



OFFICE OF THE

Deputy Superintendent

Stakeholder Input

SPP/APR Indicator 6

Preschool Environments

Monitoring and Compliance Branch



Overview

<h2>SPP/APR</h2>	<h2>Resources</h2>
<ul style="list-style-type: none"><li data-bbox="137 454 904 718">• The State Performance Plan (SPP)/Annual Performance Report (APR) is developed in six year intervals.<li data-bbox="137 815 923 1229">• It is a single document that measures the State's efforts in meeting the Individuals with Disabilities Education Improvement Act of 2004 (IDEA).	<ul style="list-style-type: none"><li data-bbox="1006 454 1632 575">• SPP/APR FFY 2020 on <u><i>HIDOE's website</i></u><li data-bbox="1006 722 1729 986">• <u><i>FFY 2020 Part B Indicator Measurement Table</i></u> for submission beginning in February 2022



Requirements for Baselines & Targets

Baselines

State can reset the baselines if:

- Calculation methodology changed.
- Data measurement method or process is revised.

Targets

Targets Must:

- Be rigorous, yet achievable.
- Show improvement over baseline.
- Be set with the advice of stakeholders.
- Be rooted in, and build on, past experience when possible.



Setting New Targets Process

Review the longitudinal data and consider:

- What was the baseline last indicated?
 - Review the data since baseline.
- What were the targets?
- Did the state meet the targets?
- Has there been progress or slippage over time?
- What are the data now in relation to target and to baseline?
- Are there any initiatives that may impact the outcomes for this indicator?



Things to Consider

Are the proposed targets rigorous and achievable?

Provide any suggestions that may help improve outcomes for this indicator.

In what way(s) might teachers, administrators, parents, or other stakeholders assist the HIDOE in increasing the opportunities for preschoolers to be educated alongside their peers without disabilities?



Preschool Least Restrictive Environment Descriptions

Services in Regular Early Childhood Program (at least 10 hours)	Attending a regular early childhood (EC) program at least 10 hours per week and received the majority of hours of special education and related services in the regular EC program.
Other Location Regular Early Childhood Program (at least 10 hours)	Attending a regular early childhood program at least 10 hours per week and received the majority of hours of special education and related services in some other location.
Services in Regular Early Childhood Program (less than 10 hours)	Attending a regular early childhood (EC) program less than 10 hours per week and received the majority of hours of special education and related services in the regular EC program.
Other Location Regular Early Childhood Program (less than 10 hours)	Attending a regular early childhood program less than 10 hours per week and received the majority of hours of special education and related services in some other location.
Separate Class	Attending a special education program (NOT in any regular early childhood program) and receiving special education and related services in a separate education class.
Separate School	Attending a special education program (NOT in any regular early childhood program) and receiving special education and related services in a separate school.
Residential Facility	Attending a special education program (NOT in any regular early childhood program) and receiving special education and related services in a Residential Facility.
Home	Attending neither a regular early childhood program nor a special education program (Not included in rows above) and receiving the majority of hours of special education and related services at home.
Service Provider Location	Attending neither a regular early childhood program nor a special education program (Not included in rows above) and receiving the majority of hours of special education and related services at the service provider's location or some other location not in any other category.



Target Setting Method

Average Increase Method

Average increase method is one of Office of Special Education Programs (OSEP)'s recommended methods to set targets.

- Figure average growth/change from year to year and add to the current data.





Indicator 6: Preschool Least Restrictive Environment

New Requirements



Percent of children with IEPs aged 3 through 5 attending a:

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
- B. Separate special education class, separate school, or residential facility.



Percent of children with IEPs aged **3, 4, and 5 who are enrolled in a preschool program** attending a:

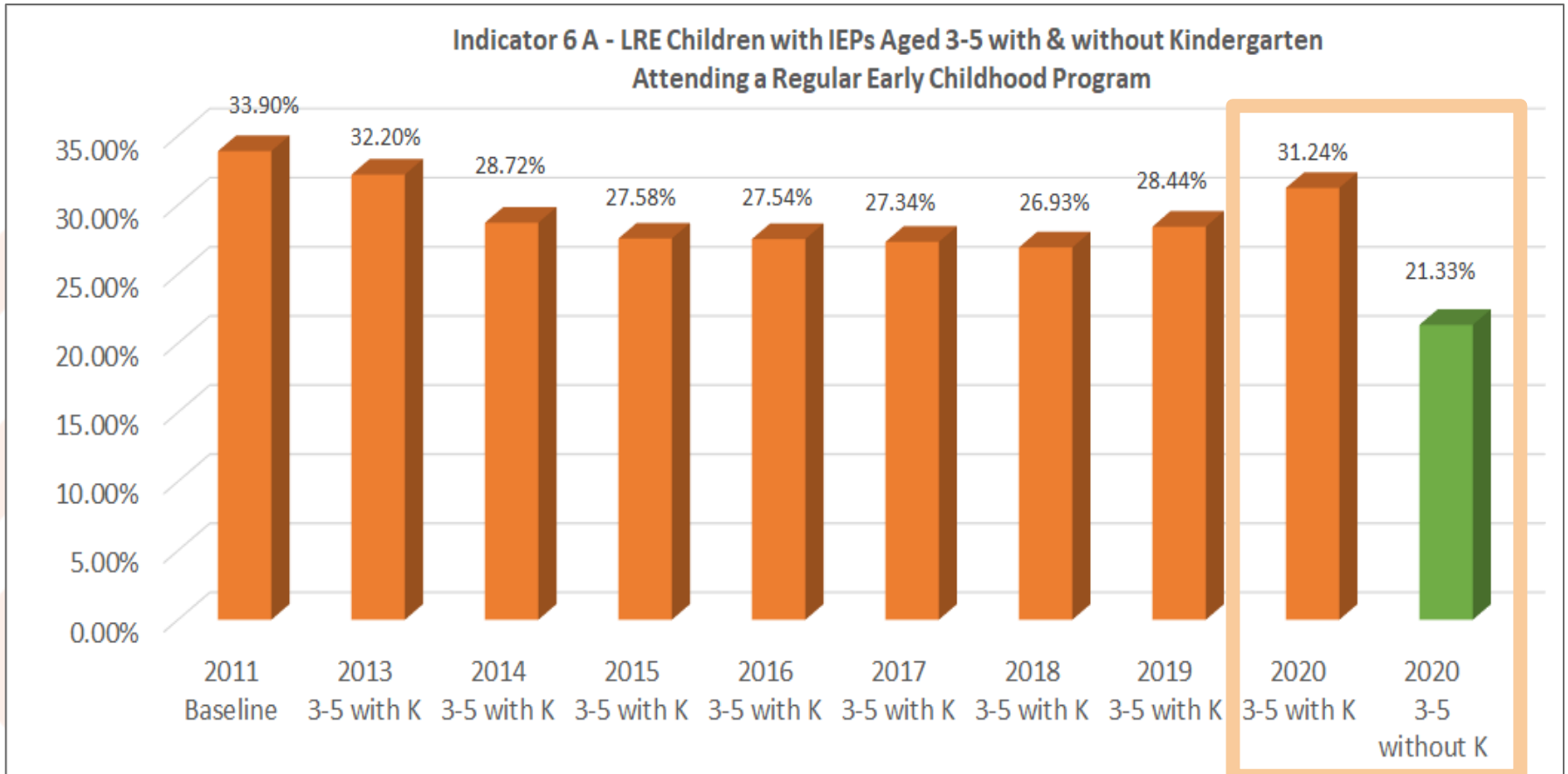
- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program;
- B. Separate special education class, separate school, or residential facility; and
- C. **Receiving special education and related services in the home.**



Review Longitudinal Data for Indicator 6A

Percent of children with IEPs aged **3, 4, and 5** who are enrolled in a **preschool program** attending a:

A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program





Propose Target for Indicator 6A

Percent of children with IEPs aged 3, 4, and 5 who are enrolled in a preschool program attending a:

A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program

Indicator 6	2011	FFY	2013	2014	2015	2016	2017	2018	2019	2020	2021
A	Baseline	Target >=	33.00	33.50	34.00	34.50	35.00	35.50	35.50	New Baseline	21.33+0.50= 21.83 Propose 21.83%
A	33.90	Data	32.22	28.72	27.58	27.54	27.34	26.93	28.44	21.33 31.24 (3-5K)	
	Data Change Avg:+/-			-3.50	-1.14	-0.04	-0.20	+0.41	+1.51		

