

State Performance Plan (SPP)/ Annual Performance Report (APR) 2020-2025

Individuals with Disabilities
Education Act (IDEA)

Indicator 7: Preschool Outcomes

Frequently Used Terms in the Presentation



Term	Description
State Performance Plan or SPP	Evaluates the state's efforts to implement the requirements and purposes of the IDEA and describes how the state will improve its implementation

Federal Fiscal Year or FFY	Federal Government Fiscal Year (October 1
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Indicator 7: Preschool Outcomes Measurement

Percent of
preschool
children aged
3 through 5
with
individualized
education
programs



Indicator 7 Progress Categories

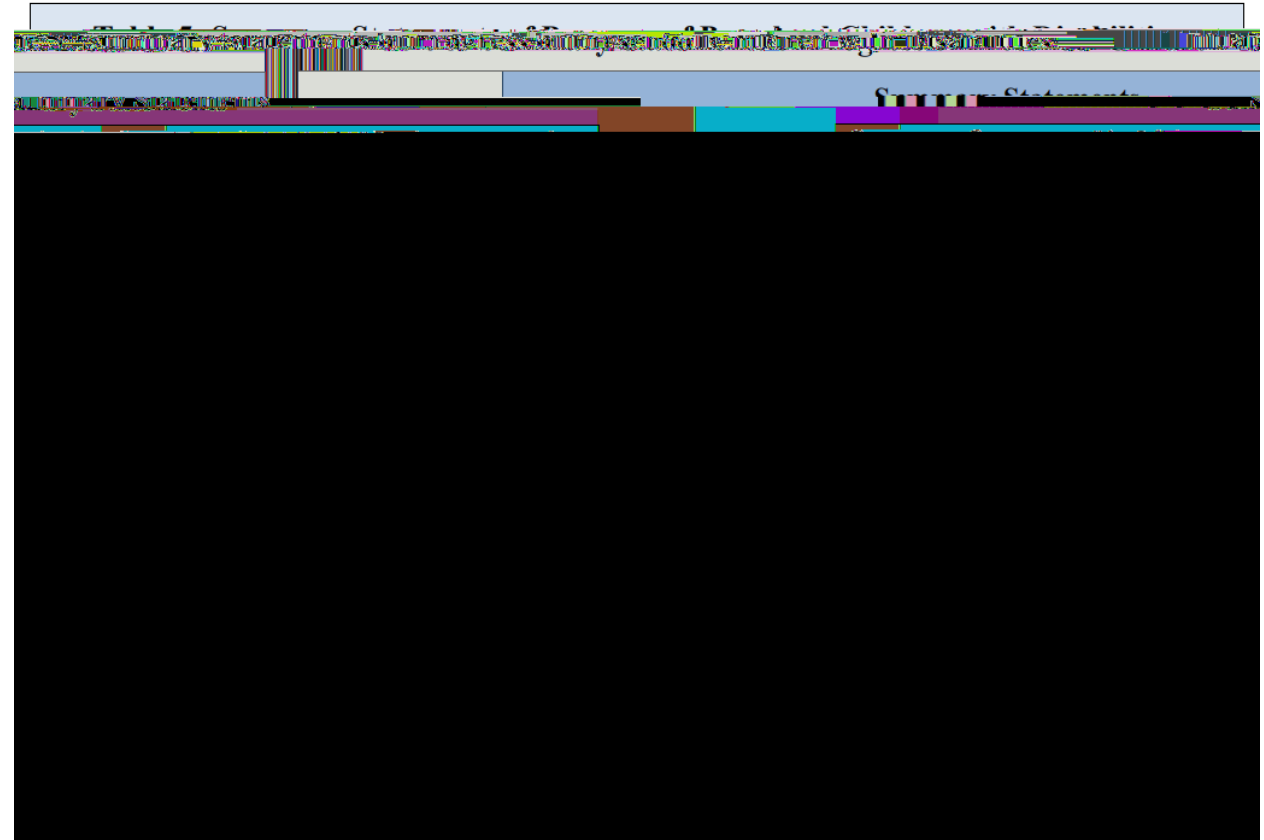
Functioning within Age Expectations $(d+e/a+b+c+d+e)$

a) Children who did not improve $fidd4(d)3t h(6(e))T4.517 T/Artifa /MCID 13 BD8 q70.997 419.2834)2.249 41$



Data Sampling Methodology for Indicator 7

- In New York State, data for Indicator 7 is collected on a sample schedule basis:
 - NYS has distributed all school districts among six statewide representative samples for the purposes of data reporting for Indicator 7: Preschool Outcomes; the NYC School District is included in the sample each year.
 - Most school districts submit data on behalf of all eligible preschool students during the sampling period.
 - Large school districts may choose to use the total random sampling methodology to report on a sample of preschool students.



