



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

OFFICE OF VOCATIONAL AND EDUCATIONAL SERVICES FOR INDIVIDUALS WITH DISABILITIES
STATEWIDE COORDINATOR FOR SPECIAL EDUCATION
Room 1624 One Commerce Plaza • Albany, NY 12234
www.vesid.nysed.gov

Telephone (518) 402-3353 Fax: (518) 473-5769

July 2006

To: District Superintendents
Superintendents of Schools
Authorized Municipality Representatives under Section 4410
County Fiscal Officers
Directors of Approved Preschool Programs
Approved Preschool Evaluators
Commissioner's Advisory Panel for Special Education
SETRC Program Development Specialists
Early Childhood Direction Centers
Organizations, Parents and Individuals Concerned with Special Education

From: James P. DeLorenzo 

Subject: State Performance Plan - Indicator #7 Related to Early Childhood Outcomes and Exit Assessments

This memorandum provides information on State Performance Plan (SPP) requirements of the Individuals with Disabilities Education Act (IDEA) related to early childhood outcomes. The SPP is designed to evaluate the State's efforts to implement the requirements of IDEA and describe how the State will improve results for children with disabilities. As one of the measures of performance (Indicator #7), the State must report the percent of preschool children with individualized education programs (IEPs) who demonstrate improvement in three early childhood outcome areas based on entry and exit assessments (<http://www.vesid.nysed.gov/specialed/spp/home.html>).

Comprehensive information on the responsibilities and requirements for conducting **entry** assessments was issued in a separate memorandum in February 2006 and can be found at <http://www.vesid.nysed.gov/specialed/spp/earlychild.htm>. Entry assessments are required for all preschool children suspected of having a disability and are conducted by approved preschool evaluators. Results are reported to the Committee on Preschool Special Education (CPSE), which determines if the child is eligible for preschool special education programs and services and the entry levels of functioning in three early childhood outcome areas.



Beginning in the 2006-07 school year and annually thereafter, one-sixth of the school districts in the State will be required to report **exit** data on the progress that preschool children have made in the three early childhood outcome areas between entry into and exit from preschool special education programs and/or services. A different one-sixth of the school districts will report these data annually until all school districts have submitted the data once over the six-year period. New York City is the only exception and must report these data annually. These data will be reported on a PD-10 form that will be developed for the 2006-07 school year. School districts will be notified when this form is available for their use. School districts that are assigned to submit progress data for Indicator #7 during the 2006-07 school year must submit the data on the PD-10 form no later than October 15, 2007. Please refer to <http://www.vesid.nysed.gov/sedcar/sppschedule.html> for a schedule of the year in which school districts will submit data on Indicator #7.

The process for exit data collection requires that approved preschool evaluators, CPSEs, Committees on Special Education (CSEs) and school districts institute new procedures. Please share this memorandum with Chairpersons of CPSEs and CSEs, Directors of Special Education and other appropriate school personnel. Your questions may be directed to Sandra Rybaltowski, Special Education Policy and Partnership Unit, (518) 473-2878; Inni Barone, Special Education Data and Collection Analysis and Reporting Unit, (518) 486-4678; or the appropriate Special Education Quality Assurance Regional Office listed below:

Eastern Regional Office	(518) 486-6366
Western Regional Office	(585) 344-2002
Hudson Valley Regional Office	(518) 473-1185
Central Regional Office	(315) 428-3287
Long Island Regional Office	(631) 884-8530
New York City Regional Office	(718) 722-4544

Attachments

Exit Assessment Process for Indicator #7 Preschool Outcomes

Background: Beginning with the 2006-07 school year and in each subsequent year, a representative sample of school districts in the State will be required to conduct exit assessments on preschool children who will leave preschool services during the school year in which they are assigned to report data on this indicator. The purpose of the exit assessment is to determine the progress that exiting preschool children with disabilities have made in three early childhood outcome areas. These three outcome areas are:

1. Positive social-emotional skills (including social relationships):

Provide specific information regarding the child's behavior and skills in:

- relating with adults,
- relating with other children, and
- following rules related to groups or interacting with others (if older than 18 months).

