**Checklist for Administrators regarding COSF Data**

**FIRST,** look at your district’s data over the last couple of years. If you do not have this data available, contact me at janelleb@ncesd.org. Indicator 7 raw data for your individual children can be obtained from Sandy Grummick at OSPI.

***Patterns to look for within your data include:***

\_\_\_\_\_\_\_ Is your district consistently below the target in all areas or in some areas but not others?

\_\_\_\_\_\_\_ Do you have more than one preschool team? Is COSF data begin reported differently across teams?

\_\_\_\_\_\_\_ Is data so similar across students that the validity of data comes into question?

**SECOND** Review the questions below with your district data in mind to determine the root cause of your challenges.

***Procedure – Basic knowledge of COSF process:***

\_\_\_\_\_\_\_ Does your staff have a good understanding regarding COSF tools that are available such as the Decision Tree, Assessment Crosswalks, Definitions for Outcome Ratings, OSPI FAQ document, etc.?

\_\_\_\_\_\_\_ Does your staff have a good understanding of, and follow data collection and reporting procedures?

\_\_\_\_\_\_\_ Does staff have meaningful ways of involving families, child care providers, Head Start/ECEAP teachers, etc., as well as other staff (therapists, etc.) in COSF ratings?

\_\_\_\_\_\_\_ Do families and community –based providers attend the COSF meetings?

\_\_\_\_\_\_\_ Do staff receive feedback on the COSF process and data, and/or differences across district programs?

***Practice – Lack of adequate progress in relation to state targets:***

\_\_\_\_\_\_\_ Look at the general characteristics of the children being served that might impact district data

a. Are there more children who have autism, low language levels, or children with severe disabilities?

b. Is your district serving students with less extensive needs, such as speech only students?

\_\_\_\_\_\_\_ Does the district have adequate resources available, including therapy services, to meet the needs of children?

\_\_\_\_\_\_\_ Is the district developing IEPs that truly address children’s needs in a functional way?

\_\_\_\_\_\_\_ Does the curriculum approach and sequence adequately meet the needs of the children? (What curriculum is being used? Are there alternatives within the curriculum scope and sequence which might address this more proficiently?)

\_\_\_\_\_\_\_\_ Is there an adequate balance of instruction and skills practice time so that children have opportunities to learn through direct instruction, practice new skills, and generalize the new skills into other activities and settings?

\_\_\_\_\_\_\_ Does district staff have a comprehensive and accurate understanding of what age expectations are appropriate and realistic for the children they are teaching? Are there opportunities for teacher in self-contained programs to observe typically developing children? Does staff have experience with children who have severe disabilities?

What action plans can you make with the knowledge you have learned from the above checklist?

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If you would like help from the NCESD in this process, please contact Janelle Bersch at janelleb@ncesd.org or (509)664-3781.