[VR15](#): Preschool Outcomes Report

State Performance Plan Indicator 7

How Data is Collected to make Progress Category Determination
Preschool Outcomes Report Process

- Approved Evaluator completes assessments
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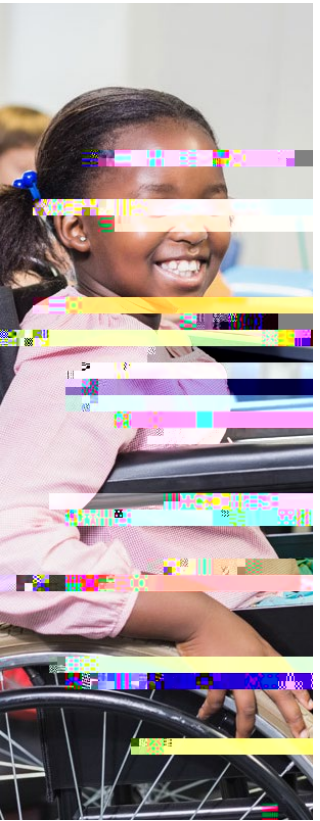
Entry and Exit Assessments

New York State does not currently prescribe the



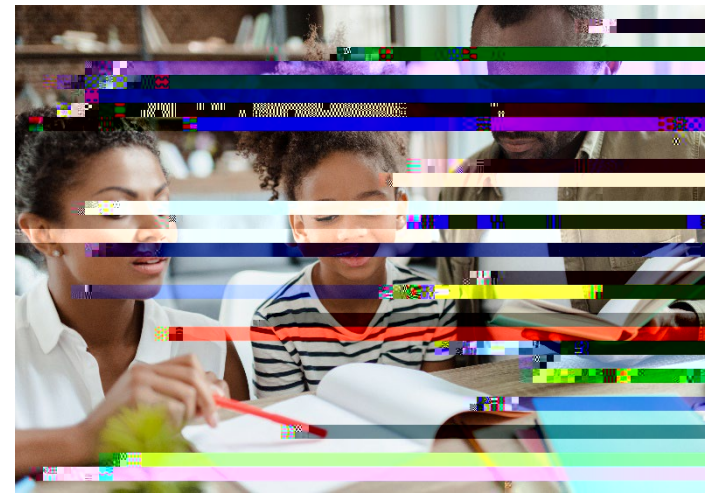


Category	Rating	Definition
Completely Means:	7	Child shows behaviors and skills expected for his or her age in all or almost all everyday situations that are part of the child's life. x Behavior and skills are considered typical for his or her age.
	6	Between Completely and Somewhat
Somewhat Means:	5	Child shows behavior and skills expected for his or her age some of the time across situations x Behavior and skills are a mix of age appropriate and not appropriate. x Behavior and skills might be described as more like those of a slightly younger child. x Some behaviors or conditions might be interfering with the child's capability to achieve age-expected behavior and skills.
	4	Between Somewhat and Emerging
Emerging Means:	3	Child does not yet show behaviors and skills expected of a child of his or her age in any situation. Child's behaviors and skills include immediate foundation skills upon which to build age expected skills. x Behaviors and skills might



Virtual Meeting Question

Facilitator check for understanding on the SPP measurement or how the data is used to measure results or outcomes.



Explanation Indicator 7 FFY Data in the Annual Performance Report (APR)



Data years presented will reflect the data NYSED submits to the federal Office of Special Education Programs (OSEP) in the APR which covers the federal fiscal year (FFY) period

The Indicator 7 data sample is collected on a school year basis

The FFY 2020 APR is submitted to OSEP



The 2020-21 School Year Data is included in the FFY 2020 APR

NYS APR FFY 2019 Indicator 7 Reported Outcomes



A: Positive Social Emotional Skills

Indicator 7 Outcomes	A: Positive Social Emotional Skills		B: Positive Social Emotional Skills		C: Positive Social Emotional Skills	
	Number of Children	Percentage of Children	Number of Children	Percentage of Children	Number of Children	Percentage of Children
a. Preschool children who did not improve functioning	30	0.55%	22	0.41%	36	0.66%
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	551	10.15%	507	9.34%	540	9.95%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	2,724	50.17%	2,727	50.23%	2,554	47.04%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	1,638	30.17%	1,756	32.34%	1,634	30.10%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	486	8.95%	417	7.68%	665	12.25%

