2023–2024 ECSE Cohort Meeting

Child Outcomes After the Entry Score
Supporting Children's Progress Toward
Meeting Age Expectations

October 18 and October 20, 2023

**Exceptional Student Services**

Agenda

Times	Agenda item
1:00 pm - 1:10 pm	Welcome
1:10 pm - 1:20 pm	Updates
1:20 pm - 1:25 pm	Check-in question regarding data meetings
1:25 pm - 1:50 pm	Current progress monitoring processes and data collections
1:50 pm – 2:00 pm	Break
2:00 pm - 2:25 pm	Impact and Implications of the data
2:25 pm - 2:45 pm	Breakout room strategy discussion to support practitioners
2:45 pm - 3:00pm	Summarize thoughts

Objectives:

Program Administrators will:

1. Leave with resources to support teachers to set high, realistic expectations for students, recognizing the special circumstances an individual child's exceptionalities may present.

2. Understand universal terms to describe COS processes.

3. Be able to support teachers to gather and reflect on current child performance

4. Identify practices with teachers to achieve age level expectations by the end of a child's preschool career.
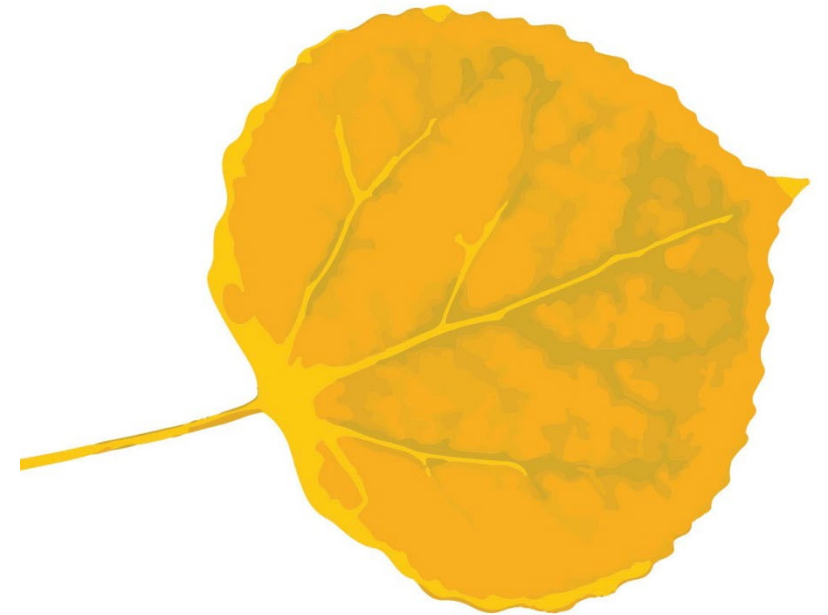
Early Childhood Special Education Cohort Meetings

General Purpose

To create a space for Early Childhood Special Education
personnel to share experiences encountered in the field,
a place to collaborate with other districts and agencies,
to celebrate successes and problem solve through
any challenges, and a place to work together to improve
outcomes for preschool children with disabilities.

ARIZONA DEPARTMENT OF EDUCATION

Early Childhood Special Education (ECSE) Unit Introduction

Director of the ECSE Unit within Exceptional Student Services at the Arizona Department of Education

- Serving preschool aged children with disabilities by:
    - Coordinating technical assistance and professional development to Arizona's Early Childhood administrators and practitioners
    - Dissemination of federal, state policies
    - Support to implement practices
- Having fun working with our team of fantastic ECSE Specialists!

Suzanne Perry
AZ 619 Coordinator

ECSE Specialists

Tami Philips, Lead Program Specialist

Erika Argueta, Program Specialist

Elizabeth Hamilton, Program Specialist

Lenka Studnicka, Program Specialist
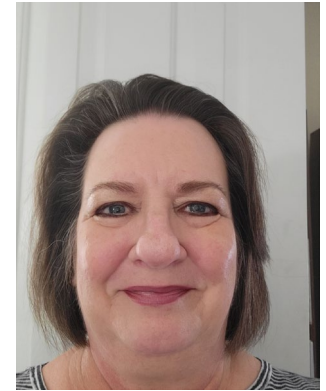
Camille Verdugo, Program Specialist

