



The Client: A State Education Agency in the USA

State Education Agency

The mission of the State Education Agency is to provide leadership, guidance and resources to help schools meet the educational needs of all students.

State Performance Plan: Indicator 7

Based upon the specifics designated within indicator 7 and the requirements to report data for all local education agencies (LEAs), the State will use the Early Childhood Outcome Center's Childhood Outcomes Summary Form (COSF) model as a method for developing an Early Childhood Outcomes Measurement System

Business Needs

The Office of IDEA Coordination is charged with gathering survey data for the state to report to the U.S. Department of Education Office of Special Education Programs (OSEP) on Early Childhood outcomes. The state will report these results as Indicator 7 Early Childhood Outcomes of the State Performance Plan (SPP). Indicator 7 identifies the percent of preschool children (3, 4, and 5 years old) with IEPs (Individual Education Programs) who demonstrate improved.

Percent of preschool children with Individualized Education Programs (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.

Solution

The State has developed web-based **State Performance Plan Indicator 7 (SPP7 application)** for districts to enter entry and exit data. Training on the SPP7 Application is available at the Regional Education Service Centers statewide.

State Performance Plan: Indicator 7 Application use for collecting online data gathering.

- Online examinations built on the Microsoft® .NET program
- Online marking and grading of student submissions
- Holistic assessment of student performance

Benefits

Based upon the specifics designated within indicator 7 and the requirements to report data for all local education agencies (LEAs), the State will use the Early Childhood Outcome Center's Childhood Outcomes Summary Form (COSF) model as a method for developing an Early Childhood Outcomes Measurement System

Percent of preschool children who did not improve functioning = [(# of



preschool children who did not improve functioning) divided by the (# of preschool children with IEPs assessed)] times 100.

These children either acquired no new skills or behaviors, or their level of functioning has regressed between entry and exit. COSF Crosswalk: Children who are scored lower at exit than entry (or are scored a 1 at both entry and exit) and received a “no” on question b at exit.

Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

These children acquired new skills and behaviors but there has been no positive change in their developmental trajectories. At exit, they were acquiring new skills at the same or lower rates than they had when they began services. COSF Crosswalk: Children who are scored a 5 or lower at entry, scored the same or lower at exit, and received a “yes” on question b at exit.

Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (# of preschool children with IEPs assessed)] times 100.

These children acquired skills and new behaviors at a faster rate after beginning services than they had before. There was a positive change in their developmental trajectories but they had not attained functioning comparable to same-aged peers by the time they exited the program. COSF Crosswalk: Children who are scored higher at exit than entry but did not reach 6 or 7.

Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

These children did not show functioning comparable to same-aged peers at entry but did at exit. COSF Crosswalk: Children who are scored a 5 or lower at entry and a 6 or 7 at exit.

Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

These children showed functioning comparable to same-aged peers at both entry and exit. COSF Crosswalk: Children who are scored a 6 or 7 at both entry and exit.