

VR 15 – Preschool Outcomes Report for 2013-14 School Year

(Children who received preschool special education services for at least six months, and left preschool special education sometime during the 2013-14 school year)

This report displays your school district's data on the functional level of preschool children on the Early Childhood Outcomes Summary Form (COSF) in the three early childhood outcome areas upon initial evaluation for preschool special education services and upon exit from preschool special education. Children's functional level is reported for children who received at least six months of preschool special education before leaving preschool special education sometime during the 2013-14 school year (July 1, 2013 to June 30, 2014). The early childhood outcome areas are: positive social emotional skills; acquisition of knowledge and skills; and use of appropriate behaviors to meet their needs. The data elements that are displayed in this report were submitted to the repository using the State Assessment Fact template. The COSF was defined as a test group and the three early childhood outcome areas were defined as subjects. Each child received a rating from Level 1 to 7 on the COSF in each early childhood outcome area at entry into preschool special education and at exit from preschool special education. Also, at exit, the answer to the question, did the child learn at least one new skill since entering preschool special education was answered and a yes or no was recorded for each early childhood outcome area. In Tables 1-3, the numbers of children are displayed in the cells according to their functional level upon entering preschool and their functional level upon exit from preschool. The answer to the question determines in which cell a child is reported if the child's level remained at Level 1 or declined to a lower level upon exit compared to entry. In Table 4, preschool children are summarized according to the amount of progress they make between entry in and exit from preschool special education. Also, below Table 4, two summary statements are provided for your information. These summary statements will be used to set State targets and to determine school districts performance against State targets. In addition to the Assessment Fact template, the following templates (or tables) are also used: Student_Lite (Student Demographics); and School_Enroll (Enrollment). Students with the following records are **included** in this report:

Enrollment Records:

- Enrollment record between July 1, 2013 and June 30, 2014 with reason for beginning enrollment code 0011 or 5905 ; **and**
- Building of Enrollment code is a valid code in SEDREF; **and**

Assessment Scores on the following Assessment Measure Standard Descriptions:

- COSF: Entry Level Social Emotional; **and**
- COSF: Exit Level Social Emotional ; **and**
- COSF: Progress Social Emotional*; **and**
- COSF: Entry Level Knowledge and Skills; **and**
- COSF: Exit Level Knowledge and Skills; **and**
- COSF: Progress Knowledge and Skills*; **and**
- COSF: Entry Level Behaviors; **and**
- COSF: Exit Level Behaviors; **and**
- COSF: Progress Behaviors*.

*COSF Progress in any subject area is reported only if Assessment Score at entry and exit is 1 or if Assessment Score at Exit is lower than at Entry (for Assessment Scores less than 6 at exit).

This report includes a listing of students who are **included** in the report, which are those students that meet the above criteria and a listing of students who are **excluded** from the report, which are those students that meet some of the above criteria but not all (including students with some missing records). School districts should use these lists to verify the accuracy of data submitted for each student. The reports with aggregate numbers provide the results the State will use in all Statewide and district level aggregations for reporting and analysis.

There are no reasonability checks for this report, this year.

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In Tables 1-3 below, the cell that represents the intersection of child's Assessment Score (Performance on Rating Scale) at entry and exit on the Child Outcomes Summary Form contains a letter indicating the progress category (A-E) in which the student is reported in Table 4 below. The no and yes next to the letters in Tables 1-3 indicate the response to the question, did the child learn at least one new skill between entry and exit from preschool special education? For example, if a child has an Assessment Score (Performance on Rating Scale) of level 3 at entry and a level 2 at exit, but the answer to the question, did the child learn at least one new skill is a yes, the child is reported in progress category B in Table 4 below. These tables were constructed based on a calculator posted at the National Early Childhood Technical Assistance Center website at:

<http://www.fpg.unc.edu/~eco/pages/outcomes.cfm#CalculatingProgress>.

Table 1: Positive Social Emotional Skills								
	Performance on Rating Scale	What was the Child's Functional Rating on Child Outcomes Summary Form at Exit from Preschool Special Education?						
		1	2	3	4	5	6	7
What was the Child's Functional Rating on Child Outcomes Summary Form at Entry into Preschool Special Education?	1	A (no)	C	C	C	C	D	D
		B (yes)						
	2	A (no)	B	C	C	C	D	D
		B (yes)						
	3	A (no)	A (no)	B	C	C	D	D
		B (yes)	B (yes)					
	4	A (no)	A (no)	A (no)	B	C	D	D
		B (yes)	B (yes)	B (yes)				
	5	A (no)	A (no)	A (no)	A (no)	B	D	D
		B (yes)	B (yes)	B (yes)	B (yes)			
	6	A (no)	A (no)	A (no)	A (no)	A (no)	E	E
		B (yes)	B (yes)	B (yes)	B (yes)	B (yes)		
	7	A (no)	A (no)	A (no)	A (no)	A (no)	E	E
		B (yes)	B (yes)	B (yes)	B (yes)	B (yes)		

