

Part B Indicator 7 Child Outcomes FAQ

BACKGROUND/OVERVIEW

IDEA 2004 instilled heightened accountability awareness, whereby state and federal monitoring activities focus on improving educational results and functional outcomes for children with disabilities. The Office of Special Education Programs (OSEP) is responsible for ensuring state compliance with the Individuals with Disabilities Education Improvement Act (IDEA) to improve educational results and functional outcomes for children with disabilities. OSEP developed a continuous improvement monitoring process that utilizes the State Performance Plan (SPP), which includes 20 indicators of performance, and the Annual Performance Report (APR) as the primary mechanisms to hold states accountable in meeting the needs of children with disabilities. Part B Indicator 7 was a new requirement in IDEA 2004.

Part B Indicator 7

Focuses on early childhood special education outcomes, specifically the percent of preschool children ages 3-5, who demonstrate improved:

- Positive social-emotional skills;
- Acquisition and use of knowledge and skills (including early language/communication and early literacy); and,
- Use of appropriate behaviors to meet their needs.

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REPORTING

1. Where is Indicator 7 Child Outcomes data reported?

Indicator 7 Child Outcomes data is reported via the Special Education Web Portal

<https://www2.dpi.state.wi.us/seportal/Pages/SignIn.aspx>

Information on the Special Education Web Portal can be found at:

<http://dpi.wi.gov/sped/spp-preout.html>

2. What information is reported on the Child Outcomes Application in the Special Education Web Portal?

Data is reported when a child enters Early Childhood Special Education and when a child exits Early Childhood Special Education. Entry Data includes the child's name, date of birth, entry date, race/ethnicity information, primary eligibility determination (secondary determination if applicable), entry ratings, and sources of information for each of the three outcome areas (positive social-emotional skills; acquisition and use of knowledge and skills; use of appropriate behaviors to meet their needs). Exit Data includes the child's exit date, updates on the child's eligibility determination at the time of exit (if applicable), exit ratings, sources of information for each of the three outcome areas, and answers to the progress questions.

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CHILD PARTICIPATION

3. How do LEAs determine which children to include in their Indicator 7 Child Outcomes data?

Effective July 1, 2011, and every year thereafter, all children who enter Early Childhood Special Education are included in the Local Education Agency's (LEA) Indicator 7 Child Outcomes data, except for:

- Children whose entry dates are less than 6 months (181 days) prior to their 6th birthday
- Children who transfer from another LEA with an existing IEP

4. If a child turns 6 years of age less than 6 months (181 days) from his or her Projected IEP Implementation Date, is the child included in the LEA's Indicator 7 Child Outcomes data?

No. If a child's Projected IEP Implementation Date is less than 6 months (181 days) prior to his or her 6th birthday, the child does not need to be included in the LEA's Indicator 7 Child Outcomes data; therefore, an entry rating does not need to be reported for that child.

5. Are children who receive only speech and language included in an LEA's Indicator 7 Child Outcomes data?

Yes.

6. Should LEAs include children with disabilities that attend private or parochial schools in their Indicator 7 Child Outcomes data?

No. Children with disabilities who receive services in a parochial or private school have a Service Plan as opposed to an Individualized Education Program. These children should not be included in an LEA's Indicator 7 Child Outcomes data.

7. Are children that attend charter schools included in the Indicator 7 Child Outcomes requirements?

Yes.

8. If a child is provided early childhood special education services in a neighboring LEA, outside of the LEA of residence, which LEA reports Child Outcomes data for the child?

The child's LEA of residence is responsible for reporting Child Outcomes data. The LEA of residence would obtain the COSF information from the LEA that is providing early childhood special education services to the child.

9. If a child receives early childhood special education services in another LEA through open enrollment, which LEA reports Child Outcomes data for the child?

The LEA where the child open enrolled would report Child Outcomes data for this child. As a general rule of thumb, the agency responsible for providing FAPE is responsible for including the child in the Child Outcomes process.

10. If a child has not yet turned 6, is in 5-year-old kindergarten, and continues to receive special education services, is the child included in Indicator 7 Child Outcomes data?

Yes. Children ages 3 to 6 with IEPs are part of the Child Outcomes system, regardless of where services are being provided. The child's kindergarten teacher would provide information about the child's current level of functioning in the process of determining the exit rating.

11. Are LEAs required to provide exit data on all children who have entry data reported in the Special Education Web Portal?

