

EI/ECSE Technical Manual 2018-2019

At-A-Glance Special Education Profiles

Reports Available May 21, 2020

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I. Preface

The Technical Manual provides detailed information about how the data are collected and calculated for the Oregon 2018-2019 At-A Glance Special Education Profiles, which are the report cards for each EI/ECSE county program.

In Oregon, Special Education reports were first issued in March 2007. Based on requirements of the 2004 Individuals with Disabilities Education Act (IDEA), the special education reports were developed to inform parents and the community about the special education programs and services provided by Oregon school districts and Oregon EI/ECSE county programs.

In December 2005, the Oregon Department of Education submitted the State Performance Plan (SPP) to the Office of Special Education Programs (OSEP) in Washington, D.C. The Annual Performance Report (APR), which reports Oregon's progress on the thirty-four required indicators in the SPP, is submitted to OSEP in February each year. The Oregon Department of Education Annual Performance Report can be found on the [State Performance Plan and Annual Performance Report webpage](#).

For 2018-2019, information about twenty-one of the thirty-four indicators is required to be reported to the public. Oregon has developed two reports: a school district report and an EI/ECSE county program report. Reports for all school districts and county programs are posted on the Oregon Department of Education website and can be found on the [At-A-Glance School and District Profile webpage](#).

The Oregon Department of Education (ODE), in collaboration with Oregon stakeholders, set the state targets which were approved by the Office of Special Education Programs (OSEP) in Washington, D.C. Data provided by each school district and program are displayed with the state targets on the Special Education Reports.

Federal Law

The 2004 Individuals with Disabilities Education Act (IDEA):

Public report.--The State shall report annually to the public on the performance of each local educational agency located in the State on the targets in the State's performance plan. The State shall make the State's performance plan available through public means, including by posting on the website of the State educational agency, distribution to the media, and distribution through public agencies.
34 CFR §300.616(b)(2)(C)(ii)(I)

For more information, please visit the [U.S. Department of Education website](#).

II. Introduction

This Technical Manual describes the displays for the 2018-2019 EI/ECSE Special Education Reports issued on April 2, 2020. This manual also provides information about the specific definitions, targets, calculations, and data that are displayed in the reports. The Technical Manual describes in detail the following major topics:

- Required elements for the 2018-2019 report displays
- Public Report format
- State targets
- Data collection
- Definitions of data elements
- Calculation details

Indicators included in the 2018-2019 EI/ECSE Special Education Reports

- Individual Family Service Plan (IFSP)
- Services in Natural Environments
- Preschool Settings
- Timeline for EI IFSP
- Timely EI Services
- Timeline for ECSE Eligibility
- Family and Parent Survey Results
- Improved Outcomes in Positive Social-Emotional Skills
- Improved Acquisition and Use of Knowledge and Skills
- Improved Use of Appropriate Behaviors to Meet Needs
- Timely Transition

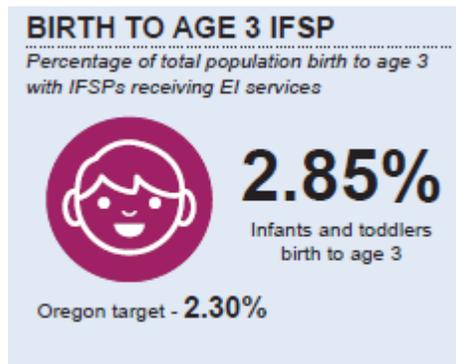
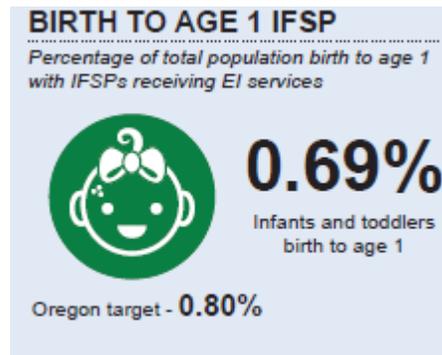
III. Individual Family Service Plan (IFSP)

Display

Individual Family Service Plan (IFSP)

This table shows the percentage of children aged birth to 1 and aged birth to 3 who have Individual Family Service Plans. These percentages are based on the total county population of children of the same age and based on United States census data.

Public Report Format



State Targets

The Oregon Department of Education (ODE), in collaboration with Oregon stakeholders, set the state targets which were approved by the Office of Special Education Programs (OSEP) in Washington, D.C.

Infants birth to age 1

FFY	Measurable and Rigorous Target
2014 (2014-2015)	0.76% of infants, birth to age 1, in conformance with state eligibility requirements, are determined eligible for early intervention services and have IFSPs.
2015 (2015-2016)	0.76% of infants, birth to age 1, in conformance with state eligibility requirements, are determined eligible for early intervention services and have IFSPs.

FFY	Measurable and Rigorous Target
2016 (2016-2017)	0.76% of infants, birth to age 1, in conformance with state eligibility requirements, are determined eligible for early intervention services and have IFSPs.
2017 (2017-2018)	0.76% of infants, birth to age 1, in conformance with state eligibility requirements, are determined eligible for early intervention services and have IFSPs.
2018 (2018-2019)	0.76% of infants, birth to age 1, in conformance with state eligibility requirements, are determined eligible for early intervention services and have IFSPs.

Children birth to age 3

FFY	Measurable and Rigorous Target
2014 (2014-2015)	2.2% of children, birth to age 3, in conformance with state eligibility requirements, are determined eligible for early intervention services and have IFSPs.
2015 (2015-2016)	2.2% of children, birth to age 3, in conformance with state eligibility requirements, are determined eligible for early intervention services and have IFSPs.
2016 (2016-2017)	2.2% of children, birth to age 3, in conformance with state eligibility requirements, are determined eligible for early intervention services and have IFSPs.
2017 (2017-2018)	2.2% of children, birth to age 3, in conformance with state eligibility requirements, are determined eligible for early intervention services and have IFSPs.
2018 (2018-2019)	2.2% of children, birth to age 3, in conformance with state eligibility requirements, are determined eligible for early intervention services and have IFSPs.

Data Collection

Data are collected from each program during the annual Special Education Child Count (SECC) and compared to US Census data.

The SECC is a count of children eligible for special education services as of December 1, 2018. The SECC collects data for children with IFSPs and IEPs ages birth to 22. However, only data for children ages birth to 3 are used for this section. The number of children under age 1 reported as eligible for Early Intervention services in the 2018 SECC are used to determine the percentage of children birth to 1 with IFSPs. The number of children under age 3 reported as eligible for Early Intervention services in the 2018 SECC are used to determine the percentage of children birth to 3 with IFSPs.

The most recent count of the number of children birth to 3 years of age in the general population was provided through the U.S. Census in 2010. Portland State University's Population Research Center's (PRC) estimates for the county population of comparably aged children are used. PRC uses the 2010 Census data to estimate the 2016 population. The population estimates for the 2017 Oregon Population Report were made as of July 1, 2019. ODE uses the County estimates provided in the 2010 Oregon Population Report for the Birth to 1 and Birth to 3 County estimates.

Definitions

Age Definitions for SECC data:

Birth to 1 = Children under age 1 (i.e. 6mo) on the 2018 SECC

Birth to 3 = Children under age 3 (i.e. 6mo, 1, or 2) on the 2018 SECC

Calculation Details

County Population Estimates

PRC uses the following calculation to estimate the population for 2010:

Population estimate for 2010 =

$[(\text{Population from 2010 Census}) + (\text{Natural Increase from 2010 to 2016}) + (\text{Net Migration from 2010 to 2019})]$

PRC provides population estimates for Oregon counties with a breakout of age groups. ODE uses the county population estimates for the 0-4 age group. For each county, ODE estimates the Birth to 1 and the Birth to 3 populations from PRC's estimate of the county's 0-4 age group population.

The Birth to 1 County estimate = (0 – 4 years age group for county from PRC's Report) divided by 5

The Birth to 3 County estimate = (Birth to age 1 county estimate) times 3

Percentage of Children with IFSPs

Birth to 1

To calculate the percentage of children birth to 1 with IFSPs, use the following calculation:

Percentage = $[(\text{Number of children birth to 1 with IFSPs}) \text{ divided by } (\text{Population of children birth to 1})] \text{ times } 100$

Birth to 3

To calculate the percentage of children birth to 3 with IFSPs, use the following calculation:

Percentage = $[(\text{Number of children birth to 3 with IFSPs}) \text{ divided by } (\text{Population of children birth to 3})] \text{ times } 100$

Additional information

Contact: Bruce Sheppard (503) 947-5612 or bruce.sheppard@state.or.us

A document comparing Oregon to other States – Part C Indicator 5 and 6 Group Ranked can be found on the [State Performance Plans/Annual Performance Reports webpage](#).

