

# EARLY CHILDHOOD OUTCOMES PROJECT

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## OVERVIEW

- By 2010, all school districts in the country must be reliably reporting to the Department of Education data on performance indicators for all their preschoolers who have individualized education programs (IEPs) including the following outcomes:
  - *Positive Social and Emotional Skills* including social relationships – percent of preschool children who reach or maintain functioning, who improve functioning, and who do not improve functioning at a level comparable to same-aged peers.
  - *Appropriate Behaviors to Meet Their Own Needs* – percent of preschool children who reach or maintain functioning, who improve functioning, and who do not improve functioning at a level comparable to their same-aged peers.
  - *Acquisition and Use of Knowledge and Skills* include skills in early language/communication and in early literacy – percent of preschool children who reach or maintain functioning, who improve functioning, and who do not improve functioning at a level comparable to their same-aged peers.
- The Office of the Superintendent of Public Instruction (OSPI), Educational Service Districts, and 20 districts piloted the reporting process in the 2006-07 school year. This school year (2007-2008) *every* school district in Washington will participate in the data collection and reporting system.
- The actual process for documenting and reporting the outcomes for preschoolers in Washington is one developed by the Early Childhood Outcomes Center (ECO). The ECO Center is a 5-year, technical assistance project funded by the Department of Education, Office of Special Education Programs (OSEP), which began in October 2003. It is a collaborative effort of SRI International, Frank Porter Graham Child Development Institute at UNC-Chapel Hill, Juniper Gardens Children's Project, the National Association of State Directors of Special Education, and the University of Connecticut Health Center. For more information about The ECO Center, go to [www.fpg.unc.edu/~ECO](http://www.fpg.unc.edu/~ECO).
- The state system will use child data that districts are already collecting to meet the new reporting requirements. ECO developed the *Child Outcome Summary Form* – a 7-point scale – to summarize child data and measure child progress on each of the three child outcome areas required by OSEP. The *Child Outcomes Summary Form* is designed to be used when:
  - The state wants to use multiple sources of information to determine how a child is functioning in each of the outcome areas. The information can include one or more norm-referenced or curriculum-based assessments, parent report on child's skills and behavior, teacher observations, or other sources; and
  - Different assessments have been given to different children across the state with the results needing to be aggregated and scored using an established metric.

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The *Child Outcomes Summary Form* and directions for completing it can be found at the Puget Sound Educational Service District website – [www.psesd.org/specialservices/ECOOutcomes](http://www.psesd.org/specialservices/ECOOutcomes).

- The responsibilities of districts and programs initiating data collection in 2007 include:
  - Participation in ECO Center training provided at the Infant and Early Childhood Conference on May, 2007, or through your Educational Service District.
  - Collection of outcome information (entry data) for all newly enrolled children (from the first day of the 2007-2008 school year) throughout each school year.
  - Completion of the ECO *Child Outcome Summary Form* (COSF) for each child based on
    - ▲ Multiple sources of information,
    - ▲ Consensus using informed professional judgment,
    - ▲ Different types of age-referenced tools that can compare the child to same-age peers, and
    - ▲ Information about the child in natural settings.
  - By December 30<sup>th</sup>, report entry data for all children with IEPs entering the preschool from July 1 – December 30, 2007 (*not* preschoolers who return to services in the fall).
  - June 30<sup>th</sup> of 2008, reporting exit data for children who:
    - ▲ Leave the special education preschool program,
    - ▲ Have received preschool special education services for at least 6 months, *and*
    - ▲ Have a completed entry summary form.
  - Completion of surveys, participation in other feedback and technical assistance opportunities, and planning for the future maintenance of the data collection and reporting system.
  
- The responsibilities of initial pilot districts and programs (those starting in 2006-2007) include all the responsibilities of the second year districts and programs with the exception of initial training.
  
- If you have questions, please contact your local Educational Service District or OSPI:

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