

NEVADA

Nevada Early Childhood Outcomes Guidance Manual



NEVADA DEPARTMENT OF EDUCATION
Office of Special Education

700 E. Fifth Street
Carson City, Nevada 89701-5096
(775) 687-9200
<http://www.doe.nv.gov>
or
9890 S. Maryland Parkway
Las Vegas, Nevada 89183
(702) 486-6458

TABLE OF CONTENTS

Purpose of Manual	4
Section 1 – Introduction	
Early Childhood Outcomes	6
Early Childhood Outcomes Guidance Manual Development Committee	7
Section 2 - Early Childhood Outcomes, Federal Requirements	
Definition of Child Outcomes	9
Three Early Childhood Outcomes	10
Section 3 - Early Childhood Outcomes Process	
Key Features of Child Outcomes Summary Process	14
Age Expected, Immediate Foundational and Foundational Skills	15
Children Included in the Child Outcomes System	17
Timelines for State and Regional Outcomes Measurement Activities	17
Early Childhood Outcomes	18
Child Outcomes Summary (COS) Process	21
Data Quality Checks	25
Section 4 - Teaming Process	
Individuals Responsible for Reporting Children’s Progress	28
Multidisciplinary Team	28
Family Members as Critical Team Members	29
Section 5 – Assessment Tools	
Nevada Approved Assessment Tools	31
Section 6 – Summarizing and Reporting COS Data	
Entering Early Childhood Assessment Data into NV SEARS	33
Entering Exit Scores into NV SEARS	40
Relationship of COS Ratings to OSEP Progress Categories	50

APPENDICES

A – Checking Outcome Data for Quality: Looking for Patterns	52
B – NV SEARS Early Childhood Outcome Data Collection	55
C – ECO COSF 101: What is a Functional Outcome?	56
D – NV Early Childhood Outcomes Brochures	59
E – Early Childhood Outcomes Reporting System	63
F – “Script” for Team Discussion of Outcomes Rating	65
G – How Foundational Skills Lead to Age-Expected Functioning	68
H – Summary Statements for Target Setting: Child Outcomes Indicators C3 and B7	69
I – NV Standards and OSEP Outcomes Crosswalk	70

The purpose of this manual is to provide information for Individualized Education Program (IEP) teams on the Childhood Outcomes Summary (COS) process. Your participation in the process is determined by your role in working with early childhood students receiving IEP services and is required for all students with an IEP including speech only students. This process includes, but is not limited to:

- Entry Assessment
- Calculation of an Entry Child Outcomes Score
- Entering the Entry COS into NV SEARS
- Ongoing formative assessment
- Exit Assessment
- Calculation of an Exit COS
- Entering the Exit COS into NV SEARS



INTRODUCTION

Section 1:



Early Childhood Outcomes

The federal government has established a set of outcomes for programs providing preschool special education and related services - including speech only - to children 3-5 with disabilities. States are **required** annually to collect assessment data and report this information to the Office of Special Education Programs (OSEP). OSEP has established three functionally-stated outcomes upon which states must report. The outcomes are measured according to the extent to which children are making or not making progress as a result of receiving early childhood special education and are measured against typical development. The outcomes are:

- **Children have positive social-emotional skills**
(including social relationships)
- **Children acquire knowledge and skills**
(including early language/communication and early literacy)
- **Children use appropriate behavior to meet their needs**

Curriculum and instruction is one important aspect to a quality Early Childhood education system. Assessment serves the purposes of monitoring the effectiveness of instruction, making sure developmental growth is being made, and ensuring that the outcomes targeted for instruction are being met. Assessment can and should be a positive component to any educational process. Linking assessment and instruction is a critical component to an effective system. Identifying specific outcomes and using assessment and instruction as a basis for determining effectiveness are essential to current educational practice. Bringing together these elements will further support effective instructional practices.

Audience

The Nevada Early Childhood Outcomes Guidance Manual is intended for professionals who are responsible for collecting and reporting child outcomes for preschool children with disabilities with IEPs served by Local Education Agencies (LEA) in Nevada.

Purpose

The purpose of the Nevada Early Childhood Outcomes Guidance Manual is to assist professionals in developing an understanding of:

- The federal and state requirements for collection of information on three specific child outcomes;
- the components of the Nevada's preschool program's outcomes measurement process;
- the three child outcomes and the purpose for measuring child outcomes;
- the importance of looking at a child's ability to function in the three outcome areas and how the outcome ratings will benefit the child and family;
- how to summarize a child's functioning on the three outcomes using the Child

- how to report the child outcomes data in Nevada Special Education Accountability and Reporting System (NV SEARS).

Early Childhood Outcomes Guidance Manual Development Committee

The Nevada Department of Education wishes to thank the committee members who contributed to the development of this manual. Each member of the committee dedicated time and effort in assuring the Nevada outcomes measurement process was a high quality and comprehensive process which enables young children to be active and successful participants during their early childhood years and in the future in a variety of settings. Special thanks the North Dakota Early Childhood Outcomes Committee for sharing their ND Early Childhood Outcomes Process Guide as an example for this manual, the resources provided through The Center for IDEA Early Childhood Data Systems (DaSy), and The Early Childhood Technical Assistance Center (ECTA).

Additional thanks to the Clark County School District Early Childhood Programs staff, Amanda Hearon, Casandra Iglitz, Heidi Tobler, D’Lene Walker, Lisa Bishop, and Pia Edwards for their work on developing the Early Childhood Outcomes Training Modules incorporating Teaching Strategies Gold™.

Will Jensen

State Director
Office of Special Education
Nevada Department of Education

Sherry Bingham

Section 619 Coordinator
Office of Special Education
Nevada Department of Education

Leslie Nelson

Early Childhood Project Facilitator
Clark County School District

Julie Kasper

Director, Early Childhood Programs
Clark County School District

Lynne Kahn

DaSy Early Childhood Consultant
Center for IDEA Early Childhood Data
Systems

Katrina Martin

Early Childhood TA Specialist
Center for Educational and Human
Services
SRI International

Early Childhood Outcomes

FEDERAL REQUIREMENTS

Section 2:



Why do we Measure Child Outcomes?

The Office of Special Education Programs, or OSEP, in the US Department of Education provides states with substantial funding for the provision of early intervention and preschool special education. In 2014, states received more than \$438 million for early intervention and \$350 million for preschool special education services from the federal IDEA funding. Congress requires that the Department of Education provide information on whether these funds are making a difference for young children with disabilities and their families.

To that end, OSEP supported a stakeholder process to identify what outcomes should be measured for preschool special education and what should be reported about those outcomes. After considering many alternatives, the stakeholders recommended that data be collected on three child outcomes. They also recommended that data be reported on five categories of progress that children make in these outcomes.

The requirement for data on child outcomes is part of a major shift in accountability for public programs. For many years, public programs, including preschool special education, reported data to funders and taxpayers on things like how many children received services or how many hours of service they received. These data are important, but they don't show whether programs are making a difference. For that, we need outcomes data.

The NDE, Office of Special Education and local education agencies that serve preschool children with disabilities are required to report data on Indicator 7 each year as a part of the APR. OSEP uses each state's data to determine how well the state's programs have helped young children and to determine whether or not local school district programs are making a positive difference for young children and their families.

An Outcome is Defined as an End Result

For preschool special education, an outcome would be how a child or family is doing at the beginning, during, and at the end of participation in a program. Because children continually acquire new skills, they experience a series of outcomes over time. An outcome is not the number or type of services children receive, but what children can do after receiving those services.

We can help grow young children with disabilities to be energetic and fruitful citizens now and in their future, not just at school, but at home with their families and in the community.

A critical theme emerged from the stakeholders' discussions about what outcomes preschool special education tries to achieve. The theme was an overarching and extremely important goal for preschool special education programs. "To enable young children to be active and successful participants during the early childhood years and in the future in a variety of settings - in their homes with their families, in child care, in preschool or school programs, and in the

community” ([The Early Childhood Outcomes Center](#), 2009). This goal encompasses a vision for what **all** families would want for their children. Achieving the three global outcomes is important because this enables young children with disabilities to be full participants, which is the ultimate measure of success for early intervention and preschool special education.

On the basis of the stakeholders’ input, OSEP required all state early intervention and preschool special education agencies to report data on three child outcomes. Indicator 7 of the State Performance Plan (SPP) focuses on the process to measure skills of preschool children with IEPs. Indicator 7 states: Percent of preschool children with IEPs 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; and
- C. Use of appropriate behaviors to meet their needs.

The Nevada Department of Education, Office of Special Education, and local education agencies (LEAs) that serve preschool children with disabilities are required to report data on Indicator 7 each year.

The Three Early Childhood Outcomes

Positive Social Relationships

The first outcome focuses on children having positive social relationships. This means having good relationships with adults and playing well with other children. It also includes being able to separate from an adult when dropped off at childcare, expressing emotions and feelings appropriately, following rules and expectations in different settings, and sharing and taking turns.

Acquire and use Knowledge and Skills

The second outcome is that children acquire and use knowledge and skills. This outcome involves many skills that provide the foundation for later success in school such as thinking, reasoning, remembering, problem solving, understanding symbols, and learning new words. This outcome includes understanding the concepts of more and less, and understanding the physical world, such as knowing that a ball will roll and ice will melt. The outcome also includes being able to repeat sounds, gestures, and words; expressive language and other communication skills; and, for older children early literacy and numeracy.

Take Appropriate Action to Meet Their Needs

The third outcome is that children take appropriate action to meet their needs. Over the early childhood years, children become increasingly independent. This outcome includes taking care of basic needs like hand washing and going to the bathroom, getting from place to place, using tools like a fork or a toothbrush, and knowing not to run into the street. It also includes using motor skills to get something the child wants such as pulling up a stool, using

words or gestures to request more crackers, and other appropriate ways to get what the child needs or wants.

The Three Outcomes are Functional

A critical characteristic of the three child outcomes is that they are functional. Functional outcomes refer to skills and behaviors that are meaningful to the child in the context of everyday living. Nonfunctional outcomes are discrete behaviors taken out of context. Some assessment measures look at skills in isolation rather than context, such as how many rings a child can place on a stacking toy. Observing the child doing this may provide valuable information for a skilled clinician, but it is not a functional, or meaningful, outcome for a young child. Similarly, compare a young child smiling to a child smiling back at her mom in interactive social play. Smiling in the context of social interaction represents a meaningful, functional outcome. Note the focus on the child's ability to engage in activities that are meaningful to the child's daily life. The three child outcomes reflect this emphasis on functioning, which is consistent with recommended practice for identifying individualized outcomes.

The Three Outcomes are Broad

They reflect how the child functions throughout the day at home and wherever the child spends time. The outcomes cross developmental domains to capture how children integrate the skills and behaviors needed to participate in everyday activities. For example, we may observe a child who uses three-word phrases to engage another child in play. This tells us how he integrates language with social functioning. Think about a child who can point to juice to indicate that she would like a drink. This tells us the child can point and shows that child can point to communicate.

Mapping assessment domains to each outcome never captures the full extent of the outcome, although there are aspects of some assessment domains that are more closely connected to a particular outcome than others. For example, communication skills are needed for each of the outcomes. Similarly, motor skills cut across all the outcomes. They enable children to build with blocks with friends, pour water at the water table, and walk across the room to get a toy.

It is also important to keep in mind that there are many different ways children demonstrate each outcome, and how a child demonstrates an outcome is different for children of different ages.

You might wonder how these three outcomes differ from the outcomes that appear on an IEP. The three outcomes can be described as global outcomes reflecting the benefits that *all* children served by a program are expected to experience as a result of participating in that program. Measuring progress on the three global outcomes does not change the need for or the importance of individualized outcomes. Helping children achieve the functional, individualized outcomes outlined in their IEPs enables them to make progress in the three

global outcomes and to achieve the ultimate goal of full participation. The child's individualized outcomes should support progress in the three global outcomes.

Why do we Gather Child Outcomes Data?

Although the federal government is the driving force behind the child outcomes data requirement, the data serve other important purposes as well. Local Education Agencies and the Nevada Department of Education need data on how children are doing to know how well programs are serving children and families and how to help programs improve. Families and other community members also need to know how programs are doing. We need to have the same information on all children in a program to form an overall picture of how all programs are doing. Thoughtful analyses of data on child outcomes are the key to making good decisions about how to improve services for children and families.

