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 Step by Step



State Approaches to Child Outcomes Measurement

- 66% of states use the Child Outcomes Summary Process
- 19% use one Publisher Online Tool
- 8% of states use a specific approach
- 7% are transitioning their approach

[ECTA Child Outcomes Webpage]



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



Policy making and accountability

State technical assistance improvement

Local program improvement activities

Supportive Policies

Continued Funding

Effective implementation supports for assessment

Fidelity of implementation of the assessment process

Valid assessment data about children's development and learning

Informed instructional decision making by teachers

High quality early care and education programs

Improved Outcomes

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

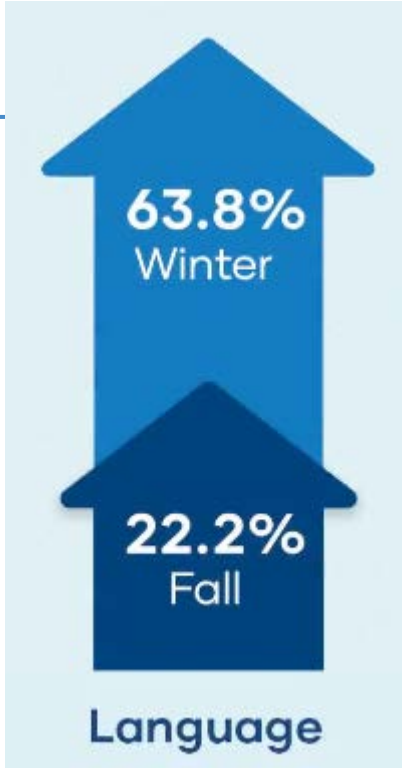


Is this an Outcome?

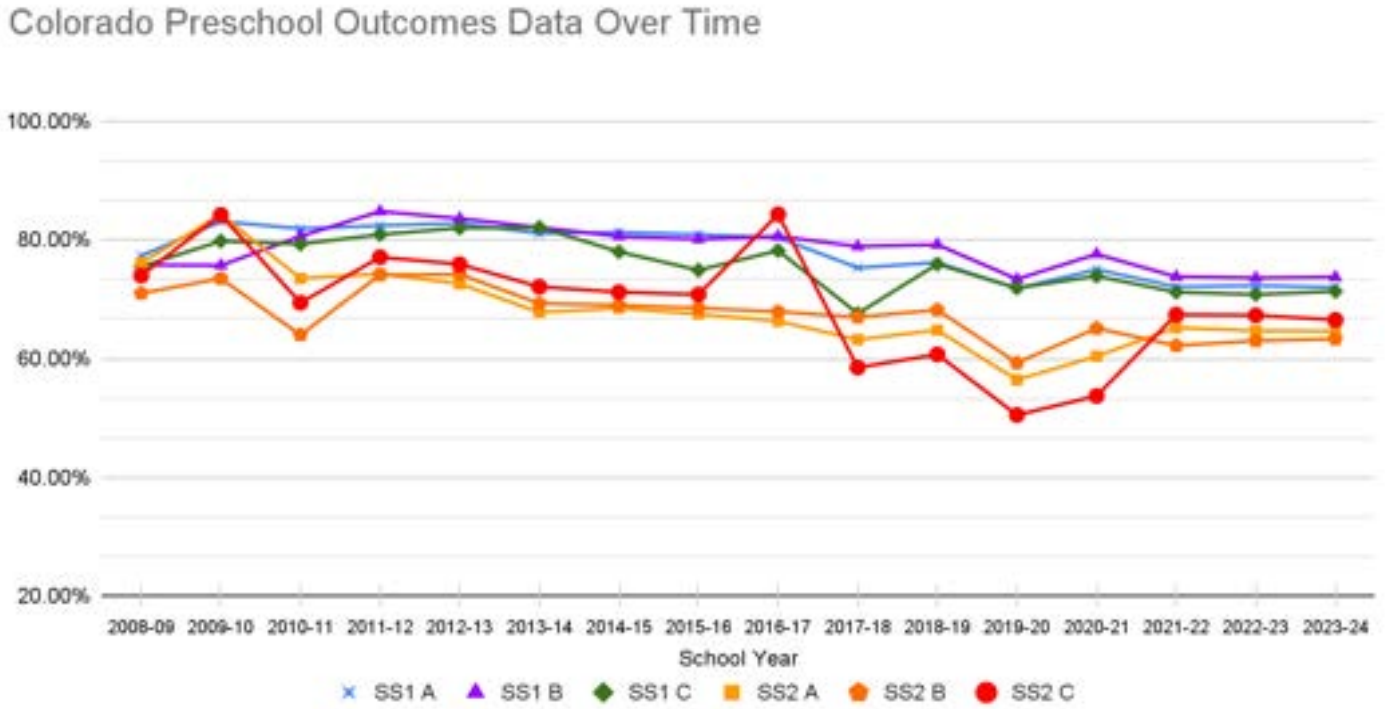


Outcome?

