Preschool Outcomes: School and District Reporting

SELDA

January 25, 2023

Learning Targets

Participants will be able to…

1. Name the three preschool indicators from SPP/APR
2. Explain how preschool outcomes are measured
3. Describe what happens to the child level data after it is collected
4. Explain how the data can be used at the local level

State Performance Plan/Annual Performance Reports (SPP/APR)

Preschool Only

- Indicator B-6: Early Childhood Environments
- Indicator B-7: Early Childhood Outcomes
- Indicator B-12: Early Childhood Transition

Preschool Included

- Indicator B-4: Suspension and Expulsion
- Indicator B-8: Parent Involvement
- Indicator B-11: Evaluation Timelines
- Indicator B-15: Resolution Settlement Agreements
- Indicator B-16: Mediation Agreement

Indicator 7
Preschool Outcomes

What Are the Three Child Outcomes?

Where Does Your District Stand?

Does your preschool data make you **jump for joy** or is there room for improvement?

Office of Special Education Programs (OSEP) Reporting Requirements for Indicator B-7: Early Childhood Outcomes

States must report the percentage of preschool children with Individualized Education Programs (IEPs) who demonstrate improved:

- Positive social-emotional skills

- Acquisition and use of knowledge and skills

- Use of appropriate behavior to meet needs

Early Childhood Technical Assistance Center

Positive Social-Emotional Skills Outcome 1

- Relating with caregivers

- Attending to other people in a variety of settings

- Interacting with peers

- Participating in social games and communicating with others

- Following social norms and adapting to change in routine

- Expressing own emotions and responding to emotions of others

Acquisition and Use of Knowledge and Skills Outcome 2

- Showing Interest in learning
- Attending to other people in a variety of settings
- Engaging in purposeful play
- Understanding pre-academics and literacy
- Acquiring language to communicate
- Understanding questions asked and directions given

Use of Appropriate Behavior to Meet Needs Outcome 3

- Moving around and manipulating things to meet needs
- Eating and drinking with increasing independence
- Dressing and undressing with increasing independence
- Diapering/toileting and washing with increasing independence
- Communicating needs
- Showing safety awareness

What do you know about Preschool Outcomes? Are you an expert?
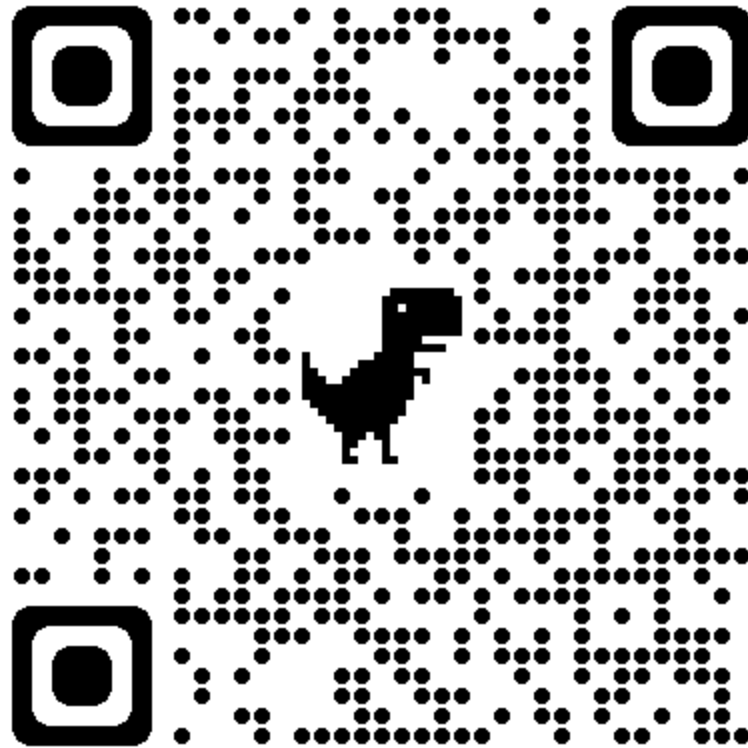
Or go to SLIDO.com and enter Code 3049825

Let's Look at the Child Outcome Summary (COS) Process

- Rating on 7-point scale at entry for each outcome

- Rating on 7-point scale plus progress question at exit for each outcome

- The entry and exit ratings and summary statements are compared to form a developmental trajectory for each child in each of the three outcome areas

- Each "trajectory" leads to an OSEP Progress Category (a-e)

- Progress Categories provide summary data that is required by OSEP and submitted by the states

Child Outcomes Are Functional

- **meaningful** to the child in the context of everyday living

- an integrated series of behaviors or skills that enable the child to achieve important **everyday goals**

Rather than…
- Skill by skill
- A standardized way
- Split by domains

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Help Families Understand Child Outcomes

As we get started, we want to let you know our goal is to help children be successful. To help us know how well we are achieving this goal, we <u>measure children's functioning in three child outcome</u> areas. Working through the process together we'll be asking you about your child's functioning in these three child outcomes. They are….

The Child Outcomes Summary (COS) Process

A **team process** for summarizing information on a child's functioning in each of the three child outcome areas

Child Outcome Summary (COS)

- The <u>COS</u> is a process that provides a common metric for describing children's functioning compared to age expectations in each of the three outcome areas.

- The <u>COS</u> provides a rubric for a **team** to summarize the child's level of functioning using information from **many sources** including assessment tools and parent and provider reports.

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Features of the COS Process

- Uses a **synthesis of information** from multiple sources to describe how a child is functioning

- Relies on **team-based discussio**n and decision-making (families, practitioners, others)

- Uses a **7-point rating** scale to describe the child's functioning across settings and situations relative to age expectations

- Is completed upon program **entry and exit** (at a minimum)
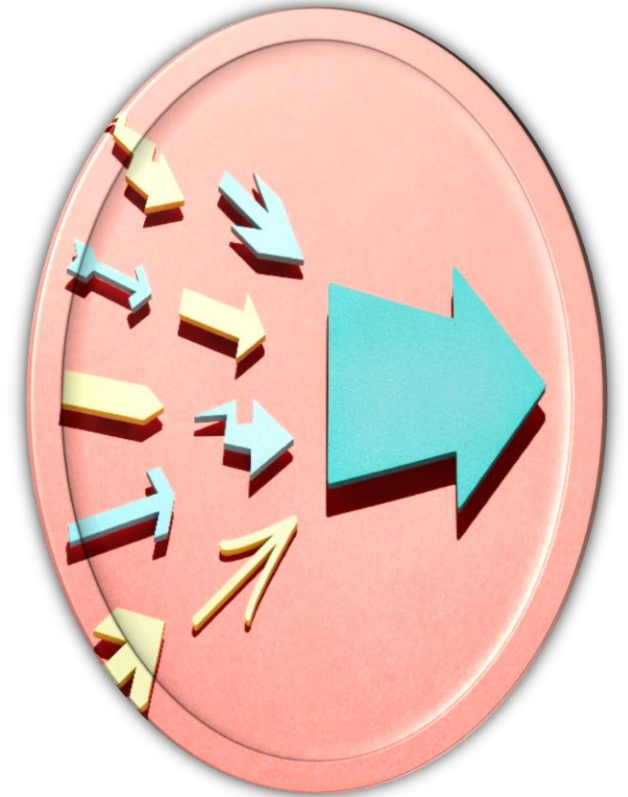
What Information Do Teams Need to Complete the COS Ratings?

