

Child Outcomes Summary Form
School Year: 2018-2019 State Level

Warning: The number of children can not be reported due to protecting individual student data, however we are reporting the percentage of functioning achieved, caution should be used in the interpretation and assumptions about this data due to the small N size represented.

Deaf and hard-of-hearing		Deaf and hard-of-hearing	Deaf and hard-of-hearing	All Indicator 7 Students, All Disabilities		All Indicator 7 Students, All Disabilities		All Indicator 7 Students, All Disabilities	
Positive SocialEmotional Skills		Acquiring and Using Knowledge and Skills	Taking Appropriate Action to Meet Needs	Positive Social-Emotional Skills		Acquiring and Using Knowledge and Skills		Taking Appropriate Action to Meet Needs	
District: All Districts	% of Children	% of Children	% of Children	# of Children	% of Children	# of Children	% of Children	# of Children	% of Children
a - Children who did not improve functioning	0%	0%	0%	0	0.00%	0	0.00%	0	0.00%
b - Children who improved functioning but not sufficient to move nearer to functioning comparable to same age peers	20%	60%	30%	147	13.87%	313	29.53%	212	20.00%
c - Children who improved functioning to a level nearer to same-aged peers but did not reach it	20%	10%	40%	152	14.34%	197	18.58%	147	13.87%
d - Children who improved functioning to reach a level comparable to same-aged peers	20%	10%	10%	148	13.96%	213	20.09%	150	14.15%
e - Children who maintained functioning at a level comparable to same-aged peers	40%	20%	20%	613	57.83%	337	31.79%	551	51.98%
Grand Total	100%	100%	100%	1,060	100%	1,060	100%	1,060	100%
Summary statement 1 calculation: (c+d)/(a+b+c+d)	66.67%	25.00%	62.50%	67.11%		56.71%		58.35%	
Summary statement 2 calculation: (d+e)/(a+b+c+d+e)	60.00%	30.00%	30.00%	71.79%		51.89%		66.13%	
Target Summary Statement 1 for all Indicator 7 students	79.35%	69.50%	71.60%	79.35%		69.50%		71.60%	
Target Summary Statement 2 for all Indicator 7 students	84.35%	57.96%	73.60%	84.35%		57.96%		73.60%	
Met Summary Statement 1? (c+d)/(a+b+c+d)	NO	NO	NO	NO		NO		NO	
Met Summary Statement 2? (d+e)/(a+b+c+d+e)	NO	NO	NO	NO		NO		NO	

South Dakota defined "comparable to same-age peers" as any child who received a standard score of -1.27 or above the norm on the Battelle Developmental Inventory II (BDI-2) scoring chart. This corresponds to the 10th percentile rank on the BDI-2 for a given outcome area.

List the instruments and procedures used to gather data for this indicator.

The BDI-2 is used to gather data for this indicator. When a child exits the Part C program and transitions to Part B (619), the student is assessed in the areas of cognitive, physical, communication, social-emotional, and adaptive development using the BDI-2. The exit data for Part C becomes the baseline data for children who become eligible for Part B (619). Children who enter the Part B (619) system at or after age three, will be tested using the BDI-2 in the areas of the development listed previously to establish a baseline. Upon exiting the 619 program, a student is assessed in the same five areas of development using the BDI-2. The baseline entry scores will be compared to the exit scores in the five evaluated areas of development to determine progress in the three indicator outcome areas.

Indicator 7: Preschool Outcomes

Instructions and Measurement

Monitoring Priority: FAPE in the LRE

Results indicator: 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.

(20 U.S.C. 1416 (a)(3)(A))

Data Source

State selected data source: **Battelle Developmental Inventory II**

Measurement

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 Statements for Each of the Three Outcomes:

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.

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.

Instructions

FFY 2018 SPP/APR Data

Number of preschool children aged 3 through 5 with IEPs assessed

1,060