



COLORADO

Department of Education

Preschool Outcomes

Results Matter and
OSEP Indicator 7 Reporting



Module Outcome 1

Understand the three global child outcomes identified for Indicator 7 reporting, including how they fit within the CDE's Exceptional Services Unit's Results Driven Accountability System.



Module Outcome 2

Explore rating levels, progress categories, and data quality in data reports to plan for the support of preschool professionals who engage in routine data-based decision making.





Background



What is a Child Outcome?

A benefit experienced as a result of services and supports provided for a child.

ECTA Resource: [Breadth of the Three Child Outcomes](#)



Three Global 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



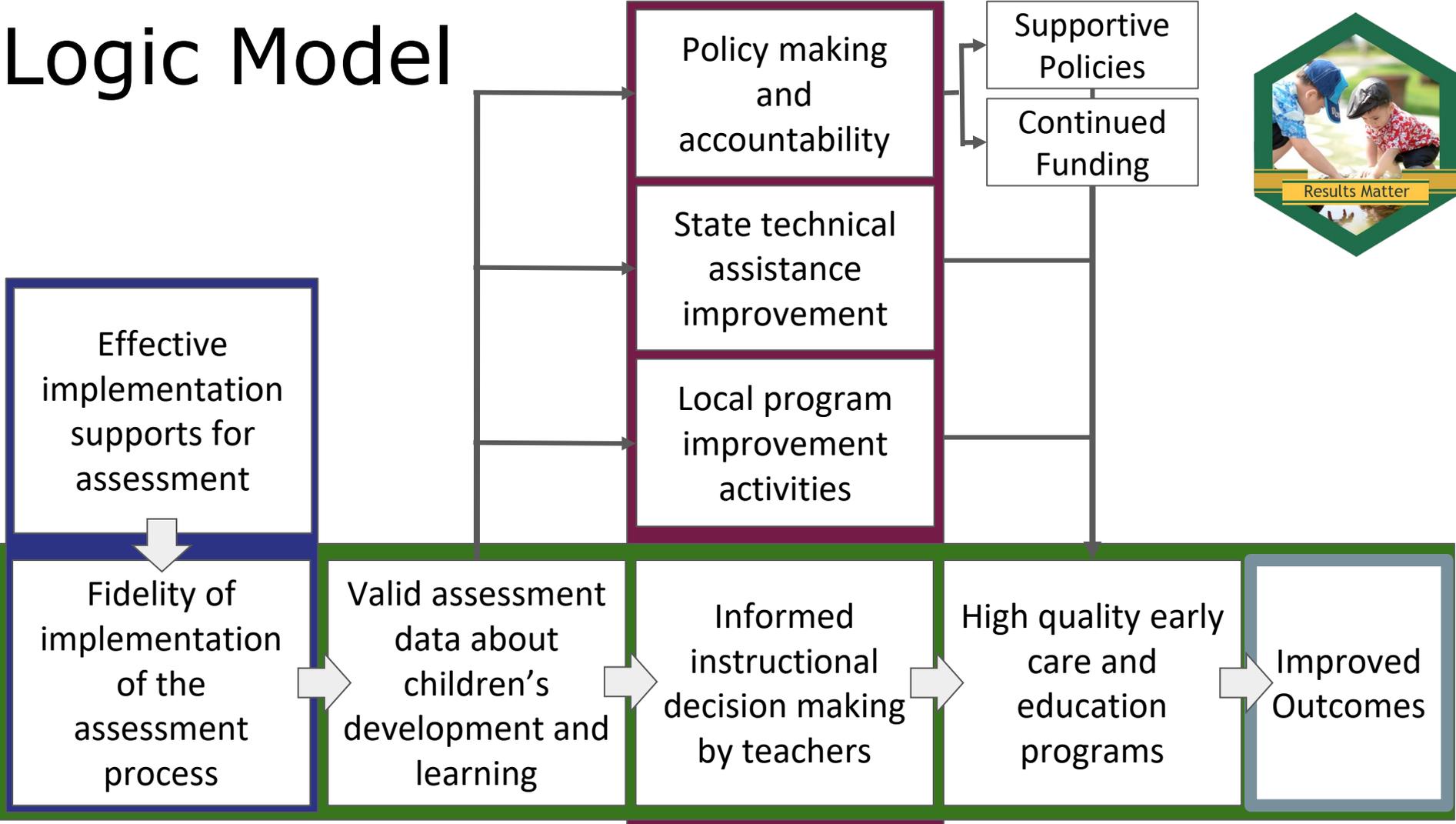
C) Children use appropriate behaviors to meet their needs

Child Outcomes Measurement in CO

Why not use the Child Outcomes Summary Form? What we heard from stakeholders:

- No need to override assessment results
- Potential for added subjectivity
- Unnecessary additional meeting
- Unnecessary step in the process
- Need for additional training
- Potential risk to reliability

Logic Model



Results Matter Menu

Assessment Choices

- AEPS®-3
- COR *Advantage*® by Kaymbu
- *GOLD*® by Teaching Strategies

[Approved assessment resources](#)

Features

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



How are functional outcomes different from *assessment* domains?

Functional Outcomes

- Functional Outcomes describe children's mastery and appropriate application of behaviors, knowledge, and skills in a meaningful way in their everyday lives.
- Functional outcomes look at the integration of behaviors across domains that children need to participate in developmentally appropriate routines and activities.

