

2013-14 Fall Startup Guide

Results Matter – Colorado

Please disseminate to all Results Matter participants.
For Kindergarten-level guidance, go to www.cde.state.co.us/schoolreadiness

Dear Results Matter Participating Programs,

Greetings from the staff at Results Matter-Colorado! Enclosed you will find information to help guide you on another successful year using authentic assessment for ongoing progress monitoring. *New and returning programs*: please read carefully to be sure you have the most up-to-date information.

The first section includes updates for the 2013-14 school year. The last section contains general information, procedures, and expectations for the Results Matter child assessment process.

UPDATES 1

GENERAL INFORMATION & PROCEDURES..... 5

If you have any questions or need further assistance, please contact your [CPP/Results Matter regional consultant](#).

As always, thank you for all your hard work to support great outcomes for Colorado’s young children!

Best wishes,



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UPDATES

✓ Archiving Child Records

- **DO NOT DELETE CHILD RECORDS** unless specifically authorized by CDE-Results Matter staff
- Records for children who have transitioned out of the program, regardless of reason, must be *archived* in the online assessment system. (If the child had an IEP and is transitioning out of preschool special education services, please complete the OSEP exit first)
- If you need more archive space, please contact Nick Ortiz at 303.866.3368 or Ortiz_N@cde.state.co.us
- Please do not contact Teaching Strategies directly for archives as they are only available for purchase! CDE has made it possible for our participating programs to have unlimited archives at no cost.

✓ Transferring Child Records in TS GOLD®

- **Avoid duplicate child records!** Results Matter progress assessment is organized to follow children from program entry to exit, from beginning to end of a school year, and between assessment points within a year. To do this, it's important that each child have only one record within Results Matter as they move through their early childhood program(s).
- If a child moves between preschool programs, make sure the "sending" program is aware of the transfer, then fill out our secure [Child Record Transfer Request Form](#).
- For any children moving between private and district-run programs, or between two separate private programs, you must obtain written permission from a parent/guardian and submit to CDE before the record can be transferred.
- At this time, the Child Record Transfer Request Form is only to be used when requesting a transfer between two Results Matter programs that are not under the same GOLD program-level subscription:
 - This form should not be used for requesting transfers between preschool and kindergarten. If you need to transfer a record between preschool and kindergarten within the same school district, contact your GOLD administrator. If you need to transfer a record from preschool to kindergarten across school districts, or from a private program to a district-run kindergarten, please contact Nan Vendegna at: (303) 866-6602 or vendegna_n@cde.state.co.us
 - This form should not be used for transfers between sites/classes under the same program. If you need to transfer a child record within your program, please contact your GOLD administrator.

✓ What to Do When Staff Leave Your Program

- **DO NOT DELETE TEACHER/ADMINISTRATOR ACCOUNTS** unless specifically authorized by CDE-Results Matter staff
- When staff leave employment in your program/district, please disable their GOLD user account
- If you need to request a staff transfer to/from another program, please have the user complete our [online form for staff transfers](#) and return via email or fax. If you do not wish to keep these user accounts under your program, please let CDE staff know and we can move them.
- [Click here](#) for full guidance on how to handle user accounts, procedures for new or exiting staff, etc.

✓ Self-Reflection Tools for TS GOLD Users

- We are pleased to share our new [Self-Reflection Tools for Teachers and Administrators](#):
 - 1) *Self-Reflection Tool for Early Childhood Teachers on the Effective Use of TS GOLD for Results Matter–Colorado*
 - 2) *Self-Reflection Tool for Administrators on the Effective Use of TS GOLD for Results Matter–Colorado*
 - 3) *Suggestions for Teachers for Using the Self-Reflection Tool for Early Childhood Teachers on the Effective use of TS GOLD for Results Matter–Colorado*
 - 4) *Suggestions for Coaches, Supervisors, and Administrators for Using the Self-Reflection Tool for Early Childhood Teachers on the Effective Use of TS GOLD for Results Matter–Colorado*
- These tools, developed by Larry Edelman and Lori Sabian (619 contract staff) in conjunction with Colorado Preschool Program and Results Matter, are designed to assist teachers and administrators in being effective users of the GOLD online assessment system
- All four tools can be found on the [Results Matter Professional Development webpage](#). We encourage you to use these tools in your program and we welcome your feedback!

