

## Background

- \* The Office of Special Education Programs (OSEP) requires state early intervention (EI) and early childhood special education (ECSE) programs to submit data on child outcomes annually.
- \* OSEP does not require specific tools or methodologies, so states use a variety of approaches to collect the data. Approaches states and territories use are shown in the table below.

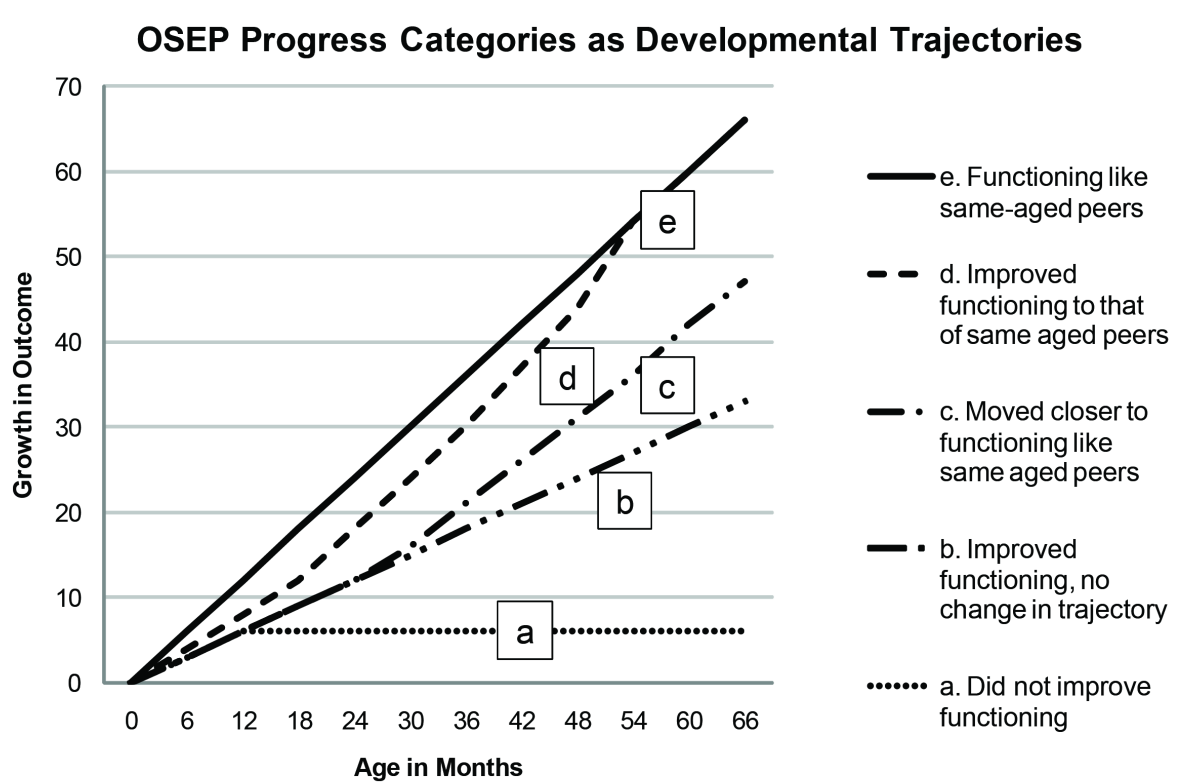
Approach	Part C (N = 56)	Part B Preschool (N = 59)
Child Outcomes Summary Process 7-point scale	42/56 (75%)	43/59 (73%)
One tool statewide	8/56 (14%)	8/59 (14%)
Publishers' online analysis	3/56 (5%)	6/59 (10%)
Other	3/56 (5%)	2/59 (3%)

N = Number of states and jurisdictions using the COS process.

