State Performance Plan (SPP)/Annual Performance Report (APR) 2020-2025

Individuals with Disabilities Education Act (IDEA)

Indicator 6 – Preschool Least Restrictive Environment
Agenda Preschool Least Restrictive Environment

- Frequently Used Terms for Preschool Least Restrictive Environment
- Indicator 6 How the Measurement Works
- Indicator 6 Data in New York State (Trends and Comparisons)
- Indicator 6 Improvement Activities
- Indicator 6 Proposed Target Setting
- Next Steps and Closing
<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Performance Plan or SPP</td>
<td>Evaluates the state’s efforts to implement the requirements and purposes of the IDEA and describes how the state will improve its implementation</td>
</tr>
<tr>
<td>Federal Fiscal Year or FFY</td>
<td>Federal Government Fiscal Year (October 1 – September 30)</td>
</tr>
<tr>
<td>Indicator 6</td>
<td>SPP Indicator 6 measures Preschool Least Restrictive Environment</td>
</tr>
<tr>
<td>Indicator 6A</td>
<td>Indicator 6A measures preschool services in a regular early childhood program</td>
</tr>
<tr>
<td>Indicator 6B</td>
<td>Indicator 6B measures preschool services in a separate special education class, separate school or residential facility.</td>
</tr>
<tr>
<td>Indicator 6C</td>
<td>Indicator 6C measures preschool services in the home setting</td>
</tr>
<tr>
<td>Baseline</td>
<td>Data starting point to measure improvement overtime</td>
</tr>
<tr>
<td>Targets</td>
<td>Performance Objectives set for SPP Measurements</td>
</tr>
<tr>
<td>Annual Performance Report (APR) Reported Data</td>
<td>Data reported to the United States Department of Education Office of Special Education Programs (OSEP) against the state’s targets</td>
</tr>
<tr>
<td>Data Equated to New Measurement</td>
<td>Submitted Data recalculated using the components of a new measurement</td>
</tr>
</tbody>
</table>
A preschool child with a disability is entitled to all the rights and protections guaranteed under Part B of the IDEA, including the right to be educated in the least restrictive environment (LRE).
Part B LRE requirements state a strong preference for educating children with disabilities in regular classes alongside their peers without disabilities.
The United States Department of Education January 2017 Guidance Dear Colleague Letter (DCL) related to Preschool Least Restrictive Environments (LRE) (PDF) is an effective resource to highlight the importance of preschool inclusion and outline the IDEA preschool least restrictive environment requirements.


2 QRS statewide systems are implemented in over half of the States, and others are developing such systems. IDEA and the IDEHHS policy have supported States in further developing such systems that leverage the full potential of Early Learning and Development and the benefits of a coordinated system that supports all children’s learning.

Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs: U.S. Departments of Education and Health and Human Services

• "Inclusion in early childhood programs refers to including children with disabilities in early childhood programs, together with their peers without disabilities; holding high expectations and intentionally promoting participation in all learning and social activities, facilitated by individualized accommodations; and using evidence-based services and supports to foster their development (cognitive, language, communication, physical, behavioral, and social-emotional), friendships with peers, and sense of belonging. This applies to all young children with disabilities, from those with the mildest disabilities, to those with the most significant disabilities."

Indicator 6 – Preschool LRE FFY 2013-19 Measurement

Targets are established by the State with Stakeholder Input

Percent of children aged 3 through 5 with individualized education programs (IEPs) attending a:

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

 Improvement = Increase over Baseline

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

 Improvement = Decrease over Baseline

For data collection purposes, a Regular Early Childhood Program is a program that includes a majority (at least 50 percent) of children who do not have IEPs and that may include, but is not limited to:

- Head Start;
- Kindergartens;
- Preschool classes offered to an eligible pre-kindergarten population by the public school system;
- Private kindergartens or preschools;
- Group child development centers or child care.
Indicator 6 – Preschool LRE FFY 2020-25 Measurement

Targets are established by the State with Stakeholder Input

Percent of children with individualized education programs (IEPs) aged 3, 4, and aged 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.

