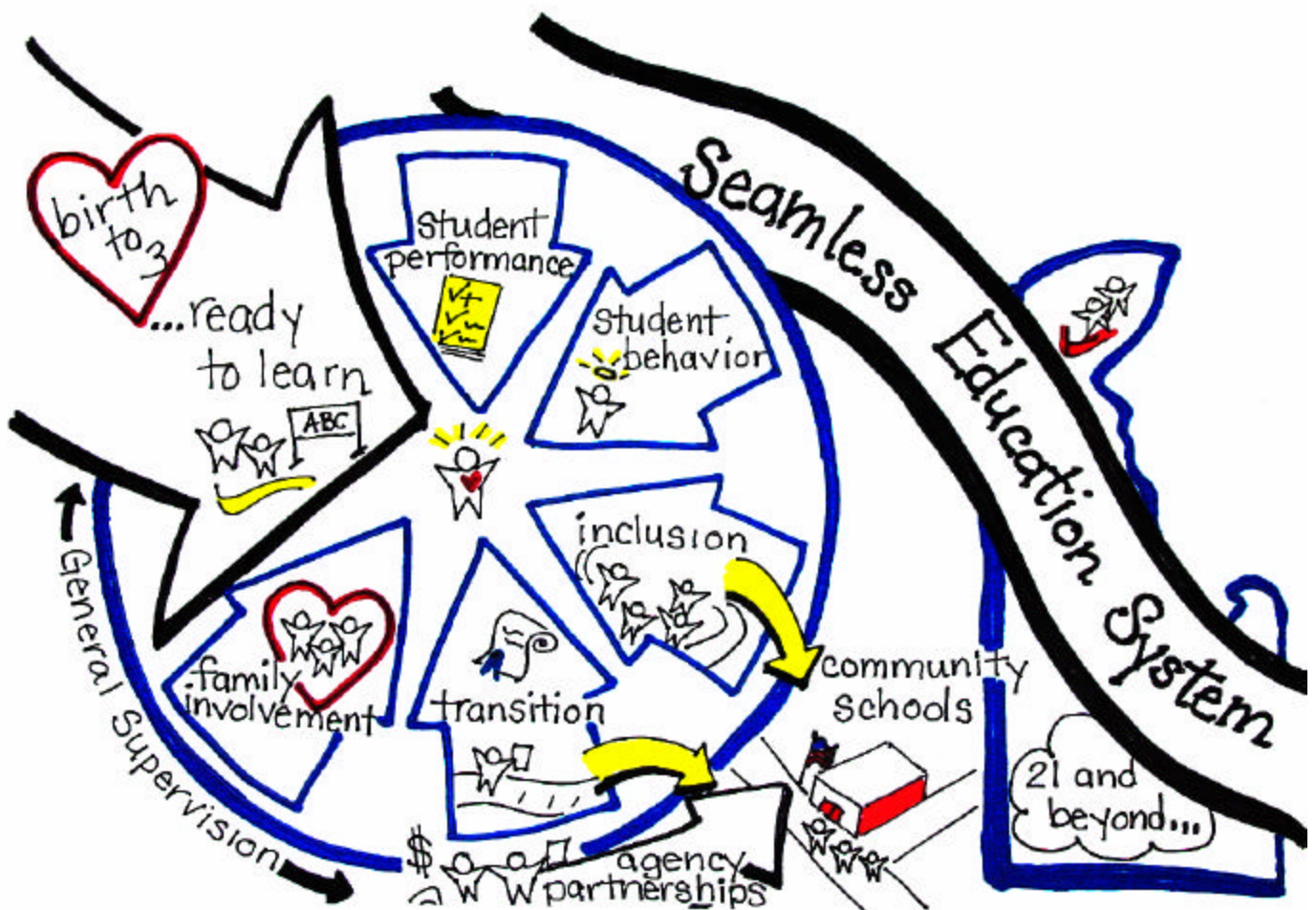


Special Education Services In The First State

Third Annual Report of the
State Improvement Plan 2003 – 2004

Executive Summary



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

September 2004

The “*Special Education in the First State*” cover illustrates Delaware’s *Planning Alternative Tomorrows with Hope (PATH)* to the future for children with disabilities. The vision was developed by stakeholders as the first step in creating the State Improvement Plan. Special thanks go to Vicki Spence, Educational Diagnostician at Leach School in the Colonial School District for the design of Delaware’s vision.

Introduction

Delaware's commitment to the concept of "Continuous Improvement" represents unity of stakeholders across our state. Delaware is dedicated to implementing the reform initiative, improving student achievement, and providing access to a high quality education for *all* students. Children with disabilities represent one of the most diverse groups within our overall student population and the annual *Special Education in the First State* report is designed to provide information on how this special group of students is doing.

The Partners' Council for Children with Disabilities (PCCD), in collaboration with staff from the Delaware Department of Education, developed Delaware's State Improvement Plan (SIP). Six priority areas were selected and ranked by the PCCD. Targets and benchmarks have been set by the PCCD for some priority areas and related indicators.

The following six priority areas were identified:

- ▲ Improve student performance.
- ▲ Increase student placement in the least restrictive environment.
- ▲ Improve student behavior.
- ▲ Increase family involvement.
- ▲ Increase student completion of high school.
- ▲ Improve general supervision.

These goals are aligned with Delaware's Annual Performance Report, the State Improvement Grant, and the goals adopted by the Delaware Board of Education through the Delaware Content Standards.

"Special Education Services in the First State" focuses on results for children receiving special education services in our schools and serves as a mechanism to annually reflect to our stakeholders the progress made and continuous improvement needed. Additional information pertaining to each priority area can be found in the full report.

The Executive Summary and full report can be obtained at:

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

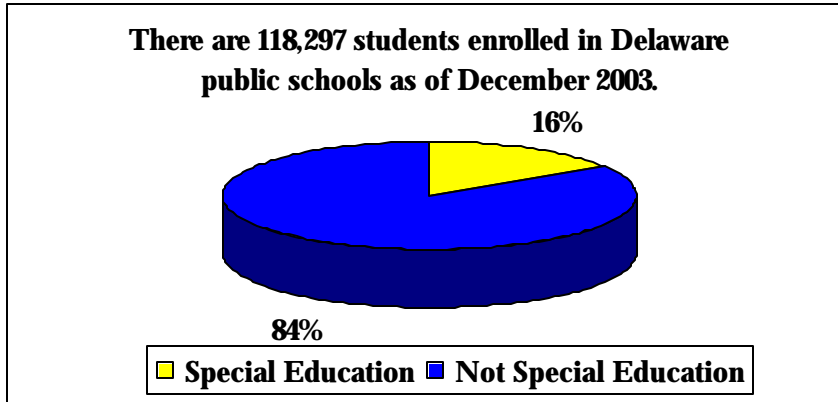
Requests for copies can be addressed to:

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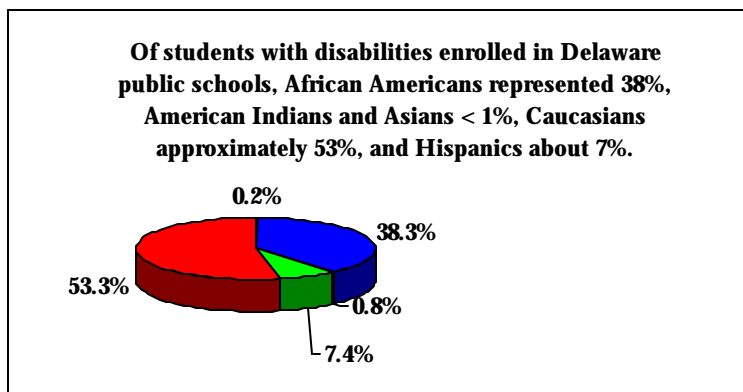
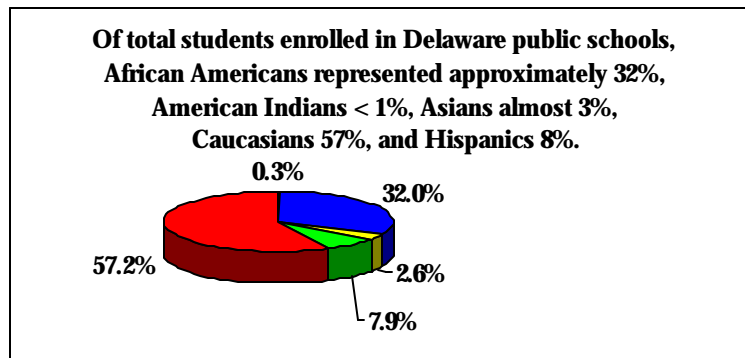
Statewide Enrollment Demographics

Delaware's 19 school districts and 13 charter schools enrolled 118,297 students as of December 2003. The December 2003 Child Count Report submitted to the Office of Special Education Programs (OSEP) indicated 18,417 students with disabilities ages 3 – 21 being served in Delaware. This is approximately 16% of the total number of students enrolled in Delaware public schools.



The charts below show data disaggregated by race/ethnicity, representing total students enrolled and students with disabilities enrolled in Delaware public schools as of December 2003.

- African American
- American Indian
- Asian
- Caucasian
- Hispanic



- African American
- American Indian
- Asian
- Caucasian
- Hispanic

Priority Area One: Improve Student Performance

Indicator A: Increase the percentage of children with disabilities participating in the Delaware Student Testing Program (DSTP) with no accommodations, with accommodations, and on the Delaware Alternate Portfolio Assessment (DAPA).

Targets and Benchmarks – Indicator A

The participation rate for students with disabilities in all grades is targeted at 95%, which is aligned with the state's definition of participation rate as included in Delaware's approved school and district accountability plan.

Present Levels of Performance – Indicator A

Assessments are made available for all Delaware students. Students with disabilities participate in the DSTP unless included in the DAPA. In March, the 2004 DSTP-1 reading, mathematics, and writing tests were 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 97% and above, and have remained so over the last three years. Grade 10, though above 93%, has been inconsistent over the last three years.

Students with Disabilities Participating in Spring Administrations of the Delaware Student Testing Program (DSTP)				
Year	Grade 3	Grade 5	Grade 8	Grade 10
2004 Reading	99.3%	99.6%	97.6%	94.1%
2004 Mathematics	99.6%	99.6%	97.8%	93.2%
2004 Writing	97.9%	99.4%	97.8%	95.6%
2003 Reading	99.6%	99.7%	98.9%	96.1%
2003 Mathematics	99.7%	99.7%	98.5%	95.5%
2003 Writing	99.7%	99.5%	98.4%	94.9%
2002 Reading	98.6%	98.4%	97.0%	94.8%
2002 Mathematics	98.8%	98.5%	97.1%	94.1%
2002 Writing	97.0%	99.0%	97.4%	94.9%

Students included in the 2004 DAPA at grades 3, 5, 8, and 10 are shown on the following page. These students participated at a rate of 98% and above, an increase from 92% and above in 2003. It is difficult to make interpretations in year-to-year changes due to the small sample size of students which may skew results.

Students with Disabilities Participating in the Delaware Alternate Portfolio Assessment (DAPA)				
Year	Grade 3	Grade 5	Grade 8	Grade 10
2004	N = 69	N = 97	N = 102	N = 58
	100.0%	100.0%	100.0%	98.3%
2003	N = 78	N = 92	N = 89	N = 74
	98.7%	96.7%	91.0%	93.2%
2002	N = 73	N = 75	N = 93	N = 109
	100.0%	100.0%	93.5%	98.2%

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

Targets and Benchmarks – Indicator B

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

- ▲ By 2005, children with disabilities meeting/exceeding the reading standards will be targeted at approximately 56% in grade 3, 35% in grade 5, 28% in grade 8, and 23% in grade 10. Approved benchmarks indicate that the percentage of children with disabilities meeting/exceeding the reading standards will increase per year by 6% in grade 3, 4% in grade 5, 3% in grade 8, and 3% in grade 10 to the targeted percentage for each grade by 2005, with a two year progress check point in 2003.
- ▲ By 2005, children with disabilities meeting/exceeding the mathematics standards will be targeted at approximately 51% in grade 3, 41% in grade 5, 13% in grade 8, and 12% in grade 10. Approved benchmarks indicate that the percentage of children with disabilities meeting/exceeding the mathematics standards will increase per year by 6% in grade 3, 6% in grade 5, 2% in grade 8, and 2% in grade 10 to the targeted percentage for each grade by 2005, with a two year progress check point in 2003.

DSTP writing performance targets and benchmarks for children with disabilities at grades 3, 5, 8, and 10 have not been set by the PCCD. The Council is still gathering information to determine if fair benchmarks can be set for this test. In the meantime, trend data is maintained and does provide valuable feedback at the school level.

Present Levels of Performance – Indicator B

Students with disabilities are performing primarily below the standard at all grade levels on the DSTP reading, mathematics, and writing; however, across 2002 - 2004 data generally indicate an increase in the percentage of students with disabilities with a valid score, meeting/exceeding the standard at all grade levels. Results from the 2002, 2003, and 2004 administrations of the DSTP are presented on pages 4 – 7. The charts represent **all** students - those tested under regular conditions and those tested with accommodations. Students tested with accommodations that did not interfere with the comparability of their scores to the scores of students tested under regular conditions are included (aggregated) in the school, district, and state test results in the *DSTP State Summary Report* and the *DSTP On-Line Reports*. Students tested with accommodations that interfered with the comparability of their

scores to the scores of students tested under regular conditions were not included (non-aggregated) in the school, district, and state test results in the *DSTP State Summary Report* and the *DSTP On-Line Reports*; however, **all** students receive an individual score report.

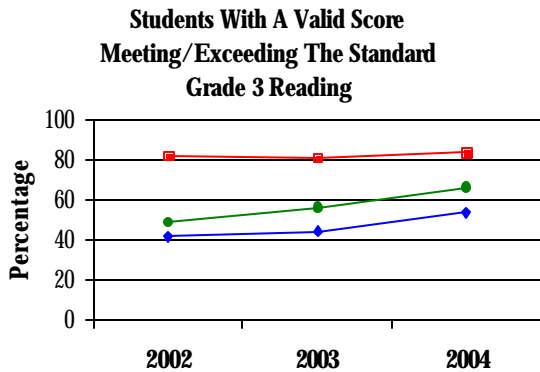
The DSTP for the last three years represents different groups of students at each grade level, a fact that must be considered when evaluating progress, or a lack thereof.

