

**Minidoka County Joint School District #331
Early Childhood Outcome 2015-16 Summary May 2016**

The Idaho State Department of Education tracks Indicators from the State Performance Plan which measure how well we are implementing Early Childhood Education in the Minidoka District.

This report was obtained from Shannon Dunstan, Early Childhood and Interagency Coordinator, Idaho SDE.

Indicator 6 measures the percentage of preschool students with disabilities who receive their special education services in a regular early childhood program. Our district only receives funding to provide an early childhood program for children with disabilities. To increase the percentage of typical peers in the early childhood setting, our district would need to fund preschool program for a larger number of children.

Indicator 7, Outcome 1 measures the percentage of preschool children in our special education preschool who have shown growth. **Our district is well above the state average and the state target in this area.**

Indicator 7, Outcome 2 measures growth and acquisition of knowledge. **Again our district was above both the state average and the state target.**

Indicator 7, Outcome 3 measures the use of appropriate behaviors by the student to meet his or her needs. **The Minidoka District preschool was also above the state average and the state target in this outcome.**

IDEA requires districts to transition children from the Infant Toddler Program to Special Education by having an IEP in place and implemented by the child's third birthday. This requirement is measured by Indicator 12. **The Minidoka District preschool is stellar in this regard with 100% being achieved for the past two school years.**

Financial Data 2016-17

Total number of students served	57
Certificated staff expense - 2 teachers	\$137,636
Classified staff expense - 4 paraprofessionals The district also supports the preschool program with speech language pathologists and school psychologists.	\$59,477
IDEA Part B Funds provided to the District	\$45,225

Respectfully submitted,

Sherry Bingham, Special Services Director