



Number of children in each of these data sets:

Minnesota	LEA
5,927	254

Important Note: LEAs whose outcomes are derived from very few children (e.g. <10) should use caution when attaching meaning.

Summary Statement 1: Of those children who entered the program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they exited the program. $((c+d)/(a+b+c+d))$

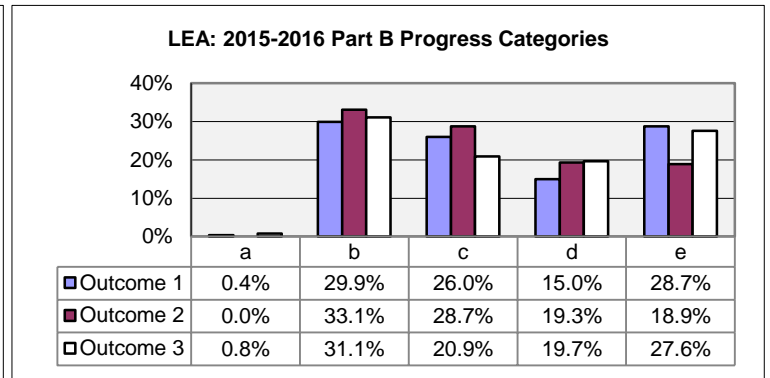
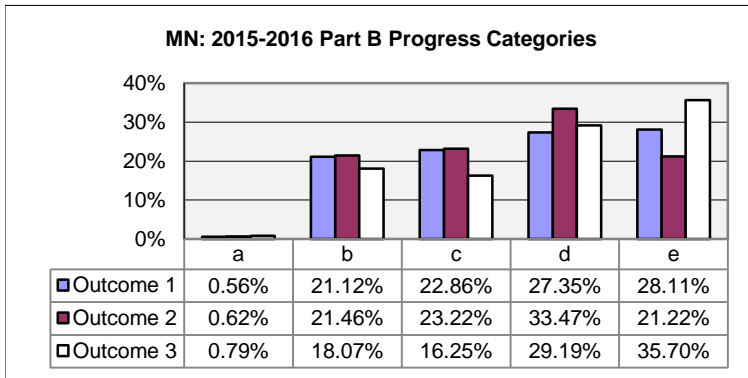
	State Performance	LEA Performance	State Target
Outcome 1-Positive social relationships	69.84%	57.46%	71.5%
Outcome 2-Knowledge and skills	71.96%	59.22%	71.9%
Outcome 3-Action to meet needs	70.66%	55.98%	72.7%

Summary Statement 2: The percent of children who were functioning within age expectations in each Outcome by the time they exited the program. $((d+e)/(a+b+c+d+e))$

	State Performance	LEA Performance	State Target
Outcome 1-Positive social relationships	55.46%	43.70%	59.0%
Outcome 2-Knowledge and skills	54.70%	38.19%	55.1%
Outcome 3-Action to meet needs	64.89%	47.24%	66.6%

