
Office of Special Education Programs (OSEP)

Illinois Accountability to report Early
Childhood Outcomes

OSEP'S Responsibilities

- Establish long term outcome performance objectives
- Provide technical assistance

(Prove Early Childhood Special Education programming makes a difference for children with IEPs)

Targeted Areas

- Early language/communication
- Pre-readiness
- Social Emotional

(These areas are aligned with the Early Learning Standards)

Guiding Principles

- Overall successful function in a variety of environments
 - Not specifically on one domain
 - Use of skills in context – authentic assessment
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3 “Child Outcomes” areas

- Positive social-emotional skills, including social relationships
 - Acquisition and use of knowledge and skills, including skills in early literacy
 - Use of appropriate behaviors to meet own needs
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All States Must Do (this year 2006)

- Only students entering Special Education services as of March 1st 2006
 - NO CHILD WHO HAS ENTERED BEFORE MARCH 1ST, 2006 WILL BE RATED
 - ever
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As Of March 1, 2006

- Any child **entering** Special Education services including Speech only, must be rated on the **ECO** scale within **45** days of entry. This includes children who have been in Head Start or Pre-K and now have services
- Any child exiting Special Education services who has been enrolled for at least **6 months** must be **exited** using the **ECO** scale

(If there was no entry data there can be no exit data)

(Question to ISBE about summer entry students)

A Plan Must Be Developed

- The **home district** is the responsible entity for each plan
 - The **serving district (program)** shall be the reporter
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We are NOT alone

- Early Intervention is also being prepared to complete the same ratings....
- If the IFSP information is **less than 3 months** old, it **may** be used for ratings

(This should encourage us to have Discharge Summaries at all of our Eligibility Reviews for children who have received Early Intervention services)

ECO Center

(Make it your friend)

- National technical assistance center on Early Childhood Outcomes
 - Developed the process to aggregate information about preschoolers with disabilities
 - www.fpg.unc.edu/~eco/index.cfm
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Mandates vs. Options

- Illinois is mandated by the Federal Government to do this process
 - Illinois is allowing options for gathering data
 - **Some states are mandating which assessment tool must be used**
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Handout A

Good Assessment Principles

- Authentic
 - Recognizes diversity
 - Relates to curriculum and teaching
 - Provides useful information for overall evaluation of the program
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The ECO Process

- Designed not to create more burden
 - Is NOT an assessment tool
 - Assists in decision making process
 - Reduces complex information to a common scale
 - *(Gives the Government a number value to use in reporting)*
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Local districts/programs/co-ops Responsibilities

- Set up a framework
 - Transdisciplinary Play Based Assessment
 - Complete a team rating
 - Early Learning Teams
 - Who will be rating, When will rating be completed
 - Enter data into Illinois system
 - There is no system set up yet.....we must complete the ratings and then wait until we hear how and where to report
 - Plans and ratings are to be sent in to LCSSU to Julie/Kim
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Handout E

page 1

- Child Information
- Multiple Contexts
 - *Our screening domain results just became more important*
 - *Does this mean we screen everyone to be able to say we have seen the child in multiple contexts?*
- Rating process
 - *Our team process just became more important we must have all members present*
 - *Are we now required to have a “rating” meeting and is this considered an IEP?*

Ratings

- 2 ratings on each of the 3 areas
 - Positive Social Relationships
 - ELS Social Emotional Domain
 - Acquire and Use Knowledge and Skills
 - ELS Language Arts, Science, Social Science, Fine Arts
 - Take Appropriate Action to Meet Own Needs
 - ELS Physical Development
 - ELS Language Arts (communication)

Handout E

page 2

■ Rating 1

- Using the 7 point scale for each domain
 - Not yet
 - Emerging
 - Somewhat
 - Completely

Overall Summary Ratings



■ Rating 2

- Using the Letter/number combination
 - First rating may be a1 or c only
 - Exit rating may be
 - a1
 - a2
 - b1
 - b2
-
- c

Outcome Indicators



Handout E

Summary Form

- 1st rating
 - Overall summary rating
 - Outcome indicator

 - 2nd or later rating
 - Previous
 - Current
 - Outcome Indicator
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Handout E

Evidence supporting overall summary ratings

- Types/sources of information
 - *Should be from a variety of sources*
 - Brief summary
 - Special Considerations
 - Hospitalizations
 - Group setting
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- A numerical student identification system is being formed
 - At this time there is no form for the Exit rating
 - Exit forms are to stay in the student's Special Education file
 - At this time there is no reporting procedure
 - Send Plans and Individual Ratings to Julie/Kim. LCSSU will take responsibility for reporting
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Plans

- Each district must submit a plan postmarked March 1st, 2006
 - (I asked about a Co-op plan, this will be asked to ISBE)
- Handout on Illinois Assessment List For Early Childhood Child Outcomes Project

Other assessments may be acceptable for specific areas, i.e. Speech and Language.....CROSSWALKS

WARNING....TEACHER MADE CHECKLISTS WILL PROBABLY NOT BE ACCEPTED

Forms F and G to be the Plan

■ Handout F

- What will we use? (acceptable, authentic)
- When will we use it (entry, periodic, exit)

These questions must be asked and answered for
all 3 Outcomes Domains

1. Social Emotional
 2. Acquire/Use of Knowledge
 3. Take Actions to Meet Needs)
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Forms F and G to be the Plan

■ Form G

□ Timeline

- What (gather info, questionnaires, etc.)
- When (rating done by____, send in by____ exits by____)

□ Team

- Who
 - Same as on Handout E

□ Team Process

- Ratings (who will be in contact with child the most)
(Asked about Paraprofessionals, ISBE to answer)
- Leader (for ECE = teacher, for Speech only = SLP)

STARNET

- StarNet has been given the responsibility to train and give technical assistance.
(This was not their idea)
 - Pam Reising at ISBE will be the reader of all the plans.
 - Revised Plans are due September 1st.
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The Irma Philosophy

JUST
DO WHAT YOU CAN DO

