

Federal Office of Special Education
Programs (OSEP) Annual Reporting for
Preschool
Outcomes (Indicator B7)

CDE's Preschool OSEP Exit Data Collection

Colorado Department of Education
Preschool Through 3rd Grade Office

This document is intended to familiarize staff from Colorado's
Administrative Units, school districts, and preschool programs with the
preschool OSEP exit process.





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Overview of the OSEP Exit Collection: Preschool Outcomes (Indicator B7)

The Individuals with Disabilities Education Act (IDEA) requires all U.S. states and territories to report annually to the Office of Special Education Programs (OSEP) on outcomes for preschoolers with disabilities as part of their Annual Performance Report. Preschool Outcomes (Indicator B7) are tied to child progress made between their entry into preschool special education services and their exit from preschool special education services.

Additional Information on Preschool Outcomes / Indicator 7

- [ECTA Website](#)
- [CDE Website](#)

Important Contacts

Indicator 7 OSEP Exit Collection Lead

Preschool Special Education Specialist

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When is the Collection data due?

The OSEP Exit Collection must be completed by July 15 of every school year. The Exceptional Student Services Unit (ESSU) submits this data as part of the State Performance Plan/Annual Performance Reports (SPP/APR). This is a federal collection, and we are not allowed to grant extensions. Therefore, it is important to plan accordingly. If the date of July 15 occurs on Saturday or Sunday, the collection is due on the closest business day.

OSEP Exit Collection Timeline:

- Late October: Results Matter Fall Checkpoint data due
- Early February: Results Matter Winter Checkpoint data due
- Early May: Results Matter Spring Checkpoint data due
- During May after the spring checkpoint: AUs should begin coordinating with their districts and preschool programs to internally verify their OSEP exit information
- May 31: CDE completes preliminary OSEP Exit Child Count snapshot
- June 1: CDE posts preliminary certification forms to the Data Management System (DMS)
- July 15: All OSEP exit information must be entered and child counts verified and certified with CDE

Which Children are Included in the Collection?

The OSEP Exit Collection includes any child who:

- Received at least 183 calendar days of preschool special education, AND
- Exited out of Part B services during the current year (the current year runs from July 1 through June 30), AND
- Has complete Part B entry and exit assessment ratings.

Reasons a child may exit out of your program's Part B preschool special education services:

- Child will transition to kindergarten, even if he/she will remain on an IEP in kindergarten.
- Child is no longer eligible for special education services, and the IEP process to end special education is complete.
- Child stopped attending/receiving services for 90+ consecutive calendar days, not including summer break.
- Child moves to a different program/district outside of your assessment system subscription.

What Information is Collected?

This collection measures a child's progress while receiving preschool special education services from their entrance through exit from Part B Preschool Special Education. This collection gathers demographic information, Part B entry and exit dates, and OSEP child outcomes metrics from their entry and exit assessments.

OSEP child outcomes:

- Positive social-emotional skills (including social relationships)
- Acquire and use of knowledge and skills (including early language/communication and early literacy)
- Use of appropriate behaviors to meet their needs

Overview of the OSEP Exit Process

- 1) Exit your Administrative Unit's Children from Preschool Special Education Services
 - Preschool programs should inform their AU staff when their OSEP exits are complete. AU staff should communicate with their preschool programs to ensure programs are properly completing the OSEP exit process.
 - Instructions for completing the OSEP exits are found on page 5 of this document and in the support portals of the approved Results Matter online assessments.
- 2) Verify Your AU's OSEP Exit Child Count
 - Child counts should be verified within the AU first, and then verified with CDE.
 - Instructions for verifying your OSEP child count are found on page 8 of this document.
- 3) Certify the OSEP Exit Child Count
 - The Preschool Outcomes Certification Form must be signed by the AU's Special Education Director. CDE accepts electronic signatures.
 - Signed form is returned to CDE through the ESSU Data Management System (DMS). The signed form can be a pdf, a scanned document, or a picture of the signed form.
 - Instructions for certifying the OSEP Exit Child Count are found on page 10 of this document.

