

INTRODUCTION

This document is in response to Education Department General Administrative Regulations (EDGAR) at 34 CFR §80.40. The FY 2002-2003 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). Seven 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.
7. Improve availability of family friendly information.

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 (2002 – 2003) of the grant.

State's Assessment of Progress

Delaware's effort in implementing the reform initiative, improving student achievement, and providing access to a high-quality education for all students represents progress. Specifically examined in this APR are the goals that address assessments, dropout rates, graduation rates, suspensions and expulsions, least restrictive environments, and disproportionality. The reader is cautioned that Delaware is addressing disproportionality issues across all seven priority areas listed above. Further information on these additional priority areas not addressed in this report will be available in mid-Summer 2004 in Delaware's first State Improvement Plan Annual Report.

TABLE
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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:

- 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?
- 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, mediations, and due process hearings and reviews completed in a timely manner?
- 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?
- GS.V** Do State procedures and practices ensure collection and reporting of accurate and timely data?

GS.I, GS.II and GS.III

State Goal: 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:

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?

Baseline/Trend Data: Refer to attached General Supervision Table (Attachment 1).

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. After reauthorization, a desk audit will once again be done to ensure that policies, district developed documents and procedures are compliant.

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District Self-Assessments

Districts began a system of self assessment three years ago and during school year 2003-2004, all 19 school districts will have completed a self assessment wherein strengths and areas of concern are identified in the five priority areas agreed to in our state improvement plan. 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	2	2
2002-2003	8	7	2	2

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. Finally, a cycle of annual performance reports will begin. All districts will have completed the self assessment process by the end of reporting period 2003-2004.

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 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.

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Administrative Complaints, Mediations, Due Process Hearings

As the chart in Attachment 1 indicates, administrative complaints, mediations and due process hearings have all been completed within timelines. Two extensions were granted in accordance with IDEA regulations. This year is a baseline year for the data tracking system that has been piloted during this reporting period. We will now 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 data base.

There were 19 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

There were no activities regarding focused monitoring for July 1, 2002 through June 2003.

Identifying Systemic Issues through the Analysis of Findings from all Sources

An administrative complaint identified the issue of access to the IEP by the general educator. This issue also surfaced during district self assessments as areas of concern. As a result, the state director of special education issued a guidance memo regarding access to the IEP by the general educator. As a follow-up, during the September 30, 2003 audit, an IEP was randomly chosen and a general educator of the child was interviewed regarding access to the IEP. Results indicated that general educators knew about IEPs and knew about services and accommodations needed. Instituting the data tracking systems has allowed this sort of connection and analysis.

Targets: The target for district self assessments is to have all districts completed by June 2004. The chart indicates that districts are on target for completion of the self assessments. Improvement plans will be completed for all districts by June 2005.

There is no target for desk audits this year.

The target for September 30 audits is to maintain the current compliance rate.

The target for complaints, mediations and due process is to maintain current completion timelines.

The target for focused monitoring is to 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.

Explanation of Progress or Slippage: Districts are on target for completion of self assessments by June 2004. All districts have formed stakeholder groups and depending on where they are in the cycle are either currently engaged in self assessment, engaged in identifying improvement strategies or engaged in implementing improvement strategies.

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The self assessment process demonstrates a greater reliance on data based decision making on the part of districts. As we move into the annual performance report cycle with several districts this year, the DOE will focus on a format that reports progress or slippage in all five priority areas established by our state stakeholder group.

The other methods used to ensure compliance, specifically the desk audit and September 30 audits are well established and continue to ensure a high degree of compliance with core procedural elements such as annual IEP review, appropriate IEP team members and other selected indicators.

Projected Targets: All districts will have submitted a self assessment document. Twelve districts will have submitted an improvement plan. All other targets will be maintained.

Future Activities: Districts that completed and turned in self assessments during July 1, 2003 through June 30, 2004 will be contacted regarding status of their improvement plans. A schedule will be planned with each district for submission of improvement plans. It is anticipated that all districts will complete improvement plans by June 30, 2005. A format for annual performance reporting will be developed and shared with districts by September 2004.

The general supervision subcommittee of the Partners Council for Children with Disabilities is examining district data for district profiles. Protocols will be developed and focused monitoring will be piloted during school year 2004-2005 school year in a minimum of three districts.

Projected Timelines and Resources: A format for districts to submit an annual performance plan will be piloted in spring of 2004. One district will submit an annual performance plan in June 2004. June 2005 should see five districts submitting an annual performance report, June 2006 an additional seven districts will submit an annual performance report and in June 2007 the final eight districts will enter the cycle of annual performance reporting.

A monitoring process has begun with charter schools. Charter schools are already included in desk audits and September 30 audits. On site visits will begin this year and include record reviews and interviews with staff and parents. One site visit is planned for March 2004.

G.S. IV

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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Baseline Trend Data:

# of Full-Time Equivalent Staff Providing Special Education and Related Services To Children with Disabilities			
Description of Full-Time Equivalent Staff	Fully Certified	Not Fully Certified	Total Employed
Teachers - Children Ages 3-5	32	1	33
Teachers – Children Ages 6-21	1431	481	1912
Total FTE Teachers	1463	482	1945
Psychologists	33	3	36
Occupational Therapists	6	12	18
Teachers Aides	930.21	0	930.21
Physical Therapists	4	4	8
Supervisors Administrators (LEA)	4	2	6
Interpreters	7	6	13
Total Other Staff	1044.21	27	1071.21

Of the administrative complaints submitted during this cycle, there have been complaints regarding inadequacy of speech/language. District submitted evidence of local, regional and national searches and did provide compensatory services to students who were affected by the loss of service.

Baseline Trend Data, Targets, Explanation of Progress or Slippage: No targets existed in Delaware for July 1, 2002 through June 30, 2003 for tracking sufficient staff.

Projected Targets: Determine data needs and data resources to be used in making decisions about future targets.

Future Activities The PCCD will review data to determine if available information is adequate to determine shortages in low incident areas. Depending on outcome of the review, additional data will be collected and/or plans will be developed to address shortages.

Timelines and Resources The PCCD is now 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 all special education teachers in meeting the highly qualified standards within a reasonable time frame.

GS.V

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.

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Baseline/Trend Data: The DDOE provides expected timelines and data requirements to LEA for data collection. Timelines and requirements are updated annually. See Attachment 4.

Targets: 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.

Explanation of Progress or Slippage: Collecting accurate discipline data has been a challenge. Districts are using different systems and different criteria to report discipline data. DDOE is working with districts to correct problems with discipline data.

Projected Targets: Receive accurate and timely data from school districts. Submit all OSEP required reports with accurate data in a timely manner.

Future Activities, Projected Timelines and Resources: Update and distribute annual schedule of due dates and data collection instructions to school districts every fall.

DDOE will work with districts to standardize discipline data reporting so that data are accurate and received in a timely manner.

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?

Goal, Performance Indicators, Baseline/Trend Data, Targets, Explanation of Progress or Slippage: Delaware did not have a goal, performance indicators or baseline trend data for Early Childhood Transition for July 1, 2002 through June 30, 2003.

Projected Targets: 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.

Future Activities, Projected Timelines and Resources:

To establish a system using the Delaware Student Identification System (DELSIS) to track children moving from Part C to Part B services in order 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. (December 2004)

Using the DELSIS system, work with the Part C to develop reports to track children exiting Part C and starting Part B services on their third birthday or the start of school. (April 2005)

Work with the Part C system and local school districts to identify operational and/or organizational elements that require further resources so all children can begin services by their third birthday.

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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?

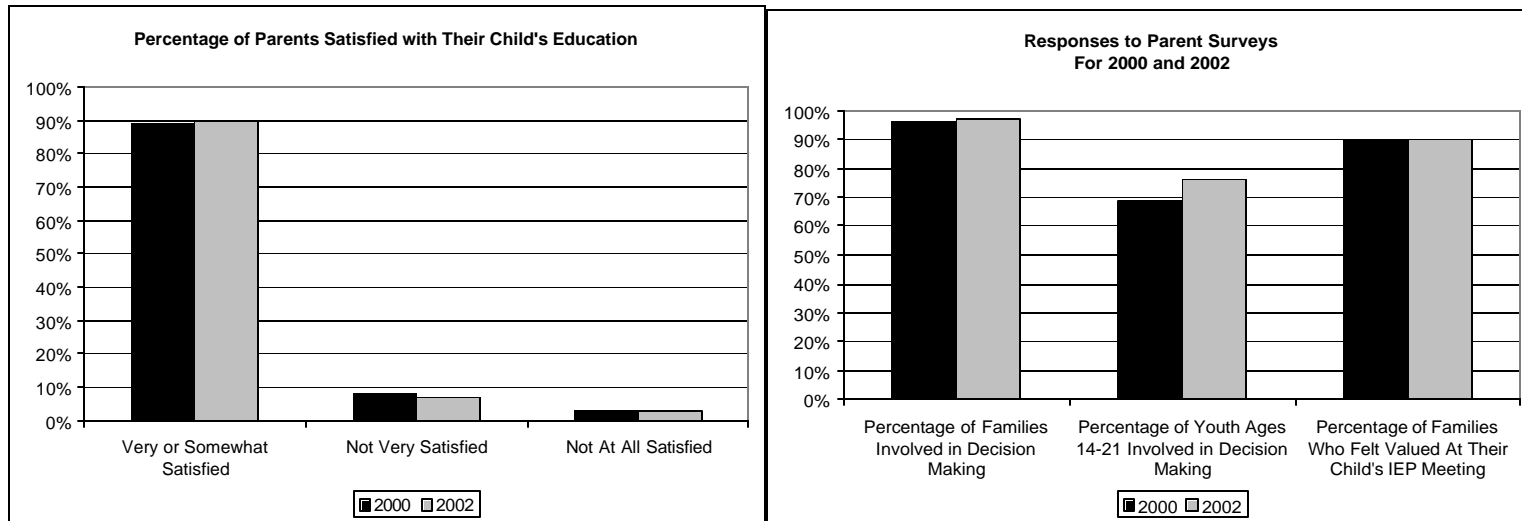
Goals: Family satisfaction with opportunities, availability, variety and convenience of training activities will increase and family involvement in all state/district/school level activities involving the education of children with disabilities will increase.

Performance Indicators:

- 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.

