



Indicator 7: Preschool Outcomes



Alabama State Department of Education, Special Education Services



Office of Special Education Programs (OSEP) Reporting Pertaining to Preschool Age Children with Disabilities

- Indicator 6: Preschool Least Restrictive Environment.
- **Indicator 7: Preschool Outcomes.**
- Indicator 12: Early Intervention to Preschool Transition.



The System Performance Plan (SPP)/Annual Performance Report (APR)

- Per the *Individuals With Disabilities Education Act* (IDEA), each state has in place a State Performance Plan (SPP) to evaluate the state's efforts to meet the requirements and purposes of Part B.
 - The SPP describes Alabama's performance on 20 Indicators established by OSEP.
 - Measurable and rigorous targets have been established for each indicator and the state reports annually on its performance in the Annual Performance Report (APR).



The System Performance Plan (SPP)/Annual Performance Report (APR)

- There are two types of indicators: compliance indicators and performance indicators. Targets for all compliance indicators are set by OSEP at either 100% or 0%. The ALSDE, Special Education Services (SES), with input from the Special Education Advisory Panel, set the targets for all performance indicators. Each was approved by OSEP.
- Indicator 7 is a performance indicator.



Indicator 7: Preschool Outcomes

Alabama State Department of Education, Special Education Services



SPP-APR Indicator 7

SPP Indicator 7: Percent of preschool children aged three through five with IEPs that demonstrate improved:

7A. Positive social-emotional skills (including social relationships):

1. Of those children who entered the program below age expectations in Outcome A, 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 Outcome A by the time they exited the program.



SPP-APR Indicator 7

SPP Indicator 7: Percent of preschool children aged three through five with IEPs that demonstrate improved:

7B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):

1. Of those children who entered the program below age expectations in Outcome B, 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 Outcome B by the time they exited the program.



SPP-APR Indicator 7

SPP Indicator 7: Percent of preschool children aged three through five with IEPs that demonstrate improved:

7C. Use of appropriate behaviors to meet their needs:

1. Of those children who entered the program below age expectations in Outcome C, 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 Outcome C by the time they the program.



Sample System Performance Profile

Indicator	Data				
	Alabama			Super County	
SPP Indicator 7 – Percent of preschool children aged 3 through 5 with IEPs that demonstrate improved:	State Target for 2012-2013	Percentage for 2012-2013	Met State Target	Percentage	Met State Target
7A. Positive social-emotional skills (including social relationships):					
Of those children who entered the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	85.8%	91.7%	Yes	100.00%	Yes
The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	60.7%	76.1%	Yes	83.30%	Yes
7B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):					
Of those children who entered the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	80.8%	91.3%	Yes	94.70%	Yes
The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	32.4%	56.5%	Yes	66.70%	Yes
7C. Use of appropriate behaviors to meet their needs:					
Of those children who entered the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	85.2%	90.6%	Yes	100%	Yes
The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	72.3%	83.3%	Yes	87.50%	Yes

100% is a red flag



Muscle Shoals City

SPP/APR Indicator Data -- Muscle Shoals City

Indicators ¹	FFY 2019 State Target (%)	FFY 2019 State Data (%)	State Met Target? (Yes or No)	FFY 2019 LEA Data (%)	LEA Met State Target? (Yes or No)
Indicator 7a1: Preschool Skills (Positive Social-Emotional), Children who Increased Rate of Growth	91.55%	94.77%	Yes	100%	Yes
Indicator 7a2: Preschool Skills (Positive Social-Emotional), Children Functioning w/in Age Expectations	83.55%	76.30%	No	87.50%	Yes
Indicator 7b1: Preschool Skills (Acquisition and Use of Knowledge and Skills), Children who Increased Rate of Growth	91.45%	93.83%	Yes	100%	Yes
Indicator 7b2: Preschool Skills (Acquisition and Use of Knowledge and Skills), Children Functioning w/in Age Expectations	65.85%	61.89%	No	87.50%	Yes
Indicator 7c1: Preschool Skills (Use of Appropriate Behaviors), Children who Increased Rate of Growth	89.85%	93.47%	Yes	100%	Yes
Indicator 7c2: Preschool Skills (Use of Appropriate Behaviors), Children Functioning w/in Age Expectations	88.95%	85.40%	No	87.50%	No



The Early Learning Progress Profile (ELPP)

Alabama State Department of Education, Special Education Services



What is the ELPP?

- A tool to gather data, unique to Alabama, based on the *Alabama Developmental Standards for Preschool Children (ADSPC)*.
- A tool to provide information about progress toward mastery of the standards.
- A tool to measure a child's level of functioning comparable to same-age peers.
 - Composed of normative skills relative to age expectations.
 - Skills are scaffolded to reflect attainment of prerequisite skills prior to progressing to higher levels.