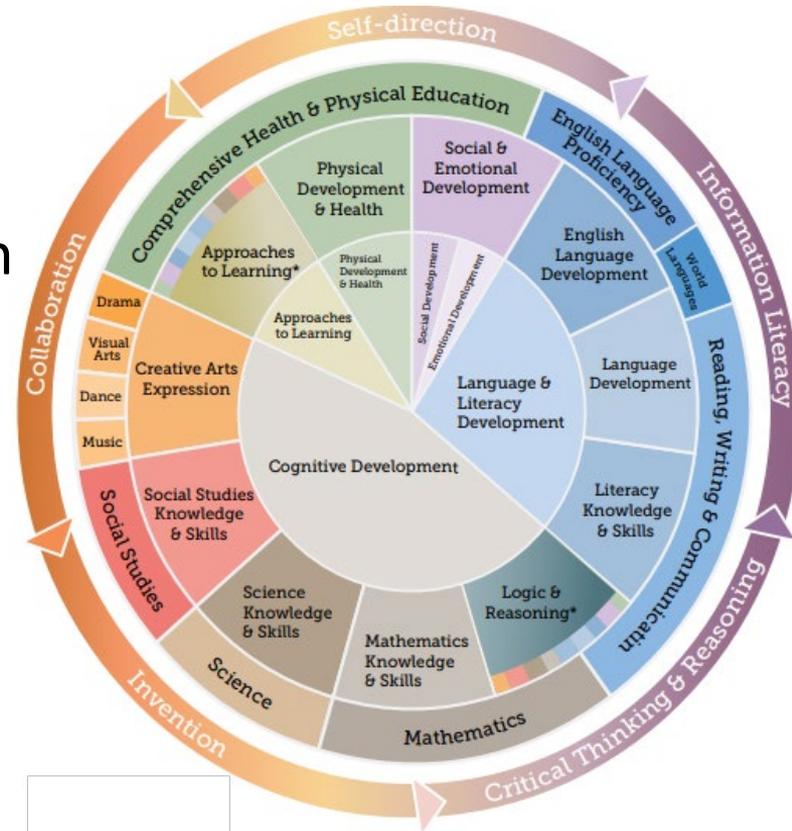
Domains

Language, Literacy, and Communication

Social Emotional Development

Physical and Adaptive

Cognitive and Learning



Raw Data Points

- Observational assessment
- Information from families
- Documentation of skills
- Assigning ratings on a 9 point scale



Is this an Outcome?

Checkpoints for Butterflies AM

Period: Spring 2013/2014

Area: Social-Emotional i

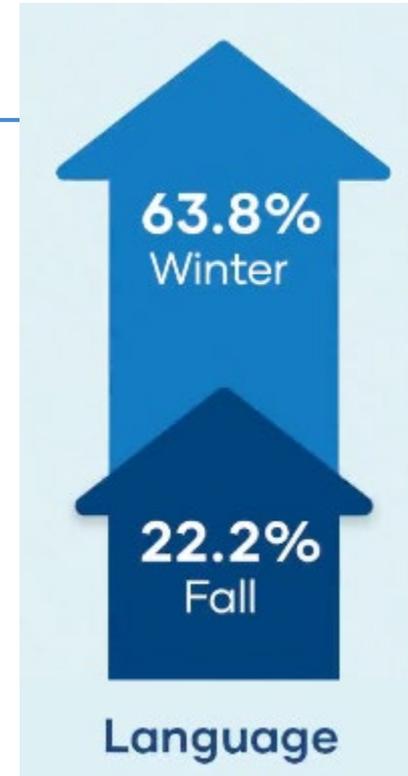
Objective: 1 - Regulates own emotions and behaviors i

Dimension: a. Manages feelings i

Level	Not Yet	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
Indicators	Not Yet i		Uses adult support to calm self		Comforts self by seeking out special object or person		Is able to look at a situation differently or delay gratification		Controls strong emotions in an appropriate manner most of the time	
Examples (+)										
Colored Bands (-)		Orange	Orange	Yellow	Yellow	Yellow	Green	Blue	Blue	Blue
Jane Miller	<input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input checked="" type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>	8 <input type="radio"/>	9 <input type="radio"/>
Joe Smith	<input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input checked="" type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>	8 <input type="radio"/>	9 <input type="radio"/>
John Doe	<input type="radio"/>	1 <input type="radio"/>	2 <input checked="" type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>	8 <input type="radio"/>	9 <input type="radio"/>

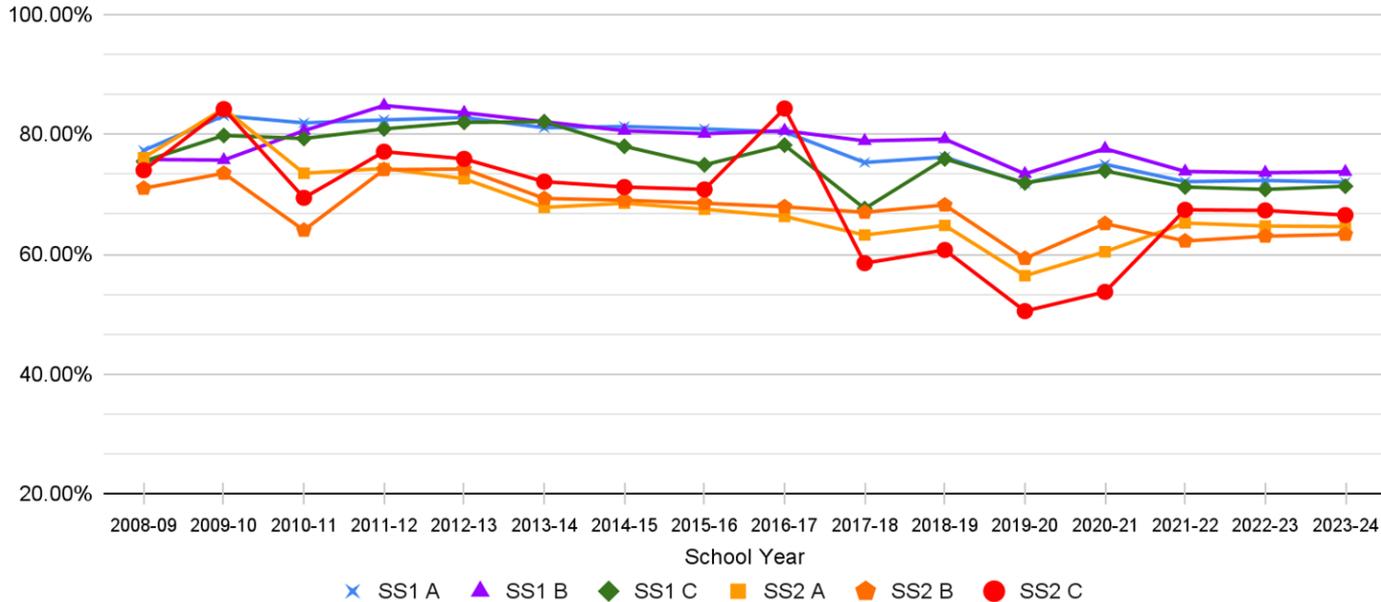
Outcome?

26% percentage point increase in children meeting or exceeding expectations between fall and winter.