Table 2: Acquisition of Knowledge and Skills

	Performance on Rating Scale	What was the Child's Functional Rating on Child Outcomes Summary Form at Exit from Preschool Special Education?						
		1	2	3	4	5	6	7
What was the Child's Functional Rating on Child Outcomes Summary Form at Entry into Preschool Special Education?	1	A (no)	C	C	C	C	D	D
		B (yes)						
	2	A (no)	B	C	C	C	D	D
		B (yes)						
	3	A (no)	A (no)	B	C	C	D	D
		B (yes)	B (yes)					
	4	A (no)	A (no)	A (no)	B	C	D	D
		B (yes)	B (yes)	B (yes)				
	5	A (no)	A (no)	A (no)	A (no)	B	D	D
		B (yes)	B (yes)	B (yes)	B (yes)			
	6	A (no)	A (no)	A (no)	A (no)	A (no)	E	E
		B (yes)	B (yes)	B (yes)	B (yes)	B (yes)		
	7	A (no)	A (no)	A (no)	A (no)	A (no)	E	E
		B (yes)	B (yes)	B (yes)	B (yes)	B (yes)		

Table 3: Use of Appropriate Behaviors to Meet Their Needs

	Performance on Rating Scale	What was the Child's Functional Rating on Child Outcomes Summary Form at Exit from Preschool Special Education?						
		1	2	3	4	5	6	7
What was the Child's Functional Rating on Child Outcomes Summary Form at Entry into Preschool Special Education?	1	A (no)	C	C	C	C	D	D
		B (yes)						
	2	A (no)	B	C	C	C	D	D
		B (yes)						
	3	A (no)	A (no)	B	C	C	D	D
		B (yes)	B (yes)					
	4	A (no)	A (no)	A (no)	B	C	D	D
		B (yes)	B (yes)	B (yes)				
	5	A (no)	A (no)	A (no)	A (no)	B	D	D
		B (yes)	B (yes)	B (yes)	B (yes)			
	6	A (no)	A (no)	A (no)	A (no)	A (no)	E	E
		B (yes)	B (yes)	B (yes)	B (yes)	B (yes)		
	7	A (no)	A (no)	A (no)	A (no)	A (no)	E	E
		B (yes)	B (yes)	B (yes)	B (yes)	B (yes)		

Table 4: Number of Preschool Children by the Amount of Progress in Each Early Childhood Outcome Area

In the above three tables, the cell that represents the intersection of child’s entry and exit score on the rating scale of the Child Outcomes Summary Form contains a letter indicating the progress category (A-E) in which the student is reported in the table below. The no and yes next to the letters in the above tables indicate the response to the question, did the child learn at least one new skill between entry and exit from preschool special education? For example, if a child has a rating of level 3 at entry and a level 2 at exit, but the answer to the question, did the child learn at least one new skill is a yes, the child is reported in progress category B in the table below. These tables were constructed based on using a calculator posted at the National Early Childhood Technical Assistance Center website at:

<http://www.fpg.unc.edu/~eco/pages/outcomes.cfm#CalculatingProgress>

Table 4: Number of Preschool Children by the Amount of Progress in Each Early Childhood Outcome Area						
Preschool Outcome Area	Progress Reporting Category					
	A	B	C	D	E	F
	The number of children who did not improve functioning.	The number of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers.	The number of children who improved functioning to a level nearer to same-aged peers but did not reach it.	The number of children who improved functioning to reach a level comparable to same-aged peers.	The number of children who maintained functioning at a level comparable to same-aged peers.	Total Number of Preschool Children
1. Positive social emotional skills						
2. Acquisition of knowledge and skills						
3. Use of appropriate behaviors to meet their needs						

Table 5: Summary Statements of Progress of Preschool Children with Disabilities

The table below provides data in a summary format according to how the State will report early childhood outcomes data in the Annual Performance Reports and in the Special Education School District Data Profiles.

Table 5: Summary Statements of Progress of Preschool Children with Disabilities						
Preschool Outcome Area	Summary Statements					
	Summary Statement #1: Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they exited the program. Formula using letters from Table 4: $(C+D)/(A+B+C+D)*100$			Summary Statement #2: The percent of preschool children who were functioning within age expectations by the time they exited the program. Formula using letters from Table 4: $(D+E)/(A+B+C+D+E)*100$		
	C+D	A+B+C+D	Percent	D+E	A+B+C+D+E	Percent
1. Positive social emotional skills						
2. Acquisition of knowledge and skills						
3. Use of appropriate behaviors to meet their needs						