



Early Childhood Special Education Data

Presented by:
ECSE Team

SESSION INFORMATION

Why Collect Data?

What Data is Collected?

How and When is it Collected?

What Are Some of the Results?



What is Data?



field notes



videos



audio recordings



photographs



documents



transcripts

- Data are collected observations or measurements represented as text, numbers, or multimedia.
- It depends on what you want to know...
- It's not statistics...until it is interpreted.

It is also stored, protected, and used for positive purposes.



Why Is Data Collected?

- State and Federal Regulations
 - Program Review
 - Fiscal Accountability
 - Entitled Services
- Child Progress
- Improvement Efforts



Federal Early Childhood Special Education Data

Preschool Environments - Indicator 6

Child Outcomes - Indicator 7

Parent Engagement - Indicator 8

Child Find - Indicator 11

Transition from Early Intervention - Indicator 12



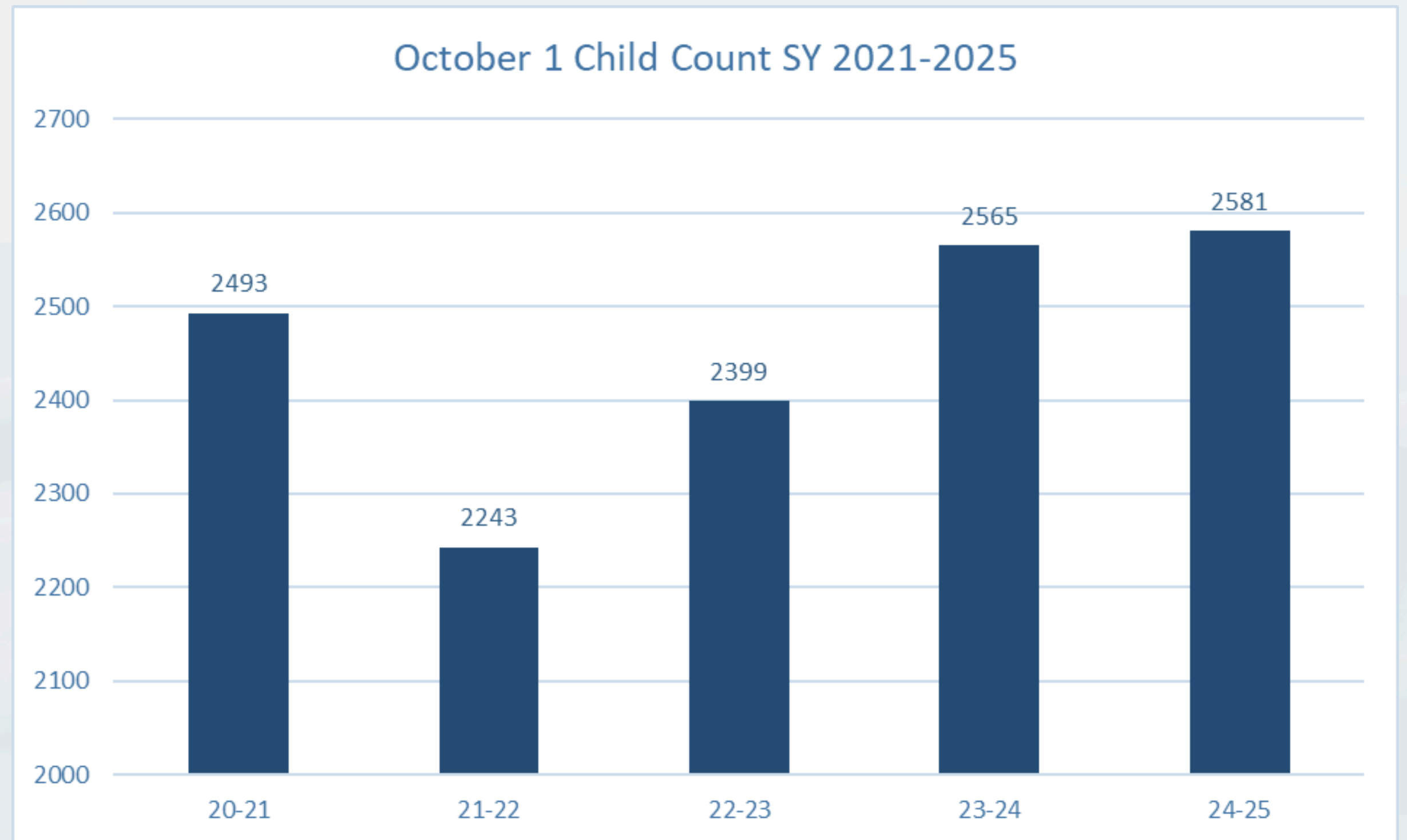
State Early Childhood Special Education Data

