DC CATS

Early Childhood Outcomes

B-7 Administrator

Manual

District of Columbia

Office of State Special Education

November 1, 2012

2012-2013 DC CATS User Functionality

Introduction

DC CATS users access and interact with DC CATS based on the permissions they have been granted. The assignment of permission for an individual user is conducted wholly within DC CATS. Permission is based on agency affiliation and user responsibility.

Agency Affiliation

Agency affiliation simply associates a user with one of two different agency types: LEA (Local Education Agency) or OSSE (Office of State Special Education). A user is only affiliated with one of these agencies, even though in the case of an OSSE user, the user may access information on LEAs. That is, OSSE users can access (some) information on every LEA. LEA users can access information only on their LEA. Agency affiliation dictates the agency information a user may access.

User Responsibility

User responsibility is independent of agency affiliation. It associates a user with different access, activities, and tasks within the system. For example, a user given the authority to enter data at the individual student level would be involved with entering student level information into DC CATS. There are sixteen types of users within DC CATS (this will likely increase as DC CATS develops). All users, regardless of user responsibility or agency affiliation, must have an email address and password to access DC CATS.

DC CATS Users and Agency Associations

A user will have permissions assigned based on agency affiliation and the functions to be performed within DC CATS. Each possible user type related to Early Childhood Outcomes is shown in the table below, It is important to note that a single user can have multiple responsibilities and therefore be assigned multiple functions.

Administrative Functions	Agency	
OSSE System Admin	NA	OSSE
Email Manager	NA	OSSE
LEA Security Admin	LEA	NA
Student Transfer Manager	LEA	NA
Report Viewer	LEA	OSSE
Data Entry	**Agency**	
Early Childhood Outcomes	LEA	NA

OSSE Users and Responsibilities

Some OSSE users will have multiple roles, permissions and associated responsibilities within DC CATS. Permissions relevant to ECO data collection are described in this section.

DC CATS System Administrator	This is the user at OSSE who has the responsibility of **overseeing DC CATS**. This user has access to **all Administrator functions and components** of the system including: • Permissions/User Roles • Content Manager • Survey Manager • Document Manager • Data Export Manager • Data Import Manager • Agency Manager • Student Transfer Manager • Email Manager • DCPS Cluster Manager
Report Viewer	This user is given the authority to view Early Childhood Outcomes reports. OSSE System Administrator assigns Report Viewer permissions for OSSE users and LEA Security Administrators assigns Report Viewer permissions for LEA users.

LEA Users and Responsibilities

Some LEA users will have multiple roles and therefore multiple LEA permissions and associated responsibilities within DC CATS. Each LEA will have one B-7 Administrator with multiple permissions assigned:

- LEA Report Viewer
- Student Transfer Manager
- Data Entry

Staff whose only responsibility is that of entering ECO scores will have Data Entry permission.

If a new user is to be added to DC CATS, the DC DATS LEA Security Administrator has this responsibility.

LEA Report Viewer	This user is given the authority at the LEA level to **review reports associated with his/her LEA.** Viewable reports include Early Childhood Outcomes reports based on need. An LEA Security Admin is responsible for assigning this permission to LEA users.
Student Transfer Manager	This user has the responsibility to **request and accept/deny** a transfer of a student associated with ECO data collection in his/her LEA. This person will communicate with Student Transfer Managers of other LEAs to successfully transfer a student's records when a student moves from one LEA to another or from school to school within an LEA.

Data Entry

Early Childhood Outcomes (ECO)

This data collection tool will accept Entry and Exit assessment data and Child Outcomes Summary (COS) ratings for early childhood special education students in an LEA. A user with access to this tool will be able to add student-level data and will have access to students assigned on his/her roster. Individual student reports will be available to this user to print. **NOTE:** When in Permissions Manager: Date Entry, there are two ECO tools listed for which permissions can be assigned. A user **must** have permission to both tools in order to access the entry and exit screens. The tools for which permissions must be assigned are:

- OSSE Early Childhood Outcome Scores
- OSSE Early Childhood Outcome Exit Scores

DC CATS URL: https://dccats.spedsis.com

DC CATS can be accessed anywhere there is access to the internet.

