

Indicator 7: Preschool Outcomes Fact Sheet

WHAT DOES THIS INDICATOR MEASURE?

Indicator 7 measures the percentage of preschool children ages 3 through 5 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.

There are two summary statements for each of these three outcomes.

- 1) Of those preschool children who entered the preschool program below age expectations in each outcome, the percentage who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
- 2) The percentage 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.

Progress categories for indicator 7 include:

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

[This infographic](#) further clarifies what is measured by indicator 7.

To calculate indicator 7a1, the percentage of preschool children with disabilities who substantially increased their rate of growth in positive social-emotional skills:

- (1) Take the number of preschool children reported in progress categories (c) + (d);
- (2) Divide that number by the number of preschool children reported in progress categories (a) + (b) + (c) + (d);
- (3) Multiply that number by 100;
- (4) The result is the percentage of preschool children with disabilities who substantially increased their rate of growth in positive social-emotional skills by the time they turned 6 years of age or exited the program.

To calculate indicator 7a2, the percentage of preschool children with disabilities who were functioning within age expectations in positive social-emotional skills:

- (1) Take the number of preschool children reported in progress categories (d) + (e);
- (2) Divide that number by the number of preschool children reported in progress categories (a) + (b) + (c) + (d) + (e);
- (3) Multiply that number by 100;
- (4) The result is the percentage of preschool children with disabilities who were functioning within age expectations in positive social-emotional skills by the time they turned 6 years of age or exited the program.

To calculate indicator 7b1, the percentage of preschool children with disabilities who substantially increased their rate of growth in the acquisition and use of knowledge and skills:

- (1) Take the number of preschool children reported in progress categories (c) + (d);
- (2) Divide that number by the number of preschool children reported in progress categories (a) + (b) + (c) + (d);
- (3) Multiply that number by 100;
- (4) The result is the percentage of preschool children with disabilities who substantially increased their rate of growth in the acquisition and use of knowledge and skills by the time they turned 6 years of age or exited the program.

To calculate indicator 7b2, the percentage of preschool children with disabilities who were functioning within age expectations in the acquisition and use of knowledge and skills:

- (1) Take the number of preschool children reported in progress categories (d) + (e);
- (2) Divide that number by the number of preschool children reported in progress categories (a) + (b) + (c) + (d) + (e);
- (3) Multiply that number by 100;
- (4) The result is the percentage of preschool children with disabilities who were functioning within age expectations in the acquisition and use of knowledge and skills by the time they turned 6 years of age or exited the program.

To calculate indicator 7c1, the percentage of preschool children with disabilities who substantially increased their rate of growth in the use of appropriate behaviors to meet their needs:

- (1) Take the number of preschool children reported in progress categories (c) + (d);
- (2) Divide that number by the number of preschool children reported in progress categories (a) + (b) + (c) + (d);
- (3) Multiply that number by 100;
- (4) The result is the percentage of preschool children with disabilities who substantially increased their rate of growth in the use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.

To calculate indicator 7c2, the percentage of preschool children with disabilities who were functioning within age expectations in the use of appropriate behaviors to meet their needs:

- (1) Take the number of preschool children reported in progress categories (d) + (e);
- (2) Divide that number by the number of preschool children reported in progress categories (a) + (b) + (c) + (d) + (e);
- (3) Multiply that number by 100;
- (4) The result is the percentage of preschool children with disabilities who were functioning within age expectations in the use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.

WHAT ARE THE DATA CONSIDERATIONS?

Data Source

Data are collected in the Education Management Information System (EMIS) Assessment Record based on data reported for the Early Childhood Outcomes Summary Form in the fall and spring. To be included in the data set, children must have scores from at least two summary forms.

How has this Indicator Changed?

Indicator 7 has not changed.

Data Notes

1. Only children who received special education and related services for at least six months during the age span of 3-5 years are included.
2. Through a team input process, districts determine the percentage of children who substantially increased their rate of growth by the time they turned 6 years of age or exited the program and the percentage of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.
3. A child's entry rating is defined as the rating that was completed during the reporting period when the child began preschool special education. A child's exit rating is the last rating on record for the child that was reported during the time period when the child exited preschool special education or the reporting period immediately prior to the reporting period when the child exited.

WHAT ARE THE PROGRAMMATIC CONSIDERATIONS?

1. The Office of Early Learning and School Readiness is initiating work in connecting the Childhood Outcomes Summary process with IEP development; therefore, the expectation is to increase performance on the two summary statements for each of the three outcomes.
2. New trainings being developed and Individuals with Disabilities Education Act (IDEA) monitoring of preschool special education will increase the focus on accountability of Preschool Administrator Quality Assurance on the Childhood Outcomes Summary, which may result in decreased performance data as local education agencies work to verify valid data is being reported.
3. [Ohio's State Systemic Improvement Plan: Early Literacy Pilot](#) may have contributed to increases in performance data over the five years in outcome b.
4. The statewide initiative in early childhood Positive Behavioral Interventions and Supports may contribute to increases in performance data over the five years in outcome a.

HOW HAS OHIO PERFORMED OVER TIME?

Indicator 7a1: Percentage of preschool children with disabilities who substantially increased their rate of growth in positive social-emotional skills

7a1: Preschool Socio-Emotional Skills (Growth)

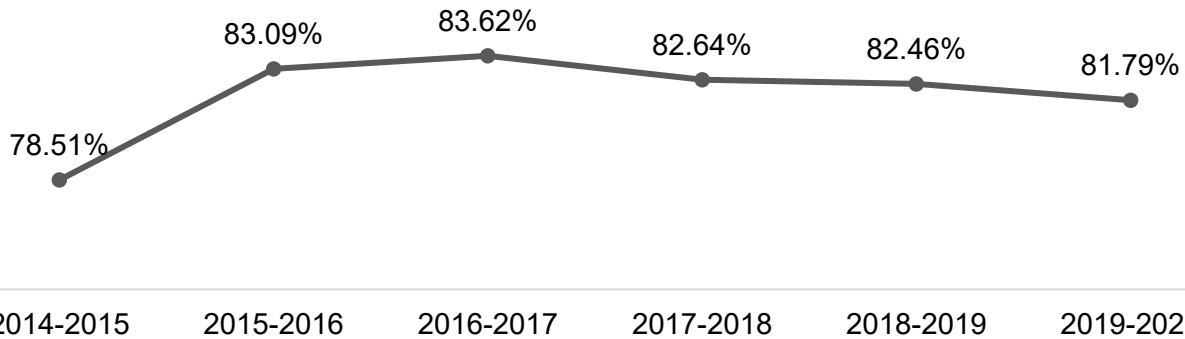


Figure 1. Ohio's percentage of preschool children with disabilities who demonstrate improved positive social emotional skills increased from 78.51% in 2014-2015 to 81.79% in 2019-2020.

Table 1. Number of preschool children in progress categories (c) and (d), number of preschool children in progress categories (a), (b), (c) and (d), percentage of preschool children with disabilities who substantially increased their rate of growth in positive social-emotional skills and the change in percentage from 2014-2015 through 2019-2020.

| Indicator 7a1 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
|---|-----------|-----------|-----------|-----------|-----------|-----------|
| Number of preschool children in progress categories (c) & (d) | 4,617 | 4,686 | 4,201 | 4,599 | 6,330 | 5,617 |
| Number of preschool children in progress categories (a), (b), (c) & (d) | 5,881 | 5,640 | 5,024 | 5,565 | 7,676 | 6,868 |
| Percentage of preschool children who substantially increased their rate of growth in positive social-emotional skills | 78.51% | 83.09% | 83.62% | 82.64% | 82.46% | 81.79% |
| Change in percentage | n/a | +4.58% | +0.53% | -0.98% | -0.18% | -0.67% |

HOW HAS OHIO PERFORMED IN RELATION TO THE TARGETS?

