

INTRODUCTION

This document is in response to Education Department General Administrative Regulations (EDGAR) at 34 CFR §80.40. The FY 2003-2004 Annual Performance Report (APR) is a progress report on the State of Delaware's performance goals and indicators for children with disabilities. It serves as a baseline for future reporting and as a means of reporting to the public the progress of all children with disabilities toward meeting state standards and performance goals and indicators.

The Partners' Council for Children with Disabilities (PCCD) in collaboration with staff from the Delaware Department of Education developed Delaware's State Improvement Plan (SIP). Six priority areas have been selected and ranked by the PCCD. The priority areas in rank order are to:

1. Improve student performance.
2. Increase student placement in the least restrictive environment.
3. Improve student behavior.
4. Increase family involvement.
5. Increase student completion of high school.
6. Improve general supervision.

These goals clearly align with this Annual Performance Report, the State Improvement Plan, the proposed State Improvement Grant, and the direction adopted by the State Board of Education through the Delaware Content Standards for English language arts, mathematics, science and social studies.

The Partners' Council for Children with Disabilities set specific performance targets and benchmarks for each related goal/indicator. These data are contained in the Annual Performance Report and reflect the most current grant year (2003 – 2004) of the grant.

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Cluster Area I: General Supervision	
Question:	Is effective general supervision of the implementation of the Individuals with Disabilities Education Act ensured through the State education agency's (SEA) utilization of mechanisms that result in all eligible children with disabilities having an opportunity to receive a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
Probes:	<p>GS.I Do the general supervision instruments and procedures (including monitoring, complaint and hearing resolution, etc.), used by the SEA, identify and correct IDEA noncompliance in a timely manner?</p> <p>GS.II Are systemic issues identified and remediated through the analysis of findings from information and data collected from all available sources, including monitoring, complaint investigations, and hearing resolutions?</p> <p>GS.III Are complaint investigations, mediations, and due process hearings and reviews completed in a timely manner?</p> <p>GS.IV Are there sufficient numbers of administrators, teachers, related services providers, paraprofessionals, and other providers to meet the identified educational needs of all children with disabilities in the State?</p> <p>GS.V Do State procedures and practices ensure collection and reporting of accurate and timely data?</p>
GS.1	The general supervision instructions and procedures (including monitoring, complaint and hearing resolution, etc.) used by the SEA, identify and correct IDEA noncompliance in a timely manner.
GS.II	Are systemic issues identified and remediated through the analysis of findings from information and data collected from all available sources including monitoring, complaint investigations and hearing resolutions?
GS.III	Are complaint investigations, mediation and due process hearings and review completed in a timely manner?
State Goal (for reporting period July 1, 2003 through June 30, 2004): Effective general supervision of the implementation of the Individuals with Disabilities Education Act is ensured through the State education agency's (SEA) utilization of mechanisms that result in all eligible children with disabilities having an opportunity to receive a free appropriate public education (FAPE) in the least restrictive environment (LRE).	
Performance Indicators (for reporting period July 1, 2003 through June 30, 2004):	
<ul style="list-style-type: none"> • The Continuous Improvement Compliance Monitoring System includes procedures and data from numerous sources including on-site monitoring, district self assessments, parent input, the complaint and hearing resolution system so that IDEA noncompliance can be identified and corrected in a timely manner. • Systemic issues identified and remediated through the analysis of findings from information and data collected from all available sources including yearly on site monitoring and focused monitoring, district self-assessments, complaint investigations, family input and hearing resolutions. • Complaint investigations, mediation and due process hearings are completed in a timely manner. • Trends in complaint investigations, Due Process requests, IEP facilitation requests, mediation requests are identified and addressed. 	

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1. Baseline/Trend Data(for reporting period July 1, 2003 through June 30, 2004. Use Attachment 1 when completing this cell.):

The Continuous Improvement Compliance Monitoring System (CCMS) incorporates several instruments and procedures to ensure compliance with state and federal laws.

Desk Audits

Districts and Charter Schools have all submitted processes and procedures which include district forms through a desk audit. The IEP form and the Evaluation Summary Report form are State Board approved forms and are part of Delaware regulations found in the Administrative Manual for Special Education Services (AMSES). Other forms used, such as permission to evaluate have been submitted and reviewed at the DOE as compliant.

As new Charter Schools are approved, it is required that these written procedures and forms are submitted, reviewed and approved.

District Self-Assessments

For 2003-2004, eight school districts completed self assessments. Self assessment documents are reviewed by the DOE and written recommendations are sent to districts to incorporate into their improvement plans. DOE staff are also assigned districts involved in the self assessment process, often attending district steering committee meetings and being available as a resource. Improvement plans are submitted and written responses are sent to districts with specific recommendations when necessary regarding expectations for the District Annual Performance Report which will be modeled on this Federal Annual Performance Report.

Self Assessment Cycle	# of School Districts Expected to do Self Assessment	# of School Districts Completed Self Assessment	# of Schools Districts Completed Improvement Plan	# of Improvement Plans that were Approved
2001-2002	4	4	4	4
2002-2003	8	8	8	8
2003-2004	8	8	4	4

The table above provides information on the status of all districts in the self assessment process. Written self assessment documents are submitted and responded to by the DOE. A written improvement plan is then submitted and responded to by the DOE. Although there are only 19 school districts in Delaware, the chart above indicates 20. One large district asked for permission to do a self assessment on secondary schools during the 2002-2003 cycle and complete the self assessment on elementary schools during the 2003-2004 cycle.

September 30 Audits

Every District and Charter School receives an on-site visit every year. This visit has two functions; one is an audit for special education funding purposes and the second function is to ensure compliance with key regulations. A minimum of three schools are visited for district review. At each school a 10% sample of IEPs are

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reviewed and data are collected for between 15 and 20 indicators of compliance. The following IDEA regulations are specifically addressed through this review:
 §300.7 Eligibility as a child with a disability
 §300.343 (c) (1) Annual review of the IEP
 §300.347 (a) (2) Measurable annual goals and benchmarks or objectives
 § 300. 347 (a) (3) statement of special education services
 § 300.344 (a) (1) (2) (3) (4) (5) (6) (7) IEP team
 § 300.320 Evaluation
 § 300.321 Reevaluation

The September 30 audit has ensured a high compliance with the critical elements as noted above. If an IEP that has been reviewed is missing a critical indicator of regulatory compliance, the IEP may not be counted for special education funding purposes. A review of the September 30, 2003 count indicates 19 school districts and 10 Charter schools were reviewed with a check of 1500 individual student records. There were only five records which were unable to be counted indicating a high rate of compliance in the regulations cited above. No evidence of systemic non-compliance was found.

Charter School on-site monitoring

In addition to the yearly September 30 audit, Charter Schools also are receiving intensive on-site monitoring. IEPs and other documents and procedures are reviewed, district staff are interviewed and parents are sent surveys. During this reporting period one Charter School received intensive on-site monitoring. Corrective Actions were required and were submitted and approved.

Administrative Complaints, Mediations, Due Process Hearings

Complaints					
	Number of Complaints	Number of Complaints with Findings	Number of Complaints with No Findings	Number of Complaints not Investigated – Withdrawn or No Jurisdiction	Number of Complaints Completed within Timelines
2002-2003	21	15	5	1	20
2003-2004	15	12	3	0	15

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Mediations				
	Number of Mediations		Number of Mediation Agreements	
	Not Related to Hearing Requests	Related to Hearing Requests	Not Related to Hearing Requests	Related to Hearing Requests
2002-2003	4	5	1	5
2003-2004	2	3	1	3

Due Process Hearings		
	Number of Hearing Requests	Number of Hearings Held
2002-2003	19	3
2003-2004	21	3

The charts above and in Attachment 1 indicate administrative complaints, mediations and due process hearings have all been completed within timelines. Two extensions were granted for complaints in accordance with IDEA regulations. An enhanced data tracking system was developed during 2003-2004. The 2004-2005 will be a baseline year for the data tracking system that is being piloted. We will then analyze the usefulness of the piloted system and the data elements tracked.

One data element that will be added is extending the time line for due process hearings. Hearing officers were not consistently informing the DOE when an extension was required. They have been informed and this information will now become part of the database.

There were 21 filings for due process hearings and only three went to hearing. Those families who opt for mediation often have a successful experience and we are continuing to build capacity in districts by offering training to district personnel in IEP facilitation which mirrors many of the same skills required of a successful mediator.

Focused Monitoring

A plan for focused monitoring in Delaware was agreed to in December 2003. Timelines were developed for the identification of areas of focus, identifying triggers which would rank districts, developing protocols and implementing a pilot. The areas of focus agreed to were LRE and student outcomes. Triggers were identified and districts were ranked. Protocols have been drafted and dates identified for piloting on-site visits.

Identifying Systemic Issues through the Analysis of Findings from all Sources

Issues will be identified through the database created to track complaints, Due Process and mediation. This will allow the DDOE to identify any patterns of

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complaints that could be systemic. On site visits in September are also used to probe for certain issues. For example, if an issue is identified through the tracking system of complaints or through parent calls, a question can be added to the September audit visits to probe further. Using this method, the DOE has issued guidance memos or taken other action to correct areas of non-compliance. During this reporting period, no systemic issues were identified using those procedures.

Focused monitoring activities examine specific targets and triggers, ranks districts from low performing to high performing schools thus identifying other potential district systemic issues. During this reporting period, in the areas of LRE and student outcomes five districts (LRE) and four districts (student outcomes) were considered poor performers. Two of those districts triggered in both priority areas and will receive on-site focused monitoring visits.

2. Targets (July 1, 2003 through June 30, 2004): There is no target for desk audits this reporting period as no new chart schools opened in 2003-2004.

District self assessments were to have been completed by all districts June 2004. Improvement plans will be completed for all districts by June 2005.

September 30 audits is to maintain the current compliance rate.

Complaints, mediations and due process is to maintain current completion timelines.

Develop a place to incorporate the focused monitoring component into the Continuous Improvement Compliance Monitoring System (CCMS) for piloting during the 2004-2005 school year.

3. Explanation of Progress or Slippage (July 1, 2003 through June 30, 2004):

Targets were met for the submission of self assessments by all districts. Several districts were late in submission of Improvement Plans. All but one district submitted Improvement Plans by September, 2004. Generally, the explanation given by Districts for late submission is that there are not adequate resources in either staff or time to complete the written plan. Often the District Supervisor is a single individual responsible for all special education issues. Pulling a stakeholder group together, examining the data, submitting a written self assessment and repeating a similar process for Improvement planning has required additional meetings and paperwork. All districts except one were able to submit self assessments and Improvement Plans by the beginning of school year 2004. The single district that went beyond this timeline did submit an Improvement Plan during school year 2004-2005. The DOE issued letters advising districts that Part B funds would not be released until plans were received.

The DOE will be moving districts into the Annual Performance Report cycle. The DOE will examine whether using this single document will be able to reduce paperwork for districts by combining several functions, such as the budget for the use of Part B funds into a single submission. The district APR would be the primary vehicle for targeting areas of need, strategies for improvement, including staff training and professional development with the accompanying budgetary resources identified.

4. Projected Targets (July 1, 2004 through June 30, 2005): There is no target for desk audits this reporting period as no new charter schools will open in 2004-2005.

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All Districts and Improvement Plans will be submitted by June 30, 2005. Districts are on target with only four Improvement Plans left to be submitted.

September 30 audits will occur in all districts and charter schools maintaining the current rate of compliance.

Complaints, mediations and due process will be to maintain completion timelines.

Focused monitoring will be piloted in two districts. Plans will be developed for full implementation during 2005-2006 year.

Through intensive on-site monitoring, at least two additional Charter Schools will demonstrate compliance with IDEA regulations.

5. Future Activities (July 1, 2004 through June 30, 2005) and

6. Projected Timelines and Resources (July 1, 2004 through June 30, 2005):

5. Future Activity	6. Projected Timelines	6. Resources
The DDOE will disseminate data to districts for district APRs.	Spring & Summer 2005	Data Manager
Preparation for the September 30 audit. A master list of all schools, including charter schools is developed and new probes are identified for on-site visits.	September 2004	DDOE Staff
September 30 audit of all districts and Charter Schools.	October 2004	DDOE Staff
Templates for APR developed and disseminated to all districts.	Spring 2005	DDOE Staff
Protocols developed for focused monitoring. Training developed and delivered to monitoring teams by DDOE staff. Focused monitoring on site in two districts.	April 2005	Focused Monitoring Team (district, DDOE and parents). Part B SSA Funds will be used to contract with parents as part of monitoring team.
Plan developed for full implementation of focused monitoring during 2005-2006	June 2005	General Supervision Subcommittee
Extended on site monitoring will be done in at least two charter schools.	2004-2005	DDOE Staff

G.S. IV Are there sufficient numbers of administrators, teachers, related services providers, paraprofessionals, and other providers to meet the identified educational needs of all children with disabilities in the State?

State Goal: There are sufficient numbers of administrators, teachers, related service providers, paraprofessionals and other providers to meet the identified education needs of all children with disabilities in the State.*

Performance Indicators: Developing performance indicators aligned with NCLB highly qualified requirements in new database (DEEDS).

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1. Baseline Trend Data (July 1, 2003 through June 30, 2004):

# of Full-Time Equivalent Staff Providing Special Education and Related Services To Children with Disabilities						
Description of Full-Time Equivalent Staff	2002-2003			2003-2004		
	Fully Certified	Not Fully Certified	Total Employed	Fully Certified	Not Fully Certified	Total Employed
Teachers - Children Ages 3-5	92	1	93	107.85	10.5	118.35
Teachers – Children Ages 6-21	1455	295	1750	1456.5	267	1723.5
Total FTE Teachers	1523	296	1819	1564.35	277.5	1841.85
Psychologists	93	3	96	103	2	105
Occupational Therapists	6	12	18	5	13	18
Teachers Aides	930.21	0	930.21	993.28	0	993.28
Physical Therapists	4	4	8	6	3	9
Supervisors Administrators (LEA)	4	2	6	5	2	7
Interpreters	7	6	13	6	5	11
Total Other Staff	1044.21	27	1071.21	1118.28	25	1143.28

Of the administrative complaints submitted during this cycle, there have been complaints regarding inadequacy of speech/language. Speech/language staff is included in teachers. This does not include contractual speech/language. Survey is being developed to identify total number of speech/language staff. District submitted evidence of local, regional and national searches and did provide compensatory services to students who were affected by the loss of service.

Data on personnel is collected from the Delaware payroll system. Job categories do not distinguish between regular education positions and positions dedicated to special education. DDOE is working on a process to identify number of administrative staff in SEA and LEAs.

2. Targets (July 1, 2003 through June 30, 2004): Determine data needs and data resources to be used in making decisions about future targets.

3. Explanation of Progress or Slippage (July 1, 2003 through June 30, 2004): Personnel issues have typically been addressed by the Comprehensive System of Personnel Development (CSPD) which was subsumed under the Partners' Council for Children with Disabilities (PCCD). The subcommittee in charge of professional development also looked at retention and recruitment issues. Given the multiple systems used to collect personnel data, it was decided to unify these multiple systems so accurate data were available upon which to make decisions. Given the specific charge of the CSPD, it was also decided to separate the two functions of the subcommittee and reconstitute the CSPD Committee as an independent subcommittee charged with studies of shortages regarding Speech & Language Pathologists, Psychologists, Behavior Analysts, and other related service personnel. Also added to these was the issue of minority representation among special educators and what can be done to recruit minorities to enhance diversity.

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DDOE applied for a service grant from the National Center for Special Education Personnel and Related Service Providers that will help DDOE and districts develop a comprehensive plan for recruitment, preparation, and retention. DDOE received the grant in November 2004

The University of Delaware, through a collaboration with DDOE and the districts, has begun implementation of an Alternative Route to Certification – special institute called the “Masters Plus Certification Program”. This program is open to anyone with a Bachelor’s degree in a non-education area. Upon graduation of this two-year program, students will be certifiable in special education. Students will be employed in a public school as a para-educator serving students with disabilities during their first year and as a first year teacher during their second year of coursework.

4. Projected Targets (July 1, 2004 through June 30, 2005): Analyze data from improved data collection system to develop a personnel recruitment and retention plan.

Develop strategies to address personnel needs as determined by data analysis.

Develop targets for personnel needs based on data analysis.

Develop process to determine special education administrators in SEA and LEAs.

5. Future Activities (July 1, 2004 through June 30, 2005) and

6. Timelines and Resources (July 1, 2004 through June 30, 2005):

5. Future Activity	6. Projected Timelines	6. Resources
The PCCD will review data to determine if available information is adequate to determine shortages in low incidence areas. Depending on outcome of the review, additional data will be collected and/or plans will be developed to address shortages.	Ongoing	National Personnel Center, DDOE
The PCCD is beginning the review of highly qualified standards for teachers with the Delaware HOUSSE Plan. By next year all teachers will be reviewed and a plan will be in place to assist special education teachers in meeting the highly qualified standards within a reasonable time frame.	Ongoing	DDOE and PCCD
Develop and implement a data management system that incorporates data from Higher Education, Human Resources, Certification, and others as necessary.	Summer 2005	National Personnel Center, DDOE Collaborative staff, Higher Education Commission
Develop a plan to overcome barriers to recruitment to the field including plans to increase numbers of Delaware graduates in the areas of need, increasing the numbers of Delaware students that go into the field of speech language pathology and return to practice in Delaware public schools. Decrease the numbers of special education and related service	Summer 2005	National Personnel Center, DDOE Collaborative staff, Higher Education Commission, TeachersTeachers.com Subscriptions, Diversity Recruitment

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vacancies and vacancies filled by under-certified individuals. Increase the number of diverse educators in the districts to achieve a better ratio between students and teachers in specific cultural and ethnic groups.		Training, DE Teacher Recruitment and Retention Taskforce, CSPD Subcommittee.
Develop and implement a statewide recruitment to the field of special education campaign.	Summer 2005	Diversity Recruitment Training
Begin a cohort of approximately 10 students through the first year of the "Masters Plus Certification Program" as paraeducators.	Summer 2005	University of Delaware, districts and DDOE partnership, Alternative Routes to Education (ARTC) funding
Develop process to determine special education administrators in SEA and LEAs.	Summer 2005	DDOE

GS.V Do State procedures and practices ensure collection and reporting of accurate and timely data?

State Goal: State procedures and practices ensure collection and reporting of accurate and timely data.*

Performance Indicators:

- Data collection and reporting from LEAs is accurate and timely.
- Data submitted to OSEP is accurate and timely.

1. Baseline/Trend Data (July 1, 2003 through June 30, 2004): The DDOE provides expected timelines and data requirements to LEA for data collection.

Timelines and requirements are updated annually. See Attachment 4.

DDOE is working to move all districts and charter school to the same data reporting system, E-School Plus. The chart below shows the projected timeline of when districts and charter schools will be using the new system.

Districts and Chart Schools Using E-School Plus	
2002-2003	5 of 31
2003-2004	9 of 31
2004-2005 Projected	26 of 31
2005-2006 Projected	29 of 31

2. Targets (July 1, 2003 through June 30, 2004): Receive accurate and timely data from school districts that are validated by a verification process. Submit all OSEP required reports with accurate data in a timely manner.

3. Explanation of Progress or Slippage (July 1, 2003 through June 30, 2004): Collecting accurate discipline data has been a challenge. Districts are using

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different systems and different criteria to report discipline data. DDOE is working with districts to correct problems with discipline data.

4. Projected Targets (July 1, 2004 through June 30, 2005): Collect accurate and timely data from school districts that are validated by verification process. Submit all required reports with accurate data in a timely manner.

DDOE is working to move all districts and charter schools to the same data reporting systems. A total of 14 additional districts will have received training in and be using E-School Plus by the end of the 2004-2005 school year.

DDOE will provide training on discipline reporting requirements and entry of data to all districts.

5. Future Activities (July 1, 2004 through June 30, 2005) and

6. Projected Timelines and Resources (July 1, 2004 though June 30, 2005):

5. Future Activity	6. Projected Timelines	6. Resources
Update and distribute annual due dates and data collection instructions to districts	October 2004	Data Manager
Update data system queries for validation and reporting so that data access is quick and accurate and OSEP reports will be completed in a timely manner.	Ongoing	Data Manager
DDOE Technology Management and Design Work Group will provide E-School Plus training to additional 14 new districts.	Summer 2005	DDOE Technology Management and Design Work Group and Districts
DDOE Technology Management and Design Work will provide ongoing E-School Plus training to existing nine districts.	Ongoing	DDOE Technology Management and Design Work Group and Districts
DDOE Career & Technical Education & School Climate Work Group will provide discipline reporting trainings to all districts.	Ongoing	DDOE Career & Technical Education & School Climate Work Group and Districts

Cluster Area II: Early Childhood Transition

Question: Are all children eligible for Part B services receiving special education and related services by their third birthday?

State Goal (July 1, 2003 through June 30, 2004): All children eligible for Part B services will receive special education and related services on their eligibility date. *

Performance Indicators (July 1, 2003 through June 30, 2004):

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- Children receive special education and related services at their eligible date.
- Local education agencies participate in transition planning conferences.

1. Baseline/Trend Data (July 1, 2003 through June 30, 2004): There is currently no data available to report on the number of children receiving special education and related services at their eligibility date. During 2004, we began a process to begin to enter children transitioning from Part C to Part B in the Delaware Dept. of Education's data management and tracking system. As we have been working through that process we have identified several information system-related variables that are not allowing us to currently obtain accurate and reliable data. We are currently attempting to problem-solve through these issues to allow the Delaware Dept. of Education to get more reliable data.

For the APR dated March 2004, for the time period July 1, 2002 through June 30, 2003, the Delaware Part C lead agency, following a chart audit, reported that in situations where children were transitioning from Part C to Part B, local education agencies were participating in 67% of the transition conferences. A second chart audit, completed collaboratively between the Delaware Dept. of Education and the Delaware Department of Health and Social Services (Part C lead agency) was completed on a sample of children transitioning from Part C to Part B during the following program year. The results from this second review indicates that a significant improvement in LEA's compliance with this regulation. The data from the second audit showed that LEA's were participating in 98% of the transition from Part C to Part B, for eligible children.

2. Targets (July 1, 2003 through June 30, 2004): Children turning three and transitioning from Part C to Part B will receive special education and related services by their third birthday.

