

Minidoka County Joint District 331
Early Childhood 2015-2016
Office of Special Education Program Data

Indicator 6: Preschool Least Restrictive Environment (LRE): Percentage of students 3-5 years of age with Individual Education Plans (IEPs) in settings with typically developing peers.

Indicator 6 of the State Performance Plan (SPP) reports the percent of children 3-5 years of age two ways. Graph 6A represents students attending a Regular Early Childhood Program (RECP) and receiving the majority of special education and related service in the regular early childhood program, and Graph 6B represents students attending a special education class, separate school or residential facility.

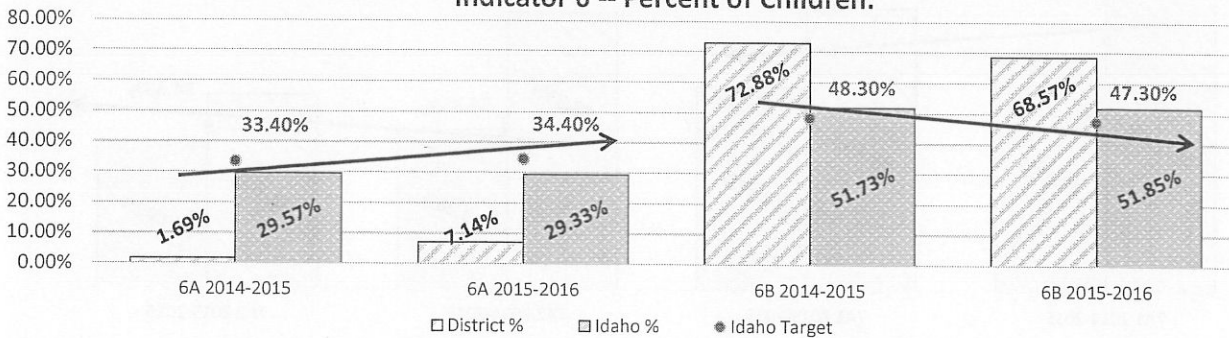
The Preschool LRE data are taken from the November 1st headcount and include children who are enrolled in kindergarten, but are not yet six years of age by November 1st. This data is collected through district uploads to Idaho System for Education Excellence (ISEE) longitudinal data system.

- Summary Statement for 6A combines the data from settings: LRE codes 49 and 51. The student attends a public or private REGULAR EARLY CHILDHOOD PROGRAM that includes a majority (at least 50%) of non-disabled children (i.e. not on IEPs) more or less than 10 hours per week; receives majority (at least 50%) of Special Education and related services in the Regular Early Childhood Program.

- Summary Statement for 6B combines the data from settings: LRE codes 44, 45, and 46. The student attends a SPECIAL EDUCATION PROGRAM and does NOT attend any Regular Early Childhood Program; Separate Special Education Class, Separate School, and/or Residential facility.

States are required to set performance targets for the above summary statements. Targets are absolute values set by the state based on trend data and yearly incremental goals to improve on those performance data. The 2015-2016 targets reflect incremental goals based on 2012-2013 baseline data.

State of Idaho - District Educational Environments
Ages 3-5, All Children 3-5 including 5 year olds in Kindergarten
Indicator 6 -- Percent of Children:



In a Regular Early Childhood Program (RECP) and receiving the majority of Special education and related services in the regular early childhood program. District percentage should increase.

In a separate Special Education class, separate school or residential facility. District percentage should decrease.

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Indicator 7: Preschool Outcomes: Percentage of preschool children with improved positive social-emotional skills, acquisition and use of knowledge and skills, and use of appropriate behaviors.

