



State of Arizona
Department of Education

Tom Horne
Superintendent of
Public Instruction



Early Childhood Education Alert

ECSE

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On-going Progress Monitoring/State Performance Plan (SPP) Indicator 7: Dual Purposes in Arizona

The purpose of conducting on-going progress monitoring (OPM) in early childhood programs is to allow teachers and administrators to base instructional and program decisions on data that reflects the specific needs of the children in their classrooms. It also meets the requirements of the Office of Special Education Programs' (OSEP) Indicator 7: Preschool Outcomes on Arizona's Annual Performance Report (APR).

The four state-approved assessment instruments (and the new instrument required for use beginning in 2011-2012), are used to collect child development data based upon the concept of *authentic assessment*. Authentic assessment should:

- be ongoing and not be conducted in single or isolated instances.
- cover all relevant areas of growth and learning, measure developmentally appropriate skills, and be conducted in natural, authentic situations.
- result in information that can be used to make accurate and useful decisions.
- involve multiple observations, multiple approaches, and multiple informants.

As you are aware, 2010-2011 will be a transition year as we move toward one assessment instrument. The new instrument will be announced after the State Board of Education's approval in late August. A memo was sent regarding early submission of your FY 2011 IDEA Preschool Grant application in order to receive additional allocation of funds to support your purchase of the new tool. (See memo dated 7/12).

NEW! Starting this year, 2010-2011, **initial baseline assessment data should be collected when the child begins preschool** in order to determine all progress a child makes during his/her preschool years. This is a change from waiting six weeks for the child to acclimate to your program as stated in the [July 2009 Preschool Assessment Manual](#). The December 30th data submission deadline to SAIS will **change to December 1st**. The final submission date of June 30th remains the same. December 1st and June 30th reflect dates to *submit all available data, not when the data is collected*. Remember, data collection is ongoing with appropriate points of analyzing the data to drive instruction of the child, the classroom and to make program decisions. Corrective Action Plans will be initiated for districts that do not submit accurate and timely data. As reflected in the Preschool Assessment Manual, district 2009-2010 assessment data will be publically reported on the ADE website in Spring 2011.

The 2010 SPP/APR, Indicator B7: Preschool Outcomes, now includes statewide baselines and performance targets for the following:

Percent of preschool children with IEPs who demonstrate improved:

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

The state submitted two summary statements for each of these outcome areas:

- 1) Of those preschool children who entered the preschool program below age expectations in each outcome, the percent that substantially increased their rate of growth in by the time they turned 6 years of age exited preschool special education
- 2) The percent of preschool children who were functioning within age expectations in each outcome by the time they turned 6 years of age or exited the program.

Resources: [Preschool Assessment Manual](#); [Help for Early Learning Professionals \(HELP\) Manual](#), page 120, [Arizona SPP/APR](#) page 43.

For questions regarding OPM please contact Holly Ford at holly.ford@azed.gov or 602.542.2790.