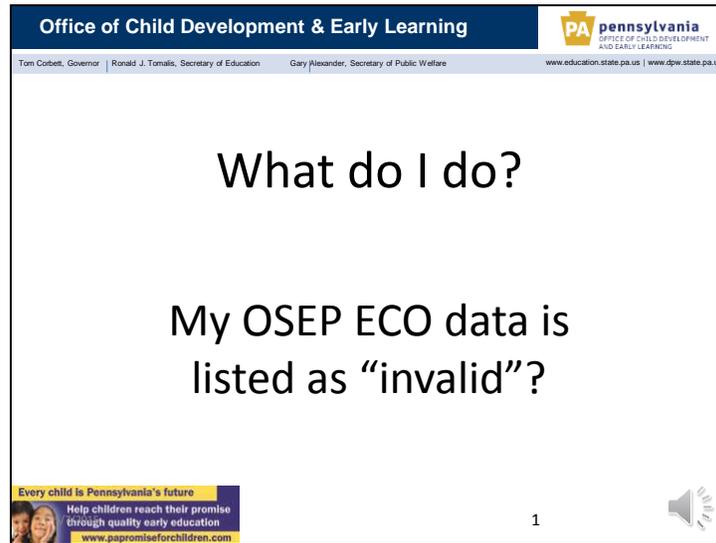


Slide 1



The slide features a dark blue header with the text "Office of Child Development & Early Learning" and the Pennsylvania state logo. Below the header, a light blue bar lists officials: Tom Corbett, Governor; Ronald J. Tomalis, Secretary of Education; and Gary Alexander, Secretary of Public Welfare. The main content area is white with the text "What do I do?" and "My OSEP ECO data is listed as 'invalid'?" in large, black, sans-serif font. At the bottom left, there is a small graphic with the text "Every child is Pennsylvania's future" and "Help children reach their promise through quality early education" along with the website "www.papromiseforchildren.com". A small speaker icon is located at the bottom right, and the number "1" is centered at the bottom.

Welcome to our presentation on what to do if you are having difficulty in making sure that you are entering valid early childhood outcome data. This presentation will provide a little bit of background information on child outcome data collection and some strategies for ensuring that you are entering accurate, valid data.

We will focus on entering the child outcome ratings into the Early Intervention PELICAN database. We will not be discussing how to determine what rating to choose for a child or timelines for data entry. If you need information on those topics, please see [PELICAN EI: All Early Childhood Outcome \(ECO\) Data course on the Learning Management System.](#)

Slide 2

The slide features a header for the Office of Child Development & Early Learning, with the Pennsylvania state logo and the text 'OFFICE OF CHILD DEVELOPMENT AND EARLY LEARNING'. Below the header, it lists the names of the Governor (Tom Corbett), Secretary of Education (Ronald J. Tomalis), and Secretary of Public Welfare (Gary Alexander), along with their respective websites. The main content is titled 'Remind me!' and lists three bullet points: 1) Child outcome data is collected at the child's entry and exit from the EI program; 2) The child is rated on three indicators: Positive Social Emotional Skills (including social relationships), Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy for Preschoolers), and Use of Appropriate Behaviors to Meet Needs. At the bottom left, there is a banner for 'Every child is Pennsylvania's future' with the website 'www.papromiseforchildren.com'. A speaker icon and the number '2' are located at the bottom right.

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Remind me!

- Child outcome data is collected at the child's entry and exit from the EI program
- The child is rated on three indicators
 - Positive Social Emotional Skills (including social relationships)
 - Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy for Preschoolers)
 - Use of Appropriate Behaviors to Meet Needs

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Just as a reminder –

For Pennsylvania's Infant/Toddler and Preschool Early Intervention programs, child outcome data is collected at the child's entry to and exit from the Early Intervention' program. Each enrolled child is rated on a 1 – 7 scale for each of the child outcome indicators you can see on the screen: positive social emotional skills, acquisition and use of knowledge and skills and the use of appropriate behaviors to meet needs.

Slide 3

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Remind me!

- How are the OSEP Categories Determined?
- You must have :
 - Entry ECO Rating
 - Exit ECO Rating
 - Yes/No response to the Progress Determination

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The OSEP Categories, the data that must be reported annual to the federal Office of Special Education Programs, are based on the child's ECO rating at entry, their ECO rating at exit, and the child's Progress Determination.

Slide 4

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Remind me!

- What is “Progress”?
 - An improved score on an authentic assessment tool;
 - A change in the developmental age score on other child assessment tools;
 - A single new skill that was reached; or
 - The child needing less assistance to perform a skill

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The progress determination is a yes/no question that is answered only when exit data is collected. A ‘yes’ should be selected when there is any increase in the child’s performance since their entry data was collected. Progress can be reflected in: an improved score on an authentic assessment tool; a change in the developmental age score on other child assessment tools; a single new skill that was reached; or the child needing less assistance to perform a skill.

Slide 5

The screenshot displays the PELICAN system interface for the Office of Child Development & Early Learning. The main heading is "Problems You Might Have Seen". Below this, there is a navigation menu and a section titled "Outcomes Summary - No Current Information." for a child named MEEKS, ALYAH. The central part of the interface is a table titled "OSEP ECO Summary" with the following columns: Select, Outcome ID, EI Program, ECO Type, Date of Conducting ECO, Date of Reporting ECO, Status, and Responsible Provider. The table contains four rows of data, all with a "Valid" status. A red arrow points to the "Valid" status of the third row. Below the table are "Add" and "Delete" buttons. At the bottom of the interface, there is a banner with the text "Every child is Pennsylvania's future" and a speaker icon.