Colorado's Preschool Outcomes Data

Colorado Preschool Outcomes Data Over Time





How data moves from the online assessment to the OSEP Report



Handouts

Review the Handouts

- [Colorado's Child Outcomes Process](#)
- [Functional Outcomes](#)
- [In a Nutshell - Outcomes Summary Statements](#)

Functional Outcomes

What is a functional outcome?
Functional outcomes describe children's mastery and appropriate application of meaningful ways in their everyday lives, across a variety of settings. Utah children thrive at home, in school and in many settings throughout their lives.

How are these outcomes different from information gathered elsewhere?
Whereas the assessments measure development in discreet domains such as global outcomes measure functioning within routines and activities that occur in daily life.

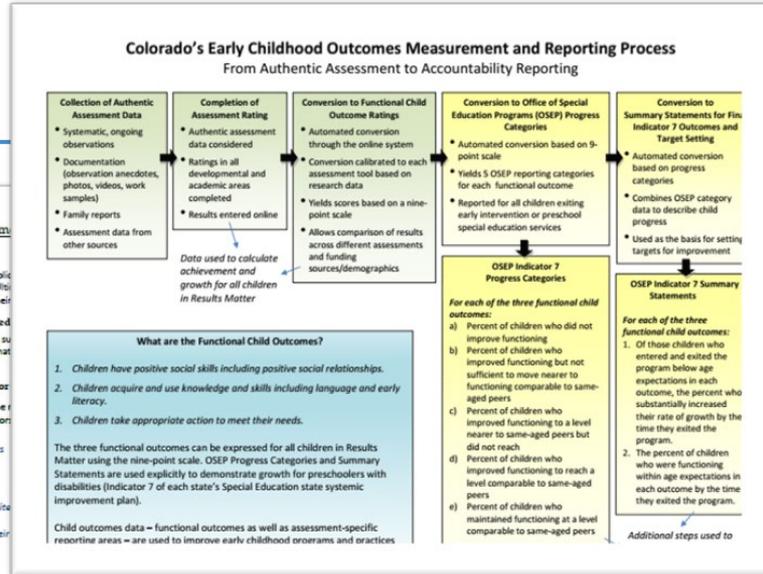
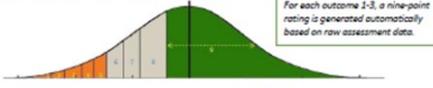
Have specific functional outcomes been developed either for children with or without disabilities?
Yes. Colorado uses three functional outcomes that are also used by the federal Office of Special Education Programs (OSEP) and are developed by a large group of stakeholders including families, educators, and researchers.

-  1. Children develop positive social-emotional skills including social relationships.
-  2. Children acquire and use knowledge and skills including early language, communication and literacy.
-  3. Children use appropriate behaviors to meet their needs including self-help and independence.

Why were these three functional outcomes developed?
Originally, these three functional outcomes were developed to meet the federal Office of Special Education Programs (OSEP) reporting requirement for infants, toddlers and preschoolers with disabilities. Colorado stakeholders recognized early on that positive functional outcomes were important for all children and requested that the outcomes reporting capabilities be expanded to include all children in Results Matter.

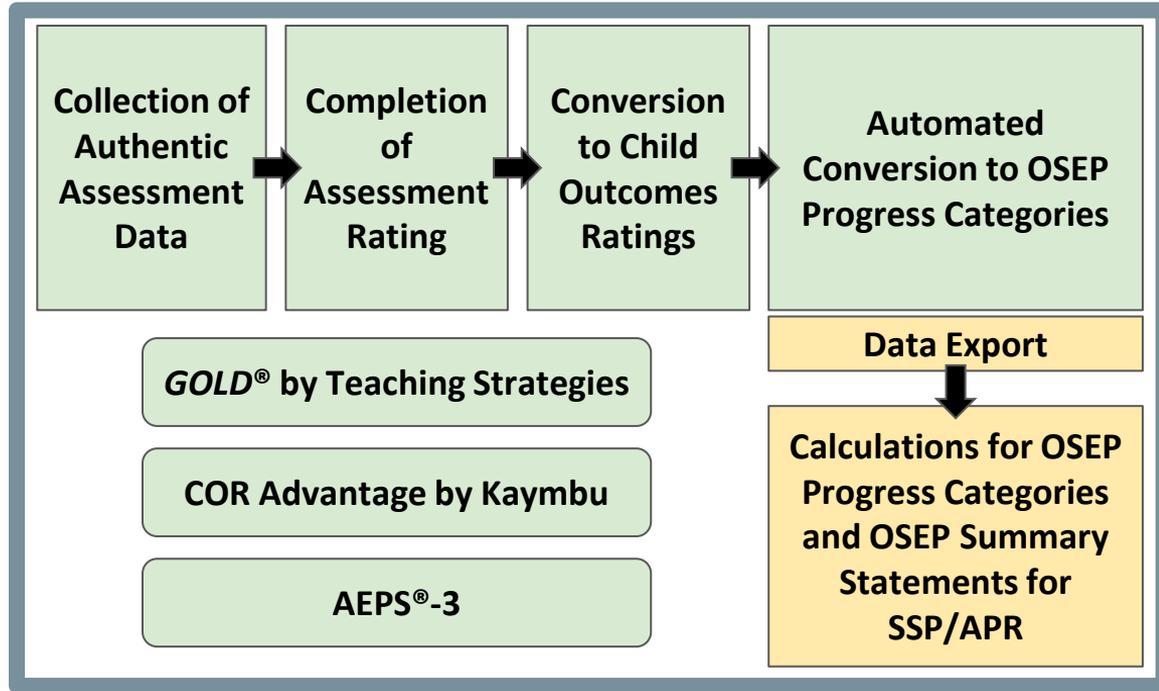
How are functional outcomes measured?
Each outcome is measured along a nine-point scale that gauges developmental trajectories. General categories indicate whether children are delayed, at risk, or on track. The nine-point score is calculated automatically in Results Matter online assessment systems based on raw assessment scores.

