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**To:** Special Education Data Managers of Public Schools Districts      **Date:** November 2006  
Superintendents of Public School Districts

**From:** Inni Barone

**Subject:** **PD-10 – Public School District Report of Early Childhood Outcomes- 2006-2007**  
**Important: Due date is between October 1 and October 15, 2007**

The PD-10 report is to be used to report the progress that preschool children with disabilities have made in the three preschool outcome areas described below between first entry into preschool special education programs and/or services and exiting from such programs and/or services for any reason including declassification. The children for whom progress data are requested are those for whom parent consent to evaluate was received on or after March 1, 2006 who were determined to be eligible for preschool special education, and who received at least six months of preschool special education before being declassified or otherwise exiting preschool special education between September 1, 2006 and August 31, 2007. The PD-10 report requests data to evaluate State Performance Plan (SPP) Indicator #7 stated below. This and other federal indicators are described in detail in the SPP that is required under section 616(b) of the Individuals with Disabilities Education Act (IDEA). To review New York's SPP, go to <http://www.vesid.nysed.gov/specialed/spp/home.html>. Also, please review the following memoranda related to Indicator #7 at the same website:

- February 2006 memo provides a description of the roles and responsibilities of approved preschool evaluators, Committees on Preschool Special Education (CPSE) and school districts in implementing the requirements of this indicator. It also provides the *Child Outcomes Summary Form*, which will be used by approved evaluators and school districts to summarize evaluative information on every preschool child who receives an initial evaluation for preschool special education programs and/or services on or after March 1, 2006. The direct link to this memo is <http://www.vesid.nysed.gov/specialed/spp/earlychild.htm>.
- July 2006 memo provides a description of the roles and responsibilities of approved preschool evaluators, CPSEs and school districts in conducting exit assessments of preschool children with disabilities. The direct link to this memo is <http://www.vesid.nysed.gov/specialed/spp/exit7.htm>.
- November 2006 memo describes the changes in information to be maintained in the *Child Outcomes Summary Form*. These changes were necessary as a result of changes in the federal requirements for reporting progress data on preschool children with disabilities. The direct link to this memo is <http://www.vesid.nysed.gov/specialed/spp/exit7.htm>.

**Indicator #7** measures the percent of preschool children with Individualized Educational Programs (IEPs) who demonstrate improved:

- positive social-emotional skills (including social relationships);
- acquisition and use of knowledge and skills (including early language/communication and early literacy); and use of appropriate behaviors to meet their needs.

The data collected in the PD-10 report for the 2006-07 year will enable the State to publicly report the following information at the State and school district levels in each preschool outcome area:

- the number and percent of children who did not improve functioning;
- the number and percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers;
- the number and percent of children who improved functioning to a level nearer to same-aged peers but did not reach it;
- the number and percent of children who improved functioning to reach a level comparable to same-aged peers; and
- the number and percent of children who maintained functioning at a level comparable to same-aged peers.

The State Education Department (SED) is requesting data for this indicator from a sample of school districts that is representative of the State. During the 2006-07 school year, approximately one-sixth of the school districts in the State will submit data for this indicator. Over the next five years, all school districts will submit these data. Please see the schedule of the school year in which your school district is assigned to submit these data at <http://www.vesid.nysed.gov/sedcar/data.htm>.

School districts may submit data for this indicator for all eligible students. However, if reporting data on fewer students reduces the data-reporting burden, data may be submitted for a sample of eligible students. If school districts choose to use sampling to report these data, the sampling guidelines provided in the general directions must be followed. The minimum number of eligible students to be included in the sample for this indicator will be provided to school districts when school districts enter the number of eligible preschool children requested in column B of Table 1. School districts may also use the sampling calculator for Indicator #7 to determine the minimum number required to be in the sample. This calculator is posted at <http://www.vesid.nysed.gov/sedcar/>. Documentation of the sampling process, including worksheets, must be maintained and made available upon request for any future audits of these data.