Further Questions Concerning CDE's OSEP Exit Collection can be directed to [Marcia Blum](#).



Exiting Children from Preschool Special Education

Any child receiving preschool special education services in Colorado is required to participate in a Results Matter online assessment. CDE has partnered with the approved Results Matter assessment publishers to design a method for converting children's Results Matter assessment ratings into the OSEP child outcomes metrics. More information about [CDE's Results Matter](#) is available on the website.

The approved assessment platforms are Teaching Strategies GOLD®, COR Advantage®, and AEPS. These platforms include a function that converts a child's Results Matter Assessment data into the needed OSEP Exit information. This information is used by CDE to fulfill federal OSEP Indicator B7 reporting requirements.

Each program should have a staff member with an administrator account in their chosen platform to complete the OSEP exit process. Teachers without administrator access usually cannot complete the process by themselves. It is the AU/preschool program's responsibility to ensure they have an administrator account to complete the OSEP exits.

If you do not have an active administrator account, please contact your assessment platform (Teaching Strategies GOLD® or COR Advantage®) to gain access. OSEP exits can be completed throughout the year as children leave preschool special education. Since this process can take time, and sometimes users encounter errors, it is best to start the process of verifying the needed information early. Some AUs complete the OSEP exit process as early as the beginning of June. **The deadline for completing all OSEP exits for any current reporting year is July 15.**

Children receiving preschool special education services should have the following information entered in the Results Matter assessment platform:

- Preschool special education/IEP/Part B Entry Date.
- Preschool special education/IEP/Part B Exit Date.
- Entry assessment data.
- Exit assessment data.

If a child has missing or incomplete data, it is the AU's responsibility to collaborate with the preschool provider to complete the information.

OSEP exits can be completed throughout the year as children exit preschool special education services. **The deadline for completing all OSEP exits for any current reporting year is July 15.**

Part B Entry Dates

Programs should use the date the child began receiving preschool special education services, even if the child was enrolled in that preschool program prior to their entry into Part B.

Part B Exit Dates

The Exit Date should reflect the last day that children received preschool special education services. Often, this coincides with the last day of school. However, some children stop receiving preschool special education services before the school year ends, or they may receive extended school year (ESY) services beyond the normal school year, in accordance with the student's IEP. In those cases, use the last day these services were provided as the exit date.

- The OSEP Exit Collection will only include children who exited during the current year. This runs from July 1 through June 30 of any given year. Any children with exit dates outside of that range will not be included in the year's report.

Important Note: The OSEP exit report available from your online system only includes children who received at least 183 calendar days of preschool special education. Any child who received less than 183 calendar days of services is automatically excluded from the report. Children receiving less than 183 days of services are excluded because the duration is considered to be too short to accurately measure progress by OSEP.

Assessment Data

Children receiving preschool special education services are assessed when they begin receiving preschool special education services to establish a baseline. They continue to be assessed during three checkpoints a year (Fall/Winter/Spring) until they exit preschool special education. OSEP compares their entry assessment scores with their final/exit assessment scores to determine their progress in the three OSEP child outcomes:

- Positive social-emotional skills (including social relationships)
- Acquire and use of knowledge and skills (including early language/communication and early literacy)
- Use of appropriate behaviors to meet their needs

Entry Assessment Data

A child should be assessed when they begin receiving preschool special education services. This will establish an important baseline of information. Typically, this assessment corresponds with one of the established Results Matter Checkpoint windows (Fall/Winter/Spring). If a child enrolls late in a checkpoint, the program should begin making a preliminary assessment to establish the baseline. It is very important that the child has complete and finalized entry assessment data. Incomplete entry data is very difficult to correct since the classroom teacher would need to make an accurate and reliable score many months after the checkpoint.

