



COLORADO
Department of Education

Managing Your Preschool Outcomes OSEP Reporting Process

CDE Early Childhood Special Education Team

April 23, 2024



Outcomes

Understand the three Preschool Outcomes for reporting Indicator 7 data to CDE, including how they fit within the Exceptional Services Unit's Results Driven Accountability System.

Manage the OSEP Reporting Process at the AU Level.

Integrate AU policies to align with Results Matter by helping teachers, administrators, families, and other education partners use authentic assessment data to inform classroom instruction as well as program and policy decision-making.



State Performance Plan Indicators

- Ind1 – Graduation rate
- Ind2 – Dropout rate
- Ind3 – State assessment results
- Ind4 – Suspensions/expulsions
- Ind5 – educational environment
- Ind6 – Preschool educational environment
- **Ind7 – Preschool Outcomes**
- Ind8 – Parent involvement
- Ind9 – Racially disproportionate representation in Special Ed
- Ind10 – Racially Disproportionate Representation in particular disability categories
- Ind11 – Timely evaluation of IEPs
- Ind12 – Timely part C (age<3) to part B (school age) transition
- Ind13 – Secondary Transition
- Ind14 – Post-school outcomes
- Ind15 – Hearing requests resolved
- Ind16 – Mediation agreements
- Ind17 – State Systemic Improvement Plan



Office of Special Education Programs (OSEP)

Three Child Outcomes for Indicator 7



A) Children develop positive social-emotional skills
Including social relationships



B) Children acquire and use knowledge and skills
Including early language/communication and literacy



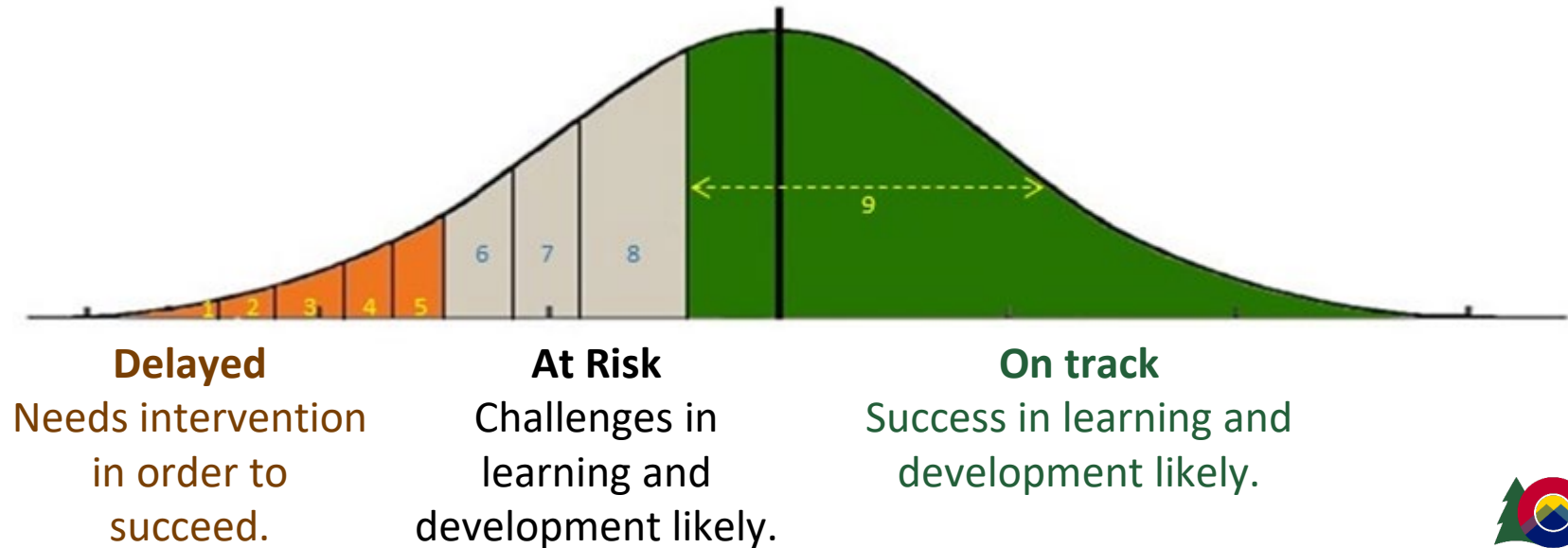
C) Children use appropriate behaviors to meet their needs

Understanding the Data



How are Child Outcomes Measured?

