



KANSAS PRESCHOOL OUTCOMES: INDICATOR 7

Frequently Asked Questions for Part B/619 Programs

Question	Answer
<p>1. When we receive a student who has moved in from another Kansas network/district with an organizational exit, the Outcomes Part B Web System (OWS) will not allow us to input an entry Child Outcome Summary Form (COSF).</p>	<p>Organizational entry/exits do not require a COSF. Therefore, the system will not allow the input of a COSF. The OWS asks districts to track two types of entry and exits:</p> <ul style="list-style-type: none"> ● A child’s program entry/exit. ● All organizational entry/exits the child makes during their time in Part B services. <p>A program entry refers to when a child is initially found eligible for Part B services. When a child is new to Part B services, their district is required to indicate a program entry and complete an entry COSF. Similarly, when a child permanently leaves Part B services (see the Key Points in the OWS manual for a definition of permanent exit), the district is required to complete a program exit and an exit COSF. A COSF rating is required to be entered into the OWS only on program entry and exit, even though best practice is to complete the rating as part of the annual Individualized Education Program (IEP) review, as well.</p> <p>The second type of entry/exit is an organizational entry/exit. This is a record of the number of different districts that have served a child while they are in Part B services. Each time a child moves between organizations, the sending organization is required to document an organizational exit in the OWS and the receiving agency is required to document an organizational entry in the OWS.</p>
<p>2. Why won’t the OWS let me answer “No” on the progress question when a child’s rating did not improve between entry and exit?</p>	<p>At program exit, teams are required to answer question b, indicating whether a child has made progress, and document a short summary of the most significant evidence of progress. Each time a rating is completed, the team is comparing a child to their same-age peers. Therefore, a child who scores a 3 on entry and a 3 on exit has demonstrated progress because that child is being compared to two different age groups. On the Kansas ECO website there is a document titled “Impossible Combinations of COSF Responses”, which highlights responses the OWS will not accept, along with an explanation of why the responses are not possible.</p>

Question	Answer
<p>3. What information do we enter for the “b” question when a child exits a Part B program?</p>	<p>For question “b” in each of the outcome areas, teams should document whether the child has shown any new skills or behaviors related to that outcome area since the entry COSF rating. If a child has the same rating at entry and exit or the rating at exit is higher than at entry, the answer to the skills question has to be “yes.” If the child has a lower rating at exit than at entry, the answer to the skills question may be “yes” or “no” depending on whether the child has shown any new skills or behaviors between entry and exit related to this outcome. Teams are also asked to enter a narrative description of the progress made by the child, which is directly related to this outcome. This should include information about new skills and not what is contained in the summary of relevant results.</p>
<p>4. Can you define the statement “all children who have been in Kansas Part B for six months or longer?”</p>	<p>Kansas requires a COSF entry rating for all children who are able to be in either a Part C or B program for six months and an exit rating for all children who permanently exit a Part C or B program and have been in that program for at least six months. The six-month timeline is computed using the time between the first and last day of services. The OWS program exit and COSF exit rating would be based on the last day of service.</p>
<p>5. Why is June 30 a shared date/timeline for data entry for both Part C and Part B?</p>	<p>The June 30 timeline is based on the state fiscal year. For data being reported between July 1 and June 30 of the previous state fiscal year, Part B programs have until Sept.15 to verify the student data in the OWS system.</p>
<p>6. We had a teacher who forgot to turn in the initial COSF rating for a child who was identified in April. The COSF was completed, but it wasn’t until she came back in August that we realized it never got entered into the OWS database. Since this was after the Sept.15 deadline, what should we do?</p>	<p>Teams have until Sept. 15 to enter all data for last fiscal year. One of the purposes of the data verification process that occurs each July through Sept. 15 is to provide organizations with an opportunity to find and correct any errors in their data reporting. If organizations find that an error has occurred, they may make corrections in OWS. If there are further questions, please contact KSDE to obtain assistance in correcting their data. After Sept.15 each year, KSDE cannot make any changes to the database, therefore it is important that organizations locate and make corrections before the Sept. 15 deadline.</p>
<p>7. Who in our district gets information about the data verification process and what do we do with the information once it is completed?</p>	<p>OWS data verification occurs during the months of July through Sept. 15 each year. Information for Part B data verification is emailed to KSDE early childhood contact list, sent through the KSDE listserv and is posted on the KSDE website. Districts are required to complete data verification each year and keep this information as part of their records.</p>