✓ New GOLD Documentation App!

- Now available in the iTunes store: Version 2.0 of the GOLD Documentation app. This exciting update includes the ability to **set preliminary levels directly from the app** as well as more GOLD content within the app itself, such as indicators of progress.
- [Click here](#) for more information from Teaching Strategies

✓ Fall Checkpoint Date

- The 2013-14 checkpoint calendar [has been posted here](#) (also see page 7, below)
- Unless your program administrator indicates otherwise, the fall checkpoint date is **Friday, November 1, 2013**

✓ Fewer Items!

- Good news! Effective now, teachers will have **six fewer items to rate**
- Objectives 4, 5, and 6 no longer have dimensions. Ratings will be completed at the Objective level only, bringing the total number of items under the Physical domain down from eleven to five.

✓ On-the-Spot Tool

- We are aware of an issue that is preventing teachers from viewing their On-the-Spot Tool, which is a very important time-saving tool. If any of your teachers are unable to view the OTS Tool, please have the administrator open the teacher's user account, Edit Details, then **make sure both Curriculum Types are checked – Infants/Toddlers/Twos and Preschool/Pre-K/K**. This will not affect any reports for preschool-only teachers. Teaching Strategies may address this in the future and we will keep you posted.

✓ Families Are Important Partners in Assessment

- Teachers are encouraged to invite families to contribute to the documentation process through GOLD's Family Central
- For more information about TS GOLD and Family Central with family-friendly language, search for "Family Guide" under the Help section in GOLD online

✓ Email and Data Security

- In general, please refrain from emailing child names or screenshots with child-identifying information. A phone call is always more secure and is suitable in most cases where you need to communicate about a single child or a few children.
- It is OK to email a child's name by itself, but **it is absolutely prohibited to send sensitive data like assessment results or funding sources with child-identifying information.** It is very important to carefully check subject lines, original message content, and any previous message content to make sure that no sensitive information is being sent with other child-identifying information.
- There are other approved methods for sharing sensitive data. For more information, please contact Nick Ortiz at 303.866.3368 or Ortiz_n@cde.state.co.us.

✓ Child Demographics, including School District and Head Start Grantee

- Fill out the **School District** tab for any children funded by Colorado Preschool Program, Part B-Section 619, and/or Title I. [Click here](#) for more information.
 - **Head Start Programs:** please remember that some of your children may be school district-funded, in which case the school district should still be filled out
- Fill out the **Head Start Grantee** tab for any child funded by Head Start or Early Head Start
- Monitor the staff, child, and classroom details in the online system for completion and accuracy. Many demographic fields are either left blank or filled out incorrectly. Increasingly, all of us want to run reports by variables that best answer our questions, so accuracy is very important.

✓ GOLD Color Bands for Preschool

- Color bands are set up at the class and child level. Please remember these important guidelines for preschool classrooms:

Class Color Band (AKA associated age/grade)

- **All preschool classrooms should be set up for green and blue color bands only.** Under no circumstances should preschool classrooms be set up for the Kindergarten/purple color band. Please take a moment to check your classroom setup and uncheck the purple band if it is checked.

Child Color Band (AKA age or class/grade band)

- **No children should be set to the kindergarten/purple color band in preschool classrooms!** The only acceptable color bands for preschool classrooms are green (two years before kindergarten) and blue (one year before kindergarten).
- Color bands for children in preschool classrooms do *not* get automatically adjusted every year. If any children were set to green last year and are returning to preschool this year, you must change the color band over to blue yourself. However, if a child returns to your preschool class and was set to the blue band last year, keep the child in the blue band.