Scores for **all** students with disabilities (DSTP/DAPA) with a valid score are included as earned in the state’s district, school, and student accountability indices. Adequate Yearly Progress (AYP) ratings for Delaware schools were released in August, 2004 and are available on the department’s school profiles website at

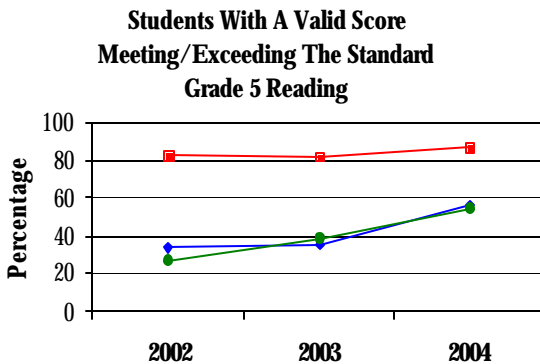
http://www.doe.state.de.us/del_schools/school_information.htm. Additionally, information about Delaware’s plan is described in “Delaware’s Accountability Plan for Schools, Districts, and the State” which can be obtained at http://www.doe.state.de.us/AAB/DSTP_School_Accountability.html.

Reading:

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



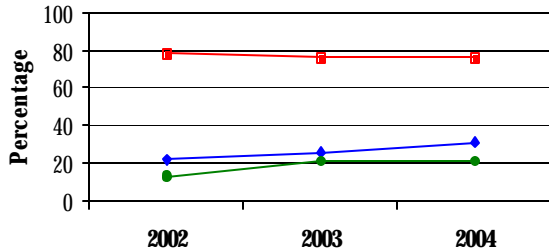
Target: 56% meeting/exceeding by 2005						
Benchmark: 6% increase per year to target year 2005						
	N	2002	N	2003	N	2004
■	7788	82.06%	7758	81.44%	7519	83.75%
◆	577	42.11%	471	44.16%	329	53.50%
●	481	48.03%	627	55.74%	788	66.01%



Target: 35% meeting/exceeding by 2005						
Benchmark: 4% increase per year to target year 2005						
	N	2002	N	2003	N	2004
■	7469	82.57%	7593	82.26%	7506	86.45%
◆	776	33.89%	664	35.39%	446	56.28%
●	374	26.95%	588	38.69%	804	54.47%

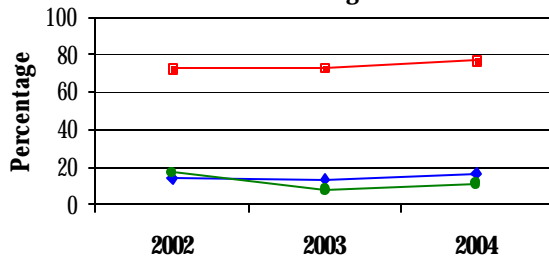
■ Not Special Education ◆ Special Education – Aggregated ● Special Education – Non-Aggregated

Students With A Valid Score
Meeting/Exceeding The Standard
Grade 8 Reading



Target: 28% meeting/exceeding by 2005						
Benchmark: 3% increase per year to target year 2005						
	N	2002	N	2003	N	2004
■	7737	78.08%	8056	75.62%	8257	76.10%
◆	1030	22.04%	1062	25.52%	958	30.79%
●	232	12.63%	459	21.07%	528	21.53%

Students With A Valid Score
Meeting/Exceeding The Standard
Grade 10 Reading



Target: 23% meeting/exceeding by 2005						
Benchmark: 3% increase per year to target year 2005						
	N	2002	N	2003	N	2004
■	7011	72.89%	6717	73.05%	6498	76.92%
◆	862	13.92%	809	13.10%	588	16.50%
●	161	16.95%	147	8.01%	157	11.39%

The gap in DSTP Reading scores between regular and special education students in grades 3 and 5 continues to close. The gap for grade 3 Reading for special education aggregated and non-aggregated decreased by 9.7 percentage points and 16.29 percentage points, respectively, from 2002 to 2004. The gap for grade 5 Reading special education aggregated and non-aggregated decreased by 18.51 percentage points and 23.64 percentage points, respectively, between 2002 and 2004. For grades 8 and 10, however, the gap has barely closed.

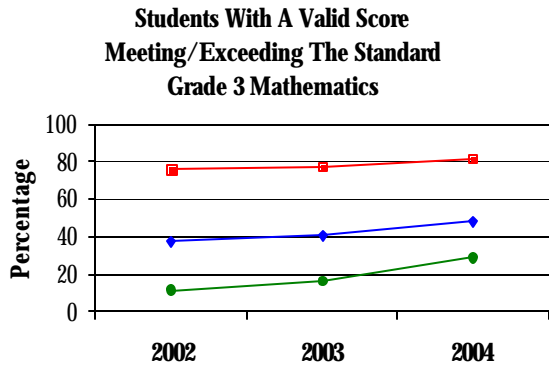
The percentage of students that were non-aggregated for the DSTP Reading almost doubled for grades 3, 5 and 8. 45% of special education students in grade 3 were non-aggregated in Reading for 2002, compared to 71% in 2004; 33% in grade 5 were non-aggregated in 2002, compared to 64% in 2004; and 18% in grade 8 were non-aggregated for 2002, compared to 35% in 2004.

State and Federal Initiatives

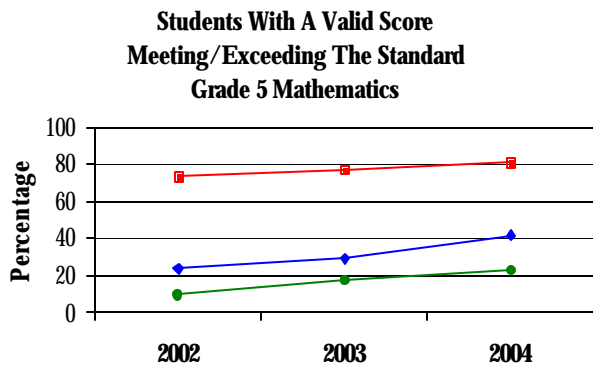
The reading focus of the State Improvement Plan is underway. Twelve Reading First Schools have completed the year one training. In addition, training in the early literacy modules has started and the first module for Success for Secondary Struggling Readers (SSSR) is being offered during the 2004-2005 school year. Instructional Support Team Training was provided to 15 school teams last year, and 10 more are scheduled for 2004-2005.