Student Transfer Manager

Student Transfer Manager

The Student Transfer Manager function is associated with Early Childhood Outcomes (ECO) data entry and can be accessed only by a user with the assigned permission of Student Transfer Manager. This function will allow the user to transfer a student to another provider within an LEA or to another teacher in another LEA. The Student Transfer Manager in an LEA sees all student records in his/her LEA whereas a person with Data Entry permission sees only the students for which services are provided.

By assigning a student to his/her most current teacher/service provider, the teacher will have access to the student's assessment and early childhood outcome data. Transferring students when moving to another LEA will also eliminate duplication of efforts and allow entry scores to transfer with a student to the new LEA.

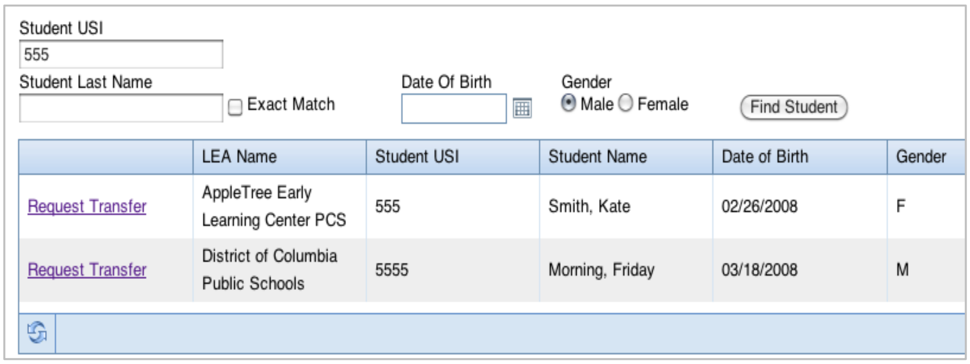
When a new student enrolls in an LEA and it is not known if the child has previously been in an early childhood preschool program, an LEA can search the system to see if the child has previously been entered into DC CATS. If the child's directory listing is found, the student's assessment information can then be transferred to the new LEA. The only LEA person that is able to do this search is the person assigned as Student Transfer Manager.

Accessing Student Transfer Manager

Click **Admin**,
then **Student Transfer Manager**

When requesting a transfer, DC CATS will perform a search of all students currently in the system to initiate a request to transfer a student either from another LEA or within an LEA to another provider. The following steps must be completed:

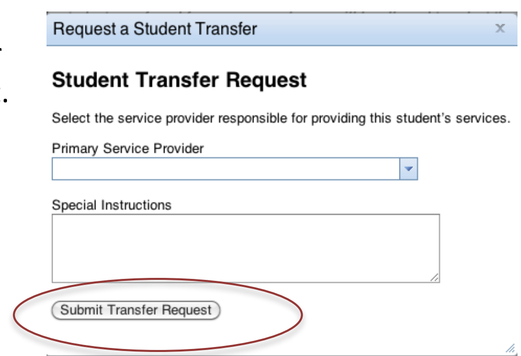
Step 1: Find the student in the system by entering available student information. DC CATS will search using one or more criteria. If *Exact Match* is unchecked, the search will locate all records with similar criteria. After entering criteria, click **Find Student.** The LEA where the student currently attends, student USI student Name and other demographic information will be displayed. **If multiple students are found, identify which student is to be transferred.**



Requesting A Student Transfer

Step 2: After the student is found, click **Request Transfer**. A window will open to enter staff provider/teacher's email address. Select the name of the provider from the drop down list. This person will be the person responsible for providing instruction or services to the student and will have access to the student's record for data entry. If the person's name does not appear in the list, this indicates that the person is not a register user in DC CATS. Contact your LEA Security Administrator to have the person registered.

Click **Submit Transfer Request** to notify the Student Transfer Manager of the transfer request. The Student Transfer Manager from where the student will transfer will receive an email with the transfer request. Student Transfer Managers are expected to either approve or deny a request within 48 hours of receipt of the email.



Transfer Requests

All transfer requests will appear in the **Your Transfer Requests** table at the bottom of the Student Transfer page. The status of the request will appear as pending until either approved or denied by student transfer manager in the LEA where the request was made.