Exit Assessment Data

Exit assessment data is typically collected in the final checkpoint of the child's preschool special education enrollment. If the child will receive special education in kindergarten, their exit assessment will likely be the Spring Checkpoint.

Incomplete Assessment Data

OSEP requires complete entry and exit assessment scores for inclusion in the OSEP exit report. When a child has incomplete data in their entry or exit assessments, they will be excluded from the OSEP exit report. It is the AU's responsibility to ensure their children have complete entry and exit data.

The platform software will not allow you to complete an OSEP exit for a child if any of the following occurs:

- Any entry/exit assessment ratings are missing
- Any entry/exit assessment ratings are not finalized
- Any entry/exit assessment ratings are marked as Not Observed (applicable to only some platforms)

If you get an error message for incomplete data, please go back to the child's assessment ratings to verify that scores were entered and finalized. If there are missing ratings in the entry or exit assessments, choose the correct score to the best of your ability. You may need to contact the classroom teacher to access supporting documentation. If you are unable to establish a reliable score/rating, **do not guess**. OSEP only accepts reliable assessment scores.

If a child has incomplete assessment data due to enrolling early or late within an assessment window, please refer to the information in Frequently Asked Questions section of this document.

OSEP Exits vs. Archiving

Completing an OSEP exit for a child is different from archiving that child's record. Archiving simply puts a child's portfolio into inactive status. When a child exits from OSEP, it flags the assessment platform to convert their Results Matter data into the appropriate OSEP Preschool Outcomes metrics. OSEP exits should be completed for all children *before* the program begins archiving their child records. This prevents errors and omissions. CDE recommends delaying the archiving of student records until after July 15 to avoid any errors.

Verifying the AU's OSEP Exit Child Count

Due to data privacy constraints, the Colorado Department of Education cannot access all of the child record information necessary to independently complete the reporting of Preschool Outcomes Indicator B7 to OSEP. It is the responsibility of the Special Education Administrative Unit (AU), member school districts, and preschool programs who serve preschoolers with disabilities to monitor their records and flag children for inclusion in the OSEP exit process. AUs, districts, and preschools should work collaboratively to maintain records of preschool children on an IEP.

AUs are responsible for verifying and certifying the number of preschool children who have exited OSEP each year. This certified total will be reported to OSEP by CDE. Each AU can establish their own process for completing the OSEP exits and counting the number of children included in the annual OSEP Exit reporting process. Timely and accurate data submission is the expectation of CDE.

Required Access for Verifying Child Counts

To verify the number of children included in the applicable OSEP exit report, AU staff will need access to two platforms. First, a staff member will need administrator account access in that AU's Results Matter assessment platform (Teaching Strategies GOLD®, COR Advantage®, or AEPS). If an administrator account is unavailable in the AU or preschool program, please contact your Results Matter platform customer service to gain access.

Second, the Special Education Director or another staff member should have access to the Exceptional Student Services Unit Data Management System (ESSU DMS). The DMS is a single sign-on system that assists AUs in meeting accountability requirements for Special Education and Gifted Education. If you are a new Special Education Director then contact Melissa Chaffin chaffin_m@cde.state.co.us to have a new AU account set up in Access Management with CDE's IMS office.

- [ESSU Data Management System Login](#)
- [Additional Information on DMS and Local Access Manager \(LAM\)](#)

Communicating with CDE

It is helpful to designate a staff member(s) within the AU to lead the OSEP Exit collection and be the point of contact for CDE. This will streamline communication with CDE and ensure an efficient process for verifying the AU's child count totals. CDE will send out email communication to AUs throughout the spring and summer to support AUs during the Collection. New contacts can be added to the OSEP Exit email list by contacting [CDE's Indicator 7 OSEP Exit collection lead](#).

Which students are included in the OSEP Exit Child Count?

Not every child who has stopped receiving preschool special education services will be included in the OSEP Exit child count total.