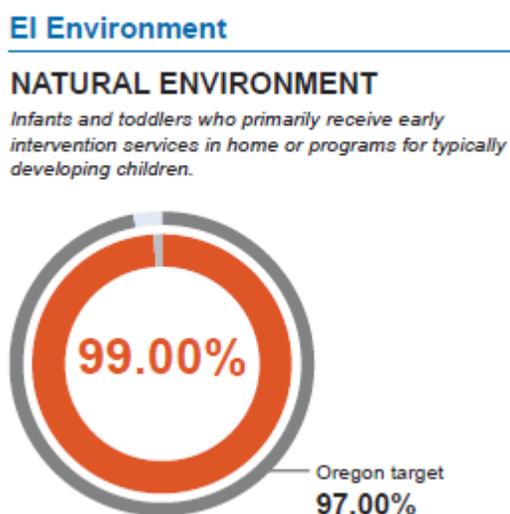
IV. Services in Natural Environments

Display

Services in Natural Environments

This table shows the percentage of children who primarily receive early intervention services in home or programs for typically developing children.

Public Report Format



State Targets

The Oregon Department of Education (ODE), in collaboration with Oregon stakeholders, set the state targets which were approved by the Office of Special Education Programs (OSEP) in Washington, D.C.

FFY	Measurable and Rigorous Target
2014 (2014-2015)	96.5% of infants and toddlers with IFSPs will receive early intervention services in the home or in programs for typically developing children. All decisions regarding where children receive their IFSP services are made by the child’s IFSP team and are based on the individual needs of the child.
2015 (2015-2016)	96.5% of infants and toddlers with IFSPs will receive early intervention services in the home or in programs for typically developing children. All decisions regarding where children receive their IFSP services are made by the child’s IFSP team and are based on the individual needs of the child.
2016 (2016-2017)	96.5% of infants and toddlers with IFSPs will receive early intervention services in the home or in programs for typically developing children. All decisions regarding where children receive their IFSP services are made by the child’s IFSP team and are based on the individual needs of the child.

FFY	Measurable and Rigorous Target
2017 (2017-2018)	96.5% of infants and toddlers with IFSPs will receive early intervention services in the home or in programs for typically developing children. All decisions regarding where children receive their IFSP services are made by the child’s IFSP team and are based on the individual needs of the child.
2018 (2018-2019)	96.5% of infants and toddlers with IFSPs will receive early intervention services in the home or in programs for typically developing children. All decisions regarding where children receive their IFSP services are made by the child’s IFSP team and are based on the individual needs of the child.

Data Collection

Data are collected from each program through the Special Education Child Count (SECC) and reported through the System Performance Review & Improvement (SPR&I) process.

The SECC is a count of children eligible for special education services on December 1, 2018. This collection gathers data for all children ages birth to 22. As part of the collection, data for the Federal Placement settings of all eligible children are gathered. For this section, only data for children ages birth to 3 are used.

The SPR&I process reports the data collected through the SECC. Based on the data provided for the SECC by programs, percentages are calculated for the Federal Placement data. Federal placement setting data are summarized to determine if children are receiving early intervention services in home or programs for typically developing children. In SPR&I, programs are required to analyze their Federal Placement data if they did not meet the state target. In order to complete the required analysis, each program completes a worksheet explaining the results of the analysis. The information provided in the Analysis Worksheet is then evaluated by ODE.

Definitions

The Federal Placement setting for Early Intervention (EI) children, birth to 3 years of age, is determined according to the type of program the child attends, not the type of location. All EI children receive services in one of the following settings.

Natural Environments

Program Designed for Typically Developing Children: Services are provided in a program regularly attended by a group of children. Most of the children in this setting do not have disabilities. Examples include nursery schools and child care centers.

Home: Services are provided in the principal residence of the child’s family or caregivers.

Other Placements

Program Designed for Children with Developmental Delays or Disabilities: An organized program of at least one hour in duration provided on a regular basis. The program is usually directed toward the facilitation of one or more developmental area (motor, communication,

adaptive, social, cognitive). Examples include early intervention classrooms/centers, toddler groups, and developmental child care programs.

Hospital (Inpatient): A residential medical facility. The child must be receiving services on an inpatient basis.

Service Provider Location: Services are provided at an office, clinic, or hospital where the infant or toddler comes for short periods of time (e.g., 45 minutes) to receive services. These services may be delivered individually or to a small group of children and usually focus on one developmental area.

Residential Facility: A treatment facility, which is not primarily medical in nature, where the infant or toddler currently resides.

Other Setting: Any service setting not included in the settings or programs listed above. For example, if the only component of the infant's early intervention services is parent counseling during which the child is not present and the child receives no direct service, then this would be considered "other."

Calculation Details

The Special Education Child Count (SECC) is used to gather data for all EI children (ages birth to 3) who were eligible for services on December 1, 2018. This total count is used as the denominator in the calculation.

The different placement settings reported are combined into two categories: Natural Environments and Other Placements. The number of EI children in Natural Environments is used as the numerator in the calculation.

Natural Environments

- Program Designed for Typically Developing Children
- Home

Other Placements

- Program Designed for Children with Developmental Delays or Disabilities
- Hospital (inpatient)
- Service Provider Location
- Residential Facility
- Other Setting

To determine the percentage of children who primarily receive early intervention services in home or programs for typically developing children, use the following calculation:

Percentage = [(Number of children with IFSPs with Federal Placement codes of home or programs designed for typically developing children) divided by (Total number of children with IFSPs)] times 100

Additional information

Contact: Alan Garland (503) 947-5759 or alan.garland@state.or.us

V. Preschool Settings

Display

Preschool Settings

This table shows the program percentages compared to state targets for placements for special education services in the following locations:

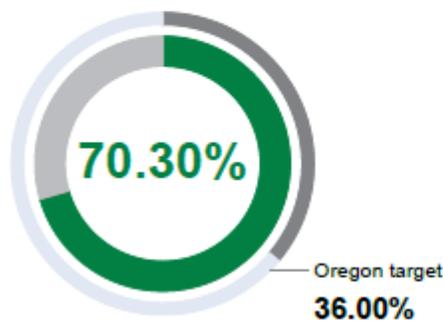
- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
- B. Separate special education class, separate school or residential facility. Students are placed in classes based on decisions by the student’s IEP team.

Public Report Format

ECSE Environment

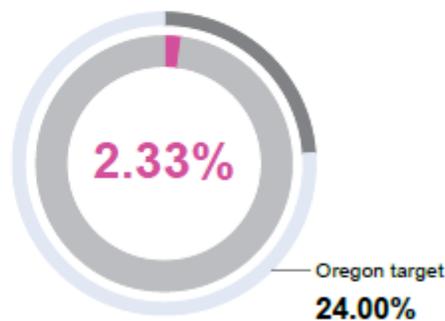
REGULAR CHILDHOOD PROGRAM

Children receiving majority of ECSE services in a regular childhood program.



OTHER CHILDHOOD PROGRAM

Children receiving majority of ECSE services in a separate special education class, separate school, or residential facility.



State Targets

The Oregon Department of Education (ODE), in collaboration with Oregon stakeholders, set the state targets which were approved by the Office of Special Education Programs (OSEP) in Washington, D.C.

FFY	Measurable and Rigorous Target
2014 (2014-2015)	<ul style="list-style-type: none"> A. 35.0 % of children with IFSPs are in a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. 24.6% children with IFSPs are in separate special education classes, separate schools or residential facilities.
2015 (2015-2016)	<ul style="list-style-type: none"> A. 35.0 % of children with IFSPs are in a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

FFY	Measurable and Rigorous Target
	B. 24.6% children with IFSPs are in separate special education classes, separate schools or residential facilities.
2016 (2016-2017)	A. 35.0 % of children with IFSPs are in a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. 24.6% children with IFSPs are in separate special education classes, separate schools or residential facilities.
2017 (2017-2018)	A. 35.0 % of children with IFSPs are in a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. 24.6% children with IFSPs are in separate special education classes, separate schools or residential facilities.
2018 (2018-2019)	A. 35.0 % of children with IFSPs are in a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. 24.6% children with IFSPs are in separate special education classes, separate schools or residential facilities.

Data Collection

Data are collected annually from each early childhood special education program through the Special Education Child Count (SECC) and the System Performance Review & Improvement (SPR&I) process.

