Michigan *Early On*®
Child Outcomes Summary (COS) Data Manual

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Purpose

This Michigan *Early On* Child Outcomes Summary (COS) Data Manual is meant to augment the Michigan Birth through Five (0-5) Child Outcomes Summary Process Manual. This document concentrates on *Early On* data collection and submission, data reporting, and data analysis for improvement of *Early On* Indicator 3 - child outcomes. Please see the Birth through Five (0-5) Child Outcomes Summary Process Manual for historical and explanatory information about child outcomes definitions, the rating process, timelines, summary statements, and recommended practices. Note that the Michigan Birth through Five (0-5) Child Outcomes Summary Process Manual covers the birth through five population, thus including both *Early On* and preschool special education. This data manual concentrates on the birth to three *Early On* population.

Data Collections

Each local service area must submit child outcomes data to the Michigan Student Data System (MSDS) general collection three times annually: fall, spring, and end of year. Technical details for the collection are provided on the [Center for Educational Performance and Information (CEPI) website](https://www.michigan.gov/cepi/) (https://www.michigan.gov/cepi/). This section highlights the Collection Calendar, the Collections Details Manual, and the Collection Component Matrix. Note that the CEPI manuals are updated periodically; users should consult the manual frequently.

Michigan Student Data System Collection Calendar

The [MSDS Collection Calendar](https://www.michigan.gov/cepi/0,4546,7-113-72089---,00.html) (https://www.michigan.gov/cepi/0,4546,7-113-72089---,00.html) is published by CEPI. It contains open date, count date, and deadline dates for each collection. The **fall count date** is the first Wednesday in October. The **spring count date** is the second Wednesday in February. For the fall and spring collections, the submission deadline is five weeks after the count date and the certification deadline is six weeks after the count date. The **end of year count date** submission deadline and certification deadline are all the final business day in June. The **end of year reopen** period is available for events (IFSPs, assessments, exits, etc.) that occur in late June but time did not permit entry and submission of the data. See pages 14-15 for more information on the reopen window.

Michigan Student Data System Collections Details Manual

The most recent MSDS Collections Details Manual is available on the [CEPI website](https://www.michigan.gov/cepi/0,4546,7-113-986_50502---,00.html) (https://www.michigan.gov/cepi/0,4546,7-113-986_50502---,00.html). This

manual has information about each component (table of data) and characteristic (specific data field) in the general collection, including the key *Early On* components, which are: *Early On*, Initial IFSP, Part C Assessment, Part B Referral, and *Early On* Services.

MSDS Part C Assessment Component

Child outcomes data are documented in the Part C Assessment component. There are 12 characteristics (fields) that can be reported for each child outcomes summary (COS) submitted in the MSDS Part C Assessment component. The following table states the name, definition, and helpful information for each field:

Name	Definition	Helpful Information
Data Source	Assessment tool used	See Appendix A for list of tools; required
Other Source Comments	Text description when data source "Other" is used	Max 25 characters of free text; required if and only if data source "F-Other" is specified
Assessment Date	Date the COS rating is determined	Required
Assessment Type	Code for entry, annual, or exit assessment	See Appendix A for list of types; required
Parent Input	Code for collection of parent input	See Appendix A for list of codes; required
Parent Input Date	Date the parent input was used to determine a COS rating	Required if the parent input is "A-Meeting" or "B-Collected Separately;" when the parent input is "C-Incorporated in Assessment" this date must be blank or match the assessment date; not allowed if parent input is "D-Not Included"
Social Relationships	Coded assessment rating 1-7	See Appendix A for list of codes; required
New Social Relationships	Yes/no for any new skill or behavior; also called exit skills question or exit progress question	Required for annual or exit assessment type; not allowed for entry assessment type
Knowledge Skills	Coded assessment rating 1-7	See Appendix A for list of codes; required
New Knowledge Skills	Yes/no for any new skill or behavior; also called	Required for annual or exit assessment type; not allowed for entry assessment type

Name	Definition	Helpful Information
	exit skills question or exit progress question	
Actions	Coded assessment rating 1-7	See Appendix A for list of codes; required
New Actions	Yes/no for any new skill or behavior; also called exit skills question or exit progress question	Required for annual or exit assessment type; not allowed for entry assessment type

There are three child outcomes contained in the Part C Assessment component. For data collection, these outcomes are named social relationships, knowledge skills, and actions. Each of these outcomes has a numerical rating characteristic (1-7). The outcomes also have new exit skills characteristics that are required when reporting an annual or exit assessment type: new social relationships, new knowledge skills, and new actions. These exit skills questions, sometimes referred to as exit progress questions, ask if the child has demonstrated any new growth since entry. The exit progress question is a yes/no question that asks whether a child has acquired any new skills or behaviors since the entry rating. This exit question is different from the COS numerical rating which compares a child's skills and behaviors to age expectations. The answer to the exit progress question could be yes whether a child's numerical score went up, down, or remained the same. An answer of no is extremely rare.

