

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

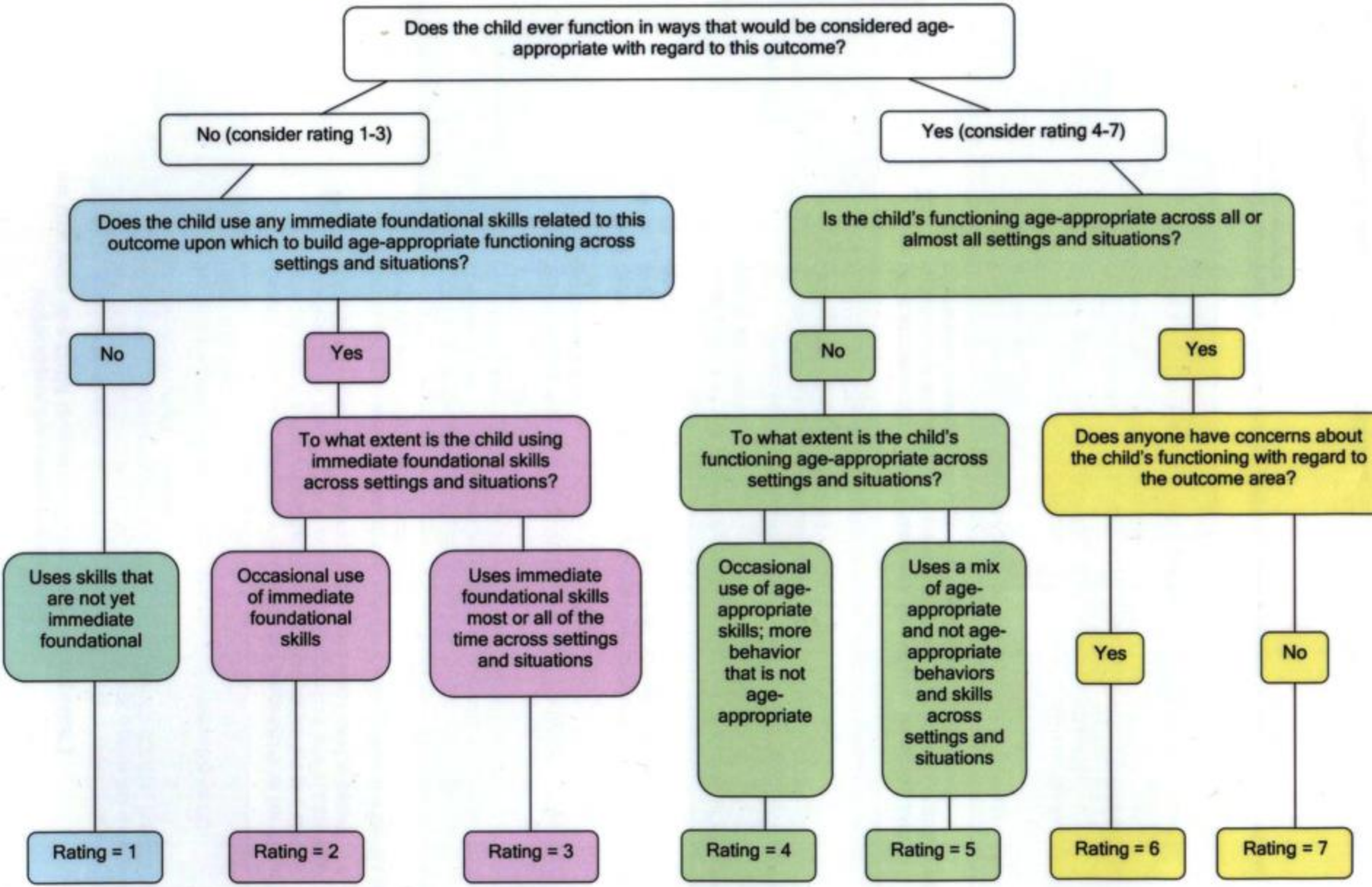
- ❑ Every year between February 1 and July 31.
- ❑ Upon exiting enrollment in ECSE services, an Early Childhood Outcomes Progress Rating will be required if the last rating is more than six months old.
- ❑ The ECO ratings may be submitted to SIS at any time the student is enrolled.

Rating Scale Descriptors

- Age expected skills
- Immediate foundational skills
- Foundational skills




Decision Tree for Summary Rating Discussions



There's an App for this: Ec-ecotool.com, User's Guide at eclre.org

Welcome, Taylor Kremer! 11/24/2014 [Logout](#)



A Preschool LRE Initiative
of the Illinois State Board of Education

Illinois Child Outcomes Summary Form

[Add New Entry](#) [Enter Progress](#) [Edit Existing Entry](#) [Generate Reports and Export Data](#) [Download Rating Definitions](#)

[Questions, bugs, or other issues to report, email the support team](#)