**Data for Indicator #7 is due to SED by October 15, 2007.** These data must be submitted through the PD website at <http://pd.nysed.gov> or through the File Transfer Protocol (FTP) process. Paper copies of the PD-10 report will not be accepted. The web-based PD data entry system provides immediate feedback on any data reporting errors and allows school districts to make any necessary corrections. A User ID and password to access the web-based system has been mailed to the current contact person identified on the PD website. If your school district has a new contact person, or if this information was not received, please contact the Strategic Evaluation Data Collection, Reporting and Analysis (SEDCAR) Unit.

During the 2006-2007 school year, SEDCAR unit staff may be available to conduct a limited number of regional training programs regarding the various special education data forms (i.e., the PD forms). If you feel that such training would be useful to the data managers in your area, please contact your local Special Education Training and Resource Center (SETRC) to make your interest known so they may arrange for training sessions in your area.

The data collected through the PD forms are used in the following reports and activities:

- State Performance Plan and Annual Performance Report for Special Education
- Public reporting of LEA results against State targets established in the State Performance Plan.
- Calculation of minimum amount of per-pupil IDEA funds to be sub-allocated or spent on services.
- Pocketbook of Goals and Results for Individuals with Disabilities
- Chapter 655 Report to the Governor and the Legislature on the Status of the State's Schools

- Special Education Quality Assurance Reviews
- School District Report Cards
- BOCES Report Cards
- Charter School Report Cards
- Calculations to identify instances of possible race/ethnicity disproportionality
- Evaluation of programs and policies
- Other reports required by State or federal statutes

If you have any questions or are in need of assistance in completing this report, please contact the SEDCAR Unit using the contact information provided on the letterhead.

Thank you.

Attachment

**PD-10 – Public School District Report of Early Childhood Outcomes-2006-07**

**Instructions:**

1. Please determine if your school district must submit data for federal Indicator #7 during the 2006-07 school year by checking the schedule for submitting data for some federal State Performance Plan indicators. **The schedule is posted at <http://www.vesid.nysed.gov/sedcar/data.htm>**
2. If required to do so, please submit these data electronically at <http://pd.nysed.gov> or through the FTP process. **The due date for data submission is between October 1, 2007 and October 15, 2007. Paper copies of this report will not be accepted.**
3. Retain one copy (and supporting documentation) in your school district for reference and audit purposes. The required retention period ends October 15, 2014.
4. Carefully read the Instructions and Definitions on the following pages.
5. If you have questions about this report, please call (518) 486-4678, or e-mail your questions to [vesidcar@mail.nysed.gov](mailto:vesidcar@mail.nysed.gov)

School District Information												
(Enter 12-digit SED Code Below)												
SCHOOL DISTRICT NAME												
ADDRESS												

Contact Person Information*	Director of Special Education or Comparable Title
<i>NAME:</i>	<i>NAME:</i>
<i>TITLE:</i>	<i>TITLE:</i>
<i>TELEPHONE (include Area Code)</i>	<i>TELEPHONE (include Area Code)</i>
<i>FAX NUMBER (include Area Code)</i>	<i>FAX NUMBER (include Area Code)</i>
<i>E-MAIL ADDRESS</i>	<i>E-MAIL ADDRESS</i>

\*All correspondence from SEDCAR will be directed to the contact person identified in the PD web based data entry system at <http://pd.nysed.gov>. Please keep the school district contact person information current, including the e-mail address, as most communication will occur via e-mail.

## General Instructions for PD-10

1. During the 2006-07 school year, one statewide representative sample of school districts will complete the PD-10 report, which collects data on the progress of preschool children with disabilities from the time they were initially evaluated and determined eligible for preschool special education programs and/or services to the time they finished receiving (exit) preschool special education services or were declassified. These data are collected to evaluate school district and State performance on SPP Indicator #7. This indicator is the “Percent of preschool children with IEPs who demonstrate improved: positive social-emotional skills (including social relationships); acquisition and use of knowledge and skills (including early language/communication and early literacy); and use of appropriate behaviors to meet their needs.” Over the next five years, all school districts will submit these data. See schedule of the school years in which school districts will submit these data at <http://www.vesid.nysed.gov/sedcar/data.htm>.