C. Receiving special education and related services in the home.

New Measurement: States must report only those five-year-old children with disabilities who are enrolled in preschool programs in this indicator.

New Measurement Component: Home Environment. “Home” is the “unduplicated total who received the majority of their special education and related services in the principal residence of the child's family or caregivers, and who attended neither a Regular Early Childhood Program nor a Special Education Program provided in a separate class, separate school, or residential facility.

States may choose to set one target that is inclusive of children ages 3, 4, and 5, or set individual targets for each age.
Data Collection Methodology for Indicator 6

- Data is collected for all children in New York State who meet the age requirements.
- Sampling is not allowed.
- Preschool environment data is reported annually as a “snapshot” or “point in time” as of the first Wednesday in October (BEDs Day).

<table>
<thead>
<tr>
<th>Code</th>
<th>Preschool Least Restrictive Environment Code Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS04</td>
<td>Separate Class</td>
</tr>
<tr>
<td>PS05</td>
<td>Separate School</td>
</tr>
<tr>
<td>PS06</td>
<td>Residential Facility</td>
</tr>
<tr>
<td>PS07</td>
<td>Home</td>
</tr>
<tr>
<td>PS08</td>
<td>Service Provider Location or some other location that is not in any other code</td>
</tr>
<tr>
<td>PS09</td>
<td>Attending a regular early childhood program for 10 or more hours a week and receiving the majority of hours of special education and related services in the regular early childhood program</td>
</tr>
<tr>
<td>PS10</td>
<td>Attending a regular early childhood program for 10 or more hours a week and receiving the majority of hours of special education and related services in some other location</td>
</tr>
<tr>
<td>PS11</td>
<td>Attending a regular early childhood program for less than 10 hours a week and receiving the majority of hours of special education and related services in the regular early childhood program</td>
</tr>
<tr>
<td>PS12</td>
<td>Attending a regular early childhood program for less than 10 hours a week and receiving the majority of hours of special education and related services in some other location</td>
</tr>
</tbody>
</table>
Facilitator check for understanding on the SPP measurement for Indicator 6 and how the data is used to measure results or outcomes in LRE.
Indicator 6
New York State Data

New York State Data Trends and Comparisons
Explanation Indicator 6 FFY Data in the Annual Performance Report (APR)

Data years presented will reflect the data NYSED submits to the federal Office of Special Education Programs (OSEP) in the APR which covers the federal fiscal year (FFY) period.

The Indicator 6 data sample is collected on a “point in time” basis.

The FFY 2020 APR is submitted to OSEP.

- October 2020
- FFY 2020 APR
- February 2022

The October 2020 Preschool LRE Data is included in the FFY 2020 APR.
New York State SPP 2013-19 Targets and Actuals

Indicator 6A: Regular Early Childhood Program

<table>
<thead>
<tr>
<th>Year</th>
<th>NYS Target</th>
<th>NYS Result</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>42.90%</td>
<td>42.92%</td>
<td>+.02</td>
</tr>
<tr>
<td>2014</td>
<td>43.50%</td>
<td>43.19%</td>
<td>-.31</td>
</tr>
<tr>
<td>2015</td>
<td>43.50%</td>
<td>41.94%</td>
<td>-1.56</td>
</tr>
<tr>
<td>2016</td>
<td>45.00%</td>
<td>43.41%</td>
<td>-1.59</td>
</tr>
<tr>
<td>2017</td>
<td>47.00%</td>
<td>43.56%</td>
<td>-3.44</td>
</tr>
<tr>
<td>2018</td>
<td>50.00%</td>
<td>43.06%</td>
<td>-6.94</td>
</tr>
<tr>
<td>2019</td>
<td>50.00%</td>
<td>42.20%</td>
<td>-7.80</td>
</tr>
</tbody>
</table>
Indicator 6A: Regular Early Childhood Program

Increase = Improvement

New York California Florida Pennsylvania Illinois Texas Ohio

2015 2016 2017 2018 National Mean 50%

Note: 6A: State Comparison Reported Data from the APR
New York State SPP 2013-19 Targets and Actuals
Indicator 6B: Separate Class, School or Facility

