VR 15 – Preschool Outcomes Report for 2017-18 School Year

(Children who received preschool special education services for at least six months, and left preschool special education sometime during the 2017-18 school year)

To view the description of the report including SIRS codes please <u>click here</u>.

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	1: Positiv	ve Social I	Emotiona	l Skills				
	Performance on Rating	What was the Child's Functional Rating on Child Outcomes Summary Form at Exit from Preschool Special Education?								
	Scale	1	2	3	4	5	6	7		
70 -	1	A (no)	С	C	C	C	D	D		
omes tion?	1	B (yes)								
What was the Child's Functional Rating on Child Outcomes Summary Form at Entry into Preschool Special Education?	2	A (no)	В	C	C	C	D	D		
Child Sial E	4	B (yes)								
g on (Spec	3	A (no)	A (no)	В	С	C	D	D		
tating chool		B (yes)	B (yes)							
nal R Pres	4	A (no)	A (no)	A (no)	В	С	D	D		
nctio ' into		B (yes)	B (yes)	B (yes)						
's Fu Entry	5	A (no)	A (no)	A (no)	A (no)	В	D	D		
Child n at]		B (yes)	B (yes)	B (yes)	B (yes)					
the (For	6	A (no)	A (no)	A (no)	A (no)	A (no)	Е	E		
t was mary	U	B (yes)	B (yes)	B (yes)	B (yes)	B (yes)				
What Sumi	7	A (no)	A (no)	A (no)	A (no)	A (no)	E	E		
	7	B (yes)	B (yes)	B (yes)	B (yes)	B (yes)				

Table 2: Acquisition of Knowledge and Skills									
	Performance on Rating	What was the Child's Functional Rating on Child Outcomes Summary Form at Exit from Preschool Special Education?							
	Scale	1	2	3	4	5	6	7	
omes ion?	1	A (no) B (yes)	C	C	С	C	D	D	
hild Outc ial Educat	2	A (no) B (yes)	В	C	С	C	D	D	
tting on C hool Speci	3	A (no) B (yes)	A (no) B (yes)	В	С	C	D	D	
What was the Child's Functional Rating on Child Outcomes Summary Form at Entry into Preschool Special Education?	4	A (no) B (yes)	A (no) B (yes)	A (no) B (yes)	В	C	D	D	
hild's Fur a at Entry	5	A (no) B (yes)	A (no) B (yes)	A (no) B (yes)	A (no) B (yes)	B	D	D	
was the C nary Form	6	A (no) B (yes)	A (no) B (yes)	A (no) B (yes)	A (no) B (yes)	A (no) B (yes)	E	E	
What Sumn	7	A (no) B (yes)	A (no) B (yes)	A (no) B (yes)	A (no) B (yes)	A (no) B (yes)	E	Е	

	Table 3: Use of Appropriate Behaviors to Meet Their Needs Performance What was the Child's Functional Bating on Child Outcomes Summary									
	on Rating	What was the Child's Functional Rating on Child Outcomes Summary Form at Exit from Preschool Special Education?								
	Scale	1	2	3	4	5	6	7		
n?	1	A (no)	С	C	C	С	D	D		
utcon catio	1	B (yes)								
What was the Child's Functional Rating on Child Outcomes Summary Form at Entry into Preschool Special Education?	2	A (no)	В	C	C	C	D	D		
Chil ecial	2	B (yes)								
ig on ol Sp	3	A (no)	A (no)	В	C	C	D	D		
katin schoo		B (yes)	B (yes)							
nal I Pre	4	A (no)	A (no)	A (no)	В	C	D	D		
nctio into		B (yes)	B (yes)	B (yes)						
s Fu Intry	5	A (no)	A (no)	A (no)	A (no)	В	D	D		
hild' 1 at E		B (yes)	B (yes)	B (yes)	B (yes)					
he C Form	6	A (no)	A (no)	A (no)	A (no)	A (no)	E	E		
vas t ary I		B (yes)	B (yes)	B (yes)	B (yes)	B (yes)				
hat v umm	7	A (no)	A (no)	A (no)	A (no)	A (no)	Е	E		
M Su		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										
	Progress Reporting Category									
	Α	В	С	D	E	F				
Preschool Outcome Area	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 <u>Annual Performance Reports</u> and in the <u>Special Education School</u> <u>District Data Profiles</u>.

Table 5: Summary Statements of Progress of Preschool Children with Disabilities										
Preschool Outcome Area	Summary Statements									
	children who en below age expe substantially in the time they ex	ement #1: Of the netered the prescher ctations, the perc creased their rate kited the program letters from Ta C+D)*100	ool program cent who of growth by	 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										