NEVADA EARLY CHILD OUTCOMES PROCESS

Section 3:



Introduction

The Nevada Department of Education, Office of Special Education utilizes the Child Outcomes Summary (COS) process to collect and report child outcomes data to the federal government. The COS process was developed to reflect the content of the three child outcomes and to provide a systematic method for teams to summarize information from multiple sources about a child's functioning.

There are no assessment instruments that measure the three child outcomes directly. Furthermore, recommended practice in early childhood assessment is to use multiple sources of information about a child. Summarizing multiple sources of information for statewide reporting is a challenge though. Also, different programs use different assessment instruments and processes. Sometimes, different tools are used within the same program. These reasons all speak to the need for an approach that allows data from different sources and assessment tools to be summarized into a common metric. The Child Outcomes Summary process was developed to meet this need. It allows programs to synthesize information about a child from multiple sources and across different assessment tools to produce data that can be summarized across programs in the state, and across states for a national picture. In other words, the Child Outcomes Summary process allows programs to take the apples and oranges provided from multiple sources and from different assessment tools and convert that information into a common metric.

The following is a brief description of the Nevada's child outcomes process. Additional information relating to this process is provided throughout the manual.

Key Features

There are four key features of a quality Child Outcomes Summary process.

First, the process produces a description of the child's functioning at a single point in time by synthesizing multiple sources of information. This includes multiple measures, including observation, interviews, and direct assessments from the list of approved assessments.

Second, this approach is a team process, involving professionals and family members contributing to decision-making.

Third, the process involves team members using the information gathered about a child to rate his or her functioning in each of the three outcome areas on a 7-point scale. Using the 7-point rating scale requires the team to compare the child's skills and behaviors with those expected for his or her age.

Lastly, the Child Outcomes Summary process is completed at two points in time - when the child enters the program and when the child exits the program. The comparison of exit to entry ratings provides information about the child's progress.

Describing Children's Functioning

For the purposes of the Child Outcomes Summary process, we use three terms to describe where a child's skills are with regard to age expectations: *age expected*, *immediate foundational*, and *foundational*.

- Age-expected skills are the skills and behaviors that are seen in children of a particular chronological age. For example, if a child is 24 months old, age-expected skills are what a 24-month-old would be expected to do. We would describe a 24-month-old with 24-month-old skills as showing age-expected skills (see appendix G).
- Immediate foundational skills and behaviors are those that come just before age-expected skills in development. If a child is not showing age-expected skills but is showing the skills that come immediately before the skills expected for the age, we would describe the child as showing "immediate foundational skills".
- Foundational skills occur much earlier in the developmental progression of skills. They are called *foundational* because they form the foundation for later skill development. Children who are not yet showing age-expected skills but are showing skills that come much earlier in development would be described as showing "foundational skills".

Understanding Age-Expectations within the Family's Culture

The team must recognize how a family's culture affects what is considered age-expected. We often work with families who come from cultures other than our own. Team members need to understand how cultural practices influence the age at which children develop certain skills. For example, some cultures don't expect the same level of independence in feeding, and parents may continue to assist their children with feeding into the preschool years. When teams see skills and behaviors that are below mainstream U.S. age expectations but are the result of cultural practices, like the example of independence, then they need to adjust age expectations for those skills for that child.

Key Steps

- 1) **Introduction to Parents:** When a child enters into early childhood special education services, discuss the NV child outcome process and how this information is used with parents and professionals. The NV Early Childhood Outcomes Project Brochure, located in the Appendix, provides general information that will assist in this discussion. Entry into Part B early childhood special education services could be when a child: 1) is newly identified as eligible for preschool services; 2) transitions from Part C to Part B; 3) enters a NV ECSE program from another state; or 4) withdrawals and then reenters the program.
- 2) **Administer Approved Tools:** As part of the process to gather information needed to

determine the child's outcome ratings, the team determines and administers the most appropriate Approved Assessment Tool. (See section on Approved Assessment Tools). The approved assessment tool will be one of the team's multiple data sources used to determine the child's outcomes ratings.

- 3) **Discuss 3 Areas:** The team should discuss the three child outcomes areas and identify the COS rating that most accurately represents the child's current skills and behaviors using information from multiple data sources including the family, professional observations, Early Learning Foundations, assessment scores and other valuable information from IEP Team Members.
- 4) **Complete Entry COS Form:** The team should engage in the COS process and complete the Child Outcomes Summary form by determining the appropriate ratings that characterize the child's skills and behaviors in each outcome area and provide evidence to support these ratings. Entry ratings must be determined no later than the first 30 calendar days after entrance to early childhood special education services. This is the first date of services, not the IEP date. If your district uses Teaching Strategies Gold™ for data collection and reporting purposes the COS will be automatically generated for you during the checkpoint finalization process. In this case there is no need to complete the Child Outcomes Summary Form or engage in the COS process in NV SEARS.
- 5) **Complete EXIT COS Form:** The NV child outcomes measurement process must be completed when a child exits preschool or at least one day before their 6th birthday, if they have been receiving services for at least 6 consecutive months. The exit COS form should be completed within 60 days before the child leaves early childhood preschool special education services. If your district is using Teaching Strategies Gold™ for data collection and reporting purposes the COS will be automatically generated for you during the checkpoint finalization process. In this case there is no need to complete the Child Outcomes Summary Form or engage in the COS process in NVSEARS.
- 6) **Enter Into NV SEARS:** The COS data should be entered into NV SEARS, either by the primary service provider (PSP) or the local data clerk. Each district has policy regarding COS data entry into NV SEARS. Teaching Strategies Gold™ for data collection and reporting purposes the COS will be automatically generated for you during the checkpoint finalization process. In this case there is no need to complete the Child Outcomes Summary Form or engage in the COS process in NVSEARS.
- 7) **Data Quality:** The Nevada Department of Education Office of Special Education will conduct regular reviews of the data to identify data quality issues. Local programs may be contacted if there are concerns about data submitted. LEAs should implement strategies for checking their own data quality (see appendix A) to ensure the highest quality data are submitted to the state.
- 8) **Data Use:** The state will report the statewide child outcomes data to the federal government through the Annual Performance Report (APR). The state will also report

LEA data to the public on an annual basis. The state and local programs are to use the child outcomes data, along with other program data, for program improvement.

Children Included in the Child Outcomes System

Children Three to Five with IEPs

All children that are 3-5 years old with an IEP and receiving special education and related services - including speech only - are included in this process.

The only children not included are those on a "Services Plan".

Children Receiving Six Months of Service

Children need to have received six consecutive months of service to be involved in the accountability process. There needs to be at least six months between the first assessment and the conclusion of the second assessment during the first year. Children who temporarily withdraw from services are included in the system if they return and continue services within 30 days of the date they withdrew.

Break in Service

The federal government has made a policy decision that children with more than a 30 day break in service need to be considered dropped from the program. Therefore, when this occurs and the child re-enrolls, the 30 day assessment process must be initiated again. Summer break does not constitute a break in service.

Policy Regarding Children who Transfer

Children may transfer from another district or from out of state. In each case, different rules apply. Please review the procedures outlined below.

Transfers within Nevada

- **Child Outcomes Summary form completed by the sending district**
Children are transferred within state via NV SEARS Student Transfer Manager. When the student exits preschool, new assessment information should be collected to calculate the exit score.
- **Child Outcomes Summary form not completed by the sending district**
When a new student enrolls in a district and it is not known if the child has previously

been in an early childhood preschool program, a district can search the system to see if the child has previously been entered into the system. If the child's information is found, it can then be transferred to the new district via NV SEARS Student Transfer Manager. If you receive a student who does not an entry COS score, a new COS form must be completed by the receiving district. The assessment should be completed within 30 calendar days beginning with the child's first day of services in the new school district.

- **Directions to Complete a Student Transfer** within NV SEARS can be found at: https://nvsears.doe.nv.gov/documents/f9385a31-08c6-4177-80d7-e751242c137d_NV%20SEARS_STM_4_6_10.pdf (see appendix B)

Transfers from Out of State

8. When a child transfers from out of state, a new assessment period needs to begin. Assessment information including documented observations, interviews and anecdotal notes should be requested from the sending school district that the child transferred from. Information that is current (within six months) can be incorporated into new assessment information. The assessment should be completed **within** 30 calendar days **from the** child's first day of services in the new school district.

Early Childhood Outcomes

The Early Childhood Outcomes (ECO) Center was funded by the Office of Special Education Program to develop an approach for collecting data on child and family outcomes for the Part C early intervention and Part B preschool programs of IDEA (Individuals with Disabilities Education Act). The child outcomes that all Part C and Section 619 programs are required to measure were developed through a year-long consensus-building process that involved input from and review by numerous stakeholders including federal, state, and local policy-makers and administrators, local providers, family members of children with disabilities, and researchers.

The ultimate goal of early intervention and early childhood special education support for children is to enable young children to be active and successful participants during their early childhood years and in the future in a variety of settings. The three early childhood outcomes that all programs are required to measure are: 1) Children have positive social-emotional skills; 2) Children acquire and use knowledge and skills; and 3) Children use appropriate behavior to meet their needs. These three outcomes were intentionally designed as functional outcomes.

The following excerpt from the ECO Center Paper *Family and Child Outcomes for Early Intervention and Early Childhood Special Education* provides a brief explanation of each child outcome area along with examples of the behavior or skills that are part of achieving the outcome. It is available online at:

http://www.fpg.unc.edu/~eco/assets/pdfs/ECO_Outcomes_4-13-05.pdf

Note: The bulleted items in each section below are intended to provide examples and not to be used as a checklist.

1. Children have positive social relationships

A caring, warm relationship between a parent and the child is the foundation for all subsequent development. From this foundation, the young child begins to develop a positive sense of self and can begin to build more relationships with other family members and those outside of the family such as peers. Making new friends and learning to get along with others is an important accomplishment of the early childhood years. Children develop a sense of who they are by having rich and rewarding experiences interacting with adults and peers. They also learn that different rules and norms apply to different everyday settings and that they need to behave accordingly. All children need support from adults in learning how to be successful participants in their social world but some children who face challenges in this area need additional or specialized support.

Children who achieve this outcome show a variety of behaviors related to making and maintaining positive social relationships in age-appropriate ways. For example, they:

- Demonstrate attachment with the significant caregivers in their lives.
- Initiate and maintain social interactions with a variety of adults and peers.
- Behave in a way that allows them to participate in a variety of settings and situations, for example, on the playground, at dinner, at the grocery store, in childcare, etc.
- Demonstrate trust in others. Build and maintain relationships with children and adults.
- Regulate their emotions.
- Understand and follow rules.
- Solve social problems.

2. Children acquire and use knowledge and skills

Over the early childhood period, children display tremendous changes in what they know and what they can do. Everyday life can present children with a wide variety of natural learning opportunities that serve to help children acquire progressively more advanced skills. Parents and other adults support children's acquisition of knowledge and skills by providing children with safe, nurturing and stimulating environments in which learning can flourish. Children with special needs can face a variety of challenges related to acquiring knowledge and skills and may need additional supports to realize their potential. The knowledge and skills acquired in the early childhood years, especially those related to communication, pre-literacy and pre-numeracy, provide the foundation for success in kindergarten and the early school years.

Children who achieve this outcome show a variety of behaviors related to acquiring and using knowledge and skills across a variety of everyday routines and activities. For example, they:

- Display curiosity and an eagerness for learning.
- Explore their environment.
- Explore and play with people and objects including toys, books and other materials.

- Engage in daily learning opportunities through manipulating toys and other objects in an appropriate manner.
- Use vocabulary either through spoken means, sign language, or through augmentative communication devices to communicate in an increasingly complex form.
- Learn new skills and use these skills in play, for example, by completing a puzzle or building a fort.
- Acquire and use the precursor skills that will allow them to begin to learn reading, mathematics, and other academic content in kindergarten.
- Show imagination and creativity in play.

3. Children take appropriate action to meet their needs

As children develop, they become increasingly more capable of acting on their world. Babies cry to communicate hunger whereas an older child can ask for something to eat. Children have a variety of needs – to eat, sleep, play, move, explore, and communicate to name but a few.

With the help of supportive adults, young children become able to address their needs in more sophisticated ways and with increasing independence over the course of the early childhood years. They integrate their developing skills, such as fine motor skills and increasingly complex communication skills, to achieve a goal that is of value to them, such as showing their artwork to an adult and describing what it is or pointing to a toy and asking for it. Children with disabilities may use specialized technology or may need assistance from adults to allow them to meet their needs.

