EARLY CHILDHOOD OUTCOMES

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The Goal of Early Childhood Special Education

…to enable young children to be active and successful participants during the early childhood years and in the future in a variety of settings – in their homes with their families, in child care, in preschool or school programs and in the community

(from the Early Childhood Outcomes Center)
Early Childhood Outcomes - Background

Why Are We Doing This?
- High quality services for children and families that will lead to good outcomes
- Federal mandate

Driving Force for Data on Child Goals Comes from the Federal Level
- Government Performance and Results Act (GPRA)
- Program Assessment Rating Tool (PART)
- Individuals with Disabilities Education Act (IDEA)
OSEP Reporting Requirements: The Outcomes

- Positive social emotional skills (including positive social relationships)
- Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- Use of appropriate behaviors to meet their needs
Outcome 1 - Children Have Positive Social Relationships

- Involves:
  - Relating with adults
  - Relating with other children
  - For older children, following rules related to groups or interacting with others

- Could include:
  - Attachment/separation/autonomy
  - Learning rules and expectations
  - Social interactions and play
Outcome 2-Children Acquire and Use Knowledge and Skills

- Involves
  - Thinking and reasoning
  - Remembering
  - Problem solving
  - Using symbols and language
  - Understanding physical and social worlds

- Includes
  - Early concepts-symbols, pictures, numbers
  - Imitation
  - Object permanence
  - Expressive language and communication
  - Early literacy
Outcome 3 - Children Take Appropriate Action to Meet their Needs

- Involves
  - Taking care of basic needs
  - Getting from place to place
  - Using tools (fork, toothbrush, crayon)
  - In older children, contributing to their own health/safety

- Includes
  - Integrating motor skills to complete tasks
  - Self-help tasks (e.g., dressing, eating, grooming, toileting, household responsibility)
  - Acting on the world to get what one wants
Who is Included in Early Childhood Outcomes?

“ALL CHILDREN” Include every child who receives early childhood special education (ESCE) services with an IEP for whom the district is responsible

- Irrespective of the type of IEP

- Irrespective of where the child receives services

- This includes children receiving Speech and Language services only
What Process is Used in Illinois?

Team process – the team …

- Represents the gathering of information from those familiar with the child in a variety of contexts
- Is comprised of two or more of the above who meet to
  - Complete the rating scale
  - Select the outcome indicator
- Uses a systematic process for making decisions
Including Parents in the Discussion

- Parent input about the child’s functioning is critical
  - Family members see the child in situations that professionals do not
  - Need to ask family members about what the child does at home

- The team will need a way to learn what family members know about the child

- There is no expectation that parents will be able to determine whether what they are seeing is age appropriate
When to Develop Entry Ratings

- After it is determined that a child qualifies for special education services the IEP team, including parent or information from the parent, can review all the information that was presented to determine the entry ratings.

- Or the IEP team, with parents, participate in a ratings meeting after the completion of the initial IEP meeting.

- At Entry to ECSE. The “Entry Rating” is mandatory before the student’s enrollment is exited.
Timing of Ratings

- Every year between February 1 and July 31.

- Upon exiting enrollment in ECSE services, an Early Childhood Outcomes Progress Rating will be required if the last rating is more than six months old.

- The ECO ratings may be submitted to SIS at any time the student is enrolled.
Rating Scale Descriptors

- Age expected skills
- Immediate foundational skills
- Foundational skills
Decision Tree for Summary Rating Discussions

Does the child ever function in ways that would be considered age-appropriate with regard to this outcome?

No (consider rating 1-3)

Does the child use any immediate foundational skills related to this outcome upon which to build age-appropriate functioning across settings and situations?

No

Uses skills that are not yet immediate foundational

Rating = 1

Occasional use of immediate foundational skills

Rating = 2

Uses immediate foundational skills most or all of the time across settings and situations

Rating = 3

Yes (consider rating 4-7)

Is the child’s functioning age-appropriate across all or almost all settings and situations?

No

To what extent is the child using immediate foundational skills across settings and situations?

Occasional use of age-appropriate skills; more behavior that is not age-appropriate

Rating = 4

Uses a mix of age-appropriate and not age-appropriate behaviors and skills across settings and situations

Rating = 5

Yes

To what extent is the child’s functioning age-appropriate across settings and situations?

