

# Indicator 7: Preschool Outcomes

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Special Education Policy and Planning

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# Common Terms

- Below are some common terms and acronyms you may hear during these presentations. Please also refer to the handout you should have received for a list of more terms and their meanings, as well as a place for you to take notes.
- **The Department/DESE**
  - MA Department of Elementary and Secondary Education
- **SEPP**
  - Office of Special Education Planning and Policy Development
- **OSEP**
  - US Office of Special Education Programs
- **SPP/APR**
  - State Performance Plan/Annual Performance Report
- **Stakeholder**
- **Indicator**

# SPP/APR Stakeholder Feedback Purpose

- Included as part of yearly report to the federal Office of Special Education Programs (OSEP).
- Provide a status of outcomes of Special Education in Massachusetts.
- Share important updates and information about Indicators.
- Gather feedback and input to improve outcomes for children with disabilities.

# Overall Purpose – Why are we here?

To **share the status** in each area we are responsible for

- *How are students with disabilities doing?*

To **gather feedback** to help us improve in each area

- *What can we do differently to improve?*



# Overall Purpose – Why are we here?

- DESE is seeking stakeholder input on the following four areas:
  1. Target Setting (Performance Indicators 1, 2, 3, 5, 6, 7, and 14)
  2. Data Analysis (All indicators)
  3. Evaluation of Progress (All indicators)
  4. Development of Improvement Strategies (All indicators)

# Other DESE Offices and Resources

- For questions related to general special education policies and supports and the SPP/APR, contact [Special Education Planning and Policy](#) or [specialeducation@doe.mass.edu](mailto:specialeducation@doe.mass.edu)
- Other DESE Offices to contact for specific questions and comments related to:
  - Compliance and Monitoring - [Public School Monitoring](#)
  - Complaints and Oversight - [Problem Resolution Systems](#)
  - MCAS, MCAS-Alt, Access - [Student Assessment Services](#)
  - [Approved Special Education Schools](#)

# Meeting Norms

- Each meeting is a specific purpose and topic.
  - DESE will follow up on any questions or comments that are not addressed during the presentation.
- All voices count, all opinions are valid, but offer reasoning behind your thinking.
- If you have questions either:
  - Use the “Raise Hand” function on Zoom, or
  - Type questions in the chat box.
- Please stay muted when not talking.

# What is Indicator 7?

Looks at the percentage of preschool children with IEPs (ages 3 - 5) who improve in the following outcomes:

- A. Positive social emotional skills
- B. Gain and use of knowledge and skills
- C. Use of acceptable behaviors to meet their needs

Each outcome has two statements:

- **Summary Statement 1:** Of the children who entered preschool program below age expectations, the percent who made gains by the time they turned 6 years of age or exited the program
- **Summary Statement 2:** Percent of preschool children who were within age expectations by 6 years of age or exit



# Indicator 7 Data

Positive Social Emotional Skills (7A)	School Year 2020-2021 Data	School Year 2021-2022 Data	School Year 2021-2022 Target	Status
Summary Statement 1	80.09%	85.75%	86.00%	Did not meet target/no slippage
Summary Statement 2	44.53%	45.51%	50.00%	Did not meet target/no slippage

Gain and Use of Knowledge and Skills (7B)	School Year 2020-2021 Data	School Year 2021-2022 Data	School Year 2021-2022 Target	Status
Summary Statement 1	82.19%	84.63%	85.00%	Did not meet target/no slippage
Summary Statement 2	43.92%	48.69%	49.00%	Did not meet target/no slippage

# Indicator 7 Data (continued)

Use of Acceptable Behaviors (7C)	School Year 2020-2021 Data	School Year 2021-2022 Data	School Year 2021-2022 Target	Status
Summary Statement 1	83.47%	84.92%	86.00%	Did not meet target/no slippage
Summary Statement 2	53.50%	55.58%	63.00%	Did not meet target/no slippage

# Indicator 7 Improvement Strategies

- Online Early Childhood Outcomes Summary database
  - Increased number of usable data from 1,316 to 2,105
  - Decreased the rate of data entry errors
  - District- and school-specific reports
    - Comparison among school, district, and state
    - Comparison by subgroups
- Statewide training and individualized TA for districts
  - Indicator 7 data submission
  - Determining Child Outcomes Summary ratings (under development)
  - Using ECOS reports to enhance district practices and procedures (under development)

# Indicator 17

State Systemic Improvement Plan (SSIP)

# What is Indicator 17/SSIP?

Multi-year plan for improving results for children with disabilities

## **Massachusetts' SSIP:**

- State-identified Measurable Result (SiMR) for children with disabilities:  
**Percent of preschool children ages 3-5 with IEPs who demonstrate improved positive social-emotional skills (Indicator 7A)**
- Selected evidence-based practice: Pyramid Model framework ([National Center for Pyramid Model Innovations](#))

# Indicator 17/SSIP Phases

- **Phase I**

- Analyzed Data
- Identified the State-identified Measurable Result (“SiMR”: 7A)
- Identified Improvement strategies
- Developed Theory of Action

- **Phase II**

- Developed Capacity and Action Plan
- Supports for implementing evidence-based practices (MA: Pyramid Model)
- Evaluation Plan

- **Phase III**

- Results of ongoing evaluation
- Extent of progress
- Revisions to the SSIP

# Indicator 17/SSIP Data: Indicator 7A

Outcome 7A	School Year 2020-2021 Data	School Year 2021-2022 Data	School Year 2021-2022 Target	Status
Summary Statement 1	80.09%	85.75%	86.00%	Did not meet target/no slippage
Summary Statement 2	44.53%	45.51%	50.00%	Did not meet target/no slippage

# Indicator 17/SSIP Improvement Strategies

- Annual Pyramid Model (PM) Summit
- Ongoing targeted support to align PM strategies with district priorities
- Monthly Communities of Practice calls for PM districts