NOTE: The ELPP is NOT an assessment.

Alabama State Department of Education, Special Education Services



The Entry ELPP

Alabama State Department of Education, Special Education Services



Entry ELPP – 2 Options

Early Learning Progress Profile (ELPP) Entry	
Pre-entered Student Demographic Information	
Student's Name (first, middle, last)	
Student State Assigned ID Number (SSID)	
Gender	
Ethnicity	
DOB (mm-dd-yyyy)	
Disability	
Entry ELPP Completion	
Time Child was Served in EI	None Number of Months Served
ELPP Evaluation Completion Date	
Anticipated Year of Exit	<input type="checkbox"/> 2011-2012 <input type="checkbox"/> 2012-2013 <input type="checkbox"/> 2013-2014 <input type="checkbox"/> 2014-2015 <input type="checkbox"/> 2015-2016 <input type="checkbox"/> 2016-2017 <input type="checkbox"/> 2017-2018 <input type="checkbox"/> 2018-2019 <input type="checkbox"/> 2019-2020 <input type="checkbox"/> 2020-2021 <input type="checkbox"/> 2021-2022 <input type="checkbox"/> 2022-2023
ELPP Evaluator First Name	
ELPP Evaluator Last Name	
Position of Evaluator	<input type="checkbox"/> Pre-school teacher <input type="checkbox"/> Case manager <input type="checkbox"/> Speech-Language pathologist <input type="checkbox"/> Other
Educational Environment	<input type="checkbox"/> LEA Preschool Program <input type="checkbox"/> Community Daycare <input type="checkbox"/> Office of School Readiness (OSR) <input type="checkbox"/> Community Preschool Program <input type="checkbox"/> Home <input type="checkbox"/> Title I <input type="checkbox"/> Home Daycare <input type="checkbox"/> Head Start <input type="checkbox"/> Other
Related Service Received – select all that apply	<input type="checkbox"/> OT <input type="checkbox"/> Interpreter-ELL <input type="checkbox"/> Auditory Verbal Therapy <input type="checkbox"/> PE <input type="checkbox"/> Interpreter-HE <input type="checkbox"/> Other <input type="checkbox"/> Signing/Fluency (not primary disability) <input type="checkbox"/> Counseling <input type="checkbox"/> N/A
Other Service Agency – select all that apply	<input type="checkbox"/> Department of Human Resources (DHR) <input type="checkbox"/> Alabama Institute for Deaf and Blind (AIBD) <input type="checkbox"/> Other <input type="checkbox"/> Children's Rehabilitation Service (CRS) Easter Seals <input type="checkbox"/> Alabama Department of Mental Health (DMH) <input type="checkbox"/> None
Anticipated Time per Week of Special Education and Related Services (Total)	Hours _____ Minutes _____
Pre-School Curriculum	None Yes Name of Curriculum: <input type="checkbox"/> Creative Curriculum <input type="checkbox"/> Hechinger-Orff <input type="checkbox"/> Waterford <input type="checkbox"/> ELL Language for Learning <input type="checkbox"/> High Steps <input type="checkbox"/> Open Court <input type="checkbox"/> High Reach <input type="checkbox"/> Scholastic Early Childhood Curriculum <input type="checkbox"/> We Can <input type="checkbox"/> Breakthrough in Literacy <input type="checkbox"/> Building Language for Literacy <input type="checkbox"/> Other

Early Learning Progress Profile (ELPP) Progress Monitoring Documentation Form

Instructions: This form may be used to document ELPP ENTRY and EXIT data. It may be used more frequently for progress monitoring at ANNUAL IEP REVIEWS/ REVISIONS. Mark the date and the entry source code next to the developmentally appropriate answer/ ELPP objective at each date of completion. The following codes are to be used to document sources: FFI-Family Focus Interview, NEO-Natural Environment Observation, PR-Parent Report, TR-Teacher Report, CKL-Checklist, O-Observation, RS-Related Service, A-Assessment, EI-Early Intervention, PE-Private Evaluation, MDR-Medical Reports, CE-Curriculum Evaluations.