Housekeeping

- Participate in conversations

- Webcams on if possible; it is nice to see your faces

- Set microphones to mute when not speaking

- The breakout room is time to network with colleagues

- Tool-specific questions can go on the Jamboard and can be addressed at the end of the session or with your Specialist

Updates

Early Childhood Transition: Building Collaborative Communities

- Breakout rooms with Service Providing Agencies to identify best practice systems and structures in your local areas

- Featuring Program Staff from DDD, ASDB, AzEIP, and School Districts sharing basic facts

- Questions to guide breakout room groups to ensure all necessary elements are in place

- Registration:

  Register for October 25, 2023, 1:00pm-3:00 pm

  Registration for October 27, 2023, 8:30am-10:30am

Updates (continued)

EARLY INTERVENTION/
EARLY CHILDHOOD SPECIAL EDUCATION
SUMMIT
IDEA

EI-ECSE Summit

Leaping Forward, Ensuring That Children Thrive

February 28, 29, and March 1, 2024

Resources to Support Teachers

Goal 1: Leave with resources to support teachers to set high yet realistic expectations for students, recognizing the special circumstances an individual child's exceptionalities may present.

How Many Here Today Have Had a Data Meeting With Their ECSE Specialist?
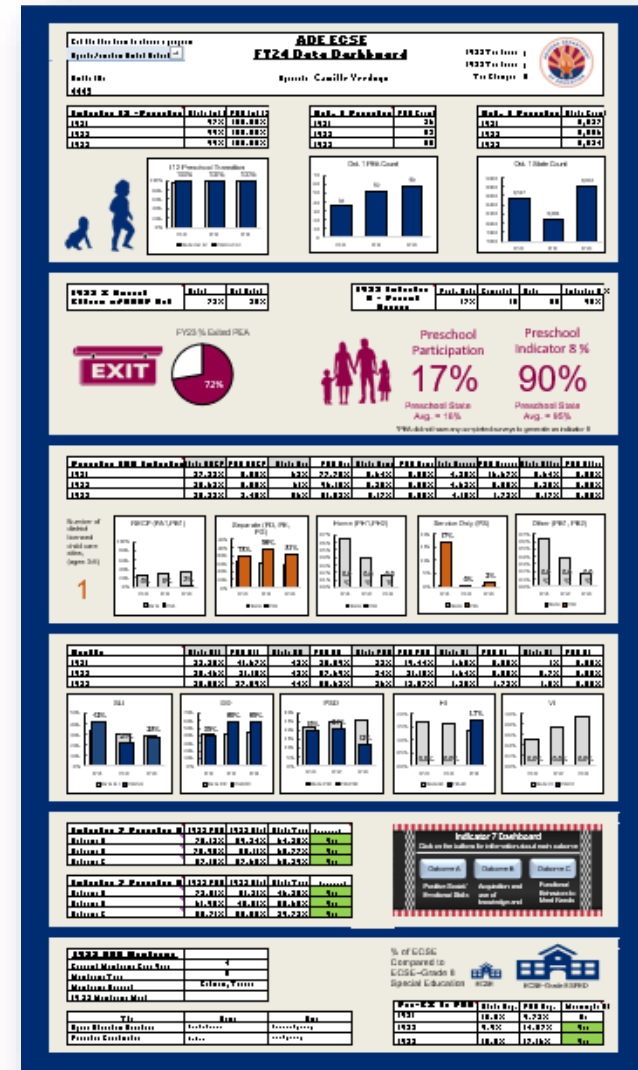
Changes to the Child Outcomes Summary Process

On July 1, 2023, the Child Outcomes Summary process changed to allow a variety of assessment tools and a new way to report the results.

COS Process Vocabulary

Goal 2: Understand universal terms to describe COS processes.

- Petiole
- Margin
- Veins
- Midrib
- Leaf Blade
- Sinus
- Lobe

Leaf Anatomy

Assessing Children with Disabilities Across the Breadth of Child Outcomes

1. Outcome A
Positive Social-Emotional Skills
TSG Objectives and Dimensions 1a, 1b 2a, 2b, 2c,2d 3a, 3b 8a 10a, 10b
Minimum of 8 Dimensions needed for 70%

2. Outcome B
Acquisition and use of Knowledge & Skills
TSG Objectives and Dimensions 7b, 8a, 8b9a, 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
Minimum of 18 Dimensions needed for 70%

3. Outcome C
Use of Appropriate Behaviors to Meet Needs
TSG Objectives and Dimensions 1c1, 1c2, 1c3, 1c4 4 7a
Minimum 5 Dimensions needed for 70%

Breadth of Child Outcomes

Outcome 1: Positive Social-Emotional Skills (including social relationships)

Relating with Caregivers
Demonstrate regulation and attachment, respond/initiate/sustain interactions, acknowledge comings and goings...

