## Essential Elements

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| Indicator Description: |
| Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:  7A. positive social-emotional skills (including social relationships);  7B. acquisition and use of knowledge and skills (including early language/communication and early literacy); and  7C. use of appropriate behaviors to meet their needs. |
| Measurement:[[1]](#footnote-2) |
| **Outcomes:**  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.  **Progress categories for A, B, and C:**  a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by (# of preschool children with IEPs assessed)] times 100.  b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = (# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers divided by # of preschool children with IEPs assessed) times 100.  c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by (# of preschool children with IEPs assessed)] times 100.  d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.  e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.  **Summary Statement 1:**  Of those preschool children who entered or exited 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.  **Measurement for Summary Statement 1:**  Percent = # of preschool children reported in progress category (c) plus # of preschool children reported in category (d) divided by [# of preschool children reported in progress category (a) plus # of preschool children reported in progress category (b) plus # of preschool children reported in progress category (c) plus # of preschool children reported in progress category (d)] times 100.  **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.  **Measurement for Summary Statement 2:**  Percent = # of preschool children reported in progress category (d) plus # of preschool children reported in progress category (e) divided by [the total # of preschool children reported in progress categories (a) + (b) + (c) + (d) + (e)] times 100.  Provide the actual numbers and percentages for the five reporting categories for each of the three outcomes. |
| Target Setting: This is a results indicator. Describe the process used to engage stakeholders and set targets. |
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| [GRADS360°](https://osep.grads360.org/#program) Reporting Information: Describe login information, location of manual, etc. |
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| Data Stewards: Provide titles and names, contact information, department, and any notes on persons responsible for collections, validation, and submission. If there are multiple parties responsible or involved in the process, list them all. |
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| Data Source Description: Provide a short description of the database or data system your state uses to process data for this indicator. Sampling of children for assessment is allowed. |
| Describe the instruments and procedures used to gather data for this indicator. Describe the criteria for defining “comparable to same-aged peers.” If a State is using the Early Childhood Outcomes Center (ECO) Child Outcomes Summary (COS), then the criteria for defining “comparable to same-aged peers” has been defined as a child who has been assigned a score of 6 or 7 on the COS. |
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| State Collection and Submission Schedule: Provide a list of dates necessary for this data collection, including when the data collection period opens, when data are due from the local education agencies (LEAs), and when assigned staff pull the data after the collection closes. |
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## Processes

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| Collection: Provide detailed information about the origin and collection of the data, including titles of persons responsible. Sampling to select children for assessment is allowed. When using a sample, describe the methodology and outline how the design will yield valid and reliable estimates. |
| In the measurement include, in the numerator and denominator, only children who received special education and related services for at least six months during the age span of three through five years. |
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| Data Validation: Describe the data cleaning processes and any other processes your state uses to ensure high-quality data. |
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| Data Analysis:[[2]](#footnote-3) Describe the process for data analysis. |
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| Response to OSEP-Required Actions: Describe the procedures for reviewing Office of Special Education Programs (OSEP) feedback. Following the release of the OSEP determination, indicate who reviews OSEP feedback and how assigned staff make the plan to address concerns and create a response. |
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| Internal Approval Process: Describe any internal approval processes (e.g., who must sign off, timelines). |
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| Submission: Describe process for entering the data and analyses into [GRADS360](https://osep.grads360.org/#program)o. Include information about the person authorized to certify the final report. |
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| Clarification:[[3]](#footnote-4) Describe the process your state uses to prepare a response to OSEP’s request for clarification. |
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| Data Governance: Describe the process for reviewing potential or actual changes to the data collection and associated requirements. |
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| Public Reporting: Describe the process and format for publicly reporting the performance of each LEA against the target of the state’s State Performance Plan/Annual Performance Report (SPP/APR) data. Note where your state posts the state education agency (SEA) and LEA SPP/APR data. |
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1. **Measurement:** Part B Indicator Measurement Table 2018, for FFY 2016 submission. [↑](#footnote-ref-2)
2. Data Analysis: Review data year to year, looking for patterns statewide and within LEAs, outliers, whether targets were met or not met, and slippage. [↑](#footnote-ref-3)
3. **Clarification:** OSEP generally sends clarification requests to states about 60 days postsubmission. [↑](#footnote-ref-4)