Student Name: _____ Date of Birth: _____

Entry Evaluator/Position: _____ Update Evaluator/Position: _____

Update Evaluator/Position: _____ Exit Evaluator/Position: _____

Questions/Developmental Standards	Answers/ELPP Objectives	Date Entry ELPP	Entry Source Code(s)	Date Progress Update	Source Code(s)	Date Progress Update	Source Code(s)	Date Exit ELPP	Exit Source Code(s)
SEP.1.1 Display a healthy self-image.	SEP.1.1.M Child has mastered standard.								
	SEP.1.1.1 Refer to self by name.								
	SEP.1.1.2 Respond physically (smile, raise hand, stand up) when name is called.								
	SEP.1.1.3 Show pleasure through facial expressions and/or verbal utterances when approached to interact.								
	SEP.1.1.4 Smile, vocalizes, or show body movement to obtain attention.								
	SEP.1.1.5 Exhibit facial expressions to show pleasure when seeing self in mirror.								
SEP.1.2 Demonstrate awareness of attributes of self.	SEP.1.1.6 Child does not respond.								
	SEP.1.2.M Child has mastered standard.								
	SEP.1.2.1 Identify attribute of taller/shorter when compared to a peer.								
	SEP.1.2.2 Show awareness of self as evidenced by wanting to complete tasks independently.								
	SEP.1.2.3 Request others (adults or peers) to watch as child completes activity.								
	SEP.1.2.4 Respond correctly when asked whether child is a boy or a girl either verbally or through pictures.								
	SEP.1.2.5 Eye gaze to indicate recognition of self from choice of two pictures.								
	SEP.1.2.6 Child does not respond.								

Alabama State Department of Education, Special Education Services



Who Needs an Entry ELPP?

An Entry ELPP must be completed for every preschool child receiving special education services in Alabama.



When Do You Complete the Entry ELPP?

- The Entry ELPP should be completed:
 - Within **60 DAYS** of the date special education services begin,
 - OR
 - Within **60 DAYS** of transfer from another Alabama LEA if the original ELPP is not available, or if the transfer is from out of state.
- The 60 day window allows the case manager to work directly with the child, to become familiar with his current level of functioning, and to gather data from all sources.



When Do You Complete the Entry ELPP?

- The case manager should become familiar with the items on the ELPP in order to know what to observe and what types of information to gather.

NOTE: The ELPP should not be completed at the eligibility meeting or at the initial IEP meeting.



Where do You Start to Complete the ELPP?

- Information used to complete the ELPP should come from multiple sources, including:
 - Assessments (standardized, curriculum-based)
 - Related Services (assessments, reports, therapy data)
 - Observations (Natural Environment Observation, unstructured observations)
 - Parent Interview (Family Focus Interview)
 - Teacher Interview
 - Other (Early Intervention reports, medical reports, etc.)



Alabama Developmental Standards for Preschool Children

Each standard is broken down into a seven-point scale:

M: Child has mastered standard.



6: Child does not respond.

The 5 points between M and 6 are specific to each standard.

The ELPP objective is selected based upon the child's level of functioning at the time of completion of the ENTRY ELPP.



How is the child's level of performance on each standard determined?

Alabama Developmental Standards

Standards	ELPP Objectives
Students will:	
❖ LL.P.3.1 Name a variety of pictures/objects and/or actions in the natural environment.	LL.P.3.1.M Child has mastered standard. LL.P.3.1.1 Spontaneously name pictures, objects or actions. LL.P.3.1.2 Point to and imitatively name pictures, objects, or actions. LL.P.3.1.3 Point to picture, object, or action when requested by name. LL.P.3.1.4 Point to object named when given choice of two items. LL.P.3.1.5 Eye gazes at object from a field of two when named. LL.P.3.1.6 Child does not respond.

Entry ELPP Form

Early Learning Progress Profile (ELPP) Outcome 2 - ENTRY								
Student's Name: _____				ID Number: _____				
Directions: Select the appropriate objective for each standard listed below.								
ACQUISITION AND USE OF KNOWLEDGE AND SKILLS (OUTCOME 2) ENTRY								
DEVELOPMENTAL STANDARDS				LEVEL OF PROGRESS				
LANGUAGE AND LITERACY				ELPP OBJECTIVE				
Goal 1: Children will develop listening comprehension skills (receptive language).								
LL.P.1.1	Understand and follow spoken directions	M	1	2	3	4	5	6
LL.P.1.2	Listen attentively to stories or class discussions	M	1	2	3	4	5	6
Goal 2: Children will develop phonological awareness skills to discriminate the sounds of language.								
LL.P.2.1	Discriminate and identify sounds in spoken language	M	1	2	3	4	5	6
LL.P.2.2	Recognize common sounds at the beginning of a series of words	M	1	2	3	4	5	6
LL.P.2.3	Identify syllables in words	M	1	2	3	4	5	6
LL.P.2.4	Identify words that rhyme	M	1	2	3	4	5	6
Goal 3: Children will develop an understanding of new vocabulary.								
LL.P.3.1	Name a variety of pictures/objects and/or actions in the natural environment	M	1	2	3	4	5	6
Goal 4: Children will develop speaking skills for the purpose of communication (expressive language).								
LL.P.4.1	Express wants and needs	M	1	2	3	4	5	6





ALABAMA'S STANDARDS
for Early Learning
and Development



Alabama Standards for Early Learning and Development (ASELDs)

- Intended for use for children ages 0 - Kindergarten.
- Aligned with the Kindergarten standards, Head Start/Early Head Start standards, home visiting competencies, and the TS GOLD® dimensions.
- Aligned with the three Early Learning Outcomes required for Indicator 7 reporting.