Children who take appropriate action to meet their needs show a variety of behaviors related to this outcome. For example, they:

- Use gestures, sounds, words, signs or other means to communicate wants and needs.
- Meet their self-care needs (feeding, dressing, toileting, etc.). Their ability to meet self-care needs allows them to participate in everyday routines and activities.
- Use objects (for example, forks, sticks, pencils, crayons, clay, scissors, switches, other devices, etc.) as tools in appropriate ways.

Functional Outcomes

- Move from place to place to participate in everyday activities, play, and routines.
- Seek help when necessary to move from place to place.
- Seek help when necessary to assist with basic care or other needs.
- Follow rules related to health and safety.

The three early childhood outcomes previously described are functional outcomes. Functional outcomes refer to things that are meaningful to the child in the context of everyday living. Functional outcomes place an emphasis on “how” the child is able to carry out meaningful behaviors in a meaningful context.

Functional outcomes are not single behaviors or the sum of a series of discrete behaviors that a child learns. Functional outcomes refer to an integrated series of behaviors that allow the child to achieve the important everyday goals.

Functional outcomes refer to behaviors, often multiple behaviors that integrate skills across domains. Functional outcomes can also involve multiple domains. Skills are domain-based, separating a child’s development into discrete areas. An example of this would be gross motor skills, involving large muscle movement and fine motor skills, involving small muscle movement. Other discrete skills are found in the domains of expressive communication, receptive communication, social skills, cognitive skills, and interaction skills.

For example, a functional outcome for a 3-year-old child might be to “play interactively with other children for a period of 30 minutes.” Many discrete, domain-specific skills are required in order to accomplish this outcome.

For more information about functional outcomes and thinking functionally see appendix C.

Child Outcomes Summary (COS) Process

The Child Outcomes Summary (COS) process, developed by the Early Childhood Outcomes Center, includes a 7-point rating scale for describing children's functioning compared to age expectations in each of the three outcome areas required by OSEP. The COS process provides a way for teams to summarize the child's level of functioning using information from many sources including assessment measures, parent input, and provider reports.

The COS process provides NV with the data needed to meet the OSEP reporting requirement as well as looking at the child outcomes data in meaningful ways. Using the COS process does not require that programs collect *more* data about children’s progress; it is a mechanism to summarize assessment information for federal reporting as well as for accountability, program planning, and program improvement (see appendix I).

The key steps in measuring child outcomes:

- 1) **Introduction to Parents:** When a child enters into early childhood special education services, discuss the NV child outcome process and how this information is used with parents and professionals. The NV Early Childhood Outcomes Project Brochures (see appendix D) provides general information that will assist in this discussion. Entry into Part B early childhood special education services could be when a child: 1) is newly identified as eligible for preschool services; 2) transitions from Part C to Part B; 3) enters a NV ECSE program from another state; or 4) withdrawals and then reenters the program.
- 2) **Administer Approved Tools:** As part of the process to gather information needed to determine the child’s outcome ratings, the team determines and administers the most appropriate Approved Assessment Tool (see page 31). The approved assessment tool will be one of the team’s multiple data sources used to determine the child’s outcomes ratings.
- 3) **Discuss 3 Areas:** The team should discuss the three child outcomes areas and identify the COS rating that most accurately represents the child’s current skills and behaviors using information from multiple data sources including the family, professional

observations, Early Learning Foundations, assessment scores and other valuable information from IEP Team Members.

- 4) **Complete Entry COS Form:** The team should engage in the COS process and complete the Child Outcomes Summary form by determining the appropriate ratings that characterize the child's skills and behaviors in each outcome area and provide evidence to support these ratings. Entry ratings must be determined no later than the first 30 calendar days after entrance to early childhood special education services. This is the first date of services, not the IEP date.

*If your district is using Teaching Strategies Gold™ for data collection and reporting purposes the COS will be automatically generated for you during the checkpoint finalization process. In this case there is no need to complete the Child Outcomes Summary Form or engage in the COS process in NV SEARS.

- 5) **Complete EXIT COS Form:** The NV child outcomes measurement process must be completed when a child exits preschool or at least one day before their 6th birthday, if they have been receiving services for at least 6 consecutive months. The exit COS form should be completed within 60 days before the child leaves early childhood preschool special education services.

*If your district is using Teaching Strategies Gold™ for data collection and reporting purposes the COS will be automatically generated for you during the checkpoint finalization process. In this case there is no need to complete the Child Outcomes Summary Form or engage in the COS process in NV SEARS.

- 6) **Enter Into NV SEARS:** The COS data should be entered into NV SEARS, either by the primary service provider (PSP) or the local data clerk. Each district has policy regarding COS data entry into NV SEARS. Teaching Strategies Gold™ for data collection and reporting purposes the COS will be automatically generated for you during the checkpoint finalization process. In this case there is no need to complete the Child Outcomes Summary Form or engage in the COS process in NV.

Understanding the 7-Point Rating Scale

The 7-point scale is used to indicate a child's status on each of the three outcomes at a given point in time; entry and exit early childhood special education programs. The 7-point scale indicates how the child's current functioning compares to age-expected functioning for his or her chronological age.

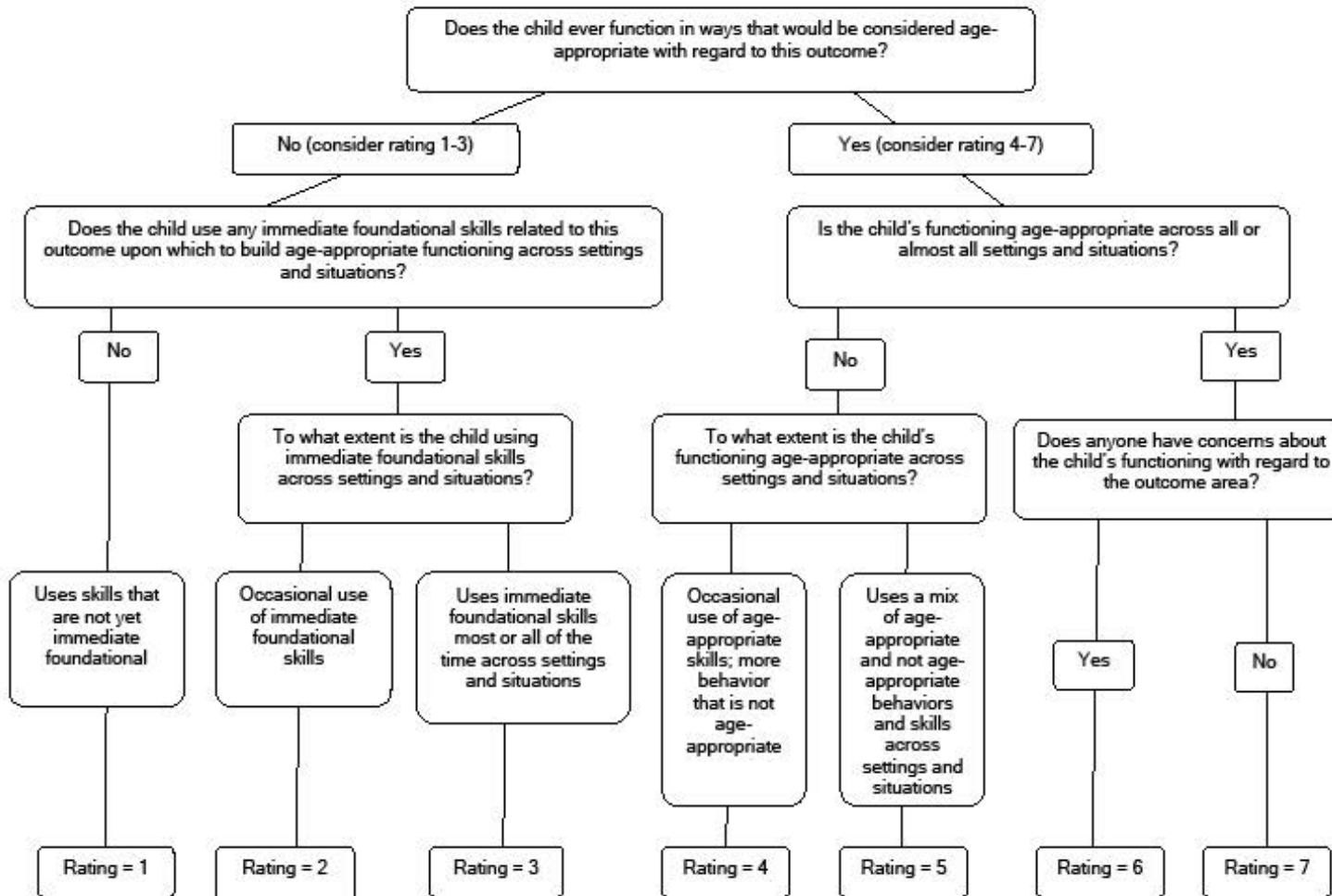
The 7-point scale's highest point represents age-expected functioning and lower points represent the degree of distance from age expectations (see appendix E).

1. A rating of 7 indicates that, in all or almost all everyday settings and situations, the child shows skills and behaviors that are expected for his or her age. A rating of a 7 also indicates that at this time, no one on the team has concerns about the child's development.
2. A rating of 6 also indicates that in all or almost all everyday settings and situations, the

child shows skills and behaviors that are expected for his or her age. However, a rating of 6 indicates that the team has significant concerns about the child's functioning in the outcome area. These concerns are substantial enough to suggest keeping an eye on the child's development to determine the need for additional support in the future.

3. A rating of 5 indicates that a child shows some functioning that is expected for his or her age in some settings and situations or some of the time. This means that at other times or in some settings, the child is showing some functioning that is not age-expected. This mix of age-expected and not age-expected functioning is the main differentiation between a rating of 5 and ratings of 6 or 7. Children who are rated a 5 have functioning that might be described as that of a slightly younger child because, developmentally, they present with some skills and behaviors that we would expect to see earlier in development.
4. A rating of 4 also indicates that there is a mix of age-expected and not age-expected skills, but in the case of a rating of 4, the child shows more functioning that is not age-expected. Children who receive a rating of 4 show only *occasional* age-expected functioning across settings and situations; they show mostly functioning that is not age-expected. The functioning that is not age-expected could be described as immediate foundational or foundational functioning, or both.
5. The key feature of a rating of 3 is the lack of any age-expected functioning in the outcome area. A rating of 3 means the child is showing immediate foundational skills almost all the time and across settings and situations and possibly some foundational skills, but no skills or behaviors that are age-expected in the outcome area. Children who are rated a 3 have functioning that might be described as that of a younger child when comparing their functioning with what is expected at their age because their skills and behaviors are those that we might see earlier in the developmental progression.
6. In a rating of 2, we see fewer immediate foundational skills compared with a 3. A rating of 2 indicates that a child only **occasionally** uses immediate foundational skills across settings and situations and primarily has more of the foundational skills we see earlier in development.
7. Finally, a rating of 1 means the child does not yet show any age-expected *or* immediate foundational functioning in the outcome area. A child with a rating of 1 is showing all skills at the foundational level of development. Children with a rating of 1 have functioning that might be described as that of a much younger child; when comparing their functioning with age expectations, their skills are at levels we'd expect to see much earlier in the developmental progression.

Decision Tree for Summary Rating Discussions



Entering Early Childhood Assessment Data Into NV SEARS

In Nevada, two different methods are used to enter the COS data into NV SEARS depending on the assessment that is used by the LEA.

- For districts using an online system such as Teaching Strategies Gold™ (TSG) the information is uploaded in large batches from TSG into NV SEARS by an appointed district designee. In this case there is no need to complete the Child Outcomes Summary Form or engage in the COS process in NV SEARS.
- If your district uses an assessment that is not an online format and does not automatically calculate the COS scores, you will be required to enter the data into NV SEARS and the scores will be calculated within NVSEARS.

Data Quality Checks

NV SEARS has some data quality checks built into the system. Even so, State administrators, LEAs, teachers, providers and others involved in the outcomes measurement process should be actively helping to ensure the highest quality of data. The ECO Center has developed some tools to assist professionals in checking on the quality of their data (see appendix A).

