

Part B State Annual Performance Report (APR) for 2007-2008 (2007)

Overview of the Annual Performance Report Development:

The Annual Performance Report development is the result of ongoing collaboration between the Exceptional Children and Early Childhood Education Group (ECECE), other DDOE work groups, the special education stake holder’s group (Partners’ Council for Children with Disabilities or “PCCD”), the State Advisory Panel, the Governor’s Council for Exceptional Citizens (GACEC) and the following subcommittees of the PCCD:

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|--|---|
| State Transition Council Subcommittee | Access to the General Education Curriculum Subcommittee |
| General Supervision Subcommittee | |
| Positive Behavior Support Subcommittee | Preschool Outcomes Subcommittee |

The PCCD meets multiple times during the year and the subcommittees meet as necessary to review data and update targets. The GACEC meets monthly to comment and advise on disability issues from birth to death, including issues covered by the IDEA. The Statewide Assessment subcommittee and the Inclusive Schools Subcommittee have combined because of an overlapping focus. This new collaborative group has named itself Access to the General Education Curriculum Subcommittee and looks at assessment and placement data and the relationship between those data points.

The PCCD was updated on progress and slippage for established indicators in the spring of 2008. During the fall and winter of 2008, subcommittee recommendations were presented to the PCCD. Final recommendations from the subcommittees for changes and additions to targets, activities, timelines and resources were presented to PCCD in January 2009 for stakeholder review. All recommendations were approved. PCCD subcommittees will continue to review progress and make recommendations on targets, activities, timelines and resources as part of their regular activities.

The updated SPP and APR as well as LEA progress on the indicators will be disseminated 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. The updated SPP and the APR for 2007-2008 will be placed on the DDOE web site. Progress of all LEAs toward the indicators will be posted on the website no later than April 2009. Reports of the LEA progress on the indicators are posted to the DDOE web site at:

http://www.doe.state.de.us/exceptional_child/forms.htm.

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Monitoring Priority: FAPE in the LRE

Indicator 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))

Measurement: Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.

The Delaware graduation rate is determined by following a 9th grade cohort over four years. The four-year graduation rate is calculated by determining the graduates with a diploma and dividing that number by the graduates plus the dropouts in that cohort. In Delaware, students with disabilities must meet the same conditions as all youth in order to graduate with a regular diploma. The State requires that students receive at least 22 high school course credits for graduation with a regular diploma. LEAs may require more credits.

Graduation Rate = Graduates / Graduates + Dropouts.

FFY	Measurable and Rigorous Target
2007 (2007-2008)	The graduation rate for students with IEPs will be 76% for the Class of 2008, an increase of 2% over the previous year.

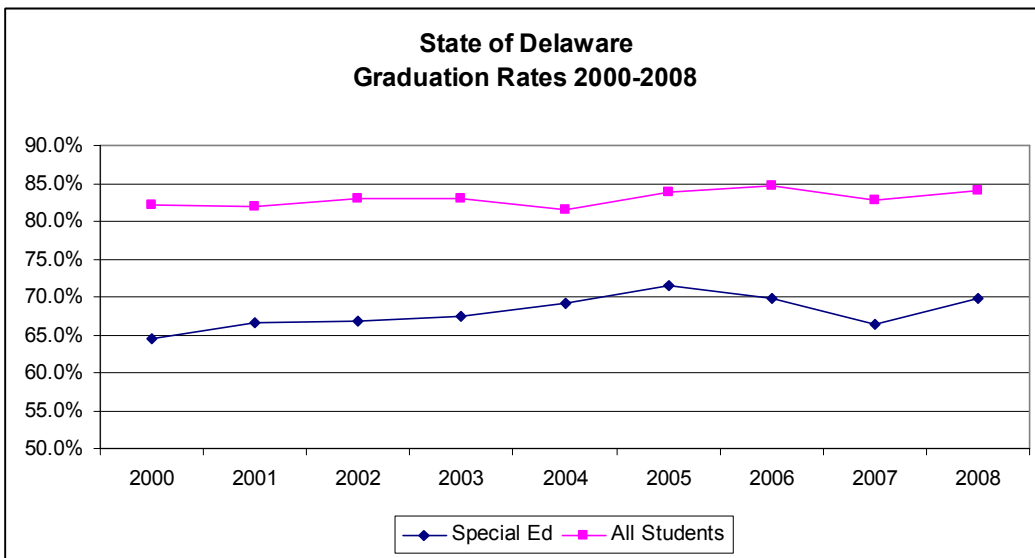
Actual Target Data:

**Graduation Rates
Class of 2000 through 2008**

Class of	% Graduated	Ed Type	# Graduated	# Dropped	Total
2000	84.06%	Regular Education	4751	901	5652
2001	83.65%	Regular Education	4902	958	5860
2002	85.33%	Regular Education	5008	861	5869
2003	85.23%	Regular Education	5199	901	6100
2004	83.49%	Regular Education	5265	1041	6306
2005	85.79%	Regular Education	5335	884	6219
2006	86.61%	Regular Education	5409	836	6245
2007	85.07%	Regular Education	5487	963	6450
2008	86.08%	Regular Education	5724	926	6650

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Class of	% Graduated	Ed Type	# Graduated	# Dropped	Total
2000	64.37%	Special Education	401	222	623
2001	66.57%	Special Education	456	229	685
2002	66.84%	Special Education	514	255	769
2003	67.45%	Special Education	547	264	811
2004	69.16%	Special Education	693	309	1002
2005	71.52%	Special Education	751	299	1050
2006	69.87%	Special Education	552	238	790
2007	66.42%	Special Education	629	318	947
2008	69.78%	Special Education	679	294	973
2000	82.10%	All Students	5152	1123	6275
2001	81.86%	All Students	5358	1187	6545
2002	83.05%	All Students	5522	1127	6649
2003	83.01%	All Students	5746	1176	6922
2004	81.53%	All Students	5958	1350	7308
2005	83.73%	All Students	6086	1183	7269
2006	84.73%	All Students	5961	1074	7035
2007	82.68%	All Students	6116	1281	7397
2008	84.00%	All Students	6403	1220	7623



Part B State Annual Performance Report (APR) for 2007-2008 (2007)**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for** (2006-2007):

The graduation rate for students with IEPs showed continued improvement from 2000 through the Class of 2005, when the graduation rate was 71.52%. Although slippages in graduation rates were reported during the classes of 2006 and 2007, the graduation rate for the class of 2008 increased to 69.87%. The graduation rate for the class of 2008 represents an increase of 3.36%. Delaware continues to compare graduation rates with those of all students. The graduation rate of all students increased 1.32% for the class of 2008.

These two years of decreasing graduation rates coincide with increased dropout rates in FFY 2003 (7.3%) and 2004 (8.6%), when Delaware experienced its highest dropout rates in the past seven years. Students who dropped out in those years were part of the cohort group for the Classes of 2006 and 2007. As annual dropout rates continue to improve significantly in the subsequent years (from 8.6% in 2004 to 4.28% currently), Delaware expects the graduation rates to continue to increase for the Class of 2009.

The Delaware Department of Education has committed to secondary school reform through numerous initiatives. As part of high school redesign, Student Success Plans (SSP) have become a new graduation requirement in Delaware for all students from 8th through 12th grades. The SSP mandate, implemented in SY 2006-2007, includes a focus on student long-range planning for postsecondary pursuits, the identification of courses leading to those goals, and supports and other activities that will assist in high school completion and preparation for careers. Each student will meet with an advisor to develop and update his or her SSP annually. DDOE fully expects that this statewide initiative will positively impact graduation and dropout rates.

Other statewide efforts, including the Inclusive Schools Initiative, Career and Technical Education efforts, the Positive Behavior Supports statewide training, professional development on universal design for learning and differentiated instruction, the Connections to Learning Team, have all increased awareness and efforts in middle and high schools for success for all students. DDOE is currently providing training and technical assistance on implementing Response to Intervention (RTI) at the secondary level. This training and technical assistance will be provided on an on-going basis. The Career and Technical Education (CTE) Group at the DDOE is working closely with the Exceptional Children's Group to promote and monitor increases in the participation of students with IEPs as CTE concentrators and completers in all LEAs.

The State and Regional Transition Councils continue to meet, linking agencies, community supports and school programs to identify critical issues, needed supports, and solutions for student success in secondary schools. The IDEA Partnership Transition Community of Practice (CoP) continues supporting the state to further develop its transition community. The Delaware CoP Team continues to focus on interagency collaboration, family involvement and youth leadership through a federal technical assistance grant. The Delaware CoP team will also receive assistance from the National Dropout Prevention Center for Students with Disabilities and the National Secondary Transition Technical Assistance Center in its work to improve school completion outcomes.

The Delaware Division of Vocational Rehabilitation (DVR) continues to serve high school youth in preparation for post-school employment, and the number of youth served, as well as employment outcomes, increase annually. DVR is collaborating with Delaware Technical and Community College (DTCC) campuses in the implementation of a tutoring program for students with IEPs making the transition to postsecondary education and training. In collaboration with DVR, this tutoring program expanded to all four DTCC campuses for the SY 2008-2009.

The Delaware Secondary IEP focuses on post-school outcomes and the supports needed for students to be successful in high school and beyond. In order to address non-compliance, on site monitoring through record reviews of Indicator 13 were conducted from October 2008 through December 2008. From these reviews SEA staff identified specific strategies to increase compliance and targeted technical assistance is being provided to all LEAs on an on-going basis

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DDOE examined IEPs in 17 of the 19 public school districts in the state, along with all four public charter high schools serving students with IEPs. DDOE staff reviewed a sample of 10-25 IEP folders in each program using the NSTTAC checklist. For very small schools, staff reviewed all IEPs of students ages 16 and older. A total of 620 IEPs were examined. Of those, 571 IEPs met the criteria. Over 92% of IEPs reviewed statewide met the criteria in the NSTTAC checklist.

On-going technical assistance is being targeted to those LEAs with substantial non-compliance indicated by a rate lower than 88%. Training and technical assistance will be provided to all LEAs in order to strengthen the ability of all LEAS to meet Indicator 13 requirements.

Student participation in their IEP meetings in middle and high school continues to be extremely high. Over 85% of students are attending their IEP meetings. Fifteen high school programs in the State participate in the Delaware Student Leadership Advisory Council which has focused on student-led IEPs as its major activity for the past three years (SY 2006, 2007 and 2008).

Status of Improvement Activities:

Improvement Activities	Timelines	Resources
Coordinate regular strategic planning meetings through regional and State Transition Council.	Ongoing	DDOE, DVR, DDDS, providers and LEAs.
Status: Regional Councils meet three times annually, and the State Transition Council meets two times per year.		
Conduct training on the state-adopted secondary IEP form and process.	Ongoing	DDOE
Status: Secondary IEP training has been conducted throughout the state, and DDOE provides "Meeting Transition Requirements" reports to LEAs regularly, along with professional development on meeting the requirements of indicator 13.		
Coordinate Student Leadership Advisory Council, local SOAR clubs and other self-determination activities. This includes training and technical assistance on developing student-led IEPs for students K-12.	Ongoing	DDOE with local LEAs, the DD Planning Council, TransCen, Inc., the Parent Information Center, and DE Division on Career Development and Transition.
Status: The Student Leadership Council meets three times annually, and 15 local SOAR clubs receive technical assistance from DDOE and other stakeholders.		
Conduct IEP reviews to ensure that LEAs are meeting transition requirements in the new secondary IEP and provide training and technical assistance as needed.	Beginning November 2005 – June 2006 and ongoing	DDOE
Status: All LEAs participated in "Indicator 13" reviews in the 2007-2008. Each LEA has received required corrective action reports on meeting Indicator #13 requirements in the Secondary IEP.		
Ensure monitoring focus on student graduation/dropout rates and other transition indicators for accountability at the building level through LEA required reporting in LEA Plans.	Annually	DDOE with Monitoring System
Status: The public reporting of LEA progress toward the indicators will be completed no later than April 2009. The PCCD and the General Supervision Subcommittee will consider data for all indicators to make recommendations for focused monitoring.		

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Improvement Activities	Timelines	Resources
State Transition Council will review disaggregated graduation and dropout data and make recommendations to DDOE for focused monitoring for LEAs falling well below state average for graduation and dropout rates	Annually	State Transition Council and DDOE Monitoring System
Status: The State Council meets twice annually and makes recommendations to the DDOE and PCCD on targets, activities and timelines for continued improvement in graduation rates.		
Improvement Activities	Timelines	Resources
Provide information to secondary educators on the "Transition Specialist" course of study for professionals through the University of Delaware.	July 2005 and ongoing	DDOE, University of Delaware
Status: The University of Delaware has developed a course of study for transition specialists. DDOE continues to support the dissemination of information regarding the coursework.		
Continue to provide training and technical assistance to the current LEA replicating the Youth Transition Programs (YTP) developed in Oregon.	April 2005 – August 2006 and ongoing	DDOE, TransCen, Inc., DVR
Status: One LEA continues its YTP pilot with support from State Legislature. It is completing its 3 rd year of a three-year pilot. Activities are going well. Data are currently being analyzed for possible replication.		
In collaboration with DDOE, DVR, and Delaware Technical and Community College continue to provide innovative programs to high school students receiving special education services.	January - September 2006 and ongoing.	DDOE in collaboration with school districts, DVR, and Delaware Technical and Community College
Status: The Delaware Division of Vocational Rehabilitation has expanded a tutoring program in conjunction with Delaware Technical and Community College to have locations on all four campus locations this year. This tutoring program serves students in transition from school to postsecondary education and training opportunities. Transition student participation in this program is very high.		
Coordinate activities through the Secondary Support Action Team (SSAT) at DDOE, Positive Behavior Supports (PBS) initiative, the Delaware National Governors Association (NGA) Grant, Secondary RTI Team and middle/high school "transition" programs to improve academic achievement and school completion. Assist in the development of Individualized Learning Plans for all students in 8 th -12 th grades.	NGA Grant indicators – December 2005 – September 2010 Secondary RTI implementation, SSAT and PBS - ongoing	DDOE Student Success Project Team and LEAs
Status: Student Success Plans (SSPs), previously called Individualized Learning Plans, are now a graduation requirement for all Delaware secondary school students. FFY 2007 was the first year of implementation, and all 8 th and 9 th graders completed SSPs. Training and technical assistance on implementing RTI at the secondary level is currently being provided and will be provided to all LEAs on an on-going basis. .		
Coordinate efforts at DDOE to provide social workers to Delaware middle schools. Ensure that students and families with IEPs needing services from social workers are included.	Ongoing	DDOE

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<p>Status: Incomplete. The Connections to Learning Team at DDOE is discussing this effort along with other supports in its work.</p>		
<p>Annual Transition Institute, an interagency professional development opportunity, focuses on dropout prevention for struggling students including students in special education</p>	<p>Annually in Spring</p>	<p>Regional and State Transition Councils, DDOE, DVR</p>
<p>Status: The Summer Transition Institute was held in August 2007, with over 175 school personnel, agency representatives, parents and students attending. The Transition Institute was moved to the Spring in April 2008 to enhance participation in the event. In April 2008, over 300 school personnel, agency representatives, parents and students attended the Institute. DVR, DDOE, and other stakeholders are working as a Transition Community of Practice to develop a larger annual transition conference to ensure wide-spread dissemination of transition related information reaches all partners involved in transition planning for students with disabilities.</p>		
<p>Continue work to develop the Delaware Transition Community of Practice to address transition issues and facilitate the dissemination of information on transition services for students with disabilities.</p>	<p>Ongoing</p>	<p>Regional and State Transition Councils, DDOE, DVR, DDDS, LEAs, Parents, Students</p>
<p>Status: Through a federal grant, Pennsylvania, Virginia and Delaware are working together to improve interagency collaboration, youth involvement and leadership, and family involvement leading to better transition outcomes for students with IEPs. Students, families and transition professionals will continue to be provided opportunities annually through the Delaware and Pennsylvania Transition Conferences, as well as the Virginia Transition Forum.</p>		

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (2006-2007)
[If applicable]

No revisions recommended.

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Monitoring Priority: FAPE in the LRE

Indicator 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.

(20 U.S.C. 1416 (a)(3)(A))

Measurement: Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.

Delaware uses an Event Rate method for reporting in its Annual Dropout Summary of Statistics. Event rate reporting is a snapshot which reflects the total numbers of students in grades 9-12 who dropped out of school in a single year divided by the fall enrollment of that same year.

FFY	Measurable and Rigorous Target
2007-2008	The annual dropout rate for students with IEPs will be 6.8% in FFY 2007, a decrease of 1.8% from the baseline rate of 8.6%.

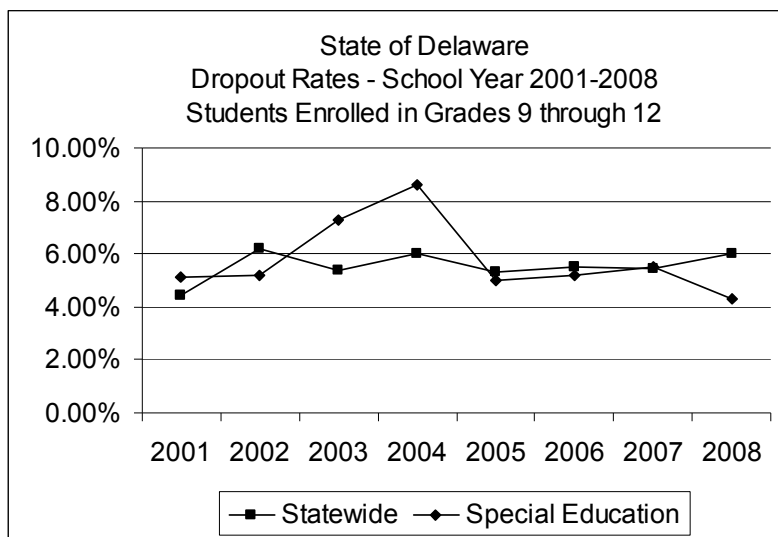
Actual Target Data for *(2007-2008):*

Drop-Out Rates
Class of 2002 through 2008

Year		All Students	Special Education
2002	Enrolled	34,241	4,326
	Dropped	2,119	224
	Rate	6.20%	5.20%
2003	Enrolled	34,212	4,331
	Dropped	1,844	314
	Rate	5.40%	7.30%
2004	Enrolled	34,785	4,603
	Dropped	2,103	394
	Rate	6.00%	8.60%

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Year		All Students	Special Education
2005	Enrolled	35,497	4,935
	Dropped	1883	245
	Rate	5.30%	5.00%
2006	Enrolled	36,297	5,040
	Dropped	1995	264
	Rate	5.50%	5.20%
2007	Enrolled	37253	5212
	Dropped	2026	287
	Rate	5.44%	5.51%
2008	Enrolled	33163	4787
	Dropped	2002	205
	Rate	6.04%	4.28%



Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (2006-2007):

In order to provide trends over multiple years, we continue to include data beginning in year 2000 up to the current reporting period of FFY 2007 (SY 2007-2008).

The annual dropout rate for the FFY 2005 was 5.2%. The annual dropout rate for FFY 2006 was 5.51%. The annual dropout rate for the FFY 2007 was 4.28%. During FFY 2007 a significant decrease of 1.23 % was reported in the annual dropout rate. The annual dropout rate remains well below the measurable and rigorous targets of 8.0% for FFY 2005, 7.4% for FFY 2006 and 6.8% for FFY 2007.

The PCCD recommended that the current long-range targets be unchanged.

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Activities/Timelines and Resources dedicated to lowering dropout rates are the same as activities for Indicator 1.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for *(2006-2007)*

No revisions recommended.

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Monitoring Priority: FAPE in the LRE

Indicator 3: Participation and performance of children with disabilities on statewide assessments:

- 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.
- 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.
- C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

- 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.
- B. Participation rate =
 - a. # of children with IEPs in assessed grades;
 - b. # of children with IEPs in regular assessment with no accommodations (percent = [(b) divided by (a)] times 100);
 - c. # of children with IEPs in regular assessment with accommodations (percent = [(c) divided by (a)] times 100);
 - d. # of children with IEPs in alternate assessment against grade level achievement standards (percent = [(d) divided by (a)] times 100); and
 - e. # of children with IEPs in alternate assessment against alternate achievement standards (percent = [(e) divided by (a)] times 100).

Account for any children included in a but not included in b, c, d, or e above.

Overall Percent = [(b + c + d + e) divided by (a)].

- C. Proficiency rate =
 - a. # of children with IEPs in assessed grades;
 - b. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with no accommodations (percent = [(b) divided by (a)] times 100);
 - 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);
 - 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
 - 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).

Account for any children included in a but not included in b, c, d, or e above.

Overall Percent = [(b + c + d + e) divided by (a)].