2. Acquisition and use of knowledge and skills (including early language/communication and early literacy):

Provide specific information regarding the child's behavior and skills in:

- thinking, reasoning, remembering and problem solving,
- understanding symbols, and
- understanding the physical and social worlds.

3. Use of appropriate behaviors to meet their needs:

Provide specific information regarding the child's behavior and skills in:

- taking care of basic needs (e.g., showing hunger, dressing, feeding, toileting, etc.),
- contributing to own health and safety (e.g., follows rules, assists with hand washing, avoids inedible objects, if older than 24 months), and
- getting from place to place (mobility) and using tools (e.g., forks, pencils, strings attached to objects).

All preschool children who were initially evaluated on or after March 1, 2006 and found eligible for preschool special education programs and/or services are required to have entry assessment results. **However, exit assessments only need to be conducted for preschool children with disabilities who stop receiving preschool special education services due to program completion or declassification during the school year in which the school district is required to report exit data on this indicator.** The only children in sample school districts who require exit assessments are those who received an entry assessment and participated in preschool special education for at least six months prior to exiting. Even though only the sample districts need to conduct exit assessments and report exit data during the school year in which the district is scheduled to report, a school district may choose to conduct exit assessments on all preschool special education students to assist in making student and programmatic decisions.

The sample of school districts assigned to conduct these assessments each year will be reporting data that will enable the State to determine, for each outcome area, the:

- percentage of children at exit who **maintain functioning** at a level comparable to same-aged nondisabled peers;
- percentage of children at exit who **improve functioning to reach a level** comparable to same-aged nondisabled peers;
- percentage of children who **improve functioning but do not reach** a level comparable to same-aged nondisabled peers; and
- percentage of children who **do not improve functioning**.

Conducting Exit Assessments: The determination of who will conduct an exit assessment and when it will be conducted depends on whether a preschool child has been referred for school age eligibility determination or recommended for declassification while still receiving preschool special education programs and/or services.

- Preschool Children with Disabilities Referred for School Age Eligibility Determination: In order to collect exit assessment data on the progress preschool children with disabilities have made as a result of receiving preschool special education programs and/or services, the CSE must arrange for exit assessment(s) in the three early childhood outcome areas to be conducted as part of the reevaluation process to determine the child's eligibility for school age special education. Appropriately qualified school district personnel must conduct the exit assessment(s). Whenever possible and appropriate, the exit assessment instruments should be the same assessment instruments used by the preschool evaluator for the entry assessment process (see attachment entitled "Most Frequently Used Assessment Instruments" for more information). The results of these assessments must be provided to the CSE. The CSE will review the exit assessment results and determine the child's progress rating in the three identified areas.
- Preschool Children with Disabilities Recommended for Declassification: Some preschool children with disabilities may be referred to the CPSE for possible declassification prior to aging out of preschool special education programs and/or services. When considering declassification of a preschool child with a disability, the CPSE must arrange for a reevaluation by an approved evaluator selected by the parent. The CPSE reviews existing evaluation data and identifies what additional data, if any, are needed to determine the student's individual needs, educational progress and achievement, the child's ability to participate in appropriate activities and the child's continuing eligibility. The reevaluation process must include conducting exit assessments that measure the child's progress in the three early childhood outcome areas. Whenever possible, the exit assessment instruments should be the same assessment instruments used by the initial approved preschool evaluator for the entry assessment process. The results of the reevaluation and exit assessments must be provided to the CPSE, including the child's parents and the person designated by the municipality in which the child resides. The CPSE must

review the reevaluation and assessment results and determine the child's progress rating in each of the three identified areas.

Attachment A provides information and directions to the CSE and CPSE, as appropriate, to review, rate and report assessment information on the Child Outcomes Summary Form.

