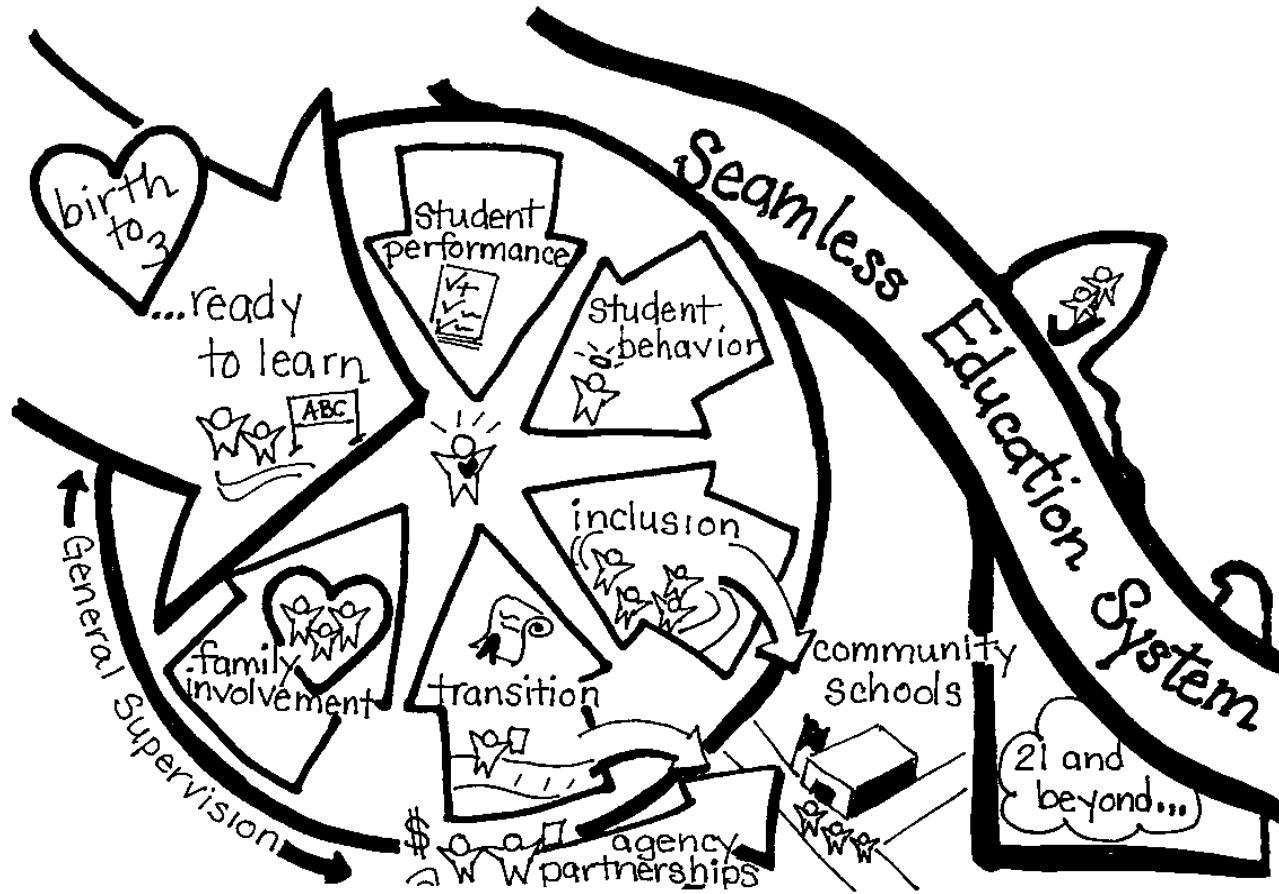


Special Education Services in the First State

2003 - 2004 State Improvement Plan



The cover illustrates Delaware's *Planning Alternative Tomorrows with Hope (PATH)* to the future for children with disabilities. The vision was developed by stakeholders as the first step in creating the State Improvement Plan. A special thank you goes to Vicki Spence, Educational Diagnostician at Leach School in the Colonial School District for the design of Delaware's vision.

Introduction

The State Improvement Plan (SIP) is a working document designed to guide Delaware's efforts to improve educational results for children and youth with disabilities. The Partners Council for Children with Disabilities (PCCD) developed the SIP in collaboration with staff from the Delaware Department of Education (DOE). Six priority areas have been selected and ranked by the PCCD. This is the third year of the SIP and this year the PCCD made one major change. What had been Priority Area Seven – Improve Availability of Family Friendly Information, has been deleted. The Strategies for Improvement formerly listed under this Priority Area have been moved to Priority Area Four – Increase Family Involvement. Reviewers will also find changes to Strategies for Improvement and Evidence of Change throughout the document. Efforts were made to clearly align activities with the State Improvement Grant and Reading First. 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, and
6. Improve General Supervision.

The PCCD and DOE are committed to the concept of “Continuous Improvement” and view the plan as a working document. Periodic reports reflect progress and serve to inform stakeholders when something is not improving as anticipated and to add new improvement strategies as needed. The Plan serves as a link to Delaware's School Reform efforts and is designed to provide regular feedback on the achievement of students with disabilities. All reporting will be done with breakouts of various vulnerable populations within the special education community including, but not limited to, race/ethnicity and disability categories. This year the PCCD will also be working to align indicators, targets, and benchmarks with No Child Left Behind (NCLB).

The State Improvement Plan and all reports are posted on our website at http://www.doe.state.de.us/exceptional_child/ececehome.htm . Because it is a working document, we welcome your comments and input. We are also looking for volunteers to be part of working committees. To send comments and/or to volunteer, please contact:

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ACRONYM LIST

CAP	Corrective Action Plan	ILC	Intensive Learning Center
CCMS	Continuous-Improvement Comprehensive Monitoring System	ISI	Inclusive Schools Initiative
CDS	Center for Disabilities Studies (Univ. of Delaware)	IST	Instructional Support Team
CEC	Council for Exceptional Children	LD	Learning Disability
DAPA	Delaware Alternate Portfolio Assessment	LEA	Local Education Agency synonymous with school district
DCDT	Division of Career Development and Transition (a division of the Council for Exception Children-CEC)	LRE	Least Restrictive Environment
DD	Developmental Delay	MOA	Memorandum of Agreement
DDDS	Division for Developmental Disabilities Services (was DMR)	MOU	Memorandum of Understanding
DMR	Division of Mental Retardation	NCATE	National Council for Accreditation of Teacher Education
DOC	Department of Corrections	NCLB	No Child Left Behind
DOE	Department of Education	OH	Orthopedically Handicapped
DSCYF	Department of Services for Children, Youth, and their Families	OHI	Other Health Impaired
DSTP	Delaware Student Testing Program	OSEP	Office of Special Education Programs (U.S. Dept. of Education)
DSU	Delaware State University	PBS	Positive Behavioral Supports
DTCC	Delaware Technical & Community College	PCCD	Partners Council for Children with Disabilities
DVI	Division for the Visually Impaired	PSB	Professional Standards Board
DVR	Division of Vocational Rehabilitation	PIC	Parent Information Center
ECT	Exceptional Children's Team now the Exceptional Children Group at DOE	RFP	Request for Proposal
ED	Emotionally Disturbed	R&D	Research and Development (R&D Center at the Univ. of Delaware)
FAPE	Free Appropriate Public Education	SBE	State Board of Education
HB85	House Bill	SEA	State Education Agency (Dept. of Education)
ICT	Interagency Collaborative Team	SIG	State Improvement Grant
IEP	Individualized Education Program	STW	School-to-Work
IHE	Institutions of Higher Education	SY	School Year
		UDE	University of Delaware
		UDL	Universal Design for Learning

Priority Area One: Improve Student Performance

Indicator A: 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).