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FFY	Measurable and Rigorous Target							
2007-2008	Section A: % of Districts Meeting AYP							
	ELA				Math			
	FFY	Elementary Schools	Middle Schools	High Schools	Elementary Schools	Middle Schools	High Schools	
	2007-2008	47%	47%	62%	38%	38%	48%	
	Section B - % Participation on Assessments							
	Reading							
	FFY	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
	2007-2008	99.0%	98.5%	99.3%	98.2%	98.0%	97.4%	95.6%
	Math							
	FFY	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
2007-2008	99.1%	98.8%	99.1%	98.3%	98.1%	97.2%	95.2%	
Section C – % Meeting/Exceeding Standards on Assessments								
Reading								
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10	
2007-2008	71%	56%	65%	45%	46%	47%	35%	
Math								
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10	
2007-2008	60%	50%	56%	37%	31%	32%	28%	

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Actual Target Data for (2007-2008):

Section A: % of Districts Meeting AYP

Special Education - District AYP for English/Language Arts					
School Year	Grade Level	# Districts	# with ≥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%
2007	Elementary Schools	15	15	8	53.3%
2008	Elementary Schools	15	15	8	53.3%
2004	Middle Schools	16	13	8	61.5%
2005	Middle Schools	16	12	5	41.7%
2006	Middle Schools	16	16	12	75.0%
2007	Middle Schools	16	16	5	31.25%
2008	Middle Schools	16	16	6	37.5%
2004	High Schools	19	5	3	60.0%
2005	High Schools	19	7	4	57.1%
2006	High Schools	19	9	5	55.5%
2007	High Schools	19	9	4	44.44%
2008	High Schools	19	9	5	55.5%

Special Education - District AYP for Math					
School Year	Grade Level	# Districts	# with ≥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%
2007	Elementary Schools	15	14	10	71.4%
2008	Elementary Schools	15	15	9	80.0%
2004	Middle Schools	16	13	7	53.8%
2005	Middle Schools	16	12	4	33.3%
2006	Middle Schools	16	16	15	93.4%
2007	Middle Schools	16	16	4	25.0%
2008	Middle Schools	16	16	9	56.25%
2004	High Schools	19	5	2	40.0%
2005	High Schools	19	7	3	42.9%
2006	High Schools	19	9	6	66.7%
2007	High Schools	19	9	4	44.44%
2008	High Schools	19	9	4	44.4%

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Section B - % Participation on Assessments
READING

Grade	Test Year	Students w/IEPs	# Tested No Accom	# Tested Accom	# Tested DAPA	# Not Tested	# Exempt	% Tested No Accom	% Tested Accom	% Tested DAPA	Total % Tested
Grade 3	2003	1186	51	1049	77	4	4	4.3%	88.4%	6.5%	99.2%
Grade 3	2004	1203	58	1059	69	8	9	4.8%	88.0%	5.7%	98.6%
Grade 3	2005	1148	37	1044	52	0	15	3.2%	90.9%	4.5%	98.7%
Grade 3	2006	1287	51	1145	81	0	10	4.0%	89.0%	6.3%	99.2%
Grade 3	2007	1297	88	1109	84	15	16	6.8%	85.5%	6.5%	98.8%
Grade 3	2008	1330	89	1158	78	5	15	6.69%	87.07%	5.86%	99.62%
Grade 4	2006	1317	64	1171	60	12	10	4.9%	88.9%	4.6%	98.3%
Grade 4	2007	1437	88	1246	82	12	21	6.1%	86.7%	5.7%	98.5%
Grade 4	2008	1375	71	1207	94	3	11	5.16%	87.78%	6.84%	99.78%
Grade 5	2003	1362	86	1166	89	4	14	6.3%	85.6%	6.5%	98.5%
Grade 5	2004	1367	124	1128	97	3	15	9.1%	82.5%	7.1%	98.7%
Grade 5	2005	1421	67	1247	93	2	12	4.7%	87.8%	6.5%	99.0%
Grade 5	2006	1430	80	1230	89	8	6	5.6%	86.0%	6.2%	97.8%
Grade 5	2007	1368	155	1121	81	11	11	11.3%	81.9%	5.9%	99.2%
Grade 5	2008	1476	78	1304	91	3	11	5.28%	88.35%	6.17%	99.80%
Grade 6	2006	1427	85	1203	110	14	15	6.0%	84.3%	7.7%	98.0%
Grade 6	2007	1493	214	1172	93	11	14	14.3%	78.5%	6.2%	99.1%
Grade 6	2008	1413	97	1221	89	6	15	6.86%	86.41%	6.30%	99.58%
Grade 7	2006	1427	130	1170	96	18	13	9.1%	82.0%	6.7%	97.8%
Grade 7	2007	1526	263	1116	124	27	23	17.2%	73.1%	8.1%	98.5%
Grade 7	2008	1520	142	1250	111	17	17	9.34%	82.24%	7.30%	98.88%

(continued)

APR Template – Part B (4)

Delaware
State

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Grade	Test Year	Students w/IEPs	# Tested No Accom	# Tested Accom	# Tested DAPA	# Not Tested	# Exempt	% Tested No Accom	% Tested Accom	% Tested DAPA	Total % Tested
Grade 8	2003	1655	194	1337	89	17	18	11.7%	80.8%	5.4%	97.9%
Grade 8	2004	1635	107	1391	102	25	10	6.5%	85.1%	6.2%	97.9%
Grade 8	2005	1531	118	1248	120	28	17	7.7%	81.5%	7.8%	97.1%
Grade 8	2006	1593	137	1275	120	45	16	8.6%	80.0%	7.5%	96.2%
Grade 8	2007	1528	168	1221	111	28	28	11.0%	79.9%	7.3%	98.2%
Grade 8	2008	1569	129	1297	117	26	22	8.22%	82.66%	7.46%	98.34%
Grade 10	2003	1101	116	858	73	41	13	10.5%	77.9%	6.6%	95.1%
Grade 10	2004	854	75	687	57	31	4	8.8%	80.4%	6.7%	95.9%
Grade 10	2005	1115	99	844	120	41	11	8.9%	75.7%	10.8%	95.3%
Grade 10	2006	1127	183	774	120	39	11	16.2%	68.7%	10.6%	95.6%
Grade 10	2007	1107	174	813	114	54	6	15.7%	73.4%	10.3%	99.5%
Grade 10	2008	1174	124	872	136	42	18	10.56%	74.28%	11.58%	96.42%

MATH

Grade	Test Year	Students w/IEPs	# Tested No Accom	# Tested Accom	# Tested DAPA	# Not Tested	# Exempt	% Tested No Accom	% Tested Accom	% Tested DAPA	Total % Tested
Grade 3	2003	1189	50	1053	77	3	5	4.2%	88.6%	6.5%	99.2%
Grade 3	2004	1206	60	1068	69	5	4	5.0%	88.6%	5.7%	99.3%
Grade 3	2005	1148	51	1031	52	0	14	4.4%	89.8%	4.5%	98.8%
Grade 3	2006	1287	70	1129	81	0	7	5.4%	87.7%	6.3%	99.5%
Grade 3	2007	1297	86	1113	84	14	14	6.6%	85.8%	6.5%	98.9%
Grade 3	2008	1330	88	1159	78	5	13	6.62%	87.14%	5.86%	99.62%

(continued)

APR Template – Part B (4)

Delaware
State

Part B State Annual Performance Report (APR) for 2007-2008 (2007)

Grade	Test Year	Students w/IEPs	# Tested No Accom	# Tested Accom	# Tested DAPA	# Not Tested	# Exempt	% Tested No Accom	% Tested Accom	% Tested DAPA	Total % Tested
Grade 4	2006	1317	87	1151	60	11	8	6.6%	87.4%	4.6%	98.6%
Grade 4	2007	1437	87	1253	82	11	15	6.1%	87.2%	5.7%	99.0%
Grade 4	2008	1375	62	1217	94	2	8	4.51%	88.51%	6.84%	99.85%
Grade 5	2003	1363	95	1160	89	4	12	7.0%	85.1%	6.5%	98.6%
Grade 5	2004	1367	122	1133	97	4	11	8.9%	82.9%	7.1%	98.9%
Grade 5	2005	1421	69	1242	93	5	12	4.9%	87.4%	6.5%	98.8%
Grade 5	2006	1430	126	1203	89	9	3	8.8%	84.1%	6.2%	99.2%
Grade 5	2007	1368	158	1128	81	12	1	11.5%	82.5%	5.9%	99.9%
Grade 5	2008	1476	63	1319	91	3	10	4.27%	89.36%	6.17%	99.80%
Grade 6	2006	1427	104	1188	108	13	14	7.3%	83.3%	7.6%	98.1%
Grade 6	2007	1494	201	1186	94	10	13	13.5%	79.4%	6.3%	99.1%
Grade 6	2008	1413	86	1234	89	4	12	6.09%	87.33%	6.30%	99.72%
Grade 7	2006	1429	185	1116	98	18	12	12.9%	78.1%	6.9%	97.9%
Grade 7	2007	1526	250	1131	124	24	21	16.4%	74.1%	8.1%	98.6%
Grade 7	2008	1520	137	1253	111	19	18	9.01%	82.43%	7.30%	98.75%
Grade 8	2003	1656	181	1345	89	23	18	10.9%	81.2%	5.4%	97.5%
Grade 8	2004	1635	100	1395	102	28	10	6.1%	85.3%	6.2%	97.7%
Grade 8	2005	1531	108	1255	120	30	18	7.1%	82.0%	7.8%	96.9%
Grade 8	2006	1593	132	1283	119	45	14	8.3%	80.5%	7.5%	96.3%
Grade 8	2007	1528	139	1250	111	26	28	9.1%	81.8%	7.3%	98.2%
Grade 8	2008	1569	115	1316	117	21	19	7.33%	83.88%	7.46%	98.66%

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Delaware
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Part B State Annual Performance Report (APR) for 2007-2008 *(2007)*

Grade	Test Year	Students w/IEPs	# Tested No Accom	# Tested Accom	# Tested DAPA	# Not Tested	# Exempt	% Tested No Accom	% Tested Accom	% Tested DAPA	Total % Tested
Grade 10	2003	1101	105	861	73	47	15	9.5%	78.2%	6.6%	94.4%
Grade 10	2004	854	66	683	57	43	5	7.7%	80.0%	6.7%	94.4%
Grade 10	2005	1115	80	856	120	48	11	7.2%	76.8%	10.8%	94.7%
Grade 10	2006	1127	191	766	119	40	11	16.9%	68.0%	10.6%	95.5%
Grade 10	2007	1106	149	838	113	45	6	13.5%	75.8%	10.2%	99.5%
Grade 10	2008	1175	109	889	137	40	21	9.28%	75.66%	11.66%	96.60%

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Part B State Annual Performance Report (APR) for 2007-2008 (2007)

Section C – % Meeting/Exceeding Standards on Assessments
READING

Grade	Test Year	a. # Tested	b. Meets/Exceeds No Accom	c. Meets/Exceeds Accom	e. Meets/Exceeds DAPA	% Meets/Exceeds No Accom	% Meets/Exceeds Accom	% Meets/Exceeds DAPA	Total % Meets/Exceeds
Grade 3	2003	1178	27	532	50	2.30%	45.20%	4.20%	51.70%
Grade 3	2004	1186	24	674	60	2.00%	56.80%	5.10%	63.90%
Grade 3	2005	1133	21	668	43	1.90%	59.00%	3.80%	64.60%
Grade 3	2006	1277	28	672	74	2.20%	52.60%	5.80%	60.60%
Grade 3	2007	1297	42	632	62	3.24%	48.73%	4.78%	56.75%
Grade 3	2008	1310	45	664	66	3.44%	50.69%	5.04%	59.16%
Grade 4	2006	1295	37	562	56	2.90%	43.40%	4.30%	50.60%
Grade 4	2007	1404	46	624	68	3.28%	44.44%	4.84%	52.56%
Grade 4	2008	1360	37	561	84	2.72%	41.25%	6.18%	50.15%
Grade 5	2003	1342	38	425	63	2.80%	31.70%	4.70%	39.20%
Grade 5	2004	1349	53	638	89	3.90%	47.30%	6.60%	57.80%
Grade 5	2005	1408	35	622	82	2.50%	44.20%	5.80%	52.50%
Grade 5	2006	1416	60	645	81	4.20%	45.60%	5.70%	55.50%
Grade 5	2007	1346	79	595	68	5.87%	44.21%	5.05%	55.13%
Grade 5	2008	1462	41	679	83	2.80%	46.44%	5.68%	54.92%
Grade 6	2006	1398	43	419	93	3.10%	30.00%	6.70%	39.70%
Grade 6	2007	1468	85	441	72	5.79%	30.04%	4.90%	40.74%
Grade 6	2008	1392	48	478	83	3.45%	34.34%	5.96%	43.75%

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Part B State Annual Performance Report (APR) for 2007-2008 (2007)

Grade	Test Year	a. # Tested	b. Meets/Exceeds No Accom	c. Meets/Exceeds Accom	e. Meets/Exceeds DAPA	% Meets/Exceeds No Accom	% Meets/Exceeds Accom	% Meets/Exceeds DAPA	Total % Meets/ Exceeds
Grade 7	2006	1396	76	417	81	5.44%	29.87%	5.80%	41.11%
Grade 7	2007	1476	104	427	95	7.05%	28.93%	6.44%	42.41%
Grade 7	2008	1486	61	537	105	4.10%	36.14%	7.07%	47.31%
Grade 8	2003	1620	35	334	56	2.20%	20.60%	3.50%	26.20%
Grade 8	2004	1600	30	381	81	1.90%	23.80%	5.10%	30.80%
Grade 8	2005	1486	34	381	81	2.30%	25.60%	5.50%	33.40%
Grade 8	2006	1532	61	472	96	4.00%	30.80%	6.30%	41.10%
Grade 8	2007	1472	69	465	86	4.69%	31.59%	5.84%	42.12%
Grade 8	2008	1521	45	431	99	2.96%	28.34%	6.51%	37.80%
Grade 10	2003	1047	11	108	48	1.10%	10.30%	4.60%	16.00%
Grade 10	2004	819	13	105	53	1.60%	12.80%	6.50%	20.90%
Grade 10	2005	1063	20	131	101	1.90%	12.30%	9.50%	23.70%
Grade 10	2006	1040	28	147	95	2.70%	14.10%	9.10%	26.00%
Grade 10	2007	1047	29	188	95	2.77%	17.96%	9.07%	29.80%
Grade 10	2008	1113	19	175	125	1.71%	15.72%	11.23%	28.66%

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MATH

Grade	Test Year	# Tested	b. Meets/Exceeds No Accom	c. Meets/Exceeds Accom	e. Meets/Exceeds DAPA	% Meets/Exceeds No Accom	% Meets/Exceeds Accom	% Meets/Exceeds DAPA	Total % Meets/ Exceeds
Grade 3	2003	1181	23	405	50	1.90%	34.30%	4.20%	40.50%
Grade 3	2004	1197	22	511	63	1.80%	42.70%	5.30%	49.80%
Grade 3	2005	1135	25	512	43	2.20%	45.10%	3.80%	51.10%
Grade 3	2006	1280	28	536	70	2.20%	41.90%	5.50%	49.50%
Grade 3	2007	1269	42	539	67	3.31%	42.47%	5.28%	51.06%
Grade 3	2008	1312	43	558	63	3.28%	42.53%	4.80%	50.61%
Grade 4	2006	1298	44	496	56	3.40%	38.20%	4.30%	45.90%
Grade 4	2007	1411	41	500	68	2.91%	35.44%	4.82%	43.16%
Grade 4	2008	1364	28	508	81	2.05%	37.24%	5.94%	45.23%
Grade 5	2003	1345	39	317	63	2.90%	23.60%	4.70%	31.20%
Grade 5	2004	1352	43	464	81	3.20%	34.30%	6.00%	43.50%
Grade 5	2005	1405	31	524	82	2.20%	37.30%	5.80%	45.30%
Grade 5	2006	1418	55	521	83	3.90%	36.70%	5.90%	46.50%
Grade 5	2007	1345	53	448	65	3.94%	33.31%	4.83%	42.08%
Grade 5	2008	1463	25	525	87	1.71%	35.89%	5.95%	43.54%
Grade 6	2006	1400	37	321	91	2.60%	22.90%	6.50%	32.10%
Grade 6	2007	1471	77	417	78	5.23%	28.35%	5.30%	38.89%
Grade 6	2008	1397	37	410	83	2.65%	29.35%	5.94%	37.94%

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Delaware
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Part B State Annual Performance Report (APR) for 2007-2008 (2007)

Grade	Test Year	# Tested	b. Meets/Exceeds No Accom	c. Meets/Exceeds Accom	e. Meets/Exceeds DAPA	% Meets/Exceeds No Accom	% Meets/Exceeds Accom	% Meets/Exceeds DAPA	Total % Meets/ Exceeds
Grade 7	2006	1399	44	250	82	3.10%	17.90%	5.90%	26.90%
Grade 7	2007	1481	50	246	101	3.38%	16.61%	6.82%	26.81%
Grade 7	2008	1483	27	343	99	1.82%	23.13%	6.68%	31.63%
Grade 8	2003	1615	20	151	56	1.20%	9.30%	3.50%	14.10%
Grade 8	2004	1597	14	224	82	0.90%	14.00%	5.10%	20.00%
Grade 8	2005	1483	13	187	81	0.90%	12.60%	5.50%	18.90%
Grade 8	2006	1534	30	290	99	2.00%	18.90%	6.50%	27.30%
Grade 8	2007	1474	32	261	97	2.17%	17.71%	6.58%	26.46%
Grade 8	2008	1529	28	292	102	1.83%	19.10%	6.67%	27.60%
Grade 10	2003	1039	3	48	48	0.30%	4.60%	4.60%	9.50%
Grade 10	2004	806	4	74	53	0.50%	9.20%	6.60%	16.30%
Grade 10	2005	1056	5	75	97	0.50%	7.10%	9.20%	16.80%
Grade 10	2006	1013	15	122	97	1.50%	12.00%	9.60%	23.10%
Grade 10	2007	1055	17	135	102	1.61%	12.80%	9.67%	24.08%
Grade 10	2008	1113	11	141	121	0.99%	12.67%	10.87%	24.53%

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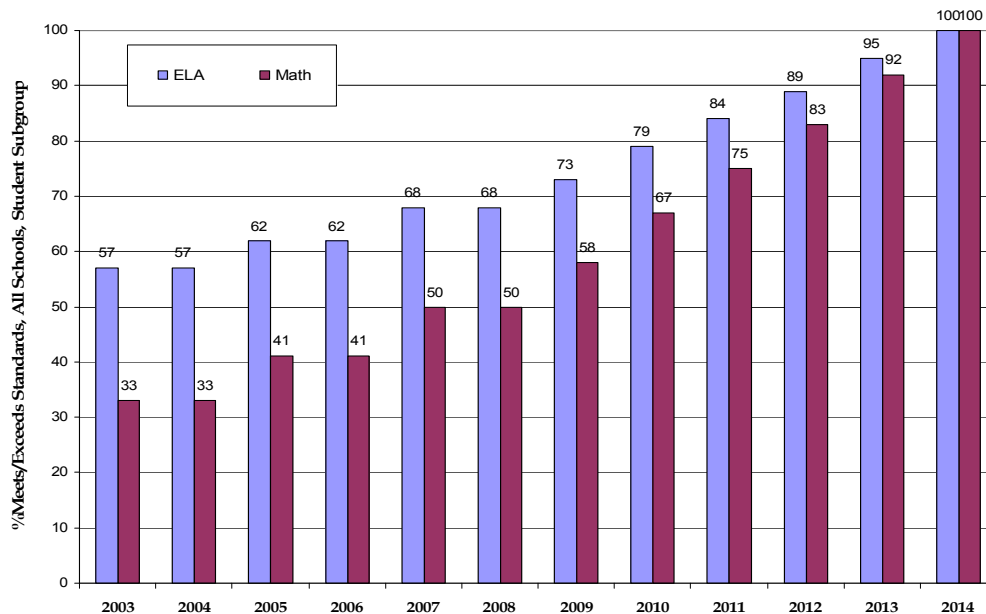
Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (2006-2007):

Section A:

Reading

In elementary schools the percent of districts meeting AYP for the special education cell for Reading stayed the same (53.3%) as the previous year. This was above the target of 47%. For middle schools and high schools, the number of districts meeting AYP for the special education cell for Reading increased from the previous year. However for middle schools, the target of 47% for Reading was not met. The data show that 37.5% of middle schools in districts met AYP which was an increase from the 31.25% of districts meeting AYP the previous year

The target of 62% for meeting AYP in reading for high schools was met. There were 55.5% of district high schools who met AYP, and this represents an increase of 5.5% from the previous year. With the exception of high schools, when reviewing this data, it is noted that the data fluctuate greatly from year to year. The reason this occurs is that the AYP targets increase each year (see chart below). Targets were set to parallel and keep pace with the targets of NCLB which continue to go up each year. The data for percent of children with disabilities who meet or exceed the standard is a bit more stable (this will be discussed further in section C). While we did not meet the targets for middle school and high school, we did see improvement in the percent of districts from the previous year. This will continue to be a challenge in the coming years to meet the targets, however, as they increase at a greater rate.



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Mathematics

In both elementary school and middle school, the targets were met for the percent of districts meeting AYP for the special education cell in mathematics. For elementary and middle schools, the target was 38% of the districts to meet AYP. 80% of districts met AYP for elementary schools and 56.25% of districts met AYP for middle schools. This also represents an increase in the percentage for each from the previous year (71.4% and 25.0% respectively). The data for high schools show that the target was not met. For high schools, the target was set at 48% of districts meeting AYP. This year 44.44% of districts met AYP for students with disabilities for 10th grade. This is the same number as the previous year. The AYP targets increase each year, and targets were set to parallel and keep pace with the targets of NCLB which continue to go up each year. The data for percent of children with disabilities who meet or exceed the standard is a bit more stable (this will be discussed further in section C). The data show that the percent of students meeting or exceeding the standard has doubled in high school, but has remained fairly flat for the past 2 years. It will continue to be a challenge in the coming years to meet the targets, however, as they increase at a greater rate.

Section B:

Reading

Participation data for students with disabilities continues to remain above 95% for all grades in Reading. The targets for participation rates were exceeded for all grades. Delaware has been strongly committed to all students participating, and we were also able to keep our exemption rates lower from the previous year for Reading in all grades except for an increase in grade 10. However, even with the exemptions included in with the non-participants, we were still able to meet our targets.

Mathematics

Participation data for students with disabilities continues to remain above 95% for all grades in Math. The targets for participation rates were exceeded for all grades. Delaware has been strongly committed to all students participating, and we were also able to keep our exemption rates lower from the previous year for Math in all grades except for an increase in grade 10. However, even with the exemptions included in with the non-participants, we were still able to meet our targets.

Section C:

Reading

The only grade that met the targets for the percent of students meeting or exceeding the standard in Reading was grade 7 (the target was 46% and the data showed 47.31%). Data are close to the target in grade 6 (the target was 45% and the data showed 43.75%). These targets were added last year along with grade 4. The other targets were set back in 2004 and we have seen the gap widen between the targets and the actual data. The target for grade 3 was 71% and close to 60% of students with disabilities met or exceeded the standard. For grade 4 the target of 56% was nearly met with 50.15% of students meeting or exceeding the standard. For grade 5, nearly 55% of student met or exceeded the standard with a target set for 65%. Grades 8 and 10 targets were 47% and 35% respectively with nearly 38% meeting or exceeding the standard in grade 8 and nearly 29% in grade 10.

The largest gains were seen in the first few years of this indicator, and in the past three years the data have remained fairly flat across all grades. When the targets were set, they were set to keep

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pace with the NCLB targets the state set. The targets set for this APR were quite aggressive and may need to be revisited at some point in the future as the gap has not closed as quickly as we had planned. However, the trends we are seeing for the students with disabilities are similar to what is seen for the general population, remaining somewhat flat. The gains we have seen over the previous years may be due to the focus on all students having access to the same curriculum. Professional development has emphasized the appropriate choice of and use of accommodations. The DDOE has been providing extensive professional development in the areas of reading and math instruction through the Response to Intervention initiative (RTI). We will look for further gains in the coming years as RTI starts to be implemented within schools for students with disabilities.

Math

In Math, the data show that the targets were nearly met or met in almost all grades. The targets for this area are lower as they are aligned with the NCLB targets that the state set for this content area. Targets were met in grade 6 (target was 37% and the data shows 37.94%) and grade 7 (target was 31% and the data shows 31.63%). Grade 3 and 5 have the widest gap between the target of 60% and 56% respectively meeting or exceeding the standard in math and the actual data which showed for grade 3 that 50.61% met or exceeded the standard and for grade 5 the data showed 43.54%. In grade 8 nearly 28% met or exceeded the standard with a target of 32%. Grade 10 data showed that nearly 25% met or exceeded the standard with a target of 28%.

Like Reading, the largest gains were seen in the first few years of this indicator, and in the past 3 years the data has remained fairly flat across all grades. When the targets were set, they were set to keep pace with the NCLB targets the state set. The trends we are seeing for the students with disabilities is similar to what is seen for the general population, which has also remained the same over the past few years. The gains we have seen over the previous years we suggest, as with Reading, may be due to a focus on all students having access to the same curriculum and other mentioned professional development including RTI.

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Improvement Activities	Timelines	Resources
3.1 The reading skills of children with disabilities in grades K-3 will improve through intensive and comprehensive professional development, follow-up, and on-site assistance for general and special education teachers with the lowest performing schools.	Annually	DDOE Reading First Staff
Status: Reading First and RTI activities focused professional development on progress monitoring and appropriate instructional match. DDOE continues to focus on schools under improvement.		
3.2 The reading skills of children with disabilities in grades 4-12 will be enhanced through intensive and comprehensive professional development and follow-up through on-site assistance for general and special education teachers in approximately throughout Delaware.	Annually	DDOE Success for Secondary Struggling Readers Staff
Status: This activity continued. DDOE is targeting schools under improvement or in restructuring under NCLB		
3.3 Use existing ISI checklists to identify supports needed in the general education classroom that ensure children with disabilities gain access and make progress in the general education curriculum. Gather and review training needs as identified on district professional development evaluations across participating pilot school districts.	Yearly	DDOE ISI Project Director, Resident Teachers, U of D CDS staff, IS project staff
Status: See Indicator 5 Status		
3.4 Dissemination of ISI and Universal Design for Learning (UDL) materials to all stakeholders.	On-going	DDOE and U of D CDS ISI project staff
Status: See Indicator 5 Status		
3.5 Accessible Curriculum for All Students train-the-trainers' mini-course offered to all ISI Cadre and Statewide Teacher-to-Teacher Cadre. A universally designed model unit utilizing the principles of Understanding by Design and differentiated instruction will be developed and presented for Delaware Recommended Curriculum Project consideration. The participants will then be eligible to replicate this training, offered as a cluster, to the inclusive schools.	January 2006 – May 2007	DDOE ECEC, Curriculum and Instruction, School Improvement, and Assessment staff, DCET staff, U of D and DATI staff
Status: . See Indicator 5 Status		
3.6 Dissemination of information on Inclusive Schools and Access to the General Education Curriculum to administrators, special education and curriculum directors, and pre-service instructors.	On-going	DDOE and U of D CDS staff, ISI district facilitators, ISI participating schools
Status: See Indicator 5 Status		

continued

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Improvement Activities	Timelines	Resources
3.7 Coordinate activities through the Secondary Support Action Team (SSAT) at DDOE, Positive Behavior Supports (PBS) initiative, the Delaware National Governors Association (NGA) Grant, Secondary RTI Team and middle/high school “transition” programs to improve academic achievement and school completion. Assist in the development of Individualized Learning Plans for all students in 8 th -12 th grades.	NGA Grant indicators – December 2005 – September 2010 Secondary RTI implementation, SSAT and PBS - ongoing	DDOE Student Success Project Team and LEAs
Status: See Indicator 1 Status		

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (2007-2008)
[If applicable]

There are no proposed changes to the Targets for this Indicator.

