

"Preparing for Accountability in Early Childhood"

What does it mean for Washington?
What does it mean for our district and programs?

Introduction to the
Washington Early Childhood Outcomes Project

At the Federal Level

- Accountability!
 - New requirements for the Annual Performance Report (APR)
 - New emphasis for Office of Special Education Programs (OSEP): reporting child outcomes



(20 U.S.C. 1416 (a)(3)(A))

OSEP's Responsibilities...

- **Demonstrate a difference for children with IEPs**
 - Establish long-term, outcome-oriented performance objectives
 - Develop a strategy to collect and summarize annual, national performance data
 - Demonstrate national progress toward performance objectives
- **Provide technical assistance to states**
 - Center on Early Childhood Outcomes (ECO)

Long-term Performance Objective in OSEP's Plan...

Part B/Section 619

All preschoolers with disabilities receiving special education and related services will improve their early language/ communication, pre-reading, and social emotional skills.

Responsibilities of Pilot Districts & Programs...

- Participate in Early Child Outcomes training as provided
- Collect outcome information for all newly enrolled children (first day of school 2007) and throughout the school year
- Complete the ECO Summary Form for each child, including
 - Results from comprehensive curriculum-based assessment measure
 - Parent report
 - At least one other source of information (e.g., another test, therapy or teacher or child care provider report)
- Report ECO Summary Form entry data for September, October, November, to OSPI in December 2007

Important Principles in the New System...

- Overall goals for all children
 - to function successfully in home, kindergarten and community
 - to function at the level of their typically-developing, same-age peers
- Focus on function
 - Interrelation among areas of development - NOT specific developmental domains
 - Use of skills in context - authentic assessment

OSEP's Goal

- To increase the % of children who
 - function at the level of their same-age peers
 - make progress toward the level of their same-age peers
- To decrease the % of children who do not make progress toward the level of their same-age peers

The Goal Requires...

Summary of children's progress in three "Child Outcome" areas

- Positive social-emotional skills (including social relationships)
- Acquisition and use of knowledge and skills (including skills in early language/ communication and in early literacy)
- Use of appropriate behaviors to meet one's own needs

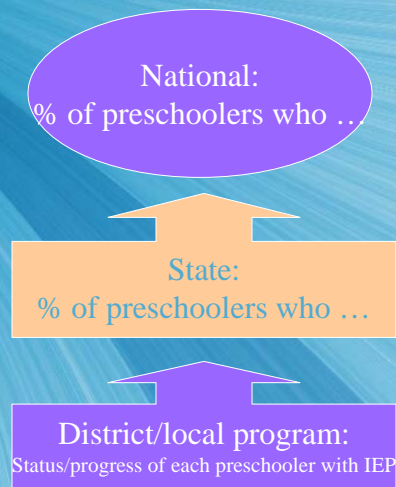
(20 U.S.C. 1416 (a)(3)(A))

OSPI's Responsibility - to collect and summarize outcome data for all preschoolers with IEPs by 2009

- ♦ *Year 1 (2006-2007): 20 districts statewide to pilot the data collection and reporting system either district-wide or with selected district programs*
- ♦ *Year 2 (2007-2008): all districts will participate in the data collection and reporting system*

Minimum Requirements for a State Summary...

- ♦ Ability to compare from "entry" to "exit" for each child who is in program for 6 months or more
- ♦ Ability to compare each child to age-level expectations
- ♦ Ability to obtain same information on all children, to summarize across children at state level



"all children" ...

Includes every child with an IEP for whom the district is responsible ...

- ♦ irrespective of the type of IEP
- ♦ irrespective of where the child receives services

The GOOD news!

Each state, district, and program, as well as OSEP, can use the information:

- ♦ to demonstrate the effectiveness and benefits of early childhood intervention
- ♦ to compare themselves to other states, districts, and programs
- ♦ for self-improvement and professional development
- ♦ to track own progress over time

Another Benefit...

Alignment between Part B, Section 619 and Part C

- Same child outcomes emphasized
- **Possibly** same reporting process used (ITEIP currently looking at what system to use)
- Exit from Part C can provide entry information for Part B

"ECO" Center - Help is available!



- ♦ National technical assistance center on "Early Childhood Outcomes"
 - to ensure that outcomes data can be aggregated across states and territories
 - to assist states and territories to develop systems that meet their own needs for data
 - to provide resources for implementing state/ territory and local systems

(www.fpg.unc.edu/~eco/index.cfm)

Decisions...