Quality Review of COS Team Discussion

To assure high quality team discussions, professionals can reflect on a recent COS team discussion and reflect on these quality questions:

- Did all team members participate in the discussion?
- Was the parent input considered in the rating? Give examples.
- Was the team able to document evidence to support the rating? Give examples.
- Did the team discuss multiple assessment sources? What were they?
- Did the team describe the child's functioning, rather than just test scores and isolated skills? Give examples.
- Did the team discuss the child's full range of functioning, including skills and behaviors that are age appropriate, immediate foundational, and leading to immediate foundational? Give examples.

See appendix F for "Script" for Team Discussion of Outcomes Rating.

Quality Assurance Checklist

The Quality Assurance Checklist (see appendix A) can be used by individuals or teams for self-assessment of their own work, by supervisors to review and support staff development, in training to increase learning about the COS process, by administrators for monitoring of overall data quality.

The **ECO Pattern Checking Table** is available as a resource to support LEAs with looking at their child outcomes data for predicted patterns as well as a variety of presentations that focus on looking at data as a strategy for ensuring data quality. Please contact Sherry Bingham (shalley@doe.nv.gov) for assistance in using this tool.

http://www.fpg.unc.edu/~eco/pages/quality_assurance.cfm

TEAMING PROCESS

Section 4:



Introduction

A Child Outcomes Summary team needs a complete picture of the child's functioning to decide on outcomes ratings. Different members of the team contribute different information to this picture. The speech therapist can describe how the child communicates with and understands others. The physical therapist notices how the child moves. Family members know what the child does in different settings and with different people. By sharing what they know about the child, each member of the team helps establish a complete picture of the child's functioning, which helps to ensure that the outcomes ratings accurately reflect what the child can and cannot do.

Individuals Responsible for Reporting Children's Progress

Nevada school district teachers and therapists who work with three to five year old children receiving early childhood special education services are responsible for collecting and reporting child outcomes data.

COS as a Multidisciplinary Team Process

Teachers and therapists are encouraged to collaborate with families, special education professionals and other early childhood professionals in the COS process. All members of the team working or interacting with the child should have the opportunity to share information about the functional skills and behaviors of the child in the three outcome areas across settings and situations.

Teams can include but are NOT LIMITED to:

- Part C Early Intervention staff (especially at transition to inform the 'entry' COS ratings)
- Child Care providers (if child is in a program)
- Head Start teachers or preschool teachers
- Psychologists
- Therapists including Occupational, Physical, Speech or Language Pathologist, or other related service providers
- Classroom aides and paraprofessionals
- Family Members, including foster families as appropriate

Children who are enrolled in childcare centers have caregivers or teachers that should be part of the child's Multidisciplinary Team for the Child Outcomes System.

Many early care and education sites including Head Start and Early Head Start Programs are using criterion referenced assessment tools, such as the Teaching Strategies GOLD, to document and report children's ongoing progress. It is recommended best practice for special education teachers and therapists to collaborate with childcare center staff to collect and compare information on the child's present levels of performance in a variety of settings.

Family Members as Critical Team Members

Family members are critical members of their child's IEP team, and play a critical role in the COS rating process. Parents are keen observers of their child's behavior and have the greatest investment in their progress. Parents and other family caregivers have unique insights about their child's capabilities across settings and daily routines, and therefore provide important information that will inform the child's overall assessment and the COS ratings (See page 24). Involving the family in determining the rating on the child outcome summary form will increase the accuracy of the data because of the variety and array of information parents have about their children. However, keep in mind that although the parent knows the child, he/she should not be expected to be an expert on child development.

To assist parents and other interested individuals in developing a basic understanding of the early childhood outcomes process, a brochure has been developed to share with families (available in the Appendix). It is recommended that the brochure be shared with parents and family members prior to the 'entry' COS discussion in order to help the family better understand and participate in the process. This brochure addresses the following questions:

- What are Early Childhood Outcomes?
- How will the outcome data be gathered?
- When the information about my child is compiled, will our names be included?
- Who needs this information?
- How will this information be used?

Parent input relating to their child's functioning can be gathered in the three child outcome areas in a variety of ways. The ECO Center has developed documents that will assist in gathering information from families to determine the extent to which their child is functioning according to expectations for his or her age. These documents include:

- *"Script" for Team Discussion of Outcomes Rating* (appendix F)
- *Nevada Early Childhood Outcomes: What Families Should Know* (appendix D)

ASSESSMENT TOOLS

Section 5:



Assessment Tools

Multiple sources of information that measure the child's progress are required when completing the COS process. Recommended sources include but are not limited to observations, interviews with the child's family or caregiver, work samples, other assessment tools, IEP progress notes and checklists. At least one of the formal assessment tools, from the list below, must be used as a data source in the COS process at both entry and exit or any time the COS process is completed.

Nevada Approved Assessment Tools

The following assessments are criterion-referenced, performance/observation based assessment measures identified as approved assessment tools for use in the COS process:

NOTE: A screening only version of these assessments may **NOT** be used for the COS process

- Brigance Inventory of Early Development
- Teaching Strategies GOLD (Birth to Five)
- Assessment, Evaluation, and Programming System (AEPS)
- Developmental Assessment of Young Children (DAYC)

SUMMARIZING AND

REPORTING THE COS DATA

Section 6:



How the COS Data is Reported in NV SEARS

Note: The Child Outcomes data is calculated inside of NV SEARS and requires no further calculation once the data has been entered. The following information is provided only to help the reader understand the entire process. If your district is using Teaching Strategies Gold™ for data collection and reporting purposes the COS will be automatically generated for you during the checkpoint finalization process. In this case there is no need to complete the Child Outcomes Summary Form or engage in the COS process in NVSEARS.



<https://nvsears.doe.nv.gov>

Log In
Email:
Password:

Forgot your password? [Click here](#) to reset your password.



1.

1. Log into NV SEARS. <https://nvsears.doe.nv.gov>
2. (If you don't have log in 'permissions' please contact: Sherry Bingham at shalley@doe.nv.gov or Nick Easter at neaster@doe.nv.gov)

Welcome to NV SEARS

NV SEARS (Nevada's Special Education Accountability & Reporting System) is a secure web-based application supported by the Nevada Department of Education. Based on assigned permissions, authorized users can access specific APR indicator reports both at the district and SEA level. Some individual student data will be collected directly through NV SEARS including:

- Early Childhood Outcome Data
- Postsecondary Follow-Up Data
- Individual File Review Data for monitoring IEP compliance.

NV SEARS is a password protected data system which requires users to be **registered**. A registered user from a public education agency accesses NV SEARS via an email address and password assigned by the Nevada Department of Education. When available, you may contact the NDE NV SEARS administrator for information about passwords or further information about NV SEARS.

Contacts

NV SEARS Administrator

Nick Easter, Education Programs Professional
Office of Special Education
Nevada Department of Education
700 E. 5th Street
Carson City, NV 89701
775.687.9144
neaster@doe.nv.gov



4.

3.

3. Make note of any messages in the yellow boxes as they often contain current information regarding the data collection process.
4. Click on 'Data Entry' and then on 'B7: Early Childhood Outcome Scores'

Record List - B7: Early Childhood Outcome Scores

Number of records by type:
 Number of records needing entry scores submitted: 1
 Number of records needing exit scores submitted: 0
 Number of completed records: 0
 Number of children 6 years of age or older: 0

B7 Time Lines: July 2015 - June 2016

	Record Status	Student ID	Student First Name	Student Last Name	Birthdate	Age	District	School ID	Entry Date	PSP Last	PSP Email	Exit Date	Entry Status Row
Enter Entry Scores	Record is incomplete						State of Nevada				shalley@doe.nv.gov		incomplete

7.

6.

5.

5. Check the Record List to make sure that all of your students are entered into NV SEARS.
6. Check the yellow 'Number of records by type' for accuracy. **If you have any students that are 6 or older, please make sure that their exit date is entered as at least 1 day before they turned 6. If the exit date is incorrect, please contact Sherry Bingham at shalley@doe.nv.gov to unlock the record.**
7. Click on 'Add new record' to add a student record.



B7: Early Childhood Outcome Scores

[Submit](#) [Save progress](#)

Early Childhood Outcome Entry Scores

Instructions for Completing the Nevada Child Outcomes Summary Form

- Please provide **all** the requested student information in the Demographic section. It is essential that the student's Identification Number (ID) be provided.
- Enter "Entry" assessment information and determine a Summary Rating for each Outcome area. If all data are not entered, click **Save Progress** and return to the screen at a later time. After completing all items, **Submit** information.
- The Exit data screen is accessed in the Records List after a child's Entry data has been submitted.
- The primary service provider decides the summary ratings based on the assessment scores.

Student Demographic Information

1 Student ID <small>The Student ID is the District ID assigned to each school age child upon entry into early childhood special education services.</small>	<input type="text"/>
2 Student First Name	<input type="text"/>
3 Student Last Name	<input type="text"/>
4 Date of Birth <small>Child must be at least three years of age as of date of entry into program (Item # 12).</small>	<input type="text"/>
5 Gender	<input type="radio"/> Female <input type="radio"/> Male



8. Add **all** of the student demographic information in boxes 1-5.
 9. After entering the information in each box, hit return so that you get a message reading, **"question saved"**. If you don't get the message, click outside of the box and the message should appear.

8 Previous Educational Experience Check all educational experiences in which this child has been previously involved.	<input type="checkbox"/> Early Intervention Services (Birth to 3rd birthday) <input type="checkbox"/> Special Education Services (Ages 3-5) <input type="checkbox"/> Preschool (Birth - 2) <input type="checkbox"/> Preschool (Age 3-5) <input type="checkbox"/> Title 1 Preschool <input type="checkbox"/> Head Start <input type="checkbox"/> Even Start <input type="checkbox"/> Other <input type="checkbox"/> None
9 District	Clark County School District
10 Location of Service Location of service is where the child receives special education services.	<input type="checkbox"/> Public School <input type="checkbox"/> Community <input type="checkbox"/> Home
12 Program Entry Date The "entry date" is the date special education services begin and is considered the official entry of that child into the early childhood special education preschool program.	<input type="text"/>
13 Eligibility	<input type="checkbox"/> Autism <input type="checkbox"/> Deaf Blind <input type="checkbox"/> Developmental Delay <input type="checkbox"/> Emotional Disturbance <input type="checkbox"/> Health Impairment <input type="checkbox"/> Hearing Impairment/Deaf <input type="checkbox"/> Mental Retardation <input type="checkbox"/> Multiple Impairment <input type="checkbox"/> Orthopedic Impairment <input type="checkbox"/> Specific Learning Disability <input type="checkbox"/> Speech/Language Impairment <input type="checkbox"/> Traumatic Brain Injury <input type="checkbox"/> Visual Impairment/Blind
15 Student Primary Language	<input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other
16a Primary Service Provider Last Name:	<input type="text"/>
16b Primary Service Provider First Name:	<input type="text"/>
16c Email address of Primary Service Provider	smhalley@ccox.net

10. Add Previous Educational Experience in box 8. [Where was the child before coming to your program?]
11. Add your District in box 9.
12. Add Location of Services in box 10.
13. Box 11 is hidden, as it requires no data entry.
14. Add Program Entry Date in box 12. [This is the 1st day the child received services in your program-NOT the IEP date.]
15. Add Eligibility in box 13.
16. Box 14 is hidden, as it requires no data entry.
17. Add Student Primary Language in box 15.
18. Add the Primary Service Provider Last Name in box 16a.
19. Add the Primary Service Provider First Name in box 16b.
20. Add the Email address of the Primary Service Provider in box 16c. **[Email accuracy is very important because this email address is connected to the student records.]**

Entry Scores: Positive Social Relationships		"Entry" Assessment Information and Summary Ratings for Outcome Areas	
Use the following information to help you answer the questions in each outcome area:			
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):			
<ul style="list-style-type: none"> • Relating with adults • Relating with other children • Following rules related to groups or interacting with others (if older than 18 months) 			
<p>17 Positive Social Relationships: Entry Test(s) Administered</p> <p>Check all assessments that have been used to assess the child's functioning in the area of Positive Social Relationships.</p> <p>Entry assessment must be conducted on a child within 30 calendar days of the child's first day of special education services.</p>	<p>Brigance IED-II</p> <p>Creative Curriculum</p> <p>AEPS</p> <p>DAYC</p> <p>Get It, Got It, Go</p>		
<p>18 Entry COSF Score: Positive Social Relationships</p> <p>To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome?</p>	<p>7: Completely</p> <p>6: Between Completely and Somewhat</p> <p>5: Somewhat</p> <p>4: Between Somewhat and Nearly</p> <p>3: Nearly</p> <p>2: Between Nearly and Not Yet</p> <p>1: Not Yet</p>		
<p>18a Supporting evidence for Positive Social Relationships Entry COSF score</p> <p>When appropriate, provide information that addresses the following:</p> <ul style="list-style-type: none"> • Age appropriate functioning (Concerns?) • Functioning that is not yet age appropriate or immediate foundational <p>(Response not required)</p>	<div style="border: 1px solid black; height: 50px; width: 100%;"></div>		

Entry Scores: Positive Social Relationships

1. Select the ENTRY Assessment that was used to calculate the Child Outcomes Score (COS) for Positive Social Relationships in box 17.
2. Select the COS Score for Positive Social Relationships in box 18.
3. Add supporting evidence used to determine the COS score for Positive Social Relationships in box 18a.

