



Illinois State Board of Education

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State Superintendent of Education

Date: July 26, 2013

MEMORANDUM

TO: Directors of Special Education

FROM: Cindy Zumwalt

SUBJECT: Early Childhood Outcomes System
Information Update on Changes in Data Reporting for School Year 13/14

The Illinois State Board of Education (ISBE) is implementing important changes in the Student Information System (SIS) Early Childhood Outcomes (ECO) System. These changes will enhance the ECO System for district use, improve data collection, and result in more accurate reporting to the federal government.

A Progress Rating (formerly known as an Exit Rating) will now be required every year for children with IEPs receiving ECSE services. Currently, for a variety of different reasons, many children's Exit Ratings are not completed when they end ECSE services. This oversight frequently goes unnoticed until the school district tries to enroll them in Kindergarten, sometimes up to a year later. As a result, district staff try to determine the Exit Rating on the child months past the time of actual exit from ECSE services. Consequently, the rating is not as accurate as it should be. Requiring Progress Ratings yearly will ensure that current progress data is available on an ongoing basis.

Progress Ratings every year will be beneficial for school districts by making ECO data more useful in ECSE program planning and improvement. The data could be used to inform instruction. Ratings that are currently being completed after the child leaves the program are not as helpful for use in the continuous improvement process as ratings that are current and ongoing. In addition, yearly Progress Ratings could be used as a tool to demonstrate student growth as required for staff evaluation.

Also, the list of Primary Assessments for Progress Reporting has been revised to improve the accuracy of the ratings. Because it has been seven years since the ECO system was put into place, the Primary Assessments must be updated with the most current broad based assessments. Therefore, the list of Primary Assessments for Progress Ratings will be revised as follows:

- Assessment and Evaluation Programming System (AEPS)
- Carolina Curriculum for Infants and Toddlers/Preschoolers with Special Needs
- High Scope Child Observation Record
- Teaching Strategies GOLD
- Hawaii Early Learning Profile (HELP)
- Early Learning Scales (ELS)
- Transdisciplinary Play-Based Assessment (TPBA)
- Work Sampling System
- Ages and Stages Questionnaire (ASQ)

SIS Summary of Proposed 2014 Early Childhood Outcomes Changes

Reason for Changes – Early Childhood Outcomes Stakeholders’ Committee recommended the change to improve school districts’ utilization and analysis of data for instructional purposes

Objective of the Early Childhood Outcomes SIS collection enhancements

- Allow the school districts the ability to submit progress reports at any time
- Improve data quality
- Use existing ECO data collection process

Validations

- Upon the exit of an IEP student’s early childhood student enrollment , check for previous ECO rating:
 - If no previous rating, require an entry rating
 - If the student is exited after 6 months from the last ECO rating date then require progress rating (exit enrollment date -minus last ECO rating date must be less than 6 months)
 - The progress rating can be recorded in SIS at any time after the student is enrolled

If you have questions or need further information please contact Sharonda Brown at sbrown@isbe.net or Pam Reising Rechner at preising@isbe.net or 217-524-4835; or Julie Evans at jevans@isbe.net or 217-782-5589.