A change made that affects the improvement activities was to merge the Inclusive Schools Subcommittee with the Delaware State Performance Assessment Task Force Committee, and the Delaware Alternate Portfolio Advisory Committee and Districts Consultants. This new group, referred to Access to the General Education Curriculum Committee, will continue to set targets for the state Performance Plan for Indicators 3 and 5, and determine activities that are needed the increase performance on these targets. The new Improvement Activities that were approved by the committee and relevant to Indicator 3 are listed below. These will replace 3.3 through 3.6 above. 3.1, 3.2 and 3.7 will continue.

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Improvement Activities:

Improvement Activities	Timelines	Resources
Data at the LEA level will be examined and a recommendation to do self assessments or focus monitoring will be given for districts whose data are significantly below the averages for the state in regards to targets.	As a part of the annual focused monitoring cycle	AGEC Subcommittee representatives, DDOE, Monitoring Teams (composed of parents district peers and DDOE staff)
Dissemination of information on Inclusive Schools and Access to the General Education Curriculum to administrators, special education and curriculum directors, and pre-service instructors.	On-going	DDOE and CDS staff
<p>Integrate a variety of frameworks facilitating access to the curriculum for all students. Provide materials, professional development and technical assistance for administrators, district representatives, teachers, parents and students in:</p> <ul style="list-style-type: none"> • Universal Design for Learning • Accommodations, Modifications and Differentiating Instruction with grade level expectations of state standards • Provision of Accessible Instruction materials in specialized formats • Augmentative Communication • Social Skills <p>The goal is to increase the capacity of all teachers to support students with disabilities to ensure access and progress in the general education curriculum within the least restrictive environment, first considering the general education.</p>	.On-going	DDOE and CDS staff, district AGECE, AIM Cadre, district representatives, and Delaware teachers
Disseminate resources to educators, families, students, and community organizations that support access to the general education curriculum through website, committee meetings, and conferences.	Yearly	DDOE and CDS staff
Provide high quality professional development opportunities from birth to 21 through annual state conference focused on building supportive positive environments, peer interactions, curricular accessibility and transition to the world beyond school.	Yearly	DDOE, CDS, DATI, BCNE, Community Organizations

continued

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Improvement Activities	Timelines	Resources
Identify common goals of the various initiatives across the state working to support access to the general curriculum and inclusive environments. Align or combine groups when able.	On-going	DDOE, CDS staff and AGEC
Professional development, technical assistance, and state guidelines to facilitate the identification of students with print disabilities, as well as the selection, acquisition, and the use of appropriate specialized formats: <ul style="list-style-type: none"> • Systematic process to track students who are addressed in statutory and regulatory requirements regarding NIMAS • Systematic process for providing accessible instructional materials to students identified as having a print disability 	On-going	DDOE, DATI, AIM Cadre
Promote district-level participation in Response to Intervention training and in curriculum-based assessment and problem-solving skills through the Instructional Support Team Model to increase early intervening services that support achievement and access to the general curriculum.	On-going	DDOE, CDS, RTI Presenters, University of Maryland Instructional Consultation Teams

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Monitoring Priority: FAPE in the LRE

Indicator 4: Rates of suspension and expulsion:

- 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
- B. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Measurement:

- 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.
- 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.

Include State’s definition of “significant discrepancy.”

FFY	Measurable and Rigorous Target
2007-2008	<p>A. 36.8% of districts (7 districts) are 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.</p> <p>B. Not required for reporting</p>

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Actual Target Data for (2007-2008):

Section A:

	A. Unduplicated Count of Children- 2002-2006
	B. Number of Children with Out of School Suspensions/Expulsions Totaling > 10 Days 2007
2002-2003	388
2003-2004	419
2004-2005	482
2005-2006	388
2006-2007	491
2007-2008	396

Unduplicated Count of Children with Suspension or Expulsions > 10 days.

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%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (2007-2008):

Section A

Four districts had greater than 15 students with disabilities suspended for greater than 10 days. These districts are the same as from the previous APR and have significant discrepancies in the rate of suspension/expulsions between students with disabilities and non-disabled students for 2007-2008. This does, however, represent progress as two fewer districts are reported than were reported in the last APR. Of the two districts not reported this year, one of the districts was not included due to having an N size below 15 and the other district improved the district relative difference. The relative difference of the state has gone up slightly from 1.3 in 2006-2007 to 1.4, but this is down overall from where we started at 1.53 in 2004-2005. Additionally, the total number of students with disabilities suspended for greater than 10 days has decreased from 491 to 396.

Two districts with large populations have triggered for three years in this area. These districts also have high poverty populations. Focus monitoring was done with these districts. A review of individual school data, including school policies and practices was done. There has been no identification of inappropriate procedures or policies. Professional development strategies were identified that could potentially assist in addressing the rates of suspensions and expulsions. For example, PBS models could be strengthened in specific schools or may not have been systematically implemented. The in-depth self assessment done during this reporting period included the identification of targeted professional development and technical assistance activities.

The DDOE analyzed the reports submitted, making recommendations regarding additional strategies to be considered. DDOE will continue to provide technical assistance to identified districts based on identified training needs. The improvement activities listed also address DOE activities.

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Section B

Not Required for Reporting this year.

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Status of Improvement Activities:

Improvement Activities	Timelines	Resources
4.1) 7 identified districts will provide DDOE with a description of their policies, procedures, and practices relating to the development and implementation of IEPs regarding the identification of appropriate services, including the use of functional behavioral assessments and the use of behavioral interventions and procedural safeguards to ensure these procedures comply with IDEA. Identified improvement strategies, timelines, and targets will be included.	Districts will provide report within 60 days after DDOE letter notification, Winter 2005-2006	ECEC staff, 7 identified districts
Status: In a previous APR it was reported that 7 districts submitted their policies, procedures and practices relating to this. DDOE reviewed all written policies, procedures and practice and reported back that disproportionate rates of suspensions and expulsions were not the result of inappropriate written policies, practices and procedures. District plans continued as written for the 2007-08 school year. During 2007-2008 DOE requested that 2 of these districts submit new reports looking at their policies, procedures and practices relating to discipline and suspensions. DDOE reviewed all written policies procedures and practices and reported back that disproportionate rates of suspensions and expulsions were not the result of inappropriate written policies, practices and procedures. DDOE also reported back specific recommendations to the districts.		
4.2) 7 identified districts will participant in PBS Initiative or present a plan which indicates similar or parallel strategies, including data collection that will adequately measure the impact of the proposed strategies.	Winter 2005-2006 and on-going	ECEC Director, DDOE PBS Director, 7 identified districts
Status: The 7 districts are participating in the PBS initiative and will continue to participate for the 2008-09 school year.		
4.3) Collaborate with identified districts to identify schools with students receiving suspensions greater than 10 days, determine level of positive behavior support these schools implement and provide training to school staff to support students.	Districts identified Fall 2005 Training to identified schools within districts begin Summer 2006	DDOE and U of D CDS PBS project staff, identified districts
Status: Training occurred based on level of positive behavior support needs during the Summer of 2007 for schools identified by districts.		
4.4) 7 identified districts will participant in focused monitoring.	At some point during the 2005-06 to 2010-2011 school years	ECEC staff, General Supervision Subcommittee, 7 identified districts
Status: Focused monitoring occurred in two districts with a three year history of disproportionality.		
4.5) Complete a profile study on students receiving suspensions greater than 10 days, research best strategies for prevention/ intervention	2005-2007 school year	DDOE and U of D CDS PBS project staff, districts, DAP
Status: Training and technical assistance has been provided during 2007-2008 around students at the "top of the triangle" The PBS initiative continues to develop new modules and strategies to provide technical assistance around the students with challenging behaviors.		

(continued)

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Improvement Activities	Timelines	Resources
4.6) All districts will track special education students receiving suspensions greater than 10 days.	Winter 2005 and on-going	DDOE PBS Project Director, ECEC data manager and Districts, PCCD – PBS Subcommittee
Status: All districts continue to track special education students receiving suspensions greater than 10 days.		
4.7) All districts will track special education students receiving any suspensions.	Winter 2005 and on-going	DDOE PBS Project Director, ECEC data manager and Districts, PCCD – PBS Subcommittee
Status: All districts continue to track special education students receiving any suspensions.		
4.8) Refine and provide training and technical assistance in the PBS Cluster modules for the district cadre to support the current 74 PBS schools and 20 new schools in order to increase the capacity of all school personnel and families to support the social, emotional and behavioral needs of all children.	Refine all training modules June 2005 – February 2006 and on-going as necessary. New Schools will be added yearly.	DDOE and U of D CDS PBS staff, PBS district cadre
Status: 125 schools participated in on-going professional development and technical assistance for PBS during the 2007-08 school year.		
4.9) Develop a Professional Standards Board approved Coaches Cluster and provide training for district and building level coaches to increase capacity building and continuous improvement in PBS programs at district and school levels.	Approved Cluster 2005-2006 School Year. Training provided on a yearly basis.	DDOE and U of D CDS PBS staff
Status: The materials are currently being used for training of PBS coaches. Clusters are no longer available due to the moratorium on clusters.		
4.10) Assist in the integration of Partners In Excellence (PIE) Plus Initiative in PBS schools, ECAP, Head Start programs and other early care and education programs.	On-going	DDOE PIE and PBS staff, and U of D PBS staff
Status: DDOE PIE and PBS staff collaborated to create cross over training between the two projects as well as training District PBS coaches on the various aspects of PIE during the spring of 2007. The PBS initiative has expanded to include the PIE (early childhood) initiatives when appropriate.		
4.11) Make available to all schools a valid, reliable, and useful measure of school climate, an accurate database to indicate the status of a school's climate and established scores that indicate a positive school climate.	Pilot school results disseminated Fall 2006. School Climate Survey available for all PBS schools February thru April 2006. School Climate Survey available for all schools 2006-2007 and on-going.	DDOE staff, U of D staff, U of D CDS staff
Status: School climate surveys were available to all LEAS during 2007-2008.		

(continued)

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Improvement Activities	Timelines	Resources
4.12) Promote, through training, better data collection and reporting. Promotion will be determined by the number of trainings provided, number of diversity participants trained, and the number of joint trainings between school climate/ discipline and exceptional children workgroups.	2005-2006 and on-going	DDOE PBS staff, ECEC data manager, School Climate and Discipline Director and data manager
Status: District PBS Coaches were trained in the spring of 2007 on better data collection techniques. Staff from DDOE data management have assisted in training schools as needed.		
4.13) Develop a training module for Creating a Culturally Responsive Classroom and provide a train-the-trainers' model for district PBS coaches and Building Level Facilitators.	Module completion, Fall 2005 Training, Fall 2005 and on-going	DDOE and U of D CDS PBS project staff, district teacher and counselor
Status: This training module was completed and training occurred during the summer of 2006. Training continued during the summer of 2007.		
4.14) Provide discipline training for administrators.	2005-2006 School Year and on-going	DDOE and U of D CDS PBS project staff
Status: Administrators continue to be involved in on-going training from DDOE PBS project staff and School Climate Staff.		
4.15) National Positive Behavior Intervention and Support (PBIS) Individual Student Evaluation Plan will be piloted in 5 schools to determine the level of support PBS schools offer students with significant behavioral concerns.	Fall 2005	DDOE and U of D CDS PBS project staff
Status: Individual Student Evaluation plans continue to be updated during 2006-2007.		
4.16) Enhance use of evaluation data (SET-D, team implementation checklist, behavioral data and school climate data) by establishing areas of improvements for each individual PBS school. Technical assistance will be provided to facilitate growth in areas of need.	Training will be offered two days each year beginning 2005-2006. TA will be provided on-going on a monthly basis.	DDOE and U of D CDS PBS project staff, District PBS cadre
Status: SET-D's were completed for the 2005-06 school year, and district PBS Coaches and school coaches who receive higher than a 90/90 on SET-D school scores have been trained on how to implement this procedure within their own schools and districts. SETs continue to be implemented each fall and spring on new schools or schools who do not receive at least an 80/80.		
4.17) Professional development and technical assistance collaboration around students with more challenging behaviors.	Fall 2005 and on-going	DDOE and U of D CDS PBS project staff, DSCYF, FACT Project, DHSS, DYRS, PBS Schools Targeted and Intensive Teams

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Status: On-going professional development for students with more challenging behavior occurred during the summer of 2006.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (2006-2007)
[If applicable]

The following changes to the improvement activities were approved by the PBS State Cadre and the PCCD. These changes were made to reflect the direction of the PBS project as well as make some of the activities less specific to a year as most of these activities are on-going.

Improvement Activities	Timelines	Resources
4-1. Newly identified districts will provide DDOE with a description of their policies, procedures, and practices relating to the development and implementation of IEPs regarding the identification of appropriate services, including the use of functional behavioral assessments and the use of behavioral interventions and procedural safeguards to ensure these procedures comply with IDEA. Identified improvement strategies, timelines, and targets will be included.	Districts will provide report within 60 days after DDOE letter notification	DDOE staff, identified districts
4-2. Identified districts will participate in PBS Initiative or present a plan which indicates similar or parallel strategies, including data collection that will adequately measure the impact of the proposed strategies.	On-going	DDOE staff, identified districts
4-3. Collaborate with identified districts to identify schools with greatest number of students receiving suspensions greater than 10 days, determine level of positive behavior support these schools implement and provide training to school staff to support students.	On-going	DDOE staff, identified districts
4-4. Identified districts will participant in focused monitoring.	On-going	DDOE staff, identified districts
4-5. All districts will track special education students receiving suspensions greater than 10 days.	On-going	DDOE staff, districts
4-6. All districts will track special education students receiving in school and out of school suspensions.	On-going	DDOE staff, districts
4-7. Integrate and continue professional development of Partners In Excellence (PIE) Initiative in PBS schools, ECAP, Head Start programs and other early care and education programs.	On-going	DDOE PIE and PBS staff, and UD PBS staff
4-8. Make available to all schools a valid, reliable, and useful measure of school climate, an accurate database to indicate the status of a school's climate and established scores that indicate a positive school climate.	On-going	DDOE staff, UD PBS staff
4-9. Create and implement PBS training modules for administrators.	Modules completed by summer '09 and training begins in summer '09	DDOE staff, UD PBS Staff, PBS coaches

continued

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Improvement Activities	Timelines	Resources
4-10. Implement training module for Creating a Culturally Responsive Classroom and provide a train-the-trainers' model for district PBS coaches.	Summer 2009	DDOE and UD PBS staff, district cadre
4-11. Enhance use of evaluation data (SET-D, team implementation checklist, behavioral data and school climate data) by establishing areas of improvements for each individual PBS school. Technical assistance will be provided to facilitate growth in areas of need.	On-going	DDOE staff, UD PBS staff
4-12. Professional development and technical assistance collaboration around students with more challenging behaviors.	on-going	DDOE staff, UD PBS staff
4-13. Promote, through training, better data collection and reporting. Promotion will be determined by the number of trainings provided, number of diversity participants trained, and the number of joint trainings between school climate/ discipline and exceptional children workgroups.	On-going	DDOE staff, UD PBS staff

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Monitoring Priority: FAPE in the LRE

Indicator 5: Percent of children with IEPs aged 6 through 21:

- A. Removed from regular class less than 21% of the day;¹
- B. Removed from regular class greater than 60% of the day; or
- C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

(20 U.S.C. 1416(a)(3)(A))

Measurement:

- 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.
- 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.
- 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.

FFY	Measurable and Rigorous Target		
2007-2008	A. Removed from regular class less than 21% of the day	B. Removed from regular class greater than 60% of the day	C. Served in separate schools, residential placements, homebound or hospital placements
	56.0%	19.2%	4%

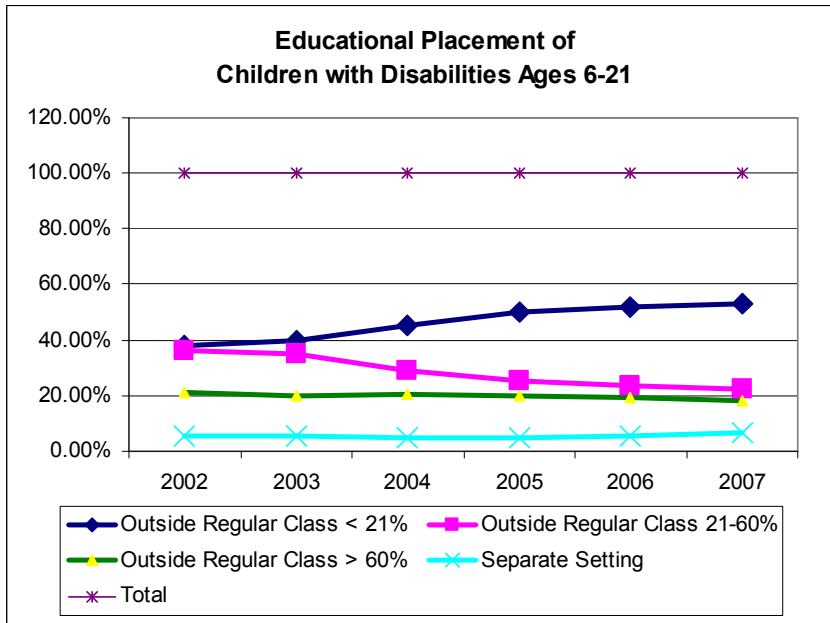
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Actual Target Data for (2007-2008):

Educational Placement of Children with Disabilities					
Ages 6-21					
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
12/1/2006	8,928	4,023	3,264	938	17,153
Cross-walked to new placement codes					
12/1/2006	8,805	4,022	3,264	1,062	17,153
12/1/2007	9,169	3,823	3,147	1,097	17,239

State	Outside Regular Class < 21%	Outside Regular Class 21-60%	Outside Regular Class > 60%	Separate Setting	Total
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%
12/1/2006	52.05%	23.45%	19.03%	5.47%	100%
Cross-walked to new placement codes					
12/1/2006	51.33%	23.45%	19.03%	6.19%	100%
12/1/2007	53.2%	22.2%	18.3%	6.4%	100.0%

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Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (2007-2008):

The state target for placement category B has been met and exceeded for this reporting year. A decrease in the number of students served in a setting outside the general education setting greater than 60% of the day is evidenced by 2.6% across the last five years. The state average for 2007-08 was 18.3% and 31 of the 37 districts and charter schools or 84% met the 19.2% target. Of the 6 that did not, four have demonstrated a decrease from the previous year.

The data for category A demonstrates an increase in students educated in the general education classroom >80% (moving up our 2007-08 state average of 53.2% from 51.3% the previous year) but did not meet the increasingly rigorous target of 56%. We can report that 76% or 28 of the 37 districts and charter schools did meet the state target of 56%. The change in reporting codes in 2006 for our adjudicated students and those in residential mental health facilities is a contributing factor for two of the nine district and charter schools that did not meet the state targets. Of the remaining seven districts, four made slight to significant gains and only three showed very little change.

Slippage occurred in Separate setting category C (from 6.19% in 2006-07 to 6.4% in 2007-08) which did not meet the decreasing target of 4%. An increase of only 35 students in this placement category accounts for this change. 28 of our 37 districts and charter schools (75%) met the 4% state target. Of the remaining nine, there were several reasons for the increase. In two districts, adjudicated or mental health placements contributed to the increase. The other seven districts either host county wide programs for special populations (autism, significant mental retardation, deafness) or have highly specialized programs. Data show significantly larger growth in the numbers of students in several eligibility classifications that have been placed in a Separate Setting particularly in the ages 6-21 category: Autism and Emotionally Disturbed. Our subcommittee analyzed the data and decided to recommend revising the targets for Separate Placement Category to more realistically decrease the

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numbers as we build the capacity for staff to offer more inclusive opportunities to students with all classifications of disabilities, especially those having autism. The subcommittee also mentioned that students waiting for a residential mental health placement or returning from a mental health facility were also placed on homebound or given a separate setting with a one on one aide. This also increases the number of students in a separate setting.

Improvement strategies continue throughout the state in several areas. Scheduling students so that access to the general education can occur through placement has been a focus, especially in light of our state regulations for RTI implementation in the elementary schools. Discounting the required reporting of our students in Corrections and the Delaware Department of Services for Children, Youth, and their Families (DSCYF) which must be reported in Separate setting, we have 76% of LEAs met the target of 56% and discussions have taken place with the remaining 25% (nine). Of those nine LEAs, improvements are noted in the data with only two districts demonstrating slippage (of .57% and 1.55%). The Delaware Department of Services for Children, Youth, and their Families and the Department of Corrections in which students are served either in juvenile justice facilities or treatment centers do have fluctuation yearly in its numbers.

The DDOE provides professional development and technical assistance to LEAS, targeting those most in need through a process referred to as the Delaware Education Support System or DESS. We have requested that each district have representation on our subcommittee where we drill down the data and discuss improvement activities with technical support when required.

Seven of the nine LEAs not meeting the target for category A have begun or are in the process of building professional development opportunities for designated schools on inclusive practices using the state modules and outside expertise through focused speakers. An emphasis is placed on systemic change over time to build the capacity of all staff in instructional strategies and accommodations. Increasing inclusive opportunities with highly qualified staff in the four content areas to raise student achievement has become a high priority for most Delaware middle and high schools as an improvement strategy towards increasing student achievement for meeting AYP. More requests for Collaboration and Co-Teaching, Differentiated instruction, Accommodations, and Strategies for Accessing the Curriculum are made than time and personnel can manage. Building universal screening into our RTI system has helped schools look at student needs to receive core instruction from highly qualified general education teachers, while also offering additional specialized instruction by qualified staff.

Delaware has been gradually moving all LEAS to a needs based funding system, one which does not provide financial incentives for more restrictive settings. This effort has had and will continue to have a positive effect on LEAS by providing more flexibility in the provision of services in less restrictive settings while maintaining appropriate funding. Budget deficits have temporarily halted movement of the remaining districts into the needs based system. DDOE staff are writing proposed changes in State code at the request of the Office of Management and Budget so that all areas of funding can be addressed for full implementation.

In regards to the slippage of separate schools 75% or 28 of LEAs met the target of 4.% and only 16 of the thirty-seven LEAs have students with disabilities in a separate school placement and two of those are adjudicated placements. As stated above, we are revising the targets for the separate facility for the next three years to more realistically measure a population that is increasing. .The fluctuation of both the number of students served in any given year and as to whether they are served in regular education classrooms or separate school facility impacts the data for this small category of students with disabilities. One supposition as to why there is an increase in the number of students with disabilities served in separate schools in the remaining seven LEAs is the increase of children identified with autism and students with emotional disturbance and mental health concerns. The structure of our state-wide autism program has been primarily through county based consortia programs that are special schools. Although

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there are many children served in less restrictive settings for part or even most of the day, the majority of children with autism are served in a special school setting.

