

## **SPP Child Outcomes**

New Indicator in response to need to demonstrate the effectiveness of early intervention (Part C Indicator #3) and early childhood special education (Part B/section 619 Indicator #7)

### **The requirements:**

- The percent of preschool children with IFSP/IEPs who demonstrate early childhood outcomes in the areas of:
  1. Positive social-emotional skills (including social relationships)
  2. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
  3. Use of appropriate behaviors to meet their needs
- Information will be reported utilizing the Child Outcome Summary Form in each outcome area at entry and again at exit from services for all children who have entry data and have been in the program for 6 months.
- Based on the comparison of entry and exit data, the state will aggregate data and report using these five categories for reporting for each outcome indicator for Part C and Preschool/619
  - A. The percent of infants, toddlers, and young children who did not improve functioning
  - B. The percentage of infants, toddlers, and young children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers
  - C. The percent of infants, toddlers, and young children who improved functioning to a level nearer to same-aged peers but did not reach it
  - D. The percentage of children who improved functioning to reach a level comparable to same-aged peers
  - E. The percent of infants, toddlers, and young children who maintain functioning at a level comparable to same-aged peers

### **Wisconsin's response in building an accountability system**

- DHFS and DPI are working together and with other early childhood systems (Wisconsin Early Childhood Collaborating Partners, Head Start, child care, groups representing families, and others)
- National and regional technical assistance centers have provided support and training (NECTAC, ECO, and NCRRC)

### **Selection of assessment tools and strategies**

- Assessment strategies will be guided by the Wisconsin Assessment Guiding Principles developed through the Wisconsin Early Childhood Collaborating Partners

- Assessment will be aligned with the Wisconsin Model Early Learning Standards (WMELS)
- Stakeholders will be continually involved in the process
- Assessment tools are either crosswalked by the Early Childhood Outcome (ECO) Center and/or identified in WMELS
- Curriculum based assessment that is ongoing, gathers information from multiple sources and settings, and involves families is recommended
- The ECO Child Outcome Summary Form will be used to provide a rating for each child that includes evidence from multiple sources, recognizing that multiple sources of information are necessary and that no one assessment exists which would provide the required information.

### **OSEP Child Outcomes Data**

#### **2005-2006**

- A representational small sample of school districts and corresponding Birth to 3 Counties participate during 2005-2006
- Sample sites collected data for children entering between February 1 and April 30, 2006.
- Participating districts reported Child Summary rating to DPI and DHFS
- Small sample data reported by DPI/DHFS to OSEP February, 2007

#### **2006-2007:**

- DPI implements a sampling strategy that applies to State Performance Plan indicator #7 (as well as to the Family Outcomes, #8, and the Post-School follow-up indicator #14).
- DHFS implements census based data gathering beginning in July 2007
- Districts and Counties involved in the small sample collect child outcome indicators on any exiting children (July 1, 2006 – June 30, 2007)
- Comparison of entry and exit data is used to establish baseline and DPI/DHFS report to OSEP in February, 2008.
- DPI: 2006-07 (and subsequent years) additional districts are identified to participate in the sample, receive training, collect child summary data, and report summary rating to DPI. During the sample year, identified districts will collect and report entry/status information for children in the required sample or census. During subsequent years, the districts will report rating and progress indicator of exiting children. Exiting children will be reported each subsequent year until all children identified during the initial year of sampling have exited.
- DHFS: July 2007 and beyond, all counties will collect entry and exit data on all children and report to DHFS

### **Training and Technical Assistance activities**

- Support for best practices will come from CESA PROGRAM Support Teacher/Leadership network and grant coordinators and Birth to 3 RESource technical assistance teams.
- Resource materials are available on [www.collaboratingpartners.com](http://www.collaboratingpartners.com)

### **Development of a data system**

- Web based reporting tool is in place for reporting entry and exit data. Detailed information on how to access this reporting is sent to directors of special education by DPI.
- Planning between DPI and DHFS to develop a technology based strategy to share data to facilitate transition and reporting requirements.

### **Plan for monitoring and using data to improve services**

- Baseline and targets will be established as part of the ongoing CIFMS process
- This indicator will be the basis for identifying technical assistance and training initiatives including the IDEA Preschool Discretionary Initiatives for Statewide Systems Change.
- Data collection, 'frequently asked questions' guidance, and evaluation will be collected from the small sample participants during training activities and technical assistance contacts. This information will be used to enhance future system components.

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