



Early Childhood Special Education Part B, Section 619

Measurement of Preschool
Outcomes-SPP Indicator #7
Training Sessions-2010



What is the SPP?

- Accountability system focused on improving educational results/functional outcomes for students with disabilities
- Mandated by the Individuals with Disabilities Education and Improvement Act (IDEA) 2004
- Based on monitoring priorities and indicators defined by the Federal Office of Special Education



Purpose of the SPP

- Provides a strategic plan to evaluate and improve state and local implementation of IDEA 2004
- Informs OSEP of Michigan's progress toward achieving results for students with disabilities



Implications of the SPP

- Changes to current state level student data collection and reporting systems
- Increased public scrutiny and accountability of the state and local levels regarding special education
- Further alignment within the special education Continuous Improvement Monitoring System and local district self-assessment processes conducted on a 3 year cycle



IDEA 2004 Parallels NCLB

- Drastically changing the way we collect and report data
- Requires SEA to report on the performance of every LEA in relation to SPP targets
- Preschool outcomes data is being collected to determine the efficacy of ECSE programs/services for determining future funding
- States are required to report preschool outcome data on **all** 3-5 year olds with an IEP, including children not served in program settings



LEA Roles and Responsibilities

- Generate the data
- Report the data
- Store the data – place a copy of the Child Outcomes Summary Form (COSF) into CA-60



Outcome Areas to be Assessed

- Children compared to same-aged typically developing peers in their development of:
 - Positive social-emotional skills
 - Acquisition and use of knowledge and skills (including early language/communication and *early literacy*)
 - Use of appropriate behaviors to meet their needs



Child Outcome Information

- **Positive Social-Emotional Skills (Including Social Relations)**
 - Examples: Relating with adult;
Relating with other children;
Following rules related to groups or interacting with others; Personal and Social Adjustment; and Contribution and Citizenship



Child Outcome Information

- **Acquiring and Using Knowledge and Skills**
 - Examples: Thinking, reasoning, remembering, and problem solving; Understanding symbols; Understanding the physical and social worlds; and Pre-Academic and Functional Literacy; Communication



Child Outcome Information

- **Taking Appropriate Action to Meet Needs**
 - Examples: Taking care of basic needs, showing hunger, dressing, feeding, toileting, etc.; Contributing to own health and safety, follows rules, assists with hand washing, avoids inedible objects; Getting from place to place, mobility; Using tools, forks, strings attached to objects; Physical Health; and Responsibility and Independence



Measurement of Outcomes

- 7-point scale
- Measure performance in each of the three outcome areas
- Decision Tree



Explanation of the 7-Point Scale

- **1 = Not Yet**
- Child does **not yet** show functioning expected of a child his/her age in any situation. Child's functioning might be described as that of a **much younger child**



3 Emerging

- Child does not yet show functioning expected of a child his/her age in any situation. Child demonstrates behavior and **emerging** skills upon which to build age-appropriate functioning. Functioning might be described as that of a **younger child**.



Explanation of the 7-Point Scale

- **5 = Somewhat**
- Child shows functioning expected of a child his/her age **some** of the time an/or in **some** situations. Child's behaviors and skills include a mix of age-appropriate and below age-appropriate functioning. Functioning might be described as that of a **slightly younger child**



Explanation of the 7-Point Scale

- **6 = Between Somewhat and Completely**
- Child shows functioning expected of a child his/her age **most** of the time and/or in **most** situations. Child's behaviors and skills are considered mostly appropriate for his/her age but there are **some concerns** about the child's functioning in this outcome area



Explanation of the 7-Point Scale

- **7 = Completely**
- Child consistently shows functioning expected of a child his/her age in **all or nearly all** situations. Child's behaviors and skills are considered **appropriate** for his/her age. There are **no concerns** about this child's functioning in this outcome area



What is Meant by a Variety of Situations?

- **Everyday Situations in the Child's Life**
 - Home
 - Classroom
 - Playground
 - Store
 - Child care
 - Etc.



What is the Definition of a Younger Child?

- **Level 1 (Not Yet)**

- Much Younger Child = 24 month or greater delay

- **Level 3 (Emerging)**

- Younger Child = 18 – 23 month delay

- **Level 5 (Somewhat)**

- Slightly Younger Child = 9-17 month delay



OSEP Thoughts and Requirements

- Selected 3 developmental areas based on federal requirements and ECO center recommendations
- IEPs and IFSPs goals and objectives too narrow or some developmental areas absent and child must be compared to same-aged peers across domains
- States will determine the specific measurement tools to be used



Tool Selection Considerations

- Alignment to Early Learning Standards
- Sensitivity to cultural, racial, class, and gender differences
- Supports Curriculum
- Supports planning and interventions
- Valid and reliable
- Norm-referenced or criterion-referenced



Baseline Reporting

- Collect data on all students entering the program or services
- If you are a related service provider responsible for the implementation of the IEP use the Battelle Developmental Inventory-2 Screener
- If you are a classroom teacher use the Carolina
- Respond to level of progress child displays under each outcome area



Ongoing Data Collection Requirements

- Entry data to be collected for each child within 30 school days of the child's beginning the program/services
- All 3 outcome areas must be assessed regardless of the disability of the child
- Use 7-point scale to compare child to same-aged peers
- Minimum of 2 data points are required (entry and exit)
- Generally gather data from ages 3-5 but could range 2 ½ - 6 years of age



Progress Data Reporting

- Exit data to be collected 30 school days before or after exiting the program
- Progress assessed only when a child receives 6 months of service or more (total service, does not have to be continuous)
- Early On considered different program so can't count toward the 6 months
- Early On exit data can be used as preschool entry data (CA60 COSF)



What Constitutes “Exiting”?

- Child will exit into Kindergarten
- Child becomes ineligible for special education
- Child will have 6th birthday



Contact Information

Karen West

Special Education Supervisor
Ingham ISD
2630 W. Howell Road
Mason, MI 48854
kwest@inghamisd.org
(517) 244-1210