

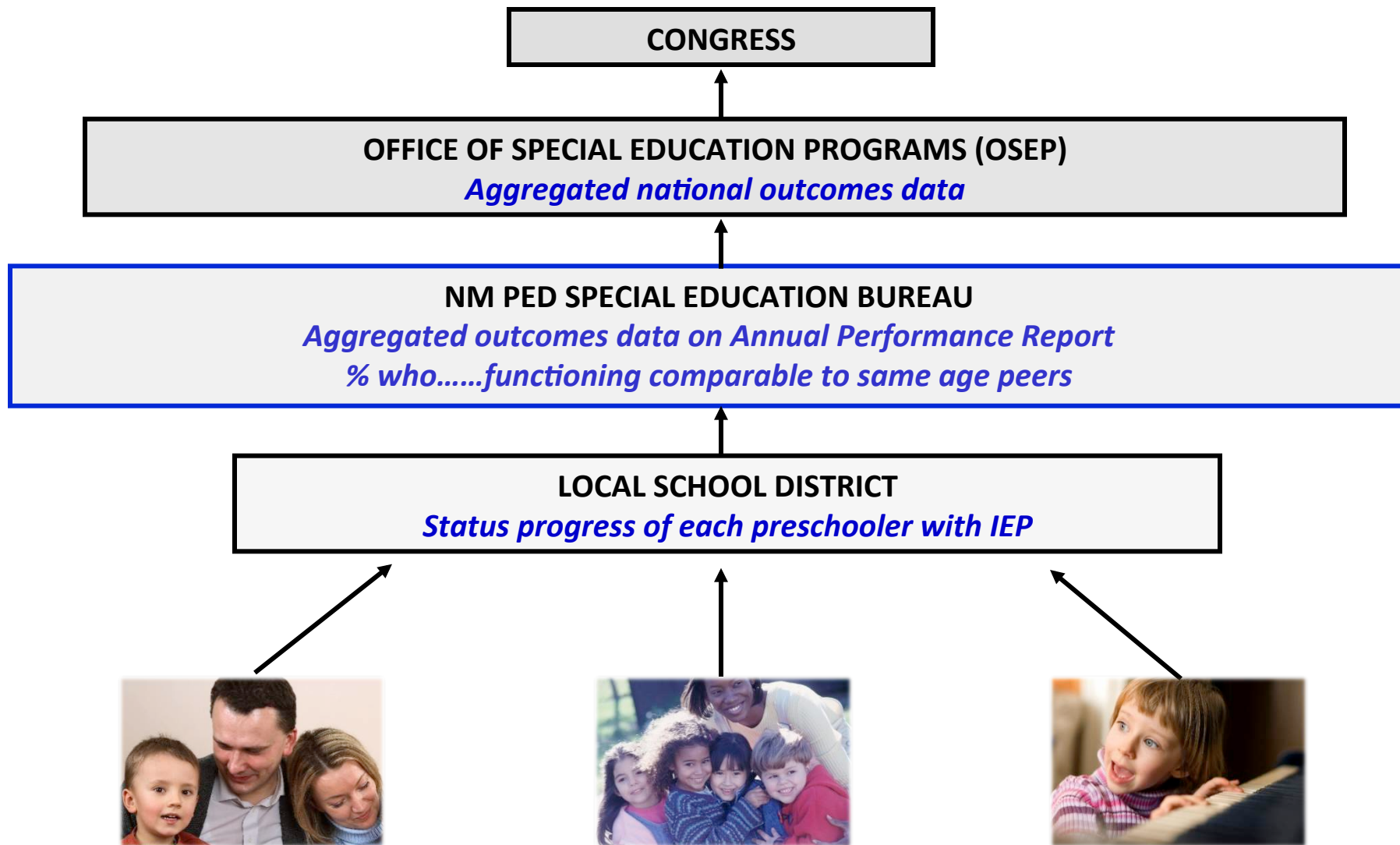
# Early Childhood Outcomes For Preschool Special Education (SPP Indicator 7)

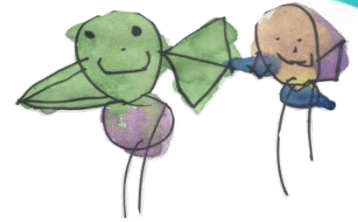


Developed by  
**The Preschool Network**  
UNM Center for Development &  
Disability

A young girl with curly brown hair, wearing a purple shirt, is shown in profile, focused on painting. She holds a paintbrush with a wooden handle and a silver ferrule. The canvas she is painting on is white and features several vertical strokes of purple and blue paint. In the background, another child with dark hair, wearing a black shirt, is also painting. The entire scene is set against a teal background that frames the top and bottom of the image.

