District Data and Infrastructure Analysis Tool Introduction

The purpose of this tool is to guide districts through a process of collecting, reviewing and analyzing district data in order to engage in a continuous improvement process for social emotional development for preschoolers with disabilities.

This document and the process are <u>not</u> intended for compliance-monitoring and will not be collected or reported to the State. Rather the tool is designed to stimulate an internal conversation based on data which will eventually lead to the development of an action plan to address identified priorities.

The tool should be completed as a team with your district liaison. It will likely require several sessions to review the document, collect the data and discuss and formulate your collective responses prior to moving on to the action plan phase.

This tool includes 4 sections:

1) **Data section** –this section provides some data from the state data systems and requests that you complete additional sections from your records. There will be questions in sections 2 and 3 which will reference this information. The source (i.e. NHSEIS, i4see, etc.) of the data provided by the Department of Education is identified beneath each section and is accessible locally through the referenced systems. We encourage teams to review the information provided for accuracy and to consider local processes for ongoing data review in support the continuous improvement cycle.

2) **Rating section** – this section is broken down into areas of: Governance, Fiscal, Quality Standards, Data and Evaluation and Professional Development, Technical Assistance and Guidance. Your team is asked to select a rating for each of the components:
   a. Not in Place/NA- The component is not occurring in your district or is not applicable
   b. Partially in Place – the component may be in place to some degree or in some settings, but is not a consistent practice throughout the district or may not be sustainable
   c. Fully In Place – the component has been implemented and has the supports in place to continue (can be sustained)

   There is an additional column to select components as priorities for your district to consider as potential focuses for your action plan. These priorities will be transferred to the final page of the document to assist in the next step of the process.

Area	Components	Not In Place/NA	Partially In Place	Fully In Place	Priority ⭐

   At the end of each portion of the rating section, there is an area to document:

Strengths - What practices within this area are you particularly proud of? Which practices do you want to be sure to continue?

Opportunities for Leverage and/or Opportunities for Collaboration – What is already in place in your district that you can use to help move your work forward in this area (i.e. existing teams, initiatives, funding, resources, etc.)? Can you identify any agencies, individuals, programs, etc. with whom you might see opportunities to work with toward a common goal in this area?

Barriers or Challenges for Implementation or Sustainability - What will make it difficult for you to implement new practices or continue the practices?

Comments – Consider what other information you may want to discuss or document from your discussions around this topic area.

3) **Open-Ended Questions** – Page 21 poses open-ended questions for your team to consider based on a review of the data from the District Data Profile. Page 22 poses open-ended questions regarding current initiatives in your district.

4) **Summary of Priorities** – This page summarizes the priorities identified from the previous pages. Teams should circle the priority areas identified and add any other priorities identified through the open-ended questions and discussion.

This tool has been adapted from the following resources:

Early Childhood TA Center (2015), *Planning Guide to Statewide Implementation, Scale-up, and Sustainability of Recommended Practices, RP[2]: Reaching Potentials through Recommended Practices*, Retrieved from http://ectacenter.org/

Early Childhood TA Center, (2014), *A System Framework for Building High-Quality Early Intervention and Preschool Special Education Programs*. Retrieved from http://ectacenter.org/sysframe

Early Childhood TA Center, (2012), *Local Contributing Factor Tool for SPP/APR Indicator C-3/B-7 Collecting and Using Valid and Reliable Data to Determine Underlying Factors Impacting Local Performance to Develop Meaningful Improvement Plans.* Retrieved from http://ectacenter.org/
Southeast Regional Resource Center (SERRC)
http://implementation.fpg.unc.edu/

Contact Information:

District/SAU: _____ Primary Contact: _____

Towns Served: _____ Phone Number: _____

_____ Email: _____

_____

District/Community Demographics

		2012-13	2013-14	2014-15
Total student enrollment				
% of student population in each category	Male			
	Female			
	American Indian/Alaskan Native			
	Asian or Pacific Islander			
	Black (not Hispanic)			
	Hispanic/Latino			
	Multiple Races			
	White (not Hispanic)			
	Limited English Proficiency			
	Free & Reduced Lunch Participation			
	Homeless			
Transience (% of students attending 2 or more schools within a school year)				

Data Source: DOE Website/i4see, Early Warning System

Student Demographics:

Enter the number of *preschool special education* students in the fields provided.	BOY data provided by DOE from NHSEIS District Data Profiles			Data provided by districts	
	2012-13	**2013-14**	**2014-15**	**2014-2015** *EOY data*	**2015-16** *Anticipated*
# of students served	34	41	35		
# of male students	27	29	21		
# of female students	7	12	14		
Race/Ethnicity *(add rows as needed)* — American Indian/Alaskan Native	2	2			
Asian	2	2	2		
Black (not Hispanic)	2	1	1		
Hispanic/Latino	2	1			
Multiple Races	1		1		
Native Hawaiian or other Pacific Island					
White (not Hispanic)	25	35	31		

Data Source: NHSEIS Child Count/District Data Profiles

BOY = Beginning Of Year
EOY = End Of Year

Enter the number of **enrolled preschool** students in the fields provided.		BOY data provided by DOE from i4see						Data provided by districts
		2012-13		2013-14		2014-15		2015-16 *(Anticipated)*
		BOY	EOY	BOY	EOY	BOY	EOY	
# of students served								
# of male students								
# of female students								
Race/Ethnicity *(add rows as needed)*	American Indian/Alaskan Native							
	Asian							
	Black (not Hispanic)							
	Hispanic/Latino							
	Multiple Races							
	Native Hawaiian or other Pacific Island							
	White (not Hispanic)							

Data Source: i4see enrollment

BOY = Beginning Of Year
EOY = End Of Year

Enter the number of preschool students placed with the following disabilities	BOY data provided by DOE from NHSEIS			Data provided by districts	
	2012-13	**2013-14**	**2014-15**	**2014-2015** *EOY data*	**2015-16** *Anticipated*
Autism					
Deaf-Blindness					
Developmental Delay					
Emotional Disability					
Hearing Impairments					
Multiple Disabilities					
Intellectual Disability					
Other Health Impairments					
Orthopedic Impairments					
Specific Learning Disabilities					
Speech or Language Impairment					
Traumatic Brain Injury					
Visual Impairments					

Disability (vertical label on left side)

Data Source: NHSEIS Child Count/District Data Profiles

BOY = Beginning Of Year
EOY = End Of Year

Preschool Outcomes:

Progress Categories:

Positive social-emotional skills (including social relationships)	2012-13		2013-14		2014-15		2015-16 *Targets*	
	#	%	#	%	#	%	#	%
Children who did not improve functioning								
Children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers								
Children who improved functioning to a level nearer to same-aged peers but did not reach it								
Children who improved functioning to reach a level comparable to same-aged peers								
Children who maintained functioning at a level comparable to same-aged peers								

Data source: IDEA SPP Indicator 7; POMS Data

Summary Statements:

Outcome A: *Percent of preschool children with IEPs who demonstrate improved positive social-emotional skills (including social relationships).*	2012-2013			2013-2014			2014-2015		
	District Data	State Target	State Actual	District Data	State Target	State Actual	District Data	State Target	State Actual
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									
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program									

Data source: IDEA SPP Indicator 7; POMS Data

Placements and Service Models:

Enter the number of students placed in the following program types based on programs' age groupings (3 or 4 year olds, multi-age, and Kindergarten):		2012-13				2013-14				2014-15				2015-16 *Anticipated*			
		3 yr. olds	4 yr. olds	Multi-Age	K	3 yr. olds	4 yr. olds	Multi-Age	K	3 yr. olds	4 yr. olds	Multi-Age	K	3 yr. olds	4 yr. olds	Multi-Age	K
District Operated Programs	*Regular Early Childhood* Program/Classroom																
	Special Education Program/Classroom																
	Service Provider Location																
Non-public Programs	*Special Education* Program/Classroom																
	Residential Facility																
Community Placements	Head Start																
	Community-based Program (other than Head Start)																
Other	Home-based program																
	Other																

Data Source: Local district data systems

Enter the number of students receiving services in the following program types:		2012-13	2013-14	2014-15	2015-16 *Anticipated*
Attending a regular early childhood program **at least 10 hours per week**	Receiving the majority of special education and related services in the regular early childhood program				
	Receiving the majority of special education and related services in some other location.				
Attending a regular early childhood program l**ess than 10 hours per week**	Receiving the majority of special education and related services in the regular early childhood program				
	Receiving the majority of special education and related services in the some other location.				
Attending a **special education program** (NOT in any regular early childhood program	Specifically, a separate special education class				
	Specifically, a separate school				
	Specifically, a separate residential facility				
Attending **neither** a regular early childhood program nor a special education program (not included in rows above)	And receiving the majority of hours of special education and related services at home.				
	And receiving the majority of hours of special education and related services at the service provider's location or some other location not in any other category.				