<table>
<thead>
<tr>
<th>Year</th>
<th>NYS Target</th>
<th>NYS Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>23.77%</td>
<td>23.77%</td>
</tr>
<tr>
<td>2014</td>
<td>22.00%</td>
<td>22.65%</td>
</tr>
<tr>
<td>2015</td>
<td>21.00%</td>
<td>23.86%</td>
</tr>
<tr>
<td>2016</td>
<td>20.00%</td>
<td>22.68%</td>
</tr>
<tr>
<td>2017</td>
<td>19.00%</td>
<td>22.46%</td>
</tr>
<tr>
<td>2018</td>
<td>18.00%</td>
<td>23.28%</td>
</tr>
<tr>
<td>2019</td>
<td>18.00%</td>
<td>23.25%</td>
</tr>
</tbody>
</table>

Difference:
-2013: 0
-2014: -.65
-2015: -2.86
-2016: -2.68
-2017: -3.46
-2018: -5.28
-2019: -5.25
7-PAK States Results Comparison
Indicator 6B: Separate Class Setting

Decrease = Improvement

New York California Florida Pennsylvania Illinois Texas Ohio

2015 2016 2017 2018 National Mean 20%
6A Regular Early Childhood Program: Old vs New Measurement

Old Measurement (includes 5-year-olds in Kindergarten)

<table>
<thead>
<tr>
<th>Year</th>
<th>Old Measurement</th>
<th>New Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>41.9%</td>
<td>43%</td>
</tr>
<tr>
<td>2016</td>
<td>43.4%</td>
<td>44%</td>
</tr>
<tr>
<td>2017</td>
<td>43.6%</td>
<td>42.9%</td>
</tr>
<tr>
<td>2018</td>
<td>43%</td>
<td>41.8%</td>
</tr>
<tr>
<td>2019</td>
<td>42.2%</td>
<td>41.1%</td>
</tr>
</tbody>
</table>

New Measurement (excludes 5-year-olds in Kindergarten)

Increase = Improvement
6B Separate Class Setting: Old vs New Measurement

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>Decrease = Improvement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Old Measurement (includes 5-year-olds in Kindergarten)</td>
<td>23.9%</td>
<td>22.7%</td>
<td>22.5%</td>
<td>23.3%</td>
<td>23.3%</td>
</tr>
<tr>
<td>New Measurement (excludes 5-year-olds in Kindergarten)</td>
<td>29.1%</td>
<td>28.2%</td>
<td>29.3%</td>
<td>30.4%</td>
<td>30.4%</td>
</tr>
</tbody>
</table>

6A: Old vs. New Measurement Comparison
Past Trend and State/National Comparison Data

1) What did the Indicator 6 Statewide SPP data tell us?

2) How should we use the data to inform our target-setting and improvement activities?

Stakeholder Discussion
Indicator 6
Disaggregated Data in NYS

Consideration of data by Race & Ethnicity, School District Needs Resource Capacity and County Region
Indicator 6A: Regular Class Setting
Student Data by Race and Ethnicity (FFY 2019)

- Native Hawaiian/Other Pacific Islander
  (Student Count = 28)
  Met Target

- Multiracial
  (Student Count = 833)
  Did Not Meet Target

- Hispanic or Latino
  (Student Count = 4,305)
  35.1%

- Black or African American
  (Student Count = 2,126)
  36.9%

- Asian
  (Student Count = 1,045)
  40.8%

- American Indian or Alaska Native
  (Student Count = 74)
  24.2%

- White
  (Student Count = 11,144)
  44.9%

- Increase = Improvement

6A: Regular Class 50% Target

Met Target

57.1%

Did Not Meet Target

47.7%

Note: 2019 Data Equated to the New 2020 Measurement with FFY 2019 Target
Indicator 6A: Regular Class Setting Needs/Resource Capacity FFY 2019

Increase = Improvement

6A: Regular Class 50% Target

LOW NEEDS 36.5%
AVERAGE NEEDS 40.4%
RURAL HIGH NEEDS 35.6%
URBAN/SUBURBAN/HIGH NEEDS 33.2%
LARGE CITY 41.9%
NEW YORK CITY 45.8%