We want to support high quality, holistic  
Early Childhood Outcome data.





## **NM SPP Indicator \*7**

**% of preschool children with IEPs who demonstrate improved....**

**A. Positive social emotional skills  
(including positive social relationships)**

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

**C. Use of appropriate behaviors to meet needs**

**To be active and successful  
participants now and in the future  
in a variety of settings**

**Children have positive  
social relationships**

Relationships  
with  
adults

Follows  
group rules

Relationships  
with  
peers

**Children acquire and use  
knowledge and skills**

Symbol use,  
abstract  
thinking

Applies  
knowledge

Knowledge  
of physical

**Children take appropriate  
action to meet needs**

Attending

Listening

Being curious

Persisting

Self-care,  
health and  
safety

Masters the  
environment

Practicing

Playing

Exploring

Touching

Engaging

**ECO**

**PROCESS COMPLETED  
FOR ALL PRESCHOOL  
CHILDREN RECEIVING  
ANY SPECIAL  
EDUCATION SERVICES**



NM Guidance Memo Dated October 14, 2008

Outcome data is considered in the context of how children are functioning **comparable to their same age peers.**



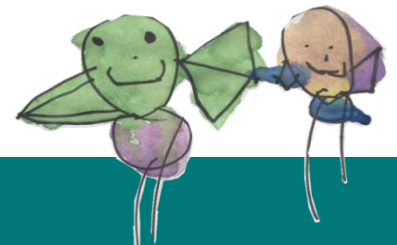
NM requires at least 3 different sources of data to be used in determining progress:

1. Family /guardian information.
2. Service provider/caregiver input
3. A state-approved assessment tool



# NM's approved assessment tools:

- Brigance Inventory of Early Development-III (IED-II)
- Teaching Strategies GOLD/Creative Curriculum for Preschool Children
- Work Sampling System (Preschool 3 and 4)
- NM Pre-K Observational Assessment Tools
- Petition state to use another tool



# CROSSWALKS

- show which sections of the assessment tools are related to each outcome
- are available for each tool



# Child Outcomes Summary Form (COSF)



ECO Draft

## CHILD OUTCOMES SUMMARY FORM

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_  
Mon Day Yr

### Child Information

Name: \_\_\_\_\_

Date of birth: \_\_\_\_/\_\_\_\_/\_\_\_\_  
Mon Day Yr

ID: \_\_\_\_\_

### Persons involved in deciding the summary ratings:

Name	Role

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

- ☐ Received in team meeting
- ☐ Collected separately
- ☐ Incorporated into assessment(s)
- ☐ Not included

# COSF COVER



## CHILD OUTCOMES SUMMARY FORM

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_  
Mon Day Yr

### Child Information

Name: \_\_\_\_\_

Date of birth: \_\_\_\_/\_\_\_\_/\_\_\_\_  
Mon Day Yr

ID: \_\_\_\_\_

### Persons involved in deciding the summary ratings:

Name	Role

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

- ☐ Received in team meeting
- ☐ Collected separately
- ☐ Incorporated into assessment(s)
- ☐ Not included

COSF question 1a, 2a, 3a:

To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome?

ENTRY AND PROGRESS



#### 1. POSITIVE SOCIAL-EMOTIONAL SKILLS (INCLUDING SOCIAL RELATIONSHIPS)

To answer the questions below, think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- Relating with adults
- Relating with other children
- Following rules related to groups or interacting with others (if older than 18 months)

1a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? (Circle one number)

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

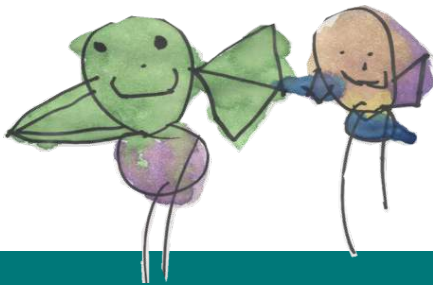
Supporting evidence for answer to Question 1a