Entry Score: Knowledge and Skills	
<p>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):</p> <ul style="list-style-type: none"> Thinking, reasoning, remembering, and problem solving Understanding symbols Understanding the physical and social worlds 	
<p>19 Knowledge and Skills: Entry Test(s) Administered</p> <p>Check all assessments that have been used to assess the child's functioning in the area of Knowledge and Skills.</p> <p>Entry assessment must be conducted on a child within 30 calendar days of the child's first day of special education services.</p>	<p>Brigance IED-II Creative Curriculum AEPs DAYC Get It, Got It, Go</p>
<p>20 Entry COSF Score: Knowledge and Skills</p> <p>To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome?</p>	<p>7: Completely 6: Between Completely and Somewhat 5: Somewhat 4: Between Somewhat and Nearly 3: Nearly 2: Between Nearly and Not Yet 1: Not Yet</p>
<p>20a Supporting evidence for Knowledge and Skills Entry COSF score</p> <p>When appropriate, provide information that addresses the following:</p> <ul style="list-style-type: none"> Age appropriate functioning (Concerns?) Functioning that is not yet age appropriate or immediate foundational <p>(Response not required)</p>	<div style="border: 1px solid black; height: 100px; width: 100%;"></div>

Entry Scores: Knowledge and Skills

4. Select the ENTRY Assessment that was used to calculate the Child Outcomes Score (COS) for Knowledge and Skills in box 19.
5. Select the COS Score for Knowledge and Skills in box 20.
6. Add supporting evidence used to determine the COS score for Knowledge and Skills in box 20a.

Entry Scores: Appropriate Action to Meet Needs

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):

- 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 if older than 24 months)
- Getting from place to place (mobility) and using tools (e.g., forks, strings attached to objects, etc.)

<p>21 Taking Appropriate Action to Meet Needs: Entry Test(s) Administered</p> <p>Check all assessments that have been used to assess the child's functioning in the area of Taking Appropriate Action to Meet Needs</p> <p>Entry assessment must be conducted on a child within 30 calendar days of the child's first day of special education services.</p>	<p>Brigance IED-II Creative Curriculum AEPS DAYC Get It, Got It, Go</p>
<p>22 Entry COSF Score: Taking Appropriate Action to Meet Needs</p> <p>To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome?</p>	<p>7: Completely 6: Between Completely and Somewhat 5: Somewhat 4: Between Somewhat and Nearly 3: Nearly 2: Between Nearly and Not Yet 1: Not Yet</p>
<p>22a Supporting evidence for Taking Appropriate Action to Meet Needs Entry COSF score</p> <p>When appropriate, provide information that addressed the following:</p> <ul style="list-style-type: none"> • Age appropriate functioning (Concerns?) • Functioning that is not yet age appropriate or immediate foundational <p>(Response not required)</p>	<div style="border: 1px solid black; height: 60px; width: 100%;"></div>

Entry Scores: Appropriate Action to Meet Needs

7. Select the ENTRY Assessment that was used to calculate the Child Outcomes Score (COS) for Appropriate Actions to Meet Needs in box 21.
8. Select the COS Score for Appropriate Actions to Meet Needs in box 22.
9. Add supporting evidence used to determine the COS score for Appropriate Actions to Meet Needs in box 22a.

Submit Save progress

Finalize ENTRY SCORE

11. 10.

10. Click on 'Save progress' if you have any additional information to provide.
11. Click on 'Submit' if you are completely done adding ENTRY information.
12. Once submitted, the student file will look like this until you complete the EXIT process when the child leaves preschool or turns 6:

Enter Exit Scores Record is incomplete

ENTERING EXIT SCORES INTO NV SEARS



Record List - B7: Early Childhood Outcome Scores

Number of records by type:
 Number of records needing entry scores submitted: 3
 Number of records needing exit scores submitted: 0
 Number of completed records: 0
 Number of children 6 years of age or older: 0

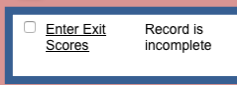
B7 Time Lines: July 2015 - June 2016

<input type="checkbox"/>	Record Status	Student ID	Student First Name	Student Last Name	Birthdate	Age	District	School	Entry Date	PSP Last	PSP Email	Exit Date	Entry Status Raw
<input type="checkbox"/>	Enter Entry Scores						State of Nevada				shalley@doe.nv		incomplete
<input type="checkbox"/>	Enter Entry Scores						State of Nevada				shalley@doe.nv		incomplete
<input type="checkbox"/>	Enter Entry Scores						State of Nevada				shalley@doe.nv		incomplete

2.

1.

1. Check the Record List to make sure that all of your students are entered into NV SEARS.
2. Check the yellow 'Number of records by type' for accuracy. **If you have any students that are 6 or older, please make sure that their exit date is entered as at least 1 day before they turned 6. If the exit date is incorrect, please contact Sherry Bingham at shalley@doe.nv.gov to unlock the record.**
3. Click on 'Enter Exit Scores' for the student that you want to EXIT.



B7: Early Childhood Outcome Exit Scores

Early Childhood Outcome Exit Scores

Instructions for Completing the Nevada Child Outcomes Summary Form

- Student information in the Demographic section was completed while recording the Entry Scores for the student. This information should be reviewed and updated if needed.
- Complete items:
 - 12b (Exit data collected and if not, reason why),
 - 12c (Exit date), and
 - 12d (Exit reason, and describe reason if "Other Reason" selected.)
- Record all "Exit" assessment information and determine a Summary Rating and progress for each Outcome area. If all data are not entered, click **Save Progress** and return to the screen at a later time. After completing all items, **Submit** information.
- The primary service provider decides the summary ratings based on the assessment scores.
- After both Entry and Exit scores have been submitted, a report for each child can be accessed on the Records List page.

Student Demographic Information

1 Student ID

The Student ID is the District ID assigned to each school age child upon entry into early childhood special education services.

(Hidden: Admin Viewing Only)

1a Student State ID

2 Student First Name

3 Student Last Name

4 Date of Birth

5 Gender Female Male

4. Verify **all** of the student demographic information in boxes 1-5.

5. If you make changes in the information in any of the boxes, hit return so that you get a message reading, **"question saved"**. If you don't get the message, click outside of the box and the message should appear.

<p>8 Previous Educational Experience</p> <p>Check all educational experiences in which this child has been previously involved.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Early Intervention Services (Birth - 2) <input type="checkbox"/> Special Education Services (Ages 3-5) <input type="checkbox"/> Preschool (Birth - 2) <input type="checkbox"/> Preschool (Age 3-5) <input type="checkbox"/> Title 1 Preschool <input type="checkbox"/> Head Start <input type="checkbox"/> Even Start <input type="checkbox"/> Other <input type="checkbox"/> None
<p>9 District</p>	<p>** Select Item From List **</p>
<p>10 Location of Service</p> <p>Location of service is where the child receives special education services.</p>	<ul style="list-style-type: none"> <input checked="" type="radio"/> Public School <input type="radio"/> Community <input type="radio"/> Home
<p>11 School</p> <p>Enter the 3 digit school code for the child's attendance center.</p>	<p>Northside Early Learning Center</p>

6. Boxes 6-7 are hidden, as they contain no data.
7. Verify Previous Educational Experience in box 8. [Where was the child before coming to your program?]
8. Verify your District in box 9.
9. Verify Location of Services in box 10.
10. Verify School in box 11.

Entry and Exit Dates

12a Program Entry Date
 "Entry" is determined to be within 4 weeks (30 calendar days) before (if assessment data are collected as part of the child find process) or after a child begins a program or services under an IEP.
 It is this "entry date," the date special education services begin, that is considered the entry date and official entry of that child into the preschool program.

1/22/2016

12b Exit data were collected for this child.

Yes No

12c Program Exit Date
 "Exit is determined to be any of the following:
 a) Exit from special education at any time prior to kindergarten entry,
 b) Leaving the district
 c) Exiting preschool prior to kindergarten entry for any other reason.
 Exit assessment should be conducted within 2 months of a child's exit date. If a child leaves without notice, the reason will be recorded in Question 12d.

12d Exit Reason

Transitioned out of preschool
 No longer qualifies for services
 Moved out of district, within state
 Moved out of state
 Reason Unknown
 Other Reason

13 Eligibility

Autism
 Deaf Blind
 Developmental Delay
 Emotional Disturbance
 Health
 Hearing Impairment/Deaf
 Mental Retardation
 Multiple Impairment
 Orthopedic
 Specific Learning Disability
 Speech/Language
 Traumatic Brain Injury
 Visual Impairment/Blind

11. Verify Entry Date in box 12a.
12. Indicate yes/no if EXIT data were collected for this child in box 12b. **[EXIT data should be collected on all children that have received 6 months or more of services.]**
13. Enter EXIT date for this child in box 12c. (Child's last day in preschool special education)
14. Enter EXIT reason for this child in box 12c. (Why child is no longer receiving sped services)
15. Verify the child's eligibility in box 13.

(Hidden: Admin Viewing Only)

14 Placement

15 Student Primary Language

English
 Spanish
 Other

16a Primary Service Provider Last Name: Halley

16b Primary Service Provider First Name: Sherry

16c Email address of Primary Service Provider: shalley@doe.nv.gov

16. Box 14 is hidden as it contains no data.
17. Verify Student Primary Language in box 15.
18. Verify the Primary Service Provider Last Name in box 16a.
19. Verify the Primary Service Provider First Name in box 16b.
20. Verify the Email address of the Primary Service Provider in box 16c. **[Email accuracy is very important because this email address is connected to the student records.]**

EXIT Scores: Positive Social Relationships

"Exit" Assessment Information,
Progress and Summary Ratings for Outcome Areas

Use the following information to help you answer the questions in each outcome area:

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)

17 Positive Social Relationships:
Exit Test(s) Administered

Check all assessments that have been used to assess the child's functioning in the area of Positive Social Relationships.

Exit assessment data are only collected on children leaving the ECSE program and who have received at least 6 months of early childhood special education services. These exit assessment data are to be used in determining exit outcomes.

Brigance IED-II
 Creative Curriculum
 AEPS
 DAYC
 Get It, Got It, Go

Entry COSF Score for Positive Social Relationships: 6

18 Progress Related to Positive Social-Emotional Skills

Has the child shown any new skills or behaviors related to positive social-emotional skills (including positive social relationships) since the last outcomes summary?

Yes No

19 Exit COSF Score: Positive Social Relationships

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

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

19a Supporting evidence for Positive Social Relationships Exit COSF score

When appropriate, provide information that addresses the following:

- Age appropriate functioning (Concerns?)
- Functioning that is not yet age appropriate or immediate foundational

(Response not required)

EXIT Scores: Positive Social Relationships

1. Select the Exit Assessment that was used to calculate the Child Outcomes Score (COS) for Positive Social Relationships in box 17.
2. Select YES/NO to the question, "Has the child shown any new skills..." in box 18.
3. Select the COS Score for Positive Social Relationships in box 19.
4. Add supporting evidence used to determine the COS score for Positive Social Relationships in box 19a.

Exit Scores: Knowledge and Skills

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):

- Thinking, reasoning, remembering, and problem solving
- Understanding symbols
- Understanding the physical and social worlds

20 Knowledge and Skills:
Exit Test(s) Administered

Check all assessments that have been used to assess the child's functioning in the area of Knowledge and Skills.

