

"OSEP's NEW APR"

What IS it?

What does it mean for Illinois?

What does it mean for my program?

Introduction to the

Illinois Early Childhood Outcomes Reporting System

Agenda and Goals

- Background - overview of new federal requirements and what they mean for states
- Our state
 - how we plan to meet these requirements
 - rationale for our approach
- Local districts/programs
 - responsibilities and timelines
 - reviewing the process
 - starting the process

The Federal Level

- Accountability!
 - New requirements for the Annual Performance Report (APR)
 - New emphasis for Office of Special Education Programs (OSEP): reporting child outcomes

(20 U.S.C. 1416 (a)(3)(A))



OSEP's responsibilities ...

- **Demonstrate a difference for children with IEPs**
 - Establish long-term, outcome-oriented performance objectives
 - Develop a strategy to collect and summarize annual, national performance data
 - Demonstrate national progress toward performance objectives
- **Provide technical assistance to states**
 - Center on Early Childhood Outcomes (ECO)

Long-term performance objective in OSEP's plan ...

Part B/Section 619 -

All preschoolers with disabilities receiving special education and related services will improve their early language/communication, pre-reading, and social emotional skills.

Important principles in the new system

- Overall goals for all children
 - to function successfully in home, Kindergarten and community
 - to function at the level of their typically-developing, same-age peers
- Focus on function
 - Interrelation among areas of development - NOT specific developmental domains
 - Use of skills in context - authentic assessment

OSEP's Goal

- To increase the % of children who
 - function at the level of their same-age peers
 - make progress toward the level of their same-age peers
- To decrease the % of children who do not make progress toward the level of their same-age peers

Required: Summary of children's progress in 3 "Child Outcome" areas

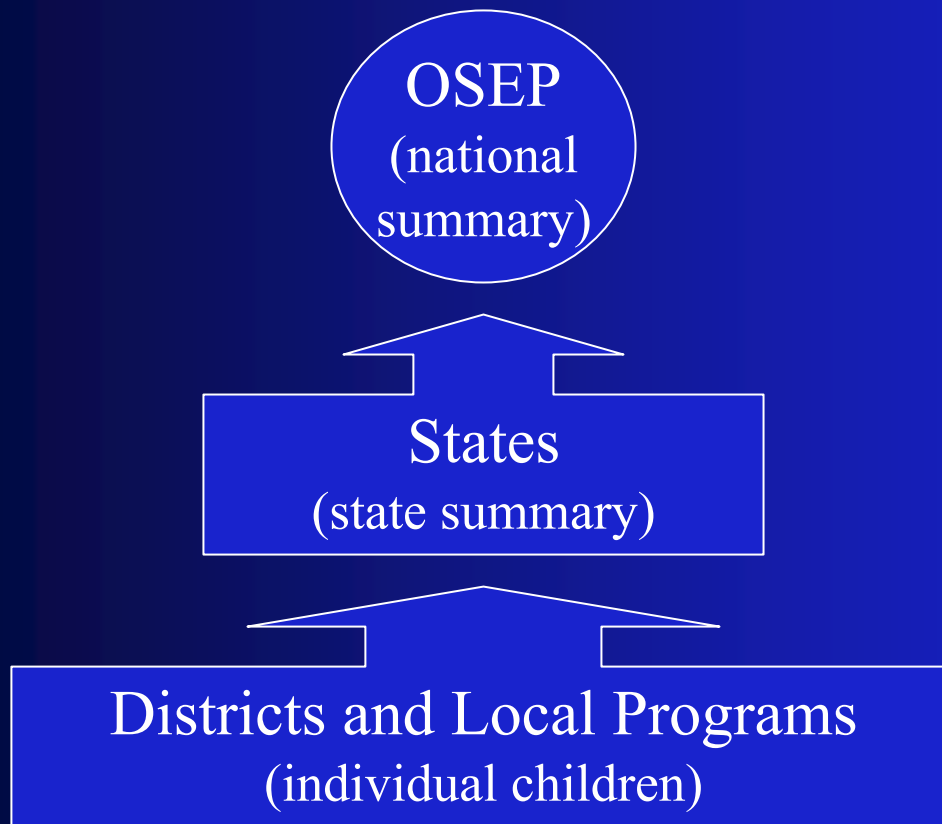
- Positive social-emotional skills (including social relationships)
- Acquisition and use of knowledge and skills (including skills in early language/communication and in early literacy)
- Use of appropriate behaviors to meet one's own needs

(20 U.S.C. 1416 (a)(3)(A))

Required: Annual summary of 3 “Outcome Indicators” for each “Child Outcome Area”

- For each Child Outcome area
 - the percent of preschoolers with IEPs nationally who:
 - achieved or maintained functioning comparable to same-aged peers
 - improved in their functioning
 - did not improve in their functioning

We're in this together!



