



Reporting ECSE Outcomes for 2019-20

To meet reporting requirements of IDEA Sec. 616 the Early Learning Services Division within MDE will initiate a data collection activity **ending Friday, December 11, 2020**. If you are submitting individual item level assessment for us to calculate your outcome scores you can find the instructions starting below.

Purposes of this Initiative

- Measure impact of investments in building access and quality
- Provide data for federally required performance reporting including the State Performance Plan/Annual Performance Report and the State Systemic Improvement Plan
- Support efforts to evaluate Minnesota's Early Hearing Detection and Intervention system

General Information

Timelines: Fall 2020

- Now: All users of MDE secure website must create a new EDIAM user account for EDIAM Security. Instruction for the new Education Identity and Access Management (EDIAM) Security System can be found on the MDE website, [Link to EDIAM](#).
- There are now two roles for access early childhood outcomes data submission
 - ECSE User (ECSE). This role can submit Outcomes data **and** individual item level data. You can have only one role. If you are an ECSE User you don't need the Assessment User role.
 - Assessment User. This role can **only** submit individual item level data.
- 11/6-12/11: Data Window Open. The main page for each collection will include the option to export the list of children to Excel. You must provide data for children included in each of the following collections
 - Developmental Status at Entrance to Part C
 - Developmental Status at Exit from Part C
 - Developmental Status at Entrance to Part B
 - Developmental Status at Exit from ECSE

Review Each List for accuracy

- Four lists are generated for reporting year 7/1/19 – 6/30/20. One list for each collection named above
- Work with your MARSS reporters and your ECSE team members to identify systemic MARSS errors and correct them for future submissions
- Each list represents a distinct collection as using selection criteria described below.

- The Early Childhood Education (ECE) Outcomes system allows you to add a child to collections as long as the child has at least one enrollment record in the MARSS system and so has been assigned a MARSS number.
- The ECE Outcomes system allows you to add data that should have been reported in a prior year.
- The ECE Outcomes system allows you to identify any child included in collections but, based on your information, should not be included.

Children deemed inappropriate for a collection

For each child you believe to have been erroneously included in a collection you must indicate a reason. For your convenience, and to assure that children are not inappropriately excluded, a drop down menu of reasons has been created. The following reasons are included:

- MARSS reporting error, e.g. child was never determined eligible for service
- Developmental Status at Entry collections only: child cannot be served for 6 months or more
- Developmental Status at Exit only: Child has not been served IN MINNESOTA for 6 months or more
- Developmental Status at Exit from ECSE only: Child is not a kindergartener in 2019-2020 and is still enrolled in ECSE.

Collection: Developmental Status at Entrance to Part C

Children identified for this collection met all of the following criteria:

- Received Special Education services for the first time during reporting year. This collection does NOT include children who received initial evaluation services only. (A child who was evaluated during the reported year and started services through an IFSP or IEP after 7/1/2019 will be reported with the 2020-2021 collection.)
- Were younger than 30 months when initially received Special Education services. [Note: Determination is based on the age of the child on start date of first enrollment record with a special education evaluation status (SEES) of 4 or 6.]

Children evaluated by another district and initially served in your district the child should have entrance ratings reported by your district.

Data Elements: Developmental Status at Entrance to Part C

Data on the developmental status of each initially identified infant or toddler must be reported in each of 3 outcome areas using data values 1-7 derived from the Child Outcomes Summary Form (COSF).

- Positive social-emotional skills (including social relationships)
- Acquisition and Use of Knowledge and Skills
- Use of appropriate behaviors to meet their needs.

Collection: Developmental Status at Exit from Part C

Children identified for this collection met all of the following:

- Received Special Ed services under Part C for a minimum of 6 months (cumulative).

- Exited Part C services because Child:
 - No longer resides in Minnesota (Status End Code 05)
 - Met IFSP outcomes and exited Part C early (Status End Code 21)
 - Was withdrawn early by parent, (Status End Code 26)
 - Turned 3 (Status End Codes 27, 28, 29 or 30)

Important Note: If entrance data for a child should have been submitted previously and wasn't, you may add a child as part of the Developmental Status at Entrance to Part C collection--even if the entrance data should have been submitted by another district or in a prior year.

Data Elements: Developmental Status at Exit from Part C

Developmental ratings from COSF

- Positive social-emotional skills (including social relationships)
 - 1-7 Rating +
 - Answer to the "B" Question Yes/No
- Acquisition and Use of Knowledge and Skills
 - 1-7 Rating +
 - Answer to the "B" Question Yes/No
- Use of appropriate behaviors to meet their needs.
 - 1-7 Rating +
 - Answer to the "B" Question Yes/No
- Does the child have a permanent hearing loss based on criteria established for EHDI by the MN Department of Health? Yes/No

That criteria is available at: [Department of Health Guidance on Deaf or Hard of Hearing](#)

Elements specific to children identified as experiencing hearing loss are described beginning on page 4.