Source of information	Date	Summary of Relevant Results

1b. (If Question 1a has been answered previously): Has the child shown any new skills or behaviors related to positive social-emotional skills (including positive social relationships) since the last outcomes summary? (Circle one number)

Yes	1 →	Describe progress:
No	2	

COSF question 1b, 2b, 3b:  
Has the child shown  
any new skills or  
behaviors related to  
[this outcome] since  
the last outcomes  
summary? (Yes-No)  
PROGRESS ONLY



# 1. POSITIVE SOCIAL-EMOTIONAL SKILLS (INCLUDING SOCIAL RELATIONSHIPS)

To answer the questions below, think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- Relating with adults
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Not Yet		Emerging		Somewhat		Completely
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Supporting evidence for answer to Question 1a

Source of information	Date	Summary of Relevant Results

1b. (If Question 1a has been answered previously): Has the child shown any new skills or behaviors related to positive social-emotional skills (including positive social relationships) since the last outcomes summary? (Circle one number)

Yes	1 →	Describe progress:
No	2	

## CHILD OUTCOMES SUMMARY FORM

Date:      /      /       
           Mon    Day    Yr

**Child Information**

Name: \_\_\_\_\_

Date of birth:      /      /       
                   Mon    Day    Yr

ID: \_\_\_\_\_

**Persons involved in deciding the summary ratings:**

Name	Role

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

☐ Received in team meeting  
☐ Collected separately  
☐ Incorporated into assessment(s)  
☐ Not included



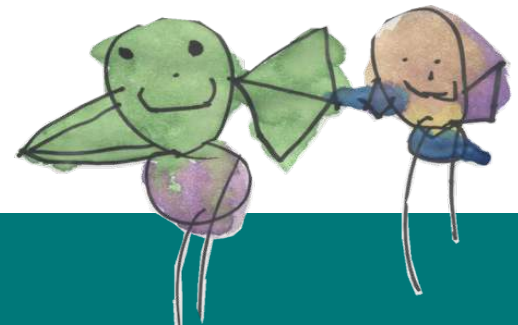
U.S. Office of Special Education Programs

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4

# Summary Ratings 1 – 7

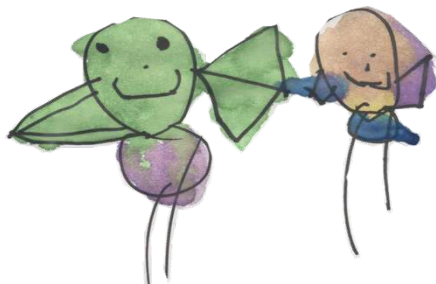
- Reduces rich information from assessment & observation into a rating compared with **typically developing children**
- Is a 7-point scale for summarizing information related to a child's progress on each of the 3 child outcome areas required by OSEP