2. Data for Indicator #7 may be submitted for all students who meet the eligibility criteria. However, if reporting these data on fewer students reduces the data-reporting burden, data may be submitted for a sample of students. If school districts choose to use sampling to report these data, the sampling guidelines included with these directions must be followed. Documentation of the sampling process, including worksheets, must be maintained by school districts and made available upon request for any future audits of these data.

3. For Indicator #7, include all preschool students (or minimum number required for the sample) who received an initial evaluation on or after March 1, 2006, who received preschool special education programs and/or services for at least six months and who stopped receiving preschool special education programs and/or services or were declassified anytime between September 1, 2006 and August 31, 2007.

4. Please follow instructions provided above each table, as well as within the description of each line of data requested in Tables 1-2.

### Sampling Guidelines for Indicator #7

**Indicator #7:** Percent of preschool children with IEPs who demonstrate improved: positive social-emotional skills (including social relationships); acquisition and use of knowledge and skills (including early language/communication and early literacy); and use of appropriate behaviors to meet their needs.

#### Eligible Population of Preschool Children:

All preschool children with disabilities who meet all of the following criteria:

- Parent consent to evaluate the child was received on or after March 1, 2006;
- The child was found eligible for preschool special education programs and/or services;
- The child received preschool special education programs and/or services for at least six months; and
- The child stopped receiving preschool special education programs and/or services for any reason, including declassification between September 1, 2006 and August 31, 2007.

#### Minimum number of students to be included in the sample:

School districts may provide data on all students identified under the Eligible Population of Preschool Children heading or they may choose to provide data on a sample of eligible students. If school districts decide to provide data on a sample of eligible students, they must enter the number of eligible students in Table 1 to determine the minimum number of students that must be included in the sample. School districts may also use the sampling calculator for Indicator #7 to determine the minimum number of children who must be included in the sample. The sampling calculator is posted at <http://www.vesid.nysed.gov/sedcar/>.

**Method of selecting students for the sample:**

1. Assign a sequential number or use a number that already exists in your database to all students who meet the criteria described in the Eligible Population of Preschool Children heading. These numbers may be student identification numbers, social security numbers, or other randomly or sequentially assigned numbers. Sort all eligible students in numerical order.
2. Use the random number table and directions posted at <http://www.vesid.nysed.gov/sedcar/> to select one number on a table as a beginning point. Use the first three or four digits of the first random number and find the student with the corresponding matching number on your list of eligible students. After picking the first student to be included in the sample proceed in order on the random number table from top to bottom and left to right and select the next student to be included in the sample by matching the first three or four digits of the number from the random number table with the student number. If the first three or four digits of the random number do not match any student number, skip to the next random number. Repeat this process until the required numbers of students have been selected for the sample.

**Maintain documentation of how the sample was selected:**

1. Maintain documentation for a period of seven years, counting the reporting year as the first of the seven years.
2. Documentation must include the list of all student names and numbers who were included in the eligible population, copy of the Random Number Table, the beginning number for selecting students, and a list of all students and their numbers who were selected for the sample.

**Table 1- Number of Eligible Children for Early Childhood Outcomes**

**Directions:** Enter below in Column B, the number of preschool children who meet the criteria stated in Column A. The PD data entry system will display in Column C the minimum number of children that must be included in the school district’s sample of children for whom data must be provided in Table 2. As an alternative, school districts may provide data in Table 2 for all preschool children reported in Column B. If the school district chooses to report data on the minimum number of children displayed in Column C, it must adhere to the sampling guidelines provided in the general directions for completing this report.

A	B	C
Description of Eligible Children to be Reported in Table 2	Number of Children	Minimum Number of Children for Sampling
Number of preschool children for whom parental consent to evaluate was received on or after March 1, 2006, who received preschool special education services for at least six months and who left preschool special education for any reason including declassification between September 1, 2006 and August 31, 2007.		PD data entry system will fill this cell

**Reference Table 1:** Description of How to Characterize Each Child’s Progress Between Entry Assessment and Exit Assessment.

