IDEA Preschool Special Education Indicators
DESCRIPTION OF COMPLIANCE CALCULATION
INDICATOR 7: Preschool Child Outcomes

Preschool child outcomes indicator 7 measures the percent of preschool children with IEPs who demonstrate improved: A. Positive social-emotional skills (including social relationships); B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and C. Use of appropriate behaviors to meet their needs. Students are grouped into progress categories based on entry and exit Child Outcome Summary ratings (1-7) and progress question.

Five Progress Categories (Figure 1):

- **A** = Did not improve functioning.
  - Rated lower at exit than entry; OR rated 1 at both entry and exit; AND "No" on the progress question.
- **B** = Improved functioning, but not sufficient to move nearer to functioning comparable to same-aged peers.
  - Rated 5 or lower at entry; AND rated the same or lower at exit; AND "Yes" on the progress question.
- **C** = Improved functioning to a level nearer to same-aged peers but did not reach it.
  - Rated higher at exit than entry; AND rated 5 or below at exit
- **D** = Improved functioning to reach a level comparable to same-aged peers.
  - Rated 5 or lower at entry; AND rated 6 or 7 at exit.
- **E** = Maintained functioning at a level comparable to same-aged peers.
  - Rated 6 or 7 at entry; AND rated 6 or 7 at exit.
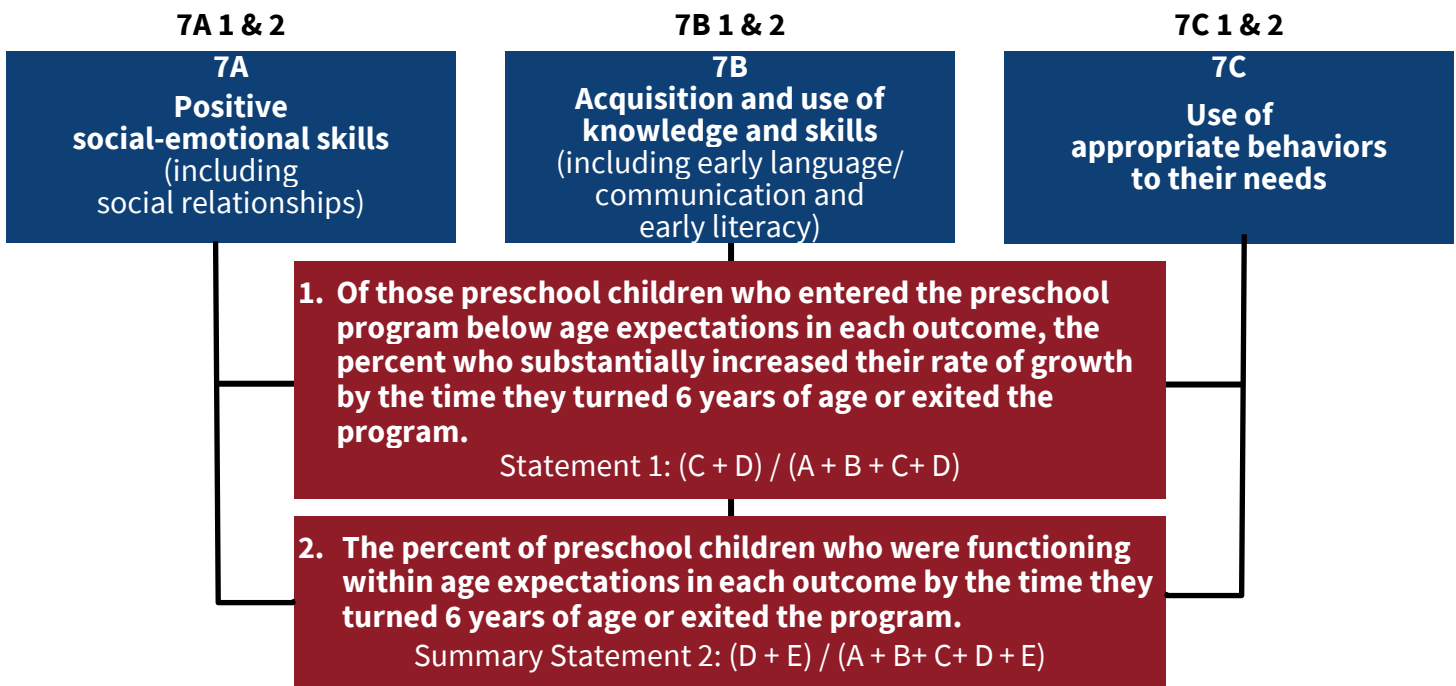
CALCULATION