2019 Data Equated to the New 2020 Measurement with FFY 2019 Targets
Regional 6A Data

Majority of services in a regular early childhood program

<table>
<thead>
<tr>
<th>County Level Data</th>
<th>Minimum Value</th>
<th>Maximum Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Met Target</td>
<td>50.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Did not Meet Target (Within 25%)</td>
<td>37.5%</td>
<td>49.9%</td>
</tr>
<tr>
<td>Did not Meet Target (Over 25%)</td>
<td>0.0%</td>
<td>37.4%</td>
</tr>
</tbody>
</table>
6A Disaggregate Data

1) What did the Indicator 6A disaggregate SPP data tell us?

2) How should we use the data to inform our target-setting and improvement activities?
Indicator 6B: Separate Class Setting
Student Data by Race and Ethnicity (FFY 2019)

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Student Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>5,042</td>
<td>20.3%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>2,588</td>
<td>44.9%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>5,166</td>
<td>42.1%</td>
</tr>
<tr>
<td>Asian</td>
<td>1,062</td>
<td>41.5%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>146</td>
<td>47.7%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>411</td>
<td>23.5%</td>
</tr>
<tr>
<td>Native Hawaiian/Other Pacific Islander</td>
<td>11</td>
<td>22.4%</td>
</tr>
</tbody>
</table>

Decrease = Improvement
No Cohort Met Target

2019 Data Equated to the New 2020 Measurement with FFY 2019 Target
Indicator 6B: Separate Class Setting Needs/Resource Capacity (FFY 2019)

6B: Separate Class 18% Target

- LOW NEEDS: 22.5%
- AVERAGE NEEDS: 18.9%
- RURAL HIGH NEEDS: 10.4%
- URBAN/SUBURBAN/ HIGH NEEDS: 28.2%
- LARGE CITY: 22.4%
- NEW YORK CITY: 45.8%

Decrease = Improvement

2019 Data Equated to the New 2020 Measurement with FFY 2019 Targets
Regional 6B Data
Separate special education class, separate school or residential facility

<table>
<thead>
<tr>
<th>County Level Data</th>
<th>Minimum Value</th>
<th>Maximum Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Met Target</td>
<td>0%</td>
<td>18%</td>
</tr>
<tr>
<td>Did not Meet Target (Within 25%)</td>
<td>18.1%</td>
<td>22.5%</td>
</tr>
<tr>
<td>Did not Meet Target (Over 25%)</td>
<td>22.6%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
6B Disaggregate Data

1) What did the Indicator 6B disaggregate SPP data tell us?

2) How should we use the data to inform our target-setting and improvement activities?

Stakeholder Discussion
Indicator 6C: Home Setting
Student Data by Race and Ethnicity (FFY 2019)

Decrease = Improvement

- Native Hawaiian/Other Pacific Islander
  (Student Count = >=5) 4.1%
- Multiracial
  (Student Count = 120) 6.9%
- Hispanic or Latino
  (Student Count = 852) 6.9%
- Black or African American
  (Student Count = 227) 3.9%
- Asian
  (Student Count = 107) 4.2%
- American Indian or Alaska Native
  (Student Count = 20) 6.5%
- White
  (Student Count = 2,519) 10.1%

2019 Data Equated to the New 2020 Measurement
Indicator 6C: Home Setting Needs/Resource Capacity FFY 2019

- **LOW NEEDS**: 6.1%
- **AVERAGE NEEDS**: 13.8%
- **RURAL HIGH NEEDS**: 19.4%
- **URBAN/SUBURBAN/HIGH NEEDS**: 13.1%
- **LARGE CITY**: 12.1%
- **NEW YORK CITY**: 1.2%

Decrease = Improvement

2019 Data Equated to the New 2020 Measurement with FFY 2019 Targets
2020 Regional 6C Data
Receiving special education and related services in the home

11.3% aggregate statewide average performance in 2020

<table>
<thead>
<tr>
<th>County Level Data</th>
<th>Minimum Value</th>
<th>Maximum Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Met Baseline</td>
<td>0%</td>
<td>11.30%</td>
</tr>
<tr>
<td>Did Not Meet Baseline (Within 25%)</td>
<td>11.31%</td>
<td>14.07%</td>
</tr>
<tr>
<td>Did Not Meet Baseline (Over 25%)</td>
<td>14.08%</td>
<td>100%</td>
</tr>
</tbody>
</table>
6C Disaggregate Data

1) What did the Indicator 6C disaggregate SPP data tell us?
2) How should we use the data to inform our target-setting and improvement activities?