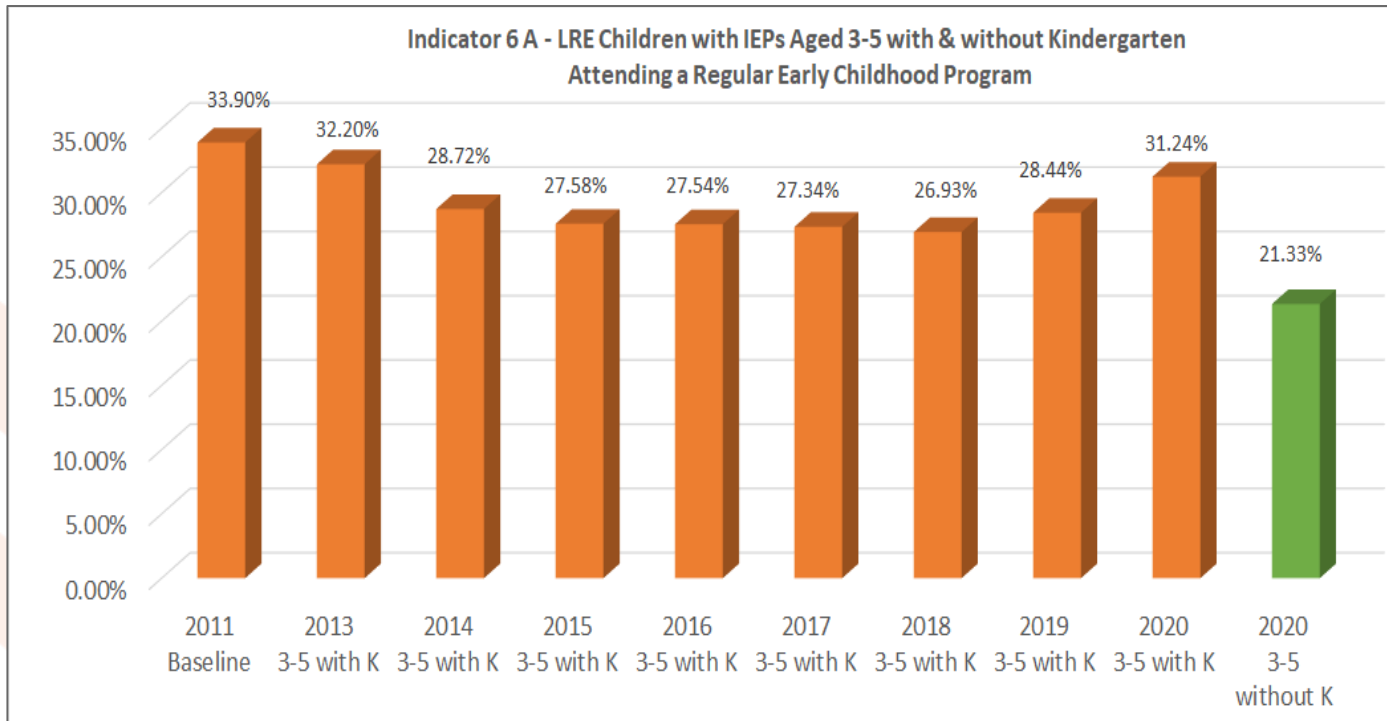
Look at the overall change from 2013-2019

- Overall change is **-0.49** = -2.96/6 (# of years)
- Recommended Targets: Add a constant yearly increase of 0.49 (round up to 0.50).