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

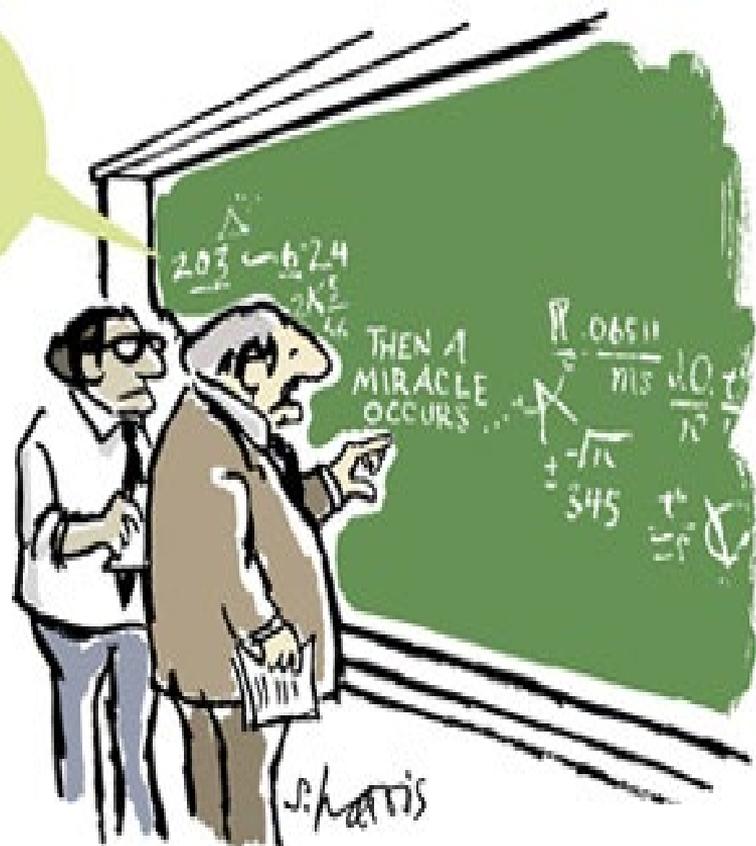


Implementation

- Observation and documentation
- Checkpoint ratings
- Child Outcome ratings
- Progress Categories



I THINK YOU SHOULD BE MORE SPECIFIC HERE IN STEP TWO



Data From the Classroom

The screenshot displays a dashboard interface for classroom data. On the left is a navigation sidebar with the following items: Home, Teach, Assess, At a Glance, Add Documentation, View Documentation, Digital Forms, IEA, Checkpoints, Checkpoint Dates, Engage, Develop, The Hub, and Report. The main content area features a search bar labeled 'KEYWORD' and a grid of four data cards, all dated 'JUN 06, 2024'. The first card, titled 'Add levels', shows a group of children and is labeled 'Sage Charlotte' with a '11a' tag. The second card contains the text: 'Sage matches up shapes during our numbers lab. Understanding shapes helps in developing pattern recognition, a crucial skill for reading and mathematical comprehension later in life. As children learn to distinguish...' and is labeled 'Sage Charlotte' with a '22b' tag. The third card shows hands writing on a piece of paper with the text 'Dear Auntie' and 'love from...' and is labeled 'Sage Charlotte' with a '9c' tag. The fourth card shows a child walking on a blue balance beam outdoors and is labeled 'Sage Charlotte' with a '5' tag. At the bottom right of the main area is a pagination control showing '< 1 >'. The bottom of the slide features a decorative blue and green gradient background with the logos for the state of Colorado and the Colorado Department of Education (CDE).

Checkpoint Completions

The screenshot shows the SmartTeach interface for 'demoPD Kindergarten'. The table displays assessment data for three students: Sam Erickson, Shaute Samuels, and Tianna Cotes. The columns represent different assessment areas: Cognitive (11a-11e, 12a-12b, 13, 14a-14b), SOCIAL EMOTIONAL, PHYSICAL, LANGUAGE, LITERACY, MATHEMATICS, and ENGLISH LANGUAGE ACQUISITION. Red callouts are placed on the interface: '1' is above the 'Cognitive' column header, '2' is at the bottom right of the table, and '3' is on the left side of the table.

Cognitive											SOCIAL EMOTIONAL	PHYSICAL	LANGUAGE	LITERACY	MATHEMATICS	ENGLISH LANGUAGE ACQUISITION
11a	11b	11c	11d	11e	12a	12b	13	14a	14b							
+	+	✓	+	+	+	+	+	+	+	+	+	✓	✓	+	+	
+	+	+	+	✓	+	+	+	+	+	+	+	✓	✓	+	+	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	+	+	✓	✓	+	+	

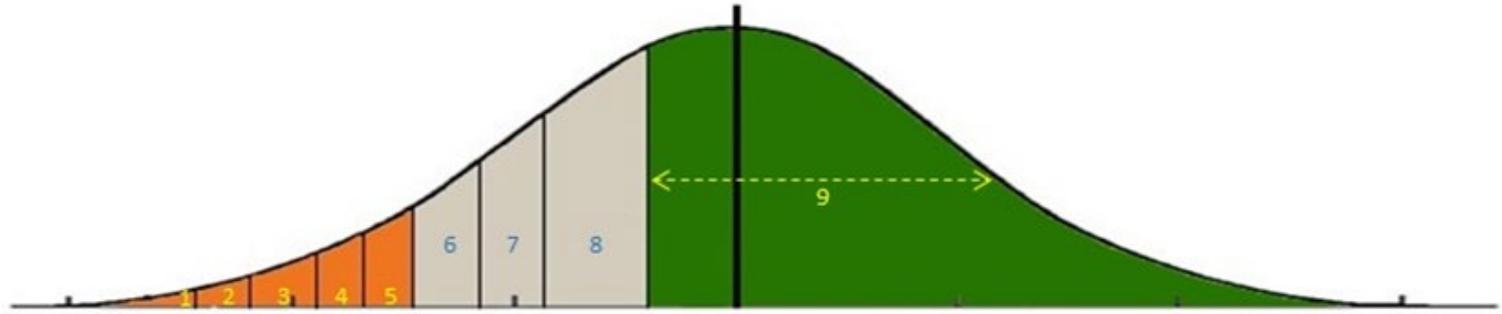
- Initial ratings are finalized as close to the IEP entry date as possible
- Complete data is needed during the entry checkpoint period

Accuracy of Entry Ratings

- Child Find assessment data is utilized
- Preschool Teacher attends the IEP meeting
- Teams collaborate on entry ratings
- Inter-Rater Reliability (IRR) on the Results Matter (RM) tool
- All objectives are completed

How are Functional Outcomes Measured?

