IDEA Preschool Outcomes (Indicator 7) Technical Documentation

Version 1.0

February 2026

Ohio Department of Education & Workforce

Revision History

The revision history section provides a means for readers to easily navigate to the places where updates occurred from prior years. RED underlined text indicates significant changes and updates for additions and ~~RED text with strikethroughs~~ indicates deletions. Minor changes—such as typos, formatting and grammar corrections—are not marked.

Date	Profile Effective Date	Description
3/26/2026	2025-2026	Updated Denominator Criteria in Appendix A
03/13/2026	2025-2026	Initial release of the Indicator 7 technical documentation

Ohio Revised Code and Ohio Administrative Code require districts to report data to EMIS and to verify and approve all EMIS data. Districts should review and verify data before the close of the different data collections. This verification should include all relevant reports, including those in the General Issues Reports.

The Department uses the data for this indicator to evaluate valid and reliable data reporting. The Secure Data Center (SDC) is an interactive tool that allows districts to review data well before it is final. ***The local education agency (LEA) is responsible for data verification and validation. The SDC has now been expanded for districts and schools to review Special Education Indicator Data in addition to all relevant EMIS reports.*** The EMIS Validation and Report Explanations webpage lists current Level 1 and 2 report explanations as well as a list of General Issues Reports that should be used to validate data. Another resource to validate data for students who cross LEAs is the Ohio District Data Exchange (ODDEX).

Secure Data Center Reports Breadcrumb Trails

The breadcrumb trails outlined in this section guide users through the SDC interface to locate specific reports related to Indicator measures. These navigation paths are essential for verifying student group performance and preparing accountability reviews. **At this time the report is unavailable but will be released in the future.**

- **Indicator 7**
  - Report Portal>Secure Data Center> Special Education Indicators > **Preschool Outcomes (to be released in future)**

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Introduction

Section 1416(a)(3) of the Individuals with Disabilities Education Act (IDEA) Section 1416 (a) (3) requires states to report on the progress of preschool students with disabilities. In Ohio, this requirement is addressed through **Indicator 7**, a key component of the state's special education accountability system.

Indicator 7, also known as Preschool Outcomes, is a critical measure under the Individuals with Disabilities Education Act (IDEA) that assesses the progress of preschool children with disabilities. This indicator focuses on three key areas:

- positive social-emotional skills
- acquisition and use of knowledge and skills
- the use of appropriate behaviors to meet their needs

By evaluating these areas, Indicator 7 aims to ensure that young children with disabilities are making meaningful progress and are prepared for future educational success. The data collected through this indicator helps local educational agencies (LEAs) to improve early childhood special education programs and services, ultimately enhancing the developmental outcomes for preschool children with disabilities.

This technical document provides a comprehensive overview of Indicator 7, including who is included in the calculation, how the indicator is calculated, the reports in which the data appears, and the data sources used by the Department, such as the Education Management Information System (EMIS). The goal is to clarify the processes for collecting, analyzing, and reporting data to ensure compliance with federal guidelines and support informed decision-making by stakeholders.

The IDEA Part B State Performance Plan (SPP) and Annual Performance Report (APR) define the data sources and measurement criteria for all Indicators. The Department calculates Indicator 7 using data submitted through EMIS.

Reports Utilizing Indicator 7 Data

Indicator 7 data is featured in several key reports that support monitoring and accountability of special education services:

- **Special Education Profile**– Provides detailed district and community-school level data.
- **Annual Performance Report (APR)**– Submitted to the U.S. Department of Education.
- **Public Indicator Report**–Publicly posted to promote transparency.
- **Special Education Rating**– Evaluates the performance of Ohio's districts and schools.

Each of these reports plays a vital role in assessing and improving educational outcomes for students with disabilities in Ohio.

Business Rules

Determining Students included in Denominator

Indicator 7 includes students with disabilities who are aged 3- 5 and enrolled in preschool based on their **district of residence**. Data for this indicator is gathered through the Early Childhood Outcomes Summary

Form, with Local Education Agencies (LEAs) reporting ratings twice annually—fall and spring—via EMIS. Summary scores are determined through a team-based process using multiple sources of evidence. The population of potential exiters includes students with a reported Childhood Outcome Summary (COS) score and at least one valid test score, provided they had an IEP in place.

A student qualifies as an exiter if they meet any of the following:

- Exiting Special Education
- IEP Complete – Parent Refusal
- enrollment in a grade beyond preschool in the following year
- turning age six between October 1 and September 30.

For entry scores, the first test date is used; for exit scores, the last test date applies. Additionally, students must have received at least six months of preschool special education services.
Students are grouped into progress categories based on entry and exit Child Outcome Summary ratings (1-7) and progress question.

