



COLORADO
Department of Education

Monthly Meeting

Implementing Special Education for Preschoolers in Universal Preschool

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Exceptional Students Services Unit, Office of Special Education

March 12, 2024

Meeting Intentions



- Monthly virtual meeting - Second Tuesday of every month
- Meeting scope: Intersection of Special Education and Universal Preschool
- Audience: AU and LEA Special Education Directors, District level EC administrators Fiscal representatives
- Hosted by CDE with field input in agenda planning, content and feedback loop, CDEC UPK staff invited
- Meant to be responsive, proactive, needs based & solution focused



Monthly Meeting Schedule for 23-24 School Year

**Second Tuesday of each
month from 2 - 3 p.m.**

[Zoom link \(register\)](#)

Remaining Dates:

Apr 9, 2024

May 14, 2024

Jun 11, 2024



Today's Topics

- Indicator 7 and end of year OSEP Reporting
- Department of Early Childhood Updates on Universal Preschool for AUs



Survey Results: Requested Topics

Requests for CDEC

- Payments for 3 year olds
- Enrollment of 3 year olds
- Year 2 Placement and instructions/guidance
- UPK funding
- Quality Standards
- Secure data transfer
- Enrollment of alternate ages (<3 and 5s)

Requests for CDE:

- Changes to ECSE qualifications
- Parental Placement in Private School
- Indicator 7 Reporting





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Managing Your Preschool Outcomes OSEP Reporting Process

CDE Early Childhood Special Education Team

State Performance Plan Indicators

- Ind1 – Graduation rate
- Ind2 – Dropout rate
- Ind3 – State assessment results
- Ind4 – Suspensions/expulsions
- Ind5 – educational environment
- Ind6 – Preschool educational environment
- **Ind7 – Preschool Outcomes**
- Ind8 – Parent involvement
- Ind9 – Racially disproportionate representation in Special Ed
- Ind10 – Racially Disproportionate Representation in particular disability categories
- Ind11 – Timely evaluation of IEPs
- Ind12 – Timely part C (age<3) to part B (school age) transition
- Ind13 – Secondary Transition
- Ind14 – Post-school outcomes
- Ind15 – Hearing requests resolved
- Ind16 – Mediation agreements
- Ind17 – State Systemic Improvement Plan

OSEP Reporting Requirement

IDEA requires all U.S. states and territories report annually to OSEP on outcomes for preschoolers with disabilities as part of their Annual Performance Report.

This indicator measures the baseline-to-exit progress that children with disabilities make from the time they enter until they exit from preschool special education services, regardless of whether they remain on an IEP in kindergarten.

[Indicator 7 Webpage](#)



Monitoring Educational Results

IDEA defines State's monitoring activities.

34 CFR §300.600 (b) The primary focus of the State's monitoring activities must be on—

- (1) Improving educational results and functional outcomes for all children with disabilities; and
- (2) Ensuring that public agencies meet the program requirements under Part B of the Act, with a particular emphasis on those requirements that are most closely related to improving educational results for children with disabilities.



Indicator 7 Definition



Definition - Indicator 7 [20 U.S.C. 1416 (a)(3)(A)] - Percent of preschool children aged 3 through 5 with IEPs who demonstrate improvement in the following areas:

- Indicator 7A. Positive social-emotional skills (including social relationships)
- Indicator 7B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy)
- Indicator 7C. Use of appropriate behaviors to meet their needs

Colorado's Special Education Accountability

Participation Detail

	ELA			Math		
Participated	2000	100%		2000	100%	
Excused	1	0.0%		1	0.0%	
Parent Opt-out	5	0.2%		5	0.2%	
Unexcused	1	0.0%		1	0.0%	
OSEP Participation Rate	99.7%			99.7%		
CO IEP Participation Rate	100.0%			100.0%		

STATE Assessment

(Part of Indicator 3b)	N	%	AU's Percentile	Rubric	Points Eligible	Points Earned
ELA Participation	2001	100.0%	-	95% ≤ AU = 3 AU < 95% = 0	3	3
Math Participation	2001	100.0%	-		3	3

(Part of Indicator 3c)	N	Mean Scale Score	AU's Percentile	Rubric	Points Eligible	Points Earned
ELA Mean Scale Score (reg)	1800	703.4		AU ≥ 712 = 9 712 > AU ≥ 701.9 = 6 701.9 > AU ≥ 693.6 = 3 AU < 693.6 = 0	9	6
	* IEP Exiter	321	725.1	55		
	* Combined	2121	709.4			
Math Mean Scale Score (reg)	1816	701.5		AU ≥ 711.8 = 9 711.8 > AU ≥ 701.1 = 6 701.1 > AU ≥ 694.2 = 3 AU < 694.2 = 0	9	6
	* IEP Exiter	320	729.0	40		
	* Combined	2136	704.1			

Alternate (Part of Indicator 3c)	N	%	AU's Percentile	Rubric	Points Eligible	Points Earned
ELA Prof Rate (Alt)	60	42.5%	84	AU ≥ 48.8% = 6 48.8% > AU ≥ 31.6% = 4 31.6% > AU ≥ 17.9% = 2 AU < 17.9% = 0	6	4
Math Prof Rate (Alt)	60	31.5%	93	AU ≥ 26.7% = 6 26.7% > AU ≥ 14.1% = 4 14.1% > AU ≥ 6.9% = 2 AU < 6.9% = 0	6	6