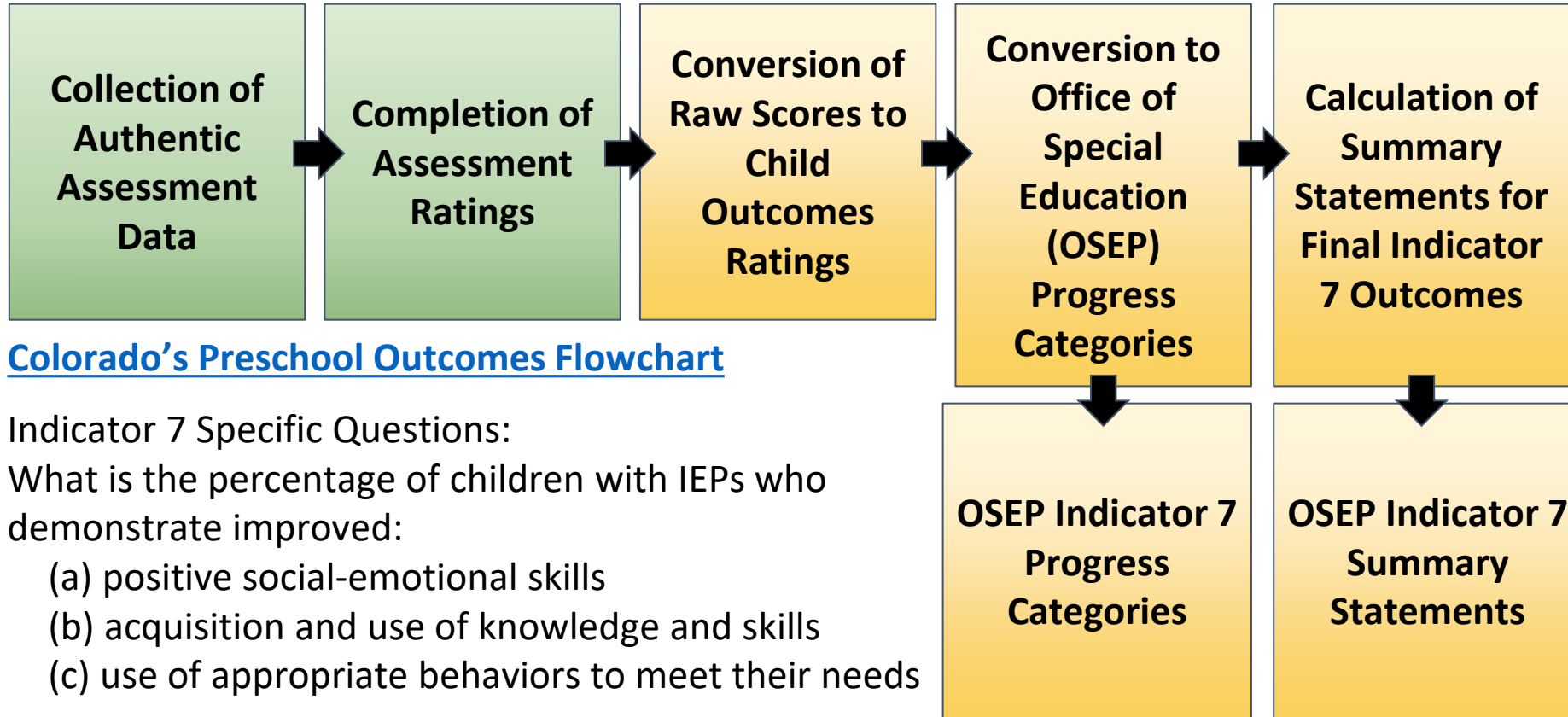
For each outcome 1-3, a nine-point rating is generated automatically based on raw assessment data.