Targets and Benchmarks – Indicator A

The participation rate for students with disabilities in all grades is targeted at 100% which is aligned with the state’s definition of participation rate as included in Delaware’s approved school and district accountability plan.

Present Levels of Performance – Indicator A

Assessments are made available for all Delaware students. Students with disabilities participate in the DSTP unless included in the DAPA. In March of 2003 the DSTP in reading, mathematics, and writing was administered to all students in grades 3, 5, 8, and 10. Students with disabilities at grades 3, 5, and 8 participated at a rate of approximately 98% and above - a consistent increase from previous years. Grade 10 students’ participation increased over 7% across the three years.

Students with Disabilities Participating in Spring Administrations of the Delaware Student Testing Program (DSTP)				
Year	Grade 3	Grade 5	Grade 8	Grade 10
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%
Mathematics	98.8%	98.5%	97.1%	94.1%
Writing	97.0%	99.0%	97.4%	94.9%
2001				
Reading	97.7%	98.0%	95.1%	88.3%
Mathematics	97.7%	98.0%	95.1%	88.3%
Writing	97.7%	98.0%	95.1%	88.3%

Percentage of students included in the 2003 DAPA at grades 3, 5, 8, and 10 are shown below. These students participated at a rate of 91% and above, a decrease from the 2002 levels. The small sample of students, however, have skewed results.

Students with Disabilities Participating in the Delaware Alternate Portfolio Assessment (DAPA)				
Year	Grade 3	Grade 5	Grade 8	Grade 10
2003	98.7%	96.7%	91.0%	93.2%
2002	100.0%	100.0%	93.5%	98.2%
2001	100.0%	95.8%	90.0%	98.5%

Indicator B: Increase the percentage of children with disabilities meeting the standards.

Targets and Benchmarks – Indicator B

The PCCD set the following targets and benchmarks for reading and mathematics:

- ▲ By 2005, children with disabilities meeting/exceeding the reading standards will be targeted at approximately 56% in grade 3, 35% in grade 5, 28% in grade 8, and 23% in grade 10. Approved benchmarks indicate that the percentage of children with disabilities meeting/exceeding the reading standards will increase per year by 6% in grade 3, 4% in grade 5, 3% in grade 8, and 3% in grade 10 to the targeted percentage for each grade by 2005, with a two year progress check point in 2003.
- ▲ By 2005, children with disabilities meeting/exceeding the mathematics standards will be targeted at 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 will increase per year by 6% in grade 3, 6% in grade 5, 2% in grade 8, and 2% in grade 10 to the targeted percentage for each grade by 2005, with a two year progress check point 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 during 2002 – 2003. The Council is still gathering information to determine if fair benchmarks can be set for this test.

In 2003 – 2004 the PCCD will be charged with establishing new targets and benchmarks for English language arts and mathematics which will align with the state’s targets and annual benchmarks as included in Delaware’s approved school and district accountability plan.

Present Levels of Performance – Indicator B

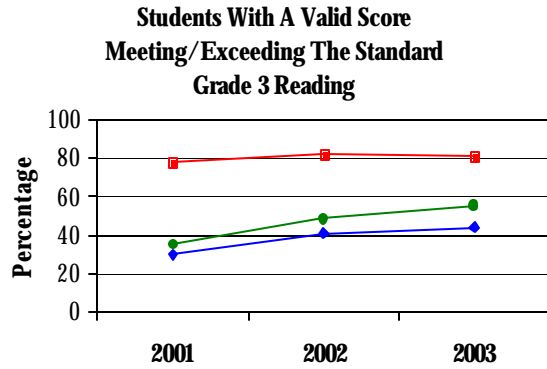
Students with disabilities are performing primarily below the standard at all grade levels on the DSTP reading, mathematics, and writing; however, across the years, data generally indicate an increase in the percentage of students with disabilities with a valid score meeting/exceeding the standard at all grade levels. Results from the 2001, 2002, and 2003 administrations of the DSTP are presented on pages 6 - 8. The charts represent **all** students: those tested under regular conditions and those tested with accommodations. Students tested with accommodations that do not interfere with the comparability of their scores to the scores of students tested under regular conditions are included (aggregated) in the state test results found in the *DSTP State Summary Report* and the *DSTP On-Line Reports*. Students tested with accommodations that interfere with the comparability of their scores to the scores of students tested under regular conditions were not included (non-aggregated in the reports; however, **all** students receive an individual score report.

When making interpretations of data across the three years of the DSTP, please note that these data represent different groups of students at each grade level. This should be considered when measuring progress or a lack thereof.

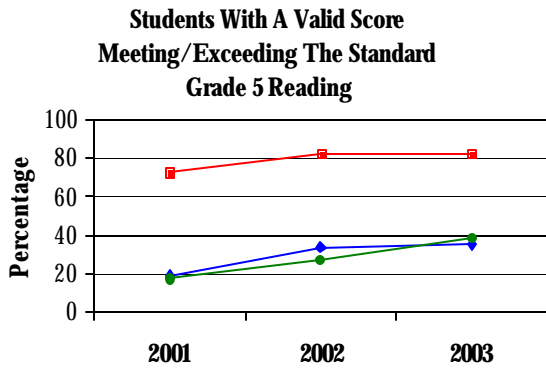
Scores for **all** students with disabilities (DSTP/DAPA) with a valid score are included as earned in the state's district, school, and student accountability indices. Adequate Yearly Progress (AYP) ratings for Delaware schools and districts were released in August, 2003, and are available on the department's school profiles website at http://www.doe.state.de.us/del_schools/school_information.htm. Additionally, information about Delaware's plan is described in "Delaware's Accountability Plan for Schools, Districts, and the State" which can be obtained at http://www.doe.state.de.us/AAB/DSTP_School_Accountability.html.

Reading:

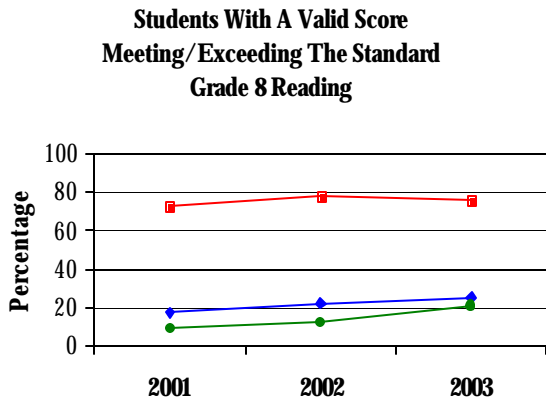
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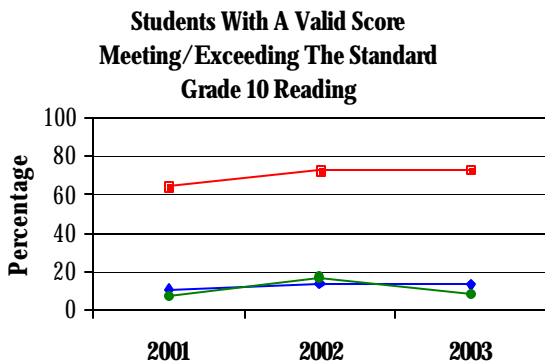
Target: 56% meeting/exceeding by 2005						
Benchmark: 6% increase per year to target year 2005						
	N	2001	N	2002	N	2003
■	7760	77.73%	7788	82.06%	7758	81.44%
◆	634	29.81%	577	42.11%	471	44.16%
●	388	35.16%	481	48.03%	627	55.74%



Target: 35% meeting/exceeding by 2005						
Benchmark: 4% increase per year to target year 2005						
	N	2001	N	2002	N	2003
■	7234	72.48%	7469	82.57%	7593	82.26%
◆	832	18.99%	776	33.89%	664	35.39%
●	387	17.27%	374	26.95%	588	38.69%