Stakeholder Discussion
State Performance Plan (SPP)/Annual Performance Report (APR) 2020-2025

Individuals with Disabilities Education Act (IDEA)

Indicator 6 – Improvement Strategies
Inclusive Programs and Activities is a Priority Area

• Providing high quality inclusive programs and activities is one of seven core principles and practices supported by research for all students with disabilities as part of New York State’s Blueprint for Improved Results for Students with Disabilities
The Office of Special Education published guidance on Individualized Education Program (IEP) development and School District Responsibilities to Provide Students with Disabilities with Specially-Designed Instruction and Related Services in the Least Restrictive Environment (LRE).
Promoting Preschool Inclusion in PreK Programs

• Joint guidance was issued in July 2021 titled “School District Responsibilities for Preschool Inclusion in Publicly Funded Prekindergarten (PreK) Programs.”

• This guidance outlines that publicly funded PreK programs must be leveraged to meet preschool least restrictive environment responsibilities and ensure meaningful preschool inclusion.

• NYSED plans to support school districts in implementing blended funding and dual enrollment models in publicly funded PreK programs by issuing future guidance based on questions from the field. Questions may be submitted to SPECED@nysed.gov
Early Childhood Cross-System Collaboration

- Partnership with the New York State Council on Children and Families on the New York State Birth – Five Renewal Grant to enhance coordination and more efficiently provide access to high quality, equitable and comprehensive early care and learning environments and services essential for healthy development.

- “How to Guide for Blending and Braiding Funds” was issued to assist early childhood program providers in navigating reimbursement options including integrated general and special education services.

- OSE participation in the Early Childhood Advisory Council (ECAC) which provides strategic direction and advice to the State of New York on early childhood issues.
NYCDOE Preschool Inclusion Efforts

• The New York City Department of Education (NYCDOE) is implementing a comprehensive plan to promote preschool inclusion.

• As part of the NYCDOE inclusion plan, more preschool students with disabilities will receive the majority of their services in a regular early childhood classroom and the number of preschool students receiving services in a special class program will be reduced.
Office of Special Education Educational Partnership
Tiered Support & Professional Development

12 Regional Partnership Centers

14 School-Age Family and Community Engagement Centers

14 Early Childhood Family and Community Engagement Centers

Systems Change Work Providing a Variety of Supports to Educational Organizations in New York State

1. Regional Learning
2. Targeted Skills/Support Groups
3. Support Plans
Educational Partnership Trainings impacting Preschool LRE include, but are not limited to:

<table>
<thead>
<tr>
<th>Training Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Management Training</td>
</tr>
<tr>
<td>CPSE/CSE Chairperson Training</td>
</tr>
<tr>
<td>Creating the Individualized Education Program</td>
</tr>
<tr>
<td>Functional Behavioral Assessment (FBA)/Behavioral Intervention Plan (BIP) Toolkit</td>
</tr>
<tr>
<td>Using the FBA/BIP Process to Support Students Needing Intensive Interventions</td>
</tr>
<tr>
<td>Function Based Thinking in Preschool</td>
</tr>
<tr>
<td>Introduction to the Behavior Pathways</td>
</tr>
<tr>
<td>Specially Designed Instruction Series</td>
</tr>
<tr>
<td>Positive Behavior Interventions and Supports Tier 1 &amp; Tier 2 Team Training</td>
</tr>
<tr>
<td>Positive Solutions for Families: Pyramid Model</td>
</tr>
<tr>
<td>Preschool Special Education Process</td>
</tr>
<tr>
<td>Using the Competing Behavior Pathway to Identify Interventions</td>
</tr>
</tbody>
</table>
### Potential New Improvement Strategies #1–#3

