



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Georgia Department of Education

Division for Special Education

FY2016 Data Collection

Preschool Outcome Data

Georgia Department of Education
Twin Towers East
Atlanta, Georgia 30334-5001
Ph. 404-651-9500
Fax 404-651-5006
<http://www.doe.k12.ga.us>

Preschool Outcomes

Indicator Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.
(SPP Indicator 7)

Preschool Outcomes Defined

Three outcomes are considered critical to children becoming active and successful participants across a variety of settings:

Positive social-emotional skills (including social relationships). Making new friends and learning to get along with others is an important accomplishment of the early childhood years. This outcome involves relating to adults, relating to other children, and for older children, following rules related to groups or interacting with others. The outcome includes concepts and behaviors such as attachment/separation/autonomy, expressing emotions and feelings, learning rules and expectations in social situations, and social interactions and social play.

Acquisition and use of knowledge and skills (including early language/communication and early literacy). The knowledge and skills acquired in the early childhood years, such as those related to communication, pre-literacy, and pre-numeracy, provide the foundation for success in kindergarten and the early school years. This outcome involves activities such as thinking, reasoning, remembering, problem solving, number concepts, counting, and understanding the physical and social worlds. It also includes a variety of skills related to language and literacy including vocabulary, phonemic awareness, and letter recognition.

Use of appropriate behaviors to meet their needs. This outcome involves behaviors such as taking care of basic needs, getting from place to place, using tools (such as forks, toothbrushes, and crayons), and, in older children, contributing to their own health, safety, and well-being. It also includes integrating motor skills to complete tasks; taking care of one's self in areas like dressing, feeding, grooming, and toileting; and acting on the world in socially appropriate ways to get what one wants.

Preschool Outcomes Calculation

Outcomes:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

Progress categories for A, B and C:

- a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by (# of preschool children with IEPs assessed)] times 100.

- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = $[(\# \text{ of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = $[(\# \text{ of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = $[(\# \text{ of preschool children who improved functioning to reach a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = $[(\# \text{ of preschool children who maintained functioning at a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.

Summary Statements for Each of the Three Preschool Outcomes:

Summary Statement 1:

Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Measurement for Summary Statement 1:

Percent = $\# \text{ of preschool children reported in progress category (c) plus } \# \text{ of preschool children reported in category (d) divided by } [\# \text{ of preschool children reported in progress category (a) plus } \# \text{ of preschool children reported in progress category (b) plus } \# \text{ of preschool children reported in progress category (c) plus } \# \text{ of preschool children reported in progress category (d)}] \times 100$.

Summary Statement 2:

The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

Measurement for Summary Statement 2:

Percent = $\# \text{ of preschool children reported in progress category (d) plus } \# \text{ of preschool children reported in progress category (e) divided by } [\text{the total } \# \text{ of preschool children reported in progress categories (a) + (b) + (c) + (d) + (e)] \times 100$.

Entering Data for Preschool Outcomes

Enter data in the SE Applications Dashboard

In the MyGADOE Portal click into the SE Application Dashboard

The screenshot shows a vertical navigation menu on the left side of a web application. The menu items are: SES Student Data Collection, SES Providers Online, Task Manager, Message Center, GSEG Home, Security Administration, MSIX Administration, Technology Inventory, SE Applications Dashboard, and TIF Approve. A large red arrow points from the right towards the 'SE Applications Dashboard' link. To the right of the menu, a 'Calendar' widget is visible with tabs for 'Daily', 'Weekly', and 'Monthly'. Below the calendar is a 'Surveys' widget with tabs for 'New (0)', 'Saved (0)', 'Submitted (8)', and 'Approv'.

In the Dashboard select the link beside SE Preschool
[Special Education Applications Dashboard](#)

The screenshot shows the SE Applications Dashboard. At the top, there are two input fields: 'School Year' with the value '2015' and 'District'. Below these is a table with the following columns: Application Name, Application Status, Start Date, Close Date, Submitted By, and Submitted On. A red arrow points to the 'SE Pre School' row.

Application Name	Application Status	Start Date	Close Date	Submitted By	Submitted On
SE Timelines	Submitted	7/31/2015 12:00:00 AM	7/31/2015 12:00:00 AM	John Greene	6/9/2015 9:05:50 AM
SE Pre School	Available for Data Collection	7/31/2015 12:00:00 AM	7/31/2015 12:00:00 AM		
Post Secondary	Submitted	1/9/2015 12:00:00 AM	8/1/2015 12:00:00 AM	John Greene	6/9/2015 10:10:02 AM
SE Continuation of Services	Not Yet Available				
SE PS Transition	Submitted	11/18/2014 12:00:00 AM	2/28/2015 12:00:00 AM	Lu Nations-Miller	1/30/2015 1:30:37 PM

1. Enter Aggregate Data
(If necessary, you should review reporting requirements provided by the Preschool Program Office.)
2. Save Data
(You may save data multiple times and complete data entry in more than session.)
3. Calculate Data
(You must enter valid data in all required fields to successfully calculate your data.)
4. Certify Data (Check Box)
5. Submit Data
(Timely submission is on or before July 31.)

	Positive Social-Emotional skills (Outcome 1)		Acquisition and use of Knowledge and skills (Outcome 2)		Appropriateness of Behavior needs (Outcome 3)
	Enter # of Children	% of Children	Enter # of Children	% of Children	Enter # of Children
a. Percent of infants and toddlers who did not improve functioning	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
b. Percent of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
c. Percent of infants and toddlers who improved functioning to a level near to same-aged peers but did not reach	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
d. Percent of infants and toddlers who improved functioning to reach a level compared to same-aged peers	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
e. Percent of infants and toddlers who maintained functioning to a level compared to same-aged peers	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
TOTAL	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
SUMMARY STATEMENTS					

Reasons for Exiting Preschool

- Child is 6 years of age OR near age 6.
- Child is leaving Preschool and entering Kindergarten. Child has moved out of STATE.
- Child no longer requires special education services. Child is deceased.