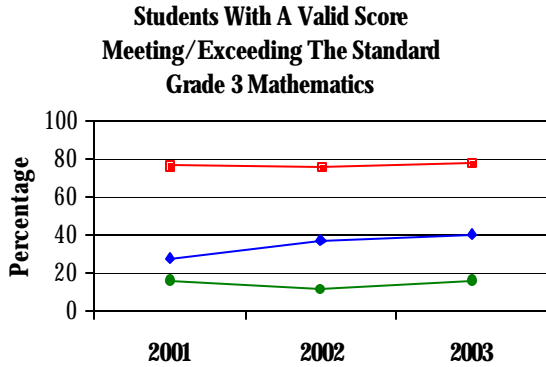
Target: 28% meeting/exceeding by 2005						
Benchmark: 3% increase per year to target year 2005						
	N	2001	N	2002	N	2003
■	7346	72.79%	7737	78.08%	8056	75.62%
◆	994	17.51%	1030	22.04%	1062	25.52%
●	262	9.36%	232	12.63%	459	21.07%



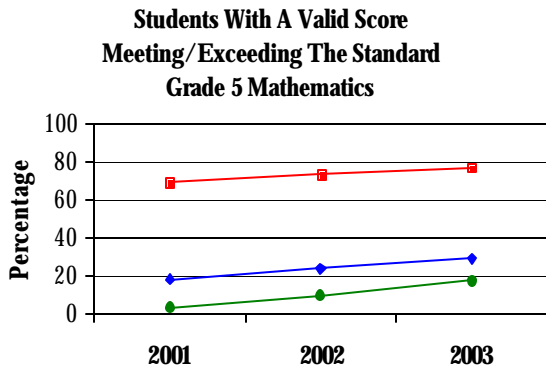
Target: 23% meeting/exceeding by 2005						
Benchmark: 3% increase per year to target year 2005						
	N	2001	N	2002	N	2003
■	7070	64.31%	7011	72.89%	6717	73.05%
◆	687	11.06%	862	13.92%	809	13.10%
●	156	7.19%	161	16.95%	147	8.01%

Mathematics:

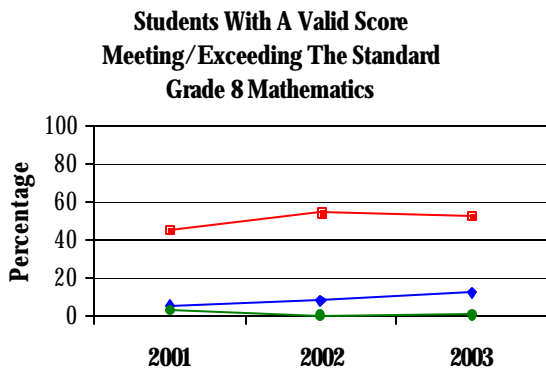
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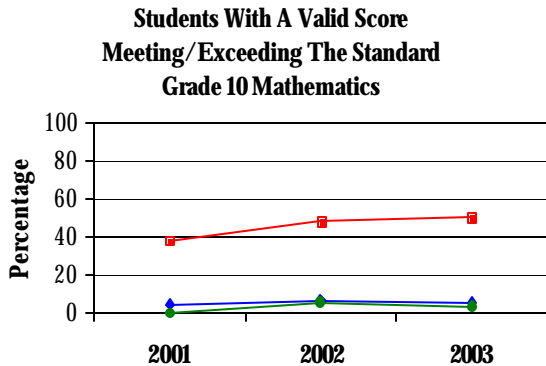
Target: 51% meeting/exceeding by 2005						
Benchmark: 6% increase per year to target year 2005						
	N	2001	N	2002	N	2003
■	7770	76.60%	7781	76.39%	7797	77.91%
◆	941	27.74%	971	37.18%	1021	40.65%
●	82	15.85%	91	11.46%	81	16.05%



Target: 41% meeting/exceeding by 2005						
Benchmark: 6% increase per year to target year 2005						
	N	2001	N	2002	N	2003
■	7244	69.27%	7484	73.38%	7609	77.32%
◆	1159	18.03%	1069	23.76%	1156	29.33%
●	59	3.39%	82	9.62%	95	17.33%



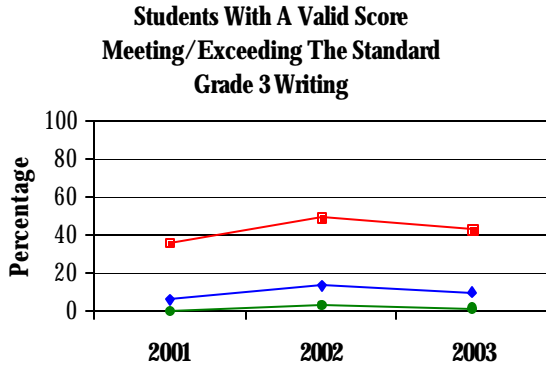
Target: 13% meeting/exceeding by 2005						
Benchmark: 2% increase per year to target year 2005						
	N	2001	N	2002	N	2003
■	7323	45.76%	7687	54.09%	8068	53.26%
◆	1183	5.58%	1158	8.12%	1400	12.14%
●	69	2.90%	102	0.47%	120	0.83%



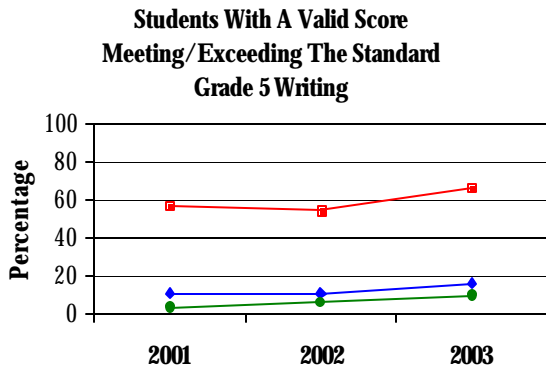
Target: 12% meeting/exceeding by 2005						
Benchmark: 2% increase per year to target year 2005						
	N	2001	N	2002	N	2003
■	7028	38.15%	6984	47.82%	6697	50.40%
◆	781	4.74%	908	6.72%	874	5.49%
●	50	0.00%	97	5.43%	85	3.53%

Writing:

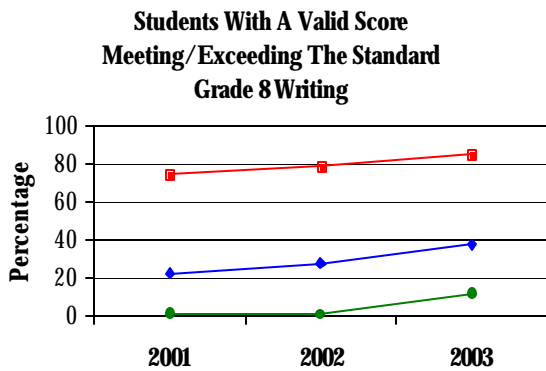
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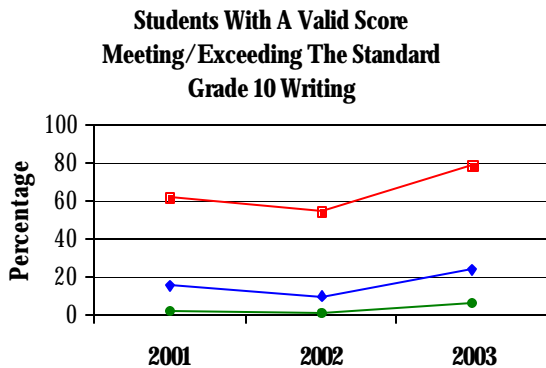
	<u>N</u>	<u>2001</u>	<u>N</u>	<u>2002</u>	<u>N</u>	<u>2003</u>
■	7775	35.94%	7803	49.51%	7769	42.94%
◆	924	6.49%	954	13.73%	1007	9.73%
●	56	0.00%	65	3.08%	83	1.61%



