

## SPP Indicator 7: Early Childhood Outcomes Frequently Asked Questions

### Completing the Child Outcome Summary Form (COSF) Questions:

**1. What date should be used when recording Entry data on the COSF?**

The date the child begins receiving special education services should be used when recording Entry data on the COSF. For children, birth to age three, who receive services for auditory impairments (AI) and/or visual impairments (VI) from districts, see Question #14.

**2. What date should be used when recording Exit data on the COSF?**

The last day the child received special education services should be used when recording Exit data on the COSF.

**3. Do districts complete the COSF for the children with services plans who are served in a private school?**

Districts should only collect data on three- and four-year-old children who are dually enrolled and who meet the criteria for Entry and Exit found on the TEA website at <http://ritter.tea.state.tx.us/special.ed/eco.html>.

**4. Should a district report data on the COSF for a five-year-old child who became eligible to receive special education services in March and turns six in April?**

No. The child would be receiving services for less than six months.

**5. If a child is enrolled and attends for only a few days and then withdraws, is a district required to complete a COSF?**

No.

**6. When is “multiple disabilities” (MD) checked on the input form in the online SPP 7 application?**

“Multiple Disabilities” is checked when the child meets the MD eligibility criteria as defined in 19 Texas Administrative Code (TAC) Section 89.1040(c)(6).

**7. Who completes the COSF for students with speech impairments (SI) who are served in the regular early childhood program?**

The team completing the COSF would need to include the parent and other educational providers (e.g. Speech-Language Pathologist) who are familiar with the child’s functioning in the outcome areas.

**8. Who should be included on the team completing the COSF?**

When selecting members of the rating team, districts should choose individuals who are familiar with the child’s functioning in the outcome areas across a variety of situations and settings. Educational professionals and the parents will work together to complete the COSF. The Early Childhood Outcome (ECO) Center has the following resources to assist teams available on the ECO center website at <http://www.fpg.unc.edu/~ECO/>: COSF Discussion Prompts, “Script” for Team Discussion of Outcome Rating, including Families in the Rating Discussion, What If We

Can't Reach Consensus? and several other resources to help teams determine a child's functioning with regard to the three child outcome statements.

#### **General Entry and Exit Questions:**

- 9. When the guidance states "...placed in the Preschool Programs for Children with Disabilities (PPCD)".....is that in reference to children placed in the classroom typically referred to as the "PPCD room" and are coded "44 or 45" OR any three-, four-, or five-year-old children with an individualized education program (IEP), regardless of placement and/or disability determination?**

Preschool Programs for Children with Disabilities (PPCD) refers to the special education program for all three-, four- or five-year-old children with disabilities. The use of that term in this context does not refer to a particular room or code.

- 10. Are districts allowed to collect data on a sample of children?**

No. Districts will submit data for all three-, four- or five-year-old children with disabilities who meet the criteria for Entry and Exit found on the TEA website at <http://ritter.tea.state.tx.us/special.ed/eco.html>.

- 11. What are the criteria for Entry and Exit for children age five who are in kindergarten?**

#### **Entry**

If a five-year-old child is determined eligible to receive special education services, Entry is defined as the date the child begins receiving special education services.

#### **Exit**

If a 5-year-old child turns six during the school year and the ARDC has determined the child will continue receiving special education services, then the assessment must be conducted and results recorded on the COSF not earlier than 30 school days (not calendar days) before the child exits the program, which may be at the end of the school year.

- 12. Can a district or charter school complete the rating portion of the COSF at the ARDC meeting?**

Yes. The district or charter school may complete the rating portion of the Entry or Exit COSF prior to or immediately following an ARDC meeting.

#### **Entry Specific Questions:**

- 13. What date should be used when recording Entry data on the COSF?**

The date the child begins receiving special education services. For children, birth to age three, who receive services for auditory impairments (AI) and/or visual impairments (VI) from districts, see Question #14.

- 14. Do we collect Entry Data at age three on children who receive AI and/or VI services from districts from birth to age three?**

The rating team will complete the COSF using current assessment data reflecting the child's current functioning levels upon the enrollment of a child with an auditory and/or visual impairment in a PPCD program at age three.

15. **For districts that rely on ECI assessments (e.g. HELP 0-3) for the Entry COSF data, how are they to handle the back date assessment portion of their data entry?**

If a district uses ECI assessments for special education eligibility, the date on the COSF will be the date the student begins special education services.