Up to three assessment records can be reported in any MSDS collection. The Birth through Five (0-5) Child Outcomes Summary Process Manual has further guidance for special considerations on capturing the entry and exit ratings and the exit skills question.

The following section describes the business rules about these 12 fields.

Michigan Student Data System Collection Component Matrix

The most recent MSDS Collection Component Matrix is available on the [CEPI website](https://www.michigan.gov/cepi/0,4546,7-113-986_50502---,00.html) (https://www.michigan.gov/cepi/0,4546,7-113-986_50502---,00.html) under "Technical Material." This matrix presents code sets and business rules for each component. The Part C Assessment component has several business rules. The text below is an abridged version of the business rules; look for the exact wording and any updates in the CEPI Part C Assessment matrix file.

Rule Number	Business Rule/Message **An "error" rule type will prevent the submitted record from being accepted. A "warning" type allows the collection to proceed.**
272.1	Error if the component is not submitted by an ISD entity type
272.2	Error if the *Early On* component is not also submitted
272.512.1	Error if the assessment date is prior to the child's birth date
272.512.2	Error if the assessment date is after the collection count date
272.513.1	Warning when the Part C exit date is more than six months after the enrollment date AND no exit assessment is submitted
272.513.2	Warning when the referral date in the initial IFSP component is more than 90 days prior to the count date AND no entrance assessment is submitted
272.510.1	Error if the data source is "F-Other" and no "Other Source Comments" are included
272.521.1	Error if new actions are not reported on an annual or exit assessment
272.521.2	Error if new actions are reported for an entrance assessment
272.519.1	Error if new knowledge skills are not reported on an annual or exit assessment
272.519.2	Error if new knowledge skills are reported for an entrance assessment
272.517.1	Error if new social relationships are not reported on an annual or exit assessment
272.517.2	Error if new social relationships are reported for an entrance assessment
272.511.1	Error if "Other Source Comments" are included and the data source is not "F-Other"
272.514.1	Error if parent input type is "D-Not Included" and there is a parent input date
272.514.2	Error if parent input type is "A-Meeting" or "B-Collected Separately" and no parent input date is submitted
272.515.1	Error if the parent input date is prior to the child's birth date
272.515.2	Error if the parent input date is after the collection count date
272.515.3	Error if the parent input type is "C-Incorporate in Assessment" and the parent input date is included BUT the parent input date does not match the assessment date

Notice the timelines embedded in the Business Rules 272.513. An entry COS must be completed within 90 days of the referral date. The rule for an exit COS, that it be completed in the 90 days PRIOR to the Part C exit date, is not captured in the

MSDS business rules. See the Birth through Five (0-5) Child Outcomes Summary Process Manual for further information about the timelines for child outcome completion.

You may use the Student Record Maintenance (SRM) option for MSDS entry to submit Part C assessment records. Check the CEPI calendar for when the SRM submissions are available. The same business rules apply in the SRM as they do in the general collections.

Reports Available Within the Michigan Student Data System

Once the data are submitted, there are three reports within MSDS that are useful for checking child outcomes accuracy. The reports are found in either the Staging Area Reports within your collection or in the Certified Data Reports section of MSDS. They can be downloaded in CSV, Excel, or PDF format. Data are available for a specific district for a specific collection. All three reports have the helpful feature of including definitions for all coded data fields. Note that login permission is needed to access the reports because personally identifiable information is presented.

The report most closely linked to COS reporting is called "*Early On* Assessment Roster." It is an alphabetical listing of all the Part C assessment records submitted in the selected collection. Check this report to make sure all expected assessment records were included in the collection.

The "*Early On* Student Roster" report does not contain specific assessment data, but it does list all children submitted in the collection. The report is useful for at least two reasons. First, it shows which children were included in the submission. Second, it helps with the next MSDS collection since all records without a Part C exit date are deemed ACTIVE and are expected to be included in future collections until the child exits *Early On*.