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

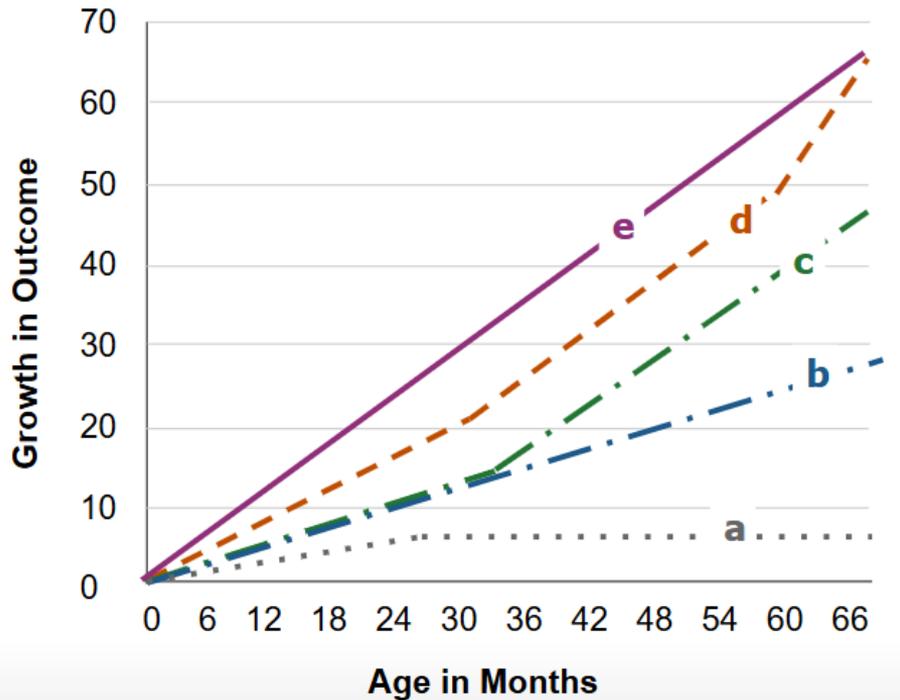


Delayed
Needs intervention
in order to
succeed.

At Risk
Challenges in
learning and
development likely.

On track
Success in learning and
development likely.

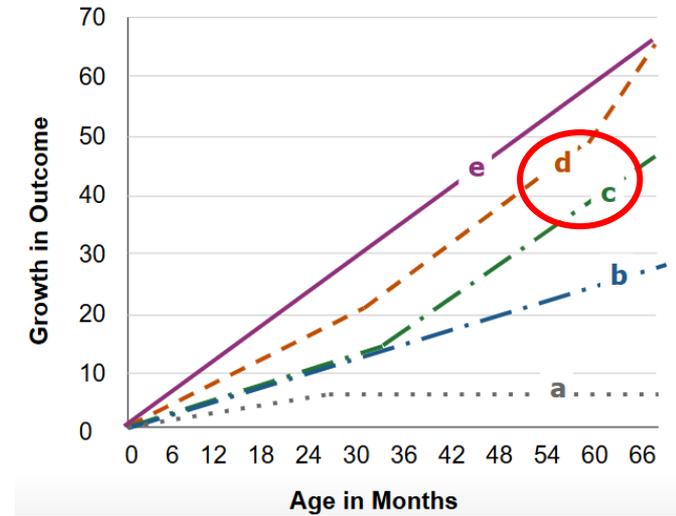
OSEP Progress Categories



- 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

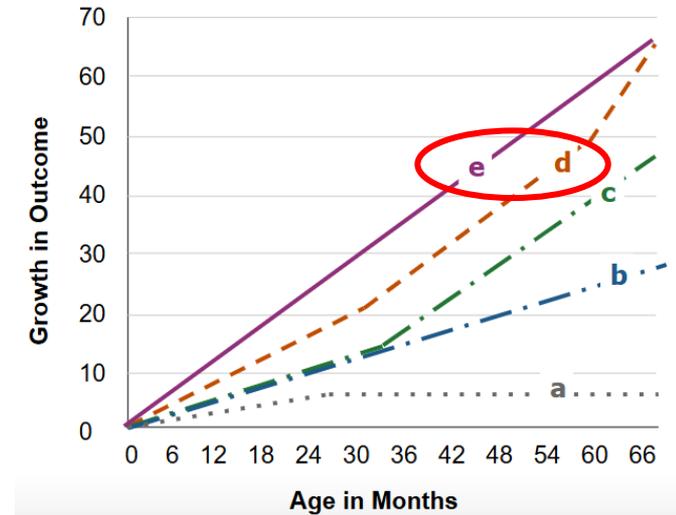
Of those preschool children who entered and exited the preschool program below age expectations in each Outcome, what is the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. *Greater than expected **growth**.*



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

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.



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

The Value of Measuring Outcomes

Critical Questions About Early Intervention and Early Childhood Special Education

Critical questions include both *essential* questions and *aspirational* questions and can inform program improvement.



Vision

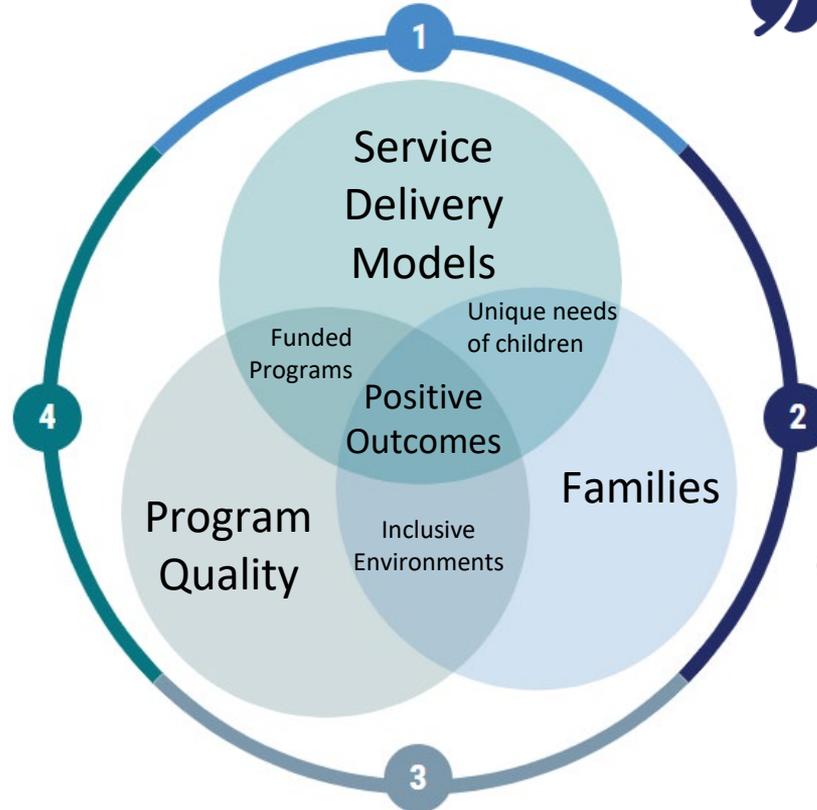


- We work together on data relevant to children and families that promotes inclusion and shows progress in routines.
- Data culture is part of the fabric of what we do, data helps us tell the story.