When requested by parents, children turning three during the time period May 1 through August 30th, transitioning from Part C to Part B, will receive their special education and related services during the first school calendar week of services initiated in their respective schools.

3. Explanation of Progress or Slippage (July 1, 2003 through June 30, 2004): Part B and Part C have been working collaboratively on the development of an accountability system for children in both programs. Included in this process will be an examination of a mutual data tracking system or a system that will allow for easy transference of data. The process and/or system that results from this effort has the potential to assist with the tracking of children's services from Part C to Part B.

Based on OSEP letter dated September 21, 2004, DDOE was required to provide explanation in 30 days regarding Part C report that LEA's were only participating in 64 % of transition conferences during the 2002-2003 time period:

The Part C lead agency reported that, based upon their monitoring process, local education agencies participated in 64% of transition conferences during the 2002-2003 time period. The Department of Education worked with the Part C agency to add clarity to the definition of transition planning. Due to circumstances beyond the control of Part B or Part C [family or child illness, weather, etc.], it may not be possible to have all parties involved in the transition physically present at a site. However, it is possible to have each agency and/or individual, the LEA, Part C and the family to talk and work together to plan the child's transition via conference calls or through a series of transition planning activities. Using this definition, Part B and Part C monitored an additional set of charts for children

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transitioning during the 03-04 time period. Looking at that data, 98% of LEAs participated in the transition of children from Part C to Part B.

4. Projected Targets (July 1, 2004 through June 30, 2005): Children turning three and transitioning from Part C to Part B will receive special education and related services by their third birthday.

When requested by parents, children turning three during the time period May 1 through August 30th, transitioning from Part C to Part B, will receive their special education and related services during the first school calendar week of services initiated in their respective schools.

Ensure that appropriate LEA staff participate in transition planning for children transitioning from Part C to Part B.

5. Future Activities (July 1, 2004 through June 30, 2005) and

6. Projected Timelines and Resources (July 1, 2004 through June 30, 2005):

5. Future Activity	6. Projected Timelines	6. Resources
To continue to work collaboratively with Part C to periodically monitor charts to determine the percentage of transitions that involve the participation of LEAs for children moving from Part C to Part B. We will continue to look for documentation on the transition page of the state IFSP and to examine chart notes.	Ongoing	DDOE and Part C staff
To continue to fine tune the process that was established using the Delaware Student Identification System (DELSIS) to track children moving from Part C to Part B. The intent of the process was to enable the Part B and Part C system to monitor that children receive their special education and related services by their third birthday or in following the interagency agreement and at parent request, at the start of the local school district's school year. There are data management issues that are interfering with the current accuracy of the data.	Ongoing	DDOE, districts and Part C staff
In addition, Part B and Part C have been working collaboratively on the development of an accountability system for children in both programs. Included in this process will be an examination of a mutual data tracking system or a system that will allow for easy transference of data. The process and/or system that results from this effort has the potential to assist with the tracking of children's services from Part C to Part B.	June 2005	DDOE and Part C Staff

Cluster Area III: Parent Involvement

Question: Is the provision of a free appropriate public education to children with disabilities facilitated through parent involvement in special education services?

State Goals (July 1, 2003 through June 30, 2004): Family satisfaction with opportunities, availability, variety and convenience of training activities will increase

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and family involvement in all state/district/school level activities involving the education of children with disabilities will increase.

Performance Indicators (July 1, 2003 through June 30, 2004):

- The percentage of families satisfied with their child's education will increase.
- The percentage of families (youth) responding they were actively involved in decision-making will increase.
- The percentage of families (youth) responding they were treated with courtesy and respect will increase.
- The percentage of families satisfied with their child's placement will increase.

1. Baseline/Trend Data (July 1, 2003 through June 30, 2004): A family survey was completed during the 2002-2003 school year. The results of that survey were included in the 2002-2003 APR. Surveys are scheduled to be done every two years and the next one will be completed during the 2004-2005 school year.

Family Involvement in ECECE/DOE Standing Committees				
Committee Name	2002-2003		2003-2004	
	Total Number of Members	Number of Parents	Total Number of Members	Number of Parents
DAPA Advisory	47	3	45	4
DE Transition Advisory Council	21	2	21	2
DSTP Disability Task Force	36	5	36	3
Family Involvement	6	6	7	5
General Supervision	9	2	7	2
LRE/Inclusion Subcommittee	32	4	34	3
PBS State Team	60	4	59	2
PCCD	42	8	42	8
Professional Development/CSPD Subcommittee	11	1	11	1

2. Targets (July 1, 2003 through June 30, 2004): The 2002 - 2003 Family Satisfaction Survey data, along with October 2000, baseline data, will be used by the PCCD to make data-based decisions and set appropriate targets and benchmarks for this priority area.

The percentage of families responding on the Family Survey, indicating information is accessible and easily understood, will increase.

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Guides and brochures are developed by committees that include parents/consumers.

A variety of guides, brochures and other technical assistance materials are available.

Materials are available on the web and are available in Spanish.

3. Explanation of Progress or Slippage (July 1, 2003 through June 30, 2004): Targets were not set during this reporting period. The percentages for family satisfaction were very high. The goal for the next survey is to get a much higher response rate statewide. This will ensure a more accurate picture and data that can be reliably broken out by district. Targets and benchmarks will then be set after the next family survey.

A family survey was completed during the 2002-2003 school year. The results of that survey were report in the 2002-2003 APR. Surveys are scheduled to be done every two years and the next one will be completed during the 2004-2005 school year.

A family brochure was completed. It is a handbook to help families understand, in parent friendly language, their rights and responsibilities. This will be printed during the 2004-05 school year.

Maintain family involvement in all working committees. Parents continue to be involved in all on-going working committees as shown in table above. Parents continue to receive stipends for their work.

Information and materials are available and up-to-date on the Delaware Exceptional Children website at <http://www.doe.state.de.us/programs/specialed>

4. Projected Targets (July 1, 2004 through June 30, 2005): Ensure that parent satisfaction and parent/student involvement in decision making remains at high levels.

Increase return rate for Biennial Family Satisfaction survey from 16% to 20%.

Develop targets for parent satisfaction with their child's access to non-disabled peers and increase number of school districts discussing special education services in the regular class with parents.

Disseminate family-friendly packet of information to families.

Ensure continued family involvement in all working committees.

Parents are involved in developing the pilot for focused monitoring of identified areas in school districts in Delaware during 2003-2004. Parents will be involved in pilot of the Focused Monitoring process as members of the school monitoring teams. This is part of the CCMS activities to ensure family involvement and family

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Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

satisfaction in the education of their children.		
5. Future Activities (July 1, 2004 through June 30, 2005) and 6. Projected Timelines and Resources (July 1, 2004 through June 30, 2005):		
5. Future Activity	6. Projected Timelines	6. Resources
Disseminate third biennial family satisfaction survey to parents and prepare report from completed surveys. There will be two surveys. The first will be 5 questions on a postcard distributed to all parents of children with special needs. The second survey will be more detailed and sent to a random sample of families within each district.	Spring 2005	DDOE, CDS, Family Involvement Subcommittee and University of Delaware
Report results of third biennial family satisfaction surveys.	Summer 2005	DDOE, CDS, Family Involvement Subcommittee and University of Delaware
Work with stakeholders to develop targets for parent satisfaction with their child's access to non-disabled peers and number of parents that have school districts discuss special education services in the regular class. Many of the activities included in the Cluster IV, BF V target increasing number of children with disabilities educated with non-disabled peers to the maximum extent appropriate.	Summer and Fall 2005	DDOE, Family Involvement Subcommittee and PCCD
Distribute "Parents Guide to Special Education" to parents of students with disabilities and post on the Exceptional Children website.	2004-2005	DDOE and PIC of DE
Continue to invite family members to participate on all working committees.	Ongoing	DDOE
Utilize the CCMS process to increase family involvement and family satisfaction in the education of their children by having parents involved in the pilot of the Focused Monitoring process during 2004-2005.	Ongoing	DDOE, General Supervision Subcommittee

Cluster Area IV: Free Appropriate Public Education in the Least Restrictive Environment

Question: Do all children with disabilities receive a free appropriate public education in the least restrictive environment that promotes a high quality education and prepares them for employment and independent living?

- Probes:**
- BF.I** Does the State review data to determine if significant disproportionality in identification, eligibility category or placement is occurring, and if it identifies significant disproportionality, does the State review and as appropriate revise policies, procedures and practices?
 - BF.II** Are high school graduation rates and drop out rates, for children with disabilities comparable to graduation rates and drop out rates for nondisabled children?
 - BF.III** Are suspension and expulsion rates for children with disabilities comparable among local educational agencies within the State or to the rates for

TABLE
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	nondisabled children within the agencies?
BF.IV	Do performance results for children with disabilities on State- and district-wide assessment programs improve at a rate that decreases any gap between children with disabilities and their nondisabled peers?
BF.V	Are children with disabilities educated with nondisabled peers to the maximum extent appropriate, including preschool?
BF.VI	Are the early language/communication, early literacy, and social-emotional skills, of preschool children with disabilities receiving special education and related services, improving?
BF.I Does the State review data to determine if significant disproportionality in identification, eligibility category or placement is occurring, and if it identifies significant disproportionality, does the State review and as appropriate revise policies, procedures and practices?	
<p>State Goals (July 1, 2003 through June 30, 2004): At this time, goals and performance indicators specific to disproportionality had not been set by the Partners' Council for Child with Disabilities (PCCD). Disproportionality had previously been addressed within each of Delaware's priority areas.*</p> <p>Performance Indicators (July 1, 2003 through June 30, 2004): At this time, goals and performance indicators specific to disproportionality had not been set by the Partners' Council for Child with Disabilities.</p> <p>1. Baseline/Trend Data (July 1, 2003 through June 30, 2004): Refer to attached Disproportionality Table for July 1, 2003 through June 30, 2004 data (Attachment 2). Data included in charts and graphs in this section show trend data for December 1, 2002, December 1, 2003 and December 1, 2004 as well as detailed data for December 1, 2004.</p>	
Risk Ratios by Disability	

TABLE
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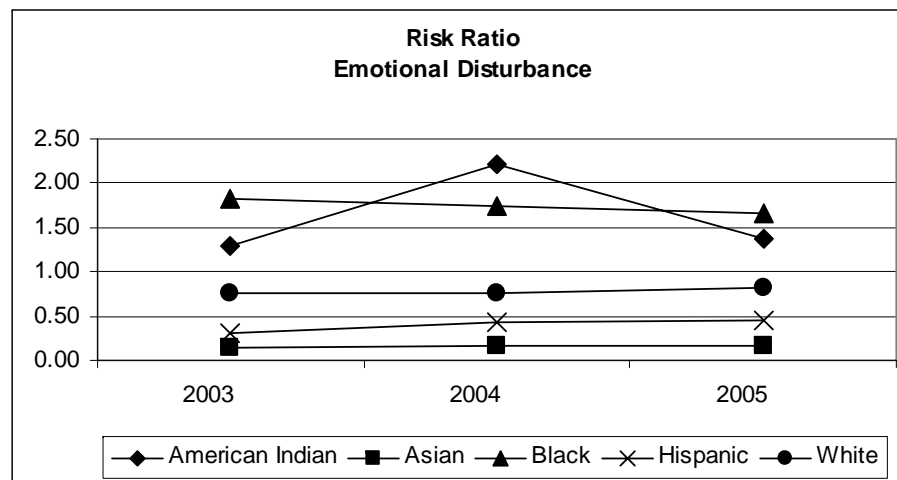
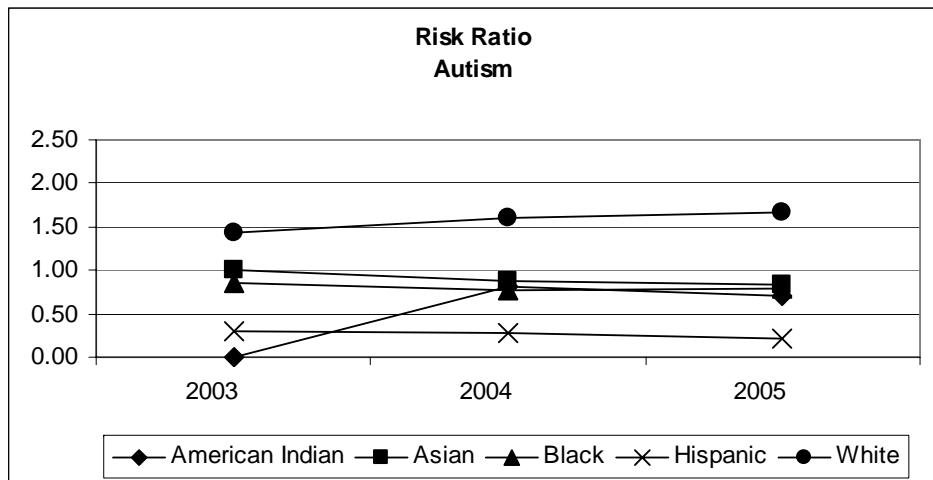
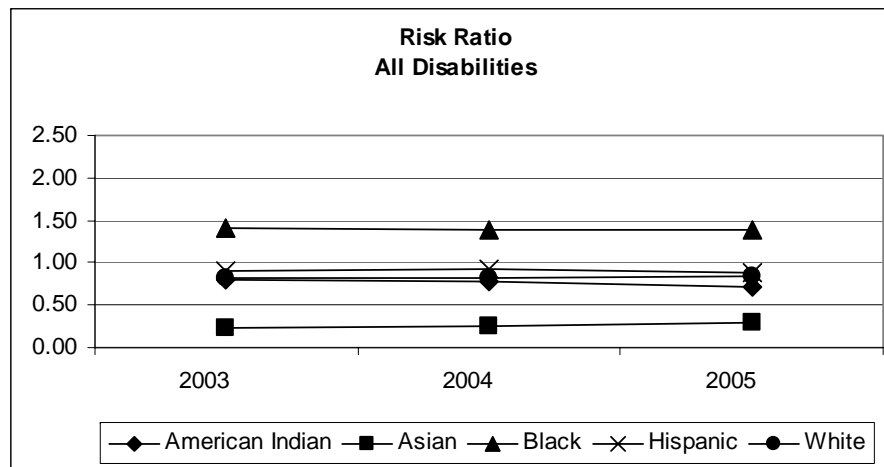
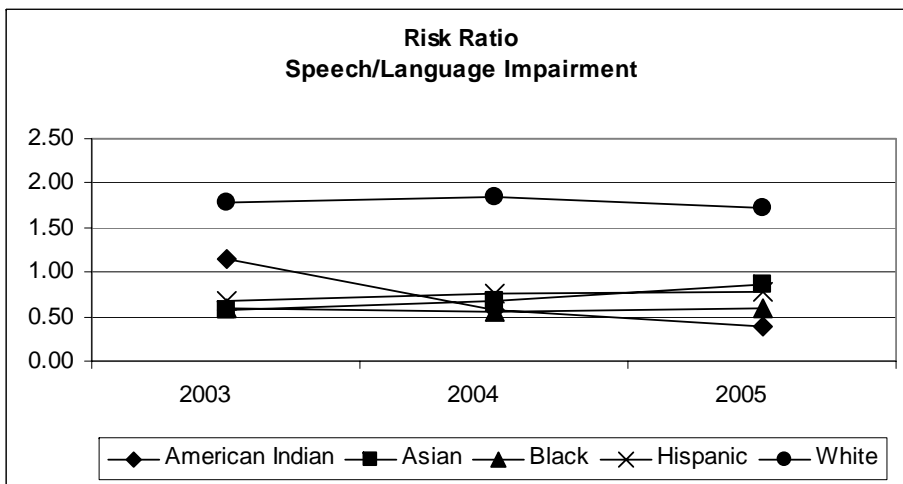
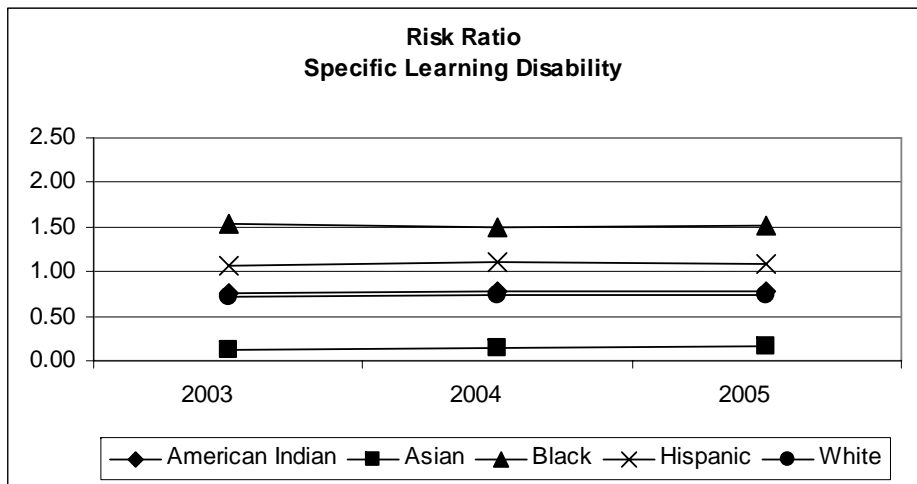
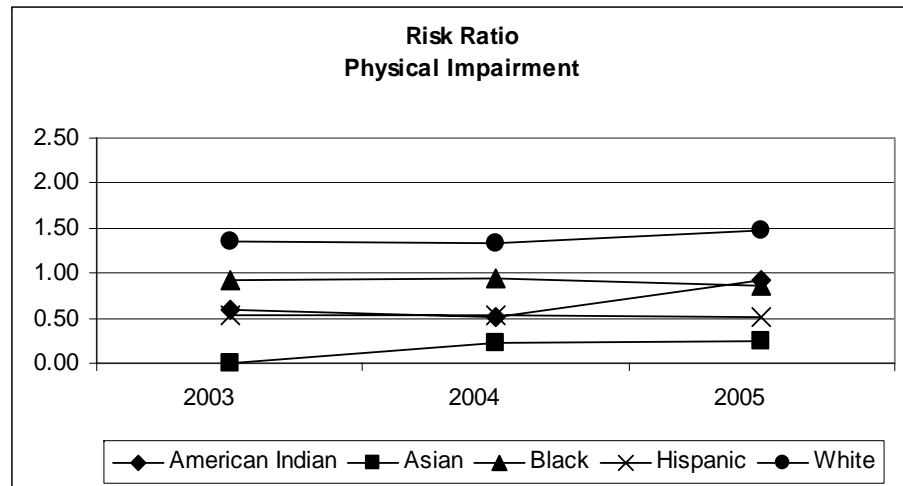
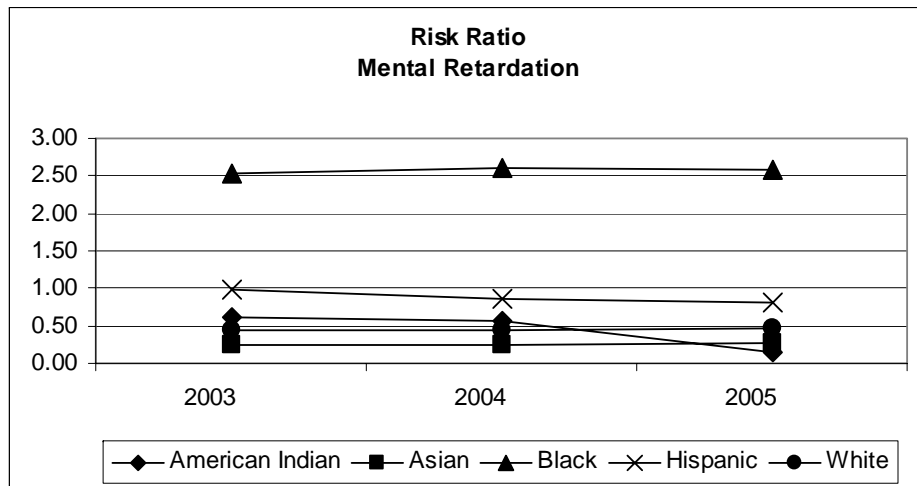


TABLE
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Status of Program Performance

Note: Indicate with an asterisk (*) goals and indicators that are the same as the goals and indicators for students who are nondisabled.