Alabama State Department of Education, Special Education Services



The ASELDs

Alabama's Domains of Learning

SECTION

1

Relationships and Connections

This section designates those skills and expectations that are built from children's relationships with peers and adults, their own self-knowledge and their connections to family and the communities in which they live. This section highlights the impact of relationships for young children's success.

FAMILY AND COMMUNITY ENGAGEMENT (FCE) *Relationships to Help Me Succeed*

Describes a unique set of standards and practices that highlight the importance of families', communities' and professionals' partnership in supporting children's learning.

SOCIAL EMOTIONAL DEVELOPMENT (SED) *Me, Myself, and My Relationships*

Describes those skills needed to understand, express and manage feelings as well as the ability to establish positive relationships with others.

SOCIAL STUDIES (SST) *Learning about Myself, My Family, and My Community*

Labels the knowledge children acquire about their family, their community and their place within the world.

SECTION

2

Exploration and Critical Thinking: Developing STEM Skills

Section 2 represents the skills and strategies children use to learn through exploration and problem solving. STEM (or Science, Technology, Engineering and Mathematics) are the areas of learning that prepare children for future success by encouraging creativity, innovation and invention.

APPROACHES TO PLAY AND LEARNING (APL) *Developing Skills and Attitudes for Success*

Identifies the skills and behaviors that children use for learning. Play skills, along with children's persistence, flexibility, creativity promote successful learning and interactions with others.

SCIENCE EXPLORATION AND KNOWLEDGE (SEK) *Exploring the World Around Me*

Provides foundational information about science, engineering and technology concepts as well as the critical thinking skills that children use to learn and understand new ideas.

MATHEMATICAL THINKING (MAT) *Exploring, Processing, and Logical Reasoning*

Introduces basic mathematics skills and language that help children learn about numbers, shapes, patterns, measurement and data analysis.

SECTION

3

Communication

This section describes children's language and literacy development as well as the way they communicate through the arts such as music, movement, dramatic play and visual arts.

LANGUAGE AND LITERACY (LLT)

Understanding and Expressing by Speaking, Listening, Reading, and Writing

Shows children's emergent skills in the areas of speaking, listening, reading and writing. Children use language skills to communicate with others while they develop literacy skills to read and write.

CREATIVE ARTS (CRA) *Expressing Feelings and Ideas through Art, Music, Movement and Drama*

Offers the ways in which children use creative arts to express themselves. Moving beyond talking and listening, children may use different media such as drawing or acting to express their feelings and thoughts.

SECTION

4

Physical Development and Health

PHYSICAL DEVELOPMENT AND HEALTH (PDH) *Growing Strong, Healthy and Resilient*

This section describes the way in which children develop coordination, strength and control of their bodies and develop the knowledge about how to stay safe and healthy.



Crosswalk: ELPP Standards to the ASELDs

- Provides examples of ASELDs (right column) that correspond to the ELPP standards (left column).
- There is NOT always a one-to-one correspondence between the ELPP and ASELDs standards.
- When determining the appropriate ASELDs, please refer to the pages referenced for additional information about specific objectives for each standard.
- For other ELPP standards, information may also be contained in the ASELDs observable actions and professional practices that accompany the standard.



Crosswalk: ELPP Standards to ASELDs

Crosswalk from Early Learning Progress Profile (ELPP) Standards to the Alabama Standards for Early Learning and Development (ASELDs)