Critical Question

- What do families report help their child develop and learn?



Critical Question

- How do outcomes for children differ between service-delivery models (structure and practices)?



Critical Question

- What is the quality of the Early Childhood program where young children receive special education services?

State Performance Plan Indicators

- 1 – Graduation rate
- 2 – Dropout rate
- 3 – State assessment results
- 4 – Suspensions/expulsions
- 5 – educational environment
- 6 – Preschool educational environment
- 7 – Preschool Outcomes**
- 8 – Parent involvement
- 9 – Racially disproportionate representation in Special Ed
- 10 – Racially Disproportionate Representation in particular disability categories
- 11 – Timely evaluation of IEPs
- 12 – Timely part C (age<3) to part B (school age) transition
- 13 – Secondary Transition
- 14 – Post-school outcomes
- 15 – Hearing requests resolved
- 16 – Mediation agreements
- 17 – State Systemic Improvement Plan

Indicator 7

Preschool Outcomes are tied to child progress made between their entry and their exit from preschool special education services. The Indicator 7 data collection includes any child who:

- Received at least 183 calendar days of preschool special education, AND
- Stopped receiving Part B 619 Preschool services during the current year, AND
- Have complete Part B 619 Preschool entry and exit assessment scores.

Special Education Accountability

Colorado's AU Results Matrix

- Indicator 7 accounts for 17% of the Results Matrix points
- Compliance and Results are each 50% of the AU Determination

AU
Performance

Target

Points
Earned

Outcome 7A: Positive social-emotional skills (including social relationships)

Measure	AU Rate	State SPP Target	State Performance	Points Eligible	Points Earned
A1. Growth	82%	≥ 75.32%	72.01%	1	1
A2. Achievement	60%	≥ 63.25%	64.61%	1	.5

Outcome 7B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)

Measure	AU Rate	State SPP Target	State Performance	Points Eligible	Points Earned
B1. Growth	88%	≥ 78.87%	73.73%	1	1
B2. Achievement	64%	≥ 66.95%	63.35%	1	.5

Outcome 7C: Use of appropriate behaviors to meet their needs

Measure	AU Rate	State SPP Target	State Performance	Points Eligible	Points Earned
C1. Growth	79%	≥ 69.18%	71.33%	1	1
C2. Achievement	75%	≥ 58.51%	66.52%	1	1

Indicator 7 Data Reporting

Detailed information for Results Matter Administrators 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.

A certification form must be uploaded to the ESSU DMS no later than July 15 of any year.





Data Quality Indicators



Find Preschool Outcomes Data

[ESSU Accountability Website](#)

- AU Determinations

[Indicator 7 – Preschool Outcomes Page](#)

- Local Report of Summary Statement Data

[ESSU Data Management System \(DMS\)](#)

- Reports>Indicator Summary Data



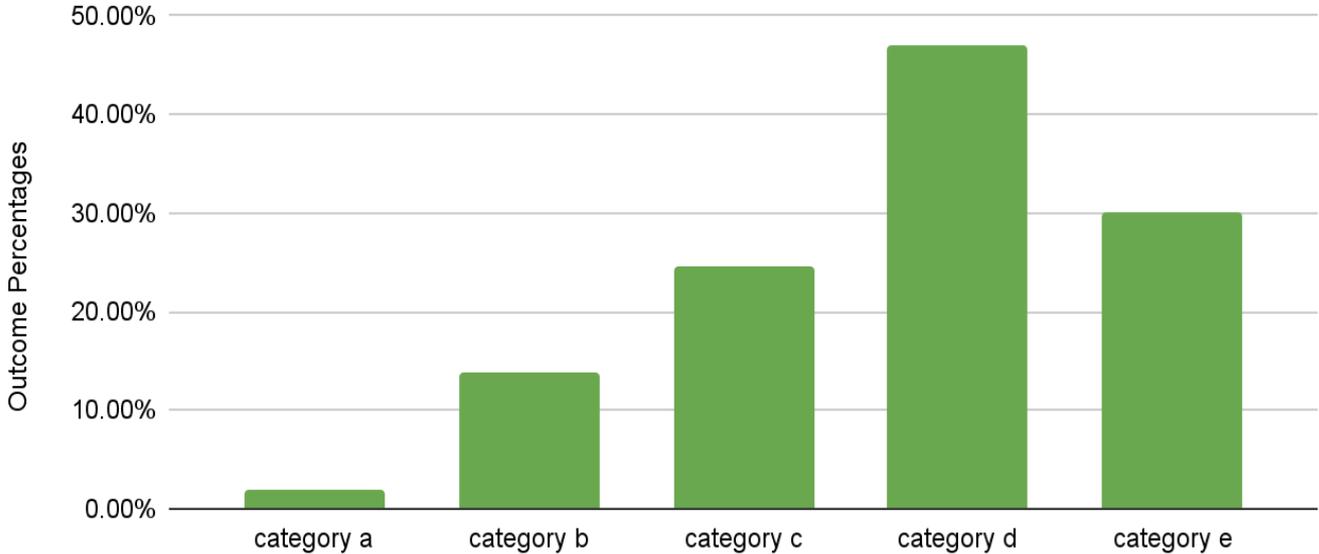
Review Your Data

Take a moment to access your data and familiarize yourself with what is available to you. The next slides will refer to trends and data quality. You view descriptive statistics and data quality in the [Colorado Preschool Outcomes Data](#) dashboard.



