

Child Outcomes

Converting Child Outcomes Summary Data to Progress Categories and Summary Statements

Entry and Exit Rating Definitions

- 7 Completely**
Child shows functioning expected for his or her age in **all or almost all everyday situations** that are part of the child's life. Functioning is considered **expected** for his or her age. No one has any concerns about the child's functioning in this outcome area.
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- 6**
Child's functioning generally is considered **expected** for his or her age but there are **some significant concerns** about the child's functioning in this outcome area. These concerns are substantial enough to suggest monitoring or possible additional support. Although age-expected, the child's functioning may border on not keeping pace with age expectations.
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- 5 Somewhat**
Child shows functioning expected for his or her age **some of the time and/or in some settings and situations**. Child's functioning is a mix of age-expected and not age-expected behaviors and skills. Child's functioning might be described as like that of a **slightly younger child**.
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- 4**
Child shows occasional age-expected functioning across settings and situations. More functioning is **not** age-expected than expected.
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- 3 Nearly**
Child does **not yet** show functioning expected of a child of his or her age in any situation. Child uses **immediate foundational skills**, most or all of the time, across settings and situations upon which to build age-expected functioning. Functioning might be described as like that of a **younger child**.
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- 2**
Child occasionally uses immediate foundational skills across settings and situations. More functioning reflects skills that are not immediate foundational than are immediate foundational.
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- 1 Not Yet**
Child does **not yet** show functioning expected of a child his or her age in any situation. Child's functioning does **not yet include immediate foundational skills** upon which to build age expected functioning. Child's functioning reflects skills that developmentally come before immediate foundational skills. Child's functioning might be described as like that of a **much younger child**.
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Rating to Progress Category Conversion

Entry Rating	Exit Rating	New Skills	Progress Category
7	7	yes	E
7	6	yes	E
7	1 to 5	yes	B
7	1 to 5	no	A
6	7	yes	E
6	6	yes	E
6	1 to 5	yes	B
6	1 to 5	no	A
5	6 or 7	yes	D
5	5	yes	B
5	1 to 4	yes	B
5	1 to 4	no	A
4	6 or 7	yes	D
4	5	yes	C
4	4	yes	B
4	1 to 3	yes	B
4	1 to 3	no	A
3	6 or 7	yes	D
3	4 or 5	yes	C
3	3	yes	B
3	1 or 2	yes	B
3	1 or 2	no	A
2	6 or 7	yes	D
2	3 to 5	yes	C
2	2	yes	B
2	1	yes	B
2	1	no	A
1	6 or 7	yes	D
1	2 to 5	yes	C
1	1	yes	B
1	1	no	A



Progress Categories

A

Preschool children who did not improve functioning

- Children who acquired no new skills or regressed during their time in the program.
- Children did not gain or use even one new skill.
- Children with degenerative conditions/significant disabilities.

B

Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers

- Children who acquired new skills but continued to grow at the same rate throughout their time in the program.
- Children gained and used new skills but did not increase their rate of growth or change their growth trajectories while in services.

C

Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it

- Children who acquired new skills and accelerated their rate of growth during their time in the program.
- Children made progress but were still functioning below age expectations when they exited the program.
- Children changed their growth trajectories; “narrowed the gap.”

D

Preschool children who improved functioning to reach a level comparable to same-aged peers

- Children who were functioning below age expectations when they entered the program but were functioning at age expectations when they exited.

E

Preschool children who maintained functioning at a level comparable to same-aged peers

- Children who were functioning at age expectations when they entered the program and were functioning at age expectations when they exited.

Summary Statement #1

Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent of those preschool children who substantially increased their rate of growth by the time they exited the program.

In other words...

How many children substantially changed their growth trajectories during their time in the program? These children showed greater than expected growth.

Formula

Progress Category $(C+D)/(A+B+C+D)$

Summary Statement #2

The percent of children who were functioning within age expectations in each Outcome by the time they exited the program.

In other words...

How many children maintained or reached functioning comparable to same-aged peers during their time in the program? These children exited within age expectations.

Formula

Progress Category $(D+E)/(A+B+C+D+E)$