

**Delaware Department of Education
Local Education Agency Annual Report
on Progress Toward Targets in the State Performance Plan
for Students with Disabilities
for 2006-2007**

States are required under 20 USC 1416 (b)(1)(B) to submit a State Performance Plan (SPP) to the Office of Special Education Services (OSEP) that evaluates the State's efforts to implement the Individuals With Disabilities Education Improvement Act of 2004 (IDEA). In addition, in accordance with 20 USC 1416 (b)(2)(C), states must report annually to the Secretary on the state's progress on the SPP and to the public on the progress of each local education agency's progress toward the targets in the SPP.

The SPP and APR as well as local education agency (LEA) progress on the targets will be distributed to each LEA special education supervisor, all members of the PCCD, the Special Education Leadership members, the State Board of Education and the Governors Advisory Council for Exceptional Citizens. These reports will also be posted to the Delaware Department of Education (DDOE) website at: http://www.doe.state.de.us/exceptional_child/forms.htm.

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The following report includes the descriptions, data sources and measurements for the 14 Indicators where public reporting of district progress will be required. The report also includes each LEAs progress toward the targets of Indicators 1, 2, 3, 4a, 5, 6 and 12 as required by OSEP for the 2005-2006 school year. The other indicators are considered new indicators and will be included in the annual public report on district progress once baseline data has been collected and targets are set.

Indicator	Data Source and Measurement
1. Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))	Data Source: State data source and measurement. Measurement: Measurement for youth with IEPs should be the same measurement as for all youth.

Indicator	Data Source and Measurement
<p>2. Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.</p> <p>(20 U.S.C. 1416 (a)(3)(A))</p>	<p>Data Source:</p> <p>State data source and measurement.</p> <p>Measurement:</p> <p>Measurement for youth with IEPs should be the same measurement as for all youth</p>
<p>3. Participation and performance of children with disabilities on statewide assessments:</p> <p>A. Percent of districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's AYP objectives for progress for disability subgroup.</p> <p>B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.</p> <p>C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.</p> <p>(20 U.S.C. 1416 (a)(3)(A))</p>	<p>Data Source:</p> <p>Data source is assessment data collected for purposes of determining AYP. Participation and performance data to be taken from data collected for reporting under section 618 (Annual Report of Children Served); Table 6 (Section 618) is to be attached to this APR.</p> <p>Measurement:</p> <p>A. Percent = [(# of districts meeting the State's AYP objectives for progress for the disability subgroup (children with IEPs)) divided by the (total # of districts that have a disability subgroup that meets the State's minimum "n" size in the State)] times 100.</p> <p>B. Participation rate =</p> <p>a. # of children with IEPs in assessed grades;</p> <p>b. # of children with IEPs in regular assessment with no accommodations (percent = [(b) divided by (a)] times 100);</p> <p>c. # of children with IEPs in regular assessment with accommodations (percent = [(c) divided by (a)] times 100);</p> <p>d. # of children with IEPs in alternate assessment against grade level achievement standards (percent = [(d) divided by (a)] times 100); and</p> <p>e. # of children with IEPs in alternate assessment against alternate achievement standards (percent = [(e) divided by (a)] times 100).</p> <p>Account for any children included in a but not included in b, c, d, or e above</p> <p>Overall Percent = [(b + c + d + e) divided by (a)].</p> <p>C. Proficiency rate =</p> <p>a. # of children with IEPs in assessed grades;</p> <p>b. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with no accommodations (percent = [(b)</p>

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	<p>divided by(a)] times 100);</p> <p>c. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with accommodations (percent = [(c) divided by (a)] times 100);</p> <p>d. # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against grade level achievement standards (percent = [(d) divided by (a)] times 100); and</p> <p>e. # of children with IEPs in assessed grades who are proficient or above as measured against alternate achievement standards (percent = [(e) divided by (a)] times 100).</p> <p>Account for any children included in a but not included in b, c, d, or e above.</p> <p>Overall Percent = [(b + c + d + e) divided by (a)].</p>
<p>4. Rates of suspension and expulsion:</p> <p>A. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; and</p> <p>B. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities by race and ethnicity.</p> <p>(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))</p>	<p>Data Source:</p> <p>Data collected for reporting under section 618. Discrepancy can be computed by either comparing rates for children with disabilities to rates for nondisabled within a district or by comparing among LEAs for children with disabilities in the State.</p> <p>Measurement:</p> <p>A. Percent = [(# of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year) divided by the (# of districts in the State)] times 100.</p> <p>B. Percent = [(# of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions for greater than 10 days in a school year of children with disabilities by race ethnicity) divided by the (# of districts in the State)] times 100.</p> <p>Include State’s definition of “significant discrepancy.”</p>

Indicator	Data Source and Measurement
<p>5. Percent of children with IEPs aged 6 through 21:</p> <p>A. Removed from regular class less than 21% of the day;¹</p> <p>B. Removed from regular class greater than 60% of the day; or</p> <p>C. Served in public or private separate schools, residential placements, or homebound or hospital placements.</p> <p>(20 U.S.C. 1416(a)(3)(A))</p>	<p>Data Source:</p> <p>Data collected for reporting under section 618 (Annual Report of Children Served).</p> <p>Measurement:</p> <p>A. Percent = [(# of children with IEPs removed from regular class less than 21% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.</p> <p>B. Percent = [(# of children with IEPs removed from regular class greater than 60% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.</p> <p>C. Percent = [(# of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.</p>
<p>6. Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).</p> <p>(20 U.S.C. 1416(a)(3)(A))</p>	<p>Data Source:</p> <p>Data collected for reporting under section 618 (Annual Report of Children Served).</p> <p>Measurement:</p> <p>Percent = [(# of preschool children with IEPs who received special education services in settings with typically developing peers) divided by the (total # of preschool children with IEPs)] times 100.</p>
<p>7. Percent of preschool children with IEPs who demonstrate improved:</p> <p>A. Positive social-emotional skills (including social relationships);</p> <p>B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and</p> <p>C. Use of appropriate behaviors to meet their needs.</p> <p>(20 U.S.C. 1416 (a)(3)(A))</p>	<p>Data Source:</p> <p>State selected data source.</p> <p>Measurement:</p> <p>A. Positive social-emotional skills (including social relationships):</p> <p>a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# of preschool children with IEPs assessed)] times 100.</p> <p>b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool</p>

