

ECSE data quality: Annual calendar of leaders' responsibilities

Back-to-school time

Evaluate the knowledge and skill of staff new to the ECSE program including teachers and related service providers. Ensure that all staff members have the necessary knowledge and skill to make accurate COSF ratings. The COSF "Pop Quiz" on the Centers of Excellence website may be useful.

Establish program protocols for each of the following data-related responsibilities. Review district data process and expectations with all staff members.

- COSF ratings
- MARSS reporting including membership, attendance and special education service hours
- Family Outcome Surveys
- Ongoing assessment
- Collecting progress data on IFSP outcomes and IEP goals and objectives

Identify who needs access to the ECSE outcomes data system for your program(s). Work with the appropriate Identified Official With Authority (IOWA) to secure necessary pre-authorizations.

Ongoing

Ensure all ECSE team members adhere to established protocols including completing each COSF rating within a month of program entrance or exit.

Provide necessary training to staff added throughout the year.

Support staff to collect and use data, especially data from ongoing assessment and data on individual outcomes or goals and objectives.

September

In partnership with program MARSS reporter:

- Review the accuracy of prior year end-of-year MARSS enrollment data. Pay special attention to 1) replace status end codes of 02, 14, 50, and 99 that appear on a child's final enrollment record for the year with appropriate end of year codes and 2) ensure the accuracy of membership, attendance and special education service hours.
- Review current year fall data submission for completeness.
- December 1 child count memo and instructions are posted to the MDE website and distributed to local Directors of Special Education. Talk with your Director to understand your program's process and to make certain that all eligible and appropriately enrolled infants, toddlers and preschool children with disabilities are included prior to the final deadline.

October

Quarterly family outcome response data will be provided to those programs participating in this optional process. Take appropriate action based on information received.

Access lists of children for each of five collections from ECSE outcomes. Assemble necessary data. Enter data.

Participate in MDE's request for additional information to meet federal Part C transition reporting requirements. This effort is known as Collection X.

November

Enter all prior year data into the ECSE Outcomes system before the deadline.

January

Entry of current year ECSE Outcomes data into system becomes available and remains an option through September.

Quarterly family outcome response data will be provided to those programs participating in this optional process. Take appropriate action based on information received.

February

Excel file of prior year Part C and Part B ECSE outcome entrance and exit data available within the Secure Reports area under the Data Center tab on MDE's home page.

March

Review Part C and Part B pattern checking documents provided at the annual ECSE Forum. Identify and take any needed action.

April

Access early childhood district data provides for prior federal fiscal year posted under the Data Center tab of MDE's homepage. Select "data reports and analytics". Scroll down to Special Education District Profiles for Part B and Part C.

Quarterly family outcome response data will be provided to those programs participating in this optional process. Take appropriate action based on information received.

End of school year

Review enrollment information to identify COSF ratings that were to have been made by staff known to be departing the program. Make certain these rating are made in a quality manner before each person's final day.