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School Readiness Indicators 2020 South Phoenix Regional Benchmark Summary

Indicator #6:	Number/Percentage of children entering kindergarten exiting preschool special education to regular education
Intent:	Increase the number of children who transition to kindergarten without an identified special need due to timely screening, identification and delivery of effective intervention services prior to their kindergarten year

Key Definitions: According to Special Education for Exceptional Children¹ Article 4; 15-761, "Child with a disability" means a child who is at least three years but less than twenty-two years of age, who has been evaluated pursuant to section 15-766 and found to have at least one of the following disabilities and who, because of the disability, needs special education and related services:

- i. Autism.
- ii. Developmental delay.
- iii. Emotional disability.
- iv. Hearing impairment.
- v. Other health impairments.
- vi. Specific learning disability.
- vii. Mild, moderate or severe intellectual disability.
- viii. Multiple disabilities.
- ix. Multiple disabilities with severe sensory impairment.
- x. Orthopedic impairment.
- xi. Preschool severe delay.
- xii. Speech/language impairment.
- xiii. Traumatic brain injury.
- xiv. Visual impairment.

Benchmark Data Source:

Data sources considered for this indicator include:

- Arizona Department of Education (ADE) Individuals with Disabilities Education Act (IDEA) Part B data: ADE collects data annually for this indicator for all IDEA Part B preschool public school special education programs, including those public schools located in tribal communities.

¹ Arizona State Legislature, 2007 (last updated 7/19/2011 at 10:40:42 PM):

<http://www.azleg.gov/SearchResults.asp?SearchPhrase=%22child+with+a+disability%22&Scope=%2Fars%2F15&SearchedFrom=%2FArizonaRevisedStatutes.asp&x=15&y=15>

- Tribal Head Start Programs: Head Start data is a potential data source to determine the number of children who received special education services that were not provided in a public school setting.
- Bureau of Indian Education (BIE) Family and Child Education Programs (FACE): The FACE program supports parents as their child's primary teacher and also promotes the early identification and services for children with special needs, so is a potential data source of children who received special education services that are not funded through IDEA Part B.

Data source selected:

The ADE IDEA Part B preschool data that is collected annually was determined to be the best data source for this indicator, since the data is already available in an ADE administrative database. FTF will work individually with those tribal regions where a public school district is not located to determine the best data source for this indicator (Head Start, FACE program or other). The ADE data source includes information on the following 5 sub categories of disabilities²:

Developmental Delay (DD) special education category: For a child with a disability, aged three through nine (or any subset of that age range, including ages three through five), the term developmental delay is defined as a delay in one or more of the following areas: Physical development, cognitive development, communication development, social or emotional development, or adaptive (behavioral) development. This is measured by appropriate diagnostic instruments and procedures. Developmental Delay (DD) was formerly Preschool Moderate Delay (PMD) category.

Speech-Language Impairment (SLI): *Speech or language impairment* means a communication disorder, such as stuttering, impaired articulation, language impairment, or a voice impairment, that adversely affects a child's educational performance.

It may also include: *Autism* means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

Preschool Speech-Language Impairment (PSL) was absorbed and is defined in the (SLI) Category.

Preschool Severe Delay (PSD): Preschool Severe Delay includes-

- *Intellectual Disability (Mental Retardation)* means significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance.
- *Traumatic brain injury* means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance.

² National Dissemination Center for Children with Disabilities <http://nichcy.org/disability/categories>

- *Specific learning disability* means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.
- *Multiple disabilities* means concomitant impairments (such as mental retardation-blindness or mental retardation-orthopedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. Multiple disabilities does not include deaf-blindness.
- *Orthopedic impairment* means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

Hearing Impairment (HI): *Hearing impairment* means impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness in this section.

Deafness means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification that adversely affects a child's educational performance.

Visual Impairment (VI): *Visual impairment* including blindness means impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

Deaf-blindness means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

Baseline (Combined Phoenix/Maricopa Regions and State):

- **Region:** In Phoenix/Maricopa regional area, **22.4%** of children served in preschool special education in **2010-2011**, exited to regular kindergarten education in **2011-2012**.
- **State:** In Arizona, **22.1%** of children served in preschool special education in **2010-2011**, exited to regular kindergarten education in **2011-2012**.

Baseline (South Phoenix Region and State):

- **Region:** In South Phoenix region, **19.6%** of children served in preschool special education in **2010-2011**, exited to regular kindergarten education in **2011-2012**.
- **State:** In Arizona, **22.1%** of children served in preschool special education in **2010-2011**, exited to regular kindergarten education in **2011-2012**.

