Using Preschool Environments Data to Promote Inclusion in Kansas

Early Childhood (EC) Least Restrictive Environments (LRE)
Participant Outcomes

As a result of our time together participants will ...

• **Understand** early childhood least restrictive environments (preschool environments) **data collection** and **reporting** requirements.

• **Understand common** early childhood least restrictive environments (preschool environments) **data collection** and **reporting mistakes**.
Agenda

1. Participant outcomes
2. Why and what of Indicator 6: EC LRE
3. National data
4. Kansas data

- Efforts to improve data quality
  - Kansas data resources
    - APR Reports
    - Decision Tree
    - Scenarios
- Lessons learned, next steps, discussion
- Contact information
What is Indicator 6?

• Early childhood measure in the Part B SPP/ APR
What is Indicator 6?

• Looks at the percent of children with IEPs ages 3, 4, and 5 (not in kindergarten) 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;
  • Separate special education class, separate school or residential facility; and
  • Receiving special education and related services in the home.
What is Indicator 6?

• Indicator 6 results are calculated from student level MIS/SPEDPro data submitted to KSDE from all special education local education agencies (LEAs). The Dec. 1 Child Count report contains the Indicator 6 population and each student’s environment category.

• Verification is conducted as part of Special Education 618 data collection (SPEDPro). Collection procedures and requirements are documented in the MIS Data Dictionary posted at https://www.KSDE.org.
Why is Indicator 6 Important?

Identifies where children are receiving their special education services.
Why is Indicator 6 Important?

• Ensures:
  • States provide a continuum of services.
  • Children with disabilities have the opportunity to attend and receive services with peers in regular early childhood programs.
Why is Indicator 6 Important?

The evidence base and recommended practices state that practitioners should provide services in inclusive environments during daily routines to promote the child’s access to and participation in learning experiences. However;

- Nearly 1/4 of children with disabilities are served in preschool special education receive services in separate classes.
- Only 1/3 of children with disabilities are served in inclusive early care and education classrooms at least 10 hours, as directed by federal policy.
Why is Indicator 6 Important?

• Data can be used to inform practice.
National Trends (continued)

Indicator 6 Data 2020-2021

- 6A: 39.78%
- 6B: 75.39%
- 6C: 4.14%
Challenge in the Kansas

• Preschool environments data: Part B State Performance Plan/Annual Performance Report (SPP/APR) Indicator 6A - Was historically low and stagnant.

• Preschool environments data: Part B SPP/APR Indicator 6B - Was historically high and stagnant.
Indicator 6A: Kansas EC LRE Target and Results Over Time
Indicator 6B: Kansas EC LRE Target and Results Over Time

<table>
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<tr>
<th>Year</th>
<th>Data</th>
<th>Target</th>
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<tbody>
<tr>
<td>2012</td>
<td>32.0%</td>
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<tr>
<td>2013</td>
<td>33.2%</td>
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<td>2016</td>
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<td>2017</td>
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<tr>
<td>2020</td>
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</table>
Delivered yearly training on Indicator 6 at State Leadership Conference and Professional Early Childhood Conference.

Provided individual TA to LEAs if they had questions about their data.

Convened meetings initiated by special education cooperative (Co-op) to discuss issues related to supporting inclusive services.

Included Early Childhood Least Restrictive Environment (ECLRE) data in risk rubric for monitoring (for last 6 years).
Look at IEPs alongside Indicator 6 data report during calls and correcting data in real time.

Yielded more efficient discussions.

Included special education director, assistant special education director/early childhood coordinator, data clerks and teachers/providers on part of discussions.

Discussed with LEAs how they will provide professional development (PD).

Work with the State ICC EC LRE subcommittee to collaborate with community-based partners.
KSDE goals for this project have been:

- **To increase understanding** of how Kansas is helping LEAs promote more inclusive settings and practices for preschoolers with disabilities through examination of EC LRE data.

- **To gain a better understanding of Indicator 6 data in Kansas** through the IEP process and the calculation of the measurement.
KSDE goals for this project have been:

• To build strategies for how to go beyond public reporting requirements and **effectively communicate data** to multiple preschool stakeholders.