I THINK YOU
SHOULD BE MORE
SPECIFIC HERE IN
STEP TWO



Child Outcomes Reporting Process



Colorado's Preschool Outcomes Flowchart

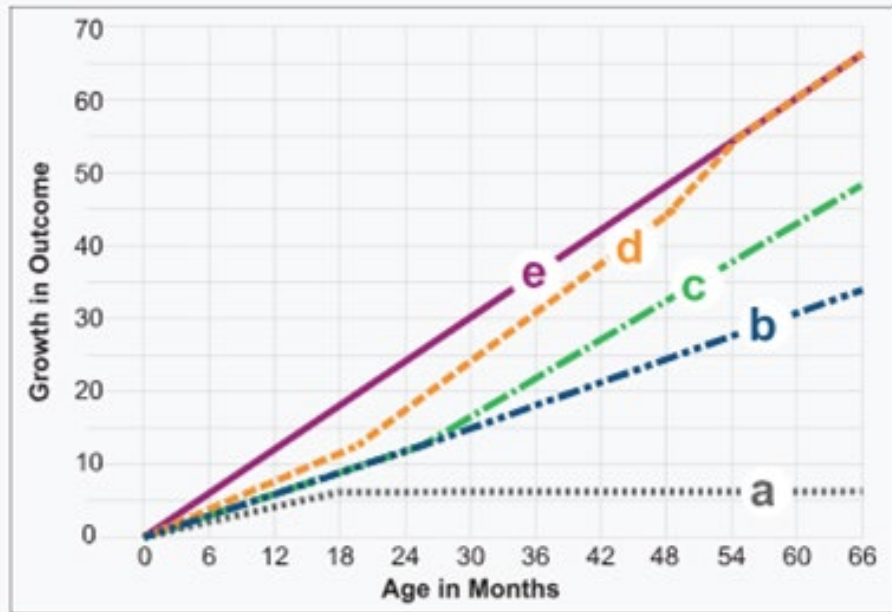
Indicator 7 Specific Questions:

What is the percentage of children with IEPs who demonstrate improved:

- (a) positive social-emotional skills
- (b) acquisition and use of knowledge and skills
- (c) use of appropriate behaviors to meet their needs

Progress Categories = Developmental Trajectories

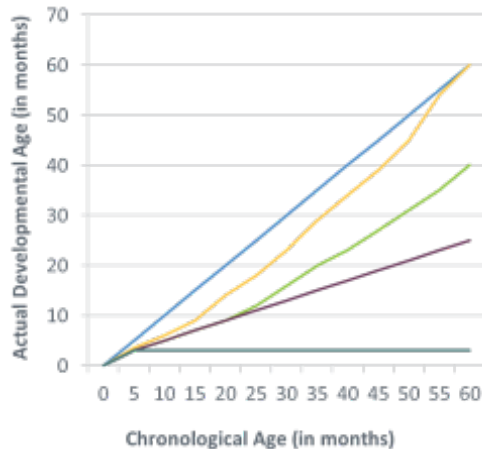
OSEP Progress Categories as Developmental Trajectories



- a. Did not improve functioning
- b. Improved in functioning, no change in trajectory
- c. Moved closer to functioning like same-aged peers
- d. Improved functioning to that of same-aged peers
- e. Functioning like same-aged peers

Summary Statement 1

Summary Statement 1 - Of those preschool children who entered and exited 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. *Greater than expected growth.*

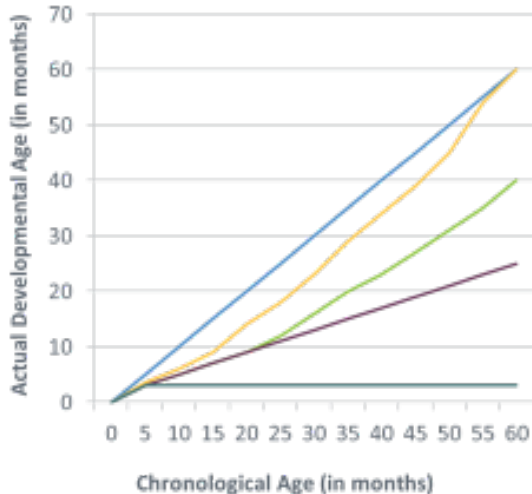


$$\frac{C+D}{A+B+C+D}$$

Growth!

Summary Statement 2

Summary Statement 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.

