

## Part B State Annual Performance Report (APR) for FFY 2009

### Overview of the Annual Performance Report (APR) Development

#### Monitoring Priority: FAPE in the LRE

**Indicator 7:** Percent 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); and
- C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a)(3)(A))

#### Measurement:

Outcomes:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

Progress categories for A, B and C:

- a. Percent of preschool children who did not improve functioning =  $[(\# \text{ of preschool children who did not improve functioning}) \div (\# \text{ of preschool children with IEPs assessed})] \text{ times } 100.$
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers =  $[(\# \text{ of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \text{ times } 100.$
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it =  $[(\# \text{ of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it}) \div (\# \text{ of preschool children with IEPs assessed})] \text{ times } 100.$
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers =  $[(\# \text{ of preschool children who improved functioning to reach a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \text{ times } 100.$
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers =  $[(\# \text{ of preschool children who maintained functioning at a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \text{ times } 100.$

**Summary Statements for Each of the Three Outcomes (use for FFY 2008-2009 reporting)**

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Measurement for Summary Statement 1:**

Percent = # of preschool children reported in progress category (c) plus # of preschool children reported in category (d) divided by [# of preschool children reported in progress category (a) plus # of preschool children reported in progress category (b) plus # of preschool children reported in progress category (c) plus # of preschool children reported in progress category (d)] times 100.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

**Measurement for Summary Statement 2:** Percent = # of preschool children reported in progress category (d) plus [# of preschool children reported in progress category (e) divided by the total # of preschool children reported in progress categories (a) + (b) + (c) + (d) + (e)] times 100.

**Measurable and Rigorous Targets for Preschool Children Exiting in FFY 2009 and Actual Data for Preschool Children Exiting in FFY 2009**

Summary Statements	Targets FFY 2009 (% of children)	Actual Data FFY 2009 (% of children)
<b>Outcome A: Positive social-emotional skills (including social relationships)</b>		
1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program	77.8%	<b>83.1%</b>
2. The percent of children who were functioning within age expectations in Outcome A by the time they exited the program	76.6%	<b>84.3%</b>
<b>Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)</b>		

1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program	76.3%	<b>75.7%</b>
2. The percent of children who were functioning within age expectations in Outcome B by the time they exited the program	71.5%	<b>73.5%</b>
<b>Outcome C: Use of appropriate behaviors to meet their needs</b>		
1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program	76.0%	<b>79.8%</b>
2. The percent of children who were functioning within age expectations in Outcome C by the time they exited the program	74.5%	<b>84.2%</b>

**Table 7.1 Positive social-emotional skills (including social relationships)**

<b>A. Positive social-emotional skills (including social relationships):</b>	<b>Number of Children</b>	<b>% of Children</b>
a. Percent of preschool children who did not improve functioning	79	<b>2.4%</b>
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	189	<b>5.6%</b>
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	256	<b>7.6%</b>
d. Percent of preschool children who improved functioning to reach a level comparable to same aged peers	1062	<b>31.7%</b>
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	1761	<b>52.6%</b>
<b>Total</b>	3347	<b>100.0%</b>

**Table 7.2 Acquisition and use of knowledge and skills (including early language/communication and early literacy)**

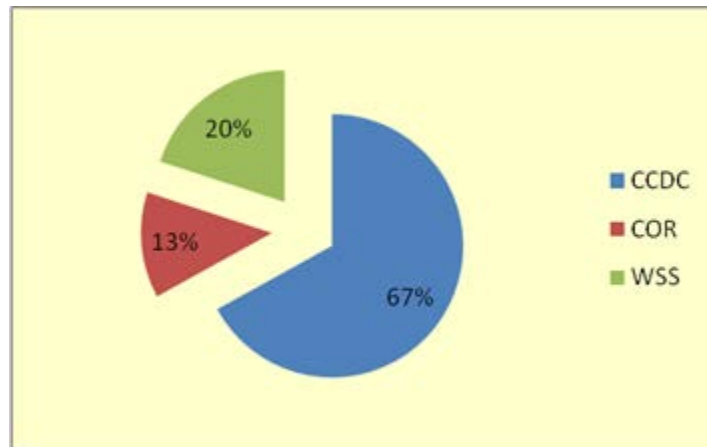
<b>B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):</b>	<b>Number of Children</b>	<b>% of Children</b>
a. Percent of preschool children who did not improve functioning	172	<b>5.1%</b>
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	323	<b>9.6%</b>
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	399	<b>11.8%</b>
d. Percent of preschool children who improved functioning to reach a level comparable to same aged peers	1146	<b>34.0%</b>
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	1335	<b>39.6%</b>
<b>Total</b>	3375	<b>100.0%</b>

**Table 7.3 Use of appropriate behaviors to meet their needs**

<b>C. Use of appropriate behaviors to meet their needs:</b>	<b>Number of Children</b>	<b>% of Children</b>
a. Percent of preschool children who did not improve functioning	112	<b>3.4%</b>
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	175	<b>5.3%</b>
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	235	<b>7.1%</b>
d. Percent of preschool children who improved functioning to reach a level comparable to same aged peers	899	<b>27.2%</b>
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	1881	<b>57.0%</b>
<b>Total</b>	3302	<b>100.0%</b>