Table 1: Phoenix and Maricopa Regions and Statewide Data

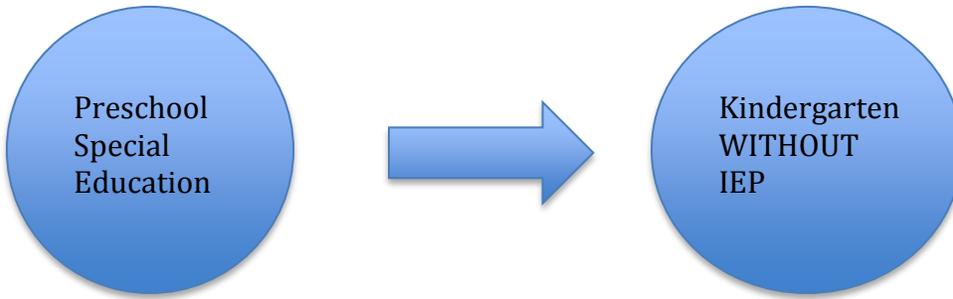
	PS SPED Kids (FY 2008-09)	PS SPED Kids Dismissed to Regular KG (FY 2009-10)	% of PS SPED kids exiting to regular KG	PS SPED Kids (FY 2009-10)	PS SPED Kids Dismissed to Regular KG (FY 2010-2011)	% of PS SPED kids exiting to regular KG	PS SPED Kids (FY 2010-11)	PS SPED Kids Dismissed to Regular KG (FY 2011-12)	% of PS SPED kids exiting to regular KG
Statewide	5607	1378	24.6%	5826	1379	23.7%	5917	1309	22.1%
Central Maricopa	738	167	22.6%	826	198	24.0%	827	161	19.5%
Central Phoenix	250	62	24.8%	224	41	18.3%	229	44	19.2%
North Phoenix	670	165	24.6%	737	182	24.7%	668	170	25.4%
Northeast Maricopa	318	83	26.1%	388	81	20.9%	371	80	21.6%
Northwest Maricopa	840	263	31%	836	186	22%	967	240	25%
South Phoenix	484	129	26.7%	515	119	23.1%	494	97	19.6%
Southeast Maricopa	856	195	22.8%	892	309	34.6%	841	203	24.1%
Southwest Maricopa	271	62	22.9%	296	59	19.9%	291	56	19.2%
Phoenix/Maricopa	4427	1126	25.4%	4714	1175	24.9%	4688	1051	22.4%

