



Exceptional Student Services

Preschool Outcomes

Data Submissions into AzEDS

Technical Assistance Manual ESS Data Management

Revised June 2023

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Introduction

The Individuals with Disabilities Education Act (IDEA) requires state education agencies (SEAs) to implement monitoring, technical assistance, and enforcement that relies upon data in various domains. One domain is special education information for preschool students with disabilities and outcomes achieved in three different areas upon exiting preschool. In the state of Arizona, the Arizona Department of Education (ADE) recognizes student enrollment for students with disabilities between ages three and five years old and who have an individualized education program (IEP).

Preschool Outcome Data Requirement: Why Does the Department Collect This Data?

20 U.S.C. 1416

The Office of Special Education Programs (OSEP) requires SEAs to calculate the percentage 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)
- C. Use of appropriate behaviors to meet their needs.

Exceptional Student Services (ESS) calculates data submissions and provides the information annually to OSEP as part of Arizona's State Performance Plan/Annual Performance Report (SPP/APR). OSEP utilizes indicator 7 to measure special education preschool outcomes for the state of Arizona.

Outcome Rating Scores

Definitions for Child Outcomes Summary (COS) Ratings

PEAs submit a rating score between 1 and 7. Arizona PEAs can utilize formal assessment tools for preschool students, but all PEAs must provide the information into AzEDS using the COS rating scale. The COS ratings and the process were developed by federal technical assistance centers. The COS ratings earmark students at a point relative to what is expected for their age. Three examples are provided below:

| Overall Age-Expected | |
|--------------------------|---|
| Rating | Definition |
| 7 | <ul style="list-style-type: none">• Child shows functioning expected for his or her age in all or almost all everyday situations that are part of the child's life.• No one on the team has concerns about the child's functioning in this outcome area. |
| 6 | <ul style="list-style-type: none">• Child's functioning generally is considered age-expected, but there are some significant concerns about the child's functioning in this outcome area.• Although age-expected, the child's functioning may border on not keeping pace with age expectations. |
| Overall Not Age-Expected | |
| Rating | Definition |
| 5 | <ul style="list-style-type: none">• Child shows functioning expected for his or her age some of the time or in some settings and situations.• Child uses a mix of skills with more that are age-expected than not age-expected across settings and situations in this outcome area.• Child's functioning might be described as like that of a slightly younger child. |

PEA data submission staff should coordinate with their special education departments to identify the scores that were generated for each of these students. Special education staff can work with ADE's Early Childhood Special Education team for additional technical assistance on the COS process.

Two Summary Statements are generated by the department to reflect the percentage of children in each outcome area that either substantially increased their growth rate upon exiting the program or were functioning within age expectations by the time they exited the program. Data submitted by the PEA to the ADE for all preschool-aged children enrolled will be used to calculate the Summary Statements.

Progress Calculations

OMB NO: 1820-0624

The SEA is required to collect information on a child's functioning in each of the three child outcome areas. Public education agency (PEA) student data submitted into AzEDS determines how children will be calculated for federal data submissions for preschool outcomes. Preschool students must meet the following criteria to be included in the calculation for determining preschool outcomes:

- Students must have exited preschool special education or aged out of preschool
 - a. Students who ended one school year and never returned the following year are also included in the calculation as exited preschool special education
- Students must have received special education services for more than six months during the age span of three through five years
 - a. The time span is calculated cumulatively across every PEA the child attended
 - b. Example: PEA A provides four months, and PEA B provides three months of special education services, respectively; the student would be included in the federal calculation