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



Colorado's Preschool Outcomes Data





How data moves from the online assessment to the OSEP Report

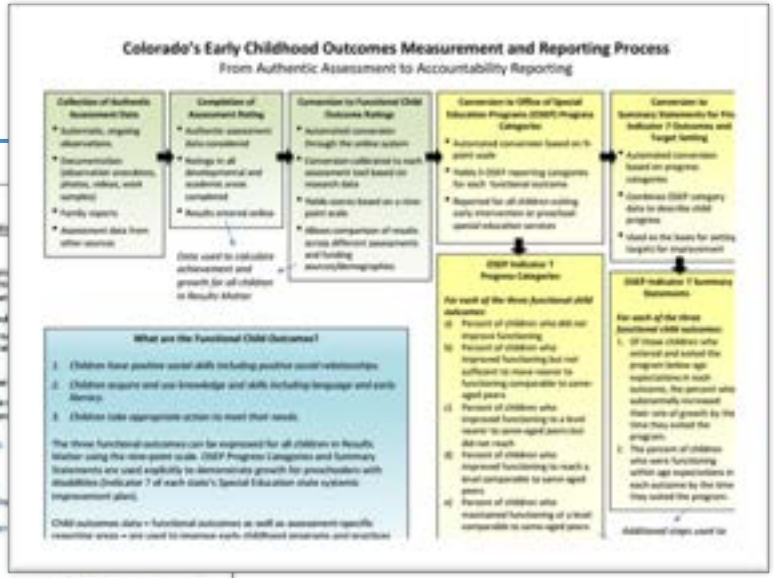


Handouts

Review the Handouts

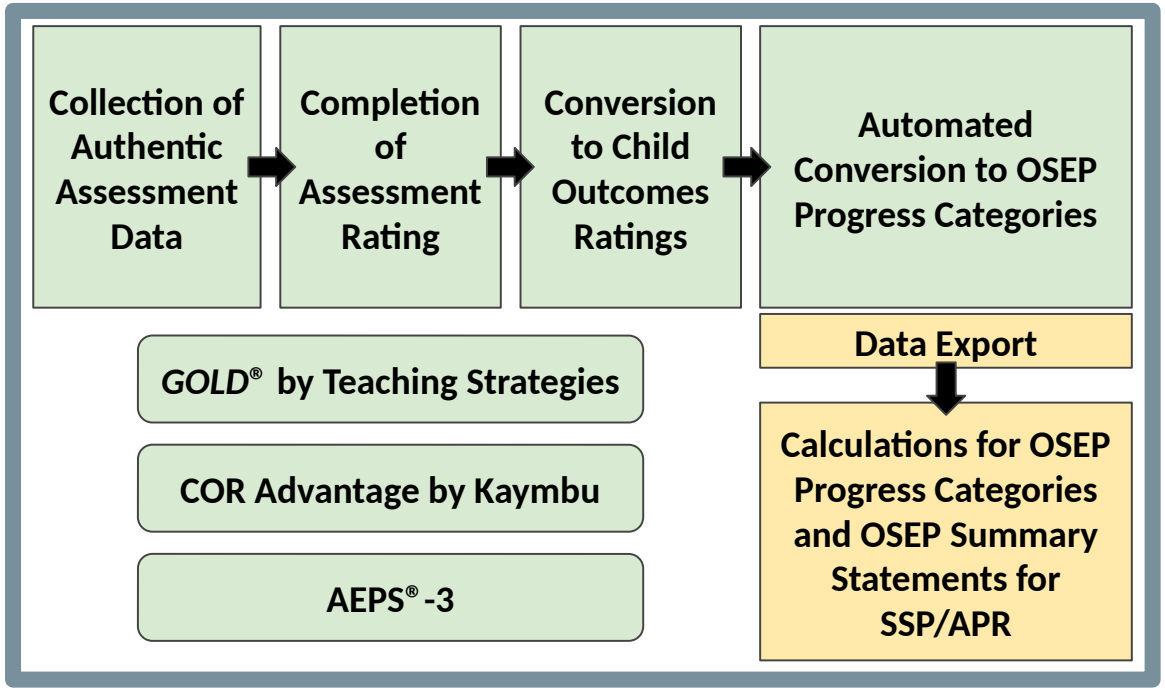
- Colorado's Child Outcomes Process
- Functional Outcomes
- In a Nutshell - Outcomes Summary Statements