7A 1 & 2

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

7B 1 & 2

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

7C 1 & 2

7C
Use of appropriate behaviors to their needs

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.

   Statement 1: $(C + D) / (A + B + C + D)$

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.

   Summary Statement 2: $(D + E) / (A + B + C + D + E)$

Figure 1

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- ✓ Data for this indicator is collected from the Early Childhood Outcomes Summary Form. LEAs can report summary form ratings twice annually (in fall and spring) through EMIS.
- ✓ Through a team input process, LEAs determine summary scores using data from multiple sources of evidence.
- ✓ The population of 'potential exiters' begins with identifying all students who had a Childhood Outcome Summary Score (COS) reported to EMIS where:
    - o a. COS Test Taken Date
    - o b. Student had at least one valid test score in any subject.
- ✓ Only students who had an IEP in place can be included as an Exiter
- ✓ Potential exiter needs to meet only one of the following criteria:
    - o ETEX- Outcome Code 'ETEX' – Exiting Special Education
    - o IEPR- Outcome code 'IEPR' – IEP Complete- Parent Refusal
    - o Grade level following school year- We look at the students' grade level reported in the initial student collection the following year. If the student was not reported in the following year so the grade level could not be identified, the student is treated as an Exiter, if the student is reported to be in a grade level other than Preschool, the student counts as an Exiter)
    - o Student Age- Student Turns Age 6 Between 10/1 – 9/30
- ✓ ENTRY scores (E, K, T) If the student has multiple scores in this time period, the scores with the FIRST test taken date are us
- ✓ EXIT Scores (E, K, T and Progressing scores) If the student has multiple test scores in this time period, the scores with the LAST test taken date are used for the progressing scores (TPRG, KPRG, EPRG)
- ✓ Identify if Student had Six Months of Preschool Special Education

STATE REPORTING (APR): If the student met the criterion to be included, the following calculations are used to create the APR percentages:
- ✓ Student met at least one of the 'Exiter' criteria
- ✓ Student had at least six months of Preschool Special Education. APR state reporting not district dependent (student has moved districts but has 6 months of preschool special education)
- ✓ Student COS scores generated at least one outcome (a, b, c, d, e).
- ✓ It is possible for a student to be only included in one outcome or all three outcomes.
- ✓ Only students who have valid COS Scores reported to EMIS can be included in the calculation
- ✓ For each of the 3 Outcomes, the following formula is used to calculate the APR percentages:
    - o Summary Statement 1: $(C + D) / (A + B + C + D)$
    - o Summary Statement 2: $(D + E) / (A + B + C + D + E)$

District Profile Reporting: If the student met the criterion to be included, the following calculations are used to create the District percentages
- ✓ Using the final student collection, identify all valid Legal DOR (Exclude '999999') reported by all LEA's (District relationship 1, 2, 3)
- ✓ Student met at least one of the 'Exiter' criteria
- ✓ **Student had at least six months of Preschool Special Education in the district. District profile is district dependent (student has been in district 6 months and has entry and exit scores)**
- ✓ Student COS scores generated at least one outcome (a, b, c, d, e).
- ✓ It is possible for a student to be only included in one outcome or all three outcomes.
- ✓ Only students who have valid COS Scores reported to EMIS can be included in the calculation
- ✓ For each of the 3 Outcomes, the following formula is used to calculate the APR percentages:
    - o Summary Statement 1: $(C + D) / (A + B + C + D)$
    - o Summary Statement 2: $(D + E) / (A + B + C + D + E)$

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