- The SECC collects data about children eligible for special education services as of December 1, 2018. For this section of the Special Education Report, data reported for children aged 3-5 are used, in order to align with the data that were used to set the state targets. As part of the SECC, the Federal Placement is reported for every child. These data are used to determine the percent of children receiving the majority of their services in the different placement locations. The total number of eligible children reported on the SECC is also used for the calculations.
- The SPR&I process collects data annually from each district. Based on the SECC data provided by the district, Federal Placement category percentages are calculated by ODE.

Through the SPR&I process, a district is required to analyze its Federal Placement data if the district does not meet the state targets for one or more of the categories outlined. The information provided by the district in the self-guided analysis worksheet is evaluated by ODE to determine if the program has a particular circumstance that warrants a *Justified Met* designation and to ensure that the program is appropriately placing children to best meet the children's special education needs. A program that does not receive a *Justified Met* designation based on the worksheet analysis is required to complete a district improvement plan.

Calculation Details

The formula used to calculate the percentage of children receiving services in a particular placement category is provided below:

A. Percent = [(# of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.

B. Percent = [(# of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.

Additional Information

[Special Education Child Count](#)

[System Performance Review & Improvement \(SPR&I\)](#)

Contact: JackieMcKim (503) 947-5629 or jackie.mckim@state.or.us

Contacts:

SECC: Jackie McKim (503) 947-5629 or jackie.mckim@state.or.us

SPR&I: Alan Garland (503) 947-5759 or alan.garland@state.or.us

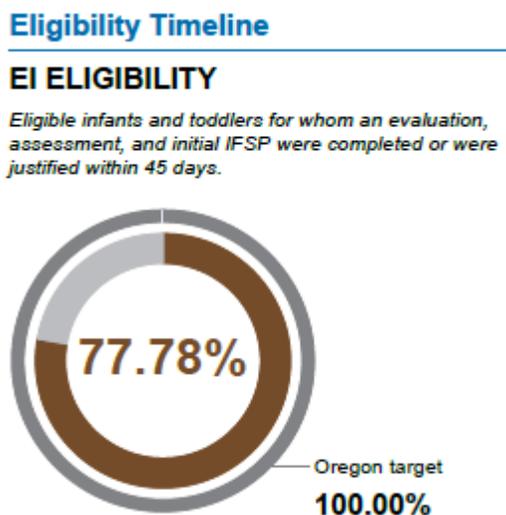
VI. Timeline for EI IFSP

Display

Timeline for EI IFSP

This table shows the percentage of eligible children for whom an evaluation, assessment, and initial IFSP were completed or were justified within 45 days.

Public Report Format



State Targets

The state targets were set at 100% by the Office of Special Education Programs (OSEP) in Washington, D.C.

FFY	Measurable and Rigorous Target
2014 (2014-2015)	100% of eligible children with IFSPs will have evaluation, assessment, and initial IFSP meeting conducted within 45 days.
2015 (2015-2016)	100% of eligible children with IFSPs will have evaluation, assessment, and initial IFSP meeting conducted within 45 days.
2016 (2016-2017)	100% of eligible children with IFSPs will have evaluation, assessment, and initial IFSP meeting conducted within 45 days.
2017 (2017-2018)	100% of eligible children with IFSPs will have evaluation, assessment, and initial IFSP meeting conducted within 45 days.
2018 (2018-2019)	100% of eligible children with IFSPs will have evaluation, assessment, and initial IFSP meeting conducted within 45 days.

Data Collection

Data are collected from each region through the monthly EI/ECSE count. The monthly EI/ECSE count is a *snapshot* of children receiving EI/ECSE services by county and region on the first day of every month. As part of this data collection, programs are required to submit monthly data about timeliness of EI evaluations and initial IFSP meetings, analyze specific reasons if not meeting the 45-day timeline, and develop solutions for meeting the 45-day timeline. More specifically, if the program did not meet the 45-day timeline for any child in the program, the program must submit a corrective action plan that addresses why the program did not meet the timeline and how the program will ensure that the timeline will be met in the future.

ODE personnel review each program's monthly report of EI evaluations and initial IFSP meetings conducted within 45 days, including reasons why the timeline was not met for specific children. All instances of non-compliance by programs are addressed through a corrective action plan with continued non-compliance resulting in a series of ODE-enforced sanctions.

Definitions

IFSP: Individualized Family Service Plan

Justified circumstances: Justified circumstances for not meeting the 45-day timeline were determined by ODE staff and included parent's not responding to multiple attempts (documented) to schedule evaluations or initial IFSP meetings, family illness, family vacation, parent request, and family emergency.

Calculation Details

Percentage = [(Number of eligible children with IFSPs for whom an evaluation and assessment and an initial IFSP meeting was conducted within Part C's 45-day timeline) divided by (Number of eligible children evaluated and assessed)] times 100

Note: All monthly data for FFY 2018 – 2019 were aggregated for this indicator.

Additional information

Contact: Holly Reed Schindler (503) 947-5820 or holly.reed.schindler@state.or.us

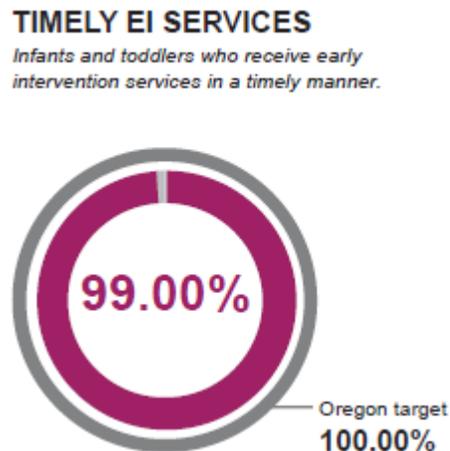
VII. Timely EI Services

Display

Timely EI Services

This table shows the percentage of children who receive early intervention services in a timely manner.

Public Report Format



State Targets

The state targets were set at 100% by the Office of Special Education Programs (OSEP) in Washington, D.C.

FFY	Measurable and Rigorous Target
2013 (2013-2014)	100% of children with IFSPs receive early intervention services in a timely manner.
2014 (2014-2015)	100% of children with IFSPs receive early intervention services in a timely manner.
2015 (2015-2016)	100% of children with IFSPs receive early intervention services in a timely manner.
2016 (2016-2017)	100% of children with IFSPs receive early intervention services in a timely manner.
2018 (2018-2019)	100% of children with IFSPs receive early intervention services in a timely manner.

Data Collection

Data are collected from each program through the System Performance Review & Improvement (SPR&I) process. The SPR&I process focuses on procedural compliance and performance indicators identified through federal and state regulations and previous state accountability findings. As part of the SPR&I process, EI/ECSE programs engage in self-assessment through data collection, individual child file reviews, and analysis to inform meaningful improvement. Measurement of this indicator, C1 Timely EI Services, requires all Early Intervention programs to conduct file reviews and report to ODE whether the Early Intervention services indicated on an Individual Family Service Plan (IFSP) are implemented as soon as possible following parent consent for services; if there was any delay, the reason must be documented on the IFSP or in service coordination notes. Programs review a pre-determined number of files to verify that EI services were implemented in a timely manner.

Definitions

The Oregon Department of Education (ODE) defined timely manner (based on additional guidance from OSEP) as the initiation date on the IFSP or 10 days from when the parent provides consent for the IFSP service. The timeline was used when conducting compliance reviews but was not established in state rule.

Calculation Details

Percentage = [(Number of children with IFSPs who receive the Early Intervention services on their IFSPs in a timely manner) divided by the (Total number of children with IFSPs)] times 100

Additional information

Contact: Alan Garland (503) 947-5759 or alan.garland@state.or.us

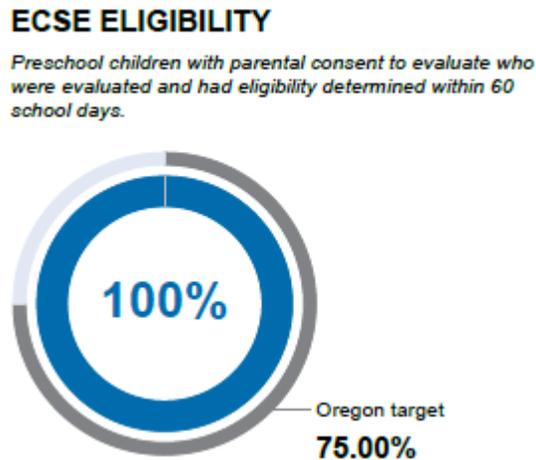
VIII. Timeline for ECSE Eligibility

Display

Timeline for ECSE Eligibility

This table shows the percentage of children with parental consent to evaluate who were evaluated and eligibility determined within 60 school days.