Yes

Does anyone have concerns about the child’s functioning with regard to the outcome area?

Yes

No
There’s an App for this: Ec-ecotool.com, User’s Guide at eclre.org
Child Outcome Summary Form
Generated
Key Elements of COS

- Evidence
- Sources
- Special Considerations
- Progress Rating Question Yes/No
The Question at Entry:

For each of the 3 outcome areas, to what extent does this child show age appropriate functioning, across a variety of settings and situations, for this outcome?
The Questions at Progress Rating:

- In each of the 3 outcome areas, to what extent does this child show age appropriate functioning, across a variety of settings and situations, for this outcome?
- Has the child shown ANY new skills or behaviors related to this outcome since the entry rating?
  - Independent of Rating
  - Default “no” in systems
Essential Knowledge for Completing the Child Outcome Summary form

Between them, team members must:

- Know about the child’s functioning across settings and situations
- Understand age expected child development
- Understand the content of the three child outcomes
- Know how to use the rating scale
- Understand age expectations for child functioning within the child’s culture
Primary Assessments

- Primary Assessments for Progress Reporting are listed on the form and one must be used to help develop the ratings.

- Ages and Stages Questionnaire can only be used for speech only students

- The Primary Assessments are broad based looking at the “whole” child.
ASSESSMENT DECISION MAKING

Allowable Assessments

- Assessment and Evaluation Programming System
- Carolina Curriculum for Infants and Toddlers/Preschoolers with Special Needs
- High Scope Child Observation Record
- Hawaii Early Learning Profile
- Transdisciplinary Play-Based Assessment
- The Work Sampling System
- Teaching Strategies GOLD
- Early Learning Scales
- Ages and Stages Questionnaire (Speech Only)
Crosswalks

- Display how assessment instrument content relates to the outcomes

- Helps to determine areas in which additional information will need collected

- Not to be used as a checklist or score sheet

http://ectacenter.org/eco/pages/crosswalks.asp#Crosswalks
Multiple Measures and Sources

If Outcome areas are not adequately addressed in the assessment tool, then use information from other sources to fill in the blanks.

Multiple measures and multiple sources allows teams to gain additional information about the child. This information may differ what is found during the assessment. If so, teams may decide to overrule the results from an assessment tool.
Family Involvement

- Family involvement is crucial to determination of accurate entry and progress ratings. Information and resources for involving families is located on the ECO Center webpage at http://ectacenter.org/eco/pages/families.asp

- Parent input about the child’s functioning is critical

- Family members see the child in situations that professionals do not

- Need to ask family members about what the child does at home

- The team will need a way to learn what family members know about the child

- There is no expectation that parents will be able to determine whether what they are seeing is age appropriate
Summary Statement 1

Of those children who entered the 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.
Summary Statement 2

The percent of children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.
Common Errors

- Answer progress yes/no question based on rating
- Data systems default to “no”
- Entry date after Progress Ratings
- Progress Ratings outside of Feb 1-July 31 window
- Less than 6 months between entry and progress rating
- Progress not entered within 6 months of exit
- SIS grade in error
Where can you find your data?

- Special Education Profiles are now updated
  - These numbers based on the summary statements and data filters ISBE uses to find entry to progress ratings

- SIS Reports
  - Compiles a list of all district ratings
Sis report

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**Early Childhood Outcomes Report for School Year**

SIS Home District: 12345678901  ISBE Test District

Selection Criteria: Currently Enrolled Students Only  Sorted By: Student ID

<table>
<thead>
<tr>
<th>Primary Assessment Codes</th>
<th>Rating Codes</th>
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</thead>
<tbody>
<tr>
<td>01 Assessment and Evaluation Programming System (AEPS)</td>
<td>01 Not Yet</td>
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<tr>
<td>02 Carolina Curriculum for Infants and Toddlers/Preschoolers with Special Needs</td>
<td>02 Between Emerging and Not Yet</td>
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<td>03 High Scope Child Observation Record</td>
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<td>04 Creative Curriculum Assessment</td>
<td>04 Between Somewhat and Emerging</td>
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<td>05 Hawaiian Early Learning Profile (HELP)</td>
<td>05 Somewhat</td>
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<td>06 Individual Growth and Development Indicators (IGDI)</td>
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<td>10 Teaching Strategies GOLD</td>
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<td>11 Early Learning Scales (ELS)</td>
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**Parental Involvement Codes**