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Amend New York State law to deem school districts approved to provide preschool Special Education Itinerant Services (SEIS) and Special Class in an Integrated Setting (SCIS) program services without separate NYSED approval.</td>
</tr>
<tr>
<td>2</td>
<td>Require districts to review their Indicator 6 data in aggregate and also by race and ethnicity. For districts not meeting Indicator 6 targets, or if a disparity is found in the race and ethnicity data, districts would be required to complete a Local District Preschool Inclusion Self-Assessment.</td>
</tr>
<tr>
<td>3</td>
<td>Create a targeted monitoring activity to review and document Committee on Preschool Special Education decision-making processes pertaining to preschool inclusion. Include documentation that the parent was informed of their child’s rights to receive services in the least restrictive environment.</td>
</tr>
</tbody>
</table>
### Potential New Improvement Strategies #4-#7

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Streamline the existing regional need process to identify need for SEIS and SCIS programs in counties based on districts' Indicator 6 data.</td>
</tr>
<tr>
<td>5</td>
<td>Streamline the existing regional need process to identify need based on a school district’s endorsement of an inclusive PreK program for dually enrolled resident students.</td>
</tr>
<tr>
<td>6</td>
<td>Issue a moratorium on special class expansions where least restrictive environment targets are not being met.</td>
</tr>
<tr>
<td>7</td>
<td>Supplement existing guidance with additional information for blending and braiding district PreK and county preschool special education funding.</td>
</tr>
</tbody>
</table>
### Potential New Improvement Strategies #8-#9

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8</strong></td>
<td><strong>9</strong></td>
</tr>
<tr>
<td>Amend regulation to expand the preschool continuum in New York State to include more flexible models for preschool special education delivery in the regular early childhood program environment.</td>
<td>Create a parent resource to describe the benefits of preschool inclusion and outline their child's right to receive preschool special education programs and related services in the least restrictive environment.</td>
</tr>
</tbody>
</table>
What activities could be considered, maintained, or strengthened to address improvements in preschool least restrictive environment?

Stakeholder Question
State Performance Plan (SPP)/Annual Performance Report (APR) 2020-2025

Individuals with Disabilities Education Act (IDEA)

Indicator 6 – Preschool Least Restrictive Environment Target Setting
Target Setting Recommendation for Indicator 6

Inclusive Targets vs. Individual Targets
NYSED is Recommending One Target Inclusive of Children Ages 3, 4, and 5 for Indicator 6

- States may choose to set one target that is inclusive of children ages 3, 4, and 5, or set individual targets for each age.

- NYSED proposes to NOT establish individual targets due to the small sample size for Age 5. NYSED recommends Indicator 6 targets inclusive of children ages 3, 4, and 5.

<table>
<thead>
<tr>
<th>Setting Type</th>
<th>Age 5 Student Count 2015-16</th>
<th>% 2015-16</th>
<th>Age 5 Student Count 2016-17</th>
<th>% 2016-17</th>
<th>Age 5 Student Count 2017-18</th>
<th>% 2017-18</th>
<th>Age 5 Student Count 2018-19</th>
<th>% 2018-19</th>
<th>Age 5 Student Count 2019-20</th>
<th>% 2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Regular early childhood program</td>
<td>&lt;=5</td>
<td>12.1</td>
<td>&lt;=5</td>
<td>17.2</td>
<td>&lt;=5</td>
<td>14.3</td>
<td>&lt;=5</td>
<td>22.2</td>
<td>&lt;=5</td>
<td>41.7</td>
</tr>
<tr>
<td>B. Separate class, school or residential facility</td>
<td>&lt;=5</td>
<td>9.1</td>
<td>&lt;=5</td>
<td>17.2</td>
<td>&lt;=5</td>
<td>14.3</td>
<td>&lt;=5</td>
<td>11.1</td>
<td>&lt;=5</td>
<td>8.3</td>
</tr>
<tr>
<td>C. Receiving special education and related services in the home</td>
<td>&lt;=5</td>
<td>0%</td>
<td>&lt;=5</td>
<td>3.4</td>
<td>&lt;=5</td>
<td>0%</td>
<td>&lt;=5</td>
<td>0%</td>
<td>&lt;=5</td>
<td>0%</td>
</tr>
</tbody>
</table>
Do you agree with NYSED’s recommendation to set Indicator 6 targets inclusive of children ages 3, 4, and 5?