NYS 7_c : Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors:

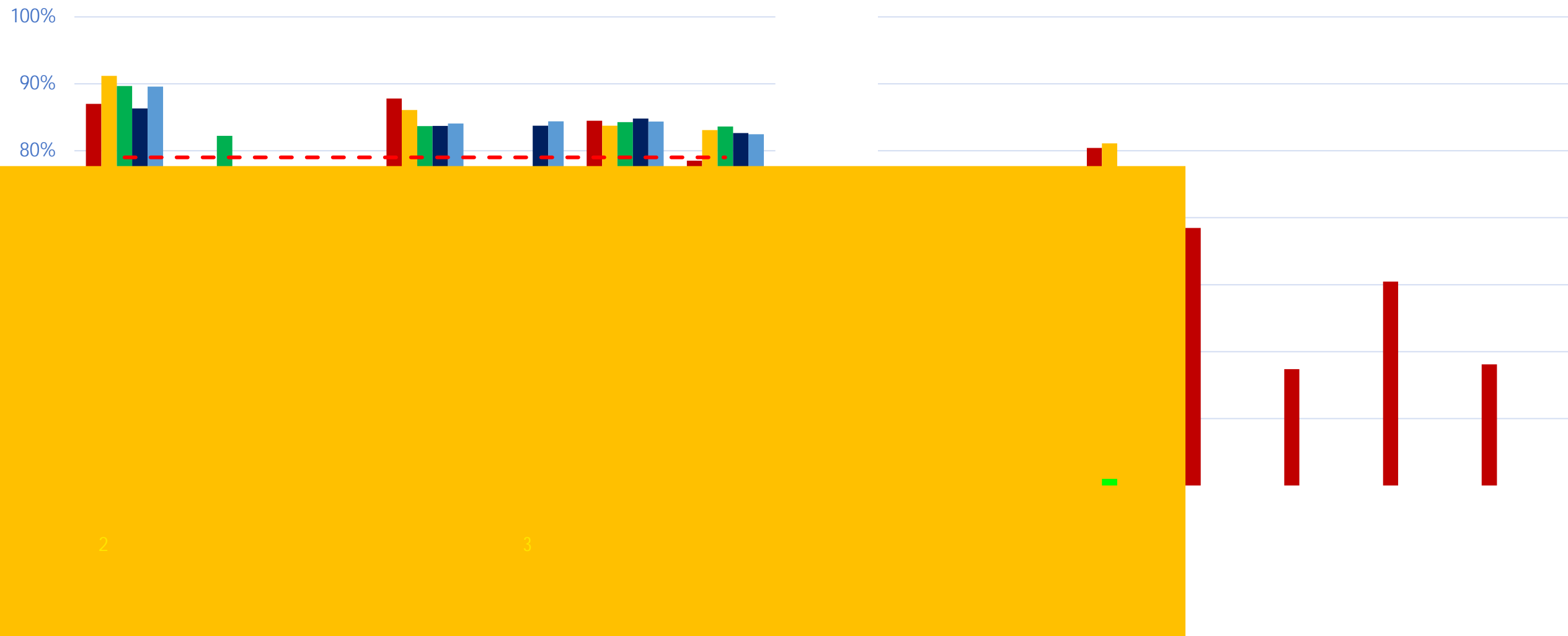


State/National Comparisons: APR Results

7A: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive social-emotional skills