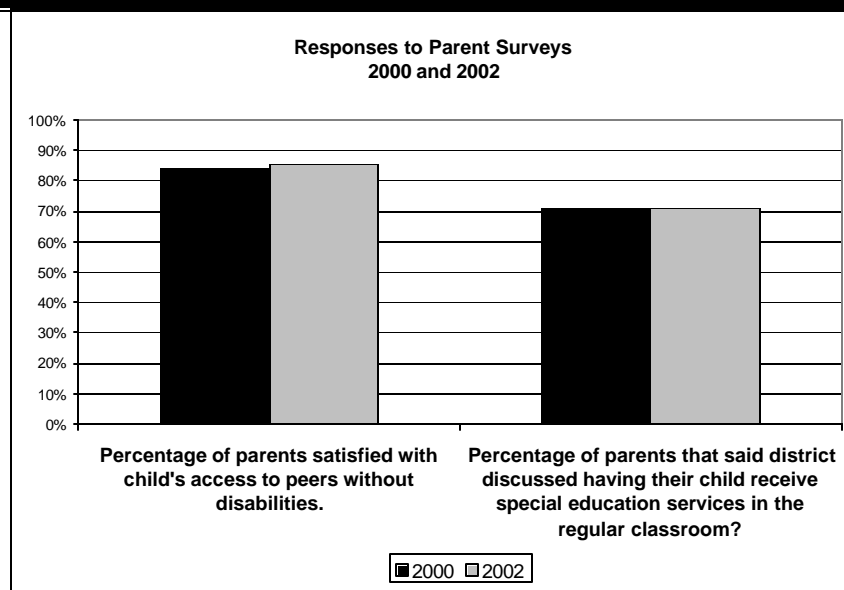
See Attachment 6 for a copy of the Parent Survey, description of sampling process and method used to analyze the data.

Baseline/Trend Data:



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Family Involvement in DOE Standing Committees				
Committee Name	2001-2002		2002-2003	
	Total Number of Members	Number of Parents	Total Number of Members	Number of Parents
DAPA Advisory	37	2	47	3
DE Transition Advisory Council	15	1	21	2
DSTP Disability Task Force	51	11	36	5
Family Involvement	19	12	6	6
General Supervision	8	1	9	2
LRE/Inclusion Subcommittee	19	3	32	4
PBS State Team	54	2	60	4
PCCD	40	2	42	8
Professional Development/DSPD Subcommittee	9	1	11	1

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Targets, Explanation of Progress or Slippage: Ensure that parent satisfaction and parent/student involvement in decision making remains at current levels. As shown in the trend data, parent satisfaction remains near 90%. Parental Involvement in decision making has increased to above 95% and student participation in decision making has increased to above 75%.

Collect and establish baseline data 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. This data has been collected through the parent survey and now can be used to set specific targets.

Development of the "Parents Guide to Special Education" began during 2002-2003.

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.

Projected Targets: Ensure that parent satisfaction and parent/student involvement in decision making remains at high levels.

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.

Develop and disseminate family-friendly materials.

Ensure continued family involvement in all working committees.

Parents are involved in developing the pilot for focused monitoring of identified areas in school district 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 satisfaction in the education of their children.

Future Activities, Projected Timelines and Resources: Continue to conduct biennial family satisfaction survey to ensure ongoing high levels on satisfaction and involvement. Next survey to be conducted in 2004-2005.

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.

Complete and distribute "Parents Guide to Special Education" to all parents of students with disabilities during 2003-2004.

Continue to invite family members to participate on all working committees.

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.

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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** Is the percentage of children with disabilities receiving special education, by race/ethnicity, significantly disproportionate to the percentage of children, by race/ethnicity, in the State's general student enrollment? For each particular disability category, is the percentage of children, by race/ethnicity, significantly disproportionate to the percentage of children, by race/ethnicity, in the State's general student enrollment? For each particular educational setting, is the percentage of children, by race/ethnicity, significantly disproportionate to the percentage of children, by race/ethnicity, in the State's general student enrollment?
- 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 nondisabled children within the agencies?
- BF.IV** Do performance results for children with disabilities on large-scale assessments 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, pre-reading, and social-emotional skills, of preschool children with disabilities receiving special education and related services, improving?

BF.I

Goals, Performance Indicators: At this time goals and performance indicators specific to disproportionality have not been set by the Partners' Council for Children with Disabilities (PCCD). Disproportionality

Baseline/Trend Data: Refer to attached Disproportionality Table (Attachment 2). Disproportionality is addressed under each of Delaware's priority areas.*

Targets, Explanation of Progress or Slippage: At this time targets indicators specific to disproportionality have not been set by the PCCD.

Disproportionality is addressed under each of Delaware's priority areas. The PCCD has set targets/benchmarks for all students with disabilities.

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Current areas of concern for disproportionality found in Attachment 2 are very similar to those found in the disproportionality tables submitted in the biennial performance report for 1999-2000/2000-2001. This information was carefully reviewed as part of Delaware's 2000 Self Assessment process. At that time the decision was to embed disproportionality issues into the five priority areas. Race/ethnicity breakouts are included in the Annual Report for Student Performance, Placement in the LRE, Family Involvement, and Graduate/Dropout rates.

Projected Targets: Projected targets will be set by the PCCD during the 2004-2005 school year.

Future Activities, Projected Timelines and Resources: Trend data for the last three years will be formatted as the disproportionality data in Attachment 2 and presented to the PCCD for review by June 2004.

The PCCD will use the three year trend data to establish goals, performance indicators, and targets by December 2005.

Current activities in Delaware's priority areas will be reviewed and structured to ensure that they address areas of concern for disproportionality by December 2005.

BF.II

Goal: Increase the number of youth in special education who successfully complete high school.*

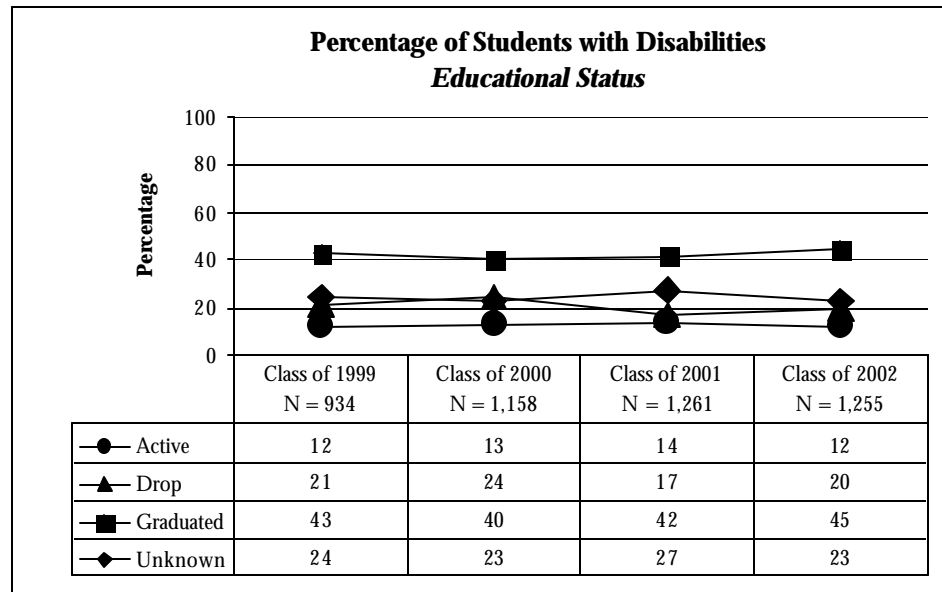
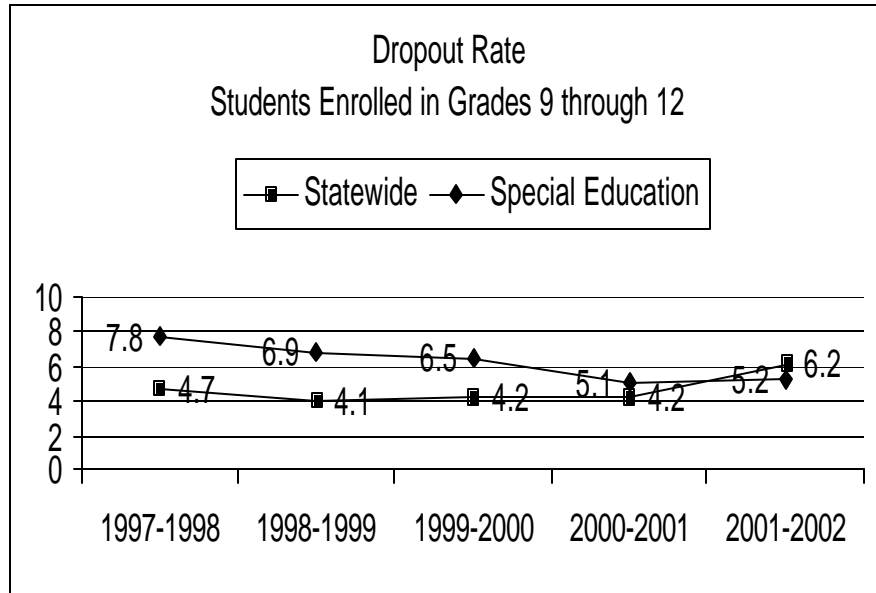
Performance Indicators:

- A. The percentage of youth in special education completing high school will increase.
- B. The annual dropout rate for youth in special education will decrease at the secondary level.

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Baseline/Trend Data:



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 2002 had a graduation rate of 45%, an increase of 3% 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.

The Annual Dropout Rate continues to decline, and currently is 5.2% for the 2001-2002 school year. This rate is lower than the dropout rate for nondisabled children (6.3%) during the same period. DDOE has changed reporting of dropouts during the past year, requiring districts to report all students previously identified as “unknown” as dropouts. This change will help the data become much more accurate. Despite the reporting change, the dropout rate for children with disabilities was essentially the same as the 2000-2001 school year (5.1%). 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.

Targets: Increase annual graduation rate by 0.5 percent for the class of 2002.

Decrease drop-out rate by 0.5 percent during the 2001-2002 school year.

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Explanation of Progress or Slippage: Delaware exceeded the target graduation rate of 42.5%, with the Class of 2002 graduation rate of 45%. The target for the graduation rate for the Class of 2003 school year is 44%. It remains unchanged, due to concern of changes in graduation requirements and diploma options for students. The Delaware Dept. of Education worked with schools, adult agencies and other stakeholders and to continue improvements in graduation and dropout rates. Over the last two years, a State Student Leadership and Advisory Council to the DDOE were formed, and 10 local student groups now advocate for students with disabilities in secondary transition. All 19 school districts are involved in self-assessments and/or improvement plans which include data analysis, setting targets/benchmarks and identifying activities to improve graduation and dropout rates. Training modules for self-determination and student-led IEPs have been completed, and are used in Delaware school programs. Delaware had set a target dropout rate of 4.6% for the 2001-2002 school year. Delaware did not meet the target dropout rate, but demonstrated a lower dropout rate for students with disabilities than their non-disabled peers. Students in special education had a dropout rate of 5.2%, and the dropout rate for non-disabled students was 6.3%. DDOE has changed reporting of dropouts during the past year, requiring districts to report all students previously identified as "unknown" as dropouts. This has caused a change in the annual dropout rate, making comparisons from the previous year more difficult.

