Colorado's Early Childhood Outcomes Measurement and Reporting Process
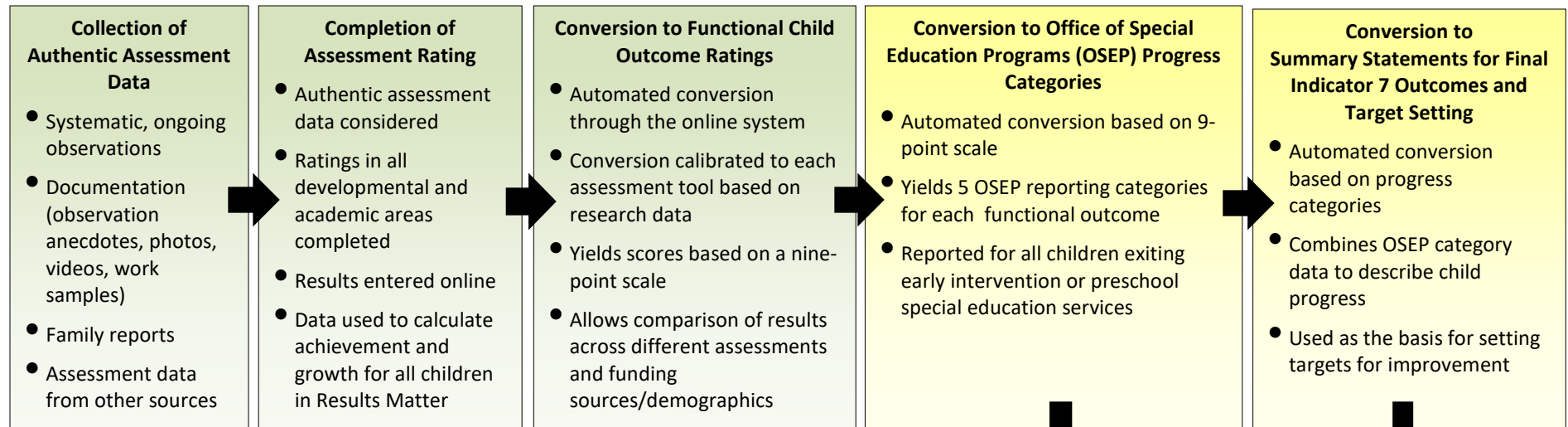## From Authentic Assessment to Accountability Reporting

Collection of Authentic Assessment Data

- Systematic, ongoing observations
- Documentation (observation anecdotes, photos, videos, work samples)
- Family reports
- Assessment data from other sources

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Completion of Assessment Rating

- Authentic assessment data considered
- Ratings in all developmental and academic areas completed
- Results entered online
- Data used to calculate achievement and growth for all children in Results Matter

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Conversion to Functional Child Outcome Ratings

- Automated conversion through the online system
- Conversion calibrated to each assessment tool based on research data
- Yields scores based on a nine-point scale
- Allows comparison of results across different assessments and funding sources/demographics

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Conversion to Office of Special Education Programs (OSEP) Progress Categories

- Automated conversion based on 9-point scale
- Yields 5 OSEP reporting categories for each functional outcome
- Reported for all children exiting early intervention or preschool special education services

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Conversion to Summary Statements for Final Indicator 7 Outcomes and Target Setting

- Automated conversion based on progress categories
- Combines OSEP category data to describe child progress
- Used as the basis for setting targets for improvement

What are the Functional Child Outcomes?

1. *Children have positive social skills including positive social relationships.*

2. *Children acquire and use knowledge and skills including language and early literacy.*

3. *Children take appropriate action to meet their needs.*

The three functional outcomes can be expressed for all children in Results Matter using the nine-point scale. OSEP Progress Categories and Summary Statements are used explicitly to demonstrate growth for preschoolers with disabilities (Indicator 7 of each state's Special Education state systemic improvement plan).

Child outcomes data – functional outcomes as well as assessment-specific reporting areas – are used to improve early childhood programs and practices and to meet accountability requirements.

OSEP Indicator 7 Progress Categories

For each of the three functional child outcomes:

a) Percent of children who did not improve functioning
b) Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers
c) Percent of children who improved functioning to a level nearer to same-aged peers but did not reach
d) Percent of children who improved functioning to reach a level comparable to same-aged peers
e) Percent of children who maintained functioning at a level comparable to same-aged peers

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OSEP Indicator 7 Summary Statements

For each of the three functional child outcomes:

1. Of those children who entered and exited the program below age expectations in each outcome, the percent who substantially increased their rate of growth by the time they exited the program.
2. The percent of children who were functioning within age expectations in each outcome by the time they exited the program.