CAEYC) annual conference Brief Clayton Early Learning Institute leadership Brief Senate Bill 212 (School Readiness) Work Group Revise printed information brief and disseminate Present at Association for Christian Schools International conference Publish updated overview in 2010 state preschool legislative report Brief federal early childhood representative(s)	FFY 2009	Revised PPT presentation Video series highlights

Activity	Action Steps	Timeline	Resources
<p>2. Strengthen reliable use of assessment by providing ongoing observation, documentation and assessment instrument training as well as training in use of the online assessment systems for providers and administrators.</p>	<p>Provide webinars on use of the online systems</p> <p>Provide introductory and advanced assessment supervision training for administrators</p> <p>Continue to provide rounds of introductory and advanced assessment instrument training for new and continuing local staff</p> <p>Conduct complete review and revision documentation module. Field test and prepare for broad dissemination by August, 2010.</p> <p>Provide ongoing site visits and technical assistance to monitor and assist with local implementation.</p> <p>Provide ongoing random checks of observation and assessment data quality and train local administrators to conduct these checks locally.</p>	<p>FFY 2009</p> <p>FFY 2010</p>	<p>Purchase agreements with vendors</p> <p>Content plans</p> <p>Training staff</p> <p>Print training resources</p> <p>Videography and video editing services</p> <p>Field TA staff</p> <p>TA plans</p> <p>Online system access</p> <p>Plans for systematizing monitoring</p>
<p>3. Collect and analyze data for use at the federal, state and local levels to inform families, child-level planning, local program level training and statewide technical assistance</p>	<p>Publish quarterly checkpoint deadlines and assessment window information</p> <p>Assure local access to online systems, print materials and required trainings</p> <p>Monitor entry status and assessment completion</p> <p>Send periodic reminders</p>	<p>FFY 2009</p> <p>FFY 2010</p>	<p>Online subscription process</p> <p>Online access</p>

Activity	Action Steps	Timeline	Resources
<p>4. Develop and implement professional development resources on linking assessment to planning instruction and intervention</p>	<p>Identify subject matter experts to assist with content</p> <p>Identify lead and work group members</p> <p>Conduct literature/resources review</p> <p>Refine plan to include:</p> <ul style="list-style-type: none"> • Traditional and web based learning objects • Map for video resource needs • Details for online interactive learning • Examples for case study method <p>Produce draft materials</p> <p>Conduct pilot-revise-field test-revise process</p> <p>Finalize and disseminate electronic and print resources</p> <p>Schedule local events</p>	<p>FFY 2009</p> <p>FFY 2010</p>	<p>Product developer</p> <p>Suggestions of possible development team members</p> <p>Books and other resource materials</p> <p>Videographer</p> <p>Video editing service</p> <p>Articulate Studio</p> <p>Camtasia</p> <p>Volunteer programs for pilot/field test</p> <p>Training calendar</p>
<p>5. Improve completion rate of assessments in programs where High/Scope Child Observation Record is used</p>	<p>Consult with High/Scope and Red-e Set Grow about possible reasons for so many incomplete assessments</p> <p>Schedule mandatory training for participating districts</p> <p>Assign field staff to closely monitor and provide feedback/support to struggling programs.</p> <p>Discuss issue with special education directors. Notify superintendents if needed.</p>	<p>FFY 2009</p>	<p>Staff at both companies</p> <p>Training materials</p> <p>Field staff</p> <p>Research and data consultant staff</p>