Projected Targets:

The target for the graduation rate for the Class of 2003 school year is 43%. It remains unchanged, due to concern of changes in graduation requirements and diploma options for students. The target for the annual dropout rate for 2002-2003 is 4.1%. This was set by the PCCD before the DDOE reporting change (requiring districts to report all students previously identified as "unknowns" as dropouts) was determined.

Future Activities/Timelines and Resources:

Revise the DOE/DDDS Interagency Agreement (12 months)

Revise the DVR/DOE/LEA Interagency Agreement. (12 months)

Coordinate regular strategic planning (with agencies and schools) through the State and Regional Transition Advisory Councils. (ongoing)

Develop and conduct at least ten pilots for secondary IEP process. (12 months)

Coordinate Student Leadership Advisory Council, SOAR high school clubs, other self-determination activities with Parent Information Center, DD Planning Council, and schools. (12 months)

Ensure CCMS focus on student graduation/dropout rates and other transition indicators for accountability at the building level. (12 months)

Report to districts on meeting transition requirements. (12 months)

Complete training modules that meet PSB standards for professional development, designed to provide teachers, specialists and counselors skills for career counseling and transition services. (12 months)

BF.III

Goal: Improve student behavior.*

Performance Indicators:

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.

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Baseline/Trend Data:

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	
	2001-2002	2002-2003	2001-2002	2002-2003	2001-2002	2002-2003
Disability*	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	
	2001-2002	2002-2003	2001-2002	2002-2003	2001-2002	2002-2003
Disability*	N = 408	N = 391	N = 17	N = 13	N = 397	N = 383
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.

While all of our stakeholders agree addressing challenging behavior is an important issue, there have been reporting issues surrounding regulations for student conduct, suspensions, and expulsions. Because of the inconsistencies in the data, there are no benchmarks currently set for this priority area. DOE has created a data reporting system to ensure accuracy of these data. It was hoped that these data were to be used to set benchmarks in the fall 2003, with the PCCD. We continue to have concerns with the accuracy of the data and to date no benchmarks have been set.

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.*

Targets: School staff will have the knowledge and supports to address the needs of children who are at risk of school failure, suspension and/or expulsion.

Strategies for Improvement:

1. Refine and provide training and technical assistance to increase capacity of all school personnel and families to support the behavioral and emotional needs of children.
2. Complete study of strengths and needs for behavioral health services for pre-school children and their families.
3. Expand and refine the PBS Evaluation to measure progress toward improving student behavior for individuals, classrooms, and schools.
4. Utilize CCMS process to assure improved student behavior as a focus at the district and building level.
5. Explore dedicated unit funding for School Social Workers.

Explanation of Progress or Slippage: Positive Behavior Support Training Modules 1 through 7 that meet the PSB Standards for professional development are completed and approved. There are two clusters within PBS. The first addresses school-wide implementation of PBS and the second focuses on PBS for the individual child. The first cluster addressing school-wide implementation has been approved by the State Board in 2002-2003 school year.

PBS technical assistance will assist in the coordination and delivery of training to 12 schools developing a School-wide PBS Program. Technical assistance and training were provided to 14 schools across the state developing a school-wide program. These schools are at varying levels of implementation.

PBS technical assistance will assist in maintaining or improving suspensions/expulsion rates and office referral rates in schools with School-wide PBS Programs already in place. Suspension /expulsion rates for schools with school-wide PBS will be compiled by spring 2004. This information will be included in the PBS Evaluation Report.

Facilitate the development of a strategic plan to implement PBS in ECAP and Head Start programs. Collaboration continues with the ECAP and Head Start programs. A strategic plan has been published and disseminated for analysis by stakeholders, LEAs, and the public. Other states working with Head Start programs have been identified and are available for consultation.

The PBS Evaluation Report will show an improvement in School-wide Evaluation Tool (SET) scores for at least five schools in trained districts. Information for the Evaluation Report will be compiled by spring 2004. The School-Wide Evaluation Tool (SET) was not available until mid-school year; therefore, SET scores will not show improvements this year. Baseline scores in numerous schools have been established and will be used to show improvement next year.

The PBS Evaluation Report documents a percentage of Behavior Support Plans (BSP) written when behavior is an identified need from the September 30 unit count audit and establishes targets for improvement. The BSP count was completed in the September 30, 2002 unit count. Preliminary data show a high percentage of IEP's with behavior identified as a need had either accommodations/ adaptations or goals to address the specific behavior, or a BSP. An accurate number of the September 30 count will be included in the PBS Evaluation Report. A limitation from the count is that the data does not show if the problem behavior was addressed by accommodations, goals, or a BSP. Next year, data collected will show the specific method used in order to establish a baseline for the percentage of BSP's being written.

Explore dedicated unit funding for School Social Workers. Budget constraints have prevented any new initiatives during 2002 – 2003.

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.*

Projected Targets: 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.

Future Activities, Projected Timelines and Resources: Refine and provide training and technical assistance to increase capacity of all school personnel and families to support the behavioral and emotional needs of children.

Two additional clusters that meet PSB standards for professional development (Individual PBS and Coaches PBS) are completed and approved (12 months)

PBS technical assistance will follow through on the coordination and delivery of training to the previous 12 schools as well as 16 new schools developing a School-wide PBS Program. (12 months)

Assist in the implementation of the plan for PIE Training and PBS in ECAP, Head Start programs, and other early care and education programs. (on-going)

Expand and refine the PBS Evaluation to measure progress toward improving student behavior for individuals, classrooms, and schools.

The State Improvement Plan Annual Report, the Annual Performance Report, and the PBS Evaluation Report document a decrease in the number of suspensions, expulsions and HB85 offenses in schools participating in School-wide PBS Program training, and establish targets for improvement. (12 months and ongoing)

The PBS Evaluation Report documents differences between various schools with School-wide PBS Programs and comparable schools without School-wide PBS Programs (e.g., student and staff attendance rates, drop-out rates, suspension/expulsion rates, office referrals, etc.) (12 months)

The PBS Evaluation Report will show that 80% or more of schools implementing School-wide PBS will have met the minimum critical features required by the School-wide Evaluation Tool (SET). (12 months)

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)

Complete study of strengths and needs for behavioral health services for pre-school children and their families.
Utilize CCMS process to assure improved student behavior as a focus at the district and building level.

An evaluation rubric is created and piloted in 2 schools to determine if Behavior Support Plans are written effectively. (12 months)

Explore dedicated unit funding for school social workers and establish baseline for school-based social workers. (12 months)

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.*

BF.IV

Goal: Improve student performance.*

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).

Baseline/Trend Date:

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%
2002 Mathematics	98.8%	98.5%	97.1%	94.1%
2002 Writing	97.0%	99.0%	97.4%	94.9%
2001 Reading	97.7%	98.0%	95.1%	88.3%
2001 Mathematics	97.7%	98.0%	95.1%	88.3%
2001 Writing	97.7%	98.0%	95.1%	88.3%

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.*

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%

Target: 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.

Explanation of Progress or Slippage: Assessments are made available for all Delaware students. Students with disabilities participate in the DSTP unless included in the DAPA. In March, 2003 DSTP-1 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 at an average over 7% across the three years.

Students included in the 2003 DAPA at grades 3, 5, 8, and 10 are shown above. These students participated at a rate of 91% and above; a decrease from 93% and above in 2002. It is difficult to make interpretations due to the small sample size of students assessed this year

Projected Targets: The projected target for July 1, 2003 through June 30, 2004 remains the same, namely, participation will increase to 100%.

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. (12 months). 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 (12 months).

Future Activities, Projected Timelines and Resources: Increasing awareness of the State Improvement Plan targets seems to be increasing participation. No separate initiatives are planned.

Scoring of the DAPA will occur in March 2004. The ELA score will be used to calculate both an ELA score and a Social Studies score. The Math score will be used to calculate both a Math score and a Science score. These scores will be publicly reported at the same time as the scores for the general assessment.

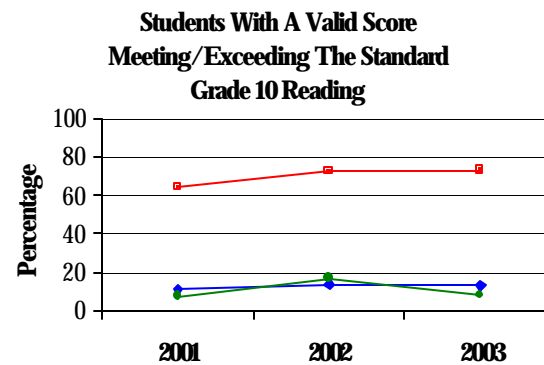
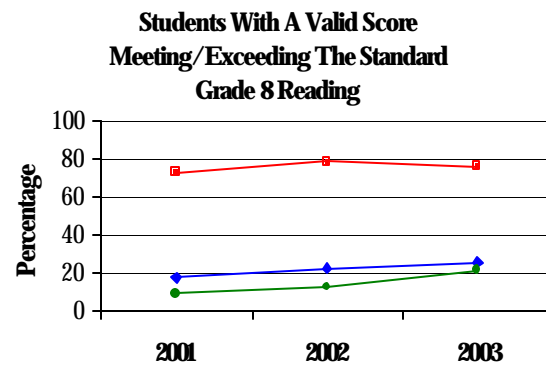
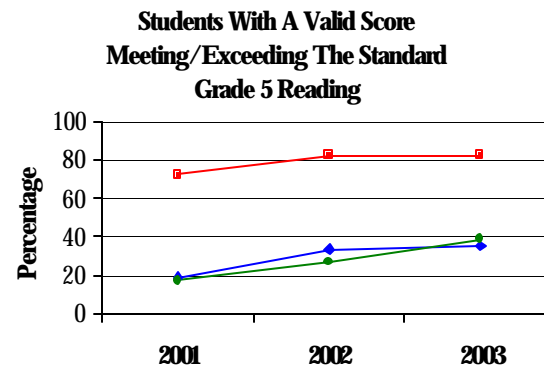
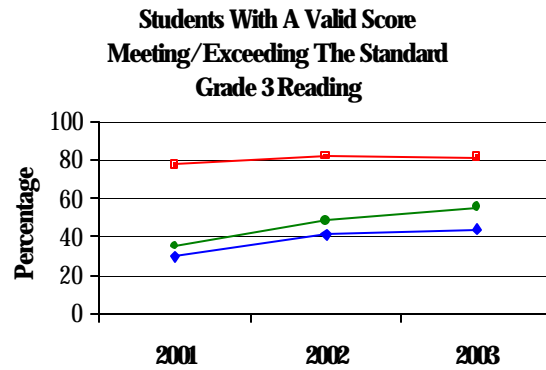
TABLE
Part B Annual Performance Report
Status of Program Performance

