Quick Facts and Tips for FL Indicators related to Pre-K ESE

What are the Indicators and how are they used?

The Indicators guide the **S**tate **P**erformance **P**lan (SPP) which represents the Department of Education's plan for improving outcomes of children with disabilities in Florida and illustrates how the state will continuously improve student performance and achievement.

Each February, the state is required to develop an **A**nnual **P**erformance **R**eport (APR) to report to the public and to the Office of Special Education Programs (OSEP) on the targets in its SPP. Florida has historically used the LEA Profile to provide data in key areas to districts and other stakeholders.

On the final page of the LEA profile the indicator, the state target, and the LEA's performance relative to the targets are summarized. http://www.fldoe.org/ese/datapage.asp

Indicator 6 – Inclusion
Percent of preschool children with IEP's who received special education and related services in settings with typically developing peers (early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

Requirements: Districts must report on the number of preschool children with disabilities who attend a Regular Early Childhood Program and whether they receive the majority of hours of special education and related services in the Regular Early Childhood Program or another location.
Data Collection: Data is entered into the system by IDEA Part B data managers. Files are submitted through an electronic system of transmission to the Department of Education.
When is data collected? Between October 1st and December 1st
Data Interpretation: Results are reported in two groups:
   A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program
   B. Separate special education class, separate school, or residential facility

Florida Targets and Performance (link includes data from previous years)
Category A. (increase services in regular class) – 2020 Target = greater than or equal to 50.5%;
                                               2020 Performance = 39.25% (target not met)
Category B. (decrease separate class or school) – 2020 Target = less than or equal to 45.3%;
                                               2020 Performance = 46.9% (target not met)

District LEA Profiles (links to FL districts and Local Education Agencies)

Additional:
Regular Early Childhood Program – an early childhood program that includes a majority (at least 50 percent) of nondisabled (Non-IEP) children (examples: Head Start, VPK, community and public school preschools that serve prekindergarten children, child care).

Services inside the regular program setting – special education and related services are delivered inside the regular early childhood program and not in locations that remove the child from the opportunity to interact with nondisabled (Non-IEP) children. US DOE LRE memo

Resources related to Early Childhood Inclusion (National Professional Development Center on Inclusion, FPG Child Development Institute, UNC)

Indicator 7 – Child Outcomes
Percent of preschool children with IEP's who demonstrate improved performance in the following areas:
- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (includes early language, communication, literacy)
- C. Use of appropriate behaviors to meet their needs.

Requirements: FL made the decision to collect data for Child Outcome Measurement System by utilizing the Battelle Developmental Inventory – 2NU when children enter a Pre-K ESE program and when they exit the program. In addition, FL selected the three BDI-2NU domains of Adaptive, Personal-Social, and Communication to address the performance areas listed above.

Data Collection: Entry and exit scores, as well as program notes and child ID are entered into the BDI-2NU Data Manager. For purposes of Child Outcomes Measurement System, the BDI-2NU Screening Test may be administered first and then followed by the full assessment for any domain in which a child's screening test score is "Refer."

When is data collected? Entry and exit scores should be entered into the BDI-2NU Data Manager in an ongoing manner as children are evaluated and enter or exit an ESE program. Records from the BDI-2NU data manager are downloaded for APR review in August.

Data Interpretation: The data formula is based on five Progress Categories and Child Outcomes are described in two Summary Statements for each of the three performance areas:
1. Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 or exited the program.
2. The percent of children who were functioning within age expectations by the time they turned 6 or exited the program.

Florida Targets and Performance

Category A (Social-emotional skills)

Summary Statement 1	2020 Target = 73.6%	2019 Performance = 74.5%	(target met)
Summary Statement 2	2020 Target = 84.9%	2019 Performance = 77.6%	(target not met)

Category B (Acquisition of Knowledge)

Summary Statement 1	2020 Target = 73.9%	2019 Performance = 66.5%	(target not met)
Summary Statement 2	2020 Target = 78.9%	2019 Performance = 64.6%	(target not met)

Category C (Appropriate behaviors to meet needs)

Summary Statement 1	2020 Target = 65.4%	2019 Performance = 64.7%	(target met)
Summary Statement 2	2020 Target = 82.0%	2019 Performance = 76.9%	(target not met)

District LEA Profiles (links to FL districts and Local Education Agencies)

Additional:

Performance areas and BDI-2NU Domains: The following domains should be assessed to address the three performance areas:
- A. Positive social-emotional skills – BDI-2NU Personal-Social Domain
- B. Acquisition of knowledge – BDI-2NU Communication Domain
- C. Use of appropriate behavior to meet needs – BDI-2NU Adaptive Domain

Entry is defined as the date of the initial IEP, not when services begin or the child is enrolled.

Exit is defined as the date of dismissal from Pre-K ESE or May 31st prior to kindergarten entry, whichever comes first.

Screening Test – The cut score should be used that designates >1.5 standard deviations. Any domain of the screening test that is scored as "Refer" instead of "pass" should be followed up with the full assessment in the domains scored "refer."

Macro – An Excel macro and accompanying Tip Sheet are available to assist in identifying errors in Child Outcomes data using reports downloaded from BDI-2NU. Child Outcomes Data Toolkit

Recommendations and Links – Refer to the TATS Pre-K ESE Calendar for suggestions for training staff, entering data, running a macro, and fixing errors.

Indicator 12 - Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

This is a compliance indicator, meaning the target is 100% compliance.

Requirements: Steps toward development of an IEP by the 3rd birthday for Part C to Part B Early Childhood Transition include:

> Development of a transition plan
> Transition notification for children potentially eligible for Part B services
> Transition conference for children potentially eligible for Part B services
> Initial evaluation for Part B
> Eligibility determination
> IEP meeting – IEP development
> Implementation of the IEP

Data Collection: Data is collected regarding the percent of children referred by Part C prior to age 3, and who have an IEP developed and implemented by their third birthdays. District staff complete data reviews and return the results to DOE for processing. The numbers of children in five data sets are reported to DOE:

a. Number who have been served in Part C and referred to Part B for eligibility determination
b. Number of those referred who were determined Not eligible or who were determined eligible before age three
c. Number of those found eligible who have an IEP developed and implemented by third birthdays
d. Number for whom parent refusal for consent caused delays in evaluation or initial services
e. Number who were referred to Part C less than 90 days before third birthdays

In addition, districts report codes to verify reasons that specific children were not included in the five data sets or did not have an IEP developed and implemented by the third birthday. Indicator 12 Formula and Codes

When is data collected? Verification activity with DOE begins in December and ends mid-January

Data Interpretation: Percentage measure for Indicator 12 is determined using the groups a-e listed above in the following formula [group C divided by A – B – D – E] x 100. In addition, DOE excludes child records from the calculation if they have specific codes. Indicator 12 Formula and Codes

Florida Targets and Performance (link includes data from previous years)

2019 Target = 100%   2019 Performance = 100%   (target met)

District LEA Profiles (links to FL districts and Local Education Agencies)

Additional:

Children's Registry and Information System (CHRIS) **–** a confidential data information system used by FDLRS to assist school districts in the educational planning of service needs and support coordination of referrals.

Late Entry **–** refers to children who are entering Early Steps 135 days or less prior to their third birthday. Link: Timeline for Late Referrals