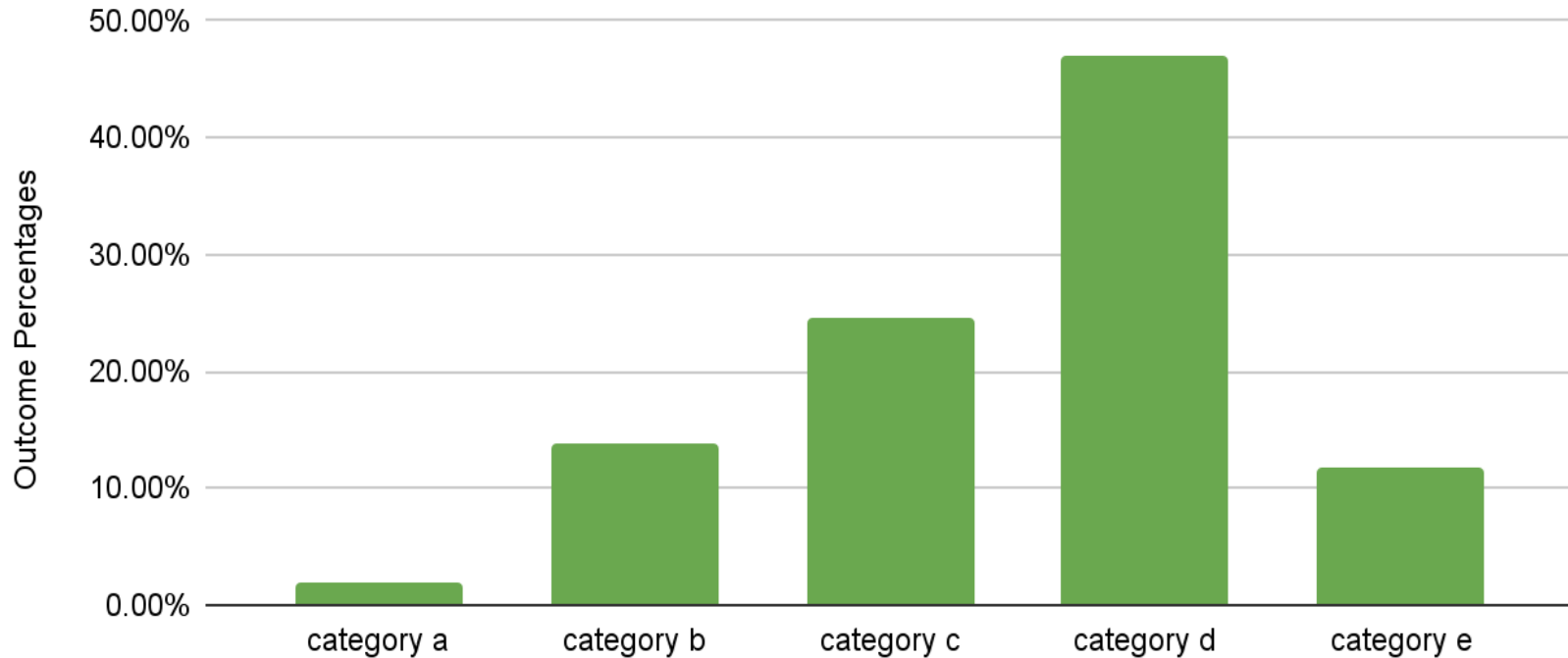


$$\frac{D+E}{A+B+C+D+E}$$

Achievement!