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

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

Baseline/Trend Date:

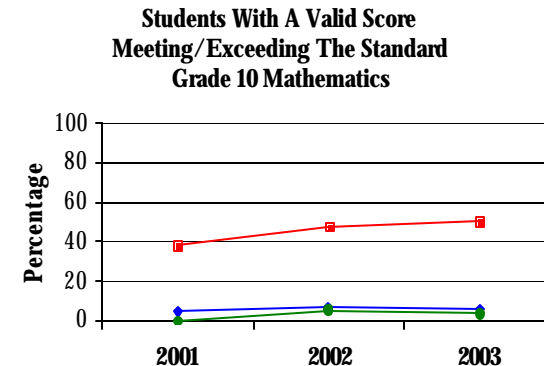
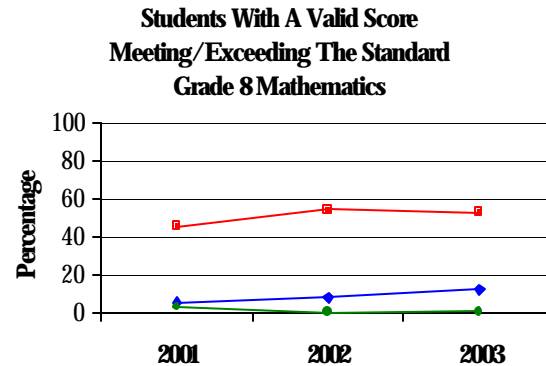
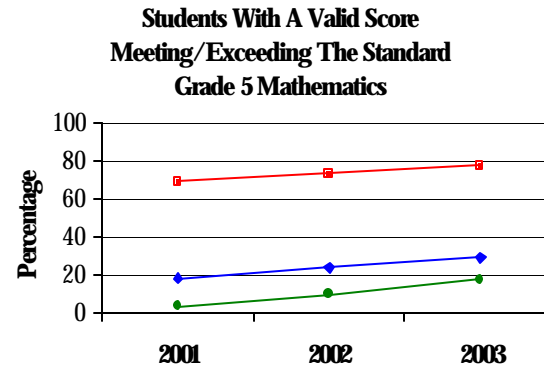
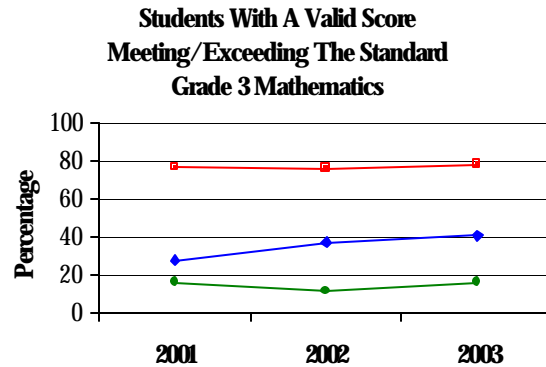
■ Not Special Education ◆ Special Education – Aggregated ● Special Education – Non-Aggregated



**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.

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



Targets, Projected Targets: The Partners' Council for Children with Disabilities - the PCCD, Delaware stakeholders, 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.

TABLE
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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 group is still gathering information to determine if fair benchmarks can be set for this test as cross-year comparisons are not valid.

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.

Explanation of Progress or Slippage: Students with disabilities are primarily performing below the standard at all grade levels on the DSTP reading, mathematics, and writing; however, across 2001-2003, data generally indicate an increase in the percentage of students with a valid score, meeting/exceeding the standard at all grade levels.

Overall, students with disabilities in grades 3, 5, and 8 showed gains on state test results. Tenth grade showed some "slippage" though this may be a function of the cohorts, namely, these are different student groups for each of the years.

Future Activities, Projected Timelines and Resources: One of the two goals of the State Improvement Grant is to improve reading results for students with disabilities. This grant is just getting under way and there will be more information available on results next year. Future activities for this grant include:

1. 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 assistance given to teaching staff.
2. 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.
3. 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.
4. Increase building level capacity to provide instructional supports, including on-site supports, to teachers.
5. Utilize the CCMS process to assure student achievement data in reading as a focus at the district and building level.
6. This year an added focus will be the concept of universal design for learning and other strategies to ensure students with disabilities have access to the general education curriculum.

**TABLE
Part B Annual Performance Report
Status of Program Performance**

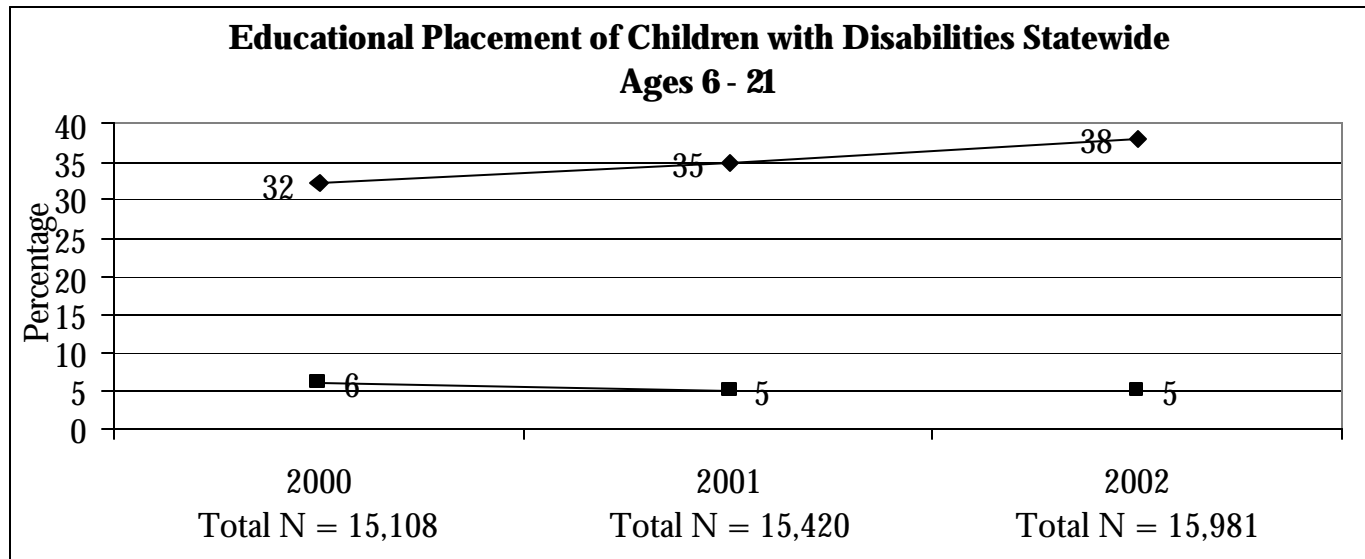
Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

BF.V

Goal: Students with disabilities will be effectively included in the general education classroom and participate with their non-disabled peers. This is the second goal of the Delaware State Improvement Grant.*

Performance Indicator: There will be an increase 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.

Baseline/Trend Data:



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

Targets:

1. The number of preschoolers in an Early Childhood Special Education Setting will decrease to 19%: a decrease by 1% per year to 19% in target year 2003.
2. Students with disabilities ages 6-21 in general education classes greater than 80% of the day will increase by 3% per year up to 47 percent by 2005
3. Students with disabilities ages 6-21 in separate settings will decrease 0.5 percent per year to 3% by 2005.
4. The funding system will be placement neutral.

Explanation of Progress or Slippage: Students with disabilities in general education has increased 3% each year based on the December 1 Child Count from December 1, 2000 through December 1, 2002.

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.*

Students with disabilities in separate settings has decreased 0.5% each year based on the December 1 Child Count from December 1, 2000 through December 1, 2002.

Preschoolers: Due to inconsistencies of data reporting from districts, current and previous placement information for preschoolers is inaccurate. A memo was sent from DOE to all districts to describe each setting. Individual guidance has been given through person-to-person and telephone discussions. The benchmark will be reset once more accurate baseline information is received.

LRE has been a compliance issue for Delaware since 1995. Although considerable progress has been made, the State continues to lag behind the national average. This is in part due to a funding structure which requires direct contact with certified special education teachers in order to be counted as a full time special education student. This "12.5 hour" rule makes it difficult to implement consultative models of service delivery within the general education classroom. The Department is developing legislation to ensure a funding system for students with disabilities that is needs based and eliminates the 12.5 hour rule.

In June of 2002 the legislature granted permission to establish a funding pilot in two districts for the 2003-2004 school year. That pilot is currently underway in the Brandywine and Seaford School districts. For the past several years the Department has also granted waivers of the 12.5 hour rule upon the request of districts.

Projected Targets:

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%

By 2006, the funding system will be placement neutral.

Future Activities:

State Improvement Plan Goal: 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).

The Inclusive Schools Initiative (ISI) group at DOE with the assistance of the Inclusive Schools Initiative Subcommittee of the Partners Council for Children with Disabilities is partnering with the University of Delaware's Center for Disabilities Studies, Delaware Assistive Technology Initiative, Mid-South Regional Resource Center, and the National Institute for Urban School Improvement to develop and implement the following (this effort is Goal 2 in our State Improvement Grant):

1. Develop criteria for and receive volunteer schools to participate in ISI pilot training.
2. Develop a plan for training and providing follow-up coaching to these 5-10 schools.
3. Enhance existing ISI modules and develop new ones based on national and state critical areas of need.
4. Research and develop a statement about Universal Design for Learning for Delaware.
5. Prepare and conduct a regional (9 states) and statewide conference on Universal Design for Learning
6. Begin collaboration with Delaware Institutes of Higher Education in the area of teacher preparation through the National Institute for Urban School Improvement and the Monarch Center. This would be considered Level I or Level II collaboration in which we share content, have regular communication, and coordinate calendars.

TABLE
Part B Annual Performance Report
Status of Program Performance

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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 projected changes to the pilot based on the experience of the first year.

Projected Timelines and Resources:

During 2003-2004 school year, 5-10 schools will participate as ISI 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; 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. Beyond training, 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.

Fifteen schools' Instructional Support Teams in 8 districts will be fully trained in the Instructional Consultation Method which includes a strong component of Curriculum Based Assessment.

Work will continue with the National Institute for Urban School Improvement, 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.

