

## Indicator 7 “Data Talking Points”

### 1. **Why does NDDPI collect information relating to Early Childhood Outcomes?**

The ND Department of Public Instruction, Office of Special Education and local education agencies, LEAs, that serve preschool children with disabilities are required to report data on Indicator 7 each year as part of the APR. The federal Office of Special Education Programs, OSEP, uses each state’s data to determine how well the state’s programs have helped young children and to determine whether or not local school district programs are making a positive difference for young children and their families.

### 2. **How is the information for Indicator 7 collected?**

In North Dakota, the ND Early Childhood Outcomes Process provides an entry rating for every preschool child with an IEP when they begin receiving early childhood special education services and an exit rating when the child transitions out of or exits services. The entry and exit ratings are gathered in the following three outcome areas:

- Children have positive social emotional skills;
- Children acquire and use knowledge and skills; and
- Children use appropriate behavior to meet their needs.

For additional information relating to the ND ECO Process go to our website.

### 3. **Where are the entry and exit/progress ratings gathered?**

The NDDPI Office of Special Education utilizes the Child Outcomes Summary Form (COSF) to document the three child outcomes scores. The COSF is a form and process developed by the Early Childhood Outcomes Center that provides a 7-point scale for describing children’s functioning compared to age expectations in each of the three outcome areas required by OSEP. The COSF provides a way for teams to summarize the child’s level of functioning using information from many sources including assessment measures and parent and provider reports.

Using the COSF does not require that programs collect more data about children’s progress; it is a mechanism to summarize assessment information for federal reporting as well as for accountability, program planning and program improvement.

### 4. **What is the 7-point scale within the NDCOSF?**

The Child Outcome Summary Form uses a 7-point scale to capture a child’s current level of functioning in the three child outcome areas. The summary ratings provide an overall picture of how the child functions for each outcome area across a variety of typical settings and people in their life at a particular time in their life.

In addition to summarizing across settings and situations, the rating progress compares a child’s skills and behaviors to those of their peers. For each of the three outcome areas, the team decides the extent to which the child displays behaviors and skills expected for their age.

### 5. **How are the entry and exit/progress ratings converted into a Progress Category?**

Once the child’s team has completed the entry/exit/progress ratings on the child’s COSF, the entry/exit/progress ratings are combined to determine the appropriate Progress Category for each child. The chart below provides a summary of the possible Progress Category combinations. In ND, this conversion is completed within Tienet. Student specific information can be found in Tienet under **Standard Reports – Unit Reports – Indicator 7**.

<b>Progress Category</b>	<b>Explanation</b>	<b>COSF Ratings</b>
a. Did not improve functioning	Children who acquired no new skills or regressed during their time in the program.	Rated lower at exit than entry; OR rated 1 at both entry and exit; AND “No” on the progress question (b)
b. Improved functioning, but not sufficient to move nearer to functioning comparable to same-aged peers	Children who acquired new skills but continued to grow at the same rate throughout their time in the program.	Rated 5 or lower at entry; AND rated the same or lower at exit; AND “Yes” on the progress question (b)
c. Improved functioning to a level nearer to same-aged peers but did not reach it	Children who acquired new skills but accelerated their rate of growth during their time in the program. They were making progress toward catching up with their same aged peers but were still functioning below age expectations when they left the program.	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	Children who were functioning below age expectations when they entered the program but were functioning at age expectations when they left.	Rated 5 or lower at entry; AND rated 6 or 7 at exit
e. Maintained functioning at a level comparable to same-aged peers	Children who were functioning at age expectations when they entered the program and were functioning at age expectations when they left.	Rated 6 or 7 at entry; AND rated 6 or 7 at exit.

**6. On the district Report Card, why are the district ratings for Indicator 7 provided in two Summary Statements?**

Through the SPP/APR process, ND is required to set targets based on the baseline information for Indicator 7. During the development of this target setting process, OSEP received comments regarding the number of targets associated with Indicator 7. This would have meant establishing 15 targets; five Progress Categories (A-E) for three Outcome Area (3X15=15 targets). Through a comprehensive review and input process, OSEP developed two Summary Statements which incorporate the district’s Progress Category information.

**7. What is the first Summary Statement and the formula for determining the district rate?**

Summary Statement #1 states: *Of those children who entered the 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.* In other words – How many children changed growth trajectories during their time in the preschool program? Using each district’s combined Progress Category information, the formula used to determine the percentage for Summary Statement #1 is:

$$\frac{c + d}{a + b + c + d} \times 100$$

**8. On the district’s Report Cards, why is the number of students in Summary Statement #1 sometimes less than Summary Statement #2?**

Children in Progress Category “e” are not included in Summary Statement #1 (see formula in Question 7) because Summary Statement #1 presents a picture of the children who narrowed and closed the gap. Children from category “e” are children who were functioning at age expectations when they entered the program and were functioning at age expectations when they left.

**9. What is the second Summary Statement and the formula for determining the district rate?**

Summary Statement #2 states: *The percent of children who were functioning within age expectations in each outcome by the time they turn 6 years of age or exited the program.* In other words – How many children were functioning like same aged peers when they left the program? Using each district’s combined Progress Category information, the formula used to determine the percentage for this Summary Statement is:

$$\frac{c + d}{a + b + c + d + e} \times 100$$

**10. Where would each Unit locate a summary of the district rates for each Outcome area?**

Tienet has embedded the summary statements calculator developed by the national Early Childhood Outcome Center within the Indicator 7 Advanced Report. This calculator allows ND to take our district wide and unit wide OSEP progress category data for the three child outcomes and convert it to the summary statements which will be used to generate percentages related to the summary statements. NDDPI is in the process of making this report available to Units.

**11. Summarize the process described above.**

- Child’s team determines entry/exit/progress ratings 1-7
- Ratings are converted to Progress Categories A-E
- Progress Ratings are calculated within the Summary Statement formulas to determine district wide and unit wide percentage