New Jersey Department of Education

Indicator 7: Preschool Outcomes
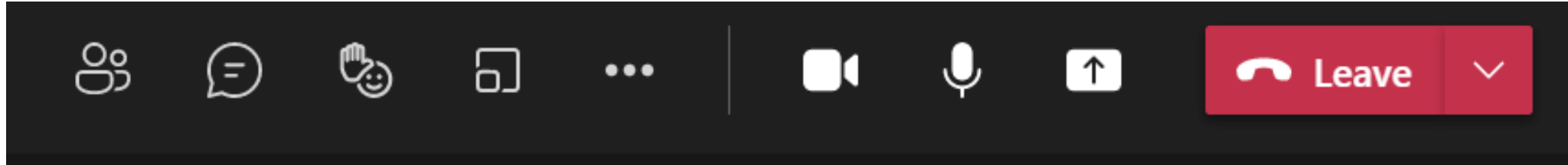
Division of Educational Services

Office of Special Education

Fall 2022

Meeting Tips

Chat   **Raise Hand**   **Mute**

- Cameras are disabled to save bandwidth
- Please mute yourself
- Add any questions to the chat box to be addressed

Goals for Today

- Background and History of Indicator 7

  - Overview of State Performance Plan/Annual Performance Report (SPP/APR)

- Review and Explore content of Preschool Outcomes

  - What are Preschool Outcomes?
  - Child Outcome Summary (COS) Process
  - Team Discussions

  - Child Outcome Summary Form (COSF)
  - Understanding the Rating Scale
  - Data entry (Homeroom)

Background and History of Indicator 7

Background

U.S. Department of Education
Office of Special Education Programs (OSEP)

- $500+ million – Preschool Special Education

- Outcome measures help determine if federal funding through IDEA are making a difference for young children with disabilities and their families.

State Performance Plan/Annual Performance Report

- 17 indicators

  - measure child and family outcomes and measure compliance with the requirements of the IDEA

- State identified targets for performance indicators based on data and feedback from stakeholders throughout the state

- Focus today is on Indicator 7: Preschool Outcomes

Collect Meaningful Data for Preschoolers with Disabilities

Programs

Local Preschool Program
- Collects data in common format on three outcomes & reports data to the state
- Uses data for program improvement

State Agency

State Agency – New Jersey DOE
- Generates reports for US Department of Education
- Uses data for program improvement