- **SAU Child Count for Fiscal Allocations (Quarterly)**
- **Expense Reporting (Quarterly)**
- **School Districts that Sign Up to Take on FAPE in Preschool**



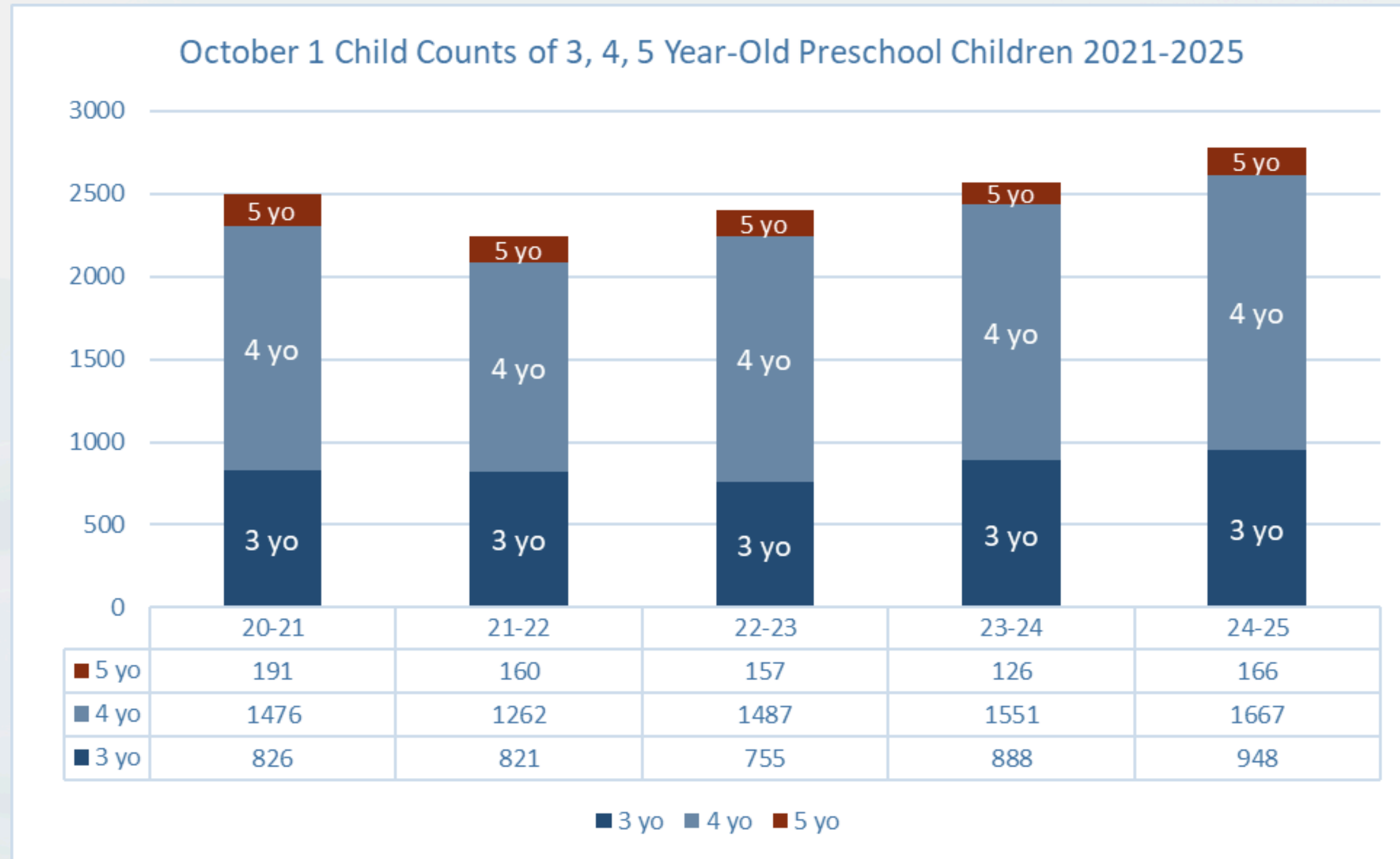
Count of Preschool Aged Children with IEPs