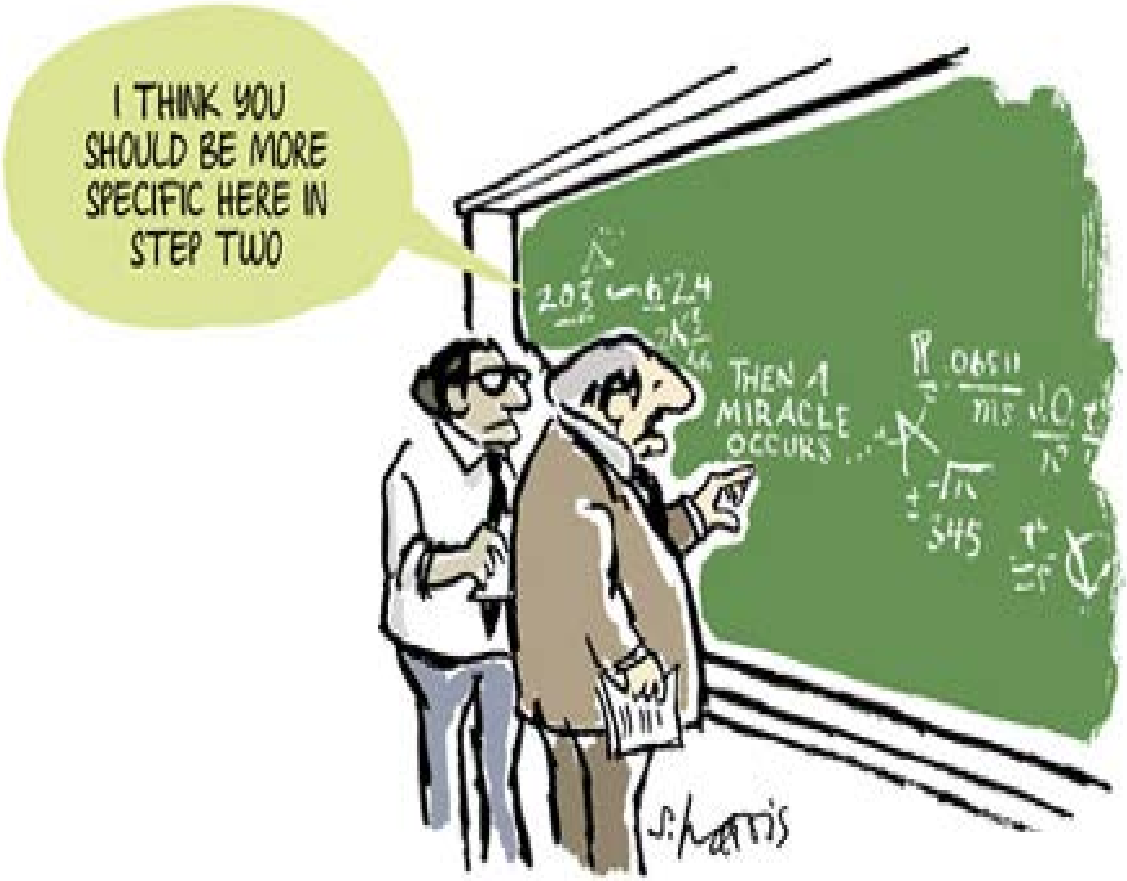




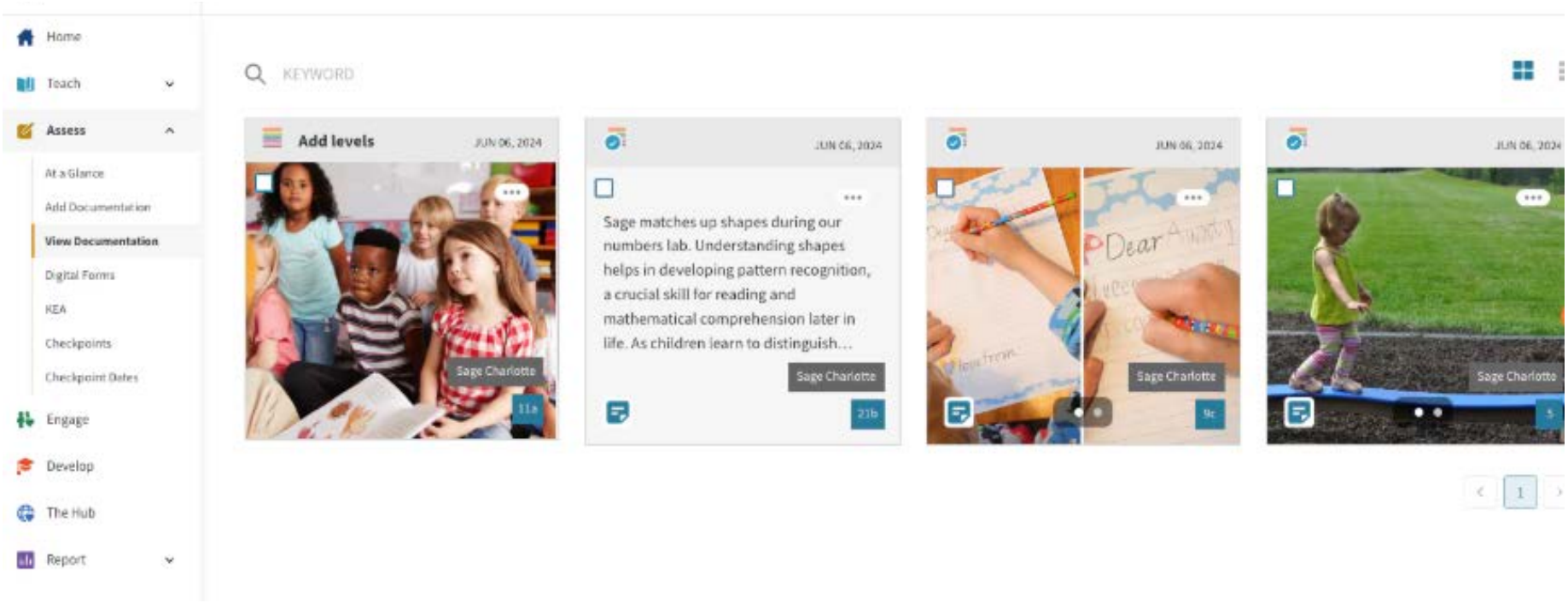
Implementation

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




I THINK YOU SHOULD BE MORE SPECIFIC HERE IN STEP TWO
THEN A MIRACLE OCCURS

Data From the Classroom



Checkpoint Completions



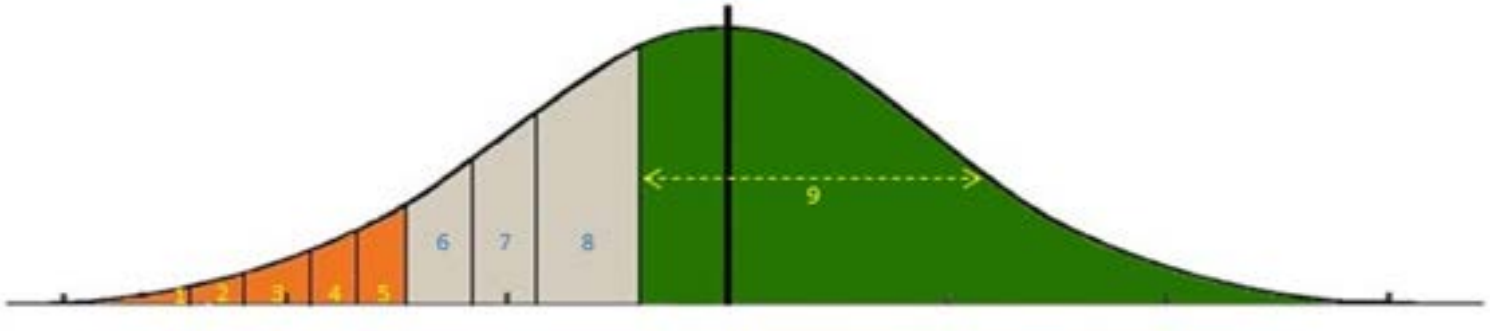