	<u>N</u>	<u>2001</u>	<u>N</u>	<u>2002</u>	<u>N</u>	<u>2003</u>
■	7253	57.16%	7488	54.77%	7609	66.63%
◆	1170	11.03%	1080	11.30%	1152	16.15%
●	56	3.58%	79	6.33%	93	10.18%



	<u>N</u>	<u>2001</u>	<u>N</u>	<u>2002</u>	<u>N</u>	<u>2003</u>
■	7371	74.48%	7769	78.36%	8062	84.66%
◆	1196	22.83%	1176	27.64%	1382	37.48%
●	68	1.47%	89	1.13%	118	12.01%



	<u>N</u>	<u>2001</u>	<u>N</u>	<u>2002</u>	<u>N</u>	<u>2003</u>
■	7132	61.68%	7057	54.63%	6740	78.87%
◆	795	15.60%	940	9.57%	879	23.78%
●	51	1.96%	78	1.28%	80	6.42%

Goal I. By the end of Grade 3 all children will meet or exceed the reading standard on the Delaware Student Testing Program (DSTP) or have an instructional support system in place to assist each child to achieve a greater level of literacy. (Aligned with SIG Goal I which reads: Through the use of teachers trained in the implementation of Scientifically-Based Reading Research (SBRR) regarding the teaching of literacy and reading skills as recommended by the National Reading Panel, preschool and school-age (K-12) students with disabilities will make significant reading gains over their baseline (entry level) scores or against comparable control groups.)

STRATEGIES FOR IMPROVEMENT	EVIDENCE OF CHANGE	RESPONSIBLE PARTY
<p>The reading skills of children with disabilities in grades K-3 will improve through intensive and comprehensive professional development, follow-up, and on-site assistance for general and special education teachers with the 20 lowest performing schools selected annually throughout Delaware. (SIG Objective 1.2)</p>	<p>Because Certification Requirements have changed to reflect graduation from accredited programs, the content of NCATE approved programs needs to be evaluated, including the standards used from CEC (Council for Exceptional Children) and IRA (International Reading Association), to determine alignment with recommendations from the National Reading Panel. (12 months)</p> <p>Institute I training modules will be implemented in all Reading First Schools. (12 months) Institute II training modules will be developed and piloted. (12 months) Both modules will be reviewed and approved as a Cluster by the PSB and SBE. (12 months)</p> <p>The SIP Annual Report, the Reading First Annual Report, and the OSEP Annual Performance Report document academic progress of K-3 students in reading and establish benchmarks for improvement aligned with NCLB. (ongoing)</p>	<p>George Smith</p> <p>Sandra Meyers</p> <p>Data Manager</p>

Goal II. At the end of three years, all educators will use differentiated instructional techniques and other adaptations so that all students progress in the general education curriculum. (FAPE/LRE)

STRATEGIES FOR IMPROVEMENT	EVIDENCE OF CHANGE	RESPONSIBLE PARTY
<p>Develop teacher education programs based on Delaware adopted state standards for teachers of students with disabilities.</p>	<p>Delaware State University (2003) NCATE approved based on the NCATE 2000 process. (12 Months)</p> <p>University of Delaware (2004) NCATE approved based on the NCATE 2000 process. (12 months)</p> <p>Wilmington College (2004) State approved based on the CEC standards. (12 months)</p> <p>Alignment of curriculum for all teachers-in-training across the IHEs in the State to include content for how to teach all students Pre-K-12, including students with disabilities. (24 months)</p>	<p>Pat Carlson Paula Burdette Aleta Hannah</p>
<p>Link professional standards to licensure – initial license, induction, continuing license, and career development (advanced licensure, re-licensure, salary) for teachers of students with disabilities.</p>	<p>Alignment for performance appraisal system, the framework for teacher training, the mentoring program, and induction for teachers with Delaware standards for teachers of students with disabilities will be completed. (12 months)</p>	<p>Pat Carlson Paula Burdette Aleta Hannah</p>

**Goal III. The Statewide Assessment will appropriately reflect the performance of all students with disabilities.
(FAPE/LRE)**

STRATEGIES FOR IMPROVEMENT	EVIDENCE OF CHANGE	RESPONSIBLE PARTY
Develop and implement plan to ensure 100% participation in the state assessment program for children with IEPs.	Participation benchmarks reviewed by the PCCD given No Child Left Behind requirements. (12 months) Participation rates of students with disabilities are reported based on the Spring 2003 DSTP/DAPA administration. (12 months)	Brian Touchette

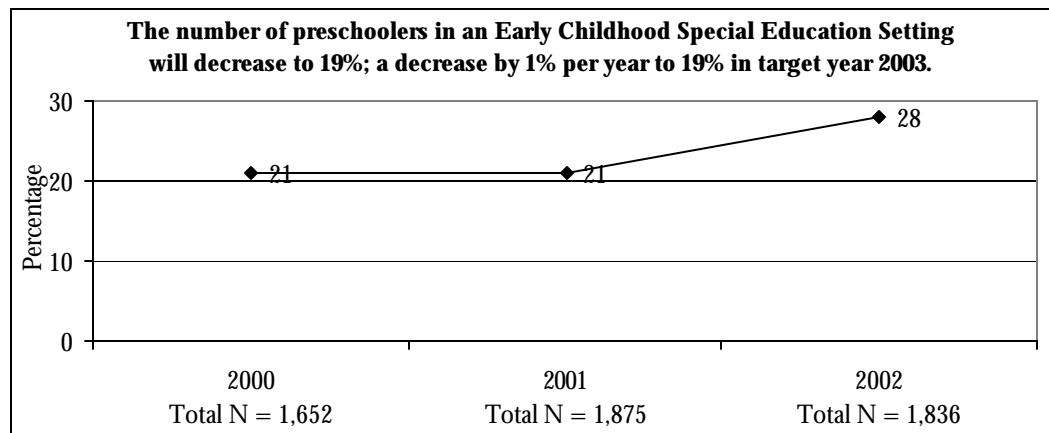
Priority Area Two: Increase Student Placement in the LRE (Compliance Issue)

Indicator A: 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 by students' Individualized Education Programs.

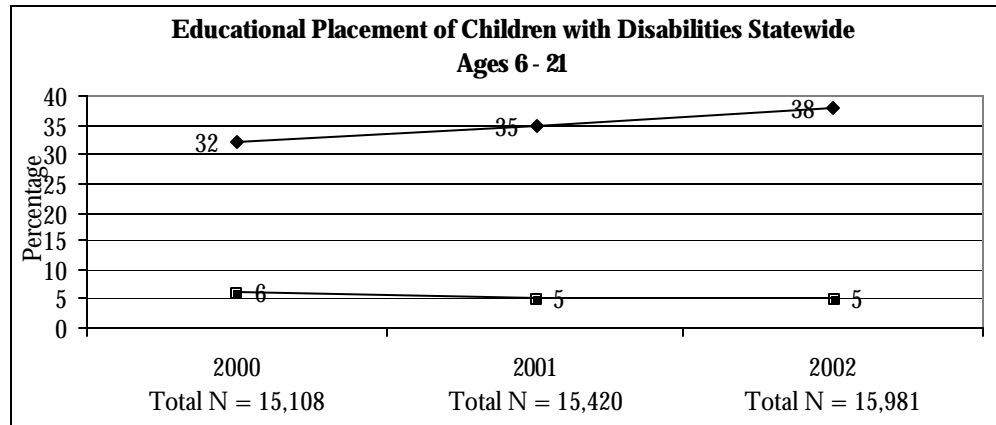
Present Levels of Performance – Indicator A

The charts that follow show educational placement data for children with disabilities served in Delaware. As indicated in the chart below, children served in the Early Childhood Special Education Setting in 2002 – 2003 represented 28% of 3 – 5 year olds, an increase of 7% from the previous school year. This increase is primarily a result of several district's self-assessment findings. The findings were directly related to inconsistencies in data collection and reporting definitions at the district-level. These districts have identified the inconsistencies as an area for improvement and strategies for improvement were established in their improvement plans.

