

## Use of the Child Outcomes Summary Process for Reporting Child Progress for Preschool Special Education

Under IDEA 2004, states report prescribed information to the Office of Special Education Programs in the U. S. Department of Education. The reporting requirements are directly linked to a preschool special education performance measure. Data reported to the Ohio Department of Education remain confidential with the use of student identification numbers. The data is intended to identify trends in how preschool children with disabilities make progress in relationship to same-aged, typically developing peers. Programs address this requirement through the combination of state and local assessments summarized through the Child Outcomes Process and documented on Ohio's Child Outcomes Summary Form.

### **FEDERAL PRESCHOOL SPECIAL EDUCATION CHILD OUTCOMES PERFORMANCE MEASURE:**

*Preschool children with disabilities will reach or maintain a level commensurate with same-age peers and/or improve functioning level in the following areas:*

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

### **Required Timelines**

**Entry to Preschool Special Education:** The Child Outcomes Summary process must be completed no later than 30 days following a child's eligibility determination using information collected during the evaluation period for a newly referred or transitioning child. (Note: This change is effective February 1, 2016.)

**Annual Progress Summary:** The Child Outcomes Summary process must be completed at least annually for every child receiving preschool special education services. It is recommended that the Child Outcomes Summary process be completed in conjunction with each annual IEP review meeting.

**Exit from Preschool Special Education:** The Child Outcomes Summary process must be completed within 30 calendar days of the child exiting from preschool special education. Exit events include a reevaluation (i.e., reevaluation team report, RETR) resulting in termination of preschool special education eligibility, a reevaluation (RETR) resulting in eligibility for school age services, last day of preschool special education services prior to kindergarten transition, or withdrawal from preschool special education at parent request.

**When the Child Outcomes Summary process is required twice during the same year:** For any child who enters and exits preschool special education services in the same school year with 6 months or more between entry and exit dates, the Child Outcomes Summary process must be completed and reported twice (once at entry and once at exit).

### **Child Outcomes Summary Form**

Ohio's Child Outcomes Summary Form, revised on 9/1/2015, must be used to document the Child Outcomes Summary process for all preschool children with IEPs in Ohio beginning February 1, 2016.

This form permits the team to organize evidence by the level of functioning (age-appropriate, immediate foundational skills, foundational) noting the sources within the level, as well as identifying any concerns the team may have.

#### **Steps for completing the form:**

1. Complete the demographic information on page 1.
2. List the names and roles of individuals who were involved in deciding the summary ratings.
3. Check the sources of evidenced used.

*Repeat steps 4-7 below for each outcome:*

4. Enter evidence of the child's age-appropriate functioning, immediate foundational skills, and/or not yet age appropriate skills, as appropriate in the corresponding evidence boxes.
5. Review the evidence with the core group.
6. Write a summary statement of the child's functioning in response to the specific outcome question in the box at the top of the page and enter the numeric rating in the small square in the upper right-hand corner of the summary box.
7. If this is an annual progress summary or exit summary, answer the question related to the child's progress in the box at the bottom of the page.

#### **Sources of Information**

1. *The Early Learning Assessment* is the only required assessment for every preschool child with a disability, regardless of services provided.
2. 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

3. A variety of sources of information should be used and reported on the Child Outcomes Summary process. Sources may include:
  - a. Formal assessments
    - i. Criterion-referenced (e.g., Early Learning Assessment)
    - ii. Standardized, norm-referenced
    - iii. IEP progress measures
  - b. Informal assessment methods
    - i. Work samples
    - ii. Interview with caregivers and service providers
    - iii. Observation of the child
4. Programs may choose to use online curriculum based assessment resources for documenting child progress. However, **programs may not use auto-generated outcomes ratings**. Use of an online tool, including auto-generated ratings, may be one source of information that contributes to the summary rating.
5. Information from multiple sources should be reviewed together and the ratings examined in light of the sources to make sure the ratings accurately reflect the child's functional behaviors across settings and situations without undue influence of a single source.

## 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. If the child is from a culture that has expectations that differ from published assessments, standards, or developmental milestones, use the expectation for the child's culture to decide if functioning is at the level expected for the child's age.
5. 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.
6. 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).
7. A child's rating should not be determined based upon the previous rating. It is recommended that teams not look at the previous rating until a subsequent rating has been determined to prevent the previous rating from biasing the next rating. The rating should be based upon current sources of information.

### **Roles in the Rating Process**

1. The preschool special education teacher or supervisor should take the lead to ensure that all the ratings are completed.
2. At a minimum, determining the summary ratings should include the participation of a core group of individuals including the parent, the preschool special education teacher, the child/care or preschool teacher, and 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 shared 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.

### **Supervisor Responsibilities**

1. The preschool special education supervisor must ensure staff have been trained in the use of the form, evaluating the quality of the data, and interpreting assessment results in relationship to the summary rating.
  - a. **New staff must be trained by qualified SST or ODE staff.** Trainings will be posted on the Ohio Professional Registry and/or in STARS.
  - b. Refreshers for existing staff (who have been previously trained by the SST) may be conducted by preschool special education supervisors.
  - c. Professional development must consist of the approved ODE materials.
  - d. Training should be documented in case of an audit, such as selective monitoring review. The employing agency and each teacher should maintain documentation of trainings completed.
2. The preschool special education supervisor is ultimately responsible for the accuracy and quality of the data reported on the summary form.
3. The preschool special education supervisor is responsible for coordinating with EMIS personnel for data entry and to ensure the data is accurately reported in EMIS.