One or more members of the team must be able to describe/discuss each of the following:

- The child's functioning across settings and situations
- Age-expectations for children's development and functioning in the general population
- The content of the three child outcomes
- Guidelines for completing the Child Outcomes Summary form
- Appropriate age expectations for child functioning within the child's culture

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What Tools Can Assist Teams in Completing the COS Ratings?

A team should have access to the following forms/tools from the Early Childhood Technical Assistance Center (ECTA) in order to complete the COS Ratings with fidelity:

Child Outcomes Summary Form

Guidance for Completing the Child Outcomes Summary Form
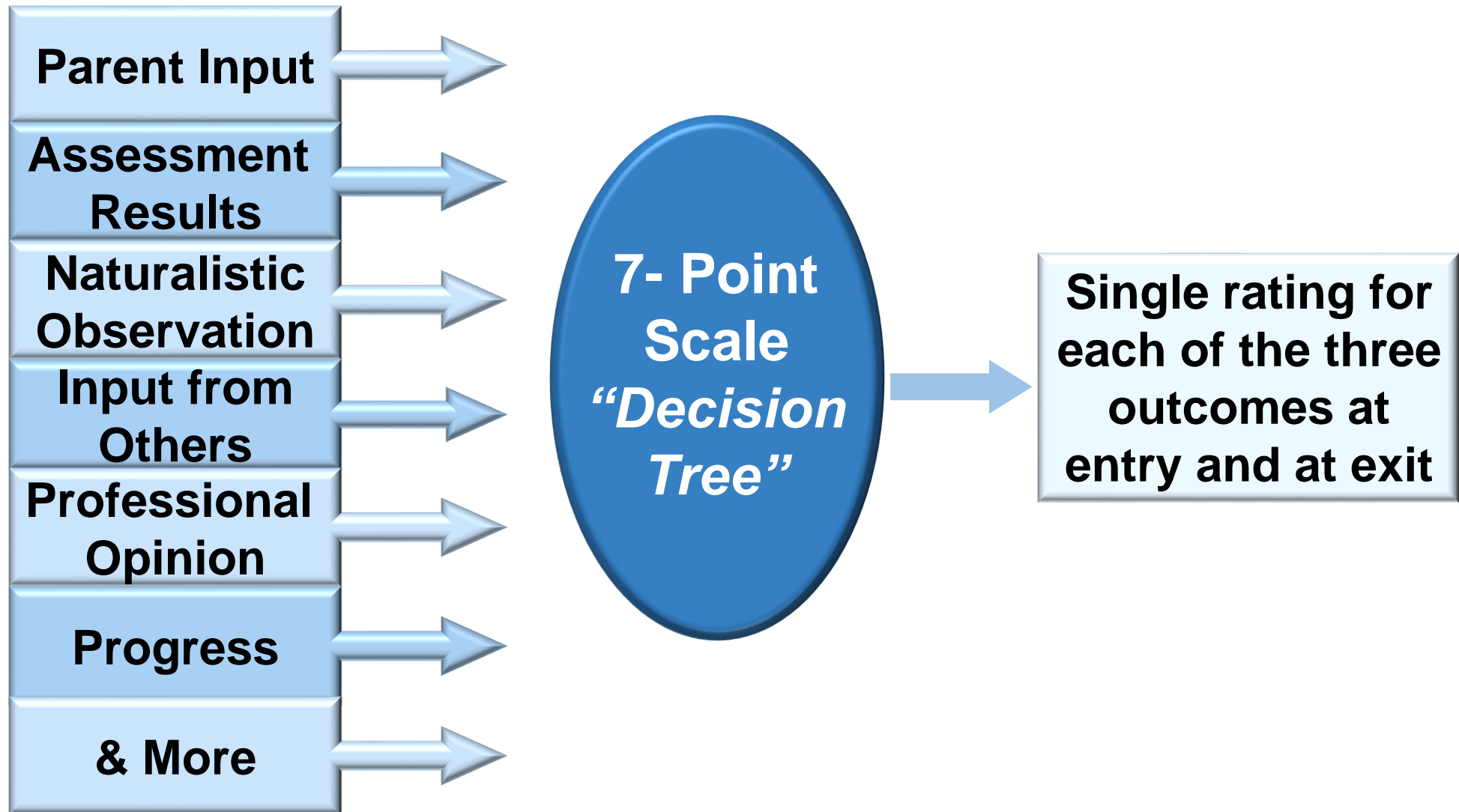
Guidance on Effective Documentation

COS Process Discussion Prompts

7-Point Scale

Decision Tree for Summary Rating Discussions

Understanding Foundational Skills and Immediate Foundational Skills

Instrument Crosswalks

Georgia Early Learning and Development Standards (GELDS)

COS 7-Point Scale		
Overall Age-Appropriate	**7**	• Child shows functioning expected for his or her age in all or almost all everyday situations that are part of the child's life. • No one on the team has concerns about the child's functioning in this outcome area.
	6	• Child's functioning generally is considered appropriate for his or her age, but there are some significant concerns about the child's functioning in this outcome area. • Although age-appropriate, the child's functioning may border on not keeping pace with age expectations.
Overall Not Age-Appropriate	**5**	• Child shows functioning expected for his or her age some of the time and/or in some settings and situations. • Child's functioning is a mix of age-expected and not age-expected behaviors and skills. • Child's functioning might be described as like that of a slightly younger child.
	4	• Child shows occasional age-appropriate functioning across settings and situations. • More functioning is not age-expected than age-expected.
	3	• Child does not yet show functioning expected of a child of his or her age in any situation. • Child uses immediate foundational skills most or all of the time across settings and situations. • Functioning might be described as like that of a younger child.
	2	• Child occasionally uses immediate foundational skills across settings and situations. • More functioning reflects skills that are not immediate foundational than are immediate foundational.
	1	• Child does not yet show functioning expected of a child his or her age in any situation. • Child's functioning does not yet include immediate foundational skills upon which to build age-appropriate functioning. • Child's functioning might be described as like that of a much younger child.