Select	Outcome ID	EI Program	ECO Type	Date of Conducting ECO	Date of Reporting ECO	Status	Responsible Provider
<input type="radio"/>	221272314	EI - Preschool	Exit	5/11/2012	5/14/2012	Valid	Kwatra Enterprises - Audiology
<input type="radio"/>	221272314	EI - Preschool	Entry	4/25/2010	4/25/2010	Valid	Kwatra Enterprises - Audiology
<input type="radio"/>	221272314	EI - Infant/Toddler	Exit	4/25/2010	4/25/2010	Valid	TEACHING CHILDREN, INC. - Special Instruction (Home/Comm)
<input type="radio"/>	221272314	EI - Infant/Toddler	Entry	8/10/2007		Valid	DONALD, TRACY A. - Physical Therapy (Home/Comm)

As you have entered child outcome data in PELICAN, you may have noticed a few things.

You may have seen a new column, called Status, on the OSEP ECO Summary table that said that your data was either Valid or Invalid.

Valid means that that OSEP categories were correctly calculated based on your entry and exit data for the child. Invalid means that for some reason, the OSEP categories could not be calculated.

Slide 6

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Problems You Might Have Seen



OSEP Child ECO Data

Select	ID/Name	ECO Type	ECO Entry	Date of Completion	Date of Reporting	Status
<input type="radio"/>	139972314	EE - Infant/Toddler	Entry	05/14/12	05/14/12	Valid
<input type="radio"/>	139972314	EE - Infant/Toddler	Exit	04/25/10	04/25/10	Valid
<input type="radio"/>	139972314	EE - Preschool	Entry	04/25/10	04/25/10	Valid
<input checked="" type="radio"/>	139972314	EE - Preschool	Exit	05/13/12	05/13/12	Valid

ECO Type: EE - Preschool

Positive social-emotional skills (including social relationships): 5

Progress Determination: Yes

OSEP Category: C

Acquisition and use of knowledge and skills (including early language / communication and early literacy): 6

Progress Determination: Yes

OSEP Category: D

Use of appropriate behaviors to meet their needs: 6

Progress Determination: Yes

OSEP Category: D

Date of Completing ECO: 5/14/2012

Date of Reporting ECO: 5/14/2012

User Changed Last: 5-08-2012

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“Based on the Entry ECO Rating, the Exit ECO Rating and the corresponding Progress Determination the OSEP Category is ‘Invalid’.

“Unable to calculate OSEP Category as no Entry ECO has been entered. Do you wish to continue?”

Or, you might have seen that the OSEP category was listed as invalid on the OSEP Child ECO Data Screen. You may have even seen one of these messages - “Based on the Entry ECO Rating, the Exit ECO Rating and the corresponding Progress Determination the OSEP Category is ‘Invalid’ or “Unable to calculate OSEP Category as no Entry ECO has been entered.

These are problems or error messages that you would have seen when entering exit data only. You won’t see them when you enter entry data.

Slide 7

The slide features a header for the Office of Child Development & Early Learning, with logos for Pennsylvania and the Department of Education. It lists state officials: Tom Corbett, Governor; Ronald J. Tomalis, Secretary of Education; and Gary Alexander, Secretary of Public Welfare. The main title is "Why is This Happening?". Below it is a numbered list of two reasons. A yellow-bordered box contains a reminder: "REMEMBER – You need Entry Data, Exit Data and the Yes/No on Progress for calculating the OSEP categories." At the bottom left is a banner for "Every child is Pennsylvania's future" with the website www.papromiseforchildren.com. A speaker icon and the number 7 are at the bottom right.

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Why is This Happening?

1. The child has no entry data in PELICAN
2. The child has an impossible combination of entry and exit data ratings.

REMEMBER –
You need Entry Data, Exit Data and the Yes/No on Progress for calculating the OSEP categories.

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There are two reasons why you are seeing error messages or “invalid” in the status column.

The first reason is that the child may not have entry data in the system. The OSEP categories are determined by comparing three pieces of data – the child’s entry rating, the child’s exit rating and the yes/no answer to the question about whether or not the child has made progress. If you don’t have both entry and exit data and the yes/no answer, you won’t be able to calculate the OSEP categories.

The second reason is that the combination of ratings that were entered for that child might be an impossible combination. For example, it is impossible for a child to have been rated as below age appropriate levels at entry to Early Intervention, at age appropriate levels at exit from Early Intervention and to have the question, Has the child made progress, be answered “no”.

Slide 8

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How Can I Fix the Problem?

- 1. There is no ECO entry data for the child in PELICAN**
 - Get the entry data for [children who started EI in your program](#)
 - Check the child’s record for ECO data not entered OR
 - Determine entry ratings using reports from entry to Early Intervention
 - Ensure that the date of conducting the exit data is after the data of conducting the entry data

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If the problem is that there is no entry data in PELICAN for the child, you will need to enter it into the system before you can complete your ECO child outcome data.

If the child started Early Intervention in your program, check back in the child’s record to see if there are entry ratings for the child that may have been collected but never entered into PELICAN. If you can’t find entry ratings, review the child’s evaluation reports from their entry to Early Intervention and use that information to develop an entry rating.

Please make sure that you review the “Date of Conducting ECO” field for both your entry and exit data. The Date of Conducting is the date that the ECO data was collected. The date of conducting the exit data must be after the date of conducting the entry data.

