**Indicator 7: Early Childhood Outcomes**

**Percent of children with IEPs who demonstrate improved:**

* Positive social-emotional skills (including social relationships)
* Acquisition and use of knowledge and skills (including early language/ communication and early literacy)
* Use of appropriate behaviors to meet needs





Data are from the 2018-2019 school year.

**1. Social-emotional skills**

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

State Target: 90.0

State Data: 93.08

Met Target; No Slippage

b. Percent of children who were functioning within age expectations in Outcome by the time they exited.

State Target: 57.8%

State Data: 51.32%

Did not meet target; Slippage

**2. Acquisition and use of knowledge and skills**

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

State Target: 90.9

State Data: 94.84

Met Target; No Slippage

b. Percent of children who were functioning within age expectations in Outcome by the time they exited.

State Target: 46.9%

State Data: 43.06%

Did not meet target; Slippage

**3. Use of appropriate behaviors to meet needs**

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

State Target: 90.8

State Data: 92.52

Met Target; No Slippage

b. Percent of children who were functioning within age expectations in Outcome by the time they exited.

State Target: 65.2%

State Data: 58.19%

Did not meet target; Slippage

\*This is preliminary data and will be reviewed and confirmed by the Virginia Department of Education (VDOE) and Office of Special Education Programs