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

Indicator 7- Early Childhood Outcomes

Early Cognitive, Language, and Social Outcomes- Critical to Life
Indicator 7: Preschool Outcomes

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.

(20 U.S.C. 1416 (a)(3)(A))
FACT 1 Ages 3-5 are a Critical Time for Brain Development

90% of a child’s brain development happens before age 5.
Early Childhood Experiences Directly Impacts a Child’s:

- **Cognitive development** – The process by which thinking changes over time.

- **Schemas** – Mental structures or programs that guide a developing child’s thoughts.
FACT 2: Effective Language is Key

WORD GAP BY AGE 3

ON AVERAGE

ECONOMICALLY ADVANTAGED CHILDREN KNOW

1100 WORDS

ECONOMICALLY DISADVANTAGED CHILDREN KNOW

500 WORDS
Why is there a difference?

By the age of 3, high-income children have double the vocabulary of low-income children.
Fact 3 - Developing social/emotional skills is critical for long term positive outcomes
OUTCOMES of SOCIALIZATION DIFFICULTIES
GEORGIA’S PROGRESS IN MEETING SPP/APR TARGETS

INDICATOR 7- PRESCHOOL OUTCOMES
Indicator 7A. Preschool Outcomes: Positive Social-Emotional Skills

This indicator measures preschool children's positive social-emotional skills (including social relationships). It is calculated as two summary statements that examine the percentage of children who improve social-emotional functioning and the percentage of children who function at a level comparable to their same-aged peers. The state anticipates that preschool children's progress outcomes will be distributed across the ranges below.

**a** Expected Range: 0-5%
- Preschool children who did not improve functioning
  - 2%

**b** Expected Range: 5-50%
- Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers
  - 12%

**c** Expected Range: 5-50%
- Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it
  - 31%

**d** Expected Range: 5-50%
- Preschool children who improved functioning to reach a level comparable to same-aged peers
  - 25%

**e** Expected Range: 5-65%
- Preschool children who maintained functioning at a level comparable to same-aged peers
  - 30%
Indicator 7A

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

\[ \frac{(c+d)}{(a+b+c+d)} \]
Indicator 7A

The percent of preschool children who were functioning within age expectations in positive social-emotional skills by the time they turned 6 years of age or exited the program.

\[
\frac{(d+e)}{(a+b+c+d+e)}
\]
<table>
<thead>
<tr>
<th>Positive Social/Emotional Skills</th>
<th>Target</th>
<th>Data</th>
<th>Status</th>
<th>Slippage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</td>
<td>80</td>
<td>80.52</td>
<td>Met Target</td>
<td>No Slippage</td>
</tr>
<tr>
<td>A2. The percent of preschool children who were functioning within age expectations in Outcome A, by the time they turned 6 years of age or exited the program.</td>
<td>62</td>
<td>54.86</td>
<td>Did Not Meet Target</td>
<td>Slippage</td>
</tr>
</tbody>
</table>
Indicator 7B. Preschool Outcomes: Acquisition and Use of Knowledge and Skills

This indicator measures preschool children's acquisition and use of knowledge and skills (including early language/communication). It is calculated as two summary statements that examine the percentage of children who improve knowledge and skills and the percentage of children who function at a level comparable to their same-aged peers. The state anticipates that preschool children's progress outcomes will be distributed across the ranges below.

<table>
<thead>
<tr>
<th>Letter</th>
<th>Description</th>
<th>Expected Range</th>
<th>Actual Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Preschool children who did not improve functioning</td>
<td>0-5%</td>
<td>2%</td>
</tr>
<tr>
<td>b</td>
<td>Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers</td>
<td>5-50%</td>
<td>13%</td>
</tr>
<tr>
<td>c</td>
<td>Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it</td>
<td>5-50%</td>
<td>40%</td>
</tr>
<tr>
<td>d</td>
<td>Preschool children who improved functioning to reach a level comparable to same-aged peers</td>
<td>5-50%</td>
<td>32%</td>
</tr>
<tr>
<td>e</td>
<td>Preschool children who maintained functioning at a level comparable to same-aged peers</td>
<td>5-65%</td>
<td>13%</td>
</tr>
</tbody>
</table>
Of those preschool children who entered or exited the preschool program below age expectations in the acquisition and use of knowledge and skills, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

\[(c+d)/(a+b+c+d)\]
The percent of preschool children who were functioning within age expectations in the acquisition and use of knowledge and skills by the time they turned 6 years of age or exited the program.

