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| SPP/APR Submission Guidance Checklist and Tips—Indicator B7: Preschool Outcomes | " " |
|  | October 2024 |

Results Indicator: Percent of preschool children with IEPs who demonstrate improved:

1. Positive social-emotional skills (including social relationships);
2. Acquisition and use of knowledge and skills (including early language/communication [and early literacy\*]); and
3. Use of appropriate behaviors to meet their needs. (20 U.S.C. 1416(a)(3)(A) and 1442)

\*Early literacy applies only to Part B, Section 619.

For an overview of the indicator, including explanation of the measurement, please access the SPP/APR modules: [SPP/APR Basics, What You Need to Know](https://dasycenter.org/spp-apr-basics-what-you-need-to-know/). For more detailed information please access the current [FFY Part B SPP/APR Package](https://sites.ed.gov/idea/grantees/#SPP-APR,FFY20-25-SPP-APR-Package), especially the SPP/APR Instructions. The Measurement Table language is also included at the beginning of the indicator in the SPP/APR template/platform.

What to Know About this Indicator

* This is a results indicator and states set rigorous targets based on data analysis and stakeholder engagement.
* B7 measures the positive outcomes experienced by children who participate in preschool special education.
* States are required to report on two summary statements that describe the progress that children make between entry and exit from the program.

States are required to report on all children who have been in the program for at least six months in the child outcomes data unless an approved sampling plan is on file with OSEP. Six months is considered the minimum amount of time needed for program services to make a difference.

General Tips

* Review and respond to information included in the sections “OSEP Response” and “Required Actions” from the previous year’s APR for this indicator. Include the state’s response in the "Prior FFY Required Actions" section of the SPP/APR reporting platform.
* Ensure that all information is entered into the appropriate fields in the platform.
* Check that your numbers exactly match the OSEP prefilled/auto-calculated numbers.

Exclude extraneous information that may cause confusion or create additional questions for the reader.

1A. Historical Data

| Were the following completed? | Yes | No | Notes |
| --- | --- | --- | --- |
| 1. Described stakeholder input  (*Prefilled if Introduction description is shared with all indicators*) |  |  |  |
| 1. Verified or changed baseline year for Outcomes A, B, and C Summary Statements 1 and 2 (*Prefilled*)   NOTE: Outcomes measurement resources often refer to the three child outcomes as Outcomes ‘1, 2, and 3’ while SPP/APR materials refer to them as Outcomes ‘A, B, and C’. |  |  |  |
| 1. Verified or changed baseline data for Outcomes A, B, and C Summary Statements 1 and 2 (*Prefilled*) |  |  |  |
| 1. Verified accuracy of previous five years of targets for Outcomes A, B, and C, Summary Statements 1 and 2 (*Prefilled*) |  |  |  |
| 1. Verified accuracy of previous five years of data for Outcomes A, B, and C, Summary Statements 1 and 2 (*Prefilled*) |  |  |  |
| 1. Verified accuracy or changed targets for current FFY and future FFYs for Outcomes A, B, and C, Summary Statements 1 and 2 (*Prefilled - End target for FFY 2025 must be higher than baseline data*) |  |  |  |

Tips:

* Change both the baseline year (FFY) and the baseline data in the “Historical Data” section. Baseline can be changed to reflect the current FFY or a prior FFY.
* Record the baseline data so it is consistent with the state’s data for that FFY as reported in the “Historical Data” section or in the “Current FFY Data” section. Do not round up or round down the numbers (e.g., use 89.52% not 90%).
* Describe how stakeholders were involved in the decision to keep or change baseline and/or targets. Describe the kind of information/data that was shared to inform their input (e.g., trend data, improvements in data quality issues, state initiatives impacting the data). Include this information in the “Targets: Description of Stakeholder Input” section unless information specific to changing baseline and/or targets for this indicator is included in the “Introduction” and the box is checked to repeat stakeholder engagement information for each indicator.
* Describe the justification/reason(s) for resetting baseline and/or targets in the “Targets: Description of Stakeholder Input” section unless information specific to changing baseline and/or targets for this indicator is included in the “Introduction” and the box is checked to repeat stakeholder engagement information for each indicator. Reasons for changing baseline often include issues related to comparability of data across FFYs, such as changes in state data collection tools, methodology, or data source. Reasons for changing targets should reflect such things as improved data quality, change in baseline, initiatives or state priorities impacting indicator data.
* See the following resources for more information on justifications for resetting baseline and targets:
  + [Target Setting Guide](https://dasycenter.org/target-setting-guide/)
  + [OSEP’s Universal TA for FFY 2020-2025](https://sites.ed.gov/idea/files/Universal-TA-for-FFY-2020-2025-SPP-APR.pdf)
  + [IDEA Part B SPP/APR User Guide](https://osep.communities.ed.gov/#program/spp-apr-resources)