Federal Government

US Department of Education - Office of Special Education
- Summarizes data to produce a national picture
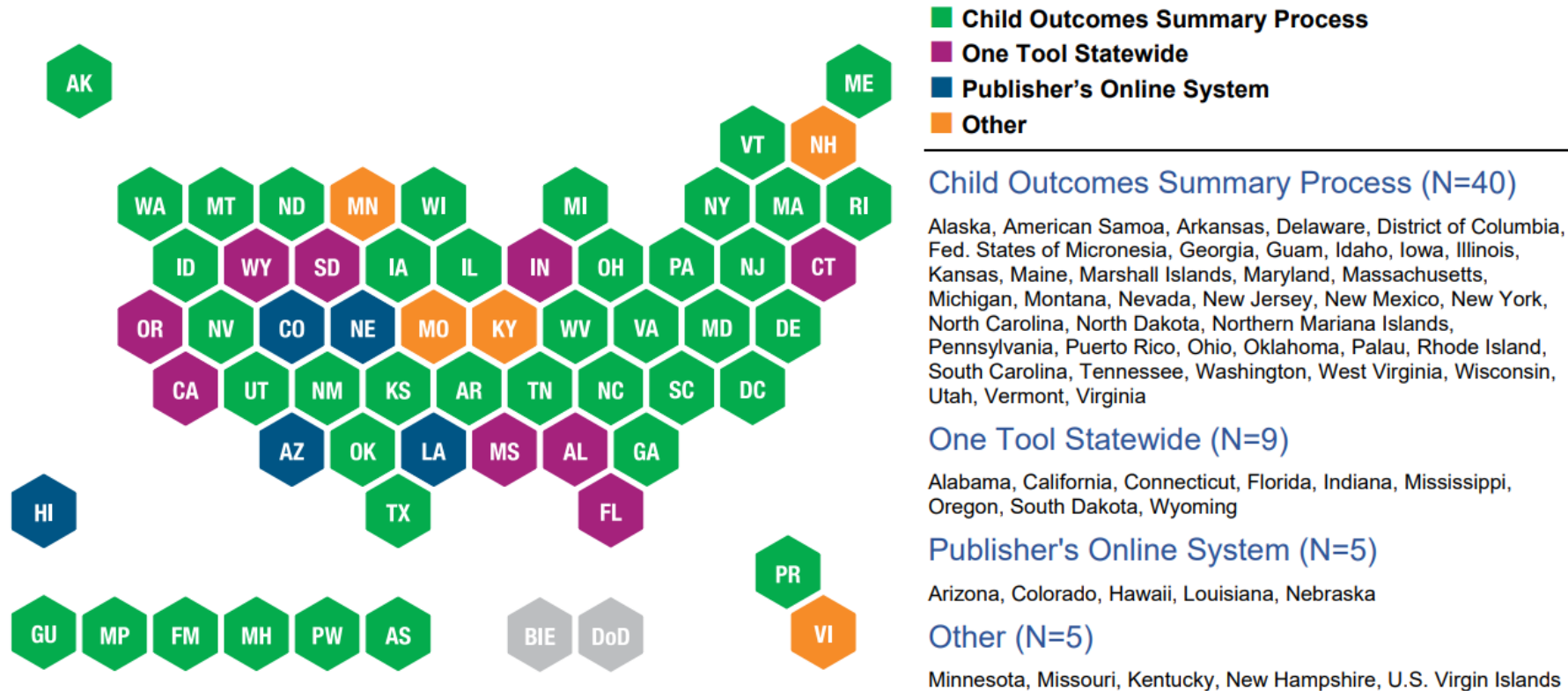- Reports data to Congress

History of Indicator 7

- Required the Battelle Developmental Inventory-2 to be implemented upon entry into preschool and exit from preschool

- Based upon stakeholder feedback, in 2019-2020 introduced the Child Outcomes Summary (COS) process to a pilot of 9 districts statewide

- Planned to roll it out statewide via 3 cohorts – this is cohort 2

State Approaches to Child Outcomes Measurement: Part B APR Indicator 7 FFY 2019 (2019-2020)

Most states use the Child Outcomes Summary Process, a team process for summarizing information about a child's functioning across multiples sources.

Legend:
- 🟩 Child Outcomes Summary Process
- 🟪 One Tool Statewide
- 🟦 Publisher's Online System
- 🟧 Other

Child Outcomes Summary Process (N=40)

Alaska, American Samoa, Arkansas, Delaware, District of Columbia, Fed. States of Micronesia, Georgia, Guam, Idaho, Iowa, Illinois, Kansas, Maine, Marshall Islands, Maryland, Massachusetts, Michigan, Montana, Nevada, New Jersey, New Mexico, New York, North Carolina, North Dakota, Northern Mariana Islands, Pennsylvania, Puerto Rico, Ohio, Oklahoma, Palau, Rhode Island, South Carolina, Tennessee, Washington, West Virginia, Wisconsin, Utah, Vermont, Virginia

One Tool Statewide (N=9)

Alabama, California, Connecticut, Florida, Indiana, Mississippi, Oregon, South Dakota, Wyoming

Publisher's Online System (N=5)

Arizona, Colorado, Hawaii, Louisiana, Nebraska

Other (N=5)

Minnesota, Missouri, Kentucky, New Hampshire, U.S. Virgin Islands

Updates to this material can be found online at https://ectacenter.org/eco/pages/childoutcomes.asp#stateapproaches

https://ectacenter.org/~pdfs/eco/child-outcomes-state-approaches-partb-apr-ind7-ffy2019.pdf

What are Preschool Outcomes?