Five Progress Categories:

- A = Did not improve functioning.
    - Rated lower at exit than entry; OR rated 1 at both entry and exit; AND "No" on the progress question.
- B = Improved functioning, but not sufficient to move nearer to functioning comparable to same-aged peers.
    - Rated 5 or lower at entry; AND rated the same or lower at exit; AND "Yes" on the progress question.
- C = Improved functioning to a level nearer to same-aged peers but did not reach it.
    - Rated higher at exit than entry; AND rated 5 or below at exit
- D = Improved functioning to reach a level comparable to same-aged peers.
    - Rated 5 or lower at entry; AND rated 6 or 7 at exit.@
- E = Maintained functioning at a level comparable to same-aged peers.
    - Rated 6 or 7 at entry; AND rated 6 or 7 at exit.

Examples of Students Included in the Indicator Calculations

A student may be considered an exiter if they have (1) at least **six months (or 182 days) of preschool special education services** and two **valid entry and exit COS assessments** reported that are at least six months apart. A student's entry and exit assessments must include the required progress code pairings (e.g. K and KPRG).

A student with the required service duration and assessment scores must fulfill at least one of the following criteria to be considered an exiter:

- Exiting Special Education- This student will have an outcome of 'Exiting' reported in the special ed event record. For example, a preschool special ed student has an outcome code 'ETEX' reported on a review IEP is considered an exiter.

- IEP refusal- This student will have a parental refusal reported on the most recent IEP. For example, at a review IEP meeting, a parent refuses services for their child. That student is considered an exiter from preschool special education.
- Subsequent grade enrolled- This student will have a grade level of Kindergarten reported for the following school year. Or this student will have no grade level reported for the following school year. For example, the last reported grade for a student was preschool, the student moved out of state, and there was no subsequent enrollment reported. That child is considered an exiter because there was no grade reported for the following year.
- Turning 6-years-old- This student's sixth birthday will fall between October 1 and September 30. For example, a student is turning age 6 within defined reporting window and they will remain enrolled in preschool at the time of assessment. That student will be considered an exiter based on age rather than grade enrollment.
- Subsequent reporting- This student was not reported by any district the following school year. For example, a preschool special ed student enrolled in a private preschool program and the student's district of residence was no longer reporting the student. That student would be considered an exiter because they have no data for the following school year.

Indicator 7a: Improved Positive Social-Emotional Skills

Definition

Measures the percentage of preschool children with IEPs who demonstrate improved positive social-emotional skills (including social relationships).

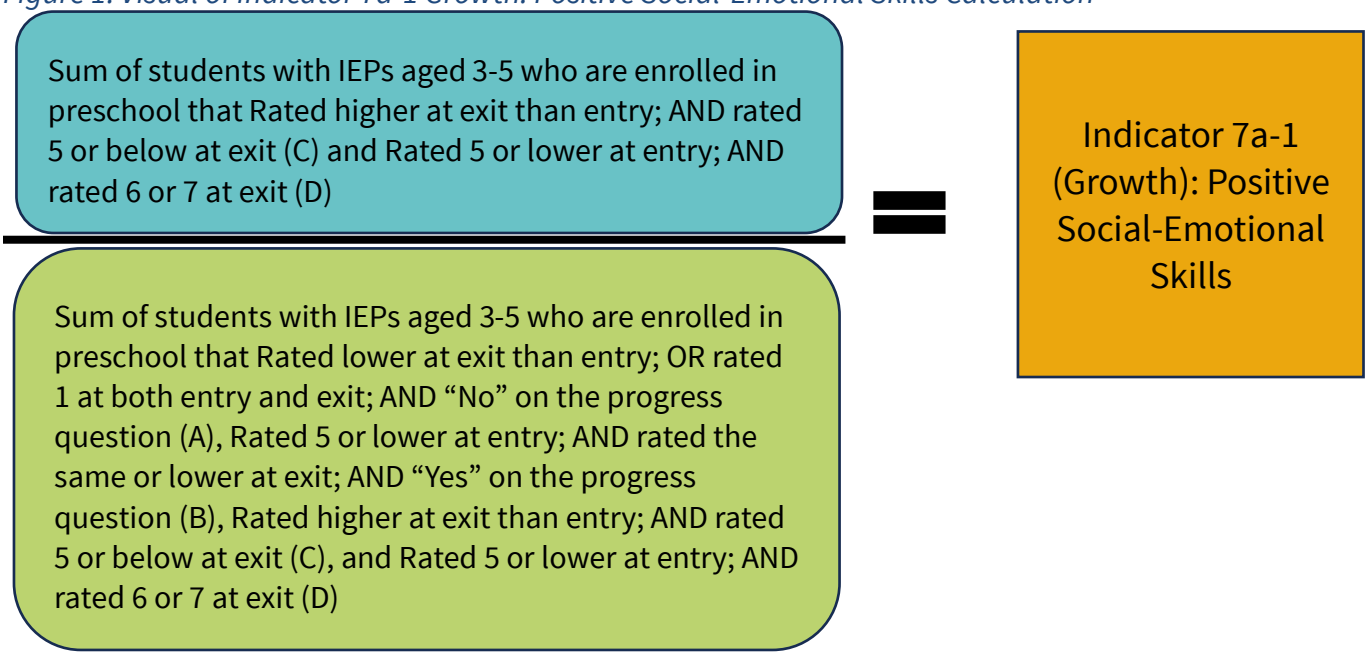
Indicator 7a-1 (Growth)