Yes. Exit data is required for all children who are listed in the Indicator 7 Child Outcomes application in the Special Education Web Portal. For children who receive less than 6 months of service, only the exit date is required. For children who receive more than 6 months of service, the exit date and exit ratings for the three outcome areas are required.

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ENTRY/EXIT TIMELINES

12. What is the definition of "entry date" for Indicator 7 Child Outcomes?

The Indicator 7 Child Outcomes entry date is defined as the Projected IEP Implementation Date.

13. When should the child's entry rating be determined?

A child's entry rating must be determined within 60 days of the child's Projected IEP Implementation Date.

14. When is the child's entry data entered into the Special Education Web Portal?

The child's entry data should be entered within 60 days of the child's Projected IEP Implementation Date.

15. What is the definition of "exit date" for Indicator 7 Child Outcomes?

There are three different dates that can be considered as a child's exit from the LEA's Child Outcomes cohort:

- The date the child turns 6;
- The date the child moves/transfers out of the LEA; or,
- The date the child is no longer eligible for early childhood special education services.

16. When should the child's exit rating be determined?

The child's exit rating should be determined within the 60-day period prior to exit. For older children who are 6 years of age on or before September 1st and not receiving summer services, it may occur in the final quarter of the previous school year. Ongoing assessment will provide information that can be utilized to complete the Child Outcomes Summary Form for children who exit unexpectedly.

17. When should LEAs determine the exit rating for children with summer birthdays?

If a child turns 6 in the summer and is not receiving summer services, an exit rating should be determined based on the child's level of functioning within 60 days of the end of the current school year. If the child is receiving summer services, the exit rating would be determined within 60 days of the child's third birthday.

18. If a child who is receiving special education turns 6 during the kindergarten school year (including children who receive only speech and language), is the exit rating determined when the child turns 6, or at the end of the kindergarten year?

If the child turns 6 after September 1st and continues to receive special education services (including speech and language only) the exit rating would be determined within 60 days of the child's 6th birthday. For example if a child turns 6 on December 15th, the Child Outcomes Summary Form would be completed within 60 days prior to the child's birthday on December 15th.

19. When is the child's exit data entered into the Special Education Web Portal?

A child's exit data should be entered into the Special Education Web Portal within 30 days of the child's exit date.

20. Are the entry and exit timelines calendar days or school days?

Entry and exit timelines for determining ratings and reporting data into the Special Education Web Portal are given in calendar days. The intent of these timeframes is to provide ratings as close to a child's entry and exit date as possible.

21. Why is it important that entry and exit data be reported within the designated timelines?

Every February, the state Annual Performance Report (APR) is sent to the Office of Special Education Programs (OSEP). Child Outcomes data must be compiled and analyzed for the APR; therefore, it is imperative that data be reported in a timely manner. DPI monitors and analyzes the data on a quarterly basis.

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ENTRY/EXIT – TRANSFERS & SPECIAL SITUATIONS

22. If a child transfers to a new LEA, who reports the child's exit data?

Indicator 7 Child Outcomes data is reported by the LEA that developed the child's *initial* IEP. If a child transfers out of an LEA, that LEA should report the child's exit data in the Special Education Web Portal. The LEA to which the child transferred is not required to enter Indicator 7 Child Outcomes data.

23. If a child transfers into a LEA with an existing IEP, is the child included in the new LEA's Indicator 7 Child Outcomes data?

No. The LEA that developed the child's *initial* IEP is responsible for reporting Child Outcomes data for that child. If the receiving LEA accepts the IEP for the transferred child, then this child would *not* be part of the receiving LEA's Indicator 7 Child Outcomes data. If, however, the receiving LEA does not accept the transferred child's IEP and develops a new IEP, then the child would be part of this LEA's Child Outcomes data. If a child was in the process of being evaluated and did not yet have an IEP prior to transferring, then the receiving LEA would develop the IEP and include this child in its Indicator 7 Child Outcomes data.

24. What exit data is required if a child unexpectedly leaves the program or LEA (e.g., the child moves)?

If a child moves, leaves the program, or further contact with the child is unavailable for any reason, the Child Outcomes team gathers information from other sources. These sources may include ongoing assessments; IEP reviews; input from parents, child care providers, Head Start teachers and/or anyone else working with the child. The Child Outcomes team can use this information to report exit data.

In the unfortunate event of a child's death or a total loss of contact with the child, use the most recent information gathered to report exit data.

25. If an initial IEP has been developed for a child but the child never receives services, should the LEA include this child in the LEA Indicator 7 Child Outcomes data?

No. If a child does not begin receiving early childhood special education services, then the child does not begin the Child Outcomes process and the child should not be included in the Child Outcomes data.