COS 7-Point Scale
Age-Appropriate

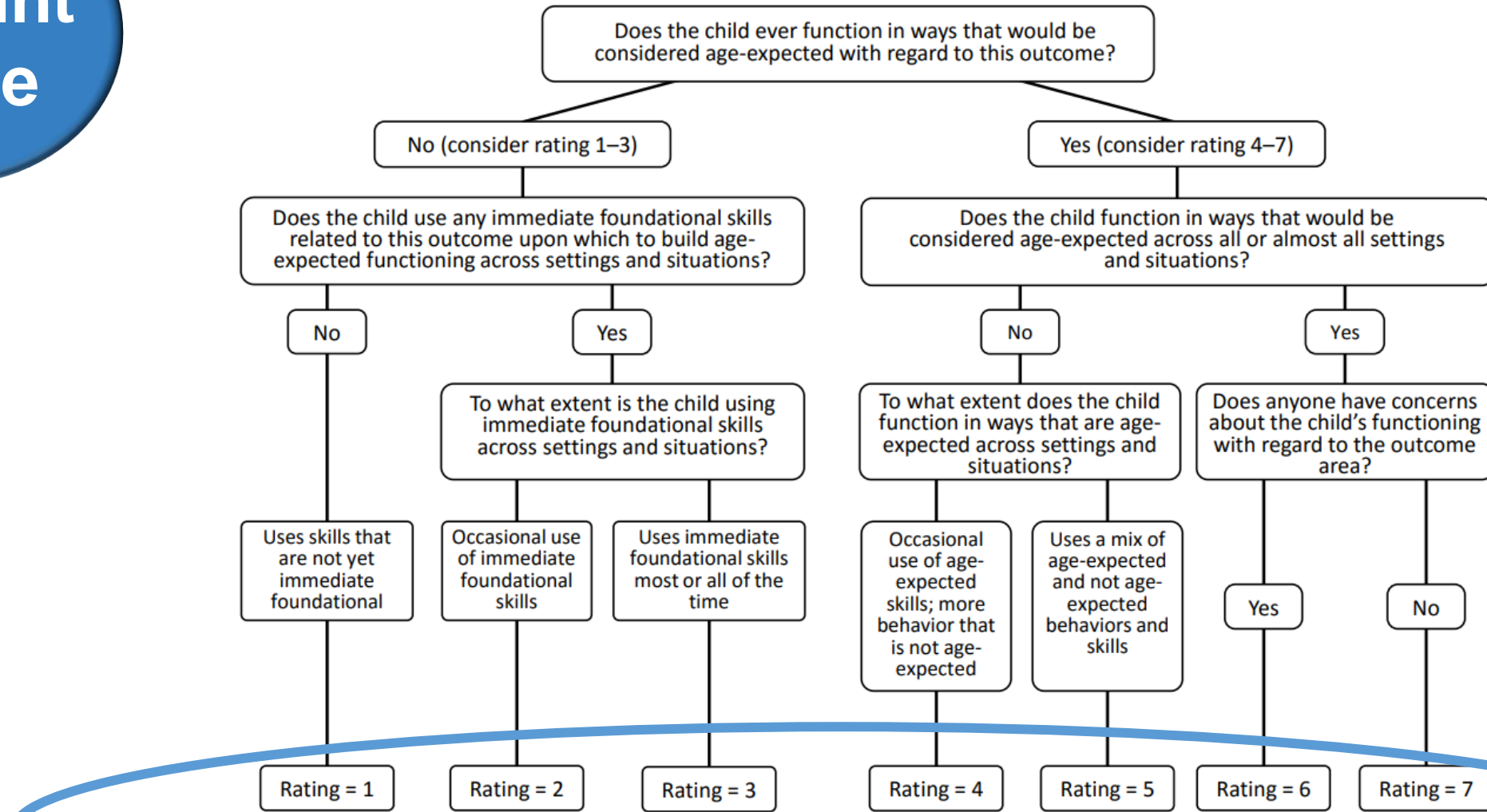| COS 7-Point Scale		
Overall Age-Appropriate	7	• Child shows functioning expected for his or her age in all or almost all everyday situations that are part of the child's life. • No one on the team has concerns about the child's functioning in this outcome area.
	6	• Child's functioning generally is considered appropriate for his or her age, but there are some significant concerns about the child's functioning in this outcome area. • Although age-appropriate, the child's functioning may border on not keeping pace with age expectations.

COS 7-Point Scale Not Age-Appropriate

Overall Not Age-Appropriate	**5**	• Child shows functioning expected for his or her age some of the time and/or in some settings and situations. • Child's functioning is a mix of age-expected and not age-expected behaviors and skills. • Child's functioning might be described as like that of a slightly younger child.
	4	• Child shows occasional age-appropriate functioning across settings and situations. • More functioning is not age-expected than age-expected.
	3	• Child does not yet show functioning expected of a child of his or her age in any situation. • Child uses immediate foundational skills most or all of the time across settings and situations. • Functioning might be described as like that of a younger child.
	2	• Child occasionally uses immediate foundational skills across settings and situations. • More functioning reflects skills that are not immediate foundational than are immediate foundational.
	1	• Child does not yet show functioning expected of a child his or her age in any situation. • Child's functioning does not yet include immediate foundational skills upon which to build age-appropriate functioning. • Child's functioning might be described as like that of a much younger child.

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Decision Tree for Summary Rating Discussions

7- Point Scale

Does the child ever function in ways that would be considered age-expected with regard to this outcome?

No (consider rating 1–3) / Yes (consider rating 4–7)

Does the child use any immediate foundational skills related to this outcome upon which to build age-expected functioning across settings and situations?

- No
- Yes

Does the child function in ways that would be considered age-expected across all or almost all settings and situations?

- No
- Yes

To what extent is the child using immediate foundational skills across settings and situations?

To what extent does the child function in ways that are age-expected across settings and situations?

Does anyone have concerns about the child's functioning with regard to the outcome area?