✓ Keep an Eye on Documentation and Finalized Ratings

- **Administrators** – use the **Assessment Status** report to monitor finalized assessment ratings around checkpoint seasons. [Click here for detailed guidance](#) on monitoring checkpoint completion. Also, you can use the **Documentation Report** to monitor use of documentation.
- **Teachers** – use the **Documentation by Objective** report to help you figure which items may need more supporting documentation

✓ Inter-Rater Reliability Certification

- For programs using TS GOLD, **all staff members assigning assessment ratings for children** (i.e. anybody responsible for selecting finalized checkpoint ratings) **are required to complete Inter-Rater Reliability certification before their first checkpoint.**

Progress and outcomes data gathered through Results Matter are used to inform classroom and program-level development. In addition, it's very important to remember that these results are used for accountability reporting. Thus, fidelity with the nationally tested training curriculum, as well as fidelity with the research-based implementation of the assessment, are critical.

- If you need help getting your IRR Certification course set up, please contact your GOLD administrator
- IRR certification expires after three years and must be renewed

✓ “Not Yet” and “Not Observed” Ratings

- These ratings in GOLD should be used with caution
- *Not Yet:*
 - is used when the earliest indicator (Level 1) is not a reasonable expectation for a child based on their age. It may also be marked if teachers and support staff have had enough opportunities to observe or elicit the objective, but the child has not yet demonstrated any of the Levels.
 - is generally only seen with very young children or children with significant developmental delays
- *Not Observed:*
 - is used to when the child has not had enough opportunities to demonstrate a particular objective. In other words, the rating cannot be pinpointed because there is not enough evidence.
 - is generally only seen when a child is frequently absent.
 - should not be selected in instances where the child is recently enrolled. This is not an acceptable reason for choosing Not Observed. If a child is recently enrolled (6 weeks or fewer before checkpoint), you should not make any assessment ratings at all until next checkpoint.
 - **Excessive use of “Not Observed” will prevent data for children with disabilities from being included in the federal report to the Office of Special Education Programs, and will hamper your ability to do progress monitoring. The online system will not allow you to OSEP-exit a child with excessive “Not Observed”.**
- [Click here](#) for full guidance on how to use these ratings in GOLD

✓ Dual-Language Learners

- If families are willing to provide input, the Home Language survey should be filled out to determine whether the English Language Acquisition items can be used in GOLD
- [Click here](#) for more information on how to use GOLD with dual-language learners, including use of ELA and Spanish Language & Literacy objectives
- At the administrator level, the only child outcomes reports that include Spanish Language & Literacy and English Language Acquisition objectives at this time are the Snapshot and Individual Child reports. They are being considered for other reports in future at the discretion of Teaching Strategies researchers.

GENERAL INFORMATION/PROCEDURES

✓ Online Steps for Child Assessment

- Create/edit child records
- Collect observations throughout the school year
- Upload brief observation anecdotes, pictures of work samples, videos, etc. to the online system
- If desired, add preliminary ratings
- Finalize all assessment ratings by the checkpoint deadline three times per year (four, if using summer checkpoint)

✓ Timelines

- Observation and documentation begin at the time of entry to the program and throughout the program year. Assessment ratings should not be made until the child has been in your program for at least six weeks.
- Ratings are completed during the specified window prior to each checkpoint date. Ratings are then reviewed and finalized by the checkpoint deadline.

Checkpoint	Documentation Window	Assessment Rating Window	Online Data Finalized NO LATER THAN
Fall	Aug 15 (or 1 st program day) – Oct 16	Oct 17 – Nov 1	Nov 1, 2013
Winter	Nov 2 – Jan 14	Jan 15 – Feb 7	Feb 7, 2014
Spring	Feb 8 – Apr 21	Apr 22 – May 16	May 16, 2014
Summer <i>(optional)</i>	Jun 3 – Jul 27	Jul 28 – Aug 15	Aug 15, 2014

✓ Attendance Issues

- If the child is absent from the program for 30 consecutive calendar days or more, treat this as an exit from the program. Archive any assessment information accumulated (OSEP-exit first when applicable).
- If the child returns, treat this as a new entry and reactivate the existing child record.
- If the child attended the program for a short period (fewer than 6 weeks) and NO checkpoint periods were completed, it is okay to delete the child's record