The graphs below depict Ohio's performance over time in relation to the state targets.

- The bars in each graph indicate Ohio's performance for each year. Red bars with horizontal stripes mean Ohio did not meet the target for that year. Green bars with vertical stripes mean Ohio met the target for that year.
- The dotted black line in each graph depicts the state target for each year.
- The table below each graph calculates the difference between the state target and Ohio's performance.

7a1: Preschool Socio-Emotional Skills (Growth)

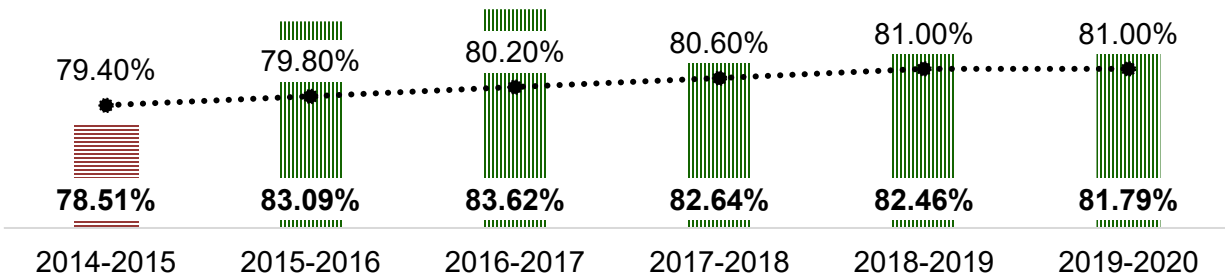


Figure 2. Ohio's percentage of preschool children with disabilities who demonstrate improved positive social-emotional skills increased from 78.51% in 2014-2015 to 81.79% in 2019-2020, meeting the state target every year except 2014-2015.

Table 2. Percentage difference between the state target and Ohio's percentage of preschool children with disabilities who demonstrate improved positive social-emotional skills. The goal for indicator 7a1 is to be at or above the target. Positive difference numbers indicate the state was above the target for that year and met the target. Negative difference numbers indicate the state was below the target for that year and did not meet the target.

| Data Year | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
|--|-----------|-----------|-----------|-----------|-----------|-----------|
| Difference between state target and Ohio's performance | -0.89% | 3.29% | 3.42% | 2.04% | 1.46% | 0.79% |

PROPOSED TARGETS

- Targets should be rigorous, yet attainable.
- Targets may remain the same several years in a row, though the final target year (2025-2026) must reflect improvement over baseline.
- The goal for all components of indicator 7 is to be at or above the target.

Table 3. Proposed Target Table Option A – Indicator 7a1

| Indicator 7a1 | 2008-2009 Baseline | 2019-2020 State Data | 2020-2021 Proposed Target | 2021-2022 Proposed Target | 2022-2023 Proposed Target | 2023-2024 Proposed Target | 2024-2025 Proposed Target | 2025-2026 Proposed Target |
|--|--------------------|----------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| 7a1: Percentage of preschool children with disabilities who substantially increased their rate of growth in positive social-emotional skills | 64.70% | 81.79% | 81.79% | 81.90% | 82.00% | 82.20% | 82.50% | 82.90% |

Option A Rationale

- Previous targets increased by 0.40% for 7a1. These were reasonably attainable as Ohio met the target for five of the six years for 7a1.
- 2019-2020 was a pandemic year and gradual recovery over time is anticipated.
- 2020-2021 targets reflect the 2019-2020 performance then increase by a slightly larger increment each year thereafter by approximately 0.10% in 2021-2022 and 2022-2023, 0.20% in 2023-24, 0.30% in 2024-25 and 0.40% in 2025-26.
- In comparison to Ohio’s 2019-2020 performance, meeting the final target of 82.9% by 2025-2026 would require **77** more preschool children across Ohio to improve their rate of growth in positive social-emotional skills.
- All 2025-26 targets for indicator 7a reflect improvement over baseline (2008-2009) and 2019-2020 performance.

Table 4. Proposed Target Table Option B – Indicator 7a1

| Indicator 7a1 | 2008-2009 Baseline | 2019-2020 State Data | 2020-2021 Proposed Target | 2021-2022 Proposed Target | 2022-2023 Proposed Target | 2023-2024 Proposed Target | 2024-2025 Proposed Target | 2025-2026 Proposed Target |
|--|--------------------|----------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| 7a1: Percentage of preschool children with disabilities who substantially increased their rate of growth in positive social-emotional skills | 64.70% | 81.79% | 82.00% | 82.50% | 83.00% | 83.50% | 84.00% | 84.50% |

Option B Rationale

- Option B is a more rigorous option in comparison to Option A.
- Previous targets increased by 0.4% for 7a1. These were reasonably attainable as Ohio met the target for five of the six years for 7a1.
- 2019-2020 was a pandemic year and gradual recovery over time is anticipated
- As the 0.4% increment was frequently met over the last six years, the proposed incremental increase is 0.5% each year
- 2020-2021 targets reflect approximately 0.2% increase from 2019-2020 performance then increase by 0.50% each year thereafter through 2025-2026
- In comparison to Ohio’s 2019-2020 performance, meeting the final target of 84.5% by 2025-2026 would require **187** more preschool children across Ohio to improve their rate of growth in positive social-emotional skills.
- All 2025-2026 targets for indicator 7a reflect improvement over baseline (2008-2009) and 2019-2020 performance.

HOW HAS OHIO PERFORMED OVER TIME?

Indicator 7a2: Percentage of preschool children with disabilities who were functioning within age expectations in positive social-emotional skills

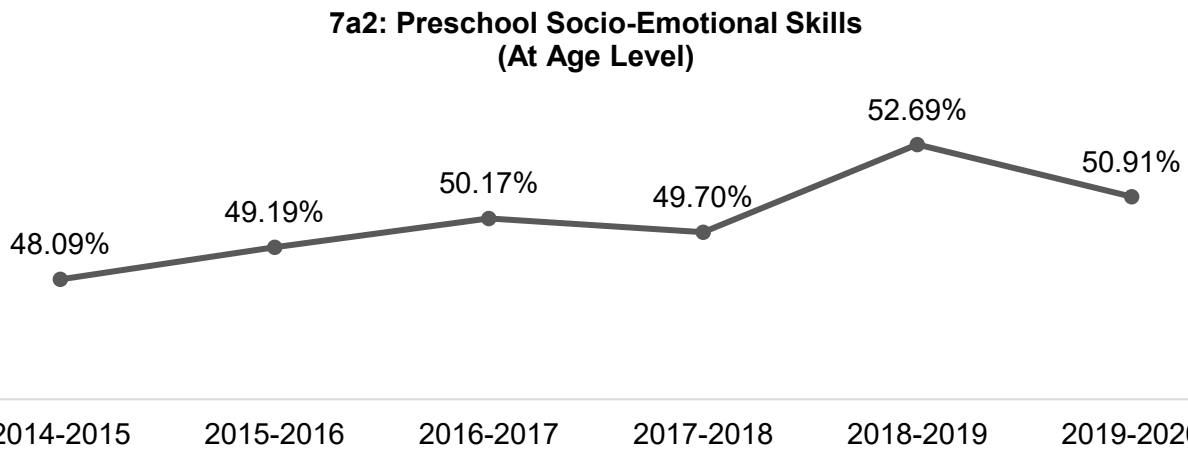


Figure 3. Ohio’s percentage of preschool children with disabilities who were functioning within age expectations in positive social-emotional skills increased from 48.09% in 2014-2015 to 50.91% in 2019-2020.

