



Preschool Outcomes Matter for Children With Disabilities

 Regardless of a child's reason for receiving special education services, his or her development must be assessed in three areas: social emotional, knowledge and skills, and appropriate behaviors. Not only is this federal law, it is an early childhood education best practice.

 Children are more successful when teachers and service providers use assessment data relative to the whole child when planning and delivering instruction and services.

Reporting Requirement: Preschool Outcomes

Indicator 7 is a results measure.

Indicator 7—Percent of preschool children with Individualized Education Programs (IEPs) who demonstrate progress in the following areas:

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

Michigan Information on Preschool Outcomes

Michigan's preschool special education programs are required to collect information on the performance of children entering and exiting those programs.

The Office of Special Education and Early Intervention Services (OSE-EIS) and the Office of Early Childhood Education and Family Services (ECE&FS) work together to collect and report data for this indicator. An advisory committee consisting of special education administrators from across the state ensures that information on preschool outcomes is clearly communicated to the field.

Michigan's Commitment to Education

The Michigan Department of Education (MDE) developed a procedural and technical assistance handbook in conjunction with the High/Scope Educational Research Foundation. The purpose of this document is to clarify all aspects of data collection related to reporting child outcomes. The handbook incorporates:

- Information about the new reporting requirement.
- An overview of the seven assessment tools recommended by the MDE.
- An alignment of the tools to the Michigan Early Childhood Standards of Quality for Prekindergarten adopted by the State Board of Education in 2005.
- Information about the frequency of data collection and the population of children to be included.
- Description of, and suggestions for, the rating process and related resource information.

Defining Preschool Outcomes Measurement

Districts are required to assess children within 30 school days of entering a preschool special education program. Children who receive at least six months of services must be assessed when they exit the program or by their sixth birthday.

For each of the three outcome areas (social emotional, knowledge and skills, and appropriate behaviors), the five progress reporting categories are:

- a. Did not improve functioning.
- b. Improved functioning, but not sufficiently to move nearer to functioning comparable to same-aged peers.
- c. Improved functioning to a level nearer to same-aged peers but did not reach that level.
- d. Improved functioning to reach a level comparable to same-aged peers.
- e. Maintained functioning at a level comparable to same-aged peers.

Michigan's Performance

FFY 2007* Results

A. Positive Social-Emotional Skills (including social relationships)		% of Children
a. Preschool children who did not improve functioning.		2.6%
b. Preschool children who improved functioning but not sufficiently enough to move nearer to functioning comparable to same-aged peers.		8.9%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach that level.		28.7%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers.		41.2%
e. Preschool children who maintained functioning at a level comparable to same-aged peers.		18.6%
Total		100.0%
B. Acquiring and Using Knowledge and Skills (including early language/communication and early literacy)		% of Children
a. Preschool children who did not improve functioning.		2.0%
b. Preschool children who improved functioning but not sufficiently enough to move nearer to functioning comparable to same-aged peers.		11.7%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach that level.		30.7%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers.		40.2%
e. Preschool children who maintained functioning at a level comparable to same-aged peers.		15.4%
Total		100.0%
C. Taking Appropriate Action to Meet Needs		% of Children
a. Preschool children who did not improve functioning.		2.6%
b. Preschool children who improved functioning but not sufficiently enough to move nearer to functioning comparable to same-aged peers.		8.5%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach that level.		18.3%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers.		44.3%
e. Preschool children who maintained functioning at a level comparable to same-aged peers.		26.3%
Total		100.0%

Source: High/Scope Research Foundation.

*Federal Fiscal Year (FFY) 2007=July 1, 2007 to June 30, 2008

For More Information





**Michigan Department of Education,
Office of Early Childhood Education
and Family Services (MDE, ECE&FS)**
www.michigan.gov/ece

**The Early Childhood Outcomes
(ECO) Center**
www.fpg.unc.edu/~eco/index.cfm

**Michigan's State Performance Plan
(SPP) and Annual Performance
Report (APR)**
www.michigan.gov/ose-eis

Based on instructions from the U.S. Department of Education, Office of Special Education Programs (OSEP), states have not yet developed targets for this indicator.

Michigan Can Improve

-  Support the completion of an electronic data collection and reporting system.
-  Develop awareness level opportunities, provide technical assistance to preschool teachers and service providers about measurement tools and data collection, and provide sustained learning opportunities.
-  Use an advisory committee to review the child outcome data, recommend strategies, and develop statewide initiatives to improve methods of instruction to positively impact child outcomes.
-  Monitor data measuring this indicator and develop additional improvement activities to improve the system:
 - Individually, to improve children's IEPs based on results.
 - Locally, to improve service provider policy and procedures.
 - Statewide, to improve policy and program decision making, including personnel development.