

## Indicator 7A – Early Childhood Outcomes Social Emotional Skills



Percentage of students who improved their social emotional skills by the time of exit;

- (1) Substantially, and were below age expectations during their early childhood program;
- (2) Within age expectations.

### Why is the indicator important?

Social and emotional development impacts many areas of a child's life, including self-confidence, the ability to feel for others, the ability to develop meaningful and lasting friendships, and a feeling of value to those around them.

**Studies show** that Social-Emotional Learning (SEL) is beneficial to both children and adults, increasing self-awareness, academic achievement, and positive behaviors both in and out of the classroom. Academically, students who participated in SEL programs saw an 11 percent increase in their overall grades and attendance.

### Where does the data come from?

Early Childhood Outcome data is developed through anchor assessments, parent input, informal and formal assessment, and the summary of the students abilities. These areas are all part of the early childhood individualized education program (IEP). Educators enter data on students who have received at least 6 months of early childhood services into the web based Early Childhood Outcomes data collection system. Only the first set of ratings at entrance to the program and the last set of ratings when the student is determined no longer eligible or as the student becomes kindergarten age eligible are reported.

### Information on the indicator:

Indicator 7 - Early Childhood Outcomes, is separated into three parts or sub-indicators with each sub-indicator representing a key area of development. Sub-Indicator 7A focuses on positive social emotional skills. Within the sub-indicator are two measures that are used to evaluate how effective the district's or local education agency's (LEA's) early childhood program is at facilitating student growth.

1. Percentage of students who were below age expectations and substantially increased their rate of growth;
2. Percentage of students who were within age expectations by the time they exited the program.

Student ratings from entrance and exit are compared and placed into one of five progress categories used to calculate the measures.

### How is the indicator calculated?

#### Five Progress Categories for Preschool Students:

- a. # who did not improve functioning
- b. # who improved functioning but did not move a level closer to same-aged peers
- c. # who improved functioning moving closer, but not reaching a comparable level to same-aged peers
- d. # who improved functioning to reach a level comparable to same-aged peers
- e. # who maintained at a level comparable to same-aged peers

#### Calculating the Measures

$$7A\ 1 = (\text{Categories (c+d)} \div \text{Categories (a+b+c+d)}) * 100$$

$$7A\ 2 = (\text{Categories (d+e)} \div \text{Categories (a+b+c+d+e)}) * 100$$

\* 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.

## What are the goals of the indicator?

Idaho’s goal is to increase the percentage of early childhood students with disabilities who showing substantial growth or meeting age expectations by the time they exit the districts early childhood program. 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.

Measure	2019-2020 (FFY 2020)	2020-2021 (FFY 2021)	2021-2022 (FFY 2022)	2022-2023 (FFY 2023)	2023-2024 (FFY 2024)	2024-2025 (FFY 2025)
<b>7A 1</b>	70.12%	70.32%	70.52%	70.72%	70.92%	71.12%
<b>7A 2</b>	48.76%	48.96%	49.16%	49.36%	49.56%	49.76%

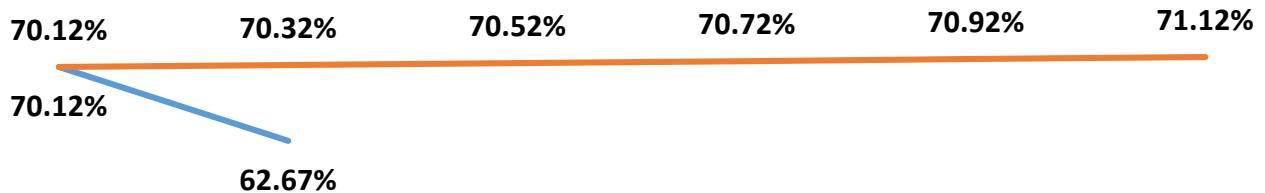
## How are the data used?

State Performance Plan/Annual Performance Report (SPP/APR) information, including Early Childhood Outcomes (ECO) data, is used when identifying districts and charters schools or 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.

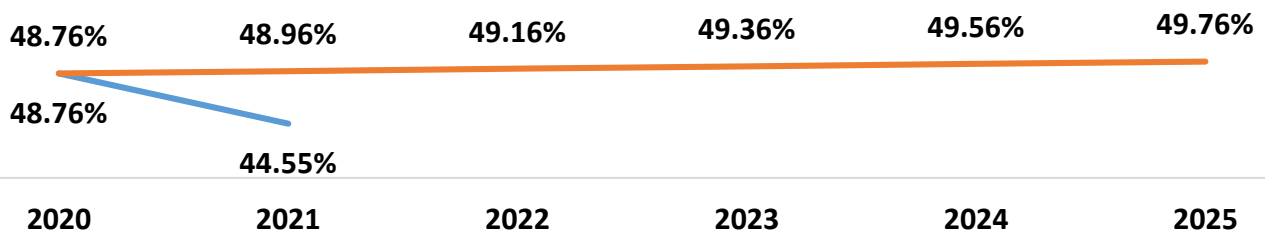
## Idaho’s Progress to State Targets

### Sub-Indicator 7A 1 – Substantially Improved Rate of Growth

— Target  
— State Data



### Sub-Indicator 7A 2 – Within Age Expectations



## Additional Information

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. The IdahoSTARS Project received participation from nearly 500 owners and directors of childcare programs across the state in a survey conducted in November of 2022. Results posted in the Early Childhood Care and Workforce Report show that 41% of respondents indicated that there are no openings for any age ranges in their childcare facilities). Idaho already has limited options that offer inclusive early childhood environments. The lack of childcare openings means that even in these inclusive options, there is no availability to access typically developing peers.