The third potentially helpful report, "Initial IFSP Report," contains records for children for whom the initial Individualized Family Service Plan (IFSP) data were submitted. This can be a cross check against the *Early On* Assessment Roster report, ensuring that entrance assessment records were submitted for each of the initial IFSPs held in the collection period.

Data Processing After Collections

Center for Educational Performance and Information (CEPI) Role

CEPI prepares three tables of information for the *Early On* team at the Michigan Department of Education (MDE), Office of Great Start/Early Childhood Development and Family Education (OGS/ECD&FE) and sends them to the Michigan Part C data manager. The largest table, called the base or platinum file, contains all records submitted in the period, including multiple assessment records where appropriate. The two other files are subsets of the base file that contain de-duplicated records of ACTIVE children on the count date and EXITED children for the period. The fall and spring records are only from that collection. The end of year tables are a merger of the content for *Early On* children over the fall, spring, end of year, and SRM collections.

In the tables they provide, CEPI calculates a helpful data field that spans all the prior collections. The "Initial IFSP Date Calculated" field contains the earliest IFSP date, initial or current, found in past collections for each unique identification code (UIC). The "Initial IFSP Date Calculated" field does not take into account the ISD where the earliest date is found.

Part C Data Manager Role

The data manager ensures that a de-duplicated set of child records is identified for federal reporting. For the fall and spring collections, exited records from prior collections are merged into the ACTIVE and EXITED tables to create a 12-month period count. The School Year Report covers three collections (fall, spring, and end of year) and contains a full 12 months of exit records. The data manager then sends on to Wayne State University (WSU) two files--the original base file with all the assessment information and a state 12-month period file with all records identified as (a) active on the count date, (b) included in the federal unduplicated exit count, or (c) duplicate exits for state reporting.

Wayne State University Child Outcomes Summary Statements

WSU receives the data from MSDS which include each child's UIC, basic demographic information, and submitted assessments. When the School Year Report is received from CEPI, WSU confirms the number of children exited during the reporting period (July 1 of the prior year through June 30 of the current year) who have received at least 180 days (or six months) of service within Michigan. These children are expected to have progress data.

The term **matched record** means that a UIC record has *both* an entry and exit rating for each of the three child outcomes. Annual COS ratings are not considered in determining a matched record. In instances when an annual COS rating will be considered the exit COS rating, it must be reported in MSDS as an exit rating even if it had been previously reported to MSDS as an annual rating. The WSU research staff will select the earliest entry COS rating and the latest exit COS rating for each UIC. Indicator 3 calculations are completed for all children who exited *Early On* in the school year with a matched record. The matched record information is used to calculate the progress a child has made in each outcome area between the time he or she entered (initial IFSP) and exited early intervention (Part C exit date). This calculation places each child in one of five descriptive **progress categories, "a" through "e,"** in each of the three child outcomes. The five progress categories indicate the movement a child has made toward age-level functioning. The progress categories are as follows:

a. Did not improve functioning.
b. Improved functioning, but not sufficiently 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. Improved functioning to maintain at a level comparable to same-aged peers.

The entry COS rating and the exit COS rating combined with the exit skills questions will generate the progress category (a-e) that best reflects the child's growth. See Appendix B for the applicable progress category based on these three pieces of information. See Appendix C for technically impossible combinations of entry COS rating, exit COS rating, and exit skills questions.

Annually, the progress category data are used to determine the percentage of children who have received benefit from *Early On*. This information must be reported federally to the Office of Special Education Programs (OSEP) using two broad categories called **Child Outcomes Summary Statements.** These two statements are deemed to be the overall measure of progress that children make. For each of the three outcome areas, the two summary statements are used to report progress information for infants and toddlers with IFSPs who exited during the reporting period.

Both summary statements are expressed in terms of percentages and reflect the collective progress that children receiving specialized supports have made toward age-expected skills and behaviors. The summary statement definitions and their associated calculations using the progress category information are listed below:

Summary Statement 1: Substantial Growth Toward Age Expectations

Definition: Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited the program.

Calculation: To determine what percentage of children made substantial growth toward age expectations, the number of children whose progress is described by categories "c" and "d" are totaled. These two progress categories describe children who over the course of intervention have moved closer to age-level functioning. The total number of children in categories "c" and "d" is then divided by children in all the categories except "e." For this calculation, progress category "e" is omitted because, descriptively, these children entered supports using age-level skills and behaviors and subsequently left services demonstrating age-level skills and behaviors. The graphic pictured below indicates the way in which substantial growth toward age expectations is calculated:

$$\frac{c + d}{a + b + c + d}$$

Summary Statement 2: Functioning Within Age Expectations

Definition: The percent of children who were functioning within age expectations by the time they exited the program.