Attending to Other People in a Variety of Settings
Express awareness/caution, respond to/offer greetings, respond to own/others' names...

Interacting with Peers
Convey awareness, respond/initiate/ sustain interactions, share/cope/resolve conflicts, play near and with peers...

Participating in Social Games & Communicating with Others
Respond to/initiate/sustain games and back-and-forth communication, demonstrate joint attention, engage in mutual activity, follow rules of games...

Following Social Norms & Adapting to Change in Routines
Transition between activities, respond to new/familiar settings/interactions, behave in ways that allow participation, follow routines and rules...

Expressing Own Emotions & Responding to Emotions of Others
Show pride/excitement/frustration, manage own emotions, display affection, and comfort others...

Outcome 2: Acquisition and Use of Knowledge and Skills

Showing Interest in Learning
Persist, show eagerness and awareness, imitate/repeat actions, explore environment... environment...

Using Problem Solving
Figure things out, use trial and error, remember steps/actions and execute them with intention, experiment with new/known actions...

Engaging in Purposeful Play
Show early awareness and exploration, use objects according to function, play by building, pretending, organizing and expanding play scenarios and roles...

Understanding Pre-Academics & Literacy
Notice differences or associations among things, demonstrate matching/sorting/labeling by size/color/shape/numbers/function, interact with books and pictures, practice early writing and reading...

Acquiring Language to Communicate
Learn and use sounds, words, and sentences with increasing complexity including sign language and augmentative and alternative communication (AAC)...

Understanding Questions Asked & Directions Given
Respond to gestures/verbal requests, understand meaning of increasingly complex words/questions/ directions, know and state details about self (e.g., name, age)...

Outcome 3: Use of Appropriate Behaviors to Meet Needs

Moving Around & Manipulating Things to Meet Needs
Move with increasing control and purpose (e.g., reach, roll, crawl, walk, run, climb) to navigate the environment - with accommodations as needed, manipulate objects/tools (e.g., crayons, scissors, switches, fragile items) with increasing control...

Eating & Drinking with Increasing Independence
Suck/swallow, chew, bite, finger feed, use utensils, hold bottle, drink from cup, show growing independence with amount/type of food eaten, access food and feed self....

Dressing & Undressing with Increasing Independence
Assist with dressing, take off/put on shoes and clothes, undo/do fasteners...

Diapering/Toileting & Washing with Increasing Independence
Lift legs for diaper change, sit on potty, wash hands, brush teeth, help with bathing...

Communicating Needs
Indicate hunger/need for sleep/diaper change, express discomfort/hurt, request or reject food, express choice/preferences...

Showing Safety Awareness
Avoid dangers (e.g., putting things in mouth, touching hot stove), follow safety rules across settings and situations...
Note: This awareness is less evident in very young children

Early Childhood Special Education Web Pages for COS Process

Early Childhood Special Education Main Page

1. Child Outcomes Summary Process Overview
2. Child Outcomes Summary Process Professional Development
3. Child Outcomes Summary Data

Defining Progress

- Most districts have now submitted entry scores for their preschoolers with disabilities.

- The next data point to be submitted will be the end of the year score.

- What will that end of year score be for the children in our program? How will their scores compare to the entry score? How much progress will have been made?

Definitions for Child Outcomes Summary (COS) Ratings

Updated May 18, 2023

Overall Age-Expected

Rating	Definition
7	• Child shows functioning expected for his or her age in all or almost all everyday situations that are part of the child's life. • No one on the team has concerns about the child's functioning in this outcome area.
6	• Child's functioning generally is considered age-expected, but there are some significant concerns about the child's functioning in this outcome area. • Although age-expected, the child's functioning may border on not keeping pace with age expectations.