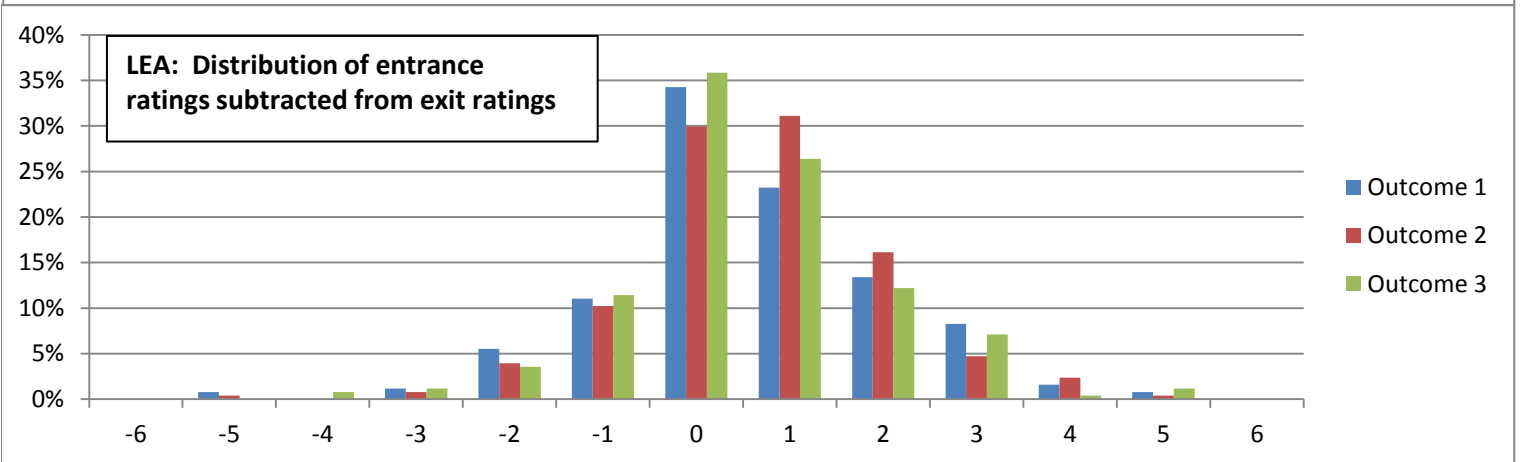
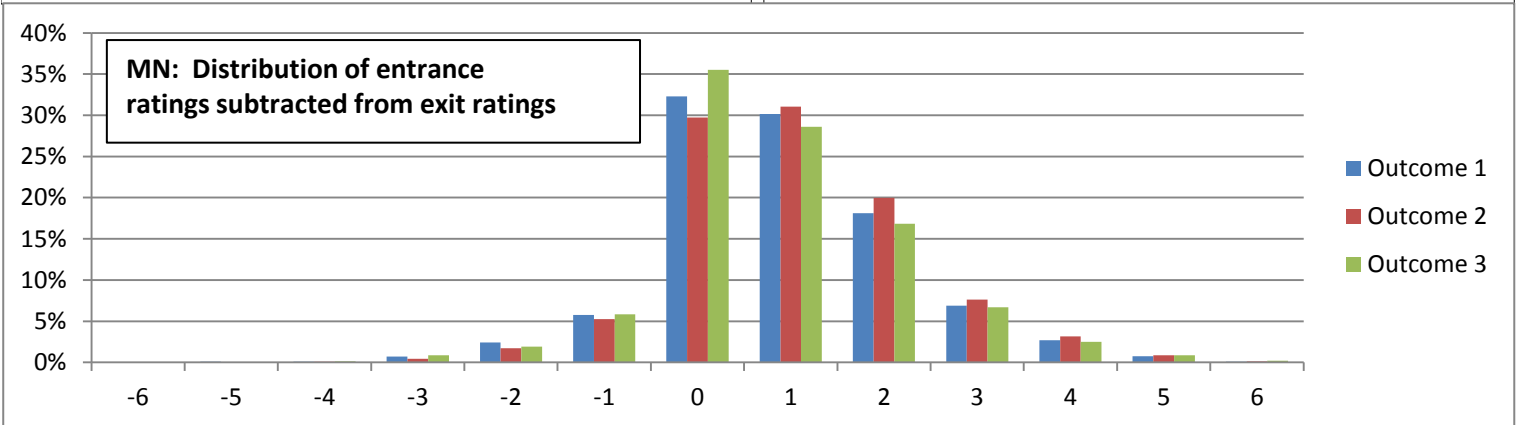
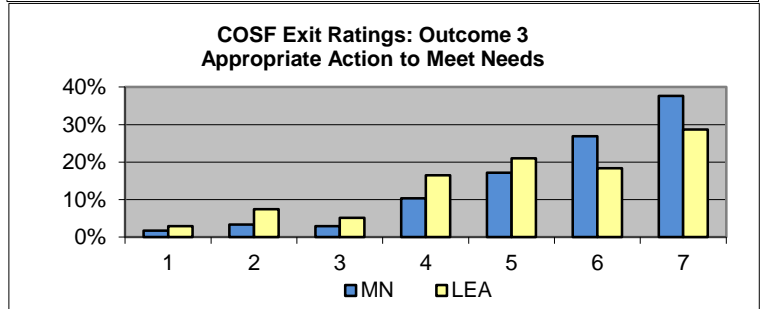
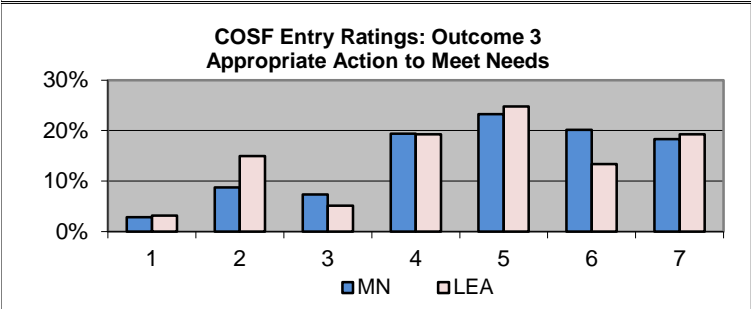
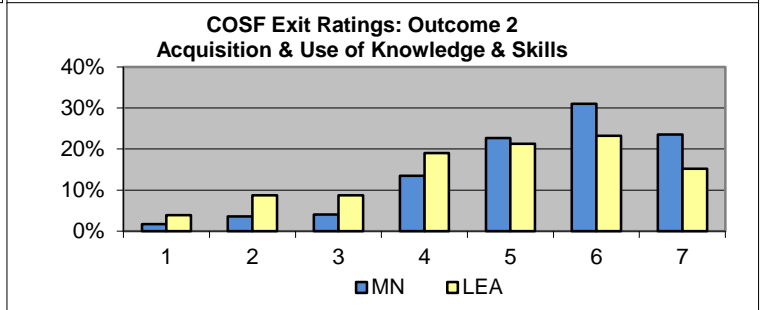