Calculation: To determine what percentage of children were functioning within age expectations when they exited the program, the number of children whose skills and behaviors are described by categories "d" and "e" are totaled. These two progress categories describe children who left intervention demonstrating age-level functioning. The total number of children in categories "d" and "e" is then divided by children in all the categories to arrive at a percentage. The graphic pictured below indicates the way in which functioning within age expectations by exit is calculated:

$$\frac{d + e}{a + b + c + d + e}$$

In summary, the pool of children that WSU uses annually for Indicator 3 child outcomes calculations includes all children who are:

1. In the federal unduplicated cumulative period count for the school year,
2. Have exited *Early On* during the program year,
3. Have matching assessment records (both an entry and exit COS), and

4. Have been receiving *Early On* services for more than 180 days (six months).

By comparing the entry COS rating, the exit COS rating, and the exit skills questions, each child is assigned a category "a" through "e" for each of the three child outcomes (social relationships, knowledge skills, and action). The count of children for each category is entered into summary statement formulas to provide percentage indicator values.

Preparing for MSDS Collections at the Local Service Area — Chase Reports

There is one more calculation that OSEP makes using the child outcomes counts provided by Michigan. A COS reporting rate is calculated based on the count of children reported in Indicator 3 (those with matched records and served more than six months) compared to the total unduplicated count of children who exited *Early On* during the 618 data reporting year. The exited count is reported separately to OSEP based on the 12-month period ending on the October MSDS count date. It can be found in the 618 Data Tables tab on the *Early On* Data website (http://www.earlyondata.com/).

OSEP realizes that not all children will have matched records, due to an inability to contact, death, and other circumstances. However, they expect at least 65 percent of all exits should be included in the Indicator 3 pool.

WSU also calculates a reporting rate for child outcomes. This reporting rate calculated by WSU is different than the reporting rate calculated by OSEP. For this reporting rate, WSU determines a number of records for which a matched record is expected and uses that as the denominator rather than all exited children. To meet the 65 percent or greater reporting rate expected by the OSEP calculation, a local service area will typically need to have close to a 100 percent reporting rate based on the WSU reporting rate calculation.

The concept of "Chase Reports" is recommended to help each service area increase their COS reporting rate. The reports are created in the local Student Information System (SIS) to identify child records that have missing data, processes, or operations that are preventing submission of COS data for a child. The term "chase" refers to chasing down the providers or others who have not completed the forms, steps, or data entry that is preventing submission.

Each local SIS will have its own terms, data entry rules, and submission processing rules but most of the following general chase report concepts should be applicable. It is also worth creating a simple COS reporting rate calculation that computes the

percentage of exited *Early On* children who have matched records. A high COS reporting rate would indicate that chase reports are working well. The following is a list of potential report ideas for the chase:

1. Ninety days after referral date. The entry COS is to be done within 90 days of the referral. This report lists all children whose 90-day time period is about to expire or has expired.
2. COS data entry in draft mode. In most SIS operations, there is a "draft" entry that needs to be "finalized" to be counted. This report shows all the COS forms sitting in a draft status. The report might be separated into entry, annual, or exit types to assist the chasing.
3. Entry COS but no initial IFSP date list. This report identifies records where the COS entry has been finalized but no initial IFSP has been entered.
4. COS assessment date and parent input incorporated. This report checks the dates, making sure the parent input date matches the assessment date for appropriate codes.
5. Exit COS versus Part C exit. This report creates a list of records with only one of the two events, exit COS or Part C exit date, reported.

Comparing Service Area Data to Annual Reports

Once the statewide State Performance Plan (SPP)/Annual Performance Report (APR) Indicator 3 data are reviewed, WSU provides their calculation of a COS reporting rate to each service area as well as values for both summary statements for each of the three child outcome categories. A first step in promoting data quality will be to determine that the WSU reported figures agree with the service area's data.

Reporting Rate

An effort was made with State Systemic Improvement Plan (SSIP) pilot site records to identify reasons why the local SIS COS reporting rate would not match the WSU calculations. The following potential differences were discovered:

1. *Multiple UICs for a child.* There are MSDS and local SIS processes to merge records together when two UICs exist for the same child. This is necessary but creates problems when trying to match the "old" UIC submitted to MSDS - and still in use by WSU - with the "new" UIC left at the SIS. The child's records are actually "in" all of the data sets, just under a different number. It is important to have procedures in place to determine whether a UIC already exists prior to adding a record to the local system.

