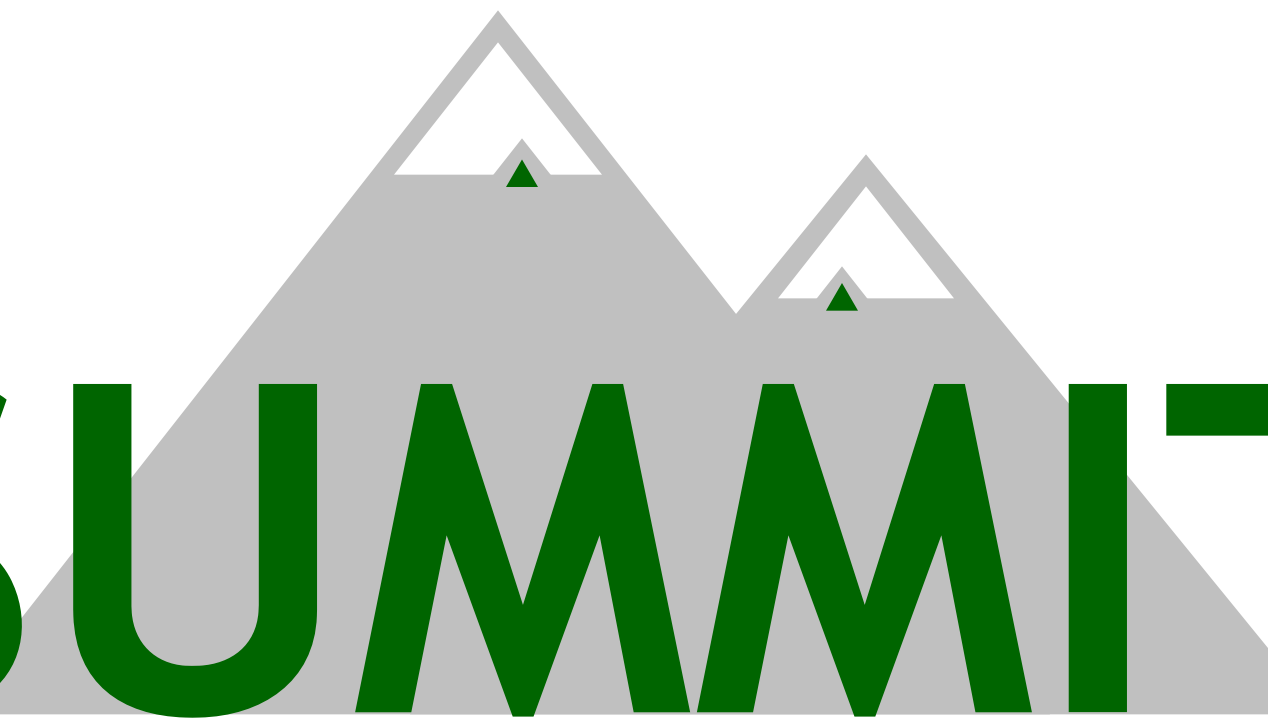
A stylized graphic of two mountain peaks. The peaks are outlined in grey and filled with a light grey color. Small green triangles are placed at the top of each peak. The word 'SUMMIT' is written in large, bold, green, sans-serif capital letters across the middle of the mountain range.

SUMMIT

RESEARCH LABORATORY

UTAH STATE UNIVERSITY

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Measuring and Reporting OSEP Mandated Outcomes for Indicator #7

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Presentation Outline

- Review OSEP outcomes
- Look at four summary forms currently in use
 - Montana
 - Iowa
 - Early Childhood Outcomes Center
 - Alaska
- Discuss how we might use these examples to build our own summary form

Review of OSEP Outcomes

OSEP outcomes

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

What to Report for Each Outcome

- Percent who reach or maintain functioning at a level comparable to same-age peers.
- Percent who improved functioning but did not achieve functioning comparable to same age peers.
- Percent who did not improve functioning.

Nine Report Numbers

	Positive socio-emotional skills	Acquire and use knowledge and skills	Take appropriate action to meet needs
Percent who reach or maintain functioning at a level comparable to same-age peers	1	2	3
Percent who improved functioning but not comparable to same age peers	4	5	6
Percent who did not improve functioning	7	8	9

Purpose of Outcomes

- Give an overall, global sense of functioning for the three general OSEP outcome areas.
- Reflect the child's current performance across a wide range of settings and situations
 - Not what the child does in ideal circumstances
 - Not what the child may be able to do in the future.

