

7

Preschool Outcomes

Monitors how well children with disabilities, aged 3 to 5, are improving in key areas including social skills, early learning, and self-care. It also measures whether early intervention programs are helping prepare them for future success in school.

Why Is It Important?

The early years are crucial for development, and Indicator 7 helps ensure that children with disabilities gain the social, emotional, and academic skills they need to thrive. Tracking progress in these areas allows schools and parents to identify gaps and provide additional support, ensuring children are prepared for kindergarten and future learning.

Which Outcomes Are Measured?



- A Positive Social-Emotional Skills:** Focuses on how well children interact with others, form relationships, and manage their emotions.

- B Acquisition and Use of Knowledge and Skills:** Tracks improvements in early learning skills like language, literacy, and problem-solving.

- C Use of Appropriate Behaviors to Meet Their Needs:** Measures how well children adapt and perform everyday tasks independently, like feeding, dressing, and communicating their needs.

How Are Outcomes Measured?

Outcomes for Indicator 7 are measured and reported in **two ways**:

1

Rate of Growth: Reports the percent of children with disabilities who have improved in key developmental areas during their time in early intervention services. It focuses on whether they have made substantial progress toward meeting age-appropriate expectations.

2

Achievement of Age-Appropriate Skills: Reports the percent of children with disabilities who are functioning at the same level as their typically developing peers by the time they exit the program or reach age six.



Learn how your child's school is performing by visiting: <https://aprindicators.systemimprovement.org>

Additional Resources



Intro to the State Performance Plan (SPP): Learn more about the SPP and its indicators.



Intro to the SPP video
<https://bit.ly/SPPIIntro>



Indicator 7 videos
<https://bit.ly/silvidsdI>

Indicator Feedback Forms:

Share your thoughts on the SPP indicators by completing the surveys linked below.



<https://seedsofpartnership.org/SPP-APR.html>

Tips for Supporting Students

Be an active participant in IEP meetings to ensure goals are set and progress is tracked in key developmental areas specific to the student's strengths and needs.

Build Partnerships between home and school to reinforce skills learned by practicing social skills, early literacy, and independent self-care activities.



Statewide Progress Towards Enhancing Preschool Outcomes

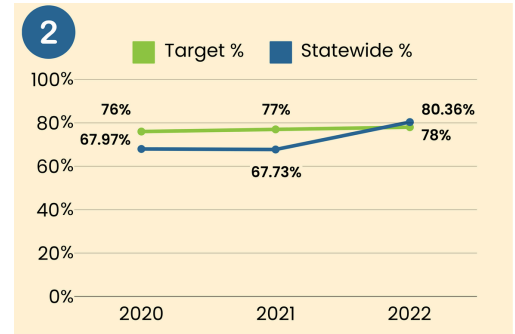
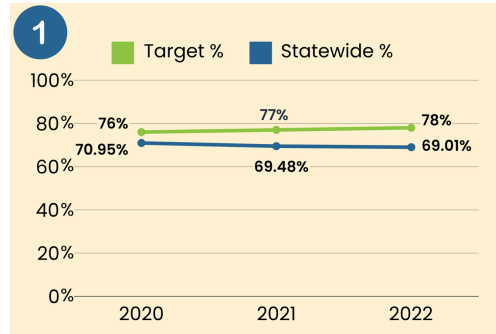
SPPI targets are goals set by the state to monitor how well schools are supporting students with disabilities. Each year, the state compares results to these goals to see if they are being met. The graphs below compare recent targets to statewide data for indicator 7.



Over the three years shown, the data indicates steady progress in preschoolers' development of positive social-emotional skills, early learning, and independent self-care. Although the growth rates were slightly below targets, the percentage of children achieving age-appropriate skills consistently improved in all areas, surpassing the targets in 2022.

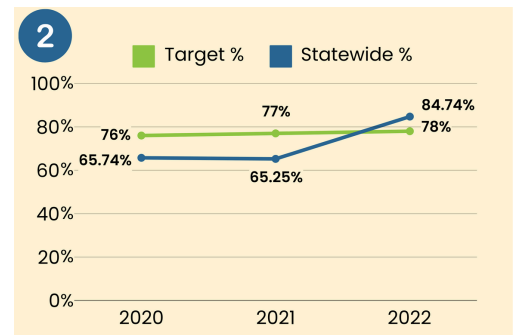
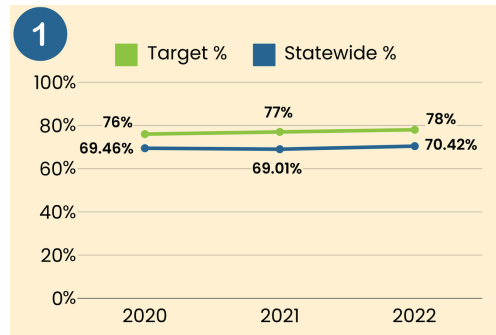
7A: Progress toward increasing **positive social-emotional skills** as measured by:

- 1.) The rate of growth, and
- 2.) Achievement of age-appropriate skills.



7B: Progress toward increasing **early learning skills** as measured by:

- 1.) The rate of growth, and
- 2.) Achievement of age-appropriate skills.



7C: Progress toward increasing **independent self-care** as measured by:

- 1.) The rate of growth, and
- 2.) Achievement of age-appropriate skills.