Nationally, approximately 46% of students with disabilities ages 6 – 21 receive special education services in the regular class 80% or more of the day, as reported in 2000 – 2001. During this same time, Delaware served about 32%. Students served in the regular class remain well below the current national average; however, more recent data shown in the chart on the following page indicate a minimal but consistent increase in the number of students with disabilities effectively included in the general education classroom and participating with their non-disabled peers.



- ◆ In the Regular Class > 80% of the Day
- Special Education in Other Separate Settings



Targets and Benchmarks – Indicator A

Preschoolers

- Target: Reset our preschool target when we have more accurate placement information.
- Benchmark: Reset the baseline given new data.

Ages 6 – 21

- Targets: By 2005, the number of students with disabilities ages 6 – 21:
 - in general education classes greater than 80% of the day will increase to 47%, and
 - in separate settings will decrease to 3%.

- **Benchmarks:** The number of students with disabilities ages 6 – 21:
 - in general education classes greater than 80% of the day will increase by 3% per year to 47% in target year 2005, with a two-year progress check point in 2003, and
 - in separate settings will decrease by 0.5% per year to 3% in target year 2005, with a two-year progress check point in 2003.

Indicator B: New school building plans include classrooms that are inclusive and facilities that are fully accessible.

Present Levels of Performance – Indicators B

Delaware’s Administration Services is developing New Construction Standards. The Department of Education will use these standards from which to build their New School Construction Standards. The Inclusive Schools Initiative Subcommittee is currently collecting data regarding acoustics; lighting; electricity; telecommunications; physical access; transportation; and curriculum, supplies, and books from a variety of persons working in the building with students with disabilities. The findings will be synthesized and communicated with the School Construction program at DOE for incorporation into the New Construction Standards.

- **Targets:**
 - By June 2004, new-school-building construction standards/codes will incorporate accessibility language.
 - By June 2005, new school buildings will have incorporated these standards during construction.
- **Benchmarks:**
 - By June 2004, a baseline will be developed regarding accessibility in new school buildings.
 - By June 2004, current new-school-building codes will be compared to changes made based recommendations to DOE’s School Construction workgroup.

Indicator C: Measure impact of student placement on individual student outcomes.

Present Levels of Performance – Indicators B

The University of Delaware, Center for Disabilities Studies is conducting a study following a cohort of students through the fifth grade to determine effects of placement on student assessment results. The findings will be available in the 2003-2004 school year.

- Baseline data are currently unavailable. Therefore, targets and benchmark recommendations will be made to the PCCD when they become available.

Goal IV. Students with disabilities are effectively included in the general education classroom in natural proportions and participate with their non-disabled peers. (FAPE/LRE)

STRATEGIES FOR IMPROVEMENT	EVIDENCE OF CHANGE	RESPONSIBLE PARTY
<p>Refine training to increase capacity of all teachers to support children with disabilities in the general education curriculum within the least restrictive environment.</p>	<p>Training Modules that meet the PSB standards for Professional Development for Intro to Inclusion, Person Centered Planning, and Accommodations and Adaptations are completed and approved. (12 months)</p> <p>Training modules on research-and practice-based inclusive practices for students with mild to moderate disabilities are completed and approved. (12 months)</p> <p>Training module for curriculum-based assessment completed and piloted. (12 months)</p> <p>Training module(s) designed to help teachers connect IEPs with the Delaware Content Standards completed and piloted. (12 months)</p> <p>Training module(s) to increase capacity of teachers to use differentiated instructional strategies completed and piloted. (24 months)</p>	<p>Brian Touchette Paula Burdette</p>
<p>Expand and refine the Inclusive Schools Initiative Evaluation component to measure progress toward placement in the least restrictive environment.</p>	<p>Inclusive Schools Initiative Evaluation Report documents percentage increase in the number of students served in least restrictive placements. (12 months)</p> <p>Inclusive Schools Initiative Evaluation Report documents improved student performance in inclusive settings based on 3 case studies. This will include a quality review of the inclusive programming across 3 age groups and 3 disability types by tracking student-specific data. (24 months)</p> <p>The State Improvement Plan Annual Report and the Annual Performance Report document percentage increase in number of students served in least restrictive placements. (Ongoing)</p>	<p>Brian Touchette Paula Burdette</p>

Goal IV Continued

STRATEGIES FOR IMPROVEMENT	EVIDENCE OF CHANGE	RESPONSIBLE PARTY
Develop and implement a certificate and endorsement program for teachers of students with severe disabilities.	Approval of certification requirements by the Professional Standards Board and State Board of Education. (12 months)	Pat Carlson Paula Burdette Aleta Hannah
Develop and implement a protocol to follow performance of student cohorts who have exited special education and returned to regular education.	The State Improvement Plan Annual Report and the Annual Performance Report document the academic progress of students with disabilities who exit special education. (Ongoing pending availability of data.)	Brian Touchette Paula Burdette
Increase access to and participation and progress in the general curriculum for students with disabilities regardless of placement. (SIG Objective 2.2)	<p>Summary Report completed and broadly disseminated on existing universal design research. (12 months)</p> <p>Rubric and assessment protocol developed. Baseline needs assessment completed to determine how well project schools are providing access to the general curriculum. (12 months)</p> <p>Implementation plan is developed for training districts in universally designed curricula. (12 months)</p> <p>Develop method for determining whether students have access to the general education curriculum. (12 months)</p> <p>To measure progress in the general education curriculum, analyze DAPA & DSTP scores. (24 months)</p> <p>To measure access to & participation in general education curriculum, analyze the Family Survey 2005, add questions to the Educator Poll, and analyze that information. (24 months)</p>	Paula Burdette

Goal V. The funding system is placement neutral. (Compliance issue) (FAPE/LRE)

STRATEGIES FOR IMPROVEMENT	EVIDENCE OF CHANGE	RESPONSIBLE PARTY
Change State funding formulae to ensure funding distribution is placement neutral.	Legislation passed that OSEP has approved. Compliance issue closed. (24 months) Recommendations will be developed based on evaluation of funding pilot districts. (12 months) Preschool unit code law language will be approved. (12 months)	Martha Brooks

Priority Area Three: Improve Student Behavior

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.

Targets and Benchmarks – Indicators A, B, and C

Targets and benchmarks will be set by the PCCD in 2003 – 2004; which are aligned with “No Child Left Behind”.

Present Levels of Performance – Indicators A, B, and C

While all of our stakeholders agree that addressing challenging behavior is an important issue, regulations and reporting student conduct, suspensions, and expulsions remains inconsistent. Because of these inconsistencies, no benchmarks have been set for this Priority Area. DOE has clearly created a data reporting system to ensure accuracy of these data. These data will be used to set benchmarks during the 2003/2004 school year, with the PCCD. Data reported to OSEP in 2001 – 2002 are shown in the tables on the following page. These data will serve as the baseline year for Indicator A. The baseline for Indicators B and C is based on 2002 – 2003 data. These data are still pending and will be incorporated into the 2003 – 2004 State Improvement Plan as soon as they are available.

