Division for Exceptional Students Troup County Preschool Entry Data for 2013-2014 System 7411

ool:	Service Provider:
ent Name:	Student GTID:
of Birth:	Initial Eligibility Date:
ENTRY DATA	
Outcome #1: The student exhibits positive comparable to his age level peers.	re social-emotional skills (including social relationships)
Student is at or above age level peers.	
Student is below age level peers.	
Summary of data including scores:	at Used
Outcome #2: The student exhibits languag	ge
	omparable
communication, and early literacy skills co to his age level peers.	omparable
communication, and early literacy skills co	omparable
communication, and early literacy skills co to his age level peers.	omparable
communication, and early literacy skills control to his age level peers. Student is at or above age levels peers. Student is below age level peers. Assessment Date Assessment Summary of data including scores:	at Used
communication, and early literacy skills control to his age level peers. Student is at or above age levels peers. Student is below age level peers. Assessment Date Assessment Summary of data including scores:	e e
communication, and early literacy skills contonis age level peers. Student is at or above age levels peers. Student is below age level peers. Assessment Date Assessment Summary of data including scores: Outcome #3: The student exhibits adaptive	e e
communication, and early literacy skills contoned to his age level peers. Student is at or above age levels peers. Student is below age level peers. Assessment Date Assessment Summary of data including scores: Outcome #3: The student exhibits adaptive (functional) behaviors comparable to his assessment and the student exhibits adaptive (functional)	e e
communication, and early literacy skills contoned to his age level peers. Student is at or above age levels peers. Student is below age level peers. Assessment Date Assessment Summary of data including scores: Outcome #3: The student exhibits adaptive (functional) behaviors comparable to his appeers.	e e
communication, and early literacy skills contonis age level peers. Student is at or above age levels peers. Student is below age level peers. Assessment Date Assessment Summary of data including scores: Outcome #3: The student exhibits adaptive (functional) behaviors comparable to his appeers. Student is at or above age levels peers. Student is below age level peers.	e e

Student's Name:	
Outcome Data	
Date of Exit out of Program: (Date Student Turned 6)	
Chronological Age at Exit: 6	
Directions: Indicate the student's level of performance at the time of exit for each outcome lister as the birth date that the student turns 6 years of age or the end of the school year in which the	
Outcome #1: The student exhibits positive social-emotional skills (including social relationsh to his age level peers. Assessment Date: Assessment Used: Summary:	ips) comparable
Student maintained functioning at a level comparable to same-aged peers.	
Student improved functioning to <u>reach</u> a level comparable to same-aged peers.	
Student improved functioning to a level <i>nearer</i> to same-aged peers but <u>did not</u> <u>reach</u> it.	
Student improved functioning but not sufficient to move <i>nearer</i> to functioning comparable to	
same-aged peers.	
Student <u>did not</u> improve functioning.	
Outcome #2: The student exhibits language communication, and early literacy skills compar level peers. Assessment Date: Assessment Used: Summary:	able to his age
level peers. Assessment Date: Assessment Used: Summary:	able to his age
level peers. Assessment Date: Assessment Used: Summary: Student maintained functioning at a level comparable to same-aged peers.	able to his age
level peers. Assessment Date: Assessment Used: Summary: Student maintained functioning at a level comparable to same-aged peers. Student improved functioning to reach a level comparable to same-aged peers.	able to his age
Assessment Date:Assessment Used:	able to his age
Assessment Date:Assessment Used:	able to his age
Assessment Date:Assessment Used:	able to his age
Student maintained functioning at a level comparable to same-aged peers. Student improved functioning to reach a level comparable to same-aged peers. Student improved functioning to a level comparable to same-aged peers. Student improved functioning to a level nearer to same-aged peers but did not reach it. Student improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers.	
Student maintained functioning at a level comparable to same-aged peers. Student improved functioning to reach a level comparable to same-aged peers. Student improved functioning to a level nearer to same-aged peers but did not reach it. Student improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers. Student did not improve functioning.	
Student maintained functioning at a level comparable to same-aged peers. Student improved functioning to reach a level comparable to same-aged peers. Student improved functioning to a level nearer to same-aged peers but did not reach it. Student improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers. Student did not improve functioning. Outcome #3: The student exhibits adaptive (functional) behaviors comparable to his age level Assessment Date: Summary: Student maintained functioning at a level comparable to same-aged peers.	
Student maintained functioning at a level comparable to same-aged peers. Student improved functioning to reach a level comparable to same-aged peers. Student improved functioning to a level nearer to same-aged peers but did not reach it. Student improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers. Student did not improve functioning.	
Student maintained functioning at a level comparable to same-aged peers. Student improved functioning to reach a level comparable to same-aged peers. Student improved functioning to a level nearer to same-aged peers but did not reach it. Student improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers. Student did not improve functioning.	
Student maintained functioning at a level comparable to same-aged peers. Student improved functioning to reach a level comparable to same-aged peers. Student improved functioning to a level nearer to same-aged peers but did not reach it. Student improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers. Student did not improve functioning.	