Indicator 7: Preschool Outcomes

Percent of preschool children aged 3 through 5 with IEPs (Individualized Educational Program) who demonstrate improved:

A. Positive social-emotional skills (including social relationships)

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)

C. Use of appropriate behaviors to meet their needs

Benefits of the COS Process

- No assessment instrument assesses the three outcomes directly

- Recommended assessment practice is to use multiple sources of information

- Different programs use different assessment instruments, and outcome data need to be summarized across programs

Child Outcome Overview Video

How do you see the three outcomes incorporated into the daily routines of your programs for preschoolers with disabilities?

1. Children have positive social-emotional skills (including social relationships)

2. Children acquire and use of knowledge and skills (including early language/communication and early literacy)

3. Children use appropriate behaviors to meet their needs

Outcome A:
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

- Attachment/separation/autonomy
- Expressing emotions and feelings
- Learning rules and expectations
- Social interactions and play

Outcome B:
Children Acquire and Use Knowledge and Skills

Involves

- Thinking and reasoning
- Remembering
- Problem solving
- Using symbols and language
- Understanding the physical world

Includes

- Imitation
- Early concepts—symbols, pictures, numbers, classification, spatial relationships
- Expressive language and other communication
- Early literacy and numeracy

Outcome C: 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

Outcomes Reflect Global Functioning

Rather than

- Skill by skill

- Split by domains

The three outcomes reflect

- The integration of multiple skills

- Functioning across settings and situations

Child Outcomes Summary (COS) Process

What is the COS Process?

A team process for summarizing information on a child's functioning in each of the three child outcome areas

Features of the COS

- Uses information from multiple sources to describe how a child is functioning

- Relies on team-based discussion and decision-making

- Uses a 7-point rating scale to describe the child's functioning across settings and situations

- Is completed upon program entry and exit

The Child Outcomes Summary (COS) Process: Entry

Child qualifies for preschool special education services and receives an Individualized Educational Program (IEP)

Throughout the first few weeks of the child entering the program, data is collected about the child's functioning across settings and situations

COS Team meets to discuss, complete the COS Form and assign a rating (1-7) for each of the three indicator outcomes (to be completed within 60 days of child starting services)

Entry data is entered into the Homeroom Application at minimum 2X year (December and June)

The Child Outcomes Summary (COS) Process: Exit

For children that participated in entry data collection: As they exit the program, data is collected about the child's functioning across settings and situations

COS Team meets to discuss, complete the COS Form and assign a rating (1-7) for each of the three indicator outcomes and complete progress question with notes as to why the child has or has not made progress in the area (to be completed within 60 days of child exiting services)

Exit data is entered into the Homeroom Application at minimum 2X year (December and June)

When to Complete the COS Process

ENTRY
Upon becoming eligible for special education as a Preschooler with a Disability (within 60 days)

EXIT
From a preschool program as a Preschooler with a Disability (within 60 days)

Team Discussions

The Child Outcomes Summary (COS) Process: Entry

Child qualifies for preschool special education services and receives an Individualized Educational Program (IEP)

Throughout the first few weeks of the child entering the program, data is collected about the child's functioning across settings and situations

COS Team meets to discuss, complete the COS Form and assign a rating (1-7) for each of the three indicator outcomes (to be completed within 60 days of child starting services)

Entry data is entered into the Homeroom Application at minimum 2X year (December and June)

Information Collection

Multiple Sources of Information

- Family
- Teachers
- Child Study Team Members
- Related Service Providers
- Early Intervention Providers
- Childcare providers
- Other people familiar with the child

Multiple Methods

- Curriculum-based assessment
- Norm-referenced assessment
- Developmental screening tool
- Observation across settings and situations
- Family report

The COS process produces a synthesis of information.
It is not an assessment.

