## Essential Elements

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| Indicator Description: |
| Percent of preschool children aged 3 through 5 with IEPs[[1]](#footnote-2) 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); andC. Use of appropriate behaviors to meet their needs. |
| Measurement:[[2]](#footnote-3) |
| **Outcomes:**A. Positive social-emotional skills (including social relationships);B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); andC. Use of appropriate behaviors to meet their needs.**Progress categories for A, B, and C:**a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by (# of preschool children with IEPs assessed)] times 100.b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = (# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by # of preschool children with IEPs assessed) times 100.c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by (# of preschool children with IEPs assessed)] times 100.d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.**Summary Statement 1:**Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.**Measurement for Summary Statement 1:** Percent = [(# of preschool children reported in progress category (c) plus # of preschool children reported in category (d)) divided by (# of preschool children reported in progress category (a) plus # of preschool children reported in progress category (b) plus # of preschool children reported in progress category (c) plus # of preschool children reported in progress category (d))] times 100.**Summary Statement 2:** The percent 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.**Measurement for Summary Statement 2:** Percent = [(# of preschool children reported in progress category (d) plus # of preschool children reported in progress category (e)) divided by (the total # of preschool children reported in progress categories (a) + (b) + (c) + (d) + (e))] times 100.Provide the actual numbers and percentages for the five reporting categories for each of the three outcomes. |
| Stakeholder Engagement: Describe the process the SEA uses to engage stakeholders for the State Performance Plan/Annual Performance Report (SPP/APR) that includes broad stakeholder input and includes (a) the number of parents (parent members of organizations and individual parents) engaged in setting targets, analyzing data, developing improvement activities, and evaluating progress; (b) description of activities the SEA conducted to increase the capacity of diverse groups of parents to support the development of implementation of activities to improve outcomes; (c) the mechanisms and timeline for soliciting input for target setting, analyzing data, developing improvement strategies, and evaluating progress; and (d) mechanisms and timelines for making the results of the target setting, data analysis, development of improvement strategies, and evaluation available to the public. |
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| Target Setting: This is a results indicator. Describe the process used to engage stakeholders to set targets. |
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| Online SPP/APR Submission Tool Information: Describe login information, who has access, how to gain access for additional staff, and how to access online SPP/APR submission tool support. |
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| Data Stewards: Provide titles and names, contact information, department, and any notes on persons responsible for data collection, validation, and submission. If there are multiple parties responsible or involved in the process, list them all. |
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| Data Source Description: Provide a short description of the database or data system the SEA uses to process data for this indicator. Sampling of children for assessment is allowed. |
| Describe the instruments and procedures the SEA uses to gather data for this indicator. Describe the criteria for defining “comparable to same-aged peers.” If a State is using the Early Childhood Outcomes Center (ECO) Child Outcomes Summary (COS), then the criteria for defining “comparable to same-aged peers” has been defined as a child who has been assigned a score of 6 or 7 on the COS. |
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| State Collection and Submission Schedule: Provide a list of dates necessary for this data collection, including when the data collection period opens, when data are due from the local education agencies (LEAs), and when assigned SEA staff pull the data after the collection closes. |
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## Processes

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| Collection: Provide detailed information about the origin and collection of the data, including titles of persons responsible. Sampling to select children for assessment is allowed. When using a sample, describe the methodology and outline how the design will yield valid and reliable estimates. |
| In the measurement include, in the numerator and denominator, only children who received special education and related services for at least six months during the age span of three through five years. |
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| Data Validation: Describe the data cleaning processes and any other processes the SEA uses to ensure high-quality data.  |
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| Data Analysis:[[3]](#footnote-4) Describe the process for data analysis.  |
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| Response to OSEP-Required Actions: Describe the procedures for reviewing Office of Special Education Programs (OSEP) feedback. Following the release of the OSEP determination, indicate who reviews OSEP feedback and how assigned SEA staff make the plan to address concerns and create a response. |
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| Internal Approval Process: Describe any internal approval processes (e.g., who must sign off, timelines). |
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| Submission: Describe process for entering the data and analyses into the online SPP/APR submission tool. Include information about the person authorized to certify the final report. |
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| Clarification:[[4]](#footnote-5) Describe the process the SEA uses to prepare a response to OSEP’s request for clarification. |
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| Data Governance: Describe the process for reviewing potential or actual changes to the data collection and associated requirements.  |
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| Public Reporting: Describe the process and format for publicly reporting the performance of each LEA against the target of the state’s SPP/APR. Note where the SEA posts the state's SPP/APR and the performance of the LEAs against the state targets. |
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1. Individualized education program. [↑](#footnote-ref-2)
2. **Measurement—**Part B State Performance Plan (SPP) and Annual Performance Report (APR) Part B Indicator Measurement Table: For Federal Fiscal Year (FFY) 2019 Submission. [↑](#footnote-ref-3)
3. Data Analysis—Review data year to year, looking for patterns statewide and within LEAs, outliers, information about whether targets were met or not met, and slippage. [↑](#footnote-ref-4)
4. **Clarification—**OSEP generally sends clarification requests to SEAs about 60 days postsubmission. [↑](#footnote-ref-5)