THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

OFFICE OF VOCATIONAL AND EDUCATIONAL SERVICES FOR INDIVIDUALS WITH DISABILITIES
STATEWIDE COORDINATOR FOR SPECIAL EDUCATION
Room 1624 One Commerce Plaza • Albany, NY 12234 Telephone (518) 402-3353 Fax: (518) 473-5769
www.vesid.nysed.gov

November 2006

To: District Superintendents
Superintendents of Schools
Authorized Municipality Representatives under Section 4410
County Fiscal Officers
Directors of Approved Preschool Programs
Approved Preschool Evaluators
Commissioner's Advisory Panel for Special Education
SETRC Professional Development Specialists
Early Childhood Direction Centers
Organizations, Parents and Individuals Concerned with Special Education

From: James P. DeLorenzo

Subject: State Performance Plan – Important Change in Child Outcomes Summary Form and Data to be Collected for Indicator #7 Related to Early Childhood Outcomes and Exit Assessments, Effective 2006-07 School Year

This memorandum is to alert you to a change for the 2006-07 school year and in each subsequent year in the early childhood outcomes exit information to be collected for the State Performance Plan (SPP) required by the Individuals with Disabilities Education Act (IDEA). The change adds new requirements for school districts to: (1) record at exit if the child acquired any new skill or behavior in the three outcome areas and (2) collect two new exit data categories that describe the amount of progress children make. A revised Child Outcomes Summary Form and Summary Assessment Results Form are attached reflecting these changes. Do not continue to use the forms dated 7/06.

Information on how to conduct entry and exit assessments, the sampling process and reporting data may be found at: http://www.vesid.nysed.gov/specialed/spp/exit7.htm. Please refer to http://www.vesid.nysed.gov/sedcar/sppschedule.html for a schedule of the year in which the sample of school districts will submit data on Indicator #7.

Please share this memorandum with Chairpersons of Committees on Preschool Special Education (CPSEs) and Committees on Special Education (CSEs), Directors of Special Education and other appropriate school personnel. Your questions may be directed to Sandra Rybaltowski, Special Education Policy and Partnership Unit, (518) 473-2878 or Inni Barone, Special Education Data and Collection Analysis and Reporting Unit, (518) 486-4678.

Attachment

Attachment A

Directions for Completing the Child Outcomes Summary Form

All preschool children who were initially evaluated on or after March 1, 2006 and found eligible for preschool special education programs and/or services are required to have entry assessment results.

Starting in the 2006-07 school year, exit assessments only need to be conducted for preschool children with disabilities who stop receiving preschool special education services due to program completion or declassification during the school year in which the school district is required to report exit data on this indicator. The only children in the sample of school districts who require exit assessments are those who received an entry assessment and participated in preschool special education for at least six months prior to exiting. Even though only a sample of school districts need to conduct exit assessments and report progress data during the school year in which the district is scheduled to report, a school district may choose to conduct exit assessments on all preschool special education students to assist in making student and programmatic decisions.

The sample of school districts assigned to conduct these assessments each year will be reporting data on the PD-10 Report that will enable the State to determine, for each outcome area, the:

- percentage of children at exit who **maintained functioning** at a level comparable to same-aged nondisabled peers;
- percentage of children at exit who **improved functioning to reach a level** comparable to same-aged nondisabled peers**;**
- percentage of children who **improved functioning to a level nearer** to same-aged nondisabled peers **but did not reach it**; (*wording changed)
- percentage of children who **improved functioning but not sufficient to move nearer** to functioning comparable to same aged nondisabled peers; (*new data element) and
- percentage of children who **did not improve functioning**.

The following information is to assist approved preschool evaluators, school district evaluation staff and Committees on Preschool Special Education (CPSEs) or Committees on Special Education (CSEs) in filling out the Child Outcomes Summary Form and Summary Assessment Results Form (11/06) for entry and exit assessments. The shaded column to the left on the Child Outcomes Summary Form indicates who should fill in the requested information.