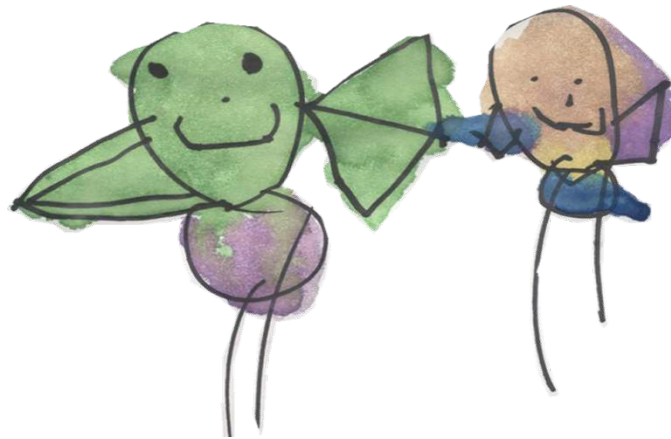
# Rating Definitions

Child Outcomes Summary Form (COSF) Definitions

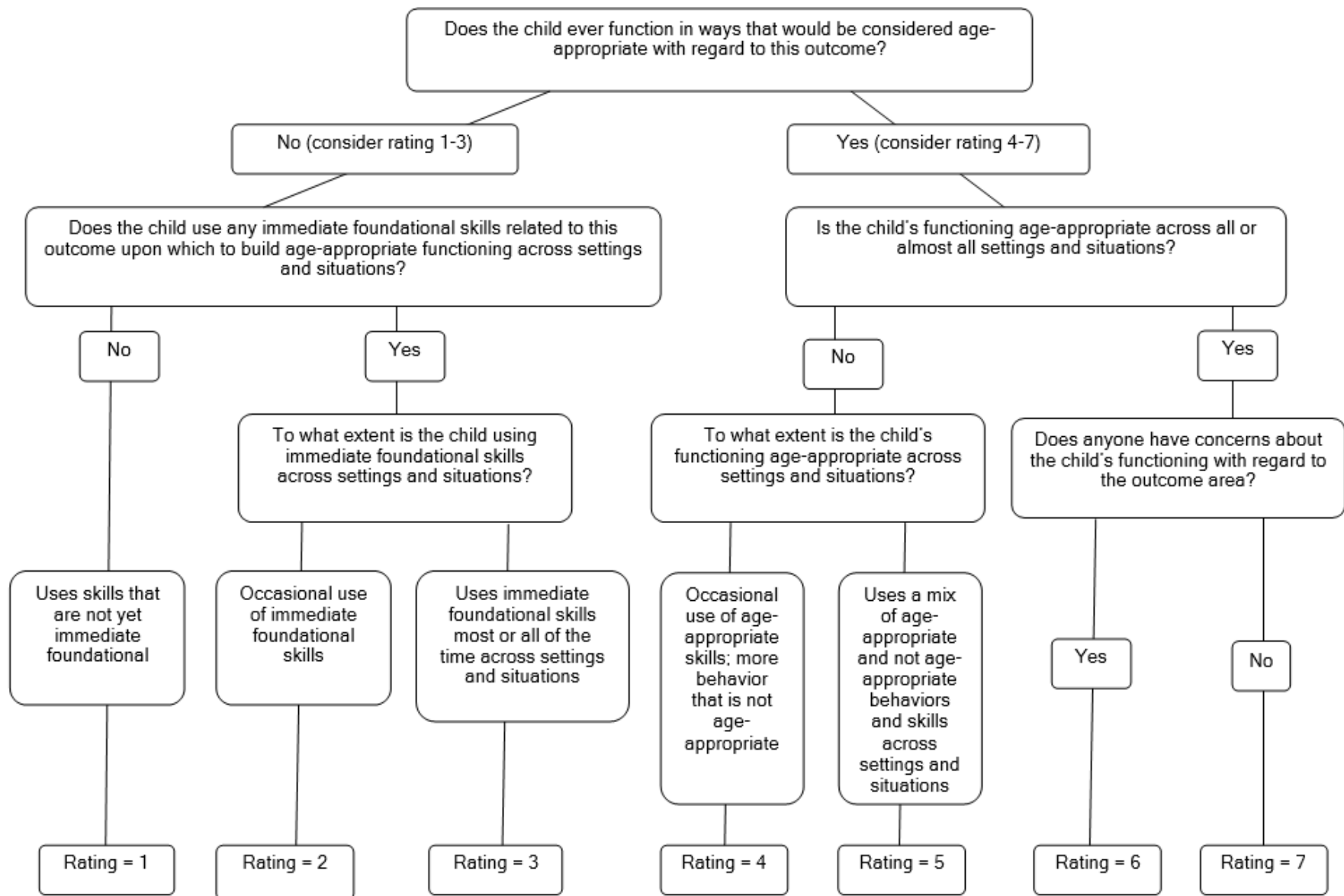
Overall Age-Appropriate	7	Completely	<ul style="list-style-type: none"> <li>Child shows functioning expected for his or her age in <u>all or almost all everyday situations</u> that are part of the child's life. Functioning is considered <u>appropriate</u> for his or her age.</li> <li>No one has any concerns about the child's functioning in this outcome area.</li> </ul>
	6	Between Somewhat & Completely	<ul style="list-style-type: none"> <li>Child's functioning generally is considered <u>appropriate</u> for his or her age but there are <u>some significant concerns</u> about the child's functioning in this outcome area. These concerns are substantial enough to suggest monitoring or possible additional support.</li> <li>Although age-appropriate, the child's functioning may border on not keeping pace with age expectations.</li> </ul>
Overall Not Age-Appropriate	5	Somewhat	<ul style="list-style-type: none"> <li>Child shows functioning expected for his or her age <u>some of the time and/or in some settings and situations</u>. Child's functioning is a mix of age-appropriate and not age-appropriate behaviors and skills.</li> <li>Child's functioning might be described as like that of a <u>slightly younger child</u>.</li> </ul>
	4	Between Nearly & Somewhat	<ul style="list-style-type: none"> <li>Child shows occasional age-appropriate functioning across settings and situations. More functioning is <u>not</u> age-appropriate than age appropriate.</li> </ul>
	3	Nearly	<ul style="list-style-type: none"> <li>Child does <u>not yet</u> show functioning expected of a child of his or her age in any situation.</li> <li>Child uses <u>immediate foundational skills</u>, most or all of the time, across settings and situations. Immediate foundational skills are the skills upon which to build age-appropriate functioning.</li> <li>Functioning might be described as like that of a <u>younger child</u>.</li> </ul>
	2	Between Not Yet & Nearly	<ul style="list-style-type: none"> <li>Child occasionally uses <u>immediate foundational skills</u> across settings and situations. More functioning reflects skills that are <u>not</u> immediate foundational than are immediate foundational.</li> </ul>
	1	Not Yet	<ul style="list-style-type: none"> <li>Child does <u>not yet</u> show functioning expected of a child his or her age in any situation.</li> <li>Child's functioning does <u>not yet include immediate foundational skills</u> upon which to build age-appropriate functioning.</li> <li>Child's functioning reflects skills that developmentally come before immediate foundational skills.</li> <li>Child's functioning might be described as like that of a <u>much younger child</u>.</li> </ul>