Of those children who entered the program below age expectations in positive social-emotional skills (including social relationships), the percentage who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Calculation

Divide the Sum of students Improved functioning to a level nearer to same-aged peers but did not reach it and Improved functioning to reach a level comparable to same-aged peers by the sum of students who did not improve functioning, improved functioning, but not sufficient to move nearer to functioning comparable to same-aged peers, Improved functioning to a level nearer to same-aged peers but did not reach it, and improved functioning to reach a level comparable to same-aged peers. (C + D) / (A + B + C + D)

Figure 1. Visual of Indicator 7a-1 Growth: Positive Social-Emotional Skills Calculation



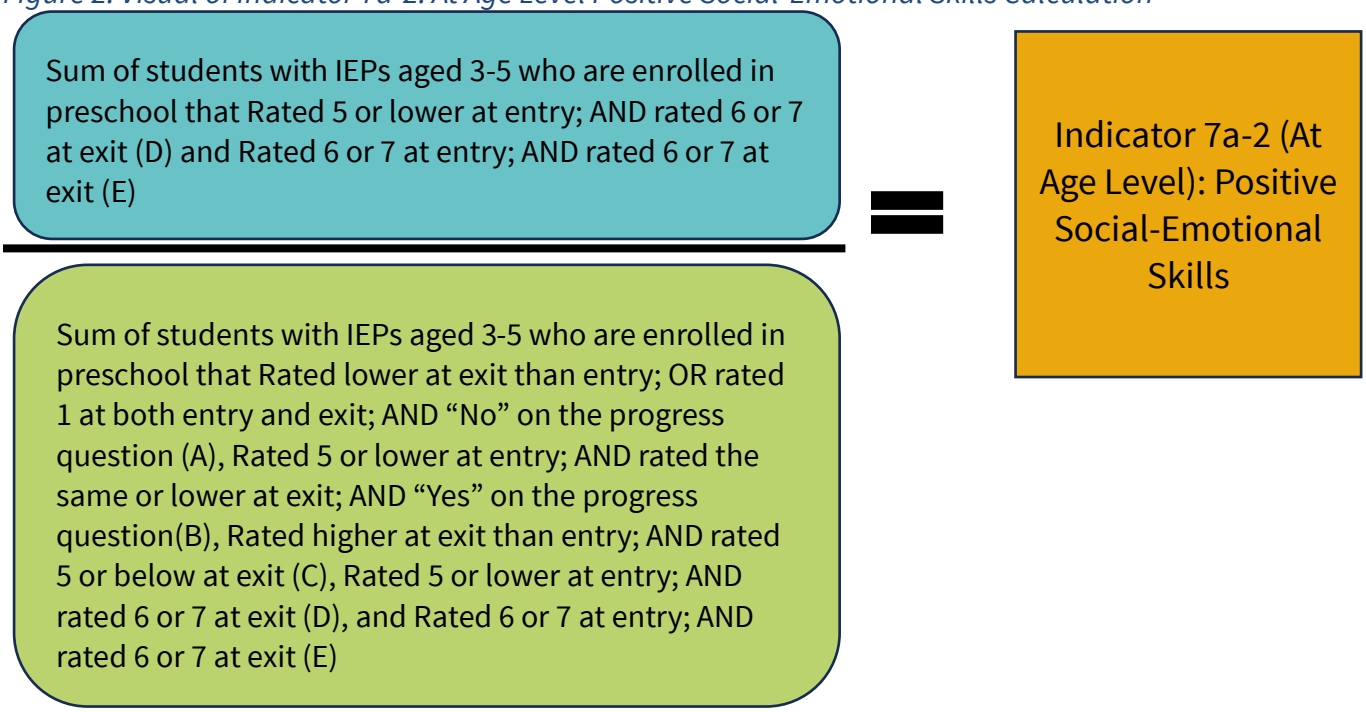
Indicator 7a-2 (At Age Level)

The percentage of children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.

Calculation

Divide the sum of students improved functioning to reach a level comparable to same-aged peers and maintained functioning at a level comparable to same-aged peers by the sum of students who did not improve functioning, improved functioning, but not sufficient to move nearer to functioning comparable to same-aged peers, Improved functioning to a level nearer to same-aged peers but did not reach it, improved functioning to reach a level comparable to same-aged peers, and maintained functioning at a level comparable to same-aged peers. (D + E) / (A + B + C + D + E)

Figure 2. Visual of Indicator 7a-2: At Age Level Positive Social-Emotional Skills Calculation



Indicator 7b: Acquisition and use of knowledge and skills

Definition

Measures the percentage of preschool children with IEPs who demonstrate improved Acquisition and use of knowledge and skills (including early language/ communication and early literacy).