If the entry rating had been determined at the time of the IEP meeting and entry data was entered into the Special Education Web Portal but the child never began receiving services, delete the child from the Indicator 7 Child Outcomes application in Special Education Web Portal. Do so within 30 days of the Projected IEP Implementation Date.

26. What if a child exits an ECSE program and exit data has been entered into the Indicator 7 Child Outcomes application, but the child returns within the same year. Is a new entry rating entered into the Indicator 7 Child Outcomes application?

No. Once a child's outcomes data is complete, no additional information is required.

27. Is it necessary to report exit data on children who received Early Childhood Special Education services for less than 6 months?

If the child received less than 6 months (181 days) of service, the exit date must be entered into the Special Education Web Portal. Exit ratings for the three outcomes are not reported.

28. Does a child's time in early childhood special education services need to be continuous?

Yes.

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ASSESSING A CHILD'S LEVEL OF FUNCTIONING

29. It is recommended that information about a child's level of functioning is gathered through ongoing assessment. What is the definition of "Ongoing Assessment"

Ongoing assessment refers to continuous monitoring of a child's progress toward desired objectives and outcomes. It informs instructional decisions on a regular basis. Best practices include:

- Ongoing assessment that is authentic;
- Ongoing assessment that is based on multiple sources of information;
- Assessment information that is anchored to a tool that facilitates interpretation of progress; and,
- Assessment that is planned, systematic, and continuous.

30. Does gathering data at entry and exit only, reflect ongoing assessment?

No. Ongoing assessment involves routine monitoring of the child's level of functioning. Through ongoing assessment, a variety of information is collected over the entire course of the child's involvement in a program. While entry and exit data are the only requirements for Indicator 7 Child Outcomes, these data only reflect a child's level of functioning at the time of entry into or exit from a program.

31. What sources and/or types of information are used to gather information on a child's level of functioning at entry and exit?

In order to determine the child's level of functioning in each of the three outcome areas, the Child Outcomes team must rely on information gathered from a variety of sources. Parent reports about the child's skills and behaviors must be considered, along with observations made by teachers, child care or Head Start providers, and therapists. Assessment information gathered from norm-referenced and/or curriculum-based assessment tools should also be considered.

32. An assessment tool should be used to help determine a child's entry and exit ratings. What kind of assessment tool should be utilized?

Select an assessment tool that focuses on all aspects of a child's development and considers his/her functioning during daily routines in typical settings. These are known as curriculum-based assessment tools. They promote the use of observation to gather information about a child from multiple sources in a variety of settings.

33. Is it necessary to use norm-referenced/standardized assessment tools to determine a child's entry and exit ratings?

No. Norm-referenced/standardized assessment tools are often used to determine a child's eligibility for special education services, but they are not appropriate for use in ongoing assessment. The data used to determine a child's eligibility for special education may be one source considered in determining the child's entry rating. However, to determine a child's exit rating, information gleaned from curriculum-based tools used throughout the child's involvement with special education is the more appropriate choice.

34. Is there a list of recommended assessment tools?

A handout entitled, *Wisconsin Recommended Assessment Tools List*, found at www.collaboratingpartners.com, lists assessment tools that are aligned with Wisconsin Assessment Principles. These assessment tools are comprehensive, and are intended for ongoing use to support planning and program implementation. In their efforts to gather and use information from multiple sources, LEAs must choose at least one of these tools to determine a child's level of functioning.

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TEAM DECISION-MAKING PROCESS – USING THE CHILD OUTCOMES SUMMARY FORM (COSF) & DECISION TREE

35. How is the decision about the child's entry and exit rating made?

The Child Outcomes rating process is a team decision-making process. Ratings are determined using the Decision Tree and they are documented on the Child Outcomes Summary Form (COSF). When the decision-making process is followed as outlined on the Decision Tree, the Child Outcomes team ensures that the decision about a child's entry or exit rating is accurate. Use of the Decision Tree is required in determining all entry and exit ratings.

36. Where are the COSF and Decision Tree found?

Electronic/downloadable versions of both documents are available at:

<http://www.collaboratingpartners.com/disabilities-indicators-3-7-requirements-forms.php>

37. Can LEA staff incorporate the discussions around level of functioning into IEP meetings? If so, how?

In discussions around the child's "Present Level of Academic Achievement and Functional Performance," LEA staff should gather information needed to rate the child in each of the three outcome areas. Probing questions about the child's functioning across settings and situations can be integrated into this discussion. The Child Outcomes team might also consider using the three outcome areas as agenda items for the IEP meeting to help organize this discussion. Relevant evidence regarding the child's current level of functioning can be documented on the Child Outcome Summary Form immediately following the IEP meeting.