Child Outcome Summary Form Generated

Illinois Child Outcomes Summary (COS) Form Entry Progress Date: 10/06/2014

Name: Smith Susie Male Female DOB: 08/11/2010
Last First Middle

SIS ID: _____

District: Rockford SD 205 School: _____

Persons Involved in Deciding Summary Ratings - Role/Title

Last Name:	First Name:	Middle Name:	Role:
Smith	John		Family/Caretaker
Jones	Sarah		Coordinator, LEA Representative or Administrator

Progress Rating Only (choosing "Yes" does not require a rating change)

Made Progress Toward Increasing Positive Social Relationships? Yes No

Made Progress Toward Increasing Acquisition and Use of Knowledge Skills? Yes No

Made Progress Toward Increasing Taking Appropriate Action to Meet Own Needs? Yes No

Summary of Evidence: gffhgj	Summary of Evidence: yrtthb	Summary of Evidence: lklghm
Sources of Supporting Evidence: mjhjghv	Sources of Supporting Evidence: .hjn	Sources of Supporting Evidence: luytgv
Special Considerations: jhk,jb	Special Considerations: kutgj	Special Considerations: kiuytgfb

Entry and Progress Ratings (use ECO Decision Tree to determine ratings, then choose from below and note rating in box)

1-Not Yet	3-Nearly	5-Somewhat	7-Completely
2-Between Not Yet and Nearly		4-Between Nearly and Somewhat	
6-Between Somewhat and Completely			
<input type="checkbox"/> 7 Outcome A: Positive Social Relationships	<input type="checkbox"/> 5 Outcome B: Acquire and Use Knowledge and Skills	<input type="checkbox"/> 5 Outcome C: Take Appropriate Action to Meet Own Needs	

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

The screenshot displays the Illinois State Board of Education's Student Information system. The interface is divided into a left-hand navigation menu and a main content area. The navigation menu includes options like Home, Student, Search SID, Request New SID, Exit Enrollment, Assessment Pre-ID, Assessment Correction, Adjusted Cohorts, Teacher, Batch Files, Reports (highlighted with a red box), Help, ISBE Internal, and Log Out. The main content area is titled 'Student Information' and 'View Report'. It features a list of report categories, with 'Early Learning' and 'Early Childhood Outcomes' highlighted with red boxes. The 'Early Learning' category includes sub-items like Birth To 3, Caregiver Demographic Information, Early Childhood, Early Childhood Outcomes, and Pre-K Follow-Up. The 'Early Childhood Outcomes' sub-item has 'Summary' and 'Detail' links. Other categories include Homeless, Individual Student, Regional Safe School, Course Assignments, Student and Teacher Reports, Missing Courses, State Reporting, and Miscellaneous Reporting. A footer at the bottom provides contact information for the Call Center.

Illinois State Board of Education

Student Information
View Report

Login: ALDWRV

Home

Student

Search SID

Request New SID

Exit Enrollment

Assessment Pre-ID

Assessment Correction

Adjusted Cohorts

Teacher

Batch Files

Reports

Help

ISBE Internal

Log Out

Student

- Assessments (Pre-Id, Assessment Correction, Scores ISAT, IAA, PSAE, PARCC)
- Bilingual (ELL Screener, ELL, ACCESS)
- Demographics and Enrollment (Demographics, Enrollment, Current vs. Previous Enrollment)
- Discipline
- Early Learning**
 - Birth To 3 [Summary](#) [Detail](#)
 - Caregiver Demographic Information [Summary](#) [Detail](#)
 - Early Childhood [Summary](#) [Detail](#)
 - Early Childhood Outcomes** [Summary](#) [Detail](#)
 - Pre-K Follow-Up [Summary](#) [Detail](#)
- Homeless
- Individual Student
- Regional Safe School

Course Assignments

- Student and Teacher Reports (Course Assignments, Outside Courses, College Courses)
- Missing Courses

State Reporting (Fall Enrollment Counts, Graduation Cohort, End of Year Reports)

Miscellaneous Reporting (Multiple SID, Closed Schools, Missing Persons)

Have questions or need help? Contact our Call Center (217)558-3600 between 7:00am - 5:00pm

Sis report

Early Childhood Outcomes Report for School Year

6/22/2015 8:10:24AM

SIS Home District: 12345678901 ISBE Test District

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

Primary Assessment Codes:		Rating Codes:	
01	Assessment and Evaluation Programming System (AEPS)	01	Not Yet
02	Carolina Curriculum for Infants and Toddlers/Preschoolers with Special Needs	02	Between Emerging and Not Yet
03	High Scope Child Observation Record	03	Emerging skills
04	Creative Curriculum Assessment	04	Between Somewhat and Emerging
05	Hawaii Early Learning Profile (HELP)	05	Somewhat
06	Individual Growth and Development Indicators (IGDI)	06	Between Somewhat and Completely
07	Transdisciplinary Play-Based Assessment (TPBA)		
08	Work Sampling System	Rating Category Codes:	
09	IEP for Speech Only	A	Did not improve functioning
10	Teaching Strategies GOLD	B	Improved functioning, but not sufficient to move nearer to functioning comparable to same-aged peers
11	Early Learning Scales (ELS)	C	Improved functioning to a level nearer to same-aged peers but did not reach it
Parental Involvement Codes:		D	Improved functioning to reach a level comparable to same-aged peers
01	Information Received in Team Meeting from Parent	E	Maintained functioning at a level comparable to same-aged peers
02	Information from Parent Incorporated into assessment(s)		
03	Did Not Use Information from Parent in Ratings Process		
Columns			
A	Primary ongoing assessment	E	Psychologist or social worker participated in the ratings
B	How was parent involved in the ratings	F	Speech/language pathologist participated in the ratings
C	Coordinator, LEA representative or administrator participated in the ratings	G	Another related service provider participated in the ratings
D	Early childhood teacher participated in the ratings		