- Uses skills that are not yet immediate foundational
- Occasional use of immediate foundational skills
- Uses immediate foundational skills most or all of the time
- Occasional use of age-expected skills; more behavior that is not age-expected
- Uses a mix of age-expected and not age-expected behaviors and skills
- Yes
- No

Rating = 1 | Rating = 2 | Rating = 3 | Rating = 4 | Rating = 5 | Rating = 6 | Rating = 7

ECTACenter

Updated 11/12/...
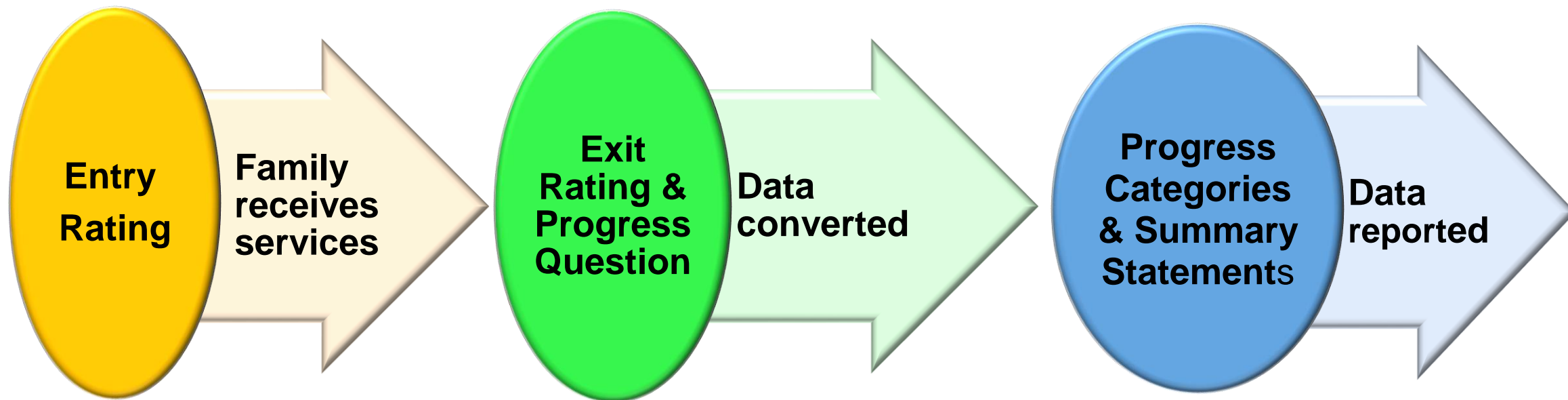
ENTRY RATINGS　　　　　　　　**EXIT RATINGS**　　　　**Has the child shown any new skills or behaviors? YES or NO**

Outcome 1: Positive Social-Emotional Skills (including social relationships)　　**1 - 7**

Outcome 1: Positive Social-Emotional Skills (including social relationships)　　**1 - 7**　　**YES or NO**

Outcome 2: Acquisition and Use of Knowledge and Skills　　**1 - 7**

Outcome 2: Acquisition and Use of Knowledge and Skills　　**1 - 7**　　**YES or NO**

Outcome 3: Use of Appropriate Behaviors to Meet Needs　　**1 - 7**

Outcome 3: Use of Appropriate Behaviors to Meet Needs　　**1 - 7**　　**YES or NO**
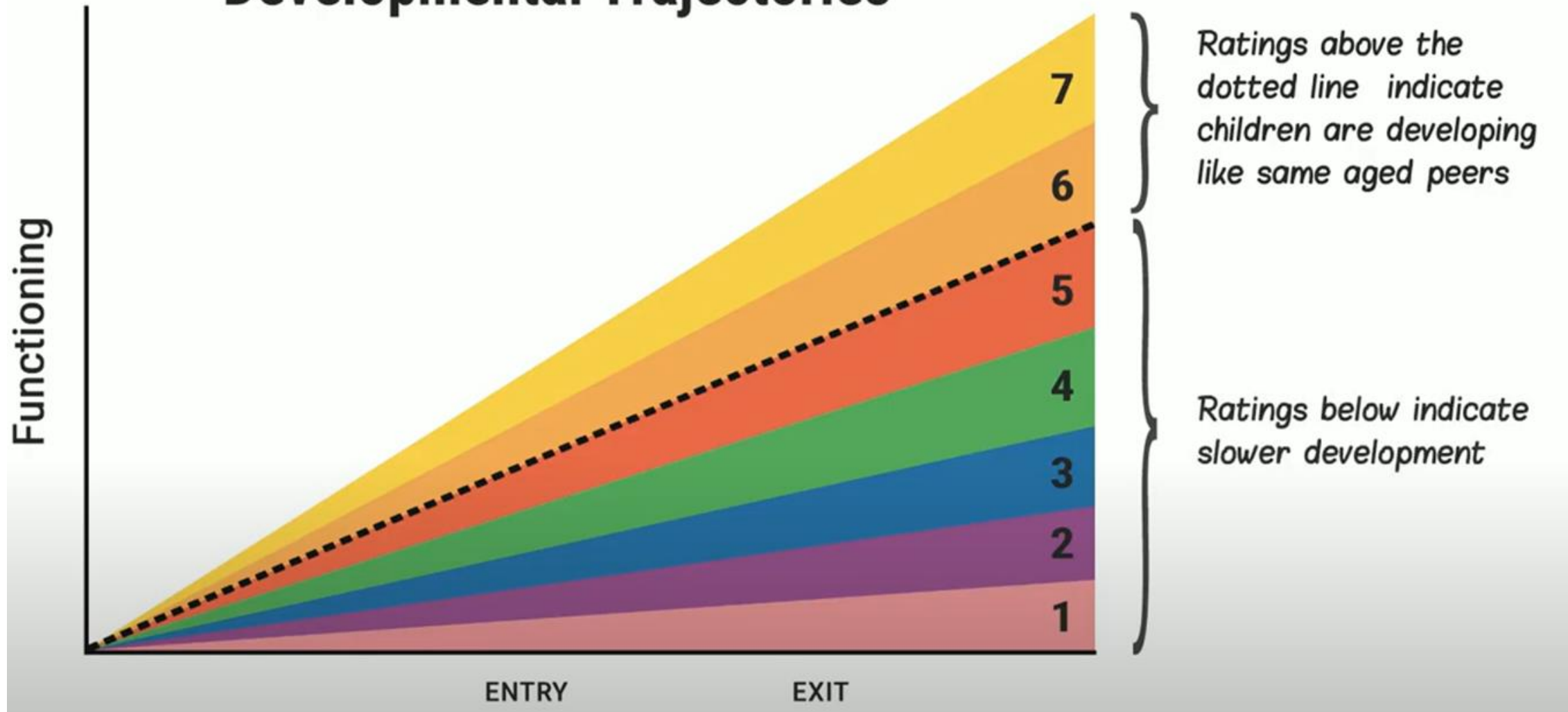
GaDOE
Georgia Department of Education

Child data is complete – What's next?