Mathematics:

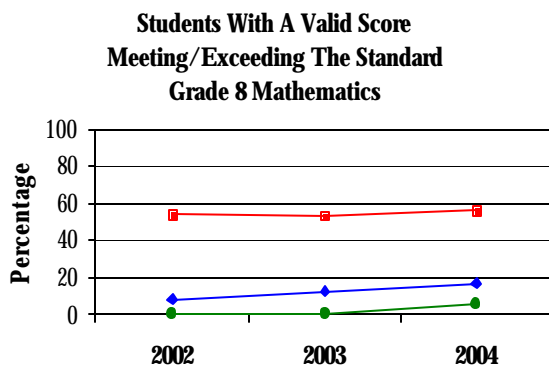
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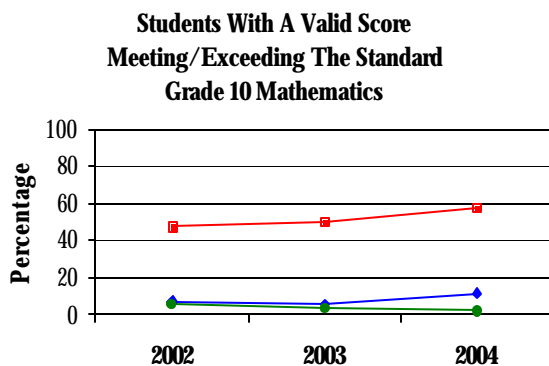
Target: 51% meeting/exceeding by 2005						
Benchmark: 6% increase per year to target year 2005						
	<u>N</u>	<u>2002</u>	<u>N</u>	<u>2003</u>	<u>N</u>	<u>2004</u>
■	7781	76.39%	7797	77.91%	7557	82.02%
◆	971	37.18%	1021	40.65%	1065	48.36%
●	91	11.46%	81	16.05%	63	28.57%



Target: 41% meeting/exceeding by 2005						
Benchmark: 6% increase per year to target year 2005						
	<u>N</u>	<u>2002</u>	<u>N</u>	<u>2003</u>	<u>N</u>	<u>2004</u>
■	7484	73.38%	7609	77.32%	7574	81.09%
◆	1069	23.76%	1156	29.33%	1166	41.77%
●	82	9.62%	95	17.33%	88	22.72%



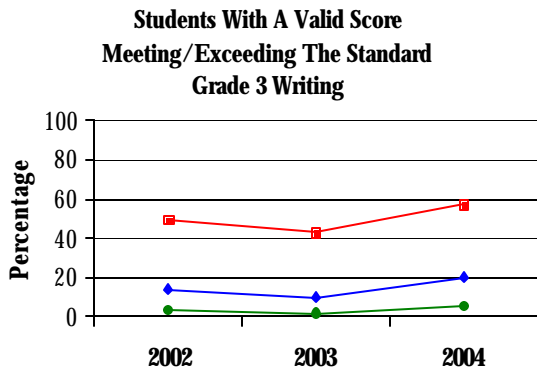
Target: 13% meeting/exceeding by 2005						
Benchmark: 2% increase per year to target year 2005						
	<u>N</u>	<u>2002</u>	<u>N</u>	<u>2003</u>	<u>N</u>	<u>2004</u>
■	7687	54.09%	8068	53.26%	8264	56.58%
◆	1158	8.12%	1400	12.14%	1403	16.61%
●	102	0.47%	120	0.83%	87	5.74%



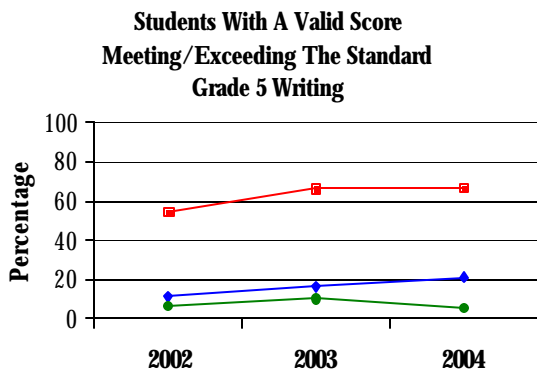
Target: 12% meeting/exceeding by 2005						
Benchmark: 2% increase per year to target year 2005						
	<u>N</u>	<u>2002</u>	<u>N</u>	<u>2003</u>	<u>N</u>	<u>2004</u>
■	6984	47.82%	6697	50.40%	6605	58.11%
◆	908	6.72%	874	5.49%	683	11.27%
●	97	5.43%	85	3.53%	54	1.85%

Writing:

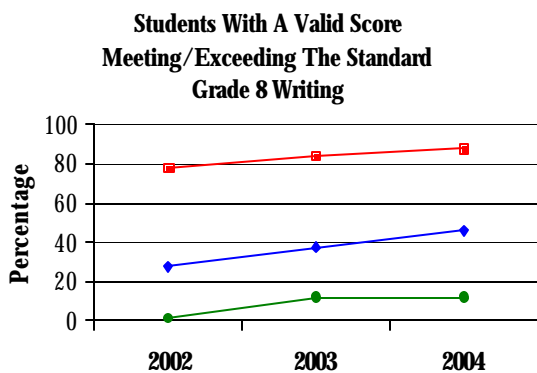
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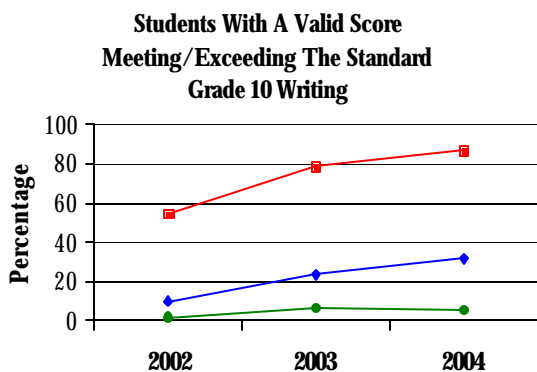
	<u>N</u>	<u>2002</u>	<u>N</u>	<u>2003</u>	<u>N</u>	<u>2004</u>
■	7803	49.51%	7769	42.94%	7532	57.24%
◆	954	13.73%	1007	9.73%	1052	19.68%
●	65	3.08%	83	1.61%	56	5.36%



	<u>N</u>	<u>2002</u>	<u>N</u>	<u>2003</u>	<u>N</u>	<u>2004</u>
■	7488	54.77%	7609	66.63%	7526	66.86%
◆	1080	11.30%	1152	16.15%	1166	20.84%
●	79	6.33%	93	10.18%	85	5.55%



	<u>N</u>	<u>2002</u>	<u>N</u>	<u>2003</u>	<u>N</u>	<u>2004</u>
■	7769	78.36%	8062	84.66%	8291	88.20%
◆	1176	27.64%	1382	37.48%	1406	45.95%
●	89	1.13%	118	12.01%	85	11.77%



	<u>N</u>	<u>2002</u>	<u>N</u>	<u>2003</u>	<u>N</u>	<u>2004</u>
■	7057	54.63%	6740	78.87%	6626	86.70%
◆	940	9.57%	879	23.78%	696	31.75%
●	78	1.28%	80	6.42%	61	4.91%

Priority Area Two: Increase Student Placement in the LRE

Indicator A: There will be an increase in the number of students with disabilities effectively included in the general education classroom and participating with their non-disabled peers. (Compliance Issue)

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

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

Targets and Benchmarks – Indicator A

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

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

- in general education classes greater than 80% of the day, will increase to 47% in target year 2005; an increase by 3% per year, with a two year progress check point in 2003.
- in separate settings will decrease to 3% in target year 2005; a decrease by 0.5% per year, with a two year progress check point in 2003.

