

# Indicator 1 – Graduation Rates

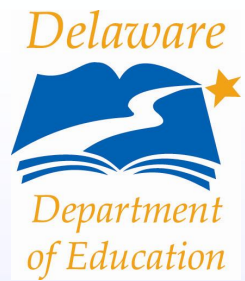
<b>Delaware Graduation Rates</b>			
Class Of		All Students	Special Education
2001	Graduated	5,358	456
	Dropped	1,187	229
	Rate	81.9%	66.6%
2002	Graduated	5,552	514
	Dropped	1,127	255
	Rate	83.1%	66.8%
2003	Graduated	5,746	547
	Dropped	1,176	264
	Rate	83.0%	67.5%
2004	Graduated	5,958	693
	Dropped	1,350	309
	Rate	81.5%	69.2%
2005	Graduated	6,086	751
	Dropped	1,183	299
	Rate	83.7%	71.52%
2006	Target		72.00%

\*Actual data for Class of 2006 will not be available until February 2007.

## Indicator 2 - Dropout Rates

<b>Delaware Dropout Rates – Grades 9-12</b>			
School Year		All Students	Special Education
2001	Enrolled	34,045	3,932
	Dropped	1,496	202
	Rate	4.4%	5.1%
2002	Enrolled	34,241	4,326
	Dropped	2,119	224
	Rate	6.2%	5.2%
2003	Enrolled	34,212	4,331
	Dropped	1,844	314
	Rate	5.4%	7.3%
2004	Enrolled	34,785	4,603
	Dropped	2,103	394
	Rate	6.0%	8.6%
2005	Enrolled	35,497	4,935
	Dropped	1883	245
	Rate	5.3%	5.0%
2006	Target		8.0%

\*Actual data for Class of 2006 will not be available until February 2007.



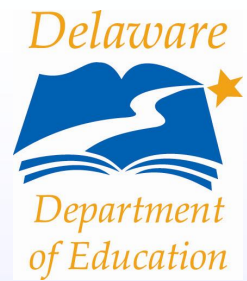
# Indicator 3 – Assessments – Section A – Districts Meeting AYP for ELA

<b>Special Education - District AYP for English/Language Arts</b>						
School Year	Grade Level	# Districts	# with $\geq 40$ Spec Ed Students	# meeting AYP	% meeting AYP	
2004	Elementary Schools	15	13	13	100.0%	
2005	Elementary Schools	15	13	8	61.5%	
2006	Elementary Schools	15	14	13	92.8%	
2006	Target				42.0%	
2004	Middle Schools	16	13	8	61.5%	
2005	Middle Schools	16	12	5	41.7%	
2006	Middle Schools	16	16	12	75.0%	
2006	Target				42.0%	
2004	High Schools	19	5	3	60.0%	
2005	High Schools	19	7	4	57.1%	
2006	High Schools	19	9	5	55.5%	
2006	Target				57.0%	



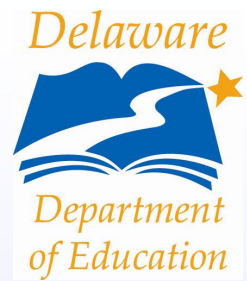
# Indicator 3 – Assessments – Section A – Districts Meeting AYP for Math

<b>Special Education - District AYP for Math</b>					
School Year	Grade Level	# Districts	# with $\geq 40$ Spec Ed Students	# meeting AYP	% meeting AYP
2004	Elementary Schools	15	13	13	100.0%
2005	Elementary Schools	15	13	11	84.6%
2006	Elementary Schools	15	14	14	100.0%
2006	Target				33.0%
2004	Middle Schools	16	13	7	53.8%
2005	Middle Schools	16	12	4	33.3%
2006	Middle Schools	16	16	15	93.4%
2006	Target				33.0%
2004	High Schools	19	5	2	40.0%
2005	High Schools	19	7	3	42.9%
2006	High Schools	19	9	6	66.7%
2006	Target				43.0%



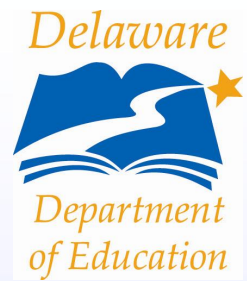
# Indicator 3 – Assessments – Section B – Participation - Reading