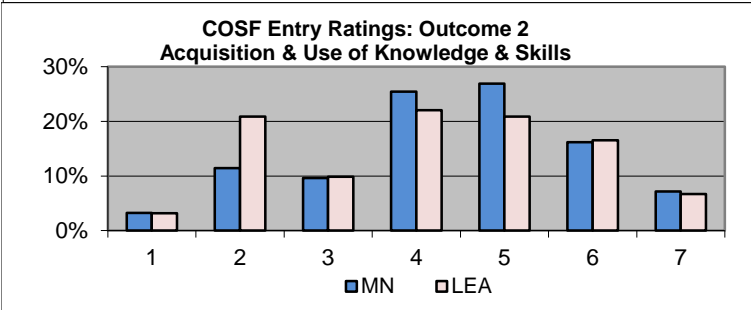
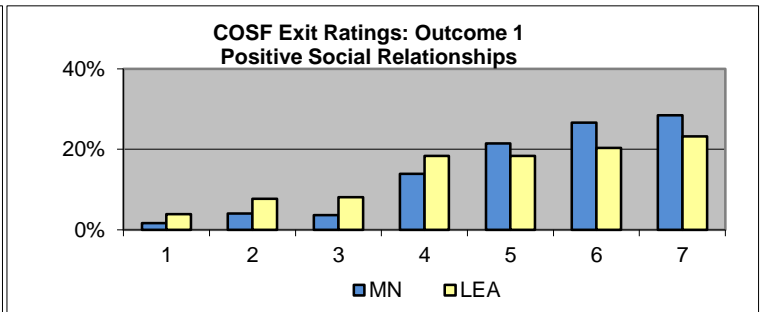
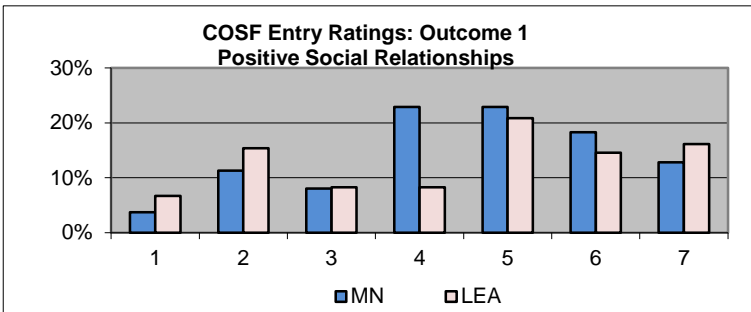
Progress Categories: Entry and Exit COSF ratings are used to place a child into one of these categories

