



INDIANA
DEPARTMENT *of*
EDUCATION

Office of Special Education

Indicator 7

Monitoring and Compliance Guide



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Indicator 7: Preschool Outcomes

Definition

Percent of preschool children aged three through five with individualized education programs (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)).

Monitoring Cycle

Assessments are completed within six weeks of a student entering an early childhood program and upon exit. Testing outcomes are submitted to the Indiana Department of Education (IDOE) from the assessment vendor following the school year and are stored in the IDOE data warehouse. Data is analyzed for assignment to the reporting category as described in the following section.

State Targets

IDOE utilizes the Indiana Student Performance Readiness and Observation of Understanding Tool (ISPROUT) assessment as the measure for preschool outcomes. This tool aligns to the [Indiana Early Learning Foundations](#) and includes: mathematics, English/language arts, physical development, science, social studies, and social and emotional skills. Teachers or speech language pathologists (SLPs) complete the online assessment within six weeks of entrance into an early childhood program and at exit of the program to assess growth.

Based on the student data, scores are assigned based on two summary statements as listed below:

1. Of those children who entered or exited the program below age expectations in each outcome category, the percent who substantially increased their rate of growth by the time they turned six years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations in each outcome category by the time they turned six years of age or exited the program.

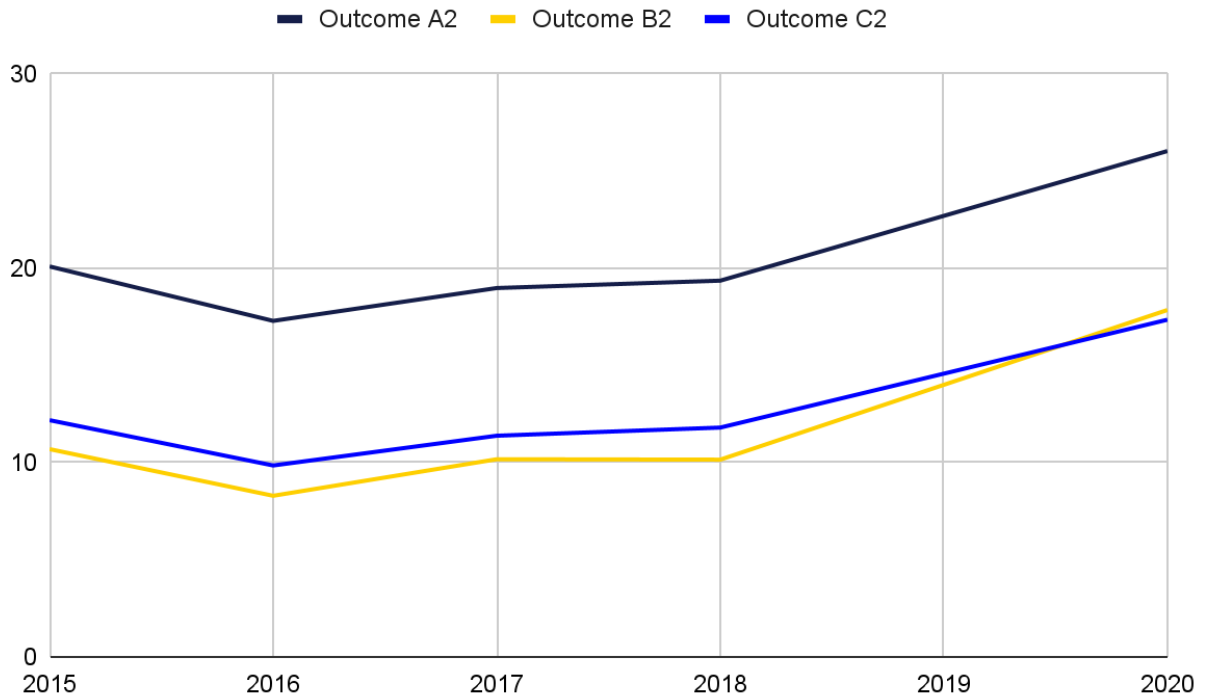
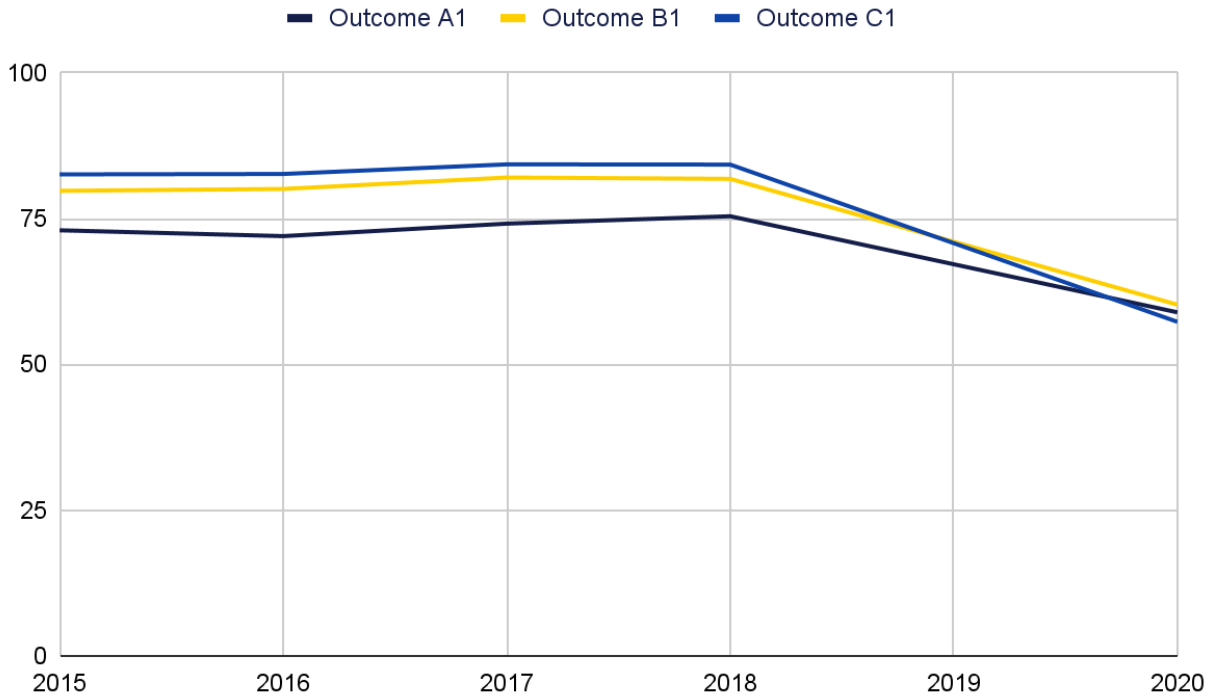
Historical Data