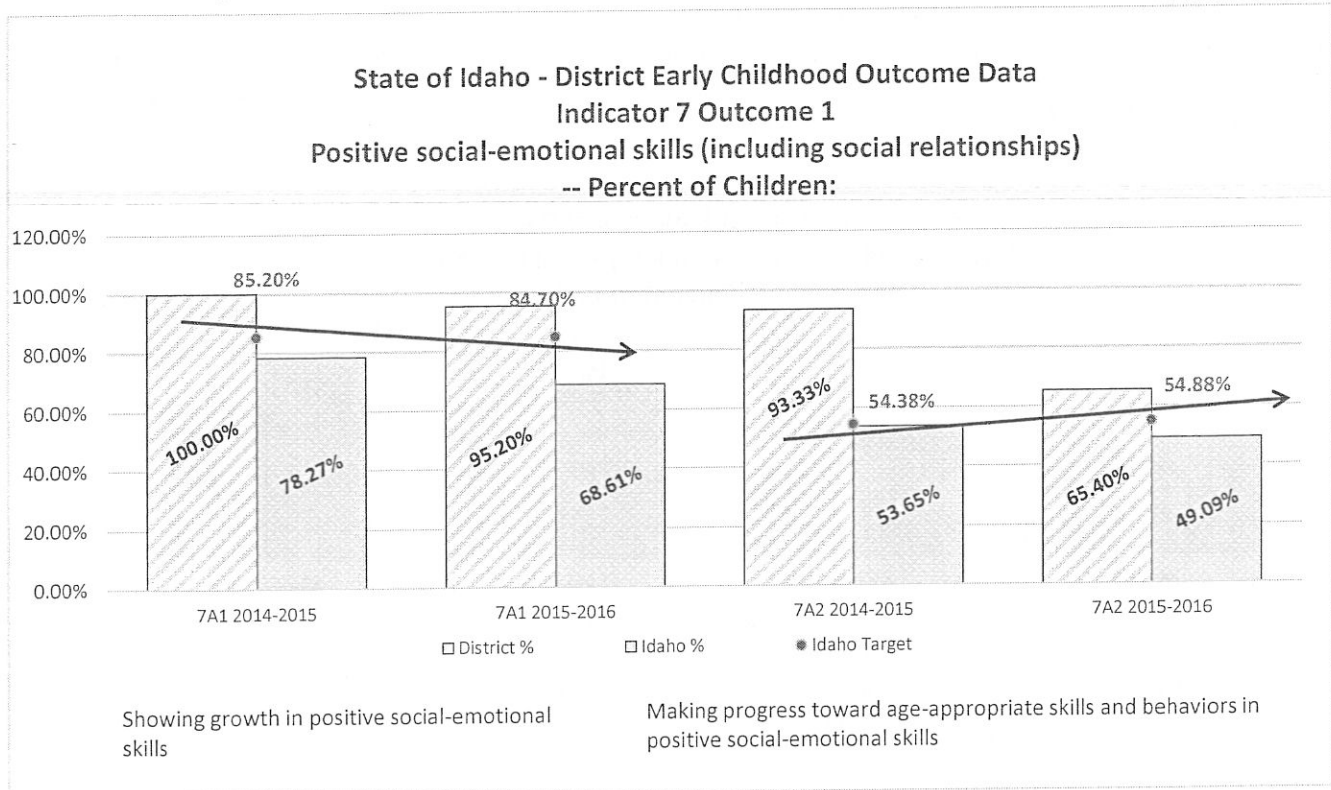
Indicator 7 of the State Performance Plan (SPP reports the percentage of preschool children 3-5 years of age with Individual Education Plans who demonstrate improved:

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

The Preschool Outcome data are taken from the Special Education Early Childhood Outcomes Portal on the State Department of Education website for students who exit the early childhood special education program between July 1 and June 30th of the reporting year.

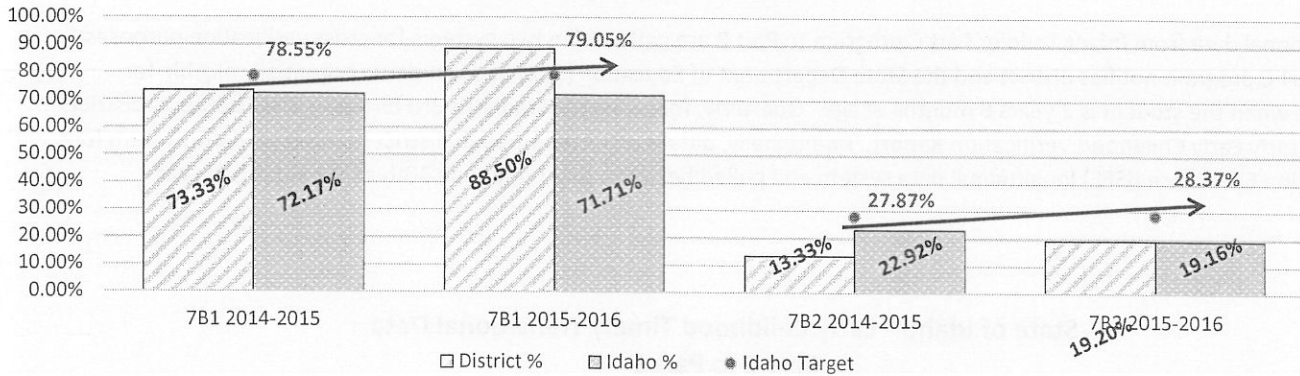
- Summary Statement 1: Of the preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
- Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

States are required to set performance targets for the above summary statements. Targets are absolute values set by the state based on trend data and yearly incremental goals to improve on those performance data. The 2015-2016 targets reflect incremental goals based on 2012-2013 baseline data.



