USE OF THE CHILD OUTCOMES SUMMARY FORM FOR REPORTING CHILD PROGRESS FOR PRESCHOOL SPECIAL EDUCATION

Under IDEA 2004, states report prescribed information to the Office of Special Education Programs (OSEP) in the U. S. Department of Education. The reporting requirements are directly linked to a preschool special education performance measure. Scores reported to the Ohio Department of Education (ODE) remain confidential with the use of student identification numbers. Analysis of the data is intended for trends and patterns in how preschool children with disabilities perform in relationship to same-aged, typically developing peers. Programs address this requirement through the local ongoing assessment system.

PRESCHOOL SPECIAL EDUCATION 'S CHILD OUTCOMES PERFORMANCE MEASURE:
PRESCHOOL CHILDREN RECEIVING SPECIAL EDUCATION AND RELATED SERVICES DEMONSTRATE PROGRESS IN EARLY LANGUAGE/COMMUNICATION/EARLY LITERACY, SOCIAL-EMOTIONAL AND BEHAVIORAL SKILLS.

Preschool children with disabilities will reach or maintain a level commensurate with same-age peers and/or improve functioning level in the following areas:
  o *Acquisition and use of knowledge and skills (including early language/communication and early literacy)*
  o *Positive social-emotional skills (including social relationships)*
  o *Use of appropriate behaviors to meet their needs*

CHILD OUTCOMES SUMMARY FORM (COSF)
The Child Outcomes Summary Form is a mechanism to:
  • Document the ongoing assessment for individual children for a specific time period and over time.
  • Gather input from the family and all service providers.
  • Document child progress for a specific time period and over time.
  • Assess functional outcomes across multiple domains.
  • Provide a discussion summary form to determine what will be reported for federal reporting purposes.

ONGOING ASSESSMENT SYSTEM
In order to document child progress, programs implement an ongoing assessment system. The assessment system is predicated on a cycle of assessment- plan- instruction- assessment which
  • provides all staff with a baseline or current levels of performance which in turn
  • provides the basis for the instructional plan that is
  • evaluated for effectiveness in terms of the learning that has occurred and the effectiveness of the instructional strategies employed.
Instructional strategies encompass the curriculum, environment, interactions, ongoing assessment and data analysis. Based upon this cycle, staff members and parents make informed decisions on effective strategies and practices that result in child progress. Monitoring child progress at regular intervals permits adjustments to instructional strategies, the curriculum, the environment, and personal interactions (any combination of child, teacher, and parent) which in turn impact achievement and development.

THE EARLY LEARNING PROGRAM GUIDELINES PROVIDE A FRAMEWORK
The Early Learning Program Guidelines provide a framework for local implementation of an ongoing assessment system. The framework encompasses multiple components related to an ongoing assessment system and monitoring child progress:
  • documentation of child information
  • screening and follow-up
  • aligning the curriculum to the Early Learning Content Standards

- monitoring the curriculum
- the actual implementation of the curriculum with accommodations and modifications
- monitoring the environment
- informed decision-making
- intentional instruction
- interactions among children, staff and families
- involving families
- involving all staff (team) members
- evaluating results for the individual child and making necessary adjustments
- evaluating aggregate results for the class and program.

USING THE CHILD OUTCOMES SUMMARY FORM

There are two forms from which to choose: version one has a summary statement for each source of information and version two has summary evidence statements that support the ratings.(May 2010)

Leadership
1. Staff must be trained in the use of the form, evaluating the quality of the data and interpretations of assessments in relationship to the summary rating.
2. The local leadership team is responsible for ensuring personnel are trained in the use of the form, evaluating the quality of the data and interpretations of assessments in relationship to the summary rating.
3. Leadership should determine the most appropriate training strategy according to local needs. The regional State Support Team, including an early childhood coordinator, are partners in providing the trainings.
4. Training should be documented in case of an audit. Records should be with the employing agency.
5. The preschool special education supervisor is ultimately responsible for the accuracy and quality of the data reported on the summary form.

Determine Summary Ratings
1. The preschool special education teacher or supervisor should take the lead on determination of summary ratings that are reported.
2. At a minimum, the summary ratings include the participation of a core group of individuals including the parent, the preschool special education teacher, the child/care or preschool teacher, related service personnel. Other individuals involved with the child such as the teaching assistant, the bus driver, cook/cafeteria personnel, etc. should also be considered.
3. The core group of individuals should have face-to-face time for discussing behaviors across multiple settings, varying conditions and time. Information may be gathered prior to meeting. Input from others may be obtained and used with the core group.
4. The core group must include an individual with demonstrated understanding of child development and age appropriate behaviors in order to make a determination of how well the child performs in relationship to nondisabled peers.
5. Sensitivity to cultural expectations must be addressed in the determination of ratings.

Sources of Information
1. *Get It, Got It, Go!* and *ASQ:SE* are still required assessments for every preschool child with a disability, regardless of services provided.
2. *GGG* is administered within certain test windows twice annually.
3. *Get It, Got It, Go!* must be one of the sources of information to be considered for the outcomes related to acquisition and use of skills.
4. *ASQ:SE* is administered twice annually based upon the age parameters of the questionnaire used. It is reported during the October and Yearend EMIS submissions.

