

Definitions of Data Elements and Values Included with ECSE Outcomes

Column	Element	Definition	Values, if defined
A	School Year	For purposes of these reports, school years include data on children who enter or exit Part C or Preschool Special Education during the designated year. Data are reported during the following November.	12-13 13-14
B	IDEA	Part of the Individuals with Disabilities Education Act that the child was served under between Entry and Exit	Part B Part C
C	MARSS Number	13-digit number unique to enrolled child. Each child retains first assigned MARSS number throughout educational career.	Always reported as a 13-digit number. Zeros are used as placeholders as necessary. Data are formatted as text
D	Student Name	Full legal name of enrolled child. Includes last name, first name, middle name and suffix (if appropriate).	
E	District Number	The number of the reporting/serving school district.	Reported as a four-digit number. Zeros are used as placeholders as necessary. Data are formatted as text.
F	District Type	District type is used to validate district number	01 - Independent 02 - Common 03 - Special 06 - Intermediate 07 - Charter School 50 - Miscellaneous Cooperative 51 - Secondary Vocational Coop 52 - Special Education Coop 53 - Vocational and Special Ed Coop 61 - Education District 70 - State Academies 83 - Service Cooperatives
G	Administrative Unit District Number	Number of the organization providing administrative oversight for special education	Always reported as a four-digit number. Zeros are used as placeholders as necessary
H	Administrative Unit District Type	Administrative unit district type is used to validate the administrative unit district number	01 - Independent 02 - Common 03 - Special 06 - Intermediate 07 - Charter School 50 - Miscellaneous Cooperative 51 - Secondary Vocational Coop 52 - Special Education Coop 53 - Vocational and Special Ed Coop 61 - Education District 70 - State Academies 83 - Service Cooperatives
I	Entrance Year	The school year for which entrance child outcome data was reported for this Part of IDEA. Each year includes days from July 1 through June 30.	Each school year is designated by two digits for each school separated by a -. Example: 10-11 means July 1, 2010 through June 30, 2011.
J	Birth date	Birth date is the year, month and day of the students' birth - in that order.	

Column	Element	Definition	Values, if defined
K	Primary Disability	The primary disability established through evaluation is listed on each student's IEP/IFSP. The primary disability included in this file is the primary disability reported at the time of exit.	00-No primary disability reported 01-Speech or language impairment 02-Developmental cognitive impairment: Mild/moderate 03-Developmental cognitive impairment: Severe/profound 04-Physically impaired 05-Deaf/hard of hearing 06-Visually impaired 07-Specific learning disability 08-Emotional/behavioral disorder 09-Deaf/Blind 10-Other health disabilities 11-Autism spectrum disorders 12-Developmental delay 14-Traumatic brain Injury 16-Severely multiply impaired
L	Gender	Gender of the child	F=Female M=Male
M	Home Primary Language	It is the language first spoken by students when they began speaking, the language spoken most of the time, or the language usually spoken in the home. It is typically obtained from the Home Language Questionnaire.	Most common Home Primary Languages 11-English 20-Hmong 45-Spanish 51-Vietnamese 63-Amharic 69-Somali 74-Oromo
N	Homeless Indicator	Identifies children who met the McKinney-Vento definition of Homelessness at any time during the designated school year	Y- Child met the definition of homeless N- Child did not meet the definition of homeless
O	Economic Indicator Code	Used to calculate compensatory revenue and learning readiness aid, to target schools for Title I, and to determine eligibility for the school loan forgiveness program. Also used as a poverty indicator for grants and research endeavors. Reported for all students regardless of access to meal program.	0 – Ineligible 1 - Eligible for reduced price meal 2 - Eligible for free meal based on the certified Application for Educational Benefits or the child's inclusion on the Direct Certification list.
P	Ward of State Indicator	Child was a ward of the state at some time during the school year. A child with a disability is a ward of the state when these three prongs are met: a. Child has an IEP/IFSP; and 1) Child has been placed for care and treatment into one of 11 program types which do not include foster care; and 2) Parent status is one of the following: a. Rights have been terminated b. Parent no longer living within state of MN, following child placement c. No other district of residency can be established d. Parent is an inmate of MN correctional facility	N-No, not a ward of state Y-Yes, child was a ward of the state during reporting year. Complete definition of Ward of State can be found in MARSS Manual.