1B. FFY SPP/APR Data

| Were the following completed? | Yes | No | Notes |
| --- | --- | --- | --- |
| 1. Provided the number and verified the auto-calculated percentage of children who: 2. Did not improve functioning, 3. Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers, 4. Improved functioning to a level nearer to same-aged peers but did not reach it, 5. Improved functioning to reach a level comparable to same-aged peers, and 6. Maintained functioning at a level comparable to same-aged peers for Outcomes A (Positive social-emotional skills [including social relationships], B (Acquisition and use of knowledge and skills [including early language/communication (and early literacy for preschool)]), and C (Use of appropriate behaviors to meet their needs) |  |  |  |
| 1. Verified the accuracy of numerator and denominator for Summary Statements 1 and 2, Outcomes A, B, C *(Prefilled)* |  |  |  |
| 1. Verified the accuracy of prior FFY data for Summary Statements 1 and 2, Outcomes A, B, C (*Prefilled*) |  |  |  |
| 1. Verified the accuracy of current FFY targets for Summary Statements 1 and 2, Outcomes A, B, C (*Prefilled*) |  |  |  |
| 1. Verified the accuracy of current FFY data for Summary Statements 1 and 2, Outcomes A, B, C (*Auto-calculated by dividing progress categories c + d by progress categories a+b+c+d for Summary Statement 1 and d + e by progress categories a+b+c+d+e for Summary Statement 2*) |  |  |  |
| 1. Verified accuracy of status regarding meeting or not meeting targets for Summary Statements 1 and 2, Outcomes A, B, C (*Auto-calculated by comparing current FFY data to current FFY target*) |  |  |  |
| 1. Verified accuracy of slippage statement for Summary Statements 1 and 2, Outcomes A, B, C *(Auto-calculated using OSEP’s definition of slippage – see* [*IDEA Part B SPP/APR User*](https://osep.communities.ed.gov/#program/spp-apr-resources) *Guide [page 26])* |  |  |  |
| 1. Described reasons for slippage for Summary Statements 1 and 2, Outcomes A, B, C, if applicable |  |  |  |

Tips:

* Ensure the numerator and denominator include all required data. See [SPP/APR Submission Guidance: Data Calculation*—*Indicator B7: Preschool Outcomes](https://dasycenter.org/wp-content/uploads/2024/10/DaSy_APRCalculations_Indicator_B7_Acc.pdf).
* Consider factors that have impacted the data (e.g., policies and procedures are not clear, change in local leadership, personnel/workforce shortage, providers not understanding requirements and procedures, natural disaster) when describing reasons for slippage (if slippage occurred). See [State Examples of Slippage](https://dasycenter.org/spp-apr-checklists-and-tips/SlippageExamples_Acc.pdf).

Use the Summary Statement calculator when comparing the auto-calculations with your own calculations. See [ECTA Center: Child Outcomes: Calculators and Graphing Templates](https://ectacenter.org/eco/pages/childoutcomes-calc.asp).

2A. Sampling

| Were the following completed? | Yes | No | Notes |
| --- | --- | --- | --- |
| 1. Indicated whether sampling was used |  |  |  |
| *If yes –* |  |  |  |
| 1. Indicated if previously approved sampling plan changed |  |  |  |
| 1. *If sampling plan changed* – attached a copy of sampling plan |  |  |  |
| 1. Described the sampling methodology outlining how the design will yield valid and reliable estimates |  |  |  |

Tips:

* See [SPP/APR Submission Guidance: Sampling for Indicators C3: Early Childhood Outcomes, B7: Preschool Outcomes, and C4: Family Outcomes](https://dasycenter.org/wp-content/uploads/2024/10/DaSyECTA_SamplingsForIndicatorsC3B7C4_Acc.pdf) for more information about sampling.

2B. Data Collection

| Were the following completed? | Yes | No | Notes |
| --- | --- | --- | --- |
| 1. Indicated whether the Early Childhood Outcomes Center (ECO) Child Outcomes Summary (COS) process was used *(yes/no)* |  |  |  |
| 1. Provided the criteria for defining “comparable to same-aged peers” |  |  |  |
| 1. Listed the instruments and procedures used to gather data for this indicator |  |  |  |

Tips:

* See [SPP/APR Submission Guidance: Sampling for Indicators C3: Early Childhood Outcomes, B7: Preschool Outcomes, and C4: Family Outcomes](https://dasycenter.org/wp-content/uploads/2024/10/DaSyECTA_SamplingsForIndicatorsC3B7C4_Acc.pdf) for more information about sampling.
* Mark “yes” to using the COS process if your COS process includes a team discussion to rate children’s functioning in the three outcome areas using the COS 7-point scale.

Describe the criteria for defining “comparable to same-aged peers” as follows:

* + If using the COS process, the criteria are ‘6 or 7 on the COS rating scale.’
  + If using a publishers’ tool, provide the algorithm they use to determine ‘comparable to same-aged peers.’

If the state has set the criteria, describe how ‘comparable to same-aged peers’ was determined.

Provide the name of all required assessment instruments for outcomes measurement if not using the COS process.

This checklist and tips document is one in a series of documents available at: <https://dasycenter.org/spp-apr-checklists-and-tips/>

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