5. *ASQ:SE* must be one of the sources of information to be considered for the outcomes related to positive social-emotional behavior and appropriate actions to meet needs.
6. Parents and staff are to complete the ASQ:SE through dialogue. It is not intended to be a parent-response only or to be sent home for the parent to complete. It is to be a discussion and an examination of any discrepancies in behaviors. This should not be the only source of family input.
7. Sources of information should document behavior under a variety of conditions, such as
    a. across multiple settings not just home or the classroom but on the playground, during meal time, on the bus, in child care
    b. interactions with different teachers, related service personnel, family members, program personnel
    c. interactions with children in varying combinations of peers and grouping
    d. engagement in different activities such as circle time, play, centers, and with variety of materials and equipment
8. A variety of sources of information should be evident. Sources can include
    a. curriculum based assessments
    b. observations
    c. criterion-referenced assessments
    d. standardized assessments
    e. checklists or locally developed assessments
    f. work sampling
    g. portfolios
    h. interviews
9. Programs may choose to use online curriculum based resources for documenting child progress. Use of an online tool is only one source of information to determine the summary rating.

Ratings
1. Ratings should reflect the child's everyday functioning.
2. Ratings should reflect the child's current functioning across settings and in situations that make up his/her day.
3. Ratings should convey the child's functioning across multiple settings and in everyday situations, NOT his/her capacity to function under unusual or ideal circumstances.
4. Depending upon the assessment tool, assessments tools can be useful source of information for reaching a summary decision but resulting information should be placed in context with other information available about a child.
5. Many assessment tools are domain-based and were not designed to provide information about functional behavior and functioning across a variety of situations. Knowing that a child has or has not mastered assessment items that are related to the outcome provides helpful information but the information should be used in conjunction with what else is known about the child. A high score on a setoff items in a domain related to the outcome might not mean the child has achieved the outcome and, conversely, a low score might not mean the child has not achieved it.
6. If the child is from a culture that has expectations that differ from published developmental milestones, use the expectation for the child's culture to decide if functioning is at the level expected for the age.
7. If assistive technology or special accommodations are available in the child's everyday environments, then the rating should describe the child's functioning using those adaptations. If technology is available in some environments or is not available for the child, rate the child's functioning with whatever assistance is commonly present.
8. When determining progress ratings, the team should consider the sources and conditions under which data was collected to determine if there are any influences impacting the child's progress and subsequently, impacting instructional strategies (curriculum, environment, interactions, and ongoing assessment).

NOTE: Districts can choose to use either version of the Ohio ECOSF. Fidelity in implementation based upon this policy and guidance materials is necessary.

Guidance Documents (available on the Web):
- Including Families in the ECOSF
- Guidance for Team Discussions
- *Get It, Got It, Go*! [I
- *Ages and Stages Questionnaire: Social-Emotional*
- Catalog of Screening and Assessment Instruments for Young Children, Birth through Age 5
- ECOSF Rating Definitions
- Functional Outcomes
- ECOSF Decision Tree
- ECO Discussion Prompts to Determine Ratings

Use of form with source summary statements

This form permits the team to develop statements that summarize data from individual sources of information to identify a child's functioning as age-appropriate, immediate foundational skills.
- List each source separately.
- Summarize the evidence from each source.
- Discuss to determine ratings.
- Review the source data for accuracy and quality.
- Do the summaries support the rating?
- Is there evidence that multiple sources of assessment data were used?
- Do the sources reflect various aspects of the outcome such as interactions, conditions, settings?
- Do the sources used illustrate the child's everyday functioning?

Use of alternate form with evidence statements

This form permits the team to develop statements that summarize multiple data sources to identify a child's functioning as age-appropriate, immediate foundational skills or neither as well as identifying any concerns the team may have.
- Check the sources of information used.
- All three supporting evidence boxes should be completed unless the child's functioning is rated a "7."
- Provide examples of the child's age-appropriate functioning. If there are no concerns, this is a rating of "7."
- If there is evidence of age-appropriate functioning but there are concerns, a rating of "6" or "7" should not be assigned. Provide examples of the child's functioning that is NOT age-appropriate in the middle box for supporting evidence. This would be a rating of "5."
- If in comparison, the immediate foundational skills exceed the age-appropriate skills, the rating would be a "4."
- If the child's functioning is at the immediate foundational skill level and no age-appropriate functioning is evidence, the rating would be a "3."
- A child with a mix of immediate foundational skills and those that are not yet immediate foundational, should be a rating of "2."
- A child with no age-appropriate or immediate foundational functioning would be a rating of "1."

Information at exit

When a child exits the program, be sure to complete the information regarding:
- entry into preschool special education;
- exit from preschool special education.; and
- determine if progress from entry to exit has occurred.

Entry into preschool special education reflects the child's initial IEP as a preschool child with a disability, which may have occurred before entry into the district's program.

The final score reported in EMIS should be the progress from entry to exit not the annual rating.