Table 5. Number of preschool children in progress categories (d) and (e), number of preschool children in progress categories (a), (b), (c), (d) and (e), percentage of preschool children with disabilities who were functioning within age expectations in positive social-emotional skills by the time they turned 6 years of age and the change in percentage from 2014-2015 through 2019-2020.

| Indicator 7a2 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
|---|-----------|-----------|-----------|-----------|-----------|-----------|
| Number of preschool children in progress categories (d) & (e) | 3,265 | 3,158 | 2,874 | 3,170 | 4,596 | 3,983 |
| Number of preschool children in progress categories (a), (b), (c), (d) & (e) | 6,789 | 6,420 | 5,728 | 6,378 | 8,722 | 7,824 |
| Percentage of preschool children with disabilities who were functioning within age expectations in positive social-emotional skills | 48.09% | 49.19% | 50.17% | 49.70% | 52.69% | 50.91% |
| Change in percentage | n/a | +1.10% | +0.98% | -0.47% | +2.99% | -1.78% |

HOW HAS OHIO PERFORMED IN RELATION TO THE TARGETS?

The graphs below depict Ohio's performance over time in relation to the state targets.

- The bars in each graph indicate Ohio's performance for each year. Red bars with horizontal stripes mean Ohio did not meet the target for that year. Green bars with vertical stripes mean Ohio met the target for that year.
- The dotted black line in each graph depicts the state target for each year.
- The table below each graph calculates the difference between the state target and Ohio's performance.

7a2: Preschool Socio-Emotional Skills (At Age Level)

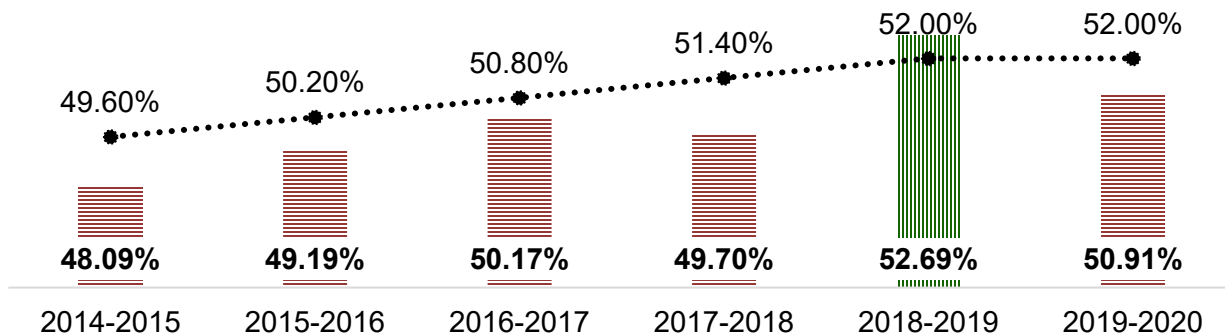


Figure 4. Ohio's percentage of preschool children with disabilities who were functioning within age expectations in positive social-emotional skills increased from 48.09% in 2014-2015 to 50.91% in 2019-2020, only meeting the target in 2018-2019.

Table 6. Percentage difference between the state target and Ohio's percentage of preschool children who were functioning within age expectations in positive social-emotional skills. The goal for indicator 7a2 is to be at or above the target. Positive difference numbers indicate the state was above the target for that year and met the target. Negative difference numbers indicate the state was below the target for that year and did not meet the target.

| Data Year | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
|--|-----------|-----------|-----------|-----------|-----------|-----------|
| Difference between state target and Ohio's performance | -1.51% | -1.01% | -0.63% | -1.70% | 0.69% | -1.09% |

PROPOSED TARGETS

- Targets should be rigorous, yet attainable.
- Targets may remain the same several years in a row, though the final target year (2025-2026) must reflect improvement over baseline.
- The goal for all components of indicator 7 is to be at or above the target.

Table 7. Proposed Target Table Option A – Indicator 7a2

| Indicator 7a2 | 2008-2009 Baseline | 2019-2020 State Data | 2020-2021 Proposed Target | 2021-2022 Proposed Target | 2022-2023 Proposed Target | 2023-2024 Proposed Target | 2024-2025 Proposed Target | 2025-2026 Proposed Target |
|--|--------------------|----------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| 7a2: Percentage of preschool children with disabilities who were functioning within age expectations in positive social-emotional skills | 47.40% | 50.91% | 50.91% | 50.91% | 50.91% | 51.00% | 51.20% | 51.40% |

Option A Rationale

- Previous targets for 7a2 were too rigorous. Over six years, the target was only met for one year.
- Previous targets increased by an increment of 0.6% for 7a2.
- 2019-2020 was a pandemic year and gradual recovery over time is anticipated.
- Performance on 7a2 has hovered right around and mostly below 50% for the previous six years
- Targets for 2020-2021 through 2022-2023 reflect the 2019-2020 performance then increase by approximately 0.10% in 2023-24 and 0.20% in 2024-2025 and 2025-2026.
- In comparison to Ohio’s 2019-2020 performance, meeting the final target of 51.4% by 2025-2026 would require **39** more preschool children across Ohio to function within age expectations in positive social-emotional skills.
- All 2025-26 targets for indicator 7a reflect improvement over baseline (2008-2009) and 2019-2020 performance.

Table 8. Proposed Target Table Option B – Indicator 7a2

| Indicator 7a2 | 2008-2009 Baseline | 2019-2020 State Data | 2020-2021 Proposed Target | 2021-2022 Proposed Target | 2022-2023 Proposed Target | 2023-2024 Proposed Target | 2024-2025 Proposed Target | 2025-2026 Proposed Target |
|--|--------------------|----------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| 7a2: Percentage of preschool children with disabilities who were functioning within age expectations in positive social-emotional skills | 47.40% | 50.91% | 51.10% | 51.50% | 51.90% | 52.30% | 52.70% | 53.10% |

Option B Rationale

- Option B is a more rigorous option in comparison to Option A.
- Previous targets for 7a2 were too rigorous. Over six years, the target was only met for one year.
- Previous targets increased by an increment of 0.6% for 7a2.
- 2019-2020 was a pandemic year and gradual recovery over time is anticipated
- As the previous increments of 0.6% were too rigorous, the proposed incremental increase is 0.4% each year
- Performance on 7a2 has hovered right around and mostly below 50% for the previous six years.
- In comparison to Ohio’s 2019-2020 performance, meeting the final target of 53.1% by 2025-2026 would require **172** more preschool children across Ohio to function within age expectations in positive social-emotional skills.
- All 2025-26 targets for indicator 7a reflect improvement over baseline (2008-2009) and 2019-2020 performance.

HOW HAS OHIO PERFORMED OVER TIME?