Column	Element	Definition	Values, if defined
Q	Ethnic Code	These are the race/ethnicity code values exclusively used prior to the 2008-09 school year	1 American Indian or Alaskan Native 2 Asian or Pacific Islander 3 Hispanic 4 Black, not of Hispanic Origin 5 White, not of Hispanic Origin
R	Fed Rac	This is a value derived from six distinct race/ethnicity fields in MARSS. Since 2008-09 Hispanic has been appropriate reported as ethnicity rather than race. At the same time the system allowed children to be identified as multi-racial.	I- American Indian or Alaska Native A- Asian B- Black or African American H- Hispanic M- Multiple races reported P- Native Hawaiian or Pacific Islander W- White
S	Entry Outcome 1	Entrance rating obtained from Child Outcome Summary Form (COSF) for <i>Positive Social Emotional Skills</i>	See "Values of COSF ratings" at the end of this document.
T	Exit Outcome 1	Exit rating obtained from Child Outcome Summary Form (COSF) for <i>Positive Social Emotional Skills</i>	See "Values of COSF ratings" at the end of this document. "NO DATA" means that only entry data has been reported for this child to date under this Part.
U	Outcome 1 Question	Answer for "question b" from the COSF reported only at exit. "Has the child shown any new skill related to <i>Positive Social Emotional Skills</i> since the entry reporting?"	Y-Yes N-No "NO DATA" means that only entry data has been reported for this child to date under this Part.
V	Outcome 1 Progress	Entry ratings for <i>Positive Social Emotional Skills</i> are linked with Exit ratings to place each child into one of five Progress Categories used to calculate Summary Statements.	See "Description of Progress Categories" at the end of this document. "NO DATA" means that only entry data has been reported for this child to date under this Part.
W	Outcome 1 Difference	Entry Outcome 1 subtracted from Exit Outcome 1	Potential Values: -6 through +6 Note: The expected range of values is from -2 to +2 "NO DATA" means that only entry data has been reported for this child to date under this Part.
X	Entry Outcome 2	Entrance rating obtained from Child Outcome Summary Form (COSF) for <i>Acquisition and use of Knowledge and Skills</i> .	See "Values of COSF ratings" at the end of this document.
Y	Exit Outcome 2	Exit rating obtained from Child Outcome Summary Form (COSF) for <i>Acquisition and use of Knowledge and Skills</i> .	See "Values of COSF ratings" at the end of this document. "NO DATA" means that only entry data has been reported for this child to date under this Part.
Z	Outcome 2 Question	Answer for "question b" from the COSF reported only at exit. "Has the child shown any new skill related to <i>Acquisition and use of Knowledge and Skills</i> since the entry reporting?"	Y-Yes N-No "NO DATA" means that only entry data has been reported for this child to date under this Part.

Column	Element	Definition	Values, if defined
AA	Outcome 2 Progress	Entry ratings for <i>Acquisition and Use of Knowledge and Skills</i> are linked with Exit ratings to place each child into one of five Progress Categories used to calculate Summary Statements.	See "Description of Progress Categories" at the end of this document. "NO DATA" means that only entry data has been reported for this child to date under this Part.
AB	Outcome 2 Difference	Entry Outcome 2 subtracted from Exit Outcome 2	Potential Values: -6 through +6 Note: The expected range of values is from -2 to +2 "NO DATA" means that only entry data has been reported for this child to date under this Part.
AC	Entry Outcome 3	Entrance rating obtained from Child Outcome Summary Form (COSF) for <i>Action to Meet Needs</i>	See "Values of COSF ratings" at the end of this document.
AD	Exit Outcome 3	Exit rating obtained from Child Outcome Summary Form (COSF) for <i>Action to Meet Needs</i>	See "Values of COSF ratings" at the end of this document. "NO DATA" means that only entry data has been reported for this child to date under this Part.
AE	Outcome 3 Question	Answer for "question b" from the COSF reported only at exit. "Has the child shown any new skill related to <i>Action to Meet Needs</i> since the entry reporting?"	Y-Yes N-No "NO DATA" means that only entry data has been reported for this child to date under this Part.
AF	Outcome 3 Progress	Entry ratings for <i>Action to Meet Needs</i> are linked with Exit ratings to place each child into one of five Progress Categories used to calculate Summary Statements.	See "Description of Progress Categories" at the end of this document. "NO DATA" means that only entry data has been reported for this child to date under this Part.
AG	Outcome 3 Difference	Entry Outcome 3 subtracted from Exit Outcome 3	Potential Values: -6 through +6 Note: The expected range of values is from -2 to +2 "NO DATA" means that only entry data has been reported for this child to date under this Part.
AH	Membership Hours	Membership Hours includes the total time students were scheduled to attend as per the child's IFSP or IEP under this Part across school years plus eligible indirect service.	
AI	Attendance Hours	Includes time that a child was both scheduled to attend and actually participated in the instructional activities documented on IFSP or IEP under this Part across school years. It excludes time child was scheduled to participate but was absent. Eligible indirect services are included in attendance hours.	Attendance for children not yet enrolled in kindergarten is reported in terms of hours. Equal to membership hours minus hours missed due to absence.

