



SPPI 7 Early Childhood Outcomes: Frequently Asked Questions (FAQs)

Introduction

The **State Performance Plan Indicator (SPPI) 7 Early Childhood Outcomes: Frequently Asked Questions (FAQs)** document provides comprehensive answers to frequently asked questions about the SPPI 7 data collection in the State Performance Plan (SPP) application in the Texas Education Agency Login (TEAL). SPPI 7 Early Childhood Outcomes measures the progress preschool children receiving special education services make in three developmental areas: positive social-emotional skills, acquisition and use of knowledge and skills, and the use of appropriate behaviors to meet needs. The Child Outcomes Summary (COS) process is a critical tool for assessing this progress and ensuring consistent and accurate reporting of developmental outcomes for these children. The FAQs are designed to support local educational agencies (LEAs) and education service centers (ESCs) with understanding the data submission requirements and timelines for meeting the federal reporting requirements.

Structure of the FAQs

The FAQs are organized into tables with three columns: **Number** assigns unique identifiers to related questions that have been grouped together; **Question** reflects common inquiries from LEAs and other stakeholders; **Answer** provides a detailed response to each question.

Frequently Asked Questions

1. Understanding the Child Outcomes Summary (COS) Process (1.1 to 1.4)

The COS process helps teams assess and report preschool children's developmental progress.

Number	Question	Answer
1.1	What is the Child Outcomes Summary (COS) process?	The Child Outcomes Summary (COS) process is a collaborative decision-making approach involving practitioners and family members familiar with the child. This process provides a standardized method for teams to evaluate a child's developmental functioning compared to age-expected behaviors at a specific point in time.

Number	Question	Answer
1.2	What are the reporting requirements for Early Childhood Outcomes?	States are required to report the percentage of preschool children with Individualized Education Programs (IEPs) who demonstrate improvement in the following areas: <ul style="list-style-type: none"> • Positive social-emotional skills (including social relationships) • Acquisition and use of knowledge and skills (including early language/communication and early literacy) • Use of appropriate behaviors to meet their needs
1.3	Are ratings required for all three developmental outcome areas?	Yes. Ratings must be provided for all three outcome areas, regardless of whether concerns exist in a specific area or if the child shows delays in only one or two areas. Collecting ratings ensures a comprehensive understanding of the child's developmental functioning.
1.4	Who should participate in completing the Child Outcomes Summary (COS) Process and Form?	Local educational agencies (LEAs) should include individuals who are well-acquainted with the child's functioning in various situations and settings, such as parents and practitioners. Teams should rely on multiple sources of information to assess the child's development accurately. Resources for implementing the COS process are available through the Early Childhood Technical Assistance (ECTA) Center .

2. Child Inclusion Criteria (2.1 to 2.5)

This section addresses the inclusion criteria for children assessed for State Performance Plan Indicator (SPPI) 7.

Number	Question	Answer
2.1	Who is included in the Texas Child Outcomes Summary (COS) Measurement System?	The system includes 3-, 4-, and 5-year-old children (not enrolled in kindergarten) who are receiving special education services. Entry and exit assessment data must be collected for all preschool children who have been evaluated, determined eligible for special education, enrolled in school, and have an Individualized Education Program (IEP).
2.2	Can local educational agencies (LEAs) collect data on a sample of children?	No. LEAs must collect and submit data for all 3-, 4-, and 5-year-old children (not enrolled in kindergarten) with Individualized Education Program (IEPs) who meet the criteria outlined in the Entry and Exit Data Collection Criteria document.
2.3	Are children with Individualized Education Programs (IEPs) attending charter schools included in the measurement system?	Yes. All children with IEPs, including those attending charter schools, must be included in the measurement system and receive entry and exit Child Outcomes Summary (COS) ratings.

Number	Question	Answer
2.4	Are preschool-age children attending private preschools included in the measurement system?	Children attending private preschools with an Individualized Education Program (IEPs) are included and must be assessed at entry and exit. However, children with an Individual Services Plan (ISP) are not included in the measurement system.
2.5	What should a local educational agency (LEA) do if a Texas Student Data System (TSDS) Unique ID (UID) match for a student cannot be found?	<p>If a TSDS Unique ID (UID) match is not found, follow these steps:</p> <ol style="list-style-type: none"> 1. Verify the UID: Consult the Public Education Information Management System (PEIMS) or TSDS coordinator at your LEA to ensure the student's Master Record in TSDS reflects the correct district, campus, and grade level. 2. Update inaccurate records: If the TSDS Master Record contains errors, update the record to ensure accuracy. 3. Account for withdrawn students: Note that a match will not be found for students who have withdrawn from the campus. 4. Document unresolved issues: If problems persist, document the specific issues encountered during the process. <p>For further guidance, consult your LEA's TSDS or PEIMS coordinator.</p>

3. Entry and Exit Procedures (3.1 to 3.4)

This section addresses the entry and exit procedures for the Child Outcomes Summary (COS) process of State Performance Plan Indicator (SPPI) 7.