During 2004-2005 school year, an estimated 29 new schools will be trained in Instructional Support Team training. This will allow schools to pinpoint areas of concern for students with disabilities and focus instruction accordingly. This will occur using SIG funds, Part B state set aside funds, and possibly Reading First funds. Plans are that IST facilitators will be given a 2% pay increase on the state portion of their salary. This will be funded through Delaware Dept. of Education. ISI training will be funded through SIG funds and Part B state set aside funds. Three master teachers on loan to the department of education, the SIG director, and through contract, Delaware's University Center for Excellence and the National Institute for Urban School Improvement will carry out the training, technical support, follow-up, and coaching associated with the ISI pilot schools.

The Department will continue to work with the Governor's Office and the Legislature to modify the funding structure so it provides placement neutral support for students with disabilities. In the mean time the Department will continue to grant waivers for the 12.5 hour rule on a case by case basis that is targeted at providing services in the general education classroom.

BF.VI

Goal, Performance Indicators, Baseline/Trend Data, Targets, Explanation of Progress or Slippage: Delaware did not have a goal, performance indicators or baseline trend data for Early Childhood Transition for July 1, 2002 through June 30, 2003.*

Projected Targets: Improve early language skills of preschool children with disabilities receiving special education and related services.

Improve early literacy skills preschool children with disabilities receiving special education and related services.

Improve social and emotions skills of preschool children with disabilities receiving special education and related services.

TABLE
Part B Annual Performance Report
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Future Activities, Projected Timelines and Resources: Develop a strategic plan with district early childhood special education representatives, to explore common data elements that could be reported across local education agencies, around the areas of language, literacy, and social/emotional development. [September, 2004]

Work with the principal investigator for the statewide Head Start/state pre-kindergarten annual evaluation project and the Delaware Dept. of Education state pre-kindergarten coordinator, to determine strategies to disaggregate data from the statewide evaluation that will allow for the examination of data looking at developmental changes in the areas of language, literacy, and social/emotional skills. [September, 2004]

Work with the principal investigator for the Delaware Early Childhood Longitudinal Study Project to determine possible data elements from the Project that can assist the State towards meeting its federal reporting requirements. [January 2005]

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?

Goals: 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.

Baseline/Trend Data, Targets, Explanation of Progress or Slippage: DDOE has collected data on post-school outcomes of students with disabilities through an Exiter Follow-Up Survey since 1999. The data collected have not provided the state with enough information to establish baseline and trend data. This past year, a secondary transition committee worked to enhance collection systems to accurately report these data. Recommendations were made to the Partners Council for Children with Disabilities (PCCD) to change questions on the Exiter Follow-Up Survey to more accurately answer the question for Cluster V, and provide the state with data allowing baselines, trends and targets to be developed.

Projected Targets: To be developed based on updated Exiter Follow-Up Survey.

Future Activities: DDOE has changed the questions to accurately identify post-school education and employment data, and will include these questions in a Class of 2002 Follow-Up Survey to be conducted in the spring of 2004. This will allow DDOE to establish baseline data on employment and post-school activities. Data gathered from the Delaware Division of Vocational Rehabilitation (DDVR) has provided Delaware with improved and sustained employment outcomes for the last five years. DDOE will also use this data to monitor improvements in employment and post-school education for youth with disabilities. DDOE will, for the Classes of 2002 and 2003, be able for the first time to disaggregate results in the Graduate Survey conducted for all students in Delaware through the Delaware Dept. of Education. This will provide us with information on outcomes comparable to those of nondisabled youth.

Projected Timelines and Resources: Use updated survey data from Spring 2004 to develop baseline data.

TABLE
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Enter the percentage of the total performance goals established for students with disabilities that are consistent with those for nondisabled students.
64% %

The Exceptional Children's Workgroup is work closely with the Department's Strategic Planning Committee to align performance goals for students with disabilities with those for non-disabled students.

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, 2002 - June 30, 2003 (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 Completed/Addressed within Timelines	(7) Number of Complaints Pending as of: ___08/31/2003___ (enter closing date for dispositions)
TOTALS	21	15	5	1	20	0

Ib: Mediations					
(1) July 1, 2002 - June 30, 2003 (or specify alternate period: ___/___/___ to ___/___/___)	Number of Mediations		Number of Mediation Agreements		(6) Number of Mediations Pending as of: ___08/31/2003___ (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	4	5	1	5	1

Ic: Due Process Hearings				
(1) July 1, 2002 - June 30, 2003 (or specify alternate period: ___/___/___ to ___/___/___)	(2) Number of Hearing Requests	(3) Number of Hearings Held (fully adjudicated)	(4) Number of Decisions Issued after Timelines and Extension Expired	(5) Number of Hearings Pending as of: ___09/30/2003___ - ___ (enter closing date for dispositions)
TOTALS	19	3	Not Available*	0

*Data was not being collected at the time of this report. Data is now being collected and will be available for future reports.

ATTACHMENT 2
Cluster Area IV: Free Appropriate Public Education in the Least Restrictive Environment

Disproportionality Baseline/Trend Data

R O W	A	B	C	D	E	F	G	H	I	J	K	L
		All Columns C+E+G+I+K	White	Percent White (C / B)*100 Rows 1 and 2 only	Black	Percent Black (E / B)*100 Rows 1 and 2 only	Hispanic	Percent Hispanic (G / B)*100 Rows 1 and 2 only	Asian	Percent Asian (I / B)*100 Rows 1 and 2 only	American Indian	Percent American Indian (K / B)*100 Rows 1 and 2 only
1	ENROLLMENT Ages 6-21	115748	67455	58.28	36485	31.52	8427	7.28	3027	2.62	354	0.31
ALL CHILDREN WITH DISABILITIES, AGES 6-21												
2	All Disabilities	15981	8479	53.06	6306	39.46	1054	6.60	103	0.64	39	0.24
3	Difference (Row 2 - Row 1)			-5.22		7.94		-0.69		-1.97		-0.06
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-0.09		0.25		-0.09		-0.75		-0.20
BY DISABILITY CATEGORY												
2	Specific Learning Disabilities	8988	4520	50.29	3723	41.42	692	7.70	32	0.36	21	0.23
3	Difference (Row 2 - Row 1)			-7.99		9.90		0.42		-2.26		-0.07
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-0.14		0.31		0.06		-0.86		-0.24
2	Mental Retardation	2154	824	38.25	1157	53.71	155	7.20	14	0.65	4	0.19
3	Difference (Row 2 - Row 1)			-20.02		22.19		-0.08		-1.97		-0.12
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-0.34		0.70		-0.01		-0.75		-0.39
2	Hearing Impairments	255	138	54.12	84	32.94	25	9.8	7	2.75	1	0.39
3	Difference (Row 2 - Row 1)			-4.16		1.42		2.52		0.13		0.09
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-0.07		0.05		0.35		0.05		0.28
2	Speech or Language	1722	1230	71.43	374	21.72	86	4.99	26	1.51	6	0.35
3	Difference (Row 2 - Row 1)			13.15		-9.80		-2.29		-1.11		0.04
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			0.23		-0.31		-0.31		-0.42		0.14
2	Visual Impairments	51	31	60.78	17	33.33	1	1.96	1	1.96	1	1.96
3	Difference			2.51		1.81		-5.32		-0.65		1.65

ATTACHMENT 2 Cluster Area IV: Free Appropriate Public Education in the Least Restrictive Environment

Disproportionality Baseline/Trend Data

	(Row 2 - Row 1)											
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			0.04		0.06		-0.73		-0.25		5.41
2	Emotional Disturbance	763	390	51.11	349	45.74	18	2.36	3	0.39	3	0.39
3	Difference (Row 2 - Row 1)			-7.16		14.22		-4.92		-2.22		0.09
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-0.12		0.45		-0.68		-0.85		0.29
2	Orthopedic Impairments	1658	1083	65.32	494	29.79	67	4.04	11	0.66	3	0.18
3	Difference (Row 2 - Row 1)			7.04		-1.73		-3.24		-1.95		-0.12
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			0.12		-0.05		-0.44		-0.75		-0.41
2	Deaf-Blindness	41	29	70.73	10	24.39	2	4.88	0	0	0	0.00
3	Difference (Row 2 - Row 1)			12.45		-7.13		-2.4		-2.62		-0.31
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			0.21		-0.23		-0.33		-1.00		-1.00
2	Autism	345	230	66.67	98	28.41	8	2.32	9	2.61	0	0.00
3	Difference (Row 2 - Row 1)			8.39		-3.12		-4.96		-0.01		-0.31
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			0.14		-0.10		-0.68		0.00		-1.00
2	Traumatic Brain Injury	4	4	100.00	0	0.00	0	0.00	0	0.00	0	0.00
3	Difference (Row 2 - Row 1)			41.72		-31.52		-7.28		-2.62		-0.31
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			0.72		-1.00		-1.00		-1.00		-1.00

Insert additional row sets (rows 2-4) for each disability category.

BY EDUCATIONAL ENVIRONMENT

2	Outside Regular Class 21%	6116	3863	63.16	1876	30.67	312	5.10	48	0.78	17	0.28
3	Difference (Row 2 - Row 1)			4.88		-0.85		-2.18		-1.83		-0.03
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			0.08		-0.03		-0.30		-0.70		-0.09
2	Outside Regular Class 21-60%	5737	2759	48.09	2453	42.76	484	8.44	24	0.42	17	0.30
3	Difference (Row 2 - Row 1)			-10.19		11.24		1.16		-2.20		-0.01

ATTACHMENT 2
Cluster Area IV: Free Appropriate Public Education in the Least Restrictive Environment

Disproportionality Baseline/Trend Data

4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-0.17		0.36		0.16		-0.84		-0.03
2	Outside Regular Class >60%	3268	1467	44.89	1560	47.74	214	6.55	22	0.67	5	0.15
3	Difference (Row 2 - Row 1)			-13.39		16.21		-0.73		-1.94		-0.15
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			0.23		0.51		-0.10		-0.74		-0.50
2	Separate Setting: Public/Private School Facility, Public/Private Residential, Homebound/Hospital	860	390	45.35	326	48.49	36	5.12	7	1.05	0	0.00
3	Difference (Row 2 - Row 1)			-12.93		16.97		-2.16		-1.57		-0.31
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-0.22		0.54		-0.30		-0.60		-1.00

Insert additional row sets (rows 2-4) for each environment category.

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 -Updated 7/1/2004

SECTION A. ENROLLMENT DATA FOR THE MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	1184	9150
4		
5	1355	9122
6		
7		
8	1640	10068
HIGH SCHOOL (SPECIFY GRADE: ___10___)	1089	8795

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 -Updated 7/1/2004

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT OUT OF GRADE LEVEL		
	TOTAL (3)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (3A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (3B)	TOTAL (4)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (4A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (4B)
3	1103	81	1			
4						
5	1255	95	4			
6						
7						
8	1526	120	6			
HIGH SCHOOL (SPECIFY GRADE: ____10____)	966	85	7			

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 accommodations, 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 3A: Delaware does not count scores of students that are non-aggregated as invalid scores.