Proposed Targets for Indicator 6A

A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program



New Baseline
FFY 2020
21.33%

Proposed Target
FFY 2021
22.00%

FFY 2022
22.50%

FFY 2023
23.00%

FFY 2024
23.50%

FFY 2025
24.00%

Increase by 0.50% each year

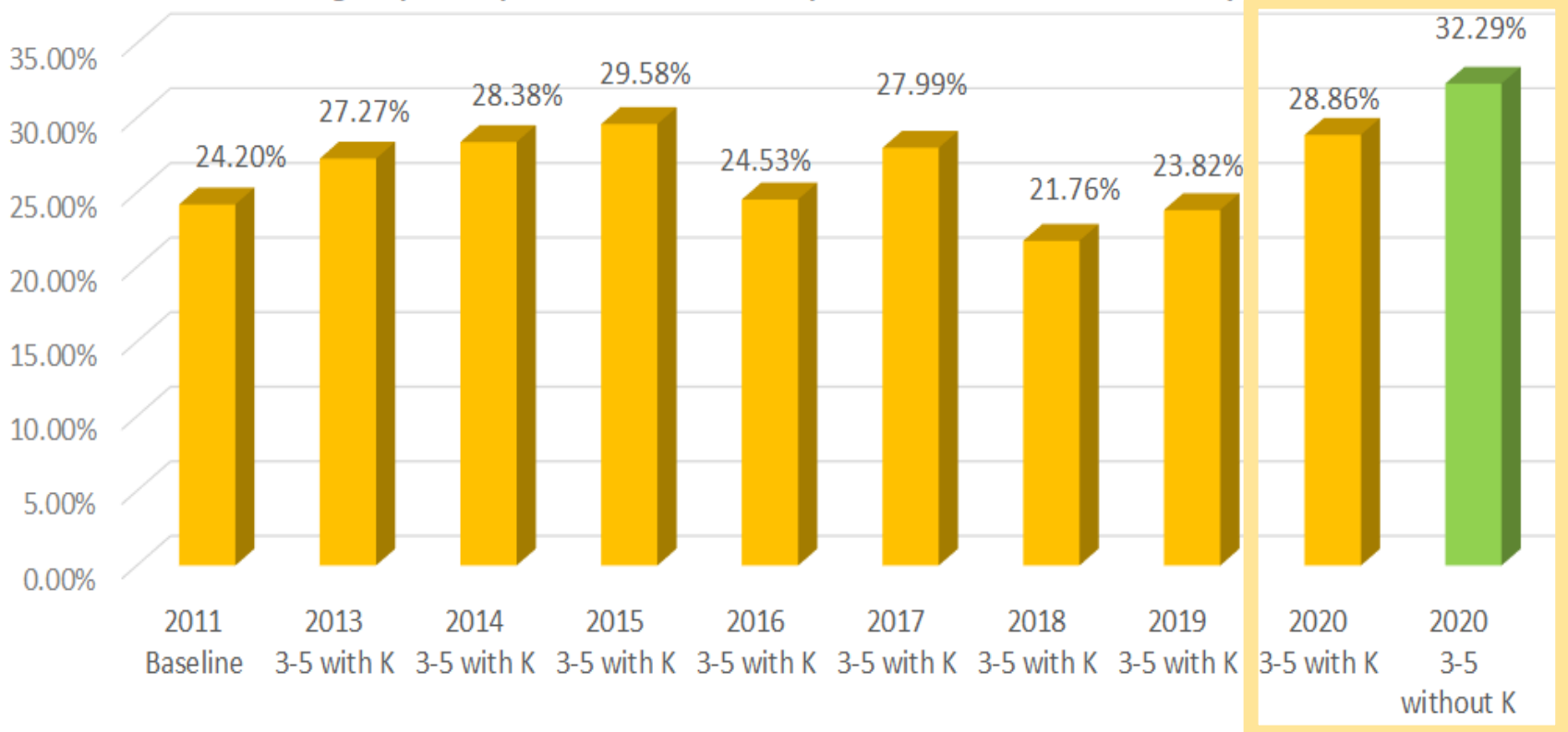


Review Longitudinal Data for Indicator 6B

Percent of children with IEPs aged 3, 4, and 5 who are enrolled in a preschool program attending a:

B. Separate special education class, separate school, or residential facility

Indicator 6 B - LRE Children with IEPs Aged 3-5 with & without Kindergarten
Attending a Separate Special Education Class, Separate School or Residential Facility





Propose Target for Indicator 6B

Percent of children with IEPs aged 3, 4, and 5 who are enrolled in a preschool program attending a:

B. In separate special education class, separate school, or residential facility

Indicator 6	2011	FFY	2013	2014	2015	2016	2017	2018	2019	2020	2021
B	Baseline	Target <=	23.70	23.60	23.50	23.40	23.30	23.20	23.20	New Baseline	32.29-0.95= 31.34 Propose 31%
B	24.20	Data	27.27	28.38	29.58	24.50	27.99	21.76	23.82	32.29 28.86 (3-5K)	
		Data Change Avg:+/-		-1.11	+1.20	-5.08	+3.49	-6.23	+2.06		