Users of Outcomes Information

- U.S. Department of Education, Office of Special Education Programs (OSEP)
- Utah State Office of Education (USOE)
- Districts/schools
- Early childhood educators and caregivers
- Family
- Child

Measurement Options

- Norm-referenced
- Curriculum-based
- Personal / professional judgment
- Combination

Scope of Measurement

- Single measure for single outcome
- Single measure for multiple outcomes
- Multiple measures for single outcome
- Multiple measures for multiple outcomes

Measuring OSEP Outcomes

- How and what to measure?
- Who measures?
- When to measure?
 - Entry
 - Exit
 - Other

Reporting OSEP Outcomes

- How and what to report?
- Who reports?
- When to report?
 - Annually
 - Biannually
 - Quarterly
 - Other

Measuring and Reporting Sequence

- Measure student performance
- Enter information into database
- Analyze results
- Report findings to OSEP
- Provide follow-up info to other users
- Troubleshoot problem areas
- Evaluate measuring/reporting system
- Improve measuring/reporting system

Four Summary Forms

Montana

MONTANA

Student Name: _____ IEP Date: _____	
OUTCOME MEASURES FOR 3, 4, 5, AND 6 YEAR OLD CHILDREN	
The IEP team must address each of the three performance statements below. If this is an INITIAL IEP, rate the child's present level of performance according to the measures on the left. If this is an ANNUAL IEP, rate the child's performance according to the measures on the right. Do not rate performance if this is an INITIAL IEP for a 6-year-old student.	
POSITIVE SOCIAL-EMOTIONAL SKILLS INCLUDING SOCIAL REALTIONSIPS	
This child's present level of performance:	
Initial IEP (for 3, 4, or 5 year olds only) <input type="checkbox"/> Is comparable to same-aged peers <input type="checkbox"/> Is NOT comparable to same-aged peers	Annual IEP (for children aged 3 through 6) <input type="checkbox"/> Reached or maintained a level comparable to same-aged peers <input type="checkbox"/> Improved, but not to a level comparable to same-aged peers <input type="checkbox"/> Did not improve
ACQUISITION AND USE OF KNOWLEDGE AND SKILLS, INCLUDING EARLY LANGUAGE / COMMUNICATION AND EARLY LITERACY	
This child's present level of performance:	
Initial IEP (for 3, 4, or 5 year olds only) <input type="checkbox"/> Is comparable to same-aged peers <input type="checkbox"/> Is NOT comparable to same-aged peers	Annual IEP (for children aged 3 through 6) <input type="checkbox"/> Reached or maintained a level comparable to same-aged peers <input type="checkbox"/> Improved, but not to a level comparable to same-aged peers <input type="checkbox"/> Did not improve

Montana (cont.)

USE OF APPROPRIATE BEHAVIORS TO MEET INDIVIDUAL NEEDS

This child's present level of performance:

Initial IEP (for 3, 4, or 5 year olds only)	Annual IEP (for children aged 3 through 6)
<input type="checkbox"/> Is comparable to same-aged peers	<input type="checkbox"/> Reached or maintained a level comparable to same-aged peers
<input type="checkbox"/> Is NOT comparable to same-aged peers	<input type="checkbox"/> Improved, but not to a level comparable to same-aged peers
	<input type="checkbox"/> Did not improve

Indicate the assessment procedure(s) used to draw these conclusions:

- | | | |
|--|---|---|
| <input type="checkbox"/> Academic | <input type="checkbox"/> Behavioral | <input type="checkbox"/> Class-Based Assessment |
| <input type="checkbox"/> Communication | <input type="checkbox"/> Developmental | <input type="checkbox"/> Observations |
| <input type="checkbox"/> Psychological | <input type="checkbox"/> Social/Emotional | <input type="checkbox"/> Other: (describe) |

Montana

- IEP Team rates child's performance
- Uses only OSEP mandated data
- Measures at initial IEP and annual IEP
- Asks team to indicate general type of assessment used to draw conclusions
 - No specific measurement tools are required
 - No specific scores are reported
 - No record of IEP team members

Iowa

IOWA

Early Childhood Outcomes Summary

Date: ____/____/____

Student: _____ Birthdate: ____/____/____

Complete Section 1 at IEP Initial, Review and Reevaluation meetings.

Section 1: Comparison to peers or standards. Has the child reached or maintained skills and behaviors across a variety of settings and situations that are comparable to same-aged peers?

Positive Socio-Emotional Skills (including positive social relationships)	Acquisition and Use of Knowledge and Skills (including early language/communication)	Appropriate Behaviors to Meet Needs
<input type="checkbox"/> Yes. Child consistently displays skills comparable to or exceeds skills of same-aged peers. <input type="checkbox"/> Emerging. Child inconsistently displays skills demonstrated by same-aged peers. <input type="checkbox"/> No. Child does not demonstrate skills comparable to same-aged peers.	<input type="checkbox"/> Yes. Child consistently displays skills comparable to or exceeds skills of same-aged peers. <input type="checkbox"/> Emerging. Child inconsistently displays skills demonstrated by same-aged peers. <input type="checkbox"/> No. Child does not demonstrate skills comparable to same-aged peers.	<input type="checkbox"/> Yes. Child consistently displays skills comparable to or exceeds skills of same-aged peers. <input type="checkbox"/> Emerging. Child inconsistently displays skills demonstrated by same-aged peers. <input type="checkbox"/> No. Child does not demonstrate skills comparable to same-aged peers.