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How Can I Fix the Problem?

- 1. There is no ECO entry data for the child in PELICAN**
 - Get the entry data for children who transitioned from EI IT to EI PS
 - Copy over the EI IT exit data as the EI PS entry data
 - Check with the EI IT program
 - Ensure that the date of conducting the exit data is after the data of conducting the entry data

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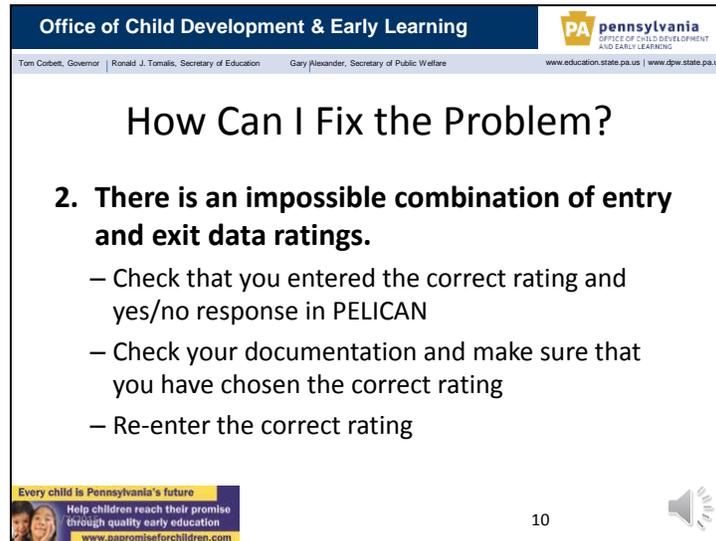
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For children who transitioned from EI IT to EI PS, the child's exit data from the Infant/Toddler program is the Preschool programs entry data. The Preschool program will need to enter the exit data from EI IT program back into PELICAN as the EI PS entry data. You should not change the rating, but just copy the EI IT exit data. If you need additional information on how to do that, check out the ECO information on the LMS.

If there is no exit data from the EI IT program, the EI PS program should contact the EI IT program to determine if the exit data is available but just hasn't been entered into PELICAN yet. If this is the case, the EI IT program should enter the child's exit data as soon as possible and the EI PS program should copy it over to their entry data when it is entered. D

In some circumstances, the EI IT program may not have needed to gather exit data on a child. For example a Toddler who received Infant/Toddler EI services for less than 6 months will not have exit data from EI IT. In these cases, the EI PS program should gather their own entry data and enter it into PELICAN.

Again, as you correct entry and exit data, please make sure that you review the date that is in the "Date of Conducting ECO" field for both your entry and exit data. The Date of Conducting is the date that the ECO data was collected. The date of conducting the exit data must be after the date of conducting the entry data.



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How Can I Fix the Problem?

2. There is an impossible combination of entry and exit data ratings.

- Check that you entered the correct rating and yes/no response in PELICAN
- Check your documentation and make sure that you have chosen the correct rating
- Re-enter the correct rating

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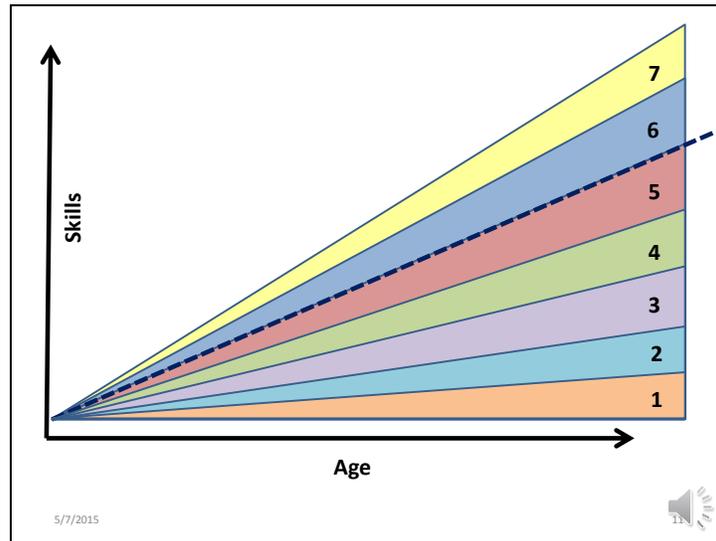
The second reason for why you might be seeing invalid data or be getting error messages related to the validity of the ECO data relates to the combination of ratings that were entered for the child at entry and exit.

The problem may be as simple as having entered the wrong information into PELICAN – a data entry error. Double check that you entered the right information into the system. Please remember that you should be entering a 1 – 7 rating for each of the three child indicators. While you will see an 8 and 9 in the drop down options, use only numbers 1 to 7.

At exit –time only, you will be entering a yes/no response in the Progress Determination field. In this field you are answering the question “has the child made progress since entry data was collected?” In most instances, the answer to this question is “yes”. Check out the definition of “progress” in slide 4 of this presentation or in the ECO Frequently Asked Questions if you are not sure of your answer. The FAQ can be found on the LMS.

If you are seeing the right ratings in the system – there were no data entry errors – then you need to think about whether or not you chose the right rating for the child. The 1 -7 rating scale can be confusing, so let’s take a minute to review how the rating scale works and how you might end up with impossible combinations of entry and exit data.

Slide 11



The ECO Rating scale is based on idea that children develop more skills as they get older. So on our graph, the dotted line shows a typical progression of a child learning more skills as they increase in age.