2. *Exit event versus SIS entry event.* There are two important events for the child leaving *Early On*--the Part C exit date and the SIS record creation (data entry) date. Some mismatches are caused when the exit occurs in one collection period, but the data submission is not completed until the next period. For example, suppose the record creation date was in July but the Part C exit date was in May or June. The local COS report would show the child in one program year, but the exit record would not appear in MSDS until the next fall collection. The program year cutoff makes this a problem for the end of year collection. Timely submission of paperwork is important so that the record creation can occur in the correct program year.

3. *End of year time crunch.* Multiple deadlines for the end of year count--the count date, submit deadline, and certify deadline all on the same day--are directly responsible for records present in one data set but not in others. The following are strategies for proper assessment event reporting:
   a. Make a list of children whose third birthday is in June. Make sure they all have Part C exit and assessment records created.
   b. Determine when the MSDS submission is made (this may be performed in the service area by someone other than *Early On*). The *Early On* assessment data are often pulled into a different system; it may be that this happens well prior to June 30, effectively eliminating late month *Early On* record creation events.
   c. Make use of the end of year MSDS re-open period to add records that contain assessment and other events held late in June.

4. *Missing active records from prior collection.* Children reported as ACTIVE in one collection but not reported at all in the next collection may cause a school year report problem. The child will appear as ACTIVE in the school year report but will be exited on their third birthday by the Michigan Part C data manager. There will likely not be any EXIT assessment information in MSDS. The local SIS may have EXIT assessment information on the child but did not report to MSDS, creating a COS reporting rate mismatch.

5. *Programming errors.* Sometimes the count error is due to programming mistakes at the SIS, CEPI, Part C data manager, or WSU level. It is good to check these things out. If you have concerns about the WSU or public report Indicator 3 data, contact your technical assistance specialist or MDE *Early On* consultant to help identify the source of the problem.

6. *Submitting records with no actual IFSP.* Children who are referred to *Early On* but never have an IFSP should not be submitted to MSDS. An "exit" date may be assigned that creates an inappropriate record in MSDS and the WSU data.

7. *Children move.* WSU uses the IFSP date calculated field provided by CEPI. The record is posted to the local service area where the child's unduplicated exit occurs. This may not be the same local service area where the IFSP date was posted. An earlier local service area exit would not be in the WSU data. The child may not have been in the final local service area for the required six months but WAS in *Early On* that long.

8. *Technically "impossible" combinations.* See Appendix B for the list of impossible combinations (entry rating, exit rating, and exit skills question). Note that in Appendix B, all impossible combinations have exit skills question value "no." The answer for all of these technically impossible combinations should be "yes." When discovering one of these impossible combinations, WSU does not automatically discard the record, but amends the record with the assumption that the "no" entry was a mistake. It will increase the quality of your data to add business rules to your SIS that prevent these impossible combinations.

Correcting Assessment Records That Are Missing or in Error

In the previous section, several potential sources for error or missing records are discussed and some suggestions are offered for correcting the source of the error. This section provides some general directions on fixing the discovered data discrepancy.

Assessment results are desired to be reported for the program year during which the child exited *Early On.* Accordingly, missing or corrected records from the fall and spring collections can be submitted with the succeeding spring or end of year collections. Remember, MSDS Business Rule 272.2 states that the *Early On* component must be submitted whenever an assessment record is submitted.

There is a special process for submitting records for assessments held in June that were unable to be included due to tight submission and certification time constraints. The end of year reopen window is only available by written request. The window usually opens for the second week in July. When data corrections are needed, submit a request to reopen your collection. Instructions to reopen are available from CEPI. An identified service area administrator or lead administrator, usually the superintendent, must sign off on the request.

During the end of year reopen window you may submit *Early On* and related data for events that occurred on or before the end of year certification date. For child outcomes, this specifically applies to entry, annual, and exit assessments. It also includes referral dates, initial IFSPs, annual IFSPs, timely start of service data, transition IFSPs, transition conferences, *Early On* exits, MMSE exits, and initial IEPs.