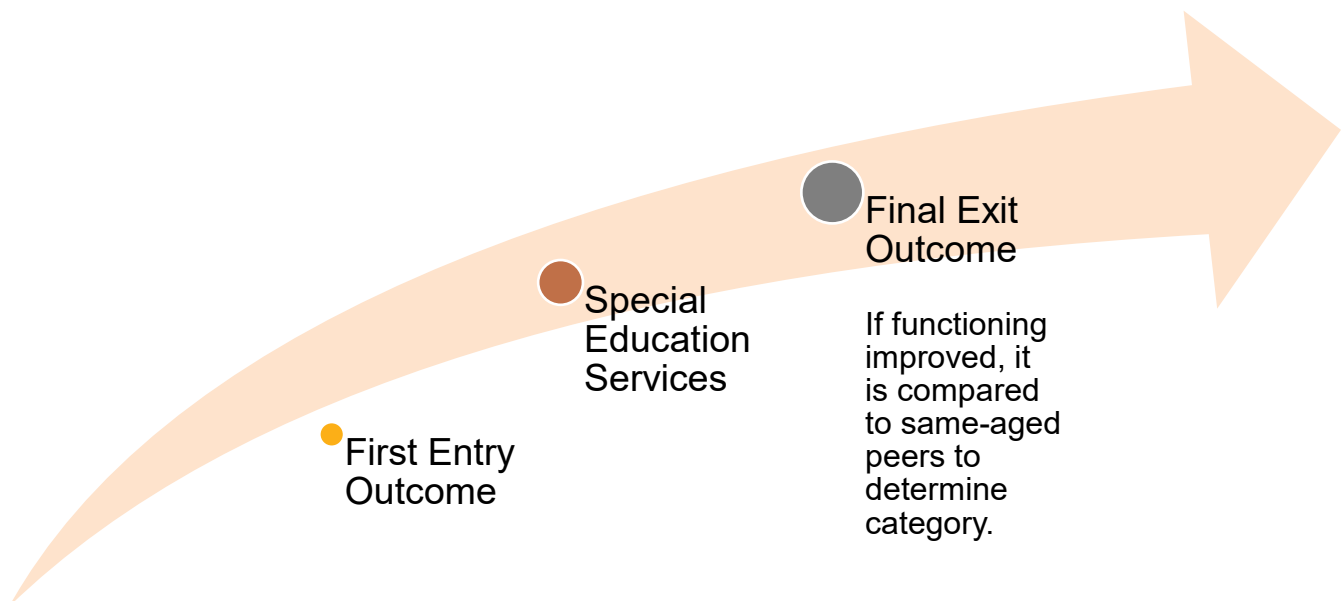
To meet the calculation requirements, every PEA providing special education services for preschool-aged students must have accurate enrollment information. Beginning in fiscal year 2024, PEAs will also be required to provide outcome rating scores representing the beginning and end of a special education program. The department can then calculate the required measurement from the data submitted within the student's special education preschool programs throughout the state.

Measurement Calculation

OMB NO: 1820-0624

Based upon the preschool outcome information submitted by PEAs, the SEA will calculate the progress for the preschool student from entry into preschool special education to when the student exited preschool special education. The results will be calculated and represented by one of the following categories:

- a. Preschool child who did not improve functioning
- b. Preschool child who improved functioning but not sufficient to move nearer to functioning comparably to same-aged peers
- c. Preschool child who improved functioning to a level nearer to same-aged peers but did not reach it
- d. Preschool child who improved functioning to reach a level comparable to same-aged peers
- e. Preschool child who maintained functioning at a level comparable to same-aged peers



The data submitted in the rubrics referenced in [the technical section of this document](#) allows the SEA to calculate which category a student is within.

References

For more information on the procedural components, programmatic guidance, or other preschool educational aspects work, readers are encouraged to explore the following resources:

- [Early Childhood Special Education within ADE](#)
- [State Performance Plans/Annual Performance Reports \(SPP/APR\)](#)
- [Early Childhood Technical Assistance Center](#)

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AzEDS Data Transactions

The preschool outcomes data model is an extension of special education programs. Students who do not have special education data transactions cannot provide this information to AzEDS. Since AzEDS is the ADE's student accountability system, an initiative to have all required federal and state data collections will be moved into AzEDS.

