

## Indicator 7: Preschool Outcomes

### Instructions and Measurement

**Monitoring Priority:** FAPE in the LRE

**Results indicator:** Percent of preschool children aged 3 through 5 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))

#### Data Source

State selected data source.

#### 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:

**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.

#### Instructions

Sampling of **children for assessment** is allowed. When sampling is used, submit a description of the sampling methodology outlining how the design will yield valid and reliable estimates. (See [General Instructions](#) on page 3 for additional instructions on sampling.)

In the measurement include, in the numerator and denominator, only children who received special education and related services for at least six months during the age span of three through five years.

Describe the results of the calculations and compare the results to the targets. States will use the progress categories for each of the three Outcomes to calculate and report the two Summary Statements. States have provided targets for the two Summary Statements for the three Outcomes (six numbers for targets for each FFY).

Report progress data and calculate Summary Statements to compare against the six targets. Provide the actual numbers and percentages for the five reporting categories for each of the three Outcomes.

In presenting results, provide the criteria for defining "comparable to same-aged peers." If a State is using the Early Childhood Outcomes Center (ECO) Child Outcomes Summary (COS), then the criteria for defining "comparable to same-aged peers" has been defined as a child who has been assigned a score of 6 or 7 on the COS.

In addition, list the instruments and procedures used to gather data for this indicator, including if the State is using the ECO COS.

## 7 - Indicator Data

### Not Applicable

Select yes if this indicator is not applicable.

NO

### Historical Data

Part	Baseline	FFY	2017	2018	2019	2020	2021
A1	2008	Target >=	76.90%	77.00%	77.00%	77.00%	77.10%
A1	61.40%	Data	84.62%	76.19%	80.00%	86.59%	93.55%
A2	2008	Target >=	75.40%	75.50%	75.50%	75.50%	75.60%
A2	59.20%	Data	63.49%	64.43%	68.11%	71.64%	75.22%
B1	2008	Target >=	80.90%	81.00%	81.00%	81.00%	81.10%
B1	70.30%	Data	85.00%	85.23%	84.48%	81.60%	89.11%
B2	2008	Target >=	58.40%	58.50%	58.50%	58.50%	58.60%
B2	31.60%	Data	50.40%	50.52%	58.38%	55.97%	57.52%
C1	2008	Target >=	75.80%	75.90%	75.90%	75.90%	76.00%
C1	58.10%	Data	82.35%	76.23%	79.46%	84.34%	96.77%
C2	2008	Target >=	75.80%	75.90%	75.90%	75.90%	76.00%
C2	64.10%	Data	63.10%	64.43%	70.27%	68.66%	76.99%

### Targets

FFY	2022	2023	2024	2025
Target A1 >=	77.20%	77.30%	77.40%	77.50%
Target A2 >=	75.70%	75.80%	75.90%	76.00%
Target B1 >=	81.20%	81.30%	81.40%	81.50%
Target B2 >=	58.70%	58.80%	58.90%	59.00%
Target C1 >=	76.10%	76.20%	76.30%	76.40%
Target C2 >=	76.10%	76.20%	76.30%	76.40%

### Targets: Description of Stakeholder Input

Discussions and Stakeholder input of the State's Performance Plan (SPP), Annual Performance Report (APR), State's Systemic Improvement Plan (SSIP), and Results Driven Accountability (RDA)/Results Based Accountability (RBA) began in 2013 with our State Special Education Advisory Panel. The Panel is fully vested and broadly representative of Montana. Additionally, many of the panel members as well as SEA staff serve in other agency or organization leadership positions or on advisory groups in the disability community. This enables MT to draw insight and advice from a broad group of stakeholders with an understanding of Montana's unique needs, strengths, and potential weaknesses.

Other stakeholder groups we sponsor and/or engage include:

- 1) Our Comprehensive System of Personnel Development (CSPD) includes both regional and state councils that regularly meet to assess APR data and to evaluate professional development priorities and results.
- 2) The State Education Agency (SEA) staff has developed strong working relationships with other Montana agencies that serve

youth and adults with disabilities. The SEA staff participate as members of advisory councils for early childhood, vocational rehabilitation, low incidence disabilities, developmental disabilities, and the state independent living council. This has strengthened the commitments of the agencies working with Montana's youth to facilitate smooth transitions from birth to adulthood.

3) Working with the Technical Assistance for Excellence in Special Education (TAESE) staff, the SEA has facilitated the Montana Higher Education Consortium (HEC). The HEC provides a mechanism for collaboration, networking, discussion, and advising of critical issues among Montana Institutes of Higher Education. The consortium works towards encouraging a more seamless educational system and merging general and special education into one unified system; understanding and promoting the use of evidence-based academic and behavioral strategies; and closely linking Montana teacher training and educational leadership programs to early childhood programs, K-12 education, and the SEA.

4) The SEA staff is engaged with the Schools Administrators of Montana (SAM) which include affiliates for Superintendents, Principals, Special Education Administrators, and Information Technology (IT) Directors. This partnership gives the SEA the opportunity to develop collaborative partnerships with the Local Education Agencies (LEAs). The SEA also provides SAM with a grant to help fund the Montana Recruitment Project. This program focuses on recruiting hard to fill positions such as speech/language pathologists, special education teachers, occupational therapists, and school psychologists for our districts.

5) Annually, the SEA brings together representatives from various stakeholder groups for a joint meeting facilitated by TAESE. This meeting brings stakeholders together to share up-dates and gather input from each other. There is a comprehensive representation of the Montana disability community, families and parents of children and students with and without disabilities.