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<th>Code</th>
<th>Description</th>
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<td>01 Information Received in Team Meeting from Parent</td>
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<tr>
<td>02 Information from Parent Incorporated into assessment(s)</td>
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</tr>
<tr>
<td>03 Did Not Use Information from Parent in Ratings Process</td>
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**Rating Category Codes**

A Did not improve functioning
B Improved functioning, but not sufficient to move nearer to functioning comparable to same-aged peers
C Improved functioning to a level nearer to same-aged peers but did not reach it
D Improved functioning to reach a level comparable to same-aged peers
E Maintained functioning at a level comparable to same-aged peers
F Psychologist or social worker participated in the ratings
G Speech/language pathologist participated in the ratings
H Another related service provider participated in the ratings

**Column:**

A Primary ongoing assessment
B How was parent involved in the ratings
C Coordinator, LEA representative or administrator participated in the ratings
D Early childhood teacher participated in the ratings
E Psychologist or social worker participated in the ratings
F Speech/language pathologist participated in the ratings
G Another related service provider participated in the ratings

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**Student ID:** 123456789

**Name:** Smith, Michael

**DOB:** 01/01/2000  **Race:** 14  **Gender:** F  **IEP:** Y  **Grade:** Pre-K

**Entry Rating:** 123456789123456 | 01/01/2014

**Progress Rating:** 123456789123456 | 01/01/2014

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**Progress Rating Missing**

Duration since last rating: 14 months

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b  b  e
How to use ratings

- Does it meet your expectations?
- How discrepant is your data from current state levels?
- Does your program serve some children more effectively than others?
- Does your program serve children in families with specific characteristics more effectively than others?
- Do child outcomes differ across local programs?
- Do child outcomes differ across programs with specific intervention approaches or service features?
- Are trends over time showing gradual increases in rate of child progress and levels of achievement?
Using Outcomes for Program Improvement

Data-based Program Improvement Planning
1. Identify the problem or opportunity.
2. Set specific, measurable, achievable, relevant, and time-bound (SMART) goals.
3. Select and implement program interventions.

Testing Inferences
5. Identify all potential outcomes and determine how they will be measured.
6. Develop and administer outcome measures.
7. Analyze outcome data to determine if the goals were met.

Analyzing Data
8. Conduct descriptive statistics to summarize the data.
9. Conduct inferential statistics to test hypotheses.
10. Interpret the results and draw conclusions.

Clarifying Expectations
4. Identify the stakeholders and their expectations.
5. Align the goals and objectives with the stakeholders.
6. Communicate the outcomes to the stakeholders.

Defining Analysis Questions
3. Develop the research question.
2. Define the research design.
1. Choose the appropriate analysis technique.

A flowchart is shown depicting the process of using outcomes for program improvement.
Timing Reminders

- Entry ratings must be completed within 45 calendar days of entry into the program or by the end of the school year if less than 45 days left in the school year.

- Progress ratings must be completed between February 1 and July 31.

- Progress rating must be completed within the last six months of enrollment in ECSE services.

- For children receiving ECSE services who turn six during the school year, progress ratings should be completed as close as possible to the sixth birthday.
Next Steps

- What might be some changes to your current practice?
  - Process for determining rating?
  - Primary Assessments used to inform rating?
  - Family involvement in the rating?
  - Documentation used for rating?
  - Timing of rating?
Where to go for Technical Assistance

- STARNET starnet.org
- Early CHOICES eclre.org
- Administrator Academy
- ECTA Center http://ectacenter.org/eco/
Resources

- Age expected milestones resources: http://www.fpg.unc.edu/~eco/assets/pdfs/Age-expected_Resources.pdf

- Training resources on ECO – ectacenter.org/eco/

- Illinois State Board of Education: www.isbe.net/Pages/Early-Childhood-Outcomes-System.aspx

- STAR NET www.starnet.org

- Early CHOICES web site: www.eclre.org

- Early Childhood Outcome Rating App: www.ec-ecotool.com
Contact Information

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