Exit assessment data are only collected on children leaving the ECSE program and who have received at least 6 months of early childhood special education services. These exit assessment data are to be used in determining exit outcomes.

Brigance IED-II
 Creative Curriculum
 AEPS
 DAYC
 Get It, Got It, Go

Entry COSF Score for Knowledge and Skills: 5

21 Progress Related to Knowledge and Skills

Has the child shown any new skills or behaviors related to acquiring and using knowledge and skills since the last outcomes summary?

Yes No

22 Exit COSF Score: Knowledge and Skills

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

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

22a Supporting evidence for Knowledge and Skills
Exit COSF score

When appropriate, provide information that addresses the following:

- Age appropriate functioning (Concerns?)
- Functioning that is not yet age appropriate or immediate foundational

(Response not required)

- EXIT Scores: Knowledge and Skills**
5. Select the Exit Assessment that was used to calculate the Child Outcomes Score (COS) for Knowledge and Skills in box 20.
 6. Select YES/NO to the question, "Was ANY progress was made for Knowledge and Skills"? in box 21.
 7. Select the COS Score for Knowledge and Skills in box 22.
 8. Add supporting evidence used to determine the COS score for Knowledge and Skills in box 22a.

EXIT Scores: Taking Appropriate Action to Meet Needs

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):

- Taking care of basic needs (e.g., showing hunger, thirsting, needing, etc.)
- Contributing to own health and safety (e.g., follow rules, accept with hand washing, avoids invisible objects if older than 24 months)
- Getting from place to place (mobility) and using tools (e.g., forks, straws attached to objects, etc.)

23 Taking Appropriate Action to Meet Needs: Exit Toolkit Administered

Click all assessments that have been used to assess the child's functioning in the area of Taking Appropriate Action to Meet Needs

Exit assessment data are only collected on children leaving the ECSE program and who have received at least 6 months of early childhood special education services. These exit assessment data are to be used in determining exit.

Brigance IED-II
 Creative Curriculum
 AEP/PS
 DAVC
 Get it, Got it, Go

24 Progress Related to Taking Appropriate Action to Meet Needs

Has the child shown any new skills or behaviors related to taking appropriate action to meet needs since the last outcomes summary?

Yes No

25 Exit COSP Score: Taking Appropriate Action to Meet Needs

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

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

25a Supporting Evidence for Taking Appropriate Action to Meet Needs Exit COSP score

When appropriate, provide information that addresses the following:

- Age appropriate functioning (Concerns?)
- Functioning that is not yet age appropriate or immediate foundational

(Response not required)

EXIT Scores: Taking Appropriate Action to Meet Needs

- Select the Exit Assessment that was used to calculate the Child Outcomes Score (COS) for Taking Appropriate Action to Meet Needs in box 23.
- Select YES/NO to the question, "Was ANY progress was made for Taking Appropriate Action to Meet Needs"? in box 24.
- Select the COS Score for Taking Appropriate Action to Meet Needs in box 25.
- Add supporting evidence used to determine the COS score for Taking Appropriate Action to Meet Needs in box 25a.

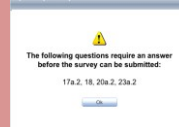


14.

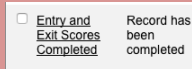


13.

- Click on 'Save progress' if you have any additional information to provide.
- Click on 'Submit' if you are completely done adding EXIT information.
- If you have any missing information, you will get a notice telling you what is missing:



- Once submitted, the student file will look like this and it will be your cue that you have finished the COS process in NV SEARS:



Finalize EXIT

The Child Outcomes Summary (COS) data can be used to classify a child into one of the 5 reporting categories that make up the Office of Special Education Programs (OSEP) reporting requirement on child outcomes. For OSEP states are required to report on five categories of progress for each of the three child outcomes:

- Children who did not improve functioning.
- Children who improved functioning but not sufficient to move nearer to functioning comparable to same aged peers.
- Children who improved functioning to a level nearer to same aged peers but did not reach it.
- Children who improved functioning to reach a level comparable to same aged peers.
- Children who maintained functioning at a level comparable to same aged peers.

The COS process is to be completed when the child begins IEP services. Each child will have three rating numbers (one for each outcome, the answers to questions 1a, 2a, 3a) (See pages 23-25) reflecting the child's functioning at entry. When the form is completed at exit, each child will have the three ratings that answer the "a" questions reflecting functioning at exit along with the three Yes/No answers to the "b" question (1b, 2b, 3b) about acquiring any new skills or behaviors. How the COS data relate to the a- e progress categories reported to OSEP is illustrated in the table below.

How the COS Data is Used for Reporting OSEP Requirements

Note: This is calculated inside of NV SEARS and provided for your information only to better understand the entire COS process.

Progress Category	Explanation	COS Ratings
a. Did not improve functioning	Children who acquired no new skills or regressed during their time in the program.	Rated lower at exit than entry; OR Rated 1 at both entry and exit; AND Scored “No” on the progress question (b)
b. Improved functioning, but not sufficient to move nearer to functioning comparable to same-aged peers	Children who acquired new skills but continued to grow at the same rate throughout their time in the program.	Rated 5 or lower at entry; AND Rated the same or lower at exit; AND “Yes” on the progress question (b)
c. Improved functioning to a level nearer to same-aged peers but did not reach it	Children who acquired new skills but accelerated their rate of growth during their time in the program. They were making progress toward catching up with their same aged peers but were still functioning below age expectations when they left the program.	Rated higher at exit than entry; AND Rated 5 or below at exit
d. Improved functioning to reach a level comparable to same-aged peers	Children who were functioning below age expectations when they entered the program but were functioning at age expectations when they left.	Rated 5 or lower at entry; AND Rated 6 or 7 at exit
e. Maintained functioning at a level comparable to same-aged peers	Children who were functioning at age expectations when they entered the program and were functioning at age expectations when they left.	Rated 6 or 7 at entry; AND Rated 6 or 7 at exit

Summary Statements

**This is calculated inside of NV SEARS and provided for your information only to better understand the entire COS process.*

In the Annual Performance Report (APR), states must report and set targets on two summary statements for each of the three outcomes. The Summary Statements are calculated using the a-e progress data. The first Summary Statement focuses on children who change their growth trajectory while in preschool services. The second Summary Statement focuses on children who exit preschool services functioning at age expectations (see appendix H).

- Summary Statement 1: Of those children who entered the program below age

expectations in each Outcome, the percent who substantially increased their rate of growth by the time they exited the program $(c+d)/(a+b+c+d)$

- Summary Statement 2: The percent of children who were functioning within age expectations in each Outcome by the time they exited the program $(d+e)/(a+b+c+d+e)$

OSEP and Public Reporting

States are required annually to publicly report the performance of every LEA program on every SPP/APR indicator against the State targets over the course of the SPP.

Teaching Strategies Gold™ Users

If you are a user of Teaching Strategies Gold™ (Clark County School District) the data for collection and reporting the COS will be automatically generated for you during the baseline and exit checkpoint finalization process. In this case there is no need to complete the Child Outcomes Summary Form or engage in the COS process in NV. Each district has policy regarding COS data entry into NV SEARS.

Appendix A



Checking Outcome Data for Quality: Looking for Patterns

Predicted Pattern	Rationale	Analyses
<p>1. Children will differ from one another in reasonable ways.</p> <p>1a. At entry and exit there will be a few children with very high or very low numbers relative to same-age peers.</p> <p>1b. 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.</p> <p>1c. Distributions at entry will be centered on a lower number than exit.</p> <p>1d. Children will differ from one another in their OSEP progress categories in reasonable ways.</p>	<p>Available evidence suggests EI and ECSE serve children with a variety of functional levels, although generally serving more mildly than severely impaired children. Children with significant challenges tend to have impaired functioning in two or three areas whereas children with milder delays have a mild delay in one or two areas and may show functioning typical of their chronological age in other areas.</p>	<p>1. Distribution of age-referenced numbers at entry and exit</p> <p>2. Distribution of progress categories.</p> <p>3. Percentage of children who scored at or above age expectations on all three outcomes at entry.</p>
<p>2. Functioning in one outcome area will be related to functioning in the other outcome areas.</p> <p>2a. Functioning at entry in one outcome is related to functioning at entry in the other outcomes</p> <p>2b. Functioning at exit in one outcome is related to functioning at exit in the other outcomes</p> <p>2c. Progress between entry and exit in one outcome is related to progress in the other outcomes.</p>	<p>Most children gain skills over their time in Early Childhood programs. Development tends to progress in predictable stages across outcomes. As abilities in one outcome increase, abilities in the other outcomes tend to increase. Progress in functioning in the three outcomes proceeds together.</p>	<p>Look at the relationship of entry, exit, and progress category numbers across the 3 outcomes.</p> <p>1. Crosstabulations (Outcome 1 by Outcome 2, etc), best for COS ratings and progress categories. We would expect most cases to be on the diagonal and the others to be clustered on either side of the diagonal.</p> <p>2. Correlation coefficients (Correlation between Outcome 1 and Outcome 2, etc), best for scores. We would expect correlations to be moderate to strong ($r = .6 - .8$)</p>



Predicted Pattern	Rationale	Analyses
<p>3. Functioning at entry in one outcome area will be related to functioning at exit in the same outcome area (e.g. comparing Outcome 1 entry and Outcome 1 exit).</p> <p>3a. Most children maintain or improve their status relative to same age peers during their participation in EI and ECSE.</p> <p>3b. Large changes in status relative to same age peers between entry and exit from the program are possible but rare.</p>	<p>Most children served in EI and ECSE will maintain or improve their rate of growth in the three child outcomes areas over time given participation in intervention activities that promote skill development.</p>	<p>1. Crosstabs between entry and exit ratings for each outcome, best for COS ratings. We would expect most cases to be on the diagonal or small positive changes.</p> <p>2. Exit minus Entry numbers. For COS ratings we would expect most cases to increase by no more than 3 points. For standard scores we would expect most cases to increase by no more than 14 points.</p>
<p>4. States and programs should have similar results across years.</p> <p>4a. Distributions of OSEP progress categories and OSEP summary statements should be similar from year to year (assuming the same kinds of children are being served).</p> <p>4b. In states that have undertaken effective program improvement activities, summary statements will increase across years.</p>	<p>If child, family and program factors do not change significantly, we would expect to see similar levels of child progress between entry and exit from year to year.</p>	<p>1. Frequency distributions of OSEP progress Categories across time (2007, 2008, 2009 etc.).</p> <p>2. Frequency distribution of OSEP summary statements across time.</p>



Predicted Pattern	Rationale	Analyses
<p>5. Similar programs should have similar results</p> <p>5a. If programs are serving similar kinds of children, distributions of age-referenced entry scores should be similar</p> <p>5b. If programs are serving similar kinds of children and are similarly effective, distributions of age-referenced exit scores should be similar</p> <p>5b. If programs are equally effective, progress category and summary statement distributions should be similar.</p>	<p>Local areas serving similar kinds of children, should have similar distributions of child ability at entry to the program. If programs are equally effective, scores at exit and the OSEP percentages should be similar</p>	<p>1. Average age-referenced entry scores by program, best for scores</p> <p>2. Median age-referenced entry ratings by program, best for COS ratings</p> <p>3. Progress category distributions by program</p> <p>4. Summary statement 1 and 2 by program</p> <p>NOTE: Analysis should only be done on programs reporting numbers on 30 or more children.</p>
<p>6. Numbers should be related to the nature of the child's disability.</p> <p>6a. Groups of children with more severe disabilities should have lower entry numbers than groups of children with less severe disabilities.</p> <p>6b. Groups of children with more severe disabilities will have distributions with a larger percent in categories a – c; groups of children with less severe disabilities will have distributions with a larger percent in categories d and e.</p> <p>6c. Groups of children with more severe disabilities will have lower percentages on summary statement 1 and 2 than groups of children with less severe disabilities</p>	<p>Children with less severe disabilities have more functional skills across the three outcomes than children with more severe disabilities. These true differences in functional abilities should be reflected in children ratings/scores on the three OSEP outcome areas.</p>	<p>1. Average age-referenced entry scores by disability type, best for scores</p> <p>2. Median entry ratings by disability type, best for COS ratings</p> <p>2. Progress category distribution by disability type</p> <p>3. Summary statement 1 and 2 percentages by disability type</p>

Note: If there is a reason to believe a predicted pattern would not hold in your state, then you would not expect to see that pattern in your data.
 Note: This version of the pattern table was revised July 2012. Work is currently underway to expand the document including information about how to use the table and example visual displays of patterns.