The first column of the table below provides descriptions of the amount of progress children make between entry assessment and exit assessment. School districts are to report children in one of these categories for each preschool outcome area in Table 2. The letters representing columns A to E of Table 2 correspond to letters A-E described below. The second column below defines the progress category in terms of student’s score at entry assessment and exit assessment. Reviewing the information contained in this reference table will assist school districts to report each child in the appropriate column of Table 2 on the next page. Information on completing the Child Outcomes Summary Form may be found at <http://www.vesid.nysed.gov/specialed/spp/indicators/7.htm>.

Progress Reporting Category	Using Child Outcomes Summary Form
A. Number of children who did not improve functioning.	Children who are scored lower at exit than entry (or are scored a 1 at both entry and exit) and received a “no” on question b at exit.
B. Number of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers.	Children who are scored a 5 or lower at entry, scored the same or lower at exit, and received a “yes” on question b at exit.  Note: Children who are scored at 5 or lower at entry and scored the same at exit are assumed to have made progress in order to maintain the same level of functioning at exit.
C. Number of children who improved functioning to a level nearer to same-aged peers but did not reach it.	Children who are scored higher at exit than entry but did not reach 6 or 7.
D. Number of children who improved functioning to reach a level comparable to same-aged peers.	Children who are scored a 5 or lower at entry and a 6 or 7 at exit.
E. Number of children who maintained functioning at a level comparable to same-aged peers.	Children who are scored a 6 or 7 at both entry and exit.

**Reference Table 2:** This table may be used to look up which progress category a child should be reported in based on the child’s entry assessment score (rating of 1-7 displayed in the shaded column) and the child’s exit assessment score (rating of 1-7 displayed in the shaded row). The cell that represents the intersection of child’s entry and exit assessment score contains a letter indicating the progress category (A-E) in which the student should be reported in Table 2. The “no” and “yes” next to the letters indicate the response to the question, “did the child learn at least one new skill between entry and exit from preschool special education?” For example, if a child was scored a level 3 at entry and a level 2 at exit, but the answer to the question, did the child learn at least one new skill is a “yes”, the child should be reported in progress category B in Table 2. This reference table was constructed based on using a calculator posted at the National Early Childhood Technical Assistance Center website at [http://www.fpg.unc.edu/~eco/pdfs/COSF\\_to\\_OSEP\\_Calculator\\_TUTOR%2010-24-06.xls](http://www.fpg.unc.edu/~eco/pdfs/COSF_to_OSEP_Calculator_TUTOR%2010-24-06.xls).

		What was the Child’s Functional Rating on Child Outcomes Summary Form at Exit from Preschool Special Education?						
		1	2	3	4	5	6	7
Performance on Rating Scale								
What was the Child’s Functional Rating on Child Outcomes Summary Form at Entry into Preschool Special Education?	1	A (no) B (yes)	C	C	C	C	D	D
	2	A (no) B (yes)	B	C	C	C	D	D
	3	A (no) B (yes)	A (no) B (yes)	B	C	C	D	D
	4	A (no) B (yes)	A (no) B (yes)	A (no) B (yes)	B	C	D	D
	5	A (no) B (yes)	A (no) B (yes)	A (no) B (yes)	A (no) B (yes)	B	D	D
	6	A (no) B (yes)	A (no) B (yes)	A (no) B (yes)	A (no) B (yes)	A (no) B (yes)	E	E
	7	A (no) B (yes)	A (no) B (yes)	A (no) B (yes)	A (no) B (yes)	A (no) B (yes)	E	E

**Table 2-Number of Preschool Children by the Amount of Progress in Each Preschool Outcome Area**

Directions: Use the information recorded on each student’s Child Outcomes Summary Form and the information contained in the two reference tables provided above to complete Table 2 with progress data on all eligible preschool children identified in Table 1.

Preschool Outcome Area	Progress Reporting Category					
	A	B	C	D	E	F
	The number of children who did not improve functioning.	The number of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	The number of children who improved functioning to a level nearer to same-aged peers but did not reach it	The number of children who improved functioning to reach a level comparable to same-aged peers	The number of children who maintained functioning at a level comparable to same-aged peers	<b>Total Number of Preschool Children</b>
1. Positive social emotional skills						
2. Acquisition of knowledge and skills						
3. Use of appropriate behaviors to meet their needs						