Each state's responsibility - to collect and summarize outcome data for all preschoolers with IEPs

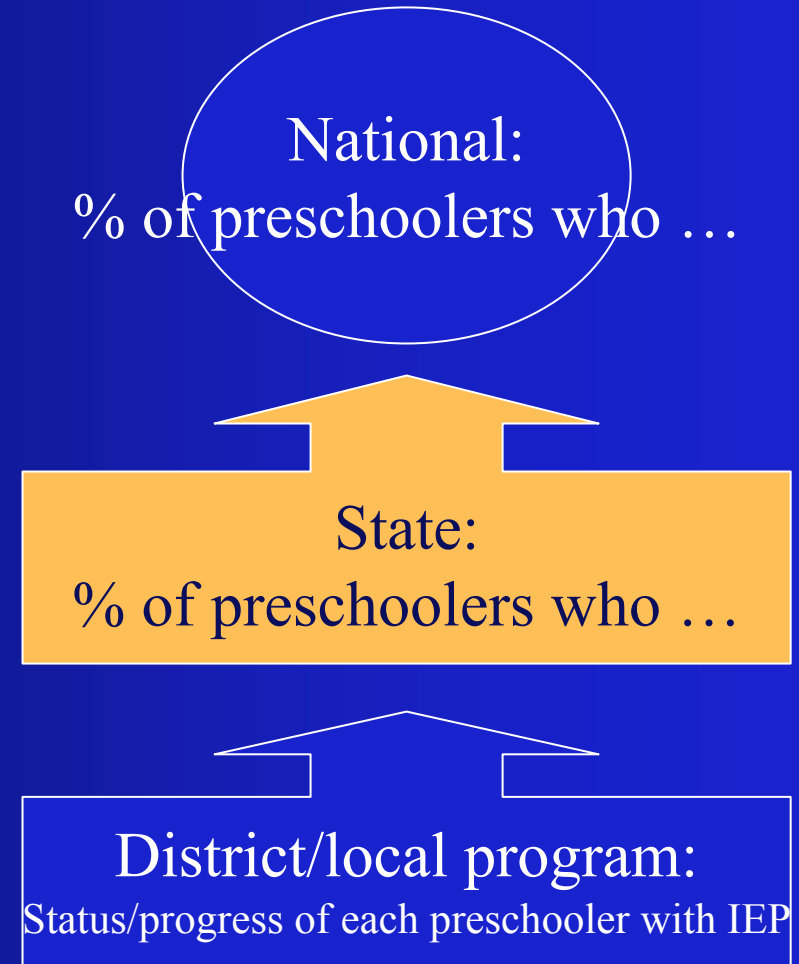
- *Year 1 (ending June 30th 2006) - Status of Entering Children*
 - *% of preschoolers with IEPs who, in each of the 3 outcome areas, are functioning comparably to same-aged peers*
 - *% of preschoolers with IEPs who, in each of the 3 outcome areas, are not functioning comparably to same-aged peers*

➤ *For Year 1 - entering children only*

- *July 1st 2006 and thereafter - Annual state summary of outcomes in each of the 3 outcome areas:*
 - *% of preschoolers with IEPs who achieved or maintained functioning comparable to same-aged peers*
 - *% of preschoolers with IEPs who improved in their functioning*
 - *% of preschoolers with IEPs who did not improve in their functioning*

Minimum requirements to achieve state summary -

- Ability to compare from “entry” to “exit” for each child who is in program for 6 months or more
- Ability to compare each child to age-level expectations
- Ability to obtain same information on all children, to summarize across children at state level