Your Transfer Requests

Student Name	Student USI	Request Date	LEA	Status	Request Fulfilled	Primary Provider Er
Test, Monday 10/22	444	10/22/2012	AppleTree Early Learning Center PCS	Approved	10/22/2012	kmartens53@gmail
Smith, Kate	555	10/25/2012	AppleTree Early Learning Center PCS	Pending		kmartens@mchsi.c

When action has been taken on your transfer request, the status will populate as well as the date the request was fulfilled.

Your Transfer Requests

Student Name	Student USI	Request Date	LEA	Status	Request Fulfilled	Primary Provider E
Test, Monday 10/22	444	10/22/2012	AppleTree Early Learning Center PCS	Approved	10/22/2012	kmartens53@gma
Smith, Kate	555	10/25/2012	AppleTree Early Learning Center PCS	Approved	10/25/2012	kmartens@mchsi.

Pending Requests Requiring Action

If a transfer request by another LEA has been made, the request will appear on the Student Transfer page in your table **Pending Requests Requiring Action**. The Student Transfer Manager is expected to approve or deny the request within 24 hours of receipt of the email notification.

Pending Requests Requiring Action

Student Name	Student USI	Request Date	Requesting LEA	Primary Provider Email Address	Status	LEA Action
Smith, Kate	555	10/25/2012	District of Columbia Public Schools	kmartens@mchsi.com	Pending	Approve Deny

Completed Transfer Requests

After responding to the request, the request will move to the **Completed Transfer Requests** table. The status and date the request was fulfilled will be displayed.

Completed Transfer Requests

Student Name	Student USI	Request Date	Requesting LEA	Primary Provider Email Address	Status	Request Fu
Test, Monday 10/22	444	10/22/2012	AppleTree Early Learning Center PCS	newuser@appletree.com	Approved	10/22/2012
Smith, Kate	555	10/25/2012	District of Columbia Public Schools	kmartens@mchsi.com	Approved	10/25/2012

Instructions For Data Entry Into DC CATS

Early Childhood Outcomes Data Entry Overview

Beginning Fall 2012, all Early Childhood Outcomes Data will be collected via DC CATS, OSSE web-based data collection system for SPP/APR data. Assessment results and COS scores will be recorded in DC CATS. The system will be ready for data collection starting November 1st, 2012. Student data entry should be entered within 90 days of the child's entry; OSSE will review entered data in accordance with the submission deadlines as specified in the OSSE Division of Specialized Education Data Calendar.

Student assessment data and COS scores should be entered as soon as possible after the student assessment(s) have been conducted.

Which Data Are Recorded in DC CATS?

Each child who enters into an Early Childhood Special Education program will have data entered into DC CATS using the Entry screens. Children exiting a program will have data entered into DC CATS using the Exit screens.

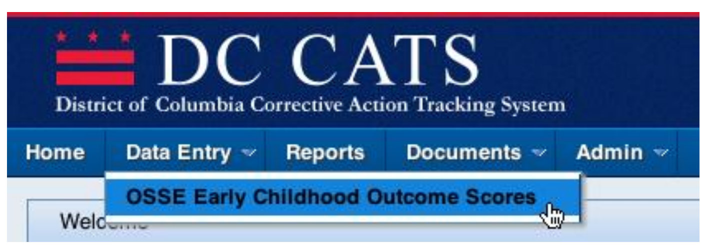
Who completes the COS?

It is recommended that the children's teachers or service providers complete the COS. A training module, developed by OSSE and available to all appropriate personnel, provides more detailed information on the use of the COS and its relationship to the data collection efforts.

Steps in Completing an Early Childhood Outcomes Record

Accessing Data Entry For Early Childhood Outcomes

Access to data entry for Early Childhood Outcomes is found under **Data Entry. NOTE: Each user must have two Data Entry permissions in order to access the Entry/Exit screens.**



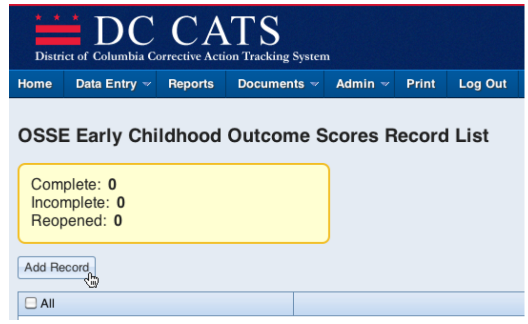
- OSSE Early Childhood Outcome Scores
- OSSE Early Childhood Outcome Exit Scores

Contact your LEA DC CATS Security Administrator if a user cannot access data entry screens. Click on the link **OSSE Early Childhood Outcome Scores,** to access data entry.