¹ At the time of the release of this package, revised forms for collection of 618 State reported data had not yet been approved. Indicators will be revised as needed to align with language in the 2005-2006 State reported data collections.

Indicator	Data Source and Measurement
	<p>children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.</p> <p>c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (# of preschool children with IEPs assessed)] times 100.</p> <p>d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.</p> <p>e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.</p> <p>If a + b + c + d + e does not sum to 100%, explain the difference.</p> <p>B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)</p> <p>a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# of preschool children with IEPs assessed)] times 100.</p> <p>b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.</p> <p>c. Percent of preschool children who</p>

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	<p>improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (# of preschool children with IEPs assessed)] times 100.</p> <p>d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.</p> <p>e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.</p> <p>If a + b + c + d + e does not sum to 100%, explain the difference.</p> <p>C. Use of appropriate behaviors to meet their needs:</p> <p>a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# of preschool children with IEPs assessed)] times 100.</p> <p>b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.</p> <p>c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (# of preschool children with IEPs assessed)] times 100.</p> <p>d. Percent of preschool children who</p>

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	<p>improved functioning to reach a level comparable to same-aged peers = $[(\# \text{ of preschool children who improved functioning to reach a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.</p> <p>e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = $[(\# \text{ of preschool children who maintained functioning at a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.</p> <p>If a + b + c + d + e does not sum to 100%, explain the difference.</p>
<p>8. Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.</p> <p>(20 U.S.C. 1416(a)(3)(A))</p>	<p>Data Source:</p> <p>State selected data source.</p> <p>Measurement:</p> <p>Percent = $[(\# \text{ of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities}) \div (\text{total } \# \text{ of respondent parents of children with disabilities})] \times 100$.</p>
<p>9. Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.</p> <p>(20 U.S.C. 1416(a)(3)(C))</p>	<p>Data Source:</p> <p>Data collected for reporting under section 618 (Annual Report of Children Served).</p> <p>Measurement:</p> <p>Percent = $[(\# \text{ of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification}) \div (\# \text{ of districts in the State})] \times 100$.</p> <p>Include State's definition of "disproportionate representation."</p> <p>Describe how the State determined that disproportionate representation of racial and ethnic groups in special education and related services was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.</p>

Indicator	Data Source and Measurement
<p>10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.</p> <p>(20 U.S.C. 1416(a)(3)(C))</p>	<p>Data Source:</p> <p>Data collected for reporting under section 618 (Annual Report of Children Served).</p> <p>Measurement:</p> <p>Percent = [(# of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.</p> <p>Include State’s definition of “disproportionate representation.”</p> <p>Describe how the State determined that disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.</p>
<p>11. Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days (or State established timeline).</p> <p>(20 U.S.C. 1416(a)(3)(B))</p>	<p>Data Source:</p> <p>Data to be taken from State monitoring or State data system and must be based on actual, not an average, number of days. Indicate if the State has established a timeline and, if so, what is the State’s timeline for initial evaluations.</p> <p>Measurement:</p> <p>a. # of children for whom parental consent to evaluate was received.</p> <p>b. # determined not eligible whose evaluations and eligibility determinations were completed within 60 days (or State established timeline).</p> <p>c. # determined eligible whose evaluations and eligibility determinations were completed within 60 days (or State established timeline).</p> <p>Account for children included in a but not included in b or c. Indicate the range of days beyond the timeline when eligibility was determined and any reasons for the delays.</p> <p>Percent = [(b + c) divided by (a)] times 100.</p>
<p>12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.</p> <p>(20 U.S.C. 1416(a)(3)(B))</p>	<p>Data Source:</p> <p>Data to be taken from State monitoring or State data system.</p> <p>Measurement:</p> <p>a. # of children who have been served in Part C and referred to Part B for eligibility determination.</p>

Indicator	Data Source and Measurement
	<p>b. # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.</p> <p>c. # of those found eligible who have an IEP developed and implemented by their third birthdays.</p> <p>d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services.</p> <p>Account for children included in a but not included in b, c or d. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.</p> <p>Percent = [(c) divided by (a – b)] times 100.</p>
<p>13. Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.</p> <p>(20 U.S.C. 1416(a)(3)(B))</p>	<p>Data Source:</p> <p>Data to be taken from State monitoring or State data system.</p> <p>Measurement:</p> <p>Percent = [(# of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals) divided by the (# of youth with an IEP age 16 and above)] times 100.</p>
<p>14. Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.</p> <p>(20 U.S.C. 1416(a)(3)(B))</p>	<p>Data Source:</p> <p>State selected data source.</p> <p>Measurement:</p> <p>Percent = [(# of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school) divided by the (# of youth assessed who had IEPs and are no longer in secondary school)] times 100.</p>