Implications for each state -

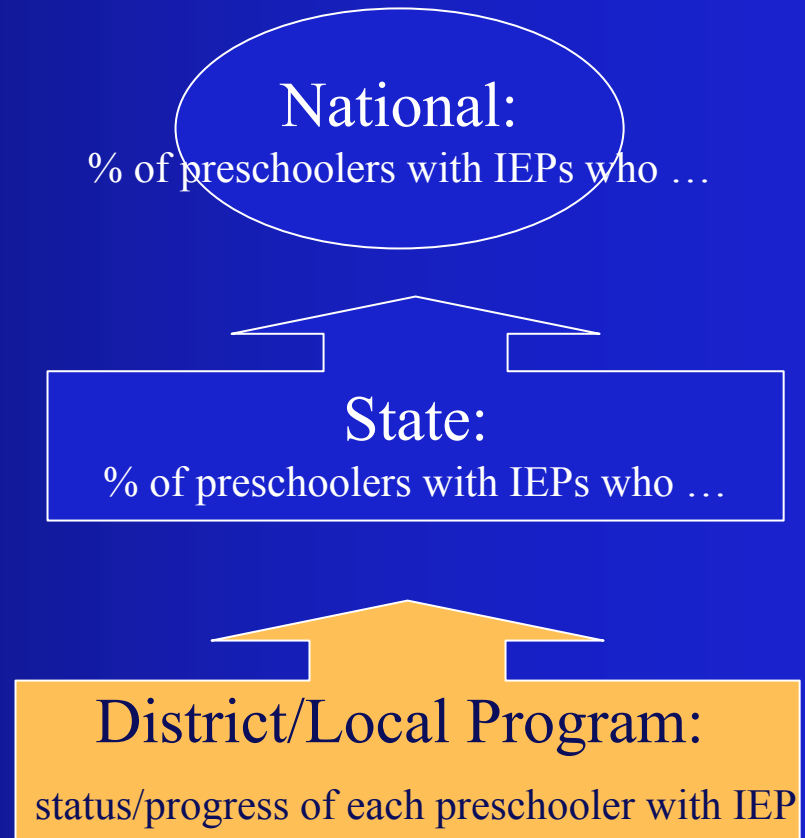
Must develop a process for collecting the **same** information from all districts/local programs, and then summarizing it for reporting

Must decide:

- ✓ “what information?”
- ✓ “how collected?”
- ✓ “how reported?”
- ✓ “when?”
- ✓ “what then - what happens to this information?”

Implications for districts and local programs -

- Collect information on **each child** for whom an IEP is developed
- Enter each child's data into the state system
- Compare 2 data points and select appropriate indicator for **each child** who has been in the program at least 6 months & has entry data
- Enter each child's data into the state data system



“all children”

- Includes every child with an IEP for whom the district is responsible ...
 - irrespective of the type of IEP
 - irrespective of where the child receives services

The GOOD news!

Each state, district, and program, as well as OSEP, can use the information:

- to demonstrate the effectiveness and benefits of early childhood intervention
- to compare themselves to other states, districts, and programs
- for self-improvement and professional development
- to track own progress over time

Another benefit

- Alignment between Part B, Section 619 and Part C
 - Same child outcomes emphasized
 - Same reporting process used
 - Exit from Part C can provide entry information for Part B

“ECO” Center - Help is available!



- National technical assistance center on “Early Childhood Outcomes”
 - to ensure that outcomes data can be aggregated across states and territories
 - to assist states and territories to develop systems that meet their own needs for data
 - to provide resources for implementing state/territory and local systems

(www.fpg.unc.edu/~eco/index.cfm)

What the Center on Early Childhood Outcomes (“ECO”) Does

- Issues addressed
- Its goal
- Its focus
- How it can help Illinois - An approach to summarizing child outcomes and choosing outcome indicators

- Overall Goal of the ECO Center -
 - promote the development and implementation of child and family outcome measures for infants, toddlers and preschoolers with disabilities that can be used in national and state accountability systems
- Focus of the ECO Center -
 - develop a process whereby outcome data can be aggregated across all states and territories, as well as meet individual states' need for data
 - provide materials and procedures for use by states

Assessment Issues Addressed by the ECO Approach

- The difficulty of obtaining valid, reliable information on young children
- No assessment provides information directly on
 - the 3 required child outcome areas
 - the 3 required OSEP outcome indicators
- Need to transform data to a common score, so data can be aggregated across children, programs, states, and the nation, when
 - multiple sources are used for information on each child (as in Illinois)
 - more than one age-related instrument is used in the state (as in Illinois)

Considerations for Illinois ...

- **Need**

- Same “score” on all children
- Information relevant to making decisions in each of 3 outcome areas
- Ability to compare child’s functioning to age level expectations
- Emphasis on “child in context” - authentic, culturally valid

- **Reality**

- Wide variation in assessments used
- Wide variation in where and how information is collected and used

Options in developing the system for Illinois

- Which assessments?
 - Same assessment used across state?
 - Variety of assessments possible, with summary on common rubric?
 - Link to other current outcome and assessment systems?



