

Part B SPP Indicator B7

Draft Example for a State that made minor changes to their approach during 2006-2007 and appended the update to their SPP.

Monitoring Priority: Free Appropriate Public Education in Least Restrictive Environment

Indicator:

Indicator 7: Percent of preschool children with 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.

Measurement: [as stated by OSEP]

Overview of Issue/Description of System or Process:

Revisions to process:

Additional Quality Assurance procedures were implemented during 2006-07 to ensure that ECSE specialists were using the COSF consistently. They included:

- District ECSE Coordinators reviewed COSF forms before they were entered into the local data files to be sure that the forms were complete and the evidence statements supported the ratings
- District ECSE Coordinators held monthly meetings with ECSE specialists to give feedback on the ratings and discuss problems in the process
- The state developed and piloted updated monitoring procedures to include outcomes ratings in the local file review process.

All other processes described in the 2005-06 SPP remain the same.

Baseline Data:

Although this is NOT baseline data, the tables below show the progress data for children who exited during the 2006-07 reporting period, who had both entry and exit data and had participated in the ECSE Preschool Program for at least 6 months.

A. Positive social-emotional skills (including social relationships):	Number of children	% of children
a. Percent of preschool children who did not improve functioning	5	4
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	34	27
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach	46	36
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	24	19
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	18	14
Total	N= 127	100%

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):	Number of children	% of children
a. Percent of preschool children who did not improve functioning	4	3
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	48	38
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach	44	35
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	23	18
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	8	6
Total	N= 127	100%

C. Use of appropriate behaviors to meet their needs:	Number of children	% of children
a. Percent of preschool children who did not improve functioning	6	5
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	24	19
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach	46	36
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	31	24
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	20	16
Total	N= 127	100%

Discussion of Baseline Data:

Progress data reported in 2010 will be considered baseline data. Although progress data was available on 127 children this year, the proportions of children in the progress categories may not be representative of children participating in the program. The length of time the children in the report participated in ECSE services ranged from 6 to 13 months, and most of the children in this data set entered ECSE as late four or five year-olds. Most of the children who have entry data who entered the ECSE program near age three are still participating in the program. (They will not have exit data until next year or the following year.)

Measurable and rigorous Target:

Targets will be set in 2010.

Improvement Activities/Timelines/Resources:

As a result of quality assurance activities, a new Improvement Activity was developed.

Activity	Timelines	Resources
Develop and offer training modules for local administrators in interpreting and using data, supervising the outcomes data collection, and coaching ECSE specialists in observing and documenting children's functioning for assessment and outcomes ratings.	Develop training in August, 2007 Schedule regional training sessions in September-October, 2007	NECTAC and ECO