Team-Based Discussions & Decision-Making

- Team of people knowledgeable about the child:
  - Family
  - Teachers
  - Case Manager
  - Child Study Team Members
  - Therapists

    Discuss the child's functioning across a variety of settings and situations

Necessities for Team Discussions

- Share the same understanding of the three outcomes

- Each member has the same opportunity to thoroughly describe the child's functioning

- Agree on the age-anchoring of skills

- Revisit/review the definitions or criteria for the ratings being considered

Age Anchoring of Skills
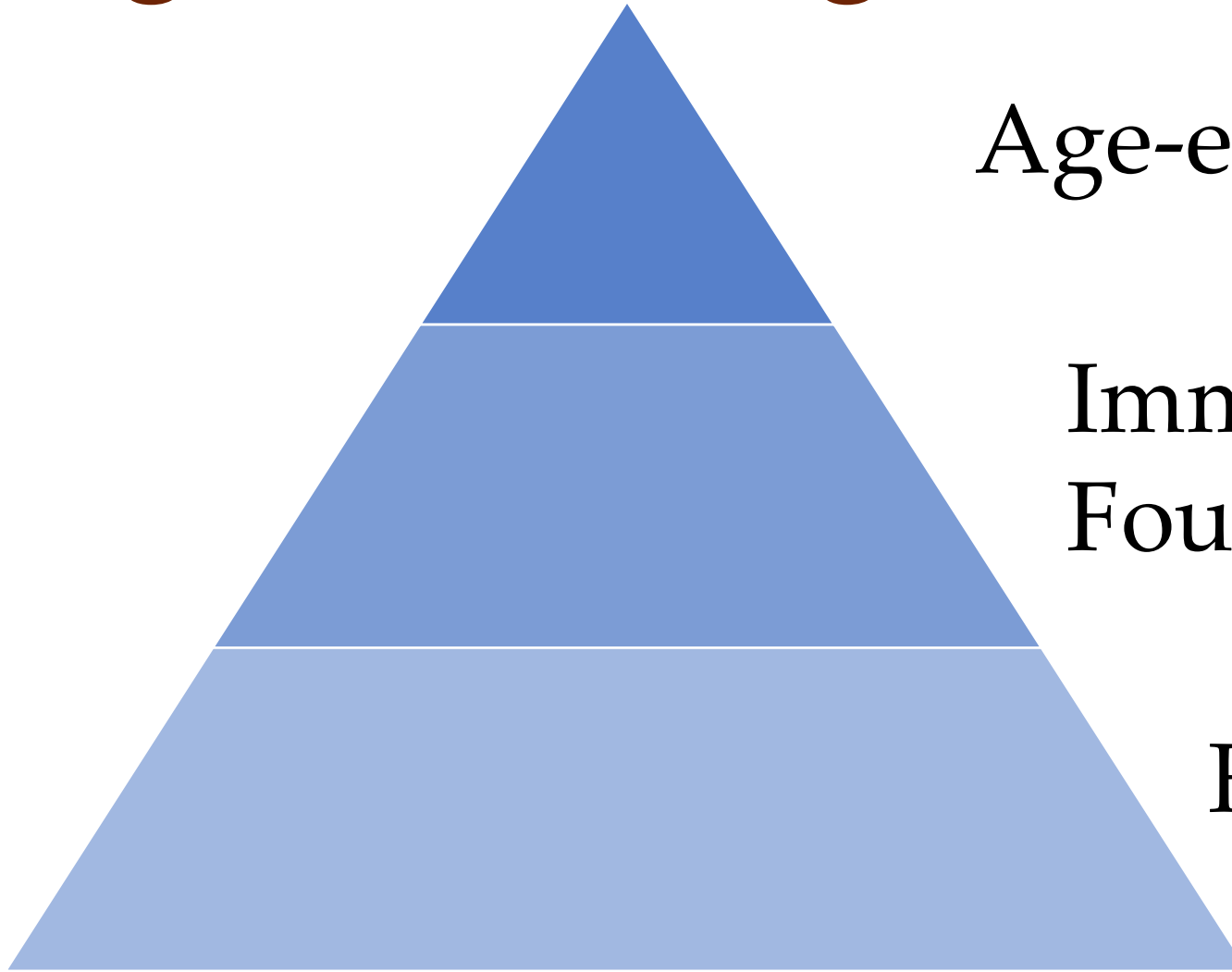
Age-expected

Immediate
Foundational

Foundational

Key Questions for COS Team Discussion

- What skills and behaviors does the child use?

