

# SPP/APR\* Indicator Summary

## Indicator 5 – School Age Least Restrictive Environment (LRE)



Percentage of students kindergarten age eligible through age 21 who are served in (A) the regular class 80% or more of the day; (B) the regular class less than 40% of the day; (C) separate schools, residential facilities, or homebound/hospital placements.

### Why is the indicator important?

LRE plays a key role in deciding where a student will spend their time in school and how special education services will be provided. Identifying the LRE involves making program decisions about 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 in the regular education environment 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 and charters 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 school age students with disabilities compared to the total number of students who are kindergarten age eligible through age 21 in the Child Count report.

- A. Inside the regular class 80% or more of the day;
- B. Inside the regular class less than 40% of the day;
- C. In separate schools, residential facilities, or homebound/hospital placements

### How is the indicator calculated?

#### Calculating Sub-Indicators

**A = (# Inside the regular class 80% or more of the day ÷ Total) \*100**

**B = (# Inside the regular class less than 40% of the day ÷ Total ) \*100**

**C = (# In separate schools, residential facilities, or homebound/hospital placements ÷ Total) \*100**

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

## 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 in the regular education 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	63.75%	63.80%	63.85%	64.90%	66.00%	67.05%
B	9.58%	9.55%	9.52%	9.18%	8.87%	8.55%
C	1.11%	1.10%	1.09%	1.05%	1.01%	0.97%

## How are the data used?

State Performance Plan/Annual Performance Report (SPP/APR) information, including school age LRE data, is used when identifying 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