Appendix B

NV SEARS Early Childhood Outcome Data Collection

NV SEARS Directions to Complete a Student Transfer

(Child moves from one class (PSP) to another within the school, district, or state.)

Step 1: Access Student Transfer Manager

Click on **NV SEARS Administration** in left menu. Scroll down and click on **Student Transfer Manager**. If you do not see **Student Transfer Manager** in the menu on the left, contact Sherry Halley (shalley@doe.nv.gov) or Marva Cleven (mcleven@doe.nv.gov). You must have the Student Transfer Manager permission assigned to you in order to use this function in NV SEARS.

Step 2: Search NV SEARS for Student Record

Determine if a student transferring into the district is already in NV SEARS. To search for a student, put in available demographic information and click on **Find Student**. A student with information previously entered into NV SEARS will appear on the screen. (NV SEARS will use the district Student ID that was assigned to the student when the child's information was first entered into NV SEARS. Unless you know the ID number from the previous district, do not use this field. The Student ID field can be used when transferring students within a district.)

Step 3: Request Transfer

Enter the email address of the primary service provider(PSP)/teacher to whom the child will be assigned in the receiving district and click **Send Request**. The system will automatically send the transfer request to the B7 Administrator in the district where the student was previously enrolled.

- The B7 Admin of the sending district receives an email requesting the transfer of the student's record. This alerts the B7 Admin to go into NV SEARS and review the request. *(If you are transferring within your own district the email will still be sent.)*
- The B7 Admin of the sending district determines if the child is no longer with the district. The B7 Admin must go into the NV SEARS Student Transfer Manager and click **Approve** or **Decline** in response to the request. *The B7 Admin should approve or deny the request within 24 hours of receipt of the email notification.*

Step 4: Confirm and Edit Student Record

When approved, the transferred child shows up on the NV SEARS Record List screen of the new PSP/teacher. The name of the previous teacher will still appear on the Record List. The receiving district must update the student record to reflect information associated with the district at which the student now attends. When completed, updates to the student record will appear on the Record List screen.

- The **Student ID** must be changed to that of the receiving district. This is **Item 1** in the student record.
- The receiving PSP or B7 Admin must go into the child's record and change the **First and Last name of the new PSP**. These are **Items 16a and 16b** in the student record. (The email address of the new PSP automatically changes during the transfer process.)

Step 5: Remove Student from Transfer Request List

Once the transfer has been approved, the B7 Administrators of both the sending and receiving districts can delete the student's name from the Transfer Request list in Student Transfer Manager.

Appendix C

ECO COSF 101 What is a FUNCTIONAL outcome?

First – what’s an outcome?

- Outcomes are the benefits that children and families experience as a result of early intervention/early childhood special education services.
- The three child outcomes, as measured for accountability purposes, are different than IFSP or IEP outcomes in that
 - The three child outcomes reflect global functioning in three broad areas of development (social-emotional, knowledge and skills, getting needs met)
 - IFSP or IEP outcomes are specific to an individual child, based on his or her individual needs.
- Each outcome is a snapshot of:
 - The whole child
 - Status of the child’s current functioning
 - Functioning across settings and situations

But what makes it FUNCTIONAL?

Functional outcomes:

- Refer to things that are meaningful to the child in the context of everyday living
- Refer to an integrated series of behaviors or skills that allows the child to achieve the important everyday goals

How do I assess functional outcomes?

Emphasize ‘meaning’ – ask:

- Can the child carry out meaningful behaviors in a meaningful context?
NOT
- Can the child perform discrete behaviors such as knowing 10 words, smiling at mom, stacking 3 blocks, pincer grasp, walking backward?

Observe a child in natural settings to learn:

- What does the child usually do?
- What is his actual performance across settings and situations?
- How does the child use his/her skills to accomplish tasks?

The assessment of functioning is NOT about:

- the child’s capacity to function under unusual or ideal circumstances, skill by skill, domain by domain
- the child’s performance in a structured testing situation, in one standardized way

Why isn't assessing the child's ability to perform discrete behaviors enough?

Discrete behaviors (e.g., those described by some items on assessment instruments) may or may not be important to the child's functioning on the outcome.

- Individually, they are not especially informative
- Summed, they may or may not be useful, depending on the functionality of the behaviors/items.

Think about isolated behaviors and what observing them tells you about the child. For example, suppose an assessment instrument asks you to observe whether or not a child can point:

- If you know that a child can point, do you know that the child can communicate her wants and needs?
- If you know that a child can't point, do you know that she can't communicate his wants and needs?
- How does knowing about pointing help you understand how the child takes action to meet needs?

What about domains?

- Functionality is not domains-based; children function across developmental domains
- Functionality can involve multiple domains and can cross domains
- Functional outcomes refer to behaviors that integrate skills across domains

What does functionality have to do with using the Child Outcomes Summary Form (COSF)?

Ratings on the seven-point scale for each outcome are a snapshot of:

- The whole child
- Status of the child's current functioning
- Functioning across settings and situations

Ratings are based on the child's functioning:

- What the child does across settings and situations
- Compared with what is expected given the child's age

Discussion questions

Look at the list of skills below. Which are examples of isolated skills? Which are examples of functional skills?¹

- a. Knows how to imitate a gesture when prompted by others
- b. Uses finger in pointing motion
- c. Uses 2-word utterances
- d. Watches what a peer says or does and incorporates it into his/her own play
- e. Points to indicate needs or wants
- f. Engages in back and forth verbal exchanges with caregivers using 2-word utterances

¹ a=isolated, b=isolated, c=isolated, d=functional, e=functional, f=functional



Appendix D

Nevada Early Childhood Outcomes Brochures

What Administrators Should Know

What Families Should Know

Child Outcomes

* It is Federally Mandated to collect these data for all children with an IEP – including speech only students

1. Children have positive social-emotional skills including positive social relationships.
2. Children acquire and use knowledge and skills including language and early literacy.
3. Children take appropriate action to meet needs.



NEVADA DEPARTMENT OF
EDUCATION
Office of Special Education

Northern Office

700 E 5th Street
Carson City, NV 89701
Phone: (775) 687-9217

Southern Office

9890 S Maryland Parkway
Las Vegas, NV 89183
Phone: (702) 486-6458

For more information contact:

Sherry Bingham
Phone: (702) 486-6460
Email: shalley@doe.nv.gov



NEVADA EARLY CHILDHOOD OUTCOMES



*What
Administrators
Should Know*

What Administrators Should Know About Child Outcomes

What Administrators Should Do

Administrators must ensure that teachers are collecting high quality and authentic data on a consistent basis for each EC student. Access can be granted to Administrators to review data. EC Outcomes are correlated to the Nevada Educator Performance Framework (NEPF).



How Progress will Be Measured

Progress is measured by comparing children's abilities at two time points. First when they enter the preschool program and second, when they exit. Information and experiences from the child's family, school, and other care providers should be included in order to gather data for the three outcomes.

How Progress will Be Reported

Child Outcomes information is entered into a statewide data system managed by the Nevada Department of Education. This happens upon entry into and exit from preschool special education services. No personal information is ever shared with the public about individual children. Security measures are in place to ensure all information is kept secure and confidential. Individual Districts have access to all documentation on students in their respective buildings.

An annual report is submitted to the US Office of Special Education Programs (OSEP) to document that Early Childhood programs are making a positive difference in the lives of young children with disabilities and their families in Nevada.

Making a positive difference for young children with disabilities and their families

Child Outcomes

* It is required that we report information on the following three outcomes to the Federal Government for all children with an Individualized Education Program

1. Children have positive social-emotional skills including positive social relationships.
2. Children acquire and use knowledge and skills including language and early literacy.
3. Children take appropriate action to meet needs.



NEVADA DEPARTMENT OF
EDUCATION
Office of Special Education

Northern Office

700 E 5th Street
Carson City, NV 89701
Phone: (775) 687-9217

Southern Office

9890 S Maryland Parkway
Las Vegas, NV 89183
Phone: (702) 486-6458

For more information contact:
Sherry Bingham
Phone: (702) 486-6460
Email: sshalley@doe.nv.gov



NEVADA EARLY CHILDHOOD OUTCOMES



*What Families
Should Know*

What Families Should Know About Child Outcomes

What Families *Can Do*

You know your child better than anyone else. As a member on the IEP Team you can give your child's team information about:

- How your child gets along with others
- How they manage their feelings
- How your child tries to do new things
- How your child talks about new ideas
- What your child can do on their own
- How your child asks for help when needed

During the school year, the IEP Team will collect information about your child's progress in school and at home. You are an important part of the IEP Team!



How Progress will *Be Measured*

Your child's progress will be measured by comparing their ability during two time points, when they enter the preschool program and when they exit. Information will be collected for the three outcomes on your child's experiences at home, in the community, and at school.

How Progress will *Be Reported*

Child Outcomes information is entered into a statewide data system managed by the Nevada Department of Education. Personal information is never shared with the public about individual children. Security measures are in place to ensure all information is kept secure and confidential. Individual Districts have access to all documentation on students in their respective buildings.

An annual report is submitted to the US Office of Special Education Programs (OSEP) to document that Early Childhood programs are a making positive difference in the lives of young children with disabilities and their families in Nevada.



Making a positive difference for young children with disabilities and their families

Appendix E

ECO / REPORTING SYSTEM

COSF SCORES (Outcome Ratings):

Completely AA 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. Functioning is considered appropriate for his/her age. No one has any concerns about the child's functioning in this outcome area.
AA 6	Child's functioning generally is considered appropriate for his/her age but there are some significant concerns about the child's functioning in this outcome area. These concerns are substantial enough to suggest monitoring or possible additional support. Although age-appropriate, the child's functioning may border on not keeping pace with age expectations.
Somewhat NAA 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-appropriate and not age-appropriate behaviors and skills Child's functioning might be described as like that of a slightly younger child* .
NAA 4	Child shows occasional age-appropriate functioning across settings and situations. More function is not age-appropriate than age-appropriate.
Nearly NAA 3	Child does not yet show functioning expected of a child of his/her age in any situation. Child uses immediate foundational skills , most or all of the time, across settings and situations. Immediate foundational skills are the skills upon which to build age-appropriate functioning. Functioning might be described as like that of a younger child* .
NAA 2	Child occasionally uses immediate foundational skills across settings and situations. More functioning reflects skills that are not immediate foundational than are immediate foundational.
Not Yet NAA 1	Child does not yet show functioning expected of a child his/her age in any situation. Child's functioning does not yet include immediate foundational skills upon which to build age-appropriate functioning. Child functioning reflects skills that developmentally come before immediate foundational skills. Child's functioning might be described as like that of a much younger child* .

*The characterization of functioning like younger child only will apply to some children receiving special services, such as children with developmental delays.

AA= Overall age-appropriate

NAA= Overall NOT age-appropriate

PROGRESS CATEGORIES:

a	Children who did not improve functioning.
b	Children who IMPROVE functioning but NOT sufficient to move nearer to functioning comparable to same aged 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.

SUMMARY STATEMENTS:

1.	Of those children who entered the program below age expectation in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 or exited the program.
	$c+d / (a+b+c+d)$
	How many children changed growth trajectories during their time in the program.
	Percent of the children who entered the program below age expectations made greater than expected gains, made substantial increases in their rates of growth, i.e. changed their growth trajectories.
2.	The percent of children who were functioning within age expectations in each Outcome by the time they turned 6 or exited the program.
	$d+e / (a+b+c+d+e)$
	How many children were functioning like same aged peers when they left the program?
	Percent of the children who were functioning at age expectations in the Outcome area when they exited the program, including those who:
	-started out behind and caught up
	-entered and exited at age level

“Script” for Team Discussion of Outcomes Rating

The following text provides guidance for discussing a child’s functioning that:

- gets the information needed for a rating determination without using numbers,
- is based on the child’s strengths,
- uses a tone that is family-friendly.