Assessment Principles for the Illinois System

- Is authentic, focusing on knowledge and skills as applied in everyday contexts of school and home
 - Information from those who see child using skills in everyday environments
 - Based on multiple methods
 - Relies primarily on procedures that reflect the ongoing life of the classroom and typical, familiar activities of interest to children
 - Parents and other caregivers provide information on children's use of skills at home and in the community
- Recognizes individual diversity of learners (culture, language, ability)
- Relates to curriculum and teaching, including improvement of instruction
- Provides useful information for overall evaluation of the program, including program improvement

Decisions

- Build on current data systems
 - Recognize wide variation in assessments of different types, for multiple purposes
 - Add fewest additional layers possible
- Base determinations about each child on high quality information
- Base system in principles of good early childhood assessment



More options - an opportunity for Illinois

- What additional information might we want?
 - Additional outcome areas or sub-outcome areas?
 - Additional outcome indicators?
- How can we make it more helpful and easier to use?
 - Match other efforts?



Considerations for Illinois ...

- **Need**

- What other information would be useful for Illinois and for local programs as well as for federal reporting?

- **Reality**

- Any additional information collected should
 - add no additional steps to the process
 - create no additional burden for districts and programs
 - build on already available information
 - reflect recommended practice

Decisions

- Use the process to obtain additional information that will be useful to Illinois and to districts and programs
- Link to Early Learning Standards
- Achieve this within the parameters of what is already required by OSEP



Back to ECO - What is ECO's Approach to Early Childhood Outcomes?

- Is NOT an assessment tool
- IS a decision-making process
 - Used at local level to transform information of many types and from multiple sources into same 3 federal indicators
 - Is based on consensus on outcomes for each child, using informed professional judgment
 - Is based on different types of age-referenced tools that can compare child to same-age peers
 - Is based on information about child in natural contexts
- IS way to reduce complex information to a common scale, using a rating process based on available information

What it yields ...

- A way to “roll up” the data on each child, for each of the 3 outcome indicators, given ...
 - Different kinds of data & sources on **different** children
 - Multiple kinds of data & sources on **each** child



The ECO approach takes advantage of ...

- **Benefits of different approaches to assessment**
 - Normed/standardized - easy to anchor to typical development; validity and reliability of instruments established
 - Curriculum-based/criterion-referenced - based on observation in everyday contexts; often linked to age-related criteria; closer link to 3 outcome areas
 - Ongoing progress monitoring - based on observation in everyday contexts; closer link to 3 outcome areas
- **Benefits of multiple other data sources**
 - Parent report, provider report, clinical opinion - reflect functional use of skills in everyday contexts, based on ongoing observation and experience with child

Illinois - why we chose the ECO process

- Compatible with recommended practices in early childhood assessment (NAEYC, DEC)
 - combines different types of data, so that test scores are interpreted as part of a broader assessment system
 - does not put undue weight on standardized assessments
 - uses multiple data sources, including observations or ratings by parents and teachers, emphasizing functioning in everyday routines and contexts - authentic assessment
 - existing data sources can be used as long as they include technically adequate assessments and support the decisions to be made
- Designed to meet state and federal requirements for information needed for Annual Performance Report (APR)

To make it work for Illinois ...

- ISBE responsibilities
 - Set parameters and guidance for gathering assessment information
 - Set parameters and guidance for summarizing child outcome areas and indicators
 - Set state timelines and guidance for local timelines
 - Provide technical assistance to districts and local programs to implement ECO approach
 - Continue to refine the assessment, decision making and reporting system
 - Collect, summarize and report all summary data to OSEP

Overview: Responsibilities of districts & programs

- Set up a framework
 - Establish structured team process - who, what, when
 - Review available assessment information
 - match to required outcome areas
 - enhance available information if needed
 - Develop plan for reviewing information using ECO rating scale, using team process, and entering information into state system in accord with the established timeline
- Complete team rating that uses all information on each child with an IEP, to derive a score (roll up the data)
- Enter data into Illinois system

- LET'S LOOK AT
THE ECO RATING
SCALE PROCESS

(www.fpg.unc.edu/~eco/index.cfm)



Overview:

The ECO Rating Scale (p. 1)

- Organization of the scale
 - Instructions
 - Cover sheet
 - 3 required outcome areas with Illinois Early Learning Standard sub-areas
 - 7-point rating for each ELS sub-area, with an overall rating for each required outcome area
 - Highest score (7) = outcome achieved at age-expected level
 - Lowest score (1) = farthest distance from age-expectations
 - Outcome Indicator choices
 - Summary of ratings and indicators
 - Summary of evidence used to complete ratings