Please note the following concerning the reopen window:

    a. You are advised to submit readily available data by the collection certification date.

    b. The reopen window should only be used for any last-minute data that were not available prior to the deadline.

    c. This is still a collection for the program year that ended June 30. The data you submit will be combined with the previously reported program year data and used by MDE for federal reporting and issuance of compliance indicator findings. These data could also have an impact on local service area determinations.

    d. If an event happened on July 1 or after, do not report it in the reopen window as it pertains to the NEXT program year. These data should be reported when the fall general collection or the SRM collection opens in September.

The SRM is an alternative means of adding missing records to the overall MSDS database. Because the SRM is not part of the general collection, its records will not appear in the collection-specific staging or certified reports discussed earlier. SRM submission can be done at specified times during the program year. Unfortunately, SRM records submitted after the end of year's June 30 ending date will not be included in that program year's MDE data.

Local SIS Indicator 3 (Child Progress) Calculation

It is possible for a local SIS to do the Indicator 3 or child progress calculation. The table in Appendix B shows all the possible combinations of entry COS rating, exit COS rating, and exit skills question along with the resulting OSEP progress reporting category. Appendix C lists impossible cases which WSU assumes are entry errors and changes the NO to a YES for the exit skills question. The two appendix tables can be used to generate the progress level for each exited child. For calculations aided by computer software, the following rules summarize the Appendix A and B contents. Apply the rules to matched records, in the order listed.

- If the entry rating AND exit rating are both 6 or 7, then the progress reporting category = "e."
- For remaining records, if the exit rating is 6 or 7 and the entry rating is less than 6, then the progress reporting category is "d."
- For remaining records, if the exit rating is greater than the entry rating, then the progress reporting category is "c."
- For remaining records, if the exit rating is less than or equal to the entry rating and the exit skills question is "Yes" then the progress reporting category is "b."

- For remaining records, if the exit rating is less than the entry rating and the exit skills question is "No," then the progress reporting category is "a."
- For remaining records, if the exit skills question is "No" and the entry and exit COS ratings are both 1, then the progress reporting category will be "a."
- All remaining records are impossible combinations for which WSU will assume the "No" is incorrect and will have progress reporting category "b."

Once each exiting record in the pool has been assigned a progress reporting category, the summary statements for each child outcome can be calculated using the algorithms provided in the summary statement sections. Local service areas are also able to compare child progress categories by provider, by district or school, and by other demographic fields. Once the eligibility reason characteristic is well established (it was introduced in the spring 2019 MSDS collection), local service areas will also be able to compare child progress categories by that field.

Note that the official calculations are performed at the state level by WSU on an annual basis. The instructions in this section are intended to help a local service area prepare unofficial Indicator 3 values from their SIS; doing so would allow more frequent and timely reporting for management and report purposes.

Public Reports

MiSchool Data

Child outcome summary statement values, along with all other indicator data, are reported for each local service area in the required public reports. The most recently reported version will be on the [MiSchoolData web site](https://www.mischooldata.org/SpecialEducationEarlyOn2/AnnualPublicReporting2/AnnualPublicReportingSummary.aspx) (https://www.mischooldata.org/SpecialEducationEarlyOn2/AnnualPublicReporting2/AnnualPublicReportingSummary.aspx).

Early On Data

Earlier annual reports are available at [*Early On* Data website](http://www.earlyondata.com/) (http://www.earlyondata.com/) in the Public Reports tab.

The June editions of the data profiles found at [*Early On* Data website](http://www.earlyondata.com/) (http://www.earlyondata.com/) contain the six Indicator 3 child outcome summary statements as well as the three Indicator 4 family outcome summary statements. The PERCENT column for each is the indicator value, to be compared to the target for that row's summary statement. The COUNT denotes the number of children in

the numerator of the appropriate summary statement (see page 10, c+d for Summary Statement 1 and d+e for Summary Statement 2). The RANK compares the service area's percentage to other service areas (1 is largest, 56 is smallest indicator value for each row). The %CHANGE column defines how much that particular indicator changed since the prior year.

Appendices and Resources

NOTE: Appendices B and C are copied from the Birth through Five (0-5) Child Outcomes Summary Process Manual.

