

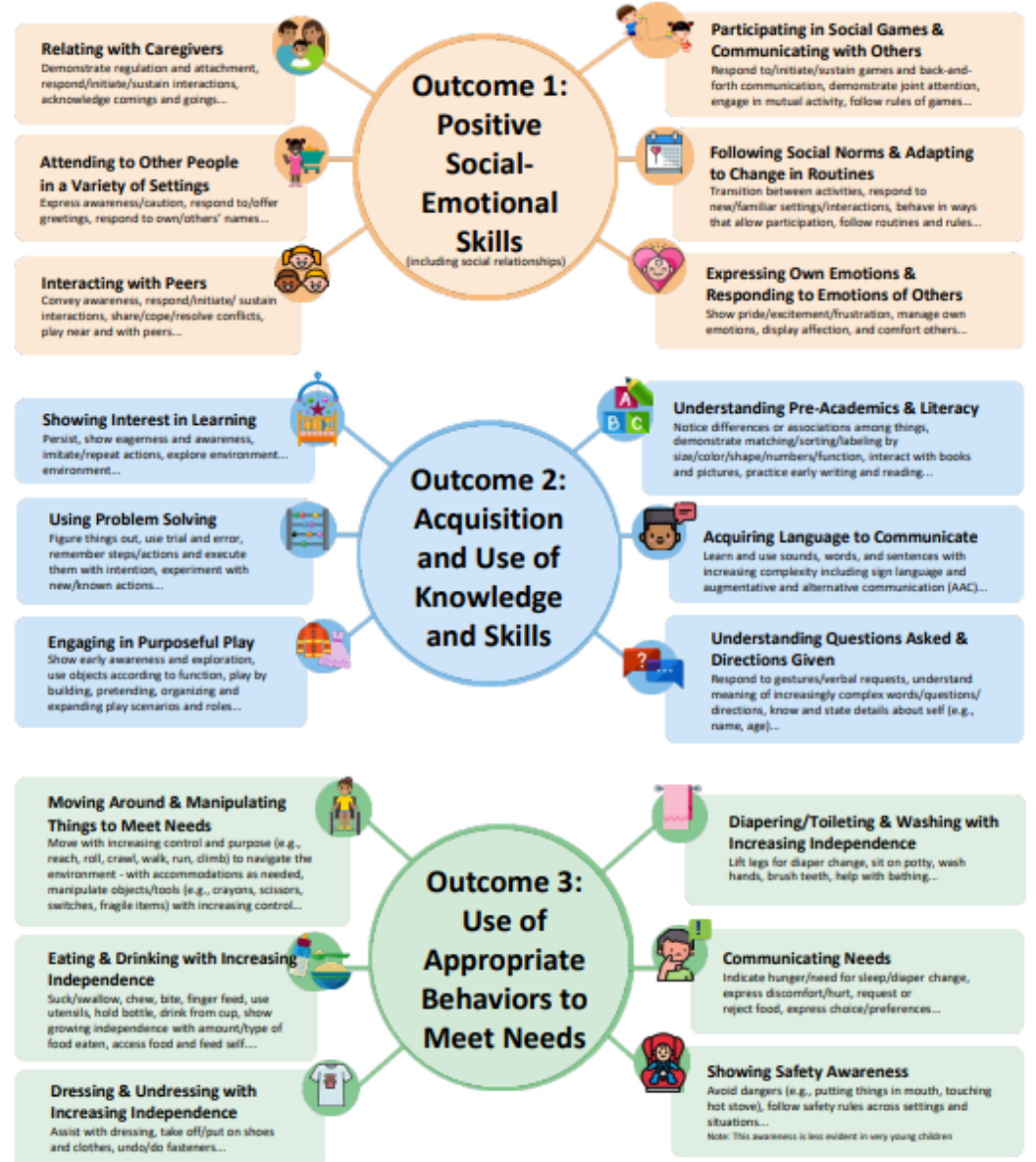
Preschool Child Outcomes: Data Submission and Use

