



INDIANA  
DEPARTMENT *of*  
EDUCATION

Office of Special Education

# Indicator 6

Monitoring and Compliance Guide



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## Indicator 6: Preschool Environments

### Definition

Percent of children with individualized education programs (IEPs) aged three through five who are enrolled in a preschool program attending a:

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
- B. Separate special education class, separate school or residential facility.
- C. Receiving special education and related services in the home (20 U.S.C. 1416(a)(3)(A)).

### Monitoring Cycle

Local education agencies (LEAs) submit the State Special Education (DOE-SE) collection via Data Exchange (DEX) system. The collection is based on students enrolled on December 1 and reported between December 1 and December 15. The Indiana Department of Education (IDOE) pulls the data no later than January 15.

### Measurement

Indicator 6A:

$$\frac{\text{No. of children ages 3, 4, and 5 with IEPs attending a regular early childhood program and receiving the majority of services there}}{\text{No. of children ages 3, 4, and 5 with IEPs}}$$

Indicator 6B:

$$\frac{\text{No. of children ages 3, 4, and 5 with IEPs attending a separate special education class, separate school or residential facility}}{\text{No. of children ages 3, 4, and 5 with IEPs}}$$

Indicator 6C:

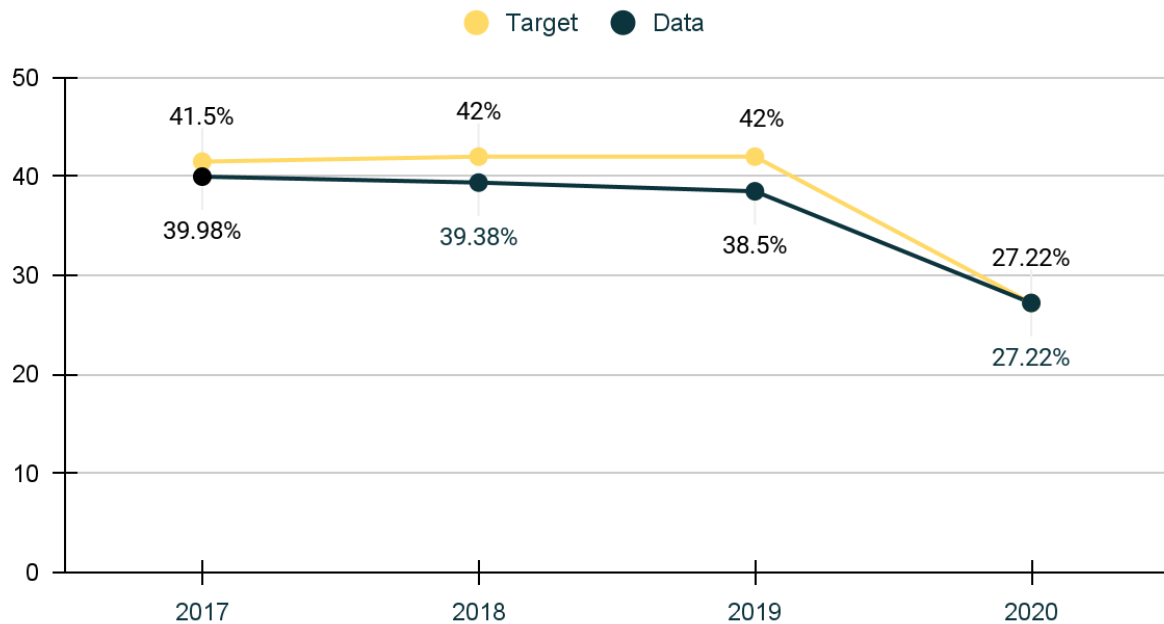
$$\frac{\text{No. of children ages 3, 4, and 5 with IEPs receiving special education and related services in the home}}{\text{No. of children ages 3, 4, and 5 with IEPs}}$$

## State Targets

The state is required to set a baseline, develop targets and report on the targets as part of the annual State Performance Plan/Annual Performance Report (SPP/APR). Indiana has set a baseline and targets that is inclusive of all children ages three through five. Targets are set as a specific percentage and not reported as a range.