The team making decisions on the ratings must reach consensus on the rating for each of the 3 outcome areas.

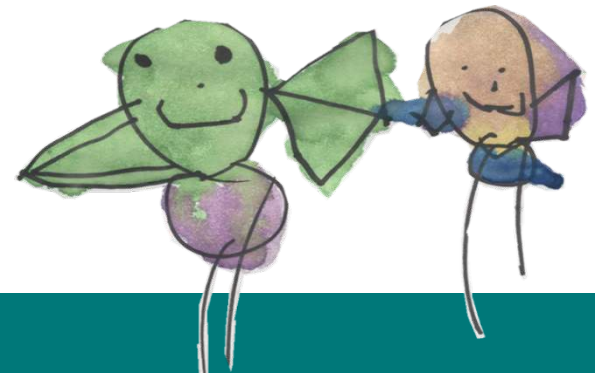


# Decision Tree for Summary Rating Discussions



# Assistive Technology and Accommodations

Ratings should reflect the child's level of functioning using whatever assistive technology or special accommodations are present in the child's day-to-day settings



# Calculator

<http://ectacenter.org/eco/pages/summary.asp#COSF>

Download calculator from the Early Childhood Technical Assistance Center website.

Multiple resources about using the calculator on the PSN website.



	A	B	C	D	E	F
1						
2	<b>COSF Calculator Contents</b>					
3						
4	<b>Worksheet Tab</b>	<b>Contents</b>				
5	<b>Data</b>					
6		Raw data (see section below for tips for working with raw data)				
7	<b>OSEP Category Totals</b>					
8		Number and percentage of children in each OSEP progress category for each outcome				
9		Summary statement percentages for each outcome				
10	<b>OSEP Category Charts</b>					
11		Charts showing the percentage of children in each OSEP progress category for each outcome				
12		Charts showing the summary statement percentages for each outcome				
13	<b>Outcome 1 Ratings</b>					
14		Table showing number and percentage of children with 1 - 7 COSF ratings at entry for outcome 1				
15		Table showing number and percentage of children with 1 - 7 COSF ratings at exit for outcome 1				
16		Chart showing COSF 1-7 rating distributions at entry and exit for outcome 1				
17		Chart showing COSF 1-7 rating distributions at entry for outcome 1				
18		Chart showing COSF 1-7 rating distributions at exit for outcome 1				
19	<b>Outcome 2 Ratings</b>					
20		Table showing number and percentage of children with 1 - 7 COSF ratings at entry for outcome 2				
21		Table showing number and percentage of children with 1 - 7 COSF ratings at exit for outcome 2				
22		Chart showing COSF 1-7 rating distributions at entry and exit for outcome 2				