Progress Categories

Expected Distribution of Progress Categories

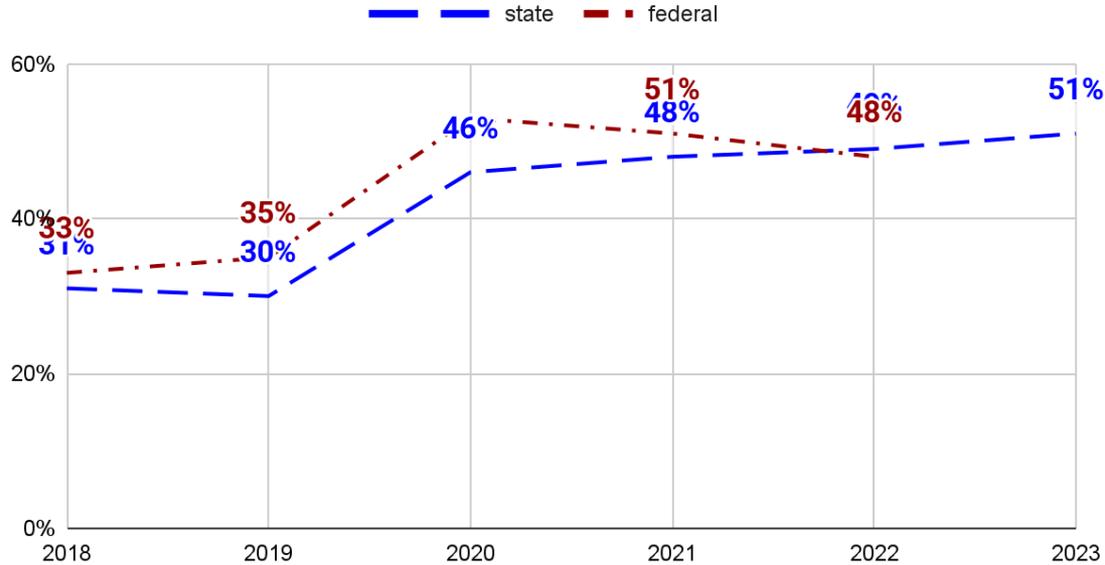


Reporting N Size

The average percentage of the 3-5 child count with outcomes data ranges between 21-55% across years nationally.

Colorado's child count was 48% in the 2021-22 school year and has risen to 51%.

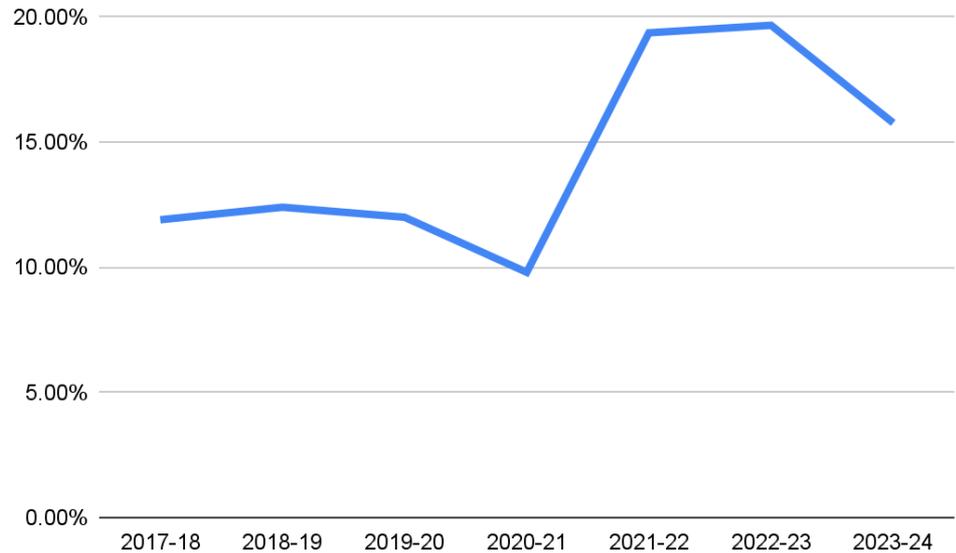
Eligible Children Submitted for State and Federal Reporting



Pattern Checking

Few children will have entry numbers at or above age expectations on all three outcomes. Most children will be below age expectations on at least one outcome.

Entry ratings at or above age expectations



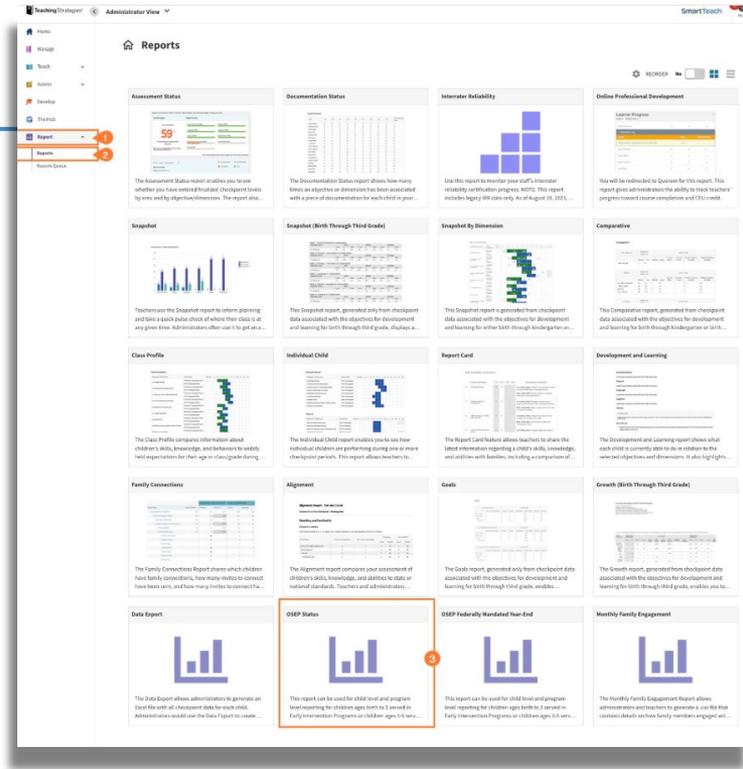
Data Crosstab Analysis

Statewide Comparison of Entry and Exit Ratings for Outcome B 2023-24 School Year

Entry Ratings	Exit Ratings / Student						
	Exit Rating 1	Exit Rating 2	Exit Rating 3	Exit Rating 4	Exit Rating 5	Exit Rating 6	Exit Rating 7
Entry Rating 1	242	117	101	32	18	19	44
Entry Rating 2	23	71	129	103	66	26	115
Entry Rating 3	8	37	116	113	114	69	323
Entry Rating 4	4	10	50	67	90	79	393
Entry Rating 5	2	3	15	39	75	52	476
Entry Rating 6	-	1	4	10	17	25	206
Entry Rating 7	-	2	15	13	38	42	1,196

OSEP Status Reports

GOLD Administrators can [generate an OSEP Status Report](#) at the child level and program level for children ages 3-5 served in Preschool Special Education Programs. The OSEP Status Report will include both child records currently on an IEP and child records on an IEP who have been exited or transitioned.