The ECO Rating scale divides the skills that you would expect of a child at a particular age into 7 categories. Two categories, 6 and 7 indicate age appropriate skill development. Categories 1 – 5 indicate below age-appropriate development, with a rating of 1 indicating the fewest skills.

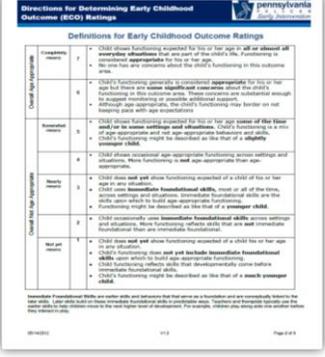
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Directions for Determining Early Childhood Outcome (ECO) Ratings

Definitions for Early Childhood Outcome Ratings

Outcome	Rating	Definition
Communication	1	Child shows functioning expected for his or her age in all or almost all areas listed below that are part of the child's life. Functioning is consistently appropriate for his or her age.
	2	Child's functioning generally is consistently appropriate for his or her age but there are some slightly not consistent about the child's functioning in this outcome area.
Social Interaction	1	Child shows age-appropriate social interaction skills in all or almost all areas listed below that are part of the child's life. Functioning is consistently appropriate for his or her age.
	2	Child's functioning generally is consistently appropriate for his or her age but there are some slightly not consistent about the child's functioning in this outcome area.
Cognitive	1	Child shows age-appropriate cognitive skills in all or almost all areas listed below that are part of the child's life. Functioning is consistently appropriate for his or her age.
	2	Child's functioning generally is consistently appropriate for his or her age but there are some slightly not consistent about the child's functioning in this outcome area.
Physical	1	Child shows age-appropriate physical skills in all or almost all areas listed below that are part of the child's life. Functioning is consistently appropriate for his or her age.
	2	Child's functioning generally is consistently appropriate for his or her age but there are some slightly not consistent about the child's functioning in this outcome area.

Further information on the LMS:

Directions for Determining Early Childhood Outcome Ratings.

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The definitions of each of the points on the rating scale and information on how to decide what rating to give to a child, can be found in the Directions for Determining Early Childhood Outcome Ratings on the Learning Management System or LMS.

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Key Ideas About Showing Progress

- Maintaining an age-appropriate level of skill development is making progress

Entry	Exit	Progress	Status
6 or 7	6 or 7	No	Invalid
6 or 7	6 or 7	Yes	Valid

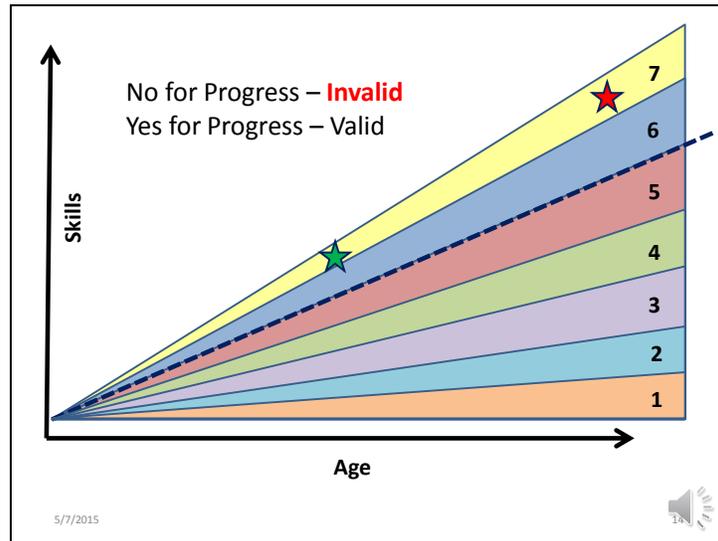
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Let's talk about some of the key ideas about how we use the rating scale and the yes/no question to determine progress. We'll focus on how different combinations of entry data, exit data, and responses to the progress question can lead to either valid or invalid data combinations.

One of the key things to understand about the ECO Rating Scale is that if the child has maintained age-appropriate skill development from one age to the next, then they are making progress. For example, we expect a 2 year old to have more skills than a 1 year old. Therefore, a 2 year old with a rating of 7, indicating typical development, would have more skills than they had when they were a one year old with a rating of 7.

So if we think back to our problem with invalid data, you should never have a combination of data showing the child that at 6 or 7 at entry and 6 or 7 at exit, with a "No" for progress



Let's look at that example on our graph.

Again, a child who is at a 7 at entry (indicated by the green star at the left), and a 7 at exit (indicated by the red star on the right), is showing progress. Therefore, entering a "No" for the progress question would give you an invalid combination.

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Key Ideas About Showing Progress

- Children may have the same rating score at entry and exit and still have made progress

Entry	Exit	Progress	Status
5	5	Yes	Valid
5	5	No	Invalid
1	1	Yes	Valid
1	1	No	Valid