ENTRY ASSESSMENTS

Approved preschool evaluators

1. Fill in the child's name and date of birth on the Child Outcomes Summary Form for every preschool child evaluated.
2. Complete the tables of supporting evidence for questions 1a, 2a and 3a on the Child Outcomes Summary Form identifying:
    a. the source of information (name of assessment and edition),

   b. date the assessment was given, and
   c. a summary of relevant results in each of the three outcome areas.
3. Provide assurance that the Preschool Student Evaluation Summary Report has sufficient detailed information for the CPSE to identify on a scale of 1-7 the child's typical functioning in the three outcome areas.

CPSEs

1. Review the information provided by the approved preschool evaluator in the Preschool Student Evaluation Summary Report, Child Outcomes Summary Form and assessment results. Determine the child's eligibility for preschool special education programs and/or services.
2. For preschool children found to be eligible for preschool special education programs and/or services, complete the remainder of cover page information, including the date of CPSE meeting, child's school district identification number, persons attending the CPSE meeting and their roles, and methods of collecting family information on the child's functioning on the Child Outcomes Summary Form.
3. Identify on a scale of 1-7 the child's typical functioning (not his/her capacity to function under ideal circumstances) across typical settings in each of the three outcome areas identified in questions 1a, 2a, and 3a, which relate to the child's behaviors and skills. Only one rating (number) should be circled for each outcome. Transcribe this rating number to the summary assessment results page. Children rated as 6 or 7 are considered as having functioning typical of their same-aged nondisabled peers.
4. Do <u>not</u> complete questions 1b, 2b and 3b. This is for the exit assessment process.
5. Retain the Child Outcomes Summary Form in the child's record.

EXIT ASSESSMENTS

Approved preschool evaluators or school district evaluation staff

If the child is being considered for declassification as a preschooler, approved preschool evaluators will provide the following exit assessment information to the CPSE. If a child is referred to the CSE, school district evaluation staff will provide the following exit assessment information to the CSE:

1. complete tables and supporting evidence for questions 1a, 2a and 3a on the Child Outcomes Summary Form identifying:
   a. the source of information (name of assessment and edition),
   b. date the assessment was given, and
   c. a summary of relevant results in each of the three outcome areas.
2. assurance that the Preschool Student Evaluation Summary (approved preschool evaluator), or Evaluation Report (school district evaluator) has sufficient detailed information for the CPSEs (in the case of declassification) or CSEs (in the case of a referral) to identify on a scale of 1-7 the child's typical functioning in the three outcome areas and information that will enable them to determine if the child learned any new skill or behavior since entry into preschool special education.

CPSE or CSE

The CPSE or CSE must:

1. indicate the date of the CPSE or CSE meeting, identify the persons attending the meeting and their role(s) and indicate the methods for collecting family information on the child's functioning.
2. review the information provided by the approved preschool evaluator or school district evaluation staff, the Child Outcomes Summary Form at entry and current assessment reports.
3. determine the child's continuing eligibility for preschool special education programs and/or services or his/her eligibility for special education as a school-aged student.
4. **determine in each of the three outcome areas identified in questions 1b, 2b and 3b whether the child has shown any new skill or behavior in the area and circle "yes" or "no". If answering "yes", then indicate what progress has been made. (*new data element)**
5. identify on a scale of 1-7 the child's typical functioning (not his/her capacity to function under ideal circumstances) across typical settings in each of the three outcome areas identified in questions 1c, 2c, and 3c, that relate to the child's behaviors and skills. Only one rating (number) should be circled for each outcome. This information must also be transcribed to the summary assessment results page. Children rated as 6 or 7 are considered as having functioning typical of their same-aged nondisabled peers.
6. retain the Child Outcomes Summary Form in the child's record.