- Build on current data systems
 - Recognize wide variation in assessments of different types, for multiple purposes
 - Add fewest additional layers possible
- Base determinations about each child on high quality information
- Base system in principles of good early childhood assessment



Assessing the Accomplishment of the Three Outcomes

DEC Recommended Practices for Assessment...

- Involves multiple sources (e.g., families, professional team members, service providers, caregivers)
- Involves multiple measures (e.g., observations, criterion-curriculum-based instruments, interviews, informed clinical opinion)

Critical Challenge...

There is no assessment tool that assesses the three outcomes directly

The Assessment Lens...

- ◆ Each assessment carries its own organizing framework
- ◆ Many are organized around domains
- ◆ But what is covered in the domains isn't always the same, even if the names are the same

Measuring Child Outcomes with Multiple Sources of Information...

- ◆ Parent report
- ◆ Observation
- ◆ Review of available child records
- ◆ Use of an assessment tool, e.g.:
 - ◆ The Carolina
 - ◆ Assessment, Evaluation, & Programming System (AEPS)
 - ◆ Hawaii Early Learning Profile (HELP)
 - ◆ The Creative Curriculum
 - ◆ The Brigance

Crosswalks...

- The ECO Center has crosswalked some common assessments to the three child outcomes
- Crosswalks give a visual indication of coverage of the 3 outcomes
- Crosswalks show which areas/subareas map to which outcome

Conclusion

Information from assessment tools can be very useful but it needs to be understood and used in the context of achievement of the three functional outcomes

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
- Includes areas like:
 - Attachment/separation/autonomy
 - Expressing emotions and feelings
 - Learning rules and expectations
 - Social interactions and play

Children Acquire and Use Knowledge and Skills

- Involves:
 - Thinking
 - Reasoning
 - Remembering
 - Problem solving
 - Using symbols and language
 - Understanding physical and social worlds
- Includes:
 - Early concepts—symbols, pictures, numbers, classification, spatial relationships
 - Imitation
 - Object permanence
 - Expressive language and communication
 - Early literacy

Children Take Appropriate Action to Meet Their Needs

- Involves:
 - Taking care of basic needs
 - Getting from place to place
 - Using tools (e.g., fork, toothbrush, crayon)
 - In older children, contributing to their own health and safety
- Includes:
 - Integrating motor skills to complete tasks
 - Self-help skills (e.g., dressing, feeding, grooming, toileting, household responsibility)
 - Acting on the world to get what one wants

What It Yields...

A way to “roll up” the data on each child, for each of the 3 outcome indicators, given ...

- Different kinds of data & sources on **different** children
- Multiple kinds of data & sources on **each** child



LET'S LOOK AT THE ECO RATING SCALE PROCESS

(www.fpg.unc.edu/~eco/index.cfm)



Using the Child Outcomes Summary Form (COSF)

- To allow for a range of information about each child's functioning
- To use a rating scale that can be compared over time to reflect progress



Features of the Summary Form

- It is *NOT* an assessment
- Uses information from assessments and observations to get a *global* sense of how the child is doing
- Rating is based on child's functioning *compared to other children the same age* - distance from typical
- Based on child's *functioning*
 - *what child generally does* across settings and situations,
 - *not what a child can do* under ideal circumstances.

Key Points...

- *Assumption:* Children can be described with regard to how close they are to age expected behavior for each of the 3 outcomes
- By definition, most children in the general population demonstrate the outcome in an age-expected way
- By providing services and supports, early intervention is trying to move children closer to age expected behavior
- Some children will never achieve this

The 2 COSF Questions

- ◆ To what extent does this child show age-appropriate functioning across a variety of settings and situations, on this outcome? (Rating: 1-7)
- ◆ When re-assessing (e.g., at exit), has the child shown any new skills or behaviors related to ____ since the last outcomes summary? (yes-no)

Summary Ratings

- ◆ Reduce rich information from assessment and observation into a rating to allow a summary of progress across children.
- ◆ Do not provide information for planning for the individual child. Information at the rich, detailed level will be more helpful for intervention planning purposes.
- ◆ Provide an overall sense of child's current functioning in 3 areas.

A Domain Score on an Assessment Does not Necessarily Translate Directly into an Outcome Rating

- ♦ Ratings require
 - ♦ Looking at functional behaviors
 - ♦ Collecting and synthesizing input from many sources familiar with the child in many different settings and situations

Ratings on the 3 Outcomes...

- ♦ Ratings on the 3 outcomes are reported for all children with IEPs
- ♦ Ratings are needed in all outcome areas even if a child has delays in one or two outcomes, but not in all three outcomes

To Decide on a Rating...