Targets and Benchmarks – Indicator B

By June 2004, new-school-building construction standards/codes will incorporate accessibility language and by June 2005, new school buildings will have incorporated these standards during construction.

By June 2004, a baseline will be developed regarding accessibility in new school buildings.

By June 2004, current new-school-building codes will be compared to changes made based on recommendation to DOE's School Construction Group.

Targets and Benchmarks – Indicator C

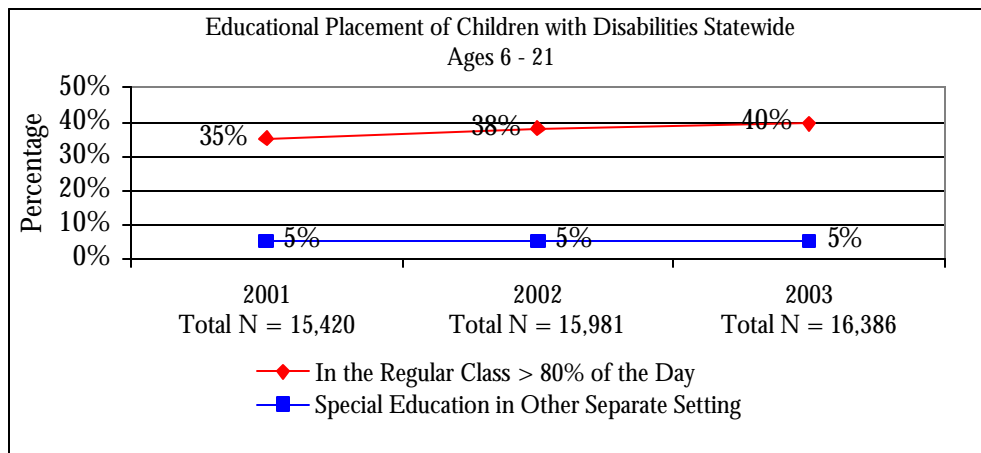
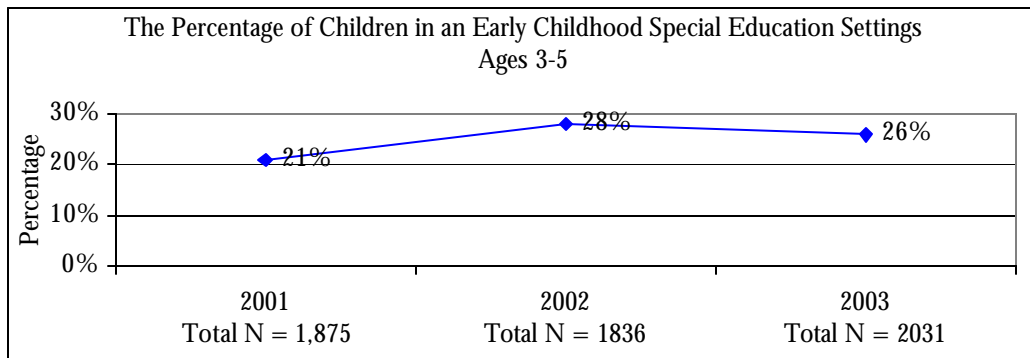
Once baseline data are available, the Inclusive Schools Subcommittee will make recommendations to the PCCD in order to make data-based decisions and set appropriate targets and benchmarks for this indicator.

Present Levels of Performance – Indicator A

The charts below and on the following page show statewide, educational placement data for children with disabilities served in Delaware. As indicated in the first chart, children served in the Early Childhood Special Education Setting in 2003 – 2004 represented 26% of 3 – 5 year

olds, a decrease of 2% from the previous school year. This decrease is primarily a result of districts interpreting placement definitions in a more consistent manner.

Nationally, approximately 48% of students with disabilities ages 6 – 21 receive special education services in the regular education class 80% or more of the day, as reported in 2002 – 2003. During this same time, Delaware served about 38%. Students served in the regular education class remain well below the current national average; however, more recent data shown in the second chart indicate a minimal, but consistent increase in the number of students with disabilities effectively included in the general education classroom and participating with their non-disabled peers.



Present Levels of Performance – Indicator B

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

Present Levels of Performance – Indicator C

The University of Delaware, Center for Disabilities Studies, is conducting a study following a cohort of students through the fifth grade to determine effects of placement on student assessment results. The Exceptional Children Workgroup is in the midst of developing a protocol for identifying student placement from year to year. A report on student achievement looking at the variable of placement will be ready by the end of the 2004-2005 school year.

The Delaware Inclusive Schools Initiative

The Delaware Department of Education established the Inclusion Project in 1996 with the intent to provide the means for appropriately serving children with disabilities in quality inclusive settings whenever and wherever possible. During the 2002-2003 school year, the name changed from the Delaware Inclusion Project to the Delaware Inclusive Schools Initiative. The focus expanded from students with significant cognitive and sensory disabilities to all students with disabilities. The purpose of this initiative is to promote meaningful inclusion for toddlers, children, and youth with disabilities.

Vision

All students with disabilities will have the opportunity to participate in the general education curriculum and activities within regular education settings with their peers. The vision is that this inclusive environment will lead to positive social and educational outcomes for all students.

Goal

Students will attend schools and classes with their neighborhood peers. In order to facilitate this change, the initiative focuses on:

- Raising awareness levels of teachers, parents, students, and administrators of the benefits and possibilities to be achieved by including students with disabilities in the general education curriculum and activities within the regular educational setting;
- Enhancing the skills of teachers in providing accommodations and modifications of the curriculum, setting, and material to meet student needs;
- Facilitating regular and special education staff cooperation and collaboration through joint planning and teaching;
- Developing program configurations that facilitate the integration of children with disabilities into age appropriate classrooms with their typical peers;
- Developing a cadre of trained teachers and administrators who will, in turn, share their knowledge and skills with others; and
- Developing Universal Design for Learning (UDL) demonstration schools.

During the past year, two training modules on research and practice-based inclusive practices for all students were completed and approved. Six more are under development. During the coming year, the ISI training will be piloted in 5 schools.

Priority Area Three: Improve Student Behavior

Indicator A: The percentage of children with disabilities receiving long-term suspensions or expulsions will decrease.

Indicator B: The number of days children with disabilities are suspended will decrease.

Indicator C: The percentage of children with disabilities committing Title 14, Delaware Code §4112 incidents will decrease.