INSTRUCTIONS (p. i-iii)

- Overview of sections of Rating Scale and Summary Form
- Process for completing forms
 - Team-based process
 - Use ratings to obtain overall picture of child in variety of settings
 - Definitions of points of rating scale
 - Consider role of assistive technology/accommodations

Definitions of Scale Points (p. i)

<p>Completely mean s:</p>	<p>7</p>	<p>Child shows behaviors and skills expected for his or her age in all or almost all every day situations that are part of the child's life</p> <ul style="list-style-type: none"> • Behavior and skills are considered typical for his or her age.
	<p>6</p>	<p>Between Completely and Somewhat</p>
<p>Somewhat mean s:</p>	<p>5</p>	<p>Child shows behavior and skills expected for his or her age some of the time across situations</p> <ul style="list-style-type: none"> • Behavior and skills are a mixture 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
	<p>4</p>	<p>Between Somewhat and Emerging</p>
<p>Emerging mean s:</p>	<p>3</p>	<p>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 foundational skills upon which to build age expected skills</p> <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.
	<p>2</p>	<p>Between Emerging and Not Yet</p>
<p>Not Yet mean s:</p>	<p>1</p>	<p>Child does not yet show behaviors and skills expected of a child of his or her age in any situation. Child's skills and behaviors also do not yet include any immediate foundational skills upon which to build age expected skills</p> <ul style="list-style-type: none"> ○ Child's behaviors and skills might be described as 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.

COVER SHEET FOR CHILD OUTCOMES RATING AND SUMMARY FORMS

Child's Name: _____ _____	Date of Birth: ____/____/____		Student ID _____	
	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female	Race: <input type="checkbox"/> White <input type="checkbox"/> Black <input type="checkbox"/> Hispanic <input type="checkbox"/> Native American <input type="checkbox"/> Asian		
	Date of Rating ____/____/____	Entry Exit <small>(check one of the above)</small>		
How process represents child's behavior in multiple contexts	Brief description:			
Rating process used by team	Brief description:			
People involved in ratings	Name	Role/Title	How Involved*	
People involved in summary decision (outcome indicators)	Name	Role/Title	How Involved*	

* in person; completed ratings and gave them to the committee, etc.

Comments:

CHILD OUTCOMES *ENTRY* RATING FORM

Child Outcome Area #1 - POSITIVE SOCIAL RELATIONSHIPS-Entry Rating

<p>To what extent does this child show behaviors and skills appropriate for his or her age across a variety of settings and situations?</p> <p><i>As indicated by assessments and based on observations from individuals in close contact with the child</i></p>				Completely		Somewhat		Emerging		Not Yet	<p>Outcome Indicator-Entry Rating Based on the overall rating, the child (circle one of the following):</p> <ul style="list-style-type: none"> (a1) is functioning at a level of same-age peers (7) (c) is not yet functioning at level of same-age peers (1-6) <p>Outcome Indicator-Exit Rating Based on the overall rating this child (circle one of the following):</p> <ul style="list-style-type: none"> (a1) has maintained functioning at level of same-age peers (7) (a2) has now achieved functioning at level of same-age peers (moved up to 7) (b1) achieved higher level of functioning than previously, but not yet at level of same-age peers (higher rating, but not 7) (b2) made progress but did not improve rating (c) remained at the same level of functioning as at previous rating (no change in 1-6 rating or other observable progress, and not 7) <p>*Examples: EI entry, screening instruments, evaluations, teacher observations, parent interview, portfolio</p> <p>**Include any additional information that you feel is important in interpreting the summary of results (i.e., child was hospitalized for a period of time, family moved several times since last rating, a new intervention was implemented, new adaptations were used, etc.)</p>
OVERALL SUMMARY RATING-Positive Social Relationships (circle one number, considering all sub-areas below)				7	6	5	4	3	2	1	
Sub-areas (Illinois Early Learning Standards)											
<ul style="list-style-type: none"> Developing positive sense of self, emotional stability, and self regulations (ELS Goal 31A) Relating with adults; relating with other children; following rules related to groups and interaction with others (ELS Goal 32 A,B) Understanding and using language in everyday routines (ELS 4-5) (<i>focus on using language to relate to others</i>) 											
Child Outcome Area		Overall Summary Rating (from scale 1-7)		Outcome Indicator (write in "a1" or "c")							
Positive Social Relationships											
EVIDENCE SUPPORTING OVERALL SUMMARY RATINGS											
1. Information supporting Overall Summary Rating for <i>Positive Social Relationships</i>											
Types/Sources* of Information			Date		Brief Summary of Relevant Results			Special Considerations**			