School districts that have been working with our systemic Inclusive Schools Initiative model have schools conducting monthly meetings with a trained building level team to look at data, acknowledge staff concerns, and adjust their school action plan as needed. Some schools are pairing with their Instructional Technology staff in order to enhance decision-making as to strategies and tools that might increase student achievement. This often prompts professional development needs and coaching, both resources necessary for systemic change but not always fiscally supported during budgetary decisions at the district level. Frequent checks on the implementation of this action plan are necessary to keep staff focused on their goals

The state leadership cadre continues to build upon research of best practices and resources and network to build skills in problem solving, data analysis, and various areas of professional development opportunities (especially national webinars through RTI Network, CITED, NICHY and National Center for Accessing the Curriculum). Some districts are using the train the trainer model with building level teams from elementary, middle and high schools identified by highest need as not meeting the state targets. One of our high schools has reported that they have met AYP through substantial efforts in inclusive practices, with continual support for teachers and students who make those requests.

District teams that meet to problem solve how to build the capacity of staff across the various schools have benefited from training with the Instructional Consultative Support Team Model by developing a systematic support network within each building, enhancing teachers' skills in and application of best practices of instructional assessment and delivery, developing school-wide norms of collaboration and problem-solving, and utilizing data for classroom and school decisions.

In addition, DDOE has been conducting professional development to district teams on policies, procedures and practices on Response to Intervention. Modules from the inclusive schools initiative have been incorporated into the RTI training and include: Differentiated Instruction and Universal Design for Learning, Accommodations, Assessing and Reporting, Collaboration, Co-Planning and Co-Teaching, and Functional Behavior Assessments. Bringing district teams together for professional development on RTI has resulted in Inclusion Facilitators teaming with Reading and Math Specialists and collaborating on differentiating instructional practices which is a goal in our State Personnel Development Grant.

Another activity that has demonstrated interest on the part of districts to better serve their students in the least restrictive education classroom is based upon a statewide cadre learning about IDEA's regulations that students with print disabilities must be provided with accessible instructional core materials as they gain access to the curriculum. Almost all of the 37 LEAs have representation and are being given professional development and training tools to share this information back in their schools.

Delaware is rolling out a new Individual Educational Plan form. With the new form comes increased technical assistance regarding placement decisions. Guidelines to prompt discussions at the IEP team level regarding placement decisions will be developed as a part of our training and technical assistance. Currently districts are beginning to have discussions concerning students with disabilities who are educated outside the regular classroom for > 60% of the day and how they may reallocate staff to give academic and behavior support to those students in a more inclusive environment for a greater part of each day. Finally, all LEAs will annually assess their status regarding LRE and their progress toward this indicator through a revised application for funds which requires self assessment against certain key indicators.

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Status of Improvement Activities:

Improvement Activities	Timelines	Resources
Data at the LEA level will be examined and a recommendation to do focus monitoring will be given for districts whose data is significantly below the averages for the state in regards to sub-indicator A.	As a part of the annual focused monitoring cycle	IS Subcommittee, DDOE, Monitoring Teams (composed of parents district peers and DDOE staff)
Status: The public reporting of district progress toward the indicators was completed. Training or technical assistance was initiated with districts whose data was the most discrepant from state targets.		
Refine and provide training to statewide cadre of trainers in the Inclusive Schools Initiative cluster modules to increase capacity of all teachers to support children with disabilities to ensure access and progress in the general education curriculum within the least restrictive environment, first considering the general education.	Refine all ISI modules by February 2007. Training in each module provided once a year on-going to new cadre and offered each year as re-training to existing cadres.	DDOE ISI Project Director, Resident Teachers, U of D CDS staff, ISI district facilitators, and Delaware teachers DDOE ISI Project Director, Resident Teachers, U of D CDS staff, Statewide Cadre of ISI Trainers
Status: Modules have been revised, but continue refinement as trainers adapt the professional development to the identified needs of each school per their action plan based upon current data. As new districts request to have professional development through the Inclusive Schools Initiative, we have requested that district level personnel be identified and trained so that they may benefit from the professional learning community that exists through our state-wide cadre of inclusion facilitators. As a result of funding reallocation, we no longer have Resident Teachers available to provide training, technical assistance and coaching and incentive monies for completed professional development clusters is no longer available		
Five new schools will participate in the Inclusive Schools Initiative	Yearly	DDOE and U of D CDS ISI Project Directors
Status: Eight new schools have begun Building Leadership training and are currently developing a school-wide action plans. One school completed the BLT cluster during the school year.		
Eight new schools will be trained in curriculum-based assessment through the Instructional Support Team Model.	Yearly	DDOE IST Project Director, University of Maryland Instructional Consultation Teams
Status: Six new schools trained a facilitator in the Instructional Consultative model and three existing school teams sent new facilitators for training during the 07-08 school year. Nineteen schools brought staff or new members for team training for the Instructional Support Team model. The facilitators that have trained team members network three times per year to review the instructional assessment (curriculum based), share team training ideas, problem solve through concerns, and retrain on the evaluation procedures. A state cadre of IST Facilitators that have been through the approved training sequence at the University of Maryland was formed to help guide the sustainability of this model throughout the state. A total of 50 schools have participated in this professional development through the University of Maryland IC Teams, but not all remain current with fidelity to team level implementation.		

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Use of Accommodations for Accessing the General Education Curriculum (instruction and assessment) training module developed and training provided to statewide cadre of trainers.	Development and training completed in February 2006	DDOE ISI Project Director and DDOE DAPA Project Director
<p>Status: This training module has been made available to all LEAs via the electronic file. Technical assistance is given when necessary upon requests. Two trainings were given through audio conferencing with our Parent Information Center with 17 parents participating in the first and 23 in the second. This mode seemed effective, given their questions and some follow-up has occurred through email. In addition, technical assistance is often given through parent phone calls to us at DOE. The Inclusion Conference did have two speakers in this area: one from CAST addressing reading and writing through assistive technology, with an emphasis on accommodating specific needs of each student; the other Dr. Richard Villa, who gave research-based evidence on inclusive education with successful results when accommodation is appropriately matched to students need. 400 teachers, administrators, and parents attended and heard Dr. Villa's keynote address.</p>		
Use existing ISI checklists to identify supports needed in the general education classroom that ensure children with disabilities gain access and make progress in the general education curriculum. Gather and review training needs as identified on district professional development evaluations across participating pilot school districts.	Yearly	DDOE ISI Project Director, Resident Teachers, U of D CDS staff, IS project staff
<p>Status: ISI Checklists are continually shared with schools who wish to plan systemic change, but are no longer required since the moratorium on clusters last May. They also were shared with the Preschool LRE Committee since the prioritizing is the strength of the self assessment.</p>		
Dissemination of ISI and Universal Design for Learning (UDL) materials to all stakeholders.	On-going	DDOE and U of D CDS ISI project staff
<p>Status: Materials were updated and shared with our state Parent Information Center, at state level Special Education Leadership and Curriculum Cadre meetings, the state LIFE (Legislation, Independence, Family and Education) and Inclusive Schools Conference, Council for Exceptional Children, Division of Vocational Rehabilitation representatives, Easter Seal advisory board members, Expanding Opportunities Preschool Inclusion committee, and given to ISI Cadre members for district distribution. Many webinars have been developed and are shared with the various distribution lists that may be appropriate to the topic.</p>		
<p>UDL pilot programs established and baseline needs assessment completed to determine how well UDL pilot programs are providing access to the general curriculum.</p> <p>Training on UDL framework at various conferences throughout the state and in schools that have initiated interest will occur. Baseline needs and Post- implementation assessments in schools as to how UDL impacts access to the general curriculum will be completed.</p>	<p>2005-2006 School Year</p> <p>On-going</p>	<p>DDOE and U of D CDS ISI project staff</p> <p>DDOE and U of D CDS ISI project staff; DATI</p>

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Improvement Activities	Timelines	Resources
<p>Status: Training on making the curriculum accessible through technology and universal design for learning continues through various venues in the state. Training was recently given to Department of Education employees from our Curriculum, Exceptional Children, Assessment and School Improvement divisions to update them on current information. Resources and obtaining available technology remains the greatest need for teachers, although training in converting text to mp3 players has been widely accepted. Opportunities to share free downloadable resources for classroom use and scanning text into digital format have been widely received. A statewide NIMAS workgroup was formed and meetings centered on training on what NIMAS entailed, identified resources, and how we might implement a standard procedure across the state. Now through a grant with USDOE and CAST, Delaware is also one of the 15 states working as a consortium for Accessible Instructional Materials. A stakeholder group of LEAs, around 60, have been attending training that they will then give to schools in their districts.</p>		
<p>Accessible Curriculum for All Students train-the-trainers' mini-course offered to all ISI Cadre and Statewide Teacher-to-Teacher Cadre. A universally designed model unit utilizing the principles of Understanding by Design and differentiated instruction will be developed and presented for Delaware Recommended Curriculum Project consideration. The participants will then be eligible to replicate this training, offered as a cluster, to the inclusive schools.</p>	<p>January 2006 – May 2007</p>	<p>DDOE ECEC, Curriculum and Instruction, School Improvement, and Assessment staff, DCET staff, U of D and DATI staff</p>
<p>Status: . This venue was discontinued when the state's fiscal difficulties brought an end to the professional development clusters. However, the Delaware Assistive Technology Initiative project leaders continue to assist teacher cadre participants with recommended access methodologies and equipment options. Training of district level educational diagnosticians in three districts has also been completed, with discussions taking place for similar professional development in other districts. One district requested collaboration and a presentation for a Parent Teacher Organization meeting focused on Accessing the Curriculum through UDL. Our PTI has had DATI personnel present several audio presentations on accessibility and another session is being planned.</p>		

(continued)

Part B State Annual Performance Report (APR) for 2007-2008

Improvement Activities	Timelines	Resources
<p>There will be three separate evaluations; natural proportions (all ISI schools), self-assessment (all ISI schools), and accessing the general education curriculum (5 pilot schools), that will measure progress toward placement in the least restrictive placement and access to the general curriculum. There will be an increase in all three evaluation measures over baseline taken in participating schools.</p>	<p>Natural Proportions – baselines: Spring 2004 and 2005, re-evaluation: Spring 2006 and 2007</p> <p>Self –Assessment – each school assesses in the initial stages of ISI and three years post. Schools may choose to re-assess more often depending on planning needs.</p> <p>Accessing the General Ed Curriculum – baseline: Spring 2005,</p> <p>LRE placement data by school will be compiled annually, and compared to district and state averages.</p> <p>Level of Implementation Interviews will be conducted with team members.</p>	<p>DDOE and U of D CDS staff, ISI district facilitators, ISI participating schools</p> <p>DDOE and U of D CDS staff, ISI district facilitators, ISI participating schools</p> <p>DDOE and CDS staff, ISI district facilitators, ISI participating schools</p>
<p>Status: The decision to do our own data checks and balances with our on-line eschool system was made by our PCCD Subcommittee. We will continue to collect and share data with the district representatives. Inclusive schools Cadre members were given their placement data on ISI schools along with district and state averages. Significant gains had been made in all schools across the last three to four years in regards to reaching state targets in category A. It was noted that most schools reduced numbers of students in category B and yet we discussed why we are not reaching our targets for separate schools. A few schools maintained their percentages in category B as they returned students to their district to separate classroom (removed from general education classroom >60%) from a similar classroom outside of the resident school district. Transition plans to increase the amount of time spent in regular classrooms in their home school environment are in place. Improvement activities included coaching and modeling of academic and behavior strategies for classroom teachers in several school districts to build access to the general curriculum with this particular group of students, and have involved collaboration with reading and math specialists. The RTI system and all of the Technical Assistance in this area has had huge implications for accessing the general education curriculum, both in the ideology that all children need to have access to the core program from highly qualified teachers and that universal screening demonstrate shared needs between students whether they have an IEP or not. Placement becomes secondary to matching instruction to needs, where co-teaching has begun to increase in schools throughout the state.</p>		

(continued)

Part B State Annual Performance Report (APR) for 2007-2008

Improvement Activities	Timelines	Resources
Dissemination of information on Inclusive Schools and Access to the General Education Curriculum to administrators, special education and curriculum directors, and pre-service instructors.	On-going	DDOE and U of D CDS staff, ISI district facilitators, ISI participating schools
Status: This information is routinely shared at the state level and requests to meet with various district staff are on-going. In addition to meeting with Special Education and Curriculum Directors, we have included Assessment Directors from the LEAs, Parent groups, and higher education professors and consultants. Conferences like CEC, LIFE, Inclusion and Transition are additional opportunities.		

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (2007-2008)
[If applicable]

Justifications to the revised targets have been stated in the explanation of Separate setting where increases have occurred the last two years in a number of districts with specialized programs.

SPP Indicator 5 Targets **with PCCD Approved Changes for Separate Facility**

While continuing to monitor to ensure placement decisions for all children are made in conformity with the requirements of Part B of IDEA at 34§300.531-535, the stakeholders have agreed that the following numerical goals are reasonable

2008-2009	59.0%	18.7%	3.5% to 4.0%
2009-2010	62.0%	18.2%	3.0% to 3.8%
2010-2011	65.0%	17.7%	2.5% to 3.6%

Another change was to merge the Inclusive Schools Subcommittee with the Delaware State Performance Assessment Task Force Committee, and the Delaware Alternate Portfolio Advisory Committee and Districts Consultants. This new group, referred to Access to the General Education Curriculum Committee, will continue to set targets for the state Performance Plan for Indicators 3 and 5, and determine activities that are needed the increase performance on these targets. The new Improvement Activities that were approved by the committee are listed below.

Part B State Annual Performance Report (APR) for 2007-2008

Indicator 5 Least Restrictive Environment Improvement Activities:

Improvement Activities	Timelines	Resources
5.1) Data at the LEA level will be examined and a recommendation to do focus monitoring will be given for districts whose data is significantly below the averages for the state in regards to targets.	As a part of the annual focused monitoring cycle	AGEC Subcommittee representatives, DDOE, Monitoring Teams (composed of parents district peers and DDOE staff)
5.2) Dissemination of information on Inclusive Schools and Access to the General Education Curriculum to administrators, special education and curriculum directors, and pre-service instructors.	On-going	DDOE and CDS staff
5.3) Integrate a variety of frameworks facilitating access to the curriculum for all students. Provide materials, professional development and technical assistance for administrators, district representatives, teachers, parents and students in: <ul style="list-style-type: none"> • Universal Design for Learning • Accommodations, Modifications and Differentiating Instruction with grade level expectations of state standards • Provision of Accessible Instruction materials in specialized formats • Augmentative Communication • Social Skills The goal is to increase the capacity of all teachers to support students with disabilities to ensure access and progress in the general education curriculum within the least restrictive environment, first considering the general education.	.On-going	DDOE and CDS staff, district AGECE, AIM Cadre, district representatives, and Delaware teachers
5.4) Disseminate resources to educators, families, students, and community organizations that support access to the general education curriculum through website, committee meetings, and conferences.	Yearly	DDOE and CDS staff

continued

Part B State Annual Performance Report (APR) for 2007-2008

Improvement Activities	Timelines	Resources
5.5) Provide high quality professional development opportunities from birth to 21 through annual state conference focused on building supportive positive environments, peer interactions, curricular accessibility and transition to the world beyond school.	Yearly	DDOE, CDS, DATI, BCNE, Community Organizations
5.6) Build awareness and improve effectiveness of the various initiatives across the state and their common goals working to support access to the general curriculum and inclusive environments.	On-going	DDOE, CDS staff and AGECE
5.7) Investigate methods of collecting and analyzing natural proportions data nationally. Determine method for analyzing natural proportions data in Delaware. Consider feasibility of using the state eschool system to collect school data.	Spring 2009	DDOE, CDS staff, and AGECE
<p>5.9) Professional development, technical assistance, and state guidelines to facilitate the identification of students with print disabilities, as well as the selection, acquisition, and the use of appropriate specialized formats:</p> <ul style="list-style-type: none"> • Systematic process to track students who are addressed in statutory and regulatory requirements regarding NIMAS • Systematic process for providing accessible instructional materials to students identified as having a print disability 	On-going	DDOE, DATI, AIM Cadre
5.10) Promote district-level participation in Response to Intervention training and in curriculum-based assessment and problem-solving skills through the Instructional Support Team Model to increase early intervening services that support achievement and access to the general curriculum.	On-going	DDOE, CDS, RTI Presenters, University of Maryland Instructional Consultation Teams

Part B State Annual Performance Report (APR) for 2007-2008

Monitoring Priority: FAPE in the LRE

Indicator 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).

(20 U.S.C. 1416(a)(3)(A))

Measurement: 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.

FFY	Measurable and Rigorous Target
2007-2008	Increase the percent of preschool children with IEPs who received special education services in settings with typically developing peers from 60.2% to 61.2%.

Actual Target Data for (2007-2008):

There is no target data reported for this Indicator as explained in the OSEP Memorandum on Submission requirements for the Part B Annual Performance Report for the 2009 submission for FFY 2007.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (2007-2008):

The Delaware Department of Education has a statewide data management system with one of its elements designed to capture LRE variables. We have been using that system up to the current time with data continuing to be submitted by local education agencies on the status of children 3-5 years of age. The Department data system will be ready for modification for the new data criteria when it is made available by OSEP.

Beginning in 2006, Delaware became a member of the federally supported Expanding Opportunities group. During that time the state initiative was guided by an advisory group. In 2007, the Delaware Department of Education supported formally establishing the Delaware Expanding Opportunities State Team. The Team is a collaborative effort between the Delaware Department of Education's Part B program and the Delaware Department of Health and Social Services, Part C/Birth to Three Early Intervention Program. The Team has been meeting to identify challenges and strengths of the state's early childhood inclusive opportunities.

Part B State Annual Performance Report (APR) for 2007-2008

The Expanding Opportunities team had identified three major areas of focus for the past year. Those areas included Marketing/Public Awareness, Professional Development, and Interagency Agreements. Each area has a designated subcommittee working on activities specific to that topical area. The Marketing subcommittee has been targeting a series of written products and visual venues to promote early childhood inclusion. The Interagency team has been working with state’s Head Start Collaboration office to address the issues of inclusion in Early Head Start and regular Head Start programs. The Professional Development subcommittee has been targeting both preservice and inservice initiatives within the state.

In 2009, the Expanding Opportunities Team will be merging with the Part C Building Capacity for Natural Environments committee. The group will focus on early childhood inclusive opportunities from birth to kindergarten entry. This reorganization reflects our state’s early childhood perspective on a comprehensive system of early childhood support for children 0-5. In addition, the committee will strengthen the linkage with the state’s Early Childhood Council in an effort to ensure that there continues to be a comprehensive look at all children, including children with disabilities.

Status of Improvement Activities:

Improvement Activities	Timelines	Resources
Training on setting definitions	2008	DDOE
Status: Training will be made available to LEAs once OSEP has published the new setting definitions.		
Spotlight the districts that have made improvements in providing inclusive opportunities for preschool age children by having them present their inclusion models at county special education meetings and by having them do workshops on their inclusion models at bi-annual early childhood inclusion conferences.	Ongoing	DDOE and LEAs
Status: Three districts have agreed to join the Expanding Opportunities state team. These districts will be active contributors to the Team. The Team will highlight their respective practices for other districts to potentially replicate.		
Spotlight the districts that have made improvements in providing inclusive opportunities for preschool age children at bi-annual early childhood inclusion conference.	Ongoing	DDOE
Status: Respective school districts have been asked to contribute their expertise in early childhood inclusion with other districts looking to improve their local practices. These actions are taking place on an individual basis.		
Provide incentive grants to districts to support strategic planning for activities to provide more special education services in inclusive settings	7/06-6/08	DDOE/IDEA 619 Discretionary funds
Status: No action has been taken on this activity at this time. The Department is exploring use of these incentive grants for districts participating in the Expanding Opportunities initiative. One application was provided to a district but the application was not returned.		
Target professional development activities that provide supportive resources to administrators/teachers on strategies to enhance inclusive opportunities for young children with disabilities.	7/06-6/10	DDOE
Status: We are currently working with several IHEs to support the placement of students in practica and student teaching in sites that are inclusive.		

continued

Part B State Annual Performance Report (APR) for 2007-2008

Improvement Activities	Timelines	Resources
Participate in the Expanding Opportunities initiative supported by the USDE/OSEP and the USDHHS/ACF.	7/06-7/07 State Team beginning in August of 2007	DDOE NECTAC
Status: The state has established an Expanding Opportunities state team as of August, 2007. In 2009 the Team will merge with the Part C Building Capacity in Natural Environments committee to establish a statewide committee focused on inclusive opportunities for children from birth to kindergarten entry.		

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (2007-2008)
[If applicable]

Part B State Annual Performance Report (APR) for 2007-2008

Monitoring Priority: FAPE in the LRE

Indicator 7: Percent of preschool children with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

- A. Positive social-emotional skills (including social relationships):
 - 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.
 - 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.
 - 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.
 - 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.
 - 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.

If a + b + c + d + e does not sum to 100%, explain the difference.
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
 - 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.
 - 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.
 - 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.

Part B State Annual Performance Report (APR) for 2007-2008

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.

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.

If a + b + c + d + e does not sum to 100%, explain the difference.

C. Use of appropriate behaviors to meet their needs:

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.

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.

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.

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.

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.

If a + b + c + d + e does not sum to 100%, explain the difference.

FFY	Measurable and Rigorous Target
2007-2008	Targets will be set once baseline data are available.

Actual Target Data for (2007-2008):

See updated SPP

Part B State Annual Performance Report (APR) for 2007-2008

Monitoring Priority: FAPE in the LRE

Indicator 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.

(20 U.S.C. 1416(a)(3)(A))

Measurement: Percent = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100.