Grade	Test Year	Students w/IEPs	% Tested No Accom	% Tested Accom	% Tested DAPA	Total % Tested
Grade 3	2005	1148	3.2%	90.9%	4.5%	98.7%
Grade 3	2006	1287	4.0%	89.0%	6.3%	99.2%
Target						98.8%
Grade 5	2005	1421	4.7%	87.8%	6.5%	99.0%
Grade 5	2006	1430	5.6%	86.0%	6.2%	97.8%
Target						99.1%
Grade 8	2005	1531	7.7%	81.5%	7.8%	97.1%
Grade 8	2006	1593	8.6%	80.0%	7.5%	96.2%
Target						97.2%
Grade 10	2005	1115	8.9%	75.7%	10.8%	95.3%
Grade 10	2006	1127	16.2%	68.7%	10.6%	95.6%
Target						95.4%



# Indicator 3 – Assessments – Section B – Participation - Math

Grade	Test Year	Students w/IEPs	% Tested No Accom	% Tested Accom	% Tested DAPA	Total % Tested
Grade 3	2005	1148	4.4%	89.8%	4.5%	98.8%
Grade 3	2006	1287	5.4%	87.7%	6.3%	99.5%
Target						98.9%
Grade 5	2005	1421	4.9%	87.4%	6.5%	98.8%
Grade 5	2006	1430	8.8%	84.1%	6.2%	99.2%
Target						98.9%
Grade 8	2005	1531	7.1%	82.0%	7.8%	96.9%
Grade 8	2006	1593	8.3%	80.5%	7.5%	96.3%
Target						97.0%
Grade 10	2005	1115	7.2%	76.8%	10.8%	94.7%
Grade 10	2006	1127	16.9%	68.0%	10.6%	95.5%
Target						95.0%



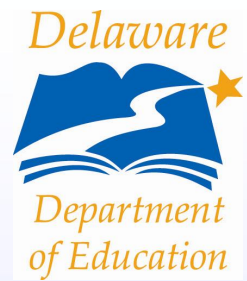
# Indicator 3 – Assessments – Section B – Performance - Reading

Grade	Test Year	a. # Tested	% Meets/Exceeds No Accom	% Meets/Exceeds Accom	% Meets/Exceeds DAPA	Total % Meets/Exceeds
Grade 3	2005	1133	1.9%	59.0%	3.8%	64.6%
Grade 3	2006	1277	2.2%	52.6%	5.8%	60.6%
Target						66.0%
Grade 5	2005	1408	2.5%	44.2%	5.8%	52.5%
Grade 5	2006	1416	4.2%	45.6%	5.7%	55.5%
Target						56.0%
Grade 8	2005	1486	2.3%	25.6%	5.5%	33.4%
Grade 8	2006	1532	4.0%	30.8%	6.3%	41.1%
Target						37.0%
Grade 10	2005	1063	1.9%	12.3%	9.5%	23.7%
Grade 10	2006	1040	2.7%	14.1%	9.1%	26.0%
Target						27.0%



# Indicator 3 – Assessments – Section B – Performance - Math

Grade	Test Year	a. # Tested	% Meets/Exceeds No Accom	% Meets/Exceeds Accom	% Meets/Exceeds DAPA	Total % Meets/Exceeds
Grade 3	2005	1135	2.2%	45.1%	3.8%	51.1%
Grade 3	2006	1280	2.2%	41.9%	5.5%	49.5%
Target						54.0%
Grade 5	2005	1405	2.2%	37.3%	5.8%	45.3%
Grade 5	2006	1418	3.9%	36.7%	5.9%	46.5%
Target						48.0%
Grade 8	2005	1483	0.9%	12.6%	5.5%	18.9%
Grade 8	2006	1534	2.0%	18.9%	6.5%	27.3%
Target						22.0%
Grade 10	2005	1056	0.5%	7.1%	9.2%	16.8%
Grade 10	2006	1013	1.5%	12.0%	9.6%	23.1%
Target						20.0%



# Indicator 4 – Suspensions/Expulsions > 10 Days – Section A and B

## Section A

Districts with Significant Discrepancies in Rate the of Suspensions/Expulsions between Students with Disabilities and Non-disabled Students for 2005-2006	
School Districts	19
School Districts with Significant Discrepancies in Suspensions/Expulsions > 10 Days	4
% of Districts with Significant Discrepancies in Suspension/Expulsions > 10 Days	21.1%
Target	36.8%

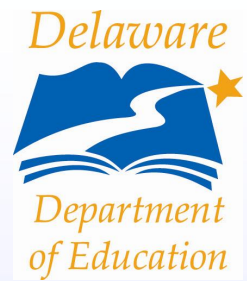
Section B – Disproportionality in the Rate of Suspensions/Expulsions between Students with Disabilities and Non-disable Students by Race is a new measure. Target were not set for 2005-2006. Targets are set for 2006-2007.