- A. Did not improve functioning.
- B. Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers.
- C. Improved functioning to a level nearer to same-aged peers but did not reach it.
- D. Improved functioning to reach a level comparable to same-aged peers.
- E. Maintained functioning at a level comparable to same-aged peers.



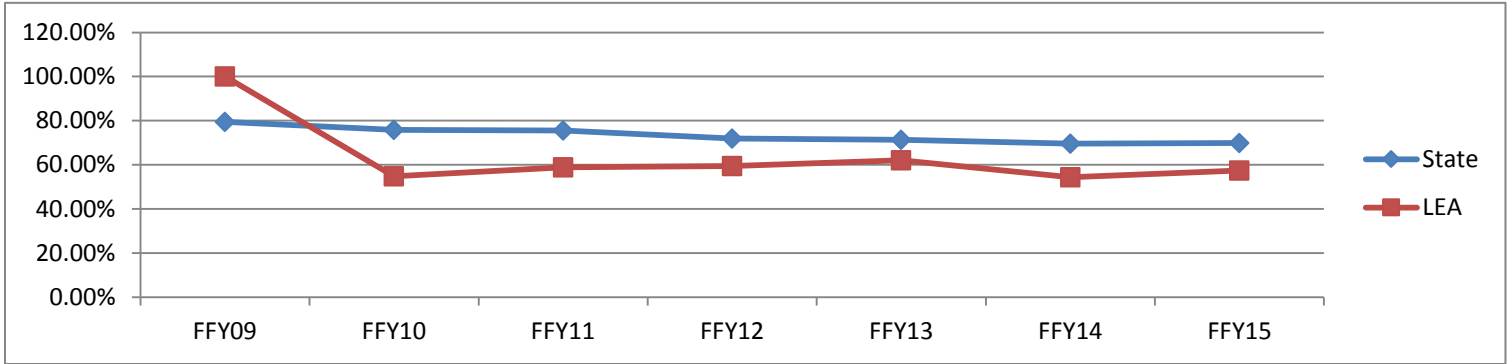
The eight charts on the following page were derived from data collected on children who exited preschool special education between July 1, 2015 and June 30, 2016. These children entered Part B during the 2013-2014, 2014-2015 or 2015-2016 school years. If you have recently implemented new procedures to improve the quality of your child outcome data, the impact of those efforts may not yet be reflected in your outcome data.

Because Summary Statement 2 reflects a child's developmental status at exit rather than change over time it is more readily impacted by quality improvement efforts.