Overall Summary rating

(Task 1)

<p>To what extent does this child show behaviors and skills appropriate for his or her age across a variety of settings and situations?</p> <p><i>As indicated by assessments and based on observations from individuals in close contact with the child</i></p>							
<p>OVERALL SUMMARY RATING-Positive Social Relationships (circle one number, considering all sub-areas below)</p>	7	6	5	4	3	2	1
<p>Sub-areas (Illinois Early Learning Standards)</p> <ul style="list-style-type: none"> Developing positive sense of self, emotional stability, and self regulations (ELS Goal 31A) 							
<ul style="list-style-type: none"> Relating with adults; relating with other children; following rules related to groups and interaction with others (ELS Goal 32 A,B) 							
<ul style="list-style-type: none"> Understanding and using language in everyday routines (ELS 4-5) (<i>focus on using language to relate to others</i>) 							

Outcome Indicators

(Task 2)

Outcome Indicator -Entry Rating

Based on the overall rating, the child (circle one of the following):

- (a1) is functioning at a level of same-age peers (7)
- (c) is not yet functioning at level of same-age peers (1-6)

Outcome Indicator -Exit Rating

Based on the overall rating this child (circle one of the following):

- (a1) has maintained functioning at level of same-age peers (7)
- (a2) has now achieved functioning at level of same-age peers (moved up to 7)
- (b1) achieved higher level of functioning than previously, but not yet at level of same-age peers (higher rating, but not 7)
- (b2) made progress but did not improve rating
- (c) remained at the same level of functioning as at previous rating (no change in 1-6 rating or other observable progress, and not 7)

*Examples: Entry, screening instruments, evaluations, teacher observations, parent interview, portfolio

**Include any additional information that you feel is important in interpreting the summary of results (i.e., child was hospitalized for a period of time, family moved several times since last rating, a new intervention was implemented, new adaptations were used, etc.)

Overall Summary Section

(Task 3)

Child Outcome Area	Overall Summary Rating (from scale 1-7)	Outcome Indicator (write in ƝalÓr ƝÓ)
Positive Social Relationships		

Evidence Section

(Task 4)

EVIDENCE SUPPORTING OVERALL SUMMARY RATINGS			
1. Information supporting Overall Summary Rating for <i>Positive Social Relationships</i>			
Types/Sources* of Information	Date	Brief Summary of Relevant Results	Special Considerations**

Which assessments will we use in Illinois?

- What ARE some technically adequate assessments that will be useful for completing the rating?

(list developed by
Illinois Early Childhood Outcomes Committee
Illinois State Board of Education
March-June, 2006)

How do these assessments fit with the three Child Outcome Areas?

✓ **CROSSWALKS CAN HELP!**

Going beyond assessments ...

- Using many types and sources of information is critical
 - Types - portfolios, checklists, interviews, rating scales, others
 - Sources - parents and other caregivers, teachers, therapists, other professionals who have knowledge of the child in everyday routines and contexts

What process will we use in Illinois?

- Team process - the team ...
 - represents information from those familiar with the child in a variety of contexts
 - is comprised of two or more of the above who meet to
 - complete the rating scale
 - select the outcome indicator
 - uses a systematic process for making decisions

What supports the team process?



- knowledge of typical child development
- regular monitoring of child progress (e.g., curriculum-based assessments, portfolios)
- multiple sources of information
- a structure for coming to team consensus
 - a clear team process
 - a matrix of sources of information related to required child outcome areas