## Child Outcomes

States report 5 Progress Categories and 2 Summary Statements for each of 3 Child Outcomes:

1. Positive social-emotional skills (including social relationships)
2. Acquisition and use of knowledge and skills (including early language/communication)
3. Use of appropriate behaviors to meet their needs

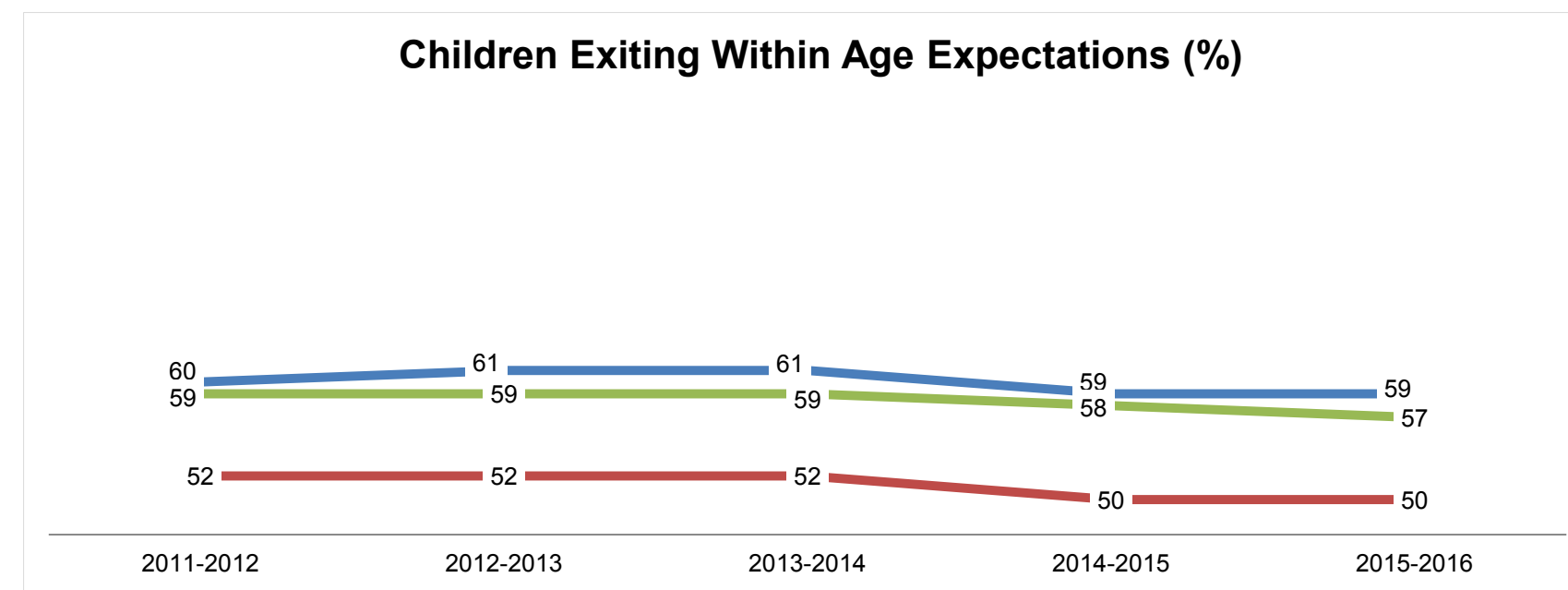
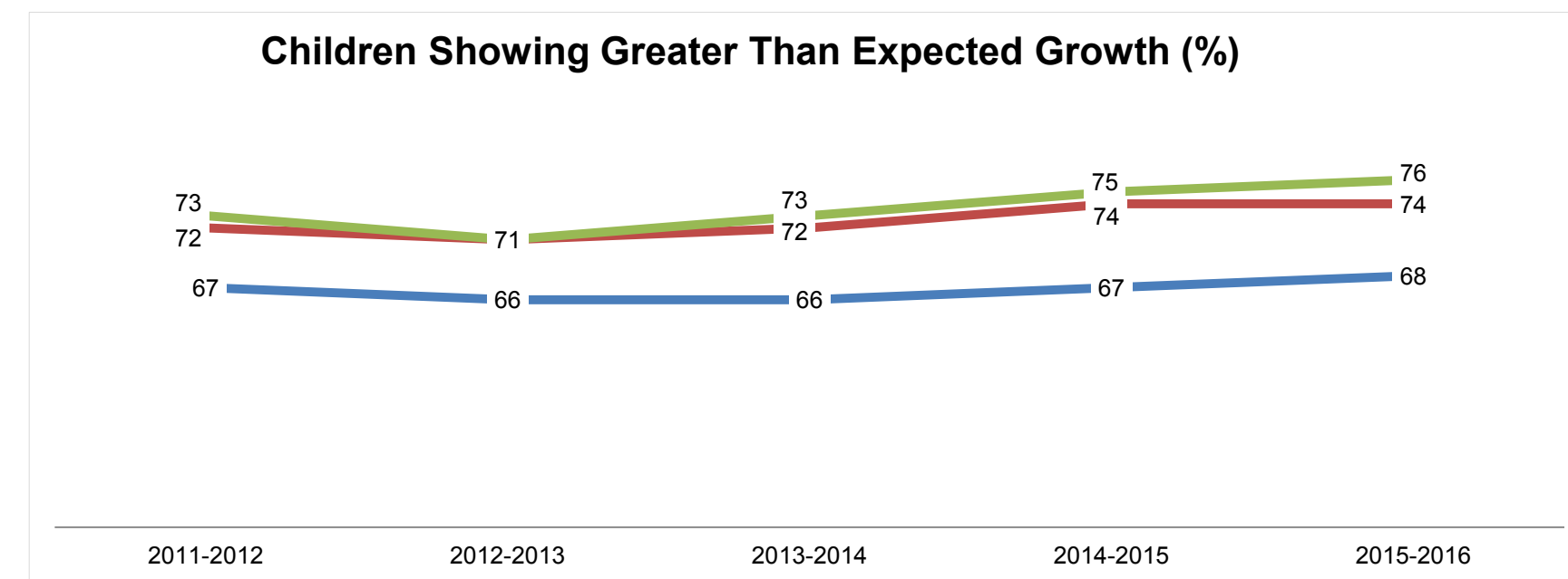