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 -Updated 7/1/2004

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

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
	TOTAL (5)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (5A)	SUBSET COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP ¹ (5B)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (5C)	PARENTAL EXEMPTIONS (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS* (8)
3	78	78		4		3	0
4							
5	90	90		4		6	4
6							
7							
8	89	89		9		23	2
HIGH SCHOOL (SPECIFY GRADE: ____10____)	73	73		7		47	3

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

¹ NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

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 -Updated 7/1/2004

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

GRADE LEVEL	REGULAR ASSESSMENT ¹ (9A)					ALTERNATE ASSESSMENT ² (9B)					NO VALID SCORE (10) ⁵	ROW TOTAL ⁶ (11)
	<u>Well Below</u> Achieveme nt Level ³	<u>Below</u> Achieveme nt Level	<u>Meets</u> Achieveme nt Level	<u>Exceeds</u> Achieveme nt Level	<u>Distinguish ed</u> Achieveme nt Level	<u>Well Below</u> Achieveme nt Level	<u>Below</u> Achieveme nt Level	<u>Meets</u> Achieveme nt Level	<u>Exceeds</u> Achieveme nt Level	<u>Distinguish ed</u> Achieveme nt Level		
3	439	248	364	45	6	10	14	9	11	30	8	1184
4												
5	615	297	302	31	6	6	17	10	22	31	18	1355
6												
7												
8	1011	339	150	12	8	9	15	15	11	30	40	1640
HIGH SCHOOL (SPECIFY GRADE: __10__)	776	135	37	8	3	4	14	4	17	27	64	1089

* State achievement level(s) considered proficient or higher for purposes of NCLB are: ___3, 4 and 5_____

¹ The total number of students reported by achievement level in 9A is to equal the number reported in column 3 plus column 4 minus the number reported in columns 3B and 4B.

² The total number of students reported by achievement level in 9B is to equal the number reported in column 5 minus the number reported in columns 5B.

³ Include all students whose assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score or who took the assessment out of grade level.

⁴ Include students whose score counted in the lowest achievement level for NCLB because of the cap on the percentage of students whose alternate assessment on alternate achievement standards can count as proficient or above for purpose of AYP.

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

⁶ The row total (column 9A level A + level B + level C ... + level X) + (column 9B level A, level B, level C ... + level X) + column 10 is to equal the number of students with IEPs reported in Section A. If the number of students is not the same, provide and explanation.

DELAWARE COUNTS STUDENTS WITH NON-AGGREGATED SCORES WITH THEIR ACTUAL SCORES (NOT AT THE LOWEST LEVEL). THIS TABLE REFLECTS MATH 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.

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 -Updated 7/1/2004

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

GRADE LEVEL	REGULAR ASSESSMENT ¹ (9A)										ALTERNATE ASSESSMENT ² (9B)					NO VALID SCORE (10) ⁵	ROW TOTAL ⁶ (11)
	<u>Well Below</u>		<u>Below</u>		<u>Meets</u>		<u>Exceeds</u>		<u>Distinguish ed</u>		<u>Well Below</u>	<u>Below</u>	<u>Meets</u>	<u>Exceeds</u>	<u>Distinguish ed</u>		
	Agg	Non Agg	Agg	Non Agg	Agg	Non Agg	Agg	Non Agg	Agg	Non Agg	Achieveme nt Level	Achieveme nt Level	Achieveme nt Level	Achieveme nt Level	Achieveme nt Level		
3	358	52	248	16	364	13	45	0	6	0	10	14	9	11	30	8	1184
4																	
5	520	56	297	22	302	11	31	1	6	5	6	17	10	22	31	18	1355
6																	
7																	
8	891	103	339	16	150	1	12	0	8	0	9	15	15	11	30	40	1640
HIGH SCHOOL (SPECIFY GRADE: __10__)	691	75	135	7	37	2	8	1	3	0	4	14	4	17	27	64	1089

* State achievement level(s) considered proficient or higher for purposes of NCLB are: __3, 4 and 5__

¹ The total number of students reported by achievement level in 9A is to equal the number reported in column 3 plus column 4 minus the number reported in columns 3B and 4B.

² The total number of students reported by achievement level in 9B is to equal the number reported in column 5 minus the number reported in columns 5B.

³ Include all students whose assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score or who took the assessment out of grade level.

⁴ Include students whose score counted in the lowest achievement level for NCLB because of the cap on the percentage of students whose alternate assessment on alternate achievement standards can count as proficient or above for purpose of AYP.

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

⁶ The row total (column 9A level A + level B + level C ... + level X) + (column 9B level A, level B, level C ... + level X) + column 10 is to equal the number of students with IEPs reported in Section A. If the number of students is not the same, provide and 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 -Updated 7/1/2004

SECTION D. ENROLLMENT DATA FOR THE READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	1182	9150
4		
5	1352	9122
6		
7		
8	1639	10068
HIGH SCHOOL (SPECIFY GRADE: ____10____)	1091	8795

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 -Updated 7/1/2004

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT OUT OF GRADE LEVEL		
	TOTAL (3)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (3A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (3B)	TOTAL (4)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE (4A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (4B)
3	1100	627	2			
4						
5	1252	588	0			
6						
7						
8	1531	459	10			
HIGH SCHOOL (SPECIFY GRADE: ____10____)	974	147	18			

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 accommodations, 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 -Updated 7/1/2004

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

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
	TOTAL (5)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (5A)	SUBSET COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP ¹ (5B)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (5C)	PARENTAL EXEMPTIONS (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS* (8)
3	78	78	0	4		4	0
4							
5	90	90	0	4		6	4
6							
7							
8	89	89	0	9		17	2
HIGH SCHOOL (SPECIFY GRADE: __10__)	73	73	0	7		41	3

	Grade 5	Grade 8	Grade 10
Recently Assigned to DAPA	2	1	
Significant Health Issues	2		2
Moved out-of-State on Court Order			1

All Delaware exemptions were DAPA students. See Attachment 5 for DAPA Exemption Guidelines.

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

¹ NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

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).

APR/SUBMISSION REQUIREMENTS: 2002-2003

(OMB NO: 1820-0624 / 01/30/07) – REVISED 02-05-04

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

STATE: STATE: Delaware -Updated 7/1/2004

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT*

GRADE LEVEL	REGULAR ASSESSMENT ¹ (9A)					ALTERNATE ASSESSMENT ² (9B)					NO VALID SCORE (10) ⁵	ROW TOTAL ⁶ (11)
	<u>Well Below</u> Achievement Level ³	<u>Below</u> Achievement Level	<u>Meets</u> Achievement Level	<u>Exceeds</u> Achievement Level	<u>Distinguished</u> Achievement Level	<u>Well Below</u> Achievement Level	<u>Below</u> Achievement Level	<u>Meets</u> Achievement Level	<u>Exceeds</u> Achievement Level	<u>Distinguished</u> Achievement Level		
3	796	94	180	18	10	10	14	9	11	30	10	1182
4												
5	843	174	209	16	10	6	17	10	22	31	14	1352
6												
7												
8	958	292	259	6	6	9	15	15	11	30	38	1639
HIGH SCHOOL (SPECIFY GRADE: __10__)	693	157	106	0	0	4	14	4	17	27	69	1091

* State achievement level(s) considered proficient or higher for purposes of NCLB are: _____3, 4, and 5_____

¹ The total number of students reported by achievement level in 9A is to equal the number reported in column 3 plus column 4 minus the number reported in columns 3B and 4B.

² The total number of students reported by achievement level in 9B is to equal the number reported in column 5 minus the number reported in columns 5B.

³ Include all students whose assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score or who took the assessment out of grade level.

⁴ Include students whose score counted in the lowest achievement level for NCLB because of the cap on the percentage of students whose alternate assessment on alternate achievement standards can count as proficient or above for purpose of AYP.

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

⁶ The row total (column 9A level A + level B + level C ... + level X) + (column 9B level A, level B, level C ... + level X) + column 10 is to equal the number of students with IEPs reported in Section D. If the number of students is not the same, provide and explanation

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

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 -Updated 7/1/2004

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT*

GRADE LEVEL	REGULAR ASSESSMENT ¹ (9A)										ALTERNATE ASSESSMENT ² (9B)					NO VALID SCORE (10) ⁵	ROW TOTAL ⁶ (11)
	<u>Well Below</u>		<u>Below</u>		<u>Meets</u>		<u>Exceeds</u>		<u>Distinguished</u>		<u>Well Below</u>	<u>Below</u>	<u>Meets</u>	<u>Exceeds</u>	<u>Distinguished</u>		
	Agg	Non Agg	Agg	Non Agg	Agg	Non Agg	Agg	Non Agg	Agg	Non Agg	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level		
3	169	122	94	154	180	303	18	26	10	22	10	14	9	11	30	10	1182
4																	
5	255	211	174	149	209	204	16	19	10	5	6	17	10	22	31	14	1352
6																	
7																	
8	499	227	292	134	259	96	6	2	6	0	9	15	15	11	30	38	1639
HIGH SCHOOL (SPECIFY GRADE: __10__)	546	117	157	17	106	13	0	0	0	0	4	14	4	17	27	69	1091

* State achievement level(s) considered proficient or higher for purposes of NCLB are: _____3, 4, and 5_____

¹ The total number of students reported by achievement level in 9A is to equal the number reported in column 3 plus column 4 minus the number reported in columns 3B and 4B.

² The total number of students reported by achievement level in 9B is to equal the number reported in column 5 minus the number reported in columns 5B.

³ Include all students whose assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score or who took the assessment out of grade level.