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		
Disability*	Unduplicated Count and Percentage of Children By Disability N = 152	Number and Percentage of Unilateral Removals by School Personnel for Drugs By Disability N = 108	Number and Percentage of Unilateral Removals by School Personnel for Weapons By Disability N = 100	
Mental Retardation	11.8%	10.2%	14%	
Emotional Disturbance	9.9%	14.8%	10%	
Orthopedic Impairments	8.6%	11.1%	5%	
Specific Learning Disabilities	65.8%	59.3%	70%	

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

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		
Disability*	Unduplicated Count and Percentage of Children By Disability N = 408	Number and Percentage of Single Suspension/Expulsions > 10 Days By Disability N = 17	Number and Percentage of Children with Multiple Suspension/Expulsions Summing to > 10 Days By Disability N = 397	
Mental Retardation	14.5%	5.9%	14.9%	
Emotional Disturbance	12.3%	0.0%	12.6%	
Orthopedic Impairments	9.8%	11.8%	9.8%	
Specific Learning Disabilities	62.3%	82.4%	61.5%	

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

STRATEGIES FOR IMPROVEMENT	EVIDENCE OF CHANGE	RESPONSIBLE PARTY
	<p>The PBS Evaluation Report documents the percentage of Accommodations, IEP objectives, and Behavior Support Plans written when behavior is an identified need from the September 30 Unit Count Audit and establishes targets for improvement. (12 months)</p> <p>An evaluation rubric is created and piloted in 2 schools to determine if Behavior Support Plans are written effectively (12 months)</p>	
Explore dedicated unit funding for School Social Workers	Establish baseline for school-based social workers. (12 months)	Martha Brooks

Priority Area Four: Increase Family Involvement

Indicator A: The percentage of families satisfied with their child's education will increase.

Indicator B: The percentage of families (youth) responding they were actively involved in decision-making will increase.

Indicator C: The percentage of families (youth) responding they were treated with courtesy and respect will increase.

Indicator D: The percentage of families satisfied with their child's placement will increase.

Indicator E: Improve the availability of user-friendly information. (Formerly Priority Area VII).

Targets and Benchmarks – Indicators A, B, C, D, and E

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.

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.

Present Levels of Performance – Indicators A, B, C, D, and E

In an effort to gauge various levels of family satisfaction, the second Family Satisfaction Survey was developed, disseminated, and analyzed by the Family Involvement Subcommittee of the PCCD and the University of Delaware, Center for Disabilities Studies (CDS). The Survey was administered and results were shared with districts statewide. Districts involved in the 2003 – 2004 Continuous Improvement Compliance Monitoring System (CCMS) used these data as a self-assessment resource.

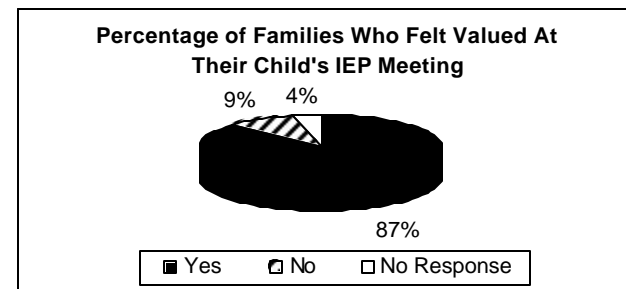
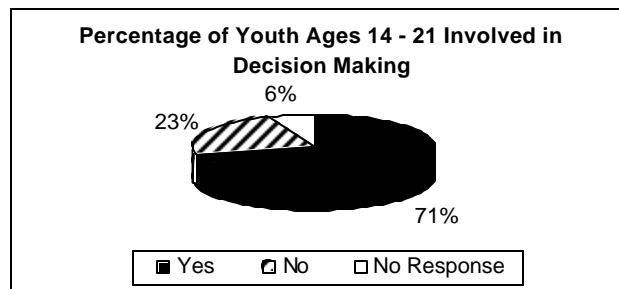
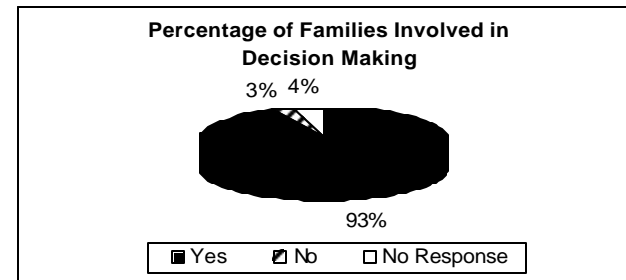
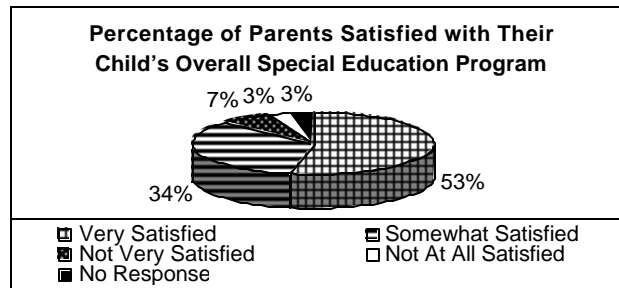
The Family Satisfaction Survey was distributed to the families of 17,817 students with disabilities. Survey participants rated their overall satisfaction with special education services on a four-point scale: 1 = Not at all satisfied; 2 = Not very satisfied;

Present Levels of Performance (continued)

3 = Somewhat satisfied; and 4 = Very satisfied. The mean score of the Family Satisfaction Survey was 3.41. There were 2,860 respondents to the survey, which resulted in a 16.1% response rate. District and charter school response rates varied from 9% to 32.5%. County response rates were similar with New Castle County at 16%, Kent County at 16.9% and Sussex County at 16.9%. The charts below indicate responses to some of the satisfaction questions. The complete survey results and a comparison between the first and second survey can be found in the appendices of the 2002 – 2003 full report.

Increasing the diversity of methods of sharing information with families, educators, and the general public is a target of this Priority Area. Some activities to achieve these specific targets are listed below:

- A packet of information for families is currently under development. This packet is designed to eliminate all the jargon in order for families to understand the special education system in Delaware and how to access special education services.
- Information and materials are available and up-to-date on the Delaware Exceptional Children web site at <http://www.doe.state.de.us/exceptional/child/ececehome.htm>.



Goal VII. Family satisfaction with opportunities, availability, variety and convenience of training activities will increase. (Parent Involvement)

STRATEGIES FOR IMPROVEMENT	EVIDENCE OF CHANGE	RESPONSIBLE PARTY
<p>Continue to implement biennial Family Satisfaction Survey.</p> <p>Recommend a variety of dissemination methods for family survey (internal, stamped postcard, etc.)</p>	<p>Biennial Family Satisfaction Survey results are published and analyzed (ongoing)</p> <p>Return rate for family survey increase to 20% (Present Level 16%)</p> <p>The number of families responding positively to the methods used for the survey will increase. (12 months)</p>	<p>Martha Toomey</p>
<p>Develop collaboratively a plan to support family training.</p>	<p>Training and technical assistance plan developed based on needs identified through data collected. (12 months)</p>	<p>Martha Toomey</p>
<p>Develop and disseminate family-friendly materials.</p>	<p>Family Guide to special education will be widely disseminated and readily available. (12 months)</p>	<p>Martha Toomey Mark Chamberlin</p>

Goal VIII. Family involvement in all state/district/school level activities involving the education of children with disabilities will increase. (Parent Involvement)

STRATEGIES FOR IMPROVEMENT	EVIDENCE OF CHANGE	RESPONSIBLE PARTY
<p>Involve families as members of all working committees.</p> <p>Ensure there is parent representation in district self assessment process who is not a district employee.</p> <p>Update DOE website to be more family friendly.</p> <p>Develop and disseminate collaboratively among multiple agencies (PIC, DOE, DVR, DDDS) and professional organizations (DCDT, CEC) information on student and family involvement in transition planning, and access to postsecondary education, employment and living options.</p> <p>Develop materials in Spanish.</p>	<p>A shared database of interested families is established with PIC. (12 months)</p> <p>DOE approval confirms that there are Parents on District Steering Committee who are not district employees (12 months)</p> <p>The State Improvement Plan Annual Report and the Annual Performance Report will document a percentage of working committees with active family involvement and set targets for improvement. (Ongoing)</p> <p>Family use of the DOE website increases. (Ongoing)</p> <p>A system of information/material development and dissemination established to inform students, families and professionals on a regular basis. (12 months)</p> <p>System is in place for all forms to be available in Spanish. (ongoing)</p>	<p>Martha Toomey</p> <p>Data Manager</p> <p>Mark Chamberlin</p> <p>George Smith</p>

Priority Area Five: Increase the Number of Youth in Special Education Who Successfully Complete High School

Indicator A: The percentage and number of youth in special education completing high school will increase.