- Know what behaviors and skills are appropriate for the child's age
 - How do children who are developing typically function on this outcome?
- Review the available sources of information to determine how the child functions across a variety of situations and settings
- Understand the differences between response options on the summary form.

Using Assessment Information to Inform the Rating...

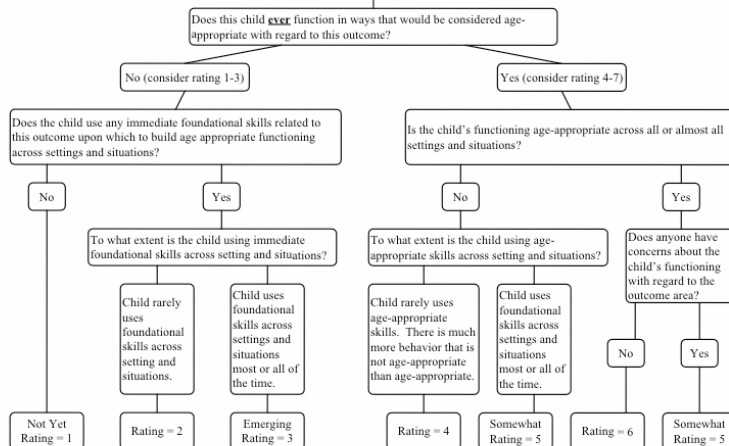
- Example:
 - A child learning to sign will not "pass" items related to speaking
 - If the child can sign to accomplish the same outcome one might through speaking (e.g., take action to meet needs), the fact that the child "fails" some assessment items is not relevant and should not enter the rating.

Key point: Assessment results are how a child performs on a selected set of items. No more. No less.

Decision Tree for Summary Rating Discussions

Use this decision tree for your discussions of each of the child outcomes.
 Before you start: Remember that the Child Outcomes are anchored to typical child development.

- What is this child's chronological age?
- What is considered typical or age-appropriate for a child of this chronological age?



Definitions of Scale Points...

Completely means:	7	Child shows behaviors and skills expected for his or her age in all or almost all every day situations that are part of the child's life. • Behavior and skills are considered typical for his or her age.
	6	Between Completely and Somewhat
Somewhat means:	5	Child shows behavior and skills expected for his or her age some of the time across situations . • Behavior and skills are a mix of age appropriate and not appropriate. • Behavior and skills might be described as more like those of a slightly younger child . • Some behaviors or conditions might be interfering with the child's capability to achieve age-expected behavior and skills.
	4	Between Somewhat and Emerging
Emerging means:	3	Child does not yet show behaviors and skills expected of a child of his or her age in any situation. Child's behaviors and skills include immediate foundational skills upon which to build age-expected skills. o Behaviors and skills might be described as more like those of a younger child . o Some behaviors or conditions might be interfering with the child's capability to achieve age-expected behavior and skills.
	2	Between Emerging and Not Yet
Not Yet means:	1	Child does not yet show behaviors and skills expected of a child his or her age in any situation. Child's skills and behaviors also do not yet include any immediate foundational skills upon which to build age-expected skills. o Child's behaviors and skills might be described as those of a much younger child . o Some behaviors or conditions might be seriously interfering with the child's capability to achieve age-expected behaviors and skills.

7 - Completely...

- Child shows functioning expected for his/her age in **all** or **almost all** everyday situations that are part of a child's life
 - home, store, park, child care, with strangers, etc.
- Functioning is considered **appropriate** for his/her age
- There are no concerns about the child's functioning in this outcome area

6 - Between completely and somewhat...

- Child's functioning is generally considered appropriate for the child's age **but** there are some concerns about the child's functioning in the outcome area

5 - Somewhat...

- Child shows functioning expected **some of the time and/or in some situations**
- Child's functioning is a **mix** of age appropriate and not appropriate functioning
- Functioning might be described as like that of a **slightly younger child**

3 - Emerging...

- Child does **not yet** show functioning expected of a child of his/her age in any situation
- Behaviors and skills **include immediate foundational skills** upon which to build age-appropriate functioning
- Functioning might be described as like that of a **younger child**

1 - Not Yet...

- Child does **not yet** show functioning expected of a child of his/her age in any situation
- Behaviors and skills **do not yet include any immediate foundational skills** upon which to build age-appropriate functioning
- Child's functioning might be described as like that of a **much younger** child

None Quite Fit?