Collection: Developmental Status at Entrance to Part B

Children identified for this collection met all of the following criteria:

- Initially received ECSE services at age 3 or older, **OR**
- Child Transitioned out of Part C after receiving fewer than 6 months of service, and
- Able to receive participate for at least 6 months in preschool special education services.

Children who entered Part B at the same time they exited Part C after six months or more of Part C services will be included in the Development Status at Exit from Part C collection. That rating will also be used by the system as their Entrance to Part B rating.

Data Elements: Developmental Status at Entrance to Part B

Data on the developmental status of each initially identified preschool child must be reported in each of 3 outcome areas using data values 1-7 derived from the Child Outcomes Summary Form (COSF).

- Positive social-emotional skills (including social relationships)
- Acquisition and Use of Knowledge and Skills

- Use of appropriate behaviors to meet their needs.

Collection: Developmental Status at Exit from ECSE

Children identified for this collection met all of the following criteria:

- Received Special Ed services for a minimum of 6 months (cumulative).
- Child's grade level is not EC in 2019-20. The child may no longer be enrolled in the state or may be enrolled and have a grade level of "PS", SR, VPK "K", or "HK". [Warning: If no ECSE enrollment data was reported by your district as part of fall MARSS reporting you may show many children as exiting ECSE who are still participating.]

Important Note: If entrance data for the child should have been submitted in a prior year but is "missing" you may add the child as part of the Developmental Status at Entrance to Part B collection--even if the entrance data should have been submitted by another district.

Data Elements: Developmental Status at Exit from ECSE

Developmental ratings from COSF

- Positive social-emotional skills (including social relationships)
 - 1-7 Rating +
 - Answer to the "B" Question Yes/No
- Acquisition and Use of Knowledge and Skills
 - 1-7 Rating +
 - Answer to the "B" Question Yes/No
- Use of appropriate behaviors to meet their needs.
 - 1-7 Rating +
 - Answer to the "B" Question Yes/No
- Does the child have a permanent hearing loss based on criteria established for EHDI by the MN Department of Health? Yes/No
 - If you are submitting individual item level assessment data for your outcomes score, the EHDI data will need to be entered manually.

That criteria is available at: [Department of Health Guidance on Deaf or Hard of Hearing](#)

Elements specific to children identified as experiencing hearing loss

Data Elements: Children with Hearing Loss

The table on the following page displays elements required for those children you identified as having a permanent hearing loss regardless of whether their primary disability category is reported to be Deaf/Hard of Hearing. Each element is identified with the column on the collection spreadsheet. *Note: Columns R and S have changed slightly to clarify the new guidance on Hearing Loss Eligibility.*

Column	Element	Allowable responses
P	Age in months at confirmation of hearing loss	Part C: Whole number from 1-36 Part B: Whole number from 1-70
Q	Type of hearing loss currently reported for child	Sensory/Sensorineural Auditory Neuropathy Spectrum Disorder (neural) Conductive Permanent Conductive Non-permanent but persistent Mixed Sensorineural and Conductive Permanent
R	Is the child's hearing loss bilateral or unilateral?	Bilateral Unilateral-right ear Unilateral-left ear
S	Degree of loss: right ear	Normal (-10 to 15 dB) Slight (16 to 25 dB) Mild (26 to 40 dB) Moderate (41 to 55 dB) Moderate-Severe (56 to 70 dB) Severe (71 to 90 dB) Profound (90+ dB)
T	Degree of loss: left ear	Normal (-10 to 15 dB) Slight (16 to 25 dB) Mild (26 to 40 dB) Moderate (41 to 55 dB) Moderate-Severe (56 to 70 dB) Severe (71 to 90 dB) Profound (90+ dB)
U	Does the child use hearing aids?	Yes/No
V	Does the child have a cochlear implant?	Yes/No
W	Does the child use a bone conductive aid?	Yes/No
X	Child's age in when first fit with hearing technology	Part C: Whole number from 1-36 Part B: Whole number from 1-70
Y	Does the child demonstrate a cognitive delay or disability?	Yes/No
Z	Has listening/spoken language been selected by the family as a primary communication mode in the home?	Yes/No
AA	Has spoken language/supplemental signs been selected by the family as a primary communication mode in the home?	Yes/No