Indicator B: The annual dropout rate for youth in special education will decrease at the secondary level and the number of students dropping out will be lower.

Targets and Benchmarks – Indicator A

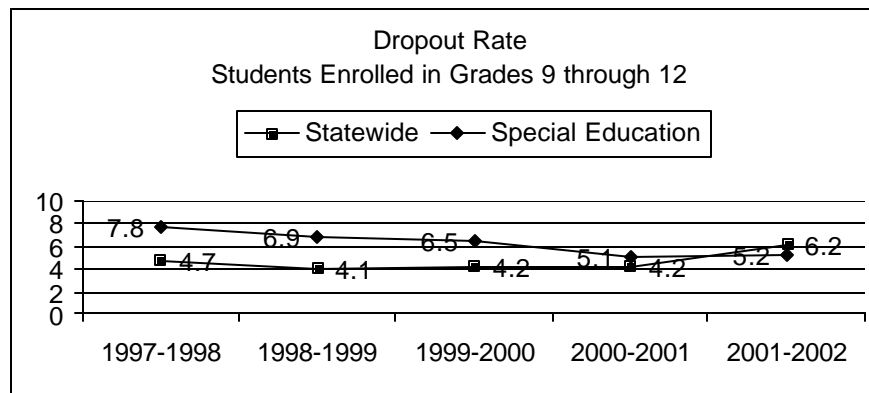
By 2005, the number of youth in special education completing high school will increase to 44%; an increase of 0.5% per year to 44% in target year 2005, with a two year progress check point in 2003.

Targets and Benchmarks – Indicator B

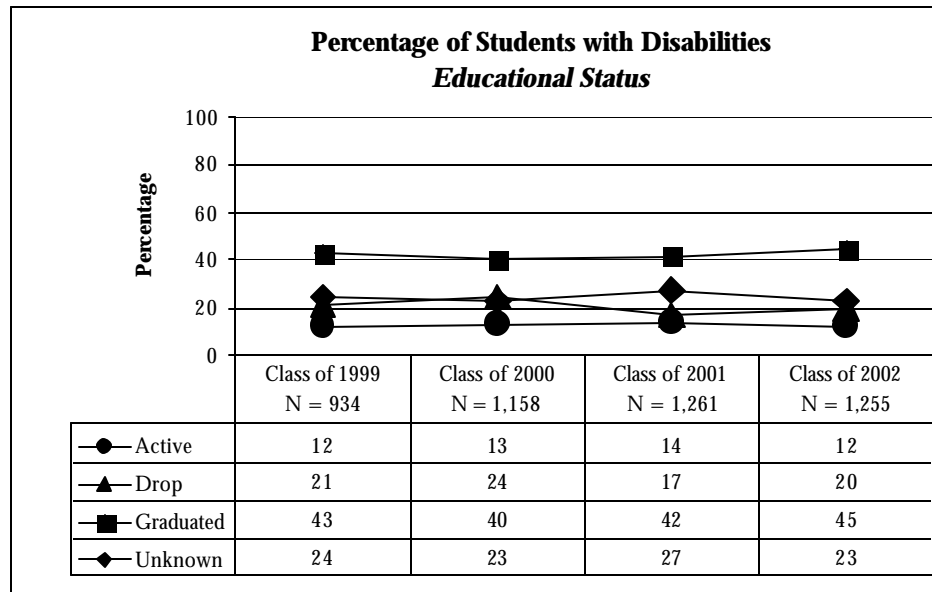
By 2005, the annual dropout rate for youth in special education will decrease to 3.1. The annual dropout rate for youth in special education will be less than or equal to their non-disabled peers; a decrease of 0.5 per year to 3.1 in target year 2005, with a two year progress check point in 2003.

Present Levels of Performance – Indicators A and B

Increasing the number of youth in special education completing high school and decreasing the number dropping out at the secondary level are areas of concern. The charts that follow indicate improvement in these areas; however, the first chart shows that the dropout rate for 2001 – 2002 has remained stable. This is due to a change in reporting of dropouts. Districts can no longer report students as “unknown”. All students must be accounted for. The impact of this change will not be apparent until the Class of 2004 is reported.



The second chart below shows the educational status of cohorts of students. This educational status accounts for all youth in special education in the cohort, shows their educational status in four years, and enables districts to make data-based decisions around planning and programming.



Indicator C: The percentage of youth in special education receiving a diploma compared to a certificate of performance will increase.

Targets and Benchmarks – Indicator C

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

Present Levels of Performance – Indicator C

	Diplomas	Certificates
Class of 1998	93%	7%
Class of 1999	91%	9%
Class of 2000	92%	8%
Class of 2001	92%	8%
Class of 2002	92%	8%

The percentage of youth in special education receiving a diploma compared to a certificate of performance has remained consistent over the last three years. The PCCD will closely monitor any changes in the percentages of diploma and certificate recipients due to statewide adoption of different diploma levels for the Class of 2004 and beyond.

Indicator D: The percentage of youth in special education going on to 2- or 4-year colleges will increase.

Indicator E: The percentage of youth in special education employed within two years of leaving school will increase.

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%

Present Levels of Performance – Indicators D and E

The State Transition Council reviewed the student responses related to post-secondary education (Indicator D) in the Exiter Surveys for the Class of 1998 through the Class of 2001. It recommends that the question pertaining to post-secondary education be changed for the Class of 2002 and subsequent surveys, because the responses did not provide clear information for developing targets and benchmarks.

Targets and Benchmarks – Indicator E

- **Targets:** For the Class of 2005, the percentage of youth in special education working full or part-time will increase to 60%.
- **Benchmarks:** The percentage of youth in special education working full or part-time will increase by 2% per year to 60% in target year 2005, with a two-year check point using the Class of 2003 Exiter Survey.

Goal IX. Youth with disabilities will complete 12th grade with a high school diploma. (Transition)

STRATEGIES FOR IMPROVEMENT	EVIDENCE OF CHANGE	RESPONSIBLE PARTY
Implement action plans to replicate successful LD/ED programs statewide.	Information on national models and effective practices will be shared statewide with LD/ED programs. (12 months) Action plans will be refined and will include timelines and strategies for improvement. (12 months) The State Improvement Plan Annual Report and the Annual Performance Report document an increase of students classified with LD and ED graduating. (Ongoing)	Mark Chamberlin
Improve student capacity for self-determination in transition planning through the IEP process.	Meeting Transition Requirement Reports to LEAs document student participation in IEP/Transition planning and establish benchmarks for improvement. (Ongoing) The Family Satisfaction Survey and the State Improvement Plan Annual Report document an increase in students attending IEP meetings. (24 months) The State Improvement Plan Annual Report and the Annual Performance Report document an increase in graduation rates of students receiving special education services. (Ongoing) The State Improvement Plan Annual Report and the Annual Performance Report document a decrease in drop out rates of students receiving special education services. (Ongoing)	Mark Chamberlin
Expand Student Connections activities through Parent Information Center, DD Planning Council and other stakeholders.	DOE, PIC, DD Planning Council and other stakeholders establish Student Connections Network. (24 months) The Family Satisfaction Survey and State Improvement Plan Annual Report document an increase of students attending IEP meetings. (24 months)	Mark Chamberlin