✓ Special Instructions for Children Entering Mid-Year

- Fewer than 6 Weeks Remain: If there are fewer than six weeks left in the checkpoint period when the child enters, collect documentation but postpone the assessment rating until the next checkpoint period. In this situation, please do not use "Not Observed" as an assessment rating. If there are fewer than six weeks remaining, simply refrain from making any ratings at all until the following checkpoint.
 - *Example:* Child starts October 14. Postpone initial assessment ratings until Winter checkpoint.
- Pause/Break in Programming: If the child enters at a point when there are fewer than six weeks of programming and/or services remaining, but the child will resume participation, postpone the assessment until program and/or services resume.
 - *Example:* Child enters on April 7 and summer break begins on May 20. Postpone the initial assessment ratings until Fall checkpoint.

- **Fewer than 6 Weeks Remain, Child Not Resuming:** If the child enters when there are fewer than six weeks of programming and/or services remaining and the child will not be resuming participation, exclude the child from Results Matter assessment.
 - *Example:* Child enters April 7 and summer break begins on May 20. The child will transition to kindergarten in the fall. Exclude the child from Results Matter assessment.

✓ Expectations for Documentation

- Programs participating in Results Matter are required to enter documentation online which informs the assessment ratings, creates a portfolios for families and educators to reflect on, and serves as evidence that the rating is being used reliably
- The observation and documentation process begins immediately after a child starts in your program. Information from evaluations and screenings can serve as documentation for the related objectives and dimensions in GOLD.
- There is no set number of observations required, just that you have some form of high-quality, objective documentation that can inform all of your assessment ratings
- A single observation that documents the language and behaviors of multiple children at a single moment in time can be entered *once* into Teaching Strategies GOLD online and populated in the portfolios multiple child instantly, saving time previously needed to document this same information for each child separately. However, information specific to individual children should be noted within this single observation.
- A single observation containing rich, thorough information can serve as documentation for multiple objectives and domains. Teachers and paraprofessionals can then edit each portfolio as needed to individualize this documentation for each child. It is important to consider child confidentiality when using these methods. Instead of a child's name, you can use initials when entering documentation into a single child's portfolio. Take the necessary steps to protect confidentiality when typing notes and uploading photos that include multiple children.
- Documentation can include: typed notes, digital photos (of work samples or activities), voice recordings, and video recordings. Photos and work samples should include context statements to illustrate how they relate to the chosen objectives.
- Paraprofessionals, related service providers, and family members can aid you in the documentation process through Team Central and Family Central. While they cannot make assessment ratings for you, they can help collect valuable evidence and save you time.
- Take advantage of other time-saving methods such as the GOLD On-the-Spot Tool, Assessment Opportunity cards, preliminary ratings, and the iPad/iPhone/iPhone Documentation App

✓ Time-Saving Features

- GOLD offers a variety of features to save you time with the documentation process, including Assessment Opportunity Cards, On-the-Spot checklist, and the iPad/iPhone/iPod Documentation app.
- For more information on time-saving features, visit our [Results Matter Policies & Procedures webpage](#) and look for the GOLD Tip Sheets

✓ Training Requirements

- All classroom staff must be trained in early childhood observation skills for Results Matter. Our wrap-around training module – *Observation: The Heart of Authentic Assessment* – can be provided locally for groups up to 50 participants at no charge. For more information, please contact your CPP/Results Matter regional consultant.
- All teachers and administrators must complete the GOLD online Basic Professional Development Courses (Modules 1-4)
- All lead teachers and other staff assigning assessment ratings (i.e., anyone responsible for finalizing assessment ratings for children) must also complete GOLD Inter-rater Reliability (IRR) Certification
- The courses and IRR certification must be completed before the staff member completes their first checkpoint, unless there are fewer than six weeks remaining before the checkpoint – in which case, the deadline is the following checkpoint. IRR Certification is valid for three years from date of completion and must be renewed on or before date of expiration. Programs may choose to require one or both trainings of other staff, e.g., itinerant staff and paraprofessionals, at their own discretion. Both trainings are offered free of charge through GOLD online. Program-level administrators must employ strategies to support and monitor staff completion of required trainings. The Inter-Rater Reliability and Professional Development Course reports can aid you in this process.