Column	Element	Allowable responses
AB	Has American Sign Language been selected by the family as a primary communication mode in the home?	Yes/No
AC	Has simultaneous spoken and signed language been selected by the family as a primary communication mode in the home?	Yes/No
AD	Has simultaneous spoken and cued speech been selected by the family as a primary communication mode in the home?	Yes/No
AE	Has augmentative communication technology been selected by the family as a primary communication mode in the home?	Yes/No
AF	Has listening/spoken language been selected as a primary communication mode in the classroom?	Yes/No
AG	Has spoken language/supplemental signs been selected as a primary communication mode in the classroom?	Yes/No
AH	Has American Sign Language been selected as a primary communication mode in the classroom?	Yes/No
AI	Has simultaneous spoken and signed language been selected as a primary communication mode in the classroom?	Yes/No
AJ	Has simultaneous spoken and cued speech been selected as a primary communication mode in the classroom?	Yes/No
AK	Has augmentative communication technology been selected as a primary communication mode in the classroom?	Yes/No
AL	Is this aspect of receptive language at or below age expectations? Spoken or signed words and phrases	At age level Below age level
AM	Is this aspect of receptive language at or below age expectations? Grammatical word/sign/sentence forms	At age level Below age level
AN	Is this aspect of receptive language at or below age expectations? Social language and behavior during interactions	At age level Below age level

Column	Element	Allowable responses
AO	Is this aspect of receptive language at or below age expectations? School readiness concept vocabulary	At age level Below age level
AP	Is this aspect of expressive language at or below age expectations? Spoken or signed words and phrases	At age level Below age level
AQ	Is this aspect of expressive language at or below age expectations? Grammatical word/sign/sentence forms	At age level Below age level
AR	Is this aspect of expressive language at or below age expectations? Social language and behavior during interactions	At age level Below age level
AS	Is this aspect of expressive language at or below age expectations? School readiness concept vocabulary	At age level Below age level
AT	Is this child demonstrating early literacy skills that are within age expectations compared to typically-hearing peers?	Yes/No
AU	Is this child demonstrating early numeracy skills that are within age expectations compared to typically-hearing peers?	Yes/No

Reporting data to MDE

Provisions that apply to traditional reporting method or Batch Upload

Users logging into the ECSE Outcomes application will see a revised menu that includes these four collections and Outcome-Batch Upload Excel.

- Developmental Status at Entrance to Part C
- Developmental Status upon Exit from Part C
- Developmental Status at Entrance to Part B
- Developmental Status upon Exit from ECSE

When the user clicks on a collection a new screen will appear that includes children selected from district-reported MARSS data for inclusion in the collection. The screen for each collection includes an “export to Excel” command. The resulting spreadsheet serves one function for programs choosing traditional reporting and one function for the new batch upload option. Please read the instructions for your chosen option carefully.

10/26/2020

<https://education.mn.gov/MDE/dse/datasub/EarlyChildEducOut/>

Traditional reporting through ECSE Outcomes application

The main screen for each collection includes the option to export a spreadsheet that includes the children selected by MARSS for the collection and each data element for the collection. This spreadsheet can be used as a tool to gather data prior to data entry. Children who should have been included in the collection but weren't can be added to the spreadsheet to assist the district in compiling necessary data. Each field in the spreadsheet has been carefully formatted to accepted only allowable data.

When data has been compiled the user responsible for data entry will enter the applicate website. The user will select a child and either indicate that the child is not appropriate for the collection or respond to each question displayed within the application for the child. "Save" initiates a preliminary data verification check. The user is informed if there are issues to be addressed with the data as submitted such as a skipped question. Assuming no identified concerns "save" also redirects the user back to the list of children for the active collection. The user should now see an "X" in the child list table indicating that data has been entered for that child and can then select another child for data entry or navigate to another collection.

When the user logs out, all saved data remains in the application. When the user logs in again the data submission process can be continued. Data entry can be done in a single session or across multiple sessions

Data on each child that appears within the collection and data for children who should have been included must be reported. To enter these children select "Add Student". Adding a child must be done collection by collection. Each added child must be in MDE's MARSS data base in order to be successfully added to a collection.

Optional Batch Upload

The main screen for each collection allows the user to export a spreadsheet that includes the children selected by MARSS for the collection and each data element for the collection. This spreadsheet is then used as a tool to gather and upload data. **Successful upload requires the user to make no formatting changes to the spreadsheet including renaming the spreadsheet or renaming a tab within the spreadsheet.**

Review the appropriateness of each child for the collection. Identify any children not appropriate for the collection and indicate reason using dropdown menu for cells in Column E of each spreadsheet.

DO NOT ADD children who should have been included but weren't to this spreadsheet. Those children must be manually added using the "Add Student" function within each collection. To support districts to gather all necessary data elements for children inadvertently excluded, MDE has created a formatted spreadsheet for each collection. Those spreadsheets have been made available to ECSE leaders. To receive a workbook, send a request to carol.maliszewski@state.mn.us Children missing from collections can be preliminarily documented on these spreadsheets. Each field in the spreadsheet has been carefully formatted to accepted only allowable data. These preliminary spreadsheets are not appropriate for batch upload.