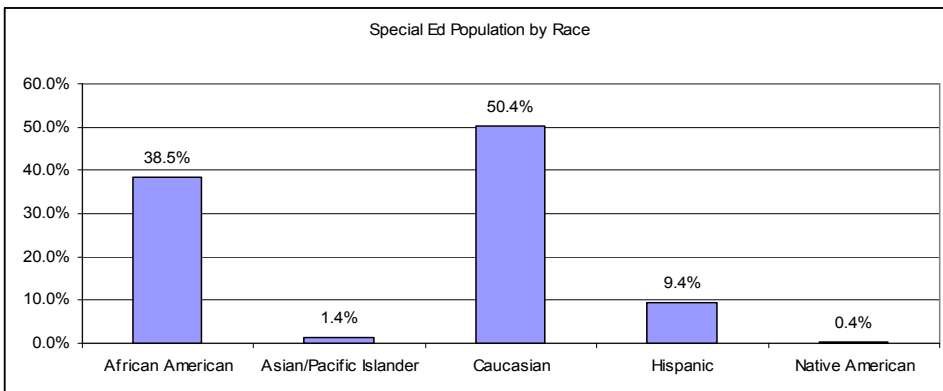
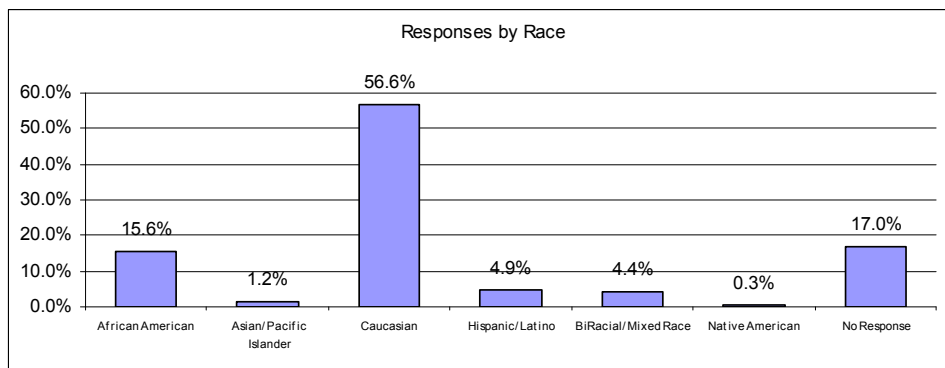
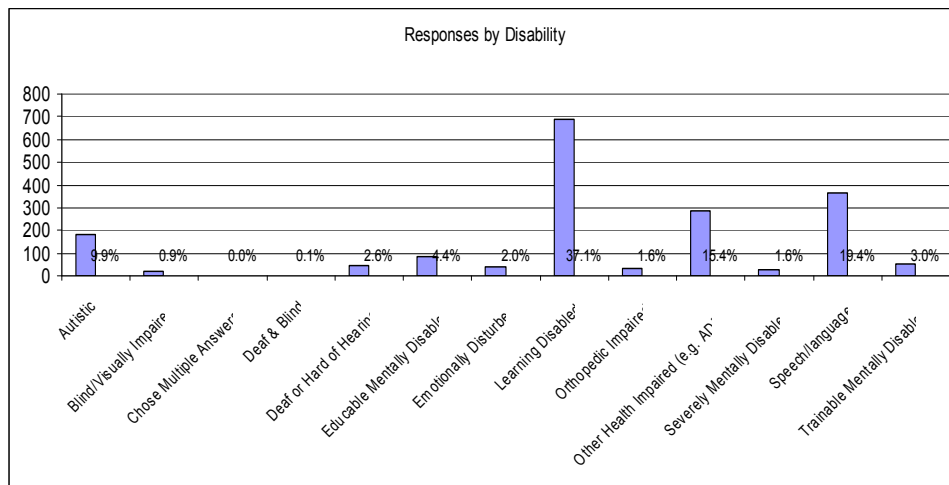
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<u>FFY</u>	Measurable and Rigorous Target
<u>2007-2008</u>	84% of respondent parents will report schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Actual Target Data for (2007-2008):

The target data for 2007-2008 was 84% an increase of 1% from the baseline of 83% which reflects the respondents who agreed or strongly agreed that schools facilitated family involvement as a means of improving services and results for children. Targets were set with the PCCD and yearly increases of 1% were agreed to. Yearly targets are included in the SPP.

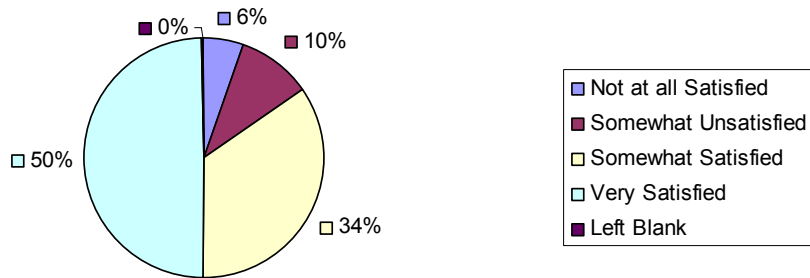
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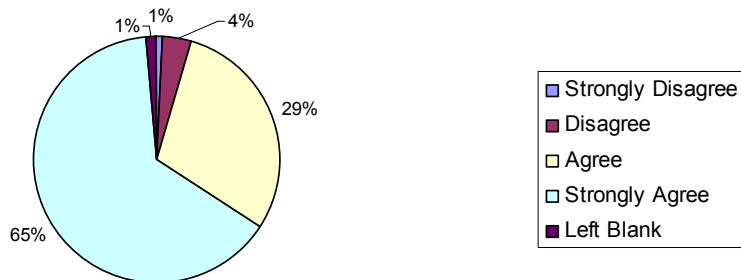
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Part B State Annual Performance Report (APR) for 2007-2008

1 - How Satisfied are you with your child's overall Special Education program?

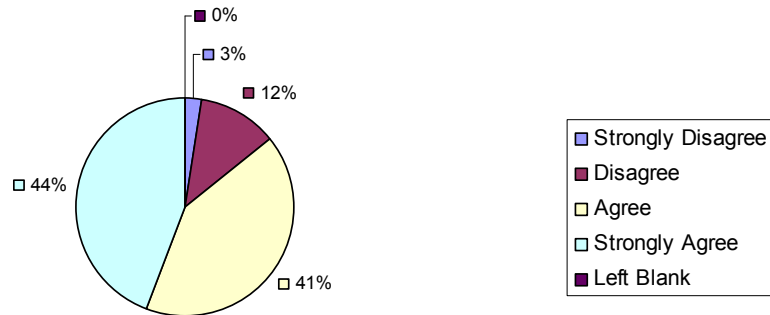


2 - I was given the opportunity to be an active participant in my child's IEP meeting.

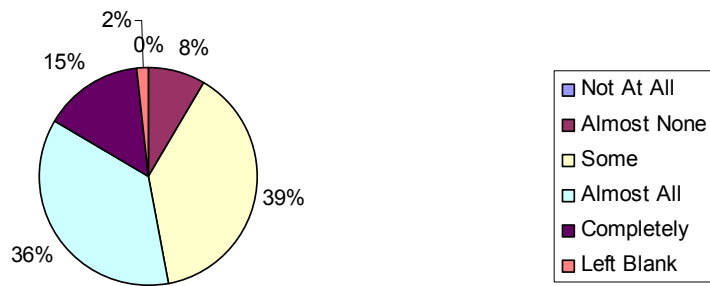


Part B State Annual Performance Report (APR) for 2007-2008

3 - My Child's IEP provides the services, supports and accomodations necessary to meet his/her goals and objectives.



4 - During the current school year, my child accomplished his/her IEP goals.



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Status: Family survey was changed to annual and revised to include the specific indicator question.		
Family brochure revised to reflect IDEA 2004 regulations and widely disseminated (also available on the website and in Spanish)	Fall 2006	DDOE and Parent Information Center
Status: State regulations were finalized in August 2007. Revisions have been made to the family brochure. The brochure is currently in print and will be disseminated and will be available on the web.		
The SPP and the Annual Performance Report will document PCCD working committees with active family involvement and set targets for improvement.	Ongoing	DDOE
Status: All subcommittees group continue to have family members.		
State level DDOE sponsored work groups will include parents.	Ongoing	DDOE
Status: All DDOE sponsored work groups within exceptional children and early childhood education continue to have parents as members.		
On site focus monitoring will include parents. .	Ongoing	DDOE
Status: Focused monitoring activities have included parents on the teams.		
District plans will include strategies to improve family involvement.	Ongoing	DDOE
Status: All district plans included strategies to improve family involvement.		

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (2006-2007)
[If applicable]

One improvement activity regarding monitoring was revised so that it did not reference a specific reporting period but was ongoing.

Part B State Annual Performance Report (APR) for 2007-2008

Monitoring Priority: Disproportionality

Indicator 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.

(20 U.S.C. 1416(a)(3)(C))

Measurement:
 Percent = [(# of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.
 Include State’s definition of “disproportionate representation.”
 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.

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<u>FFY</u>	<u>Measurable and Rigorous Target</u>
<u>2007-2008</u>	<u>0% disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.</u>

Actual Target Data for (2007-2008):

Target data for this indicator is 0%

<u>Year</u>	<u>Race</u>	<u>-</u>	<u>Number of LEA's</u>	<u>Number of LEA's with Significant Disproportionality</u>	<u>Percent of LEA's with Significant Disproportionality</u>
		<u>SPED</u>			
<u>2007</u>	<u>Black</u>	<u>All</u>	<u>35</u>	<u>11</u>	<u>31.4%</u>
<u>2007</u>	<u>Black</u>	<u>MR</u>	<u>35</u>	<u>14</u>	<u>40.0%</u>
<u>2007</u>	<u>Black</u>	<u>LD</u>	<u>35</u>	<u>12</u>	<u>34.3%</u>
<u>2007</u>	<u>Hispanic</u>	<u>LD</u>	<u>35</u>	<u>1</u>	<u>2.9%</u>
<u>2007</u>	<u>Black</u>	<u>ED</u>	<u>35</u>	<u>6</u>	<u>17.1%</u>
<u>2007</u>	<u>Black</u>	<u>OHI</u>	<u>35</u>	<u>1</u>	<u>2.9%</u>
<u>2007</u>	<u>Black</u>	<u>Autism</u>	<u>35</u>	<u>1</u>	<u>2.9%</u>
<u>2008</u>	<u>Black</u>	<u>All</u>	<u>35</u>	<u>11</u>	<u>31.4%</u>
<u>2008</u>	<u>Hispanic</u>	<u>All</u>	<u>35</u>	<u>1</u>	<u>2.9%</u>
<u>2008</u>	<u>Black</u>	<u>MR</u>	<u>35</u>	<u>14</u>	<u>40.0%</u>
<u>2008</u>	<u>Black</u>	<u>LD</u>	<u>35</u>	<u>12</u>	<u>34.3%</u>
<u>2008</u>	<u>Black</u>	<u>ED</u>	<u>35</u>	<u>6</u>	<u>17.1%</u>
<u>2008</u>	<u>Black</u>	<u>OHI</u>	<u>35</u>	<u>1</u>	<u>2.9%</u>

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2008	Hispanic	OHI	35	1	2.9%
2009	Black	Autism	35	1	2.9%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (2007-2008):

Data were reviewed for all five ethnicities and for all disability classifications under the IDEA. The minimum N size used when reviewing data for disproportionate representation is 15. The data included in this report are those data which identify the number of LEAS where disproportionate representation was identified in specific ethnic categories and specific disability categories. When there is no ethnic or disability category referenced, then no disproportionate representation was found.

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Disproportionate representation is defined in Delaware as follows:

Delaware will use the relative difference method instead of the risk ratio method as previously reported to determine whether there is disproportionate representation due to inappropriate identification at the State and LEA level. Districts have had difficulty in using the risk ratio method to drill down into their data to determine more specific areas of disproportionality. The relative difference method is easier to replicate when drilling down at the district level.

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After review of IDEA 2004 and the proposed regulations Delaware has determined the following factors to identify areas that will not be a focus for disproportionate representation:

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- Relative Difference < .21 for all disabilities and within each disability category

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- Small Ns for American Indian in disability categories

- Drop-out rates below State averages for American Indian, Asian and White groups

- Graduation rates above State averages for American Indian, Asian and White groups

- Percentage of students meeting/exceeding the math and reading standards at each AYP grade levels is greater than Statewide averages for Asian and White groups at each AYP grade levels

State level data indicating a race/ethnicity that is not excluded based on the factors above will trigger a determination of disproportionate representation. State regulations regarding the identification of children as children with disabilities are compliant with existing IDEA provisions and will continue to be reviewed for compliance as federal regulations implementing IDEA are made final.

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A review of policies and procedures indicated that no disproportionate representation was the result of inappropriate identification. Focused monitoring activities are scheduled for spring 2009 and will include follow-up on disproportionate representation and verification of appropriate policies will be reported on in the 2008-2009 APR.

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Status of Improvement Activities:

Implement methods to collect and analyze State and district level data.	February 2006	E-School Plus student data collection
Status:	Completed	
Review of policies, practices and procedures of districts with disproportionate identification through analysis of district APRs.	1 st review by March 2006 and ongoing for districts triggering as disproportionate.	DDOE Staff
Status	Policies and procedures were reviewed for all	

Part B State Annual Performance Report (APR) for 2007-2008

	districts through submission of District self assessments	
Instruct districts to revise practices, policies and procedures when found to be inappropriate Status	March 2006 and ongoing No district was found to have inappropriate practices, policies and procedures which led to disproportionality	DDOE Staff
Consider Focused Monitoring when disproportionality continues after review of district practices, policies and procedures	2006-2007 and ongoing Given that policies and procedures were not deemed inappropriate, focused monitoring did not target this area during this reporting period.	DDOE Monitoring Team
Desk audit of LEAs' forms, policies and procedures after State regulations are revised	March 2008 A new system with a web based IEP has been developed and is being currently implemented. State required forms will be introduced to districts obviating the need for a review of individual district forms. Review of policies and procedures has occurred in those districts with disproportionate representation for two consecutive years.	DDOE Staff

continued

Part B State Annual Performance Report (APR) for 2007-2008

Implement methods to collect and analyze State and district level data. Status:	February 2006 Completed	E-School Plus student data collection
Target professional development activities and technical assistance to districts with ongoing disproportionality	Although there has been no identification of inappropriate policies or practices, districts with disproportionate representation are identified and recommendations are made regarding appropriate professional development in RTI and the Instructional Support Team Process.	DDOE Staff; contracted trainers and professional development providers
Analyze longitudinal disproportionality data against PBS participation Status	Begin June 2008 and annually thereafter Not begun	DDOE Staff
Design and deliver RtI training Status	Intensive training was done for all LEAS during 2007-2008	DDOE Staff
Design and deliver IST training	How many schools/districts?	DDOE Staff
Analyze longitudinal disproportionate representation data after implementation of RTI model Status	2008 and annually thereafter Not begun	DDOE Staff
Analyze longitudinal disproportionate representation data after full implementation of needs-based funding system Status	June 2009 and annually thereafter Not begun	DDOE Staff

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (2006-2007)
[If applicable]

No revisions recommended.

Part B State Annual Performance Report (APR) for 2007-2008

Monitoring Priority: Disproportionality

Indicator 10: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Measurement:

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.

Include State’s definition of “disproportionate representation.”

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.

FFY	Measurable and Rigorous Target
2007-2008	0% disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Actual Target Data for (2007-2008):

0% of disproportionate representation is the result of inappropriate identification.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (2007-2008):

Please see discussion in Indicator 9 of DDOE activities including technical assistance and planned monitoring activities regarding appropriate identification processes and procedures. [The discussion in Indicator 9 includes the method used for reviewing all data and presents the data which indicate disproportionate representation. Improvement activities are the same for both indicators.](#)

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (2007-2008)
[If applicable]

Part B State Annual Performance Report (APR) for 2007-2008

Monitoring Priority: Effective General Supervision Part B / Child Find

Indicator 11: Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days (or State established timeline).

(20 U.S.C. 1416(a)(3)(B))

Measurement:

- a. # of children for whom parental consent to evaluate was received.
- b. # determined not eligible whose evaluations and eligibility determinations were completed within 60 days (or State established timeline).
- c. # determined eligible whose evaluations and eligibility determinations were completed within 60 days (or State established timeline).

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.

Percent = [(b + c) divided by (a)] times 100.

FFY	Measurable and Rigorous Target
2007-2008	100% of children with parental consent to evaluate, will be evaluated and eligibility determined within 45 school days or 90 calendar days, whichever is shorter

Actual Target Data for (2007-2008):

FY 07-08 data indicate that 94.9% of children with parental consent to evaluate were evaluated and eligibility was determined within 45 school days or 90 calendar days, whichever is shorter.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (2007-2008):

The data for FY 07 indicate improvement over the reported data for FY 06. In all cases, for FY 06 and FY 07, even those outside of the timelines, it has been determined that all children were evaluated and eligibility was determined.

For FY 07 826 initial evaluations were identified and 784 were completed with eligibility determined within timeline. A data element that identifies whether a child was eligible or ineligible will be added to the statewide data collection system.

LEAs were provided information regarding individual children whose evaluation and eligibility meeting were held outside the prescribed timelines. In some cases data input errors were reported and corrected. Only those LEAs who were below 90% were asked to provide explanations when they were beyond the required timeline. In the future, all LEAs who are not at 100% will be asked to review the data, identify data errors if there are any and provide explanations regarding children whose eligibility was determined beyond the timeline

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After districts provided explanations, feedback and technical assistance were provided. There were some cases in which the child find data were no longer considered "out of timeline". For example, if the delay was because of an action of the parent (requested delay, request change of meeting dates etc.) then the case would not be considered "out of timeline". A very common explanation given for delay was that caseloads were too high or there were not enough staff. These instances were counted as "out of timeline" and so that systemic compliance issues were corrected, districts were advised to direct IDEA funds to ensure there are sufficient staff to fulfill the child find obligation.

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After reviewing the explanations provided by districts in order to ensure technical assistance can be provided and that systemic non-compliance can be corrected, DDOE staff are considering adding data elements with the most common reasons for delay to our pupil management system so that generating individual districts reports and sending them to districts with requests for explanations won't be the additional data collection that is has now become. District staff are required to go back case by case in order to determine the reason why the evaluation/eligibility was considered "out of timeline" which is a time intensive, staff resource concern. We believe that by adding a data element such as a pull down menu of explanations when out of timeline, the prompt may trigger the correction of data errors as well as help ensure that LEAs are mindful of timeline concerns.

The range of days beyond prescribed timelines when considering school days is between 9 and 57. The range of days over prescribed timelines when considering calendar days is between 8 and 149. The individual case where the district went 149 days beyond the 90 day limit occurred over the summer. The next highest range after report of 149 is 37 days. In some cases there are delays because of long standing personnel shortages. For example providing a comprehensive evaluation for a child with limited English proficiency can be a challenge when there are very few qualified evaluation specialists who can perform such evaluations and that shortage has contributed to the delay in some districts. Although this is an understandable resource issue, districts were advised that nonetheless, the delay still must be counted as non-compliance. Although all children were evaluated and had eligibility determined, for this group in particular, there were delays.

The number of evaluations/eligibility determinations that were out of timeline during this reporting period total 42. As stated previously, not all districts were asked to review data for errors or explanations; therefore of those 42 some of those may be "within timeline." In our investigation we found that all children were eventually evaluated and eligibility decisions were made.

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A cross verification was performed by reviewing other parts of the procedural safeguard system (complaint investigation, due process) This review revealed that there were no findings regarding compliance with this indicator.

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Although this indicator requires 100% compliance, the DOE believes that the significantly high rate of compliances indicates that there is no system wide or statewide compliance issues.

By requiring that all LEAs report this data element yearly and provide explanations and correction for those cases that fall outside the timeline, the DOE believes that the compliance rate will continue to improve, particularly as more data errors are corrected or explanations are provided which are reasonable in terms of compliance (parent request).

Status of Improvement Activities:

Improvement Activities/Timelines/Resources:

Improvement Activities	Timelines	Resources
Issue written guidance to local agencies about evaluation requirements and timelines and monitoring activities	February 2006	DDOE Staff
Status	Completed	

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Improvement Activities	Timelines	Resources
Identify local agencies that maintain a comprehensive roster of the students for whom the agency receives consents to evaluate during FFY 2005 Status	April 2006 Completed	DDOE staff
Determine whether and how the E-School Plus system can be modified to collect and analyze student-level evaluation data Status	June 2006 Completed	DDOE staff and local Special Education Leadership
Review FFY 2005 procedural safeguards data to identify other local agencies with findings of non-compliance regarding eligibility determination timelines Status	August 2006 No findings of non compliance found in procedural safeguard data	DDOE staff
During the annual "unit count audit," audit the files of local agencies that either already maintain a comprehensive list of students for whom consent is received, or that had findings of non-compliance regarding eligibility determination timelines during FFY 2005 Status	October 2006 No findings triggered audits. LEAs methods were so varied that moving to a systematic data collection through the state wide data system took precedence as an improvement activity	DDOE Staff
Review the policies, practices and procedures of any local agency with systemic non-compliance issues identified during the October 2006 audit Status	March 2007 None found	Committee that includes DDOE staff, LEA staff and at least one parent
Review State policies, practices and procedures to address any Statewide systemic non-compliance with eligibility determination timelines identified during the October 2006 audit and review of local policies Status	May 2007 None found	Committee that includes DDOE staff, LEA staff and at least one parent

(continued)

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Improvement Activities	Timelines	Resources
During the annual “unit count audit,” audit the files of other local agencies identified through procedural safeguards data or on a random, rotating basis to assure that each agency is audited at least once during the SPP period Status	Ongoing each October	DDOE staff
Improve the technological capacity of the SEA’s data management system to allow for easier monitoring of this indicator Status	Ongoing Completed	DDOE staff

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (2006-2007)

No revisions recommended.

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Monitoring Priority: Effective General Supervision Part B / Effective Transition

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.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

- a. # of children who have been served in Part C and referred to Part B for eligibility determination.
- b. # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.
- c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
- d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services.

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.

Percent = [(c) divided by (a – b - d)] times 100.

FFY	Measurable and Rigorous Target
2007-2008	100% of children referred by Part C prior to age 3, who are found eligible for Part B, will have an IEP developed and implemented by their third birthdays.

Actual Target Data for (2007-2008 FFY):

a. Number of children who have been served in Part C and referred to Part B for eligibility determination	b. Number of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthday	c. Number of those found eligible who have an IEP developed and implemented by their third birthday	d. Number of children for whom parent refusal to provide consent caused delays in evaluation or initial services	e. Number of children who were referred to Part C less than 90 day before their third birthday	Children included in "a" but not included in "b" or "c" or "d"	Percent found eligible and had an IEP developed and implemented by their third birthday c/(a-b-d)
492	70	297	37	81	7	97.7%

Range of Days Beyond Third Birth Date when Eligibility was Determined

4 days to 30 days

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The information in these two tables are not required for this submission. Column “e” was added instead.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (2007-2008):

The data reflect the status of the transition of children from the Part C program to Part B and their respective local school districts. Given the small population of children and the limited number of school districts in Delaware, the data reflect the transition of all children referred by the Part C Birth to Three Early Intervention Program to local school districts. The data represent children transitioning during the time period for the school year 2007-2008.

Data were reported directly to the Delaware Department of Education, Exceptional Children and Early Childhood Work group during the summer of 2008. Each set of data provided by the LEA is verified by the Department with the LEAs. Final counts and percentages are then provided back to the LEAs in written format and verified a second time.

This year’s data reflects that of the children referred from Part C and taking into account parental refusals, parent conflicts and late referrals from Part C, 97.7% of the referred children did have their IEP developed and implemented by their third birthday. This reflects significant ___ improvement from the data reported for the 2005-2006 FFY (81.6%) and a continued high level of _commitment by the local education agencies (LEAs) to meet federal requirements.

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The delays in providing services to children were primarily the result of local education agencies (LEA) delays in processing transition referrals in a timely fashion. One common factor involved the LEAs inability to adequately process eligibility determinations for children that are identified as English Language Learners. This factor is primarily due to a lack of sufficient specialists skilled in the assessment of English Language Learners. A second common factor for delays in timely transition is sufficient staff available to process referrals over the summer months. A third factor involved the eligibility determination of children with significant disabilities. The range of days out of timeline are provided in the chart above.

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For column “e”, it important to note that it is not possible at this time to differentiate (of the late referrals) which referrals also came late to Part C. For example, Part C will receive a referral on a child that may be 2 years, 10 months of age. Part C will often directly refer that child to the local LEA. At this time there is no process in place to single out those referrals. As such some of those referrals simply get recorded as coming late from Part C but the Birth to Three program was not out of compliance. We are exploring how we might be able to capture that data to better capture good data.

The continued high level of compliance is attributed to substantial technical assistance and training provided to local education agencies. In the fall of 2006, the Delaware Department of Education provided “Transition Planning” training to school district and Part C staff. The training was presented by the National Early Childhood Transition Center director, Dr. Beth Rous. The training was provided collaboratively with Part C and Part B staff. Considerable attention and discussion was given to enhancing the transition planning process among the Part C and Part B systems.