Data Source: IDEA SPP Indicator 6

Area	Components	Choose One			Priority ⭐	Evidence
		Not In Place/NA	Partially In Place	Fully In Place		
Governance	G1. A leadership team committing focused time to preschool special education is in place and includes individuals representing, but not limited to administration, practitioners, data coordination and families. The team is responsible for addressing and making decisions regarding program policy, initiatives and implementation.					
	G2. The leadership team has administrator support. Administrator attends meetings and trainings, is active in problem-solving to ensure the success of increasing social emotional outcomes and is visibly supportive of evidence-based practices to promote social emotional development.					
	G3. The team meets on a regular basis (at least once a month for 1 hour) to plan and review preschool special education issues.					
	G4. The district or program has a vision and mission statement for early childhood education that aligns with and supports social emotional outcomes.					
	G5. The leadership team has established goals, evaluation processes, and action plans in place to support continuous program improvement.					
	G6. Collaboration takes place across programs and other initiatives within the district.					
	G7.Collaboration takes place across other programs and resources in the community (i.e. mental health, family resource centers, childcare programs, Head Start).					
	G8. A plan is in place to sustain successful practices and supports (i.e. SEE Change, PBIS, etc.) for preschoolers with disabilities in the district, including those preschoolers in inclusive settings.					

Area	Components	Not In Place/NA	Partially In Place	Fully In Place	Priority ⭐	Evidence
			Choose One			
	G9. Policies and procedures specific to preschool education (including suspension, expulsion, restraint and seclusion) are written, posted and accessible to both staff and families.					
Governance	**Strengths:** **Opportunities for Leverage and/or Opportunities for Collaboration:** **Barriers or Challenges for Implementation or Sustainability:** **Comments:**					

Area	Components	Not In Place/NA	Partially In Place	Fully In Place	Priority ⭐	Evidence
Fiscal	F1. Preschool Special Education in the district is adequately funded to ensure:					
	a. adequate <u>staffing</u> to promote social emotional skills.					
	b. preschool students with disabilities have access to necessary <u>supplies and equipment</u> to promote improved social emotional outcomes.					
	c. there is a <u>continuum of placement options</u> for preschoolers identified with disabilities.					
	d. <u>high quality professional development opportunities for staff</u> who support preschool students with disabilities can be offered regarding social emotional skill development.					
	e. <u>opportunities for families to learn about social emotional skill development</u> are offered on a regular basis.					
	F2. The district braids funding (i.e. with Title I, 21st Century Community Learning Centers, Childcare Scholarship, etc.) to support preschool programs and services.					
	F3. The leadership team reviews the following on a regular basis (at least annually): a. available resources (including staff, materials, etc.) b. considers efficient and effective use of funds c. considers alignment/collaboration across initiatives d. identifies gaps and develops strategies for resolution					

Fiscal	**Strengths:**
	Opportunities for Leverage and/or Opportunities for Collaboration:
	Barriers or Challenges for Implementation or Sustainability:
	Comments:

Area	Components	Choose One			Priority ⭐	Evidence
		Not In Place/NA	Partially In Place	Fully In Place		
Quality Standards	QS1. Procedures are in place to evaluate the effectiveness and quality of the programs and services available to preschoolers in the district (i.e. use of a Quality Assessment tool, NAEYC Accreditation, licensing standards, etc.).					
	QS2. Programs use evidence-based practices which supports social emotional outcomes.					
	QS3. Teachers and program staff have strategies in place to promote positive relationships with children, each other, and families and use those strategies on a daily basis to facilitate an engaging learning environment for all.					
	QS4. Teachers and program staff have arranged environments, materials, and curriculum in a manner that promotes and guides increased opportunities for social emotional development.					
	QS5. Teachers and program staff are skilled at teaching skills within daily activities in a manner that is meaningful to children and promotes social emotional development and skill acquisition.					
	QS6. Teachers and program staff respond to individual children's needs by appropriately using evidence-based approaches to promote social emotional and learning outcomes.					
	QS7. Families are informed of efforts and strategies to improve social emotional outcomes for all children and have access to materials and resources to support carryover at home and in the community.					