Child Outcomes Summary Form (Attachment A)

The Child Outcomes Summary Form was first issued in February 2006 as part of memorandum on the entry assessment process and was developed by the Early Childhood Outcomes Center with support from the Office of Special Education Programs, United States Department of Education. **Attachment A** dated 7/06 replaces that form and is designed to capture both entry and exit assessment data. Information from any child's entry Child Outcomes Summary Form that may have been conducted using the previous form may be transferred by the CSE/CPSE to the revised entry/exit form when the exit assessment is conducted.

Most Frequently Used Assessment Instruments (Attachment B)

Whenever possible, the exit assessment instruments should be the same assessment instruments used by the initial approved preschool evaluator for the entry assessment process. At the request of SED, a survey was conducted by the Early Childhood Direction Centers of the assessment instruments most frequently used in New York State. The list of these assessment instruments (**Attachment B**) may provide helpful information to conduct entry and exit assessments in the three early childhood outcome areas. Assessments which are not included in Attachment B may be used to report exit information without SED approval.

Directions for Completing the Child Outcomes Summary Form

The following information is to assist approved preschool evaluators, school district evaluation staff and CPSEs or CSEs in filling out the Child Outcomes Summary Form for entry and exit assessments. The shaded column to the left on the Child Outcomes Summary Form indicates who should fill in the requested information.

ENTRY ASSESSMENTS

Approved preschool evaluators

1. Fill in the child's name and date of birth on the Child Outcomes Summary Form for every preschool child evaluated.
2. Complete the tables of supporting evidence for questions 1a, 2a and 3a on the Child Outcomes Summary Form identifying:
 - a. the source of information (name of assessment and edition),
 - b. date the assessment was given, and
 - c. a summary of relevant results in each of the three outcome areas.
3. Provide assurance that the Preschool Student Evaluation Summary Report has sufficient detailed information for the CPSE to identify on a scale of 1-7 the child's typical functioning in the three outcome areas.

CPSEs

1. Review the information provided by the approved preschool evaluator in the Preschool Student Evaluation Summary Report, Child Outcomes Summary Form and assessment results. Determine the child's eligibility for preschool special education programs and/or services.
2. For preschool children found to be eligible for preschool special education programs and/or services, complete the remainder of cover page information, including the date of CPSE meeting, child's school district identification number, persons attending the CPSE meeting and their roles, and methods of collecting family information on the child's functioning on the Child Outcomes Summary Form.
3. Identify on a scale of 1-7 the child's typical functioning (not his/her capacity to function under ideal circumstances) across typical settings in each of the three outcome areas identified in questions 1a, 2a, and 3a, which relate to the child's behaviors and skills. Only one rating (number) should be circled for each outcome. Transcribe this rating number to the summary assessment results page. Children rated as 6 or 7 are considered as having functioning typical of their same-aged nondisabled peers.
4. Do not complete questions 1b, 2b and 3b. This is for the exit assessment process.
5. Retain the Child Outcomes Summary Form in the child's record.

EXIT ASSESSMENTS

Approved preschool evaluators or school district evaluation staff

If the child is being considered for declassification as a preschooler, approved preschool evaluators will provide the following exit assessment information to the CPSE. If a child is referred to the CSE, school district evaluation staff will provide the following exit assessment information to the CSE:

1. complete tables of supporting evidence for questions 1a, 2a and 3a on the Child Outcomes Summary Form identifying:
 - a. the source of information (name of assessment and edition),
 - b. date the assessment was given, and
 - c. a summary of relevant results in each of the three outcome areas.
2. assurance that the Preschool Student Evaluation Summary (approved preschool evaluator), or Evaluation Report (school district evaluator) has sufficient detailed information for the CPSEs (in the case of declassification) or CSEs (in the case of a referral) to identify on a scale of 1-7 the child's typical functioning in the three outcome areas.