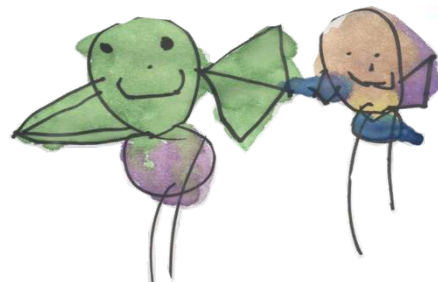
# Data Entry Page

### Child Outcomes Summary Form (COSF) data to OSEP Reporting Categories

### OSEP Categories Key

- a - Children who did not improve functioning
  - b - Children who improved functioning but not sufficient to move nearer to functioning comparable to same age peers
  - c - Children who improved functioning to a level nearer to same-aged peers but did not reach it
  - d - Children who improved functioning to reach a level comparable to same-aged peers
  - e - Children who maintained functioning at a level comparable to same-aged peers
- Progress?** - No determination of progress has been provided yet (**please fix**)
- Impossible** - The combination entered could not possibly occur. For example, a child cannot go from a 5 to a 7 and show no progress (**please fix**)

[illegible]

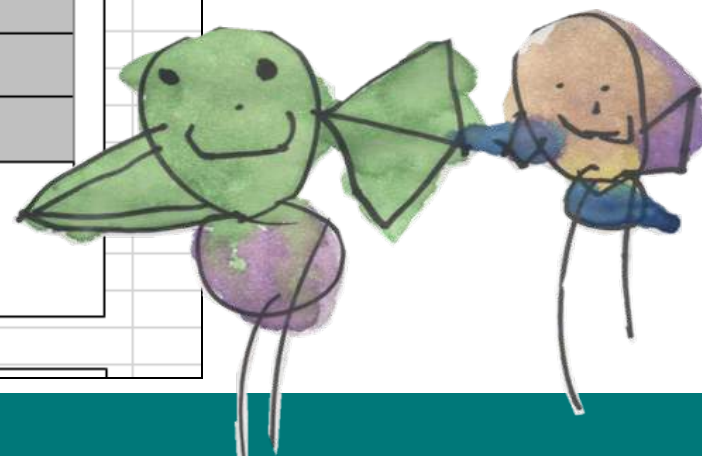
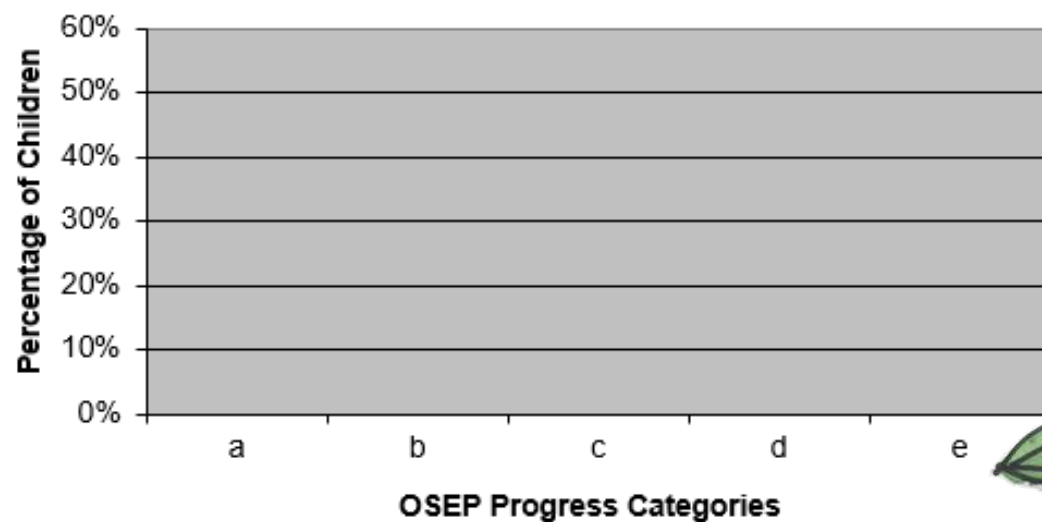