Distribution

Expected Distribution of Progress Categories



Colorado's OSEP Reporting Process



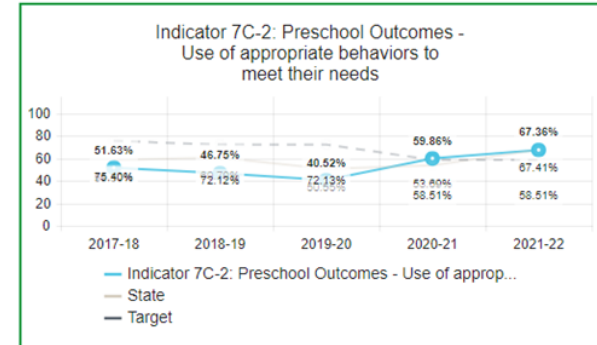
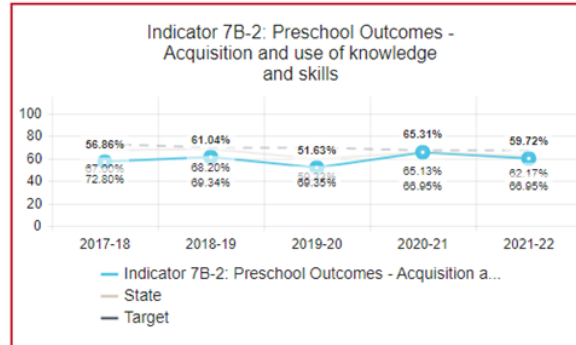
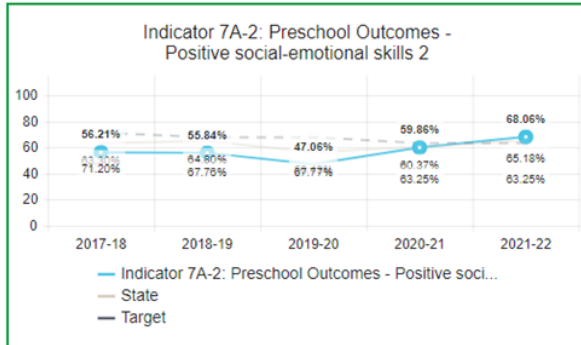
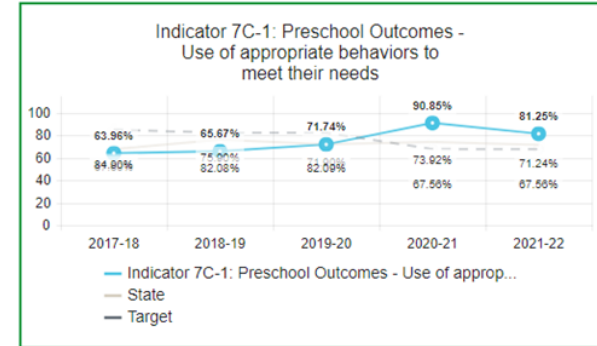
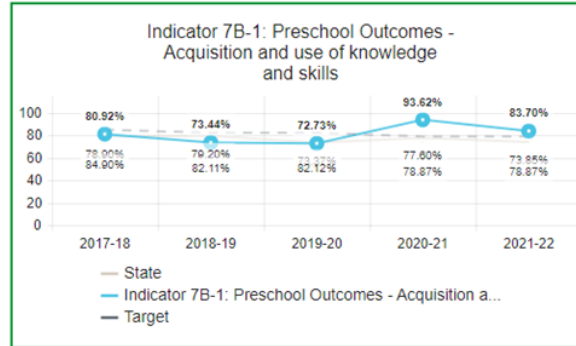
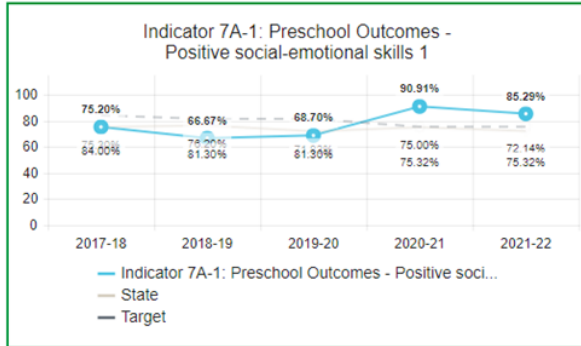
Colorado's Special Education Accountability

- CDE reports to the public on each AU's performance compared to state targets and state performance for 14 indicators from the (SPP). Indicators reported to the public are a mixture of performance and compliance indicators.
- Using the Results Matrix and a Compliance Matrix the ESSU considers the totality of the information available about an AU. Indicator 7 is part of the results matrix.



Summary Data in the DMS

Indicator 7: Preschool Outcomes



Results Matter Menu

Results Matter (RM) Assessment Choices

- Assessment, Evaluation, and Programming System for Infants and Children (AEPS™), Second Edition
- *COR Advantage*® by HighScope
- *GOLD*® by Teaching Strategies

Features

- Support Portal for the platform.
- Alignment to the Colorado Academic Standards documents.
- Review process for selection of the tools.