- In what settings and situations?

- How often is the child using those skills and behaviors? What supports are needed for the child to use them?

- Are these skills and behaviors that we expect of a child this age?

- Are there skills or behaviors that we would expect a child this age to use that this child is not yet using?

Forms to Guide the Team Discussion

- Rating Definitions

- Decision Tree

- Family Guide

- Breadth of the Outcomes

- Child Outcomes Summary Form

Rating Definitions

Rating is based on the child's functioning across settings and situations

Child's functioning is compared with what is expected for the child's age

Definitions for Child Outcomes Summary (COS) Ratings

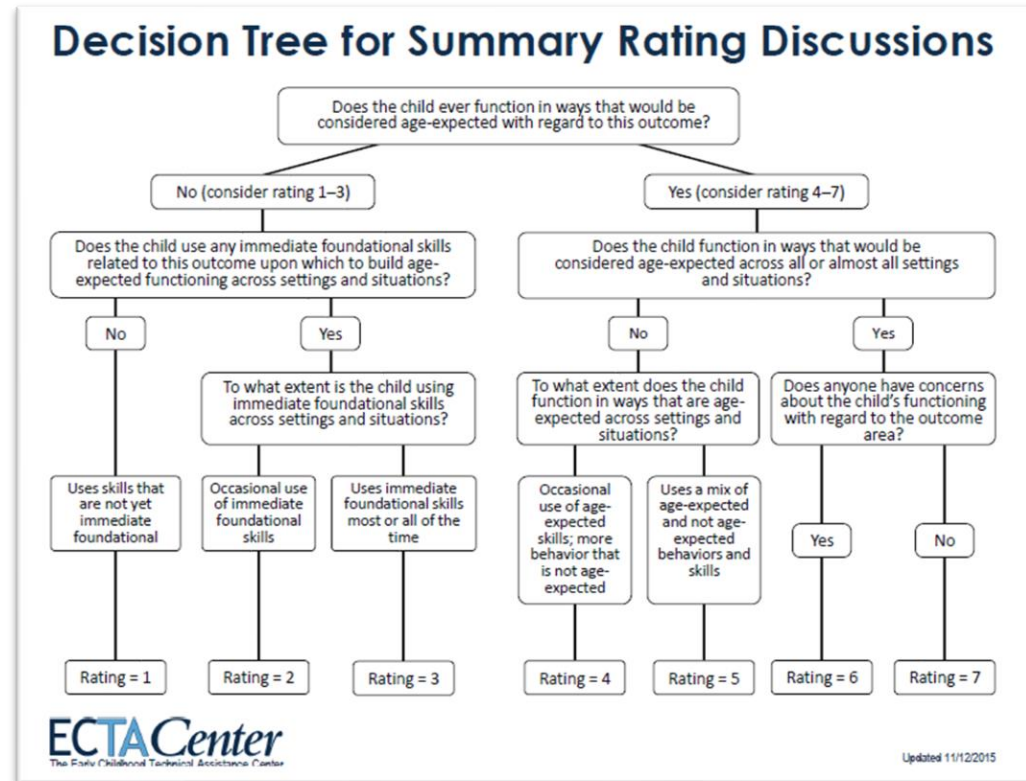|		
Overall Age-Appropriate	7	• Child shows functioning expected for his or her age in all or almost all everyday situations that are part of the child's life. • No one on the team has concerns about the child's functioning in this outcome area.
	6	• Child's functioning generally is considered appropriate for his or her age, but there are some significant concerns about the child's functioning in this outcome area. • Although age-appropriate, the child's functioning may border on not keeping pace with age expectations.
Overall Not Age-Appropriate	5	• Child shows functioning expected for his or her age some of the time and/or in some settings and situations. • Child's functioning is a mix of age-expected and not age-expected behaviors and skills. • Child's functioning might be described as like that of a slightly younger child.
	4	• Child shows occasional age-appropriate functioning across settings and situations. • More functioning is not age-expected than age-expected.
	3	• Child does not yet show functioning expected of a child of his or her age in any situation. • Child uses immediate foundational skills most or all of the time across settings and situations. • Functioning might be described as like that of a younger child.
	2	• Child occasionally uses immediate foundational skills across settings and situations. • More functioning reflects skills that are not immediate foundational than are immediate foundational.
	1	• Child does not yet show functioning expected of a child his or her age in any situation. • Child's functioning does not yet include immediate foundational skills upon which to build age-appropriate functioning. • Child's functioning might be described as like that of a much younger child.

