Preschool Indicators

Outcome Support for Teachers
SELDI
January 17, 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
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

Early Childhood Technical Assistance Center
Where Does Your District Stand?

Does your preschool data make you **jump for joy** or is there room for improvement?
Positive Social-Emotional Skills
Outcome

• 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

- 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

- 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
Child Outcomes Step by Step Video

*Video used by permission of the Early Childhood Technical Assistance Center and attributed to:

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

Early Childhood Technical Assistance Center
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 measure children’s functioning in three child outcome 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 COS 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 COS 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.

Early Childhood Technical Assistance Center
Features of the COS Process

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

• Relies on **team-based discussion** 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
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)
Parent Input
Assessment Results
Naturalistic Observation
Input from Others
Professional Opinion
Progress
& More

7- Point Scale “Decision Tree”

Single rating for each of the three outcomes at entry and at exit
<table>
<thead>
<tr>
<th>Overall Age-Appropriate</th>
<th>COS 7-Point Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>• Child shows functioning expected for his or her age in all or almost all everyday situations that are part of the child’s life.</td>
</tr>
<tr>
<td></td>
<td>• No one on the team has concerns about the child’s functioning in this outcome area.</td>
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<tr>
<td></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>• 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.</td>
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<tr>
<td></td>
<td>• Although age-appropriate, the child’s functioning may border on not keeping pace with age expectations.</td>
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<tr>
<td></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>• Child shows functioning expected for his or her age some of the time and/or in some settings and situations.</td>
</tr>
<tr>
<td></td>
<td>• Child’s functioning is a mix of age-expected and not age-expected behaviors and skills.</td>
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<tr>
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<td>• Child’s functioning might be described as like that of a slightly younger child.</td>
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<tr>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>• Child shows occasional age-appropriate functioning across settings and situations.</td>
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<tr>
<td></td>
<td>• More functioning is not age-expected than age-expected.</td>
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<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>• Child does not yet show functioning expected of a child of his or her age in any situation.</td>
</tr>
<tr>
<td></td>
<td>• Child uses immediate foundational skills most or all of the time across settings and situations.</td>
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<tr>
<td></td>
<td>• Functioning might be described as like that of a younger child.</td>
</tr>
<tr>
<td></td>
<td>2</td>
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<tr>
<td></td>
<td>• Child occasionally uses immediate foundational skills across settings and situations.</td>
</tr>
<tr>
<td></td>
<td>• More functioning reflects skills that are not immediate foundational than are immediate foundational.</td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>• Child does not yet show functioning expected of a child his or her age in any situation.</td>
</tr>
<tr>
<td></td>
<td>• Child’s functioning does not yet include immediate foundational skills upon which to build age-appropriate functioning.</td>
</tr>
<tr>
<td></td>
<td>• Child’s functioning might be described as like that of a much younger child.</td>
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## COS 7-Point Scale Age-Appropriate

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<td>• Although age-appropriate, the child’s functioning may border on not keeping pace with age expectations.</td>
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*Early Childhood Technical Assistance Center*
## COS 7-Point Scale Not Age-Appropriate

### Overall Not Age-Appropriate

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
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</table>
| 5     | - Child shows functioning expected for his or her age some of the time and/or in some 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. |
Decision Tree for Summary Rating Discussions

1. Does the child ever function in ways that would be considered age-expected with regard to this outcome?
   - Yes (consider rating 4–7)
   - No (consider rating 1–3)

2. Does the child use any immediate foundational skills related to this outcome upon which to build age-expected functioning across settings and situations?
   - Yes
     - To what extent is the child using immediate foundational skills across settings and situations?
       - Uses skills that are not yet immediate foundational: Rating = 1
       - Occasional use of immediate foundational skills: Rating = 2
       - Uses immediate foundational skills most or all of the time: Rating = 3
   - No

3. Does the child function in ways that would be considered age-expected across all or almost all settings and situations?
   - Yes
     - To what extent does the child function in ways that are age-expected across settings and situations?
       - Occasional use of age-expected skills; more behavior that is not age-expected: Rating = 4
       - Uses a mix of age-expected and not age-expected behaviors and skills: Rating = 5
     - Does anyone have concerns about the child’s functioning with regard to the outcome area?
       - Yes
         - Rating = 6
       - No
         - Rating = 7
Has the child shown any new skills or behaviors? YES or NO

<table>
<thead>
<tr>
<th>ENTRY RATINGS</th>
<th>EXIT RATINGS</th>
</tr>
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<tbody>
<tr>
<td><strong>Outcome 1:</strong> Positive Social-Emotional Skills (including social relationships)</td>
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<tr>
<td>1 - 7</td>
<td>1 - 7</td>
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<tr>
<td><strong>Outcome 2:</strong> Acquisition and Use of Knowledge and Skills</td>
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<tr>
<td>1 - 7</td>
<td>1 - 7</td>
</tr>
<tr>
<td><strong>Outcome 3:</strong> Use of Appropriate Behaviors to Meet Needs</td>
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<tr>
<td>1 - 7</td>
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</tbody>
</table>

T Russell
Developmental Trajectories

- Ratings above the dotted line indicate children are developing like same aged peers.
- Ratings below indicate slower development.
Developmental Trajectories

- **a:** Did not improve functioning
- **b:** Improved 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
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 measure how all children in our program are doing in the three child outcomes. Together, we’ll measure your child’s functioning in these outcome areas.
What Happens with the Child Level Data?
Review of the COS Process

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

• Rating on 7-point scale plus summary statements 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 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
Key Questions to Ask About Data Completeness

- What percentage of children in your program are represented in the child outcomes data?
- Does the raw number of children seem accurate?
- Are there missing data?
- Does your data include impossible child outcomes data (e.g., entry of 4 and exit at 5 with “no progress”)?
- Is missing data random or systematic?
- Are completion rates roughly similar across regions, demographic groups…?
Padlet

Use the link in the chat to log into today’s Padlet. In a few words, describe your district’s preschool data.

Remember!

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.
Child Outcome Modules

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

• Each session will take approximately 30-45 minutes to complete.
• A session may be completed at one time or worked on gradually.
Intentional Teaching Practices for Preschool

• In-person training, day-long workshop
• Teachers of preschool students with disabilities
• Developmentally appropriate learning experiences taught for preschool children throughout the day, from greeting children in the morning to story time, small group, and centers
• A variety of methods to make adaptations and differentiate lessons to meet the various needs of the learners
• Teachers actively engaged in learning experiences to take back to their classrooms

Registration Link: [Intentional Teaching Practices for Preschool](#)
Intentional Teaching Practices for Preschool

- January 20, 2023  - Oconee RESA
- January 26, 2023  - Georgia State University
- February 9, 2023  - Georgia State University
- March 9, 2023     - Bibb Professional Learning Center
- March 16, 2023    - Pioneer RESA
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
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