Add New Record

As a registered user in DC CATS, each provider will see only the names of his/her student records previously entered into the system. If a student has not been entered, click **Add new record.**

After clicking **Add new record** a new record will open on the screen.



Entry Scores

Open a new record and enter all student demographic, assessment information and COS scores for the student. **Using the criteria identified for each item,** complete all questions. The system will save each response as it is entered. If the record cannot be completed in one sitting, click **Save progress** and return to the record at a later time. When all items have been completed, click **Submit.**

Exit Scores

After submitting a record with all Entry Scores completed, you will have access to a link for the **Exit Scores.** Click on the link to open the student's record and add Exit scores for the student. **Using the criteria identified for each item,** complete all questions.

Demographic information from the Entry Record will populate the Exit Record **EXCEPT for items 10a, 10b, and 10c.** These items must be completed when entering the Exit Scores. After completing the Exit Scores for a student, the record must be submitted by clicking on **Submit**.

Entry and Exit Scores Completed

After completing the Exit Scores for a student and submitting, the record will be displayed in the record list with the status as **Entry and Exit Scores Completed**. Clicking on this link will provide an individual student report (to be added Spring 2013). This report can be printed and placed in the student's file.

Frequently Asked Questions

1. Early Childhood Outcomes Overview	The Early Childhood Special Education Outcomes are a requirement put forth by the Office of Special Education Programs (OSEP) as part of each State's Performance Plan (SPP). There are 20 indicators for the SPP. Indicator 7 requires that each Local Education Agency (LEA) assess all preschoolers (children ages 3-5) with IEPs to determine outcomes in the following areas: 1. Positive social/emotional skills 2. Acquisition and use of knowledge and skills (including early language/communication and early literacy), and 3. Use of appropriate behaviors to meet their needs.
2. Who Must Be Assessed?	All preschoolers (ages 3-5) years old who have been determined eligible for special education and who are receiving services under an IEP must be assessed. This is true regardless of the child's eligibility category or placement. For example, a preschool child with a Speech IEP who is seen twice a week will need to be assessed on all three outcome areas. Likewise, a preschool child with an IEP who has more significant disabilities will also need to be assessed on all three outcome areas. In some Local Education Agency (LEA)s, parents decided to enroll their children in private schools, where in some cases, the IEP is not implemented and instead a service plan is created. In these instances, Local Education Agency (LEA)s are not required to assess those children for entry or exit data.
3. When Are Children Required To Be Assessed?	Typically, children will be assessed at two points. They will be assessed upon entry to preschool special education and at exit from preschool special education (e.g., move to kindergarten, exit special education through re-evaluation, etc.). Entry assessment MUST be conducted on a child within 90 calendar days, either before (if done as part of child find) or after – the child's first day of special education services. Additionally, exit assessment MUST be conducted within 2 months of a child's exit date; for example, at the end of the school year before the child leaves preschool to enter kindergarten. A student must be in the program a minimum of six months for the data to be included in the calculations for the state or Local Education Agency (LEA).
4. Who Conducts the Assessment?	The child's teacher and/or assigned school Local Education Agency (LEA) professional personnel should conduct the assessment(s) at both entry and exit. DC CATS refers to this person as the Primary Service Provider (PSP).