A	B	C	D	E	F	G
1						
2	<b>OSEP Progress Category Totals</b>					
3						
4	<i><b>Data shown exclude: children with service less than 6 months, those missing entry or exit dates, children with no information about child's progress at exit, and situations where entry and exit data generated impossible progress category combinations.</b></i>					
5						
6	<b>Outcome 1</b>		Number	Percentage		Progress
7	a: Children who did not improve functioning		0	0%		a
8	b: Children who improved functioning but not sufficient to move nearer to functioning comparable to same age peers		0	0%		b
9	c: Children who improved functioning to a level nearer to same-aged peers but did not reach it		0	0%		c
10	d: Children who improved functioning to reach a level comparable to same-aged peers		0	0%		d
11	e: Children who maintained functioning at a level comparable to same-aged peers		0	0%		e
12	Total		0	0%		
13						
14	<b>Outcome 2</b>		Number	Percentage		Progress
15	a: Children who did not improve functioning		0	0%		a
16	b: Children who improved functioning but not sufficient to move nearer to functioning comparable to same age peers		0	0%		b
17	c: Children who improved functioning to a level nearer to same-aged peers but did not reach it		0	0%		c
18	d: Children who improved functioning to reach a level comparable to same-aged peers		0	0%		d
19	e: Children who maintained functioning at a level comparable to same-aged peers		0	0%		e
20	Total		0	0%		
21						
22	<b>Outcome 3</b>		Number	Percentage		Progress
23	a: Children who did not improve functioning		0	0%		a
24	b: Children who improved functioning but not sufficient to move nearer to functioning comparable to same age peers		0	0%		b
25	c: Children who improved functioning to a level nearer to same-aged peers but did not reach it		0	0%		c
26	d: Children who improved functioning to reach a level comparable to same-aged peers		0	0%		d

## OSEP Progress Category Totals

***Data shown exclude: children with service less than 6 months, those missing entry or exit dates, children with no information about child's progress at exit, and situations where entry and exit data generated impossible progress category combinations.***

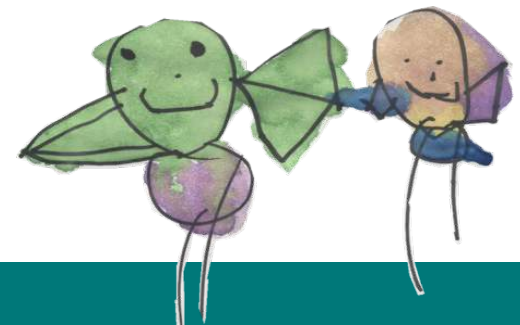
Outcome 1: OSEP Progress Categories





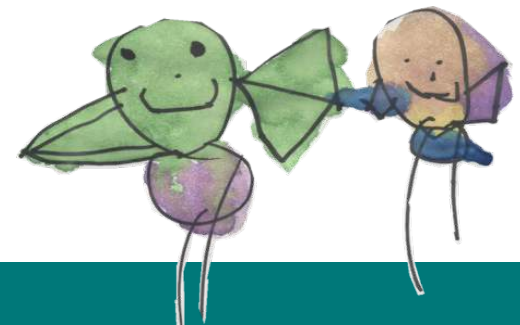
# Points to Remember:

- All preschool children with IEPs participate
- Data is considered in the context of how children are functioning **comparable to their same age peers.**



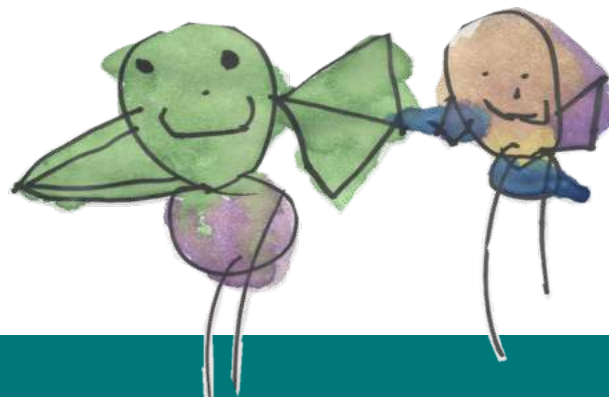
# Points to Remember:

- ECO data is collected on the COSF:
  - Within 30 calendar days of service (entry)
  - After 6 months of receiving services (progress)
- A new COSF is used each time



# Points to Remember:

- ECTA calculator converts ratings from numbers to letters for reporting purposes
- Data is reported to STARS



# Many uses for ECO data:

1. For accountability
  - Do children benefit as a result of special education supports & services?
2. To validate the good work we do!
3. To have information on child status & progress reporting, IEPs, etc. for parents.
4. To use for continuous improvement for our programs and staff.