Overall Not Age-Expected

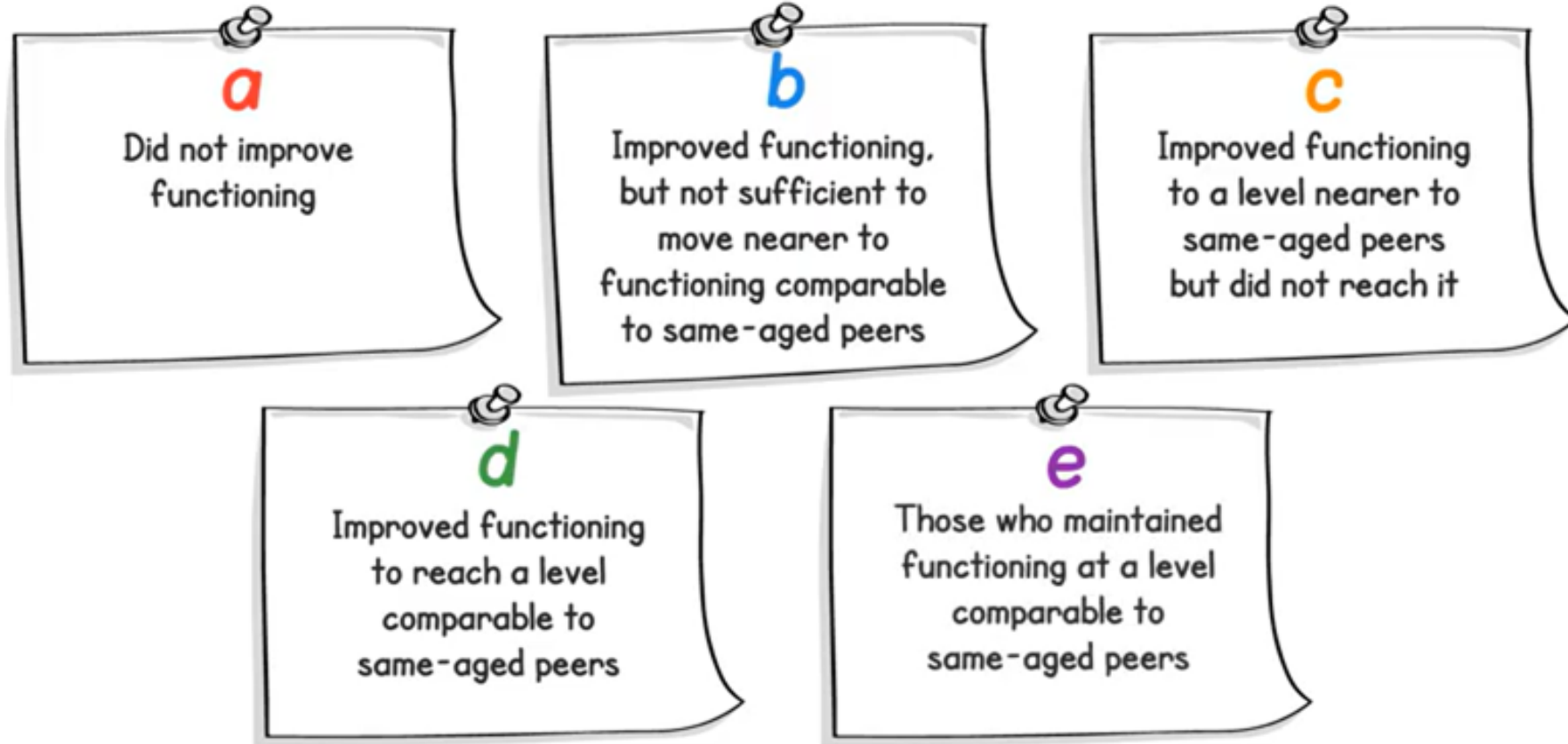| Rating	Definition
5	• Child shows functioning expected for his or her age some of the time or in some settings and situations. • Child uses a mix of skills with more that are age-expected than not age-expected across settings and situations in this outcome area. • Child's functioning might be described as like that of a slightly younger child.
4	• Child shows occasional age-expected functioning across settings and situations. • More functioning is not age-expected than age-expected.
3	• Child does not yet show functioning expected of a child of his or her age in any situation. • Child uses immediate foundational skills most or all of the time across settings and situations. • Functioning might be described as like that of a younger child.
2	• Child shows occasional immediate foundational functioning skills across settings and situations. • More functioning reflects skills that are not immediate foundational than are immediate foundational.
1	• Child does not yet show functioning expected of a child his or her age in any situation. • Child's functioning does not yet include immediate foundational skills upon which to build age-appropriate functioning. • Child's functioning might be described as like that of a much younger child.