## Historical Data

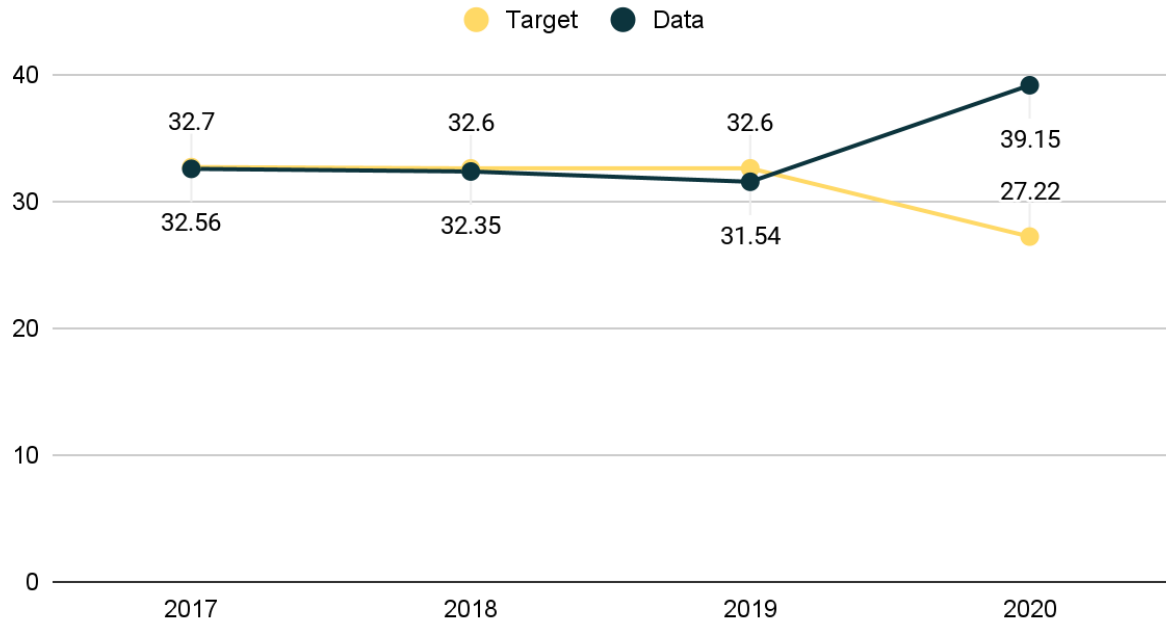
### Indicator 6A



As noted in the graph, the state data was slightly below the established target. As part of the FFY 2020 SPP/APR submission, the baseline was updated based on stakeholder input to reflect the actual data from 2020. The targets established for 2020 through 2025 for each indicator are included below.

The decline in the percentage of students participating in regular early childhood programs is related to the COVID-19 pandemic and availability of in-person programming and parent preference on placement.

## Indicator 6B



As noted in the graph, the data has been consistent with the state target until the 2020 data. As noted with Indicator 6A, this is related to the impact of the COVID-19 pandemic and changes to availability of programming and parent preference related to their child’s placement.

Since Indicator 6C is a new indicator, there is no historical data. For the FFY 2020 reporting year, the state data is .61% which will also serve as the baseline.

### Inclusive Targets

FFY	2021	2022	2023	2024	2025
Target A	27.72%	28.22%	28.72%	29.22%	29.72%
Target B	38.90%	38.65%	38.40%	38.15%	37.90%
Target C	.60%	.59%	.58%	.57%	.56%

## Results Driven Accountability (RDA)

**Calculation:** Indicators 6A and 6C are not calculated for RDA purposes. Indicator 6B matches the calculator for the SPP/APR *exactly* as follows:

$$\frac{\text{All Children with Codes 33, 34, or 35}}{\text{All Children Ages 3–4 and All Children Age 5 in Grade PK}}$$

**Scoring/Quintiles:** Indicator 6B is not a scored component of RDA and is included as an information-only measure.

## Technical Assistance

Level	Resources
Universal	<a href="#">Early Childhood Inclusion Resources</a>
Targeted	Request Technical Assistance with the Office of Student Support and Accessibility using this <a href="#">form</a> .
Intensive	