

## **NH Preschool Outcomes Measurement System (POMs)**

Federal requirement to determine the effectiveness of Preschool Special Education: POMS measures the progress that preschool children with disabilities make as a result of special education supports and services.

The purpose of NH POMS was not to solely do an assessment and report the data for federal reporting, but to analyze the results at the local, state and national levels in order to improve services for promoting child success.

### **IN A VERY BRIEF NUTSHELL:**

- ✓ Districts assess all identified preschool children
- ✓ Districts ensure data are entered into the online system for the tool they are using (Brookes Publishing – AEPSi and/or Teaching Strategies - TS GOLD)
- ✓ NHDOE has retrieved the data from the online system twice a year (July – preliminary reporting and October – final reporting). Eventually districts will run reports to ensure accuracy and the state will run only the final report
- ✓ NHDOE provides assistance to districts via telephone, email and onsite visits as needed
- ✓ NHDOE verifies accuracy of the data and analyzes the data to report to the Office of Special Education Programs (OSEP)

### **REPORTING AREAS AND CRITERIA:**

#### **Outcomes:**

1. Positive social-emotional skills (including social relationships);
2. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
3. Use of appropriate behaviors to meet their needs.

#### **Progress categories for Outcomes 1, 2 and 3:**

- a. Number of preschool children who did not improve functioning
- b. Number of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers
- c. Number of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it
- d. Number of preschool children who improved functioning to reach a level comparable to same-aged peers
- e. Number of preschool children who maintained functioning at a level comparable to same-aged peers

#### **Summary Statements:**

**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.

**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.

## **HISTORY:**

1. States were charged with establishing Baseline data from the 2008-2009 reporting year. The Baseline data came from the aggregate of how the state as a whole performed on Summary Statements 1 and 2 for Outcomes 1, 2 and 3.
2. States were also charged with setting future targets for the state to achieve in the year 2009-2010 and 2010-2011.
3. In December 2009, the NHDOE, PTAN, representatives from NECTAC (National Early Childhood Technical Assistance Center) and a group of NH stakeholders, assembled to review the baseline data for the state and determine the state targets for the next 2 years. The stakeholders were a varied group representative of diverse regions, district size, POMs tools and roles in the school district.
4. States were given the opportunity to set those targets, but *also* to review the data again the following year to determine if the targets were reasonable. If reasonable, they could be left as they were and if not, the state could re-establish baseline and re-set the targets for 2010/2011 and 2011/2012.
5. In December 2010, the NHDOE, PTAN, and the group of stakeholders (most from the same core group as in 2009 with a few additional participants) met again to look at the state aggregate data to determine the next steps for NH.
6. The review determined the following:
  - a. The Baseline data which was obtained in 2008-2009 was inflated in some areas due to the high scoring of Creative Curriculum (at the time) in some cases. Field users had reported that when looking at their data, CC was scoring some children unreasonably high for their disability.
  - b. Because the baseline data was unreasonably high, the ensuing targets which had been established for the next 2 years were also inflated.
  - c. Data from 2009/2010 was felt to be relatively more realistic as both, Creative Curriculum and AEPSi had gone through a process of looking at their cut scores and reworked those scores.
  - d. Based upon that, the group decided that it would be prudent to use the data from 2009/2010 as the *new* baseline data and re-establish the targets for 2010/2011, and 2011-2012.
7. The targets which are now established for 2010/2011 and 2011/2012 are more conservative than had previously been established.

It is important to keep in mind that it is state aggregate data – not individual district data that is reported to OSEP. District level data is publically reported. Child and program data are available only at the local level.

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