✓ Help!

- Many instructions and resources can be found either on the [Results Matter website](#) or under the Help section through GOLD online
- CDE-Results Matter consultants can provide training and technical assistance around observation, documentation, use of authentic assessment, understanding the classroom approach that supports your assessment system, analyzing and interpreting assessment data, using data to inform instruction, and more!

✓ OSEP Reporting for Preschool Special Education and OSEP Exits

- Assessment records for children with disabilities must be set up properly in the online system in order to be included in reporting to the Office of Special Education Programs. This means marking the IEP radio button “Yes”, filling out the IEP Entry Date (date IEP services start, not necessarily the date the IEP was written), filling out the Entry Assessment, and completing the OSEP-exit process within GOLD online when a preschooler on an IEP either:
 - a) staffs out of preschool special education because they are no longer eligible
 - b) is inactive because they stopped attending for 30 or more consecutive days (if the child returns after 30 days, treat this as a new entry into preschool special education)
 - c) has moved to a different program, and you do not know when they will re-enroll or whether they will continue on an IEP
 - d) transitioned to kindergarten (even if they will remain on an IEP in kindergarten)
- [Click here](#) for full instructions on managing records for children with IEP’s
- GOLD administrators must run OSEP reports through GOLD online to ensure that your “expected” numbers line up with your “actual” numbers. Teachers often miss steps in the OSEP-exit process, so their self-report to you that they have finished is not enough.
- Deadline for completing OSEP exits each year is June 30

✓ Subscription Renewals

- Subscriptions to the online system must be renewed and paid annually by August 1
- When renewing your online subscription, please follow Results Matter-specific instructions and be sure the company knows you are a continuing subscriber under Results Matter
- If you happen to be subscribing for the first time, please let the representative know you are part of Results Matter – Colorado so that you get the special pricing arranged for our state

✓ Special Instructions for Children Whose Funding Source(s) Change Mid-Year

- If there is a change in a child's funding source(s) mid-year, please update this information in the child's record (i.e., uncheck old funding sources and check the new sources). You should not keep both the old and the new funding sources checked for the rest of the year.
- If a child begins IEP services mid-year, fill out the IEP information as usual and update the funding sources on the child record page
- If a child is staffed off an IEP mid-year, follow the normal OSEP exit procedures, then de-select Preschool Special Education as the funding source and update any other sources
- If there are fewer than six weeks remaining in the checkpoint when the funding sources change, follow the instructions above, then click to Edit the child record, then click *Action>Manage Child Semester Funding Sources*. For the current checkpoint only, please make sure the previous funding sources are checked then click *Update*. This is critical to ensure that the assessment ratings for the current checkpoint get associated with the funding stream that supported the child for the majority of that checkpoint season. Meanwhile, your updates on the main child record page will be kept for all future checkpoints until you change them again as needed.

✓ Creating a New Child Record in TS GOLD® Online

- **Name (first, middle, last):** (required) Fill out child's full name according to the birth certificate to ensure accuracy. No nicknames or abbreviations in this section! If the child has no middle name, enter "NMN" in the appropriate box.
- **Nickname:** (optional)
- **Identifier:** (optional)
- **Class:** (required)
- **Gender:** (required)
- **Birth Date:** (required – according to birth certificate)
- **Age or Class/Grade:** (required) Also known as the child's "color band", the *Age or Class/Grade* field requires that you select an age range for each child. This selection determines the widely held expectations of development and learning that will be applied to each child as you conduct the assessment. For children age 3 and older, the child is assigned to a classroom type that is designated as *Preschool, Pre-K, or K*. Each child is then assigned a *Class/Grade* by the teacher. The teacher can choose to assign the child's *Age or Class/Grade* to:

3 to 4 year olds (preschool 3 class/grade) (Green)

4 to 5 year olds (pre-k 4 class/grade) (Blue)

Kindergarten is NOT to be used for any children in preschool classrooms!