Indicator 7b1: Percentage of preschool children with disabilities who substantially increased their rate of growth in the acquisition and use of knowledge and skills

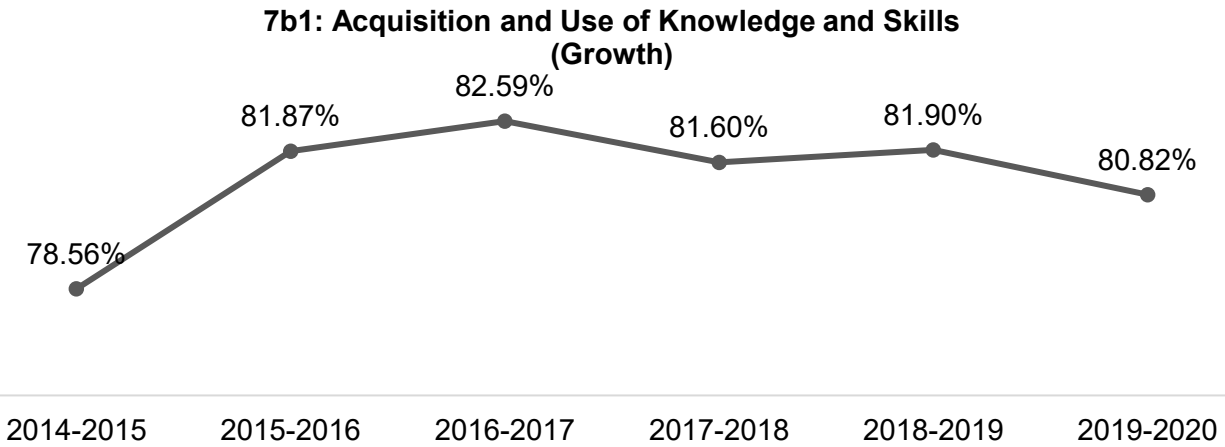


Figure 5. Ohio's percentage of preschool children with disabilities who substantially increased their rate of growth in the acquisition and use of knowledge and skills increased from 78.56% in 2014-2015 to 80.82% in 2019-2020.

Table 9. Number of preschool children in progress categories (c) and (d), number of preschool children in progress categories (a), (b), (c) and (d), percentage of preschool children with disabilities who substantially increased their rate of growth in the acquisition and use of knowledge and skills, and the change in percentage from 2014-2015 through 2019-2020.

| Indicator 7b1 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
|--|-----------|-----------|-----------|-----------|-----------|-----------|
| Number of preschool children in progress categories (c) & (d) | 4,679 | 4,655 | 4,207 | 4,660 | 6,399 | 5,644 |
| Number of preschool children in progress categories (a), (b), (c) & (d) | 5,956 | 5,686 | 5,094 | 5,711 | 7,813 | 6,983 |
| Percentage of preschool children who substantially increased their rate of growth in the acquisition and use of knowledge and skills | 78.56% | 81.87% | 82.59% | 81.60% | 81.90% | 80.82% |
| Change in percentage | n/a | +3.31% | +0.72% | -0.99% | +0.30% | -1.08% |

HOW HAS OHIO PERFORMED IN RELATION TO THE TARGETS?

The graphs below depict Ohio's performance over time in relation to the state targets.

- The bars in each graph indicate Ohio's performance for each year. Red bars with horizontal stripes mean Ohio did not meet the target for that year. Green bars with vertical stripes mean Ohio met the target for that year.
- The dotted black line in each graph depicts the state target for each year.
- The table below each graph calculates the difference between the state target and Ohio's performance.

7b1: Acquisition and Use of Knowledge and Skills (Growth)

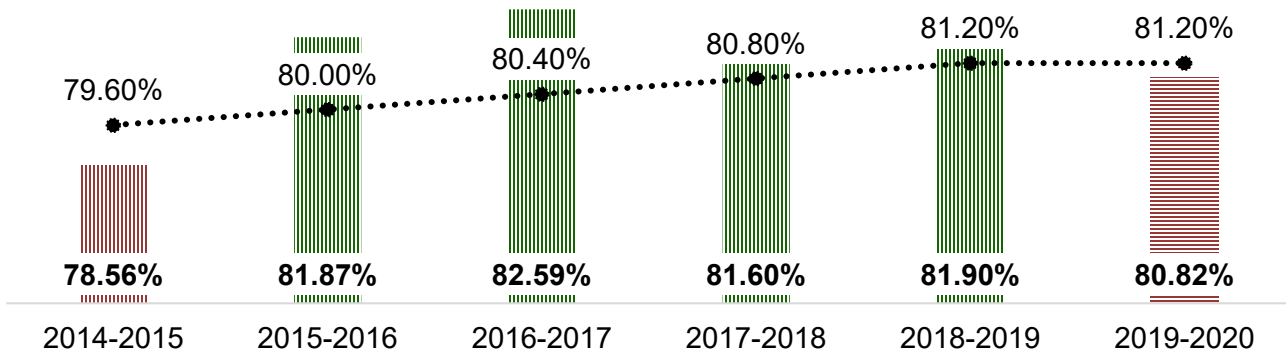


Figure 6. Ohio's percentage of preschool children with disabilities who substantially increased their rate of growth in the acquisition and use of knowledge and skills increased from 78.56% in 2014-2015 to 80.82% in 2019-2020, meeting the target every year except 2014-2015 and 2019-2020.

Table 10. Percentage difference between the state target and Ohio's percentage of preschool children who substantially increased their rate of growth in the acquisition and use of knowledge and skills. The goal for indicator 7b1 is to be at or above the target. Positive difference numbers indicate the state was above the target for that year and met the target. Negative difference numbers indicate the state was below the target for that year and did not meet the target.

| Data Year | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
|--|-----------|-----------|-----------|-----------|-----------|-----------|
| Difference between state target and Ohio's performance | -1.04% | 1.87% | 2.19% | 0.80% | 0.70% | -0.38% |

PROPOSED TARGETS

- Targets should be rigorous, yet attainable.
- Targets may remain the same several years in a row, though the final target year (2025-2026) must reflect improvement over baseline.
- The goal for all components of indicator 7 is to be at or above the target.

Table 11. Proposed Target Table Option A – Indicator 7b1

| Indicator 7b1 | 2008-2009 Baseline | 2019-2020 State Data | 2020-2021 Proposed Target | 2021-2022 Proposed Target | 2022-2023 Proposed Target | 2023-2024 Proposed Target | 2024-2025 Proposed Target | 2025-2026 Proposed Target |
|---|--------------------|----------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| 7b1: Percentage of preschool children with disabilities who substantially increased their rate of growth in the acquisition & use of knowledge & skills | 65.90% | 80.82% | 80.82% | 80.90% | 81.00% | 81.20% | 81.50% | 81.90% |

Option A Rationale

- Previous targets increased by 0.40% 7b1. These targets were reasonably attainable as Ohio met the target for four of the six years for 7b1.
- 2019-2020 was a pandemic year and gradual recovery over time is anticipated.
- 2020-2021 targets reflect the 2019-2020 performance then increase by a slightly larger increment each year thereafter, by approximately 0.10% in 2021-2022 and 2022-2023, 0.20% in 2023-2024, 0.30% in 2024-2025, and 0.40% in 2025-2026.
- In comparison to Ohio’s 2019-2020 performance, meeting the final target of 81.9% by 2025-2026 would require **75** more preschool children across Ohio to improve their rate of growth in the acquisition and use of knowledge and skills.
- All 2025-2026 targets for indicator 7b reflect improvement over baseline (2008-2009) and 2019-2020 performance.