Risk Ratios by Disability and Race/Ethnicity as of December 1, 2004		
Disability	Race	Risk Ratio

TABLE
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Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Mental Retardation	Black	2.59
Speech or Language Impairments	White	1.71
Emotional Disturbance	Black	1.67
Autistic	White	1.67
Specific Learning Disability	Black	1.51
Physical Impairments	White	1.48
Emotional Disturbance	American Indian	1.38
All Disabilities	Black	1.38
Specific Learning Disability	Hispanic	1.08
Physical Impairments	American Indian	0.92
All Disabilities	Hispanic	0.88
Speech or Language Impairments	Asian	0.87
Physical Impairments	Black	0.86
All Disabilities	Hispanic	0.84
Autistic	Asian	0.83
Mental Retardation	Hispanic	0.81
Emotional Disturbance	White	0.81
Autistic	Black	0.79
Speech or Language Impairments	Hispanic	0.78
Specific Learning Disability	American Indian	0.78
Specific Learning Disability	White	0.73
Autistic	American Indian	0.71
All Disabilities	American Indian	0.71
Speech/Language Impairments	Black	0.59
Physical Impairments	Hispanic	0.51
Mental Retardation	White	0.46
Emotional Disturbance	Hispanic	0.44
Speech/Language Impairments	American Indian	0.38
All Disabilities	Asian	0.29
Mental Retardation	Asian	0.28

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Physical Impairments	Asian	0.25
Autistic	Hispanic	0.22
Specific Learning Disability	Asian	0.16
Emotional Disturbance	Asian	0.16
Mental Retardation	American Indian	0.14

State Level Drop-Out and Graduation Rates 2002-2003 – Grades 9-12 by Race/Ethnicity

	American Indian/ Alaska Native	Asian/Pacific Islander	Black	Hispanic	White	State
Drop-Out Rates	2.9	4.7	8.0	9.6	4.0	5.4
Graduation Rates	92.3	92.5	75.4	71.4	86.5	83

Percentage of Students Meeting/Exceeding Reading and Math Standards – by Grade and Race/Ethnicity

	American Indian/ Alaska Native	Asian/Pacific Islander	Black	Hispanic	White	State
Reading						
Grade 3	<15 students	95.1	70.1	74.3	89.9	82.4
Grade 5	83.3	95.5	72.6	83.5	91.3	83.3
Grade 8	66.7	82.9	53.9	55.5	81.8	70.9
Grade 10	<15 students	85.9	51.0	54.7	79.6	71.3
Mathematics						
Grade 3	81.0	93.7	60.8	73.6	87.2	77.5
Grade 5	66.7	95.2	58.2	72.5	85.4	75.3
Grade 8	58.6	75.7	27.6	32.9	64.2	50.2
Grade 10	<15 students	80.2	27.2	34.1	63.4	53.2

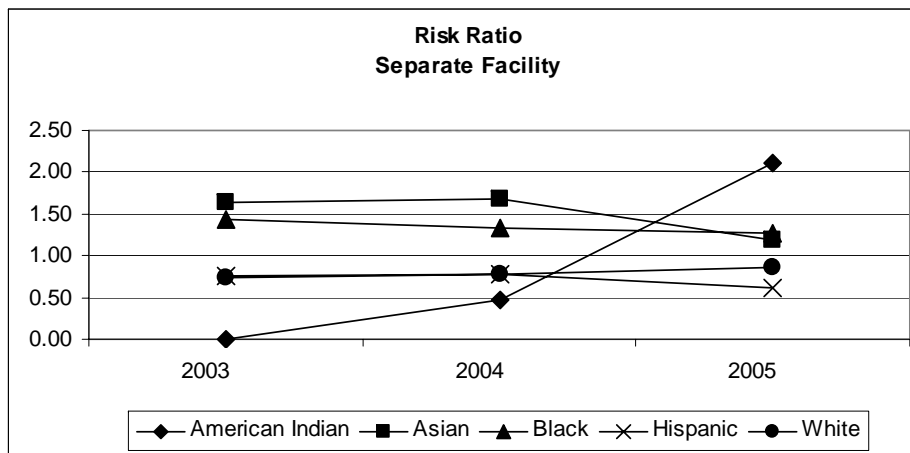
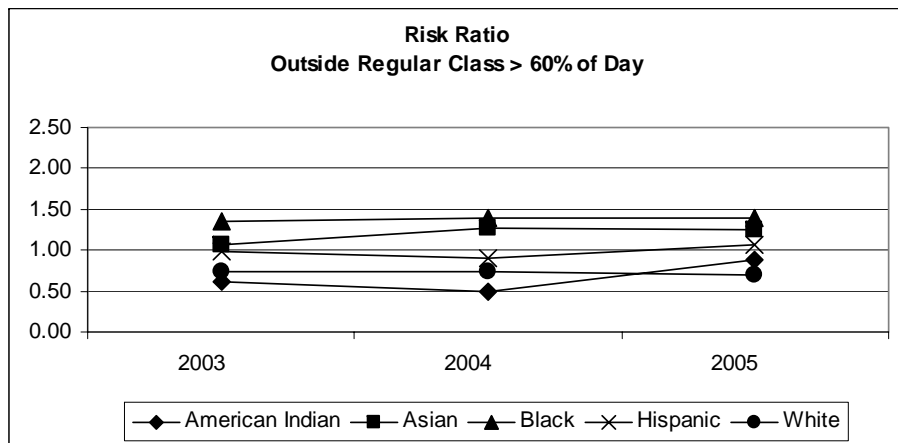
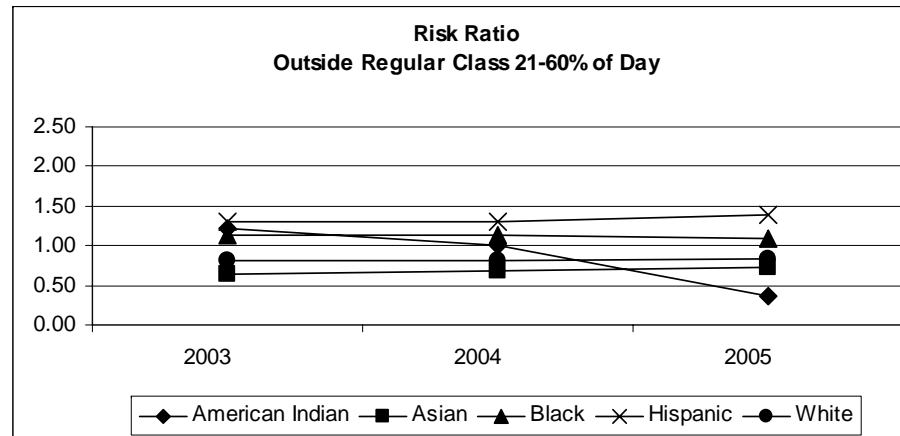
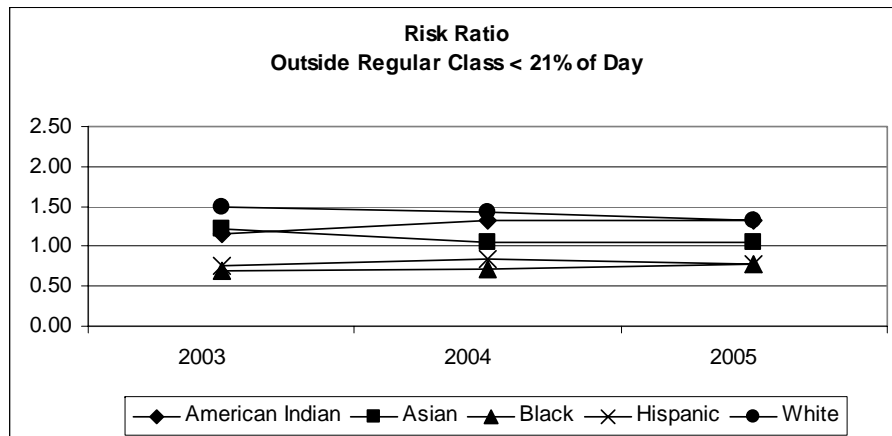
Gray shaded rows in Risk Ratios by Disability table indicates identified disproportionality that will not be addressed at this time for the following reasons:

1. Drop-out rates are below the State averages for American Indian, Asian and White groups.
2. Graduation rates are above State averages for American Indian, Asian and White groups.
3. Percentage of Students meeting/exceeding the reading and math standards is greater than the state average at all level for Asian and White groups.
4. Low Ns for American Indian. Small change in number of students in a category causes large change in risk ratio.
5. There is no disproportionality, risk ratio > .80 or < 1.25.

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Note: Indicate with an asterisk (*) goals and indicators that are the same as the goals and indicators for students who are nondisabled.

Risk Ratios by Placement



Risk Ratios by Placement		
Separate Facility	American Indian	2.11

TABLE
Part B Annual Performance Report
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Outside Regular Class >60% of Day	Black	1.39
Separate Facility	Black	1.27
Outside Regular Class >60% of Day	Asian	1.25
Separate Facility	Asian	1.19
Outside Regular Class >60% of Day	Hispanic	1.07
Outside Regular Class >60% of Day	American Indian	0.89
Separate Facility	White	0.87
Outside Regular Class >60% of Day	White	0.70
Separate Facility	Hispanic	0.62

Gray shaded cells in the Risk Ratios by Placement table above will not be addressed at this time for the following reasons:

1. Do not signify over representation in the categories, Outside the Regular Class >60% of the Day or Separate Facility.
2. Low Ns for American Indian and Asian. Small change in number of students in a category causes large change in risk ratio.

2. Targets (July 1, 2003 through June 30, 2004): At this time targets specific to disproportionality had not been set by the Partners' Council for Child with Disabilities. Projected targets will be set by PCCD during the 2004-2005 school year

3. Explanation of Progress or Slippage (July 1, 2003 through June 30, 2004):

Disproportionality by Disability

State level disproportionality data by disability has been calculated and analyzed based on the risk ratio and areas of under representation and over representation have been identified. There is a general over-representation for black students with specific over representation in the following categories: Mental Retardation, Emotional Disturbance and Specific Learning Disability. There is under representation for black students in Autism and Speech/Language Impairments. There is also under representation for Hispanic students in Autism, Speech/Language Impairments, Physical Impairments and Emotional Disturbance.

Physical Impairments includes Orthopedic Impairments and Other Health Impairments. Delaware is in the process of having districts identify and recode all Physical Impairments to a more specific category of Orthopedic Impairments, Other Health Impairments or Traumatic Brain Injury. This recoding will be complete by December of 2005.

The district level data will be presented to districts and districts will be required to analyze and respond to the data for their district. Once the districts have responded to the data, DDOE will present an in-depth analysis of findings to the PCCD.

Disproportionality by Placement

TABLE
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Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

State level disproportionality data by disability has been calculated and analyzed based on the risk ratio and areas of under representation in separate settings and Outside the Regular Classroom >60 of the Day have been identified. Black students are over represented in both these categories. Under representation of students in placement Outside the Regular Class <21% of the Day had been identified at the district level during the focused monitoring process. Two districts that triggered for under representation in this categories are currently going through the focused monitoring process to determine causes and identify possible solutions.

The district level data will be presented to districts and districts will be required to analyze and respond to the data for their district. Once the districts have responded to the data, DDOE will present an in-depth analysis of findings to the PCCD. The PCCD will use the information to set state goals, performance indicators and targets.

4. Projected Targets (July 1, 2004 through June 30, 2005: Provide districts with information on district level disproportionality. Districts will examine identified areas of disproportionality and include the following in the district special education annual performance report:

1. Analysis of disproportionality data by each district.
2. Districts will develop a plan to review policies and procedures used in the identification and placement processes.
3. Districts will include a plan to revise policies and procedures if necessary.
4. Districts will provide plan for review of school level use of policies and procedures for non-compliance.
5. Districts will submit a plan of correction for areas of noncompliance.
6. PCCD will determine state goals, performance indicators and targets.

5. Future Activities (July 1, 2004 through June 30, 2005) and

6. Projected Timelines and Resources (July 1, 2004 through June 30, 2005:

5. Future Activity	6. Projected Timelines	6. Resources
Recode students in physical impairments category to orthopedic impairments and other health impairments. This will help in the analysis of disproportionality.	Ongoing through December 2005	Districts
Provide district level disproportionality data to districts.	Summer 2005	DDOE and Data Manager
Provide districts with report format and instructions on responding to disproportionality data.	Summer 2005	Exceptional Children and Early Childhood Education Work Group.
Districts will provide analysis of disproportionality data, explanation of identified causes of disproportionality and plan to address causes, plan for review/revision of policies and procedures used in identification and placement, plan for review school level use of policies and procedures for non-compliance, plan for correction of areas of noncompliance.	Fall 2005	Districts through collaborations with DDOE
Complete first round of focused monitoring with the two districts that triggered based on under representation for placement Outside the Regular Classroom <21 % of they day and low % of students meeting standards on DSTP assessment scores.	June 2005	General Supervision Sub-committee, district representatives, parent representatives
PCCD will determine State Goals and Performance Indicators and Targets relating to	June 2005	DDOE and PCCD

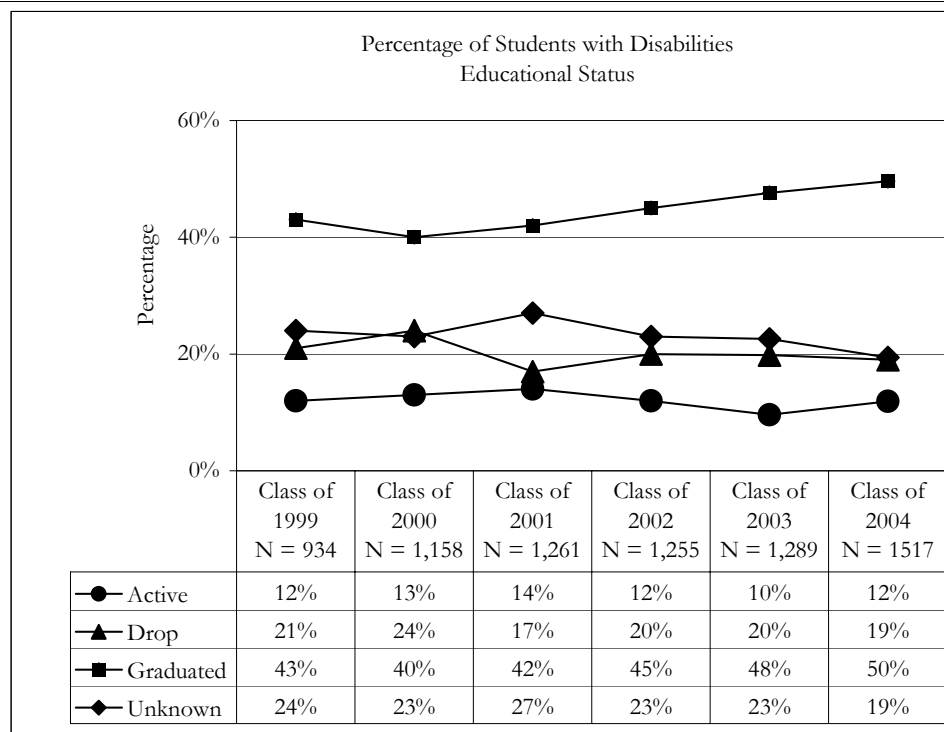
TABLE
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disproportionality.	
<p>BF.II Are high school graduation rates, and drop-out rates for children with disabilities comparable to graduation rates and drop-out rates for non-disabled children?</p> <p>State Goal (July 1, 2003 through June 30, 2004): Increase the number of youth in special education who successfully complete high school.*</p> <p>Performance Indicators (July 1, 2003 through June 30, 2004):</p> <p>A. The percentage of youth in special education completing high school will increase.</p> <p>B. The annual dropout rate for youth in special education will decrease at the secondary level.</p> <p>1. Baseline/Trend Data: (July 1, 2003 through June 30, 2004):</p>	

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Status of Program Performance

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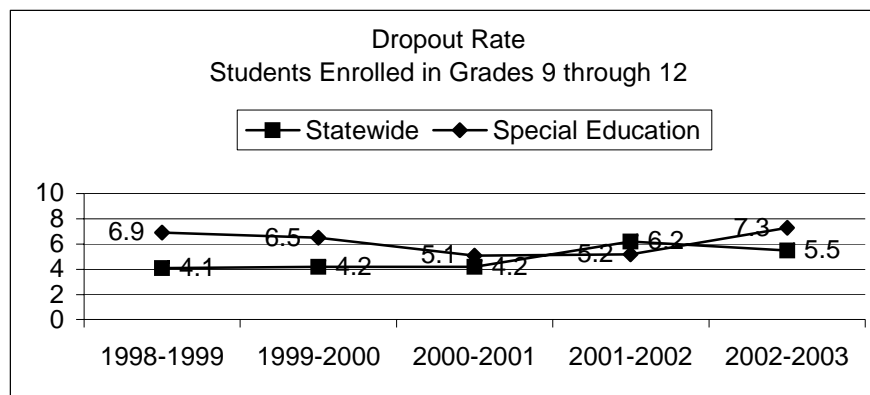


Educational Status data is calculated based on the education status of a cohort of students with disabilities four years after they began 9th grade. If a special education student graduates after the four years, they will be moved to the cohort of students for the year they finally graduate.

During the reporting period from July 1, 2002 to June 30, 2003, the graduation rate and the dropout rates for children with disabilities continued to improve in Delaware. Using Educational Status data following a cohort of 9th graders four years later, the Class of 2004 had a graduation rate of 50%, an increase of 2% over the previous year. Further, over 12% of children with disabilities remained active in school programs for that same class, indicating that more students are persisting in school. DDOE has met and exceeded the 2005 target for graduation of children with disabilities, which was set at 44%. During the coming year, DDOE will establish new targets for graduation rates.

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A drop-out is a student enrolled at the end of the previous school year or anytime during the current school year that is no longer enrolled at the end of the current school year and does not meet any of the following conditions:

- Graduation or completion of an approved program.
- Documentation proving transfer to another district, school, or approved education program.
- Temporary absence due to suspension or school-approved illness
- Death

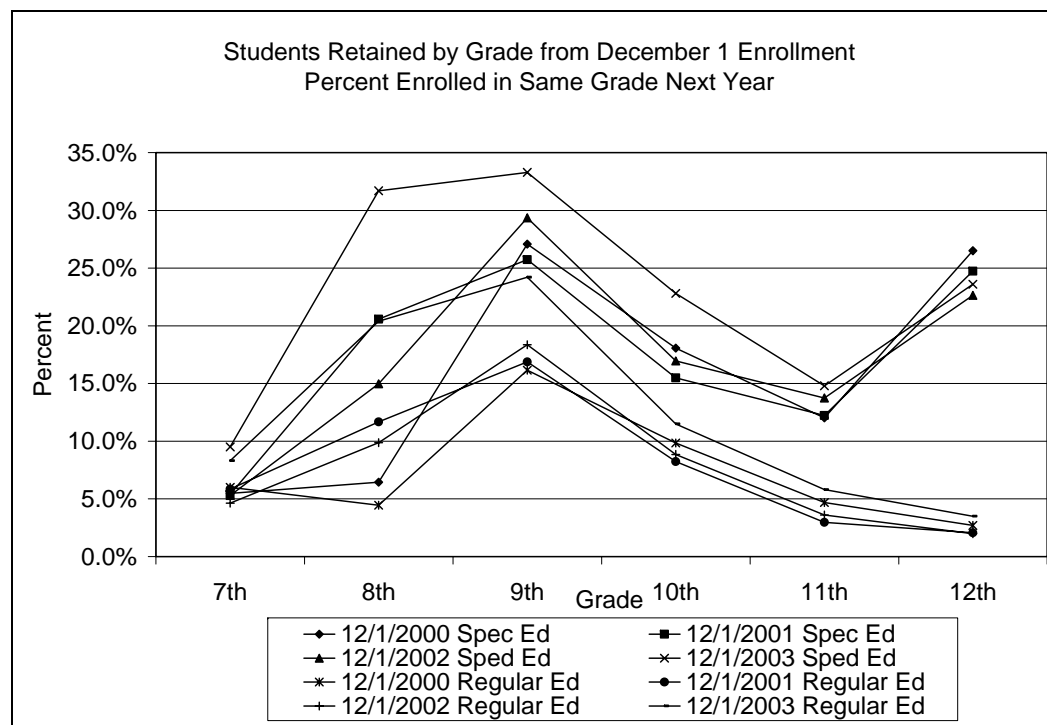
The Annual Dropout Rate increased from 5.2% to 7.3% in the 2002-2003 Annual Dropout Summary of Statistics, the first major increase in Delaware since these data were disaggregated for special education in 1997. Over the past two years, DDOE has changed what districts must report for dropouts. Districts may no longer report students as “Unknown”. The Annual Dropout Rate target for 2005 is set at 3.1%, and DDOE will determine progress toward that target during the 2003-2004 period. Dropout rates for that period have not yet been released by DDOE. This data will be used to ascertain any needed changes to targets and benchmarks.

Students with Disabilities		
% of Graduates getting Diploma or Certificate From Education Status Data		
	Diplomas	Certificates
Class of 1999	91%	9%
Class of 2000	92%	8%
Class of 2001	92%	8%
Class of 2002	92%	8%
Class of 2003	93%	7%
Class of 2004	92%	8%

TABLE Part B Annual Performance Report Status of Program Performance

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During the reporting period from July 1, 2003 to June 30, 2004, the Graduation Rate for students receiving special education services increased to 50%, as measured by the Educational Status information. This demonstrates continued improvement in graduation rates for the last five years. The latest graduation rate information exceeds the 2005 target for graduation of students receiving special education services, which was set at 44%. This information, along with 12% remaining active in the same cohort, indicating that more students are persisting in school. Further, the December 1 Count on December 1, 2004 for 12th grade is 68% higher than it was in the 2000 count. DDOE will establish new targets for graduation rates during the coming year.



Retention rates are calculated by percent of students enrolled in a particular grade on December 1 of a given year and still in same grade anytime during the next school year. Special Education enrollment based on December 1 Child Count. Regular Education enrollment based on district enrollment records.

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2. Targets (July 1, 2003 through June 30, 2004): By target year 2005, the number of youth in special education completing high school will increase to 44%; an increase of 0.5% per year, with a two year progress check point in 2003.

By 2005, the annual dropout rate for youth in special education will decrease to 3.1 percent. The annual dropout rate for youth in special education will be less than, or equal to, their non-disabled peers; a decrease of 0.5 percent per year to 3.1 in target year 2005, with a two year progress check point in 2003.

By 2005, the percentage of youth in special education receiving diplomas, compared to certificates of performance, will increase to 95% in target year 2005; an increase of .75% per year (based on 2001 data), with a two year check point in 2003.

3. Explanation of Progress or Slippage (July 1, 2003 through June 30, 2004): The target graduation rate for the Class of 2004 was 43.5%. Delaware met and exceeded the target graduation rate with a graduation rate of 50% for that class. PCCD previously recommended maintaining the Class of 2005 target, due to recent changes in diploma options and graduation requirements. There have been concerted efforts to use graduation and dropout information in each district's self-assessment of special education services for secondary programs. All LEAs have included targets, benchmarks and strategies for improvement for graduation and dropout rates. Also, many more students from 8th grade through high school are participating in their IEP meetings. There is documentation that over 80% of students with Individualized Education Programs (IEPs) are attending their meetings statewide.

The DDOE provides training and technical assistance to focus on improved graduation rates. A Secondary Support Action Team (SSAT) has been formed to coordinate initiatives throughout the state to help school districts improve academic achievement and school completion for secondary students. DDOE is also collecting disaggregated retention rate information for middle and high school students for districts to use in their improvement plans for academic achievement and school completion results.

DDOE adopted a secondary IEP form and process for all students in 8th grade and higher. This IEP focuses on post-school results and the supports needed for students to be successful in school and beyond. The Student Leadership Advisory Council grew to 10 high school programs, and numerous training opportunities on student involvement in IEPs have occurred over the past year. Delaware continued to meet through State and Regional Transition Councils to link with other agencies, the PCCD and school programs, identifying critical issues and solutions for student success in secondary schools.

Although graduation rates have improved steadily, and the enrollment rates in high school, especially in the 12th grade, have increased dramatically over the past six years, the Annual Dropout Rate increased from 5.2% to 7.3% for the 2002-2003 school year. School districts are no longer permitted to report students not enrolled during a school year as "Unknown". This makes comparisons between years difficult. To learn more about the dropout situation, DDOE collected retention rates for 8th through 12th graders over the last three years. In 8th grade, students in special education and general education experienced a dramatic increase in retention rates after State student accountability legislation was implemented during the 2001-2002 school year. Retention rates for 9th graders remained high, because they are determined by the amount of credits earned in that grade.