Children must meet the following requirements to be included in the OSEP Exit child count total:

- Stopped receiving preschool special education services in the current year (July 1, 2021 – June 30, 2022).
 - Child is transitioning to kindergarten special education
 - Child is no longer eligible for special education services
 - Child stopped attending/receiving services for 90+ consecutive calendar days, not including summer break.



- Child moved to a program outside of your Results Matter assessment system subscription.
 - Received at least 183 calendar days (6 months) of preschool special education services.
 - Complete entry assessment data.
 - Complete exit assessment data.

If a child does not meet the afore mentioned requirements, they will be omitted from the child count total. OSEP exiting is only required for preschool children on IEPs.

Verify the Child Count within the AU

The AU is responsible for coordinating with their preschool programs to ensure the OSEP exits are complete. The Results Matter online assessment platforms (Teaching Strategies GOLD®, COR Advantage®, or AEPS) allow administrator accounts to run OSEP exit reports. The reports will include the total number of children who meet the afore mentioned requirements and will be included in this year's OSEP exit report.

The AU should run this report in the spring *before* teachers and special services providers leave for the summer. AUs can use their initial report to verify their child counts with their preschool providers and resolve any errors. It is significantly easier to complete the internal verification while preschool program staff are still available to answer questions.

Verify the Child Count with CDE

Once the AU has internally verified their child count, they will then verify the count with CDE. An AU staff member should contact CDE's [Indicator 7 OSEP Exit Collection Lead](#) with their child count total. CDE will work with the AU to verify the count and resolve any questions or errors.

AUs can verify their child counts with CDE as soon as they have completed their OSEP Exits. **All child counts need to be verified with CDE by July 15 of the current school year.**

Once CDE has verified the AU's child count total, CDE will update the AU's Preschool Outcomes Certification Form, if need be.



Certify the OSEP Exit Child Count

Once the AU has verified their OSEP Exit Child Count total with CDE, it is time for the AU to officially certify their OSEP Indicator B7 Preschool Outcomes information. AUs certify the data with a signature of their Special Education Director on the Preschool Outcomes Certification Form.

The Preschool Outcomes Certification Form

The certification form is an assurance from the AU that their OSEP Indicator B7 Preschool Outcomes information is accurate and complete. It includes the total count of children included in the AU's OSEP exit report that year.

CDE posts an initial certification form for every AU on the DMS at the beginning of June. The form includes the AU's OSEP exit child count as of the end of May. ***This is a preliminary child count***, and it will need to be updated if exits were not completed for children prior to the end of May snapshot date. The early posting of certification forms is done to accommodate AUs who must complete their OSEP exits before June, due to their summer staffing constraints. AUs are able to complete the OSEP exit process in June or the beginning of July, and their certification form will then need to be updated.

CDE updates the child count on the certification form once the AU has verified their count with CDE. AUs will need to contact the Indicator 7 OSEP Exit Collection Lead to update the certification form.

Access to the Preschool Outcomes Certification Form

The certification form can be accessed through the DMS or requested by email from the Indicator 7 OSEP Exit Collection Lead. As stated above, the Preschool Outcomes Certification Form will be posted to the AU's Exceptional Student Services Unit Data Management System (ESSU DMS). If the count on the initial form is verified with CDE and accurate, the AU may download the form and have it signed by the AU's Special Education Director. Electronic signatures are accepted.

Submit the Preschool Outcomes Certification Form

To submit the certification form, it must be signed by the AU's Special Education Director. The Special Education Director can upload the form to the [ESSU Ascend DMS](#) using the following identifiers:

- Document Title: 2022 Preschool Outcomes Certification - [your AU]
- Tag: SPP 7 - Preschool Outcomes
- School Year: 2021-22
- Select your AU
- Select the date you are uploading the file

If an AU has not first verified their child count with CDE, the signed form will not be accepted.

Certification needs to be completed by July 15 of any current school year. This is a federal deadline, and it cannot be extended.

Why are there Children Omitted from the OSEP Exit Child Count?