CPSE or CSE

The CSE or CPSE must:

1. indicate the date of the CPSE or CSE meeting, identify the persons attending the meeting and their role(s) and indicate the methods for collecting family information on the child's functioning.
2. review the information provided by the approved preschool evaluator or school district evaluation staff, the Child Outcomes Summary Form at entry and current assessments reports.
3. determine the child's continuing eligibility for preschool special education programs and/or services or his/her eligibility for special education as a school-aged student.
4. identify on a scale of 1-7 the child's typical functioning (not his/her capacity to function under ideal circumstances) across typical settings in each of the three outcome areas identified in questions 1b, 2b, and 3b, that relate to the child's behaviors and skills. Only one rating (number) should be circled for each outcome. This information must also be transcribed to the summary assessment results page. Children rated as 6 or 7 are considered as having functioning typical of their same-aged nondisabled peers.
5. retain the Child Outcomes Summary Form in the child's record.

Definitions for Outcome Ratings

Completely <i>Means:</i>	7	Child shows behaviors and skills expected for his or her age in all or almost all everyday situations that are part of the child's life. <ul style="list-style-type: none"> Behavior and skills are considered typical for his or her age.
	6	Between Completely and Somewhat
Somewhat <i>Means:</i>	5	Child shows behavior and skills expected for his or her age some of the time across situations . <ul style="list-style-type: none"> Behavior and skills are a mix of age appropriate and not appropriate. Behavior and skills might be described as more like those of a slightly younger child. Some behaviors or conditions might be interfering with the child's capability to achieve age-expected behavior and skills.
	4	Between Somewhat and Emerging
Emerging <i>Means:</i>	3	Child does not yet show behaviors and skills expected of a child of his or her age in any situation. Child's behaviors and skills include immediate foundation skills upon which to build age expected skills. <ul style="list-style-type: none"> Behaviors and skills might be described as more like those of a younger child. Some behaviors or conditions might be interfering with the child's capability to achieve age-expected behavior and skills.
	2	Between Emerging and Not Yet
Not yet <i>Means:</i>	1	Child does not yet show behaviors and skills expected of a child his or her age in any situation. Child's skills and behaviors also do not yet include any immediate foundation skills upon which to build age-expected skills. <ul style="list-style-type: none"> Child's ways of forming and maintaining social relationships might be described as more like those of a much younger child. Some behaviors or conditions might be seriously interfering with the child's capability to achieve age-expected behaviors and skills.

Approved Preschool Evaluators and CPSEs/CSEs when making their decisions should consider evidence of the following behaviors¹:

1. **Positive social-emotional skills (including social relationships):** Children who achieve this outcome at a level that is comparable to same-aged nondisabled children show a variety of behaviors related to having social relationships. For example, they:
 - demonstrate attachment with the significant caregivers in their lives;
 - initiate and maintain social interactions;
 - behave in a way that allows them to participate in a variety of settings and situations, for example, on a playground, at dinner, at the grocery store, in childcare, etc.;
 - communicate wants and needs effectively;
 - build and maintain relationships with children and adults;
 - regulate their emotions;
 - understand and follow rules; and
 - solve social problems.

2. **Acquisition and Use of Knowledge and Skills:** Children who achieve this outcome at a level that is comparable to same-aged nondisabled children show a variety of behaviors related to having knowledge and skills. For example, they:
 - display an eagerness for learning;
 - explore their environment;
 - attend to people and objects;
 - engage in daily learning opportunities;
 - use knowledge and skills (e.g., vocabulary, complexity of language, problem-solving skills, general knowledge, etc.) in a variety of everyday routines and activities;
 - acquire and use the precursor skills that will allow them to learn reading and mathematics in kindergarten; and
 - show imagination and creativity in play.

3. **Use of Appropriate Behaviors to meet his/her needs:** Children who achieve this outcome at a level that is comparable to same-aged nondisabled children show a variety of appropriate behaviors to meet their needs. For example, they:
 - meet their self-care needs (feeding, dressing, toileting, etc.);
 - use objects (spoons, pencils, crayons, clay, scissors, other devices, etc.) as tools;
 - move from place to place to participate in everyday activities and routines;
 - seek help when necessary to move from place to place;
 - seek help when necessary to assist with basic care or other needs; and
 - follow rules related to health and safety.