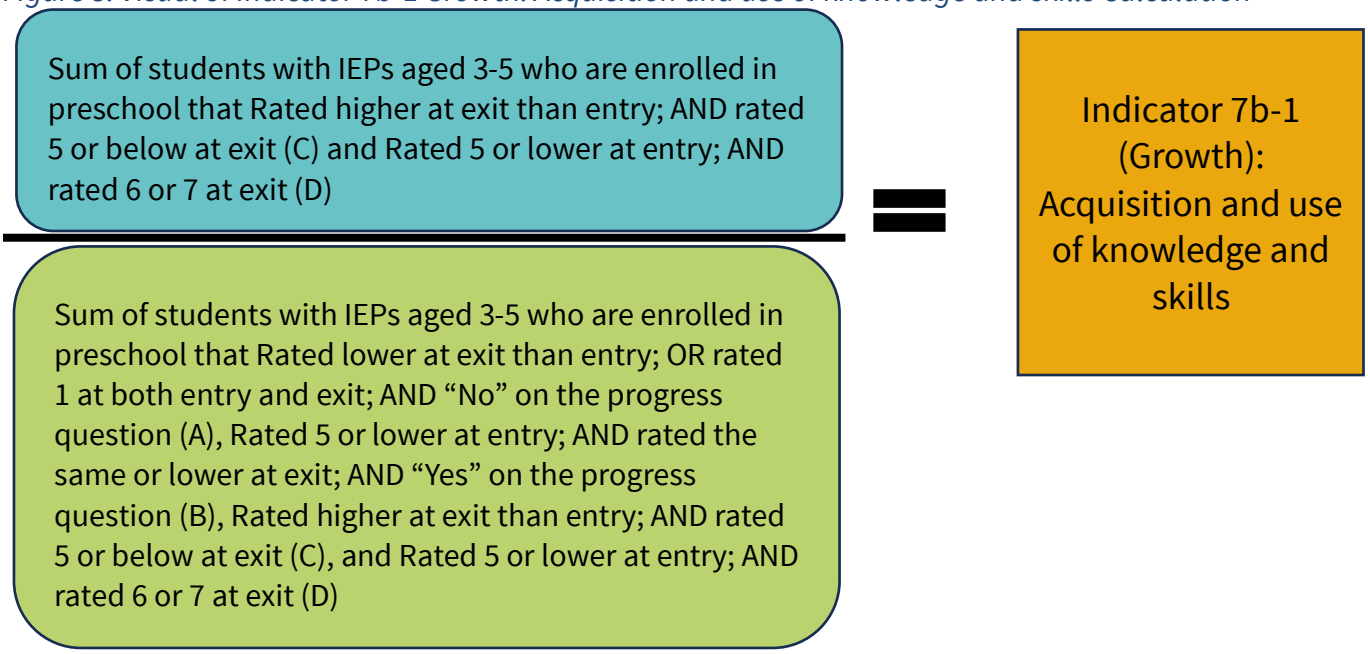
Indicator 7b-1 (Growth)

Of those children who entered the program below age expectations in Acquisition and use of knowledge and skills (including early language/ communication and early literacy), the percentage who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Calculation

Divide the Sum of students Improved functioning to a level nearer to same-aged peers but did not reach it and Improved functioning to reach a level comparable to same-aged peers by the sum of students who did not improve functioning, improved functioning, but not sufficient to move nearer to functioning comparable to same-aged peers, Improved functioning to a level nearer to same-aged peers but did not reach it, and improved functioning to reach a level comparable to same-aged peers. (C + D) / (A + B + C + D)

Figure 3: Visual of Indicator 7b-1 Growth: Acquisition and use of knowledge and skills Calculation