If the child count in your OSEP exit report does not match your records or it cannot be verified by CDE, it is likely due to one of these reasons:

- 1) The child was exited today, and is not appearing in the report.** There is a typical data processing delay of about twelve hours until children appear in the report. Wait twelve hours after OSEP-exiting, then try again.
- 2) Incomplete Entry or Exit Assessment Data:** Make sure each child has a complete set of entry and exit scores. Typically, the assessment platform will not allow you to OSEP-exit a child if the entry or exit checkpoint data are incomplete or not finalized. Incomplete data can be caused by missing assessment scores, or scores marked as “Not Observed”. For example, if the entry date is December 12, then there must be complete and finalized checkpoint data for the Winter Checkpoint (no scores marked “Not Observed”).

If the assessment data is incomplete, please complete the assessment scores to the best of you or your teacher’s ability, using supporting documentation. If you are unable to make a reliable assessment, do not guess.

Advise teachers to not mark “Not Observed” for all objectives when a child enrolls with fewer than six weeks in the checkpoint. Rather, wait to finalize ratings in the next checkpoint.

- 3) Entry and Exit Data is not “Finalized”.** Make sure all data are finalized for the checkpoints corresponding to the entry and exit dates. Sometimes, teachers forget to click on “finalize” checkpoint data even though they have completed the assessment ratings.
- 4) Missing Part B/IEP Entry or Exit Dates.** The entry date is the first date the child received Part B preschool special education services. Use the last day the child received preschool special education services as the exit date. The exit date might be the final day of school for children transitioning into kindergarten special education services. The exit date flags the online system to include records for OSEP reporting. Remember, a child must have at least 183 calendar days of services to be included in the report.
- 5) The child did not receive 183 days of services.** Any child who received less than 183 calendar days (6 months) of preschool special education services will be omitted from the OSEP exit report. OSEP does not require states to report on children who exited with fewer than 183 calendar days of preschool special education. They are excluded from the OSEP exit report.
- 6) Child only has one checkpoint of data.** This typically occurs for children who were enrolled for less than 183 days. OSEP requires at least two checkpoints of data to calculate growth. Any child with only one finalized set of checkpoint data will be omitted from the OSEP exit report. If a child was enrolled for more than 183 days and still only had one completed checkpoint, please contact the Indicator 7 OSEP Exit Collection Lead for additional guidance.
- 7) Your report was not set to include archived records.** Depending on your assessment platform, you may need to specifically select the option to include archived child records. CDE recommends delaying any archiving until after July 15 to avoid this error.

If you still have questions regarding your child count totals, please contact the Indicator 7 OSEP Exit Collection Lead for troubleshooting support.



Frequently Asked Questions: Attendance, Enrollment Dates, Mobility, and Age Issues

Some children may not end up attending your school or receiving special education services for the full school year for a variety of reasons. The following FAQs address most of these situations. The last FAQ addresses children who turn six in preschool.

1. If a child dis-enrolls in the middle of a checkpoint, yet was present for at least six weeks within the checkpoint window, should we finalize checkpoint ratings?

Yes, if the teacher collected enough documentation to make reliable ratings. However, when a child leaves early, we make a consideration that the teacher might not have planned opportunities for all observations/curricular components for all areas/objectives.

In short, do everything you can to complete checkpoint ratings, finalize the areas you can with accurate information, but do not guess.

2. If a child on an IEP dis-enrolls early in their second checkpoint and we only have one checkpoint of data (because we followed the minimum six-week rule in the second checkpoint), do we need to complete an OSEP exit?

No. The Office of Special Education Programs (OSEP) does not require states to report on children who received preschool special education services for fewer than six months. Also, the online system requires at least two checkpoints with assessment ratings in order to use the OSEP exit function.

3. If a child enrolls in the middle of the checkpoint, should we finalize the checkpoint ratings?

If there are fewer than 30 days of programming/services left in the checkpoint period (six calendar weeks not including holiday breaks) when a child enters, do not finalize assessment ratings until the next checkpoint period. Please do not select “Not Observed” for every objective. Just skip checkpoint ratings until the following checkpoint (although you may set preliminary ratings if desired). However, you should begin collecting documentation immediately.