Available in Spanish — https://ectacenter.org/eco/pages/cosform.asp

Child Outcomes Score Data to OSEP Progress Categories

Progress Categories

a — Did not improve functioning

b — Improved functioning, but not sufficient to move nearer to functioning comparable to same-aged peers

c — Improved functioning to a level nearer to same-aged peers but did not reach it

d — Improved functioning to reach a level comparable to same-aged peers

e — Those who maintained functioning at a level comparable to same-aged peers

Progress Categories (Continued)

% of Children in Each Progress Category, Outcome A: Social Emotional Skills SY 22–23
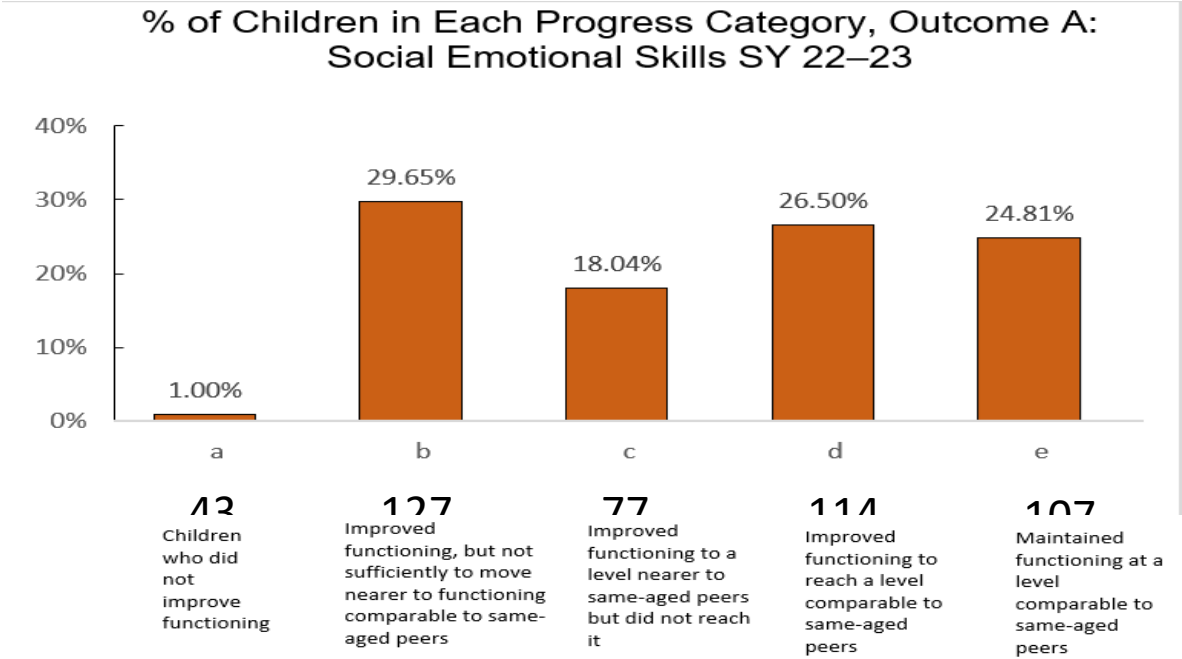
Outcome Area	Progress Category a	Progress Category b	Progress Category c	Progress Category d	Progress Category e
social emotional skills 2022-23	a. Preschool children who did not improve functioning	b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	d. Preschool children who improved functioning to reach a level comparable to same-aged peers	e. Preschool children who maintained functioning at a level comparable to same-aged peers
N	43	1279	778	1143	1070
%	1.00%	29.65%	18.04%	26.50%	24.81%

10-Minute Break

Reflecting on Child Performance

Goal 3: Be able to support teachers to reflect on current child performance.