Goal X. Youth with disabilities will advance to post-secondary education, training, and/or employment upon completion of high school. (Transition)

STRATEGIES FOR IMPROVEMENT	EVIDENCE OF CHANGE	RESPONSIBLE PARTY
Expand and refine data collection to improve the monitoring of outcome data for students with disabilities involved in postsecondary education and employment.	DOE, IHEs and adult agencies align a data collection system to monitor postsecondary education and employment outcomes for students with disabilities. (24 months)	Mark Chamberlin
Increase content knowledge and instructional strategies of K-12 guidance counselors, general and special education teachers, transition specialists and adult agency professionals relative to career counseling, integration of academics and career development, transition planning and student self determination for students with disabilities.	<p>Training modules that meet the PSB standards for Professional Development, designed to provide teachers and counselors skills for career counseling and transition services, are completed and piloted. (24 months)</p> <p>Follow-up surveys document an increase in students involved in postsecondary education, training and/or employment. (Ongoing)</p>	Mark Chamberlin
Conduct regular strategic planning with LEAs, DVR, and other agencies, IHEs through state and regional advisory councils.	<p>DVR Case Outcomes Report indicates the increase in students with disabilities with successful employment outcomes. (Ongoing)</p> <p>Follow-up surveys document an increase in students involved in postsecondary education, training and/or employment. (Ongoing)</p>	Mark Chamberlin

Priority Area Six: Improve General Supervision

- Indicator A:** Monitoring at the state/LEA/agency levels will lead to direct improvement in student performance at the school/program level.
- Indicator B:** The monitoring process at the LEA/agency levels will involve continuous monitoring that ensures on-going improvement in program quality.
- Indicator C:** Level of parent awareness improves regarding pre-referral intervention processes for their children.
- Indicator D:** There is a decrease in the number of days between request and decision for due process cases.
- Indicator E:** The state is able to ensure that FAPE is provided to all students in interagency programs including incarcerated youth with disabilities.
- Indicator F:** Processes for ensuring FAPE are developed for children with disabilities in charter schools.

Present Levels of Performance – Indicators A and B

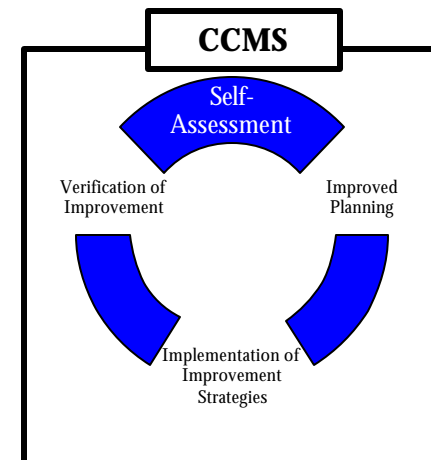
Eight districts were involved in the 2002 – 2003 Continuous Improvement Compliance Monitoring System (CCMS) cycle. Five have submitted self-assessment documents; three are currently in the writing stage. Two improvement plans have been submitted for review.

Present Levels of Performance – Indicators C, D, and E

Indicators C and D tie to the State Improvement Plan's Goals XI, XII, XIII, and XIV and their Strategies for Improvement. Indicator E currently has no Goal or Strategy for Improvement. The General Supervision Subcommittee of the PCCD is responsible for monitoring all of these indicators and making recommendations to the PCCD for possible changes.

Targets and Benchmarks – Indicators A, B, C, D, and E

These data are under development based on district and charter school participation in the CCMS process.



Goal XI. The Continuous-Improvement Comprehensive Monitoring System (CCMS) process will be developed and implemented in all LEAs and Agencies serving children with disabilities. (General Supervision)

STRATEGIES FOR IMPROVEMENT	EVIDENCE OF CHANGE	RESPONSIBLE PARTY
<p>Implement the Continuous Improvement Compliance Monitoring System (CCMS) for LEAs. CCMS will assure districts/buildings focus on the following:</p> <ul style="list-style-type: none"> a. Placement in the LRE, b. Student progress in reading, c. Improving student behavior, d. Increasing family involvement, and e. Student involvement in IEP/transition, increased graduation rates, decreasing drop-out rate. 	<p>Self Assessment Reports and Improvement Plans reflecting the five priority areas are available for all districts. (12 months)</p> <p>Annual Reports reflecting the five priority areas plus district priorities are available for nineteen districts.</p>	<p>Martha Toomey</p>
<p>Develop and implement the Continuous Improvement Compliance Monitoring System for programs supporting students with disabilities in the Department of Services to Children, Youth and Their Families (DSCYF) and the Department of Corrections (DOC) and Charter Schools.</p>	<p>CCMS process modified for DSCYF, DOC, alternative education and charter schools, and available for review. (12 months)</p> <p>CCMS Reports are available for DSCYF and DOC Charter Schools programs. (24 months)</p>	<p>Martha Toomey</p>
<p>Develop plans to add Focused Monitoring to the CCMS process.</p>	<p>Plan developed and approved to PCCD. (12 months)</p>	<p>Martha Toomey</p>

Goal XII. The procedural safeguard systems will be reviewed and refined as needed to ensure quality service. (General Supervision)

STRATEGIES FOR IMPROVEMENT	EVIDENCE OF CHANGE	RESPONSIBLE PARTY
Provide training to increase the number and capacity of due process hearing officers, mediators and administrative complaint investigators to ensure the maintenance of fair and impartial procedural safeguard systems.	Training and schedules for training are refined and implemented. (Ongoing) The State Improvement Plan Annual Report and the Annual Performance Report document the number of hearings, complaints and mediations. (Ongoing)	Martha Brooks Louann Vari
Develop Administrative Complaint Manual.	Manual completed and available for review. (12 months)	Martha Toomey
Develop and implement an ongoing evaluation system that measures client satisfaction and system effectiveness for mediation, due process and administrative complaints.	System is in place and the Procedural Safeguards Evaluation Report is published by June 2005 and available for analysis by DOE, stakeholders and the public. (24 months)	Martha Brooks

Goal XIII. Parent knowledge of their rights prior to eligibility determination will improve. (General Supervision)

STRATEGIES FOR IMPROVEMENT	EVIDENCE OF CHANGE	RESPONSIBLE PARTY
Increase understanding of families and educators of the requirements for pre-referral and initial evaluation for eligibility.	Family Survey and Parent TA data document a decrease in requests for information of referral and initial evaluation requirements. (12 months)	Mark Chamberlin Martha Toomey

Goal XIV. Agreements among agencies jointly serving youth will be reviewed or developed to ensure all students are receiving a free appropriate public education. (General Supervision)

STRATEGIES FOR IMPROVEMENT	EVIDENCE OF CHANGE	RESPONSIBLE PARTY
Assess the FAPE needs of youth in private or out-of-state placements and ensure the implementation of FAPE. (Student Accountability)	Refine evaluation system to make more Delaware specific and implement for a sample population of ICT students. (12 months)	Kathy Goldsmith
Assess the performance of each service system (program) and interagency coordinated systems for individual children served. (System Accountability)	<p>Refine evaluation system to make more Delaware specific and implement to determine how well service systems functions are working for individual students. (12 months).</p> <p>Develop a CCMS process to ensure FAPE is provided to youth publicly placed in private placements by other agencies. (24 months)</p>	Kathy Goldsmith
<p>Review all current MOUs (DSCYF, DDDS, DVR, DVI, Sussex ICT)</p> <p>Identify additional MOUs needed.</p>	MOUs updated and reviewed for DVI, DDDS, DVR, DSCYF, and DAP. (12 months)	Kathy Goldsmith