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Individual Child Data Converted to OSEP Progress Categories

Entry Rating → Family receives services → Exit Rating & Progress Question → Data converted → Progress Categories & Summary Statements → Data reported

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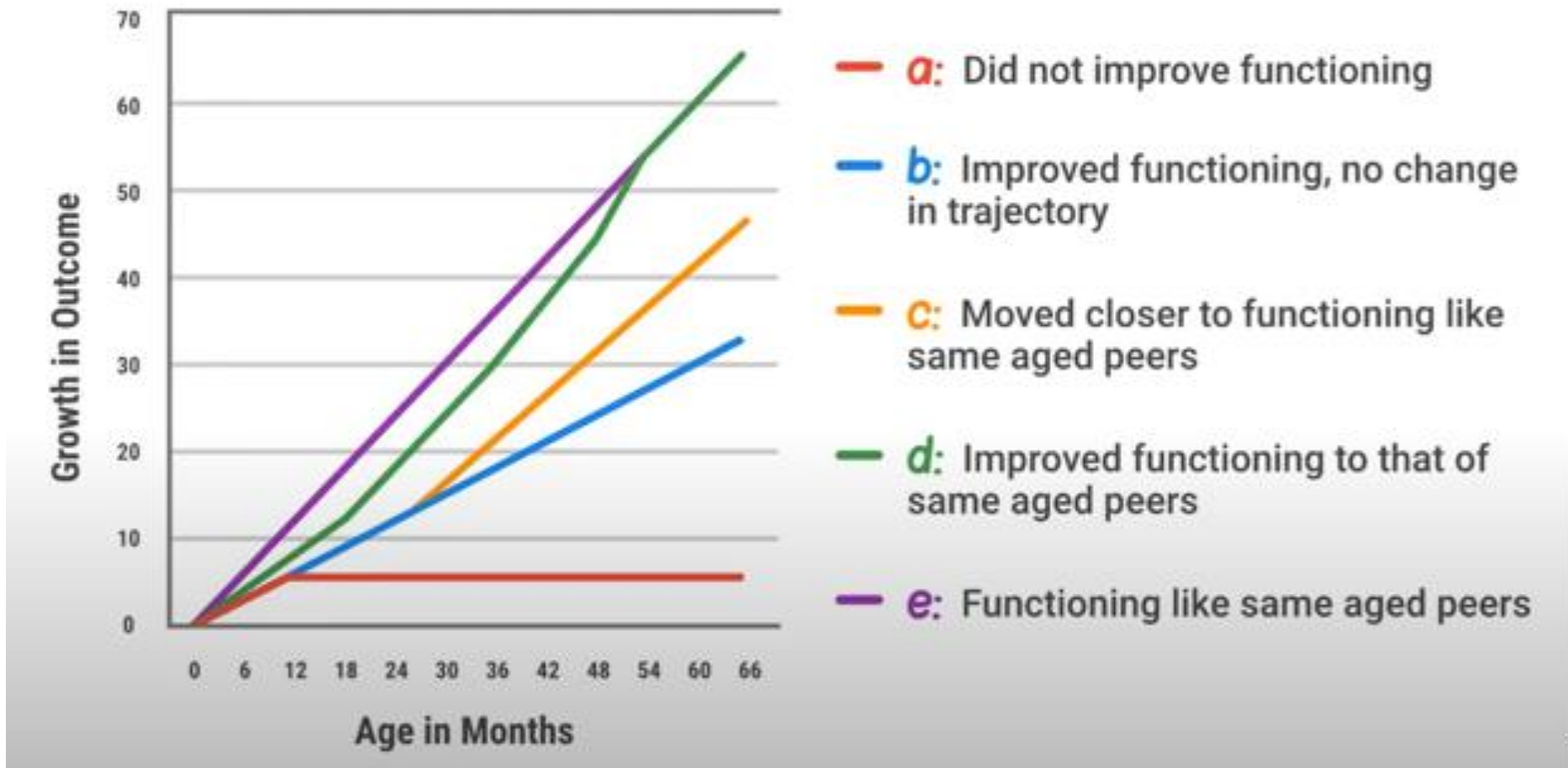
Summary Statements

SS1: Of those children who entered the program below age expectations in each Outcome, % who **substantially increased** their rate of growth by the time they exited the program.

$$(c+d)/(a+b+c+d)$$

SS2: % of children who were functioning **within age expectations** in each Outcome by the time they exited the program.

$$(d+e)/(a+b+c+d+e)$$

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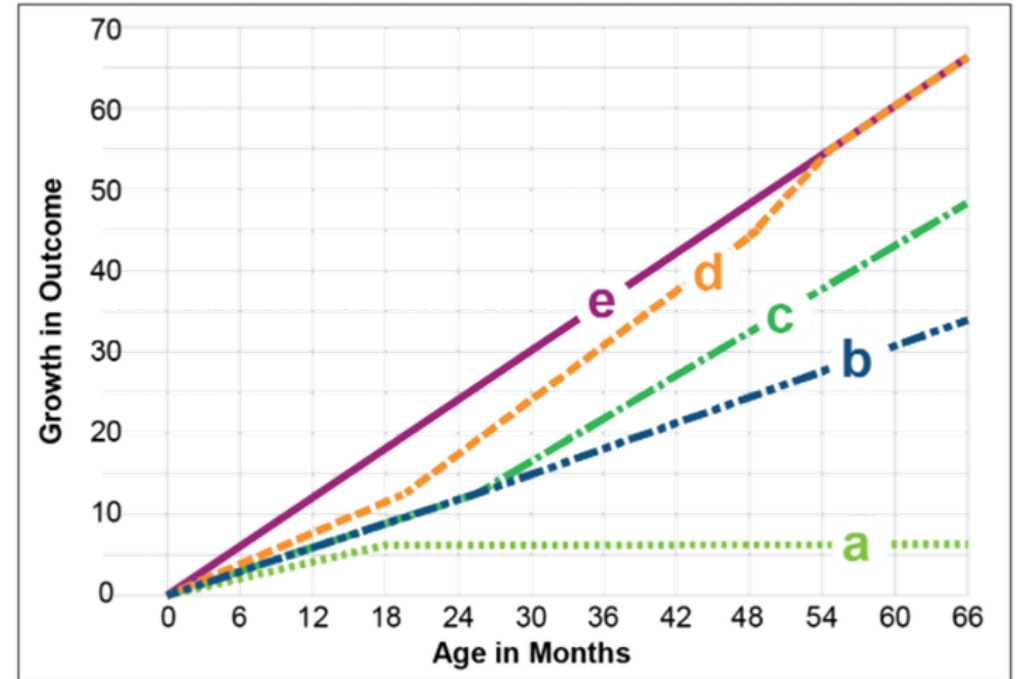
Preschool Special Education

(IDEA Part B, Section 619)

The Individual with Disabilities Education Act (IDEA) Part B Section 619 is intended to help states ensure that all preschool-aged children (3 through 5 years of age) with disabilities receive special education and related services. The Georgia Department of Education is the State Education Agency that is responsible for general supervision and monitoring of this provision. In Georgia, preschool-aged children with disabilities receive their special education and/or related services in their local school districts.