- Each October SAUs ensure each enrolled child is counted and that count is certified.
- For preschool aged children this past year that count was 2,581.



Oct 1 Child Count Data by Age Group

- Three Year Olds=34%
- **Four Year Olds=60%**
- Five Year Olds=6%



Indicator 6 LRE: Deeper Dive

Least Restrictive Environment Categories in Early Childhood Special Education

Attending a Regular Early Childhood Program (more than 50% non-disabled children)

- REC10YSVCS**: AT LEAST 10 hours per week; receiving majority of special education and related services in REGULAR EARLY CHILDHOOD PROGRAM
- REC09YSVCS**: LESS THAN 10 hours per week; receiving majority of special education and related services in REGULAR EARLY CHILDHOOD PROGRAM
- REC10YOTHLOC**: REGULAR EARLY CHILDHOOD PROGRAM, more than 10 hours per week, services in some other location
- REC09YOTHLOC**: REGULAR EARLY CHILDHOOD PROGRAM, less than 10 hours per week, services in some other location

Attending a Special Education Program Only (less than 50% non-disabled children)

- SC**: Children attending a separate class, majority of children in class have a disability, NOT in a Regular Early Childhood Program
- SS**: Children attending a special education program, NOT in any regular early childhood program; Specifically, in a separate school
- RF**: Children attending a special education program; Specifically, a residential facility or in-patient hospital

Not Attending a Regular or Special Education Classroom

- SPL**: Children are neither attending a regular early childhood program or special education program, majority of hours of special education and related services at the service provider's location
- H**: Children attending neither a regular early childhood program nor a special education program, and receiving the majority of hours of special education and related services at home