ELPP Standard	ASELD Standard
Approaches to Learning (AL)	Approaches to Play and Learning (APL)
AL.P.1.1: Make and express choices, plans, and decisions	APL 3a: Curiosity, Invention, and Initiative: Children will show eagerness, imagination, and creativity as they try new tasks. (pp. 92-93)
AL.P.1.2: Choose and complete challenging tasks	APL 3b: Risk-Taking and Flexibility: Children will demonstrate a willingness to take risks and try new things. (pp. 94-95)
AL.P.1.3: Understand and follow rules and routines	SST 1b: Community Belonging: Children will build a sense of belonging to a group and follow its rules. (pp. 66-67)
Language and Literacy (LL)	Language and Literacy (LLT)
LL.P.1.1: Understand and follow spoken directions	LLT1a: Receptive Language: Children will gain information by understanding the meaning of words and gestures. (pp. 148-149)
LL.P.1.2: Listen attentively to stories or class discussions	LLT 2a: Comprehension: Children will demonstrate emerging understanding of both the written and spoken word. (pp. 158-159)
LL.P.2.1: Discriminate and identify sounds in spoken language	LLT 2b: Phonological Awareness: Children will begin to recognize and associate words with sounds in spoken language. (pp. 160-161)
LL.P.2.2: Recognize common sounds at the beginning of a series of words	
LL.P.2.3: Identify syllables in words	
LL.P.2.4: Identify words that rhyme	
LL.P.3.1: Name a variety of pictures/objects and/or actions in the natural environment	LLT 1b: Expressive Language: Children will use words and gestures to express their thoughts, feelings and needs to others. (pp. 152-153)
LL.P.4.1: Express wants and needs	LLT 1c: Social Rules of Language: Children will use, adapt, and follow the rules of language. (pp. 156-157)
LL.P.4.2: Respond to questions	
LL.P.4.3: Engage in conversations with peers and adults	
LL.P.4.4: Increase length and grammatical complexity of sentences	LLT 1b: Expressive Language: Children will use words and gestures to express their thoughts, feelings and needs to others. (pp. 152-153)
LL.P.4.5: Participate in classroom activities that are repetitive in nature	CRA 2: Music: Children will demonstrate an emerging understanding and appreciation of music as a form of self-expression. (pp. 174-175)



What Constitutes Documentation to Support the ELPP?

Types of documentation listed on the Early Learning Progress Profile (ELPP) Progress Monitoring Documentation Form:

- FFI-Family Focus Interview,
- NEO-Natural Environment, Observation,
- PR-Parent Report,
- TR-Teacher Report,
- CKL-Checklist (teacher, parent, etc.),
- O-Observation,
- RS-Related Service report,
- A-Assessment (formal and/or informal),
- EI-Early Intervention reports,
- PE-Private Evaluation,
- MDR-Medical Reports, and/or
- CE-Curriculum Evaluations.

For informal observations of a child's skills, simply coding this accordingly will be your documentation.



Integrity of Data

- Validity, accuracy, and consistency of data reported.
- If an LEA reports 100% on Indicator 7 Outcomes (ELPP data), questions should arise:
 - Was the data entered accurately?
 - Was the ELPP completed correctly as it was intended?
 - Was the data gathering process comprehensive and based upon information from multiple sources?
 - Are data reported on the ELPP supported by documentation?
 - Is the ELPP data valid?



Entry ELPP

- Case managers are expected to maintain a copy of both the Entry and Exit ELPPs. These copies will be viewed during monitoring.
- Entry/Exit ELPPs should remain in the child's special education file.
- The Entry ELPP should be completed near the 60-day completion window.



Students Transferring Into Your LEA

- If the Entry ELPP was not completed in the old LEA, Entry ELPP data should be completed by the new LEA within 60 days of beginning services in the new LEA.
- If the Entry ELPP was completed in the old LEA, another Entry ELPP is not needed. The new LEA should complete an Exit ELPP when the child exits.
- If the transfer is from another state, an Entry ELPP will always need to be completed.



Progress Monitoring

- During the time a child receives special education services in your LEA, his progress toward mastery of ELPP standards should be monitored regularly.
- Progress monitoring should be completed to support the ELPP and to determine IEP goals.
- If a standard is already mastered at Entry, that standard does not require progress monitoring. If a standard is marked as “Child has mastered standard” on the Entry ELPP, then the same response on the Exit ELPP should be marked.