Public Report Format



State Targets

The state targets were set at 100% by the Office of Special Education Programs (OSEP) in Washington, D.C.

FFY	Measurable and Rigorous Target
2014 (2014-2015)	100% of students with parental consent to evaluate will be evaluated and eligibility determined within 60 school days.
2015 (2015-2016)	100% of students with parental consent to evaluate will be evaluated and eligibility determined within 60 school days.
2016 (2016-2017)	100% of students with parental consent to evaluate will be evaluated and eligibility determined within 60 school days.
2017 (2017-2018)	100% of students with parental consent to evaluate will be evaluated and eligibility determined within 60 school days.
2018 (2018-2019)	100% of students with parental consent to evaluate will be evaluated and eligibility determined within 60 school days.

Data Collection

Data are collected annually from each school district through the Child Find Indicator 11 collection between May 1 and June 30 of each year. This collection is for children ages 3 to eligibility for kindergarten (aged 5 on September 1) who have been initially referred to early childhood special education on or after July 1, 2018. This count reports all children for whom parent consent, initial evaluation, and eligibility/non-eligibility were completed between July 1, 2018, and June 30, 2019. Data are collected beginning on the date of signed consent and continuing through to the determination of eligibility/non-eligibility. If the process was not completed by the end of the 2018-2019 count on June 30, 2019, those children are not included on the 2018-2019 count.

This data collection relates to the IDEA, Part B Child Find requirements. Programs are required to collect and report data for the following:

- a. Children currently receiving Early Intervention services who are being evaluated to determine eligibility for Early Childhood Special Education services;
- b. Children currently eligible under the Early Childhood Special Education Developmental Delay category being considered for school age eligibility;
- c. Children being considered for initial Early Childhood Special Education evaluation/eligibility;
- d. Children being evaluated and considered for eligibility who were previously eligible under the IDEA whose eligibility has expired or terminated;
- e. Children who have moved to Oregon from another state (with eligibility from another state).

Definitions

Timeline: ODE defines the timeline as “within 60 school days (state established timeline).” The “60 school days” timeline begins on the date the parent signs consent. The IDEA Regulations established, “school day means any day, including a partial day that children are in attendance at school for instructional purposes.” School days for children receiving early childhood special education services are determined by the child’s resident school district’s school days.

Initial Evaluation Consent Date: The date the parent/guardian has signed the consent form, not the date the district/program received it.

Initial Eligibility Determination Date: The date that eligibility (or ineligibility) was determined. This date should coincide with the most recent team meeting held to complete eligibility determination.

Is Child Found Eligible: This term indicates whether or not a child was found eligible for early childhood special education.

Calculation Details

The formula used to calculate the percentage of children with parental consent to evaluate, who were evaluated within 60 days is shown below.

- a. Number of ECSE children for whom parental consent to evaluate was received
- b. Number of ECSE children determined not eligible whose evaluations were completed within 60 days
- c. Number of ECSE children determined eligible whose evaluations were completed within 60 days

$$\text{Percentage} = [(b + c) / a] \times 100$$

Additional information

[Special Education Child Find webpage](#)

Contact: Linda Brown (503) 947-5825 or linda.brown@state.or.us

IX. Family and Parent Survey Results

Display

This table shows the percentage of families and parents who report that EI/ECSE (Early Intervention/Early Childhood Special Education) programs facilitated family and parent involvement as a means of improving services and results for their children. The first three items are based on a survey of parents of children receiving EI services; the last item is based on a survey of parents of children receiving ECSE services.

The most recent parent survey results are displayed for each county.

Public Report Format



State Targets

The Oregon Department of Education (ODE), in collaboration with Oregon stakeholders, set the state targets which were approved by the Office of Special Education Programs (OSEP) in Washington, D.C. The 2017-2018 target is displayed on the public reports for the current year.

EI Family Survey (Parents of children age birth to three)

FFY	Measurable and Rigorous Target
2014 (2014-2015)	<p>A. 89.6% of respondent families participating in Part C who report that early intervention services have helped the family know their rights.</p> <p>B. 89.5% of respondent families participating in Part C who report that early intervention services have helped the family effectively communicate their children's needs.</p> <p>C. 92.0% of respondent families participating in Part C who report that early intervention services have helped the family help their children develop and learn.</p>
2015 (2015-2016)	<p>A. 89.6% of respondent families participating in Part C who report that early intervention services have helped the family know their rights.</p> <p>B. 89.5% of respondent families participating in Part C who report that early intervention services have helped the family effectively communicate their children's needs.</p> <p>C. 92.0% of respondent families participating in Part C who report that early intervention services have helped the family help their children develop and learn.</p>
2016 (2016-2017)	<p>A. 89.6% of respondent families participating in Part C who report that early intervention services have helped the family know their rights.</p> <p>B. 89.5% of respondent families participating in Part C who report that early intervention services have helped the family effectively communicate their children's needs.</p> <p>C. 92.0% of respondent families participating in Part C who report that early intervention services have helped the family help their children develop and learn.</p>
2017 (2017-2018)	<p>A. 89.6% of respondent families participating in Part C who report that early intervention services have helped the family know their rights.</p> <p>B. 89.5% of respondent families participating in Part C who report that early intervention services have helped the family effectively communicate their children's needs.</p> <p>C. 92.0% of respondent families participating in Part C who report that early intervention services have helped the family help their children develop and learn.</p>
2018 (2018-2019)	<p>A. 89.6% of respondent families participating in Part C who report that early intervention services have helped the family know their rights.</p> <p>B. 89.5% of respondent families participating in Part C who report that early intervention services have helped the family effectively communicate their children's needs.</p> <p>C. 92.0% of respondent families participating in Part C who report that early intervention services have helped the family help their children develop and learn.</p>

ECSE Parent Survey (Parents of children ages 3 to eligibility for kindergarten)

FFY	Measurable and Rigorous Target
2014 (2014-2015)	82.2% of parents with a child receiving special education services report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
2015 (2015-2016)	82.2% of parents with a child receiving special education services report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
2016 (2016-2017)	82.2% of parents with a child receiving special education services report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
2017 (2017-2018)	82.2% of parents with a child receiving special education services report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
2018 (2018-2019)	82.2% of parents with a child receiving special education services report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

EI/ECSE Data Collection and Sampling Plan

Starting in 2005, a six-year cycling plan was used to ensure that each EI/ECSE program was selected once every six years to collect family/parent survey results through a random sampling of parents of students with Individualized Family Service Plans (IFSPs). In 2012, the six-year cycling plan began again. In 2014-15, a new sampling plan was developed so that each EI/ECSE program would be sampled every other year.

For the purposes of the family/parent survey, the December Special Education Child Count (SECC) is used to create a list of student addresses for the sampling frame.

The contractor administering the family/parent survey mails a survey—along with a self-addressed, stamped return envelope—to each selected parent. Parents are also given the option to go online and complete the survey electronically. The contractor then analyzes data from the completed surveys and produces statistical reports showing the overall results for the state and each district, as well as showing the extent to which the population served is represented by the sample.

This plan allows for each county to receive results in a timely manner and better determine if their improvement activities are impacting family engagement. It also ensures the state results are representative of the state as a whole. No county in Oregon has an enrollment of more than 50,000 students.

A representative group of counties was chosen for each of the two survey years. When assigning counties to the survey year, counties were stratified by special education enrollment, race/ethnicity demographics, and socioeconomic level. Counties were then randomly assigned to one of the two survey years.

Each year, a sample of approximately 1,300 parents will be chosen. This large sample and the resulting response rate will allow for a very small margin of error at the state level. For each county, a stratified, representative group of parents will be selected to receive the family survey. The number of parents chosen depends on the number of Part C children in the county, as indicated in the table below. The sample sizes selected ensure roughly similar margins of error across the different county sizes.

EI (Part C)

EI (Part C) Enrollment	Sample Size
<129	All
130-169	110
170-199	140
200-229	160
230-249	180
250-299	200
300-499	250
500-599	300
600-899	400
900-999	500
1,000+	600

For those counties with more than 130 EI (Part C) children, and thus for which a sample was chosen, the population was stratified by program, age, race/ethnicity, and gender in order to ensure representativeness of the sample.

When calculating the state-level results, responses will be weighted by the EI (Part C) population size (e.g., a county that has four times the number of EI (Part C) children as another county will receive four times the weight when computing overall state results).

Survey

The Oregon EI (Part C) Survey and the Oregon ECSE (Part B 619) Survey were developed by a group of stakeholders in January 2015. One survey was developed for both EI (Part C) and ECSE (Part B 619). This survey measures the extent to which the program facilitated parent involvement as a means of improving services and results for students with disabilities. It also measures each of the three EI (Part C) sub-indicators: the extent to which early intervention services have helped families know their rights, communicate their child’s needs, and help their child develop and learn. This survey has 12 items.