- Initial ratings are finalized as close to the IEP entry date as possible
- Complete data is needed during the entry checkpoint period

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.

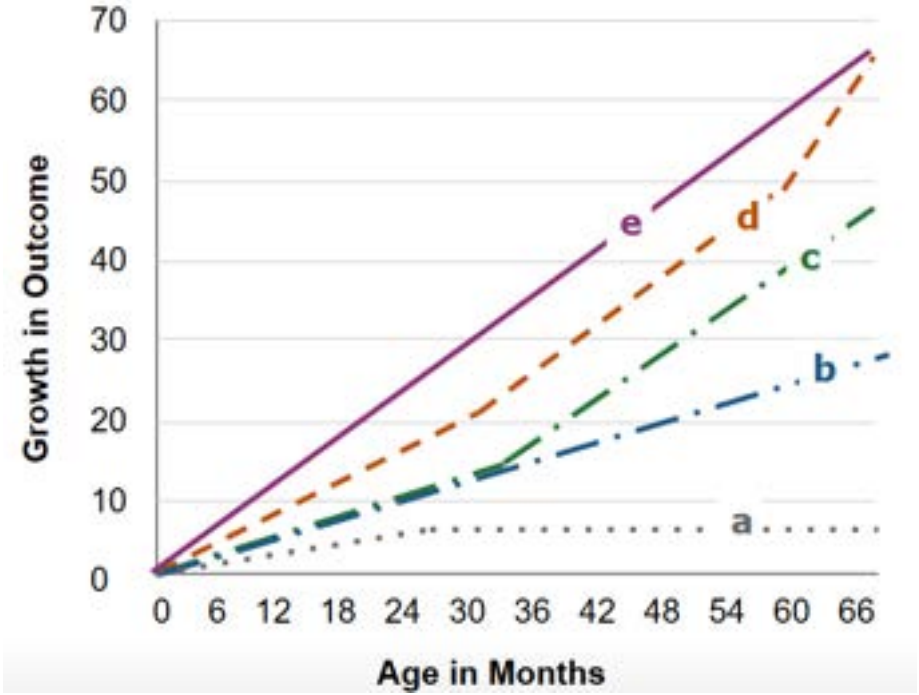


Delayed
Needs intervention in order to succeed.

At Risk
Challenges in learning and development likely.

On track
Success in learning and development likely.