Child Progress
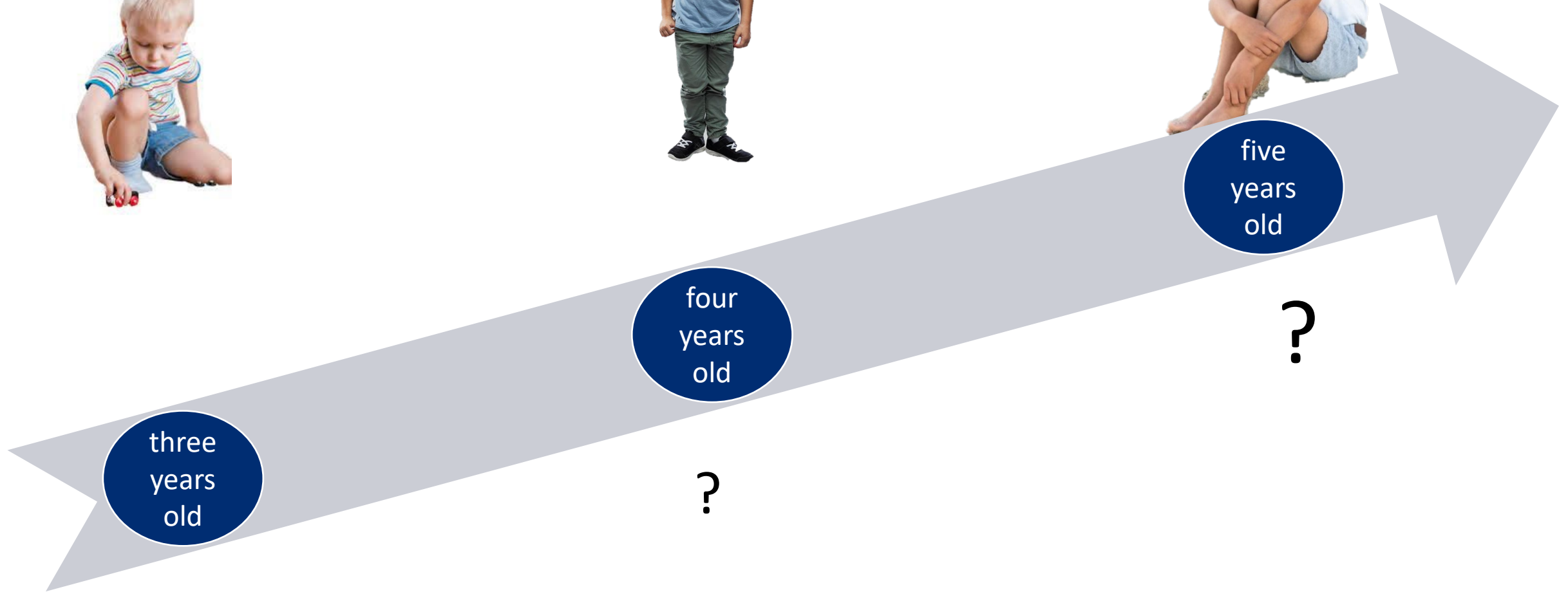
Example

Entry scores for Sam:

3

2

3

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Avoid dangers (e.g., putting things in mouth, touching hot stove), follow safety rules across settings and situations...
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Social-Emotional Outcome Area

five years old

four years old

three years old

?

?