Lets see how it works: A case example at ENTRY

- Types & sources of information used
- The ratings
- The outcome indicators

COVER SHEET FOR CHILD OUTCOMES RATING AND SUMMARY FORMS

Child's Name: Joey Smith	Date of Birth: 8/15/02		Student ID _____			
	Gender: <input checked="" type="checkbox"/> Male <input type="checkbox"/> Female	Race: <input checked="" type="checkbox"/> White <input type="checkbox"/> Black <input type="checkbox"/> Hispanic <input type="checkbox"/> Native American <input type="checkbox"/> Asian				
	Date of Rating 10/15/05	<input checked="" type="checkbox"/> Entry <input checked="" type="checkbox"/> Exit	(check one of the above)			
How process represents child's behavior in multiple contexts	Brief description: Includes parent interview (at screening) and teacher ratings based on classroom observation in addition to ratings by therapists and social worker based on observation at screening and during testing.					
Rating process used by team	Brief description: Ratings completed independently by IEP team members (with exception of parent – SLP described rating process at screening to obtain her thoughts on these outcomes); then discussed by 2 team members to reach consensus on rating and indicator.					
People involved in ratings	Name		Role/Title		How Involved*	
	Amy Jones		SLP		screening, testing, individual rating	
	James Olivia		teacher		classroom observation, individual rating	
	Rosetta McDonald		psychologist		screening, testing, individual rating	
	Mary Outlaw		OT		screening, individual rating	
	Israel Coputti		social worker		screening, individual rating	
	Alison Smith		parent		screening (discussion at screening)	
People involved in summary decision (outcome indicators)	Name		Role/Title		How Involved*	
	Amy Jones		SLP		team consensus	
	James Olivia		teacher		team consensus	
	Alison Smith		parent		team consensus (via phone)	

* in person; completed ratings and gave them to the committee, etc.

Comments:

CHILD OUTCOMES *ENTRY* RATING FORM

Child Outcome Area #1 - POSITIVE SOCIAL RELATIONSHIPS-Entry Rating

<p>To what extent does this child show behaviors and skills appropriate for his or her age across a variety of settings and situations?</p> <p><i>As indicated by assessments and based on observations from individuals in close contact with the child</i></p>				Completely		Somewhat		Emerging		Not Yet	<p>Outcome Indicator-Entry Rating Based on the overall rating, the child (circle one of the following):</p> <ul style="list-style-type: none"> (a1) is functioning at a level of same-age peers (7) (c) is not yet functioning at level of same-age peers (1-6) <p>Outcome Indicator-Exit Rating Based on the overall rating this child (circle one of the following):</p> <ul style="list-style-type: none"> (a1) has maintained functioning at level of same-age peers (7) (a2) has now achieved functioning at level of same-age peers (moved up to 7) (b1) achieved higher level of functioning than previously, but not yet at level of same-age peers (higher rating, but not 7) (b2) made progress but did not improve rating (c) remained at the same level of functioning as at previous rating (no change in 1-6 rating or other observable progress, and not 7) <p>*Examples: EI entry, screening instruments, evaluations, teacher observations, parent interview, portfolio</p> <p>**Include any additional information that you feel is important in interpreting the summary of results (i.e., child was hospitalized for a period of time, family moved several times since last rating, a new intervention was implemented, new adaptations were used, etc.)</p>
OVERALL SUMMARY RATING-Positive Social Relationships (circle one number, considering all sub-areas below)				7	6x	5	4	3	2	1	
Sub-areas (Illinois Early Learning Standards)					X						
<ul style="list-style-type: none"> Developing positive sense of self, emotional stability, and self regulations (ELS Goal 31A) 					X						
<ul style="list-style-type: none"> Relating with adults; relating with other children; following rules related to groups and interaction with others (ELS Goal 32 A,B) 						X					
<ul style="list-style-type: none"> Understanding and using language in everyday routines (ELS 4-5) (<i>focus on using language to relate to others</i>) 					X						
Child Outcome Area		Overall Summary Rating (from scale 1-7)		Outcome Indicator (write in "a1" or "c")							
Positive Social Relationships		6		c							
EVIDENCE SUPPORTING OVERALL SUMMARY RATINGS											
1. Information supporting Overall Summary Rating for <i>Positive Social Relationships</i>											
Types/Sources* of Information		Date	Brief Summary of Relevant Results	Special Considerations**							
EI records (HELP)		6/17/05	social skills within normal limits (HELP)	first time in group setting							
play based screening (internal) parent interview (ASQ-at screening)		9/1/05 9/1/05	emerging low average range								
teacher observation/judgment		ongoing	Immaturity, but generally within expected range								

Advantage of the ECO process - flexibility!

- fits with other purposes of assessment (e.g., parent conferences, teacher planning, IEP)
- fits with other requirements for assessment (e.g., Pre-K, Head Start, Part C)
- fits with other team functions (e.g., IEP)
- use of existing data
 - does not require additional measures as long as criteria are met (multiple sources, multiple measures, technically adequate tools, child in context)
 - does not supplant other assessment practices

- Cautions - the rating/determination process is still evolving
 - ECO will be testing the process
 - for reliability and validity
 - for how it can be improved to meet multiple needs
 - Illinois will be refining the process to make it useful at multiple levels
- The process may change (but hopefully not too much!)