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8. What happens when our ESY extends past June 30?	Preschool age students transitioning to kindergarten who receive extended school year services that end after the June 30 fiscal year are counted in the following year's data. The OWS database reports a student's data based on their last date of service. When a student's extended school year services end after June 30, that student's data is reported in the following year.
9. We had a child who was in a Part C program and turned 3 years old in March. The family declined an initial Part B evaluation. However, in August, the family gave consent for an initial evaluation; the child was found eligible; and Part B services were initiated the September following the child's third birthday. Can we still use the Part C exit data for our entry data?	<p>Teams are encouraged to use the information collected during the initial Part B evaluation to review the Part C exit rating and determine whether the Part C exit rating continues to be reflective of the student's abilities. If the Part C exit rating is within six months of the initiation of Part B services and the rating continues to be reflective of the student's abilities, the Part B program may use the Part C exit rating as the child's entrance rating for Part B.</p> <p>Part C now utilizes a separate data base for inputting their outcomes. It is therefore not possible to select the option of using the Part C ratings when you are in the OWS system. Part C and B programs will need to collaborate during the transition process in order to share this information. Part B would then have the option of utilizing Part C's exit rating information obtained during the transition process when (manually) entering their ratings for the entry into a Part B program.</p>
10. What do we do when the family of a child, who was supposed to enter kindergarten and was permanently exited from OWS, decides during the summer to have the child remain in preschool services for another year?	Children who have been permanently exited from the OWS system and then reenter a Part B program would be treated as a new student and a new entrance COSF should be completed. In the above example, the team would complete a new entrance COSF if the child could be in a Part B program for at least six months before the child turns 6 years old.
11. What do teams do when a student unexpectedly moves or a family decides to revoke consent for services during the summer?	Teams are highly encouraged to keep assessment information up to date to ensure they have the information they need to complete an exit COSF rating. Kansas selected Curriculum Based Assessments (CBA) as a main source of documentation on the COSF because CBAs are intended to be completed at regular intervals to monitor a child's overall development. Beginning in 2013, KSDE suggested that rating ECOs become part of the initial evaluation/eligibility/IEP process and annual reviews. If a child in a Part B program moves during the summer and the district does not know about the move until August; the district should complete an exit COSF rating as soon as possible before the Sept.15 deadline. Remember, that no changes can be made to the OWS database after Sept. 15, so if a rating cannot be completed and entered into the OWS before Sept. 15, that data will not be credited to the district.

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| 12. What do we do for a student who has an August birthday and the parents can't decide whether or not to send them to kindergarten? When do we fill out the exit COSF? | If a team is in doubt about when a COSF will be needed, it is recommended they complete a paper COSF rating and keep this information on file in the event it is needed. In the above example, if the child did attend kindergarten in the fall, the team would be able to enter this child's COSF rating into the OWS database before the Sept. 15 deadline. If the child returned to preschool services, the COSF would not be entered into the OWS and the team would complete another exit rating on the student's last date of service. |
| 13. If a child was only evaluated by the speech-language pathologist and no other professionals were involved in the evaluation, who can serve as the second team member for the COSF rating? | Kansas does require that COSF ratings be completed by at least two professionals. However, it does not define who must make up the team. It is not required that all members of the COSF team participate in the evaluation. However, team members are required to have access to assessment information, understand the early childhood outcomes and have an understanding of the COSF rating process. It is up to individual organizations to determine who might serve on the team for each child. A second professional might include the administrator who attended the IEP meeting, another speech-language pathologist, an early childhood special education teacher or a regular education early childhood teacher. |
| 14. Can paraeducators who work with students be listed as a team member for the COSF? | Paraeducators can provide teams with valuable information about a child's functioning across the three outcomes and should be included as a team member on the COSF when they participate in the rating process. However, a paraeducator does not fulfill the requirement of having a team of two or more professionals and would not meet the requirement as one of two professionals participating in the rating. |
| 15. Do we list the parent on the team section if they did not help make the rating? | No, parents should only be listed in the "Persons involved in deciding the summary ratings" section of the COSF when they have participated in the actual selection of a rating for each outcome. There is a separate section of the COSF for recording how family information was obtained. Teams are required to obtain and use information from the families when making the rating. However, the parents would not be listed as team members unless they participated in the rating process. |
| 16. Do all children have to be rated on all three outcomes? We had understood that if a child was only receiving speech services and we could rate them a six or seven on the "speech" outcome, we did not have to rate the other two outcomes. | The Early Childhood Outcomes were selected to cut across developmental domains. Communication, cognition, motor and social-emotional skills can impact a child's functional abilities in all three outcome areas. Therefore, teams are required to rate all three outcomes when completing an entry or exit COSF. |

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| <p>17. What is the rule about using a Curriculum Based Assessment (CBA)?</p> | <p>Assessment information used to make COSF ratings for each outcome must include information from one of the approved curriculum-based assessments listed in Table 4 of the Outcome Web System Users Guide. For children with only one area of concern (i.e. children receiving only Speech, OT or PT services) served in Part B who can be accurately rated a 6 or a 7 in all three outcomes on the basis of record review, interview, observation, tests, and screening information, the curriculum based assessment requirement is waived.</p> |
| <p>18. Must the Curriculum Based Assessment (CBA) be given in its entirety?</p> | <p>Yes. To accurately use a CBA to make a COSF rating, the CBA must be completed in its entirety, even for students only receiving SL services who cannot be rated a 6 or a 7 on all three outcomes. Remember the outcomes cut across developmental domains, and the purpose of using a CBA is to get a global picture of where a student is functioning. To do this, you need information from all developmental domains.</p> |
| <p>19. When a child is being evaluated to determine eligibility for special education services, does parental consent need to be obtained if a curriculum-based assessment is used for this evaluation and is also being used for all children in the program for ongoing assessment and progress monitoring?</p> | <p>Yes. Written parental consent is always necessary to conduct an evaluation to determine if a child may qualify for any special education services. It would also be assumed that this evaluation would include other assessments in addition to a CBA; such as record review, parent interview, observations and possibly other assessments. Parental consent is not required for the purpose of any ongoing classroom assessments and/or progress monitoring if this practice includes all students.</p> |

For assistance with data guidance, contact:

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Early Childhood Outcomes training or
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