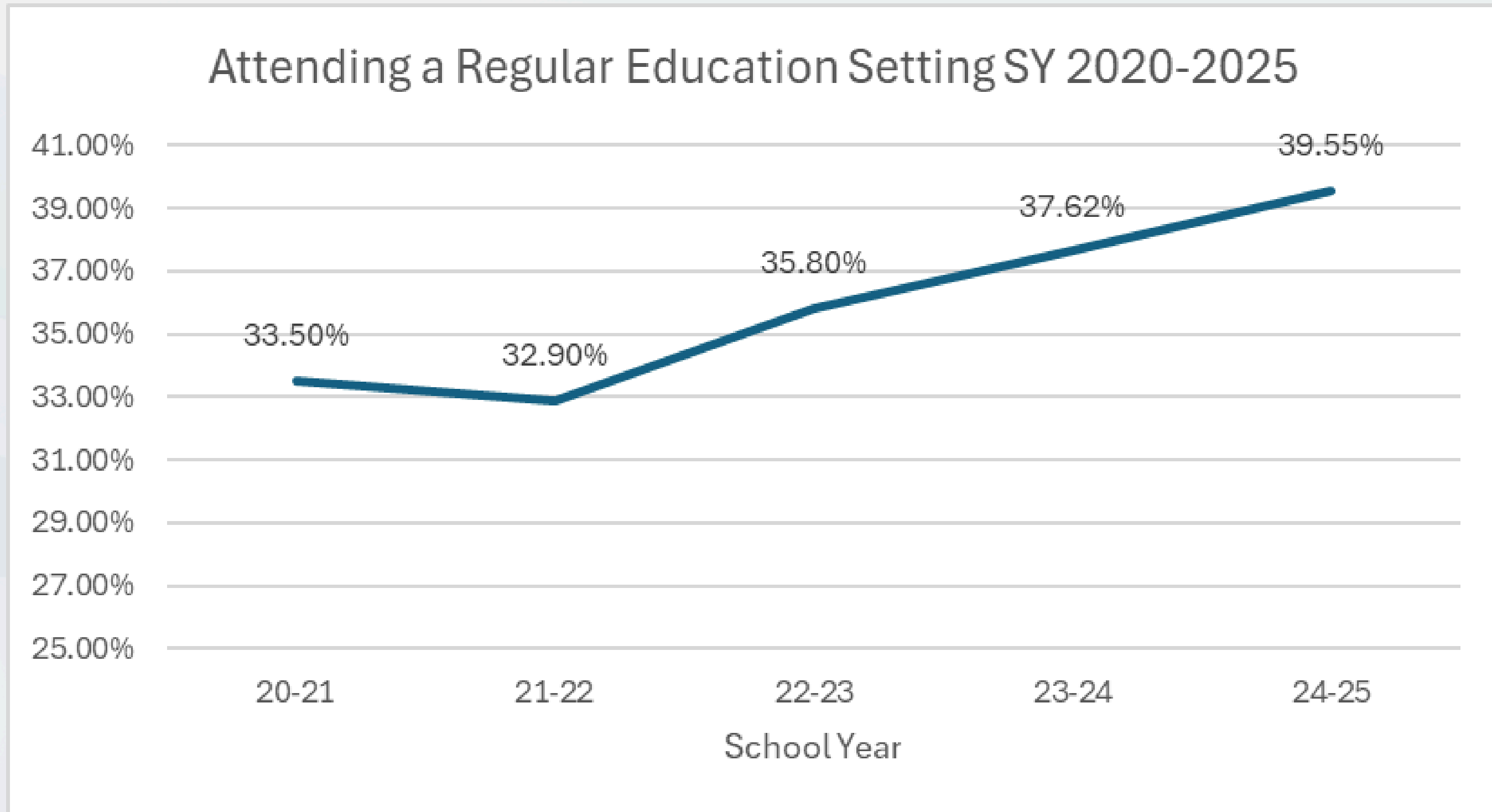


Federal Data for LRE Collected, But Not All is Represented

- **Regular Education Classroom**
More than 10 and less than 10 hours ✓
- **Regular Education Classroom**
With Special Education provided in separate location ✗
- **Separate Education Classroom**
Separate Class or Separate School ✓
- **Not Attending Regular or Separate Classroom**
Home or Clinic
✓ ✗

