Preschool Indicators

SELDA
Outcomes Support for Leadership
February 21, 2023
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
What Are the Three Child Outcomes?
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
Review of the 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
ENTRY RATINGS

Has the child shown any new skills or behaviors? YES or NO

EXIT RATINGS

Has the child shown any new skills or behaviors? YES or NO
Developmental Trajectories

Ratings above the dotted line indicate children are developing like same aged peers.

Ratings below indicate slower development.
OSEP Progress Categories as Developmental Trajectories

- a. Did not improve functioning
- b. Improved in functioning, no change in trajectory
- c. Moved closer to functioning like same-aged peers
- d. Improved functioning to that of same-aged peers
- e. Functioning like same-aged peers
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.

\[
\frac{(c+d)}{(a+b+c+d)}
\]

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

\[
\frac{(d+e)}{(a+b+c+d+e)}
\]
Child data is complete – what's next?
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
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
- FY23 Pre School Outcomes Template
FY23 Revised Preschool Outcome Template, Aligned with Child Outcome Summary

<table>
<thead>
<tr>
<th>District name: FY23: Revised Preschool Outcome Template, Aligned with Child Outcome Summary (COS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry Age</td>
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</tbody>
</table>

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

Calculator
Child Outcome Summary Calculator

http://dasyonline.org/cos-osep-reporting
Data Summary: Enter this data into the Special Education Preschool Outcomes Application in the Dashboard.

<table>
<thead>
<tr>
<th>Positive Social Emotional Skills (Outcome 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.) Percent of children who did not improve functioning</td>
</tr>
<tr>
<td>b.) Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers</td>
</tr>
<tr>
<td>c.) Percent of children who improved functioning to a level near to same-aged peers but did not reach</td>
</tr>
<tr>
<td>d.) Percent of children who improved functioning to reach a level compared to same-aged peers</td>
</tr>
<tr>
<td>e.) Percent of children who maintained functioning to a level compared to same-aged peers</td>
</tr>
<tr>
<td><strong>Total number of students reported</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Acquisition of Knowledge and Skills (Outcome 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.) Percent of children who did not improve functioning</td>
</tr>
<tr>
<td>b.) Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers</td>
</tr>
<tr>
<td>c.) Percent of children who improved functioning to a level near to same-aged peers but did not reach</td>
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<tr>
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</tr>
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<td>e.) Percent of children who maintained functioning to a level compared to same-aged peers</td>
</tr>
<tr>
<td><strong>Total number of students reported</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Appropriate use of Behavior to meet needs (Outcome 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.) Percent of children who did not improve functioning</td>
</tr>
<tr>
<td>b.) Percent of children who improved functioning but not</td>
</tr>
</tbody>
</table>

(Data entry interface shown with highlighted fields for data entry.)
Data Summary: Enter this data into the Special Education Preschool Outcome Application in the Dashboard:

Positive Social-Emotional Skills (Outcome 1):
- Percent of children who did not improve functioning: 0%
- Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers: 0%
- Percent of children who improved functioning to a level near to same-aged peers but did not reach: 0%
- Percent of children who improved functioning to reach a level compared to same-aged peers: 0%
- 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):
- Percent of children who did not improve functioning: 0%
- Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers: 0%
- Percent of children who improved functioning to a level near to same-aged peers but did not reach: 0%
- Percent of children who improved functioning to reach a level compared to same-aged peers: 0%
- 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):
- Percent of children who did not improve functioning: 0%
- Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers: 0%
- Percent of children who improved functioning to a level near to same-aged peers but did not reach: 0%
- Percent of children who improved functioning to reach a level compared to same-aged peers: 0%
- Percent of children who maintained functioning to a level compared to same-aged peers: 0%
- Total number of students reported: 0

### Special Education Applications Dashboard

**Preschool Outcomes**

<table>
<thead>
<tr>
<th>Positive Social-Emotional Skills (Outcome 1)</th>
<th>Acquisition and Use of Knowledge and Skills (Outcome 2)</th>
<th>Appropriate Use of Behavior to Meet Needs (Outcome 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enter # of Children</strong></td>
<td><strong>% of Children</strong></td>
<td><strong>Enter # of Children</strong></td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>--------------------------------------------------------</td>
<td>------------------------------------------------------</td>
</tr>
<tr>
<td>a. Percent of children who did not improve functioning</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers</td>
<td>10</td>
<td>11.76%</td>
</tr>
<tr>
<td>c. Percent of children who improved functioning to a level near to same-aged peers but did not reach</td>
<td>26</td>
<td>30.59%</td>
</tr>
<tr>
<td>d. Percent of children who improved functioning to reach a level compared to same-aged peers</td>
<td>24</td>
<td>28.24%</td>
</tr>
<tr>
<td>e. Percent of children who maintained functioning to a level compared to same-aged peers</td>
<td>26</td>
<td>29.41%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>85</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

### 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
   \[
   \frac{(c+d)}{(a+b+c+d+e)} \times 100 = 83.33\%
   \]
   \[
   \frac{(c+d)}{(a+b+c+d+e)} \times 100 = 83.33\%
   \]

2. Percent of children who were functioning with age expectations in [outcome] by the time they exited
   \[
   \frac{(c+d)}{(a+b+c+d+e)} \times 100 = 57.65\%
   \]
   \[
   \frac{(c+d)}{(a+b+c+d+e)} \times 100 = 65.88\%
   \]
COS Data to OSEP Progress Categories/Summary Statements

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

**Federal Government**

**US Department of Education**
- Office of Special Education
  - Summarizes data to produce a national picture
  - Reports data to Congress
  - Information informs funding
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
Intentional Teaching Practices for Preschool

A few seats remain for the last two sessions. Register today at GaDOE Professional Learning Community

- March 9, 2023  Bibb Professional Learning Center, Macon, GA
- March 16, 2023  Pioneer RESA, Cleveland, GA
Contact Information

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youtube.com/user/GaDOEmedia