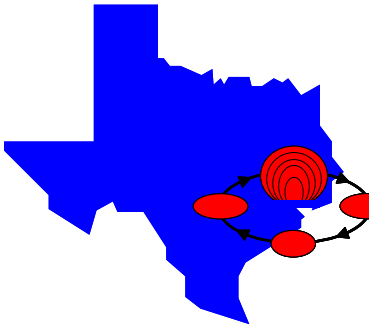

State Performance Plan | 2005 - 2010

Texas Continuous Improvement Process

Texas Education Agency
Division of IDEA Coordination

http://www.tea.state.tx.us/special.ed/spp/

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Monitoring Priority | FAPE in the LRE

Indicator 7 **Early Childhood Outcomes**

Percent of preschool children with IEPs who demonstrate improved..... 1

A. Positive social-emotional skills (including social relationships).

B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy).

C. Use of appropriate behaviors to meet their needs.

Part B State Performance Plan (SPP) for 2005-2010

Monitoring Priority: FAPE in the LRE

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.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

Outcomes:

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.

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 Statements for Each of the Three Outcomes (use for FFY 2008-2009 reporting):

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.

Overview of Issue/Description of System or Process:
The State is committed to improving the educational results and functional outcomes for all children with disabilities and to meeting their unique needs in order to prepare all children for further education, employment, and independent living.

During the fall of 2007 the State opened the SPP 7 online application for the submission of early childhood outcome data. The State began the data collection process in phases.

- Phase I data collection included fourteen districts with average daily membership (ADM) over 50,000 students. The districts reported on all 3, 4, and 5 year old students who met the State's entry level definition.
- Phase II required all districts to report entry and exit data on 3, 4, and 5 year old students who met the State's entry and exit level definitions (see http://ritter.tea.state.tx.us/special.ed/spp/eco.html), using the Childhood Outcomes Summary Form reporting template.

After a review of the data received during Phase I and the preliminary feedback from the initial training participants, two education service centers (ESCs) worked jointly to develop five training modules to address the need for consistent understanding across the state regarding the rating system and to offer strategies for the timeliness and accuracy of data submission.

During the State's continuous examination of the data collection process and a self-evaluation of the data collection application with the Indicator 7 Data Collection Design Team, two actions were determined necessary prior to opening the application for 2008-09 data collection:

1. A verification of the 2007-08 data using a tool created by the design team to ensure all student data is matched in Public Education Information Management System (PEIMS).
2. A revision of the data collection application to ensure accuracy.

Enhancements to the SPP 7 online application were introduced prior to the start of the 2008-09 data collection to ensure greater data integrity. ESCs continued to provide technical assistance and training to districts concerning reporting requirements and the enhancements to the SPP7 online application. Review of data collected in the SPP 7 online application is continuous. Feedback from internal and external users (including the ECO Center) on the SPP 7 online application is used to develop future enhancements to the data collection system for the 2009-10 collection.

In addition, the State is one of six states which will participate in *Enhance*, "a research project designed to improve the quality of child outcomes data." As part of the project, state data will be analyzed to "examine the patterns to explore whether the observed patterns are consistent with the patterns that would be predicted if the Child Outcome Summary Form (COSF) data were of high quality." The State's participation in this project is just one aspect of improving data integrity.

Baseline Data for FFY 2008 (2008-09):

Summary Statements for Each of the Three Outcomes: FFY 2008

Outcome 7A: Positive social-emotional skills (including social relationships);

Outcome 7B: Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and

Outcome 7C: Use of appropriate behaviors to meet their needs.

	Outcome 1		**Outcome 2**		**Outcome 3**	
	#	%	#	%	#	%
a. Percent of preschool children who did not improve functioning	51	0.9%	48	0.9%	35	0.7%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable t o same-aged peers	860	16.0%	1,018	19.0%	704	13.1%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	1,118	20.8%	1,196	22.3%	678	12.6%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	1,395	26.0%	1,548	28.8%	1,272	23.7%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	1,945	36.2%	1,559	29.0%	2,680	49.9%
Total	5,369		5,369		5,369	

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.		73.4%		72.0%		72.5%
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		62.2%		57.9%		73.6%

States are required to report on the instruments and procedures used to gather data for Indicator 7. The State adopted the use of the COSF to collect entry and exit data. The State did not prescribe the use of a single assessment instrument. Districts have flexibility in choosing which assessment instrument to evaluate a 3, 4 or 5 year old student.

The types of assessment instruments used in FFY 2008 were: Ages and Stages (ASQ); Battelle Developmental Inventory, 2nd Edition; Brigance Diagnostic Inventory of Early Development II (IED-II); Carolina Curriculum for Infants and Toddlers with Special Needs (CCITSN); Caroling Curriculum for Preschoolers with Special Needs (CCPSN); The Creative Curriculum Development Continuum for Ages 3-5; Developmental Assessment of Young Children (DAYC); Early Learning Accomplishment Profile (ELAP); HELP for Preschoolers; High/Scope COR Infant Toddler; High/Scope Preschool COR; Indicators of Individual Growth and Development for Infants and Toddlers (IGDI), Learning Accomplishment Profile 3 (LAP-3), and Teacher Observation.

Discussion of Baseline Data:

States were required to report progress data for FFY 2007. During FFY 2007 data on 3, 4, and 5 year old students who met the State's entry and exit level definitions were collected from all districts. FFY 2007 data were entered into the Summary Statement Calculator and compared with the results from FFY 2008 in order to establish targets for FFY 2009 and FFY 2010 (see chart below).

Summary Statements for Each of the Three Outcomes
FFY 2007 and FFY 2008

Outcome 7A: Positive social-emotional skills (including social relationships);

Outcome 7B: Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and

Outcome 7C: Use of appropriate behaviors to meet their needs.

