

SPP/APR* Indicator Summary

Indicator 6 – Early Childhood Least Restrictive Environment (LRE)



Percentage of students ages 3-5 who are not yet kindergarten age eligible** who receive the majority of their services (A) inside a regular early childhood program ; (B) in a separate class, school, or residential facilities; (C) in the students home.

Why is the indicator important?

LRE plays a key role in describing where a student will spend their time in a regular early childhood setting with typically developing peers and how special education services will be provided. Identifying the LRE involves discussions about where the student is spending their time (Head Start, child care, etc.) and what services and supports a student needs to be successful and where and how those services and supports can be provided effectively.

Studies show that students with disabilities who receive most of their education and services in a regular early childhood program with typically developing peers have higher academic, social-emotional, and post-secondary outcomes.

Where does the data come from?

The data used for calculating these percentages are submitted to the state from districts also known as local education agencies (LEAs). Data are submitted through the Idaho System for Educational Excellence (ISEE) as part of the Special Education Students file and finalized in the Child Count report. The Child Count report is a snap shot report and shows the count of students with disabilities who were active and receiving special education and related services on the first Friday in November.

Information on the indicator:

The indicator is broken up into three parts or sub-indicators with each sub-indicator representing key environment categories for early childhood students with disabilities compared to the **total** number of students who are **age 3-5 and not yet kindergarten age eligible** in the Child Count report.

The key environment categories focus on students who receive the majority of services:

- In a regular early childhood program (i.e., 50% or more nondisabled peers);
- In a separate class, school, or residential facility;
- In the student's home.

How is the indicator calculated?

Calculating Sub-Indicators

A = (# Students receiving the majority of services in a regular early childhood program ÷ Total) *100

B = (# Students in a separate class, school, or residential facility ÷ Total) *100

C = (# Students receiving the majority of services in the students home ÷ Total) *100

* State Performance Plan / Annual Performance Report (SPP/APR) .

** Students are considered kindergarten age eligible when they are age 5 on or before September 1 of the school year being reported.

What are the goals of the indicator?

It is important to note that the decisions around least restrictive environment (LRE) are individualized to the student’s specific needs. Idaho’s goal is to increase the percentage of students with disabilities who are receiving services in the regular early childhood environment. Below are the yearly goals or targets by school year (SY) and the federal fiscal year (FFY). Targets were established by the Idaho State Department of Education (SDE) with the help of educational partners such as parents, community leaders, educators, and self advocates.

Sub-Indicator	2019-2020 (FFY 2020)	2020-2021 (FFY 2021)	2021-2022 (FFY 2022)	2022-2023 (FFY 2023)	2023-2024 (FFY 2024)	2024-2025 (FFY 2025)
A	12.56%	12.57%	12.58%	12.85%	13.12%	13.35%
B	71.04%	71.03%	71.02%	70.75%	70.50%	70.25%

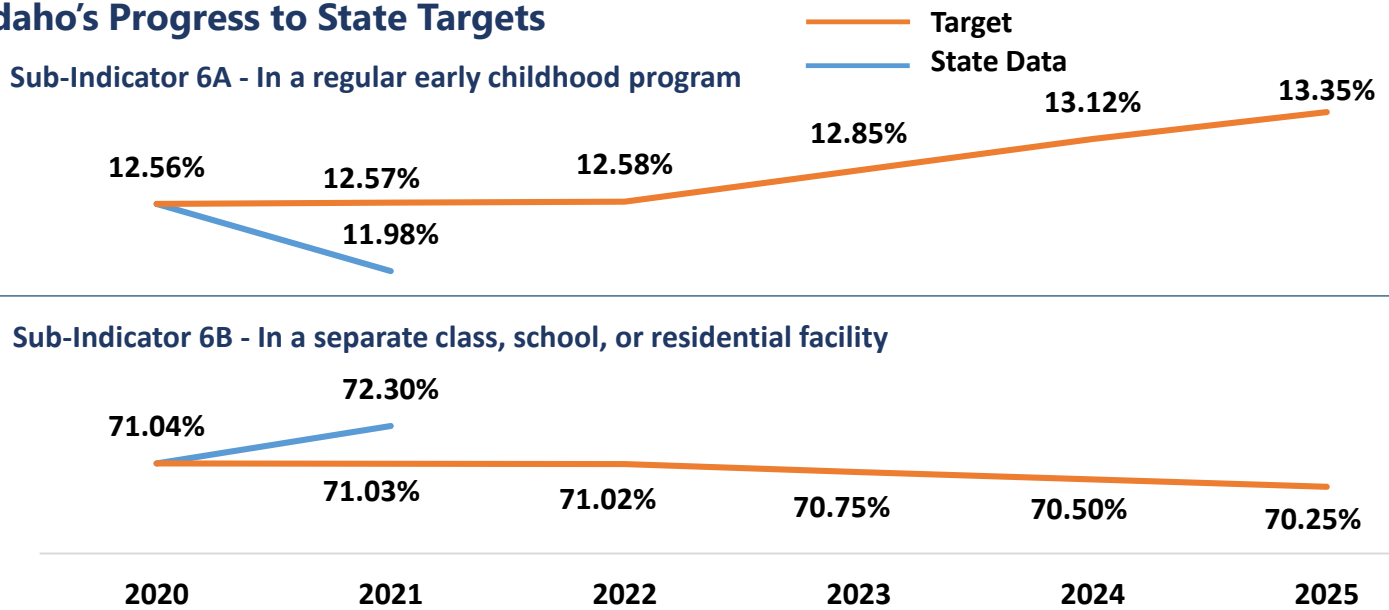
Idaho has not set targets for sub-indicator 6C because it has not met the minimum of 10 students for reporting.

How are the data used?

State Performance Plan/Annual Performance Report (SPP/APR) information, including early childhood LRE data, is used when identifying local education agencies (LEAs) for additional support and training. LEAs that are well below state targets may receive targeted supports or be prioritized for additional funding and resources to help improve processes and program evaluation.

Every year, Idaho hosts regional Data Drill Down training that brings together teams of educators, service providers, and those recording educational data. At the Data Drill Down LEA staff receive training, discuss data, and create plans to improve systems supporting students with disabilities at their LEA. LRE data is always an area of discussion.

Idaho’s Progress to State Targets



Additional information:

The COVID-19 pandemic impacted percentages for Indicator 6. In the last three years, many childcare centers which provided more inclusive environments shut down or are now running at limited capacity due to the COVID-19 pandemic and staffing shortages. Idaho is now back to normal operations, but childcare facilities that shut down are not fiscally able to reopen.