\[
\frac{(d+e)}{(a+b+c+d+e)}
\]
<table>
<thead>
<tr>
<th>Acquisition and use of knowledge and skills</th>
<th>Target</th>
<th>Data</th>
<th>Status</th>
<th>Slippage</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</td>
<td>82</td>
<td>82.16</td>
<td>Met Target</td>
<td>No Slippage</td>
</tr>
<tr>
<td>B2. The percent of preschool children who were functioning within age expectations in Outcome B, by the time they turned 6 years of age or exited the program.</td>
<td>45</td>
<td>44.34</td>
<td>Did Not Meet Target</td>
<td>No Slippage</td>
</tr>
</tbody>
</table>
**Indicator 7C. Preschool Outcomes: Use of Appropriate Behaviors to Meet Their Needs**

This indicator measures preschool children's use of appropriate behaviors to meet their needs. It is calculated as two summary statements that examine the percentage of children who improve the use of appropriate behaviors to meet their needs and the percentage of children who function at a level comparable to their same-aged peers. The state anticipates that preschool children's progress outcomes will be distributed across the ranges below.

<table>
<thead>
<tr>
<th>Letter</th>
<th>Expected Range</th>
<th>Preschool children</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>0-5%</td>
<td>did not improve functioning</td>
</tr>
<tr>
<td>b</td>
<td>5-50%</td>
<td>improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers</td>
</tr>
<tr>
<td>c</td>
<td>5-50%</td>
<td>improved functioning to a level nearer to same-aged peers but did not reach it</td>
</tr>
<tr>
<td>d</td>
<td>5-50%</td>
<td>improved functioning to reach a level comparable to same-aged peers</td>
</tr>
<tr>
<td>e</td>
<td>5-65%</td>
<td>maintained functioning at a level nearer to same-aged peers</td>
</tr>
</tbody>
</table>
Indicator 7C

Of those preschool children who entered or exited the preschool program below age expectations in the use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 

\[
\frac{(c+d)}{(a+b+c+d)}
\]
Indicator 7C

The percent of preschool children who were functioning within age expectations in the use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.

\[
\frac{(d+e)}{(a+b+c+d+e)}
\]
Use of appropriate behaviors to meet their need

<table>
<thead>
<tr>
<th>Target Data Status Slippage</th>
<th>C1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</th>
<th>80</th>
<th>80.08</th>
<th>Met Target</th>
<th>No Slippage</th>
</tr>
</thead>
<tbody>
<tr>
<td>C2. The percent of preschool children who were functioning within age expectations in Outcome C, by the time they turned 6 years of age or exited the program.</td>
<td>72</td>
<td>65.01</td>
<td>Did Not Meet Target</td>
<td>Slippage</td>
<td></td>
</tr>
</tbody>
</table>
Preschool Outcomes - Acquisition and Use of Knowledge and Skills

B1 Target

B2 Target
Preschool Outcomes - Use of Appropriate Behaviors to Meet Needs

- C1
- C1 Target
- C2
- C2 Target


- 2013: C1 = 77.38, C2 = 71.49
- 2014: C1 = 81.27, C2 = 70.91
- 2015: C1 = 80.43, C2 = 74.85
- 2016: C1 = 81.58, C2 = 71.04
- 2017: C1 = 78.55, C2 = 71.04
- 2018: C1 = 79.74, C2 = 71.68
- 2019: C1 = 80.56, C2 = 65.01

C1 Target: 80.08
C2 Target: 80
Indicator 7 Early Childhood Outcomes- Mixed results with all growth goals met! However, fewer children with disabilities reached age expectation levels.

Students were not in school from the middle of March through the end of the school year. As a result, early childhood outcomes were adversely impacted.

Teachers did not have an opportunity to directly observe students for over 2 months, which made it difficult to determine the full capabilities of the students.