

Indicator 7 (Results): Early Childhood Outcomes

What is the purpose of Indicator 7?

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.

Indicator Goal: compare student's entry and exit in the 3 outcomes areas to determine quality of services to students and families and identify areas of program improvement.

Connections to other indicator results: Improved functioning in the three outcomes supports student participation in inclusive high-quality programs (Ind. 6). Improved early childhood outcomes has demonstrated impacts for 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) is given upon entry and exit of the Part B 619 (3-5) program and entered into Riverside Score.
- Child Count report from the student information system (SIMS)/Infinite Campus can be used to verify if students are accounted for, have been correctly exited from Part B 619 and are enrolled in Part B (3-21), if eligible.

What is the submission timeline?

- Scores are entered into Riverside BDI-3 Dashboard as evaluations are performed between July 1 and June 30 each year.
- Indicator 7 data must be complete in Riverside Score by **July 1 of each year.**

How is this indicator calculated?

	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						
b - Children who improved functioning but not sufficient to move nearer to functioning comparable to same age peers						
c - Children who improved functioning to a level nearer to same-aged peers but did not reach it						
d - Children who improved functioning to reach a level comparable to same-aged peers						
e - Children who maintained functioning at a level comparable to same-aged peers						
Total						
Summary Statements:						
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.						
Summary Statement 1 calculation: $(c+d) \div (a+b+c+d)$						
2. Percent of children who were functioning at a level comparable to same-aged peers by the time they exited.						
Summary Statement 2 calculation: $(d+e) \div (a+b+c+d+e)$						

Where can I find my district's results?

- South Dakota STARS provides Indicator 7 district reports.
- "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 is responsible for managing accounts and security within SD STARS. This individual is 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.
- ✓ Analyze results by factors such as age, level of functioning at entry, and disability.
- ✓ Ensure teams use consistent administration practices across providers.
- ✓ Does the district use data for program improvement?
- ✓ Does the district have a written procedure completing the entry and exit evaluations?

Frequently Asked Questions

Is my district's data accurate?

- Review and verify individual student data is entered correctly (name, date of birth, location, and Child ID match Infinite Campus)
- Review and verify each student's entry and exit scores in Riverside Score.
- Ensure program labels (BDI-3) are accurately entered.
- Complete an entry BDI-3 evaluation when beginning special education services.
- Complete an exit BDI-3 evaluation upon leaving Part B 619 special education services.
 - Use the "Indicator 7 BDI Flowchart" to help determine when an entry or exit BDI-3 evaluation is necessary for progress monitoring purposes.

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

Yes, request a district report for Indicator 7 student specific data from Special Education Program.

Remember:

- Enter information into Riverside Score according to instructions, with careful attention to 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. SD STARS: [Student Teacher Accountability Reporting System \(SD-STARS\) - Login](#)
4. Early Childhood Technical Assistance center (ECTA): [ECTA Center: Improving Systems, Practices and Outcomes](#)
5. Child Outcomes Step-by-Step: [ECTA Center: Child Outcomes Step-by-Step](#)