7A1 Substantially Increased Rate of Growth

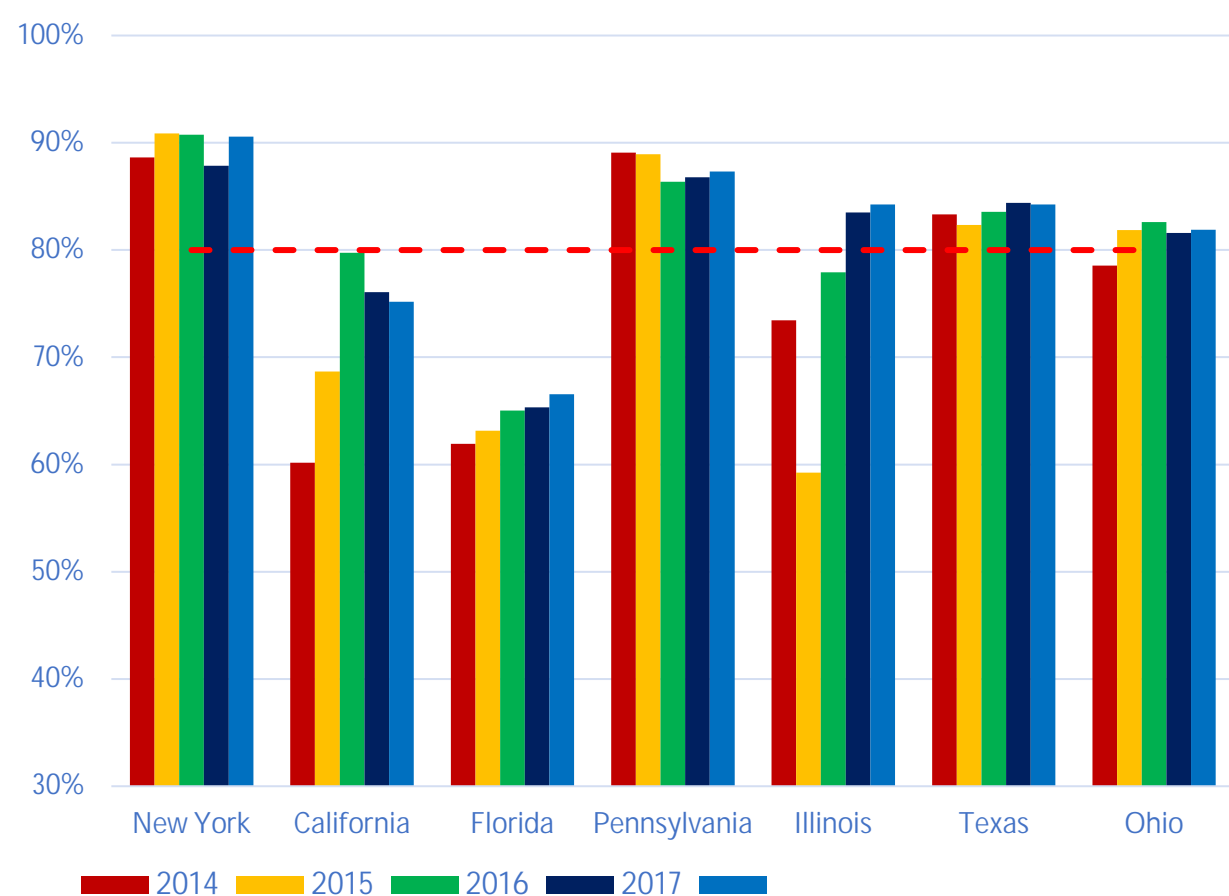


State/National Comparisons: APR Results

7B: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills



7B1 Substantially Increased Rate of Growth

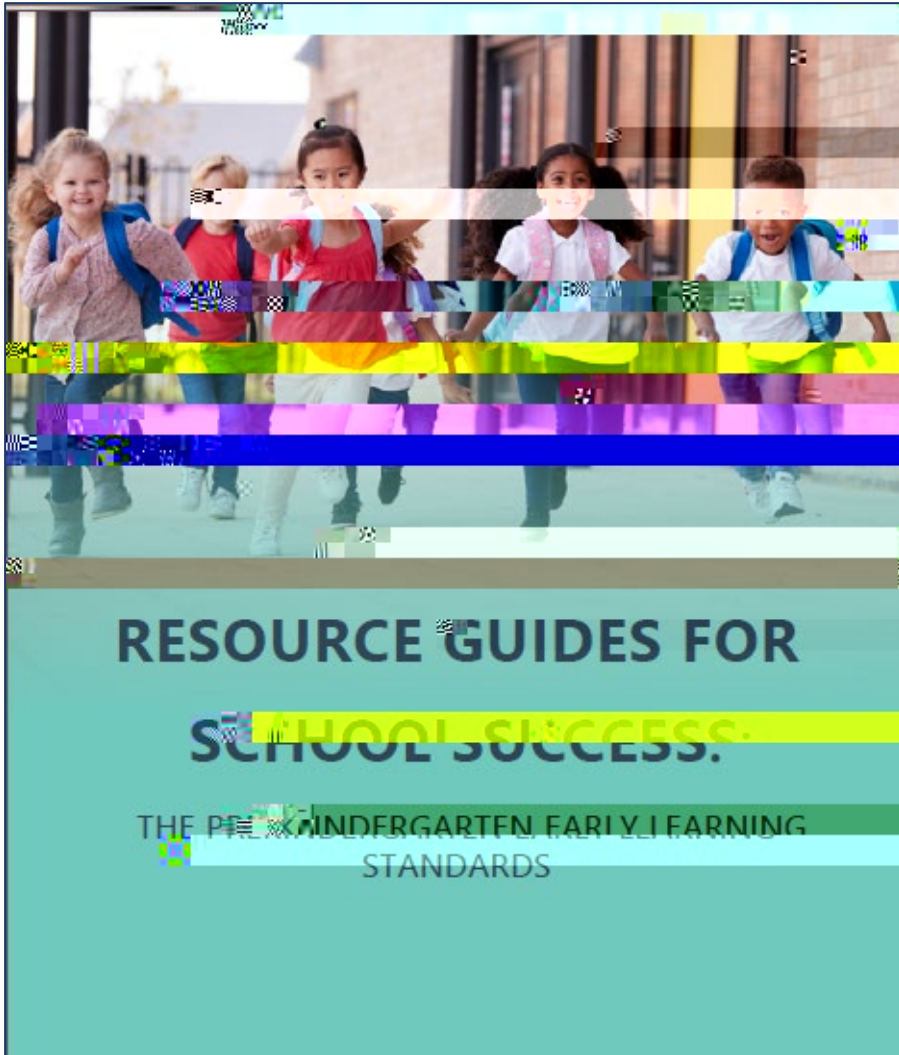


State/National Comparisons: APR Results

7C: Percent of preschool children aged 3 through 5 with IEPs who



Prekindergarten Early Learning Standards



- In 2019, the New York State Education Department updated the Prekindergarten Early Learning Standards.
- Approved preschool programs are required to adopt and implement curricula aligned with the New York State Prekindergarten Learning Standards, which ensures continuity with instruction in the early elementary grades; and provides early literacy and emergent reading programs based on developmentally appropriate, effective and evidence-based instructional practices.

Preschool Development Birth Through Five Renewal (NYSB5-R) Grant

- The New York State Education Department Office of Special Education and Office of Early Learning have partnered with the New York State Council on Children and Families on the [Preschool Development Birth Through Five](#)



Office of Special Education Educational Partnership Tiered Support & Professional Development



12 Regional
Partnership Centers

14 School-Age Family
and Community
Engagement Centers

14 Early Childhood
Family and Community
Engagement Centers

Systems Change Work Providing a Variety of Supports to
Educational Organizations in New York State