Appendix A: Part C Assessment Code Values

Data Source	
Code	*Description*
A	AEPS
B	E-LAP
C	HELP
D	EIDP
E	Brigance
F	Other
G	Carolina
H	IDA
I	Battelle
J	Bayley

Assessment Type	
Code	*Description*
01	Entry
02	Annual
03	Exit

Parent Input	
Code	*Description*
A	Meeting(s)
B	Collected separately
C	Incorporated in assessment
D	Not included

Social Relationships	
Code	*Description*
1	Not yet
2	Between not yet and emerging
3	Emerging
4	Between emerging and somewhat
5	Somewhat
6	Between somewhat and completely
7	Completely

Knowledge Skills	
Code	*Description*
1	Not yet
2	Between not yet and emerging
3	Emerging
4	Between emerging and somewhat
5	Somewhat
6	Between somewhat and completely
7	Completely

Actions	
Code	*Description*
1	Not yet
2	Between not yet and emerging
3	Emerging
4	Between emerging and somewhat
5	Somewhat

Actions	
Code	*Description*
6	Between somewhat and completely
7	Completely

OSEP Program Categories	
Code	*Description*
a	Did not improve functioning
b	Improved functioning, but not sufficiently 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	Improved functioning to maintain at a level comparable to same-aged peers

Appendix B Calculating OSEP Categories from COS Process Responses

The table below shows the OSEP reporting category generated from all **possible combinations** of COS ratings at entry and exit.

ENTRY COS Rating (Initial or Prior Rating)	EXIT COS Rating (Subsequent Rating)	EXIT Skills Question ("Has the child shown any new skills or behaviors?")	OSEP Progress Reporting Category (Based on information from prior three columns)
7	7	Yes	e
7	6	Yes	e
7	1 to 5	Yes	b
7	1 to 5	No	a
6	7	Yes	e
6	6	Yes	e
6	1 to 5	Yes	b
6	1 to 5	No	a
5	6 or 7	Yes	d
5	5	Yes	b
5	1 to 4	Yes	b
5	1 to 4	No	a
4	6 or 7	Yes	d
4	5	Yes	c
4	4	Yes	b
4	1 to 3	Yes	b
4	1 to 3	No	a
3	6 or 7	Yes	d
3	4 or 5	Yes	c

ENTRY COS Rating (Initial or Prior Rating)	EXIT COS Rating (Subsequent Rating)	EXIT Skills Question ("Has the child shown any new skills or behaviors?")	OSEP Progress Reporting Category (Based on information from prior three columns)
3	3	Yes	b
3	1 or 2	Yes	b
3	1 or 2	No	a
2	6 or 7	Yes	d
2	3 to 5	Yes	c
2	2	Yes	b
2	1	Yes	b
2	1	No	a
1	6 or 7	Yes	d
1	2 to 5	Yes	c
1	1	Yes	b
1	1	No	a

Note: The "new skills" question refers to answer to the question, "Has the child shown any new skills or behaviors related to this outcome since the last outcomes summary?"

Appendix C: Impossible Combinations of COS Process Responses

The following table presents combinations that are **impossible** and provides an explanation for why.

Scenario	ENTRY COS Rating (Initial or Prior Rating)	EXIT COS Rating (Subsequent Rating)	EXIT Skills Question ("Has the child shown any new skills or behaviors?")	Explanation (Why this combination of COSF responses is impossible)
A	7 or 6	7 or 6	No	A **"no"** response to the new skills question means the child has not shown any new skills or behaviors related to the outcome between entry and exit. This combination of responses is impossible since a child must have acquired new skills to receive a rating of age expected development (over the minimum time span which is six months); children must acquire new skills over time to maintain age expected development.
B	5	6 or 7	No	A **"no"** response to the new skills question means the child has not shown any new skills or behaviors related to the outcome between entry and exit. A higher rating at time 2 means he/she acquired new skills.
C	5	5	No	A **"no"** response to the new skills question means the child has not shown any new skills or behaviors related to the outcome between entry and exit. To receive the same rating on the scale at two different points in time, the child must have acquired new skills, because as children get older it takes more skills to receive the same rating.
D	4	5, 6 or 7	No	See explanation for #**B** above.
E	4	4	No	See explanation for #**C** above.
F	3	4, 5, 6, or 7	No	See explanation for #**B** above.

Scenario	ENTRY COS Rating (Initial or Prior Rating)	EXIT COS Rating (Subsequent Rating)	EXIT Skills Question ("Has the child shown any new skills or behaviors?")	Explanation (Why this combination of COSF responses is impossible)
G	3	3	No	See explanation for #**C** above.
H	2	3, 4, 5, 6, or 7	No	See explanation for #**B** above.
I	2	2	No	See explanation for #**C** above.
J	1	2, 3, 4, 5, 6, or 7	No	See explanation for #**B** above.