Number	Question	Answer
3.1	How are "entry" and "exit" defined in the Child Outcomes Summary (COS) process?	Entry is defined as the date the child begins receiving preschool special education services. Exit is defined as either the date of dismissal from special education or the last day of school prior to the child entering kindergarten.
3.2	How soon after a child begins receiving preschool special education services must entry data be collected?	Entry data must be collected by completing the Child Outcomes Summary (COS) Form within 30 school days after the child begins receiving preschool special education services.

Number	Question	Answer
3.3	When should exit ratings be completed?	<p>Exit ratings should be completed no earlier than 30 school days before the child’s dismissal from special education or the last day of school. An exit record is required if the child:</p> <ol style="list-style-type: none"> 1. Exits Part B Early Childhood Special Education (ECSE), or 2. Transitions to kindergarten, and 3. Has received at least six months of ECSE services between the entry and exit dates. <p>Additional exit scenarios:</p> <ul style="list-style-type: none"> • If a child transfers out of state, an exit record must be completed if the child received at least six months of services. • If a child turns six years old without transitioning to kindergarten, an exit record must still be completed.
3.4	When should the exit Child Outcomes Summary (COS) process be conducted if a child remains in a prekindergarten program for an additional year?	<p>If a child remains in a prekindergarten program for an extra year and is kindergarten age, the child is still considered a prekindergarten child. The exit COS should be completed following the Entry and Exit Data Collection Criteria, ensuring it falls within the appropriate rating window.</p>

4. Transfer Procedures (4.1 to 4.2)

This section details the child transfer procedures for State Performance Plan Indicator (SPPI) 7.

Number	Question	Answer
4.1	What is the Child Outcomes Summary (COS) process for in-state transfers?	<p>When a child transfers to another local educational agency (LEA) within Texas and continues to receive special education and related services, the sending LEA must provide the receiving LEA with the COS forms, including any completed entry or exit ratings, along with other relevant documentation. A new entry rating is not required for in-state transfers.</p>
4.2	What is the Child Outcomes Summary (COS) process for out-of-state transfers?	<p>When a child transfers from a local educational agency (LEA) in another state and will continue to receive special education and related services, the receiving LEA must complete a new COS entry rating. Exit ratings should also be conducted as appropriate, following the established criteria.</p>

Acronym List

Following is an alphabetized list of acronyms used in the FAQ document:

- **ARD:** Admission Review and Dismissal (ARD) Committee
- **COS:** Child Outcomes Summary
- **ECSE:** Early Childhood Special Education
- **ECTA:** Early Childhood Technical Assistance
- **ESC:** Education Service Center
- **FAQ:** Frequently Asked Questions
- **IEP:** Individualized Education Program
- **ISP:** Individual Services Plan
- **LEA:** Local Educational Agency
- **OSEP:** Office of Special Education Programs
- **PEIMS:** Public Education Information Management System
- **SPP/APR:** State Performance Plan/Annual Performance Report
- **SPPI:** State Performance Plan Indicator
- **TEA:** Texas Education Agency
- **TSDS:** Texas Student Data System
- **UID:** Unique ID

Resources

National Resources

- [Child Outcomes Summary \(COS\) Form](#)
- [Child Outcomes Summary \(COS\) Process](#)
- [COS Decision Tree for Summary Rating Discussions](#)
- [Early Childhood Technical Assistance Center \(ECTA\)](#)
- [OSEP QA 23-01](#)
- [Part B State Performance Plan/Annual Performance Report \(SPP/APR\) Measurement Table](#)

State Resources

- [State Performance Plan Indicator 7](#)

TEAL Application Resources

- [SPPI 7 Application Instructions](#)
- [Texas Education Agency Login \(TEAL\)](#)

Contact

Programmatic questions should be directed to specialeducation@tea.texas.gov. For questions related to data submissions, please contact spp@tea.texas.gov.