

## **Reporting Categories**

Every state is required to report on the skill development of **all** children with Individualized Education Programs (IEPs) in early childhood special education (ECSE) in all three outcome areas. For each outcome, states must determine the percentage of children in five reporting categories. After data are collected from intermediate and local districts using the 7-point scale, the state compiles those scores into the following five reporting categories.

**a. Did not improve functioning.**

This category is the percent of children who either acquired no new skills or behaviors, or their level of functioning regressed between entry and exit. These are children who scored lower at exit than at entry or are scored a 1 at both entry and exit and received a “no” on question 1b, 2b or 3b at exit.

**b. Improved functioning, but not sufficiently to move nearer to functioning comparable to same-aged peers.**

This category is the percent of children who acquired new skills and behaviors but without positive change in their development trajectories. At exit they were acquiring new skills at the same or lower rates than they had when they began services. These are children who scored a 5 or lower at entry, scored the same or lower at exit and received a “yes” on question 1b, 2b, or 2b at exit.

**c. Improved functioning to a level nearer to same-aged peers but did not reach it.**

This category is the percent of children who acquired skills and new behaviors at a faster rate after beginning services than they had before. There was a positive change in their developmental trajectories but they have not attained functioning comparable to same-aged peers by the time they exited the program. These are children who are scored higher at exit than entry but did not reach a 6 or 7.

**d. Improved functioning to reach a level comparable to same-aged peers.**

This category is the percent of children who did not show functioning comparable to same-aged peers at entry but did at exit. These children scored a 5 or lower at entry and a 6 or 7 at exit.

**e. Maintained functioning at a level comparable to same-aged peers.**

This category is the percent of children who showed functioning comparable to same-aged peers at both entry and exit. These children scored a 6 or 7 at both entry and exit.