9-11-17

Please cite as:

Center for IDEA Early Childhood Data Systems & Early Childhood Technical Assistance Center. (2017). *Definitions for child outcomes summary (COS) ratings.* Retrieved from http://ectacenter.org/~pdfs/eco/definitions_outcome_ratings.pdf

[Definitions for Child Outcomes Summary (COS) Ratings](#)

Decision Tree for Summary Rating Discussions

Tool to help teams understand and apply the 7 points on the scale

Decision Tree for Summary Rating Discussions

Does the child ever function in ways that would be considered age-expected with regard to this outcome?

No (consider rating 1–3)

Does the child use any immediate foundational skills related to this outcome upon which to build age-expected functioning across settings and situations?

- **No**
  - Uses skills that are not yet immediate foundational
  - **Rating = 1**
- **Yes**
  - To what extent is the child using immediate foundational skills across settings and situations?
    - Occasional use of immediate foundational skills
      - **Rating = 2**
    - Uses immediate foundational skills most or all of the time
      - **Rating = 3**

Yes (consider rating 4–7)

Does the child function in ways that would be considered age-expected across all or almost all settings and situations?

- **No**
  - To what extent does the child function in ways that are age-expected across settings and situations?
    - Occasional use of age-expected skills; more behavior that is not age-expected
      - **Rating = 4**
    - Uses a mix of age-expected and not age-expected behaviors and skills
      - **Rating = 5**
- **Yes**
  - Does anyone have concerns about the child's functioning with regard to the outcome area?
    - Yes
      - **Rating = 6**
    - No
      - **Rating = 7**

ECTACenter
The Early Childhood Technical Assistance Center

Updated 11/12/2015

[Decision Tree](#)

Including the Family

Guide to help the family understand the COS process and how they can play a role in the discussion

Child Outcomes Visual

Visual that is helpful for both teams and families in understanding the variety of skills that could be covered under each outcome
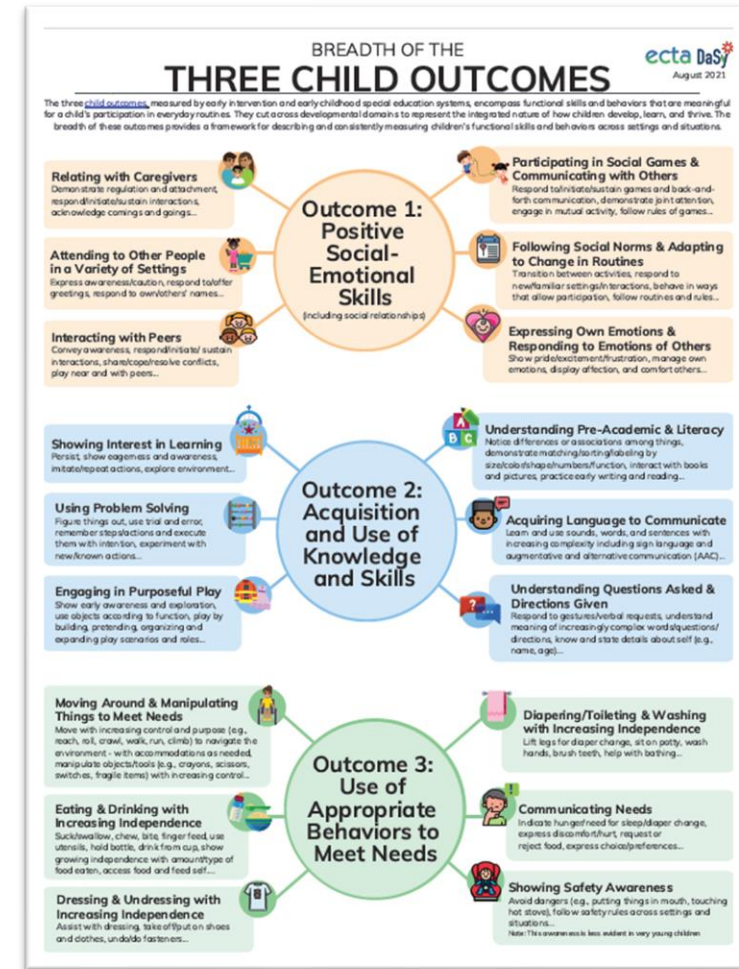
[Breadth of Three Child Outcomes](#)