4. Projected Targets (July 1, 2004 through June 30, 2005): The target for the graduation rate for the Class of 2005 is 44%. It remained unchanged, due to concerns about new diploma options and graduation requirements adopted by the State. DDOE has exceeded the projected targets for two consecutive years,

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and this year will develop new targets and benchmarks. The target for the annual dropout rate for 2003-2004 is 3.6%. Adjustments will be required this year due to the change in dropout reporting required by the State. DDOE will review both graduation and dropout rate targets and make adjustments this year.

5. Future Activities (July 1, 2004 through June 30, 2005) and
6. Projected Timelines and Resources (July 1, 2004, through June 30, 2005):

5. Future Activity	6. Projected Timelines	6. Resources
Coordinate regular strategic planning meetings.	Ongoing	State and Regional Transition Advisory Councils.
Conduct year-long training on the state-adopted secondary IEP form and process.	2004-2005	DDOE
Coordinate Student Leadership Advisory Council, local SOAR club and other self-determination activities.	Ongoing	DDOE with local school districts, the DD Planning Council, and the Parent Information Center.
Report to districts on meeting transition requirements in the new secondary IEP.	Summer 2005	DDOE
Ensure CCMS focus on student graduation/dropout rates, along with new retention rate data, and other transition indicators for accountability at the building level.	Ongoing	DDOE with CCMS
Provide information to secondary educators on new "Transition Specialist" course of study for professionals through the University of Delaware.	Ongoing	DDOE
Provide training and technical assistance to at least two school districts replicating the Youth Transition Programs (YTP) developed in Oregon.	Spring 2005	DDOE
Develop two pilots with school districts and Delaware Technical and Community College to provide innovative programs to high school students receiving special education services.	Summer 2005	DDOE in collaboration with school districts and Delaware Technical and Community College
Coordinate activities through the DDOE Secondary Support Action Team, Positive Behavior Supports initiative and high school "transition" programs to improve academic achievement and school completion.	Ongoing	DDOE Secondary Support Action Team and school districts
2005 Annual Summer Transition Institute, an interagency professional development opportunity, will focus on dropout prevention for struggling students including students in special education	August 2005	DDOE and DDVR

BF.III Are suspension and expulsion rates for children with disabilities comparable among local educational agencies within the State or to the rates for non-disabled children within the agencies?

State Goal (July 1, 2003 through June 30, 2004): School staff will have the knowledge and supports they need to address the needs of children who are at risk of school failure, suspension and/or expulsion.*

TABLE
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Performance Indicators (July 1, 2003, through June 30, 2004):

- Indicator A: The percentage of children with disabilities receiving long-term suspensions or expulsions will decrease.
- Indicator B: The number of days children with disabilities are suspended will decrease.
- Indicator C: The percentage of children with disabilities committing Title 14, Delaware Code §4112 incidents will decrease.

1. Baseline/Trend Data (July 1, 2003, through June 30, 2004):

Children with Disabilities Ages 3-21	Number and Percentage of Children Removed to an Interim Alternative Educational Setting by School Personnel and Number of Removals for Drugs and Weapons					
	Unduplicated Count and Percentage of Children By Disability		Number and Percentage of Unilateral Removals by School Personnel for Drugs By Disability		Number and Percentage of Unilateral Removals by School Personnel for Weapons By Disability	
Disability*	2001-2002	2002-2003	2001-2002	2002-2003	2001-2002	2002-2003
	N = 152	N = 113	N = 108	N = 70	N = 100	N = 51
Mental Retardation	11.8%	11.5%	10.2%	10.0%	14%	15.7%
Emotional Disturbance	9.9%	9.7%	14.8%	14.3%	10%	5.9%
Physically Impaired	8.6%	13.3%	11.1%	14.3%	5%	11.8%
Specific Learning Disabilities	65.8%	63.7%	59.3%	60.0%	70%	64.7%

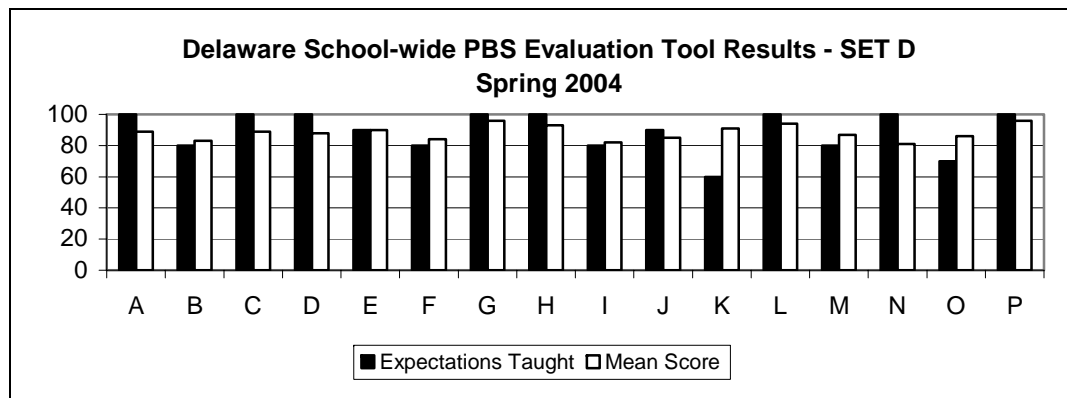
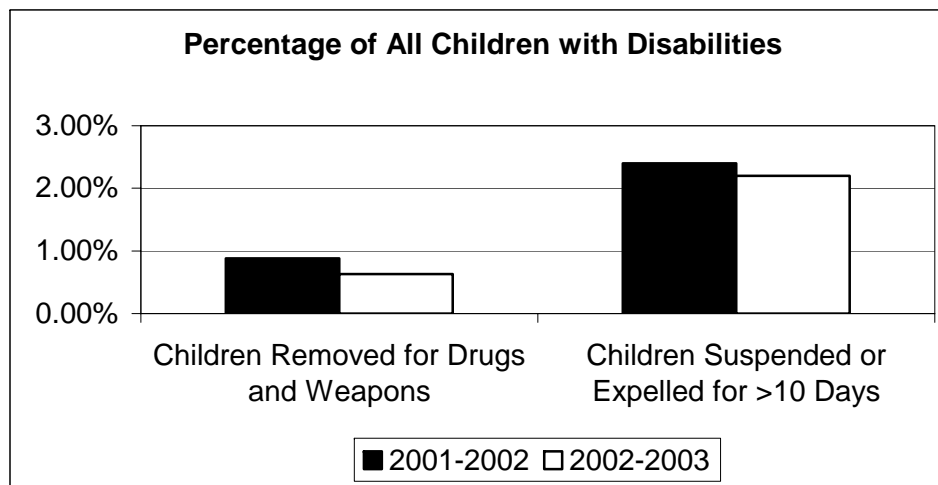
Children with Disabilities Ages 3-21	Number and Percentage of Children Suspended or Expelled > 10 Days and Number Percentage of Out-of-School Suspension/Expulsions					
	Unduplicated Count and Percentage of Children By Disability		Number and Percentage of Single Suspension/Expulsions > 10 Days By Disability		Number and Percentage of Children with Multiple Suspension/Expulsions Summing to > 10 Days By Disability	
Disability*	2001-2002	2002-2003	2001-2002	2002-2003	2001-2002	2002-2003
	N = 408	N = 391	N = 17	N = 13	N = 397	N = 383

**TABLE
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Status of Program Performance**

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

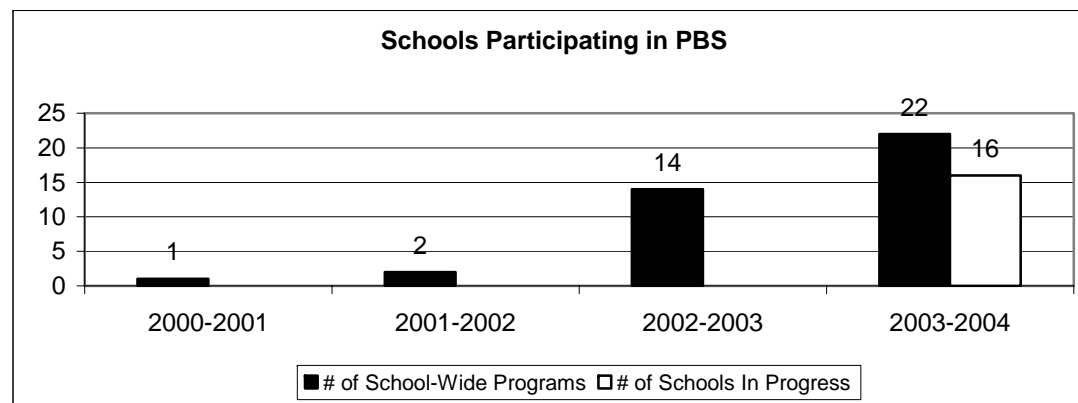
Mental Retardation	14.5%	13.5%	5.9%	7.7%	14.9%	13.8%
Emotional Disturbance	12.3%	14.6%	0.0%	15.3%	12.6%	14.6%
Physically Impairments	9.8%	11.0%	11.8%	7.7%	9.8%	11.2%
Specific Learning Disabilities	62.3%	58.8%	82.4%	61.5%	61.5%	58.5%

* Only disabilities with the largest number reported are shown on the table.



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2. Targets (July 1, 2003 through June 30, 2004): DDOE and PCCD will use baseline suspension and expulsion data to set targets for:
 Decreasing the percentage of children with disabilities receiving long-term suspensions or expulsions will decrease.
 Decreasing the number of days children with disabilities are suspended will decrease.
 Decreasing the percentage of children with disabilities committing Title 14, Delaware Code §4112 incidents will decrease.

3. Explanation of Progress or Slippage (July 1, 2003 through June 30, 2004): DOE continues to develop an accurate data reporting system for reporting of suspension and expulsions and to provide training on accurate reporting. PBS subcommittee members were still not confident in data to set targets for the 2003-2004 year. Targets were set in September 2004 for the target year 2004-2005.

Positive Behavior Support staff provides professional development, approved by the Professional Standards Board in School-wide PBS. PBS staff provides professional development in Individual PBS. Professional Standards Board approval for Individual PBS is pending.

PBS staff provided technical assistance and training to 22 schools implementing School-wide PBS. PBS staff provided technical assistance and training to 10 of these schools in Individual PBS, including targeted and intensive interventions. These schools were implementing PBS for at least two years. Technical assistance in School-wide PBS was also provided to an additional 16 schools at various levels of implementation.

PBS staff assisted in maintaining or improving suspensions/expulsion rates and office referral rates in schools with School-wide PBS in place. An accurate reporting system continues to be developed.

PBS collaboration through PIE with early care and education programs has expanded to include child care and targeted districts housing such programs. The strategic plan for promoting emotional wellness and reducing problem behaviors in young children is complete and organizations are completing an analysis of

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strategies that can be adopted and implemented. Seventy-two individuals have been trained in the PIE curriculum, and preparation is underway to offer professional development and technical assistance at the local level. A screening tool has been recommended to use for individualization and to report outcomes. A strategic plan has been developed to integrate PIE in PBS schools where 3-5 year olds attend.

The PBS SET-D (School-wide Evaluation Tool- Delaware version) scores for 16 PBS schools show all 16 schools received at least the minimum mean score of 80%. 14/16 also received a minimum proficiency score of 80% on behavioral expectations taught. A score of 80/80 is the minimum score indicating a school is effectively implementing PBS.

Monitoring of Behavior Support Plans was completed in the September 30 audit in 2003. Preliminary data show a high percentage of IEP's with behavior identified as a need had either accommodations, goals/objectives, and/or a Behavior Support Plan to address the specific behavior. A limitation of this data collection process is that the data does not indicate the quality of the plan addressing the identified behavior.

Through the CCMS process, districts must address behavior and emotional needs of students in their Improvement Plan.

4. Projected Targets (July 1, 2004 through June 30, 2005): The percentage of all children, including children with disabilities, receiving long-term suspensions or expulsions will decrease by 10%.

The number of days all children, including children with disabilities, are suspended will decrease by 10%.

The percentage of all children, including children with disabilities, Title 14, Delaware Code §4112 incidents will decrease by 10%.

100% of PBS schools will show improvement over the previous year SET-D score until achieving a minimum score of at least 80/80.

Utilize the CCMS program to assure improved student behavior is a focus at the district and building level. Improving student behavior is a priority area in all LEA self assessments and will be a required reporting area in district annual performance reports.

PBS schools will decrease the number of suspension/expulsion rates and office discipline referral rates by 10% from baseline/previous school year.

5. Future Activities (July 1, 2004 through June 30, 2005) and

6. Projected Timelines and Resources (July 1, 2004 through June 30, 2005):

5. Future Activity	6. Projected Timelines	6. Resources
PBS staff will provide technical assistance and training to current 22 schools and 20 additional schools implementing School-Wide PBS.	2004-2005	DDOE PBS Staff and Center for Disabilities Studies
PBS staff will provide technical assistance and training to 10 current schools and 10 additional schools in Individual PBS, including targeted and intensive interventions.	2004-2005	DDOE PBS Staff, Center for Disabilities Studies, National PBS

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		Liaison
PBS Staff will continue to offer technical assistance and training to existing PBS schools at the School-Wide and Individual implementation levels.	2004-2005	DDOE PBS Staff and Center for Disabilities Studies
PBS Staff will continue to offer technical assistance and training in the School-wide PBS Cluster including School-wide, Classroom Management, Family-School Collaboration, Cultural Competency and in Individual PBS, including FBA, BSP, Person-Centered Planning, Targeted and Intensive Interventions (which includes wrap-around services).	2004-2005	DDOE PBS Staff and Center for Disabilities Studies
Cadre of District Coaches will be trained to provide technical assistance and training in School-Wide PBS. Professional development will be on-going.	2004-2005 and Ongoing	DDOE PBS Staff and Center for Disabilities Studies
Two additional clusters that meet PSB standards for professional development (Individual PBS and Coaches PBS) will be completed and approved.	2004-2005	PIE Master Trainers, DDOE Staff
PIE master trainers will implement PIE with ECAP, Head Start and childcare impacting 1500 preschool children ages 2-5 being served at 45 sites. Included in this number are all PBS schools in 3 school districts.	2004-2005	DDOE PBS Staff and Center for Disabilities Studies
SET-D will be conducted with 42 schools implementing School-wide PBS.	2004-2005	DDOE PBS Staff and Center for Disabilities Studies, PBS Coaches
Offer data reporting training to PBS schools.	2004-2005	DDOE Data Technology staff
Functional Assessment/Behavior Support Plan Evaluation guide will be developed and piloted in three schools.	2004-2005	DDOE PBS Staff and Center for Disabilities Studies
School Climate Survey will be developed and piloted with 9 schools, 3 at each school level, elementary, middle, and high.	2004-2005	DDOE Staff
As a part of the CCMS process, districts will be required to address the behavior and emotional needs of students each year as a part of their Annual Progress Report	Ongoing	Districts

BF.IV Do performance results for children with disabilities on State- and district-wide assessment programs improve at a rate that decreases any gap between children with disabilities and their non-disabled peers?

State Goal (July 1, 2003 through June 30, 2004): Improve student performance on the Delaware Student Testing Program and Delaware Alternate Portfolio Assessment.*

Performance Indicator A (July 1, 2003 through June 30, 2004): Increase the percentage of children with disabilities participating in the Delaware Student Testing Program (DSTP) with no accommodations, with accommodations, and on the Delaware Alternate Portfolio Assessment (DAPA).

1. Baseline/Trend Date (July 1, 2003 through June 30, 2004):

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Students with Disabilities Participating in Spring Administrations of the Delaware Student Testing Program (DSTP)				
Year	Grade 3	Grade 5	Grade 8	Grade 10
2004 Reading	99.3%	99.6%	97.6%	94.1%
2004 Mathematics	99.6%	99.6%	97.8%	93.2%
2004 Writing	97.9%	99.4%	97.8%	95.6%
2003 Reading	99.6%	99.7%	98.9%	96.1%
2003 Mathematics	99.7%	99.7%	98.5%	95.5%
2003 Writing	99.7%	99.5%	98.4%	94.9%
2002 Reading	98.6%	98.4%	97.0%	94.8%
2002 Mathematics	98.8%	98.5%	97.1%	94.1%
2002 Writing	97.0%	99.0%	97.4%	94.9%
Students with Disabilities Participating in the Delaware Alternate Portfolio Assessment (DAPA)				
Year	Grade 3	Grade 5	Grade 8	Grade 10
2004	N = 69 100.0%	N = 97 100.0%	N = 102 100.0%	N = 58 98.3%
2003	N = 78 98.7%	N = 92 96.7%	N = 89 91.0%	N = 74 93.2%

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2002	N = 73	N = 75	N = 93	N = 109
	100.0%	100.0%	93.5%	98.2%

2. Targets (July 1, 2003 through June 30, 2004): The participation rate for students with disabilities in all grades is targeted at 95% which is aligned with the state's definition of participation rate as included in Delaware's approved school and district accountability plan.

In order to meet Special Conditions placed on the State, by June 30, 2004 scores for the DAPA will be reported for ELA, Math, Science, and Social Studies.

The State Board of Education will approve that the DSTP Academic Content Standards will be used for students participating in the DAPA. This will replace the "bridged" Standards for Functional Life Skills Curriculum.

The DAPA remodeling will be completed in order to assess all four Academic Content areas.

3. Explanation of Progress or Slippage (July 1, 2003 through June 30, 2004):

Assessments are made available to all Delaware students. Students with disabilities participate in the DSTP unless included in the DAPA. Participation rates for grades 3, 5, and 8 remain above the 95% target. Participation for 10th grade is slightly below the 95%. Overall participation has remained above 95%.

Students included in the 2003 DAPA at grades 3, 5, 8, and 10 are shown above. These students participated at a rate of 98% and above. This is an increase of over previous years.

The DAPA scores were reported publicly for ELA and Math at the same time as the scores were reported for the DSTP. The scores for Science and Social Studies were not publicly reported for the 2003-2004 school year.

In August, 2004, The DE State Board of Education approved the change in regulations as well as the new framework for the Delaware Content Standards, Performance Indicators, and Extended Performance Indicators which will be used for students who participate in the DAPA (available at www.DAPAonline.org).

The remodeling of the DAPA remodeling was completed and all four Academic Content areas are completed for the appropriate school years. (available at www.DAPAonline.org).

4. Projected Targets (July 1, 2004 through June 30, 2005): Maintain DSTP and DAPA participation rates at/near 95% or above.

In order to meet Special Conditions placed on the State, the scores for the DAPA will be reported for Science, and Social Studies for grades 8 and 11 on October 28, 2004 and for grades 4 and 6 in late February, 2005.

5. Future Activities (July 1, 2004 through June 30, 2005) and

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6. Projected Timelines and Resources (July 1, 2004 through June 30, 2005):

5. Future Activity	6. Projected Timelines	6. Resources
Continue to ensure awareness of State Improvement Plan targets.	Ongoing	DDOE
Report DAPA scores for Science and Social Studies for grades 8 and 11	October 2004	DDOE
Report DAPA scores for Science and Social Studies for grades 4 and 6	February 2005	DDOE

Performance Indicator B (July 1, 2003 through June 30, 2004): Increase the percentage of children with disabilities meeting the standards.

