

Indicator 7 (Results): Early Childhood Outcomes

WHAT IS THE PURPOSE OF INDICATOR 7?

Measurement: 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.

Summary Statement 1: Of those preschool children who entered or exited the program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 or exited the program.

Summary Statement 2: Percent of children who were functioning within age expectations by the time they turned 6 or exited the program.

Indicator Goal: The goal of Indicator 7 is to track children's functioning at entry and exit in the 3 outcomes areas to determine quality of services to children and families and identifies areas of program improvement.

Connections to other indicator results: Helping children improve functioning in the three outcomes supports their participation in inclusive high-quality early childhood programs (Ind. 6). A child with improved early childhood outcomes has demonstrated impacts for improving; reducing challenging behaviors, suspensions and expulsions (Ind. 4), and increasing family-school collaboration (Ind. 8).

HOW DO I ENTER OR ACCESS DISTRICT DATA?

- The Battelle Developmental Inventory-3 (BDI-3), starting July 1, 2021, is given to children when they Enter and Exit the Part B 619 Program (3-5).
- If the student entered with the BDI-2 the student must receive a BDI-2 assessment when exiting the program. Do NOT use a BDI-2 entry assessment and a BDI-3 exit assessment.
- Entry and exit scores are entered into the online Data Manager for comparison.
- Child Count report from SIMS/Infinite Campus can be used to verify students are accounted for, have been correctly exited from EC, Part B 619, and are enrolled in Part B (6-21), if eligible.

WHAT IS THE SUBMISSION TIMELINE?

- Scores are entered into the BDI-2 Data Manager and BDI-3 Dashboard from July 1 to June 30 of each year.
- All entry and exit scores and Program Notes/Labels must be entered in the BDI systems by **July 1 of each year.**

HOW IS THIS INDICATOR CALCULATED?

SP.008.00-X – Child Outcomes Summary Form School Year: 2020-2021 District: All Districts	Positive Social-Emotional Skills		Acquiring and Using Knowledge and Skills		Use of Appropriate Behaviors	
	# of Children	% of Children	# of Children	% of Children	# of Children	% of Children
a - Children who did not improve functioning	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	123	14.22%	270	31.21%	181	20.92%
c - Children who improved functioning to a level nearer to same-aged peers but did not reach it	116	13.41%	161	18.61%	134	15.49%
d - Children who improved functioning to reach a level comparable to same-aged peers	168	19.42%	184	21.27%	144	16.65%
e - Children who maintained functioning at a level comparable to same-aged peers	458	52.95%	250	28.90%	406	46.94%
Total	865	100.00%	865	100.00%	865	100.00%
Summary Statements: <i>NA means not accountable for the summary statement</i>						
1. Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited.		69.78%		56.10%		60.57%
2. Percent of children who were functioning at a level comparable to same-aged peers by the time they exited.		72.37%		50.17%		63.58%
Target Summary Statement 1		67.11%		56.71%		58.35%
Target Summary Statement 2		71.79%		51.89%		66.13%
Met Summary Statement 1?		Yes		No		Yes
Summary statement 1 calculation: $\frac{(c+d)}{(a+b+c+d)}$						
Met Summary Statement 2?		Yes		No		No
Summary statement 2 calculation: $\frac{(d+e)}{(a+b+c+d+e)}$						
In this model, at age-level is defined as the 10th percentile score.						

WHERE CAN I FIND MY DISTRICT'S RESULTS?

- South Dakota STARS (Student Teacher Accountability and Reporting System) provides Indicator 7 district reports.

- Reports can be located under the “Reports” tab, then scroll down to “Special Education Reports”.
- A description of each report can be found under the “Training Center” tab, then scroll down to “Special Education (SPED) Data Interpretation Guides (DIGs)”.
- **STARS Account Managers (SAMs)** – Districts identify at least one individual who will be responsible for managing accounts and security within SD STARS. This individual would also be the first point of contact when district staff members have questions or issues with SD STARS. SAMs are identified in the [School Directory](#).

HOW DO I IMPROVE MY RESULTS?

- ✓ Compare results based on location (LRE), type, and/or quantity of intervention.
- ✓ Consider factors such as age, level of functioning at entry, and disability.
- ✓ Does the district use data for program improvement?

FREQUENTLY ASKED QUESTIONS?

Is my district’s data accurate?

Review and verify each student’s entry and exit scores in the respective BDI Data Manager system. Ensure Program Notes (BDI-2) and Program Labels (BDI-3) are accurately entered.

Is there a report that shows student growth from entry to exit?

Yes. Request a district report for Indicator 7 student specific data from SEP (Special Education Program).

Remember:

Enter information into the respective BDI Data Manager system according to instructions, with particular attention to Program Notes and Program Labels.

<https://doe.sd.gov/sped/documents/BDI3-Codes.pdf>.

RESOURCES

1. SD DOE State Performance Plan webpage: <https://doe.sd.gov/sped/SPP.aspx>
2. SD DOE Early Intervention – Preschool Section 619 resource webpage <https://doe.sd.gov/sped/Early-Intervention.aspx>
3. Early Childhood Technical Assistance center (ECTA): [ECTA Center: Improving Systems, Practices and Outcomes](#)
4. Child Outcomes Step-by-Step: [ECTA Center: Child Outcomes Step-by-Step](#)
5. SD STARS: [Student Teacher Accountability Reporting System \(SD-STARS\) - Login](#)