Subsequent to the transition planning training, the Department of Education worked with the Part C/Birth to Three Program in establishing three pilot initiatives within three local school districts. The structure of the initiatives was to begin transition planning with families up to nine months prior to transition. The major focus was to establish critical transition timelines for Part C, the family and the local school district. Using this structure, programs were able to track the progress of the transition

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and ensure that necessary steps and information are available to ensure a smooth transition within the required timelines. A critical focus of the process was the identification of necessary information that will be needed for eligibility determination so that eligibility and services are not delayed due to lack of information.

Following the completion of the pilot, the Department of Education and the Part C program analyzed the results of the project. The positive result was an increase in the number of children and families with successful transition conference within the timelines. Therefore both the Department and Part C have established new policies and procedures mid-way through 2008 that begins the planning process up to 9 months prior to transition. Specific follow-up activities have been implemented with local education agencies to address how to handle transition referrals with substantial lead time.

Additionally, the Department of Education issued a policy memorandum outlining the districts' obligations under state and federal regulations for transition from Part C. The critical elements for transition were outlined and explained. Follow-up conversations occurred with each of the state's 16 school districts who have preschool programs. Lead DDOE staff also met with each of the school districts on a regional basis to review the transition requirements and clarify any questions.

Based on the data reported in the 2006-2007 report, one school district was targeted for on site monitoring. This one district was identified as having a substantially lower number of children successfully transitioning by their third birthday. It important to note that this is a small district and one or two non-compliance situations impact the overall percentage of success. On site monitoring involved reviewing each of the individual cases identified by the respective school districts as having not met the required timelines. Case files were reviewed. Discussion was completed with the district to identify the specific issues impacting transition and developing action plans to strengthen their respective transition processes.

This had been the second year this district was out of compliance. As a part of their application for federal special education funding with the Delaware Department of Education, the district was required to set aside funds to target one or more activities to bring the district into compliance with Indicator 12. The data reported by this district for the 2007-2008 school year indicates they were 100% compliant with requirements for this Indicator.

The Department will continue to closely monitor LEAs' transition practices and carefully analyze the next set of data to ensure districts are addressing correction of noncompliance. Given the small numbers of cases within districts where there is not 100% compliance (1 to 3 children) there does not appear to be any systemic problem. The Department will continue to provide professional development and technical assistance to districts around the transition of Part C children to Part B.

Considerable effort has been made to enhance the transition process. In a cooperative agreement between the SEA and Part C lead agency, two staff positions are in place to support the transition process. These positions were hired by the SEA and are SEA employees yet housed in the Part C lead agency. These staff serve as lead technical assistance providers when transitioning Part B eligible children and families from Part C to Part B. Ongoing training of Part C and Part B staff has taken place over the past several years in an effort to improve the transition process.

That State has worked diligently with districts and the Part C system to improve the transition process. The Delaware Department of Education meets quarterly with the Part C staff to address issues around transition. Strategic planning occurs at each quarterly meeting to support activities within the LEAs and Part C to strengthen the transition process. Prevalent issues are discussed and plans are made to address improvements to the current system.

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Status of Improvement Activities:

Improvement Activities	Timelines	Resources
The SEA will work with LEAs on appropriate transition strategies. Several sites within the state were originally trained using the S.T.E.P.'s approach to transition. The SEA will reactivate components of the approach to enhance the transition process.	Ongoing	S.T.E.P. model In-state S.T.E.P. trainers
Status: The DDOE continues to support the activities of the New Castle County STEPS group. Ongoing communication continues between the DDOE and the group. The DDOE transition specialist for the southern regions of the state will be implements components of the STEPS process to strengthen the transition process.		
The SEA will work closely with the Part C Lead Agency to enhance and improve the transition process. The SEA meets quarterly with the Part C program to analyze the transition process. The SEA and Part C program staff to participate in periodic joint monitoring visits.	Ongoing	DDOE and Part C staff
Status: The DDOE continues to meet quarterly with the Part C staff and DDOE transition specialists to address issues related to early childhood transition.		
Initiate focused monitoring visits targeting transition, with districts flagged as not being in compliance with this transition regulation or with districts as part of the on-gong site visits that are planned over the next six years.	Ongoing	DDOE Staff
Status: Focused monitoring of targeted districts will occur during the 2007-2008 school year.		
Provide periodic transition forums to be offered to SEA and LEA staff and Part C staff. The intent of the forums is to maintain awareness of transition requirements and to facilitate opportunities for communication across the LEA and Part C communities	Bi-annually	DDOE Staff, LEA Staff Part C staff, National Early Childhood Transition Center
Status: The DDOE supported a statewide training conference on early childhood transition in October 2006. The conference was open to all Part C and Part B/619 personnel. Dr. Beth Rous from the NECTC presented for ¼ of the day followed by a parent panel.		
Improve the technological capacity of the SEA's data management system to allow for easier monitoring of this indicator	Ongoing	DDOE data information group
Status: The DDOE continues to explore strategies to automate the transition reporting process.		

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (2007-2008)

No revisions recommended.

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Monitoring Priority: Effective General Supervision Part B / Effective Transition

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.

(20 U.S.C. 1416(a)(3)(B))

Measurement: 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.

For measurement, Delaware uses the Indicator 13 Checklist, developed by the National Secondary Transition Technical Assistance Center, for the Indicator 13 reviews. DDOE reviews a sample of IEPs from each LEA. Each IEP must meet all the criteria on the checklist items.

FFY	Measurable and Rigorous Target
2007-2008	100% of youth aged 16 and above will have an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

Actual Target Data for (2006-2007):

Indicator 13 IEP Reviews: Postsecondary Goals and Transition Services			
Federal Fiscal Year	Total IEPs Reviewed	Total IEP's Meeting Requirements	% Meeting Requirements
2005	490	364	74.3%
2006	390	373	95.6%
2007	620	571	92.1%

Part B State Annual Performance Report (APR) for 2007-2008**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (2006-2007):**

All improvement activities identified have been either completed or are ongoing.

During FFY 2007 DDOE conducted IEP reviews on Indicator 13 in at least one high school in 17 of the 19 public school districts in the state and in all of the four public charter high schools serving students with IEPs. Reports back to each LEA provided a total “score”, along with disaggregated information to help schools identify strengths and areas for improvement to ensure 100% compliance with this indicator. In FFY 2007, DDOE continued the development and dissemination of an Indicator 13 “Guidelines and Examples” document for all stakeholders, including students, parents and transition service agencies. DDOE provided professional development and technical assistance on meeting the Indicator 13 requirements to each LEA during the past federal fiscal year.

Student involvement in IEPs is critical to success in high school and beyond. The Delaware Student Leadership Advisory Council, made up of high school students from throughout the state, worked closely with the Division on Career Development and Transition (DCDT), the Parent Information Center of Delaware, and DDOE to create tools for students to become more involved in their IEPs. During FFY 2007 and continuing, the Student Leadership Advisory Council began updating the annotated Secondary IEP for students to parallel the state’s new IEP format, in order to help them better understand the process of transition planning, along with other components in the IEP.

Delaware has mandated the development of a Student Success Plan (SSP) for all secondary students, including students with IEPs, in our state. The SSP is also mentioned in the APR submission for Indicator 1. It is an online planning tool for all students to identify post-school goals, investigate career possibilities, and align high school coursework to those goals. Many of the requirements for Indicator 13, including postsecondary goals, transition assessment, course of study, and needed supports, are part of each student’s SSP. The on-going implementation during FY 2007 should continue to strengthen the ability of all LEAs to meet the Indicator 13 requirements.

In order to address non-compliance, on site monitoring through record reviews of Indicator 13 were conducted from October 2008 through December 2008. From these reviews, SEA staff have identified specific strategies to increase compliance and targeted technical assistance is being provided to all LEAs on an on-going basis. .

During FFY 2006 a total of 390 IEPs in 13 LEAs were reviewed and 373 met criteria. Technical assistance was provided to LEAs where non-compliance was found in 17 IEPs and non-compliance was corrected within one year. .

DDOE examined IEPs in 17 of the 19 public school districts in the state, along with all four public charter high schools serving students with IEPs. DDOE staff reviewed a sample of 10-25 IEP folders in each program using the NSTTAC checklist. For very small schools, staff reviewed all IEPs of students ages 16 and older. A total of 620 IEPs were examined. Of those, 571 IEPs met the criteria. Over 92% of IEPs reviewed statewide met the criteria in the NSTTAC checklist.

On-going technical assistance is being targeted to those LEAs with substantial non-compliance indicated by a rate lower than 88%, as well as to all LEAs to strengthen the ability of all LEAs to meet the Indicator 13 requirements.

Although the measurable and rigorous target of 100% compliance was not met and a slight decrease is reported in the number of IEPs meeting requirements improvement activities identified have ensured that all LEAs are aware of the indicator 13 requirements. Additionally many LEAs continue to create their own

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tools to help guide the discussion at IEP meetings. These tools have a focus on the transition component in the IEP and have been shared with DDOE and other LEAs in the state.

The transition subcommittee of the PCCD recommended no new improvement activities given the results for this reporting year. Improvement activities including monitoring will be maintained.

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Improvement Activities	Timelines	Resources
Develop and conduct training modules for K-12 on "Increasing Student Involvement in the IEP". This training will focus on involving students in elementary and middle schools.	September 2006 and ongoing	DDOE staff
Status: Training modules were completed for middle and high schools. Training continued to be conducted regionally and within individual LEAs throughout the 2007-2008 school year. Training is ongoing.		
Provide guidance materials to elementary and middle school staff, students and families on student involvement in the IEP process	September 2006	DDOE staff
Status: Completed. Student Involvement in the IEP materials will continue to be provided to each LEA. Parents and students continue to receive training and information through the Parent Information Center, and students continue to be trained through the Student Leadership Advisory Council and the Annual Transition Institute.		
Over the next five years, all Delaware public high school programs serving students with IEPs will be monitored on Indicator #13 through the September 30 audits conducted annually in October and November.	Annually in October and November	DDOE staff
Status: Seventeen of the 19 public school districts in Delaware had IEP reviews for Indicator 13 during the fall 2008. All four public charter schools with students with IEPs enrolled were also visited. All LEAs continue to request opportunities for more training and technical assistance to better meet the Indicator 13 requirements. Each LEA has received required corrective action reports on meeting Indicator #13 requirements in the Secondary IEP.		
Develop training modules and conduct training on "Meeting the Requirements for Indicator 13"	December 2007 through June 2008	DDOE staff
Status: Completed. Guidelines and Example documents continue to be developed, updated and disseminated to all LEAs. Training was conducted regionally and within individual LEAs throughout SY 2007-2008.		
Provide training and technical assistance to LEAs to meet the 100% compliance requirement for Indicator 13	July 2007 and ongoing	DDOE staff
Status: Each LEA received training and technical assistance throughout SY 2007-2008, and will continue to receive training and technical assistance during SY 2008- 2009.		
Continue implementation, training and technical assistance for the Student Success Plans (SSP)	July 2007 and ongoing	DDOE staff
Status: SSPs are regulated for all 8 th , 9 th and 10 th grade students. Implementation will continue until all 8 th -12 th grade students are in the SSP system. Each LEA received training and technical assistance throughout SY 2007-2008, and will continue to receive training and technical assistance during SY 2008-2009		

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (2006-2007)
[If applicable]

No revisions recommended.

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Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 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.

(20 U.S.C. 1416(a)(3)(B))

Measurement: 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.

Overview of Issue/Description of System or Process:

The purpose of special education is to provide FAPE and meet the unique needs of students, with the intended outcome of the experiences to be independent adult living and employment. Although Delaware has used a "Follow-Up Survey" in past years, FFY 2005 was the first year of a post-school survey meeting the new requirements of Indicator 14. The use of this survey will provide Delaware with an excellent measure to work towards continual improvement of the services to students with IEPs. The results of the baseline year are encouraging. Over 89% of former students reported being positively engaged within one year of leaving school. Respondents were representative in regards to exit type, gender, disability category, and race/ethnicity. There is concern, however, about the response rate of 45%. Improvement activities will reflect the need to develop successful strategies to increase the overall response rate in upcoming years

Definitions: For the purposes of the Post-School Survey, Delaware is using the Vocational Rehabilitation definition for competitive employment as follows: "work in the competitive labor market that is performed on a full-time or a part-time basis in an integrated setting; and for which the individual is compensated at or above minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by individuals who are not disabled."

Postsecondary education will include former students who have attended a two-year junior or community college, vocational/technical school, four-year college program, or on-the-job training program. Students who have enrolled in postsecondary education are counted if they attended on a full or part-time basis.

Methodology: A full census post school survey is conducted in Delaware of all school leavers with IEPs. School leavers include students who graduated with a diploma, received a certificate of performance, aged out, or dropped out of school at any time during SY 2006-2007. In Delaware each student has a unique identifier referred to as Delaware Student Information System (DELSIS). The data tracking system is managed by the DDOE.

Using the Data Display Template provided by the National Post-School Outcomes Center (NPSO), Delaware is able to determine the representation of school leavers by disability category, race/ethnicity, age, and gender.

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Delaware uses a combination of telephone and mail surveys to obtain survey results. School leavers received up to three telephone attempts followed by a mail survey from DOE if no contact was made over the telephone. DOE offered each LEA in the state the choice of conducting the post-school surveys themselves, or by having the state contract with an outside vendor. Eight LEAs, including charter high schools, chose to use the contracted vendor, while 14 LEAs conducted the surveys, using teachers and other staff.

Data Collection: DELSIS provides information for post-school contacts, including phone numbers and addresses of students. It also includes student demographics, such as race/ethnicity, gender, age, and category of disability. It does not include postsecondary goals, which will need to be identified through exit survey data to be collected this year.

Survey questions focused on employment included the following:
 Current employment status
 Was the respondent employed at any time since exit from school
 The type of employment
 The hours per week, and whether the individual made at least minimum wage

Survey questions focused on postsecondary education/training included:
 Current education/training status
 Was the respondent enrolled in postsecondary education at any time since leaving school
 The type of postsecondary education/training
 Whether the education experience was full or part-time

A copy of the survey is attached.

In addition to the Delaware Post-School Survey, Delaware will explore with stakeholders the addition of an Exit Survey to be collected from each student with an IEP in his or her last year in secondary programs. Input will be sought from stakeholders to consider including each student’s transition goals and services in their last year of secondary school. This could provide the State and LEAs with important information to continually improve the transition planning process in the IEP and link Indicators 13 and 14. The National Post-School Outcomes Center will provide guidance and support to Delaware as we discuss the inclusion of an Exit Survey in our development of a comprehensive data collection system for post-school outcomes.

Targets were established and intervention strategies were identified through the transition subcommittee of the PCCD. Final recommendations were made to the PCCD in January 2008.

FFY	Measurable and Rigorous Target
<p>2007 (2007-2008)</p>	<p>90% of the respondents to the survey will state that they have been either competitively employed, involved in postsecondary education/training, or both within one year of school exit. This represents a 1% increase from FFY 2006.</p>

Part B State Annual Performance Report (APR) for 2007-2008

Actual Target Data for (2006-2007):

Delaware Post-School Survey

	Employed Only	Enrolled in Post-Secondary Education/Training Only	Both	Total Positively Engaged %
Class of 2006 (438 respondents)	38% (167)	10% (44)	41% (179)	89% (390)
Class of 2007 (393 respondents)	36% (140)	12% (46)	39% (153)	86%(339)

Discussion of Baseline Data:

Results: Of the 393 respondents, 339 responded that they have been employed and/or enrolled in postsecondary education at some time within the first year after exit from high school programs. Thirty-six percent, or 140 respondents reported they had been employed, 12% reported attending postsecondary education/training only (46 respondents), and 39% (153) reported enrollment in school while also working over that period.

Response Rates: The response rate was 42%, or 393 out of 936 potential respondents. The respondents were also representative of the target group. Over 18% of the respondents were dropouts. We were concerned that we not be able to make adequate contact with this group. The response rate of African-Americans (32%) and Hispanic (4%) school leavers also reflects the actual percentage of those categories in Delaware high schools. Former students categorized with Learning Disabilities accounted for 59% of the respondents, individuals with mental retardation were 10% of the surveys received, and school leavers with emotional disturbance responded at a rate of 6% of the total number. A higher percentage of males (64%) than females (36%) responded to the Class of 2007 survey.

As indicated in the chart, respondents were representative. All these numbers are fairly close to their groups' representation in the population of individuals with IEPs in Delaware high schools.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (2007-2008):

Improvement activities will continue to target activities to increase response rate. Although there was some slippage from the class of 2006, the collection data were collected in the same manner. Improvement activities detail how changes will be made to increase the response rate.

Part B State Annual Performance Report (APR) for 2007-2008

Improvement Activities/Timelines/Resources:

Improvement Activities	Timelines	Resources
Adopt the use of the NPSO Center Follow-Up Survey for use with 2006-2007 exiters.	December 2006 and ongoing	DDOE, LEAs, State Transition Council, PCCD
Status: Current survey was adopted from NPSO Center and will continue to be reviewed for updates and revisions.		
Contract with vendor to conduct phone and mail surveys for 8 school districts in State.	January 2007-ongoing	DDOE, vendor
Status: DDOE currently contracts with Wizdom Corporation to conduct surveys for 8 school districts in State.		
Provide training to 11 LEAs and charter high schools on data collection system, phone surveys and reporting to DDOE for aggregation.	February 2007-ongoing	DDOE, LEAs
Status: Training and technical assistance was provided to 14 LEAs and charter high schools for Indicator 14 reporting.		
Conduct the Follow-Up Survey for students exiting school in the 2006-2007 school year and between April and September 2008. Follow-Up Survey will be disseminated to all students with IEPs through telephone calls with paper copies mailed to those students not responding to the telephone attempts.	April 2007 – September 2007	DDOE, LEAs, outside contractor
Status: Telephone calls were conducted between March 1, 2008 and June 30, 2008. Mail surveys for non-respondents to telephone calls were mailed in July 2008. Respondents were given until August 30 send in responses to the mail survey.		
Work closely with the National Post-Secondary Outcomes Center in the development of the Follow-Up Surveys and subsequent public reports..	October 2007 - ongoing	DDOE, National Post-School Outcomes Center
Status: Continued work with national Post-Secondary Outcomes Center in the development of the follow-up surveys and reports.		
Provide technical assistance to LEAs to use data and reports to develop and implement improvement strategies	September 2007-Ongoing	DDOE
Status: Data are reported to LEAs. Data will be disaggregated for each LEA to use in developing improvement strategies.		
Improve response rates through numerous strategies developed by DOE and stakeholders to obtain contact information from students before leaving school, as well as reminding students of upcoming survey phone calls.	November 2007 and ongoing	DDOE, PCCD, National Post-School Outcomes Center, National Dropout Prevention Center for Students w/ Disabilities

continued

Part B State Annual Performance Report (APR) for 2007-2008

Improvement Activities	Timelines	Resources
<p>Status: Discussions were held among stakeholder groups to determine strategies for improving response rates. Discussions are currently being held with the Student Success Plan (SSP) Team to have the senior exit surveys as part of the SSP on-line as well as to have the follow-up survey in an on-line version as part of the SSP as another method to increase response rates.</p>		
<p>Continue improvement activities in interagency collaboration with Division of Vocational Rehabilitation (DVR), Delaware and the Delaware Division on Developmental Disabilities Services (DDDS) through cross-training, MOUs that will help to increase employment outcomes for students with disabilities.</p>	Ongoing	DDOE DVR DDDS State Transition Council Regional Transition Councils
<p>Status: DDOE continues to work with DVR and DDS to enhance employment opportunities for students with disabilities. The Early Start to Supported Employment continues to expand as well as a Customize Employment Program that is being piloted. DDOE is currently working with DVR to create a guide to DVR services for school personnel, families and students to increase awareness of possible services.</p>		
<p>Conduct a multi-year, statewide pilot to improve supported employment outcomes for students in transition from school to adult living. This pilot will show dramatic improvement in employment outcomes for students needing long-term supports. There have been very few students leaving school with these needed services over the last few years. Evaluation of this pilot will be shared with PCCD regularly as a strategy to continually improve employment outcomes for students with disabilities needing long-term supports.</p>	August 2006 - September 2008	DDOE DVR The Division on Developmental Disabilities Services (DDDS) Adult supported employment providers High School programs.
<p>Status: DDOE continues to work with DVR and DDDS to enhance employment opportunities for students with disabilities as described above with the early start to supported employment program and pilot customized employment program.</p>		
<p>DDOE will ensure that the monitoring system includes focused monitoring with middle and high schools throughout the state and there is a focus on student employment and post-secondary education rates and other transition indicators for accountability at the building level.</p>	Annually	DDOE

continued

Part B State Annual Performance Report (APR) for 2007-2008

Improvement Activities	Timelines	Resources
Status: DDOE engages in targeted and focus monitoring, self assessments with LEAS and annual record reviews		
The new secondary IEP focuses on postsecondary goals in employment and post-secondary education, among other transition results. DDOE will provide significant training to assist schools identify courses of study and transition services through the IEP process. This effort will improve post school success for students with IEPs	December 2006 - May 2007	DDOE
Status: DDOE continues to review the secondary transition IEP to emphasize transition services for students. Training and technical assistance is provided annually.		
DDOE will continue using the results of the follow-up surveys to provide information related to post-secondary employment and education targets. This information will be disaggregated and shared with LEAs	Ongoing	DDOE, State Transition Council and PCCD
Status: Data will be disaggregated for each LEA to use in developing improvement strategies.		

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (2006-2007)
[If applicable]

Part B State Annual Performance Report (APR) for 2007-2008

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 15: General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

(20 U.S.C. 1416 (a)(3)(B))

Measurement:

Percent of noncompliance corrected within one year of identification:

- a. # of findings of noncompliance
- b. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = [(b) divided by (a)] times 100.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and enforcement actions that the State has taken.

FFY	Measurable and Rigorous Target
2007-2008	100% of non-compliance issues that are identified through the general supervision system will be corrected as soon as possible but in no case later than one year from identification.

Actual Target Data for (2007-2008):

Issues of Noncompliance Resolved within One Year	
<u>2006-2007</u>	
Issues of non-compliance found through complaint, due process, and general monitoring system	127
Issues of non-compliance that have not been resolved within one year from identification	0
Issues of non-compliance that have been resolved within one year from identification	127
% of issues resolved within one year from identification	100%

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Part B State Annual Performance Report (APR) for 2007-2008

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (2007-2008):

One hundred and twenty seven (127) areas of non-compliance were identified from the DDOE's general supervision system in FFY 2006, including due process, monitoring, and state complaints.

Administrative Complaints: The DDOE identified nine (9) areas of non-compliance in FFY 2006 from the administrative complaint system. All areas were corrected through a corrective action plan and within one year. The areas involved: (1) the failure to hold a timely meeting to determine a child's eligibility in violation of 34 C.F.R. § 300.531; (2) the untimely development of a child's IEP, (3) the failure to promptly assess a child's assistive technology needs in violation of 34 C.F.R. §§ 300.343 and 300.346; (4) the failure to have all required school team members at an IEP meeting in violation of 34 C.F.R. § 300.321(a)(2); (5) untimely notice of an IEP meeting in violation of 34 C.F.R. § 300.322(a)(1) and 14 DE Admin Code § 925.22.1.1; (6) a lack of measurable annual goals in an IEP in violation of 34 C.F.R. §§ 300.347(a)(7) and 343(c)(2); (7) the failure to conduct a timely annual review of child's IEP in violation of 34 C.F.R. § 300.343(c)(1); (8) the failure to finalize written revisions to an IEP for nearly a month after the annual meeting in violation of the same regulation; and (9) violations of 34 C.F.R. §§ 220 and 300.136(c) concerning the supervision of students and staff during field trips.

Due Process Decisions: The DDOE identified one (1) area of non-compliance in FFY 2006 from the due process hearing system. The non-compliance involved the denial of FAPE and an inappropriate IEP. It was corrected within one year from the date of identification.