Children Enter Preschool Special Education

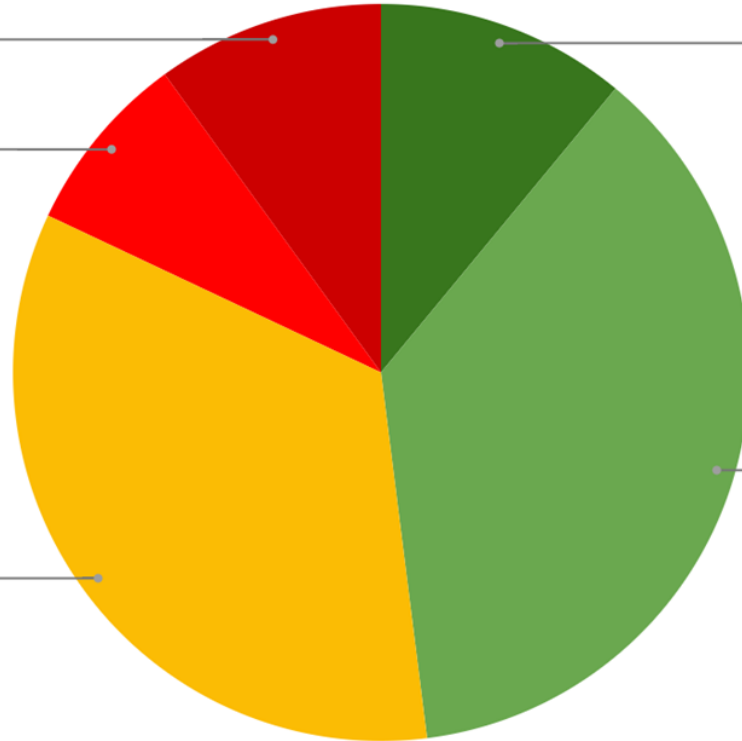
- Preschool teachers manage children's records in the online RM tool and enter them into special education.
- Preschool teachers collect observation data, ***collaborate with the special education team*** and finalize ratings - *this should be as close to the initial IEP meeting as possible for an accurate baseline.*

Complete Data at Entry Checkpoint

291 - 748 days: Entered in 2021-22
10.0%

179 - 290 days: entered mid year 2022-23
8.0%

70 - 179 days: across 2 checkpoints or a summer
34.0%



<40 days after the IEP
11.0%

40 - 70 days: at the checkpoint deadline
37.0%

Quality of Data Inclusion

- Use the December 1 Special Education Student Count data to compare to children records in *GOLD*[®] and *COR Advantage*[®].
- For Part B 619, at a minimum, it is expected that states report data on 12% or more of child count. Colorado is at 48%.

Exiting Process



Exits from Special Education

Preschool teachers will exit children in the online tool. This process can vary by program and access permissions.

A Results Matter Administrator ultimately must finalize all exits and the verification process will begin. This is the AU's opportunity for verification of the OSEP Exit Child Count data that will be submitted in collaboration with preschool programs where children with IEPs attend.

CDE Preschool Special Education staff will be available for technical support of the entire process from exit to certification



Data Verification: Important Dates

- A snapshot of the OSEP Mandated Report in the online RM tool will be taken by CDE on May 31, 2024 to monitor the exit process.
- A Verification Form will be available in the ESSU DMS on June 1, 2024 with the status of children exited from the AU as of that date.



Verification Form

Please ensure that the figure reported on the Verification Form has been compared to the AU's total number of preschoolers on an IEP who:

- Staffed out of preschool special education because they were no longer eligible
- Are transitioning to kindergarten for the 2024-25 school year
- Stopped attending or receiving services for 90 or more consecutive days (after which point a new entry/exit calculation was made if the child returned)
- Moved to a different program between July 1, 2023, and June 30, 2024
- Received at least 183 calendar days (6 months) of preschool special education services



Data Verification

Detailed information for the Results Matter Administrator and Special Education Directors can be found in [CDE's Indicator 7 Guidance Document](#) and on the [OSEP Reporting for Preschool Special Education](#) webpage.

Work together to verify that the number of children exited is reliable and valid data.



Certification Form

Special Education Directors must certify that the number of children reported has been compared by the Administrative Unit to the total number of preschoolers on an IEP who exited during the current reporting year.

That the data is an accurate report of children who can be included in the OSEP report; and the data are valid and reliable.

This form must be uploaded to the ESSU DMS no later than July 15, 2024.



Tools and Resources



Implementation Tools

Implementing *GOLD*® with fidelity, for both early childhood teachers and administrators, requires many individuals. Having a clear understanding of the practices, communication, and supervision that is involved is an important part of accurately reporting data.

[Results Matter Implementation Responsibilities Plan](#)



Resources

[Child Outcomes Step by Step](#) - Video in the Results Matter Library about the three Preschool Outcomes

[Indicator 7 Preschool Outcomes](#) - ESSU State Performance Plan/Annual Performance Report (SPP/APR) Webpage

[OSEP Reporting for Preschool Special Education](#) - Results Matter Implementation Webpage

Authentic Assessment as a Best Practice in Early Childhood

- [Division of Early Childhood \(DEC\) Recommended Practices](#)
- [National Association for the Education of Young Children \(NAEYC\)](#)





Results Matter

Improving Preschool Outcomes for Children with Disabilities

Thank You