Appendix D: Glossary of Terms and Acronyms

Term/Acronym	Definition/Description
SPP/APR	State Performance Plan/Annual Performance Report, required by federal OSEP office. Contains Michigan statewide results for performance and compliance indicators
CEPI	Center for Educational Performance and Information, a division of the Michigan Department of Technology, Management, and Budget. CEPI conducts the MSDS collections and reports on the data received.
Characteristic	MSDS term for a data field (e.g., first name, last name, IFSP date, etc.)
Component	MSDS term for a table of related data fields (e.g., *Early On*, Part C Assessment, etc.)
COS	Child outcomes summary
EOT&TA	*Early On* Training and Technical Assistance, *Early On* grantee
Exit Progress	A yes/no response indicating whether the child showed ANY new skills or behaviors since the entry rating. A no answer indicates no improvement at all.
EOY	End of year – one of the three annual collection time points for MSDS
Indicators	Refers to the specific reporting requirements in the SPP/APR. Indicator 3 contains child outcomes data
ISD	Intermediate school district = *Early On* service area
Matched record	A child's overall MSDS record that has both an entry and an exit COS
MSDS	Michigan Student Data System
OSEP	Office of Special Education Programs, contained in the U.S. Department of Education
Progress Category	Five-point (a-e) calculation used to define the benefit received by a child while being served in *Early On*
Rating	Seven-point scale (1-7) used for social emotional, knowledge, and action outcomes as part of each child outcomes summary
SIS	Student Information System
SRM	Student Record Maintenance, an alternative MSDS data submission process
SSIP	State Systemic Improvement Plan
UIC	Unique Identification Code
Summary Statement 1	The benefit calculation made for substantial growth toward age expectations by comparing the entry COS rating, the exit COS rating, and the exit skills question
Summary Statement 2	The benefit calculation made for functioning within age expectations by comparing the entry COS rating, the exit COS rating, and the exit skills question
WSU	Wayne State University, *Early On* grantee for child and family outcomes

Appendix E: Resources and Technical Assistance for COS Data Information

1) Birth through Five Child Outcomes Process Manual
2) *Early On* Data (http://www.earlyondata.com)
   a) Profiles
   b) Rankings
   c) 618 tables
   d) Public reports
3) State Reporting – MI School Data (https://www.mischooldata.org/)
4) MSDS reports
   a) Secure login required
   b) Certified reports – *Early On* assessment roster
5) National reporting sites (https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html) – mainly comparison of state reports
6) National data support sites – there is a great deal of content here, you need a guide or a specific search query.
   a) The Center for IDEA Early Childhood Data Systems (https://dasycenter.org/)
   b) IDEA Data Center (https://ideadata.org)
7) Early Childhood Technical Assistance (ECTA) Center Outcomes (https://ectacenter.org/outcomes.asp)
8) ECTA Center Child Outcomes Calculators and Graphing Templates (http://ectacenter.org/eco/pages/childoutcomes-calc.asp)
9) ECTA Center Step by Step Child Outcomes video (http://ectacenter.org/eco/pages/videos.asp)
10) Data Wizard (https://ideadata.org/resources/resource/2019/part-c-indicator-data-display-wizard) – Michigan version of the IDEA Data Center (IDC) tool for charting Part C indicator trends

Appendix F: Cycle of Events for Program Year Child Outcome Reports

Program year begins July 1

Fall MSDS count date is the first Wednesday in October

CEPI sends fall base file (platinum*, active, exit) to Part C data manager in January

Data manager sends fall platinum* and period files to WSU available in January

Spring MSDS count date is the second Wednesday in February

CEPI sends spring base file (platinum*, active, exit) to Part C data manager in May

Data manager sends spring platinum* and period files to WSU available in May

End of year MSDS count date is June 30

End of year MSDS re-open period for missing data or late June events ends July 15

CEPI sends school year base file (platinum*, active, exit) to Part C data manager in mid-September

Data manager sends school year MSDS platinum and period files to WSU in early October

WSU processes assessment records and sends statewide Indicator 3 calculations to MDE in November

WSU sends local service area Indicator 3 outcome calculations to MDE

MDE sends the outcomes data to Public Sector Consultants (PSC) in January

PSC updates Strand report in February workbook

MDE submits SPP/APR including Indicator 3 to OSEP by first weekday in February

Local service areas receive child outcome data from WSU in March

MDE publishes local service area public reports by June 1

*The platinum file contains all MSDS assessment records from the collection period, including SRM records.

Appendix G: Contact Information

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