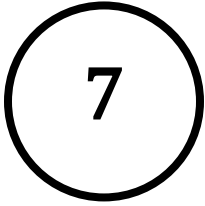




# Data Fact Sheet



## Individuals with Disabilities Education Act (IDEA) Part B Indicator 7: Preschool Outcomes

Percent of preschool children aged 3 through 5 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.

### **Federal Calculation:**

#### Summary Statement 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.

Measured by the number of preschool children reported in progress category (c) plus the number of preschool children reported in category (d) divided by the number of preschool children reported in progress categories (a), (b), (c), and (d).

$$(c) + (d) / (a) + (b) + (c) + (d)$$

#### 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.

Measured by the number of preschool children reported in progress category (d) plus the number of preschool children reported in progress category (e) divided by the total number of preschool children reported in progress categories (a), (b), (c), (d), and (e).

$$(d) + (e) / (a) + (b) + (c) + (d) + (e)$$

### Outcomes:

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

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

(C) Use of appropriate behaviors to meet their needs



# Data Fact Sheet

## Progress Categories:

(a): Preschool children who did not improve functioning

(b): Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers

(c): Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it

(d): Preschool children who improved functioning to reach a level comparable to same-aged peers

(e): Preschool children who maintained functioning at a level comparable to same-aged peers

## **NH Data System:**

This data is captured through AEPS (Assessment, Evaluation, & Programming System) or TS Gold (Teaching Strategies) as entered by the district.

## **District of Liability Review of Data:**

Districts can access AEPS or TS Gold to review and correct their data no later than June 30<sup>th</sup> for the currently ending school year.

TS Gold has resources for the [OSEP Status Report](#), running the [OSEP Federally Mandated Year-End Report](#), and [Tips for Using OSEP Features and Reports](#).

AEPS has resources for learning more about their [‘My Report’ tab](#) and about [OSEP Reporting](#).

## **Reporting Requirements:**

The Bureau uses the Indicator 7 calculations from AEPS and TS Gold, per federal and state regulations, for:

- Reporting Indicator 7 data to the Office of Special Education Programs (OSEP),
- LEA Determinations, and
- iReports, the NHED School and District Report Card for publicly available data

## **Additional Information:**

District level data is collected by sending district (district of liability) as assigned in NHSEIS.

## **Reference Links:**

- [Code of Federal Regulations 34 CFR 300](#)
- [IDEA Part B State Performance Plan \(SPP\) and Annual Performance Report \(APR\) Indicator Measurement Table](#)
- [IDEA Section 618 Data Documentation](#)
- [NHED Bureau NHSEIS Page](#) (NHSEIS Manuals for Administrators and Teachers)
- [iReports: the NHED School and District Report Card for publicly available data](#)
- [NHED Bureau Indicator Contact and Resources List](#)
- [NHED Bureau Preschool Page](#)