



**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 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>

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

**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](#).

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