Data Elements

The transactions for preschool outcomes must be joined to special education program data for preschool students with disabilities. Each program requires a start and end date. The data is technically organized into three different sections:

- Assessment Period
 - Data that provides whether the assessment is during the entry or exit of a program
- Assessment Category
 - Data that indicates which area is being assessed
 - A. Positive social-emotional skills (including social relationships)
 - B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy)
 - C. Use of appropriate behaviors to meet their needs
- Assessment Outcomes Summary
 - Data that indicates the outcome score (one to seven) during the time period and respective category
 1. Overall not age appropriate: Does not yet show functioning expected in any situation; does not show immediate foundational skills in any situation
 2. Overall not age appropriate: Occasionally uses immediate foundational skills across settings and situations
 3. Overall not age appropriate: Uses immediate foundational skills most or all of the time across settings and situations
 4. Overall not age appropriate: Shows occasional age-appropriate functioning across settings and situations
 5. Overall not age appropriate: Shows functioning expected for their age some of the time and/or in some settings and situations
 6. Age appropriate: Functioning generally is considered appropriate for their age, but there are some significant concerns about the child's functioning in this outcome area

7. Age appropriate: Shows functioning expected for their age in all or almost all everyday situations that are part of the child's life

- Progress Made
 - This field indicates whether progress is made when the student exits preschool; this value is required for final calculation in select scenarios when a student's initial entry outcome matches their final exit outcome.

Special education and data submission staff should work with the PEA's student information system (SIS) vendors to ensure that they provide these options under the user interface. For fiscal year 2024, SIS vendors must have these data elements available for submission to maintain certification with the department. The data elements are submitted with each component existing once in a link generally. For example, a transaction would have the following for a student exiting preschool with a category and the associated score.

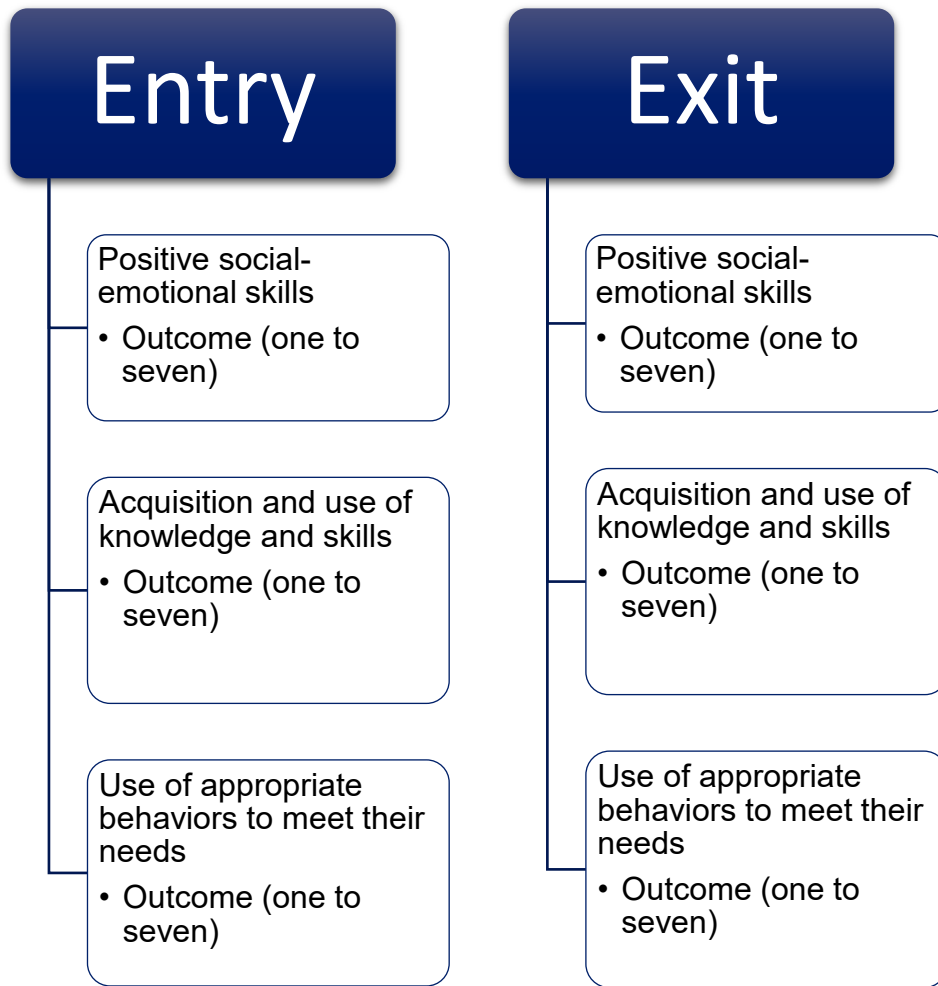


Data Quality

The overall data model for preschool outcomes relies upon all the elements existing for each category for each entry and exit. For one special education preschool program reported for a student with a disability, at least six outcomes will be submitted to pass integrity.

