OSEP Exiting Guidance

Submitting Preschool Child Outcomes Data during the COVID-19

This guidance is provided to help school district teachers and administrators effectively report on children's outcomes. While this guidance is specific to the time period for the Covid-19 response for the Spring reporting period, the information is highly equated to practices expected year-round. As part of the State Performance Plan/Annual Performance Report (SPP/APR) submitted to the Office of Special Education Programs (OSEP), states are required to report on the percent of preschool-age children with Individualized Education Plans (IEPs) who demonstrate improved outcomes in the following areas:

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

An "outcome" is defined as a benefit experienced as a result of services and supports received, and the result of services provided to children. Only children who have exited special education or who will transition out of preschool to Kindergarten will be included in this data set. The following strategies are supportive of completing the exit requirements.

1. **Identify children who will exit preschool special education**
   a. OSEP exiting is for children who have been determined to no longer need special education or are transitioning to Kindergarten.
   b. The portfolios of the children who will remain in early childhood special education programs will not be exited but may be finalized at any point after the school closure and prior to the end of the spring checkpoint.
2. **Address factors that affect the ability to exit children**
   a. A child must have 6 months or more of data between the original entry data and the last Checkpoint finalization. Finalization is the completion of the checkpoint process which includes selecting ratings and selecting "finalize".
   b. If a child is short of the 6 months needed but could reach that mark before the June 5th finalization deadline, you should wait to finalize until the 6-month time period is reached. If you have already finalized, you may unfinalize the child's checkpoint and refinalize after the 6th month date occurs.
   c. A child needs 70% of dimensions rated in each outcome area to OSEP exit.
3. **Review implications of using "Not Observed" and "Not Yet" ratings**
   a. Rating a child as "not observed" means that the teacher did not assess or witness the child demonstrate the skill. Rating a child as "not yet" means that the child was observed and did not meet the criteria for demonstrating the skill.
   b. The overuse of the rating "Not Observed" during the finalization of children will not allow you to exit children during the Spring Checkpoint. Please see the chart below regarding the need for a minimum of 70% of completed dimensions in each Outcome area as one of the criteria needed to exit a child.
   c. The use of a rating of "Not Yet" does allow for exiting, however should only be used when a child has been observed and does not demonstrate skills associated with a specific dimension. If it is inappropriately used in place of "Not Observed" it will provide an inaccurate outcome score regarding the child's ability.

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4. Review number and percent of ratings needed for dimensions in each outcome area*

Outcome 1	Outcome 2	Outcome 3
1a, 1b 2a, 2b, 2c, 2d 3a, 3b 8a 10a, 10b	7b 8a, 8b 9a, 9b, 9c, 9d 11a, 11b, 11c, 11d, 11e 12a, 12b 13 14a, 14b 15a, 15b, 15c 16a, 16b 17a, 17b 18a, 18b, 18c 19a, 19b 20a, 20b, 20c 21a, 21b 22 23 24 25 26 *37 & 38 If identified as an English Language Learner	1c1 1c2 1c3 1c4 4 7a
8 dimensions minimum needed for 70%	18 dimensions minimum needed for 70%	5 dimensions minimum needed for 70%

*Note: there is not a *specific number of pieces of documentation* needed to inform a rating for each dimension. Documentation is the evidence for the selection of the level or rating. Best practice is that the documentation gives an appropriate depiction of the child's ability.

5. Consider additional strategies:

Strategy	Guidance
1. Collect more data via parent engagement	See OSEP Outcomes & TSG Data Collection guidance document (Here)
2. Extended School Year (ESY) or if Compensatory Services must be provided	If a child will be attending a program during the summer school districts have the option of using the summer checkpoint. Data for this period may be collected beginning June 8th and ending July 20th, 2020
3. Use of winter checkpoint ratings. (Last resort)	While best practice includes the ongoing collection of data throughout each period, if documentation is missing (due to child's chronic absence or illness from the program) from some of the dimensions during the Spring checkpoint period between February 8 and March 15th , the ratings from the winter checkpoint could be used. In this case, only winter checkpoint ratings that have supporting documentation may be used.
4. Participate in training offered	Contact the Early Childhood Unit at ADE for training opportunities through your Program Specialist or the ECEInbox@azed.gov