Definitions for Outcome Ratings

Completely *Means:*	**7**	Child shows behaviors and skills expected for his or her age in **all or almost all everyday situations** that are part of the child's life. • Behavior and skills are considered **typical** for his or her age.
	6	Between Completely and Somewhat
Somewhat *Means:*	**5**	Child shows behavior and skills expected for his or her age **some of the time across situations.** • Behavior and skills are a mix of age appropriate and not appropriate. • Behavior and skills might be described as more like those of a **slightly younger child.** • Some behaviors or conditions might be **interfering** with the child's capability to achieve age-expected behavior and skills.
	4	Between Somewhat and Emerging
Emerging *Means:*	**3**	Child does **not yet** show behaviors and skills expected of a child of his or her age in any situation. Child's behaviors and skills include **immediate foundation skills** upon which to build age expected skills. • Behaviors and skills might be described as more like those of a **younger child.** • Some behaviors or conditions might be **interfering** with the child's capability to achieve age-expected behavior and skills.
	2	Between Emerging and Not Yet
Not yet *Means:*	**1**	Child does **not yet** show behaviors and skills expected of a child his or her age in any situation. Child's skills and behaviors also **do not yet include any immediate foundation skills** upon which to build age-expected skills. • Child's ways of forming and maintaining social relationships might be described as more like those of a **much younger child**. • Some behaviors or conditions might be **seriously interfering** with the child's capability to achieve age-expected behaviors and skills.

Approved Preschool Evaluators and **CPSEs/CSEs** when making their decisions should consider evidence of the following behaviors[1]:

1. **Positive social-emotional skills (including social relationships):** Children who achieve this outcome at a level that is comparable to same-aged nondisabled children show a variety of behaviors related to having social relationships. For example, they:
   - demonstrate attachment with the significant caregivers in their lives;
   - initiate and maintain social interactions;
   - behave in a way that allows them to participate in a variety of settings and situations, for example, on a playground, at dinner, at the grocery store, in childcare, etc.;
   - communicate wants and needs effectively;
   - build and maintain relationships with children and adults;
   - regulate their emotions;
   - understand and follow rules; and
   - solve social problems.

2. **Acquisition and Use of Knowledge and Skills:** Children who achieve this outcome at a level that is comparable to same-aged nondisabled children show a variety of behaviors related to having knowledge and skills. For example, they:
   - display an eagerness for learning;
   - explore their environment;
   - attend to people and objects;
   - engage in daily learning opportunities;
   - use knowledge and skills (e.g., vocabulary, complexity of language, problem-solving skills, general knowledge, etc.) in a variety of everyday routines and activities;
   - acquire and use the precursor skills that will allow them to learn reading and mathematics in kindergarten; and
   - show imagination and creativity in play.

3. **Use of Appropriate Behaviors to meet his/her needs:** Children who achieve this outcome at a level that is comparable to same-aged nondisabled children show a variety of appropriate behaviors to meet their needs. For example, they:
   - meet their self-care needs (feeding, dressing, toileting, etc.);
   - use objects (spoons, pencils, crayons, clay, scissors, other devices, etc.) as tools;
   - move from place to place to participate in everyday activities and routines;
   - seek help when necessary to move from place to place;
   - seek help when necessary to assist with basic care or other needs; and
   - follow rules related to health and safety.

Revised 11/06

[1] Greenwood, Charles Ph.D and Carta, Judith Ph.D Issues Related to Implementation of Accountability Systems for Children 0-5 with Disabilities, DEC Roundtable Presentation, December 6, 2004, Chicago, Illinois

CHILD OUTCOMES SUMMARY FORM

Revised 11/06

This column indicates who should complete each section

CPSE completes for Entry

Approved Preschool Evaluator completes for Entry

CPSE completes for Entry

ENTRY INFORMATION

Date of Meeting: / /

Mo. / Day/ Yr.

Child Information

Name:_____

Date of birth: / /

Mo. / Day/ Yr.

ID: _____

Persons involved in deciding the summary ratings for Entry:

Name	Role

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

_____ Received in team meeting

_____ Collected separately

_____ Incorporated into assessment(s)

_____ Not included

CPSE
(Declassification)

or

CSE
(Referral)
completes for Exit

EXIT INFORMATION

Date of meeting: / /
Mo. / Day/ Yr.