ESS Professionals
Check-in
September 21,
2023



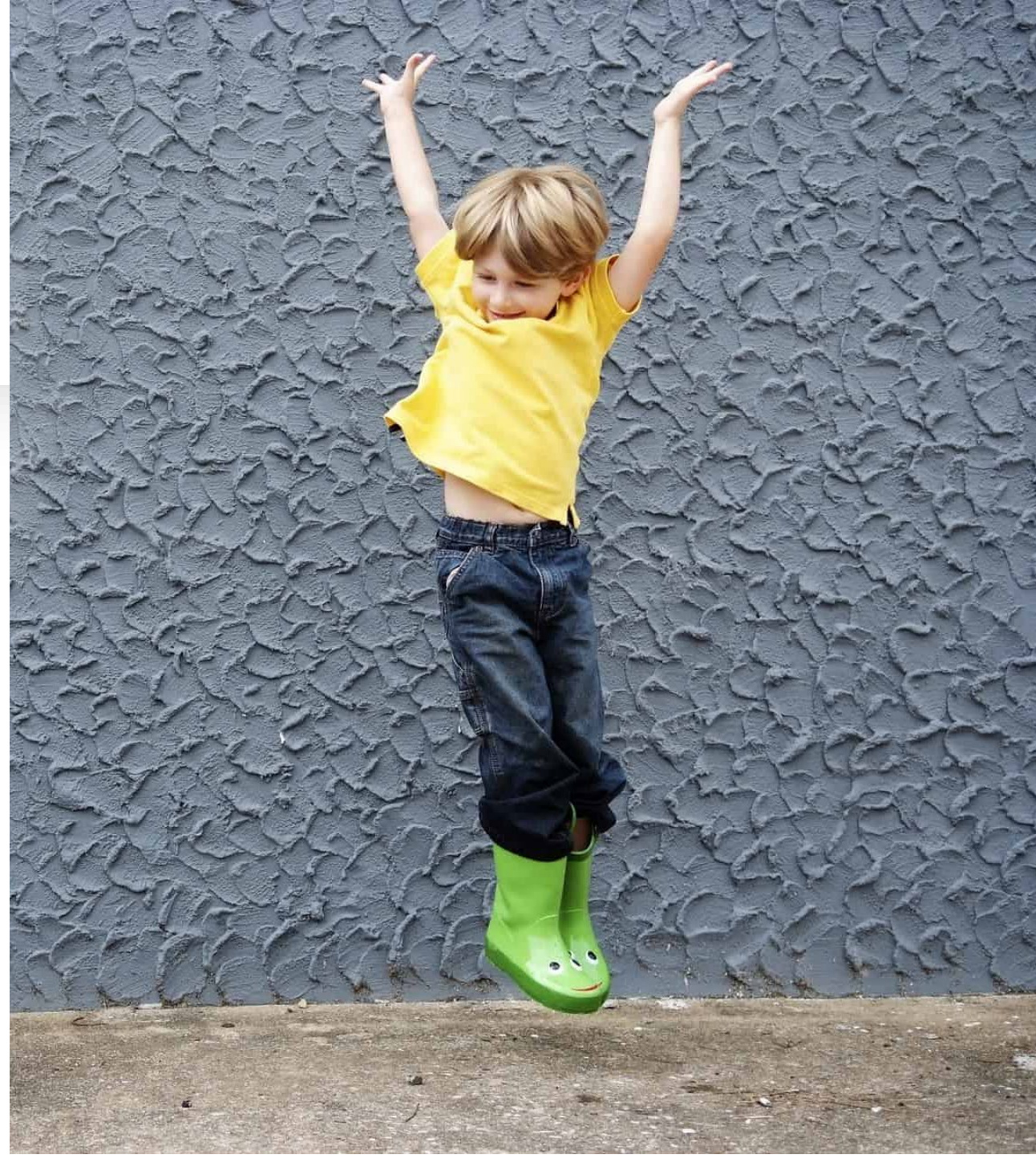
BREADTH OF THE THREE CHILD OUTCOMES

An accessible version of the content is available at: <https://ectacenter.org/eco/pages/childoutcomes.asp>
The three child outcomes, measured by early intervention and early childhood special education systems, encompass functional skills and behaviors that are meaningful for a child's participation in everyday routines. They cut across developmental domains to represent the integrated nature of how children develop, learn, and thrive. The breadth of these outcomes provides a framework for describing and consistently measuring children's functional skills and behaviors across settings and situations.