The Exit ELPP

Alabama State Department of Education, Special Education Services



Exit ELPP – 2 Options

Early Learning Progress Profile (ELPP) EXIT																	
Pre-entered Student Demographic Information																	
Student's Name (first, middle, last)																	
Student State Assigned ID Number (SSID)																	
Gender																	
Ethnicity																	
DOB (mm-dd-yyyy)																	
Disability																	
Exit ELPP Completion																	
Exit ELPP Completion Date																	
Anticipated Year of Exit (Should be this current school year)	<input type="checkbox"/> 2011-2012 <input type="checkbox"/> 2012-2013 <input type="checkbox"/> 2013-2014 <input type="checkbox"/> 2014-2015 <input type="checkbox"/> 2015-2016 <input type="checkbox"/> 2016-2017 <input type="checkbox"/> 2017-2018 <input type="checkbox"/> 2018-2019 <input type="checkbox"/> 2019-2020 <input type="checkbox"/> 2020-2021 <input type="checkbox"/> 2021-2022 <input type="checkbox"/> 2022-2023																
ELPP Evaluator First Name																	
ELPP Evaluator Last Name																	
Position of Evaluator	<input type="checkbox"/> Pre-school teacher <input type="checkbox"/> Case manager <input type="checkbox"/> Speech-Language pathologist <input type="checkbox"/> Other																
Educational Environment	<input type="checkbox"/> LEA Preschool Program <input type="checkbox"/> Community Daycare <input type="checkbox"/> Office of School Readiness (OSR) <input type="checkbox"/> Community Preschool Program <input type="checkbox"/> Home <input type="checkbox"/> Title I <input type="checkbox"/> Home Daycare <input type="checkbox"/> Head Start <input type="checkbox"/> Other																
Related Service(s) Received – select all that apply	<input type="checkbox"/> OT <input type="checkbox"/> Interpreter <input type="checkbox"/> Auditory Verbal Therapy <input type="checkbox"/> PT <input type="checkbox"/> ELL <input type="checkbox"/> Interpreter-DEI <input type="checkbox"/> Physical Therapy (not primary disability) <input type="checkbox"/> Counselor <input type="checkbox"/> None																
Other Service Agency – select all that apply	<input type="checkbox"/> Department of Human Resources (DHR) <input type="checkbox"/> Alabama Institute for Deaf and Blind (AIDB) <input type="checkbox"/> Other <input type="checkbox"/> Children's Rehabilitation Services (CRS) Easter Seals <input type="checkbox"/> Alabama Department of Mental Health (DMMH) <input type="checkbox"/> None																
Average Time per Week: Special Education and Related Services (Total per week) during last school year	Hours Minutes																
Attendance frequency: for scheduled Special Education and Related Services during last school year	<input type="checkbox"/> regularly attended (81-100%) <input type="checkbox"/> between "sometimes" and "regularly" (61-80%) <input type="checkbox"/> sometimes attended (41-80%) <input type="checkbox"/> between "sometimes" and " seldom" (21-40%) <input type="checkbox"/> seldom attended (1-20%)																
Pre-School Curriculum	<table border="0"> <tr> <td>None</td> <td>Yes</td> <td colspan="2">Name of Curriculum:</td> </tr> <tr> <td><input type="checkbox"/> Creative Curriculum</td> <td><input type="checkbox"/> Bridges-2010s PresG</td> <td><input type="checkbox"/> Waterford</td> <td><input type="checkbox"/> JRA Language for Learning</td> </tr> <tr> <td><input type="checkbox"/> High Scope</td> <td><input type="checkbox"/> Open Court</td> <td><input type="checkbox"/> High Reach</td> <td><input type="checkbox"/> Alabama Early Childhood Curriculum</td> </tr> <tr> <td><input type="checkbox"/> We Can</td> <td><input type="checkbox"/> Breakthrough to Literacy</td> <td><input type="checkbox"/> Building Language for Literacy</td> <td><input type="checkbox"/> Other</td> </tr> </table>	None	Yes	Name of Curriculum:		<input type="checkbox"/> Creative Curriculum	<input type="checkbox"/> Bridges-2010s PresG	<input type="checkbox"/> Waterford	<input type="checkbox"/> JRA Language for Learning	<input type="checkbox"/> High Scope	<input type="checkbox"/> Open Court	<input type="checkbox"/> High Reach	<input type="checkbox"/> Alabama Early Childhood Curriculum	<input type="checkbox"/> We Can	<input type="checkbox"/> Breakthrough to Literacy	<input type="checkbox"/> Building Language for Literacy	<input type="checkbox"/> Other
None	Yes	Name of Curriculum:															
<input type="checkbox"/> Creative Curriculum	<input type="checkbox"/> Bridges-2010s PresG	<input type="checkbox"/> Waterford	<input type="checkbox"/> JRA Language for Learning														
<input type="checkbox"/> High Scope	<input type="checkbox"/> Open Court	<input type="checkbox"/> High Reach	<input type="checkbox"/> Alabama Early Childhood Curriculum														
<input type="checkbox"/> We Can	<input type="checkbox"/> Breakthrough to Literacy	<input type="checkbox"/> Building Language for Literacy	<input type="checkbox"/> Other														

Early Learning Progress Profile (ELPP) Progress Monitoring Documentation Form

Instructions: This form may be used to document ELPP ENTRY and EXIT data. It may be used more frequently for progress monitoring at ANNUAL IEP REVIEWS/ REVISIONS. Mark the date and the entry source code next to the developmentally appropriate answer/ ELPP objective at each date of completion. The following codes are to be used to document sources: FFI-Family Focus Interview, NEO-Natural Environment Observation, PR-Parent Report, TR-Teacher Report, CKL-Checklist, O-Observation, RS-Related Service, A-Assessment, EI-Early Intervention, PE-Private Evaluation, MDR-Medical Reports, CE-Curriculum Evaluations.