Table 12. Proposed Target Table Option B – Indicator 7b1

| Indicator 7b1 | 2008-2009 Baseline | 2019-2020 State Data | 2020-2021 Proposed Target | 2021-2022 Proposed Target | 2022-2023 Proposed Target | 2023-2024 Proposed Target | 2024-2025 Proposed Target | 2025-2026 Proposed Target |
|---|--------------------|----------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| 7b1: Percentage of preschool children with disabilities who substantially increased their rate of growth in the acquisition & use of knowledge & skills | 65.90% | 80.82% | 81.00% | 81.50% | 82.00% | 82.50% | 83.00% | 83.50% |

Option B Rationale

- Option B is a more rigorous option in comparison to Option A.
- Previous targets increased by 0.4% for 7b1. These targets were reasonably attainable as Ohio met the target for four of the six years for 7b1.
- 2019-2020 was a pandemic year and gradual recovery over time is anticipated.
- As the 0.4% increment was frequently met over the last six years, the proposed incremental increase is 0.5% each year.
- 2020-2021 targets reflect approximately 0.2% increase from 2019-2020 performance then increase by 0.50% each year thereafter through 2025-26
- In comparison to Ohio’s 2019-2020 performance, meeting the final target of 83.5% by 2025-2026 would require **187** more preschool children across Ohio to improve their rate of growth in the acquisition and use of knowledge and skills.
- All 2025-2026 targets for indicator 7b reflect improvement over baseline (2008-2009) and 2019-2020 performance.

HOW HAS OHIO PERFORMED OVER TIME?

Indicator 7b2: Percentage of preschool children with disabilities who were functioning within age expectations in the acquisition and use of knowledge and skills

**7b2: Acquisition and Use of Knowledge and Skills
(At Age Level)**

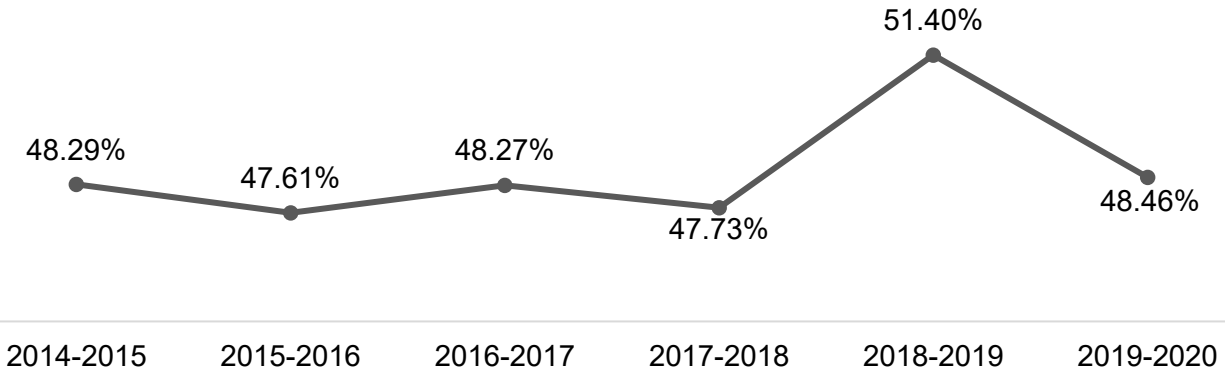


Figure 7. Ohio's percentage of children with disabilities who were functioning within age expectations in the acquisition and use of knowledge and skills increased from 48.29% in 2014-2015 to 51.4% in 2019-2020, peaking at 51.4% in 2018-2019.

Table 13. Number of preschool children in progress categories (d) and (e), number of preschool children in progress categories (a), (b), (c), (d) and (e), percentage of preschool children with disabilities who were functioning within age expectations in the acquisition and use of knowledge and skills, and the change in percentage from 2014-2015 through 2019-2020.

| Indicator 7b2 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
|--|-----------|-----------|-----------|-----------|-----------|-----------|
| Number of preschool children in progress categories (d) & (e) | 3,291 | 3,022 | 2,754 | 3,057 | 4,477 | 3,782 |
| Number of preschool children in progress categories (a), (b), (c), (d) & (e) | 6,815 | 6,348 | 5,705 | 6,405 | 8,710 | 7,805 |
| Percentage of preschool children with disabilities who were functioning within age expectations in the acquisition and use of knowledge and skills | 48.29% | 47.61% | 48.27% | 47.73% | 51.40% | 48.46% |
| Change in percentage | n/a | -0.68% | +0.66% | -0.54% | +3.67% | -2.94% |

HOW HAS OHIO PERFORMED IN RELATION TO THE TARGETS?

The graphs below depict Ohio's performance over time in relation to the state targets.

- The bars in each graph indicate Ohio's performance for each year. Red bars with horizontal stripes mean Ohio did not meet the target for that year. Green bars with vertical stripes mean Ohio met the target for that year.
- The dotted black line in each graph depicts the state target for each year.
- The table below each graph calculates the difference between the state target and Ohio's performance.

7b2: Acquisition and Use of Knowledge and Skills (At Age Level)

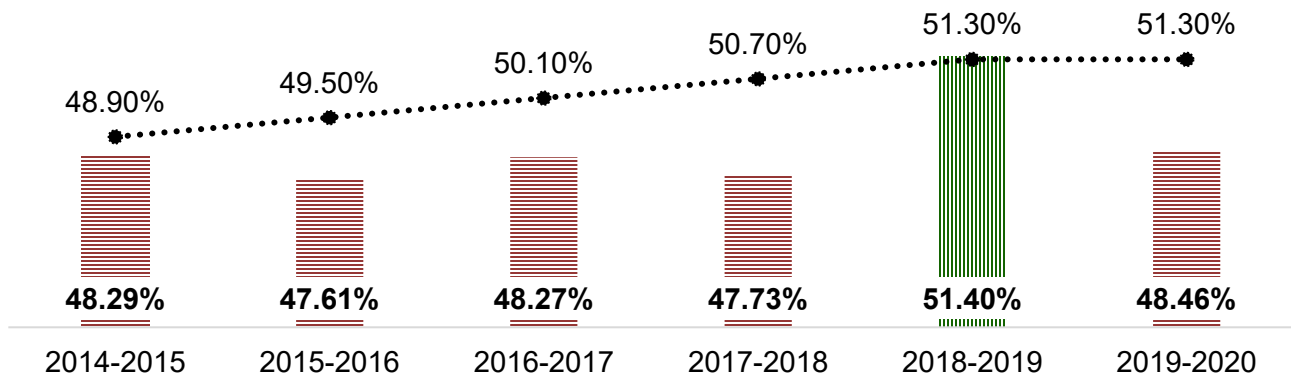


Figure 8. Ohio's percentage of children with disabilities who were functioning within age expectations in the acquisition and use of knowledge and skills increased from 48.29% in 2014-2015 to 51.4% in 2019-2020, only meeting the target in 2018-2019.

Table 14. Percentage difference between the state target and Ohio's percentage of preschool children who were functioning within age expectations in the acquisition and use of knowledge and skills. The goal for indicator 7b2 is to be at or above the target. Positive difference numbers indicate the state was above the target for that year and met the target. Negative difference numbers indicate the state was below the target for that year and did not meet the target.

| Data Year | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
|--|-----------|-----------|-----------|-----------|-----------|-----------|
| Difference between state target and Ohio's performance | -0.61% | -1.89% | -1.83% | -2.97% | 0.10% | -2.84% |

PROPOSED TARGETS

- Targets should be rigorous, yet attainable.
- Targets may remain the same several years in a row, though the final target year (2025-2026) must reflect improvement over baseline.
- The goal for all components of indicator 7 is to be at or above the target.