Audits through General Supervision:

During the DDOE's October record reviews, the following areas of non-compliance were identified in FFY 2006:

- Ninety (90) areas of non-compliance involved Child Find and the requirement to evaluate and determine eligibility for services within the timeline required by state regulation. In all 90 cases of non-compliance where districts were not timely, it was determined that eligibility meetings were held and eligibility was determined for all children. Systemic compliances are corrected by advising LEAs to use IDEA funds in order to ensure adequate staff are available. Changes to the statewide data collection system are being addressed in order to address any systemic non-compliance quickly. A more detailed discussion of the DDOE's data and improvement activities related to the Child Find timeline are found under Indicator 11.
- Ten (10) areas of non-compliance involved Early Childhood Transition and the requirement children referred by Part C prior to age 3, who are found eligible for Part B, have an IEP developed and implemented by their 3rd birthdays. In all ten (10) cases, the LEAs complied with the corrective action within one year. A more detailed discussion of

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¶ Administrative Complaints: Two (2) issues of non-compliance were identified through administrative complaints. The first involved a procedural violation of the requirement to timely review an IEP for a transfer student. The school district complied with the corrective action ordered by the DDOE in a timely manner and within one year.¶

¶ The second involved a school district's failure to provide speech-language therapy services to students because the district had no available speech-language therapist. Through its investigation, the DDOE determined the school district exercised due diligence in its efforts to locate and hire a qualified speech-language therapist. The school district was faced with market conditions out of its control, and a general shortage of speech-language therapists throughout the State. The DDOE ordered the school district to take corrective action in three phases. The first phase involved developing a plan to calculate and provide the missed services to the three students who filed administrative complaints by a date certain and based on their IEPs. The second and third phases involved identifying additional students who may be owed compensatory services due to the lack of a therapist, and developing a plan to provide the services to such students by a date certain. The district has complied with the first phase of the corrective action plan, but not the second and third phases. The Department is continuing to consult with the district and monitor its efforts toward compliance. This issue of non-compliance has reached one year from its identification date and has not been resolved within one year.¶

¶ Audits through General Supervision ... [4]

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Part B State Annual Performance Report (APR) for 2007-2008

the DDOE's data and improvement activities related to the Early Childhood Transition requirements are found under Indicator 12.

- Seventeen (17) areas of non-compliance involved IEP goals of secondary transition which were non-compliant with regulatory requirements. In all 17 cases, the LEAs complied with the corrective action within one year. A more detailed discussion of the DDOE's data and improvement activities related to secondary transition goals are found under Indicator 13.

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The DDOE did not identify systemic issues of non-compliance through its October audits and general supervision system.

To address compliance issues, the DDOE has developed and implemented a comprehensive database to track non-compliance and completion timelines. This will enable DDOE to monitor when the timeline is approaching and consult with LEAs to ensure that issues of non-compliance are resolved as soon as possible, but no later than one year.

The DDOE has also expanded its procedural safeguards system to assist with compliance issues. The DDOE expanded its current data base to include issues identified through annual on site record reviews in the fall (for example, the Unit count done in all LEAS), and through complaint investigations and due process findings. In addition, the DDOE revised its LEA application for funds. Key indicators, such as graduation rates, drop out rates, student outcome data and LRE data, with targets consistent with the SPP are required.

Part B State Annual Performance Report (APR) for 2007-2008

Status of Improvement Activities:

Improvement Activities	Timelines	Resources
Identify possible expansion of Procedural Safeguards data collection system to electronically track all identified noncompliance	August 2006 and annually thereafter	DDOE staff
Status: Complete. Created database to track noncompliance and completion timelines. Developed a new application for funds during 2006-2007 which includes certain key SPP indicators and targets		
Identify and prepare additional standard forms for use in tracking and following up on corrective action plans	June 2007	DDOE staff
Status: Completed.		
Identify and develop any appropriate training of local Special Education leadership in effective corrective activities directed to compliance issues	June 2008	DDOE staff, local Special Education leadership
Status: Not due.		
Maintain current corrective action practices and procedures	Ongoing	DDOE staff
Status: Used current corrective action practice and will continue using them in 2007-2008.		

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (2006-2007)

No revisions recommended.

Part B State Annual Performance Report (APR) for 2007-2008

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 16: Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(1.1(b) + 1.1(c)) divided by 1.1] times 100.

FFY	Measurable and Rigorous Target
2007-2008	100% of signed written complaints with reports issued will be resolved within a 60-day timeline or a timeline extended for exceptional circumstances.

Actual Target Data for (2006-2007):

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%
2006-2007	12	10	2	100%
2007-2008	8	4	4	100%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (2007-2008):

In 2007-2008, the Department had a smaller number of administrative complaint findings in comparison to prior years. The findings issued by the Department in 2007-2008 are posted on the Department’s website for the public to access. The Department continues to use a database to assist with accurate data collection, including the monitoring of any corrective action ordered and any follow-up activities. The Department also employs a staff member primarily responsible for administrative complaints, follow-up, and monitoring. As a result of these measures, the Department has a 100% compliance rate for its administrative complaints in the 2007-2008 school year.

Part B State Annual Performance Report (APR) for 2007-2008

Status of Improvement Activities:

Improvement Activities	Timelines	Resources
Identify ways to make a routine distribution of complaint reports to stakeholder groups and electronic web postings	March 2006 Completed June 2007	DDOE staff, local Special Education Leadership, GACEC, PCCD
Status: Complaint findings can be posted on the State’s website, but currently can not be summarized or indexed due to internal web style controls.		
Identify and prepare additional standard forms for use in the investigative process (letters, requests for documents, etc.)	June 2006 Completed June 2007	DDOE staff, CADRE
Status: Partially complete: email requests for documents has been implemented.		
Identify possible refinements to Procedural Safeguards system to improve data collection, particularly around issues raised in complaints	August 2006 and annually thereafter	DDOE staff
Status: Notes sections of database is being used to provide additional detail about the issues raised in each complaint and its resolution. The Department continues to use a corrective action database to more effectively track the corrective actions required for findings of non-compliance identified through all monitoring activities, including state complaints.		
Maintain staff training for complaint investigation	Ongoing	DDOE staff
Status: Staff attended Regional Resource Center- sponsored complaint investigator training in July 2007.		
Determine and implement realignment of work assignments, either through internal personnel adjustments or through contractual arrangement to reprioritize complaint investigations.	August 2007	DDOE staff, contractual providers
Status: Completed. The Department employs a staff member primarily responsible for administrative complaints.		
Develop standard form to document extensions of time for investigations related to mediations and update database to systematically collect data about extensions	August 2007	DDOE staff
Status: Completed		

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (2007-2008)

No revisions recommended.

Part B State Annual Performance Report (APR) for 2007-2008

Monitoring Priority: Effective General Supervision Part B / General Supervision

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.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(3.2(a) + 3.2(b)) divided by 3.2] times 100.

FFY	Measurable and Rigorous Target
2007-2008	100% of due process hearing requests will be fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

Actual Target Data for (2005-2007):

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%
2006-2007	4	0	4	100%
2007-2008	2	0	2	100%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (2007-2008):

Consistent with prior years, Delaware had relatively few due process hearings that were fully adjudicated. In both cases, the 45-day timeline was extended [properly by the hearing panel chair at the request of and agreement of the parties](#). [Reasons for extension were](#) primarily due to the scheduling issues of the parties and the hearing panelists. Each case also involved activity throughout the hearing process to justify the extension of timelines for a reasonable period. The Department continues in its efforts to recruit and train qualified hearing officers to ensure the Department’s ability to fully adjudicate due process complaints within appropriate timelines. Such training involves guidance on substantive provisions of the IDEA and local special education requirements. The Department believes the three member panel system often contributes to scheduling conflicts and the extension of hearing timelines. The three member panel system is currently mandated by state statute. The Department intends to establish a committee of stakeholders to explore legislative changes to the three member panel system.

Part B State Annual Performance Report (APR) for 2007-2008

Status of Improvement Activities:

Improvement Activities	Timelines	Resources
Issue written guidance to hearing officers on the 45-day timeline and the need to document specific extensions	January 2006	DDOE staff
Status: Email reminders sent to hearing panel chairs to document hearing extensions. The DOE also discusses the requirement with hearing officers during DOE provided training sessions.		
Revise, publish and adopt due process hearing rules and forms to implement federal statutory revisions	Within six months of finalization of federal regulations	DDOE staff, PCCD, hearing officers
Status: Federal regulations became effective October 13, 2006. Delaware’s final hearing regulations became effective June 2007. The development of forms to implement the due process hearing rules is ongoing.		
Identify necessary components of a hearing officer evaluation system and develop timeline for development and implementation of evaluation system	January 2007	DDOE staff, vendors, hearing officers
Status: Components identified; timeline not developed. A change in personnel has delayed progress on this activity.		
Analyze impact of resolution sessions on mediation and due process systems and identify possible modifications to all three systems	January 2008	DDOE staff, PCCD, Center for Dispute Resolution, local Special Education leadership
Status: A committee will be established by August 2009 to review and analyze the 2006-2007 and 2007-2008 data.		
Hearing officer training	Ongoing	DDOE staff, vendors
Status: Training for all hearing officers scheduled for February 2009.		
Maintain capacity of due process system through recruitment and initial training	Ongoing	DDOE staff, CCR staff
Status: Current pool of hearing officers is stable with the addition of one to two new officers yearly.		
Establish a committee of stakeholders to explore systemic changes to Delaware’s due process system	Establish committee in July of 2007 with report recommendations by March 2008	DDOE staff, stakeholders
Status: Since the last reporting period, an additional change in personnel delayed the progress on this activity. The committee will be established by August 2009 to explore changes to the due process system with recommendations by April 2010.		

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (2007-2008)

No revisions recommended.

Part B State Annual Performance Report (APR) for 2007-2008

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 18: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = (3.1(a) divided by 3.1) times 100.

FFY	Measurable and Rigorous Target
2007-2008	There was only one resolution session during 2007-2008. As a result, no target has been identified.

Actual Target Data for (2007-2008):

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (2007-2008):

There was only one resolution meeting held during 2007-2008, and it did not result in a resolution session settlement agreement. Consistent with prior years, the parties in most cases opted for mediation rather than a resolution session. Delaware has a well established mediation system for addressing disputes between parents and districts.

Status of Improvement Activities:

Since Delaware had only one resolution session, no improvement activities have been identified.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (2007-2008)

[If applicable]

Part B State Annual Performance Report (APR) for 2007-2008

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 19: Percent of mediations held that resulted in mediation agreements.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = [(2.1(a)(i) + 2.1(b)(i)) divided by 2.1] times 100.

FFY	Measurable and Rigorous Target
2007-2008	Mediation agreements will result from 88% of mediations held

Actual Target Data for (2007-2008): Mediation agreements resulted from 86% of the mediations held.

Mediation That Resulted in Mediation Agreements	
2.1(a)(i) Mediation Agreements Related To Due Process	2
2.1(b)(i) Mediation Agreements Not Related To Due Process	10
Total Mediation Agreements	12
Total Mediations Held	14
Percent Mediations That Resulted in Agreements	86%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (2007-2008):

Part B State Annual Performance Report (APR) for 2007-2008

Status of Improvement Activities:

Improvement Activities	Timelines	Resources
Identify additional ways to inform parents and local staff of the availability and benefits of mediation	September 2006	DDOE staff, PCCD, Special Education Leadership, CCR staff, CADRE
Status: DDOE staff have participated in panel presentations about special education dispute resolutions mechanisms for Delaware's P&A Center. Evaluations and debriefings from those sessions help identify barriers to parental participation.		
Identify possible barriers to participation in mediation, and improvement strategies and timelines to lower those barriers	September 2007	DDOE staff, PCCD, Special Education Leadership, CCR staff, CADRE
Status: DDOE staff have participated in panel presentations about special education dispute resolutions mechanisms for Delaware's P&A Center. Evaluations and debriefings from those sessions help identify barriers to parental participation.		
Identify possible barriers to reaching agreements at mediation, and improvement strategies and timelines to lower those barriers	September 2008	DDOE staff, PCCD, Special Education Leadership, CCR staff, CADRE
Status: A change in DOE personnel has delayed progress on this activity.		
Maintain capacity of mediation system, including annual surveys and training	Ongoing	DDOE staff, CCR staff
Status: Mediators participated in due process hearing training in February 2007. The mediators are invited to an additional training scheduled for February 2009.		

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (2007-2008)
[If applicable]

Part B State Annual Performance Report (APR) for 2007-2008

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 20: State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

State reported data, including 618 data and annual performance reports, are:

- a. Submitted on or before due dates (February 1 for child count, including race and ethnicity, placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports); and
- b. Accurate (describe mechanisms for ensuring error free, consistent, valid and reliable data and evidence that these standards are met).

FFY	Measurable and Rigorous Target
2006-2007	100% of state reported 618 data and annual performance reports will be submitted with accurate data on or before the due dates.

Actual Target Data for (2006-2007):

SPP/APR Data - Indicator 20				
APR Indicator	Valid and Reliable	Correct Calculation	Followed Instructions	Total
1	1		1	2
2	1		1	2
3A	1	1	1	3
3B	1	1	1	3
3C	1	1	1	3
4A	1	1	1	3
5	1	1	1	3

(continued)

Part B State Annual Performance Report (APR) for 2007-2008

APR Indicator	Valid and Reliable	Correct Calculation	Followed Instructions	Total
7	1	1	1	3
8	1	1	1	3
9	1	1	1	3
10	1	1	1	3
11	1	1	1	3
12	1	1	1	3
13	1	1	1	3
14	1	1	1	3
15	1	1	1	3
16	1	1	1	3
17	1	1	1	3
18	1	1	1	3
19	1	1	1	3
			Subtotal	58
APR Score Calculation		Timely Submission Points - If the FFY2007 APR was submitted on-time, place the number 5 in the cell on the right.		5
		Grand Total - (Sum of subtotal and Timely Submission Points) =		63

Part B State Annual Performance Report (APR) for 2007-2008

618 Data - Indicator 20					
Table	Timely	Complete Data	Passed Edit Check	Responded to Data Note Requests	Total
Table 1 - Child Count Due Date: 2/1/07	1	1	1	1	4
Table 2 - Personnel Due Date: 11/1/07	1	1	1	1	4
Table 3 - Ed. Environments Due Date: 2/1/07	1	1	1	1	4
Table 4 - Exiting Due Date: 11/1/07	1	1	1	1	4
Table 5 - Discipline Due Date: 11/1/07	1	1	1	1	4
Table 6 - State Assessment Due Date: 2/1/07	1	1	1	1	4
Table 7 - Dispute Resolution Due Date: 11/1/07	1	1	1	1	4
				Subtotal	28
618 Score Calculation			Grand Total (Subtotal X 2) =		56

Part B State Annual Performance Report (APR) for 2007-2008

Indicator #20 Calculation	
A. APR Grand Total	63
B. 618 Grand Total	56
C. APR Grand Total (A) + 618 Grand Total (B) =	119
Total N/A in APR	0
Total N/A in 618	0
Base	119
D. Subtotal (C divided by Base*) =	1.0
E. Indicator Score (Subtotal D x 100) =	100.0

Part B State Annual Performance Report (APR) for 2007-2008

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (2006-2007):

Status of Improvement Activities:

Improvement Activities	Timelines	Resources
Data collections processes for the Early Childhood indicators are being developed and will be collected for each student through E-School Plus	By July 1, 2006 with refinement of data collection between July1, 2006 through June 30, 2007	GSEG, DDOE Data Technology Group, ECEC Data Manager
Status: Development of the Early Childhood assessments data screen were completed in October 2006. Preliminary data collection was completed on January 7, 2007.		
Trainings for E-School Plus Special Education screens are now available to all LEAs upon request.	On-going	ECEC Data Manager
Status: Several districts requested and received E-School Plus training for the special education screen. This training was also provided to staff from all charter schools at the annual Charter School Conference.		
The Exceptional Children and Early Childhood Data Manager will continue to attend meetings of the Internal Data Users Group	On-going	ECEC Data Manager
Status: The Data Manager attended all meetings of the Internal Data Users Group during 2006-2007.		
Meetings with Part C on ways to share student level data for children that received services in both part C and part B will continue	On-going	EC Education Associate, ECEC Data Manger, Technology Group and Part C at Division of Public Health using GSEG funding
Status: Part C and Part B staff continue to meet on a regular basis to discuss data sharing.		
Continue to work with Career & Technical Education & School Climate Work Group to improve accuracy and timeliness of discipline data	On-going	ECEC work group and Career & Technical Education & School Climate work group
Status: The Exceptional Children and Early Childhood Work Group will continue to work with the Career & Technical Education & School Climate Work Group to improve accuracy and timeliness of discipline data and meet the November 1 deadline. Data was submitted on time for 2006-2007.		
Update and distribute Reporting Guidelines	Annually	ECEC Data Manager
Status: Part B Reporting Guidelines were updated and distributed to all LEAs in October of 2007.		
Create web-page that included all reporting guidelines, letters and other reporting documents	By January 2006	ECEC Data Manager
Status: Web page was created and is updated on a regular basis.		
Create check list of due dates to be posted on line to enable LEAs to view their check list to see what is due and whether it has been completed	Create by January 2006 and update on a continuous basis	ECEC Data Manager
Status: Web page was created and updated on a regular basis through September 2006 when DDOE began an overall reformatting process to all DDOE web pages. It seems that most LEAs were not taking advantage of the check list even though they were notified of its existence several times. To date LEA's have not requested an updated checklist but one will be re-implemented for the 2008-2009 school year along with other web site updates.		

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (2006-2007)
[If applicable]

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TABLE 7
REPORT OF DISPUTE RESOLUTION UNDER PART B, OF THE
INDIVIDUALS WITH DISABILITIES EDUCATION ACT
2007-08

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SECTION A: WRITTEN, SIGNED COMPLAINTS	
(1) Written, signed complaints total	13
(1.1) Complaints with reports issued	8
(a) Reports with findings	8
(b) Reports within timeline	8
(c) Reports within extended timelines	5
(1.2) Complaints withdrawn or dismissed	5
(1.3) Complaints pending	0
(a) Complaints pending a due process hearing	0

SECTION B: MEDIATION REQUESTS	
(2) Mediation requests total	46
(2.1) Mediations held	45
(a) Mediations held related to due process complaints	19
(i) Mediation agreements	2
(b) Mediations held not related to due process complaints	26
(i) Mediation agreements	9
(2.2) Mediations not held (including pending)	1

SECTION C: DUE PROCESS COMPLAINTS	
(3) Due process complaints total	16
(3.1) Resolution meetings	1
(a) Written Settlement agreements	0
(3.2) Hearings (fully adjudicated)	2
(a) Decisions within timeline (include expedited)	0
(b) Decisions within extended timeline	2
(3.3) Resolved without a hearing	13

SECTION D: EXPEDITED DUE PROCESS COMPLAINTS (RELATED TO DISCIPLINARY DECISION)	
(4) Expedited due process complaints total	0
(4.1) Resolution meetings	0
(a) Written settlement agreements	0
(4.2) Expedited hearings (fully adjudicated)	0
(a) Change of placement ordered	0

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SECTION A. ENROLLMENT DATA FOR THE MATH ASSESSMENT¹

DATE OF ENROLLMENT COUNT: _____

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	1330	9503
4	1375	9115
5	1476	9015
6	1413	9231
7	1520	9531
8	1569	10324
HIGH SCHOOL (SPECIFY GRADE:) 10	1175	9067

¹At a date as close as possible to the testing date.

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SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS	
	TOTAL (3)	SUBSET (OF 3) WHO TOOK THE ASSESSMENT WITH ACCOMMODATIONS (3A)
3	1234	1159
4	1271	1217
5	1372	1319
6	1308	1234
7	1372	1253
8	1412	1316
HIGH SCHOOL : 10	977	889

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SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT			
	TOTAL (4)	SUBSET (OF 4) WHOSE ALTERNATE ASSESSMENT WAS BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (4A)	SUBSET (OF 4) WHOSE ALTERNATE ASSESSMENT WAS BASED ON MODIFIED ACADEMIC ACHIEVEMENT STANDARDS (4B)	SUBSET (OF 4) WHOSE ALTERNATE ASSESSMENT WAS BASED ON ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS (4C)
3	78	0	78	0
4	94	0	94	0
5	91	0	91	0
6	89	0	89	0
7	111	0	111	0
8	117	0	117	0
HIGH SCHOOL : 10	137	0	137	0

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SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS COUNTED AS NONPARTICIPANTS IN ACCORDANCE WITH NCLB				
	STUDENTS WHOSE ASSESSMENT RESULTS WERE INVALID ¹ (5)	STUDENTS WHO TOOK AN OUT OF LEVEL TEST (6)	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
			PARENTAL EXEMPTION (7)	ABSENT (8)	EXEMPT FOR OTHER REASONS ² (9)
3	0	0	0	5	13
4	0	0	0	2	8
5	0	0	0	3	10
6	0	0	0	4	12
7	0	0	0	19	18
8	0	0	0	21	19
HIGH SCHOOL : 10	0	0	0	40	21

¹Invalid results are assessment results that cannot be used for reporting and or aggregation due to problem in the testing process (e.g. students do not take all portions of assessment, students do not fill out the answer sheet correctly) or changes in testing materials that resulted in a score that is not deemed by the State to be comparable to scores received by students who took the assessment without these changes.

²In a separate listing, report the number of students who did not take an assessment for other reasons by grade and specific reason.

Please provide the reason(s) for exemption.

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SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

REGULAR ASSESSMENT BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (10A)										
GRADE LEVEL	TEST NAME	1	2	3	4	5				
		Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level
3		392	241	468	123	10	0	0	0	0
4		461	274	433	71	32	0	0	0	0
5		556	266	496	28	26	0	0	0	0
6		674	187	406	26	15	0	0	0	0
7		858	144	301	51	18	0	0	0	0
8		860	232	264	44	12	0	0	0	0
HIGH SCHOOL : 10		634	191	123	19	10	0	0	0	0

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: 3

¹The total number of students reported by achievement in 10A is to equal the number reported in column 3.

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SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (10B)										
GRADE LEVEL	TEST NAME	1	2	3	4	5				
		Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level
3		0	0	0	0	0	0	0	0	0
4		0	0	0	0	0	0	0	0	0
5		0	0	0	0	0	0	0	0	0
6		0	0	0	0	0	0	0	0	0
7		0	0	0	0	0	0	0	0	0
8		0	0	0	0	0	0	0	0	0
HIGH SCHOOL : 10		0	0	0	0	0	0	0	0	0

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: 3

¹The total number of students reported by achievement level in 10B is equal the number reported in column 4A

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SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT BASED ON MODIFIED ACADEMIC ACHIEVEMENT STANDARDS (10C)										
GRADE LEVEL	TEST NAME	1	2	3	4	5				
		Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level
3		10	5	12	13	38	0	0	0	0
4		9	4	10	18	53	0	0	0	0
5		2	2	16	34	37	0	0	0	0
6		6	0	7	20	56	0	0	0	0
7		4	8	11	27	61	0	0	0	0
8		9	6	15	24	63	0	0	0	0
HIGH SCHOOL : 10		6	10	21	34	66	0	0	0	0

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: 3

¹The total number of students reported by achievement level in 10C is to equal the number reported in column 4B.

²Include all students whose assessment counted as proficient because they fell within the NCLB 2% cap.

³Use 2% adjusted cap, in accordance with NCLB provisions, if applicable. See page 8 of attached instructions.