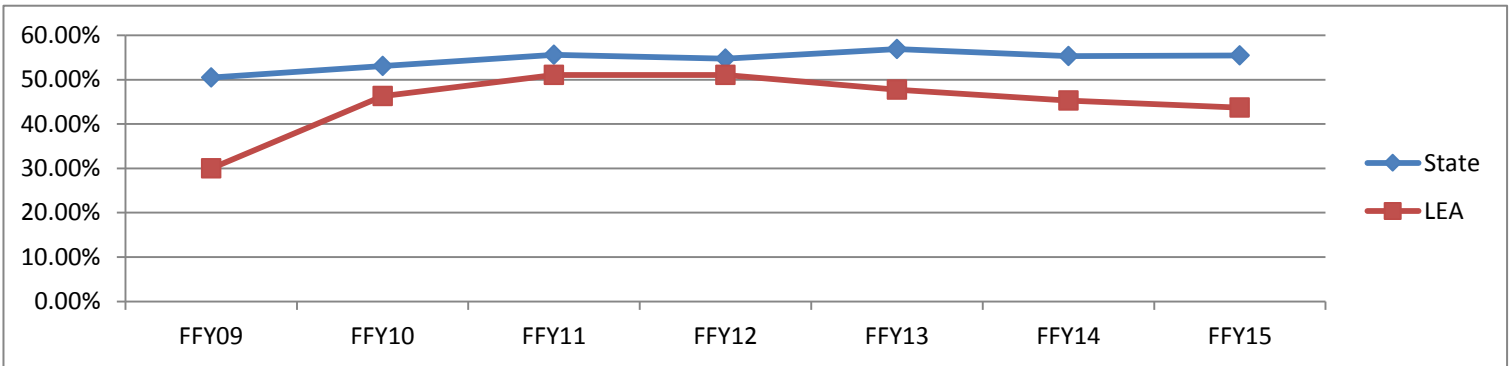


Part B Early Child Outcomes Seven Year Trends: FFY09 (2009-2010) Through FFY15 (2015-2016)

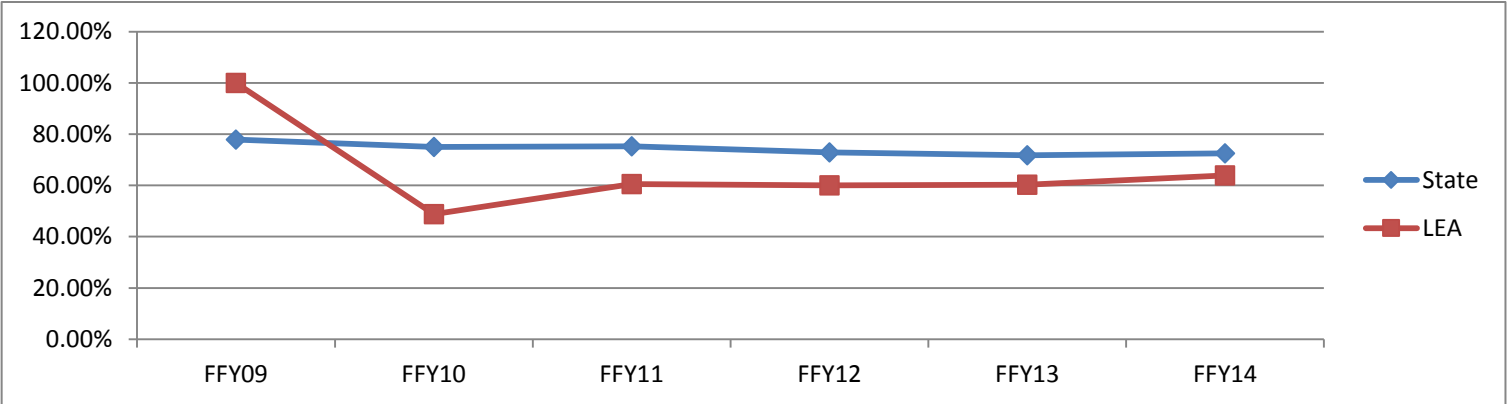
Outcome 1 Summary Statement 1: Greater Than Expected Progress in Positive Social Relationships