Table 15. Proposed Target Table Option A – Indicator 7b2

| Indicator 7b2 | 2008-2009 Baseline | 2019-2020 State Data | 2020-2021 Proposed Target | 2021-2022 Proposed Target | 2022-2023 Proposed Target | 2023-2024 Proposed Target | 2024-2025 Proposed Target | 2025-2026 Proposed Target |
|---|--------------------|----------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| 7b2: Percentage of preschool children with disabilities who were functioning within age expectations in the acquisition and use of knowledge and skills | 45.70% | 48.46% | 48.46% | 48.46% | 48.46% | 48.60% | 48.80% | 49.00% |

Option A Rationale

- Previous targets for 7b2 were too rigorous. Ohio only met the target for one of the previous six years for 7b2.
- Previous targets increased by an increment of 0.6% for 7b2.
- 2019-2020 was a pandemic year and gradual recovery over time is anticipated.
- Performance on 7b2 has hovered right around 48% for the previous six years
- Targets for 2020-2021 through 2022-2023 reflect the 2019-2020 performance then increase by approximately 0.1% in 2023-2024, and 0.2% in 2024-2025 and 2025-26.
- In comparison to Ohio’s 2019-2020 performance, meeting the final target of 49% by 2025-2026 would require **43** more preschool children across Ohio to function within age expectations in the acquisition and use of knowledge and skills.
- All 2025-2026 targets for indicator 7b reflect improvement over baseline (2008-2009) and 2019-2020 performance.

Table 16. Proposed Target Table Option B – Indicator 7b2

| Indicator 7b1 | 2008-2009 Baseline | 2019-2020 State Data | 2020-2021 Proposed Target | 2021-2022 Proposed Target | 2022-2023 Proposed Target | 2023-2024 Proposed Target | 2024-2025 Proposed Target | 2025-2026 Proposed Target |
|---|--------------------|----------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| 7b2: Percentage of preschool children with disabilities who were functioning within age expectations in the acquisition and use of knowledge and skills | 45.70% | 48.46% | 48.60% | 49.00% | 49.40% | 49.80% | 50.20% | 50.60% |

Option B Rationale

- Option B is a more rigorous option in comparison to Option A.
- Previous targets for 7b2 were too rigorous. Ohio only met the target for one of the previous six years for 7b2.
- Previous targets increased by an increment of 0.6% for 7b2.
- 2019-2020 was a pandemic year and gradual recovery over time is anticipated
- Previous increments of 0.6% were too rigorous. The proposed incremental increase is 0.4% each year.
- Performance on 7b2 has hovered right around 48% for the previous six years.
- 2020-2021 targets reflect approximately 0.2% increase from 2019-2020 performance then increase by 0.4% each year thereafter through 2025-2026.
- In comparison to Ohio’s 2019-2020 performance, meeting the final target of 50.6% by 2025-2026 would require **167** more preschool children across Ohio to function within age expectations in the acquisition and use of knowledge and skills.
- All 2025-2026 targets for indicator 7b reflect improvement over baseline (2008-2009) and 2019-2020 performance.

HOW HAS OHIO PERFORMED OVER TIME?

Indicator 7c1: Percentage of preschool children with disabilities who substantially increased their rate of growth in the use of appropriate behaviors to meet their needs

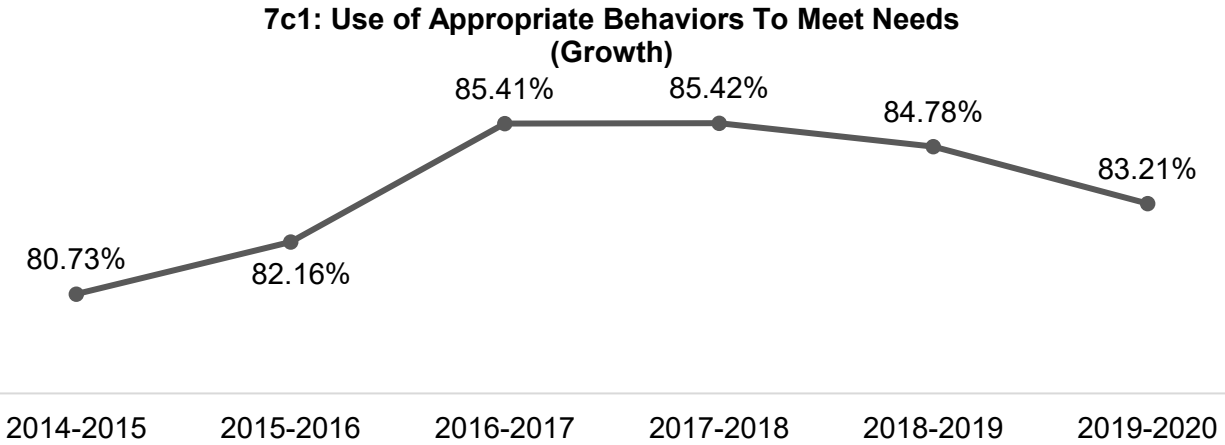


Figure 9. Ohio’s percentage of preschool children with disabilities who substantially increased their rate of growth in the use of appropriate behaviors to meet their needs increased from 80.73% in 2014-2015 to 85.41% in 2016-2017 then decreased steadily to 83.21% in 2019-2020.

Table 17. Number of preschool children in progress categories (c) and (d), number of preschool children in progress categories (a), (b), (c) and (d), percentage of preschool children with disabilities who substantially increased their rate of growth in the use of appropriate behaviors to meet their needs, and the change in percentage from 2014-2015 through 2019-2020.

| Indicator 7c1 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
|---|-----------|-----------|-----------|-----------|-----------|-----------|
| Number of preschool children in progress categories (c) & (d) | 4,382 | 1,897 | 4,052 | 3,469 | 6,077 | 5,376 |
| Number of preschool children in progress categories (a), (b), (c) & (d) | 5,428 | 2,309 | 4,744 | 4,061 | 7,168 | 6,461 |
| Percentage of preschool children with disabilities who substantially increased their rate of growth in the use of appropriate behaviors to meet their needs | 80.73% | 82.16% | 85.41% | 85.42% | 84.78% | 83.21% |
| Change in percentage | n/a | +1.43% | +3.25% | +0.01% | -0.64% | -1.57% |

HOW HAS OHIO PERFORMED IN RELATION TO THE TARGETS?

The graphs below depict Ohio's performance over time in relation to the state targets.

- The bars in each graph indicate Ohio's performance for each year. Red bars with horizontal stripes mean Ohio did not meet the target for that year. Green bars with vertical stripes mean Ohio met the target for that year.
- The dotted black line in each graph depicts the state target for each year.
- The table below each graph calculates the difference between the state target and Ohio's performance.