Data Analysis



Data Connections

What is the data quality?

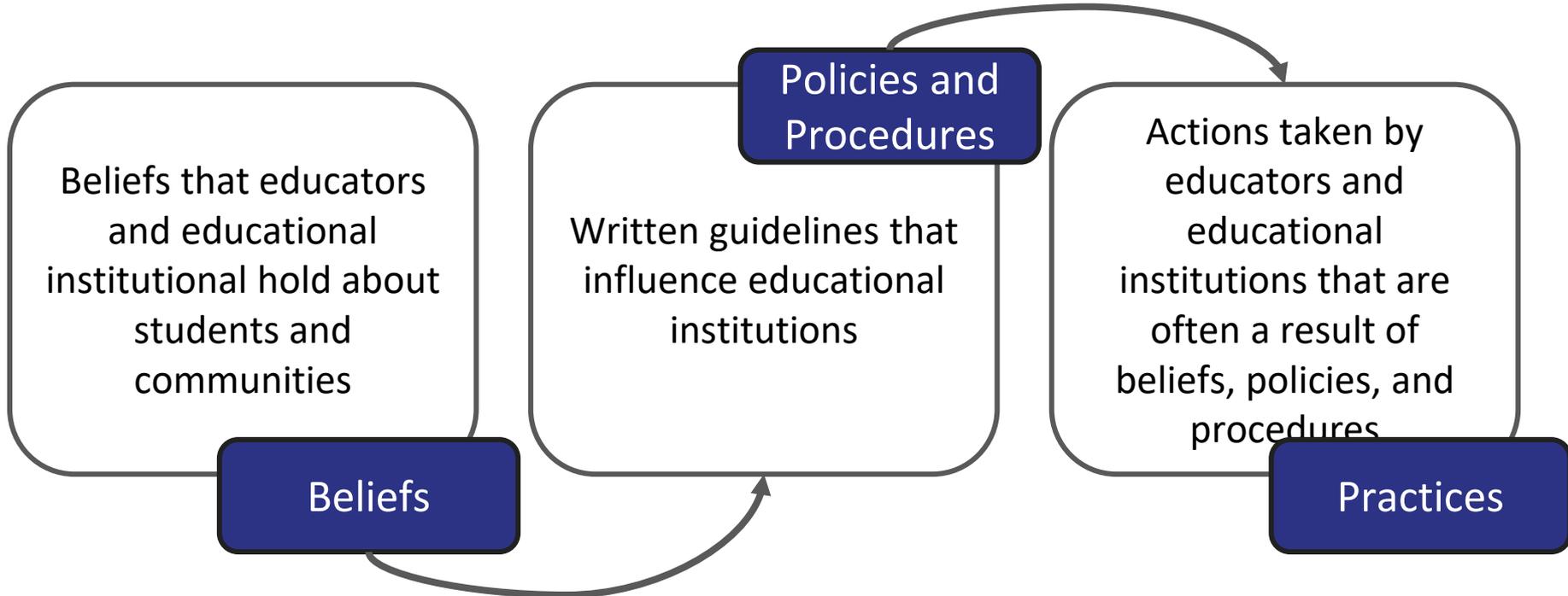
- Is data finalized as close to the IEP entry data as possible?
- How do preschool IEPs in your AU connect to the outcomes?
- How might your AU leverage authentic assessment data to inform instruction and intervention strategies at all levels?

Reflect on Your Data

- What do the longitudinal Preschool Outcomes results for your AU look like?
- How does your AU perform in relation to other AUs and the state targets?
- Is there improvement over time and in the most recent yearly report?
- Do you have a large or small population and how may that affect the data?

Data Accountability

Identifying Root Causes of Educational Outcomes



(Fergus, 2017; Hernandez et al., 2022)

Role Considerations

- Who are all of the professionals in your AU that impact child outcomes?
- Who could you team with more closely around Results Matter assessments and Preschool Outcomes data?
- Who puts data policies and processes into place to ensure that there is quality and reliability of data?

Take Action

- What is your vision?
- How do you use your data?
- Focus on questions to improve your practices.
- Identify all the data sources available to teams.



Use Data to Improve Results

What can we learn from children who have exited our programs to improve practices for children who are currently enrolled or may enroll in the future?

- Go beyond the Summary Statements
- Use progress monitoring tools with fidelity
- Make data-informed decision-making part of the culture
- Data quality is critical to informed decision making
- IEPs and Preschool Outcomes are intertwined

CDE looks at data to...

- Promote understanding of Preschool Outcomes data
- Internally, disaggregate data and identify patterns to inform technical assistance
- Identify exemplars to learn about successful strategies
- Analyze long-term outcomes
- Improve Preschool Outcomes for children with disabilities

Contact Us

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OSEP Collection Lead

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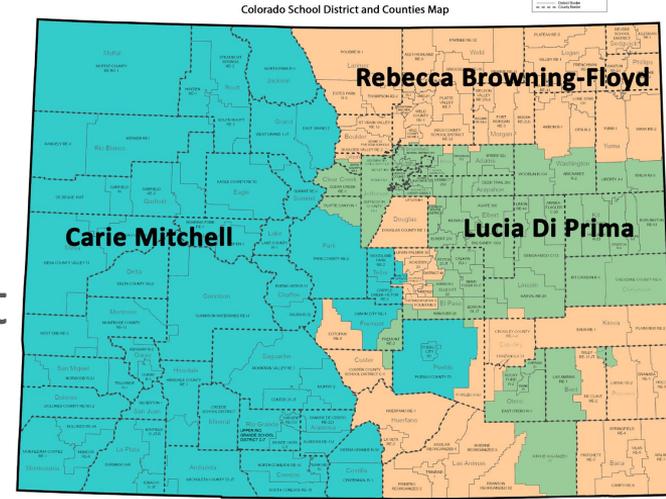
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[RM Contact Us page](#)