3
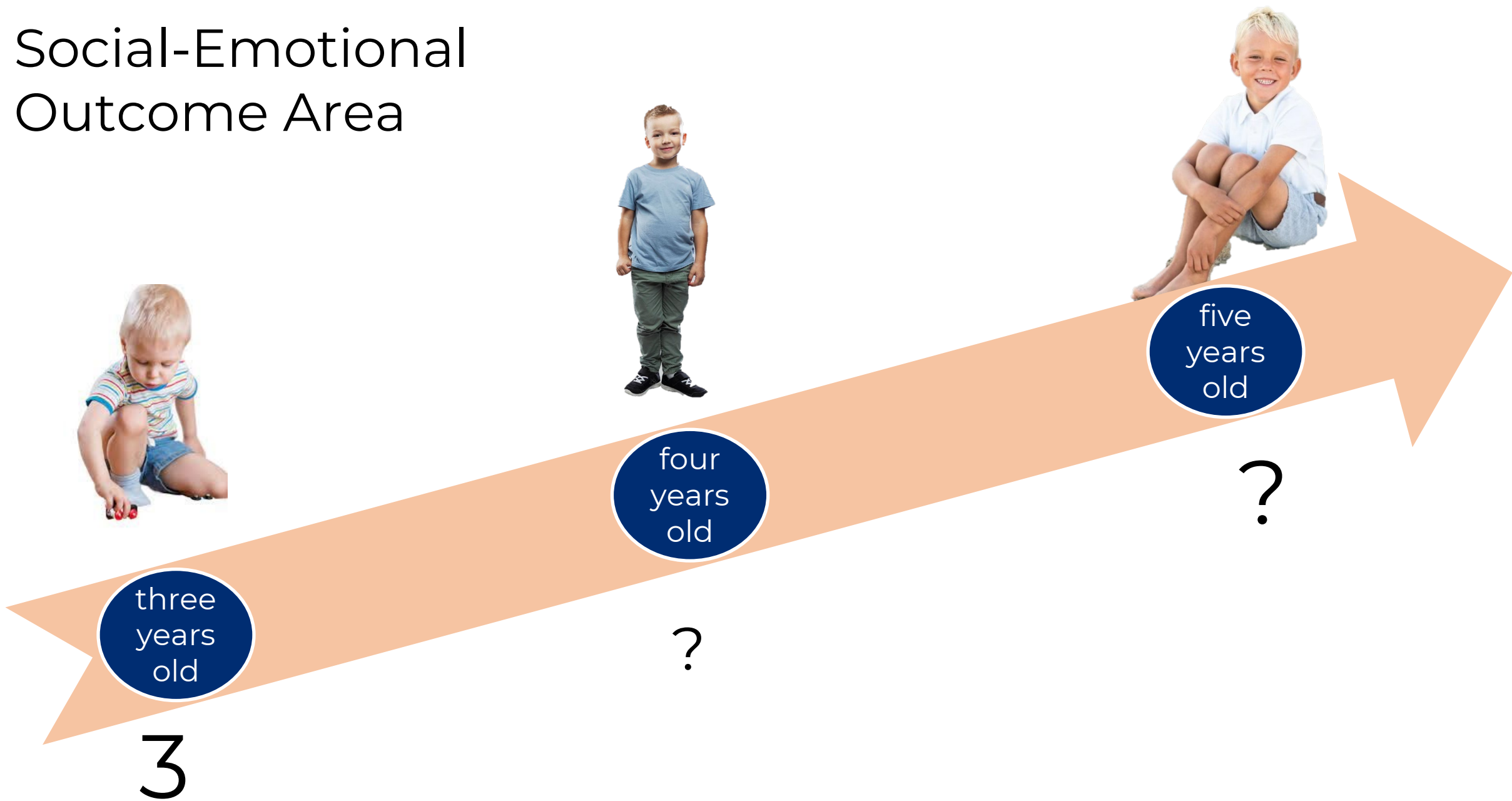
Age-Anchoring Sam

Evidence that Sam is a 3:
- Current functioning is generally in the 25-30 months old range
- Having difficulty sharing with peers
- May engage in pretend parallel play. Talks about how other children are feeling.
- Being apt to snatch, push and kick rather than give and take in polite fashion

What environmental supports, planned instruction, and peer mediation might support development?

These are 37- to 48-month-old skills that we would expect for a typical child by the end of the year (which would be a COS Score of 6 or 7):
• Knowing how to interact with friends in a cooperative matter
• Identifying feelings, likes, and dislikes but may not be able to explain why
• Knowing how to interact with friends in a cooperative matter

Achieving Age-Level Expectations

Goal 4: Identify teacher practices that support children to achieve age-level expectations by the end of a child's preschool career.

Networking

Discuss with colleagues the systems you are envisioning for:

- Attending to entry, end of the year, and exit scores and using it to plan for instruction to meet developmental expectations.

Join a Breakout Room
Add ideas to Jamboard

Network with Peers

Share thoughts and discussions from the breakout rooms listed on the Jamboard

Additional Trainings and Resources for Child Outcomes Summary (COS) Process

Child Outcomes Summary (COS) Modules

[ADE Professional Learning and Development (APLD)](#)
[ECTA DASY Child Outcomes Summary (COS) Collecting & Using Data to Improve Programs](#)
Data meetings with Program Specialists
[Child Outcomes Knowledge Check](#)
COS modules
- [Through APLD](#)
- [Through ECTA](#)
[COS Quick Reference Guide](#)

## Padlet for Fall Cohort Meeting: Child Outcomes Summary Resources

References

Dinnebeil, L.A. & McInerney, W.F. (2011). *A guide to itinerant early childhood special education service.* Paul H. Brookes Pub. Co.