Child Outcomes Summary Form (COSF)

The Child Outcomes Summary (COS) Process: Entry

Child qualifies for preschool special education services and receives an Individualized Educational Program (IEP)

Throughout the first few weeks of the child entering the program, data is collected about the child's functioning across settings and situations

COS Team meets to discuss, complete the COS Form and assign a rating (1-7) for each of the three indicator outcomes (to be completed within 60 days of child starting services)

Entry data is entered into the Homeroom Application at minimum 2X year (December and June)

Using the COSF

- COS Form is utilized to guide group discussions when completing an entry or an exit rating for a child

- District is responsible for keeping a copy of the form in the student's file

New Jersey Department of Education
Child Outcomes Summary Form (COSF)

Student Name: _____   Student ID: _____

Date Entry COS: ___/___/___   Student Birthdate: ___/___/___

Date Exit COS: ___/___/___

Persons involved in the COS rating:

Name	Role	Entry	Exit
		☐	☐
		☐	☐
		☐	☐
		☐	☐
		☐	☐
		☐	☐

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

☐ Received in team meeting

☐ Collected separately

☐ Incorporated into assessment(s)

Child Outcomes Overview

1. **POSITIVE SOCIAL EMOTIONAL SKILLS**
   - Relating with adults
   - Relating with other children
   - Following rules related to groups or interacting with others
2. **ACQUISITION AND USE OF KNOWLEDGE AND SKILLS**
   - Thinking, reasoning, remembering, and problem solving
   - Understanding symbols
   - Understanding the physical and social worlds
3. **USE OF APPROPRIATE BEHAVIORS TO MEET NEEDS**
   - 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)
   - Getting from place to place (mobility) and using tools (e.g., forks, strings attached to objects)

New Jersey Department of Education (2021). Adapted from SRI International (2005).

COSF

COSF Components

Entry

- Entry Rating- (1-7) on the Likert scale

- Justification for the rating (Foundational, Immediate Foundational, Age-Appropriate skills)

Exit

- Exit Rating- (1-7) on the Likert scale

- Progress question (yes or no) with notes as to why the child has or has not made progress in the area

Important Notes for COSF Completion

Ratings are needed for all outcomes even if…

- No one has concerns about a child's development in an outcome area

- A child has delays in one or two outcome areas but not in all three

Understanding the Rating Scale

7-Point Likert Scale

- The COS process results in a rating for each of the three child outcomes.

- The rating is based on child's functioning across settings and situations.

- A child's functioning is compared with what is expected for the child's age.

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

Overall Age-Appropriate Rating

7 – Completely

- Child shows functioning expected for his or her age in all or almost all everyday situation that are part of the child's life
- No one has any concerns about the child's functioning in this outcome area

6 – Between Completely and Somewhat

- Child's functioning generally is considered appropriate for his or her age, but there are some significant concerns about the child's functioning in this outcome area.
- Although age-appropriate, the child's functioning may border on not keeping pace with age expectations.

Overall Not Age-Appropriate

5 – Somewhat

- Child shows functioning expected for his or her age some of the time and/or in some settings and situations.