38. How often is the COSF completed?

At the very least, the COSF must be completed at program entry and exit. An LEA may choose to rate a child more frequently, for example annually or every 6 months, to determine Outcomes data for use in ongoing assessment and review or development of IEPs.

39. Is a new COSF used for entry and exit?

Yes. One COSF is used for entry and a new copy of the form is used for exit. Check the appropriate box at the top of the form to indicate whether this is the child's entry or exit data.

40. On the COSF and Decision Tree, what is the definition of "age-appropriate" skills?

Age-appropriate skills mean what is typical for children of the same chronological age using a valid and reliable assessment tool.

41. On the COSF and Decision Tree, what is the definition of "immediate foundational" skills?

Immediate foundational skills are the set of developmental skills and behaviors that occur just prior to age-expected functioning. They are the basis on which age-expected functioning is built.

42. If a child receives speech and language services only, is the child rated on all three outcomes or just outcome number two – Acquisition and Use of Knowledge and Skills? If so, how does a Speech-Language Pathologist gather information in all areas of a child’s development?

Because the Child Outcomes process is based on functional outcomes, the Child Outcomes team would need to determine entry and exit data across all three outcomes – even if the child has an IEP that relates only to one domain (e.g., an IEP for speech/language services only). The information can be gathered from parents or primary caregivers, regular educators and/or important people with whom the child spends time. For example if the child is in Head Start, the Head Start provider could be part of the Child Outcomes team to provide information from a broader developmental perspective. Information from a comprehensive assessment tool that assesses ALL developmental domains should be one of the multiple sources of information used to gather progress and exit data.

43. On the COSF, what defines “progress” in the question asked at exit, “Has the child made any progress?”

Progress is defined as the acquisition of at least one new skill or behavior related to the outcome.

44. If the child has been in the program for 6 months or more but the exit rating is the same as the entry rating, how should I reply to the question, “Has the child made any progress?”

When determining a child’s exit rating, if the child has been in a program for 6 months or more it is anticipated that a child will make progress. This means that he or she will gain at least one new skill or behavior. Most of the time, the answer to this question will be “yes.”

45. On the COSF, can documentation from the IEP be attached rather than rewritten in the “Relevant Summary Information” section?

No. The intent is not to duplicate assessment information that has already been documented; rather, the intent is to document the *relevant* evidence used to determine a child’s rating. Brief statements responding to the key questions asked on the Decision Tree are considered relevant evidence. The key questions are:

- *Does the child ever function in ways that would be considered age appropriate with regard to this outcome?*
- *(if no) Does the child use any immediate foundational skills related to this outcome upon which to build age-appropriate functioning across settings and situations?*
- *To what extent is the child using immediate foundational skills or age appropriate functioning across settings and situations?*

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RECORD-KEEPING

46. What Child Outcomes data must be kept on file within the LEA?

LEAs must keep an electronic or paper copy of the Child Outcome Summary Form on file within the LEA. It is the LEA’s responsibility to develop and adhere to policies and procedures for information-sharing so that information is readily available for monitoring and program reviews. It is also recommended that LEAs develop a system of tracking the list of children who enter and exit the LEA’s cohort each year. Children exit the Child Outcomes cohort at varied intervals – i.e., some children will exit within the same year they enter and other children could be in an LEA’s Child Outcomes cohort for up to 3 years. Developing a system for tracking children who enter and exit each year will ensure that children are not missed.

47. What Child Outcomes Data are reported to the Office of Special Education Programs (OSEP)?

Beginning in February 2010, for each of the three outcome areas, all states began reporting on the following summary statements:

1. *Of those preschool children who entered the preschool 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.*
2. *The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.*

Child-specific information is not reported to OSEP.

48. How will data be made available to the public?

DPI will report statewide data and results by LEA on the Special Education District Profile at

<http://dpi.wi.gov/sped/lpp-profile.html>

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TRANSITION FROM BIRTH TO 3 SERVICES

49. If a child has been in the Birth to 3 program and then begins receiving Early Childhood Special Education services at age 3, does the Child Outcomes process continue from Birth to 3 or should the LEA begin a new Child Outcomes process?

As a child enters Early Childhood Special Education services, the child receives a new entry date. Birth to 3 and Early Childhood Special Education have separate funding and reporting requirements; therefore, the child must have exit data upon leaving Birth to 3 and entry data upon entering Early Childhood Special Education.

