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	Completion of Assessment Rating • Authentic assessment data is considered • Ratings in all developmental and academic areas is completed • Results entered online • Data used to calculate achievement and growth for all children in Results Matter	 Conversion to 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 		• Autor point • Yields for ea • Repor	Aversion to Office of Special Education rams (OSEP) Progress Categories mated conversion based on 9- scale as 5 OSEP reporting categories ach functional outcome rted for all children exiting intervention or preschool al education services	Conversion to Summary Statements for Final Indicator 7 Outcomes • 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 Preschool Child Outcomes? Children have positive social skills including positive social relationships. Children acquire and use knowledge and skills including language and early literacy. Children take appropriate action to meet their needs. The three child 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 				 OSEP Indicator 7 Progress Categories For each of the three child outcomes: Percent of children who did not improve functioning Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers Percent of children who improved functioning to a level nearer to same-aged peers but did not reach Percent of children who improved functioning to reach a level comparable to same-aged peers Percent of children who improved functioning to reach a level comparable to same-aged peers Percent of children who maintained functioning at a level comparable to same-aged peers 	 OSEP Indicator 7 Summary Statements For each of the three 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. 	
 disabilities (Indicator 7 of each state's Special Education state systemic improvement plan). Child outcomes data as well as assessment-specific reporting areas are used to improve early childhood programs and practices and to meet accountability requirements. 						