• To help learn how to use preschool educational environments data in meaningful and **useful ways** for local programs and staff members.
KSDE goals for this project have been:

- To ultimately **increase Indicator 6A and decrease 6B** - Increasing the number of 3-to 5-year-old preschool children who receive inclusive special education and related services in the least restrictive environment to the maximum extent appropriate.
Kansas Data Resources

Kansas APR Reports
Decision Tree
Indicator 6 Measurement
## Indicat 6 - Least Restrictive Environment

<table>
<thead>
<tr>
<th>Indic #</th>
<th>Indicator</th>
<th>Measurement</th>
<th>Current Year Statewide Rate</th>
<th>Current Year State# Students</th>
<th>Current Year Target</th>
<th>Current Year Target Met</th>
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<tr>
<td>6A</td>
<td>I RE 3-5, Reg EC</td>
<td>LRE fo r children aged 3 through 5 with IEPs attending a Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</td>
<td>37.36%</td>
<td>2912 / 7795</td>
<td>237.36%</td>
<td>Yes</td>
</tr>
<tr>
<td>6B</td>
<td>I RE 3-5, Not Reg EC, Separate Facility</td>
<td>LRE fo r children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.</td>
<td>39.36%</td>
<td>3068 / 7795</td>
<td>39.36%</td>
<td>Yes</td>
</tr>
<tr>
<td>6C</td>
<td>I RE 3-5, Home</td>
<td>Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program receiving special education and related services in the home.</td>
<td>1.98%</td>
<td>154 / 7795</td>
<td>1.98%</td>
<td>Yes</td>
</tr>
<tr>
<td>11</td>
<td>Transition from Part C to Part B</td>
<td>Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.</td>
<td>99.85%</td>
<td>1938 / 1941</td>
<td>=100.00%</td>
<td>No</td>
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### State Indicator 6 Trend Analysis

<table>
<thead>
<tr>
<th>Year</th>
<th>Target 2020</th>
<th>State Rate 2020</th>
<th>Target 2019</th>
<th>State Rate 2019</th>
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<th>State Rate 2018</th>
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</table>
This decision tree is part of the IDC Preschool Environments Toolkit. States and local education agencies (LEAs) can use the tree to help them identify the correct federal permitted value abbreviations for reporting preschool educational environments data.
Understanding Indicator 6 Measures and Calculations

6A

Measure:
Percent of children attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program

Calculation: A1 + B1
([Children receiving services in a regular early childhood program (at least 10 hours)] + [Children receiving services in a regular early childhood program (less than 10 hours)])

Children with disabilities ages 3–5 (and not in KG)
Understanding Indicator 6 Measures and Calculations

Measure:
Percent of children attending a separate special education class, separate school or residential facility

Calculation: $C_1 + C_2 + C_3$

$([\text{Children receiving services in a separate class}] + [\text{Children receiving services in a separate school}] + [\text{Children receiving services in a residential facility}])$

Children with disabilities ages 3–5 (and not in KG)
Understanding Indicator 6 Measures and Calculations

Measure:
Percent of children receiving special education and related services in the home

Calculation: \( \frac{\text{Children receiving services in the home}}{\text{Children with disabilities ages 3–5 (and not in KG)}} \)
Process to Determine Preschool Child’s Least Restrictive Environment

From start ...

- **Child’s IEP**
- **SPEDPro: Dec. 1 report**
- **OSEP federal reporting categories:** 6A, 6B, 6C

**KSDE:** Calculation to determine where the majority of special education services provided and time child is in regular education setting.
Scenario 1: Indicator 6A

Districts described a majority of children attending a regular early childhood preschool program.

1. Community-based early childhood program.
2. Head Start program.
3. State preschool program.
4. District preschool program with 50% or fewer students with disabilities.
# Projected December 1 Report

<table>
<thead>
<tr>
<th>ID</th>
<th>Gender</th>
<th>Grade</th>
<th>Age on 12/1</th>
<th>Primary Disability</th>
<th>Current IEP</th>
<th>All Services</th>
<th>Kansas Setting Codes</th>
<th>Kansas Fed Code</th>
<th>Calculation Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>F</td>
<td>3-year-old preschooler</td>
<td>3</td>
<td>DD</td>
<td>9/30/2020</td>
<td>KT, OT, SE, SS, PT</td>
<td>B, G, K</td>
<td>UL</td>
<td>B2</td>
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<tr>
<td>2</td>
<td>M</td>
<td>4-year-old preschooler</td>
<td>5</td>
<td>SL</td>
<td>2/25/2020</td>
<td>KT, SS</td>
<td>G, K</td>
<td>TL</td>
<td>A2</td>
</tr>
</tbody>
</table>

**Service Codes**
- **KT**: Participation in a special education program without SPED support.
- **OT**: Occupational therapy.
- **SE**: Special Education Services.
- **SS**: Speech, Language.
- **PT**: Physical therapy.

