

Verification Report 15
Preschool Outcomes Report for 2022-23 School Year
(Children who received preschool special education services for at least six months and left preschool special education sometime during the 2022-23 school year)

About this Report

This report displays data regarding the performance ratings of children who received at least six months of preschool special education services at any time when they were between the ages of three and five and exited preschool special education during the school year. The data shows the outcomes of students assessed upon entry and then again upon exit using the Early Childhood Outcomes Summary Form (COSF) in three early childhood outcome areas:

- positive social emotional skills;
- acquisition of knowledge and skills; and
- use of appropriate behaviors to meet their needs upon entry and then upon exit from preschool special education.

The data elements displayed in this report were submitted to the Student Information Repository System (SIRS) using the State Assessment Fact template. The COSF is defined as a test group and the three early childhood outcome areas are defined as subjects. Each child receives 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, a determination is made as to whether the child learned at least one new skill since entering preschool special education for each early childhood outcome area. In Tables 1-3, the numbers of children are displayed in the cells according to their performance level upon entering preschool and their performance level upon exit from preschool. The text of 'yes' and 'no' corresponds to the answer to the question of whether or not the child learned at least one new skill since entering preschool special education. In Table 4, preschool children are summarized according to how much progress they made between entry in and exit from preschool special education. Table 5 contains summary data that is used to report early childhood outcomes data in the [SPP/APR](#) and on data.nysed.gov.

Students with the following records are included in the report:

- Enrollment record between July 1, 2022 and June 30, 2023 with reason for beginning enrollment code 0011 or 5905
- Building of Enrollment code that is valid in SEDREF
- Assessment Scores on the following Assessment Measure Standard Descriptions:
 - COSF: Entry Level Social Emotional
 - COSF: Exit Level Social Emotional
 - COSF: Progress Social Emotional*
 - COSF: Entry Level Knowledge and Skills
 - COSF: Exit Level Knowledge and Skills
 - COSF: Progress Knowledge and Skills*
 - COSF: Entry Level Behaviors
 - COSF: Exit Level Behaviors
 - COSF: Progress Behaviors*

In Tables 1-3 below, the cell that represents the score intersection of each child's performance level at entry and exit on the Child Outcomes Summary Form contains a letter that indicates the progress categories A-E in which the student is reported in Table 4 below.

These tables were constructed based on a calculator posted at the Center for IDEA Early Childhood Data Center website: <http://dasyonline.org/cos-osep-reporting>. You can also find additional information and an explanatory video on how the child outcome summary form data is converted to summary categories at this website.

* The 'no' and 'yes' next to the letters in Tables 1-3 indicate whether the child did or did not learn at least one new skill between Entry and Exit from preschool special education. The 'yes' and 'no' are only included in score intersections where the Entry and Exit score are both Level 1 or the Performance Levels of 1, 2, 3, 4, or 5 at Exit are lower than the performance level at Entry. For example, if a child has a Performance Level 3 at

Entry and a Level 2 at Exit, but did learn at least one new skill, the child is reported in Table 4 in progress category B - Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers.

Directions

1. Review the data to verify that this report represents all children who received at least six months of preschool special education services at any time when they were between the ages of three and five and exited preschool special education during the school year. Click on the number in each cell to see the list of included students. You can also view and download the list of included students from the main menu in PD System by navigating to "EOY Reports," then VR15, then choosing "Inclusion EOY Reports VR15."
2. Review the list of potential students under "Potential EOY Reports VR15" to verify that these students do not meet the criteria to be included.
3. If data in this report is inaccurate and needs to be revised, please submit the revised data to your Regional Information Center (RIC) or, for large cities, to the state data warehouse prior to the certification due date. Check with your RIC on their deadline for submitting data to ensure that the data is refreshed in PD by the certification due date. The RIC deadline will be in the week prior to the certification due date. **Revised data must be submitted in time to be refreshed in PD prior to the certification due date. Data will be locked in PD after the certification due date.**
4. Certify the data as accurate after you have reviewed the data and made any necessary corrections.

Template of Data Display for VR15

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

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
Positive social emotional skills						
Acquisition of knowledge and skills						
Use of appropriate behaviors to meet their needs						

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
Positive social emotional skills						
Acquisition of knowledge and skills						
Use of appropriate behaviors to meet their needs						