1. Baseline/Trend Date (July 1, 2003 through June 30, 2004):

■ Not Special Education
 ◆ Special Education – Aggregated
 ● Special Education – Non-Aggregated

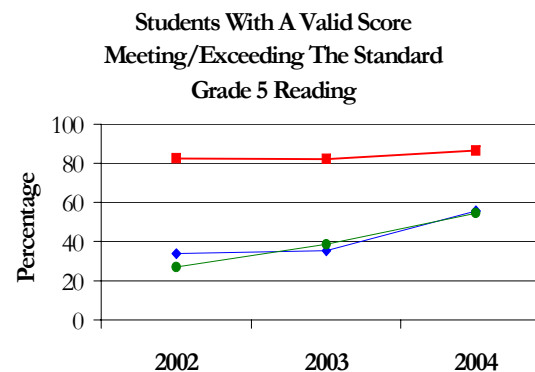
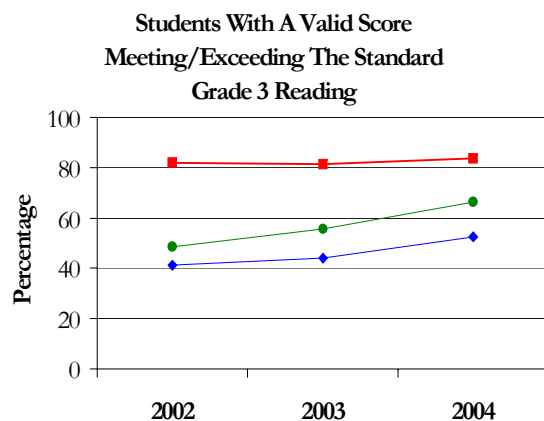


TABLE Part B Annual Performance Report Status of Program Performance

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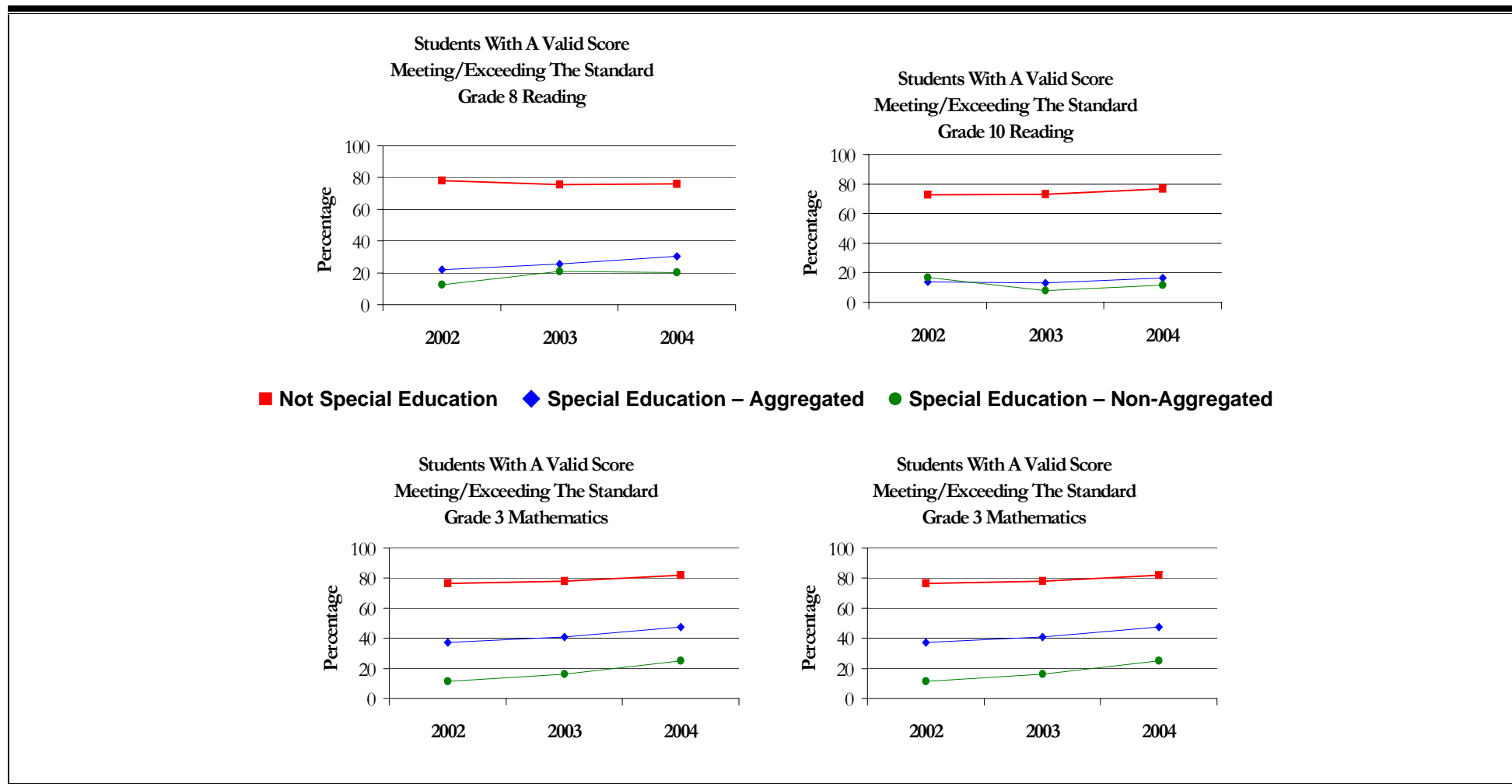
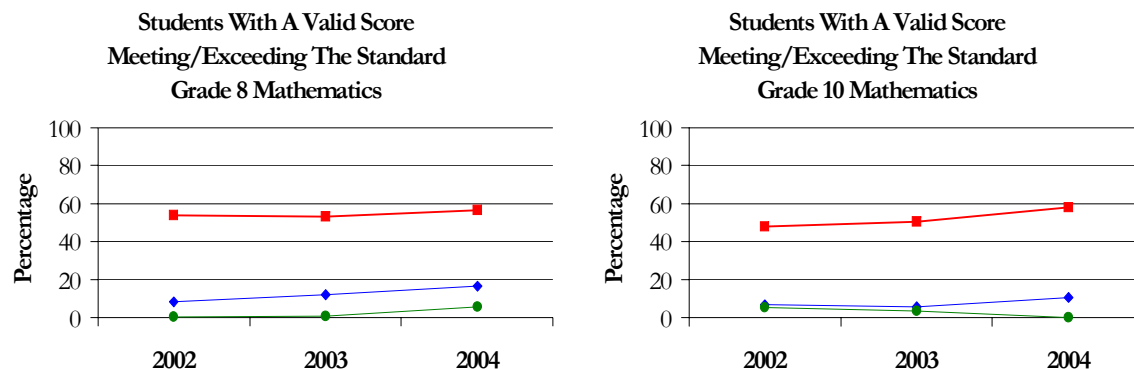


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Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*



2. Targets (July 1, 2003 through June 30, 2004): In 2001, the Partners' Council for Children with Disabilities (PCCD), the Delaware stakeholders, set the following targets and benchmarks for reading and mathematics:

By 2005, children with disabilities meeting or exceeding the reading standards will reach the following targets: Approximately 56% in grade 3, 35% in grade 5, 28% in grade 8, and 23% in grade 10. Approved benchmarks reflect yearly increases in the percentage of children with disabilities meeting or exceeding the reading standards at the following levels: 6% in grade 3, 4% in grade 5, 3% in grade 8, and 3% in grade 10 until the targeted percentage for each grade is attained by 2005. A progress check was conducted after two years in 2003.

By 2005, children with disabilities meeting or exceeding the mathematics standards will reach the following targets: Approximately 51% in grade 3, 41% in grade 5, 13% in grade 8, and 12% in grade 10. Approved benchmarks indicate that the percentage of children with disabilities meeting/exceeding the mathematics standards increasing each year by 6% in grade 3, 6% in grade 5, 2% in grade 8, and 2% in grade 10 until the targeted percentage for each grade is attained by 2005. Again, a progress check was conducted after two years in 2003.

DSTP writing performance targets and benchmarks for children with disabilities at grades 3, 5, 8, and 10 were not set by the PCCD. Fair benchmarks could not be set for this test as cross-year comparisons are not valid, and remain so to date.

As the 2005 test data become available, the PCCD will establish new targets and benchmarks for English language arts and mathematics that will align with the State's targets and annual benchmarks as included in Delaware's approved school and district accountability plan.

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3. Explanation of Progress or Slippage (July 1, 2003 through June 30, 2004):

Progress for both reading and math was attained or exceeded for Grades 3 & 5 with the exception of math scores for students who had test accommodations that disallowed their scores from being aggregated in district reports, though not for accountability. Improvement was shown but not at the rates projected for this subgroup. Though showing improvement, Grades 8 & 10 results are mixed and generally fail to meet the benchmarks set by PCCD. At this point explanations for the slow progress in Grades 8 & 10 run the gamut, with no one reason being singled out. However, a contributing cause may be that initiatives to improve student performance in math and reading have typically addressed the primary grades. Middle school and secondary levels are only now, this current year, receiving training, mostly in reading, however.

To prepare students for success on the DSTP and because of the Goal 1 of the improvement plan which state: By the end of Grade 3 all children will meet or exceed the reading standard on the Delaware Student Testing Program or have an instructional support system in place to assist each child to achieve a greater level of literacy, DDOE is doing the following:

We have implemented a Pre-Kindergarten teacher training program in the area of literacy. Approximately 20 non-certified teachers have taken advantage of the modules developed for that group and approximately 15 certified teachers have begun the summer institutes developed for that group.

A professional development system that includes state level training and consultation supported by district level consultation and building level coaching and training has been introduced. K-3 teachers in 14 Reading First schools are being trained to systematically instruct all students in the core reading curriculum, monitor their progress, and provide more intensive services in areas of need. These teachers are being monitored by their building level coach for fidelity of implementation.

Success for Struggling Secondary Readers program is training district-level providers in nine districts to train teachers of students in grades 4 through 12 to implement research-based reading practices in their instruction of any subject area.

Five teachers were given extensive support to each develop one lesson plan that incorporated Universal Design for Learning principles. Three of these lesson plans were completed, taught, and videotaped. Each teacher was given the support of at least one curriculum and instruction expert and one technology expert. All five came together 3 times to share their work and collaborate on the integration of UDL principles within each lesson.

4. Projected Targets (July 1, 2004 through June 30, 2005): In 2001, the Partners' Council for Children with Disabilities (PCCD), the Delaware stakeholders, set the following targets and benchmarks for reading and mathematics:

By 2005, children with disabilities meeting or exceeding the reading standards will reach the following targets: Approximately 56% in grade 3, 35% in grade 5, 28% in grade 8, and 23% in grade 10. Approved benchmarks reflect yearly increases in the percentage of children with disabilities meeting or exceeding the reading standards at the following levels: 6% in grade 3, 4% in grade 5, 3% in grade 8, and 3% in grade 10 until the targeted percentage for each grade is attained by 2005. A progress check was conducted after two years in 2003.

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By 2005, children with disabilities meeting or exceeding the mathematics standards will reach the following targets: Approximately 51% in grade 3, 41% in grade 5, 13% in grade 8, and 12% in grade 10. Approved benchmarks indicate that the percentage of children with disabilities meeting/exceeding the mathematics standards increasing each year by 6% in grade 3, 6% in grade 5, 2% in grade 8, and 2% in grade 10 until the targeted percentage for each grade is attained by 2005. Again, a progress check was conducted after two years in 2003.

DSTP writing performance targets and benchmarks for children with disabilities at grades 3, 5, 8, and 10 were not set by the PCCD. Fair benchmarks could not be set for this test as cross-year comparisons are not valid, and remain so to date.

As the 2005 test data become available, the PCCD will establish new targets and benchmarks for English language arts and mathematics that will align with the State's targets and annual benchmarks as included in Delaware's approved school and district accountability plan.

**5. Future Activities (July 1, 2004 through June 30, 2005): and
6. Projected Timelines and Resources (July 1, 2004 through June 30, 2005):**

5. Future Activity	6. Projected Timelines	6. Resources
Create Professional Development Plan to address findings relating to "at risk" students and "non-responders". Students with disabilities fall into both of these categories as confirmed through on-site visitations of Reading First Schools. The plan will address the needs for students to "master" the essential elements of scientifically-based reading instruction with emphasis on certain powerful elements of differentiated instruction.	Spring 2005	Reading First Grant, SIG Grant
The early literacy skills of preschool children with disabilities ages 3-5 will be increased through intensive and scientifically-based professional development and follow-up on-site assistance given to teaching staff. Four of six literacy modules have been developed and are currently being used to train staff. Development of the remaining two will be completed this spring.	Spring 2005	SIG Grant
More teachers will be brought into the training for both certified and non-certified Pre-K teachers. The reading skills of children with disabilities in grades K-3 will be improved through intensive and comprehensive professional development, follow-up and on-site assistance for general and special education teachers. This activity has been updated given that the first round of training and coaching has been conducted. Two sets of training modules have been completed and used to train teachers.	Planning in Spring and Summer 2005 Training starts Fall 2005	DDOE and 20 teachers from Delaware school districts
More schools will begin to participate in the K-3 literacy training. Current schools will continue to refine their practices.	Planning in Spring and Summer 2005 Training starts Fall 2005	DDOE and 5 Delaware schools
More teachers will begin to participate in the 4-12 SSSR training and current teachers will continue to refine their practices.	Planning in Spring and Summer 2005	DDOE and 100 new Delaware teachers

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	Training starts Fall 2005	
The reading skills of children with disabilities in grades 4-12 will be enhanced through intensive and comprehensive professional development and follow-up , on-site assistance for general and special education teachers. Professional Development modules, aligned with those for K-3 and based on the National Reading Panel recommendations, have been developed and teacher training has started this year. The first five training modules have been completed and work is now proceeding on the next round of modules to address the striving secondary readers.	Ongoing throughout the 2005 school year	DDOE Education Association for Secondary Reading, Part B funds, SIG Grant
At least one school will become a pilot school for Universal Design for Learning. This school will identify a grade level, a curriculum area, or a group of teachers who will begin teaching using Universal Design for Learning in a majority of their lessons and units. An added focus has been that the Universal Design for Learning (UDL) goes above and beyond differentiated instruction, to ensure students with disabilities have access to the general education curriculum.	Summer 2005 and ongoing	Grant from Development Disabilities Council, collaboration w/Districts, Delaware Assistive Technology, DDOE, Delaware Center for Educational Technology
Increase building level capacity to provide instructional supports, including on-site supports, to teachers.	Ongoing	Part B funds, SIG Grant, Reading First Grant
Utilize the CCMS process to assure student achievement data in reading are a focus at the district and building level. This initiative is part of the planned Focused Monitoring currently being piloted in two large school districts.	Ongoing	DDOE Focused Monitoring

BF.V Are children with disabilities educated with non-disabled peers to the maximum extent appropriate, including preschool

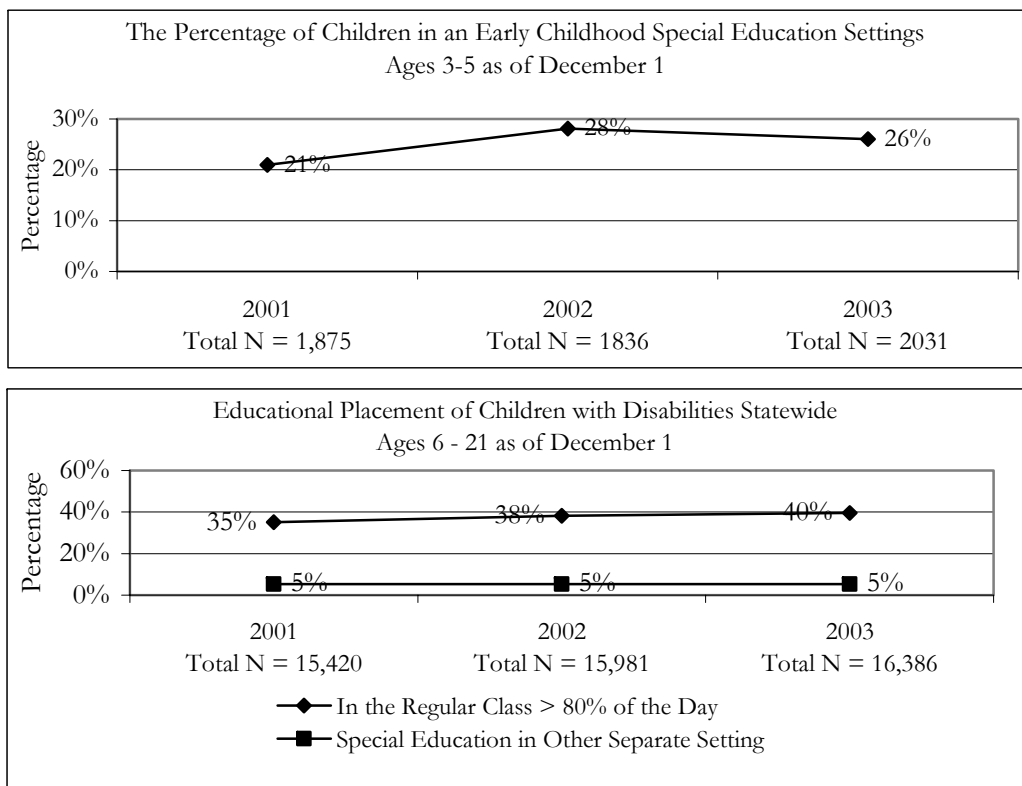
State Goal: Students with disabilities are effectively included in the general education classroom in natural proportions and participate with their non-disabled peers.*

Performance Indicator: There will be an increase in the number of students with disabilities effectively included in the general education classroom and participating with their peers without disabilities as determined in the student's Individualized Education Program.

1. Baseline/Trend Data (July 1, 2003 through June 30, 2004):

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2. Targets (July 1, 2003 through June 30, 2004):

1. Preschool targets will be reset when more accurate data is collected. The new data will be used to establish a new baseline.
2. Students with disabilities ages 6-21 in general education classes greater than 80% of the day will increase by 3%
3. Students with disabilities ages 6-21 in separate settings will decrease by 0.5%
4. New school building construction standards/codes will incorporate accessibility language.
5. Baseline will be developed regarding accessibility in new school buildings.
6. Current new school building codes will be compared to changes made based on recommendation to DOE's School Construction Group.
7. Measure impact of student placement on individual student outcomes

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8. The funding system will be placement neutral.

3. Explanation of Progress or Slippage (July 1, 2003 through June 30, 2004): DDOE is still working to collect more accurate data on preschool special education settings. District early childhood representatives are being trained on accurate coding based on early childhood setting definitions.

Percentage of students served in the general education classroom 80% or more of their school day increased from 38% to 40%. The percentage of students served in separate settings remains the same at 5%. Districts have indicated that students in separate settings have more opportunities to interact with their non-disabled peers. DDOE will develop plan to determine that this is happening.

Two applications for clusters are in process. The Leadership cluster is designed to train members of a building leadership team (BLT) to guide the implementation of inclusive practices in their schools and enhance overall school improvement efforts. The Inclusive School Initiative (ISI) Practitioner Cluster is designed to train the entire building-based staff effective inclusive practices and techniques for teaching and assessing all students.

Two Building Leadership modules and 2 Inclusive Schools Participant modules were developed and trained by National Institute on Urban School Improvement (NIUSI).

5 pilot schools were selected to participate in the Inclusive Schools Initiative.

UDL task force is developing an action plan for the development of universal design for learning curricula and training pilot schools in implementation of UDL.

UDL Conference was offered for all teachers and 102 teachers, staff and administrators attended.

Instructional Support Team training, a strong component of curriculum based training, has been completed with 15 schools.

Permission was received from the legislature to pilot the new placement neutral funding structure in two districts. The end report was submitted to the Department.

Recommendations for new school building construction standards/codes to include classrooms that are inclusive and facilities are fully accessible were developed by a state-wide committee. The recommendations were given to the Secretary of Education who forwarded them for consideration by the School Construction Committee.

The PCCD agreed on targets and triggers for focused monitoring which address low performing districts in LRE and student outcomes. Two districts were selected for focused monitoring based on student placement and student outcomes.

Two districts will continue in the funding pilot for the funding system that is placement neutral.

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4. Projected Targets (July 1, 2004 through June 30, 2005):

Preschool targets will be reset when more accurate data is collected. The new data will be used to establish a new baseline.

By 2005, the number of students with disabilities ages 6-21:

1. In general education classes greater than 80% of the day will increase to 47%, and
2. In separate settings will decrease to 3%
3. Measure impact of student placement on individual student outcomes.
4. Building construction standard/codes will be followed during construction of new buildings
5. The funding system will be placement neutral.

5. Future Activities (July 1, 2004 through June 30, 2005) and

6. Projected Timelines and Resources (July 1, 2004 through June 30, 2005):

5. Future Activity	6. Projected Timelines	6. Resources
Data collected when administering the Delaware Alternate Portfolio Assessment will be used to set baseline data to determine if students in separate settings are getting more opportunities to interact with their non-disabled peers.	Summer 2005	DDOE, DAPA
Implement a case study process, targeting several districts (at least one from each county). Elements to examine under the case study: Correlation of placement coding with the actual placement number in the annual reporting of data, identification of variables that seem to be preventing children from placement in early childhood settings, and identification ratio numbers for districts providing inclusive opportunities in preschool settings.	2004-2005	DDOE
Complete training of district early childhood representatives on accurate coding of early childhood setting definitions.	2004-2005	DDOE
Two clusters will be approved by the professional standards board, the Inclusive Schools Initiative Leadership Cluster and the Inclusive School Initiative Practitioner Cluster.	Fall 2004	ISI staff from DDOE and CDS
Best practice of natural proportions will be imbedded in all modules of training clusters.	Fall 2005	NIUSI, ISI and DDOE staff
Work will continue with National Institute on Urban School Improvement (NIUSI) in the development and delivery of ISI modules.	January 2005	NIUSI, ISSI, DOE, CDS and University of Delaware staff
ISI training will be provided in all cluster modules to a state-wide cadre of trainers.	Fall 2005	NIUSI, ISSI, DOE, and CDS staff
ISI committees will be formed and revisions to IS modules will be completed.	September 2005	ISI staff from DDOE and CDS, districts, facilitators and teachers
ISI training will be provided to five pilot schools. The ISI Pilot Project will consist of training modules to assist building leadership teams to form, understand systemic change, gauge their systemic efforts, align school goals and school work, and mine useful data. There are	2004 – 2005 and ongoing through Spring 2007	ISI staff from DDOE and CDS

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Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

training modules to train the entire school on inclusive practices, collaborative teaming, differentiated instruction, universal design for learning, classroom assessment and reporting, and tiered reading. Technical assistance, follow-up coaching, networking opportunities, and evaluation will be provided through DOE.		
District and building level persons will be trained as trainers in order to build capacity within each district in the state.	2004-2005 and ongoing	ISI staff from DDOE and CDS
ISI Building Leadership Cluster training modules provided to seven new schools.	2004-2005	ISI staff from DDOE and CDS
Nine new schools will be trained in curriculum-based assessment through the Instructional Support Team Model.	2004-2005	Lab for Instructional Consultation Teams Part B funds and SIG Grant funds
On-line training on differentiated instruction will be developed and piloted with 20 teachers.	Fall 2004	DDOE
Training module will be designed and piloted to help teachers connect IEPs with the Delaware Content Standards. Module in alternate assessment will be trained for all teachers with students using the DAPA.	2004-2005	DDOE
Baseline will be established for the number of performance indicators that are taught in the general education ELA, math, science and social studies classes for students with most significant cognitive disabilities who are part of the DAPA.	2004-2005	DDOE and CDS
UDL booklet, UDL brochure, and ISI parent and educator brochures will be disseminated electronically and in print form. All information will be placed on the ISI website.	Fall 2004 and ongoing	DDOE
UDL rubric will be developed. Baseline needs assessment will be completed to determine how well UDL pilot schools are providing access to the general curriculum.	2004-2005	DATI Funding from DDOE Curriculum Branch and DD Council
ISI pilot schools will develop implementation training plan for UDL Module.	Spring 2005	ISI staff from DDOE and CDS
Three evaluations; natural proportions, self-assessment, and accessing the general education curriculum will be conducted with the pilot schools to measure progress toward placement in the least restrictive placement and access to the general curriculum.	2004-2005	ISI Staff from DDOE and CDS, R & D Center, University of Kansas
Committee will be formed to set minimum school building construction codes.	November 2004	DDOE, Districts
DDOE will follow a 2004 third grade special education cohort of students for two years, through grade five, to identify students that have exited special education and students that remain in special education and look at their third and fifth grade DSTP scores.	May 2005	DDOE
Work will continue with the Center for Improving Teacher Quality, the Monarch Center, and Mid-South Regional Resource Center to encourage all universities to include training for all teachers in all subject areas to teach diverse students including students with disabilities.	2004-2005	CTQ in collaboration with Delaware universities
The Department will continue to work with the Governor's Office and Legislature to modify the funding structure so it provides placement neutral support for students with disabilities.	2004-2005	Pilot Funding Work Group