Early Childhood Least Restrictive Environment (LRE) - Indicator 6

Early childhood LRE refers to the Least Restrictive Environment where children receive their special education services.

- Early Childhood Least Restrictive Environment (LRE) - Indicator 6

Early Childhood Outcomes - Indicator 7

Early childhood outcomes for preschool children receiving special education services are reported each year to Office of Special Education Programs (OSEP).

- Early Childhood Outcomes - Indicator 7

Contact Information

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Resources

- NEW - Statewide Preschool Consortia Meeting – November 2021
- NEW - Preschool Special Education School Opening Guidance 9-2021
- Frequently Asked Questions Regarding the Delivery of IDEA Early Childhood Services During the Coronavirus (COVID-19) Pandemic
- Child Outcome Summary Professional Development Resource Overview Webinar
- GELDS Training Administrator Webinar 2-26-2019
- FY24 Pre School Outcomes Template

FY 24 Preschool Outcomes Template

FY23 Revised Preschool Outcome Template, Aligned with Child Outcome Summary

Calculator

Summary Data

Entrance and Exit Data Using 7-Point Scale and Decision Tree

Child Outcome Summary Calculator

http://dasyonline.org/cos-osep-reporting
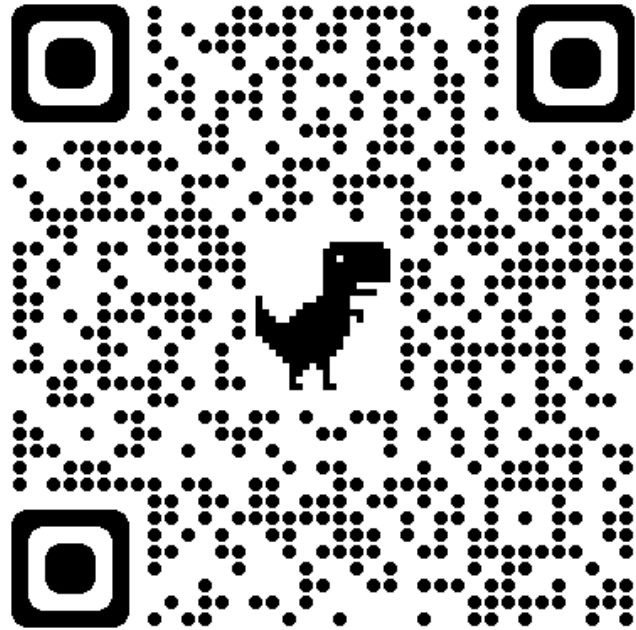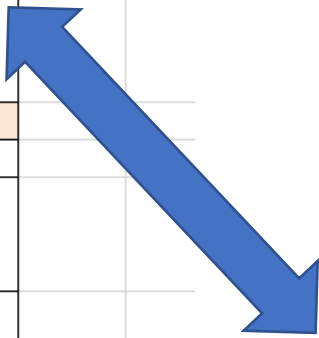
Name That OSEP Category!

Data Summary: Enter this data into the Special Education Preschool Outcome Application in the Dashboard:

Postitive Social Emotional Skills (Outcome 1)	
a.) Percent of children who did not improve functioning	0
b.) Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	0
c.) Percent of children who improved functioning to a level near to same-aged peers but did not reach	0
d.) Percent of children who improved functioning to reach a level compared to same-aged peers	0
e.) Percent of children who maintained functioning to a level compared to same-aged peers	0
Total number of students reported	**0**
Acquisition of Knowledge and Skills (Outcome 2)	
a.) Percent of children who did not improve functioning	0
b.) Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	0
c.) Percent of children who improved functioning to a level near to same-aged peers but did not reach	0
d.) Percent of children who improved functioning to reach a level compared to same-aged peers	0
e.) Percent of children who maintained functioning to a level compared to same-aged peers	0
Total number of students reported	**0**
Appropriate use of Behavior to meet needs (Outcome 3)	
a.) Percent of children who did not improve functioning	0
b.) Percent of children who improved functioning but not	

DATA ENTRY | Summary Data | Directions for data entry | Directions for Portal Entry

Data Summary: Enter this data into the Special Education Preschool Outcomes Application in the Dashboard.
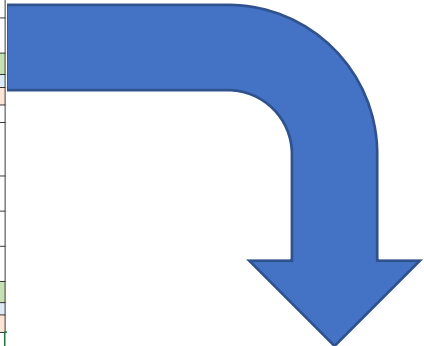
Special Education Applications Dashboard Preschool Outcomes

Data Summary: Enter this data into the Special Education Preschool Outcome Application in the Dashboard:

Postitive Social Emotional Skills (Outcome 1)

a.) Percent of children who did not improve functioning	0
b.) Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	0
c.) Percent of children who improved functioning to a level near to same-aged peers but did not reach	0
d.) Percent of children who improved functioning to reach a level compared to same-aged peers	0
e.) Percent of children who maintained functioning to a level compared to same-aged peers	0
Total number of students reported	**0**

Acquisition of Knowledge and Skills (Outcome 2)

a.) Percent of children who did not improve functioning	0
b.) Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	0
c.) Percent of children who improved functioning to a level near to same-aged peers but did not reach	0
d.) Percent of children who improved functioning to reach a level compared to same-aged peers	0
e.) Percent of children who maintained functioning to a level compared to same-aged peers	0
Total number of students reported	**0**

Appropriate use of Behavior to meet needs (Outcome 3)

a.) Percent of children who did not improve functioning	0
b.) Percent of children who improved functioning but not	