Once all data has been entered in a batch upload spreadsheet for a collection the user logs into the ECSE outcomes application and, from the menu on the main screen, selects "Batch Submission" The user will use the

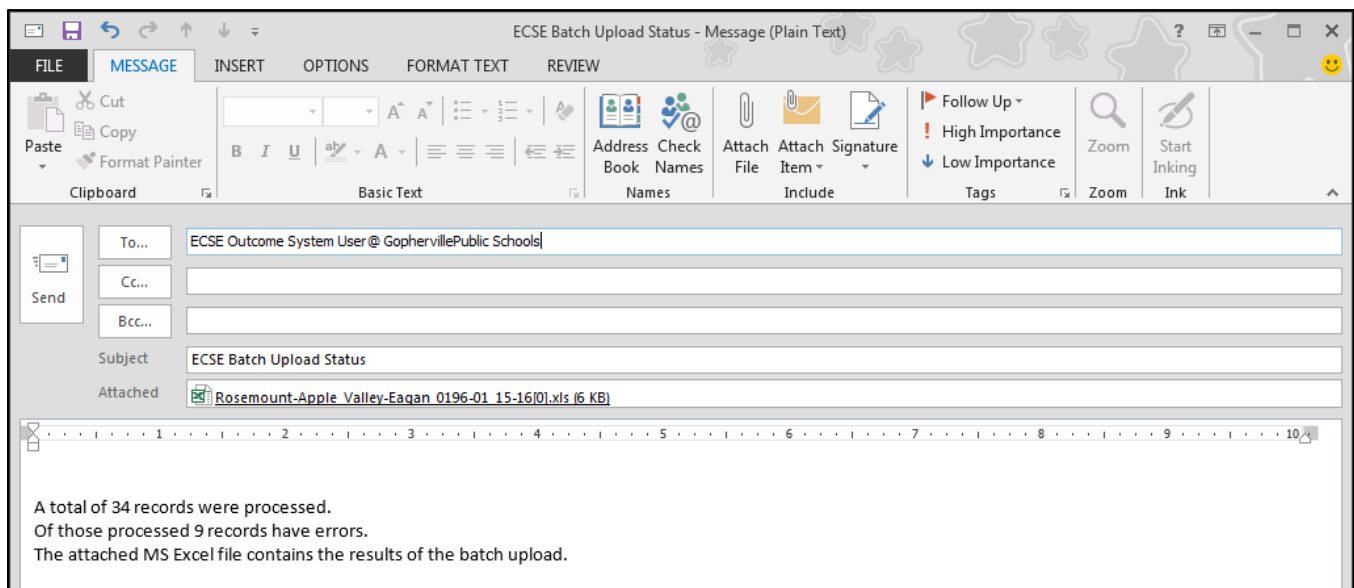
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“Browse” command to select the appropriate file for upload. When the correct file is displayed in the “Select file” dialog box, the user clicks “Batch Upload” from the left navigation menu. Collection spreadsheets must be uploaded individually.

The system will respond almost immediately to the upload process. If the upload was successful the screen will display the following messages:

- File Upload Completed Successfully
- Your File is being processed. This could take a while depending on the number of children in the file. Once the processing is complete you will receive an email telling you which children loaded successfully and which did not. Error messages will point out any problems found in this file.

A sample email is displayed below. The email message includes the number of student records that were uploaded and identifies the number that include errors. A spreadsheet is attached to the message that provides further detail.



To correct errors the user will select the correct collection from the ECSE Outcome menu. Select the name of the first child with an error in reporting. The system will direct the user to correct the error.

A collection is considered complete when data has been submitted on each child in the batch upload file, children required to be manually added have been submitted and all errors have been corrected.

Email requires for technical assistance during the period of submission to mde.ecse@state.mn.us

Reporting ECSE Outcome Using Child Level Assessment Data

10/26/2020

If you are submitting child level data for MDE to calculate your COSF scores, you need to be using one of the four approved assessment tools. Because children come in and out of your program throughout a year, you must submit child level data in all three collection windows to avoid being asked to complete a COSF. You also continue to need to answer the DHH fields. Any COSF rating calculated by MDE through the use of child level data, will be added to your collection spreadsheets.

- Teaching Strategies GOLD (GOLD)
- Work Sampling System (WSS) (only for preschool children)
- Desired Results Developmental Profile (DRDP)
- COR Advantage (COR)

Observation must be made during the required periods.

- Fall: July 1 through November 1, submission deadline is November 30.
- Winter: November 2 through February 29, submission deadline is March 30. Optional, only required for those who students who entered or exited during this reporting period.
- Spring: March 1 through June 30, submission deadline is July 15.