The Center for IDEA Early Childhood Systems (DASY) & Early Childhood Technical Assistance Center (ECTA) (2022). COS quick reference guide 2022.

'Mississippi miracle': Kids' reading scores have soared in Deep South states (2023).
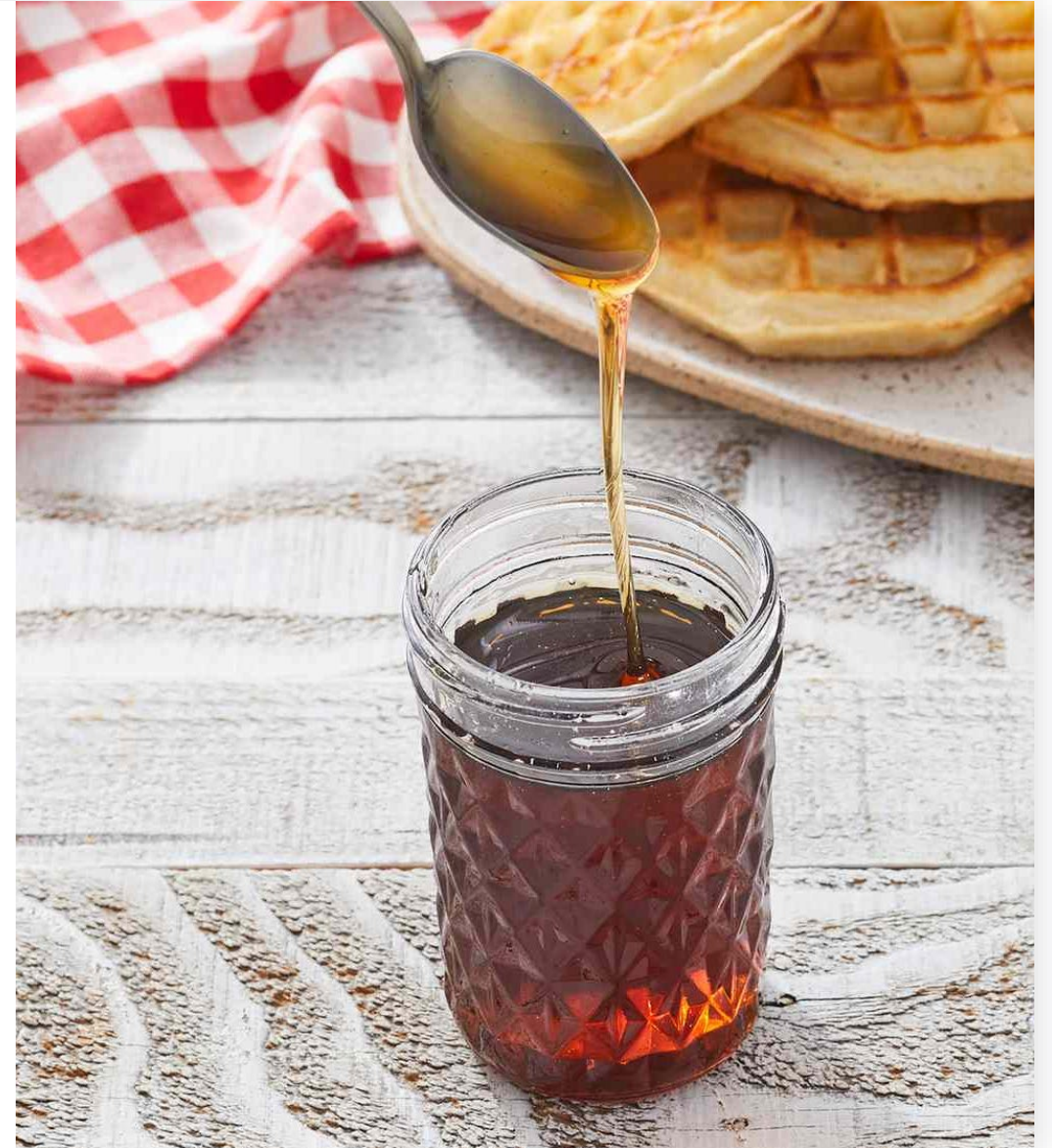
Thank you for joining us!

Contact Us

- [Early Childhood Special Education Web Page](#)
- ECSEInbox@azed.gov