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

Georgia Department of Education

Division for Special Education

FY2020 Data Collection

Preschool Outcome Data

Preschool Outcomes
Indicator 7 (SPP/APR)

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.

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 = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by (# 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 = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by (# 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 = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.

e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by (# 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 = # of preschool children reported in progress category (c) plus # of preschool children reported in category (d) divided by [# of preschool children reported in progress category (a) plus # of preschool children reported in progress category (b) plus # of preschool children reported in progress category (c) plus # 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 = # of preschool children reported in progress category (d) plus # of preschool children reported in progress category (e) divided by [the total # of preschool children reported in progress categories (a) + (b) + (c) + (d) + (e)] times 100.

Collecting Preschool Outcome Data

The GADOE collects summary data from each LEA. LEAs are required to collect and maintain student level data. The Special Education Division provides a template for LEAs to use to assist in the collection of these data. Please maintain the data for at least 3 years.

The template is located on the Special Education Services and Supports webpage and can be found at this link: http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Data-Collection-Conference.aspx

Entering Data for Preschool Outcomes

Enter data in the SE Applications Dashboard

In the MyGADOE Portal click into the SE Application Dashboard
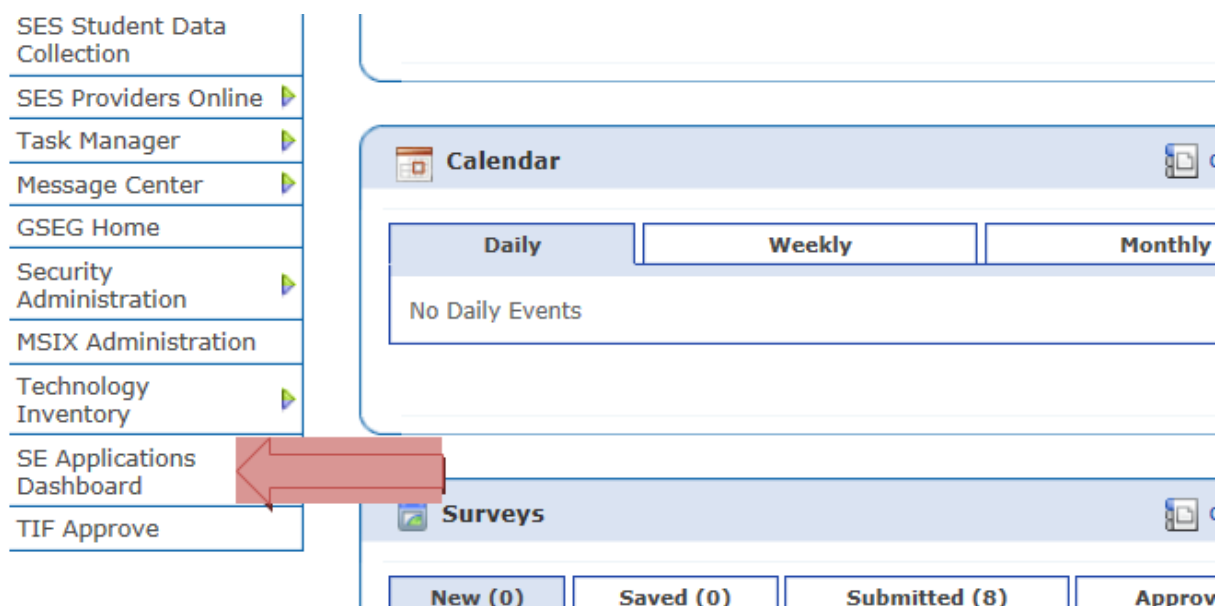
In the Dashboard select the link beside SE Preschool

Special Education Applications Dashboard

School Year:		
District:		

Application Name	Application Status		Close Date	Submitted By	Submitted On
SE Timelines	Submitted		7/31/2015 12:00:00 AM	John Greene	6/9/2015 9:05:50 AM
SE Pre School	Available for Data Collection	8/1/2014 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 Data – the Number of Children for each category a through e for each Outcome. (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) *"I certify the accuracy of this data"*

5. Submit Data, Data may not be submitted prior to May. (Timely submission is on or before July 31.)

	Positive Social-Emotional skills (Outcome 1)		Acquisition and use of Knowledge and skills (Outcome 2)		Appropri Behaviou needs (O
	Enter # of Children	% of Children	Enter # of Children	% of Children	Enter # of Children
a. Percent of infants and toddlers who did not improve functioning					
b. Percent of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers					
c. Percent of infants and toddlers who improved functioning to a level near to same-aged peers but did not reach					
d. Percent of infants and toddlers who improved functioning to reach a level compared to same-aged peers					
e. Percent of infants and toddlers who maintained functioning to a level compared to same-aged peers					
TOTAL					

SUMMARY STATEMENTS

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| | Save | | | Calculate | |

The PreSchool Assessment data has been calculated successfully.

	Positive Social- Emotional skills (Outcome 1)		Acquisition and use of Knowledge and skills (Outcome 2)		Appropriate use of Behaviour 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	5	15.15%	5	15.15%	5	15.15%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	5	15.15%	5	15.15%	5	15.15%
c. Percent of children who improved functioning to a level near to same-aged peers but did not reach	8	24.24%	6	18.18%	10	30.3%
d. Percent of children who improved functioning to reach a level compared to same-aged peers	8	24.24%	9	27.27%	8	24.24%
e. Percent of children who maintained functioning to a level compared to same-aged peers	7	21.21%	8	24.24%	5	15.15%
TOTAL	33	100%	33	100%	33	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)	61.54%	60%	64.29%
2. Percent of children who were functioning with age expectations in [outcome], by the time they exited	(d+e) / (a+b+c+d+e)	45.45%	51.52%	39.39%

The PreSchool Assessment data has been calculated successfully.

| | Save | | | Calculate | |

☐ Assessments: I certify the accuracy of this data.

Reasons for Exiting Preschool and submitting data:

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