Column	Element	Definition	Values, if defined
AJ	SPED Service Hours	SPECIAL EDUCATION SERVICE HOURS include the hours of direct and indirect special education services by a licensed special education teacher as defined in Minnesota Rule 3525.0200 subpart 2b and 8c to be delivered under this Part across fiscal years. Hours for program or one-to-one Paraprofessionals are not included. SESH are not impacted by absence of child.	
AK	Months of Service	Equals the number of months of service under THIS PART. Calculation is based on the first month through last month of service reported in MARSS.	
AL	Primary Part B Setting	This is a derived setting variable that considers all of the reported instructional settings for children beginning at age three until the time they enter kindergarten. This element crosses fiscal years, as appropriate.	<p>C = Combination: Reported settings are a combination of settings 31-34 indicating participation in a regular early childhood program and settings 41-45 indication services in a setting separate from typically-developing peers.</p> <p>I = Inclusive: The child always participated in a regular early childhood program and received the majority of special instruction and related services in those settings (Settings 31 and/or 33 only).</p> <p>P = Partially Inclusive: The child always participated in a regular early childhood program but received services for all or part of their preschool enrollment in another location (Any combination of settings 31-34 with at least one record coded as 32 or 34).</p> <p>S = Separate: The reported settings were any combination of 41-45. The child never participated in a regular early childhood setting.</p>
AM			
AN			
AO			
AP			
AQ			

Values of Child Outcome Summary Form Ratings:

Rating	Definition of rating
7	Relative to peers, there are no concerns. Child has all of the skills and functions as expected for a child his age in the outcome.
6	Child has the skills that we would expect for her age in regard to this outcome; however, there are concerns. It will be important to watch this closely. Without continued progress she could fall behind.
5	Child has many skills expected for his age but she also demonstrates some immediate foundational skills slightly below what is expected at this age in the outcome area.
4	Child shows occasional use of some age expected skills, but more of his skills are immediate foundational skills in the outcome area.
3	Child is not yet using skills expected for her age. She does, however, use many immediate foundational skills to build upon in the outcome area.
2	Child uses some immediate foundational skills and some skills that are typical for a much younger child (foundational skills) in the outcome area.
1	The child has skills in this outcome area that we would expect of a much younger child. He shows early (foundational) skills, but not yet immediate foundational or age expected skill in the outcome area.

Descriptions of Progress Categories

Progress Category	Explanation	COSF Ratings
a. Did not improve functioning	Children who acquired no new skills or regressed during their time in the program.	Rated lower at exit than entrance or rated 1 at entrance and exit AND the answer to Question B was "no".
b. Children who improved functioning but not sufficient to move nearer to functioning comparable to peers.	Children who gained new skills but did not develop at an increased rate during their time in the program.	Rated 5 or lower at exit, AND Rated The same as or lower at exit than entry, AND The answer to Question B was "yes".
c. Children who improved functioning to a level nearer to same aged peers but did not reach it.	Children who acquired new skills and accelerated their rate of development during their time in the program. They made progress in catching up to the development of peers but did not attain an age-expected level of functioning.	Rated higher at exit than entry AND rated 5 or lower at exit.
d. Children who improved functioning to reach a level comparable to same aged peers.	Children who were functioning below age expectations when they entered the program and were functioning within age expectations when they exited.	Rated 5 or lower at entry, AND Rated 6 or 7 at exit.
e. Children who maintained functioning at a level comparable to same aged peers.	Children who were functioning at age expectations when they entered the program and were functioning within age expectations when they exited.	Rated 6 or 7 at entry and exit.

Summary Statements

States must report child outcomes data in their Annual Performance Report (APR). There are two summary statements for each of the three outcomes for Part C and Section 619. Those statements and the formula for the calculation of each using the progress categories are described below.

Summary Statement 1: Of those children who entered or exited the program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they exited the program. $(c + d) / (a+b+c+d)$

Summary Statement 2: The percent of children who were functioning within age expectations in each Outcome by the time they exited the program. $(d+e) / (a+b+c+d+e)$.