District Name: _____

Persons involved in deciding the summary ratings for Exit:

Name	Role

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

_____ Received in team meeting

_____ Collected separately

_____ Incorporated into assessment(s)

_____ Not included

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

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

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

ENTRY INFORMATION

CPSE completes for Entry

1a. To what extent does this child show behaviors and skills related to this outcome appropriate for his or her age across a variety of settings and situations? *(Circle one number)*

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

Approved Preschool Evaluator completes for Entry

Supporting evidence for answer to Question 1a (entry)

Source of information	Date	Summary of Relevant Results

CPSE
(Declassification)

or

CSE
(Referral)
completes for Exit

EXIT INFORMATION

1b. Has the child shown *any* new skills or behaviors related to positive social-emotional skills (including positive social relationships) since the last outcomes summary? *(Circle one number)*

YES	**1**	Describe progress:
NO	**2**	

1c. To what extent does this child show behaviors and skills related to this outcome appropriate for his or her age across a variety of settings and situations? *(Circle one number)*

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

Approved Preschool Evaluator
(Declassification)

or

CSE
(Referral)
completes for Exit

Supporting evidence for answer to Question 1b (Exit)

Source of information	Date	Summary of Relevant Results

2. ACQUIRING AND USING 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*

CPSE completes for Entry

ENTRY INFORMATION

2a. To what extent does this child show behaviors and skills related to this outcome appropriate for his or her age across a variety of settings and situations? *(Circle one number)*

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

Approved Preschool Evaluator completes for Entry

Supporting evidence for answer to Question 2a (Entry)		
Source of information	**Date**	**Summary of Relevant Results**

CPSE
(Declassification)

or

CSE
(Referral)
completes for Exit

EXIT INFORMATION

2b. Has the child shown *any* new skills or behaviors related to acquiring and using knowledge and skills since the last outcomes summary?
(Circle one number)

YES	**1**	Describe progress:
NO	**2**	

2c. To what extent does this child show behaviors and skills related to this outcome appropriate for his or her age across a variety of settings and situations? ***(Circle one number)***

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

Approved Preschool Evaluator
(Declassification)

or

CSE
(Referral)
completes for Exit

Supporting evidence for answer to Question 2b (Exit)

Source of information	**Date**	**Summary of Relevant Results**

3. USE OF APPROPRIATE BEHAVIORS TO MEET THEIR 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, pencils, strings attached to objects)*

CPSE completes for Entry

ENTRY INFORMATION

3a. To what extent does this child show behaviors and skills related to this outcome appropriate for his or her age across a variety of settings and situations? *(Circle one number)*

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

Approved Preschool Evaluator completes for Entry

Supporting evidence for answer to Question 3a (Entry)

Source of information	Date	Summary of Relevant Results

CPSE
(Declassification)

or

CSE
(Referral) completes for Exit

EXIT INFORMATION

3b. Has the child shown *any* new skills or behaviors related to taking appropriate action to meet needs since the last outcomes summary? *(Circle one number)*

YES	**1**	Describe progress:
NO	**2**	

3c. To what extent does this child show behaviors and skills related to this outcome appropriate for his or her age across a variety of settings and situations? *(Circle one number)*

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

Approved Preschool Evaluator
(Declassification)

or

CSE
(Referral) completes for Exit

Supporting evidence for answer to Question 3b (Exit)

Source of information	**Date**	**Summary of Relevant Results**

SUMMARY ASSESSMENT RESULTS

Child's Name: _____

Date of Birth: _____

Transfer information from the Child Outcomes Summary Form for each outcome area to this summary sheet. This will assist the district in gathering information needed to complete the PD-10.

I. Record Entry and Exit Scores (scale of 1-7).

	Positive social emotional skills	Acquisition of knowledge and skills	Use of appropriate behaviors to meet his or her needs
Entry Rating (CPSE)			
Exit Rating (CSE or CPSE – for declassification or CSE – for referral for school-age services)			

II. The Child's Progress at Exit: Record "yes" or "no" for any new skills or behaviors.

	Positive social emotional skills	Acquisition of knowledge and skills	Use of appropriate behaviors to meet his or her needs
Exit Rating (CPSE – for declassification or CSE – for referral for school-age services)			