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

<p>The State Budget Director and the Controller General in consultation with the Secretary of Education have agreed to continue the funding pilot next year. It will not be expanded. At the end of the school year the third party evaluator report will be available as well as final changes to the model.</p>		
<p>BF.VI Are early language/communication, pre-reading, and social-emotional skills of preschool children with disabilities receiving special education and related services improving?</p> <p>State Goal (July 1, 2003 through June 30, 2004): Preschool children with disabilities receiving special education and related services will improve their early language/communication, pre-reading, and social-emotional skills.*</p> <p>Performance Indicators (July 1, 2003 through June 30, 2004): Preschool children with disabilities show progress in their early language/communication, pre-reading, and social-emotional skills.</p> <p>1. Baseline/Trend Data, Targets (July 1, 2003 through June 30, 2004): There is no baseline or trend data available at this time.</p> <p>2. Targets (July 1, 2003 through June 30, 2004): A plan for data collection and analysis to be developed.</p> <p>Explore the options to link with existing early childhood data managements system to access data on preschool children with disabilities.</p> <p>3. Explanation of Progress or Slippage (July 1, 2003 through June 30, 2004): The Delaware Dept. of Education applied for and received a General Supervision and Enhancement Grant that will focus on the development of an early childhood accountability system for both Part B and Part C. The grant was awarded beginning October 1, 2004.</p> <p>4. Projected Targets (July 1, 2004 through June 30, 2005): Develop a strategic plan with a statewide stakeholder group that identifies common data elements that could be reported across Part B, that links with the readiness focus as identified by OSEP, which currently focuses on the areas of language, literacy, and social/emotional development.</p> <p>A plan for assessment, data collection and analysis will be completed.</p> <p>A professional development plan will have been developed and implementation initiated for early educators providing services to young children with disabilities.</p> <p>5. Future Activities (July 1, 2004 through June 30, 2005) and 6. Projected Timelines and Resources (July 1, 2003 through June 30, 2004):</p>		
5. Future Activity	6. Projected Timelines	6. Resources

TABLE
Part B Annual Performance Report
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Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Key stakeholders will be identified and a statewide Child Outcomes Work Group will be established to explore and recommend a Birth to Five outcomes framework for Part B and Part C.	Fall 2004	The Early Childhood Outcomes Center
Part B will continue to actively direct the State's early childhood accountability planning initiative. With the support of the GSEG grant action plans have been put into place.	Ongoing	DDOE, GSEG grant
Preliminary framework for the child indicators will be identified that links to the outcomes recommended by the Early Childhood Outcomes Center and approved by OSEP	June 2004	The Early Childhood Outcomes Center
The Reporting and Assessment Subcommittee will be completing a statewide survey of currently used assessment practices.	June 2005	DDOE, Early Childhood Outcomes Center, University of Delaware
The Child Indicators Subcommittee will recommend a set of child-level indicators and evidence statements to use to assess children's progress. The Child Indicators Subcommittee has met and has already begun to collate and categorize indicators. Considerable work needs to be done to link the indicators from Part C to Part B and to reach consensus on the indicators. Attention will need to be given to ensuring the indicators link with the outcomes identified by OSEP. In addition, the Indicators group will also need to attend to the development of evidence statements for the indicators. We expect the final indicators to be ready sometime late summer or early fall. We officially began this process in December and have considerable work to complete.	Summer/Fall 2005	DDOE, Early Childhood Outcomes Center, University of Delaware
The Reporting and Assessment Subcommittee will recommend an assessment system to be used across Part B and Part C that is aligned to the outcomes and indicators. The development of the assessment framework is dependent upon the completion of the Indicators. From this data, the Subcommittee will then be developing an assessment matrix that is integrated with the indicators.	January 2006	DDOE, Early Childhood Outcomes Center, University of Delaware
The Data and Programming Subcommittee will be working with the information systems that will be responsible for tracking and managing the data. In addition, the Subcommittee will be exploring the policies that impact upon the appropriate conduits for sharing information between and across agencies.	June 2005	DDOE, Early Childhood Outcomes Center, University of Delaware
The completion of this data initiative will likely involve the revision of complex programs. We will be working with the software developer to adapt the system. It will be necessary to first identify the data to be collected and the system for reporting the data before final programming adaptations can be completed.	June 2006	DDOE, Early Childhood Outcomes Center, University of Delaware

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Cluster Area V: Secondary Transition

Question: Is the percentage of youth with disabilities participating in post-school activities (e.g., employment, education, etc.) comparable to that of nondisabled youth?

State Goal (for reporting period July 1, 2003 through June 30, 2004): Increase the number of youth in special education who successfully complete high school.*

Performance Indicators:

The percentage of youth going on to 2-4 year colleges will increase.

The percentage of youth employed within 2 years of leaving school will increase.

1. Baseline/Trend Data (July 1, 2003 through June 30, 2004):

DOE Annual Exiter Survey			
	Working Full-Time	Working Part-Time	Total Working
Class of 1998	41%	17%	58%
Class of 1999	41%	16%	57%
Class of 2000	43%	18%	61%
Class of 2001	37%	15%	52%
Class of 2002	38%	17%	55%

Exiter Surveys

Used to measure the percentage of youth with disabilities participating in employment or post-secondary education/training, an Exiter Survey has been sent out each year since 2001. These surveys are sent out 18 months after students should have graduated with their original 9th grade cohort. This method allows for post-school information on students who graduated, as well as students who may have dropped out of high school during that time period. A State report is provided and this post-school outcome information is disaggregated for LEAs and individual high school programs. DDOE currently has a Graduate Survey for all students, but this information is only sent to high school graduates, and has not yet allowed for disaggregation for special education. DDOE will align these two surveys in the coming year.

2. Targets (July 1, 2003 through June 30, 2004): 2005 Target: This past year, DDOE established a target for the Class of 2003, which will be collected in 2005, of 60% of students reporting that they are working full or part time. A benchmark of 56% was set for the Class of 2002 surveys

3. Explanation of Progress or Slippage (July 1, 2003 through June 30, 2004): The Class of 2002 Exiter Data showed an increase of 3% from the Class of

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

2001 Exiter Survey in students reporting that they were working full or part time. The Class of 2003 survey data, which will be conducted during the 2004-2005 period, will determine whether the 2005 target is reached. It has been difficult to identify trend information, because the reported employment rates have increased in one survey followed by a decrease the following year. DDOE worked with LEAs this past year to help them conduct their own surveys. Also, DDOE continued to work closely with the Delaware Division of Vocational Rehabilitation (DDVR). The numbers of students served by DDVR have more than doubled in the past five years, and the numbers of students employed are also double the numbers in 2001. This is the result of DDVR transition counselors meeting with school programs on a regular schedule and serving students still enrolled in high school. These interagency efforts have paid dividends both in employment and post-secondary education attendance. DDOE also developed a supported employment pilot with an LEA, DDVR and the Delaware Division of Developmental Disabilities Services (DDDS) that promoted a seamless transition to employment for students needing long-term supports for job success. This pilot will be expanded statewide during the coming year.

The first year information on the percentage of youth going on to 2-4 year colleges was obtained in the Class of '02 Exiter Survey. Students reported attending a post-secondary education program at 20.2%. Slightly over 15% (15.3%) of students reported attending a 2-year college program, and 4.9% of students were attending a 4-year college. This was the first year this information was provided through the survey. DDOE will collect more data in the upcoming years to establish targets and benchmarks.

4. Projected Targets (July 1, 2004 through June 30, 2005): By 2005, 60% of youth in special education exiting high school will be working full or part-time.

5. Future Activities (July 1, 2004 through June 30, 2005) and

6. Projected Timelines and Resources (July 1, 2004 through June 30, 2005):

5. Future Activity	6. Projected Timelines	6. Resources
DDOE continues to work closely with the DE Division of Vocational Rehabilitation (DVR), and post-school employment rates for that agency have increased for the last six years. DVR counselors meet annually with high school administrators to provide them with the latest employment data for students. Continual improvement in interagency collaboration will help to increase employment outcomes for students with disabilities.	Ongoing	DDOE and DVR
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.	Summer 2005	DDOE will conduct pilot in collaboration with DVR, The Division on Developmental Disabilities Services (DDDS), adult providers and school programs.
Delaware Technical and Community College is currently developing, in coordination with DDOE and school districts, a pilot program to increase the number of students receiving special education services in post-secondary education. Students enrolled in high school will participate in coursework on the community college campus to increase the likelihood of a successful transition to their institutions statewide.	Summer 2005	DDOE and school districts in coordination with Delaware Technical and Community College

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

DDOE will ensure that CCMS including focused monitoring with middle and high schools throughout the state, focus on student employment and post-secondary education rates and other transition indicators for accountability at the building level.	Summer 2005	DDOE
The new secondary IEP focuses on post-school 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	Through Summer 2006	DDOE
DDOE will continue using the Exiter Surveys to provide information related to post-secondary employment and education targets. This information will be disaggregated and shared with LEAs	Ongoing	DDOE and PCCD

Enter the percentage of the total performance goals established for students with disabilities that are consistent with those for non-disabled students. 71%

The goals that do not align with State Goals are goals that relate specifically to children with disabilities as listed below:

Is the provision of a free appropriate public education to children with disabilities facilitated through parent involvement in special education services?

Do the general supervision instruments and procedures (including monitoring, complaint and hearing resolution, etc.), used by the SEA, identify and correct IDEA noncompliance in a timely manner?

Are systemic issues identified and remediated through the analysis of findings from information and data collected from all available sources, including monitoring, complaint investigations, and hearing resolutions?

Are complaint investigations, mediations, and due process hearings and reviews completed in a timely manner?

Although individual districts facilitate parent involvement in individual student education and respond to parent complaints, these are not included as goals in the the DDOE strategic plan.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Attachments

- Attachment 1 Dispute Resolution, Complaints, Mediations and Due Process Hearings Baseline/Trend Data
- Attachment 2 Disproportionality Baseline/Trend Data
- Attachment 3 Participation and Performance of Students with Disabilities on State Assessments
- Attachment 4 Data Guidelines 2004-2005
- Attachment 5 Guidelines for DAPA Special Exemptions

Part B ATTACHMENT 1
Cluster Area I: General Supervision
Dispute Resolution – Complaints, Mediations, and Due Process Hearings Baseline/Trend Data
 (Place explanations to Ia, Ib, and Ic on the Table, Cluster Area I, *General Supervision*, Cell I, *Baseline/Trend Data*)

Ia: Formal Complaints								
(1) July 1, 2003 - June 30, 2004 (or specify other reporting period: ___/___/___ to ___/___/___)	(2) Number of Complaints	(3) Number of Complaints with Findings	(4) Number of Complaints with No Findings	(5) Number of Complaints not Investigated – Withdrawn or No Jurisdiction	(6) Number of Complaints Set Aside Because Same Issues being Addressed in a Due Process Hearing	(7) Number of Complaints with Decisions Issued within 60 Calendar Days	(8) Number of Complaints Resolved beyond 60 Calendar Days, with a Documented Extension	(9) Number of Complaints Pending as of: ___8/31/2004___ (enter closing date for dispositions)
TOTALS	15	12	3	0	15	13	2	0

Ib: Mediations					
(1) July 1, 2003 - June 30, 2004 (or specify alternate period: ___/___/___ to ___/___/___)	Number of Mediations		Number of Mediation Agreements		(6) Number of Mediations Pending as of: ___8/31/2004___ (enter closing date for dispositions)
	(2) Not Related to Hearing Requests	(3) Related to Hearing Requests	(4) Not Related to Hearing Requests	(5) Related to Hearing Requests	
TOTALS	2	3	1	3	0

Ic: Due Process Hearings					
(1) July 1, 2003 - June 30, 2004 (or specify alternate period: ___/___/___ to ___/___/___)	(2) Number of Hearing Requests	(3) Number of Hearings Held (fully adjudicated)	(4) Number of Decisions Issued within Timeline under 34 CFR §300.511	(5) Number of Decisions within Timeline Extended under 34 CFR §300.511(c)	(6) Number of Hearings Pending as of: ___09/30/2004___ (enter closing date for dispositions)
TOTALS	21	3	1	2	2

ATTACHMENT 2

Cluster Area IV: Free Appropriate Public Education in the Least Restrictive Environment
Disproportionality Baseline/Trend Data – December 1, 2003 for 03-04 School Year

Risk Ratios for All Children with Disabilities, Ages 6 Through 21					
	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
All Disabilities	0.78	0.25	1.38	0.92	0.82
Risk Ratios for Disability Categories¹					
	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
Mental Retardation	0.58	0.24	2.60	0.87	0.44
Specific Learning Disabilities	0.77	0.14	1.49	1.11	0.74
Emotional Disturbance	2.22	0.17	1.74	0.43	0.76
Speech or Language Impairments	0.58	0.68	0.56	0.76	1.85
Other Health Impairments					
Autism	0.82	0.88	0.78	0.28	1.61
Risk Ratios for Other Disability Categories					
	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
Hearing Impairments					
Visual Impairments					
Orthopedic Impairments*	0.51	0.22	0.95	0.54	1.33
Deaf-Blindness					
Multiple Disabilities					
Traumatic Brain Injury					
Developmental Delay					
*Physical Impairments includes both Orthopedic Impairments and Other Health Impairments. Delaware did not previously have a separate code. Beginning in 2005-5006 school year, Delaware will be able to distinguish between the two and report on both.					
Risk Ratios for Educational Environment Categories					
	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
Outside Regular Class <21%	1.33	1.05	0.71	0.83	1.44
Outside Regular Class 21-60%	1.00	0.69	1.14	1.29	0.82
Outside Regular Class >60%	0.50	1.26	1.39	0.90	0.74
Combined Separate Facilities ²	0.46	1.68	1.34	0.78	0.79

¹ At a minimum, States should examine these six disability categories. If a State has previously identified a problem, or if a State has reason to believe that there are issues with other disability categories (i.e., written complaints, due process filings, etc.), then the State should explore the remaining disability categories as necessary.

² Combined Separate Facilities includes public and private residential facilities; public and private separate schools, and home/hospital environments.

ATTACHMENT 3
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: Delaware

SECTION A. ENROLLMENT DATA FOR THE MATH ASSESSMENT¹

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	1204	8952
4		
5	1359	9924
6		
7		
8	1629	10300
HIGH SCHOOL (SPECIFY GRADE: 10)	851	7718

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

ATTACHMENT 3
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: Delaware

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			
	TOTAL (3)	SUBSET WHO TOOK THE ASSESSMENT WITH ACCOMODATIONS (3A)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (3B)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (3C)
3	1128	1070	4	0
4				
5	1255	1133	12	1
6				
7				
8	1495	1398	10	5
HIGH SCHOOL (SPECIFY GRADE: 10)	749	692	5	12

¹ Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

NOTE TO COLUMN 3B: Delaware does not count scores of students that are non-aggregated as invalid.

ATTACHMENT 3
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: Delaware

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK OUT OF GRADE LEVEL ASSESSMENT		
	TOTAL (4)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (4A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (4B)
3			
4			
5			
6			
7			
8			
HIGH SCHOOL (SPECIFY GRADE: _____)			

¹ Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

ATTACHMENT 3
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: Delaware

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

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				
	TOTAL (5)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (5A)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (5B)	SUBSET COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP ³ (5C)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ⁴ (5D)
3	69		69		0
4					
5	97		97		1
6					
7					
8	102		102		7
HIGH SCHOOL (SPECIFY GRADE: ____10__)	57		57		0

³ NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

⁴ Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

ATTACHMENT 3
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: Delaware

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

GRADE LEVEL	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
	PARENTAL EXEMPTIONS (6)	ABSENT (7)	NOT ASSESSED FOR OTHER REASONS ⁵ (8)
3		5	2
4			
5		4	3
6			
7		28	4
8			
HIGH SCHOOL (SPECIFY GRADE: ____10____)		43	2

⁵ Provide list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.

See attachment 3, Page 15 for DAPA Exemptions by Grade.

ATTACHMENT 3
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: Delaware

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

REGULAR ASSESSMENT ON GRADE LEVEL (9A)											
GRADE LEVEL	TEST NAME	Well Below	Below	Meets	Exceeds	Distinguished					9A ROW TOTAL ²
		Achievement Level ¹	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3	DSTP	350	246	414	101	17					1128
4											
5	DSTP	416	333	440	49	16					1254
6											
7											
8	DSTP	939	314	208	20	9					1490
HIGH SCHOOL (SPECIFY GRADE: __10__)	DSTP	517	142	59	11	8					737

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: _____3_____

¹ Include all students whose regular assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score (column 3C).

² The total number of students reported by achievement level in 9A is to equal the number reported in column 3 minus the number reported in columns 3C.

ATTACHMENT 3
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: Delaware

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

DELAWARE COUNTS STUDENTS WITH NON-AGGREGATED SCORES WITH THEIR ACTUAL SCORES (NOT AT THE LOWEST LEVEL). THIS TABLE REFLECTS READING SCORES ACTUALLY RECEIVED FOR ALL AGGREGATED AND NON-AGGREGATED STUDENTS. THESE SCORES ARE INCLUDED AS EARNED IN THE STATE'S DISTRICT, SCHOOL, AND STUDENT ACCOUNTABILITY INDICES

REGULAR ASSESSMENT ON GRADE LEVEL (9A)											
GRADE LEVEL	TEST NAME	Well Below	Below	Meets	Exceeds	Distinguished					9A ROW TOTAL ²
		Achievement Level ¹	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3	DSTP	349	246	415	101	17					1128
4											
5	DSTP	405	342	441	50	16					1254
6											
7											
8	DSTP	938	314	209	20	9					1490
HIGH SCHOOL (SPECIFY GRADE: __10__)	DSTP	517	142	59	11	8					737

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: _____3_____

¹ Include all students whose regular assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score (column 3C).

² The total number of students reported by achievement level in 9A is to equal the number reported in column 3 minus the number reported in columns 3C.

ATTACHMENT 3
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: Delaware

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

ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)											
GRADE LEVEL	TEST NAME	Achievement Level ³	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9B ROW TOTAL ⁴
3											
4											
5											
6											
7											
8											
HIGH SCHOOL (SPECIFY GRADE: _____)											

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: _____

³ Include all students whose score on the alternate assessment on grade level standards was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score.

⁴ The total number of students reported by achievement level in 9B is to equal the number reported in column 5A minus that portion of 5D that includes students whose assessment scored on grade level standards was invalid.

ATTACHMENT 3
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: Delaware

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

ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)											
GRADE LEVEL	TEST NAME	Achievement Level ⁵	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9C ROW TOTAL ⁶
3	DAPA	2	4	12	14	37					69
4											
5	DAPA	6	9	5	15	61					96
6											
7											
8	DAPA	6	7	9	21	52					95
HIGH SCHOOL (SPECIFY GRADE: ___10___)	DAPA	2	2	6	17	30					57

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: _____ 3 _____

⁵ Include all students whose assessment counted in the lowest achievement level because of the NCLB cap plus all students who received a score but changes to the assessment invalidated their score.

⁶ The total number of students reported by achievement level in 9C is to equal the number reported in column 4 plus the number reported in column 5B minus the number reported in columns 4B and that portion of 5D that includes students whose alternate assessment scored on alternate standards was invalid.

ATTACHMENT 3
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: Delaware

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

GRADE LEVEL	TOTAL FOR COLUMN 9A (ON PAGE 4)	TOTAL FOR COLUMN 9B (ON PAGE 5)	TOTAL FOR COLUMN 9C (ON PAGE 6)	NO VALID SCORE ⁷ (10)	TOTAL ⁸ (11)
3	1128		69	7	1204
4					
5	1254		96	9	1359
6					
7					
8	1490		95	44	1629
HIGH SCHOOL (SPECIFY GRADE: __10__)	737		57	57	851

⁷ The number of students reported in column 10 is to equal the number reported in column 3C plus column 4B plus column 5D plus column 6 plus column 7 plus column 8.

⁸ The number of students reported in column 11, the row total, should equal the number of students with IEPs reported in Section A. If the number of students is not the same, provide an explanation.

ATTACHMENT 3
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: Delaware

SECTION D. ENROLLMENT DATA FOR THE READING ASSESSMENT¹

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	1196	8952
4		
5	1355	9924
6		
7		
8	1629	10300
HIGH SCHOOL (SPECIFY GRADE: ____10__)	852	7718

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

ATTACHMENT 3
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: Delaware

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			
	TOTAL (3)	SUBSET WHO TOOK THE ASSESSMENT WITH ACCOMODATIONS (3A)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (3B)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (3C)
3	1117	1065	765	0
4				
5	1252	1167	768	2
6				
7				
8	1498	1410	479	12
HIGH SCHOOL (SPECIFY GRADE: __10____)	762	710	114	17

¹ Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

NOTE TO COLUMN 3B: Delaware does not count scores of students that are non-aggregated as invalid.

ATTACHMENT 3
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: Delaware

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK OUT OF GRADE LEVEL ASSESSMENT		
	TOTAL (4)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (4A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (4B)
3			
4			
5			
6			
7			
8			
HIGH SCHOOL (SPECIFY GRADE: _____)			

¹ Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

ATTACHMENT 3
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: Delaware

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

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				
	TOTAL (5)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (5A)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (5B)	SUBSET COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP ³ (5C)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ⁴ (5D)
3	69		69	0	0
4					
5	97		97	0	1
6					
7					
8	102		102	0	7
HIGH SCHOOL (SPECIFY GRADE: ____10____)	57		57	0	0

³ NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

⁴ Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

ATTACHMENT 3
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: Delaware

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

GRADE LEVEL	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
	PARENTAL EXEMPTIONS (6)	ABSENT (7)	NOT ASSESSED FOR OTHER REASONS ⁵ (8)
3		8	2
4			
5		3	3
6			
7			
8		25	4
HIGH SCHOOL (SPECIFY GRADE: __10____)		31	2

Reasons for Other Exemptions				
	Grade 3	Grade 5	Grade 8	Grade 10
Temp Transfer to Another Facility				1
Significant Health Issues	1		1	1
Recent Transfer into District	1	2	1	
Recent Transfer into State		1	2	

⁵ Provide list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.