- Child's functioning is a mix of age-expected and not age-expected behaviors and skills.

- Child's functioning might be described as like that of a slightly younger child.

Overall Not Age-Appropriate

4 – Between somewhat and nearly

- Child shows occasional age-appropriate functioning across settings and situations.
- More functioning is not age-expected than age-expected.

3 – Nearly

- Child does not yet show functioning expected of a child of his or her age in any situation.
- Child uses immediate foundational skills most or all of the time across settings and situations.
- Functioning might be described as like that of a younger child.

Overall Not Age-Appropriate

2 – Between nearly and not yet

- Child occasionally uses immediate foundational skills across settings and situations.

- More functioning reflects skills that are not immediate foundational than are immediate foundational.

1 –Not yet

- Child does not yet show functioning expected of a child his or her age in any situation.

- Child's functioning does not yet include immediate foundational skills upon which to build age-appropriate functioning.

- Child's functioning might be described as like that of a much younger child.

Data Entry

The Child Outcomes Summary (COS) Process: Entry

Child qualifies for preschool special education services and receives an Individualized Educational Program (IEP)

Throughout the first few weeks of the child entering the program, data is collected about the child's functioning across settings and situations

COS Team meets to discuss, complete the COS Form and assign a rating (1-7) for each of the three indicator outcomes (to be completed within 60 days of child starting services)

Entry data is entered into the Homeroom Application at minimum 2X year (December and June)

Data Entry Overview

- Data will be entered in the Homeroom Application upon receiving a State SID number for the student

- The application is located under the header PRESCHOOL and titled Child Outcomes Summary System

- Instructions with visuals for entering a rating on page: https://homeroom4.doe.state.nj.us/preschool/doc/Homeroom_COS_Data_Manual.pdf

Excel Sheet

*There is an Excel Spreadsheet provided to keep the data on your students and enter at least than 2X year (December 16, 2022 & June 16, 2023) into Homeroom. The spreadsheet will NOT be accepted when data collection is due, and all data must be entered into Homeroom.

Child Outcomes Summary (COS)											
Student ID	Student DOB	COS Entry Date	# 1 Entry	# 2 Entry	# 3 Entry	COS Exit Date	# 1 Exit	# 1 Progress	# 2 Exit	# 2 Progress	# 3 Exit

https://www.nj.gov/education/specialed/monitor/preschooloutcomes.shtml

Data Entry Important Notes

6-Month Rule

- A child is only to receive an exit score if they have been in the program for at least 6 months as a preschooler with a disability

Expectations

- Complete the COS Tool on all identified students who were identified as a Preschooler with a disability and started on or after September 6, 2022

- All data must be entered into Homeroom at a minimum of 2x year (by Dec 16, 2022 & June 16, 2023)

- Any individuals who need the training on the COS should attend a training session or turn-around training should be done for those staff. Please utilize the resources on the next slide

- NJ is making a statewide transition to replace the Battelle with the COS Tool as the measure for Indicator 7– please continue the use of the COS Tool

Additional Resources

Early Childhood Technical Assistance Center

[Child Outcomes Summary](#)

Navigation bar on the left-hand side of the page displays different topic areas

- Click on Child Outcome Summary Process, you can register for self-paced modules

References

- Early Childhood Technical Assistance Center (ECTA Center). 2019. http://ectacenter.org/outcomes.asp

- Edelman, L. (Producer). (2011). Child Outcomes Step-by-Step (Video). Published collaboratively by ResultsMatter, Colorado Department of Education; Desired Results *access* Project, Napa County Office of Education; and Early Childhood Outcomes Center. Retrieved from https://draccess.org/videolibrary

- New Jersey State Performance Plan/Annual Performance Report: https://sites.ed.gov/idea/spp-apr-letters?selected-category=sppapr-part-b&selected-year=2021&state=New-Jersey

- New Jersey Dept. of Education Special Education Website: https://www.nj.gov/education/specialed/monitor/preschooloutcomes.shtml

Thank You!

New Jersey Department of Education: nj.gov/education

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