During the FFY22 reporting period, the Student Support Services Senior Manager met with the parents and community members of the Montana School for the Deaf & Blind (MSDB) to start creating a graduate profile. In addition, our Early Assistance Program (EAP) Director presented to the parents of MSDB on the IDEA Framework (state purposes), general supervisory responsibilities and OPI's role as an SEA. The EAP Director also provided information on dispute resolution options and where at the OPI parents could go for technical assistance.

The Montana Empowerment Center and the OPI conducted various virtual presentations for parents of students with disabilities birth through age 21 and LEA staff. During the reporting period, the OPI presented on Present Levels of Academic Achievement Functional Performance (PLAAFPs), Measurable Annual Goals (MAGs), Multi-Tiered Systems of Support (MTSS), transitions, early childhood, and extended school year. Superintendent Arntzen hosted multiple community events in four geographically diverse cities across the state in December of 2022. Parents listened to the goals of legislators for education and then had the opportunity to ask questions of the legislators. Throughout the reporting period, OPI provided numerous virtual trainings for parents regarding student and school safety and supporting youth with ASD and other developmental disorders.

Annually, the OPI assists with the Montana Youth Transitions (MYT) Conference. The OPI team works in conjunction with MYT to present, coach, and mentor educators, parents, and students. This conference brings together the transition team of youth, parents, and professionals to learn strategies and resources to build a seamless transition plan from high school to the adult world. One parent stated the following, "This was my first time at the conference, and I had no idea there were so many things out there to help my son. The sessions on parenting techniques and educational tools were eye-opening, and I feel more equipped to support my child's learning journey."

**FFY 2022 SPP/APR Data**

**Number of preschool children aged 3 through 5 with IEPs assessed**

151

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

<b>Outcome A Progress Category</b>	<b>Number of children</b>	<b>Percentage of Children</b>
a. Preschool children who did not improve functioning	0	0.00%
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	18	11.92%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	25	16.56%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	44	29.14%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	64	42.38%

<b>Outcome A</b>	<b>Numerator</b>	<b>Denominator</b>	<b>FFY 2021 Data</b>	<b>FFY 2022 Target</b>	<b>FFY 2022 Data</b>	<b>Status</b>	<b>Slippage</b>
A1. Of those children who entered or exited the program below age	69	87	93.55%	77.20%	79.31%	Met target	No Slippage

Outcome A	Numerator	Denominator	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. <i>Calculation: (c+d)/(a+b+c+d)</i>							
A2. The percent of preschool children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program. <i>Calculation: (d+e)/(a+b+c+d+e)</i>	108	151	75.22%	75.70%	71.52%	Did not meet target	Slippage

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

Outcome B Progress Category	Number of Children	Percentage of Children
a. Preschool children who did not improve functioning	0	0.00%
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	33	21.85%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	34	22.52%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	66	43.71%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	18	11.92%

Outcome B	Numerator	Denominator	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
B1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. <i>Calculation: (c+d)/(a+b+c+d)</i>	100	133	89.11%	81.20%	75.19%	Did not meet target	Slippage
B2. The percent of preschool children who were functioning within age expectations in Outcome B by the time they turned 6 years of age or exited the program. <i>Calculation: (d+e)/(a+b+c+d+e)</i>	84	151	57.52%	58.70%	55.63%	Did not meet target	Slippage

**Outcome C: Use of appropriate behaviors to meet their needs**

Outcome C Progress Category	Number of Children	Percentage of Children
a. Preschool children who did not improve functioning	0	0.00%
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	19	12.58%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	26	17.22%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	46	30.46%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	60	39.74%

Outcome C	Numerator	Denominator	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
C1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. <i>Calculation: (c+d)/(a+b+c+d)</i>	72	91	96.77%	76.10%	79.12%	Met target	No Slippage
C2. The percent of preschool children who were functioning within age expectations in Outcome C by the time they turned 6 years of age or exited the program. <i>Calculation: (d+e)/(a+b+c+d+e)</i>	106	151	76.99%	76.10%	70.20%	Did not meet target	Slippage

Part	Reasons for slippage, if applicable
A2	Montana has a very small n size for this indicator. A change of just one or two children will cause a decrease in the overall percentage. For FFY2021, there were 96 out 134 students who were functioning within age expectations by the time they turned 6 years of age or exited the program. For FFY2022, that number was 108 out of 151.
B1	Montana has a very small n size for this indicator. A change of just one or two children will cause a decrease in the overall percentage. For FFY2021, there were 102 out 125 students who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. For FFY2022, that number was 100 out of 133.
B2	Montana has a very small n size for this indicator. A change of just one or two children will cause a decrease in the overall percentage. For FFY2021, there were 96 out 134 students who were functioning within age expectations by the time they turned 6 years of age or exited the program. For FFY2022, that number was 84 out of 151.
C2	Montana has a very small n size for this indicator. A change of just one or two children will cause a decrease in the overall percentage. For FFY2021, there were 96 out 134 students who were functioning within age expectations by the time they turned 6 years of age or exited the program. For FFY2022, that number was 106 out of 151.

**Does the State include in the numerator and denominator only children who received special education and related services for at least six months during the age span of three through five years? (yes/no)**

YES

Sampling Question	Yes / No
Was sampling used?	NO

**Did you use the Early Childhood Outcomes Center (ECO) Child Outcomes Summary (COS) process? (yes/no)**

YES

**List the instruments and procedures used to gather data for this indicator.**

Montana uses a standardized required editor-based reporting form to collect entering and exiting preschool outcomes data. The form is included in our special education module within our state-wide student data system, along with all required special education forms. The report is run by the Part B data manager.

**Provide additional information about this indicator (optional)**

## 7 - Prior FFY Required Actions

None

## 7 - OSEP Response

## 7 - Required Actions