Tasks and Timelines

- *September 1* - Programs submit revised plans to ISBE
- *July-June*
 - Programs complete ECO process to establish status of each newly ENTERING child (as near entry date as possible but within 45 calendar days of IEP start date)
 - Programs complete ECO process to establish end-of-year progress of each EXITING child with an IEP who has been in program at least 6 months and for whom an ENTRY rating has been completed (as near end of school year as possible), or at EXIT if child exits sooner
 - Programs begin data entry
- *June-August* - Programs complete entry of individual child information into state system
- *September-January* - ISBE summarizes data and writes report
- *February 1* - ISBE submits Annual Performance Report to OSEP



Welcome to the Early Childhood Outcomes Entry System

Searching for a student can be done:

- By FACTS ID (OR)
- By Last Name, First Name, Date of Birth, Gender and Race

Click 'Search' button to start.

Fields marked with an asterisk (*) are required.

* FACTS ID:

OR

* Last Name: First Name:

Birth Date: Race: Gender:

[Click here to Contact Us](#)

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Click 'Search' button to start.

Fields marked with an asterisk (*) are required.

* FACTS ID:

OR

* Last Name: First Name:

Birth Date: Race: Gender:

Probable Results:

	FACTS ID	Last Name	First Name	Gender	Race	Birth Date	SIS ID	Entry District	Entry School	En D
Select	JOA121702	JOHNSON	ALEXIS	F	B	12/17/2002		SPRINGFIELD SCHOOL DISTRICT 186	LINDSAY SCHOOL	3/
Select	JOA110199	JOHNSON	ALEXIS	F	W	11/1/1999		ROANOKE BENSON C U S DIST 60		2/
Select	JOA040800	JOHNSON	ALEXIS	F	W	4/8/2000		VALLEY VIEW CUSD #365U	ROBERT C HILL ELEM SCHOOL	2/
Select	JOA022801	JOHNSON	ALEXIS	F	W	2/28/2001		C U SCHOOL DIST 201	J T MANNING ELEM SCHOOL	2/
Select	JOA021502	JOHNSON	ALEXIS	F	W	2/15/2002		SPRINGFIELD SCHOOL DISTRICT 186	LINDSAY SCHOOL	3/
Select	JOA010100	JOHNSON	ALEXYS	F	W	1/1/2000		SPRINGFIELD SCHOOL DISTRICT 186		2/

Possible Results:

	FACTS ID	Last Name	First Name	Gender	Race	Birth Date	SIS ID	Entry District	Entry School	En D
Select	JAA020500	JANSSEN	ALEX	M	W	2/5/2000		PRINCETON ELEM SCHOOL DIST 115		2/

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Demographic Data

FACTS ID:

Last Name: First Name: MI (If Known):

Birth Date (mm/dd/yyyy): Gender: Race:

Status Code: SIS ID (If Known):

Outcome Data

On Entry: Rating Date (mm/dd/yyyy):

Testing District:

Testing School:

On Exit: Rating Date (mm/dd/yyyy):

Testing District:

Testing School:

	Positive social relationships	Acquire and use knowledge and skills	Take appropriate action to meet own needs
Entry Score	<input type="text" value="5"/>	<input type="text" value="5"/>	<input type="text" value="7"/>
Exit Score	<input type="text"/>	<input type="text"/>	<input type="text"/>
Made progress but score did not improve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Starting the process, Pt. 1: Gathering information

- **What do we already have?**
 - Types of assessments (e.g., tests, observations, rating scales, interviews, portfolios)
 - Sources of information (e.g., teachers, parents, therapists, evaluators, other caregivers)
- **Do we meet the criteria?**
 - Include measures that are age-referenced
 - Include measures that are technically adequate
 - Focus on child in context (authentic assessment), including input from teachers, families and other caregivers
 - Include measures that are culturally and linguistically appropriate
- **What else do we need?**
 - Coverage of required outcome areas

Starting the process, Pt. 2:

Our approach

- Timeline
 - What do we need to do? When?
- Team
 - Who will be on our team?
 - How will assessment information be gathered? From whom?
 - Who will contribute ratings?
 - Who will help make the determination?
- Team process
 - Will ratings be made as a team, or individually with later discussion and consensus?
 - Who will lead the process and make sure it happens?

Summary of immediate steps for districts/local programs

- Establish process for
 - Team
 - Range of types and sources of information
 - Review, rating, making determination
 - Timelines for
 - Collecting and organizing information
 - Completing team process
 - Entering information
 - Submit plan to ISBE by Sept. 1st

Q & A

- Review past questions and answers.
- What additional questions might you have?
- What else?