For fiscal year 2025 and beyond, the data model will **only** be required for initial special education program transactions and final special education program transactions to streamline the data collection each fiscal year. For fiscal year 2024, every preschool special education program transaction will require outcomes for **every** entry and exit.

The example below denotes what data must exist for each special education preschool program:



AzEDS will have three initial integrity rules for ensuring that the required preschool outcomes data is submitted properly:

- 40087: When entering a Preschool Least Restrictive Environment (LRE), the three Outcome Assessments must be reported: Social-Emotional, Knowledge-Skills, Behaviors.
- 40088: When exiting a Preschool Least Restrictive Environment (LRE), the three Outcome Assessments must be reported: Social-Emotional, Knowledge-Skills, Behaviors.
- 40089: When Exit Preschool Outcome is reported, the Progress Made must indicate Yes or No

Reports

The AzEDS Portal provides a report under the special education section, which allows users to review their preschool outcomes data submissions. The SPED11 Preschool Outcomes Report has been launched for fiscal year 2024. Entity administrators assigned at each PEA may appropriately provide special education report access to AzEDS within their organizations.

The report will have multiple rows by student ID to reflect each category and outcome appropriately. This report will be enhanced in the upcoming school year for a greater user experience. An example is provided below:

School CTDS: [REDACTED]

School Name: [REDACTED]

| District Student ID | State Student ID | Last Name | First Name | DOB | Entry / Exit | Category | Assessment Outcome |
|---------------------|------------------|------------|------------|------------|--------------|--|--|
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | Entry | Positive social-emotional skills (including social relationships) | Overall not age appropriate: Does not yet show functioning expected in any situation, does not show immediate foundational skills in any situation. |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | Entry | Acquisition and use of knowledge and skills (including early language/ communication and early literacy) | Overall not age appropriate: Uses immediate foundational skills most or all of the time across settings and situation. |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | Entry | Use of appropriate behaviors to meet their needs | Overall not age appropriate: Shows occasional age-appropriate functioning across settings and situations. |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | Exit | Positive social-emotional skills (including social relationships) | Overall not age appropriate: Occasionally uses immediate foundational skills across settings and situations |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | Exit | Acquisition and use of knowledge and skills (including early language/ communication and early literacy) | Age appropriate: Functioning generally is considered appropriate for his or her age, but there are some significant concerns about the child's functioning in this outcome area. |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | Exit | Use of appropriate behaviors to meet their needs | Overall not age appropriate: Shows occasional age-appropriate functioning across settings and situations. |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | Entry | Positive social-emotional skills (including social relationships) | Overall not age appropriate: Does not yet show functioning expected in any situation, does not show immediate foundational skills in any situation. |

The required data elements each have a respective column:

- Period (Entry/Exit)
- Category
- Assessment Outcome

Further enhancements will add the progress made column and other refinements based on feedback. This information may also be exported into CSV for users to evaluate their information in a spreadsheet application.

An additional report will launch in fiscal year 2024, allowing PEAs to review historical outcome information for their enrolled preschool students. Only outcome information prior to the student's enrollment will be shown to users; future enrollment(s) outside of the PEA will not be shown to users.

References

Users should contact [ESS Data Management](#) for additional technical support on AzEDS transactions or reports. Questions about how the values of the outcomes are determined should be sent to Early Childhood Special Education. Additional technical documentation for vendors or advanced users is provided below:

- [AzEDS Website for Vendors and Developers](#)
- [AzEDS Reference Website for Integrity Rules](#)

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