Home RCDTS	Rating Date	Rating							Positive Social Relationships		Acquisition and Use of Knowledge Skills		Appropriate Action to Meet Own needs	
		A	B	C	D	E	F	G	Rating	Progress	Rating	Progress	Rating	Progress

Student ID: 123456789 Name: Smith, Michael

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

Entry Rating:	12345678912345	01/01/2014		01	Y	Y	Y	Y	N	05		05		06	
Progress Rating:	12345678912345	01/01/2014	09	01	Y	Y	N	Y	N	05	Y	05	Y	06	Y

Progress Rating Missing

Duration since last rating 14 months

b

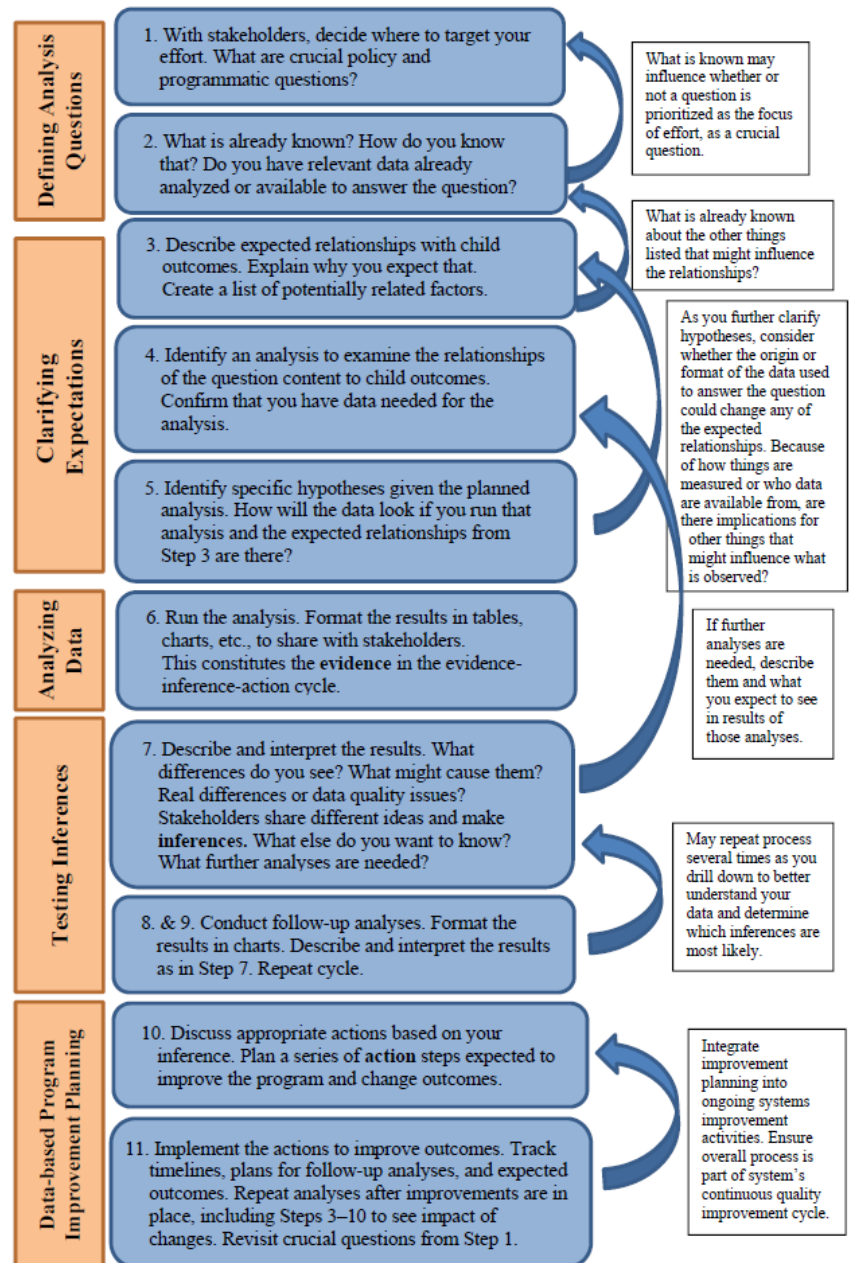
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e

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 other?
- 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



Timing Reminders

- Entry ratings must be completed within 45 calendar days of entry in to 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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