1 Regional Learning

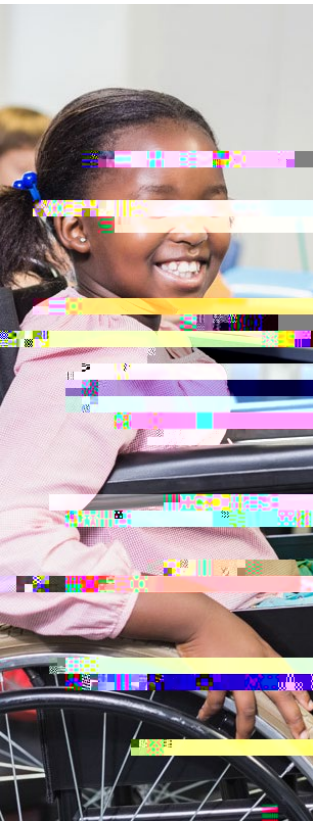
2 Targeted Skills/Support Groups

3 Support Plans

Educational Partnership Resources

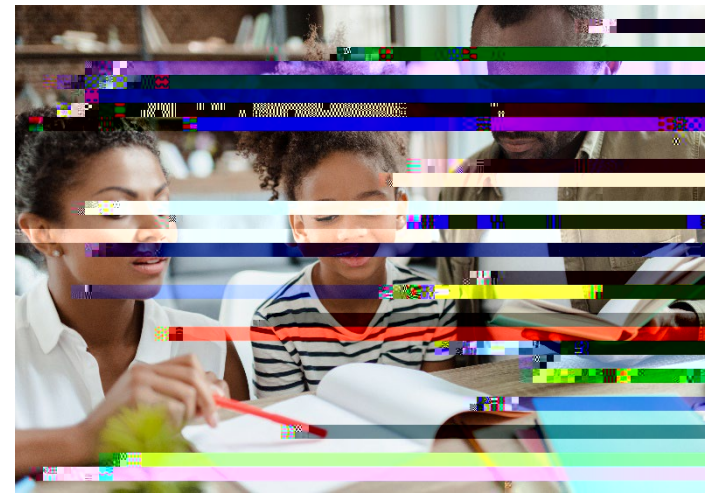


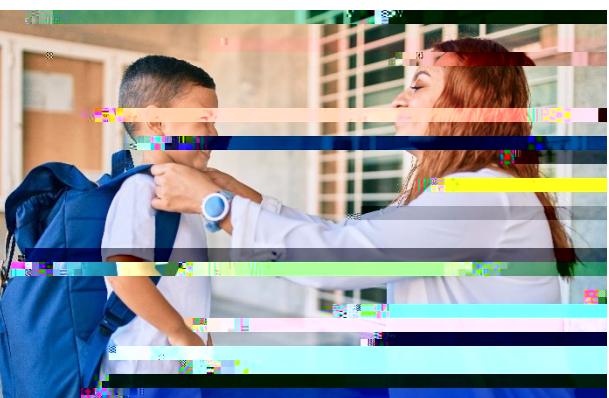
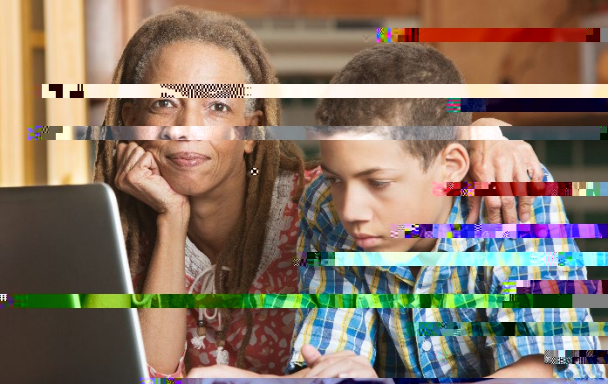




What activities could be considered, maintained, or strengthened to address improvements in Preschool Outcomes?

Stakeholder Discussion





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Individuals with Disabilities
Education Act (IDEA)

Indicator 7: Preschool Outcomes Target-Setting

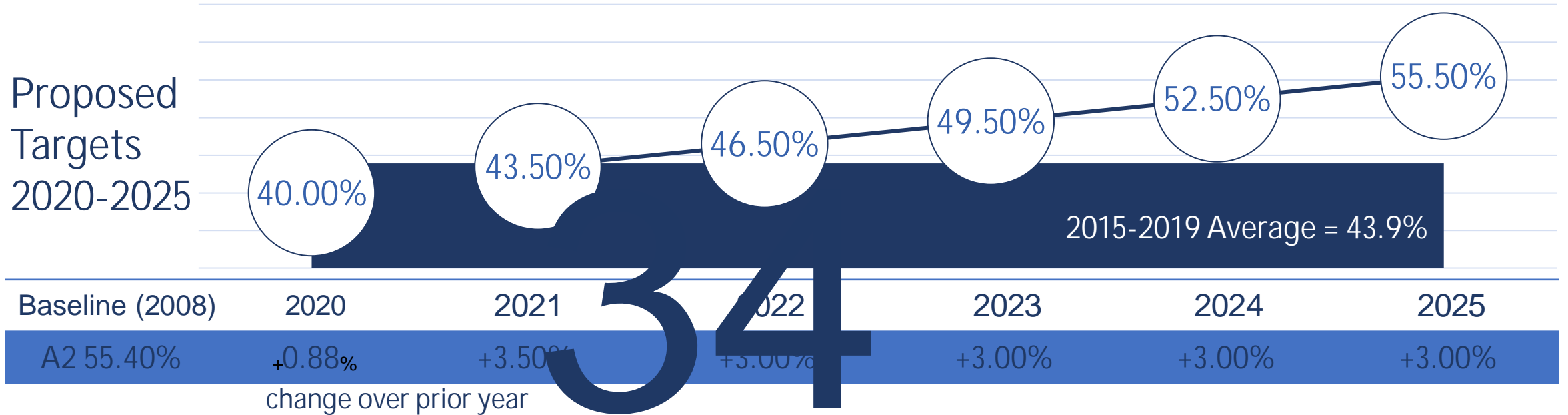
Proposed Targets: Indicator 7A1

Of those children who entered the program below age expectations in **positive social-emotional skills**, the percent who will substantially increase



Proposed Targets: Indicator 7A2

The percent of preschool children who were functioning within age expectations in positive social-emotional skills by the time they turned 6 years of age or exited the program