	Positive Social- Emotional skills (Outcome 1)		Acquisition and use of Knowledge and skills (Outcome 2)		Appropriate use of Behavior to meet needs (Outcome 3)	
	Enter # of Children	% of Children	Enter # of Children	% of Children	Enter # of Children	% of Children
a. Percent of children who did not improve functioning	0	0%	0	0%	0	0%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	10	11.76%	4	4.71%	8	9.41%
c. Percent of children who improved functioning to a level near to same-aged peers but did not reach	26	30.59%	25	29.41%	19	22.35%
d. Percent of children who improved functioning to reach a level compared to same-aged peers	24	28.24%	39	45.88%	21	24.71%
e. Percent of children who maintained functioning to a level compared to same-aged peers	25	29.41%	17	20%	37	43.53%
TOTAL	85	100%	85	100%	85	100%

SUMMARY STATEMENTS

1. Of those children who entered the program below age expectations in [outcome], the percent that substantially increased their rate of growth in [outcome] by the time they exited	(c+d) / (a+b+c+d)	83.33%	94.12%	83.33%
2. Percent of children who were functioning with age expectations in [outcome], by the time they exited	(d+e) / (a+b+c+d+e)	57.65%	65.88%	68.24%

http://dasyonline.org/COS-osep-reporting

What Happens to the Data?

Programs
- Collect data in common format on three outcomes
- Report data to the state
- Use data for program improvement

State Agency
- Generates reports for federal reporting
- Uses data for program improvement

US Department of Education Office of Special Education
- Summarizes data to produce a national picture
- Reports data to Congress
- Information informs funding

Programs

States

Federal Government

Final Submission

- Preschool Outcomes are typically due on July 31st. Do not wait until all teachers and support staff are gone for Summer to submit. You may have questions or need support in order to make sure that what you are submitting is accurate.

- Have a colleague review the data prior to submission to eliminate clerical errors.

- Special Education Supports Due Date Calendar

- Preschool Outcomes Directions for Data Submission

Help Families Understand Child Outcomes Measurement

We know that early intervention can improve children's functioning. To help us know how well we are achieving this goal, we <u>measure how all children in our program are doing in the three child outcomes</u>. Together, we'll measure your child's functioning in these outcome areas.

How Should the Preschool Data Be Used?

Child Outcomes Data Uses

- **Measure** child progress as a team as part of the COS process

- **Identify** program strengths and weaknesses for improving program services and delivery

- **Inform** stakeholders, including families, about the effectiveness of the program

- **Provide** information for policymakers to justify future funding of programs

- **Meet** federal government requirements

- **Answer** questions

Quality data are…

Accurate

Consistent
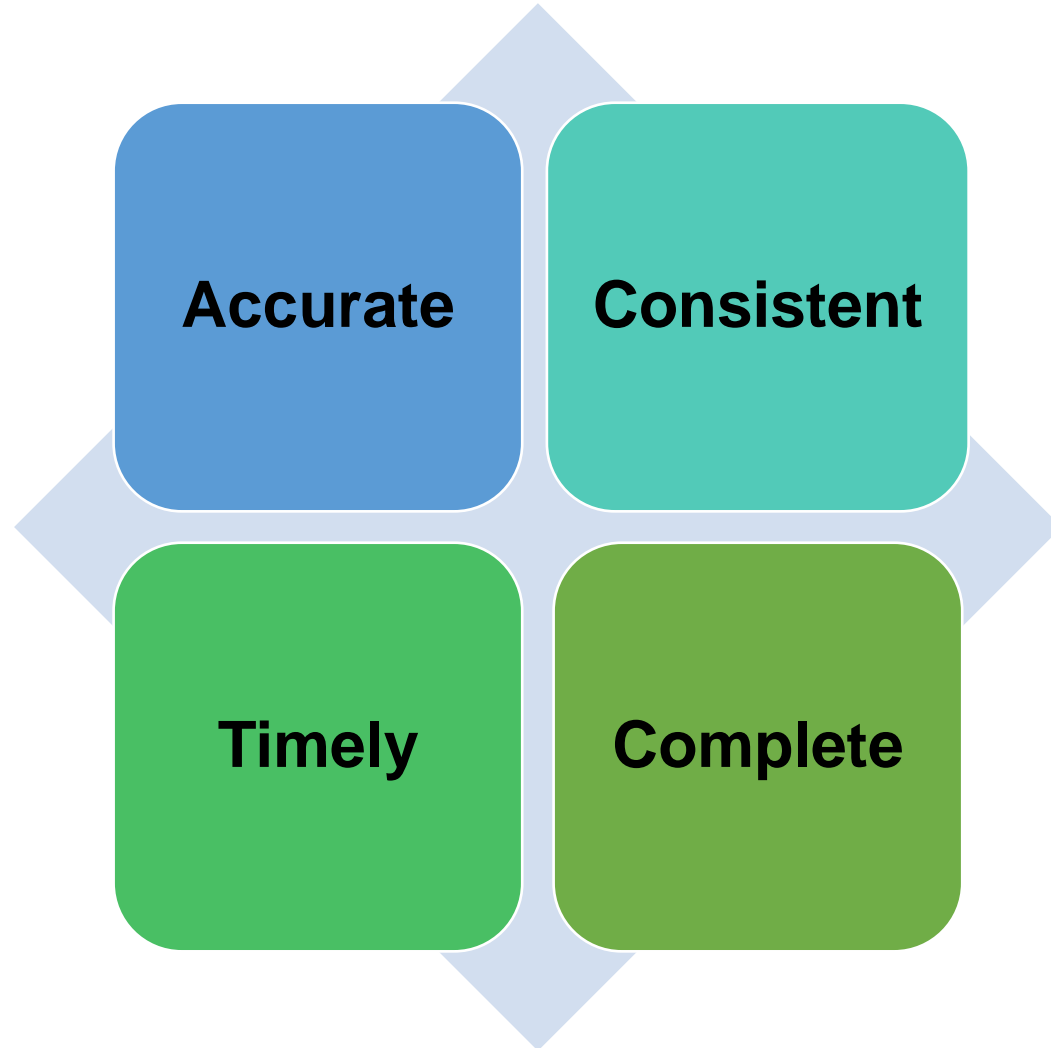
Timely

Complete

Think and Share...

In a few words, describe your district's preschool data.

Quality data are accurate, consistent, timely, and complete.

Question: What do you do if the data are not as good as they should be?