It was designed for training teams in the use of the Child Outcomes Summary Form (COSF), especially with families at the table during the rating discussion

Discussing the Outcomes

Discuss the outcome areas one at a time, although not necessarily in any particular order. The suggestions in this document focus on Outcome 1: positive social relationships. Use the same format for Outcomes 2 (acquisition and use of knowledge and skills) and 3 (taking action to meet needs), substituting words to reflect the content of each outcome, as appropriate. Refer to the “COSF Discussion Prompts” resource for suggested questions and language to use for the discussion of all three outcome areas.

Begin the discussion as follows, filling in the child’s name and the content appropriate to the outcome area (as noted above, these examples illustrate Outcome 1).

- One of the important things we want ___ to learn is how to get along well with the people in his/ her life. Let’s talk about how ___ is doing in social relationships. We want to talk about how ___ interacts with adults and with other children. We also want to look at how s/he follows rules and participates in routines with groups.
- Who are the adults in ___’s life?
- Is s/he around other children? [Who?]
- [if child is old enough] Is s/he in situations where she/he is expected to participate in routines with others or to follow rules related to being with others?

Strengths

- Let’s start by talking about ___’s strengths in this area. What are some of ___ strengths in social relationships and getting along with others? For example,
 - What are the things that ___ does well when it comes to relating to adults? (See COSF Discussion Prompts)
 - What are some of his/her strengths in relating to other children?
 - What are some of his/her strengths when it comes to following rules or routines?

Areas of concern

- What are some of the things we are concerned about/would like to work on with ___ in the area of social relationships? For example,
 - What are the things that we are concerned about with regard to how ___ relates to adults? (COSF Discussion Prompts)
 - What are some of our concerns with regard to how ___ relates to other children?

- What are some of our concerns with regard to how ____ follows rules or routines?

Expectations

- We know that as children develop they learn to do different things at different ages. Some of the things we would like to see children doing in this area at ____ [child's age] are.....
- Looking for age appropriate functioning
- Is ____ doing any of the things related to social relationships that we expect to see at his/her age?
- Possible answers:
 - Yes, he is doing ____
 - No, not yet.

Extent of age appropriate functioning

- [if yes] Would we say that all or almost all of ____'s functioning for this outcome is what we would expect to see for a child this age?
 - [if yes] ____ is doing really well in this area. Is there any thing related to how ____ interacts with others that we are concerned about and that we think we should monitor or give him some help with?
 - If no. "This means we want to say his development in this area is "completely" what we expect for a child this age.
 - If yes. This means we want to say his development in this area is "between completely and somewhat" for what we expect of a child this age.
 - [If no] Would we say that ____ rarely shows examples of what we expect to see for children this age or that she/he shows a solid mix of functioning that is age appropriate and not age appropriate yet?
 - If a solid mix. This means we will say that his development in this area is "somewhat" age appropriate.
 - If rarely. This means we will say that his development is between "emerging and somewhat".

Looking for immediate foundational skills

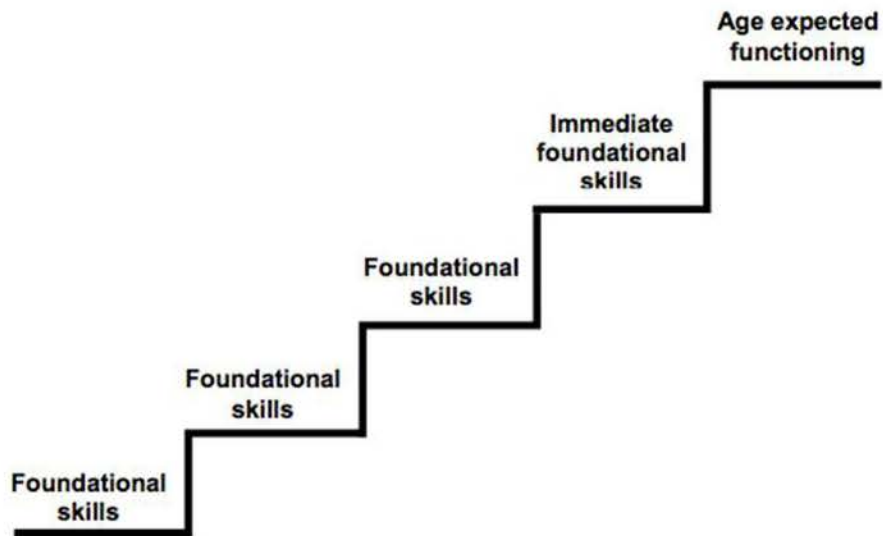
- [if not yet] Just before children learn to ____ [age expected functioning], they ____ [immediate foundational skills]?
- Is ____ doing anything related to social relationships at this level?
- Possible answers:
 - Yes, he is doing ____
 - No, not yet. This tells us we need to work with ____ to help him/her develop some skills such as [immediate foundational skills] to help him improve in this area. Since ____ hasn't yet developed what we call immediate foundational skills, we will code his development in this outcome as "Not Yet."

Extent of immediate foundational skills

- [if yes] Would we say that just about most or all of ____'s functioning in this area is showing the kind of skills that develop just before what children do at this age?
 - [if yes] That helps us know where ____ is functioning so we can work with the skills he/she has and help him/her move to the next step. It means the rating should be "Emerging."
 - [If no] That helps us know where ____ is functioning so we can work with the skills he/she has so we can help him/her move to the next step and suggests the rating should be between "Not Yet" and "Emerging."

Appendix G

How Foundational Skills Lead to Age-Expected Functioning



Note: The number of steps and the length of the time frame for each step can vary for different kinds of developmental accomplishments. The equal stairs are shown only for illustration.

Appendix H

Summary Statements for Target Setting – Child Outcomes Indicators C3 and B7

Summary statement	In other words....	Formula (using numbers of children in each of the a-e progress categories)
<p>1. Of those children who entered the program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 3/6 years of age or exited the program</p>	<p>How many children changed growth trajectories during their time in the program?</p> <p>Percent of the children who entered the program below age expectations made greater than expected gains, made substantial increases in their rates of growth, i.e. changed their growth trajectories</p>	$\frac{c+d}{a+b+c+d}$
<p>2. The percent of children who were functioning within age expectations in each Outcome by the time they turned 3/6 years of age or exited the program</p>	<p>How many children were functioning like same aged peers when they left the program?</p> <p>Percent of the children who were functioning at age expectations in this outcome area when they exited the program, including those who:</p> <ul style="list-style-type: none"> • started out behind and caught up and • entered and exited at age level 	$\frac{d+e}{a+b+c+d+e}$



Appendix I

NV PreK Standards and OSEP Outcomes

Crosswalk Outcome A:

The first outcome states that children have positive social relationships. This includes relationships with adults and other children and getting along in groups (for older children). Assessment tool items and observations often include looking at: attachment/separation/autonomy, expressing emotions and feelings, learning rules and expectations, and social interactions and play.

5	Science- Natural: Students work in small groups and share ideas with others regarding science related activities
9	Language and Early Literacy- literary text: make connections between material and self
5	Language and Early Literacy- listening: participate in a conversation and sometimes follow conversational rules
2	Language and Early Literacy- speaking: describes feelings and experiences
4a	Language and Early Literacy- speaking: initiate conversation and respond to others
4	Language and Early Literacy- speaking: participate in group discussions following the turn taking process
H1	Social Studies/ Social Emotional- history: children share tasks together
H2	Social Studies/ Social Emotional- history: understand problems can occur in groups
H4	Social Studies/ Social Emotional- history: demonstrate respect for each other
G6.2	Social Studies/ Social Emotional- geography: describe self as a unique individual
C13	Social Studies/ Social Emotional- civics: Identify and follow classroom and school rules that guide behavior and resolve conflicts; participate in group decision making
1.2	Social Studies/ Social Emotional- social emotional: initiates discussion
1.3	Social Studies/ Social Emotional- social emotional: reengages when frustrated
2.1	Social Studies/ Social Emotional- social emotional: separates easily from parents; moves through routines
3	Social Studies/ Social Emotional- social emotional: identifies and expresses feelings; awareness of feelings of others
4	Social Studies/ Social Emotional- social emotional: interactions with other children and adults
5 & 6	Social Studies/ Social Emotional- social emotional: pro-social behaviors; focusing and attending
1.2	Social Studies/ Social Emotional- creative thinking: uses a variety of approaches to solving interpersonal problems
2	Social Studies/ Social Emotional- creative thinking: shows persistence and satisfaction w accomplishments
1.2.b	Dramatic play- Direct peers and/or follow directions from peers in creating dramatic play scenarios
5	Physical Development- interact with others: Demonstrate turn taking and cooperation during physical activities
6	Visual Arts- Use visual arts as a means to express their feelings (also in outcome B)
3.1	Health- identify and express basic feelings

Outcome B:

Outcome B states that children acquire and use knowledge and skills. This involves thinking, reasoning, remembering, problem solving, using symbols and language and understanding physical and social worlds – such as science and social studies. Assessment and observation often include looking at early concepts, expressive language and communication and, for older children, early literacy and numeracy.

1	Math-Numbers, number sense, and computation
2	Math- sorting, greater and less than
3	Math-measurement
4	Math- Spatial relationships, Geometry and logic
5	Math- data analysis
1 & 2	Science- Natural: observe and describe world
4	Science- Natural: use patterns to sort
1- 4	Science- Earth: weather, water, sky, planets
1- 5	Science- Physical: observable properties and movement
1-8	Science- Life: plants and animals
1-5	Language and Early Literacy- word analysis
1-3	Language and Early Literacy- reading strategies
1-8	Language and Early Literacy- literary text
1-7	Language and Early Literacy- expository text
1-4	Language and Early Literacy-effective writing
2-9	Language and Early Literacy- types of writing
1-5	Language and Early Literacy- listening
2, 3, & 5	Language and Early Literacy- speaking
H3.3 &3.5	Social Studies/ Social Emotional-history
G5 & 6.3-8	Social Studies/ Social Emotional- geography
Ec9 &10	Social Studies/ Social Emotional- economics
C16	Social Studies/ Social Emotional- civics
4.1.e & f	Social Studies/ Social Emotional- social emotional: able to say own and parents' first and last names
1.1	Social Studies/ Social Emotional- creative thinking: uses a variety of approaches to solving problems
3	Social Studies/ Social Emotional- creative thinking: making connections, categorization
1-4, 6 & 8	Music and Movement- singing, playing instruments, improvisation, listening, demonstrates math and language skills while participating in music
1-5	Dramatic Play- understand and act out pretend roles
2 & 3	Visual Arts- identify color, shape and texture, recognize art forms
6	Visual Arts- Use visual arts as a means to express their feelings, thoughts, knowledge and skills in content areas such as language arts, science, and math
1	Physical Development: Identify the basic vocabulary of simple movement patterns

Outcome C:

Outcome C states that children take appropriate action to meet their needs. This includes basic self-help and adaptive skills such as taking care of basic needs, getting from place to place, using tools and contributing to their own health and safety. Skills and behaviors might include integrating motor skills to complete tasks, self-help skills and acting in appropriate ways to get what one needs or wants.

3	Science- natural: Use tools safely to observe and explore different objects/environments
1	Language and Early Literacy-effective writing: experiment with writing tools
1	Language and Early Literacy- types of writing: experiment with writing tools to communicate
1	Language and Early Literacy- speaking: will give directions
1.1 &	Social Studies/ Social Emotional- social emotional: makes independent choices
2.2	Social Studies/ Social Emotional- social emotional: demonstrates self-help skills; put away toys when finished
3.2a	Social Studies/ Social Emotional- social emotional: expresses needs or wants in appropriate ways
1.3	Social Studies/ Social Emotional- creative thinking: adapts environment to reach a motor challenge
7	Music and Movement- evaluation: demonstrates a preference in music
2	Physical Development- movement forms; walk, run, jump, throw, catch, balance*
3	Physical Development- demonstrates locomotor movements
6	Physical Development- fine motor skills; eye-hand coordination, dexterity, tripod grasp*
1	Health- personal hygiene, basic safety rules, basic needs
3.3	Health- identify potential hazards at home, school, and community
3.5	Health- seek adult assistance when injured and/or ill

Not directly related to any of the 3 functional outcomes: MM10- dancing from Music and Movement; 1- creating art from Visual Arts; 5- art interpretation from Visual Arts; 4- engages in physical activity from Physical Development

*Note: Children may be successful in PD 2 and 6 using wheelchairs, assistive technology, or other adaptations. The language in PD 2 and 6 requires certain types of movements for success.