### States report two Summary Statements:

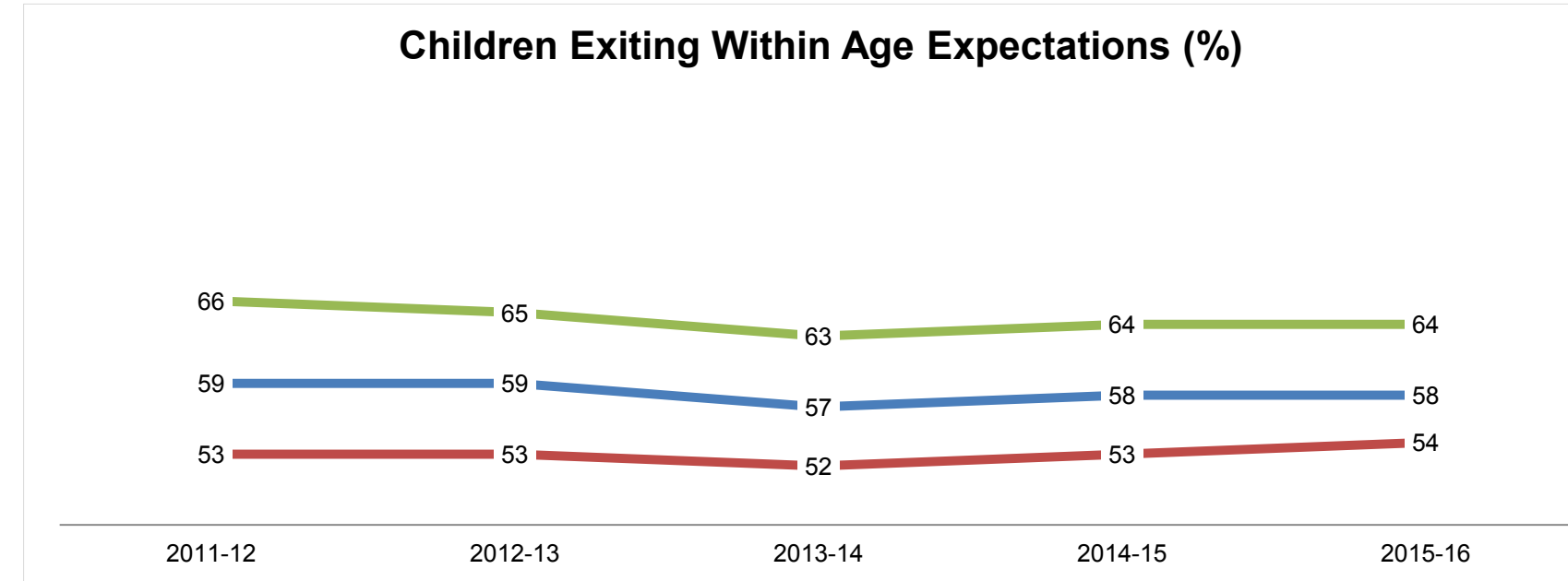
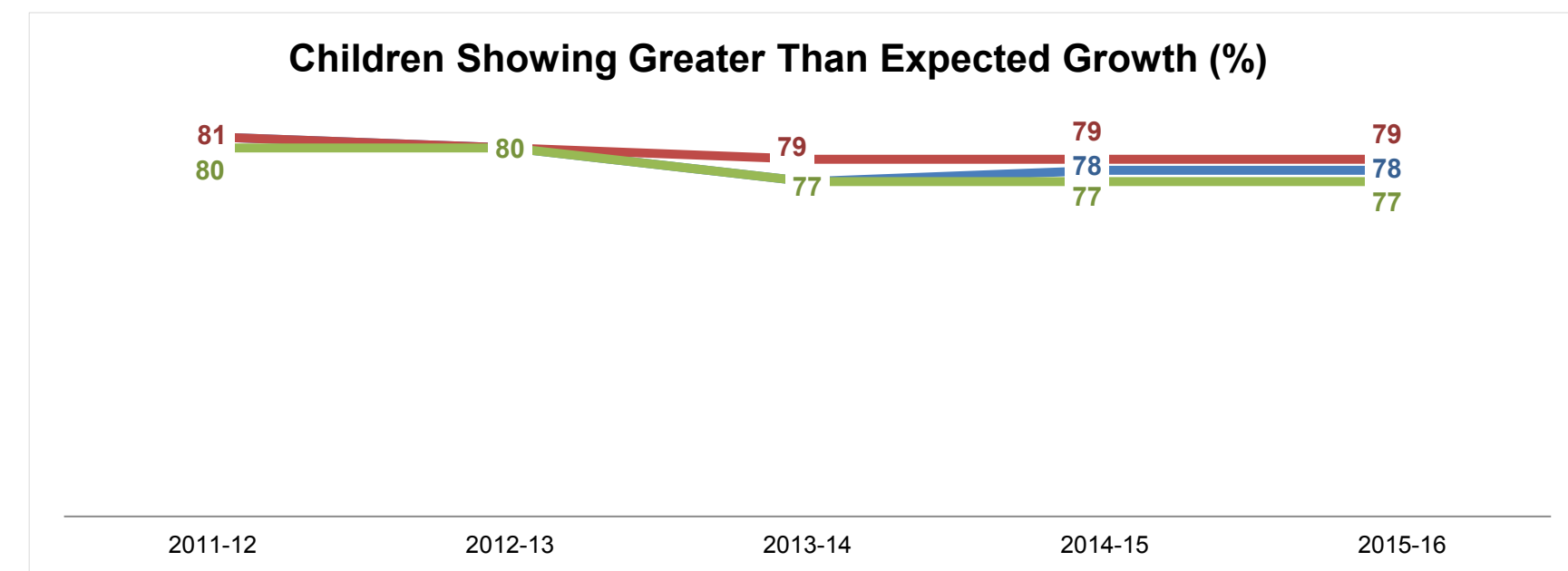
- \* Of those children who entered or exited the program below age expectations in each outcome, the percentage who substantially increased their rate of growth by the time they turned 3 (for EI) or 6 (for ECSE) or exited.
- \* The percentage of children who were functioning within age expectations in each outcome by the time they turned 3 (for EI) or 6 (for ECSE) or exited the program.