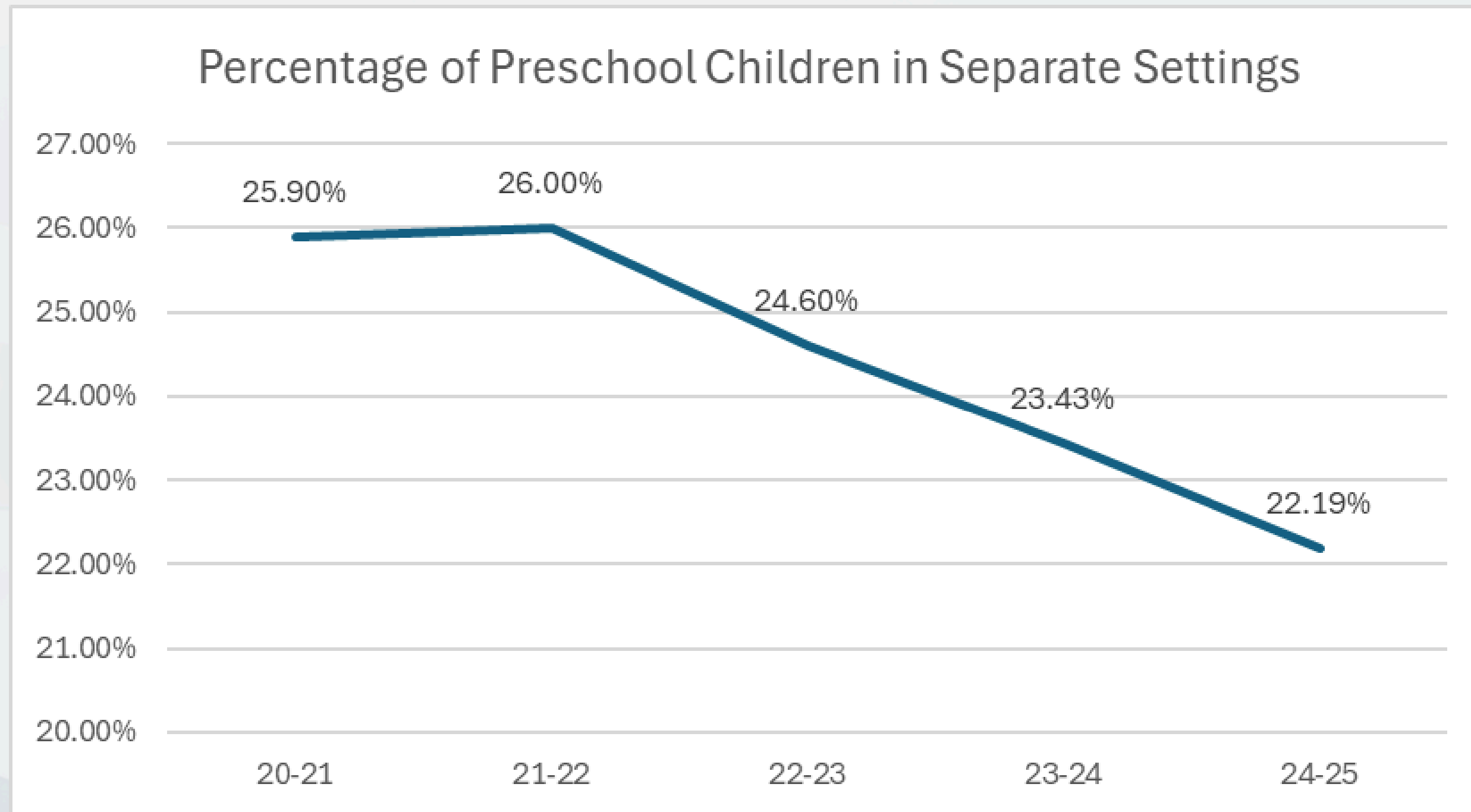
LRE Data Over Time

Regular Early Childhood Classroom with Special Education Services in the Classroom



LRE Data Separate Settings

Percentage of Preschool Age Children in Separate Settings



National Average=29.1%

How are we doing?



More children are now served in general education settings, fewer in separate settings!