For more information about the survey, please contact Brad Lenhardt at (503) 947-5755 or brad.lenhardt@state.or.us.

Calculation Details

The scores are based on a "percent of max" score. A percent of max score indicates the percentage of points the parent "awarded" to the program on certain items. For example, a parent who rated the program a "4" (Strongly Agree) on each of the selected items would receive a 100% score. This parent awarded the program the highest number of possible points. A parent who rated the program a "1" (Strongly Disagree) on each of the selected items would receive a 0% score. This parent rated the program the lowest number of possible points. A parent who rated the program a "3" (Agree) on each of the selected items would receive a 67% score. This parent awarded the program 67% of the total possible points. A parent who rated the program a "2" (Disagree) on each of the selected items would receive a 33% score. Note that there is more than one way of arriving at a particular score. For example, to get a 67% score, a parent might have circled response "3" (Agree) on each of the selected items, or that parent could have rated the program a "4" (Strongly Agree) on half the items and a "2" (Disagree) on half the items.

Standard Setting

In November 2015, a group of stakeholders met to determine what score a program would need to achieve on the parent survey to meet the indicator. The group decided that a percent of max score of 67% would represent the minimum score a program could achieve to meet the indicator. This represents a score where, on average, the parent agreed to each item on the survey. In addition, a parent could not have answered "Strongly Disagree" on any item for the program to be classified as meeting the indicator.

Thus, to determine the state's overall Parental Involvement Percentage for the preschool survey, the percentage of parents with a percent of max score of 67% or above AND with no "Strongly Disagree" ratings was calculated. This is based on all 12 items of the ECSE (Part B 619) survey. For the Part C sub-indicators, the percentage of parents with a percent of max score of 67% or above AND with no "Strongly Disagree" ratings was calculated for each of the three areas. For "A. Know Their Rights," items 1, 2, 3, and 4 were used. For "B. Effectively Communicate Their Child's Needs," items 5, 6, 7, and 8 were used. For "C. Help Their Child Develop and Learn," items 9, 10, 11, and 12 were used.

The formula used to calculate the percentage of parents with a child receiving special education services who report that programs facilitated parent involvement as a means of improving services and results for children with disabilities is shown below.

Percent = [(Number of respondent parents who report programs facilitated parent involvement as a means of improving services and results for children with disabilities) divided by (Total number of respondent parents of children with disabilities participating in Part B section 619)] times 100.

The formula used to calculate the percentage of *families who report that early intervention services helped the family know their rights* is shown below.

Percentage = [(Number of respondent families participating in Part C who report that early intervention services have helped the family know their rights) divided by (Number of respondent families participating in Part C)] times 100

The formula used to calculate the percentage of *families who report that early intervention services helped the family effectively communicate their child's needs* is shown below.

Percentage = [(Number of respondent families participating in Part C who report that early intervention services have helped the family effectively communicate child's needs) divided by (Number of respondent families participating in Part C)] times 100

The formula used to calculate the percentage of *families who report that early intervention services helped them help their child develop and learn* is shown below.

Percentage = [(Number of respondent families participating in Part C who report that early intervention services have helped them help their child to develop and learn) divided by (Number of respondent families participating in Part C)] times 100

Additional Information

Contact: Brad Lenhardt, (503) 947-5755 or brad.lenhardt@state.or.us

X. Improved Outcomes in Positive Social-Emotional Skills

Display

Improved Outcomes in Positive Social-Emotional Skills

This table shows the percentages of infants and toddlers and preschool children that increased their rate of growth or met age expectations in positive social-emotional skills.

Public Report Format

PREPARING INFANTS, TODDLERS FOR PRESCHOOL

Infants and toddlers who entered or exited early intervention below age expectations and substantially increased their rate of growth by age 3 or when they exited the program.



Infants and toddlers who were functioning within age expectations by age 3 or when they exited the program.



PREPARING PRESCHOOLERS FOR KINDERGARTEN

Preschool children who entered the preschool program below age expectations and substantially increased their rate of growth by age 6 or when they exited the program.



Preschool children who were functioning within age expectations by age 6 or when they exited the program.



State Targets

The Oregon Department of Education (ODE), in collaboration with Oregon stakeholders, set the state targets which were approved by the Office of Special Education Programs (OSEP) in Washington, D.C.

Infants and toddlers birth to age 2

FFY	Measurable and Rigorous Target
2014 (2014-2015)	81.4% of those infants and toddlers who entered the program below age expectations in positive social-emotional skills who substantially increased their rate of growth by the time they turned 3 years of age or exited the program.
2014 (2014-2015)	59.4% of infants and toddlers who were functioning within age expectations in positive social-emotional skills by the time they turned 3 years of age or exited the program.

FFY	Measurable and Rigorous Target
2015 (2015-2016)	Due to a change to a new data analysis system, 2015-2016 is a baseline year. No Targets available.
2016 (2016-2017)	85.4% of those infants and toddlers who entered the program below age expectations in positive social-emotional skills who substantially increased their rate of growth by the time they turned 3 years of age or exited the program.
2016 (2016-2017)	41.3% of infants and toddlers who were functioning within age expectations in positive social-emotional skills by the time they turned 3 years of age or exited the program.
2017 (2017-2018)	85.4% of those infants and toddlers who entered the program below age expectations in positive social-emotional skills who substantially increased their rate of growth by the time they turned 3 years of age or exited the program.
2017 (2017-2018)	41.3% of infants and toddlers who were functioning within age expectations in positive social-emotional skills by the time they turned 3 years of age or exited the program.
2018 (2018-2019)	85.4% of those infants and toddlers who entered the program below age expectations in positive social-emotional skills who substantially increased their rate of growth by the time they turned 3 years of age or exited the program.
2018 (2018-2019)	41.3% of infants and toddlers who were functioning within age expectations in positive social-emotional skills by the time they turned 3 years of age or exited the program.

Children age 3 to eligibility for kindergarten

FFY	Measurable and Rigorous Target
2014 (2014-2015)	74.8% of those children who entered the program below age expectations in positive social-emotional skills who substantially increased their rate of growth by the time they exited the program.
2014 (2014-2015)	32.8% of children who were functioning within age expectations in positive social-emotional skills by the time they exited the program.
2015 (2015-2016)	Due to a change to a new data analysis system, 2015-2016 is a baseline year. No Targets available.
2016 (2016-2017)	76.1% of those children who entered the program below age expectations in positive social-emotional skills who substantially increased their rate of growth by the time they exited the program.
2016 (2016-2017)	60.7% of children who were functioning within age expectations in positive social-emotional skills by the time they exited the program.
2017 (2017-2018)	76.1% of those children who entered the program below age expectations in positive social-emotional skills who substantially increased their rate of growth by the time they exited the program.
2017 (2017-2018)	60.7% of children who were functioning within age expectations in positive social-emotional skills by the time they exited the program.
2018 (2018-2019)	76.1% of those children who entered the program below age expectations in positive social-emotional skills who substantially increased their rate of growth by the time they exited the program.
2018 (2018-2019)	60.7% of children who were functioning within age expectations in positive social-emotional skills by the time they exited the program.

Data Collection

Assessment data are collected through the ecWeb program managed by Early Childhood CARES at the University of Oregon, on behalf of the Oregon Department of Education.

Assessment for EI: At entry into and exit from Early Intervention (EI), infants and toddlers are assessed with the Assessment, Evaluation, and Programming System, Birth to Three Years (AEPS I). When a child exits EI, an exit assessment is administered, if the infant or toddler has received at least six months of Early Intervention.

- Assessment for ECSE: At entry into and exit from Early Childhood Special Education (ECSE), children are assessed with the AEPS I or AEPS II for Three to Six Years (AEPS II). When a child exits ECSE, an exit assessment is administered, if the child has received at least six months of ECSE.
- Assessment for Communication Disorder—Articulation Only: Children who are receiving speech services for articulation only under an IFSP for a communication disorder are usually administered the Ages and Stages Questionnaire (ASQ®) as long as the entry and exit data indicate typical development in all five developmental domains measured by the ASQ®. When a child exits EI or ECSE, an exit assessment is administered, if the infant or toddler or child has received at least six months of Early Intervention or ECSE.

Definitions

Positive Social Emotional Skills: Skills expected at a specified age in social and emotional development, including social relationships.

By Age 6: Final child outcomes are determined for children who turn age 6 while in ECSE, even if services are continuing.