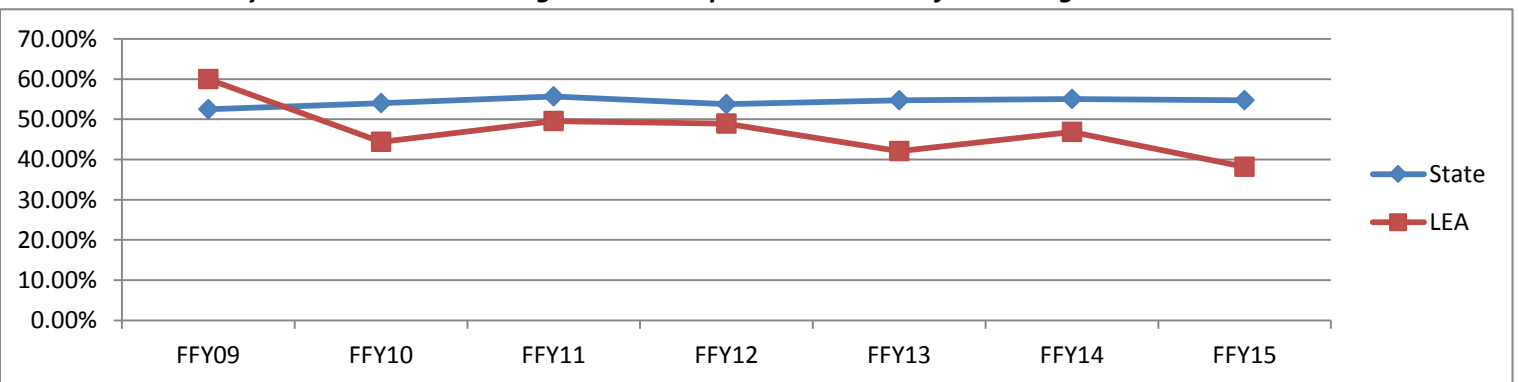
Outcome 1 Summary Statement 2: Exit at Age Level in Positive Social Relationships

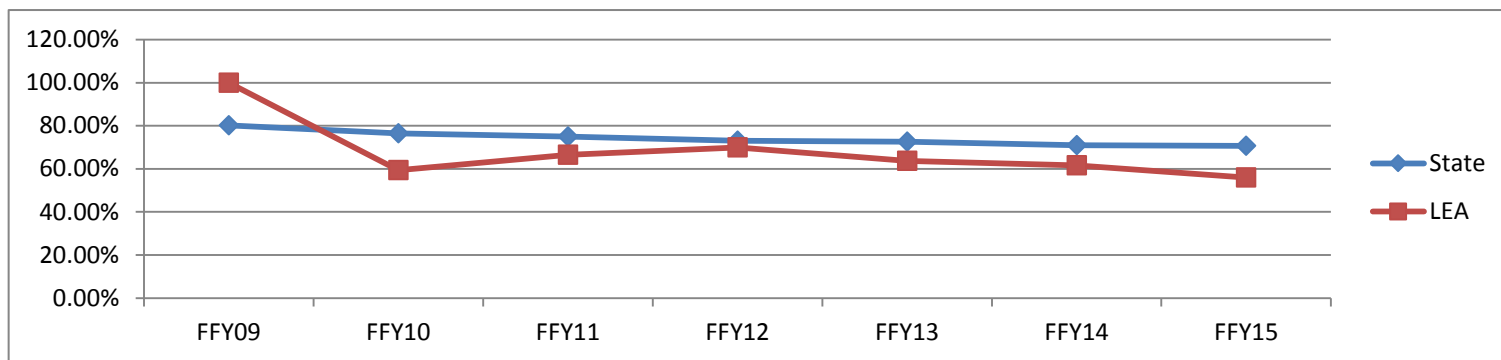
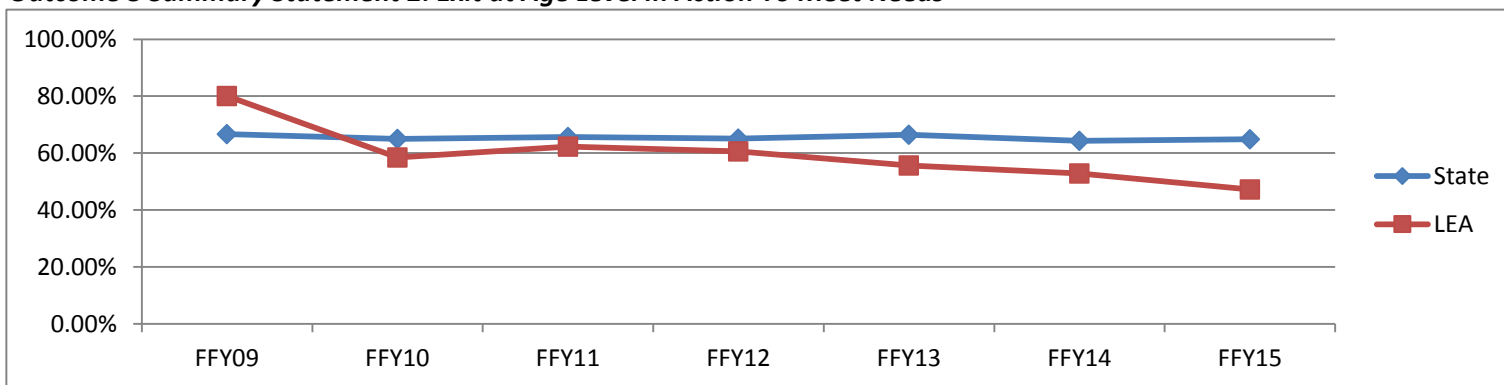