Preschool Child Outcomes Data

- Assessing children's progress
 - History
 - Current Tools and Processes
- Data submission through AzEDS
 - SIS vendors (Infinite Campus, PowerSchool, etc.)
 - Data fields
 - Outcomes data input use cases
- Training for Next Steps



Assessing Preschool Outcomes

- Multiple Options
- Published tools listed on website
 - A sample of the tools that have been utilized by states to support the selection of a COS score are offered. These tools have [crosswalks created by ECTA](#) between the published tool and the outcomes areas to align domain specific items to outcome areas
- Process of Team Assessment and Documentation

Crosswalks

Provided below are all instrument crosswalks requested by states. This list is organized by the date the crosswalk was completed, starting with the most recent. **The ECTA Center does not endorse the use of any specific assessment instrument.**

2021–Present

- [Assessment, Evaluation, and Programming System for Infants and Children—Third Edition \(AEPS-3\)](#)
- [The Battelle Developmental Inventory—Third Edition \(BDI-3\)](#)
- [Developmental Profile—Fourth Edition \(DP-4\)](#)

2011–2020

- Adaptive Behavior Assessment System, Third Edition (ABAS-3)
 - [Teacher/Daycare Provider Form \(Ages 2–5\)](#)
 - [Parent/Primary Caregiver Form \(Ages 0–5\)](#)
- Brigance Diagnostic Inventory of Early Development III (IED-III)
 - [Criterion-Referenced Tool](#)
 - [Standardized Tool](#)
- [Desired Results Developmental Profile \(2015\)](#)
- [Developmental Assessment of Young Children \(DAYC-2\)](#)
- [Early Learning Scale](#)
- [High/Scope COR Advantage](#)
- [myIGDIs Profile of Preschool Learning and Development Readiness](#)
- [Preschool Language Scale-5](#)
- [Teaching Strategies GOLD \(TS GOLD\)](#)
- [Work Sampling System](#)

Technical Assistance Data Reporting

- [Technical Assistance Manual for Submitting Data](#)
 - Data requirements
 - AzEDS data transactions
 - Get assistance:
 - [ESS Data Management inbox](#)
 - [AzEDS Website for Vendors and Developers](#)
 - [AzEDS Reference Website for Integrity Rules](#)



**Exceptional
Student
Services**

Preschool Outcomes

Data Submissions into AzEDS

**Technical Assistance Manual
ESS Data Management**

Revised June 2023

AZEDS Report

Reports Student Analysis

Fiscal Year:

2024

Local Education Agency:

Select an Option

SPED11 – Preschool Outcomes Report

This report provides a compilation of student SPED Preschool Outcomes data that has been submitted to ADE

School(s): Select options

Page Breaks between Schools:

View Report

The SPED 11 Report displays child-level scores reported by the PEA.

[AzEDS Portal Reports View Link](#)

Data Report

SPED11		SPED Preschool Outcomes Data Verification Report				Page: 1 of 2	
Fiscal Year: 2020						Report Date: 04/29/2020 10:29 AM	
School Year: 2019 - 2020							
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.

This image shows a redacted example of the child level SPED 11 report showing an entry and an exit score for the child.


A Few Use Cases



- Child evaluated and then had IEP written on August 18, started school on first day, school completed and assessed the child for the three outcome areas and submitted data through AzEDS.
- Child attended prior school year, returned to preschool, school obtained the entry scores and submitted them through AzEDS for all three outcome areas.
- Child IEP written May 2023, school expected child to attend starting in August, but did not show. No entry score reporting requirement.
- Child began attending August 18, it is now September 18, and school notified the child moved. School would submit entry and exit scores. They can be the same score if there was no change (no observable growth/development).

Cohort Meetings

- Fall 2023 Cohort Meeting
- Child Outcomes After the Entry Score: Supporting Children's Progress Toward Meeting Age Expectations
- Wednesday, October 18, 2023
1–3 p.m.
[Register October 18](#)
- Friday, October 20, 2023
1–3 p.m.
[Register October 20](#)


 **Exceptional Student Services**

Fall 2023 Regional Cohort Meetings
[9:34 AM] Phillips, Tami

Child Outcomes After the Entry Score: Supporting Children's Progress Towards Meeting Age Expectations

Wednesday, October 18, 2023
1-3pm
[Register Here](#)

Friday, October 20, 2023
1-3pm
[Register Here](#)



General Purpose of Cohort Meetings

To create a place where Early Childhood Special Education Specialists can hear the successes and challenges happening in the field, a place to collaborate with other agencies and districts to celebrate those successes, and problem solve through those challenges, and a place to work together to improve outcomes for preschool children with disabilities.

ARIZONA DEPARTMENT OF EDUCATION
<https://www.azed.gov/specialeducation/early-childhood-special-education>