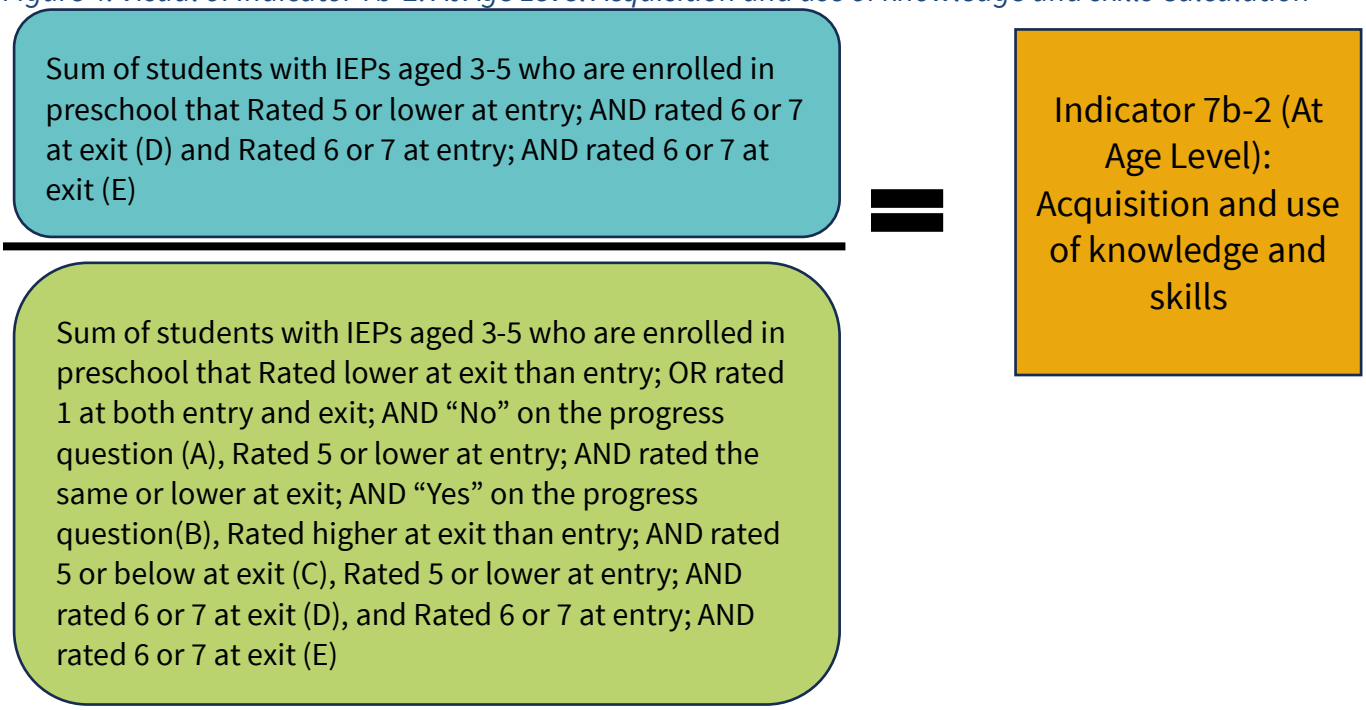
Indicator 7b-2 (At Age Level)

The percentage of children who were functioning within age expectations in Acquisition and use of knowledge and skills (including early language/ communication and early literacy) by the time they turned 6 years of age or exited the program.

Calculation

Divide the sum of students improved functioning to reach a level comparable to same-aged peers and maintained functioning at a level comparable to same-aged peers by the sum of students who did not improve functioning, improved functioning, but not sufficient to move nearer to functioning comparable to same-aged peers, Improved functioning to a level nearer to same-aged peers but did not reach it, improved functioning to reach a level comparable to same-aged peers, and maintained functioning at a level comparable to same-aged peers. (D + E) / (A + B + C + D + E)

Figure 4. Visual of Indicator 7b-2: At Age Level Acquisition and use of knowledge and skills Calculation



Indicator 7c: Use of appropriate behaviors to their needs

Definition

Measures the percentage of preschool children with IEPs who demonstrate Use of appropriate behaviors to their needs.

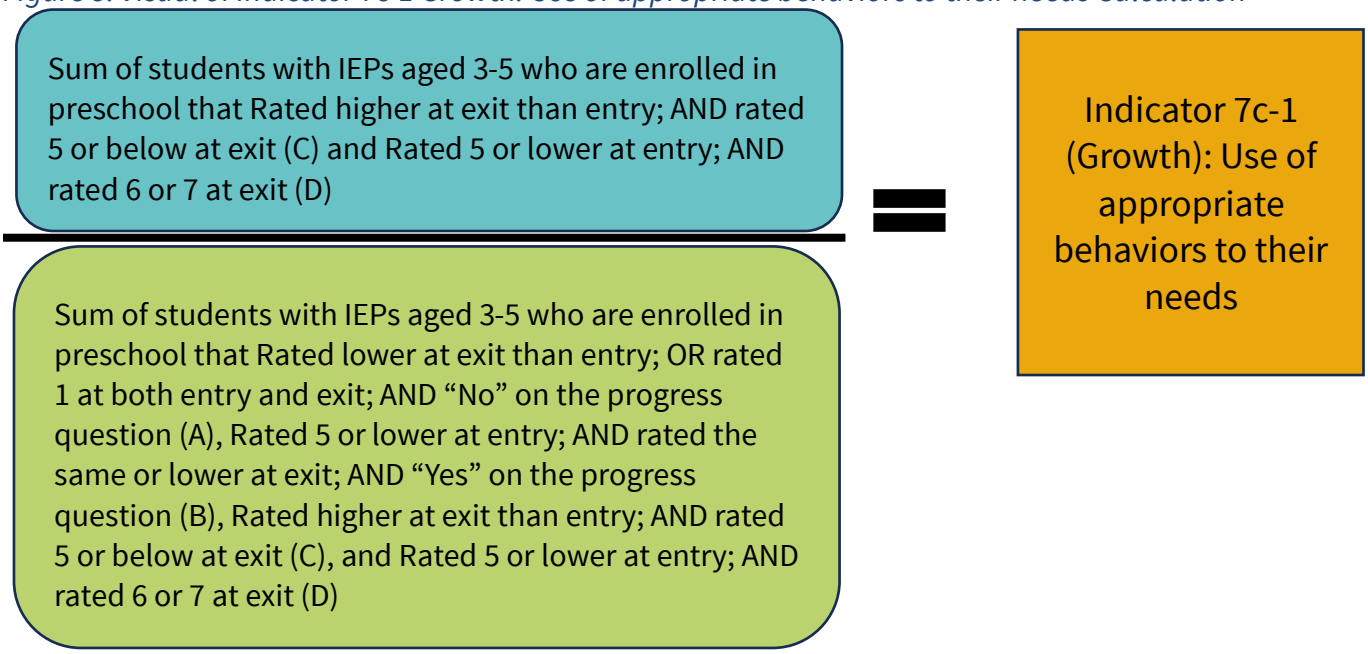
Indicator 7c-1 (Growth)