**Explanation of Progress or Slippage that Occurred for FFY 2009 as compared to baseline data**

Section 619 Indicator 7 measurement and reporting is administered by the Results Matter initiative at the Colorado Department of Education. Results Matter is a statewide program that promotes ongoing assessment and documentation of child learning and development for a total of 45,000 children served in a variety of early childhood initiatives such as Head Start, private for-profits, non-profits, faith based and home based programs. Results Matter is a comprehensive outcomes and accountability system made up of multiple components including measurement and reporting of child and family outcomes, longitudinal analysis of achievement data, links to program quality indicators and an extensive professional development system designed to support high quality assessment practices and the use of data to inform decision making at multiple levels from classroom instruction to program improvement to local and state policy development. Children in Results Matter were assessed in 09/10 using one of three assessment systems: Creative Curriculum Developmental Continuum (CCDC), HighScope Child Observation Record (COR) or the Work Sampling System (WSS). The following represents the usage breakdown by assessment tool for the 3,300 children exiting preschool special education services in 2009/2010.



All assessment information, including observation notes and other forms of documentation, is entered online using secure systems hosted by the assessment vendors. These online assessment systems provide immediate access to child and group level status and progress data reports for teachers, local and state administrators. Conversion to the OSEP progress categories is achieved through an automated online process calibrated to each of the assessment tools on the Results Matter menu and then plugged into the ECO summary statement calculator.

2008/2009 was the first year to calculate the summary statements and to set targets for improvement, thus there were no prior year state or national data to study in order to gauge the accuracy or relative standing. Another factor impacting this step was that each of the assessment publishers was still refining the formulas for converting item data to OSEP progress categories at the time initial targets were set. 09/10 represents an opportunity to

examine second year data and to consider results relative to emerging national averages so that states using automated conversion software can evaluate results and improvement projections with more information and context. While the 2009/2010 actual percentages demonstrate improvement in all but Outcome B, Summary Statement 1 where some minor slippage is evident, the fact that the formulas for automated conversion to the five OSEP categories were (and are) still being adjusted means that questions remain about the extent to which we can rely on these numbers as a true reflection of progress or lack thereof.

Colorado continues to evaluate the validity of the assessment data obtained through Results Matter and to take action to improve the quality of the assessment and accuracy of the data entry. Efforts to improve assessment quality have included continued extensive face-to-face and web based learning opportunities, onsite technical assistance and stepped up efforts to help build capacity for administrators to monitor and impact assessment quality throughout their programs. Colorado also continues to work closely with the publishers to refine formulas used in the OSEP automated online reporting systems. In the past year, the focus has been on both the Creative Curriculum Developmental Continuum (CCDC) and the Work Sampling System (WSS). Significant changes were made to the CCDC outcomes conversion system resulting in more realistic representation of growth patterns in the OSEP data. Work on the WSS analytics is still in progress. Improvement has been made, but the research team continues to examine the data, analyze patterns and adapt the formulas and cut-points to provide a more accurate classification of children's progress into the OSEP categories. With the substantial improvements in the automated conversion processes during 2009/2010, more confidence can be placed in the current year summary statements and, therefore, the Colorado team intends to reset targets using the 09/10 data as a new baseline.

**Required response to FFY 2008 APR**

None required.

**Discussion of Improvement Activities**

Colorado established improvement activities for this indicator through FFY 2012. Below is a list of the improvement activities that took place with the progress and update information for each of these activities.

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
1. Provide briefings about the Results Matter child and family outcomes initiative for broad stakeholder groups.	FFY 2009 FFY 2010 FFY 2011	<p>Provided briefings for the following Colorado stakeholder groups:</p> <ul style="list-style-type: none"> <li>• School Readiness Program Staff</li> <li>• State Standards Revision work groups</li> <li>• Temple Hoyne Buell Foundation – Early Childhood funders’ group</li> <li>• P-20 Council and P-3 Subcommittees (Accountability and Professional Development)</li> <li>• Clayton Early Childhood Institute Staff</li> <li>• Catholic Charities early childhood staff</li> <li>• University of Colorado Health Sciences Center Doctoral Students</li> <li>• Denver Council member providers</li> <li>• Colorado Department of Education data committee</li> </ul> <p>Presented at the ECO Outcomes Conference and provided follow-up webinar</p> <p>Presented at the Erikson Institute for the Illinois school readiness stakeholder group</p>	O			



Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
2. Strengthen reliable use of assessment by providing ongoing observation, documentation and assessment instrument training as well as training in use of the online assessment systems for providers and administrators.	FFY 2009 FFY 2010 FFY 2011	<p>Trained 1250 teachers and assistants in observation skills</p> <p>Expanded the Results Matter video library to support observation and documentation skills</p> <p>Provided 5 workshops and 13 webinars on the Creative Curriculum Developmental Continuum</p> <p>Provided 2 workshops and 6 webinars on the Work Sampling System</p> <p>Provided 2 workshops and 5 webinars on the HighScope COR</p> <p>Conducted intensive stakeholder and subject matter expert reviews of proposed new assessment (Teaching Strategies GOLD) which will be replacing the Creative Curriculum Developmental Continuum (CCDC) beginning in 2010/2011.</p>	O			