- Use the in-between categories for children who have some characteristics of two different descriptions

Documenting the Rating...

- ♦ On the form, you will need to document:
 - ♦ What evidence led to the selected rating
 - ♦ Who participated in the conversation and decision-making
- ♦ Documentation provides a record of the basis for the rating decision

Documenting the Rating...

- ♦ Evidence can be reviewed to see if people are using the system properly, i.e., rating similar children in the same ways
- ♦ Helps identify needs for future training and technical assistance

Supporting Evidence...

Source of information	Date	Summary of Relevant Results

Including Parents in the Discussion...

- Parent input is critical
 - Family members see the child in situations that professionals do not
- Need a way to learn about what family members know about the child
- Not necessary that parents determine if what they are seeing is typical or age appropriate

The Child Outcomes Summary Form (COSF)

- Cover sheet
- A sheet for each of the 3 required outcome areas
 - Rating
 - Supporting evidence
 - Description of progress (for children with previous entry rating)

Cover Sheet for "Wesley Smith"

CHILD OUTCOMES SUMMARY FORM

Date of Rating: 10 / 6 / 2008
Mo Day Yr

Check one: Entry Rating Exit/Later Rating

Child Information:

Legal Name: Wesley Lu Smith
First Middle Last

Date of birth: 7 / 6 / 2003
Mo Day Yr

ID: 883207

Persons involved in deciding the summary ratings:

Name (First/Middle Initial, Last)	Role
Almonds and Peter Smith	Mother and Father
Amy Lu	Grandmother
Chandra/Anderson	ECSE Teacher
Lori Jackson	School Psychologist
Lenny Moore	Physical Therapist

Family information on child functioning (Check all that apply):

- Received in team meeting
- Collected separately
- Incorporated into assessment(s)
- Not included

1. POSITIVE SOCIO-EMOTIONAL SKILLS (INCLUDING SOCIAL RELATIONSHIPS)

To answer the questions below, think about the child functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- Relating with adults
- Relating with other children
- Following rules related to groups or interacting with others (if older than 18 months)

1a. To what extent does this child show behaviors and skills related to this outcome appropriate for his or her age across a variety of settings and situations? (circle one number)

Not Yet		Emerging		Somewhat		Completely
1	2	3	4	5	6	7

Supporting evidence for answer to Question 1a

Supporting Evidence Used	Date(s) of Evidence	Summary of Relevant Results
Wesley's Mom and Grandmother	9/7/06 10/6/06	Mom reports that Wesley interacts and plays well with his two sisters, one older and one younger. He greets familiar people spontaneously and engages them in conversation, often asking them to come and play. He participates and enjoys Sunday School class and has a friend who comes to play on a regular basis. He does not attend childcare.
Physical Therapist	5/28/06	Wesley came willingly to the assessment, readily played and explored his environment. He was very social, engaged well with examiner and enjoyed the activities presented.
Assessment, Evaluation Programming System (AEPS) B-3	Observation 5/11/06 and 5/25/06	Solves common problems Turns and looks at person speaking Follows person's gaze to establish joint attention Gains person's attention and refers to an object, person, and/or event Carries out 2 step direction without contextual cues Responds appropriately to familiar adult's affect Initiates and maintains interaction with familiar adult and with peers Initiates and maintains communicative exchange with familiar adults and peers Participates in established social routines (with reminders)

1b. (If Question 1a has been answered previously): Has the child shown any new skills or behaviors related to positive socio-emotional skills (including positive social relationships) since the last outcomes summary? (Circle one number)

Yes	No	NA	Describe progress:
1	2		

2. ACQUIRING AND USING KNOWLEDGE AND SKILLS

To answer the questions below, think about the child functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- Thinking, reasoning, remembering, and problem solving
- Understanding symbols
- Understanding the physical and social worlds

2a. To what extent does this child show behaviors and skills related to this outcome appropriate for his or her age across a variety of settings and situations? (Circle one number)