Targets and Benchmarks – Indicators A, B, & C

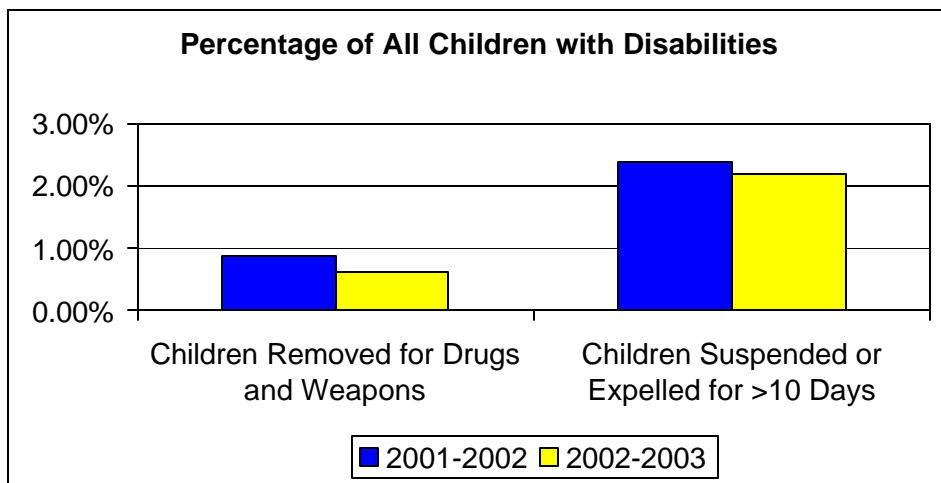
Targets and benchmarks will be set by the PCCD in 2003 – 2004; which are aligned with “No Child Left Behind”.

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

It is important to set benchmarks for improving student behavior based on accurate and consistent data. DOE has been creating a data reporting system along with district training to ensure accuracy and consistency across all districts. Two years of data reported to OSEP in 2001-2002 and 2002-2003, shown in the following tables, will be used as baseline years for Indicators A, B, and C.

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
	N = 152	N = 113	N = 108	N = 70	N = 100	N = 51
Percentage of All Children with Disabilities	0.88%	0.63%				
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%
All Other Disabilities	3.9%	1.8%	4.6%	1.4%	1%	1.9%

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
	N = 408	N = 391	N = 17	N = 13	N = 397	N = 383
Percentage of All Children with Disabilities	2.4%	2.2%				
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%	82.3%	61.5%	61.5%	58.5%
All Other Disabilities	1.1%	2.1%	0.0%	7.8%	1.2%	1.9%

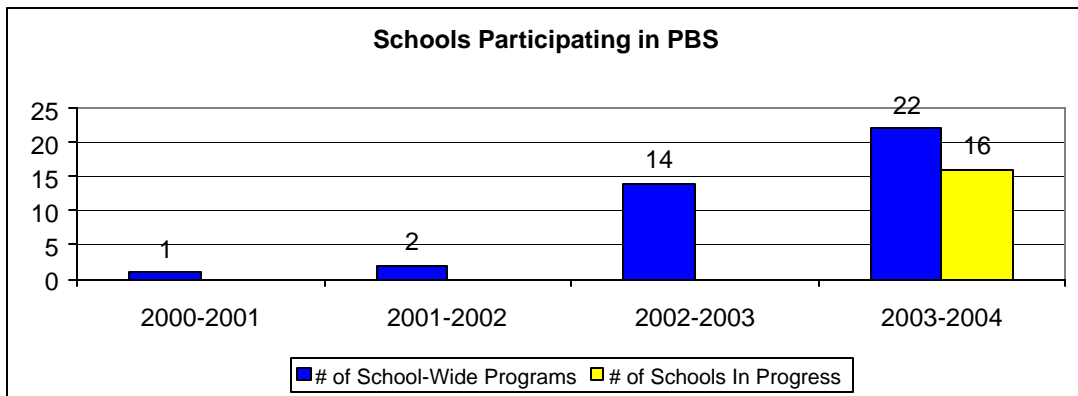
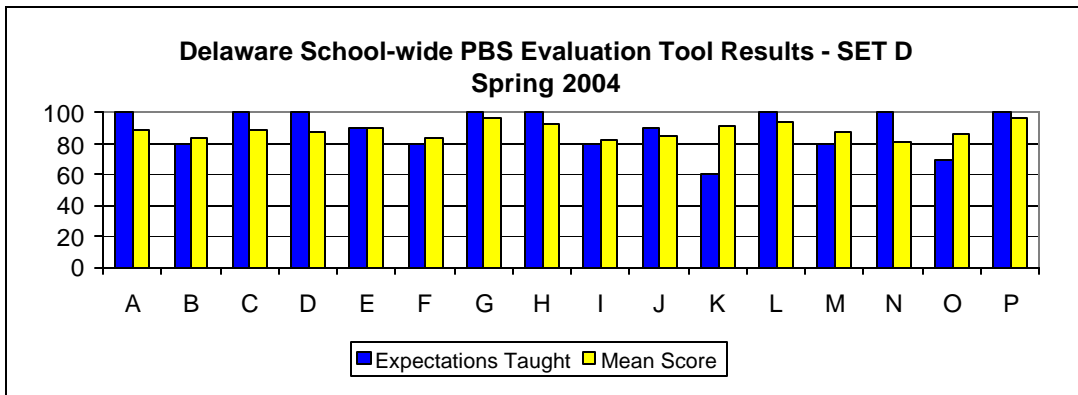


Delaware Positive Behavior Support Initiative

The Delaware Positive Behavior Support Initiative is a collaborative project with the Delaware Department of Education, the University of Delaware Center for Disabilities Studies, and Delaware’s Public Schools. The systems change goal of the Delaware Positive Behavior Support Initiative is to have every teacher and administrator in every school district in the state knowledgeable about, and engaged in, the use of Positive Behavior Supports as a means to enhance the learning of every student.

The Positive Behavior Support Initiative (PBS) has been working with schools to gather multiple sources and types of information related to improving student behavior. During the spring of 2004, data was collected from 16 schools using the School-wide Evaluation Tool, SET-D (Sugai, Lewis-Palmer, Todd and Horner, 2001; adapted by Kathleen Minke and George Bear, University of Delaware, 2004). The SET-D results can be used to determine which features of PBS are in place, set annual goals, design and revise procedures, and compare year to year efforts. The results indicate 14 of the 16 schools evaluated met at least the minimum score (80/80), an indicator that the school is effectively implementing PBS. The PBS Evaluation report, with

detailed results, will be available during the fall 2004. Because of the positive effects PBS is having in Delaware schools, the number of schools fully implementing school-wide PBS expanded from 14 to 22, with additional schools in various stages of implementation.



To emphasize the hard work of our exemplary PBS schools, DOE recognized Harlan Elementary, Brandywine School District (second year recipient) and Keene Elementary, Christina School District, as PBS Star Schools. Each school was presented with a banner. These PBS Star Schools were able to reduce the number of office referrals and suspensions.



From left: Martha Brooks and Brian Touchette from DE Department of Education; Beth Nobbs, Lincoln Hohler (assistant principal, Harlan Elementary), Ann Hilkert, and Bet Talley from Brandywine School District, and Debby Boyer from Center for Disabilities Studies at U of D.

From left: Martha Brooks and Brian Touchette from DE Department of Education; Patricia Uniatowski and Beatrice Speir from Keene Elementary in Christina School District, Debby Boyer from Center for Disabilities Studies at U of D, and Sally Farr from Christina School District.

Priority Area Four: Increase Family Involvement

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

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

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

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

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

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

The 2002 - 2003 Family Satisfaction Survey data, along with October 2000, baseline data, will be used by the PCCD to make data-based decisions and set appropriate targets and benchmarks for this priority area.

