

**NH Preschool Special Education Outcomes:
Answers to Frequently Asked Questions about State Data Collection and Reporting
February 28, 2008**

1. What are the three US Department of Education, Office of Special Education (OSEP) Preschool Special Education Outcomes?

- Children have positive social relationships.
- Children acquire and use knowledge and skills.
- Children take appropriate action to meet their needs.

2. What are the OSEP reporting categories?

Percentage of children in each outcome area who:

- a. Did not improve functioning.
- b. Improved functioning, but not sufficient to move nearer to functioning comparable to same-aged peers.
- c. Improved functioning to a level nearer to same-aged peers but did not reach it.
- d. Improved functioning to reach a level comparable to same-aged peers.
- e. Maintained functioning at a level comparable to same-aged peers.

3. What tools/publishers did NH select for assessing the three Preschool Special Education Outcomes?

- [Assessment, Evaluation and Programming System \(AEPSi\)](#)-Brookes Publishing
- [BRIGANCE® Inventory of Early Development-II \(IED II\)](#)-Curriculum Associates
- [Creative Curriculum Developmental Continuum](#) - Teaching Strategies

4. May a parent refuse to have his or her child's assessment data used for purposes of OSEP's outcome data collection?

Districts are encouraged to provide information to families about the purposes of OSEP's preschool outcome data collection system as well as opportunities to discuss and provide input into their child's assessment results. Since these data are needed for federal accountability for the State Preschool Special Education program, families cannot refuse to have their child's assessment data included in the aggregate. However, as noted below, districts need to obtain parent consent and provide written notice if the child's assessment data is used for evaluation purposes.

5. Is parental consent required prior to collecting a child's assessment information for purposes of OSEP's preschool outcomes?

In general, if a State or local district collects, uses or maintains information about an eligible child to meet the requirements of the federal law (Individuals with Disabilities Education Act or IDEA), including reporting on preschool outcomes, prior written parental consent is not required. NH requires the child's assessment to provide outcome data occur after the child has been determined eligible for special education, so assessment for preschool outcomes is not used for initial evaluations in NH. If the collection of preschool outcome information is used as part of the child's reevaluation, districts must provide prior written notice and obtain written prior parental consent.

ENTRY DATA

6. What is entry data (or child's status at entry) for purposes of the State reporting on the outcomes?

A preschool child with disabilities is assessed using one of the three recommended assessment tools. This assessment information is entered into the tool's web-based data management system which calculates the child's score on the three outcomes using a

**NH Preschool Special Education Outcomes:
Answers to Frequently Asked Questions about State Data Collection and Reporting
February 28, 2008**

formula specific to the assessment tool used. This score is the child's entry data (or the child's status at entry); it is used by the State for Federal reporting purposes.

- 7. What does entry data measure?**
Entry data measures the child's level of performance on the three OSEP preschool special education outcomes before the child has benefited from the special education services.
- 8. When is entry data gathered?**
A preschool child who is found eligible for special education (effective November 1, 2006) must be assessed within the first six weeks of receiving special education services so that entry data can be determined.
- 9. Are there exceptions to the requirement that children be assessed within the first six weeks of receiving special education services?**
If the child's services are delayed or there are other extenuating circumstances it may take longer than six weeks to complete the first assessment. However, since the intent is to assess the child's status at entry prior to benefiting from special education services, delaying the initial assessment may impact the progress demonstrated at exit. School districts are urged to use their best judgment in determining such exceptions.

ANNUAL DATA

- 10. Why are districts required to assess the child annually?**
Districts are required to assess annually to assure the availability of exit data should the child exit unexpectedly. Most commonly, children age-out of the program. Some other reasons for exiting preschool special education include moving out of state, being found no longer eligible and, sadly, death. Since we cannot predict when a child may no longer be receiving preschool special education services in NH, each district is required to assess the child at least once a year. This allows us to have exit data when the child no longer receives preschool special education services in NH.
- 11. When should the annual assessment data for the child be gathered?**
Scheduling the annual assessment is at the local district's discretion. Districts may want to consider aligning the annual assessment with the publishers' recommended assessment schedule.

EXIT DATA

- 12. What is exit data?**
The child's last assessment prior to exiting preschool special education is used to determine his/her level of performance after having received the benefit of preschool special education. This assessment information is entered into the tool's web-based data management system which calculates the child's score on the three outcomes using a formula specific to the assessment tool used. This score is the child's exit data.
- 13. When is exit data calculated?**
Each school district must determine whether exit from preschool special education is entry to kindergarten or first grade. It is important that this local decision be implemented consistently. When a child exits preschool special education, the district should finalize the last assessment and indicate on the tool's web-based data management system that the child has exited preschool special education in NH.

**NH Preschool Special Education Outcomes:
Answers to Frequently Asked Questions about State Data Collection and Reporting
February 28, 2008**

PROGRESS DATA

14. What is progress data?

Progress data is the measure of growth the child makes on the three OSEP outcomes from entry to exit from preschool special education.

15. How is progress data determined?

When a district indicates a child has exited preschool special education, the tool's web-based data management system will compare the child's status at entry to the child's status on exit for each of the three OSEP outcomes. The comparison of these two data points will be used to determine how much progress the child has made on each of the three outcomes.

REPORTING

16. What do districts need to do to report entry and exit data to the State?

Districts must keep assessment data current in their tool's web-based data management system. Districts do not need to provide any outcome reports to the State. The NH Department of Education generates reports directly from the web-based data management systems which provide statewide and district level aggregate reports (not child-specific) on entry and progress for preschoolers with disabilities.

17. What information does the State report to OSEP?

Updates on the State Performance Plan for Special Education are submitted to OSEP on February 1st of each year. That Plan will include an update on the development and implementation of the NH Preschool Outcome Measurement System. Progress data from July 1st through June 30th of each year will be included in the Plan until baseline and targets are established. It is anticipated that baseline and targets will be set in the February 1, 2010 plan.

18. When will the State publicly report district data on the progress of preschoolers with disabilities on the three outcomes?

OSEP recognizes that it will take time to gather sufficient progress data needed to establish a baseline for each of the outcomes. Once baseline is determined, the State will set targets for improvement. The following year, public reporting will occur on district performance on the outcomes based on the July 1, 2009-June 30, 2010 progress data.

Additional resources regarding preschool special education outcomes:

[NH Department of Education/Bureau of Special Education:](#)

- [FY'06 Memo #29: FY'07 Preschool Funding](#)
- [FY'07 Memo #2: PSE Outcomes Measurement System](#)
- [FY'07 Memo #3: Follow up to Memo#2](#)
- [FY' 08 Memo # 16 NH Preschool Outcomes Data Collection](#)
- [Indicator 7 of the NH State Performance Plan and the Annual Performance Report](#)

Preschool Technical Assistance Network (PTAN):

- [Preschool Special Education Outcomes Toolkit and related documents](#)

National resources:

- [The Early Childhood Outcomes Center \(ECO\)](#)
- [The National Early Childhood Technical Assistance Center \(NECTAC\)](#)