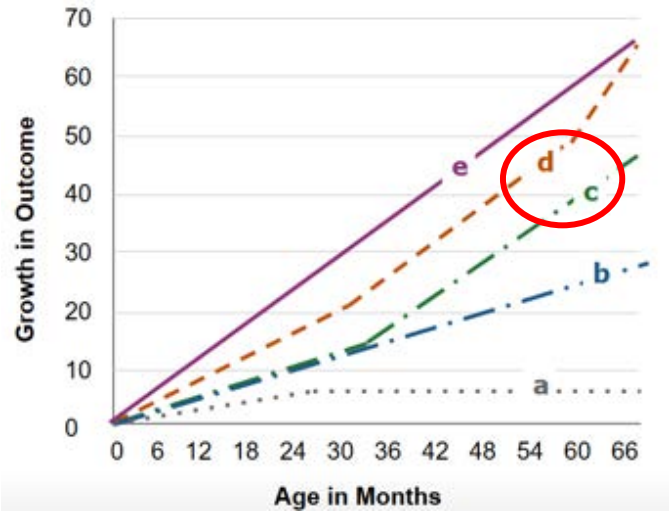
OSEP Progress Categories



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

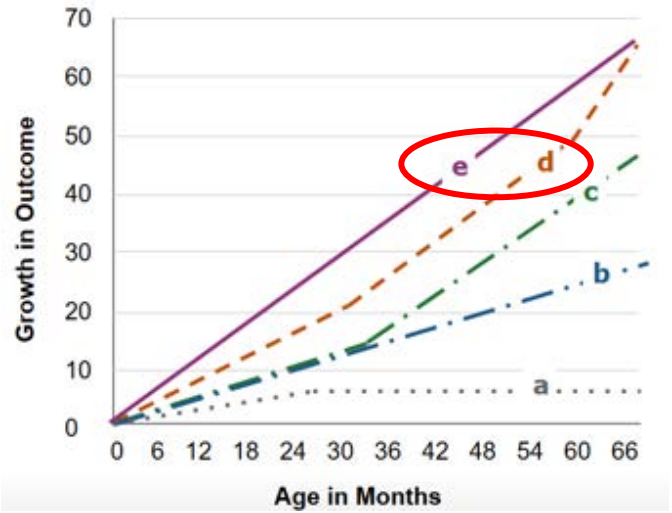
Of those preschool children who entered and exited the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. *Greater than expected* ***growth***.



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

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.

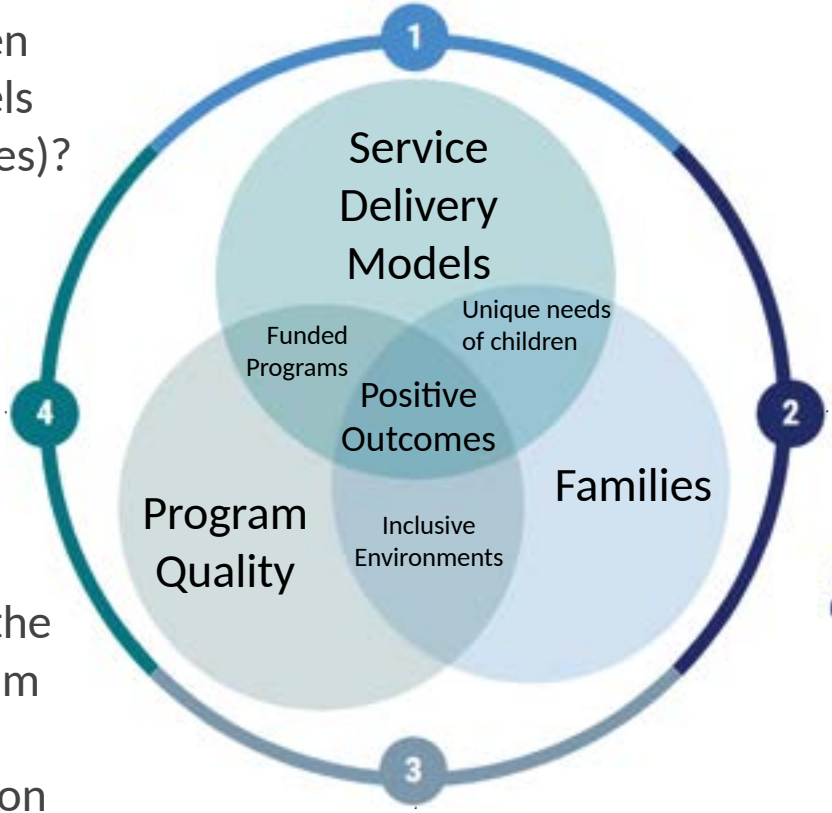


Critical Question

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

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

Critical Question

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

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

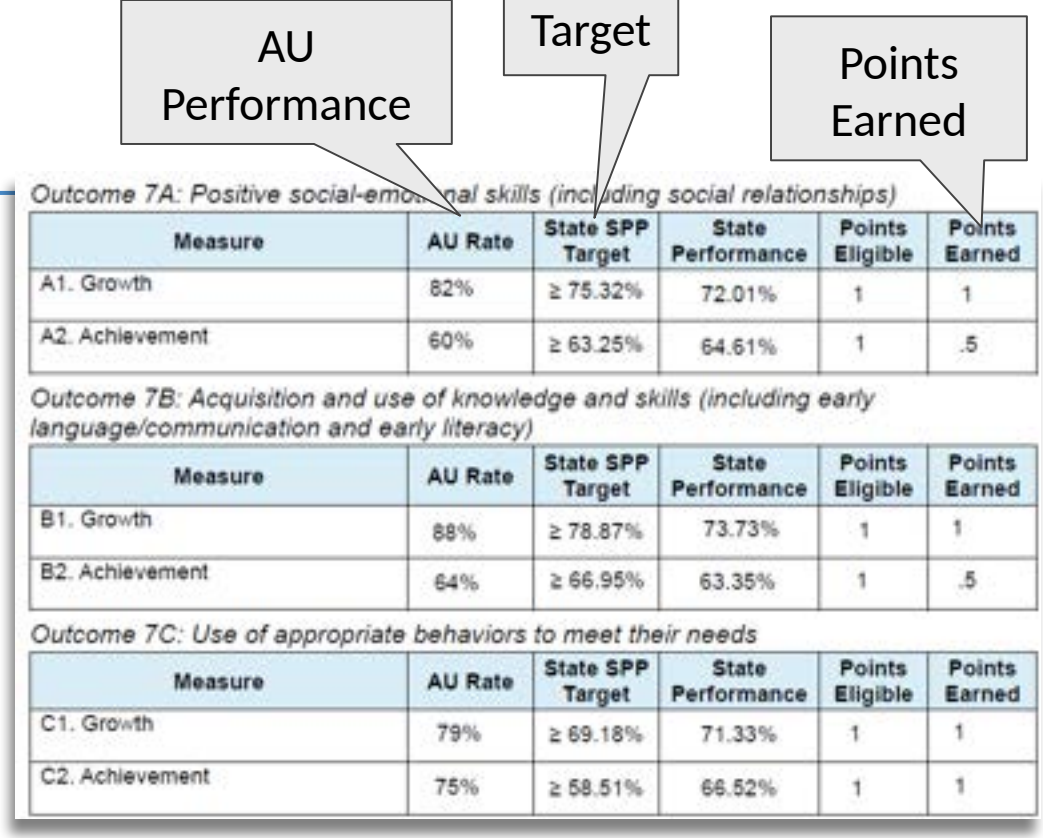
Preschool Outcomes are tied to child progress made between their entry and their exit from preschool special education services. The Indicator 7 data collection includes any child who:

- 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



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	68%	≥ 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 Educationwebpage.

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 the descriptive statistics and data quality in the Colorado Preschool Outcomes Data profile.

We will take a walkthrough the Data Studio in the next slide.

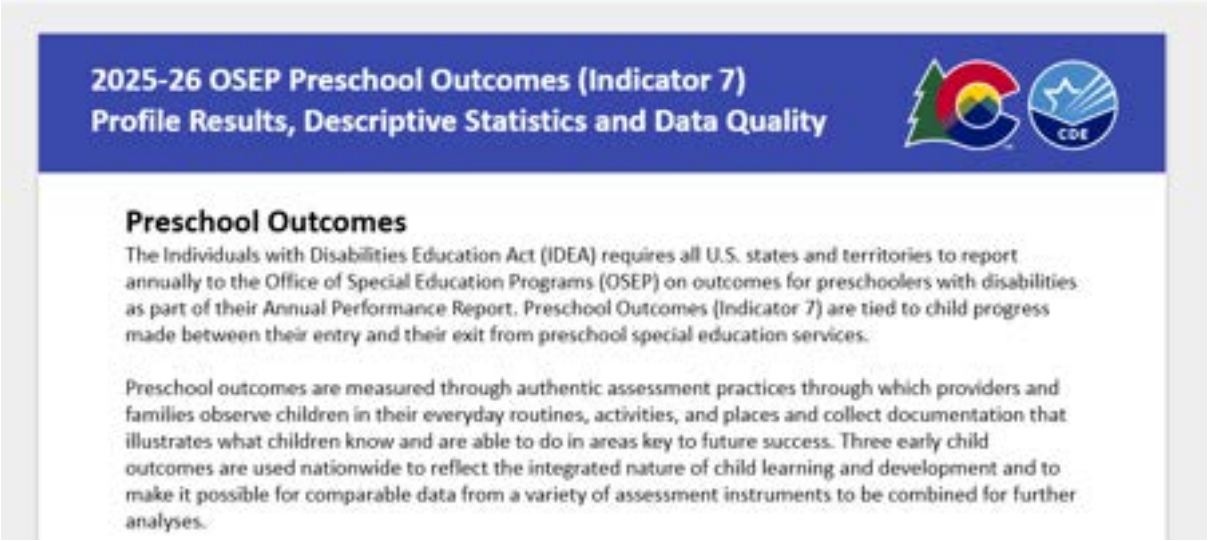
Here are previous year's profiles:

2023-24 Colorado Preschool Outcomes Data

2024-25 Colorado Preschool Outcomes Data

Walkthrough Data Studio

After the demo, the next slides will refer to trends and data quality.



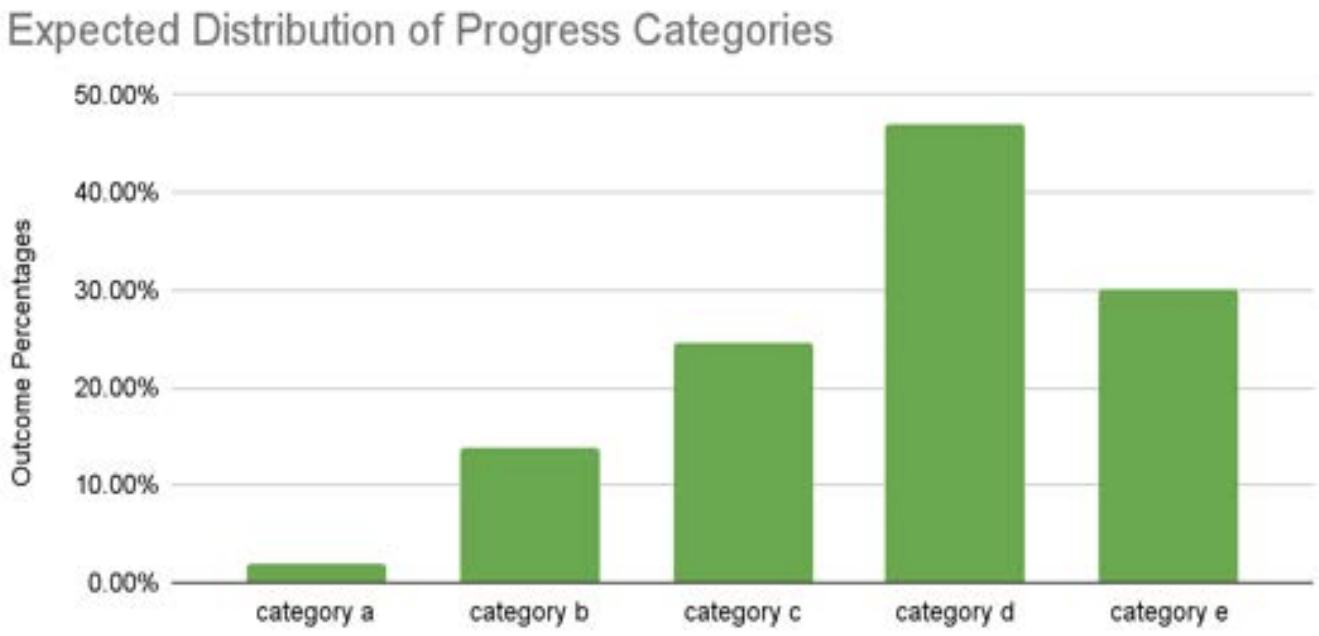
2025-26 OSEP Preschool Outcomes (Indicator 7)
Profile Results, Descriptive Statistics and Data Quality