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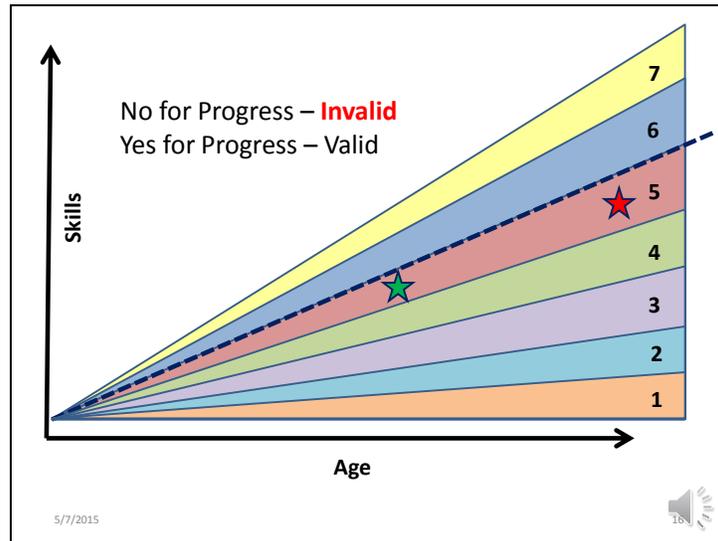


This idea, of children having the same rating at entry and exit and still making progress is also true for children who have skill development that is below their same-aged peers.

For example, a child who is rated at 5 at entry and a 5 at exit, is showing progress because they are gaining skills as they get older. Therefore a 1 year old who is rated a 5 at entry and rated a 5 when they exit at age 3 when they exit Early Intervention would have shown progress and developed more skills. An invalid combination would be a “no” for progress determination. The same idea holds true for preschool children. A four year old preschooler who is rated a 5 at entry and rated a 5 when they exit EI PS at age 5 would have shown progress and developed more skills. Therefore, giving the preschooler at “no” for progress would be invalid.

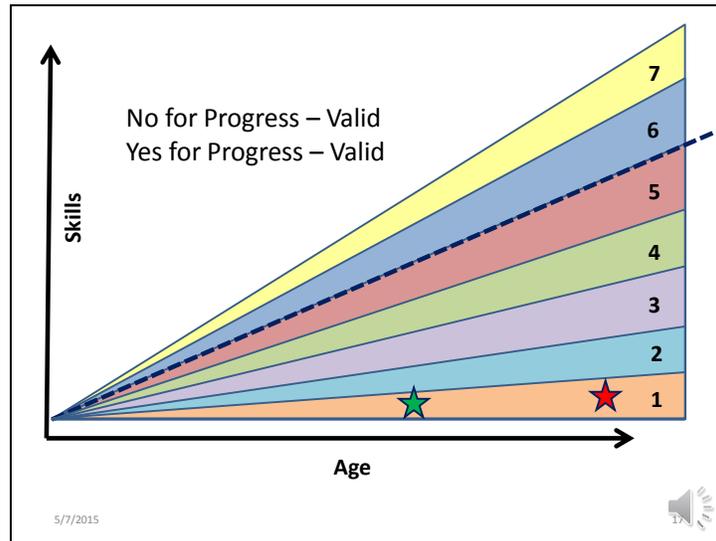
The only instance where this rule is different is when a child is rated 1 at both entry and exit. Because the 1 is the lowest rating on the scale, we can't show a lower rating for a child who may have had a rating of 1 at entry but may not have made progress. Therefore, both combinations are valid.

Let's take a look at these examples on our graph.



A child who is at a 5 at entry (indicated by the green star at the left), and a 5 at exit (indicated by the red star on the right), is showing progress. Therefore, entering a “No” for the progress question would give you an invalid combination.

Slide 17



If the child was rated a 1 at entry (indicated by the green star at the left), and a 1 at exit (indicated by the red star on the right), it is possible to have either a yes or no in response to the progress determination.

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Key Ideas About Showing Progress

- If a child moved from a lower rating at entry to a higher rating at exit, then progress has been made.

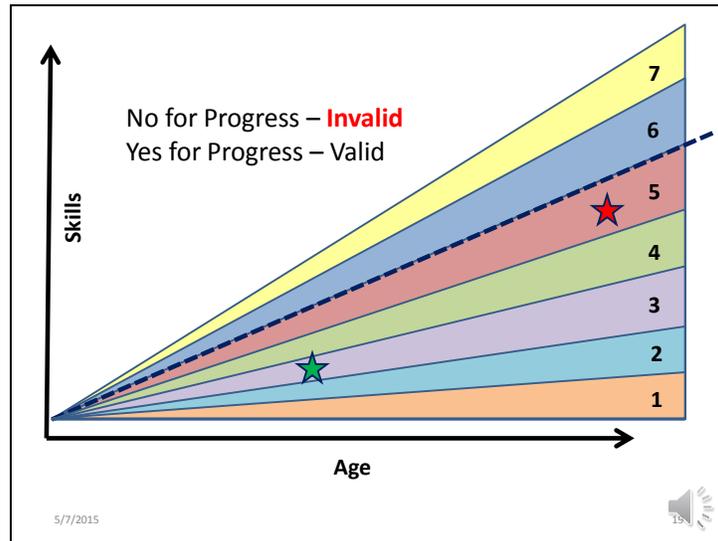
Entry	Exit	Progress	Status
3	5	No	Invalid
3	5	Yes	Valid

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If a child has moved from a lower rating at entry to Early Intervention to a higher rating at his or her exit from Early Intervention, then you can assume that progress in skill development has been made. Therefore, a “no” for progress determination is not possible.



Again, here is that same idea on the graph. This shows that a child moving from a lower rating at entry to a higher rating at exit must have made progress.