Of those children who entered the program below age expectations in Use of appropriate behaviors to their needs, the percentage who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Calculation

Divide the Sum of students Improved functioning to a level nearer to same-aged peers but did not reach it and Improved functioning to reach a level comparable to same-aged peers by the sum of students who did not improve functioning, improved functioning, but not sufficient to move nearer to functioning comparable to same-aged peers, Improved functioning to a level nearer to same-aged peers but did not reach it, and improved functioning to reach a level comparable to same-aged peers. (C + D) / (A + B + C + D)

Figure 5. Visual of Indicator 7c-1 Growth: Use of appropriate behaviors to their needs Calculation



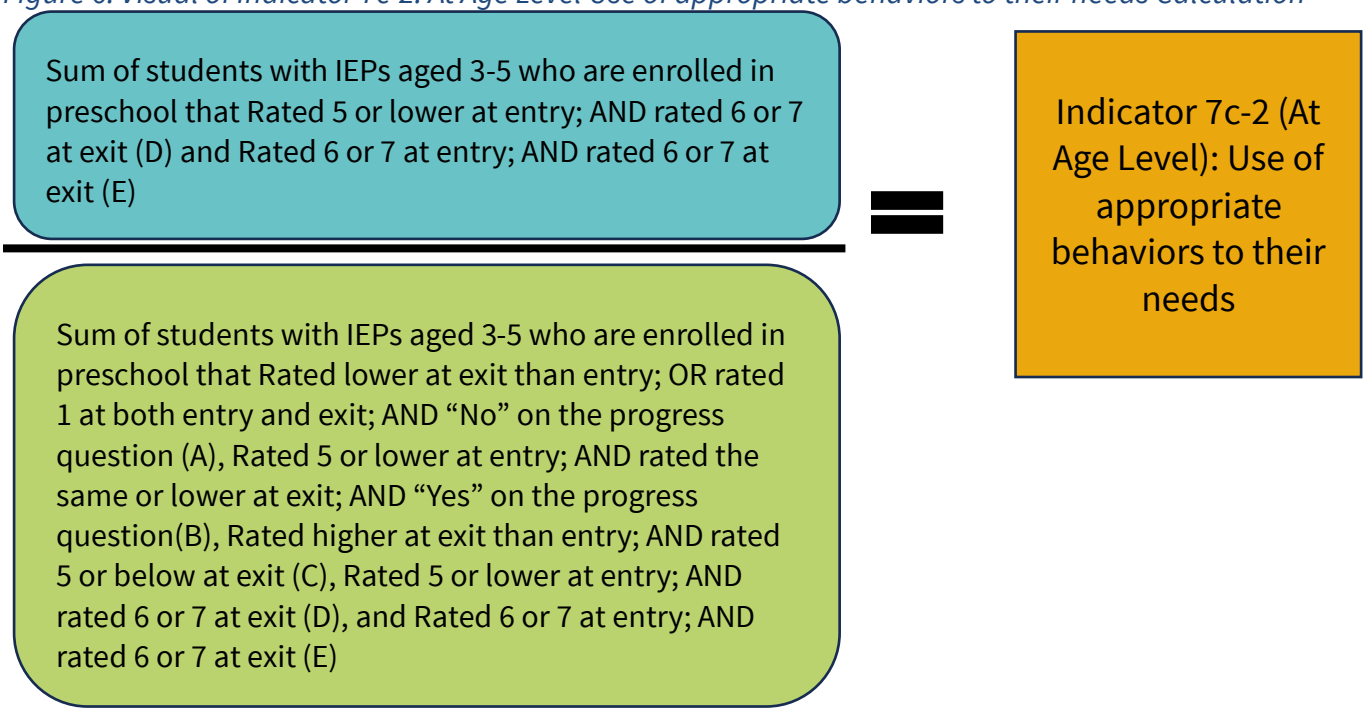
Indicator 7c-2 (At Age Level)

The percentage of children who were functioning within age expectations in Use of appropriate behaviors to their needs by the time they turned 6 years of age or exited the program.