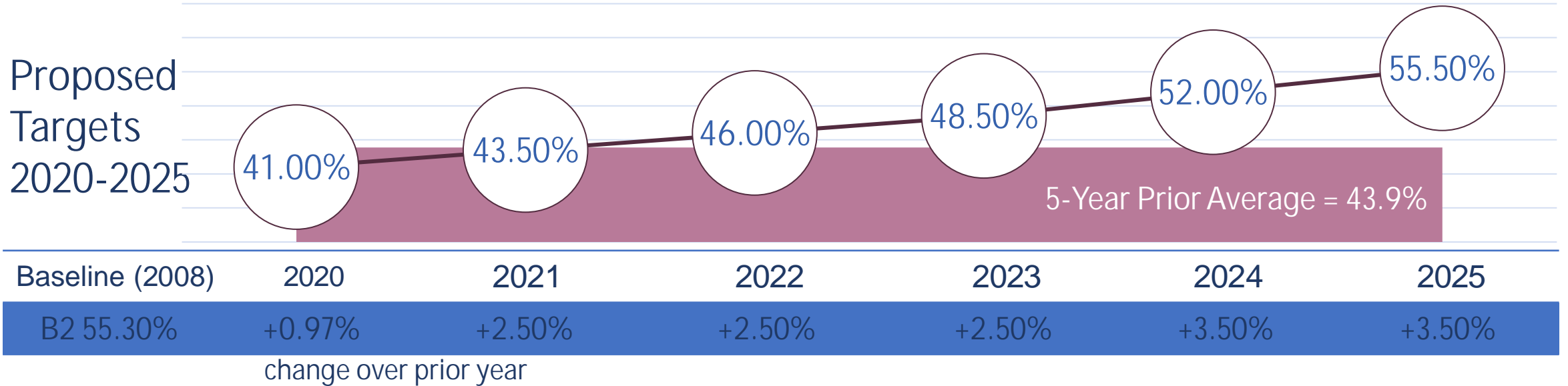


Proposed Targets: Indicator 7B1



Proposed Targets: Indicator 7B2

The percent of preschool children who were functioning within age expectations in **acquisition and use of knowledge and skills** by the time they turned 6 years of age or exited the program.



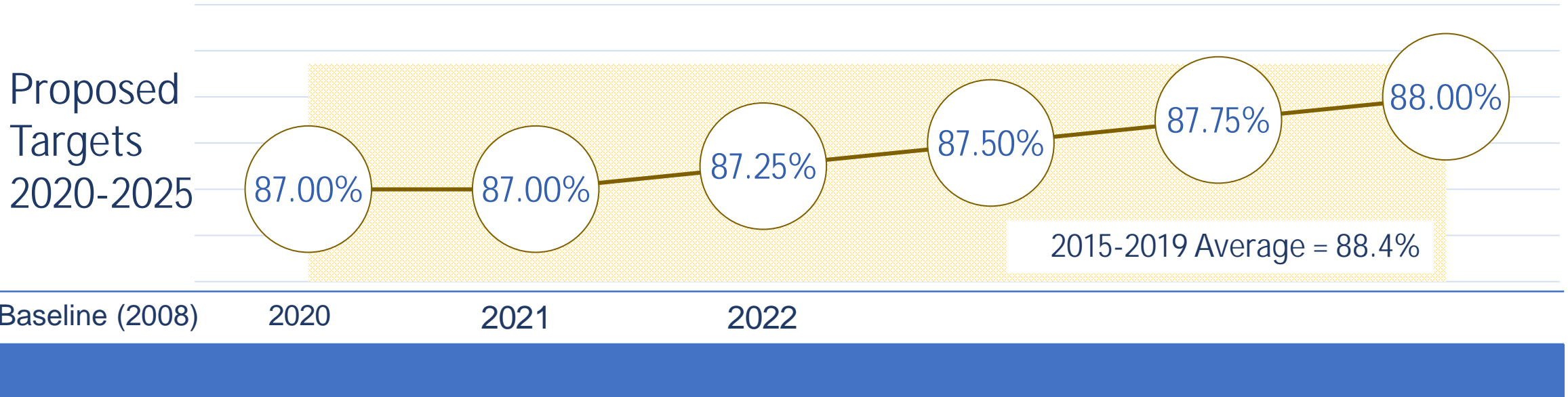
Target Setting Methodology



Stakeholder Question: Targets must show improvement over baseline and be rigorous but achievable. Do you feel that the proposed targets are too high, too low, or just right?