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Key Ideas About Showing Progress

- If a child moved from a higher rating at entry to a lower rating at exit, it is possible that the child may or may not have made progress

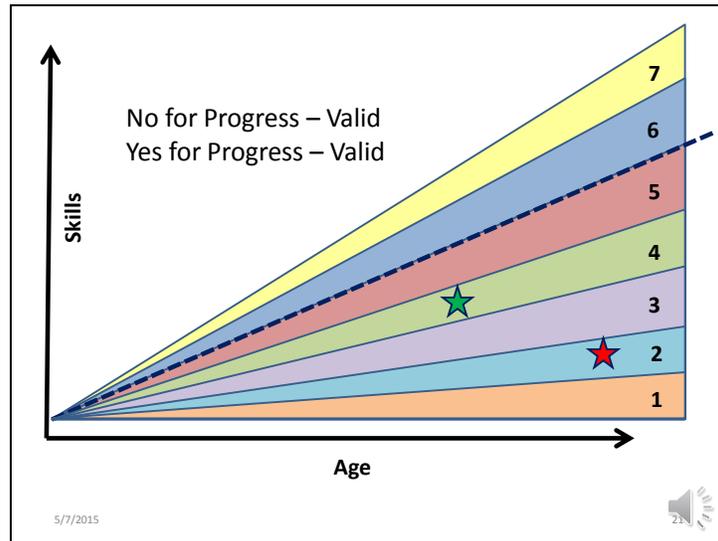
Entry	Exit	Progress	Status
4	2	No	Valid
4	2	Yes	Valid

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In the instance when a child has moved from a higher rating at entry to Early Intervention to a lower rating at exit from Early Intervention, it is possible for both a yes and a no response to the progress question. In this example, a child may not have shown any progress in Early Intervention, so a “no” for progress is a valid rating. However, it is possible that the child made some progress from entry to exit in Early Intervention, but not enough progress to maintain the higher rating on the 1 – 7 scale.

Slide 21



Here is that same example on our graph.

Slide 22

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Connecting the ECO Ratings to the OSEP Categories

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Now that all of your child outcome data is in PELICAN, you've calculated the OSEP categories for children who are exiting Early Intervention and you've checked that all the data is valid, all valid, let's connect the final piece – the data that is submitted to OSEP.

All of the entry and exit ratings and the yes/no responses for progress determination are used to calculate the number and percentages of children who fall into the 5 OSEP, which is the Office of Special Education, categories. The statewide percentages are used in Pennsylvania's Annual Performance Report that is sent to OSEP each February. They are also broken out by each Infant/Toddler and Preschool Early Intervention program and used on the statewide data dashboards.

As you look to make improvements in the child outcome data for your program, you'll need to know a little bit more about the OSEP categories.

Slide 23

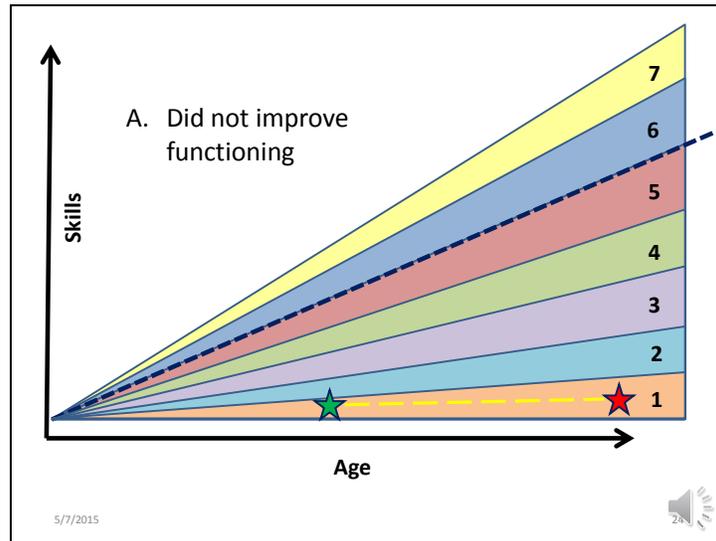
The slide features a header for the 'Office of Child Development & Early Learning' with the Pennsylvania state logo and the text 'OFFICE OF CHILD DEVELOPMENT AND EARLY LEARNING'. Below the header, it lists the names of state officials: Tom Corbett, Governor; Ronald J. Tomalis, Secretary of Education; and Gary Alexander, Secretary of Public Welfare, along with the website addresses www.education.state.pa.us and www.dpw.state.pa.us. The main content is a list of five OSEP categories:

- A. Did not improve functioning
- B. Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers
- C. Improved functioning to a level nearer to same-aged peers but did not reach it
- D. Improved functioning to reach a level comparable to same-aged peers
- E. Maintained functioning at a level comparable to same-aged peers

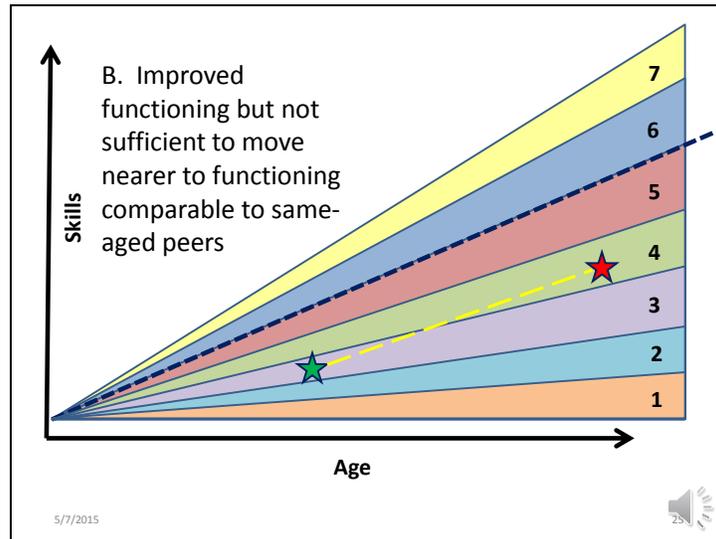
The footer includes the slogan 'Every child is Pennsylvania's future', the text 'Help children reach their promise through quality early education', the website www.papromiseforchildren.com, the number 23, and a speaker icon.