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

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

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

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

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

Information on the second Family Satisfaction Survey was reported last year. The third Biennial Family Satisfaction Survey will be distributed in October 2004, and results will be reported during the 2004-2005 school year.

All standing committees included parents as members. The chart below illustrates the current composition.

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

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

- ▲ The Family Involvement Subcommittee has completed work on the development of a family friendly packet of information to inform families and assist them in partnering in the education of their children with disabilities. This packet will be disseminated in 2004-2005 school year.
- ▲ Information and materials are available and up-to-date on the Delaware Exceptional Children web site at <http://www.doe.state.de.us/programs/specialed>.

Priority Area Five: Increase The Number Of Youth In Special Education Who Successfully Complete High School

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

Indicator B: The annual dropout rate for youth in special education will decrease at the secondary level.

Targets and Benchmarks – Indicator A

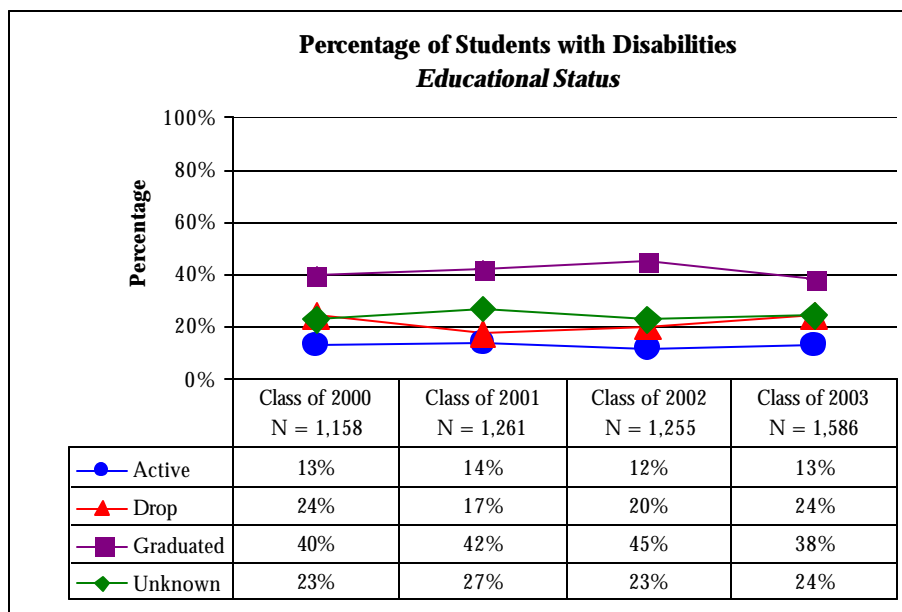
By target year 2005, the number of youth in special education completing high school will increase to 44%; an increase of 0.5% per year, with a two year progress check point in 2003.

Targets and Benchmarks – Indicator B

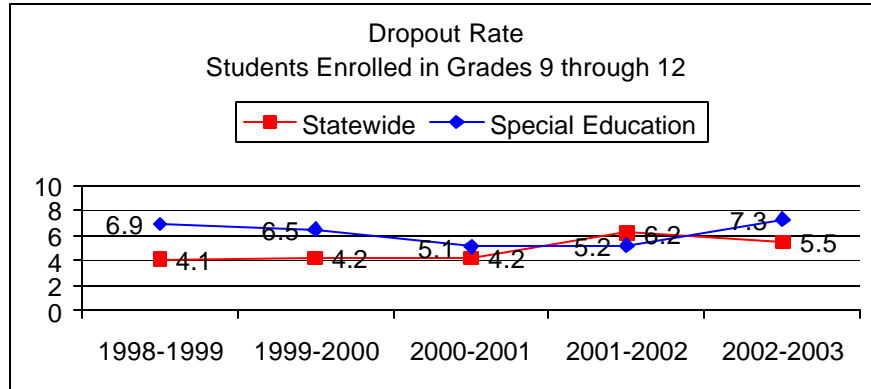
By 2005, the annual dropout rate for youth in special education will decrease to 3.1 percent. The annual dropout rate for youth in special education will be less than, or equal to, their non-disabled peers; a decrease of 0.5 percent per year to 3.1 in target year 2005, with a two year progress check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

Present Levels of Performance – Indicators A and B

The chart below shows the educational status of a cohort of youth receiving special education services four years after entering the 9th grade. This information permits DOE and schools to make data-based decisions for planning and programming. After a three-year increase in graduation rates for students in special education, the Class of 2003 showed a 7% decrease in graduation rates, coinciding with the increased dropout rates.



Increasing the percentage of youth receiving special education services completing high school, along with decreasing the percentage of these youth who drop out, are critical indicators for student success in transition. After four years of declining drop out rates, there was an increase this year. This increase may be partially due to a change in district reporting of “dropouts”. School Districts may no longer report students as “missing”. DOE is working with schools to conduct focus group discussions with recent dropouts to use in planning effective secondary programs for youth who exit school prematurely.



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

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

Indicator E: The percentage of youth in special education employed within 2 years of leaving school will increase.

Targets and Benchmarks – Indicator C

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

Present Levels of Performance – Indicator C

	Diplomas	Certificates
Class of 1999	91%	9%
Class of 2000	92%	8%
Class of 2001	92%	8%
Class of 2002	92%	8%
Class of 2003	95%	5%

The vast majority of youth in special education receive a high school diploma, as compared to a certificate of performance. The PCCD set a 2005 target of 95% for students receiving a diploma. This target was met during the 2002-2003 school year. The PCCD will continue to monitor this indicator due to upcoming changes in diploma levels in Delaware for the Class of 2005 and beyond.

Targets and Benchmarks – Indicators D and E

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

Each year, DOE conducts a follow-up survey 18 months after each graduating class. The surveys go to all students in that cohort, including graduates and those who dropped out. The Transition Advisory Council Subcommittee of the PCCD continues to develop recommendations for targets and benchmarks for Indicator D. This past year, the subcommittee recommended adjustments to the follow-up survey in use over the last four years to more accurately inform the State about youth continuing to post-secondary education and training. Modifications were made to questions in the Class of 2003 Follow-Up Survey, and these will provide more information to identify targets, benchmarks and strategies for improvement for Indicator D during the coming year.

The Follow-Up surveys indicate that, for the Class of 2001, approximately 52% of students reported being employed either full-time or part-time. The PCCD has set a target of 60% reporting that they are employed for the Class of 2005. In the fall of 2004, the Class of 2002 Follow-Up Survey will be published, and the PCCD will determine any adjustments to strategies for improvements for this indicator.

Student Connections

The Student Leadership Advisory Council held its second annual Youth Leadership Forum in April 2004. Over 85 youth and adults participated. The Council used that day to endorse a Student Bill of Rights and Responsibilities, along with the awarding of two youth leadership awards to Delaware High School seniors. Ten high school clubs have formed in the last two years, focusing on advocacy for individuals with disabilities and leadership development.