Calculation

Divide the sum of students improved functioning to reach a level comparable to same-aged peers and maintained functioning at a level comparable to same-aged peers by the sum of students who did not improve functioning, improved functioning, but not sufficient to move nearer to functioning comparable to same-aged peers, Improved functioning to a level nearer to same-aged peers but did not reach it, improved functioning to reach a level comparable to same-aged peers, and maintained functioning at a level comparable to same-aged peers. (D + E) / (A + B + C + D + E)

Figure 6. Visual of Indicator 7c-2: At Age Level Use of appropriate behaviors to their needs Calculation



Student Outcome Examples

- **Student A:** Student A received COS entry assessments on **September 1, 2021**, and exit assessments on **April 19, 2024**, with valid progress reported in all three outcome areas.
    - **Positive Social-Emotional Skills (Indicator 7a):**
      At entry, the student was rated at level 3. By exit, the student's score improved to level 7, with progress reported ("Y"). This pattern places the student in **Category D**, indicating improvement to a level comparable to same-aged peers.
    - **Acquisition and Use of Knowledge and Skills (Indicator 7b):**
      The student entered at level 3 and exited at level 7, with progress reported. This also results in **Category D**.
    - **Use of Appropriate Behaviors to Meet Needs (Indicator 7c):**
      The student again increased from level 3 to level 7 and showed progress, resulting in **Category D**.

Overall, Student A demonstrates substantial growth across all three domains.

- **Student B:** Student B was assessed at entry on **September 3, 2022**, and exited on **October 30, 2023**.
    - **Positive Social-Emotional Skills (Indicator 7a):**
      The student improved from level 4 at entry to level 6 at exit; however, no progress code was reported. The outcome is marked as **Not Applicable (NA)** due to missing progress information.
    - **Acquisition and Use of Knowledge and Skills (Indicator 7b):**
      The student moved from level 5 to 6, but again no progress code was reported, resulting in **NA**.

- **Use of Appropriate Behaviors to Meet Needs (Indicator 7c):**
  The student improved from level 5 to level 6, and progress was reported ("Y"). This produces an outcome of **Category D**.

Overall, Student B shows improvement across all three areas but only has one valid category assignment due to incomplete progress data.

- **Student C:** Student C entered the program on **August 15, 2022**, and was assessed at exit on **March 22, 2024**.
  - **Positive Social-Emotional Skills (Indicator 7a):**
    The student-maintained functioning at age expectations by moving from level 6 to level 7 with progress reported. This results in **Category E**.
  - **Acquisition and Use of Knowledge and Skills (Indicator 7b):**
    The student entered at level 5 and remained at level 5 at exit, with progress reported ("Y"). This results in **Category B**, indicating improvement but not enough to move closer to age-level expectations.
  - **Use of Appropriate Behaviors to Meet Needs (Indicator 7c):**
    The student improved from level 6 to level 7 with progress reported, placing them in **Category E**.

- **Student D:** Student D received entry assessments on **September 16, 2022**, and exit assessments on **April 15, 2024**.

Across all three indicators—7a, 7b, and 7c—the student's assessment scores showed improvement or stability; however, the reported progress codes did **not** align with the score patterns. This mismatch results in **Invalid/NA** outcomes for all three areas.

- **Student E:** Student E received entry COS assessments on **December 8, 2023**, but did not yet have valid exit assessments or sufficient enrollment duration.
  - The student had **less than six months** of preschool special education services at the time of reporting.
  - Because Indicator 7 requires at least six months of services and both valid entry and exit assessments, outcomes for all three indicators are recorded as **Not Applicable (NA)**.

Table 1:Student Examples Chart

Student	COS Subject	Test Date	Entry	Test Date	Exit	Progress	Outcome based on scores
A	Indicator 7a: Improved Positive Social-Emotional Skills	9/1/2021	3	4/19/2024	7	Y	Category d
	Indicator 7b: Acquisition and use of knowledge and skills	9/1/2021	3	4/19/2024	7	Y	Category d
	Indicator 7c: Use of appropriate behaviors to their needs	9/1/2021	3	4/19/2024	7	Y	Category d
B	Indicator 7a: Improved Positive Social-Emotional Skills	09/03/2022	4	10/30/2023	6		NA, No Progress reported
	Indicator 7b: Acquisition and use of knowledge and skills	09/03/2022	5	10/30/2023	6		NA, No Progress reported
	Indicator 7c: Use of appropriate behaviors to their needs	09/03/2022	5	10/30/2023	6	Y	Category d
C	Indicator 7a: Improved Positive Social-Emotional Skills	08/15/2022	6	03/22/2024	7	Y	Category e
	Indicator 7b: Acquisition and use of knowledge and skills	08/15/2022	5	03/22/2024	5	Y	Category b
	Indicator 7c: Use of appropriate behaviors to their needs	08/15/2022	6	03/22/2024	7	Y	Category e
D	Indicator 7a: Improved Positive Social-Emotional Skills	09/16/2022	4	04/15/2024	5	N	NA, Assessment scores and Progress reported mismatch
	Indicator 7b: Acquisition and use of knowledge and skills	09/16/2022	3	04/15/2024	4	N	NA, Assessment scores and Progress reported mismatch
	Indicator 7c: Use of appropriate behaviors to their needs	09/16/2022	5	04/15/2024	5	N	NA, Assessment scores and Progress reported mismatch
E	Indicator 7a: Improved Positive Social-Emotional Skills	12/08/2023	5				NA, less than 6 months enrollment
	Indicator 7b: Acquisition and use of knowledge and skills	12/08/2023	4				NA, less than 6 months enrollment
	Indicator 7c: Use of appropriate behaviors to their needs	12/08/2023	5				NA, less than 6 months enrollment