# Indicator 5 – Educational Placement of Children – Ages 6-21

<b>Educational Placement of Children with Disabilities</b>					
<b>Ages 6-21</b>					
State	Outside Regular Class < 21%	Outside Regular Class 21-60%	Outside Regular Class > 60%	Separate Setting	Total
12/1/2002	6,031	5,754	3,337	859	15,981
12/1/2003	6,494	5,728	3,283	881	16,386
12/1/2004	7,600	4,823	3,462	837	16,722
12/1/2005	8,350	4,226	3,383	825	16,784
12/1/2002	37.70%	36.00%	20.90%	5.40%	100%
12/1/2003	39.60%	35.00%	20.00%	5.40%	100%
12/1/2004	45.40%	28.80%	20.70%	5.00%	100%
12/1/2005	49.75%	25.18%	20.16%	4.92%	100%
Target	50.00%		20.20%	5.00%	

## Indicator 6 – Educational Placement of Children – Ages 3-5

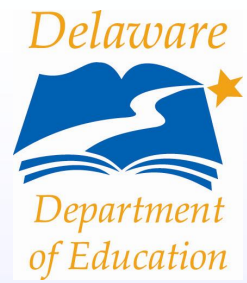
<b>Education Placement of Children with Disabilities</b>				
<b>Ages 3-5</b>				
<b>State</b>	<b>Early Childhood, Home, Part-time EC/Spec Ed</b>	<b>EC Special Ed</b>	<b>Other Separate Settings</b>	<b>Total</b>
12/1/2002	1,229	537	70	1,836
12/1/2003	1,344	529	158	2,031
12/1/2004	1,188	568	219	1,975
12/1/2005	1,223	653	197	2,073
12/1/2002	66.90%	29.20%	3.80%	100.00%
12/1/2003	66.20%	26.00%	7.80%	100.00%
12/1/2004	60.20%	28.80%	11.10%	100.00%
12/1/2005	59.00%	31.50%	9.50%	100.00%
Target	60.20%			



# Indicator 7 – Preschool Children with IEPs that Demonstrate Improved: Positive Social Emotional Skills, Acquisition and Use of Knowledge and Skills, and Use of Appropriate Behaviors to Meet Needs

Early Childhood Assessments 2006-2007 Initial Assessment Count of Students By Measure			
Measure	Like Same Age Peers	Not Like Same Age Peers	Total
Social-Emotional	176	816	992
Knowledge and Skills	86	906	992
Behaviors To Meet Needs	217	775	992
Social-Emotional	18%	82%	100%
Knowledge and Skills	9%	91%	100%
Behaviors To Meet Needs	22%	78%	100%

This is a new indicator. Data above is the initial entry data. Data will be collected through E-School Plus data system. Baseline data on children exiting the program will be collected during 2005-2006. Targets will be set once baseline data is collected and analyzed



## Indicator 8 – Parent Involvement

The Family Survey is biennial. Next survey will be during 2006-2007 school year.

## Indicator 9 – Disproportionate Representation of Racial and Ethnic groups in Special Education as a Result of Inappropriate Identification

## Indicator 10 - Disproportionate Representation of Racial and Ethnic groups in Specific Disability Categories as a Result of Inappropriate Identification

District with disproportionate representation of racial and ethnic groups in special education and within specific disability categories were required to review all practices, policies and procedures to ensure that it was not the result of inappropriate identification. 0% of districts were found to have disproportionate representation due to inappropriate identification. The required target is 0%.



## Indicator 11 – Percent of Children with Parental Consent to Evaluate, Who were Evaluated Within 60 Days (or State Established Timeline).

Delaware will begin to collect this data through the e-School Plus data system starting with the 2006-2007 school year. Baseline data and targets will be set for the APR due February 2008.