Preschool Outcomes

The Individuals with Disabilities Education Act (IDEA) requires all U.S. states and territories to report annually to the Office of Special Education Programs (OSEP) on outcomes for preschoolers with disabilities as part of their Annual Performance Report. Preschool Outcomes (Indicator 7) are tied to child progress made between their entry and their exit from preschool special education services.

Preschool outcomes are measured through authentic assessment practices through which providers and families observe children in their everyday routines, activities, and places and collect documentation that illustrates what children know and are able to do in areas key to future success. Three early child outcomes are used nationwide to reflect the integrated nature of child learning and development and to make it possible for comparable data from a variety of assessment instruments to be combined for further analyses.

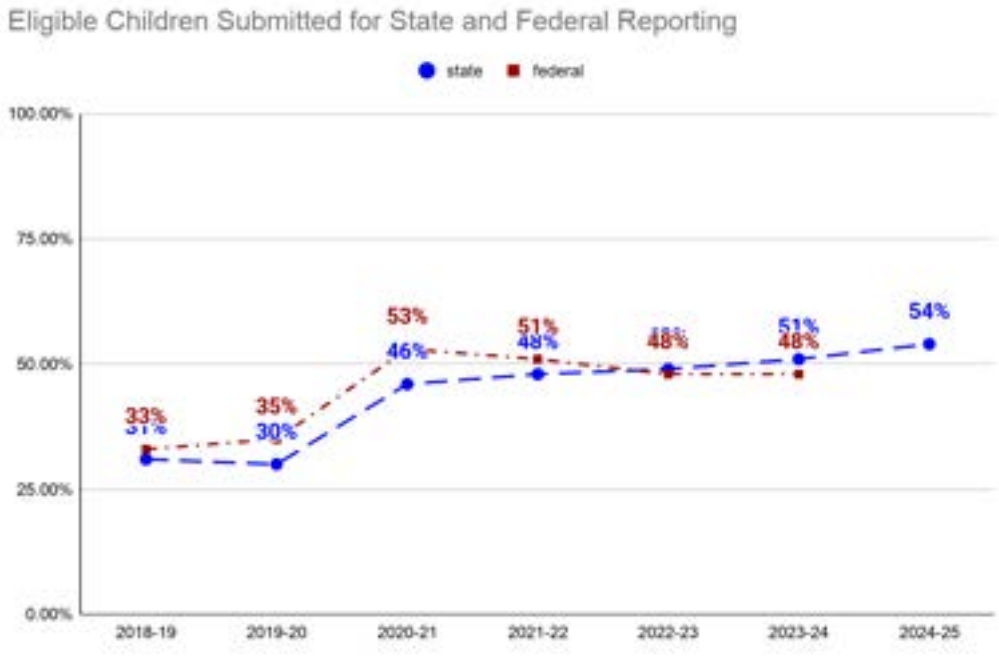
Progress Categories



Reporting N Size

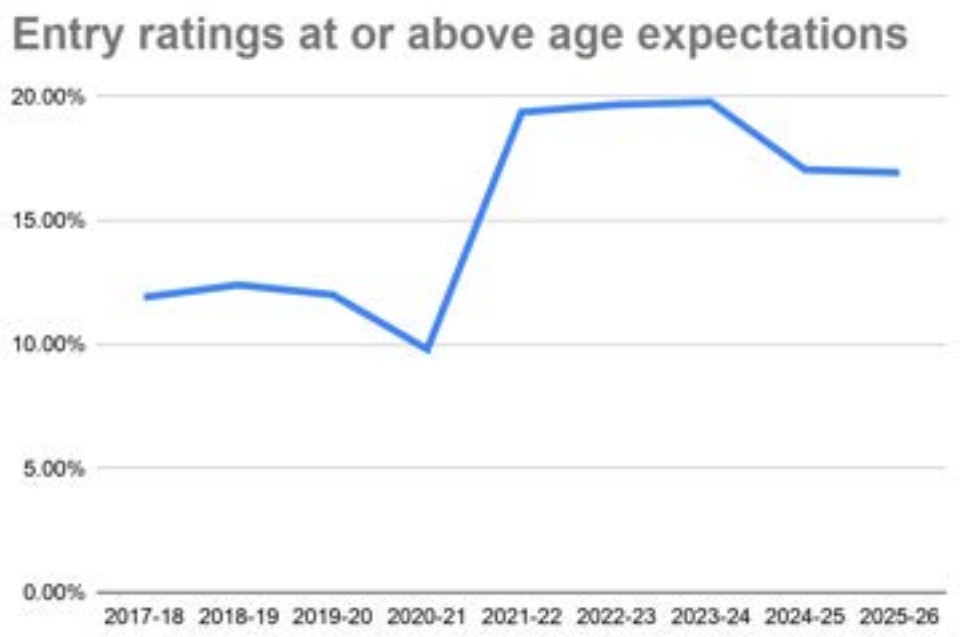
The average percentage of the 3-5 child count with outcomes data ranges between 21-55% across years nationally.