	Outcome 7A		Outcome 7B		Outcome 7C	
Summary Statements	**FFY 2007**	**FFY 2008**	**FFY 2007**	**FFY 2008**	**FFY 2007**	**FFY 2008**
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.	62.5%	73.4%	72.0%	67.1%	44.5%	72.5%
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	52.1%	62.2%	57.9%	52.1%	52.1%	73.6%

Based on this analysis, the State presented its findings to the Texas Steering Committee in January 2010 and requested their advisement on the following proposed targets for the summary statements.

FFY	Measurable and Rigorous Target
2009 **(2009-10)**	Indicator 7A Summary Statement 1: Of those children who entered the preschool program below age expectations for Outcome 7A, the percent who substantially increased their rate of growth by the time they exited the program will be 69%. Summary Statement 2: The percent of children who were functioning within age expectations for Outcome 7A by the time they exited the program will be 58%. Indicator 7B Summary Statement 1: Of those children who entered the preschool program below age expectations for Outcome 7B, the percent who substantially increased their rate of growth by the time they exited the program will be 68%. Summary Statement 2: The percent of children who were functioning within age expectations for Outcome 7B by the time they exited the program will be 54%. Indicator 7C Summary Statement 1: Of those children who entered the preschool program below age expectations for Outcome 7C, the percent who substantially increased their rate of growth by the time they exited the program will be 63%. Summary Statement 2: The percent of children who were functioning within age expectations for Outcome 7C by the time they exited the program will be 66%.
2010 **(2010-11)**	Indicator 7A Summary Statement 1: Of those children who entered the preschool program below age expectations for Outcome 7A, the percent who substantially increased their rate of growth by the time they exited the program will be 70%. Summary Statement 2: The percent of children who were functioning within age expectations for Outcome 7A by the time they exited the program will be 59%. Indicator 7B Summary Statement 1: Of those children who entered the preschool program below age expectations for Outcome 7B, the percent who substantially increased their rate of growth by the time they exited the program will be 69%. Summary Statement 2: The percent of children who were functioning within age expectations for Outcome 7B by the time they exited the program will be 55%. Indicator 7C Summary Statement 1: Of those children who entered the preschool program below age expectations for Outcome 7C, the percent who substantially increased their rate of growth by the time they exited the program will be 64%. Summary Statement 2: The percent of children who were functioning within age expectations for Outcome 7C by the time they exited the program will be 67%.

Improvement Activities/Timelines/Status:

Data Collection Improvement	Timeline	Status
• TEA staff will continue to meet daily with the Indicator 7 Development Team to receive updates on enhancements of the application and develop technical assistance strategies.	July 2008 – June 2010	Continuing
• Web guidance on the data collection process was revised and updated and will be updated as the need arises.	April 2009	Continuing
• A link to Frequently Asked Questions (FAQ) on the web guidance page was added as .an enhancement to the data collection application and will be updated as needed	July 2009-June 2010	Continuing
• TEA staff are participating in the Child Outcomes Summary Form Data Community of Practice and the Family Outcomes Survey Community of Practice.	July 2008-June 2010	Continuing
• Indicator 7 Support Team, composed of six staff members from the IDEA Coordination division, was created to provide targeted technical assistance with data collection to the 20 ESC Preschool Specialists.	January 2009-June 2010	New
• Indicator 7 Development Team will host an online demonstration of the data inputting application for the 20 ESC Preschool Specialists at The TEA Training Center.	March 3, 2010	New
• Texas will be one of six states participating in the "Enhance Research Project" designed to improve the quality of child outcomes data.	January 2010-January 2013	New
• TEA Staff attended the Measuring Child Outcomes Conference in July 2009.	July 2009	Completed
• TEA staff attended the November 12-13, 2009, Preschool Leadership Meeting and presented an overview of the Early Childhood Outcomes Summary Statements, The Troubleshooting Guide: State Performance Plan-SPP7, and an Introduction to the types of reports available in spring 2010 using the COSF data	November 2009	Completed
• TEA staff attended NECTAC/ECO pre-conference sessions on Quality Data, Target Setting, and Data Analysis for Program Improvement.	December 2009	Completed
• TEA staff attended The 2009 OSEP National Early Childhood Conference.	December 2009	Completed

Technical Assistance	Timeline	Status
• TEA staff will provide monthly updates via a Texas Education Telecommunications Network (TETN) broadcast to the 20 ESC Special Education Directors.	July 2009– June 2010	Continuing
• Web guidance will continue to be updated as the need arises with alerts to the ESCs of new guidance posting.	July 2009-June 2010	Continuing
• Indicator 7 Support Team is available daily from 7:00 am – 5:00 pm to provide TA to the 20 ESC preschool specialists on the collection of Indicator 7 data.	July 2009-June 2010	Continuing

• Alignment of State Pre-K guidelines to COSF.	January 2010-June 2010	Continuing
• TEA staff attended the Preschool Leadership Meetings to provide updates on Indicators 6, 7, & 12 and dialogue with the preschool leadership on current issues within the 3-5 year old population.	November 2009	Continuing

Training	**Timeline**	**Status**
• Preschool specialist provided the updated Training Module #5 Early Childhood Counts – State Performance Plan # 7 Data Submission to their districts.	July 2009	Completed
• TEA staff will provide an interactive training via a TETN broadcast prior to the opening of the data collection system in February 2010.	February 2, 2010	New
• Training and technical assistance materials will be revised and updated to reflect the most recent revisions to the data collection system.	July 2009-February 2010	Continuing

Improvement activities associated with this indicator will be ongoing through the 2010–2011 school year.