Substantially Increase Their Rate of Growth: Infants, toddlers, and children for whom the following two criteria apply.

- *Begin services below a level comparable to same-age peers:* Begin services with an AEPS I or AEPS II entry score less than a 1.0 Standard Deviation below the AEPS I or AEPS II mean for their age group.
- *Reach or get closer to a level comparable to same-age peers when they exit services:* Exit services with an AEPS I or AEPS II exit score closer to, or within less than a 1.0 Standard Deviation below, the AEPS I or AEPS II mean for their age group.

Functioning Within Age Expectations: Infants, toddlers, and children for whom the following two criteria apply.

- *Begin services at or below a level comparable to same-age peers:* Begin services with an AEPS I or AEPS II entry score less than, or within a 1.0 Standard Deviation below, the AEPS I or AEPS II mean for their age group; or if administered the ASQ®, scores for all five domains are above the cutoff score.

- *Maintain or reach a level comparable to same-age peers when they exit services:* Exit services with an AEPS I or AEPS II exit score within less than a 1.0 Standard Deviation below the AEPS I or AEPS II mean for their age group; or if administered the ASQ®, scores for all five domains are above the cutoff score.

Calculation Details

For the 2018-2019 EI/ECSE Special Education Report Cards, the percentages are calculated with AEPS I data for infants and toddlers who exited EI. For children who exited ECSE, AEPS I, AEPS II, and ASQ® data were used.

Percentage of infants and toddlers who substantially increased their rate of growth:

a = Number of infants and toddlers who did not improve functioning

b = Number of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers

c = Number of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach

d = Number of infants and toddlers who improved functioning to reach a level comparable to same-aged peers

$$\text{Percentage} = [(c + d) / (a + b + c + d)] \times 100$$

Percentage of infants and toddlers who were functioning within age expectations:

a = Number of infants and toddlers who did not improve functioning

b = Number of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers

c = Number of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach

d = Number of infants and toddlers who improved functioning to reach a level comparable to same-aged peers

e = Number of infants and toddlers who maintained functioning at a level comparable to same-aged peers

$$\text{Percentage} = [(d + e) / (a + b + c + d + e)] \times 100$$

Percentage of children who substantially increased their rate of growth:

a = Number of children who did not improve functioning

b = Number of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers

c = Number of children who improved functioning to a level nearer to same-aged peers but did not reach

d = Number of children who improved functioning to reach a level comparable to same-aged peers

$$\text{Percentage} = [(c + d) / (a + b + c + d)] \times 100$$

Percentage of children who were functioning within age expectations:

a = Number of children who did not improve functioning

b = Number of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers

c = Number of children who improved functioning to a level nearer to same-aged peers but did not reach

d = Number of children who improved functioning to reach a level comparable to same-aged peers

e = Number of children who maintained functioning at a level comparable to same-aged peers

$$\text{Percentage} = [(d + e) / (a + b + c + d + e)] \times 100$$

Additional Information

Information on child outcome data can be found on the [Early Intervention/Early Childhood Special Education Child Outcomes webpage](#).

Contact: Bruce Sheppard (503) 947-5612 or bruce.sheppard@state.or.us

XI. Improved Acquisition and Use of Knowledge and Skills

Display

Improved Acquisition and Use of Knowledge and Skills

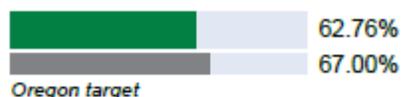
This table shows the percentages of infants and toddlers and preschool children that increased their rate of growth or met age expectations in use of knowledge and skills.

Public Report Format

PREPARING INFANTS, TODDLERS FOR PRESCHOOL

Infants and toddlers who entered or exited early intervention below age expectations and substantially increased their rate of growth by age 3 or when they exited the program.

Acquisition and Use of Knowledge and Skills



Infants and toddlers who were functioning within age expectations by age 3 or when they exited the program.



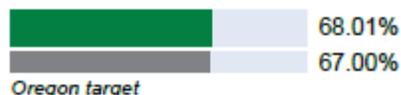
PREPARING PRESCHOOLERS FOR KINDERGARTEN

Preschool children who entered the preschool program below age expectations and substantially increased their rate of growth by age 6 or when they exited the program.

Acquisition and Use of Knowledge and Skills



Preschool children who were functioning within age expectations by age 6 or when they exited the program Positive Social-Emotional Skills.



State Targets

The Oregon Department of Education (ODE), in collaboration with Oregon stakeholders, set the state targets which were approved by the Office of Special Education Programs (OSEP) in Washington, D.C.

Infants and toddlers birth to age 2

FFY	Measurable and Rigorous Target
2014 (2014-2015)	64.2% of those infants and toddlers who entered the program below age expectations in the acquisition and use of knowledge and skills who substantially increased their rate of growth by the time they turned 3 years of age or exited the program.
2014 (2014-2015)	7.6% of infants and toddlers who were functioning within age expectations in the acquisition and use of knowledge and skills by the time they turned 3 years of age or exited the program.

FFY	Measurable and Rigorous Target
2015 (2015-2016)	Due to a change to a new data analysis system, 2015-2016 is a baseline year. No Targets available.
2016 (2016-2017)	66.9% of those infants and toddlers who entered the program below age expectations in the acquisition and use of knowledge and skills who substantially increased their rate of growth by the time they turned 3 years of age or exited the program.
2016 (2016-2017)	36.0% of infants and toddlers who were functioning within age expectations in the acquisition and use of knowledge and skills by the time they turned 3 years of age or exited the program.
2017 (2017-2018)	66.9% of those infants and toddlers who entered the program below age expectations in the acquisition and use of knowledge and skills who substantially increased their rate of growth by the time they turned 3 years of age or exited the program.
2017 (2017-2018)	36.0% of infants and toddlers who were functioning within age expectations in the acquisition and use of knowledge and skills by the time they turned 3 years of age or exited the program.
2018 (2018-2019)	66.9% of those infants and toddlers who entered the program below age expectations in the acquisition and use of knowledge and skills who substantially increased their rate of growth by the time they turned 3 years of age or exited the program.
2018 (2018-2019)	36.0% of infants and toddlers who were functioning within age expectations in the acquisition and use of knowledge and skills by the time they turned 3 years of age or exited the program.

Children age 3 to eligibility for kindergarten

FFY	Measurable and Rigorous Target
2014 (2014-2015)	61.0% of those children who entered the program below age expectations in the acquisition and use of knowledge and skills who substantially increased their rate of growth by the time they exited the program.
2014 (2014-2015)	23.9% of children who were functioning within age expectations in acquisition and use of knowledge and skills by the time they exited the program.
2015 (2015-2016)	Due to a change to a new data analysis system, 2015-2016 is a baseline year. No Targets available.
2016 (2016-2017)	74.2% of those children who entered the program below age expectations in the acquisition and use of knowledge and skills who substantially increased their rate of growth by the time they exited the program.
2016 (2016-2017)	61.1% of children who were functioning within age expectations in acquisition and use of knowledge and skills by the time they exited the program.
2017 (2017-2018)	74.2% of those children who entered the program below age expectations in the acquisition and use of knowledge and skills who substantially increased their rate of growth by the time they exited the program.
2017 (2017-2018)	61.1% of children who were functioning within age expectations in acquisition and use of knowledge and skills by the time they exited the program.
2018 (2018-2019)	74.2% of those children who entered the program below age expectations in the acquisition and use of knowledge and skills who substantially increased their rate of growth by the time they exited the program.
2018 (2018-2019)	61.1% of children who were functioning within age expectations in acquisition and use of knowledge and skills by the time they exited the program.

Data Collection

Assessment data are collected through the ecWeb program managed by Early Childhood CARES at the University of Oregon, on behalf of the Oregon Department of Education.

- Assessment for EI: At entry into and exit from Early Intervention (EI), infants and toddlers are assessed with the Assessment, Evaluation, and Programming System, Birth to Three Years (AEPS I). When a child exits EI, an exit assessment is administered, if the infant or toddler has received at least six months of Early Intervention.
- Assessment for ECSE: At entry into and exit from Early Childhood Special Education (ECSE), children are assessed with the AEPS I or AEPS II for Three to Six Years (AEPS II). When a child exits ECSE, an exit assessment is administered, if the child has received at least six months of ECSE.
- Assessment for Communication Disorder—Articulation Only: Children who are receiving speech services for articulation only under an IFSP for a communication disorder are usually administered the Ages and Stages Questionnaire (ASQ®) as long as the entry and exit data indicate typical development in all five developmental domains measured by the ASQ®. When a child exits EI or ECSE, an exit assessment is administered, if the infant or toddler or child has received at least six months of Early Intervention or ECSE.