Table 2: South Phoenix Region and Statewide Data

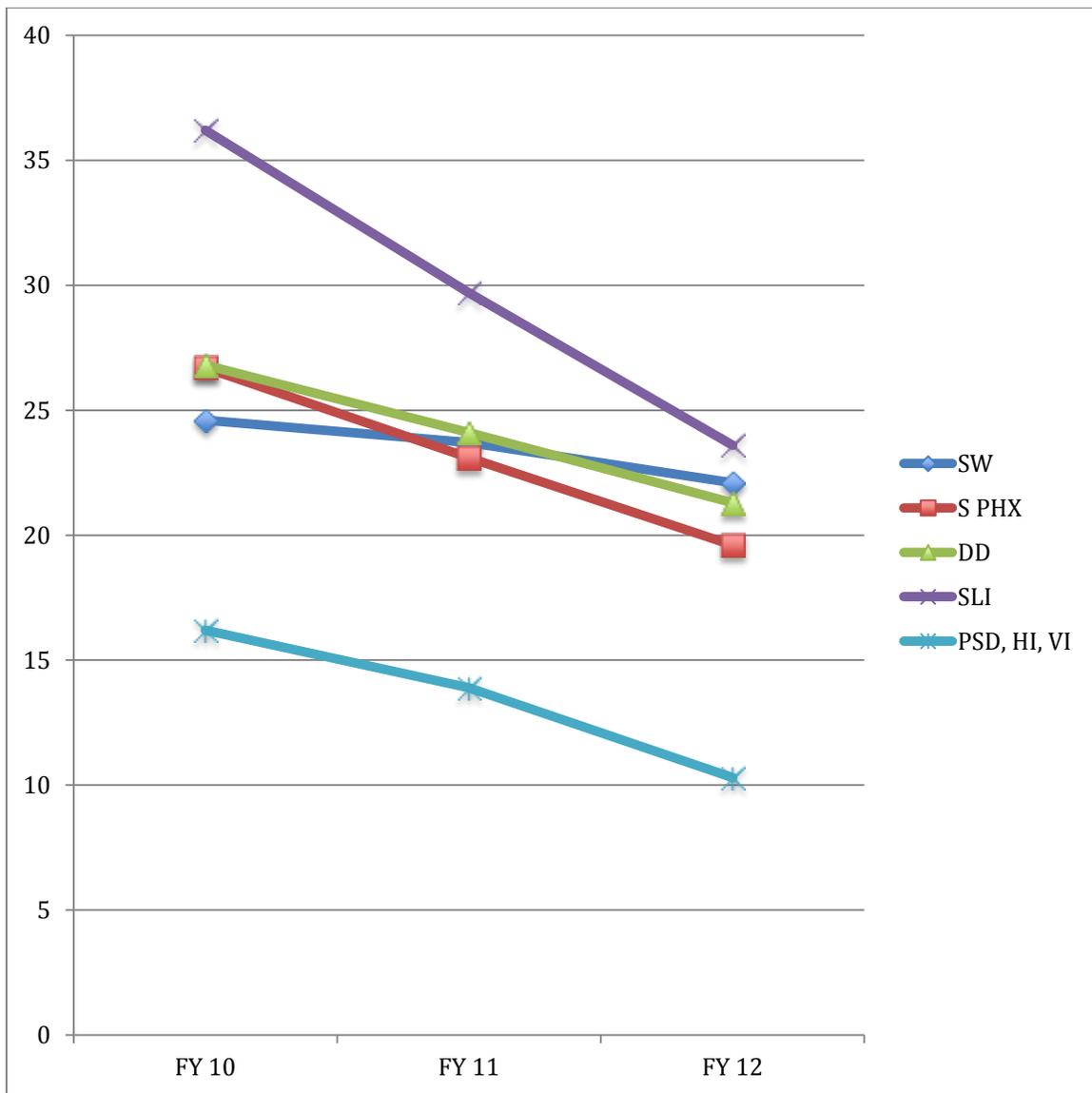
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Statewide	5607	1378	24.6%	5826	1379	23.7%	5917	1309	22.1%
South Phoenix Total	484	129	26.7%	515	119	23.1%	494	97	19.6%
Developmental Delay	213 (44%)	57 (44%)	26.8%	199 (39%)	48 (40%)	24.1%	230 (47%)	49 (51%)	21.3%
Speech/Language Impairment	141 (29%)	51 (40%)	36.2%	172 (33%)	51 (43%)	29.7%	157 (32%)	37 (38%)	23.6%
Preschool Severe Delay, Hearing Impairment & Vision Impairment	130 (27%)	21 (16%)	16.2%	144 (28%)	20 (17%)	13.9%	107 (21%)	11 (11%)	10.3%

Benchmark (Region and State):

- **2020:** In South Phoenix region, **XX %** of children served in preschool special education exited to regular kindergarten education.
- **2020:** In Arizona, **30%** of children served in preschool special education exited to regular kindergarten education.



Kids - Dismissed from PS SPED to Regular Kindergarten
 Kids - PS SPED





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School Readiness Indicators

4/17/2014 Committee Meeting

FTF South Phoenix Regional Partnership Council

Transition from Preschool Special Education to Kindergarten Indicator Regional Council Benchmarking Discussion and Decision

Initial Discussion 2/10/14

The South Phoenix Benchmarking Committee met to discuss the Transition from Preschool Special Education to Kindergarten Indicator on February 10, 2013. The data source, trends in transition rates over time, and trends in transition rates by differing disabilities were reviewed with the Committee.

The transition from preschool special education to kindergarten Indicator is calculated using data from the Arizona Department of Education, specifically related to IDEA Part B. Data for children with an IEP under IDEA Part B are tracked to see if, in the subsequent school year, they have entered kindergarten without an IEP. The Indicator is intended to track progress in the screening, identification and delivery of effective intervention services. The intent is to increase the percent of children transitioning to kindergarten without an identified special need due to timely screening, identification and delivery of services.

Discussion and Decision – Transition from Preschool Special Education to

The Committee asked if data were available on anticipated population rates of IEPs and special needs in preschool and early elementary school. It was identified that estimates of how many children would be anticipated to have a delay are not available. Other states have differing assessment processes and severity of delay required for an IEP. Also, the focus of this Indicator is on preschool services and their effectiveness, rather than services offered in kindergarten and beyond.