Not Yet	Emerging		Somewhat		Completely	
1	2	3	4	5	6	7

Supporting evidence for answer to Question 2a

Supporting Evidence Used	Date(s) of Evidence	Summary of Relevant Results
Wesley's Mom	6/8/06 and 6/7/06	Mom reports Wesley is a very bright little boy who understands what parents share with him and he asks questions when he wants to know something or doesn't understand.
Schol Psychol. Scales of Independent Behavior-Revised (SIB-R)	6/7/06	Wesley had difficulty attending to one specific task as he wanted to explore the environment. He scored 2 years, 6 months on the Broad Independence Scale. His scores in social/communication indicate that Wesley's skills are age appropriate but expressive language skills are limited to age appropriate.
ECE Teacher	5/8/06 through 6/9/06	Wesley attends class four days per week and adapted quickly to the classroom routine, though he needs many reminders. He follows directions and communicates in complete sentences. He needs help with setting the table for snack using 1:1 correspondence but demonstrates good problem solving when asked "What could we do about that?"
AEPS B-3	Observation 5/11/06 and 5/25/06	Orients picture book correctly and turns pages one by one. Orients to auditory, visual and tactile events. Imitates words not frequently used. Solves common problems. Carries out two-step direction without contextual cues. Uses 50+ single words and uses two and three-word utterance. Not yet: copying simple written shapes after demonstration.

AEPS B-3	Observation 5/11/06 and 5/25/06	<ul style="list-style-type: none"> • using imaginary objects in play • categorizing like objects • demonstrating functional uses of 1:1 correspondence • recognizing environmental symbols • demonstrates use of common opposites concepts • repeating simple nursery rhymes
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2b. (If Question 2a has been answered previously): Has the child shown any new skills or behaviors related to acquiring and using knowledge and skills since the last outcomes summary? (Circle one number)

Yes	No	NA	Describe progress:
1	2		

3. TAKING APPROPRIATE ACTION TO MEET NEEDS

To answer the questions below, think about the child functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- Taking care of basic needs (e.g., showing hunger, dressing, feeding, toileting, etc.)
- Contributing to own health and safety (e.g., follows rules, assists with hand washing, avoids inedible objects) (if older than 24 months)
- Getting from place to place (mobility) and using tools (e.g., forks, pencils, strings attached to objects)

3a. To what extent does this child show behaviors and skills related to this outcome appropriate for his or her age across a variety of settings and situations? (Circle one number)

Not Yet	Emerging	4	Somewhat	Completely
1	2	3	5	6
				7

Supporting evidence for answer to Question 3a

Supporting Evidence Used	Date(s) of Evidence	Summary of Relevant Results
Wesley O'Bad	6/8/06 and 10/6/06	Reports that Wesley wears K&J'S Brace and walks with crutches. He needs to have help ascending and descending stairs, is not yet toilet trained, cannot pedal his tricycle and has trouble pouring liquid from a pitcher into a cup. He can feed himself and drink from a cup.
ECE Teacher	5/5/06 through 5/25/06	Wesley needs assistance getting off the bus, removing his coat and backpack and does not recognize when he is wet or dirty but allows staff to change diapers at regular intervals. He is not able to serve himself food using a utensil or pour juice from a small pitcher into a cup without a lot of spilling.
AEPS B-3	Observation 5/11/06 and 5/25/06	Uses tongue and lips to take in and swallow food and liquid Bites and chews hard and chewy foods Drinks from a cup and/or glass Eats with spoon and fork without much spilling Washes and dries hands without help Brushes teeth after toothpaste is placed on brush Remove socks and shoes Correctly activates a mechanical toy Reproduces part of interactive game and/or action in order to continue game and/or interaction Retains objects when new object is obtained Gains person's attention and refers to an object, person, and/or event Uses two and three-word utterances

AEPS B-3	Observation 5/11/06 and 5/25/06	Not yet: Undressing himself (shirt, pants, coat) In sitting to toilet Transfer of food and liquid between containers Meets observable physical needs in socially appropriate ways Participates in established social routines Plays on outdoor play equipment by climbing up and down stairs and ladders Walks around large toys or furniture without bumping into them Pedals a tricycle with feet while steering Runs around large toys, furniture or people Gets over a wall or knee to reach an object and stand back up without sitting down or leaning on something Wesley occasionally loses his balance when he uses a wide base of support in standing. He needs help to climb stairs, he creeps up stairs on his hands and knees.
Physical Therapist	5/28/06	

3b. (If Question 3a has been answered previously): Has the child shown any new skills or behaviors related to taking appropriate action to meet needs since the last outcomes summary? (Circle one number)

Yes	No	NA	Describe progress:
1	2		

- ♦ Cautions - the rating/determination process is still evolving
 - ♦ ECO will be testing the process
 - ♦ for reliability and validity
 - ♦ for how it can be improved to meet multiple needs
 - ♦ Washington will be refining the process to make it useful at multiple levels
- ♦ The process may change (but hopefully not too much!)

Issues?

- ♦ What issues do you foresee?
- ♦ What guidance do you need?
- ♦ What else?