ATTACHMENT 3
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: Delaware

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

REGULAR ASSESSMENT ON GRADE LEVEL (9A)											
GRADE LEVEL	TEST NAME	Well Below	Below	Meets	Exceeds	Distinguished					9A ROW TOTAL ²
		Achievement Level ¹	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3	DSTP	840	92	143	29	13					1117
4											
5	DSTP	879	103	236	22	10					1250
6											
7											
8	DSTP	898	282	301	3	2					1486
HIGH SCHOOL (SPECIFY GRADE: ___10___)	DSTP	517	126	101	0	1					745

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: ___3___

¹ Include all students whose regular assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score (column 3C).

² The total number of students reported by achievement level in 9A is to equal the number reported in column 3 minus the number reported in columns 3C.

ATTACHMENT 3
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: Delaware

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

DELAWARE COUNTS STUDENTS WITH NON-AGGREGATED SCORES WITH THEIR ACTUAL SCORES (NOT AT THE LOWEST LEVEL). THIS TABLE REFLECTS READING SCORES ACTUALLY RECEIVED FOR ALL AGGREGATED AND NON-AGGREGATED STUDENTS. THESE SCORES ARE INCLUDED AS EARNED IN THE STATE'S DISTRICT, SCHOOL, AND STUDENT ACCOUNTABILITY INDICES

REGULAR ASSESSMENT ON GRADE LEVEL (9A)											
GRADE LEVEL	TEST NAME	Well Below	Below	Meets	Exceeds	Distinguished					9A ROW TOTAL ²
		Achievement Level ¹	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3	DSTP	184	235	542	93	63					1117
4											
5	DSTP	294	265	614	53	24					1250
6											
7											
8	DSTP	658	417	404	5	2					1486
HIGH SCHOOL (SPECIFY GRADE: ____10__)	DSTP	480	147	117	0	1					745

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: ____3____

¹ Include all students whose regular assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score (column 3C).

² The total number of students reported by achievement level in 9A is to equal the number reported in column 3 minus the number reported in columns 3C.

ATTACHMENT 3
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: Delaware

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

ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)											
GRADE LEVEL	TEST NAME	Achievement Level ³	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9B ROW TOTAL ⁴
3											
4											
5											
6											
7											
8											
HIGH SCHOOL (SPECIFY GRADE: _____)											

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: _____

³ Include all students whose score on the alternate assessment on grade level standards was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score.

⁴ The total number of students reported by achievement level in 9B is to equal the number reported in column 5A minus that portion of 5D that includes students whose assessment scored on grade level standards was invalid.

ATTACHMENT 3
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: Delaware

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

ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)											
GRADE LEVEL	TEST NAME	Well Below	Below	Meets	Exceeds	Distinguished					9C ROW TOTAL ⁶
		Achievement Level ⁵	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3	DAPA	2	7	10	14	36					69
4											
5	DAPA	2	5	9	15	65					96
6											
7											
8	DAPA	4	10	14	14	53					95
HIGH SCHOOL (SPECIFY GRADE: ___10___)	DAPA	2	2	8	11	34					57

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: _____3_____

⁵ Include all students whose assessment counted in the lowest achievement level because of the NCLB cap plus all students who received a score but changes to the assessment invalidated their score.

⁶ The total number of students reported by achievement level in 9C is to equal the number reported in column 4 plus the number reported in column 5B minus the number reported in columns 4B and that portion of 5D that includes students whose alternate assessment scored on alternate standards was invalid.

ATTACHMENT 3
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: Delaware

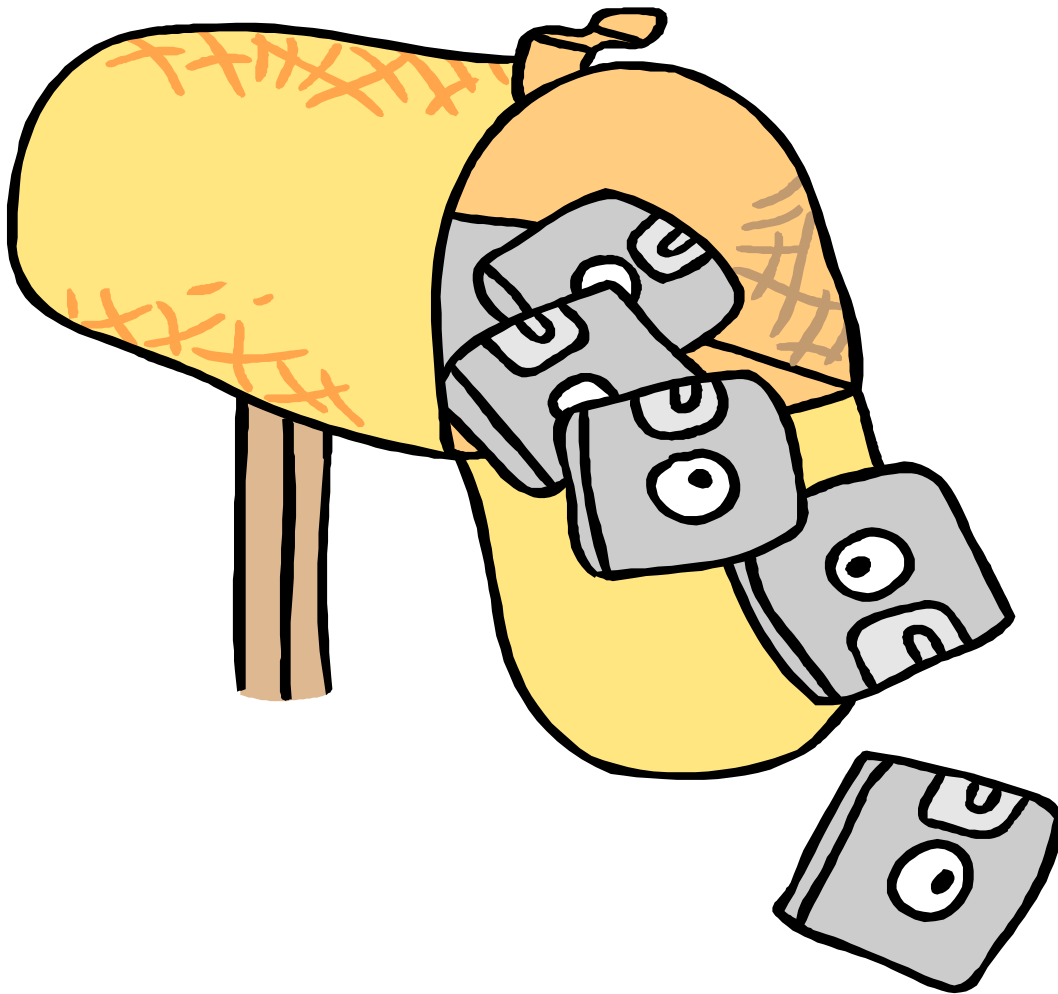
SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	TOTAL FOR COLUMN 9A (ON PAGE 4)	TOTAL FOR COLUMN 9B (ON PAGE 5)	TOTAL FOR COLUMN 9C (ON PAGE 6)	NO VALID SCORE ⁷ (10)	TOTAL ⁸ (11)
3	1117		69	10	1196
4					
5	1250		96	9	1355
6					
7					
8	1486		95	48	1629
HIGH SCHOOL (SPECIFY GRADE: ____10____)	745		57	50	852

⁷ The number of students reported in column 10 is to equal the number reported in column 3C plus column 4B plus column 5D plus column 6 plus column 7 plus column 8.

⁸ The number of students reported in column 11, the row total, should equal the number of students with IEPs reported in Section A. If the number of students is not the same, provide an explanation.

DATA REPORTING GUIDELINES FOR PART B OF THE IDEA 2004 - 2005



Guideline Document for Districts, Charter Schools & Prison Education

Exceptional Children and Early Childhood Group
Curriculum and Instructional Improvement Branch
Delaware Department of Education

October 2004

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Introduction

This document is designed to describe IDEA Part B reporting procedures for the 2004 – 2005 school year.

Data collection instructions and deadlines for all districts, charter schools, and prison education are outlined in the sections to follow. Inquiries should be addressed to Lisa Marcum at the Department of Education, Exceptional Children Group (302) 739-4667 or by email: lmarcum@doe.k12.de.us.

Authorization and General Instructions

States are required under 20 U.S.C. 1411(d)(2) and 1418(a)(1)(A)(i) to report to the Office of Special Education Services (OSEP) an unduplicated count of all children with disabilities receiving special education and related services according to an individualized education program.

In Delaware, the count is to be taken as of December 1. Children ages 3 – 21 are reported by the Department of Education (DOE) to OSEP according to their disability category, discrete age year as of December 1, and their race/ethnicity. Once data are received and compiled districts, charter schools, and prison education will receive back from DOE a summary report and verification sheet accompanied by a list of student names. This information will reflect the final submission including any corrections made resulting from duplicates or discrepancies in the original data. Districts, charter schools, and prison education shall confirm their count by returning the signed verification sheet to Lisa Marcum, Exceptional Children and Early Childhood Group at the Department of Education. Upon receipt of all verification sheets, DOE will submit an official Child Count to OSEP on or before February 1 each year.

Student Eligibility

Students counted on the Child Count must meet the following criteria:

- ✱ A student must have a current IEP as of December 1, 2004.
- ✱ The disability must be stated on the IEP.
- ✱ The IEP must have goals/objectives that are student based. Objectives must indicate that progress is measurable against stated present levels of student performance.
- ✱ The child must be receiving services as found in the IEP.
- ✱ A statement of the number of hours in special education must be indicated on the IEP
- ✱ Required signatures must be present on the IEP.

IDEA Part B Data Reporting Due Dates	
Part B Report	District Due Date
Child Count and Placement	December 1, 2004
Exit Report	July 1, 2005
Personnel Report	July 15, 2005
Discipline	Compiled by DOE based on conduct and suspension/expulsion data reported by districts during the 2004-2005 school year.

Data Collection

Pentamation, the state's pupil accounting system, **must** be used for data entry and reporting by all districts with the exception of the Caesar Rodney and Milford school districts, Data Service Center (DSC) partner districts (Colonial and Red Clay), charter schools not using Pentamation, and prison education. Described in the sections to follow are specific instructions for Pentamation users and non-Pentamation users.

Pentamation Users

Pentamation users **must** use the DOE user-defined Screens 400 and 401, and their corresponding fields and codes. These **assigned** screens, fields, and codes are **defined** and **must** be used when entering/updating data on students with disabilities. On the pages to follow are Screens 400 and 401 and a description for each field and its corresponding codes.

Screen 400

		10/12/2000			
STUDENT ID	<input type="text" value="0"/>	NAME	<input type="text"/>		
SCREEN:	<input type="text" value="400"/>	<input type="text" value="DOE SPECIAL EDUCATION INFORMATION"/>			
1	SPED PRE REF	<input type="text"/>	2	PRIMARY EX CODE	<input type="text"/>
3	SECOND EX CODE	<input type="text"/>	4	NON PUBLIC FAC	<input type="text"/>
5	SE DSTP ACCOM	<input type="text"/>	6	SPED CASE MANGR	<input type="text"/>
7	IEP MEET DATE	<input type="text"/>			<input type="text"/>
9	IEP INIT DATE	<input type="text"/>			<input type="text"/>
11	IEP END DATE	<input type="text"/>			<input type="text"/>
13	LAST EVAL DATE	<input type="text"/>			<input type="text"/>
15	SPED EXIT DATE	<input type="text"/>	16	SPED EXIT RESN	<input type="text"/>
		<input type="text"/>			<input type="text"/>
19	REG ED TIME	<input type="text"/>	20	SPED TIME	<input type="text"/>
21	SPED SERV STAT	<input type="text"/>	22	SPED PLACE 3-5	<input type="text"/>
23	SPED PLACE 6-21	<input type="text"/>	24	PCNT_OUT_REGE	<input type="text"/>

A. Field 1 – Special Education Pre-Referral - Optional

The field indicates whether or not the student has been referred for a special education evaluation. Click in the field and press Ctrl/T to view and select from the code table. Field 1 defined table selections are listed below.

Value	Definition
N	No
Y	Yes

B. Field 2 – Primary Exceptionality Code - Required

The field defines the primary reason the student is receiving special education and/or related services. Click in the field and press Ctrl/T to view and select from the code table. Field 2 defined table selections are listed below.

Value	Definition
0100	Educable Mentally Disabled
0200	Emotionally Disturbed
0300	Learning Disability
0400	Trainable Mentally Disabled
0500	Severely Mentally Disabled
0601	Physically Impaired, Attention Deficit/Hyperactivity Disorder
0602	Physically Impaired, Motor Impairment/Medical Condition
0700	Hard of Hearing-Partially Deaf
0800	Blind
0900	Partially Sighted
1000	Autistic
1100	Deaf and Blind
1200	Speech
1300	Traumatic Brain Injury
1400	Developmentally Delayed
1500	Speech for 4yr olds
1600	Pre-school Speech delayed

C. Field 3 – Secondary Exceptionality Code - Optional

The field defines the secondary reason the student is receiving special education and/or related services. Click in the field and press Ctrl/T to view and select from the code table. Field 3 defined table selections are the same as Field 2 and are listed on page 3.

D. Field 4 – Non-Public Facility Code - Required

This is a **required** field for reporting students with disabilities receiving special education and/or related services or found eligible only for services, and are located in a non-public facility. Press Ctrl/T to view and select from the code table. Field 4 defined table selections are lengthy and therefore not shown in this document; however, examples of Field 4 are listed below.

Examples of Field 4 – Non-Public Facility:

1. Interagency Collaborative Team (ICT) students should be counted on the Child Count by their home district. These students are located in a non-public facility; therefore, **Field 4 – Non-Public Facility Code** on Screen 400 is **required**. Click in Field 4 and press Ctrl/T to view the code table and choose from the drop down menu **Certified Special Education School**.

On the **entry/withdrawal screen**, these students should be enrolled as active students in the school they would normally attend; however, the **calendar field** should be entered as **"Z"**. (See sample below.)

09/27/2000

STUDENT ID
NAME

E N T R Y / W I T H D R A W A L I N F O R M A T I O N

SCHOOL			ENTRY				SPED				WITHDRAWAL			
YEAR	BUILDING	CAL	DATE	CODE	GR	CUR	R	%	DATE	CODE				
2001		R	09/05/2000	001	BK	SE	1	3						
2000		Z	09/20/1999	001	EC	SE	1	3	06/13/2000	998				

2. Students who are placed out-of-state in residential placement by the divisions within DSCYF should be counted on the Child Count and monitored by their home district. The home district should enroll these students on the **Entry/Withdrawal** screen (see sample on page 4) as active students in the school they would normally attend; however, the **calendar field** should be entered as “Z”. These students are located in a non-public facility; therefore, **Field 4 – Non-public Facility Code** on Screen 400 is **required**. Click in Field 4 and press Ctrl/T to view the code table and choose from the drop down menu **Out-of-State Placement**.

PLEASE NOTE: DSCYF will also count these students who are placed out-of-state in residential placement by the divisions within DSCYF under its assigned district code 97 and school code 998. For the actual submission of an unduplicated Child Count to OSEP, these students will only show up on their home district’s count. However, funding for these students will be split (50-50) between the home district and DSCYF.

3. Parentally placed private school students who are **found eligible** for special education services, **but do not have** an Individual Service Plan (**ISP**) should be enrolled on the **Entry/Withdrawal** screen (see sample on page 4) as active students in the school they would normally attend; however, the **calendar field** should be entered as “Z”. These students are located in a non-public facility; therefore, **Field 4 – Non-Public Facility Code** on Screen 400 is **required**. Click in Field 4 and press Ctrl/T to view the code table and choose from the drop down menu the **private school the student actually attends**. Please enter for each student on Screen 400 as much data as possible.

PLEASE NOTE: **You must** fill in the Last Evaluation Date – the date the team met to determine eligibility for special education services. This must occur at least every three years. **DO NOT** enter data into the IEP Meeting Date, IEP Initiation Date, or the IEP Ending Date fields. Do complete all other required fields. These students **will not** be included in the district’s Child Count, they will only be included in the districts total number of eligible students which is the basis for determining the district’s proportionate share and obligation to parentally placed private school students.

4. Parentally placed private school students who are **found eligible** for special education services, **with active ISP’s** in place, and receiving services on December 1, should be enrolled on the **Entry/Withdrawal** screen (see sample on page 4) as active students in the school they would normally attend; however, the **calendar field** should be entered as “Z”. These students are located in a non-public facility; therefore, **Field 4 – Non-Public Facility Code** on Screen 400 is **required**. Click in Field 4 and press Ctrl/T to view the code table and choose from the drop down menu the **private school the student actually attends**.

PLEASE NOTE: Enter **ALL** data requested on Screen 400 and 401 for each student. These students **will** be included in the district’s Child Count.

5. Students who are placed in alternative programs should be counted on the Child Count by the sending district. The sending district should enroll these students on the **Entry/Withdrawal** screen (see sample on page 4) as active students in the school they would normally attend; however, the **calendar field** should be entered as “Z”. These students may be located in a non-public facility; therefore, **Field 4 – Non-Public Facility Code** on Screen 400 is **required**. Click in Field 4 and press Ctrl/T to view the code table and choose from the drop down menu the **alternative program the student actually attends**.

E. Field 5 – Special Education DSTP Accommodation Information - Optional

The field indicates if there is information in the **Delaware Student Information System (DELSIS)** regarding accommodations provided for DSTP testing. Click in the field and press Ctrl/T to view and select from the code table. Field 5 defined table selections are listed below.

Value	Definition
N	No
Y	Yes

PLEASE NOTE: This is **only** a yes/no field in Pentamation. **All student accommodation sheets must be entered into the DELSIS module, “DSTP Accommodation Update”** on or before the deadline for each testing season.

F. Field 6 – Special Education Case Manager - Optional

The field indicates the name of the Case Manager assigned to a special education student.

G. Field 7 – IEP Meeting Date - Required

Date on which a student’s IEP team met is recorded in this field. Students counted on the Child Count must have a current IEP as of December 1, 2004. Therefore, the **IEP meeting date** recorded in this field **should be between December 1, 2003 and December 1, 2004**.

PLEASE NOTE: The **format** for this field must be **mm/dd/yyyy**. If the date is not in this format the Cognos report for the Child Count will not run and an error message will result.

H. Field 8 – Reserved Field For DOE Use Only

This is a **DOE user-defined field** reserved for **expansion by DOE only**. Individual districts may not use this field for their own data collection and reporting purposes.

I. Field 9 – IEP Initiation Date - Required

Date on which a student’s IEP is initiated is recorded in this field. Students counted on the Child Count must have a current IEP as of December 1, 2004. Therefore, the **IEP initiation date** recorded in this field **must be between December 2, 2003 and December 1, 2004**.

PLEASE NOTE: The **format** for this field must be **mm/dd/yyyy**. If the date is not in this format the Cognos report for the Child Count will not run and an error message will result.

J. Field 10 – Reserved Field For DOE Use Only

This is a **DOE user-defined field** reserved for **expansion by DOE only**. Individual districts may not use this field for their own data collection and reporting purposes.

K. Field 11 – IEP Ending Date - Required

Date on which a student’s IEP expires is recorded in this field.

PLEASE NOTE: The **format** for this field must be **mm/dd/yyyy**. If the date is not in this format the Cognos report for the Child Count will not run and an error message will result.

L. Field 12 – Reserved Field For DOE Use Only

This is a **DOE user-defined field** reserved for **expansion by DOE only**. Individual districts may not use this field for their own data collection and reporting purposes.

M. Field 13 – Last Evaluation Date - Required

The date on which a student’s IEP team last met to determine the student’s eligibility to receive special education and related services is recorded in this field. Students counted on the Child Count **must** have a **last evaluation date between December 1, 2001 and December 1, 2004**.

PLEASE NOTE: The **format** for this field must be **mm/dd/yyyy**. If the date is not in this format the Cognos report for the Child Count will not run and an error message will result.

N. Field 14 – Reserved Field For DOE Use Only

This is a **DOE user-defined field** reserved for **expansion by DOE only**. Individual districts may not use this field for their own data collection and reporting purposes.

O. Field 15 – Special Education Exit Date – Required when student leave Special Education

The date a student left special education or the district providing their special education and related services is recorded in this field.

PLEASE NOTE: The **format** for this field must be **mm/dd/yyyy**. If the date is not in this format the Cognos report for the Exit Data will not run and an error message will result.

P. Field 16 – Special Education Exit Reason - Required

The reason a student has left special education or the district providing their special education and related services is recorded in this field. Click in the field and press Ctrl/T to view and select from the code table. Field 16 defined table selections are listed below.

Value	Definition
A	Transferred to Regular Education -- Students served in special education during the previous reporting period year but at sometime during the 12-month period, returned to regular education as a result of having met the objectives of their IEP. These are students who no longer have an IEP and are receiving all their educational services from a general education program.
B	Graduated with a regular high school diploma-- The student received a high school diploma identical to that for which students without disabilities are eligible. These are students who met the same standards for graduation as those for students without disabilities.
C	Received a certificate -- The student received a certificate of completion, modified diploma, or some similar document.
D	Reached maximum age-- The student reached maximum age for receipt of special education services, including students with disabilities who reached maximum age and did not receive a diploma.
E	Died-- The student's name has been removed from school membership rolls because of his or her death.
F	Moved, known to be continuing-- The student moved out of the catchment area or otherwise transferred to another district and is KNOWN to be continuing in an educational program. There need not be evidence that the student is continuing in special education, only that the student is continuing in an education program. Includes students in residential drug/alcohol rehabilitation centers, correctional facilities, or charter schools if those facilities operate as separate districts, excluding normal matriculation.
G	Moved, not known to be continuing— THIS CODE WILL NO LONGER BE USED. CODE TO H - DROPPED OUT
H	Dropped Out-- Students enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any other bases described in selections A through G. Includes dropouts, runaways, expulsions, status unknown and other exiters. For states where students may obtain a GED without dropping out of school, students who are jointly enrolled in secondary education and a GED program, those students may be reported as graduating with a diploma, selection B.

Q. Field 17 – Reserved Field For DOE Use Only

This is a **DOE user-defined field** reserved for **expansion by DOE only**. Individual districts may not use this field for their own data collection and reporting purposes.

R. Field 18 – Reserved Field For DOE Use Only

This is a **DOE user-defined field** reserved for **expansion by DOE only**. Individual districts may not use this field for their own data collection and reporting purposes.

S. Field 19 – Regular Education Time - Optional

This field tracks the number of hours per week that a student with disabilities is served in a regular classroom. For example, hours/week should be entered as 12.50.