Stakeholder Question
Target Setting Recommendation for Indicator 6

Baseline and 2020-2025 Proposed Targets
New Baseline for Indicator 6: Preschool LRE

A. Receiving a majority of services in a regular early childhood program

- 2020 Reported Data Serves as New FFY 2020-25 Baseline
- 39.5%
- New Baseline is 2.7 percentage points lower than old baseline

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

- 2020 Reported Data Serves as New FFY 2020-25 Baseline
- 29.8%
- New Baseline is 3 percentage points worse than old baseline

C. Receiving special education and related services in the home

- 2020 Reported Data Serves as New FFY 2020-25 Baseline
- 11.3%
- New Measurement
Proposed Targets: Indicator 6A
Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

<table>
<thead>
<tr>
<th>Baseline 2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
<th>2025</th>
</tr>
</thead>
<tbody>
<tr>
<td>39.5%</td>
<td>+2</td>
<td>+2</td>
<td>+2</td>
<td>+2.5</td>
<td>+2</td>
</tr>
</tbody>
</table>

Student Impact: 4299 additional students in a regular program (2020 baseline vs 2025 proposed target)

**Target Setting Methodology**
- Recognition that preschool LRE is a priority area
- Improvement Over Baseline & Increase over Average Past Trend Data
- Consideration of Student Impact associated with each proposed Target

**Stakeholder Question:** Targets must show improvement over baseline and be rigorous but achievable. Do you feel that the proposed targets are too high, too low, or just right?
Proposed Targets: Indicator 6B

Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending separate special education class, separate school or residential facility

<table>
<thead>
<tr>
<th>Baseline 2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
<th>2025</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.8%</td>
<td>-1.8</td>
<td>-4</td>
<td>-1</td>
<td>-1</td>
<td>-2</td>
</tr>
</tbody>
</table>

Student Impact: 3995 fewer preschool students in a separate class (2020 baseline vs 2025 proposed target)

Target Setting Methodology:
- Recognition that Preschool LRE is a Priority Area
- Improvement Over Baseline & Increase over Average Past Trend Data
- Consideration of Student Impact associated with each Proposed Target

Stakeholder Question: Targets must show improvement over baseline and be rigorous but achievable. Do you feel that the proposed targets are too high, too low, or just right?
Proposed Targets: Indicator 6C

Percent of children with individualized education programs (IEPs) aged 3, 4, and aged 5 receiving special education and related services in the home

<table>
<thead>
<tr>
<th>Baseline 2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
<th>2025</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.3%</td>
<td>-0.30</td>
<td>-.50</td>
<td>-.50</td>
<td>-.50</td>
<td>-0.50</td>
</tr>
</tbody>
</table>

Student Impact: 922 fewer students would receive home services (2020 baseline vs 2025 proposed target)

Target Setting Methodology:
- Recognition that preschool LRE is a priority area
- Improvement Over Baseline & Consideration of COVID-19 impact
- Consideration of Student Impact associated with each proposed Target

Stakeholder Question: Targets must show improvement over baseline and be rigorous but achievable. Do you feel that the proposed targets are too high, too low, or just right?
New York State School District SPP Data

Additional information on SPP Indicator data may be found in school district “Special Education Data” reports available at data.nysed.gov.
Share Your Voice in our Online Survey

Each SPP Indicator has an online survey to collect input on NYS’s target-setting and/or improvement activities.

The online surveys are intended to collect feedback from interested stakeholders. They are available for those who are not attending a virtual meeting or for those who have additional information to share beyond the virtual meetings.

Please visit the SPP/APR webpage to submit your survey.
THANK YOU FOR YOUR CONTRIBUTION

Your Voice is Important to New York State’s Efforts to Improve Outcomes for our Students with Disabilities