Data	2015	2016	2017	2018	2019	2020
A1 Target	74%	75%	76%	77%	NA	75.25%
A1 Data	73%	72%	74.14%	75.41%	NA	58.93%
A2 Target	24%	25%	26%	27%	NA	21%
A2 Data	20.09%	17.29%	18.98%	19.36%	NA	26.03%

Data	2015	2016	2017	2018	2019	2020
B1 Target	81.5%	82%	82.5%	83%	NA	82.25%
B1 Data	79.77%	80.09%	82.05%	81.82%	NA	60.24%
B2 Target	16%	16.5%	17%	17.5%	NA	11.75%
B2 Data	10.69%	8.29%	10.17%	10.15%	NA	17.85%

Data	2015	2016	2017	2018	2019	2020
C1 Target	81.5%	82%	82.5%	83%	NA	82.25%
C1 Data	82.59%	82.66%	84.31%	84.27%	NA	57.30%
C2 Target	16%	16.5%	17%	17.5%	NA	11.75%
C2 Data	12.18%	9.85%	11.38%	11.8%	NA	17.35%

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Target Data

Target Year	2021	2022	2023	2024	2025
Target A1	75.50%	75.75%	76.00%	76.25%	76.5%
Target A2	22.00%	23.00%	24.00%	25.00%	26.00%
Target B1	82.50%	82.75%	83.00%	83.25%	83.50%
Target B2	12.50%	13.25%	14.00%	14.75%	15.50%
Target C1	84.50%	84.75%	85.00%	85.25%	85.50%
Target C2	14.00%	15.00%	16.00%	17.00%	18.00%

Results Driven Accountability (RDA)

Indicator 7 data is not included as part of the Results Driven Accountability.

Technical Assistance

Level	Resources
Universal	Early Childhood Technical Assistance Center (ECTA) Resources <ul style="list-style-type: none"> ● Child Outcomes ● Systems ● Practices
Targeted	Request Technical Assistance with the Office of Student Support and Accessibility using this form .
Intensive	