16. **A child was receiving services as a three-year-old during the previous school year and was withdrawn from the district. This student returned as a four-year-old and re-enrolled in the same district in January of the next school year. Must an Entry COSF rating be completed on this student within 30 school days (not calendar days) of their re-enrollment?**

If an Entry COSF exists in the SPP 7 application for a child, the district is not required to complete another Entry COSF.

17. **If an ARDC meeting was held months prior to service provision start date (e.g. ARDC in May, Start in August) is the Entry date the date the child first received services?**

Yes. The Entry date is the date the child begins receiving special education services.

18. **Is the Entry data required for all children receiving services or only those new to the program?**

Districts should report data on children who meet the criteria for Entry and Exit criteria found on the TEA website at <http://www.tea.state.tx.us/special.ed/eco.html>.

19. **Is entry based on child's chronological age or at a certain point in time (e.g. child's birth date or September 1st)?**

Entry is based on when a child begins receiving special education services (enters PPCD) for the first time in a district or charter school, not on a specific date in time such as September 1st or when the child turns age three, four, or five.

20. **When does the COSF need to be completed when the period of time between a child's services is initiated and the end of the school year is less than 30 days?**

A COSF must be completed if all assessments have been done, parent input has been gathered, and the rating team has a chance to meet and complete the COSF. It is recommended the COSF be completed as soon as possible after the child's entry in the program.

21. **How soon after the child begins to receive services or transfers into a district will entry data be collected?**

Entry data should be recorded within 30 school days (not calendar days) after the child begins receiving special education services (enters PPCD).

22. **Can exit data from ECI be used for COSF Entry data for preschool services?**

Yes. It can be used as one of the sources of information for the COSF.

#### **Exit Specific Questions:**

23. **What date should be used on the COSF when recording Exit data?**

The last day the child received special education services should be used when recording Exit data on the COSF.

**24. Is Exit data recorded on the same COSF that contains the child's Entry data?**

No. A second COSF must be used to record the Exit data. All students who exit from the program will have two completed COSFs in their eligibility folder.

**25. Do we complete questions A (top portion of the COSF) and B (bottom portion of the COSF) for exit?**

Districts must complete questions A and B on a second COSF. All students who exit from the program will have two completed COSFs in their eligibility folder.

**26. When collecting Exit data, how long does a district have to complete the COSF rating after a child has stopped receiving services and exited the program?**

The COSF should be completed as soon as possible after the student is no longer receiving services.

**27. Does the six months of consecutive service include extended school year (ESY) services?**

No. ESY is not included when calculating the consecutive months of service.

**28. When are Exit data collected on the child who turns six in July or August?**

If a child turns six after the end of the school year, but before the beginning of the next school year, the assessments must be conducted, ratings completed and results reported during the last 30 school days (not calendar days) of the regular school year. In the case of a child receiving ESY, the assessments must be conducted, ratings completed and results reported prior to ESY.

**29. How many Exits can a child have recorded in the SPP 7 application?**

In the SPP 7 application, a child can only have ONE Exit record. Once a student has an Entry and Exit record in the system (completed and submitted) the SPP 7 application will not allow another Entry or Exit to be recorded for that student.

**30. What happens to the Entry record of students who leave a campus and never have an Exit record completed?**

The child will be deleted automatically from the SPP 7 application when the child is no longer age appropriate for the PPCD program.

**31. Will the campus be held accountable for a student with an Entry completed, but no Exit record?**

The district will be held accountable for reporting all children, ages three through five, who meet the Entry and Exit criteria; therefore, only those children who do not meet the Exit criteria are exempt from having an exit record.

**TEASE ID Questions:**

**32. Can there be one District Certifier for multiple districts such as a Special Education Director of a Shared Services Arrangement (SSA)?**

Yes. There can be one District Certifier, but they must certify for each district using a district specific TEASE ID. (For example, a SSA choosing to use a single District Certifier in a SSA that has multiple districts will manage the SSA data using 9 different TEASE IDs.)

**SSA Questions:**

**33. What is the SSA's role and responsibilities in district data collection?**

Special Education Directors will have a responsibility in assisting the district in collecting the data. Member districts will be responsible for determining who will report their data. Each member district must use its district specific TEASE ID for entry of their district's data.

**34. If I am a SSA serving multiple districts, do I have to have a TEASE ID for each district?**

Yes. For example, a SSA with nine districts will report the children for each district using nine different TEASE IDs.