Proposed Targets: Indicator 7C1

Of those children who entered the program below age expectations in use of appropriate behaviors, the percent who will substantially increase their rate of growth by the time they turn six years of age or exit the program



Proposed Targets: Indicator 7C2

The percent of preschool children who were functioning within age expectations in use of appropriate behaviors by the time they turned 6 years of age or exited the program.

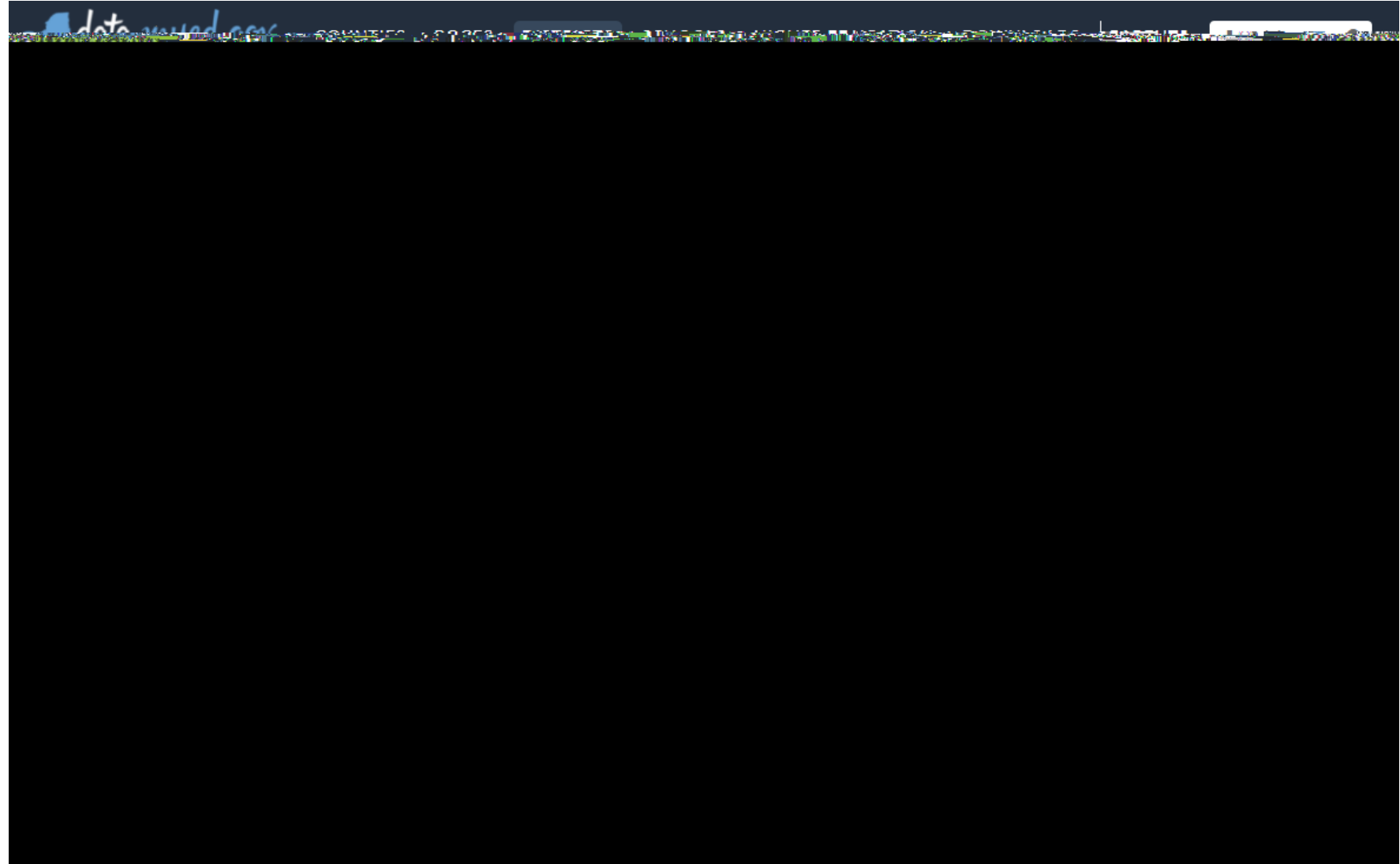


Proposed
Targets
2020-2025



New York State School District SPP Data

Additional information on SPP Indicator data may be found in school district "Special Education Data" reports available at data.nysed.gov



Share Your Voice in our Online Survey

Each SPP Indicator has an online survey to collect input on NYS's target-setting and/or improvement activities

The online surveys are intended to collect feedback