- Example: Child enters October 14. Postpone initial assessment ratings until Winter checkpoint.
- Example: Child enters on April 29 and summer break begins on May 10. Postpone the initial assessment ratings until the Fall checkpoint.

4. What should I do when a child is absent and has not been receiving preschool and special education services for an extended period of time?

You may archive the record at the end of the current checkpoint. Complete assessment ratings and OSEP exits where applicable before archiving. If the child received fewer than six calendar weeks of preschool and special education services in a checkpoint before their absence, do not make any assessment ratings in that checkpoint.

5. What if a child re-enrolls after a prolonged absence?

If it has been 90 or more consecutive calendar days since a preschooler on an IEP was last in your program/receiving services—including standard two-day weekends but not including holiday or summer breaks—treat this as a new OSEP entry. Enter the IEP entry date to the first day the child returned. Do not change the IEP entry date if it has been fewer than 90 days. If it has been fewer

than 90 days and the record was OSEP-exited previously, reactivate record first, then un-exit the child from OSEP.

6. What should I do if a child has sporadic attendance during the first few months after the service(s) start date on the IEP?

In general, follow the six-week standard: If the child is present for at least six total weeks (or any combination of 30 calendar days) within a checkpoint, finalize the checkpoint ratings. Otherwise, skip the ratings in the current checkpoint.

Certainly, some attendance issues are unanticipated, and you may not have captured documentation on every objective, even after six weeks/30 days. For instance, if a child is suddenly hospitalized toward the end of a checkpoint, and you had a lesson planned during that time in an area that needed to be observed, do not guess ratings. Better to skip those ratings than to make unreliable ratings.

In short, plan ahead of time if you can, but do not guess ratings, and under no circumstances should you finalize ratings if the child attends for fewer than six weeks in a checkpoint.

7. If a child starts in my program on an IEP but never attends/receives special education services long enough to establish any checkpoint data, then she is staffed out of special education services and resumes school as a general education student, do I need to complete an OSEP exit?

No. Change the child's IEP status to "No." Continue the assessment process using our standard checkpoint calendar guidelines.

8. If a child comes to us from another school district with an IEP, what should we use as the IEP start date in the online assessment system?

It depends:

- a) If you are creating a new child record (required if the "sending" district is outside your assessment subscription): Use the first day the child began receiving special education services in your school district as the IEP entry date.
- b) If the child record was transferred to you from another district under the same umbrella subscription: Keep the existing IEP entry date.

Exception: If it has been 90 or more consecutive calendar days since the child received preschool special education services, treat this as a new OSEP entry and change the IEP entry date to the child's first day of special education services in your district.

9. Are preschoolers on IEPs required to be assessed through Results Matter if they are receiving special education/related services in the home due to a medical condition?

Yes. Because the child is at home, it is critical that the IEP team engage with the family in order to get the richest, most comprehensive observations and information that will help complete assessment ratings.

10. How do I handle OSEP exiting a child who turns six while still in preschool?

In those rare instances where the IEP team determines a five-year-old should continue to be served in a preschool program and the child turns six while in the preschool program, the child's record must be OSEP-exited in the online assessment system at the time of the child's sixth birthday (age 72 months). Use the child's sixth birthday as the OSEP Exit Date.

11. Due to COVID-19, a qualifying child did not attend preschool in-person. Should they be included in OSEP if they did not attend in-person?

Yes. The US Department of Education Office of Special Education Programs (OSEP) mandates the reporting of child progress data for preschool children funded through IDEA Part B/Section 619. Preschool Outcomes (Indicator 7) are tied to child progress made between entry to preschool special education services and exit from preschool special education services. Thus, any child receiving preschool special education services must be recorded in a vendor platform to meet this mandate. This includes children receiving in-person or remote services.