- The child's color band for the children in *Preschool, Pre-K, K* classes is not based on the child's birth date, but rather on the *class/grade* assigned by the teacher for the entire school year. That's because children typically remain in the same group with the same teacher for the year. In most programs, all children in a *Class* will have the same *Age or Class/Grade*, but the ability to assign the

- Age or Class/Grade* for each child allows programs to have classes with mixed ages. In determining whether to assign Green or Blue to a particular preschooler, think of it as *how many years out is the child from Kindergarten?* If **two years out from Kindergarten**, choose **Green**. If **one year out from Kindergarten**, choose **Blue**.
- When you evaluate children’s skills on the GOLD objectives and dimensions, you select a level based on your documentation of what a child knows and can do – his skills, knowledge, and behaviors— regardless of which *Age or Class/Grade* has been assigned. That way, you are able to see whether a child’s skills are below, meeting, or exceeding expectations. **Do not override a child’s color band just because he is demonstrating skills below the Widely Held Expectations, even if he has a developmental delay.** It’s OK: you will still be demonstrating progress for the child simply by making assessment ratings throughout the year and comparing growth across checkpoints.
 - **First Day in Program:** (required) This date should reflect the child’s first day of *attendance* in the program/classroom, even if it was a year or more prior to the current school year
 - **Primary Language:** (required)
 - **Student ID:** (optional for 2013-14)
 - **Ethnicity:** (required)
 - **Race:** (required)
 - **Funding Sources:** (required) check all the funding sources which support the child’s attendance in your program. You should check more than one Funding Source if the child really is supported by more than one funding stream.
 - **Head Start Grantee:** (required if Head Start or Early Head Start funding source checked)
 - **School District:** the school district is required to be filled out for any children funded by Colorado Preschool Program, Preschool Special Education, and/or Title I. For full instructions, [click here](#). Do not choose “Not Part of School District Reporting” if any of those three funding sources are checked, and never leave this field blank.
 - **IEP:** The “Yes” radio button should be selected if the child has an Individualized Education Plan
 - **Entry into Preschool Special Education (IDEA Part B, Section 619):** This date should reflect the first day that the child received or will receive special education services, not necessarily the date that the IEP was written. For instance, if a child’s IEP is created in May but the child does not receive any services until August 15, the August 15 date is the “Entry Date”. This date will determine the ratings and amount of time during which a child received special education services. Even if the IEP was transferred from another district, the date should reflect the first day that the child received special education services. This entry date should only be entered ONCE and will remain the same throughout the duration of a child’s GOLD portfolio.
 - **Preschool Entry Assessment:** (required if IEP = “Yes”)
 - **Preschool Exit Assessment:** (required upon *OSEP-exiting* a child)
 - **Free and Reduced Lunch:** (optional) if you have the information on file, you may check this box if the child is eligible for free or reduced price meals
 - **Home Language Survey:** Completing this survey will help determine whether a child should be assessed using the two additional objectives 37-38 under the area of English Language Acquisition. This information assists teachers in planning ways to support children’s language and literacy acquisition and in basing instruction on children’s strengths and needs. The Home Language Survey should not be completed by teachers without input from parents or other family members. The data gathered with this “Home Language Survey” should not be used to label children or identify them for special services. It should be used to help the teacher determine how to assess children most accurately and support their development and learning. The “Home Language Survey” is a resource of the GOLD assessment system, not a requirement.

- **Assess this child using the Spanish Language and Literacy Objectives?:** For children whose home language is Spanish, a Spanish-language version of the language and literacy objectives is available for use to help teachers track language and literacy development in Spanish. These objectives are very similar to the English version of these language and literacy objectives, but adaptations were made to reflect patterns of development unique to Spanish language and literacy. The adult using these objectives to assess a child must be able to fluently read and speak Spanish.

For more guidance on using the Home Language Survey and Spanish Language and Literacy objectives for dual-language learners, [click here](#)