Student Name: _____ Date of Birth: _____

Entry Evaluator/Position: _____ Update Evaluator/Position: _____

Update Evaluator/Position: _____ Exit Evaluator/Position: _____

Questions/Developmental Standards	Answers/ELPP Objectives	Date Entry ELPP	Entry Source Code(s)	Date Progress Update	Source Code(s)	Date Progress Update	Source Code(s)	Date Exit ELPP	Exit Source Code(s)
SEP.1.1 Display a healthy self-image.	SE.P.1.1.M Child has mastered standard. SE.P.1.1.1 Refer to self by name. SE.P.1.1.2 Respond physically (smile, raise hand, stand up) when name is called. SE.P.1.1.3 Show pleasure through facial expressions and/or verbal utterances when approached to interact. SE.P.1.1.4 Smile, vocalizes, or show body movement to obtain attention. SE.P.1.1.5 Exhibit facial expressions to show pleasure when seeing self in mirror. SE.P.1.1.6 Child does not respond.								
SEP.1.2 Demonstrate awareness of attributes of self.	SE.P.1.2.M Child has mastered standard. SE.P.1.2.1 Identify attribute of taller/shorter when compared to a peer. SE.P.1.2.2 Show awareness of self as evidenced by wanting to complete tasks independently. SE.P.1.2.3 Request others (adults or peers) to watch as child completes activity. SE.P.1.2.4 Respond correctly when asked whether child is a boy or a girl either verbally or through pictures. SE.P.1.2.5 Eye gaze to indicate recognition of self from choice of two pictures. SE.P.1.2.6 Child does not respond.								



The Exit ELPP: When to Complete It

- When a child is exiting preschool special education services for ANY reason (going to kindergarten, moving, no longer eligible, etc.),

AND

- Has received AT LEAST six months of special education services.
- The Exit ELPP should be completed within 30 days of exit date if the exit occurs anytime other than at the end of the school year.



Exit ELPP

- Complete the Exit ELPP following the same procedures as for the Entry ELPP.
- Additional demographic data required at exit:
 - Average Time per Week: total time per week of Special Education and Related Services the child received during the most recent school year.
- If a standard is marked “Child has mastered standard” on Entry ELPP, then choose the same response on the Exit ELPP.



Who May Be Excluded From the Exit ELPP?

- Students who have NOT received six months of preschool special education services for ANY reason, including but not limited to:
 - Exited to kindergarten,
 - Moved out of Alabama,
 - Determined no longer eligible for services,
 - Parent revoked services, or
 - Student is deceased.

NOTE: If an Exit ELPP is completed, then the parent decides to keep the child in preschool an additional year, the Exit ELPP does not need to be completed again.



The ELPP Electronic Tracking Sheet (EETS)

Alabama State Department of Education, Special Education Services



The EETS

- All Entry and Exit ELPP data must be entered into the EETS spreadsheet. The EETS calculates the data your system and the state submit to OSEP.
- Some LEAs choose to provide each case manager with an EETS spreadsheet in which to enter his/her students' information. Case managers then submit individual spreadsheets to the LEA contact person.
- Some LEAs choose to designate one person to enter all Entry/Exit ELPP data from all case managers into one consolidated EETS spreadsheet.
- One EETS spreadsheet per LEA will be submitted annually.



The OSEP Measurements

- The ELPP scores are converted from numeric data (1-7) to an alphabetic scale (a-e) for reporting to OSEP.
 - a: % of preschool children who did not improve functioning,
 - b: % of preschool children who improved functioning, but not sufficient to move nearer to functioning comparable to same-aged peers,
 - c: % of preschool children who improved functioning to a level nearer to same-aged peers, but did not reach it,
 - d: % of preschool children who improved functioning to reach a level comparable to same-aged peers,
 - e: % of preschool children who maintained functioning to reach a level comparable to same-aged peers.