These are the five categories that are used for reporting data to OSEP. The categories are based on how closely young children in the Early Intervention program are performing in relationship to their same-aged peers.

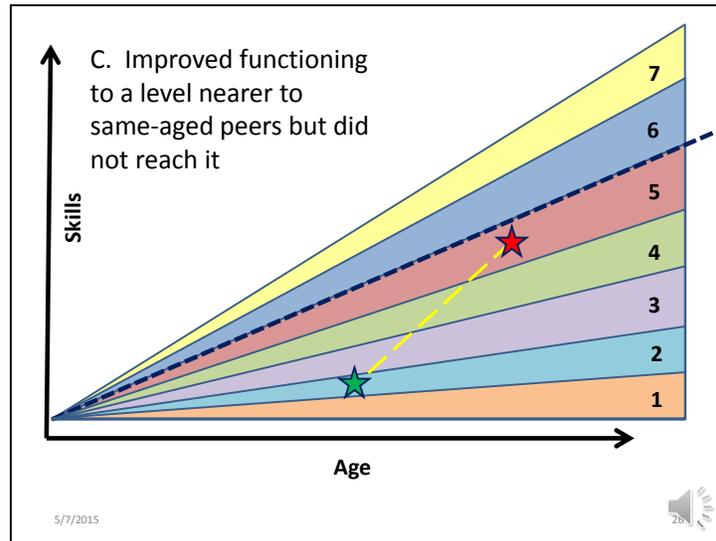
Let's take a look at the five categories using our graphs again.



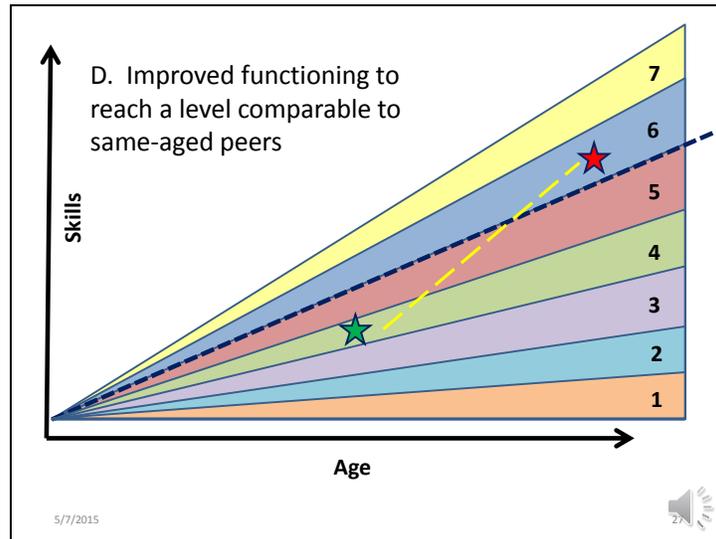
The A category includes children who have not made progress from their entry to their exit in Early Intervention. In this category, you will see children who receive a “no” to the progress determination question. They may often have a rating of 1 at both entry and exit or may have a higher rating at entry than at exit from Early Intervention.



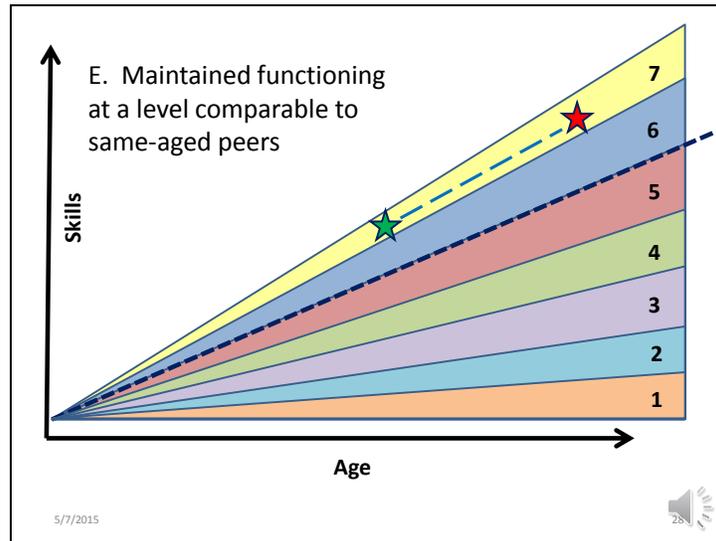
The B category includes children who have shown progress from their entry to exit in Early Intervention, but they are not getting closer to their same-aged peers. Their developmental trajectory is paralleling typical development. They are not catching up.



The children who fall into category C are the children who are closing the gap between their development and the development of their same-aged peers. While they are getting closer to what is considered typical development, they have not yet reached the same level as their same-aged peers.