¹ Greenwood, Charles Ph.D and Carta, Judith Ph.D Issues Related to Implementation of Accountability Systems for Children 0-5 with Disabilities, DEC Roundtable Presentation, December 6, 2004, Chicago, Illinois

CHILD OUTCOMES SUMMARY FORM

This column indicates who should complete each section

CPSE
completes for
Entry

**Approved
Preschool
Evaluator**
completes for
Entry

CPSE
completes for
Entry

Date of Meeting: / /
Mo. / Day/ Yr.

Child Information

Name: _____

Date of birth: / /
Mo. / Day/ Yr.

ID: _____

Persons involved in deciding the summary ratings for Entry:

Name	Role

Family information on child functioning (Check all that apply):

_____ Received in team meeting

_____ Collected separately

_____ Incorporated into assessment(s)

_____ Not included

**CPSE
(Declassification)**

**or

CSE
(Referral)
completes for
Exit**

Date of meeting: / /
 Mo. / Day/ Yr.

District Name: _____

Persons involved in deciding the summary ratings for Exit:

Name	Role

Family information on child functioning (Check all that apply):

_____ Received in team meeting

_____ Collected separately

_____ Incorporated into assessment(s)

_____ Not included

1. POSITIVE SOCIAL-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)*

**CPSE
completes for
Entry**

1a. 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? (Circle one number)

Completely		Somewhat		Emerging		Not Yet
7	6	5	4	3	2	1

**Approved
Preschool
Evaluator
completes for
Entry**

Supporting evidence for answer to Question 1a (entry)		
Source of information	Date	Summary of Relevant Results

**CPSE
(Declassification)**

or

**CSE
(Referral)
completes for
Exit**

1b. 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? (Circle one number)

Completely		Somewhat		Emerging		Not Yet
7	6	5	4	3	2	1

**Approved
Preschool
Evaluator
(Declassification)**

or

**CSE
(Referral)
completes for
Exit**

Supporting evidence for answer to Question 1b (Exit)

Source of information	Date	Summary of Relevant Results

2. ACQUIRING AND USING KNOWLEDGE AND SKILLS

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):

- *Thinking, reasoning, remembering, and problem solving*
- *Understanding symbols*
- *Understanding the physical and social worlds*

**CPSE
completes for
Entry**

2a. 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? (Circle one number)

Completely		Somewhat		Emerging		Not Yet
7	6	5	4	3	2	1

**Approved
Preschool
Evaluator
completes for
Entry**

Supporting evidence for answer to Question 2a (Entry)		
Source of information	Date	Summary of Relevant Results

CPSE
(Declassification)

or

CSE
(Referral)
completes for
Exit

2b. 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? (Circle one number)

Completely		Somewhat		Emerging		Not Yet
7	6	5	4	3	2	1

**Approved
Preschool
Evaluator**
(Declassification)

or

CSE
(Referral)
completes for
Exit

Supporting evidence for answer to Question 2b (Exit)

Source of information	Date	Summary of Relevant Results

3. USE OF APPROPRIATE BEHAVIORS TO MEET THEIR NEEDS

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):

- Taking care of basic needs (e.g., showing hunger, dressing, feeding, toileting, etc.)
- Contributing to own health and safety (e.g., follows rules, assists with hand washing, avoids inedible objects) (if older than 24 months)
- Getting from place to place (mobility) and using tools (e.g., forks, pencils, strings attached to objects)

**CPSE
completes for
Entry**

3a. 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? (Circle one number)

Completely		Somewhat		Emerging		Not Yet
7	6	5	4	3	2	1

**Approved
Preschool
Evaluator
completes for
Entry**

Supporting evidence for answer to Question 3a (Entry)		
Source of information	Date	Summary of Relevant Results