Indicator 7-Child Outcomes Data

**Measuring
Progress Children
Make While in
Early Childhood
Special Education**

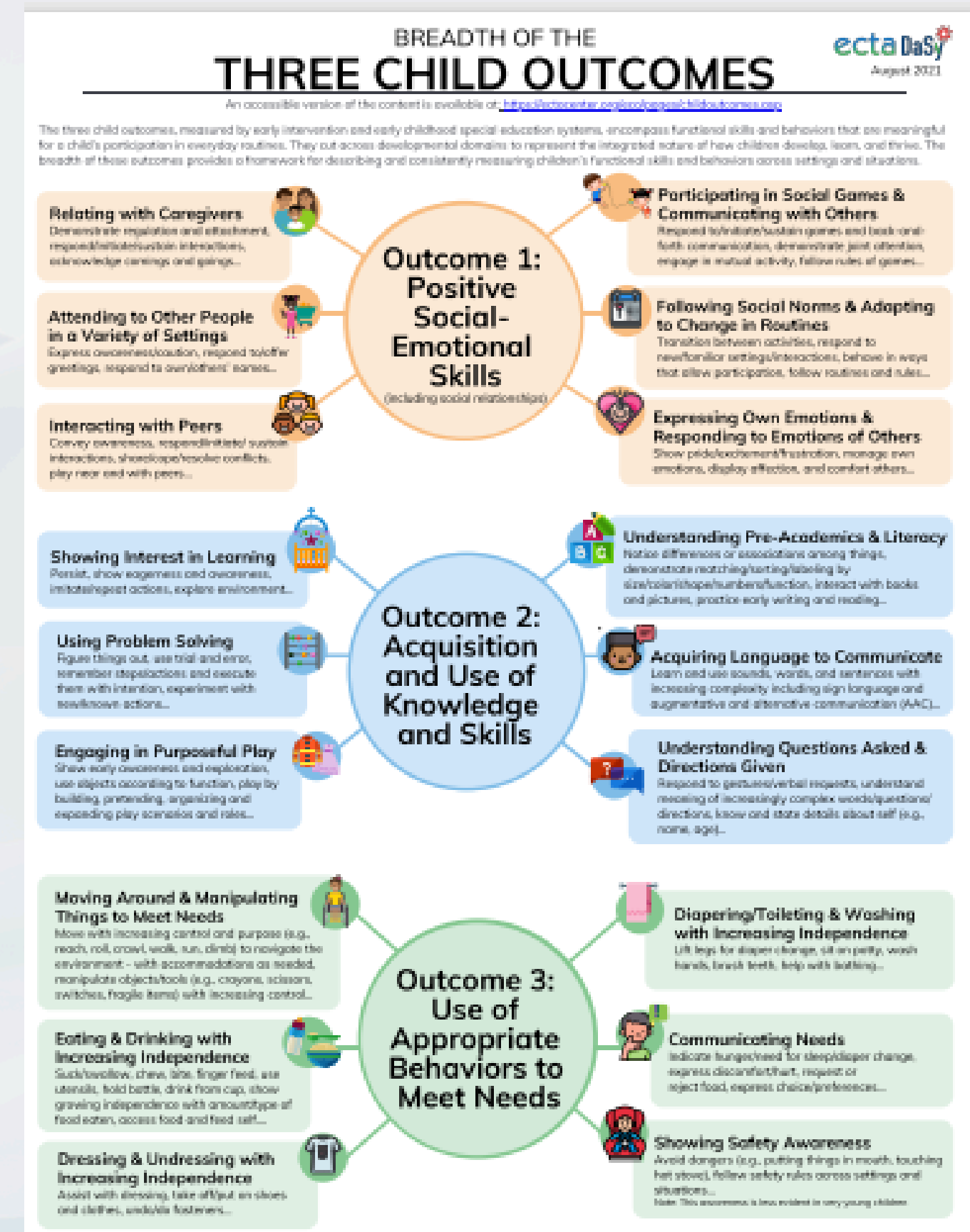


Three Outcome Areas Measured

Outcome 1: Positive Social Emotional Skills

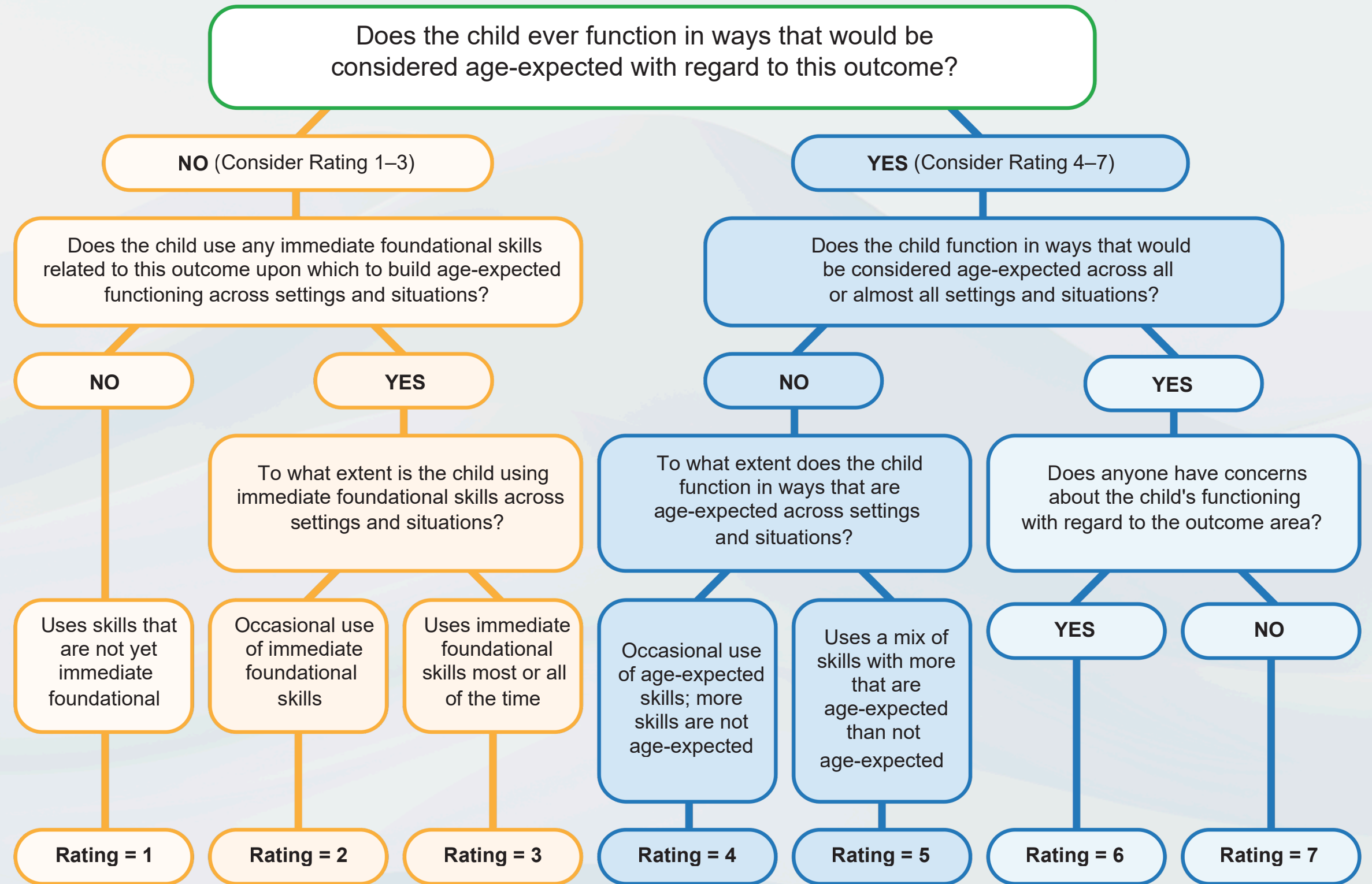
Outcome 2: Acquisition and Use of Knowledge and Skills

Outcome 3: Use of Appropriate Behaviors to Meet Needs



Indicator 7: The Child Outcomes Summary Process

- Schools rate children (1-7 scale) on three outcomes as they enter preschool and then again as they exit.
- The ratings are based on demonstration of age expected behaviors.
- The scores are then summarized to represent the growth made during preschool.



Indicator 7: The COS Process

Data Submission

Entry ratings are conducted prior to enrollment, during identification and IEP development. Exit ratings are conducted immediately prior to leaving ECSE.

Student Name	Outcome Area	Entry Score	Exit Score	Did child make any progress?
Marty	Social Emotional Skills	3	5	yes
Marty	Knowledge and Skills	2	4	yes
Marty	Behaviors to Meet Needs	1	3	yes



Using the COS Process Reliably



To ensure that ratings and the resulting summary data are accurate, it may be beneficial to ensure that all practitioners are following recommended practices.

[LINK to COS Training](#)



Thank You!

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