Outcome 2 Summary Statement 1: Greater Than Expected Progress in Acquisition and Use of Knowledge and Skills



Outcome 2 Summary Statement 2: Exit at Age Level in Acquisition and Use of Knowledge and Skills



Outcome 3 Summary Statement 1: Greater Than Expected Progress in Action To Meet Needs

Outcome 3 Summary Statement 2: Exit at Age Level in Action To Meet Needs

Meaningful Differences Calculator: The meaningful differences calculator...

1. computes the difference between two summary statement values (the state value and the LEA value).
2. calculates a confidence interval around a summary statement.

Outcome 1: Summary Statement 1 Greater Than Expected Progress						
State N	State %	Confidence Interval	LEA N	LEA %	Confidence Interval	Meaningful Diff. from MN?
4261	69.84%	± 1.16%	181	57.5%	± 6.01%	Yes
Outcome 2: Summary Statement 1 Greater Than Expected Progress						
State N	State %	Confidence Interval	LEA N	LEA %	Confidence Interval	Meaningful Diff. from MN?
4669	71.96%	± 1.07%	206	59.2%	± 5.6%	Yes
Outcome 3: Summary Statement 1 Greater Than Expected Progress						
State N	State %	Confidence Interval	LEA N	LEA %	Confidence Interval	Meaningful Diff. from MN?
3811	70.66%	± 1.21%	184	56.0%	± 5.98%	Yes

Outcome 1: Summary Statement 2 Exit Meeting Age Expectations						
State N	State %	Confidence Interval	LEA N	LEA %	Confidence Interval	Meaningful Diff. from MN?
5927	55.46%	± 1.07%	254	43.7%	± 5.1%	Yes
Outcome 2: Summary Statement 2 Exit Meeting Age Expectations						
State N	State %	Confidence Interval	LEA N	LEA %	Confidence Interval	Meaningful Diff. from MN?
5927	54.70%	± 1.07%	254	38.2%	± 4.99%	Yes
Outcome 3: Summary Statement 2 Exit Meeting Age Expectations						
State N	State %	Confidence Interval	LEA N	LEA %	Confidence Interval	Meaningful Diff. from MN?
5927	64.89%	± 1.02%	254	47.2%	± 5.13%	Yes

***Free Appropriate Public Education in the Least Restrictive Environment: Part B Indicator 6 (12/1/2016)**

Percent of children aged 3 through 5 with IEPs attending a:

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; or
 B. Separate special education class, separate school or residential facility.

State: 6A		
EC & HK	EC only	Difference
58.20%	55.21%	2.99%
State: 6B		
EC & HK	EC only	Difference
15.07%	18.46%	-3.39%

LEA: 6A		
EC & HK	EC only	Difference
60.51%	53.62%	6.88%
LEA: 6B		
EC & HK	EC only	Difference
18.48%	20.94%	-2.46%

**The data displayed above differs from that displayed on the District Data Profile published Spring 2017 in two significant ways. First, the rates of inclusion are calculated using the most current child count data available. Second, the data are disaggregated by grade level to add meaning for ECSE program leaders.*