Priority Area Six: Improve General Supervision

Indicator A: Monitoring at the state/LEA/agency levels will lead to direct improvement in student performance at the school/program level.

Indicator B: The monitoring process at the LEA/agency levels will involve continuous monitoring that ensures on-going improvement in program quality.

Indicator C: Level of parent awareness improves regarding pre-referral intervention processes for their children.

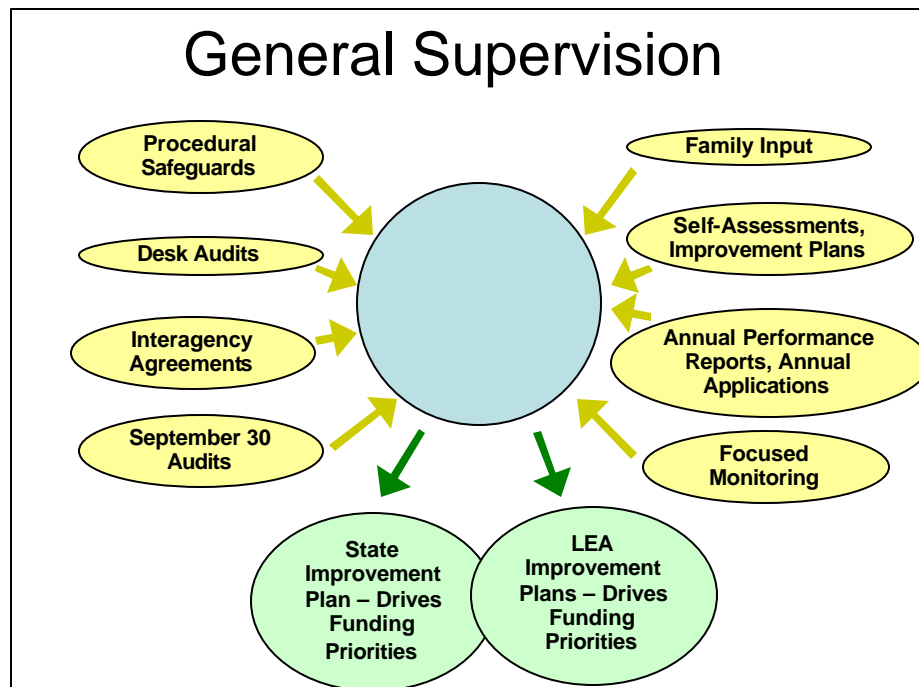
Indicator D: There is a decrease in the number of days between request and decision for due process cases.

Indicator E: The state is able to ensure that FAPE is provided to all students in interagency programs, including incarcerated youth with disabilities.

Indicator F: Process for ensuring FAPE is developed for children with disabilities in charter schools.

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

These data are under development based on district and charter school participation in the Continuous-Improvement Compliance Monitoring System (CCMS) process.



Present Levels of Performance – Indicators A and B

All Districts have engaged in some level of self assessment, improvement planning, or annual reporting during school year 2003-2004. Status of all districts is as follows:

- 2002 Cycle: Four districts engaged in self assessment, and all four have completed their self assessments. Of those four districts, all but one has completed the improvement plan. One district has submitted an update to their improvement plan.
- 2003 Cycle: Eight districts engaged in self assessment, and all eight districts have submitted a written document. Of those eight districts, five have submitted improvement plans.

- 2004 Cycle – Eight districts engaged in self assessment, and two have submitted a self assessment.

Part B funds will not be released until all districts have submitted a self assessment document, improvement plan, or annual report.

The General Supervision subcommittee made recommendations to the PCCD regarding focused monitoring. It was recommended that the focus should be on improving student outcomes and LRE. Specific triggers for each area were recommended so that districts could be ranked, and the low performers could be identified for focused monitoring. It was also recommended that a team composed of DOE staff, a district representative, and a parent or community representative pilot the focused monitoring process during school year 2004-2005 in two districts. PCCD approved all recommendations.

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

The General Supervision subcommittee will review these indicators and make recommendations at the October PCCD meeting regarding any changes. The goal is to align the indicators with the new OSEP indicators.

A data system has been developed to track data relating to hearings, complaints and mediation. The following charts summarize due process data for 2002-2003 and 2003-2004:

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

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

Due Process Hearings		
	Number of Hearing Requests	Number of Hearings Held
2002-2003	19	3
2003-2004	21	3 (2 pending)

Next Steps

Delaware is committed to the concept of “Continuous Improvement” and views the State Improvement Plan (SIP) as a working document. The PCCD and its various subcommittees meet on a regular basis to review, plan, and update Delaware’s SIP and align it with all state and federal initiatives. In 2004 – 2005, the PCCD will be charged with reviewing all indicators, targets, and benchmarks for the two year check point. All strategies for improvement and evidence of change will continue to evolve as new data inform programs on improving results for students with disabilities.

Members of the PCCD 2003 – 2004

Member	Representing
Rosanne Griff-Cabelli	Birth to Three Program
Carol Ann Schuman	Birth to Three Program
Robin Fantl	Child Development Watch
Pam Harper	Day Care Providers
Peter Doehring	Delaware Autistic Program
Martha Brooks	Delaware Department of Education
Martha Toomey	Delaware Department of Education
George Smith	Delaware Department of Education, Executive Secretary to the PCCD
Janet Cornwell	Delaware Early Childhood Center
Pat Maichle	Developmental Disabilities Planning Council
Nancy Colley	Division for Developmental Disability Services
Roy Lafontaine	Division of Developmental Disabilities Services
Robert Patterson	Division of Visually Impaired
Faith Moore	Education Surrogate Parent Program
John Werner	Governor's Advisory Council for Exceptional Children
Bernhard Greenfield	Governor's Advisory Council for Exceptional Citizens
Wendy Strauss	Governor's Advisory Council for Exceptional Citizens
Tom Pledge	Innovative Schools Development Corporation
Kim Beauchamp	Parent Information Center of Delaware
Maria Mendoza	Parent Information Center of Delaware
Marie-Anne Aghazadian	Parent Information Center of Delaware
Crystal Taylor	Parent/Charter Schools
Beth MacDonald	Parent/Interagency Coordinating Council
Kathie Cherry	Parent of Children with Disabilities
Lauren Padgett	Parent of Children with Disabilities. Vice Chairperson to the PCCD
Kelly Wayne	Parent of Children with Disabilities
Robert Katz	Private Schools
Carolyn Cotter	Related Services
Jeffrey Roth	School Administrator
Karen Lechner	School Administrator
Laura Pike-Thompson	School Administrator
Nancy Panico	School Psychologist
Candace Bedrock	Scottish Rite Masons Learning Center
Peggy Lashbrook	Statewide Deaf/Blind Program
Edward Bosso	Statewide Deaf/Deaf-Blind Programs
Kathy Gerstley	Teacher
Marilyn Baker	Teacher
Rita Landgraf	The ARC of Delaware
Robert Gringrich	The ARC of Delaware
Beth Mineo-Mollica	University of DE, Center for Applied Sciences & Engineering
Michael Gamel-McCormick	University of DE, Center for Disabilities Studies, Chairperson to the PCCD
Ethel Bright	University of KY, Alliance for Systems Change

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