Definitions

Acquisition and Use of Knowledge and Skills: Skills expected at a specified age in cognitive and communication development, including language, pre-math, and pre-literacy skills.

By Age 6: Final child outcomes are determined for children who turn age 6 while in ECSE, even if services are continuing.

Substantially Increase Their Rate of Growth: Infants, toddlers, and children for whom the following two criteria apply.

- *Begin services below a level comparable to same-age peers:* Begin services with an AEPS I or AEPS II entry score less than a 1.0 Standard Deviation below the AEPS I or AEPS II mean for their age group.
- *Reach or get closer to a level comparable to same-age peers when they exit services:* Exit services with an AEPS I or AEPS II exit score closer to, or within less than a 1.0 Standard Deviation below, the AEPS I or AEPS II mean for their age group.
- Functioning Within Age Expectations: Infants, toddlers, and children for whom the following two criteria apply.
- *Begin services at or below a level comparable to same-age peers:* Begin services with an AEPS I or AEPS II entry score less than, or within a 1.0 Standard Deviation below, the AEPS I or AEPS II mean for their age group; or if administered the ASQ®, scores for all five domains are above the cutoff score.
- *Maintain or reach a level comparable to same-age peers when they exit services:* Exit services with an AEPS I or AEPS II exit score within less than a 1.0 Standard Deviation below the AEPS

I or AEPS II mean for their age group; or if administered the ASQ®, scores for all five domains are above the cutoff score.

Calculation Details

For the 2018-2019 EI/ECSE Special Education Report Cards, the percentages are calculated with AEPS I data for infants and toddlers who exited EI. For children who exited ECSE, AEPS I, AEPS II, and ASQ®, data were used.

Percentage of infants and toddlers who substantially increased their rate of growth

a = Number of infants and toddlers who did not improve functioning

b = Number of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers

c = Number of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach

d = Number of infants and toddlers who improved functioning to reach a level comparable to same-aged peers

$$\text{Percentage} = [(c + d) / (a + b + c + d)] \times 100$$

Percentage of infants and toddlers who were functioning within age expectations:

a = Number of infants and toddlers who did not improve functioning

b = Number of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers

c = Number of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach

d = Number of infants and toddlers who improved functioning to reach a level comparable to same-aged peers

e = Number of infants and toddlers who maintained functioning at a level comparable to same-aged peers

$$\text{Percentage} = [(d + e) / (a + b + c + d + e)] \times 100$$

Percentage of children who substantially increased their rate of growth:

a = Number of children who did not improve functioning

b = Number of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers

c = Number of children who improved functioning to a level nearer to same-aged peers but did not reach

d = Number of children who improved functioning to reach a level comparable to same-aged peers

$$\text{Percentage} = [(c + d) / (a + b + c + d)] \times 100$$

Percentage of children who were functioning within age expectations:

a = Number of children who did not improve functioning

b = Number of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers

c = Number of children who improved functioning to a level nearer to same-aged peers but did not reach

d = Number of children who improved functioning to reach a level comparable to same-aged peers

e = Number of children who maintained functioning at a level comparable to same-aged peers

$$\text{Percentage} = [(d + e) / (a + b + c + d + e)] \times 100$$

Additional Information

[Child Outcome Data webpage](#)

Contact: Bruce Sheppard (503) 947-5612 or bruce.sheppard@state.or.us

XII. Improved Use of Appropriate Behaviors to Meet Needs

Display

Improved Use of Appropriate Behaviors to Meet Needs

This table shows the percentages of infants and toddlers and preschool children that increased their rate of growth or met age expectations in use of appropriate behaviors to meet needs.

Public Report Format

PREPARING INFANTS, TODDLERS FOR PRESCHOOL

Infants and toddlers who entered or exited early intervention below age expectations and substantially increased their rate of growth by age 3 or when they exited the program.

Use of Appropriate Behaviors to Meet Needs



Infants and toddlers who were functioning within age expectations by age 3 or when they exited the program.



PREPARING PRESCHOOLERS FOR KINDERGARTEN

Preschool children who entered the preschool program below age expectations and substantially increased their rate of growth by age 6 or when they exited the program.

Use of Appropriate Behaviors to Meet Needs



Preschool children who were functioning within age expectations by age 6 or when they exited the program Positive Social-Emotional Skills.



State Targets

The Oregon Department of Education (ODE), in collaboration with Oregon stakeholders, set the state targets which were approved by the Office of Special Education Programs (OSEP) in Washington, D.C.

Infants and toddlers birth to age 2

FFY	Measurable and Rigorous Target
2014 (2014-2015)	64.9% of those infants and toddlers who entered the program below age expectations in the use of appropriate behaviors to meet needs who substantially increased their rate of growth by the time they turned 3 years of age or exited the program.
2014 (2014-2015)	18.4% of infants and toddlers who were functioning within age expectations in the use of appropriate behaviors to meet needs by the time they turned 3 years of age or exited the program.

FFY	Measurable and Rigorous Target
2015 (2015-2016)	Due to a change to a new data analysis system, 2015-2016 is a baseline year. No Targets available.
2016 (2016-2017)	77.8% of those infants and toddlers who entered the program below age expectations in the use of appropriate behaviors to meet needs who substantially increased their rate of growth by the time they turned 3 years of age or exited the program.
2016 (2016-2017)	40.6% of infants and toddlers who were functioning within age expectations in the use of appropriate behaviors to meet needs by the time they turned 3 years of age or exited the program.
2017 (2017-2018)	77.8% of those infants and toddlers who entered the program below age expectations in the use of appropriate behaviors to meet needs who substantially increased their rate of growth by the time they turned 3 years of age or exited the program.
2017 (2017-2018)	40.6% of infants and toddlers who were functioning within age expectations in the use of appropriate behaviors to meet needs by the time they turned 3 years of age or exited the program.
2018 (2018-2019)	77.8% of those infants and toddlers who entered the program below age expectations in the use of appropriate behaviors to meet needs who substantially increased their rate of growth by the time they turned 3 years of age or exited the program.
2018 (2018-2019)	40.6% of infants and toddlers who were functioning within age expectations in the use of appropriate behaviors to meet needs by the time they turned 3 years of age or exited the program.

Children age 3 to eligibility for kindergarten

FFY	Measurable and Rigorous Target
2014 (2014-2015)	45.3% of those children who entered the program below age expectations in the use of appropriate behaviors to meet needs who substantially increased their rate of growth by the time they exited the program.
2014 (2014-2015)	32.0% of children who were functioning within age expectations in the use of appropriate behaviors to meet needs by the time they exited the program.
2015 (2015-2016)	Due to a change to a new data analysis system, 2015-2016 is a baseline year. No Targets available.
2016 (2016-2017)	71.4% of those children who entered the program below age expectations in the use of appropriate behaviors to meet needs who substantially increased their rate of growth by the time they exited the program.
2016 (2016-2017)	61.5% of children who were functioning within age expectations in the use of appropriate behaviors to meet needs by the time they exited the program.
2017 (2017-2018)	71.4% of those children who entered the program below age expectations in the use of appropriate behaviors to meet needs who substantially increased their rate of growth by the time they exited the program.
2017 (2017-2018)	61.5% of children who were functioning within age expectations in the use of appropriate behaviors to meet needs by the time they exited the program.

FFY	Measurable and Rigorous Target
2018 (2018-2019)	71.4% of those children who entered the program below age expectations in the use of appropriate behaviors to meet needs who substantially increased their rate of growth by the time they exited the program.
2018 (2018-2019)	61.5% of children who were functioning within age expectations in the use of appropriate behaviors to meet needs by the time they exited the program.

Data Collection

Assessment data are collected through the ecWeb program managed by Early Childhood CARES at the University of Oregon, on behalf of the Oregon Department of Education.

- Assessment for EI: At entry into and exit from Early Intervention (EI), infants and toddlers are assessed with the Assessment, Evaluation, and Programming System, Birth to Three Years (AEPS I). When a child exits EI, an exit assessment is administered, if the infant or toddler has received at least six months of Early Intervention.
- Assessment for ECSE: At entry into and exit from Early Childhood Special Education (ECSE), children are assessed with the AEPS I or AEPS II for Three to Six Years (AEPS II). When a child exits ECSE, an exit assessment is administered, if the child has received at least six months of ECSE.
- Assessment for Communication Disorder—Articulation Only: Children who are receiving speech services for articulation only under an IFSP for a communication disorder are usually administered the Ages and Stages Questionnaire (ASQ®) as long as the entry and exit data indicate typical development in all five developmental domains measured by the ASQ®. When a child exits EI or ECSE, an exit assessment is administered, if the infant or toddler or child has received at least six months of Early Intervention or ECSE.