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SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT BASED ON ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS (10D)										
GRADE LEVEL	TEST NAME	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level
3		0	0	0	0	0	0	0	0	0
4		0	0	0	0	0	0	0	0	0
5		0	0	0	0	0	0	0	0	0
6		0	0	0	0	0	0	0	0	0
7		0	0	0	0	0	0	0	0	0
8		0	0	0	0	0	0	0	0	0
HIGH SCHOOL : 10		0	0	0	0	0	0	0	0	0

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

¹Include all students whose assessment counted as proficient because they fell within NCLB 1% cap.

²The total number of students reported by achievement level in 10D is to equal the number reported in column 4C.

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SECTION C. SUMMARY OF THE PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	TOTAL REPORTED FOR COLUMN 10A (FROM PAGE 5) ¹	TOTAL REPORTED FOR COLUMN 10B (FROM PAGE 6) ¹	TOTAL REPORTED FOR COLUMN 10C (FROM PAGE 7) ¹	TOTAL REPORTED FOR COLUMN 10D (FROM PAGE 8) ¹	NO VALID SCORE ^{1,2} (11)	TOTAL ^{1,3} (12)
3	1234	0	78	0	18	1330
4	1271	0	94	0	10	1375
5	1372	0	91	0	13	1476
6	1308	0	89	0	16	1413
7	1372	0	111	0	37	1520
8	1412	0	117	0	40	1569
HIGH SCHOOL : 10	977	0	137	0	61	1175

¹STATES SHOULD NOT REPORT DATA ON THIS PAGE. THESE DATA WILL BE CALCULATED FROM THE REPORTED DATA AFTER THE COUNTS ARE SUBMITTED. PLEASE REVIEW FOR ERRORS.

²Column 11 is calculated by summing the numbers reported in column 5 plus column 6 plus column 7 plus column 8 plus column 9.

³Column 12 should equal the number of students with IEPs reported in column 1 of Section A. If the number of students is not the same, provide an explanation. Column 12 should always equal the sum of the number of students reported in column 3 plus column 4 plus column 5 plus column 6 plus column 7 plus column 8 plus column 9.

Explanation

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SECTION D. ENROLLMENT DATA FOR THE READING ASSESSMENT¹

DATE OF ENROLLMENT COUNT: _____

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	1330	9503
4	1375	9115
5	1476	9015
6	1413	9231
7	1520	9531
8	1569	10324
HIGH SCHOOL (SPECIFY GRADE:)	10	1174
		9067

¹At a date as close as possible to the testing date.

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SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS		
	TOTAL (3)	SUBSET (OF 3) WHO TOOK THE ASSESSMENT WITH ACCOMODATIONS (3A)	LEP STUDENTS IN US < 12 MONTHS WHOSE ENGLISH LANGUAGE PROFICIENCY (ELP) TEST REPLACED REGULAR READING ASSESSMENT (3B)
3	1232	118	0
4	1267	1207	0
5	1371	1304	0
6	1303	1221	0
7	1375	1250	0
8	1404	1297	0
HIGH SCHOOL : 10	978	872	0

¹Report those LEP students who, at the time of the reading assessment, were in the United States for less than 10 months and took the English Language Proficiency (ELP) test in place of the regular reading assessment.

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SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT			
	TOTAL (4)	SUBSET (OF 4) WHOSE ALTERNATE ASSESSMENT WAS BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (4A)	SUBSET (OF 4) WHOSE ALTERNATE ASSESSMENT WAS BASED ON MODIFIED ACADEMIC ACHIEVEMENT STANDARDS (4B)	SUBSET (OF 4) WHOSE ALTERNATE ASSESSMENT WAS BASED ON ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS (4C)
3	78	0	78	0
4	94	0	94	0
5	91	0	91	0
6	89	0	89	0
7	111	0	111	0
8	117	0	117	0
HIGH SCHOOL : 10	136	0	136	0

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SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS COUNTED AS NONPARTICIPANTS IN ACCORDANCE WITH NCLB					Sum of columns 3 through 9 should equal col 1, Section
	STUDENTS WHOSE ASSESSMENT RESULTS WERE INVALID ¹ (5)	STUDENTS WHO TOOK AN OUT OF LEVEL TEST (6)	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT			
			PARENTAL EXEMPTION (7)	ABSENT (8)	DID NOT TAKE FOR OTHER REASONS ² (9)	
3	0	0	0	5	15	1330
4	0	0	0	3	11	1375
5	0	0	0	3	11	1476
6	0	0	0	6	15	1413
7	0	0	0	17	17	1520
8	0	0	0	26	22	1569
HIGH SCHOOL : 10	0	0	0	42	18	1174

¹Invalid results are assessment results that cannot be used for reporting and or aggregation due to problem in the testing process (e.g. students do not take all portions of assessment, students do not fill out the answer sheet correctly) or changes in testing materials that resulted in a score that is not deemed by the State to be comparable to scores received by students who took the assessment without these changes.

²In a separate listing, report the number of students who did not take an assessment for other reasons by grade and specific reason.

Please provide the reason(s) for exemption.

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SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

REGULAR ASSESSMENT BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (10A)										
GRADE LEVEL	TEST NAME	1	2	3	4	5				
		Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level
3		256	267	593	68	48	0	0	0	0
4		315	353	491	75	33	0	0	0	0
5		309	342	608	97	15	0	0	0	0
6		351	426	475	49	2	0	0	0	0
7		391	386	564	31	3	0	0	0	0
8		483	445	461	13	2	0	0	0	0
HIGH SCHOOL : 10		468	315	190	3	2	0	0	0	0

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

¹The total number of students reported by achievement in 10A is to equal the number reported in column 3.

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SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (10B)										
GRADE LEVEL	TEST NAME	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level
3		0	0	0	0	0	0	0	0	0
4		0	0	0	0	0	0	0	0	0
5		0	0	0	0	0	0	0	0	0
6		0	0	0	0	0	0	0	0	0
7		0	0	0	0	0	0	0	0	0
8		0	0	0	0	0	0	0	0	0
HIGH SCHOOL : 10		0	0	0	0	0	0	0	0	0

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

¹The total number of students reported by achievement level in 10B is equal the number reported in column 4A.

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SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT BASED ON MODIFIED ACADEMIC ACHIEVEMENT STANDARDS (10C)										
GRADE LEVEL	TEST NAME	1	2	3	4	5				
		Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level
3	DAPA	8	4	9	13	44	0	0	0	0
4	DAPA	6	4	10	22	52	0	0	0	0
5	DAPA	4	4	10	29	44	0	0	0	0
6	DAPA	5	1	11	17	55	0	0	0	0
7	DAPA	3	3	14	16	75	0	0	0	0
8	DAPA	9	9	15	15	69	0	0	0	0
HIGH SCHOOL : 10	DAPA	6	5	24	42	59	0	0	0	0

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

¹The total number of students reported by achievement level in 10C is to equal the number reported in column 4B.

⁴Include all students whose assessment counted as proficient because they fell within the NCLB 2% cap.

³Use 2% adjusted cap, in accordance with NCLB provisions, if applicable. See page 8 of attached instructions.

Part B State Annual Performance Report (APR) for 2007-2008

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TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2007-2008

STATE:

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT BASED ON ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS (10D)										
GRADE LEVEL	TEST NAME	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level
		3		0	0	0	0	0	0	0
4		0	0	0	0	0	0	0	0	0
5		0	0	0	0	0	0	0	0	0
6		0	0	0	0	0	0	0	0	0
7		0	0	0	0	0	0	0	0	0
8		0	0	0	0	0	0	0	0	0
HIGH SCHOOL : 10		0	0	0	0	0	0	0	0	0

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

¹Include all students whose assessment counted as proficient because they fell within NCLB 1% cap.

²The total number of students reported by achievement level in 10D is to equal the number reported in column 4C.

Part B State Annual Performance Report (APR) for 2007-2008

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PROGRAMS

TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

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FORM EXPIRES: 08/31/2009

2007-2008

STATE: DE - DELAWARE

SECTION F. SUMMARY OF THE PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	TOTAL REPORTED FOR COLUMN 10A (FROM PAGE 14) ¹	TOTAL REPORTED FOR COLUMN 10B (FROM PAGE 15) ¹	TOTAL REPORTED FOR COLUMN 10C (FROM PAGE 16) ¹	TOTAL REPORTED FOR COLUMN 10D (FROM PAGE 17) ¹	NO VALID SCORE ^{1,2} (11)	TOTAL ^{1,3} (12)
3	1232	0	78	0	20	1330
4	1267	0	94	0	14	1375
5	1371	0	91	0	14	1476
6	1303	0	89	0	21	1413
7	1375	0	111	0	34	1520
8	1404	0	117	0	48	1569
HIGH SCHOOL : 10	978	0	136	0	60	1174

¹STATES SHOULD NOT REPORT DATA ON THIS PAGE. THESE DATA WILL BE CALCULATED FROM THE REPORTED DATA AFTER THE COUNTS ARE SUBMITTED. PLEASE REVIEW FOR ERRORS.

²Column 11 is calculated by summing the numbers reported in column 5 plus column 6 plus column 7 plus column 8 plus column 9.

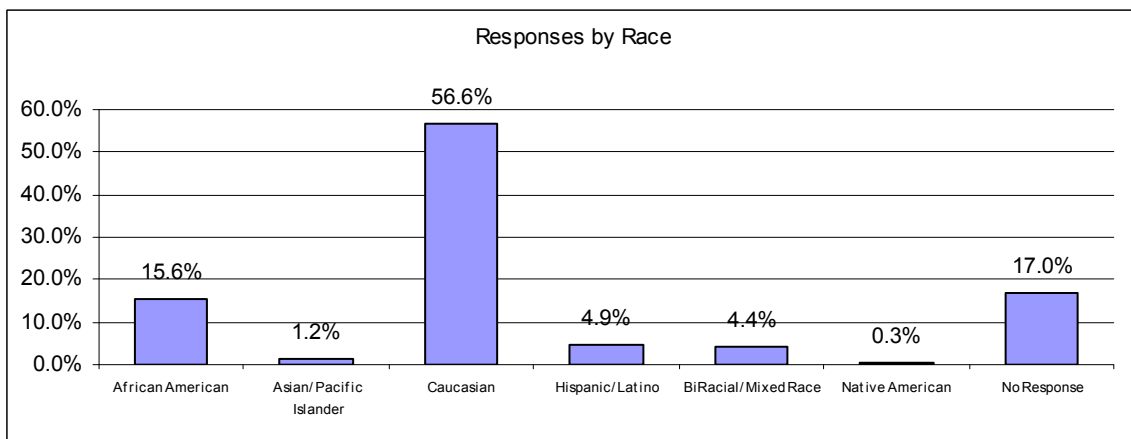
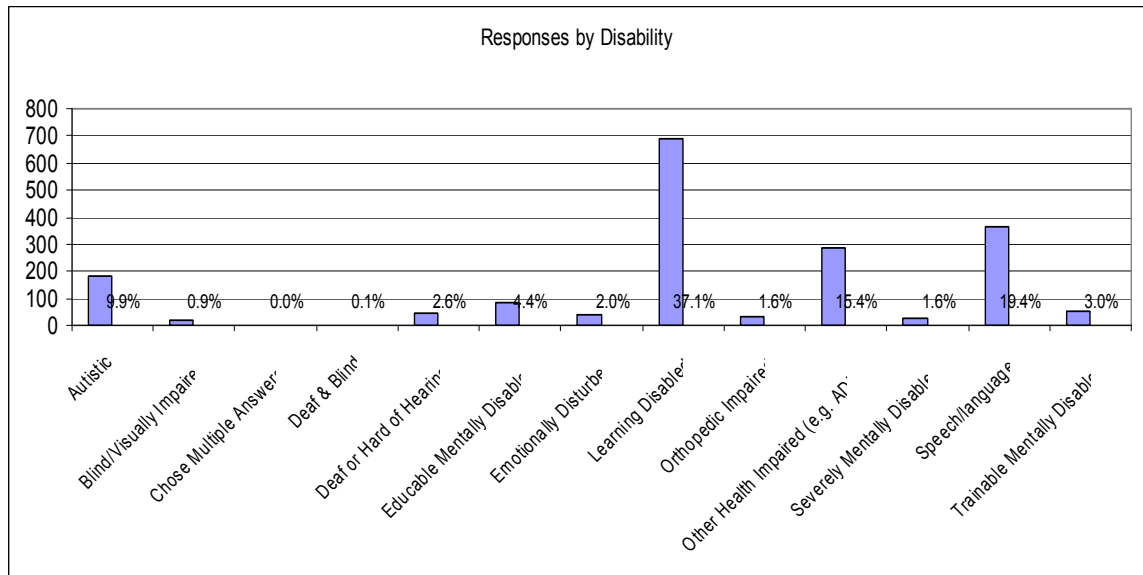
³Column 12 should equal the number of students with IEPs reported in column 1 of Section A. If the number of students is not the same, provide an explanation. Column 12 should always equal the sum of the number of students reported in column 3 plus column 4 plus column 5 plus column 6 plus column 7 plus column 8 plus column 9.

Explanation

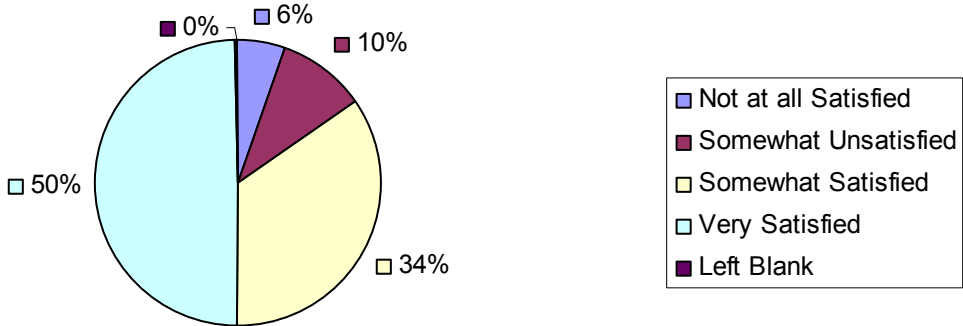
FFY	Measurable and Rigorous Target
2007-2008	84% of respondent parents will report schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Actual Target Data for (2006-2007):

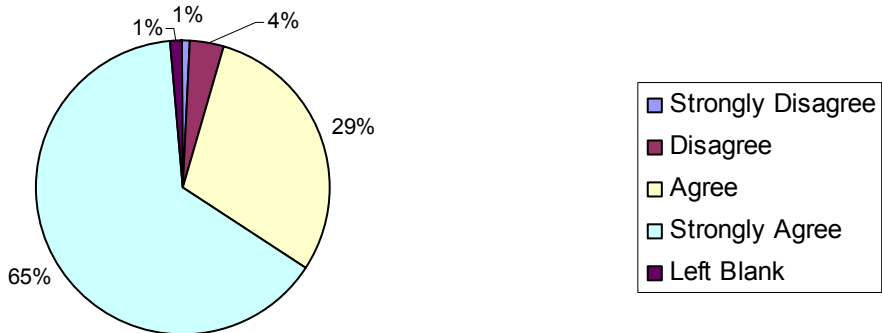
The target data for 2007-2008 was 84% an increase of 1% from the baseline of 83% which reflects the respondents who agreed or strongly agreed that schools facilitated family involvement as a means of improving services and results for children. Targets were set with the PCCD and yearly increases of 1% were agreed to. Yearly targets are included in the SPP.



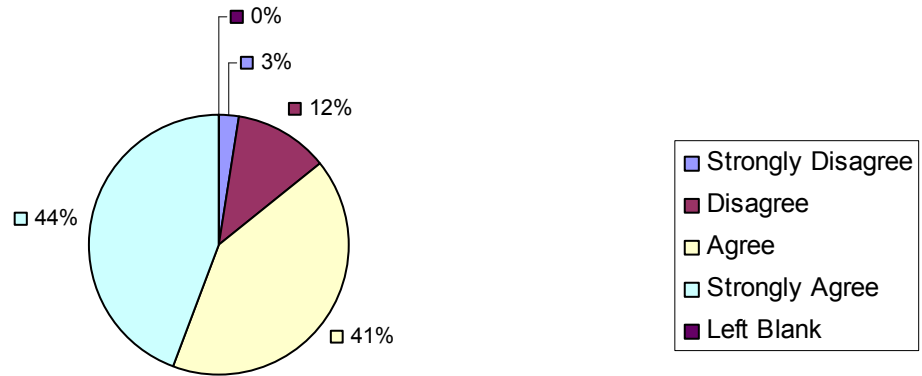
1 - How Satisfied are you with your child's overall Special Education program?



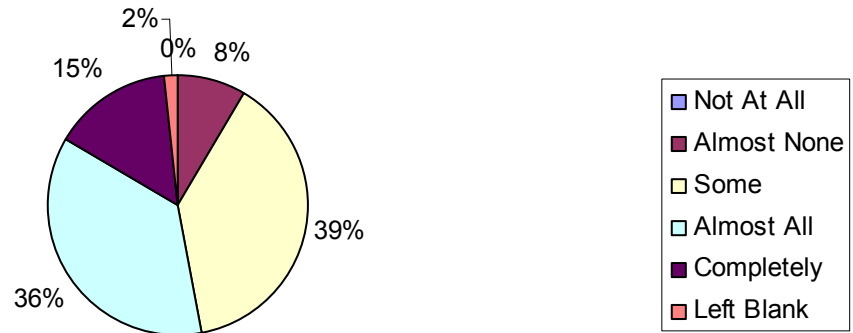
2 - I was given the opportunity to be an active participant in my child's IEP meeting.



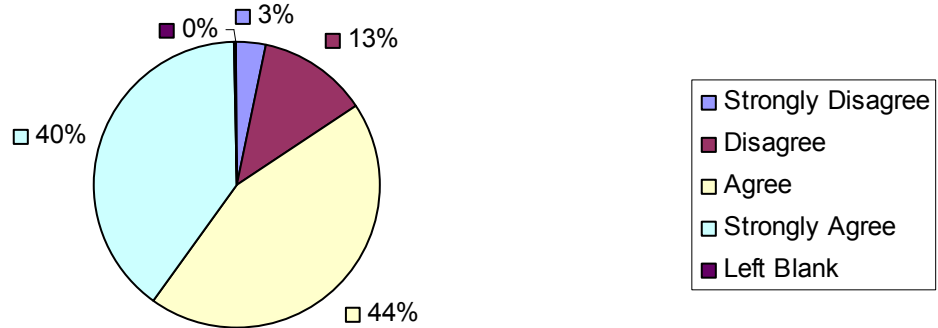
3 - My Child's IEP provides the services, supports and accommodations necessary to meet his/her goals and objectives.



4 - During the current school year, my child accomplished his/her IEP goals.



5 - My school seeks my involvement as a means of improving services and results for my child.



FFY	Measurable and Rigorous Target
2007-2008	0% disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Actual Target Data for (2007-2008):

Target data for this indicator is 0%

Year	Race	SPED	Number of LEA's	Number of LEA's with Significant Disproportionality	Percent of LEA's with Sig Disproportionality
2007	Black	All	35	11	31.4%
2007	Black	MR	35	14	40.0%
2007	Black	LD	35	12	34.3%
2007	Hispanic	LD	35	1	2.9%
2007	Black	ED	35	6	17.1%
2007	Black	OHI	35	1	2.9%
2007	Black	Autism	35	1	2.9%
2008	Black	All	35	11	31.4%
2008	Hispanic	All	35	1	2.9%
2008	Black	MR	35	14	40.0%
2008	Black	LD	35	12	34.3%
2008	Black	ED	35	6	17.1%
2008	Black	OHI	35	1	2.9%
2008	Hispanic	OHI	35	1	2.9%
2009	Black	Autism	35	1	2.9%

Due Process: One (1) issue of non-compliance was identified through due process and related to a child's educational placement and the provision of related services. The school district complied with the corrective action identified in the hearing panel's decision in a timely manner and within one year.

Administrative Complaints: Two (2) issues of non-compliance were identified through administrative complaints. The first involved a procedural violation of the requirement to timely review an IEP for a transfer student. The school district complied with the corrective action ordered by the DDOE in a timely manner and within one year.

The second involved a school district's failure to provide speech-language therapy services to students because the district had no available speech-language therapist. Through its investigation, the DDOE determined the school district exercised due diligence in its efforts to locate and hire a qualified speech-language therapist. The school district was faced with market conditions out of its control, and a general shortage of speech-language therapists throughout the State. The DDOE ordered the school district to take corrective action in three phases. The first phase involved developing a plan to calculate and provide the missed services to the three students who filed administrative complaints by a date certain and based on their IEPs. The second and third phases involved identifying additional students who may be owed compensatory services due to the lack of a therapist, and developing a plan to provide the services to such students by a date certain. The district has complied with the first phase of the corrective action plan, but not the second and third phases. The Department is continuing to consult with the district and monitor its efforts toward compliance. This issue of non-compliance has reached one year from its identification date and has not been resolved within one year.

Audits through General Supervision: During the DDOE's October record reviews, approximately 1,688 IEPs were reviewed to ensure that: (1) IEPs were reviewed annually; (2) required IEP team members were present at IEP team meetings; (3) measurable annual goals were present; and (4) each child with an IEP was documented as a child with a disability under the IDEA. In addition, the DDOE reviewed a sample of the 1,688 IEPs more extensively to focus upon secondary transition goals.

The DDOE identified the following 124 areas of non-compliance during its October audit:

- Two (2) areas of non-compliance involved the issue of parental participation. A school district and charter school were not providing parents with sufficient notice or methods for participation. The DDOE required corrective action and both LEAs complied with the corrective action plans within one year.
- One (1) area of non-compliance involved IEP goals which were not measurable. To date, the school district has not provided the DDOE with evidence it has complied with the corrective action ordered. The DDOE is continuing to monitor the school district's efforts, and the DDOE is also considering additional enforcement action at this time. This area of non-compliance has not reached one year from its identification date.
- One (1) area of non-compliance involved a transfer IEP improperly implemented by a Charter School and without parental agreement in violation of state regulation. Further, no IEP meeting was held within 60 days as required by state regulation. The Charter School received technical assistance regarding this state regulation. The Charter School complied with corrective action requested by the DDOE within one year.
- Twenty-one (21) areas of non-compliance involved the use of Prior Written Notice. DDOE issued a proposed state form for Prior Written Notice, along with a technical assistance guide due to inconsistent use and application of the Prior Written Notice requirement. Through its October audit, DDOE reviewed LEA records to determine if Prior Written Notice was being used

consistently and appropriately as required by regulations. The DDOE determined 21 LEAs were using Prior Written Notice inconsistently or inadequately. In response, the DDOE provided training and technical assistance, and intends to move toward requiring the use of the DOE form statewide. The DDOE will continue to consult and assist the 21 LEAs with the proper use of Prior Written Notice. As such, the corrective action is ongoing. These areas of non-compliance have not reached one year from the identification date.

- Forty-two (42) areas of non-compliance involved Child Find and the requirement to evaluate and determine eligibility for services within the timeline required by state regulation. In each of the 42 cases, the LEA identified the child and determined the child eligible for special education and related services. As such, the 42 cases of non-compliance are reported as resolved within one year. A more detailed discussion of the DDOE's data and improvement activities related to the Child Find timeline are found under Indicator 11.

- Seven (7) areas of non-compliance involved Early Childhood Transition and the requirement children referred by Part C prior to age 3, who are found eligible for Part B, have an IEP developed and implemented by their 3rd birthdays. In all 12 cases, the LEAs complied with the corrective action within one year. A more detailed discussion of the DDOE's data and improvement activities related to the Early Childhood Transition requirements are found under Indicator 12.

- Forty-nine (49) areas of non-compliance involved IEP goals of secondary transition which were not compliant with regulatory requirements. In all 49 cases, the LEAs complied with the corrective action within one year. A more detailed discussion of the DDOE's data and improvement activities related to secondary transition goals are found under Indicator 13.