

7

State Performance Plan Indicator 7: Preschool Outcomes



This Indicator measures percent of preschool children aged 3 through 5 with IEPs who demonstrate improvement in three outcome areas:

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

Who are the students included in this indicator?

Preschool students with disabilities who have individualized education programs (IEPs) aged 3 through 5 who participated in preschool special education for at least six months prior to exiting.

What is the data source?

Each year, one sixth of the districts in the state plus the New York City Department of Education are required to collect and submit entry and exit data to the New York State Education Department (NYSED) for preschool children who leave preschool special education services anytime during the school year. During their reporting year, most districts report data for all students, however large school districts may report a sample of students.

How are results calculated?

Indicator 7 is measured using the following Progress Categories:

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

The Calculation for Substantially Increased Rate of Growth is:

$$c+d \div a+b+c+d \times 100 = \text{Percent of preschool children who improved functioning to reach a level comparable to same-aged peers or maintained functioning at a level comparable to same-aged peers}$$

					expectations by the time they turned six years of age or exited the program
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What action is NYS taking to improve outcomes for preschool students with disabilities?

- Development and release of the [New York State Resource Guides for School Success: 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.
- Partnership with the New York State Council on Children and Families on the [Preschool Development Birth Through Five Renewal \(NYSB5-R\) grant](#) from the U.S. Department of Health and Human Services Administration of Children and Families to enhance coordination and more efficiently provide access to high quality, equitable and comprehensive early care and learning environments and services essential for healthy development.
- Technical Assistance and Professional Development provided to school districts and approved preschool program providers by the [Office of Special Education Educational Partnership](#). This is a coordinated and cohesive network of support focused on enhancing services and supports for students with disabilities from early childhood and school-age education to engagement in post-school opportunities.