# Indicator 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

a. # Served in Part C referred to Part B for eligibility determination	b. # referred determined to be NOT eligible and were determined prior to their third birthday	c. # found eligible who have an IEP developed and implemented by their third birthday	d. # for who parent refusal to provide consent caused delays	% found eligible and have IEP developed and implemented by 3rd birthday	# included in "a" but not included in "b" or "c" or "d"
470	54	252	107	81.6%	57
Target				100.0%	

Reasons for # included in "a" but not included in "b" or "c" or "d"	
School-related issues to handling of referral	18
Late referral from Part C system. Some of those referrals also came late to Part C and subsequently were late to Part B	35
Medicaid issues	4
Total	57

**Indicator 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**

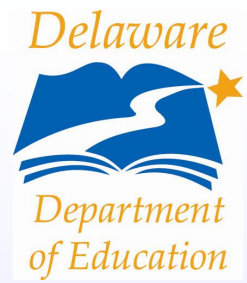
**IEP Reviews – Post Secondary Goals and Transition Services  
 2005-2006**

Total IEPs Reviewed	Total IEP's Meeting Requirements	% Meeting Requirements
490	364	74.3%
Target		100.0%



## Indicator 14 – Percent of Youth Who Had IEPs, Are No Longer in Secondary School and Have Been Competitively Employed, Enrolled in Some Type of Postsecondary School, or Both, Within One Year of Leaving High School

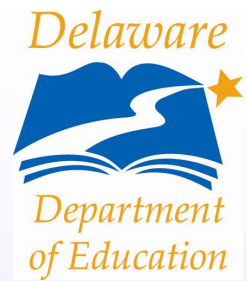
DDOE will use the follow-up survey developed by the National Post-School Outcomes Center and will conduct telephone and, if needed, mail surveys to all students who exited Delaware schools through graduation or dropping out during the SY 2005-2006. The data collection will be done between April and September 2007. Delaware has identified a vendor to conduct the surveys with approximately 50% of all Delaware school leavers in SY 2005-2006. Baseline Data for students participating in postsecondary education and/or competitive employment will be reported in the APR due February 2008. Measurable and rigorous targets will be developed, along with additional improvement activities.



# Indicator 15 – Percent of Noncompliance Corrected Within One Year of identification

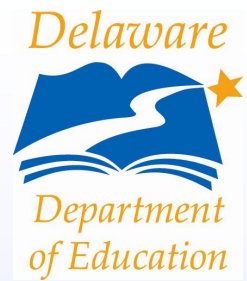
## Issues of Noncompliance Resolved within One Year 2005-2006

Issues of noncompliance	11
Issues of noncompliance that have reached 1 year	9
Issues of noncompliance that have reached 1 year and were resolved within that year.	9
% of issued resolved within one year	100%
Target	100%



# Indicator 16 – Percent of Signed Written Complaints with Reports Issued that Were Resolved Within 60-day Timeline or a Timeline Extended for Exceptional Circumstances

School Year	Complaints w/Reports Issued	Reports within Timelines	Reports within Extended Timelines	Measurement (Percent Resolved within Timelines)
2002-2003	20	20	0	100%
2003-2004	15	13	2	100%
2004-2005	10	9	1	100%
2005-2006	15	1	2	33%
Target				100%



# Indicator 17 – Percent of Fully Adjudicated Due Process Hearing Requests that were Fully Adjudicated Within the 45-day Timeline or a Timeline that is Properly Extended by the Hearing Officer at the Request of Either Party

School Year	Hearing Requests Fully Adjudicated	Hearing Requests Adjudicated within Timelines	Hearing Requests Adjudicated within Extended Timelines	Measurement (Percent Adjudicated within Timelines)
2004-2005	6	2	2	66%
2005-2006	3	0	1	33%
Target				100%



# Indicator 18 – Percent of Hearing Requests that Went to Resolution Sessions that Were Resolved Through Resolution Session Settlement Agreements

No targets were set as there was only one resolution session during 2005-2006

Targets will be set once the number of resolution settings reach 10 or more.

## Indicator 19 – Percent of Mediations Held that Resulted in Mediation Agreements

<b>Mediation That Resulted in Mediation Agreements</b>	
2.1(a)(i) Mediation Agreements Related To Due Process	7
2.1(b)(i) Mediation Agreements Not Related To Due Process	2
Total Mediation Agreements	9
Total Mediations Held	14
Percent Mediations That Resulted in Agreements	64%
Target	88%

## Indicator 20 – State Reported Data are Timely and Accurate

7 reports to be submitted within timelines	7 reported to be submitted error free and accurate	14
6 reports submitted within timelines	7 were submitted error free and accurate	13
Percent on time and accurate		13/14 = 93%
Target		100%



# State Performance Plan and Annual Performance Report

Both reports will be posted on the web at:

<http://www.doe.k12.de.us/programs/specialed/contimprov.shtml>

If you have questions about either of these reports, please contact Lisa Marcum at:

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