Iowa (cont.)

Complete Section 2 at IEP Review and Reevaluation meetings.

Section 2: Progress. Did the child make measurable progress by demonstrating improved skills and behaviors across a variety of settings and situations since the last IFSP meeting?

Positive Socio-Emotional Skills (including positive social relationships)	Acquisition and Use of Knowledge and Skills (including early language/communication)	Appropriate Behaviors to Meet Needs
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

Iowa

- IEP Team rates child's performance
- Adds to OSEP mandated data
 - “Emerging” category useful to state and districts
- Measures at initial IEP, review, and reevaluation
- Asks team to evaluate performance based on multiple measures
 - General measures and methods suggested, but not required
 - Emphasis on state early childhood outcomes
 - No specific scores are reported
 - No record of IEP team members

Early Childhood Outcomes Center

- Two forms: Yes/No and 7-point rating scale
- IEP Team rates child's performance
- 7-point scale adds to OSEP mandated data
 - Categories useful to state and districts
- Measures at initial IEP and annual review
- Asks team to evaluate performance and record supporting evidence
 - Sources of information are recorded
 - Summary of results are recorded
 - Record of IEP team members

ECO

1. POSITIVE SOCIO-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.)*

1a. Does this child show behaviors and skills related to this outcome that are appropriate for his or her age across a variety of settings and situations?
(Circle one number)

- 1 Yes
- 2 No

Supporting Evidence for Response to Question 1a

Source of Information	Date	Summary of Relevant Results

1b. (If Question 1a has been answered previously): Has the child shown any new skills or behaviors related to positive socio-emotional skills (including positive social relationships) since the last outcomes summary? *(Circle one number)*

- 1 Yes → Describe:
- 2 No

ECO (cont.)

1. POSITIVE SOCIO-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.)

1a. Does this child show behaviors and skills related to this outcome that are 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

Supporting Evidence for Answer to Question 1a

Source of Information	Date	Summary of Relevant Results

1b. (If Question 1a has been answered previously): Has the child shown any new skills or behaviors related to positive socio-emotional skills (including positive social relationships) since the last outcomes summary? (Circle one number)

Yes	No	Describe progress:
1	2	

Alaska

- Modified version of ECO 7-point rating scale
- IEP team rates child's performance
- Adds to OSEP mandated data
 - Categories useful to state and districts
 - Asks team to think about specific areas of performance
- Measures for only one IEP meeting
 - Must compare previous records to determine progress
- Asks team to evaluate performance and record supporting evidence
 - Sources of information are recorded
 - Summary of results are recorded
 - Record of IEP team members

Alaska

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

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? (Check one rating box)

To select an answer, think about the child's functioning in these and closely related areas:

- Reacts and responds to others
- Demonstrates self-regulation (the ability to calm themselves when distressed)
- Demonstrates strong attachment to primary caregivers or trusting relationships with nurturing adults
- Engages in reciprocal social play
- Expresses a range of emotions and feelings
- Initiates interactions with others through eye contact, vocalizations, body movement, facial expressions, or use of assistive technology
- Recognizes and reacts to others' emotions and feelings
- Asserts independence, beginning sense of self
- Has interest in and initiates interactions with peers, is beginning to reflect behaviors of familiar adults
- Is beginning to imitate behaviors of others
- Is beginning to learn social and cultural expectations (e.g. saying "please", sharing, taking turns, looking for approval/disapproval from adults)

Across all or almost all skills and situations		Some skills across some situations		Few skills across few situations		No expected skills in any situation

Supporting evidence for answer to Question 1

Source of Information	Date	Summary of Relevant Results

Discussion: How we might use
these examples to build our own
summary form

What Do Users Need?

- U.S. Department of Education, Office of Special Education Programs (OSEP)
- Utah State Office of Education (USOE)
- Districts/schools
- Early childhood educators and caregivers
- Family
- Child

Which Measurement Options Would Meet Users' Needs?

- Norm-referenced
- Curriculum-based
- Personal / professional judgment
- Combination

How Many Measures are Needed?

- Single measure for single outcome
- Single measure for multiple outcomes
- Multiple measures for single outcome
- Multiple measures for multiple outcomes

Measuring OSEP Outcomes

- How and what to measure?
- Who measures?
- When to measure?
 - Entry
 - Exit
 - Other

Reporting OSEP Outcomes

- How and what to report?
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 - Biannually
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 - Other

How to Facilitate the Measuring and Reporting Sequence?

- Measure student performance
- Enter information into database
- Analyze results
- Report findings to OSEP
- Provide follow-up info to other users
- Troubleshoot problem areas
- Evaluate measuring/reporting system
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