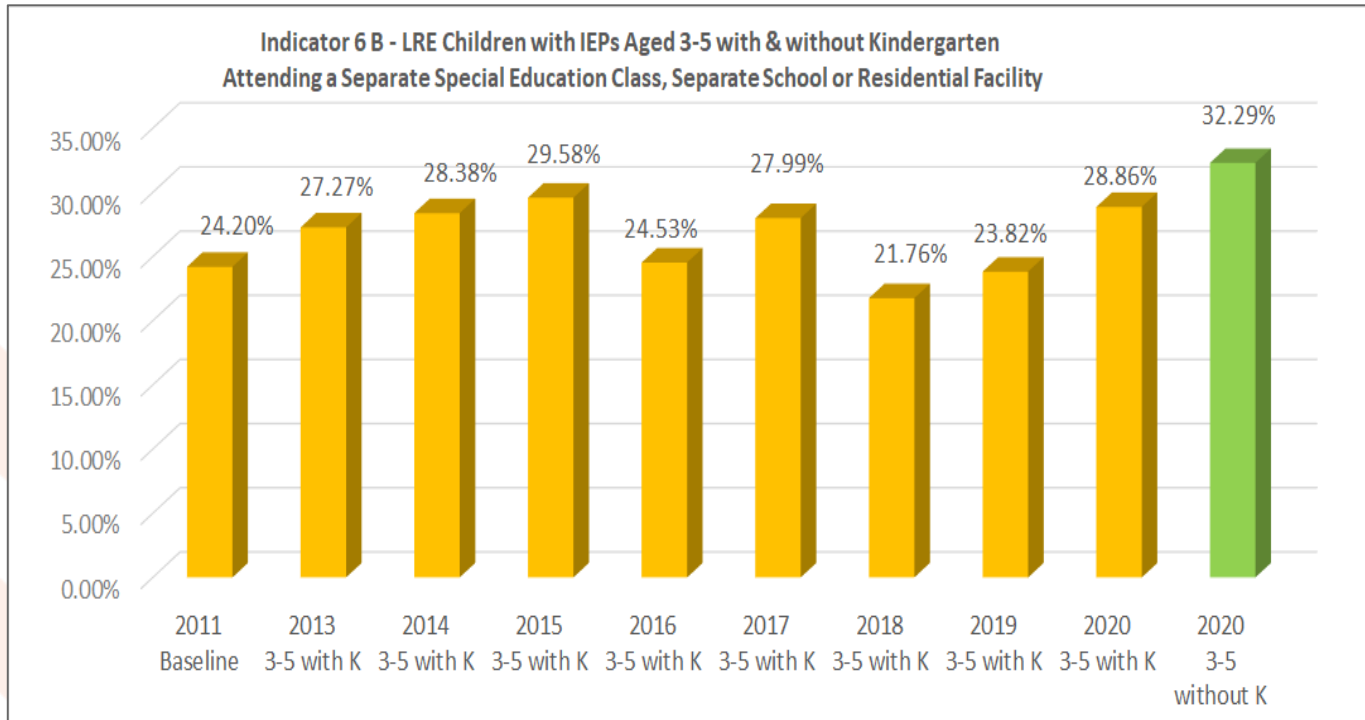
Look at the overall change from 2013-2019

- Overall change is **-0.95** = -5.67/6 (# of years)
- Recommended Targets: Subtract a constant yearly decrease of 0.95 (round up to 1).