The Committee discussed the five different delay categories for preschool special education: Developmental Delay, Speech-Language Impairment, Preschool Severe Delay, Hearing Impairment, and Visual Impairment. There was extensive discussion about what an appropriate benchmark should be. The Committee discussed the consideration that some children with early delays - even with excellent screening, identification and services - will have an IEP throughout their educational career and life. It was agreed that 100%, or no children needing special services in kindergarten, is not an attainable or reasonable goal but that South Phoenix's baseline rates are currently too low.

There was extensive discussion about the current trend in Arizona and South Phoenix of declining rates of entry into kindergarten without an IEP after preschool special education - the opposite of the intended trend. The Committee reviewed trends for Developmental Delay, Speech-Language Impairment, Preschool Severe Delay, Hearing Impairment, and Visual Impairment and noted that Speech Language Impairment rates of transitioning to kindergarten without an IEP have decreased dramatically in the South Phoenix trend data available.



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School Readiness Indicators

Chief Policy Officer Karen Woodhouse noted a reported trend of school districts waiting to re-assess children for an IEP after the transition from preschool special education. She noted that it is not known how widespread this trend is but it could affect (increase) how many children retain an IEP into kindergarten.

The committee had extensive discussion about the complexity of this situation and Indicator. Overall, they aspire to increased levels of awareness and screening on the part of all who support young children, especially parents. They also want assessment to lead to quality identification and timely and optimal services. They noted that each of these steps is a complex calculation of its own and must all be taken into account in setting a benchmark goal.

The committee noted that improvement in this Indicator will not be the work of First Things First or the South Phoenix Council alone. They noted South Phoenix efforts, including: supporting speech language pathologist education, care coordination, family resource centers, Quality First, and home visitation. However, even with these notable efforts, they agreed that system-level and overall coordination efforts will lead to real changes for children.

In setting a benchmark goal, the Committee decided on 27% of children entering kindergarten exiting preschool special education to regular education by 2020 based on the urgency of this situation and the efforts already in place. This is a similar change to the state goal and a 7.4% increase from the South Phoenix baseline of 19.6% of children entering kindergarten exiting preschool special education to regular education by 2020.

Supporting materials can be found in the Maricopa appendix.

Proposed Benchmark for Transition from Preschool Special Education to Kindergarten Indicator

27% of children entering kindergarten exiting preschool special education to regular education by 2020



Public Input on Initial Benchmark Target for **Transition from Preschool Special Education to Kindergarten Indicator**

Community Forum – 3/19/14 and 3/20/14

There was intense discussion related to the Transition from Preschool Special Education to Kindergarten Indicator. Participants discussed the importance of parent knowledge of typical development to improving early identification and early intervention services. One participant in the first public comment session stated she would like to see the benchmark goal set higher because of the critical importance of early detection and provision of quality early intervention services, especially for Speech Language Impairment and early reading problems. On the other hand, in the second day of public comment, there was group consensus that the Council should consider a lower benchmark based on the following challenges in improving transition to kindergarten for children with developmental delays:

- In some cases parents are reticent to have their child diagnosed with a developmental delay in other cases they are eager to make sure their child has access to services. In both cases, optimal functioning of the early intervention system is strained. However, parent knowledge and advocacy are critical.
- Definitions of delays change between preschool and kindergarten. It was noted that this may affect the data.
- Intensity of preschool special education services vary by district parents and children in South Phoenix may lack some services but not be aware of options.
- There are many complex facets of this Indicator and to the early intervention system as a whole.

Finally, the group noted that they agreed that a seven percent improvement in the Healthy Weight Indicator was a good target. With this in mind, they questioned why the Transition from Preschool Special Education to Kindergarten Indicator was set at the same benchmark when it dealt with a more complex situation, with fewer factors under the control of First Things First, and with the added challenge of a downward trajectory in recent years. It was noted that while the percent targets are the same, the overall number of children is much lower for the Transition from Preschool Special Education to Kindergarten Indicator since there are fewer total children with identified delays. With that noted, the group still recommended that the Regional Council consider their benchmark for Transition from Preschool Special Education to Kindergarten target carefully.

No changes were suggested for South Phoenix's benchmark related to Healthy Weight; however, the group recommended the Regional Council's consideration of lowering the benchmark target for the Transition from Preschool Special Education to Kindergarten Indicator based on the comments above.