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| **Indicator Seven: Early Childhood Outcomes (ECO)** | |
| **A) Positive social-emotional skills (including social relationships).**  **B) Acquisition and use of knowledge and skills (early language communication and early literacy).**  **C) Use of appropriate behaviors to meet the child’s needs.**  *\*Targets for Summaries 1 and 2 are established by longitudinal data, trends, state and national averages, and input from stakeholder groups.* | |
| **Discuss the resources and services provided to ensure acquisition of age-appropriate preschool skills.** | |
| 1. Describe the staff training on Developmentally Appropriate Practice, teaching practices, and the use of the Tennessee Early Learning Developmental Standards (TN-ELDS) that has taken place for all staff involved in delivering programs and services to preschool children with disabilities. | |
| 2. Describe which of the three state-adopted curricula the LEA is using for the early childhood programs; describe how it is implemented. | |
| 3. Describe how the LEA Early Childhood Outcomes (ECO) data have been examined and how any areas of concern have been addressed. | |
| 4. Describe the process for ensuring ECO information is included in each child’s IEP file. | |
| 5. Describe how IEPs have been checked for the development of appropriate Present Levels of Educational Performance (PLEPs) and Measurable Annual Goals (MAGs). Explain the process for continual improvement. | |
| 6. Describe the entrance and exit ECO determination process used in the LEA. Include information addressing parent participation, tools used (e.g., Child Outcome Summary Form), or anchor instruments used to inform ECO determinations. | |
| 7. Describe the process for training all staff, new staff, kindergarten staff, and related service providers (if appropriate). Explain how frequently the ECO refresher training will be provided. | |
| 8. Describe how the LEA uses ECO and other available data to evaluate program effectiveness. | |
| 9. Describe the training provided to address positive behavioral supports in early childhood settings. | |
| 10. Describe how early childhood staff have been trained on implementing Behavior Intervention Plans (BIPs). | |
| 11. Describe Behavior Intervention Plans (BIPs) and how they are used for preschool students with disabilities. | |
| 12. Describe the technical assistance needs your LEA currently has for Indicator 7. | |
| **Evidence** | |
| Review of selected IEPs  Staff interviews  Review of office referral data  Review of FBA/BIP data | Child Outcome summary (COS) forms  Classroom observations  Review of Behavior Intervention Plans |
| **Department of Education Evaluation/Comments/Best Practices** | |
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