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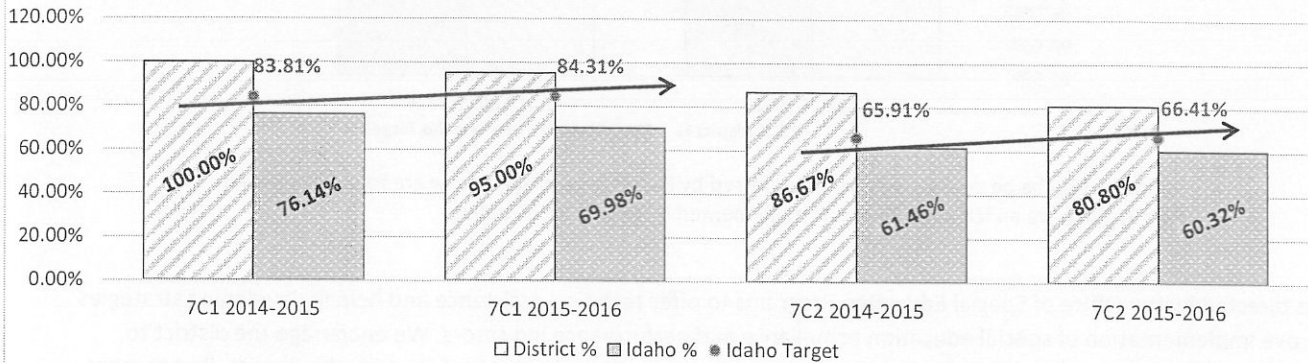
**State of Idaho - District Early Childhood Outcome Data
Indicator 7 Outcome 2
Acquisition and use of knowledge and skills (including early
language/communication and early literacy)
-- Percent of Children:**



Showing growth in acquisition and use of knowledge and skills

Making progress toward age-appropriate skills and behaviors in acquisition and use of knowledge and skills

**State of Idaho - District Early Childhood Outcome Data
Indicator 7 Outcome 3
Use of appropriate behaviors to meet their needs
-- Percent of Children:**



Showing growth in the use of appropriate behaviors to meet the students needs

Making progress toward age-appropriate skills and behaviors in the use of appropriate behaviors to meet the students needs

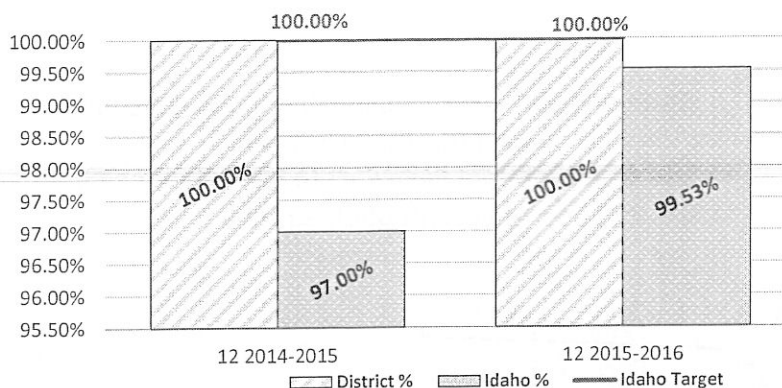
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Indicator 12: Early Childhood Transition: Percent of children referred by Part C (Infant Toddler Program), prior to age 3, who are found eligible for Part B (Special Education), and who have an IEP developed and implemented by their third birthday.

Indicator 12 of the State Performance Plan (SPP) reports the percent of children who are served in Part C program and referred to Part B. Student eligibility was completed timely and if eligible, an Individual Education Plan (IEP) written and implemented by the child's third birthday.

Transitional data from Infant Toddler Part C program to Part B are gathered in two systems for cross verification purposes. The Part C program notifies district and the State Department of Education (SDE) of all students potentially eligible for service when the student is 2 years 6 months of age. Quarterly, following the student's 3rd birthday, the SDE sends districts a Quarterly Early Childhood Verification Report. Additionally, data is collected through district uploads to Idaho System for Education Excellence (ISEE) longitudinal data system and pulled between July 1 and June 30th of the reporting year.

**State of Idaho - Early Childhood Timely Transitional Data
Part C to Part B
Indicator 12 -- Percent of Children:**



Indicator 12: The percentage of children referred by Part C prior to age 3 show are found eligible for Part B, and have an IEP developed and implemented by their third birthday.

Idaho is directed by the Office of Special Education Programs to offer technical assistance and help in developing strategies to improve implementation of special education compliance and performance indicators. We encourage the district to access technical assistance related to those results elements and compliance indicators for which the district did not meet state targets. If you have any questions, would like to discuss this further, or want to request technical assistance, please contact Shannon Dunstan, Early Childhood and Interagency Coordinator at sdunstan@sde.idaho.gov or 208-332-6908.

The Idaho State Department of Education appreciates the district's efforts to improve results for children and youth with disabilities and looks forward to working with your district over the next year as we continue our important work of improving the lives of children with disabilities and their families.