

## Early Childhood Site Goal Structures for 2013-14

The following goal statements are designed to be used for Q Comp purposes and are not a substitute for reporting Child Outcome Summary Form (COSF) data to early childhood special education program administrators. Each goal can be tailored to fit the population of children with whom you are working by selecting the appropriate outcome and level based on the needs identified for the majority of children in your program. In order to better understand the goals as they relate to the outcomes, information is provided below which will help you decide on the best goal for your performance pay.

### Outcomes:

The outcomes listed in the goals below are based on the COSF outcomes you report each year to the district:

**Outcome A:** Positive social-emotional skills (including social relationships).

**Outcome B:** Acquisition and use of knowledge and skills (including early language/communication and early literacy).

**Outcome C:** Use of appropriate behaviors to meet their needs.

### Progress categories for each outcome:

**Level A.** Percentage of preschool children who did not improve functioning =  $[(\# \text{ of preschool children who did not improve functioning}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .

**Level B.** Percentage of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers =  $[(\# \text{ of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .

**Level C.** Percentage of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it =  $[(\# \text{ of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .

**Level D.** Percentage of preschool children who improved functioning to reach a level comparable to same-aged peers =  $[(\# \text{ of preschool children who improved functioning to reach a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .

**Level E.** Percentage of preschool children who maintained functioning at a level comparable to same-aged peers =  $[(\# \text{ of preschool children who maintained functioning at a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .

### Guidance for choosing a goal:

When choosing the best goal to meet your needs, please consider the following questions to help guide your decision.

1. Think about the children in your class. What outcome (listed above) includes the most children at levels A through D? This would be the best outcome to focus on

for Q Comp goals because it involves a larger group of children who will show progress than other outcomes. If you have equivalent groups across the outcomes, you can choose an outcome based on your instructional focus for the children exiting the program in 2013-14.

2. Once you have chosen an outcome, think about the children's present and expected level of functioning on the outcome. Do you expect them to exit the program at age-expected levels or make significant progress toward the outcome but maybe not reach same-age functioning?
3. Look through your historical COSF reporting to see which outcomes and age-expectation levels have the most children and choose a realistic goal based on those reports.

Additional guidance is provided on each goal statement below.

Note: For "enrolled at ECSE," enter the actual name of the site.

Use the Child Outcome Summary Form (COSF) data for the following goals:

Goal Statement	Rationale
<p>The percentage of children enrolled at ECSE who are exiting the program at age-expected levels (Level E on COSF) for Outcome (<i>state outcome</i>) will increase from ##.##% in 2013 to ##.##% in 2014. Assessments that will be used to inform COSF results are (<i>add assessment(s)</i>).</p>	<p>This statement may be used when you have a majority of children within an outcome that are currently at age-expected levels (level E) and have a focus on those whose trajectories will change this year (level D).</p>
<p>The percentage of children enrolled at ECSE who are exiting the program and who changed developmental trajectories (Level C+D on COSF) for Outcome (<i>state outcome</i>) will increase from ##.##% in 2013 to ##.##% in 2014. Assessments that will be used to inform COSF results are (<i>add assessment(s)</i>).</p>	<p>This statement may be used for an outcome where a majority of students are in levels B and C and your instructional strategies focus on this particular outcome.</p>
<p>The percentage of children enrolled at ECSE who are exiting the program and who perform comparably to same-aged peers (Level D+E on COSF) for Outcome (<i>state outcome</i>) will increase from ##.##% in 2013 to ##.##% in 2014. Assessments that will be used to inform COSF results are (<i>add assessment(s)</i>).</p>	<p>This statement may be used if you have an outcome that has historically had a mix of levels C, D and E.</p>
<p>The percentage of children enrolled at ECSE who are exiting the program and who made substantial gains toward same-age functioning (Level D on COSF) for Outcome (<i>state outcome</i>) will increase from ##.##% in 2013 to ##.##% in 2014. Assessments that will be used to inform COSF results are (<i>add assessment(s)</i>).</p>	<p>This statement may be used if your program is focusing on a specific outcome or set of educational goals and have a majority of children who could be classified as level C for that outcome.</p>