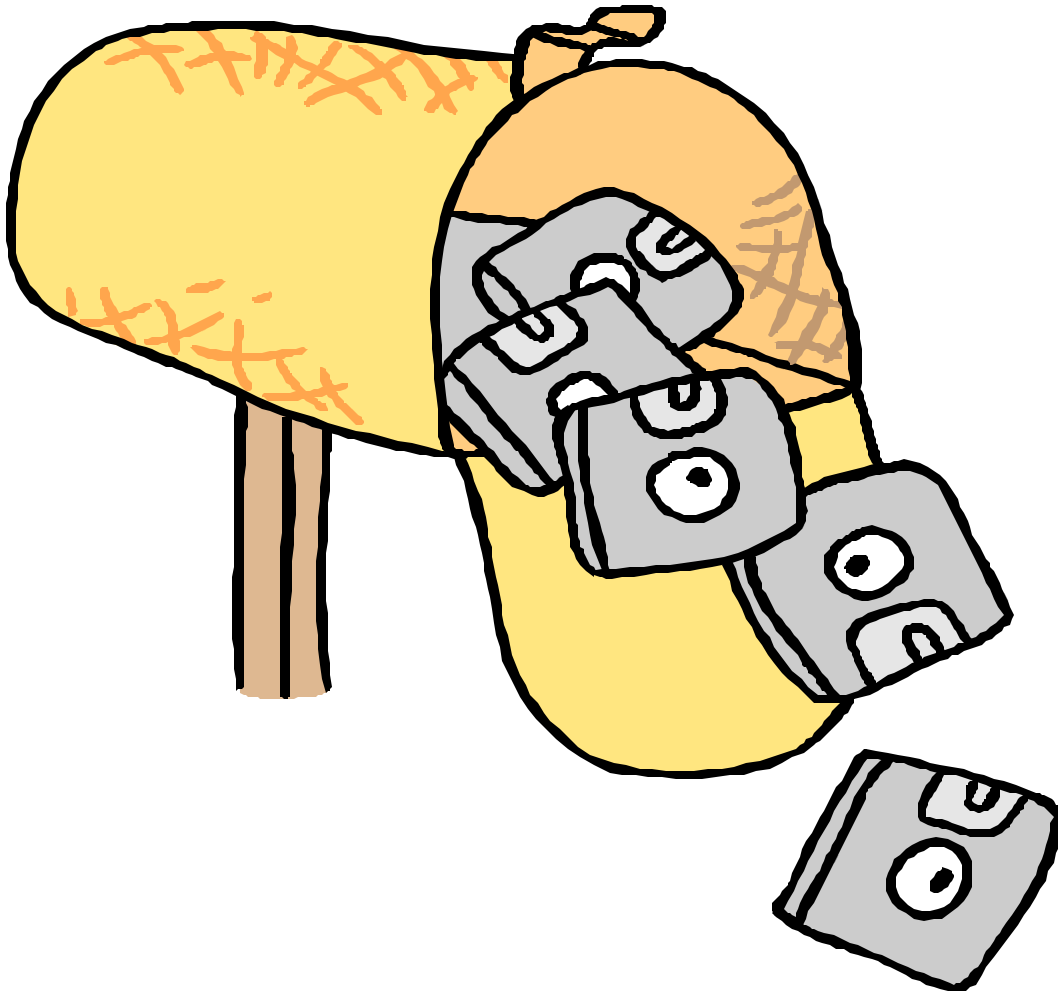
⁴ Include students whose score counted in the lowest achievement level for NCLB because of the cap on the percentage of students whose alternate assessment on alternate achievement standards can count as proficient or above for purpose of AYP.

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

⁶ The row total (column 9A level A + level B + level C ... + level X) + (column 9B level A, level B, level C ... + level X) + column 10 is to equal the number of students with IEPs reported in Section D. If the number of students is not the same, provide and explanation.

Attachment 4

2003 - 2004 DATA REPORTING UNDER PART B OF THE IDEA



Guideline Document for Districts, Charter Schools & Prison Education

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

October 2003

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Introduction

This document is designed to describe IDEA Part B reporting procedures for the 2003 – 2004 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 Debbie Stover at the Department of Education, Exceptional Children Group (302) 739-4667 or by email: dstover@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 Debbie Stover, 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, 2003.
- ☀ The disability must be stated on the IEP.
- ☀ The IEP must have goals/objectives that are student based. That is, 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; and
- ☀ Required signatures must be present on the IEP.

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 (Brandywine, Christina, 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

This is a yes/no field and an **optional** data entry field. The field indicates whether or not the student has been referred for a special education evaluation. When entering or updating these data, 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

This is a **required** field. The field defines the primary reason the student is receiving special education and/or related services. When entering or updating these data, 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

This is an **optional** field. The field defines the secondary reason the student is receiving special education and/or related services. When entering or updating these data, 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

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. When entering or updating these data, click in the field and 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: **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.

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

This is an **optional**, yes/no field. The field indicates if there is information in the **Delaware Student Information System (DELSIS)** regarding accommodations provided for DSTP testing. When entering or updating these data, 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

This is an **optional** field. The field indicates the name of the Case Manager assigned to a special education student.

G. Field 7 – IEP Meeting Date

This is a **required** field. The month, day, and year 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, 2003. Therefore, the **IEP meeting date** recorded in this field **should be between December 2, 2002 and December 1, 2003**.

PLEASE NOTE: The **format** for this field must be **mm/dd/yyyy**. For example, a date of June 6, 2000, would be entered as 06/06/2000. 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

This is a **required** field. The month, day, and year 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, 2003. Therefore, the **IEP initiation date** recorded in this field **must be between December 2, 2002 and December 1, 2003**.

PLEASE NOTE: The **format** for this field must be **mm/dd/yyyy**. For example, a date of June 6, 2000, would be entered as 06/06/2000. 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

This is a **required** field. The month, day, and year on which a student's IEP expires is recorded in this field.

PLEASE NOTE: The **format** for this field must be **mm/dd/yyyy**. For example, a date of June 6, 2000, would be entered as 06/06/2000. 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

This is a **required** field. The month, day, and year 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, 2000 and December 1, 2003**.

PLEASE NOTE: The **format** for this field must be **mm/dd/yyyy**. For example, a date of June 6, 2000, would be entered as 06/06/2000. 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

This is a **required** field. The month, day, and year 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**. For example, a date of June 6, 2000, would be entered as 06/06/2000. If the date is not in this format the Cognos report for the 2001-2002 Exit report will not run and an error message will result.

P. Field 16 – Special Education Exit Reason

This is a **required** field. The reason a student has left special education or the district providing their special education and related services is recorded in this field. When entering or updating these data, click in the field and press Ctrl/T to view and select from the code table. Field 16 defined table selections are listed below and on the following page).

Value	Definition
A	No Longer Receives Special 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-- The student moved out of the catchment area and is NOT KNOWN to be continuing in another educational program. Includes students who have moved out of the catchment area, and there is no evidence (e.g. a record request) to indicate the student is enrolled in another educational program.
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

This is an **optional** field. 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

This is a **required** field. 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

This is an **optional** field. 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. When entering or updating these data, 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

This is a **required** field. 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
<p>A “In previous years the code used was REG”</p>	<p>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.</p>
<p>B “In previous years the code used was SC”</p>	<p>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.</p>
<p>C</p>	<p>Home-- Receives all their special education and related services in the principal residence of the child's family or caregivers.</p>
<p>D “In previous years the code used was SECM”</p>	<p>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.</p>

E “In previous years the code used was 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.
F “In previous years the code used was SSPRD/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

This is a **required** field. 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 “In previous years the code used was 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.

<p>B “In previous years the code used was SECM”</p>	<p>Outside Regular Class $\geq 21\%$ AND $\leq 60\%$ 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.</p>
<p>C “In previous years the code used was SC/SSOTH”</p>	<p>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.</p>
<p>D “In previous years the code used was SSPUD”</p>	<p>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.</p>
<p>E “In previous years the code used was SSPRD”</p>	<p>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.</p>

<p>F “In previous years the code used was SSPU”</p>	<p>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.</p>
<p>G “In previous years the code used was SSPR”</p>	<p>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.</p>
<p>H “In previous years the code used was SSHH”</p>	<p>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.</p>

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

This is an **optional** field. 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 1 - 7

These are **optional** fields; however, please make every effort to provide these data. These fields track a student’s special education related services, if necessary. When entering or updating these data, 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 2003-2004 reports are listed in each of the following report sections.

FF. Child Count

Go to <http://intranet.doe.state.de.us/pas/> and download **IdeaB2003ChildCount.imr** and place it in your Cognos reports sub-directories.

Listed below are the criteria for the Child Count 2003, Cognos report.

- Student ID is not missing
- Student entry date is <= 12/01/2003 and withdrawal date is blank or >= 12/02/2003
- Neither sex, ethnic code, birth date or primary exception code are not blank
- Age as of 12/01/2003 is between 3 and 21
- IEP_MEET_DATE is between 12/02/2002 and 12/01/2003 Or
- IEP_INIT_DATE is between 12/02/2002 and 12/01/2003
- 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 12/01/2000 and 12/01/2003
- SPED_EXIT_DATE >= 12/02/2003
- 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 2, 2003, but no later than December 16, 2003**. When your district's Child Count data and resulting Cognos report are complete and accurate, please send an email to dstover@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, 2003, until your final Child Count data are extracted from Pentamation by DOE. You must inform DOE by email (dstover@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 2003 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 2004 for completion. The completed tables should be returned to Debbie Stover at the Department of Education **on or before July 1, 2004**.

II. Exit Report

The request for exit data will be sent to districts in May 2004. This correspondence will include the deadline, instructions for obtaining the Exit Cognos report, and criteria for this report.

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 2003-2004 school year.

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

Non-Pentamation users must submit 2003-2004 data on an Excel spreadsheet or in a comma delimited text format to Debbie Stover (dstover@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 dstover@doe.k12.de.us.

Reports and Deadlines for Non-Pentamation Users

KK. Child Count

These data must be submitted to Debbie Stover (dstover@doe.k12.de.us) on **December 2, 2003, but no later than December 16, 2003**, as outlined above.

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

Frequently Asked Questions 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, 2003?**

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, 2003, 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 2003 Child Count district submissions.

MM. Personnel Employed Report

The Personnel Employed tables will be sent to districts in May 2004 for completion. The completed tables should be returned to Debbie Stover at the Department of Education **on or before July 1, 2004**.

NN. Exit Report

The request for exit data will be sent to districts in May 2004. This correspondence will include the deadline, instructions, and the criteria for this report.

OO. 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 2003-2004 school year.

Questions?

All questions concerning any reporting of 2003-2004 IDEA Part B data should be addressed to Debbie Stover, Exceptional Children and Early Childhood Group at the Department of Education (302) 739-4667 or by email: dstover@doe.k12.de.us .

ATTACHMENT 5
Guidelines for DAPA Special Exemption

Student transfers and medical conditions are two situations, which may warrant a special exemption from the DAPA.

1. Transfer

An exemption based on a transfer may be available under the following conditions to students who transfer from: the DSTP to the DAPA, out of state, between districts within the state, and within districts.

- a. Students transferring **between January 15th and March 1st** may request a special interactions exemption.
 - If the exemption is granted, a portfolio will be submitted on May 1st with one accommodation. Due to the shortened time period, the interactions dimension can be shown across a four week time period instead of nine.
- b. Students transferring into a school, district or the DAPA **after March 1st** may request a special exemption and a portfolio will not have to be submitted on May 1st.

***Request for special exemption due to a transfer must be received within 30 calendar days of transfer into the school or DAPA. Sixty calendar days will be allotted for out of state transfers.**

2. Medical Condition

An exemption based on a student's physical or mental condition may be available under the following conditions: student is suffering from a terminal illness or injury; student is receiving homebound instruction with a limited number of contact hours; or student is receiving medical treatment for a physical or mental condition over an extended period of time.