5. What Assessments Can Local Education Agency (LEA)s Use?	The Office of State Special Education (OSSE), along with the assistance of a statewide task force, selected seven preferred assessments to collect these data. If the preferred assessments are not used, text fields to enter up to four other assessments are provided. • The Assessment, Evaluation and Programming System (AEPS) • Ages and Stages Questionnaire (ASQ) • Battelle Developmental Inventory ((BDI) • Bayley • Brigance IED-II • Developmental Assessment of Young Children (DAYC) • Teaching Strategies GOLD Note: The assessment tool used to determine the exit score may be the same as or different from the assessment tool used to determine the entry score. For example, the team may have used the Bayley to determine the child's entry score, but a BDI may be used to determine the exit score.
6. Are Local Education Agency (LEA)s Required To Assess All Three Outcomes Areas As Indicated In IDEA?	Yes. Regardless of the area of delay or eligibility identification, all Local Education Agency (LEA)s must assess all preschool children with IEPs in all three outcome areas at both entry and at exit.
7. What Is Considered "Entry" and "Exit"?	"Entry" is determined to be within 90 calendar days before (if assessment data are collected as part of the child find process) or after a child is receiving a program or service under an IEP. Typically, after a preschool child is determined to be eligible for early childhood special education services, an IEP is developed and then the child is enrolled or "entered" into the preschool program and begins receiving services. The date special education services begin, that is considered the entry date and official entry of that child into the preschool program. "Exit" is determined to be any of the following: Exit from special education at any time prior to kindergarten entry, leaving the Local Education Agency (LEA), or exiting preschool prior to kindergarten entry for any other reason. Exit assessment should be conducted within 60 calendar days) of that child's exit date, as indicated previously. It is possible that a child will leave the preschool program without notice (e.g., moves suddenly). In such instances, Local Education Agency (LEA)s will be able to indicate the reason for the absence of exit data through DC CATS.

8. What If A Child Turns 3 Years Old In The Summer; When Is That Child's Entry Date?	A child's entry date cannot exceed the 90-calendar day entry date window that either precedes or follows the service entry date. For example, if an eligible child turns 3 on July 15, but services will not begin until September 1, then that child's earliest entry date could be August 1 and the latest entry date could be October 1. Remember that the purpose of the EC Outcomes is to determine the effectiveness and impact of the preschool program with regard to the children it serves. Therefore, it is important that the child receives the full benefit of the program services between entry and exit testing. By ensuring that entry and exit dates are as close to dates where services are being administered, the outcomes will have a greater likelihood of reflecting the impact of the preschool program.
9. Can The Child Be Assessed More Frequently Than Upon Entry And Exit?	Yes; in fact, it is recommended. The best way to ensure progress is being made over time is to continuously assess a child's development and adjust instruction in order to meet the child's needs. This continuous, formative assessment will allow teachers to make appropriate lesson plans, adjust curriculum, and provide necessary experiences for students so that they will be provided the best opportunities for school success.
10. How Long Must A Child Receive Special Education Services Before Exit Data Can Be Collected?	OSEP has determined that a minimum of 6 months must occur between the entry and exit data points. For example, if a 4-year old child's entry assessment was conducted on November 30th, then the earliest an Exit assessment can be conducted is May 30th.
11. What If A Child Exits Special Education Before Six Months Of Service?	In such circumstances, the Local Education Agency (LEA) will not have to collect exit data. Entry data will have been collected on this child but exit data is not required and should be noted accordingly in the DC CATS data collection tool. If a child transfers to another Local Education Agency (LEA), this Local Education Agency (LEA) will have the ability to request a transfer of the student's entry data and use these data for the child.
12. Does The Assessment Requirement Only Apply to 3-Year Olds?	No. Entry data must be collected on any preschool child, 3-years, 4-years, or 5-years of age, who has been determined eligible for special education and related services and who has an IEP, regardless of whether they enter special education as a 3-year-old, 4-year-old, or 5-year-old and regardless of placement or types of services provided.

13. What If A Child Enters Preschool Special Education As An Older 4-Year-Old In The Spring?	Entry data must be collected within 90 calendar days of the child's first day of service, regardless of when in the school year the child begins to receive services.
14. What If A Child's Language Is Not English?	OSEP requires Local Education Agency (LEA)s to assess all preschool children with IEPs to determine outcomes for Indicator 7. It is recommended that Local Education Agency (LEA)s work with their selected assessment publisher or publishers to determine what accommodations can be made that do not jeopardize the standardization or impact the validity of the selected assessment(s).
15. What About Children Who Turn 6 Years Old While In The Preschool Program?	Data must be collected on all preschool students who are receiving special education preschool services. In this case, it will be necessary to collect exit assessment data within 2 months of that child's exit date; for example, at the end of the school year before he or she leaves preschool to enter kindergarten.
16. For What Purpose Are The Assessments Used?	The purpose of this assessment process is to collect Local Education Agency (LEA) wide and statewide aggregate data to report to OSEP and to the public to answer three federally required questions about children's progress in special education. The information is about the collective results of the State and individual Local Education Agency (LEA)s and not about an individual child's status. Eventually, the results will be used to evaluate program effectiveness and identify areas for program improvement.
17. When Are Data Reported To OSEP?	Every February, each State must submit an Annual Performance Report (APR) regarding progress against the 2005 State Performance Plan (SPP). For February 2012, the State provided in its APR, both entry and exit data for the children who had exited within the previous year as baseline data. Beginning with the February 2010 submission, each state must have established performance targets for each outcome area, and in the subsequent years, report on progress toward the achievement of those targets.