**CPSE
(Declassification)**

or

**CSE
(Referral)
completes for
Exit**

3b. 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? (Circle one number)

Completely		Somewhat		Emerging		Not Yet
7	6	5	4	3	2	1

**Approved
Preschool
Evaluator
(Declassification)**

or

**CSE
(Referral)
completes for
Exit**

Supporting evidence for answer to Question 3b (Exit)

Source of information	Date	Summary of Relevant Results

SUMMARY ASSESSMENT RESULTS

Record Entry and Exit Scores (Scale of 1-7)

	Positive social emotional skills	Acquisition of knowledge and skills	Use of appropriate behaviors to meet his or her needs
Entry Rating (CPSE)			
Exit Rating (CSE)			

The Child's Progress at Exit

Check (✓) one box for each of the three rows based on entry and exit scores.

Exit Information CPSE (Declassification) or CSE (Referral)	Maintained functioning comparable to peers	Improved functioning to reach a level comparable to peers	Improved functioning but do not reach a level comparable to peers	Did not improve functioning
1. Positive social emotional skills				
2. Acquisition of knowledge and skills				
3. Use of appropriate behaviors to meet their needs				

**Assessments Most Frequently Used in New York State
with Preschool Children with Disabilities**

Assessment Measure	Outcome 1	Outcome 2	Outcome 3
Name, Edition and Publication Date of Assessment Measure	Positive Social Relationships	Acquire and Use Skills and Knowledge	Takes Actions to Meet Needs
Adaptive Behavior Assessment System (Ages 0-5)			X
Arizona Articulation Proficiency Scale – 3 rd Revision, Western Psychological Service, 2000		X	
Battelle Developmental Inventory (BDI 2) – 2 nd Edition, 2005	X	X	X
Bayley Scales of Infant Development (BSID 2), 1993	X	X	
Behavior Assessment System for Children (BASC) - 2 nd Edition, 2004	X		X
Brigance Inventory of Early Development- II, (IED-II)	X	X	X
Carolina Curriculum for Preschoolers with Special Needs, 2 nd Edition, Copyright 2004	X	X	X
Child Behavior Checklist (CBCL) – 2 nd Edition, 2000	X		
Clinical Evaluation of Language Fundamentals-Preschool II (CELF), 1992 & 2004		X	
Connors' Parent & Teacher Rating Scale (CRS-R), 1997	X		
Developmental Assessment of Young Children (DAYC), 1998	X	X	X
Differential Ability Scales – Psychological Corporation, 1990		X	
Goldman-Fristoe Test of Articulation 2, American Guidance Service, Inc., 2000 Edition		X	
Hawaii Early Learning Profile (HELP), 2004	X	X	X

Assessment Measure	Outcome 1	Outcome 2	Outcome 3
Name, Edition and Publication Date of Assessment Measure	Positive Social Relationships	Acquire and Use Skills and Knowledge	Takes Actions to Meet Needs
Learning Accomplishment Profile–D (LAP-D)	X	X	
Mullen Scales of Early Learning, 1995		X	
Peabody Developmental Motor Scales-2, 2002 (1983)			X
Peabody Picture Vocab. Test (PPVT) – IIIA		X	
Preschool – Kindergarten Behavior Scales – 2 nd Edition, 2002	X		
Preschool Evaluation Scale	X	X	X
Preschool Language Scale – (PLS-4), 2002		X	
Rossetti Infant-Toddler Language Scales, 1990	X	X	
Sensory Profile Checklist (Dunn) Psychological Corporation, 1999			X
Stanford-Binet Intelligence Scale, 2003		X	
Stuttering Severity Instrument for Children & Adults, Third Edition, 1994		X	
Vineland Social Emotional Early Childhood Scales (SEEC)	X	X	X
Wechsler Preschool and Primary Scale of Intelligence-III (WPPSI), 2002		X	
Westby Play Scale, 2000		X	