Note: ELA and MATH 2015-16 and 2016-17 combined

Preschool Achievement

Area Growth (Indicator 7)**	N	% Succeeded	AU's Percentile	Rubric	Points Eligible	Points Earned
A. Positive social-emotional skills	200	82.6%	70	73.9%.....82%.....91.5%	1.5	1.0
Achievement		75.8%	79	59.6%.....67.5%.....82.8%	1.5	1.0
B. Acquisition & Use of Knowledge and Skills	200	74.2%	25	72.1%.....80.4%.....91.5%	1.5	0.5
Achievement		69.1%	55	55.9%.....69.3%.....81.8%	1.5	0.5
C. Use of appropriate behaviors to meet their needs	200	81.0%	61	66.7%.....76.2%.....86.6%	1.5	1.0
Achievement		84.2%	37	61.8%.....71.4%.....86%	1.5	1.0

Note:



Colorado's OSEP Reporting Process



RM Menu - Approved Tools

Results Matter Assessment Choices

- Assessment, Evaluation, and Programming System for Infants and Children (AEPS™)
- *COR Advantage*® by HighScope
- *GOLD*® by Teaching Strategies



Accurate Entry Information

- Preschool teachers manage children's records in the online RM tool and enter them into special education
- Preschool teachers collect observation data, *collaborate with the special education team* and finalize ratings - ***this should be as close to the initial IEP meeting as possible for an accurate baseline***

Ensure all Children are Included

For Part B 619, at a minimum, it is expected that states report data on 12% or more of child count. (Colorado is at 48%)

It is the responsibility of the AU to verify that children with IEPs are entered into the Results Matter tool that is used by the preschool program where they attend.

Use the December 1 Special Education Student Count data to compare to children records in *GOLD*[®] and *COR Advantage*[®].



Exits from Special Education

Preschool teachers will exit children in the online tool. This process can vary by program and access permissions.

A Results Matter Administrator ultimately must finalize all exits of children during the current school year.

CDE Preschool Special Education staff will be available for technical support of the entire process from exit to certification.



Valid and Reliable Data



The Indicator 7 OSEP Mandated Report can be exported once data is finalized and any corrections can be performed until final submission.

This is the AU's opportunity for verification of the OSEP Exit Child Count data that will be submitted in collaboration with preschool programs where children with IEPs attend.

It is a good idea to work on this before school staff leaves for the Summer.



Data Verification Process

Important Dates

Detailed information for the Results Matter Administrator and Special Education Directors can be found in [CDE's Indicator 7 Guidance Document](#) and on the [OSEP Reporting for Preschool Special Education](#) webpage.

- A snapshot of the OSEP Mandated Report in the online RM tool will be taken on May 31, 2024 to monitor the exit process.
- A Verification Form will be available in the ESSU DMS on June 3, 2024 with the status of children exited from the AU as of that date.

Verification Form

Ensure that the figure reported on the Verification Form has been compared to the AU's total number of preschoolers on an IEP who have exited the program and are eligible for the report.

Upload form to the DMS for CDE to confirm the number and generate a Certification form for signature.

Example Form:

[Preschool Outcomes \(Indicator 7\) Verification Form](#)



Certification Form

Special Education Directors must certify that the number of children reported has been compared by the Administrative Unit to the total number of preschoolers on an IEP who exited during the current reporting year and that CDE has that correct number in the RM system represented on the Certification form.

Example Form:

[Indicator 7 Certification Form](#)

This form must be uploaded to the ESSU DMS no later than July 15, 2024.



Save the
Date

OSEP Indicator 7 Reporting Webinar

April 23, 2024

2:30 to 3:00 pm

[Zoom Link for Webinar](#)

Everything you need to know about the OSEP
Mandated Report 2024



Contact Us

[Marcia Blum](#)

OSEP Collection Lead

[Rebecca Browning-Floyd](#)

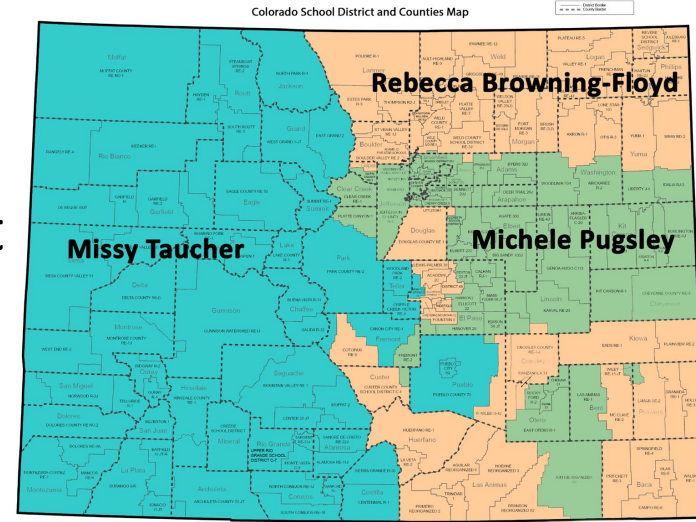
Results Matter and Early Childhood Specialist

[Michele Pugsley](#)

Early Childhood Special Education Specialist

[Melissa Taucher](#)

Early Childhood Special Education Specialist



Resources

[Child Outcomes Step by Step](#) - Video in the Results Matter Library about the three Preschool Outcomes

[Indicator 7 Preschool Outcomes](#) - ESSU State Performance Plan/Annual Performance Report (SPP/APR) Webpage

[OSEP Reporting for Preschool Special Education](#) - Results Matter Implementation Webpage

Authentic Assessment as a Best Practice in Early Childhood

- [Division of Early Childhood \(DEC\) Recommended Practices](#)
- [National Association for the Education of Young Children \(NAEYC\)](#)