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



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.



Data Crosstab Analysis

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

							Exit Ratings / Student
Entry Ratings	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?

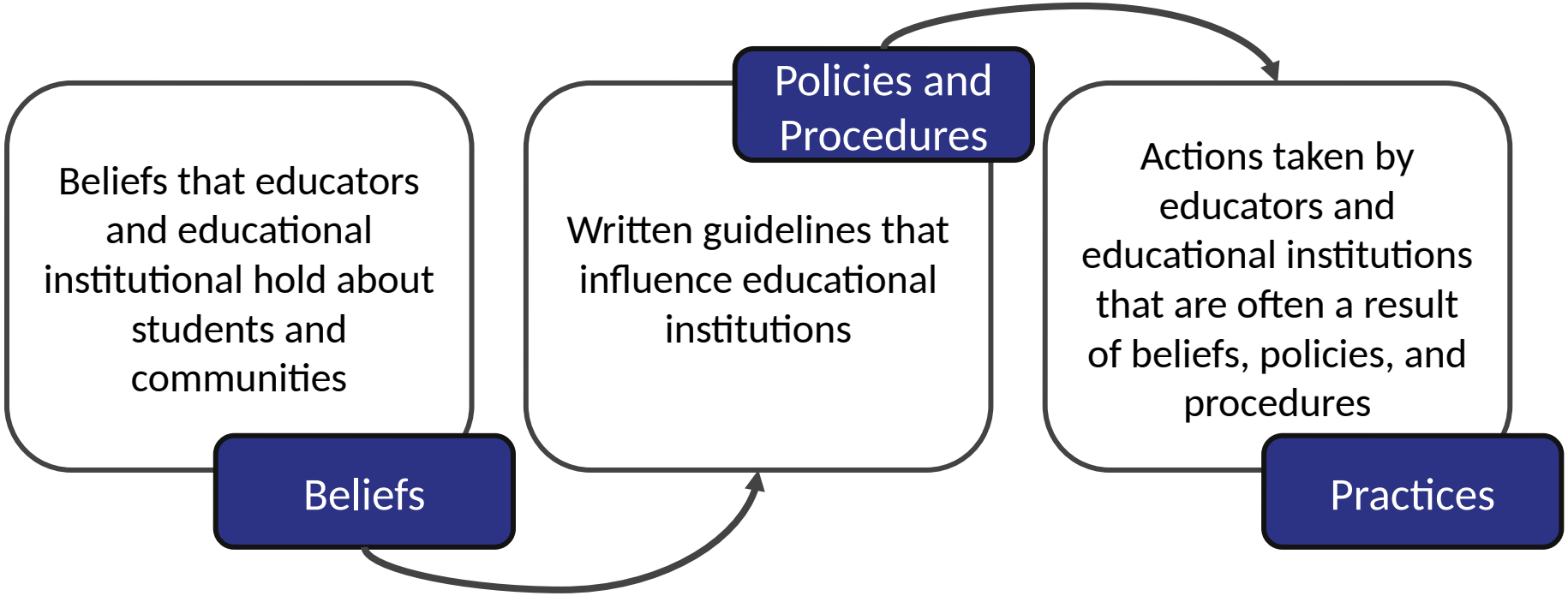
- Is data finalized as close to the IEP entry data as possible?
- How do preschool IEPs in your AU connect to the outcomes?
- How might your AU leverage authentic assessment data to inform instruction and intervention strategies at all levels?

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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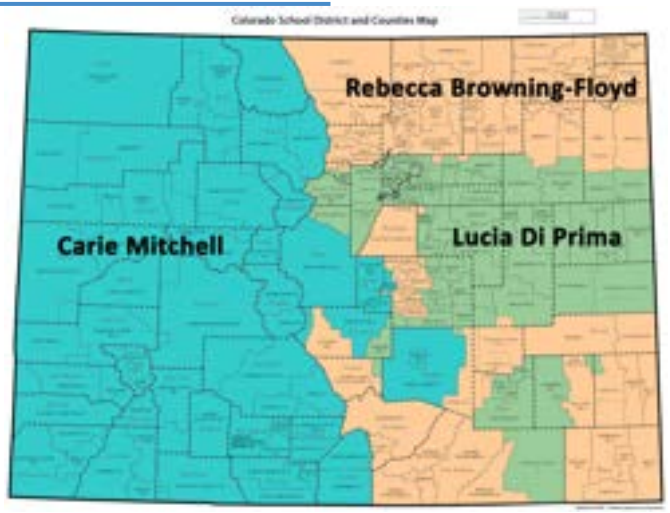
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RM Contact Us page