18. How Do Local Education Agency (LEA)s Report The Data That Has Been Collected?	Local Education Agency (LEA)s report the required data elements to OSSE through a web-based data system called DC CATS. The State has developed this web-based system in order to uniformly collect the specific items required by OSEP. DC CATS is a real time data system and student data can be added at any point in time. Local Education Agency (LEA) representatives will be trained in entering data into DC CATS so that timelines can be met to meet the required OSEP reports. OSSE works with leadership from each Local Education Agency (LEA) to ensure the smooth collection and reporting of assessment outcomes data. The person(s) assigned to enter data will vary from Local Education Agency (LEA) to Local Education Agency (LEA).
19. How Does The State Ensure That The Data Collected From Each Local Education Agency (LEA) Translates Into The OSEP Reporting Requirements?	As with many other states, OSSE has elected to utilize the Child Outcomes Summary (COS) form, developed by the Early Childhood Outcomes (ECO) Center, in order to ensure that all data collected from each Local Education Agency (LEA) are submitted in a reportable format. The ECO Center has developed the COS for summarizing, on a 7-point scale, information related to a child's progress on each of the 3 child outcome areas required by OSEP.
20. Are Local Education Agency (LEA)s Required To Use The Child Outcome Summary (COS) form?	Yes. Each Local Education Agency (LEA) must report their children's COS scores per outcome indicator. Continued training and support are provided by OSSE through collaboration with leadership from each Local Education Agency (LEA). In each Local Education Agency (LEA), points of contact have been trained to understand the requirements and to assist the Local Education Agency (LEA) to meet its obligations relative to this data collection and reporting requirement. OSSE will continue to collaborate with these individuals to ensure that the data collection and reporting process remains effective. To learn who the designated point of contact is for a given Local Education Agency (LEA), please contact the Local Education Agency (LEA) special education director's office.
21. Who Completes The COS?	It is recommended that the children's teachers or service providers complete the COS. A training module, developed by OSSE and available to all appropriate personnel, provides more detailed information on the use of the COS and its relationship to the data collection efforts (DC CATS).

22. When Do Local Education Agency (LEA)s Submit The Data To The State?	DC CATS is a real time data system. Data from student assessments, other sources, and COS scores should be entered as soon as possible after the student assessments have been conducted. Local Education Agency (LEA)s must submit data via DC CATS each school year, which includes the entry data for all "new" children who have entered the Local Education Agency (LEA)'s ECSE system and the exit data for all children who have received services for at least 6 months, **and** who have exited the system. DC CATS will retain all students in the system until an exit record has been submitted for the student. Based on the submission date of the exit record, the student will then be associated with the appropriate school year for reporting purposes. DC CATS has data validations built into the system, which should eliminate most, if not all data entry errors. A Local Education Agency (LEA) may need to submit data for a child who will be exiting the program at the conclusion of the school year. The Local Education Agency (LEA) should collect the exit data for these children and submit it by the deadline specified in the Division of Specialized Education Data Calendar. The 2-month window for exit data collection should account for this consideration
23. Must Local Education Agency (LEA)s Obtain Permission From Parents To Conduct These Assessments?	No. Since all children receiving a program or service under an IEP will be assessed, there is no requirement to obtain parent permission. However, Local Education Agency (LEA)s are encouraged to discuss with as well as provide information to families about the purposes of OSEP's child outcomes data collection.
24. Can Parents Refuse To Have Their Child's Assessment Data Used For Purposes Of OSEP's Outcomes Data Collection?	OSEP indicates that since these data are needed for federal accountability for Part B/619 (ECSE) programs, families cannot refuse to have their children's assessment data included in the aggregate. Again, Local Education Agency (LEA)s are encouraged to share information with families about the purposes of OSEP's child outcomes.