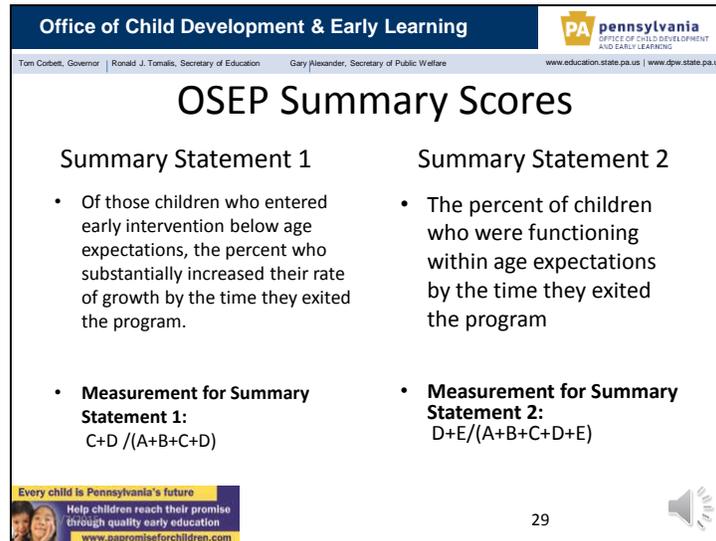
In category D, you will find children who were below age-expectations at their entry to Early Intervention but at exit, they have reached a level of development that is comparable to their same aged peers.



This last OSEP category, category E, includes children who were at levels that were comparable to their same aged peers at their entry to Early Intervention, and they continued to show skills comparable to their same aged peers at their exit from Early Intervention.

Remember, the child outcome data is not used in the determination of eligibility for Early Intervention. Therefore, it is possible for a child to be performing at age-appropriate levels on one of the child indicators and still be eligible for early intervention. For example, an infant with Down Syndrome would be eligible for the Infant/Toddler Early Intervention program because of their diagnosis and may show age-appropriate skills.

Or a preschooler with cerebral palsy may show comparable ratings to their same-aged peers in the Positive Social Emotional Skills indicator but show fewer skills when compared to their same-aged peers in one of the other indicators.



The slide is titled "OSEP Summary Scores" and is part of a presentation from the Office of Child Development & Early Learning in Pennsylvania. It features a header with the office name and the Pennsylvania state logo. Below the header, there are two columns of text. The left column is titled "Summary Statement 1" and contains two bullet points: one describing the statement's focus on children who substantially increased their rate of growth, and another providing the formula for its measurement: $C+D / (A+B+C+D)$. The right column is titled "Summary Statement 2" and contains two bullet points: one describing the statement's focus on children functioning within age expectations, and another providing the formula for its measurement: $D+E / (A+B+C+D+E)$. At the bottom of the slide, there is a small banner with the text "Every child is Pennsylvania's future" and a speaker icon.

Office of Child Development & Early Learning

Tom Corbett, Governor | Ronald J. Tomalis, Secretary of Education | Gary Alexander, Secretary of Public Welfare

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OSEP Summary Scores

Summary Statement 1

- Of those children who entered early intervention below age expectations, the percent who substantially increased their rate of growth by the time they exited the program.
- **Measurement for Summary Statement 1:**
 $C+D / (A+B+C+D)$

Summary Statement 2

- The percent of children who were functioning within age expectations by the time they exited the program
- **Measurement for Summary Statement 2:**
 $D+E / (A+B+C+D+E)$

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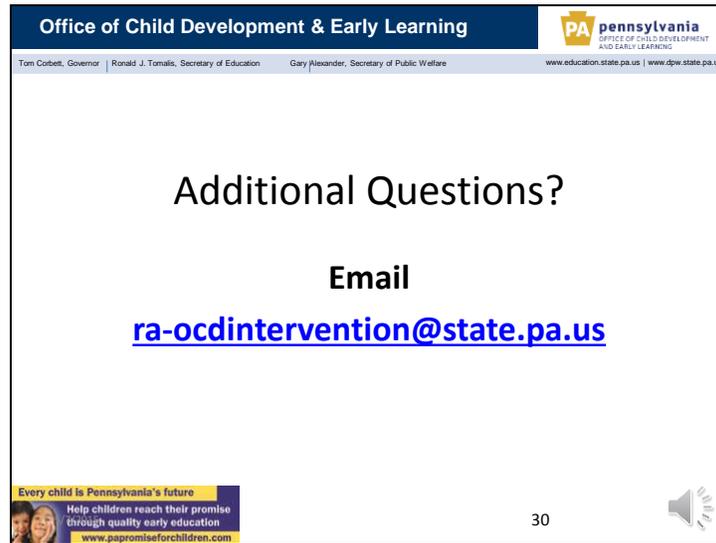
Now, all the numbers of children in each of the categories are combined into what OSEP calls Summary Statements. There are two Summary Statements.

Summary Statement 1 is “Of those children who entered or exited early intervention below age expectations, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program.” Summary Statement 1 is looking at the percentage of children who entered Early Intervention with skills below age-appropriate levels but who had reached or who were on their way to reaching age-appropriate levels when they left Early Intervention.

Summary Statement 2 reads “The percent of children who were functioning within age expectations when they exited Early Intervention.” So statement tool is looking to identify the number and percentages of children who are performing at age appropriate levels when they leave the Early intervention Program.

The formula for determining the two summary statements are found at the bottom of the slide

Slide 30



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Additional Questions?

Email

ra-ocdintervention@state.pa.us

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Hopefully, this presentation has answered all your questions about the Early Childhood Outcome rating scale and what to do to ensure that your data is valid.

If you have any questions about the presentation or any other questions about collecting child outcome data, please email us using the address listed on the screen.

Thanks!