7c1: Use of Appropriate Behaviors to Meet Needs (Growth)

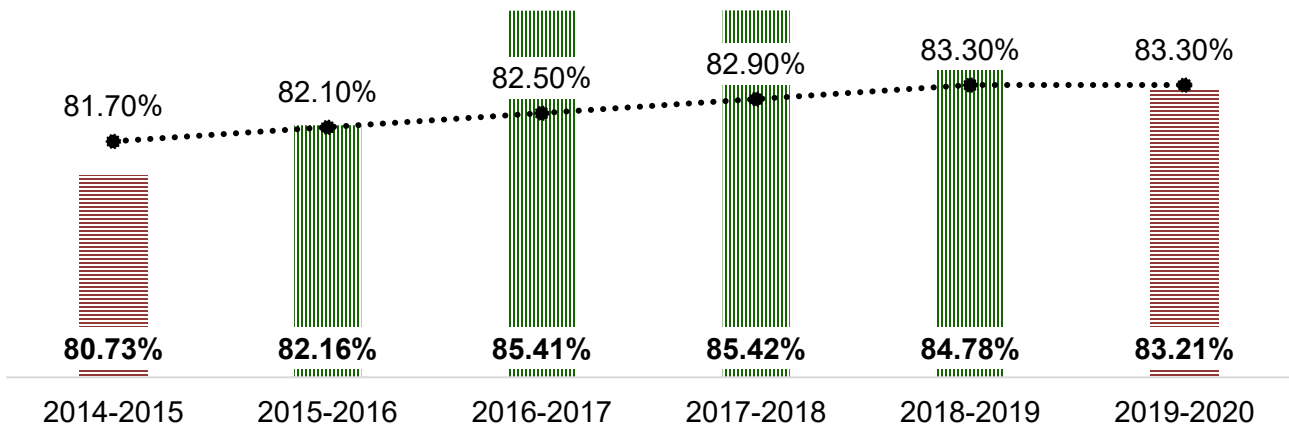


Figure 10. Ohio's percentage of preschool children who substantially increased their rate of growth in the use of appropriate behaviors to meet their needs increased from 80.73% in 2014-2015 to 85.41% in 2016-2017 then decreased steadily to 83.21% in 2019-2020. Ohio met the target for each year from 2015-2016 through 2018-2019.

Table 18. Percentage difference between the state target and Ohio's percentage of preschool children who substantially increased their rate of growth in the use of appropriate behaviors to meet their needs. The goal for indicator 7c1 is to be at or above the target. Positive difference numbers indicate the state was above the target for that year and met the target. Negative difference numbers indicate the state was below the target for that year and did not meet the target.

| Data Year | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
|--|-----------|-----------|-----------|-----------|-----------|-----------|
| Difference between state target and Ohio's performance | -0.97% | 0.06% | 2.91% | 2.52% | 1.48% | -0.09% |

PROPOSED TARGETS

- Targets should be rigorous, yet attainable.
- Targets may remain the same several years in a row, though the final target year (2025-2026) must reflect improvement over baseline.
- The goal for all components of indicator 7 is to be at or above the target.

Table 19. Proposed Target Table Option A – Indicator 7c1

| Indicator 7c1 | 2008-2009 Baseline | 2019-2020 State Data | 2020-2021 Proposed Target | 2021-2022 Proposed Target | 2022-2023 Proposed Target | 2023-2024 Proposed Target | 2024-2025 Proposed Target | 2025-2026 Proposed Target |
|--|--------------------|----------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| 7c1: Percentage of preschool students with disabilities who substantially increased their rate of growth in the use of appropriate behaviors to meet their needs | 66.90% | 83.21% | 83.21% | 83.30% | 83.40% | 83.60% | 83.90% | 84.30% |

Option A Rationale

- Previous targets increased by 0.4% for 7c1. Each of these were reasonably attainable as Ohio met the targets for four of the six years for 7c1.
- 2019-2020 was a pandemic year and gradual recovery over time is anticipated.
- 2020-2021 targets reflect the 2019-2020 performance then increase by a slightly larger increment each year thereafter, by approximately 0.10% in 2021-2022 and 2022-2023, 0.20% in 2023-2024, 0.3% in 2024-2025 and 0.40% in 2025-2026.
- In comparison to Ohio’s 2019-2020 performance, meeting the final target of 84.3% by 2025-2026 would require **71** more preschool children across Ohio to improve their rate of growth in the use of appropriate behaviors to meet their needs.
- All 2025-2026 targets for indicator 7c reflect improvement over baseline (2008-2009) and 2019-2020 performance.

Table 20. Proposed Target Table Option B – Indicator 7c1

| Indicator 7c1 | 2008-2009 Baseline | 2019-2020 State Data | 2020-2021 Proposed Target | 2021-2022 Proposed Target | 2022-2023 Proposed Target | 2023-2024 Proposed Target | 2024-2025 Proposed Target | 2025-2026 Proposed Target |
|--|--------------------|----------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| 7c1: Percentage of preschool students with disabilities who substantially increased their rate of growth in the use of appropriate behaviors to meet their needs | 66.90% | 83.21% | 83.40% | 83.90% | 84.40% | 84.90% | 85.40% | 85.90% |

Option B Rationale

- Option B is a more rigorous option in comparison to Option A.
- Previous targets increased by 0.4% for 7c1. Each of these were reasonably attainable as Ohio met the targets for four of the six years for 7c1.
- 2019-2020 was a pandemic year and gradual recovery over time is anticipated.
- The 0.4% increment was frequently met over the last six years, the proposed incremental increase is 0.5% each year.
- 2020-2021 targets reflect approximately 0.2% increase from 2019-2020 performance then increase by 0.5% each year thereafter through 2025-2026.
- In comparison to Ohio’s 2019-2020 performance, meeting the final target of 85.9% by 2025-2026 would require **174** more preschool children across Ohio to improve their rate of growth in the use of appropriate behaviors to meet their needs.
- All 2025-2026 targets for indicator 7c reflect improvement over baseline (2008-2009) and 2019-2020 performance.

HOW HAS OHIO PERFORMED OVER TIME?

Indicator 7c2: Percentage of preschool children with disabilities who were functioning within age expectations in the use of appropriate behaviors to meet their needs

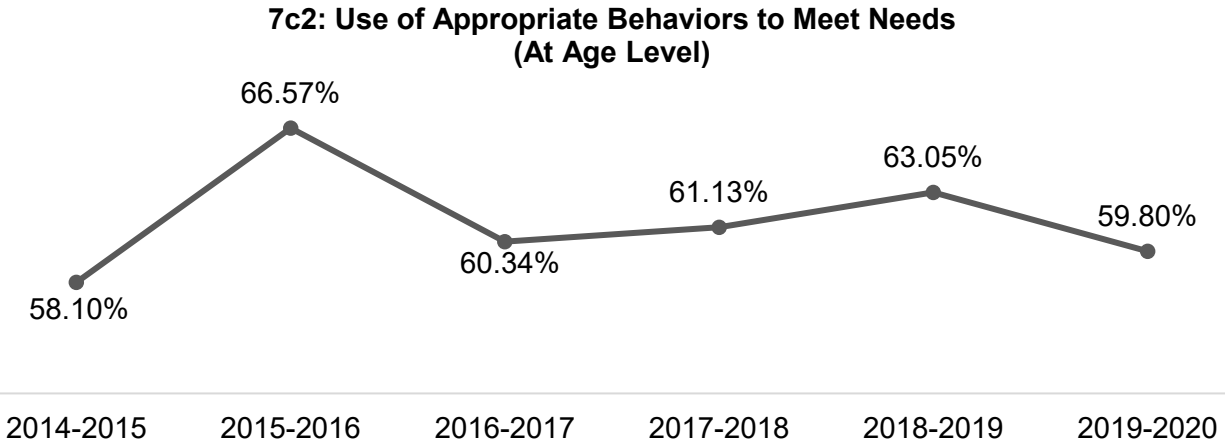


Figure 11. Ohio’s percentage of preschool children with disabilities who were functioning within age expectations in the use of appropriate behaviors to meet their needs increased from 58.1% in 2014-2015 to 66.57% in 2015-2016 then decreased to 59.8% in 2019-2020.