50. Can the LEA use the Birth to 3 exit rating as the LEA entry rating?

Yes. The LEA can use the Birth to 3 exit rating or determine a new entry rating if the child's life situation merits e.g., if there are significant developmental changes, hospitalization, illness, changes in foster care placement, etc. LEAs and Birth to 3 programs are free to choose whether they will use the Birth to 3 exit rating or determine a new rating and should include this decision in their interagency agreements.

51. For children who are transferring from Birth to 3, can LEAs obtain Child Outcomes data from the Program Participation System (PPS)?

Yes. If parent permission is given to the Birth to 3 program, the child's outcomes ratings will be shared on PPS in the "Additional Information" box. LEAs may view the ratings from PPS only after a referral has been sent. The LEA cannot view the data unless the "permission to share additional information" box in PPS has been checked by Birth to 3.

52. How can Birth to 3 staff and LEA staff collaborate to determine the child's Birth to 3 exit/LEA entry rating?

LEAs are encouraged to involve Birth to 3 staff in the IEP process. Together, the Birth to 3 and LEA staff can discuss the child's current level of developmental functioning. Discussions around Eligibility, Present Level of Academic Achievement and Functional Performance, and Goal-Setting that take place during the IEP process relate well to discussions about the child's current level of functioning in the three outcome areas. LEAs are encouraged to schedule the IEP meetings in advance so that both the parents and Birth to 3 staff can attend to participate in these discussions.

53. Should the Birth to 3 exit/LEA entry rating be determined at the Transition Planning Conference (TPC)?

No. The TPC occurs when the child is between 2 years, 3 months and 2 years, 9 months of age. The child's entry rating must be determined 0 to 60 days prior to the child's 3rd birthday; since the TPC occurs outside of this 60-day timeframe, the child's entry rating should not be determined at the TPC.

54. Can a process for sharing Child Outcomes information be included in Birth to 3/LEA Interagency Agreements?

Yes. It is recommended in the development of local Birth to 3/LEA Interagency Agreements, partners discuss when and where the Birth to 3 exit rating/LEA entry rating is determined and who is involved in the process. This discussion provides opportunities for communities to decide the best approach for their unique settings. In some instances, LEAs may feel that they have enough information about the child to determine the entry ratings for each of the three outcome areas. In other cases, LEAs may want to observe the child in the new setting prior to determining the child's entry ratings. Whatever the process, it should be documented in the local Interagency Agreement.

55. Do parents need to sign a separate consent form for Child Outcomes information to be shared between Birth to 3 and Early Childhood Special Education programs?

No. If parental consent to share information between Birth to 3 programs and LEAs was obtained in the transition process, further consent to share Child Outcomes data is not necessary.

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FAMILY INVOLVEMENT IN THE CHILD OUTCOMES PROCESS

56. How are parents involved in the Child Outcomes process?

Parents are involved in the IEP process in that they provide information regarding their child's current level of functioning. Information gathered during the IEP process can be used in the Child Outcomes rating process to determine entry and exit ratings for the child.

57. Do families need to be involved in decisions regarding COSF ratings – specifically in assigning numbers to each rating?

No. During the IEP meeting, discuss the child's current level of functioning during everyday routines at home and in the community with family members. Ask questions to glean evidence that justifies ratings for each outcome area. Based on the discussion with family members, the Child Outcomes team can determine the numeric ratings in each outcome area after the meeting. However, some families may want to be included in assigning ratings. It is recommended that LEA staff use their professional judgment to include families in this aspect of the discussion. Consider whether family members are knowledgeable about age-appropriate functioning, and whether or not this discussion would be emotionally overwhelming for the family.

58. What information can be provided to parents about Child Outcomes requirements?

Information explaining Indicator 7 Child Outcomes requirements is included in the brochure, "An Introduction to Child Outcomes." This brochure was developed specifically for parents. A downloadable version is available at:

<http://www.collaboratingpartners.com/disabilities-indicators-3-7-family-resources.php>

59. Must a parent provide prior written consent for Child Outcomes information to be collected?

In general, if the LEA collects, uses, or maintains information about an eligible child to meet the requirements of Part B, including reporting on Child Outcomes, prior written parental consent is not required. If the collection of outcomes data is used as part of the child's initial evaluation or re-evaluation; or if such data collection requires the disclosure of personally identifiable information to a third party, prior written consent may be required.

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FOR ADDITIONAL INFORMATION, PLEASE CONTACT

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