Definitions

Use of Appropriate Behaviors to Meet Needs: Skills expected at a specified age in adaptive and motor development, including self-help skills.

By Age 6: Final child outcomes are determined for children who turn age 6 while in ECSE, even if services are continuing.

Substantially Increase Their Rate of Growth: Infants, toddlers, and children for whom the following two criteria apply.

- *Begin services below a level comparable to same-age peers:* Begin services with an AEPS I or AEPS II entry score less than a 1.0 Standard Deviation below the AEPS I or AEPS II mean for their age group.
- *Reach or get closer to a level comparable to same-age peers when they exit services:* Exit services with an AEPS I or AEPS II exit score closer to, or within less than a 1.0 Standard Deviation below, the AEPS I or AEPS II mean for their age group.

Functioning Within Age Expectations: Infants, toddlers, and children for whom the following two criteria apply.

- *Begin services at or below a level comparable to same-age peers:* Begin services with an AEPS I or AEPS II entry score less than, or within a 1.0 Standard Deviation below, the AEPS I or AEPS II mean for their age group; or if administered the ASQ®, scores for all five domains are above the cutoff score.
- *Maintain or reach a level comparable to same-age peers when they exit services:* Exit services with an AEPS I or AEPS II exit score within less than a 1.0 Standard Deviation below the AEPS I or AEPS II mean for their age group; or if administered the ASQ®, scores for all five domains are above the cutoff score.

Calculation Details

For the 2018-2019 EI/ECSE Special Education Report Cards, the percentages are calculated with AEPS I data for infants and toddlers who exited EI. For children who exited ECSE, AEPS I, AEPS II, and ASQ®, data were used.

Percentage of infants and toddlers who substantially increased their rate of growth:

a = Number of infants and toddlers who did not improve functioning

b = Number of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers

c = Number of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach

d = Number of infants and toddlers who improved functioning to reach a level comparable to same-aged peers

$$\text{Percentage} = [(c + d) / (a + b + c + d)] \times 100$$

Percentage of infants and toddlers who were functioning within age expectations:

a = Number of infants and toddlers who did not improve functioning

b = Number of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers

c = Number of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach

d = Number of infants and toddlers who improved functioning to reach a level comparable to same-aged peers

e = Number of infants and toddlers who maintained functioning at a level comparable to same-aged peers

$$\text{Percentage} = [(d + e) / (a + b + c + d + e)] \times 100$$

Percentage of children who substantially increased their rate of growth:

a = Number of children who did not improve functioning

b = Number of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers

c = Number of children who improved functioning to a level nearer to same-aged peers but did not reach

d = Number of children who improved functioning to reach a level comparable to same-aged peers

$$\text{Percentage} = [(c + d) / (a + b + c + d)] \times 100$$

Percentage of children who were functioning within age expectations:

a = Number of children who did not improve functioning

b = Number of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers

c = Number of children who improved functioning to a level nearer to same-aged peers but did not reach

d = Number of children who improved functioning to reach a level comparable to same-aged peers

e = Number of children who maintained functioning at a level comparable to same-aged peers

$$\text{Percentage} = [(d + e) / (a + b + c + d + e)] \times 100$$

Additional Information

[Child Outcome Data webpage](#)

Contact: Bruce Sheppard (503) 947-5612 or bruce.sheppard@state.or.us

XIII. Timely Transition

Display

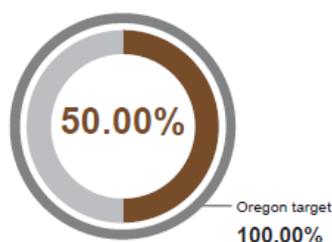
Timely Transition

This table shows the percentages of children for whom the program meets the EI to ECSE transition content and timeline components.

Public Report Format

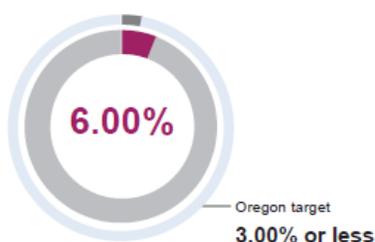
EI IFSP WITH TRANSITION STEPS

Children exiting EI with IFSP transition steps.



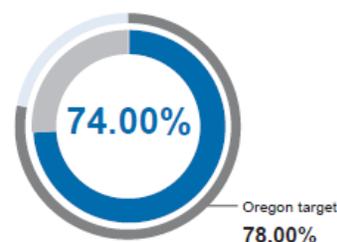
EI IFSP WITH TRANSITION CONFERENCE

Children exiting EI and potentially eligible for ECSE that had a transition conference.



EI TRANSITION, ELIGIBLE FOR ECSE

Children referred by EI prior to age 3, found eligible for ECSE, with IFSP developed and implemented by third birthday.



State Targets

The targets were set at 100% by the Office of Special Education Programs (OSEP) in Washington, D.C.

FFY	Measurable and Rigorous Target
2014 (2014-2015)	100% of children referred by Part C prior to age 3, who are found eligible for Part B, have an ECSE IFSP developed and implemented by the third birthday.
2015 (2015-2016)	100% of children referred by Part C prior to age 3, who are found eligible for Part B, have an ECSE IFSP developed and implemented by the third birthday.
2016 (2016-2017)	100% of children referred by Part C prior to age 3, who are found eligible for Part B, have an ECSE IFSP developed and implemented by the third birthday.
2017 (2017-2018)	100% of children referred by Part C prior to age 3, who are found eligible for Part B, have an ECSE IFSP developed and implemented by the third birthday.
2018 (2018-2019)	100% of children referred by Part C prior to age 3, who are found eligible for Part B, have an ECSE IFSP developed and implemented by the third birthday.

Data Collection

All EI/ECSE programs in the state are required to report to ODE on EI transition activities for a predetermined number of child files selected for review through the System Performance Review

& Improvement (SPR&I) data reporting process. Files are selected to include children who are approaching or have recently had their third birthday. Programs are required to report on the following four items to address Timely Transition:

1. A transition conference occurred at least 90 days prior to the child's third birthday.
2. The child's EI IFSP contains/contained transition steps and services.
3. ECSE Eligibility was determined prior to the child's third birthday.
4. If the child was found eligible for ECSE services, an ECSE IFSP was developed and implemented by the child's third birthday.

Definitions

The Oregon EI/ECSE program is a single system of Early Intervention (EI) and Early Childhood Special Education (ECSE) services for children birth to kindergarten. While there are some eligibility differences between early intervention and early childhood special education, the program is seamless in its delivery of services in an effort to minimize transitions for families. Most children who receive EI services continue to receive ECSE services at age three.

The Oregon Department of Education (ODE) requires EI/ECSE programs to have an IFSP meeting in which transition is addressed prior to the third birthday for children receiving early intervention services. This meeting with the family is scheduled at least 90 days and, with the family's permission, up to nine months before the third birthday. Transition is addressed at this IFSP meeting and includes the following:

- Discussions with and training of parents about future services, placements, and other matters related to the child's transition;
- Planning the child's eligibility evaluation for ECSE (Part B) services;
- Planning procedures to prepare the child for changes in service delivery, including steps to help the child adjust to and function in the new setting or steps to exit from the EI program;
- Review of the child's program options for the period from the child's third birthday through the remainder of the school year; and
- With parental consent, transmission of information about the child to the ECSE program or other service provider, if different from the child's EI program.

The EI/ECSE program is required to ensure that parental consent for ECSE evaluation is obtained, the evaluation conducted, and eligibility determined. For children eligible for ECSE services, an ECSE IFSP meeting is required to be held to develop the ECSE IFSP, determine ECSE placement, and obtain parent consent for initial placement in special education. ECSE eligibility and implementation of services for children found eligible are required to be in place by the child's third birthday. For children not eligible for ECSE services, the child's IFSP team develops a transition plan to support the child's transition to other services or to exit the program. The plan includes referrals to other services when appropriate.

Calculation Details

- A. Percentage = [(Number of children exiting EI who have an IFSP with transition steps and services) divided by (Number of children exiting EI)] times 100
- B. Percentage = [(Number of children exiting EI and potentially eligible for ECSE where the transition conference occurred) divided by (Number of children exiting EI who were potentially eligible for ECSE)] times 100
- C. Percentage = [(Number of children exiting EI and eligible for ECSE who have an ECSE IFSP developed and implemented by their 3rd birthday) divided by (Number of children exiting EI and eligible for ECSE)] times 100

Additional information

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