**Kansas Setting codes**
- **B**: Services in a regular early childhood classroom.
- **G**: Services outside a regular education setting (removed from regular education setting for services).
- **K**: Early childhood time without services.
- **B2**: Children attending a regular early childhood program less than 10 hours per week - receiving the majority of hours of SPED in some other location. This child is not counted towards the numerator in 6A, but lowers the percentage because they do count in the denominator.
Districts have an early childhood special education preschool program and may have regular education preschool in the same building.

1. All children with an IEP for classroom services receive services in a special education classroom.

2. Students with only speech services are seen on an appointment basis or pulled out of their preschool (regular or special education) classroom for speech-language services.
# Projected December 1 Report

<table>
<thead>
<tr>
<th>ID</th>
<th>Gender</th>
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<td>SE, SS, OT</td>
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<td>5-year-old preschooler</td>
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<td>SL</td>
<td>3/18/2020</td>
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<td>4</td>
<td>SL</td>
<td>8/29/2021</td>
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<tr>
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<td>M</td>
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Scenario 3: Indicator 6A and 6B

• Districts describing preschool classrooms with 50% or fewer students with disabilities but not meeting Indicator 6A.

• Districts describing preschool classrooms with 0% to 49% students without disabilities and not meeting Indicator 6A.
## Projected December 1 Report

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- **PT**: Physical therapy.

### Kansas Setting codes
- **B**: Services in a regular early childhood classroom.
- **G**: Services outside a regular education setting (removed from regular education setting for services).
- **K**: Early childhood time without services.
- **B2**: Children attending a regular early childhood program less than 10 hours per week - receiving the majority of hours of SPED in some other location. This child is not counted towards the numerator in 6A, but lowers the percentage because they do count in the denominator.
## Projected December 1 Report

<table>
<thead>
<tr>
<th>ID</th>
<th>Gender</th>
<th>Grade</th>
<th>Age on 12/1</th>
<th>Primary Disability</th>
<th>Current IEP</th>
<th>All Services</th>
<th>Kansas Setting Codes</th>
<th>Kansas Fed Code</th>
<th>Calculation Code</th>
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<tr>
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<td>M</td>
<td>4-year-old preschooler</td>
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<td>DD</td>
<td>12/1/2021</td>
<td>SE, SS, OT</td>
<td>R</td>
<td>SP</td>
<td>C1</td>
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<tr>
<td>2</td>
<td>F</td>
<td>3-year-old preschooler</td>
<td>3</td>
<td>DD</td>
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<td>SE, SS, OT</td>
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<tr>
<td>3</td>
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<td>SE, SS, OT</td>
<td>W, G</td>
<td>TM</td>
<td>A1</td>
</tr>
</tbody>
</table>

### Service Codes
- **KT**: Participation in a special education program without SPED support.
- **OT**: Occupational therapy.
- **SE**: Special Education Services.
- **SS**: Speech, Language.
- **PT**: Physical therapy.

### Kansas Setting codes
- **B**: Services in a regular early childhood classroom.
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Lessons Learned From LEAs

• Data manager and 619 coordinator should develop trainings together.
• It’s important for LEAs to see their own data in a clear, concise way.
• State must work directly with LEAs.
• Funding misconceptions affect data quality.
• Incentive of Kansas STAR recognition drives engagement with 619 coordinator.
Next Steps

- Share lessons learned and challenges across LEAs.
- Continue the work with the State ICC EC LRE subcommittee.
- Make connections to Indicator 7: Early Childhood Outcomes.
- Submit high-quality data for SPP/APR Indicator 6.
Discussion

• In what ways have you examined the EC LRE data in your district?

• What have you learned from analyzing this data?

• What will you do differently as a result of this presentation?

• What does your state team need to know about your data and your efforts to improve this data?
Indicator 6 Resources

- Preschool LRE Reference Points and Discussion Prompts
- Making Sound Preschool LRE Decisions
- Kansas Special Education Process Handbook: Chapter 6-Least Restrictive Environment (LRE)

For ECSE Administrators:

- KSDE TASN
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