T. Field 20 – Special Education Time - Required

This field tracks the number of hours per week that a student with disabilities is served in a classroom by a Certified Special Education Teacher. For example, hours/week should be entered as 12.50.

U. Field 21 – Special Education Service Status - Optional

This field tracks whether care, education, and/or services provided to an individual takes place during full-day or part-day sessions. A student, who receives 12.50 hours or more per week of instruction from a Certified Special Education instructor, is considered to be full time. Click in the field and press Ctrl/T to view and select from the code table. Field 21 defined table selections are listed below.

Value	Definition
F	Full Time
P	Part Time
R	Regular

V. Field 22 – Special Education Placement for 3 – 5 year olds - Required

This field tracks the educational placement of students with disabilities from age 3 to age 5. When entering or updating these data, click in the field and press Ctrl/T to view and select from the code table. Field 22 defined table selections are listed on pages to follow.

Value	Definition
A Previously REG	Early Childhood Setting-- Receives all their special education and related services in educational programs designed primarily for children without disabilities. No education or related services are provided in separate educational setting. May include but not be limited to regular kindergarten classes; public or private preschools; Head Start Centers; child care facilities; preschool classes offered to an eligible pre-kindergarten population by the public school system; home/early childhood combinations; home/Head Start combinations; and other combinations of early childhood settings.
B Previously SC	Early Childhood Special Education Setting-- Receives all their special education and related services in educational programs designed primarily for children with disabilities housed in regular school buildings or other community based settings. May include but not be limited to special education classrooms in regular school buildings; special education classrooms in child care facilities, hospital facilities on an outpatient basis, or other community-based settings; and special education classrooms in trailers or portables outside regular school buildings.
C	Home-- Receives all their special education and related services in the principal residence of the child's family or caregivers.
D Previously SECM	Part-Time Early Childhood/ Part-Time Early Childhood Special Education Setting-- Receive services in multiple setting such that: (1) general and/or special education and related services are provided at home or in educational programs designed primarily for children without disabilities, and (2) special education and related services are provided in programs designed primarily for children with disabilities. May include but not be limited to home/early childhood combinations; Head Start. Child care, nursery facilities, hospital facilities on an outpatient basis, or other community-based settings with special education provided outside the regular class; regular kindergarten classes with special education provided outside of the regular class; separate school/early childhood combinations; and residential facility/early childhood combinations.
E Previously SSPR/ SSPU	Residential Facility-- Receives all their special education and related services in publicly or privately operated residential schools or residential medical facilities on and inpatient basis.

Value	Definition
F Previously PRD/ SSPUD	Separate School-- Receives all their special education and related services in educational programs in public or private day schools specifically for children with disabilities.
G	Intenerate Service Outside the Home (OPTIONAL)-- Receives all their special education and related services at a school, hospital facility on an outpatient basis, or other location for a short period of time (i.e., no more than 3 hours per week). Does not include children reported in option C of this table. These services may be provided individually or to a small group of children. May include but is not limited to: speech instruction up to 3 hours per week in school, hospital, or other community-based setting.
H	Reverse Mainstream Setting (OPTIONAL)-- Receives all their special education and related services in educational programs designed primarily for children with disabilities but that include 50 percent or more children without disabilities.

W. Field 23 – Special Education Placement for 6 - 21 year olds - Required

This field tracks the educational placement of students with disabilities from age 6 to age 21. When entering or updating these data, click in the field and press Ctrl/T to view and select from the code table. Field 23 defined table selections are listed below and on pages to follow.

Value	Definition
A Previously REG	Outside Regular Class < 21% of Day-- Children with disabilities receiving special education and related services outside the regular classroom less than 21 percent of day. May include children with disabilities placed in: regular class with special education/related service provided within regular classes; regular class with special education/related services provided outside regular classes; or regular class with special education services provided in resource rooms.
B Previously SECM	Outside Regular Class >= 21% AND <= 60% of Day-- Children with disabilities receiving special education and related services outside the regular classroom for at least 21 percent of day and no more than 60 percent of day. May include children placed in: resource rooms with special education/related service provided within the resource room; or resource rooms with part-time instruction in a regular class.
C Previously SC/SSOTH	Outside Regular Class > 60% of Day-- Children with disabilities receiving special education and related services outside the regular classroom for more than 60 percent of day. May include children placed in: self-contained special classrooms with part-time instruction in a regular class; or self-contained special classrooms with full-time education instruction on a regular school campus.
D Previously SSPUD	Public Separate Facility-- Receives education programs in public separate day facilities. Includes children with disabilities receiving special education and related services for greater than 50 percent of school day in public separate facilities. May include children placed in: public day schools for students with disabilities; or public days schools for students with disabilities for a portion of the day (greater than 50 percent) and in regular school buildings for the remainder of the day.
E Previously SSPRD	Private Separate Facility-- Receives education programs in private separate day facilities. Includes children with disabilities receiving special education and related services, at public expense, for greater than 50 percent of school day in private separate facilities. May include children placed in: private day schools for students with disabilities; or private days schools for students with disabilities for a portion of the day (greater than 50 percent) and in regular school buildings for the remainder of the day.

Value	Definition
Previously SSPU	Public Residential Facility-- Receives education programs in public residential facilities. Includes children with disabilities receiving special education and related services, at public expense, for greater than 50 percent of school day in public residential facilities. May include children placed in: public residential schools for students with disabilities; or public residential schools for students with disabilities for a portion of the day (greater than 50 percent) and separate day schools or in regular school buildings for the remainder of the day.
G Previously SSPR	Private Residential Facility-- Receives education programs in private residential facilities. Includes children with disabilities receiving special education and related services, at public expense, for greater than 50 percent of school day in private residential facilities. May include children placed in: private residential schools for students with disabilities; or private residential schools for students with disabilities for a portion of the day (greater than 50 percent) and separate day schools or in regular school buildings for the remainder of the day.
H Previously SSHH	Homebound/Hospital-- Receives education programs in homebound/hospital placement. Includes children with disabilities placed in and receiving special education and related services in: hospital programs, or homebound programs.

X. Field 24 – Percentage Outside the Regular Class Ages 6 – 21 - Optional

These data are collected in Field 23 on Screen 400. This field tracks the percentage of the day a special education student spends outside the regular classroom.

PLEASE NOTE: This is a **DOE user-defined field**. Districts should only use this field for its intended purpose listed above.

Screen 401

09/27/2000

STUDENT ID NAME

SCREEN:

1	RELATED SERV 1	<input type="text"/>	<input type="text"/>
3	RELATED SERV 2	<input type="text"/>	<input type="text"/>
5	RELATED SERV 3	<input type="text"/>	<input type="text"/>
7	RELATED SERV 4	<input type="text"/>	<input type="text"/>
9	RELATED SERV 5	<input type="text"/>	<input type="text"/>
11	RELATED SERV 6	<input type="text"/>	<input type="text"/>
13	RELATED SERV 7	<input type="text"/>	<input type="text"/>
		<input type="text"/>	<input type="text"/>
		<input type="text"/>	<input type="text"/>
		<input type="text"/>	<input type="text"/>
		<input type="text"/>	<input type="text"/>
		<input type="text"/>	<input type="text"/>

Y. Fields 1, 3, 5, 7, 9, 11, & 13 – Related Services - Optional

Please make every effort to provide these data. These fields track a student’s special education related services, if necessary. Click in the field and press Ctrl/T to view and select from the code table. Defined table selections for these fields are listed below.

Value	Definition
CS/PS	Coun/Psychological Services
INT	Interpreter
OT	Occupational Therapy
OTHER	Other
PSYTH	Physical Therapy
SLT	Speech Language Therapy
TRANS	Transportation

Z. Fields 2, 4, 6, 8, 10, 12, & 14 - 24 – Reserved Fields For DOE Use Only

These are **DOE user-defined fields** reserved for **expansion by DOE only**. Individual districts may not use these fields for their own data collection and reporting purposes.

Additional Pentamation Data Entry and/or Reporting Questions

AA. Early Childhood Students with Disabilities

These students should be counted on the Child Count by their home district. The district should enroll these students on the **Entry/Withdrawal** screen (see sample on page 4) as active students in the school they would normally attend; however, the **calendar field** should be entered as “Z”. Special education data for these students should be entered on Screens 400 and 401 (see sample on pages 2 & 15).

BB. Students with Disabilities Placed in a DSCYF Facility

These students should be counted on the Child Count by the Department of Services for Children Youth & Their Families (DSCYF).

PLEASE NOTE: If a student is in attendance and receiving services **one-half of the day** in a **district** and **one-half of the day** in a **DSCYF facility**, for the purposes of the Child Count, the district would count the student. However, funding for that student would be split (50-50) between the district and DSCYF. The district should enroll these students in Pentamation as active students in their school of attendance. Special education data for these students should be entered on Screens 400 and 401 (see sample on pages 2 & 15).

CC. Students with Disabilities Attending Tuition-Generating Programs (ILC/Special Schools)

If a student attends a tuition-generating program within their home district, the home district would count the student on the Child Count.

If a student attends a tuition-generating program outside their home district, the district of attendance would count the student on the Child Count.

The appropriate district should enroll these students in Pentamation as active students. Special education data for these students should be entered on Screens 400 and 401 (see sample on pages 2 & 15).

DD. Students with Visual Impairments

All students whose primary classification is blind or partially sighted will be **counted** on the Child Count by their **district of attendance**.

The district should enroll these students in Pentamation as active students. Special education data for these students should be entered on Screens 400 and 401 (see sample on pages 2 & 15).

EE. Students with Disabilities Being Monitored Only

The **district of attendance** may count monitored students on the Child Count if a current, valid IEP is in place.

The district should enroll these students in Pentamation as active students. Special education data for these students should be entered on Screens 400 and 401 (see sample on pages 2 & 15).

Reports and Deadlines

All Cognos reports can be obtained at <http://intranet.doe.state.de.us/pas/> . You should download the reports and place them in your Cognos reports sub-directories. Deadlines for 2004-2005 reports are listed in each of the following report sections.

FF. Child Count

Go to <http://intranet.doe.state.de.us/pas/> and download **IdeaB2004ChildCount.imr** and place it in your Cognos reports sub-directories.

Listed below are the criteria for the Child Count 2004, Cognos report.

- Student ID is not missing
- Student entry date is <= 12/01/2004 and withdrawal date is blank or >= 12/02/2004
- Sex, ethnic code, birth date or primary exception code are not blank
- Age as of 12/01/2004 is between 3 and 21
- IEP_MEET_DATE is between 12/02/2003 and 12/01/2004 Or
- IEP_INIT_DATE is between 12/02/2003 and 12/01/2004
- Students that do not have an IEP_MEET_DATE cannot have a blank NON PUBLIC FAC (See examples on pages 4 - 6)
- LAST_EVAL_DATE is between 12/01/2001 and 12/01/2004
- SPED_EXIT_DATE >= 12/02/2004
- If Age on DEC 1 is between 3 and 5 then SPED_PLACE_3-5 cannot be blank
- If Age on DEC 1 is between 6 and 21 then SPED_PLACE_6-21 cannot be blank

District Child Count data should be complete and accurate for extraction by DOE on **December 1, 2004, but no later than December 16, 2004**. When your district's Child Count data and resulting Cognos report are complete

and accurate, please send an email to lmarcum@doe.k12.de.us and your district's data will be extracted from Pentamation to be included in the final submission to OSEP.

PLEASE NOTE: You **cannot** make any **date changes** (IEP_MEET_DATE, IEP_INIT_DATE, IEP_END_DATE, OR LAST_EVAL_DATE) in **Screen 400** after December 1, 2004, until your final Child Count data are extracted from Pentamation by DOE. You must inform DOE by email (lmarcum@doe.k12.de.us) when your Child Count data and resulting Cognos report are accurate for inclusion in the state's final report to OSEP. Date changes prior to final submission may result in discrepancies in your final Child Count.

GG. Placement Report

These data will be generated and compiled by DOE and reported to OSEP based on final 2004 Child Count district submissions.

HH. Personnel Employed Report

These data are **not** extracted from Pentamation at this time. The Personnel Employed tables will be sent to districts in May 2005 for completion. The completed tables should be returned to Lisa Marcum at the Department of Education **on or before July 15, 2005**.

II. Exit Report

The request for exit data will be sent to districts in May 2005. The completed tables should be returned to Lisa Marcum at the Department of Education **on or before July 1, 2005**

JJ. Discipline Report

These data will be generated and compiled by DOE and reported to OSEP based on conduct and suspension/expulsion data reported by districts during the 2004-2005 school year.

Non-Pentamation Users (Caesar Rodney, Milford, DSC Partner Districts, Charter Schools, and Prison Education)

Non-Pentamation users must submit 2004-2005 data on an Excel spreadsheet or in a comma delimited text format to Lisa Marcum (lmarcum@doe.k12.de.us), Exceptional Children and Early Childhood Group at the Department of Education using the Student Record Layout from previous years. An electronic file of the Student Record Layout can be obtained by an email request to lmarcum@doe.k12.de.us.

Reports and Deadlines for Non-Pentamation Users

KK. Child Count

These data must be submitted to Lisa Marcum (lmarcum@doe.k12.de.us) **on December 1, 2004, but no later than December 16, 2004**, as outlined above.

PLEASE NOTE: IDEA requires the count of students with disabilities to be complete and accurate. Therefore, before reporting to Lisa Marcum, please check your data to ensure that all **required** fields are complete and correct codes have been used.

Frequently Asked Questions on Child Count For Non-Pentamation Users

1. Will DSTP accommodation data be collected on the Child Count Student Record Layout?

No, all DSTP fields on the Student Record Layout should be left blank. These data are collected on the DSTP Student with Disabilities form. **All student accommodation sheets must be entered into the DELSIS module, "DSTP Accommodation Update"** on or before the deadline for each testing season.

2. Should Interagency Collaborative Team (ICT) students be counted on the Child Count?

Yes, these students should be counted by their home district under its assigned district code and school code 998.

3. How are students counted who are placed in a DSCYF facility?

These students would be counted by the Department of Services for Children Youth & Their Families (DSCYF) under its assigned district code 97 and the corresponding school/facility code of attendance.

PLEASE NOTE: If a student is in attendance and receiving services **one-half of the day** in a **district** and **one-half of the day** in a **DSCYF facility**, for the purposes of the Child Count, the district would count the student. However, funding for that student would be split (50-50) between the district and DSCYF.

4. **How are students counted who are placed out-of-state in residential placements by the divisions within DSCYF?**

Students who are placed out-of-state in residential placements by the divisions within DSCYF should be counted on the Child Count and monitored by their home district under its assigned district code and school code 998.

PLEASE NOTE: DSCYF will also count these students who are placed out-of-state in residential placements by the divisions within DSCYF under its assigned district code 97 and school code 998. For the actual submission of an unduplicated Child Count to OSEP, these students will only show up on their home district's count. However, funding for these students will be split (50-50) between the home district and DSCYF.

5. **Should districts report all parentally placed private school students who have been determined eligible for services or only those with an active Individual Service Plan (ISP) and receiving services on December 1, 2004?**

Parentally placed private school students who are **found eligible** for special education services, **but do not have** an Individual Service Plan (ISP) should be entered in the student record layout under the **district of residence's assigned district code** and the **assigned school code for the private school the student actually attends** (private school codes are listed in the DOE Educational Directory).

PLEASE NOTE: Please enter for each student in the record layout as much as possible; however, **ONLY** fill in the Last Evaluation Date – the date the team met to determine eligibility for special education services. This must occur at least every three years. **DO NOT** enter data into the IEP Meeting Date, IEP Initiation Date, or the IEP Ending Date fields. These students **will not** be included in the district's Child Count, they will only be included in the districts total number of eligible students, which is the basis for determining the district's proportionate share and obligation to parentally placed private school students.

Parentally placed private school students who are **found eligible** for special education services, **with active ISP's** in place, and receiving services on December 1, 2004, should be entered in the student record layout under the **district of residence's assigned district code** and the **assigned school code for the private school the student actually attends** (private school codes are listed in the DOE Educational Directory).

PLEASE NOTE: Enter **ALL** data requested on the student record layout for each student. These students will be included in the district's Child Count.

6. **How are students counted who are placed in alternative programs?**

Students who are placed in alternative programs should be counted on the Child Count by the sending district. The sending district should enter these students in the record layout under its **assigned district code** and the **assigned school code for the alternative program the student actually attends** (alternative school codes are listed in the DOE Educational Directory).

7. **How are students counted who attend tuition generating programs (ILC/Special Schools)?**

If a student attends a tuition-generating program within their home district, the home district would count the student on the Child Count.

If a student attends a tuition-generating program outside their home district, the district of attendance would count the student on the Child Count.

8. **How are early childhood students with disabilities counted on the Child Count?**

These students should be count on the Child Count by their home district under its **assigned district code** and the **school code the student would normally attend**.

9. **How are students counted who are visually impaired?**

All students whose primary classification is **blind** or **partially sighted** will be **counted** on the Child Count by their **district of attendance**.

10. How are students with disabilities being monitored only counted on the Child Count?

The district of attendance **may count monitored students on the Child Count if a current, valid IEP is in place.**

LL. Placement Report

These data will be generated and compiled by DOE and reported to OSEP based on final 2004 Child Count district submissions.

MM. Personnel Employed Report

The Personnel Employed tables will be sent to districts in May 2005 for completion. The completed tables should be returned to Lisa Marcum at the Department of Education **on or before July 15, 2005.**

NN.

OO. Exit Report

The request for exit data will be sent to districts in May 2005. This correspondence will include instructions and the criteria for this report. The completed tables should be returned to Lisa Marcum at the Department of Education **on or before July 1, 2005.**

PP. Discipline Report

These data will be generated and compiled by DOE and reported to OSEP based on conduct and suspension/expulsion data reported by districts during the 2004-2005 school year.

Questions?

All questions concerning any reporting of 2004-2005 IDEA Part B data should be addressed to Lisa Marcum, Exceptional Children and Early Childhood Group at the Department of Education (302) 739-4667 or by email: lmarcum@doe.k12.de.us .

SPECIAL EDUCATION DATA REPORTING - QUICK REFERENCE

Please see full details and examples for data reporting in the [DATA REPORTING GUIDELINES](#) document.

Pentamation Screen 400 Field/Description	Optional/ Required	Available Codes – Use Control T to view Codes
8, 10, 12, 14, 17 & 18 Reserved Fields - DOE user-defined field reserved for expansion by DOE only.	N/A	
1 Special Education Pre-Referral - Indicates whether the student has been referred for special education evaluation	Optional	N - No Y - Yes
2 Primary Exceptionality Code - Defines the primary reason the student is receiving special education and/or related services. 3 Secondary Exceptionality Code - Defines the secondary reason the student is receiving special education and/or related services.	Required Optional	100 - Educable Mentally Disabled 200 - Emotionally Disturbed 300 - Learning Disability 400 - Trainable Mentally Disabled 500 - Severely Mentally Disabled 601 - Physically Impaired – ADHD 602 - Physically Impaired, Motor Impaired/Med. Condition 700 - Hard of Hearing-Partially Deaf 800 - Blind 900 - Partially Sighted 1000 - Autistic 1100 - Deaf and Blind 1200 - Speech 1300 - Traumatic Brain Injury 1400 - Developmentally Delayed 1500 - Speech For 4 Year Olds 1600 - Pre-school Speech Delayed
4 Non-Public Facility – Required field for students with disabilities receiving special education and/or related services or found eligible only for services and are located in a non-public facility.	Required for students located in non-public facility	Too many to list. Go to field 4 in form 400 and press Ctrl/T for list.
5 Special Education DSTP Accommodation - Indicates if there is information in the Delaware Student Information System (DELSIS) regarding accommodations provided for DSTP testing.	Optional	N – No Y - Yes
6 Special Education Case Manager - Indicates the name of the Case Manager assigned to a special education student.	Optional	
7 IEP Meeting Date - Date student’s IEP team met.	Required	
9 IEP Initiation Date - Date student’s IEP is initiated.	Required	
11 IEP Ending Date - Date student’s IEP expires.	Required	
13 Last Evaluation Date - Date student’s IEP team last met to determine the student’s eligibility to received special education and related services.	Required	
15 Special Education Exit Date - The date a student left special education or the district providing special education and related services.	Required	

Pentamation Screen 400 Field/Description	Optional/ Required	Available Codes – Use Control T to view Codes
16 Special Education Exit Reason - The reason the student left special education or the district providing their special education and related services.	Required when student leaves special education	A - Transferred to Regular Education B - Graduated with reg. high school diploma C - Received a certificate D - Reached maximum age E - Died F - Moved, known to be continuing H - Dropped Out
19 Regular Education Time - Number of hours per week that a student with disabilities in served in a regular classroom.	Optional	
20 Special Education Time - Number of hours per week that a student with disabilities is served in a classroom by a Certified Special Education Teacher.	Required	
21 Special Education Service Status - Care, education and/or services provide to a student takes place during full-day or part-day sessions.	Optional	F - Full Time P - Part Time R - Regular
22 Education placement of students with disabilities from age 3 to age 5	Required	A - Early Childhood Setting B - Early Childhood Special Education Setting C - Home D - Part-Time Early Childhood/Part-Time Early Childhood Special Education Setting E - Residential Facility F - Separate School G - Intenerate Services Outside the Home (Optional) H - Reverse Mainstream Setting (Optional)
23 Educational placement of students with disabilities from age 6 to age 21	Required	A - Outside Regular Class <21% of Day B - Outside Regular Class >= 21% and <= 60% C - Oustide Regular Class > 60% of the Day D - Public Separate Facility E - Private Separate Facility F - Public Residential Facility G - Private Residential Facility H - Homebound/Hospital
24 Percentage outside the regular class Ages 6-21 - This data is collected in Field 23 on Screen 400.	Optional	

Pentamation Screen 401 Field/Description	Optional/ Required	Available Codes – Use Control T to view Code
1,3,5,7,9,11 & 13 Related Services 1-7 - Please make every effort to provide this data. This data tracks a student’s special education and related services,	Optional	CS/PS - Counseling/Psychological Services INT - Interpreter OT - Occupational Therapy OTHER - Other PSYTH - Physical Therapy SLT - Speech Language Therapy TRANS -Transportation
2,4,6,8,10,12 & 14 – Reserved Fields - DOE user-defined filed reserved for expansion by DOE only.	N/A	