ELPP Electronic Tracking System 2.0			ENTRY ELPP TOTALS			EXIT ELPP TOTALS			IMPROVEMENT FROM ENTRY TO EXIT		
STUDENT FIRST NAME	STUDENT LAST NAME	Outcome 1	Outcome 2	Outcome 3	Outcome 1	Outcome 2	Outcome 3	Outcome 1	Outcome 2	Outcome 3	
Missy	Sippy	5	4	5	7	7	7	D	D	D	
Luke	Warm	5	3	5	6	5	5	D	C	B	
Rich	Feller	2	1	2	4	2	2	C	C	B	
Sue	Flay	3	2	2	5	3	4	C	C	C	
Marty	Graw	3	2	4	6	5	6	D	C	D	
Lily	Pond	4	2	4	7	6	6	D	D	D	
Constance	Noring	5	5	6	7	7	7	D	D	E	
Bill	Ding	4	3	5	7	6	7	D	D	D	
Iona	Ford	3	3	4	6	5	6	D	C	D	
Carrie	Oakey	5	4	6	7	7	7	D	D	E	
Gene	Poole	3	2	4	4	3	5	C	C	C	
Mary	Christmas	5	4	7	7	6	7	D	D	E	
Biff	Wellington	5	3	5	7	6	7	D	D	D	
Virginia	Beach	1	1	1	4	2	2	C	C	C	
Willie	Wait	5	3	5	7	5	7	D	C	D	
Frank	Enstein	7	6	7	7	7	7	E	E	E	
Polly	Ester	6	5	7	7	7	7	E	D	E	
Willie	Makeut	3	3	4	7	6	7	D	D	D	
Betty	Wont	6	4	5	7	5	7	E	C	D	



The EETS Spreadsheet

190					
▶	Input	Summary Information	Other Information	+	



NO. OF STUDENTS	OUTCOME 1	OUTCOME 2	OUTCOME 3	
A	13	3	7	Preschool children who did not improve functioning
B	116	188	116	Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged
C	385	741	219	Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it
D	1,053	1,250	827	Preschool children who improved functioning to reach a level comparable to same-aged peers
E	1,055	440	1,453	Preschool children who maintained functioning at a level comparable to same-aged peers
Total	2,622	2,622	2,622	
PERCENTAGE OF STUDENTS	OUTCOME 1	OUTCOME 2	OUTCOME 3	
A	0.5%	0.1%	0.3%	Preschool children who did not improve functioning
B	4.4%	7.2%	4.4%	Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged
C	14.7%	28.3%	8.4%	Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it
D	40.2%	47.7%	31.5%	Preschool children who improved functioning to reach a level comparable to same-aged peers
E	40.2%	16.8%	55.4%	Preschool children who maintained functioning at a level comparable to same-aged peers
Total	100.0%	100.0%	100.0%	

	OUTCOME 1	OUTCOME 2	OUTCOME 3
OUTCOME SUMMARY STATEMENT #1	91.8%	91.2%	89.5%
OUTCOME SUMMARY STATEMENT #2	80.4%	64.5%	87.0%
Definition of Outcome Summary Statement	How the Outcome Summary Statement is Calculated		
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.	$c+d/a+b+c+d$		
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.	$d+e/a+b+c+d+e$		



Outcome 1		Column Labels							
Row Labels	1	2	3	4	5	6	7	Grand Total	
1	6	3						9	
2	13	13	1		1			28	
3	13	47	11	1	1			73	
4	16	56		31	3		1	151	
5	10	3	79	3	43	10	4	253	
6	8	30	93	150	154	96	18	548	
7	2	24	81	200	312	481	460	1560	
Grand Total	68	226	308	436	514	587	483	2622	
Exit Scores									
v									
Outcome 2		Column Labels							
Row Labels	1	2	3	4	5	6	7	Grand Total	
1	14	4						18	
2	41	43	3					87	
3	28	94	26	5	1			154	
4	15	96	73	31	9			224	
5	9	89	165	131	50	5		449	
6	8	63	172	233	229	76	2	783	
7	3	31	95	155	261	272	90	907	
Grand Total	118	420	534	555	550	353	92	2622	

Outcome 3		Column Labels							
Row Labels	1	2	3	4	5	6	7	Grand Total	
1	7	1			1			9	
2	10	11	3					24	
3	1	17	11		1			30	
4		12	49	35	3	4		103	
5		5	33	92	39	7		176	
6	1	3	39	178	177	119	18	535	
7		4	17	124	289	674	642	1745	

Annual ELPP Exit Data

Alabama State Department of Education, Special Education Services



Annual ELPP Exit Data

- In the spring, case managers gather Exit ELPP data for children known to be exiting preschool at the end of the school year and complete all Exit ELPPs.
- Enter all Entry **AND** Exit ELPP data for students exiting preschool into the spreadsheet in May.
- Only enter data for students with BOTH Entry and Exit ELPPs.
- All data is due to the SDE by **June 1st** - LEAs may set their own due dates for case managers to ensure timely submission.
- Failure to timely submit ELPP data may negatively impact an LEA's system determination.



Contact Information

For issues regarding the ELPP, contact the
Preschool Team:

- Stephanie Frucci: sfrucci@alsde.edu
- Kathy Wilkins: kathy.wilkins@alsde.edu

(334) 694-4782

Alabama State Department of Education, Special Education Services



LEA Performance
Profile - 176 Muscles
Shoals City