- **Request for exemption on these grounds should be accompanied by a signed statement from the student's treating physician that describes the nature of the illness or condition that has prevented the student from accessing educational services.**

***Request for special exemption due to a medical condition must be received by March 1st.**

Process for Submitting a Request for Special Exemption

Submission:

1. Complete *Request for Exemption* form, including required signatures.
2. Submit form and all corroborating evidence to Brian Touchette at the Delaware Department of Education (DDOE).

3. A copy of the request should also be sent to the District Test Coordinator and the District Special Ed. Director.

Upon receipt of all required paperwork:

1. DDOE will convene a review committee of no less than three DDOE staff to review the request for exemption.
2. The committee will submit a recommendation on each request to the Director of Assessment and Analysis.
3. The Director shall decide whether the request for exemption will be granted. This decision is final.
4. DDOE will provide a written notice of the decision regarding the request for exemption to the portfolio developer, parents/guardians, principal/program administrator, and special education directors. Until the portfolio developer receives written notification from DDOE regarding the request for exemption, a portfolio is expected to be submitted.

Delaware Alternate Portfolio Assessment Request for Special Exemption

Date _____

Student _____

Portfolio ID # _____

Developer _____

School _____

School Address: _____

School Phone Number: _____

Reason for request:

- Transfer of student:
 - from DSTP to DAPA
 - new to state
 - within state
 - within district
- Medical condition
- Other – *please explain*

Please describe situation:

(If student has transferred, include relevant dates)

Signature of Developer

Signature of Principal or Program Administrator

Deadline for Receipt of Paperwork:
Transfer – within 30 calendar days of transfer into the school or DAPA.
Sixty calendar days will be allotted for out of state transfers.
Medical Condition – March 1st

Send to:
Brian Touchette
Delaware Department of Education
Townsend Building
P.O. Box 1402
Dover, DE 19943-1402

Guidelines for DAPA Emergency Extension

Emergency extensions may be granted if the medical condition described in the *Guidelines for DAPA Exemption* arises after March 1st.

***Request for an emergency extension must be submitted by May 1st.**

Process for Submitting a Request for Emergency Extension

Submission:

1. Complete *Request for Emergency Extension* form, including required signatures.
2. Submit form and all corroborating evidence to Brian Touchette at the Delaware Department of Education (DDOE).
3. A copy of the request should also be sent to the District Test Coordinator and the District Special Ed. Directors.

Upon receipt of all required paperwork:

1. DDOE will convene a review committee of no less than three DDOE staff to review the request for emergency extension.
2. The committee will submit a recommendation on each request to the Director of Exceptional Children and Early Childhood Education.
3. The Director shall decide whether the request for an emergency extension will be granted. This decision is final.
4. DDOE will provide a written notice of the decision regarding the request for emergency extension to the portfolio developer, parents/guardians, principal/program administrator, and special education director.

Delaware Alternate Portfolio Assessment Request for Emergency Extension*

*For medical conditions arising after March 1st

Date _____

Student _____

Portfolio ID # _____

Developer _____

School _____

School Address: _____

School Phone Number: _____

Reason for request (include relevant dates):

Signature of Developer

Signature of Principal or Program Administrator

**Deadline for Receipt of Paperwork:
May 1st**

**Send to:
Brian Touchette
Delaware Department of Education
Townsend Building
P.O. Box 1402
Dover, DE 19943-1402**

Attachment 6 Parent Satisfaction Survey

In an effort to gauge levels of satisfaction, the Parent Involvement Cluster of the Part B Self Assessment Steering Committee was charged with developing a parent survey to be disseminated October 2000. After reviewing a number of similar surveys from other states, the cluster chose a model used in New Jersey and customized it for Delaware adding more questions that dealt with parent satisfaction.

A decision was made to disseminate the survey as widely as possible. A one page survey that could be completed and easily returned with pre-paid postage was developed and sent to every principal in the state. A cover letter asked principals to disseminate the letter to all students receiving special education services in their school in the most efficient manner decided upon by them. Surveys were mailed to parents, sent home in back packs and given to students to give to their parents.

The second Family Survey was disseminated to all districts to send to parents of children with disabilities in the fall of 2002. The same questions were asked in the 2002 survey as were asked in the original survey conducted in the fall of 2000. There were some minor changes made in language and the surveys were to be returned to the University of Delaware with a stamped addressed envelope.

Each question is considered as a discrete variable with a discrete N count. The percentages of each item is based on the number of people who responded to each item and do not factor in the missing responses.

Delaware Department of Education

PP. Survey for Parents

During the 2000 - 2001 school year, the United States Department of Education is examining special education in Delaware. The Delaware Department of Education is asking for your direct participation in this federal monitoring initiative by completing the following parent survey. **Please use a No. 2 pencil or pen with blue or black ink.**

The survey below is designed to gain an overall impression from parents regarding (1) the level of satisfaction and extent of participation in their child's special education program; and (2) the manner in which information is provided. Therefore, we would appreciate your input and ask if you would complete this survey and return it by November 1, 2000.

I. Some Information About You and Your Child

Age of your child: 0 – 5 yrs 6 – 13 yrs 14 – 21 yrs **Gender of your child:** Female Male

What is your family's race/ethnicity: American Indian African American Asian Hispanic Caucasian

What school district does your child attend?

- | | | | | | | | |
|-------------------------------------|-------------------------------------|------------------------------------|-----------------------------------|----------------------------------|----------------------------------|---|---|
| <input type="radio"/> Appoquinimink | <input type="radio"/> Cape Henlopen | <input type="radio"/> Colonial | <input type="radio"/> Lake Forest | <input type="radio"/> NC Vo-Tech | <input type="radio"/> Seaford | <input type="radio"/> Woodbridge Campus | <input type="radio"/> Positive Outcomes |
| <input type="radio"/> Brandywine | <input type="radio"/> Capital | <input type="radio"/> Delmar | <input type="radio"/> Laurel | <input type="radio"/> Polytech | <input type="radio"/> Smyrna | <input type="radio"/> Community | |
| <input type="radio"/> Caesar Rodney | <input type="radio"/> Christina | <input type="radio"/> Indian River | <input type="radio"/> Milford | <input type="radio"/> Red Clay | <input type="radio"/> SC Vo-Tech | <input type="radio"/> East Side Charter | |

Category of Eligibility (Mark only one)

- | | | | | | |
|--|--|--|--|---|---|
| <input type="radio"/> Educable Mentally Disabled | <input type="radio"/> Learning Disabled Trainable Mentally | <input type="radio"/> Severely Mentally Disabled | <input type="radio"/> Deaf or Hard of Hearing Blind or Visually Impaired | <input type="radio"/> Autistic Deaf & Blind | <input type="radio"/> Speech/language Developmental Delay |
| <input type="radio"/> Emotionally Disturbed | <input type="radio"/> Disabled | <input type="radio"/> Physically Impaired | <input type="radio"/> Impaired | <input type="radio"/> Blind | <input type="radio"/> Delay |

Type of Educational Placement (for the majority of your child's day):

- | | | |
|---|---|---|
| <input type="radio"/> General education classroom | <input type="radio"/> Resource room or pull out for part of the day | <input type="radio"/> Center-based or special program (For example, Ennis School, Leach School) |
| <input type="radio"/> Team-taught or TAM class | <input type="radio"/> Self-contained class in a regular school | <input type="radio"/> Private school for children with disabilities |

For how many years has your child received special education services?

0 – 5 yrs 6 – 13 yrs 14 – 21 yrs

II. Satisfaction with School Services

1. *How satisfied are you with your child's overall special education program?* Very satisfied Somewhat satisfied Not very satisfied Not at all satisfied

2. *Please indicate whether you are satisfied with the special education program components that apply to your child.*

	Yes	No		Yes	No		Yes	No
Related services (speech, O.T., etc.)	<input type="radio"/>	<input type="radio"/>	Family support services	<input type="radio"/>	<input type="radio"/>	Use of accommodations	<input type="radio"/>	<input type="radio"/>
Quality of personnel	<input type="radio"/>	<input type="radio"/>	Extra-curricular activities	<input type="radio"/>	<input type="radio"/>	Use of assistive technology	<input type="radio"/>	<input type="radio"/>
Access to general education	<input type="radio"/>	<input type="radio"/>	Appropriateness of evaluations	<input type="radio"/>	<input type="radio"/>	Instructional support services	<input type="radio"/>	<input type="radio"/>
IEP planning development	<input type="radio"/>	<input type="radio"/>	Appropriateness of instruction	<input type="radio"/>	<input type="radio"/>	Access to technology	<input type="radio"/>	<input type="radio"/>
Behavior support plan	<input type="radio"/>	<input type="radio"/>	Access to peers without disabilities	<input type="radio"/>	<input type="radio"/>			

III. Satisfaction with School Services

	Yes	No		Yes	No
3. <i>Does your local school district include you in the IEP decision making process involving your child?</i>	<input type="radio"/>	<input type="radio"/>	4. <i>Does your local school district appropriately notify you of meetings regarding your child?</i>	<input type="radio"/>	<input type="radio"/>
5. <i>Does your local school district schedule meetings at times and places that are mutually agreed to?</i>	<input type="radio"/>	<input type="radio"/>	6. <i>Are you satisfied with the opportunity to be an active participant in your child's IEP meeting?</i>	<input type="radio"/>	<input type="radio"/>
7. <i>Do you feel your participation in the IEP meeting is valued?</i>	<input type="radio"/>	<input type="radio"/>	8. <i>Do you feel welcomed as part of your child's IEP team?</i>	<input type="radio"/>	<input type="radio"/>
9. <i>Does your child participate in his/her IEP meeting?</i>	<input type="radio"/>	<input type="radio"/>	10. <i>Are your concerns about your child addressed in the IEP?</i>	<input type="radio"/>	<input type="radio"/>

IV. Dissemination of Information

	Yes	No		Yes	No
11. <i>Did your district discuss having your child receive special education services in the regular class?</i>	<input type="radio"/>	<input type="radio"/>			
12. <i>Were you provided with a copy of a Parental Rights in Special Education booklet?</i>	<input type="radio"/>	<input type="radio"/>			
13. <i>Do you understand the special education process and your rights?</i>	<input type="radio"/>	<input type="radio"/>			
14. <i>Does the school provide information about your child's program in your native language?</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Sometimes		
15. <i>Have you attended any training sponsored by the Department of Education, the Parent Information Center, your local school district or any other group which addresses identified needs of parents, youth with disabilities, and staff?</i>	<input type="radio"/>	<input type="radio"/>			