## More Information

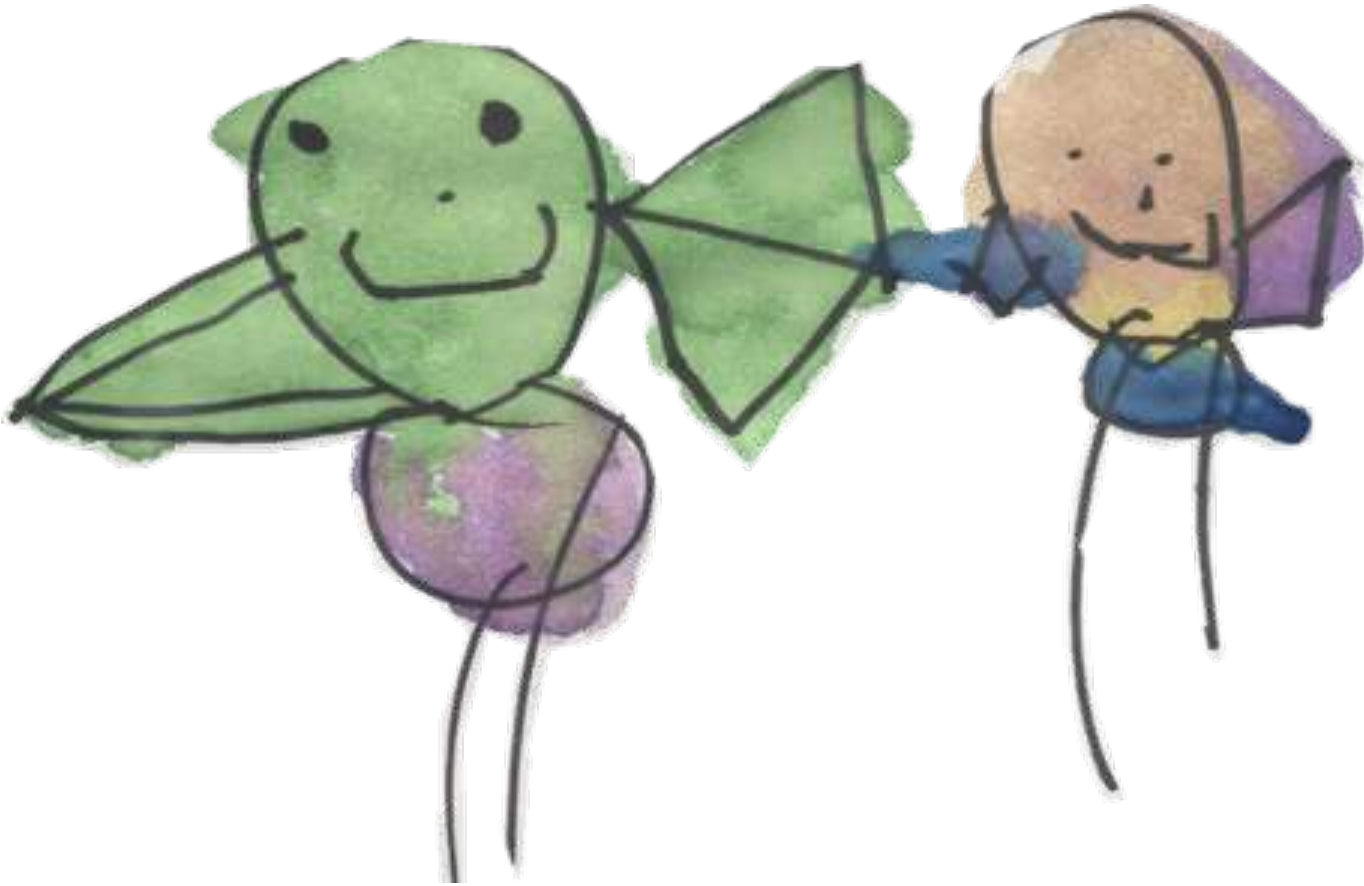
- For COSF process and resources, call Preschool Network:
  - 505-328-7843 – Cathie Koss, Training and Dev. Consult.
  - 505-272-8192 – Betty Lansdowne, Training and Dev. Consult.
  - 505-272-9924 - Kimberly Summers, Admin.
- For COSF data reporting call: PED/SEB: Education Administrator for your district
- For calculator support and resources: Early Childhood Technical Assistance Center: <http://ectacenter.org/eco/>

<http://www.cdd.unm.edu/ecIn/PSN/index.html>

The Preschool Network is a resource for  
Preschool Special Education Indicators:

Early Childhood Outcomes  
Preschool Transition  
Inclusion

*And for other Sp. Ed. preschool related support*



Do you have any questions?