Proposed Targets for Indicator 6B

B. In a separate special education class, separate school, or residential facility



New Baseline
FFY 2020

32.29%

Proposed Target
FFY 2021

31.00%

FFY 2022
30.00%

FFY 2023
29.00%

FFY 2024
28.00%

FFY 2025
27.00%

Decrease by 1% each year

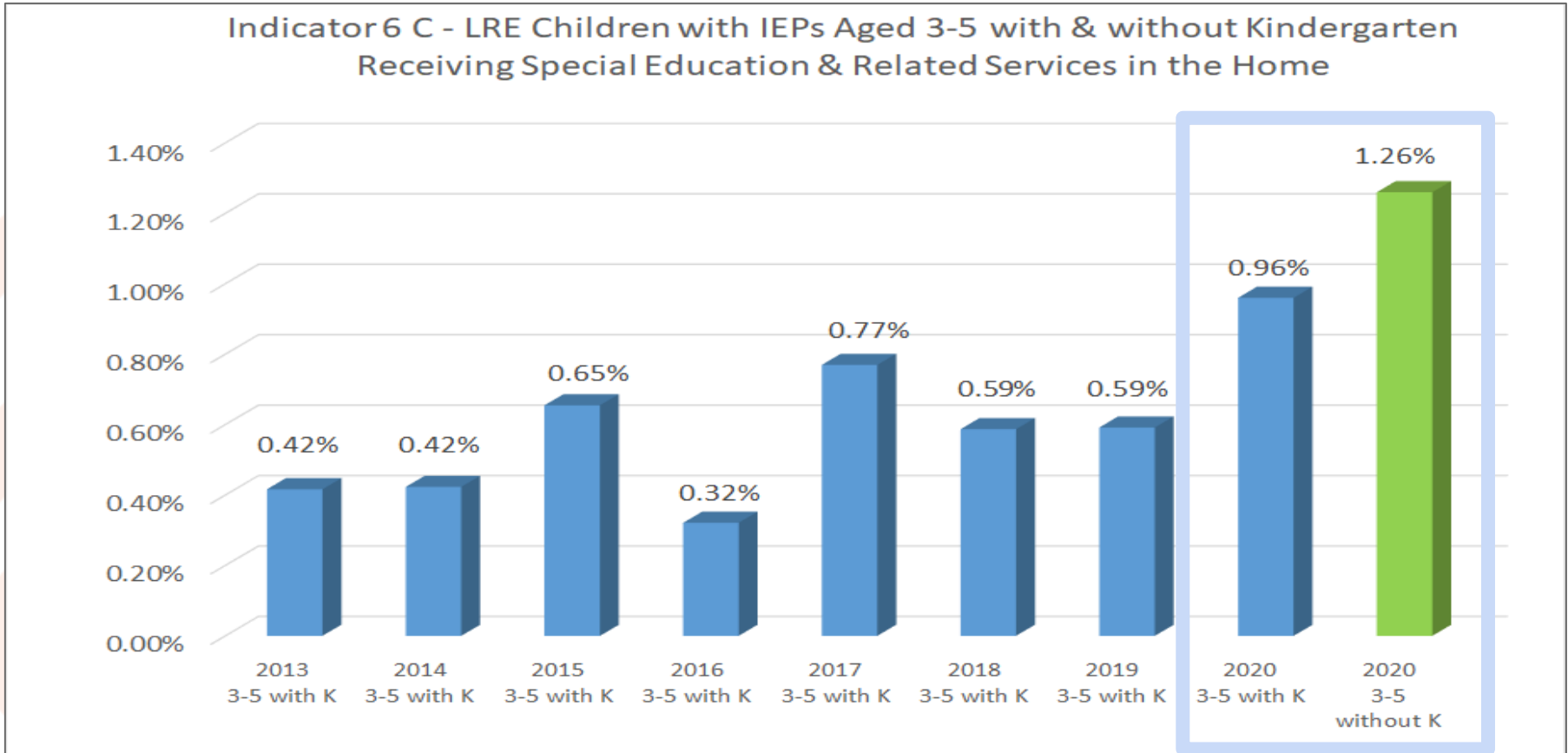


Review Longitudinal Data for Indicator 6C

Percent of children with IEPs aged 3, 4, and 5 who are enrolled in a preschool program attending a:

C. Receiving special education and related services in the home

FFY 2020
New
Indicator





Propose Target for Indicator 6C

Percent of children with IEPs aged 3, 4, and 5 who are enrolled in a preschool program attending a:

C. Receiving special education and related services in the home

FFY 2020
New
Indicator

Indicator 6	FFY	2013	2014	2015	2016	2017	2018	2019	2020	2021
C	Target <=								Baseline	1.26-0.03= 1.23 Propose 1.23%
C	Data	0.42	0.42	0.65	0.32	0.77	0.59	0.59	1.26 0.96 (3-5K)	
	Data Change Avg: +/-		0	+0.23	-0.33	+0.45	-0.18	0		