Indicator 7 Met/Not Met Status

Federal law requires states to implement a general supervision system to monitor compliance with IDEA 2004. The **Phase 2 release** of the **Special Education Profile** includes Indicator 7 data. While Indicator 7 currently does not require corrective action, educational agencies are encouraged to review their data to ensure systems are in place to meet established targets.

The Department determines whether an agency '**Met'** or did not meet ('**Not Met**') the target for Indicator 12 which is **100%.**

Appendix A Inclusion Criteria

Students are included in the **district of residence** for the following Measures/Indicators:

Denominator Criteria

Educating Building/District

A student is included in the denominator of educating district if they are reported in the Education Management Information System (EMIS) with the following criteria:

- **Initial COS Assessment Test Type (FA060)** = GM
  - **Assessment Area Code (FA205)** = K, E, or T
  - **Score (FA240)** = Valid Score
- **Exiting COS Assessment Test Type (FA060)** = GM
  - **Assessment Area Code (FA205)** = K and KPRG or E and EPRG or T and TPRG
  - **Score (FA240)** = Valid Score
  - **Test Date (FA210) and Test Day of the Month (FA212)** = Date in the current school year

AND

- **Legal District of Residence (FS150)** equals the **educating district IRN**, AND
- **State Equivalent Grade Level (FD090)** = PS,

AND

- **Date Type Element (GE100) =** IIEP, RIEP, TIEP, or NIEP
  - **Outcome ID Element (EG120)** = **ETEX or IEPR**

OR

- **Date of birth (GI070**) equals a date which determines **their age to be 6** between **10/01/20XX – 9/30/20XX**

OR

- **State Equivalent Grade Level (FD090) ≠ PS** the following school year

OR

- **State Student ID (SSID)(FS110) not reported** in the following school year

Sending Building/District

A student is included in the denominator of sending district if they are reported in the Education Management Information System (EMIS) with the following criteria:

- **Initial COS Assessment Test Type (FA060)** = GM
  - **Assessment Area Code (FA205)** = K, E, or T
  - **Score (FA240)** = Valid Score
- **Exiting COS Assessment Test Type (FA060)** = GM
  - **Assessment Area Code (FA205)** = K and KPRG or E and EPRG or T and TPRG
  - **Score (FA240)** = Valid Score
  - **Test Date (FA210) and Test Day of the Month (FA212)** = Date in the current school year

AND

- **Legal District of Residence (FS150)** equals the **sending district IRN**, AND
- **State Equivalent Grade Level (FD090)** = PS,

AND

- **Date Type Element (GE100) =** IIEP, RIEP, TIEP, or NIEP
  - **Outcome ID Element (EG120)** = **ETEX or IEPR**

OR

- **Date of birth (GI070**) equals a date which determines their **age to be 6** between **10/01/20XX – 9/30/20XX**

OR

- **State Equivalent Grade Level (FD090) ≠ PS** the following school year

OR

- **State Student ID (SSID)(FS110) not reported** in the following school year

Numerator Criteria

Social Emotional Skills (E and EPRG)

- 7a-1 (Growth): Rated higher at exit than entry; AND rated 5 or below at exit (C) and Rated 5 **or** lower at entry; AND rated 6 or 7 at exit (D)
- 7a-2 (At age Level): Rated 5 or lower at entry; AND rated 6 or 7 at exit (D) and Rated 6 or 7 at entry; AND rated 6 or 7 at exit (E)

Acquisition and use of knowledge and skills (K and KPRG)

- 7b-1 (Growth): Rated higher at exit than entry; AND rated 5 or below at exit (C) and Rated 5 **or** lower at entry; AND rated 6 or 7 at exit (D)
- 7b-2 (At age Level): Rated 5 or lower at entry; AND rated 6 or 7 at exit (D) and Rated 6 or 7 at entry; AND rated 6 or 7 at exit (E)

Use of appropriate behaviors to their needs (T and TPRG)

- 7c-1 (Growth): Rated higher at exit than entry; AND rated 5 or below at exit (C) and Rated 5 **or** lower at entry; AND rated 6 or 7 at exit (D)
- 7c-2 (At age Level): Rated 5 or lower at entry; AND rated 6 or 7 at exit (D) and Rated 6 or 7 at entry; AND rated 6 or 7 at exit (E)