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
3. Collect and analyze data for use at the federal, state and local levels to inform families, child-level planning, local program level training and statewide technical assistance.	FFY 2008 FFY 2009 FFY 2010	<p>Provided a two day administrators conference to discuss data and teacher support</p> <p>Assessment data from more than 45,000 children were entered into the online system.</p> <p>Conducted a local data conversation event</p> <p>Continued to refine data collection systems with the help of the assessment publishers.</p> <p>Continued to develop systems to facilitate the use of the state student identifier system.</p> <p>Conducted preliminary level data quality review.</p>	O			
4. Develop and implement professional development resources on linking assessment to planning instruction and intervention.	FFY 2009 FFY 2010 FFY 2011	<p>Developed and offered 3 data use workshops for early childhood special education providers</p> <p>Work on the module resources was postponed until 2010/2011 due limited resources.</p>	O			

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
5. Improve completion rate of assessments in programs where High/Scope Child Observation Record is used.	FFY 2009 FFY 2010 FFY 2011	<p>Provided technical assistance to administrators in programs using this assessment.</p> <p>Collaborated with the HighScope Foundation and Red-e Set Grow to provide ongoing monitoring of completion rates and assistance to local administrators.</p>	O			

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY2009**

Targets were revised and set to continue through FFY 2012.

<b>Summary Statements</b>	<b>Baseline FFY 2009 (% of children)</b>	<b>Targets FFY 2010 (% of children)</b>	<b>Targets FFY 2011 (% of children)</b>	<b>Targets FFY 2012 (% of children)</b>
<b>Outcome A: Positive social-emotional skills (including social relationships)</b>				
3. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program	83.1%			
4. The percent of children who were functioning within age expectations in Outcome A by the time they exited the program	84.3%			
<b>Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)</b>				
1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program	75.7%			
2. The percent of children who were functioning within age expectations in Outcome B by the time they exited the program	73.5%			
<b>Outcome C: Use of appropriate behaviors to meet their needs</b>				
1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program	79.8%			
2. The percent of children who were functioning within age expectations in Outcome C by the time they exited the program	84.2%			

**Revised Improvement Activities/Timelines/Resources**

Improvement activities were added to continue through FFY 2012.

<b>Activity</b>	<b>Action Steps</b>	<b>Timeline</b>	<b>Resources</b>
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Activity	Action Steps	Timeline	Resources
<p>1. Develop and implement professional development resources on linking assessment to planning instruction and intervention.</p>	<p>Identify subject matter experts to assist with content</p> <p>Identify lead and work group members</p> <p>Conduct literature review</p> <p>Produce draft materials</p> <p>Conduct pilot</p> <p>Conduct field test</p> <p>Finalize and disseminate</p> <p>Schedule local events</p>	<p>FFY 2010</p> <p>FFY 2011</p>	<p>Product developer</p> <p>Team members</p> <p>Resource materials</p> <p>Videographer</p> <p>Local field test sites</p>
<p>2. Improve Data Quality: Conduct in-depth analysis of data and develop a plan for sharing information and supporting quality improvement efforts with local stakeholders</p>	<p>Develop statement of work and contractual agreement with SRI International</p> <p>Complete multi-leveled analysis</p> <p>Provide training and support to state administrators</p> <p>Share with local stakeholder groups</p> <p>Develop local action plans for data quality improvement</p>	<p>FFY 2010</p> <p>FFY 2011</p> <p>FFY 2012</p>	<p>SRI/ECO Center</p> <p>Assessment publishers and research staff</p> <p>Data exports from all assessments</p> <p>Local administrators and teachers</p> <p>State team</p>

<b>Activity</b>	<b>Action Steps</b>	<b>Timeline</b>	<b>Resources</b>
<p>3. Support transition to Teaching Strategies GOLD for quality assessment implementation</p>	<p>Offer face-to-face and online workshops for teachers and administrators as well as ongoing TA from state staff and support team from Teaching Strategies</p> <p>Continue to disseminate news on system updates and FAQ documents</p> <p>Implement periodic check-in visits and calls with local administrator</p> <p>Continue to require and support completion of the Inter Rater Reliability certification process</p> <p>Begin using results of local data analysis to inform ongoing monitoring and TA</p> <p>Collaborate with the ECO Center and TSI to refine the OSEP automated conversion formulas in the new assessment platform</p>	<p>FFY 2010</p> <p>FFY 2011</p> <p>FFY 2012</p>	<p>TSI Support Team</p> <p>GOLD Objectives for Learning and Development</p> <p>GOLD Online System</p> <p>Professional Development Materials</p> <p>Roundtable members</p>