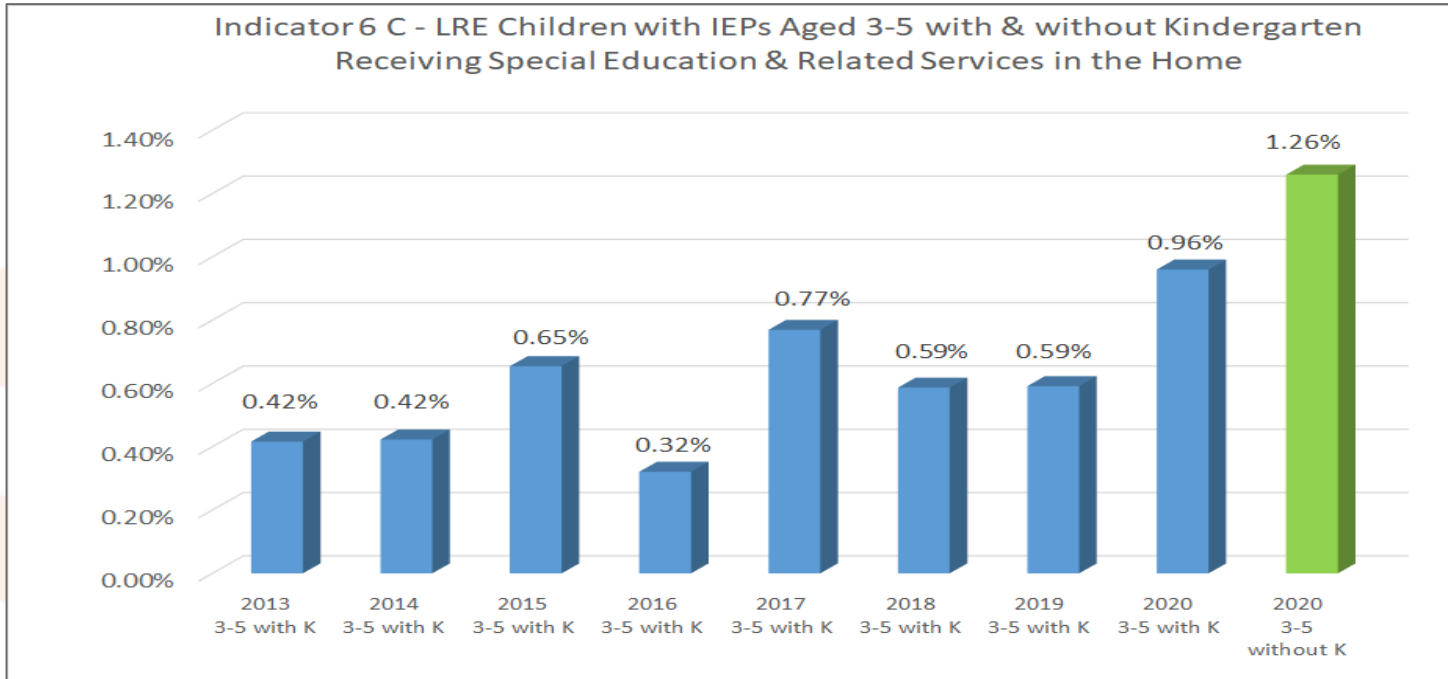
Look at the overall change from 2013-2019

- Overall change is **+0.03** = +0.17/6 (# of years)
- Recommended Targets: Subtract a constant yearly decrease of 0.03.



Proposed Targets for Indicator 6C

C. Receiving special education and related services in the home



New Baseline
FFY 2020
1.26%

Proposed Target
FFY 2021
1.23%

FFY 2022
1.20%

FFY 2023
1.17%

FFY 2024
1.14%

FFY 2025
1.11%

Decrease by 0.03% each year



Your Input

- Are the proposed targets rigorous and achievable?
- Provide any suggestions that may help improve outcomes for this indicator.
- In what way(s) might teachers, administrators, parents, or other stakeholders assist the HIDOE in increasing the opportunities for preschoolers to be educated alongside their peers without disabilities?
- [Indicator 6 Feedback Form](#)

Questions, please contact the Monitoring and Compliance Branch at macb@k12.hi.us or at 808-307-3600.