Table 21. Number of preschool children in progress categories (d) and (e), number of preschool children in progress categories (a), (b), (c), (d) and (e), percentage of preschool children with disabilities who were functioning within age expectations in the use of appropriate behaviors to meet their needs and the change in percentage from 2014-2015 through 2019-2020.

| Indicator 7c2 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
|---|-----------|-----------|-----------|-----------|-----------|-----------|
| Number of preschool children in progress categories (d) & (e) | 3,927 | 2,145 | 3,449 | 2,964 | 5,482 | 4,675 |
| Number of preschool children in progress categories (a), (b), (c), (d) & (e) | 6,759 | 3,222 | 5,716 | 4,849 | 8,694 | 7,818 |
| Percentage of preschool children who were functioning within age expectations in the use of appropriate behaviors to meet their needs | 58.10% | 66.57% | 60.34% | 61.13% | 63.05% | 59.80% |
| Change in percentage | n/a | +8.47% | -6.23% | +0.79% | +1.92% | -3.25% |

HOW HAS OHIO PERFORMED IN RELATION TO THE TARGETS?

The graphs below depict Ohio's performance over time in relation to the state targets.

- The bars in each graph indicate Ohio's performance for each year. Red bars with horizontal stripes mean Ohio did not meet the target for that year. Green bars with vertical stripes mean Ohio met the target for that year.
- The dotted black line in each graph depicts the state target for each year.
- The table below each graph calculates the difference between the state target and Ohio's performance.

7c2: Use of Appropriate Behaviors to Meet Needs (At Age Level)

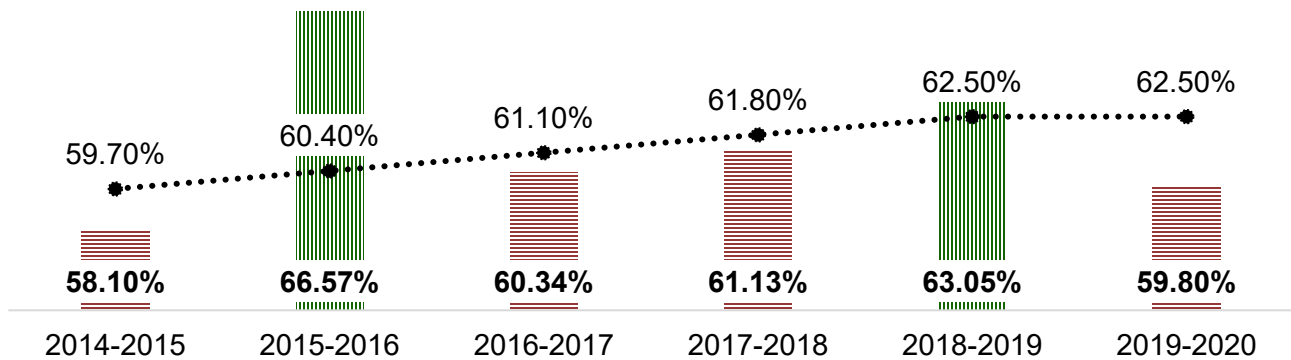


Figure 12. Ohio's percentage of preschool children with disabilities who were functioning within age expectations in the use of appropriate behaviors to meet their needs increased from 58.1% in 2014-2015 to 66.57% in 2015-2016, then decreased to 59.8% in 2019-2020. Ohio met the target in 2015-2016 and 2018-2019.

Table 22. Percentage difference between the state target and Ohio's percentage of preschool children who were functioning within age expectations in the use of appropriate behaviors to meet their needs. The goal for indicator 7c2 is to be at or above the target. Positive difference numbers indicate the state was above the target for that year and met the target. Negative difference numbers indicate the state was below the target for that year and did not meet the target.

| Data Year | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
|--|-----------|-----------|-----------|-----------|-----------|-----------|
| Difference between state target and Ohio's performance | -1.60% | 6.17% | -0.76% | -0.67% | 0.55% | -2.70% |

PROPOSED TARGETS

- Targets should be rigorous, yet attainable.
- Targets may remain the same several years in a row, though the final target year (2025-2026) must reflect improvement over baseline.
- The goal for all components of indicator 7 is to be at or above the target.

Table 23. Proposed Target Table Option A – Indicator 7c2

| Indicator 7c2 | 2008-2009 Baseline | 2019-2020 State Data | 2020-2021 Proposed Target | 2021-2022 Proposed Target | 2022-2023 Proposed Target | 2023-2024 Proposed Target | 2024-2025 Proposed Target | 2025-2026 Proposed Target |
|--|--------------------|----------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| 7c2: Percentage of preschool children with disabilities who were functioning within age expectations in the use of appropriate behaviors to meet their needs | 59.20% | 59.80% | 59.80% | 59.80% | 59.80% | 59.90% | 60.10% | 60.30% |

Option A Rationale

- Previous targets for 7c2 were too rigorous. Ohio only met the target for two of six years for 7c2.
- Previous targets increased by an increment of 0.7% for 7c2.
- 2019-2020 was a pandemic year and gradual recovery over time is anticipated.
- Performance on 7c2 has hovered right around 60% for the previous six years.
- Targets for 2020-2021 through 2022-2023 reflect the 2019-2020 performance then increase by approximately 0.1% in 2023-2024 and 0.2% in 2024-2025 and 2025-2026.
- In comparison to Ohio’s 2019-2020 performance, meeting the final target of 60.3% by 2025-2026 would require **39** more preschool children across Ohio to function within age expectations in the use of appropriate behaviors to meet their needs.
- All 2025-26 targets for indicator 7c reflect improvement over baseline (2008-2009) and 2019-2020 performance.

Table 24. Proposed Target Table Option B – Indicator 7c2

| Indicator 7c2 | 2008-2009 Baseline | 2019-2020 State Data | 2020-2021 Proposed Target | 2021-2022 Proposed Target | 2022-2023 Proposed Target | 2023-2024 Proposed Target | 2024-2025 Proposed Target | 2025-2026 Proposed Target |
|--|--------------------|----------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| 7c2: Percentage of preschool children with disabilities who were functioning within age expectations in the use of appropriate behaviors to meet their needs | 59.20% | 59.80% | 60.00% | 60.40% | 60.80% | 61.20% | 61.60% | 62.00% |

Option B Rationale

- Option B is a more rigorous option in comparison to Option A.
- Previous targets for 7c2 were too rigorous. Ohio only met the target for two of six years for 7c2.
- Previous targets increased by an increment of 0.7% for 7c2.
- 2019-2020 was a pandemic year and gradual recovery over time is anticipated.
- As the previous increments 0.7% were too rigorous, the proposed incremental increase is 0.4% each year.
- Performance on 7c2 has hovered right around 60% for the previous six years.
- 2020-2021 targets reflect approximately 0.2% increase from 2019-2020 performance then increase by 0.4% each year thereafter through 2025-2026.
- In comparison to Ohio’s 2019-2020 performance, meeting the final target of 62% by 2025-2026 would require **172** more preschool children across Ohio to function within age expectations in the use of appropriate behaviors to meet their needs.
- All 2025-2026 targets for indicator 7c reflect improvement over baseline (2008-2009) and 2019-2020 performance.