## National Data on IDEA 0-5 Child Outcomes

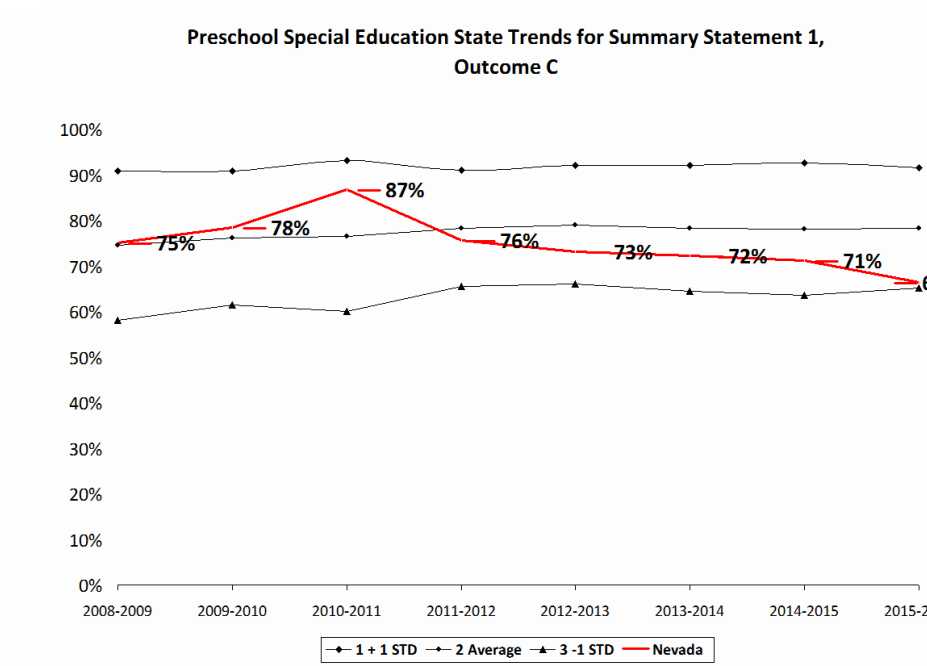
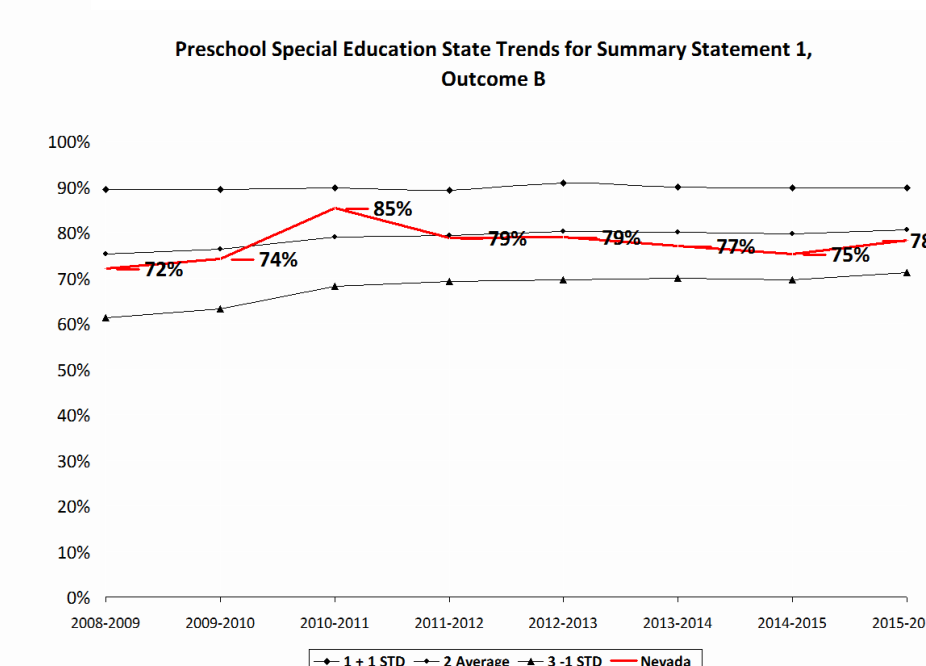
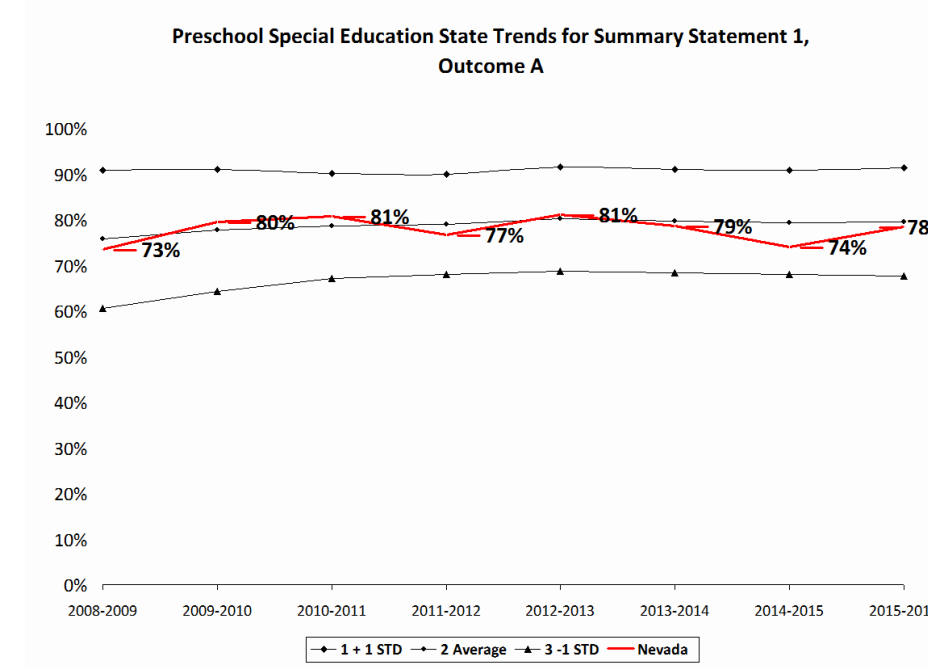
### Part C Early Intervention



### Part B Preschool Special Education



## Example of Trends from Nevada Preschool Special Education



## Nevada Preschool Special Education

### How does the Nevada Preschool Special Education Program share child outcomes data with stakeholders?

- \* An annual retreat with special education directors is held to review data, celebrate improvements, and discuss areas of need.
- \* An annual EC Inclusion Summit is held where general educators, special educators, district administrators, and site administrators review their data and participate in some analysis activities.
- \* State Department of Education website is updated annually with the latest outcomes data.
- \* A brochure is available for parents/families and administrators about the child outcomes measurement system.
- \* A manual is available to guide professionals in the child outcomes measurement process.
- \* Data are shared with many stakeholder groups including: the Nevada Special Education Advisory Committee, district providers, another others.

### How do local districts in Nevada use the child outcomes data for program improvement?

- \* Local districts analyze the data by various variables such as eligibility, primary language, and location of services to help identify areas of need.
- \* Local districts review trend data from previous years to understand progress and potentially identify areas for improvement.
- \* The state conducts data pattern-checking analyses by district and produces reports for local district administrator to support the identification of potential data quality concerns.
- \* The state coordinator meets with districts as requested/needed to review data and plan for improvements annually.