Answer: Continue to improve data collection through ongoing quality assurance

Bottom line: *If you conclude the data are not (yet) valid, they cannot be used for program effectiveness, program improvement, or anything else.*

Professional Learning

Guidance for Professional Learning

- **Build knowledge of the COS Process**
  - Key information about the process leading to consistent, meaningful decision making

- **Develop COS Process Skills**
  - Practice using case studies
  - Peer review

- **Encourage Continuous Improvement of the COS Process**
  - Ongoing training, coaching with feedback to ensure fidelity of the process.

[Early Childhood Technical Assistance Center](#)

Child Outcome Modules

- Modules are in **Georgia Learns**
- Access through SLDS
- Participation can be monitored

COS Process

Understanding and Utilizing the Child Outcomes Summary Process

This online course is designed to prepare early intervention and early childhood special education staff to use the Child...

Enter

TIME REQUIREMENT

- Each session will take approximately 30-45 minutes to complete.
- A session may be completed at one time or worked on gradually.

Language and Literacy in Preschool

Join us for an in-person, day-long workshop designed for teachers, paraprofessionals, and related service providers of preschool students with disabilities. This session will focus on Language & Literacy that incorporates instruction on phonological awareness, concepts of print, and alphabetic knowledge. Information presented will be based on literacy research and how literacy instruction in the early years impacts reading in the elementary school and beyond. Participants will learn to identify a variety of methods for differentiating instruction for all children with a focus on intervention for students with characteristics of dyslexia.

This Best Practices Training, led by staff from Georgia State University's Department of Early Childhood and Elementary Education, provides professional development tools needed to keep Georgia educators at the forefront of current research and field-tested classroom methodology. Each attendee will receive two preschool books with coordinating activities for use in the classroom.

Training will be from 8:30 a.m. to 3:00 p.m. at each location. Seating is limited so register early. Registration information can be found in the Georgia Department of Education Professional Learning Catalog.

January 19, 2024 – Warner Robins
January 25, 2024 – Albany
February 6, 2024 – Dublin
February 9, 2024 – Rome
February 22, 2024 – Black Creek
February 28, 2024 – Dearing
March 7, 2024 – Athens
March 21, 2024 - Atlanta

If you have questions, please contact Barbara Ross at Barbara.ross@doe.k12.ga.us or Lynn Holland at lholland@doe.k12.ga.us

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Resources

- [Early Childhood Technical Assistance Center](#)
- [The Center for IDEA Early Childhood Data Systems (DaSy)](#)
- [Decision Tree for Summary Rating Discussions](#)
- [Child Outcome Summary Professional Development Resource Overview Webinar – GaDOE](#)
- [Georgia Department of Early Care and Learning (DECAL) Bright from the Start](#)

Contact Information

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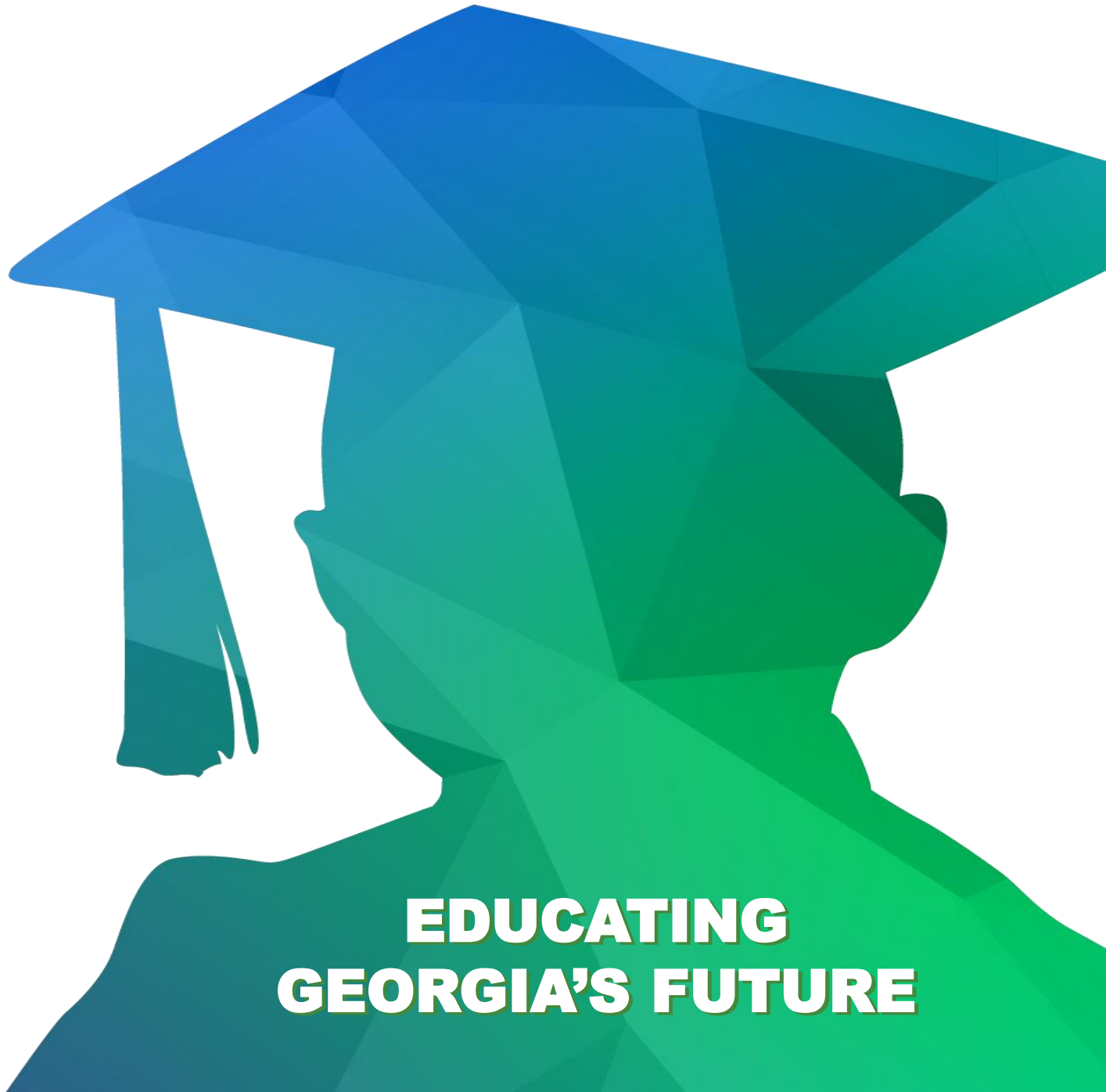
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