Quality Standards	**Strengths:** **Opportunities for Leverage and/or Opportunities for Collaboration:** **Barriers or Challenges for Implementation or Sustainability:** **Comments:**

Area	Components	Choose One			Priority ⭐	Evidence
		Not In Place/NA	Partially In Place	Fully In Place		
Data & Evaluation	DE1. Staff responsible have the time and skills needed to interact with appropriate data systems to measure/track child outcomes (i.e. POMS – Preschool Outcomes Measurement System, NHSEIS, other local data systems, etc.).					
	DE2. Staff responsible have the necessary skills to reliably administer assessments for both screening and measuring student outcomes.					
	DE3. The district collects data at Kindergarten entry for all students regarding social emotional skills (i.e. Kindergarten Screening).					
	DE4. The district uses Performance Plus for early childhood data.					
	DE5. Data (regarding outcomes, suspension and expulsion, preschool environments, etc.) are collected, summarized, and reviewed by the leadership team on a regular basis and used to inform action steps as part of a continuous improvement plan.					
	DE6. Data collection and resulting information are valued by the leadership team and staff.					
	DE7. Program-level data are summarized and shared with program staff and families on a regular basis.					
	DE8. Program staff members, community providers (if appropriate) and families are aware of and have input into development of an action plan and regularly review the program goals.					
	DE9. The program measures implementation fidelity of the use of evidence-based practice by classroom teachers and uses data on implementation fidelity to make decisions about professional development and coaching support.					

Area	Components	Choose One			Priority ⭐	Evidence
		Not In Place/NA	Partially In Place	Fully In Place		
Data & Evaluation	DE10. The program monitors child outcomes and uses child-outcome data to make decisions about specific interventions and instructional support.					
	DE 11. Data is available longitudinally at the local level.					

Data & Evaluation	**Strengths:**
	Opportunities for Leverage and/or Opportunities for Collaboration:
	Barriers or Challenges for Implementation or Sustainability:
	Comments:

Area	Components	Choose One			Priority ⭐	Evidence
		Not In Place/NA	Partially In Place	Fully In Place		
Professional Development, Technical Assistance and Guidance	PD1. Quality professional development opportunities, specific to social emotional development, are available to those working with preschoolers with disabilities: • Teachers • Paraprofessionals • Related Service Providers • Families • Community-based programs					
	PD2. Staff has access to resources to support best practice such as PTAN (Preschool Technical Assistance Network), NAEYC (National Assoc. for the Education of Young Children), DEC (Division for Early Childhood), etc.					
	PD3. Information from professional meetings and trainings (i.e. PTAN, NAEYC, DEC, etc.) is disseminated to the leadership team and professional staff.					
	PD4. Staff have access to specialized supports to address challenging social emotional issues (i.e. specialists within the district, consultants, PTAN, etc.).					
	PD5. Families are able to access assistance to help problem-solve challenging social emotional issues for their children (i.e. home-visiting, consultation from district specialists, assistance in making visual supports, access to resources, such as books, articles, videos, websites, etc.).					
	PD 6. Community providers and the district share professional development and curriculum resources to support preschool special education students (as appropriate).					
	PD7. Preschool special education strategies are aligned across placement options.					

Professional Development, Technical Assistance and Guidance	**Strengths:** **Opportunities for Leverage and/or Opportunities for Collaboration:** **Barriers or Challenges for Implementation or Sustainability:** **Comments:**

Open-Ended Questions: **In review of the data in the District Data Profile:**

- Does the data appear to be complete and accurate?

- Can you identify any trends?

- Can you identify any gaps?

- Are there existing characteristics of the settings where students are receiving services that may be affecting performance in the social emotional area?

- Where is there consistency between settings and where is there discrepancy?

- Are there any outliers?

- Is the amount of time spent receiving services sufficient to move the needle on social emotional outcomes?

- What factors impact the amount of services a preschool student receives?

<u>Open-Ended Questions</u>: <u>Current Initiatives</u>:

- Please describe what early childhood initiatives are already in place in your district. How are they linked to your program's goals and/or continuous improvement plan?

- What processes are in place to monitor progress/performance with regards to these initiatives and ensure sufficient infrastructure and resources are available to achieve student outcomes?

- What resources are needed to sustain these initiatives over time?

Summary of Priorities:

	⭐ **Priorities** (circle)
Governance	G1 G2 G3 G4 G5 G6 G7 G8 G9 **Other:**
Fiscal	F1a F1b F1c F1d F1e F2 F3a F3b F3c F3d **Other:**
Quality Standards	Q1 Q2 Q3 Q4 Q5 Q6 Q7 **Other:**
Data & Evaluation	DE1 DE2 DE3 DE4 DE5 DE6 DE7 DE8 DE9 DE10 DE11 **Other:**
Professional Development, Technical Assistance and Guidance	PD1 PD2 PD3 PD4 PD5 PD6 PD7 **Other:**
Other	