

**Delaware Department of Education
Exceptional Children Resources**

**Academy of Dover Charter School
LEA Determination Under IDEA
*Corrective Action Plan***

Goal: The goal of this plan is to ensure systemic changes in the Academy of Dover Charter School that will lead to improved results for students with disabilities and their families.

Background:

Under the IDEA, the Department is required to review the performance of local education agencies (LEAs) on the targets identified in the State's Performance Plan (SPP) and make annual determinations on LEA performance.

The federal Office of Special Education Programs (OSEP) has broadened their focus from holding states accountable for compliance indicators only to now holding states accountable for both compliance and results indicators. On June 15, 2015, LEAs received their Annual Determination based on a combination of the following compliance and results indicators:

- **Compliance:**
 - Indicator 4b Significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements
 - Indicators 9 & 10 Disproportionate Representation related to identification
 - Indicator 11 Timely evaluations
 - Indicator 12 Early childhood transition from Part C/preschool special education services to Part B/school-age special education services
 - Indicator 13 Transition planning in the IEP
 - Other Equitable Services, Needs-Based Funding, Fiscal Monitoring
 - Other Corrective Action as a Result of an Administrative Complaint or Due Process
- **Results:**
 - Indicator 3b Participation in the State Assessment
 - Indicator 3c Proficiency on the State Assessment
 - Indicator 4a Significant Discrepancy in the rates of long-term suspension of students with disabilities
 - Indicator 7 Early Childhood Outcomes

Based on a review of your LEA's data, the Department has determined your LEA Needs Assistance in implementing the regulations of the IDEA.

Academy of Dover Charter School

Following is a review of the timeline for actions due to the DDOE:

Action	Due Date	Due To:
Corrective Action Plan	August 30, 2015	Barbara Mazza, Education Associate, Exceptional Children Resources
Status Update	January 15, 2016	Barbara Mazza, Education Associate, Exceptional Children Resources
Status Update	June 30, 2016	Barbara Mazza, Education Associate, Exceptional Children Resources

On Behalf of Academy of Dover Charter School

Submitted by:

Chen Marshall / Head of School
Supervisor/Director of Special Education Services

On Behalf of the Department of Education

Reviewed and Approved by:

Mary Ann Theybaurski
Director of Exceptional Children Resources

Final Approval Date:

10/26/15

*Corrective Action Plans relating to Compliance Indicators are addressed through monitoring of the individual indicators.

Results Indicator: Indicator 3B: Participation in the State Assessment – Reading	
Root Cause Analysis: Identify factors that prevented the LEA from meeting the target.	Student reading needs required accommodation that did not count towards participation. Student reading skills were not at grade level.
Action Plan: Identify at least 2 activities that the LEA will implement to meet this target.	<ol style="list-style-type: none">1. Monitor and record student participation in progress monitoring assessments.2. Monitor and record attendance of days students participate in Reading middle of year and end of year reading assessments.

Metric(s): Explain how the LEA will measure progress and identify baseline.

Record participation on baseline testing days

		Attendance
Grade	Student	Student participated in baseline testing 8/17/2015
3	Student 1	100%
3	Student 2	100%
3	Student 3	100%
3	Student 4	100%
3	Student 5	100%
3	Student 6	100%
4	Student 7	100%
4	Student 8	100%
4	Student 9	100%
4	Student 10	100%
5	Student 11	100%
5	Student 12	100%
5	Student 13	100%
5	Student 14	100%

Record participation percentage of progress monitoring.

		Participation
Grade	Student	Percentage August 2015
3	Student 1	100%
3	Student 2	100%
3	Student 3	100%
3	Student 4	100%
3	Student 5	100%
3	Student 6	100%
4	Student 7	100%
4	Student 8	100%
4	Student 9	100%
4	Student 10	100%
5	Student 11	100%
5	Student 12	100%
5	Student 13	100%
5	Student 14	100%

Target(s): Identify targets for status update schedule.

Record attendance of days when students begin end of unit Reading test.

Grade	Student	Attendance - Days of testing		
		August 2015	January	June
3	Student 1	100%	100%	100%
3	Student 2	100%	100%	100%
3	Student 3	100%	100%	100%
3	Student 4	100%	100%	100%
3	Student 5	100%	100%	100%
3	Student 6	100%	100%	100%
4	Student 7	100%	100%	100%
4	Student 8	100%	100%	100%
4	Student 9	100%	100%	100%
4	Student 10	100%	100%	100%
5	Student 11	100%	100%	100%
5	Student 12	100%	100%	100%
5	Student 13	100%	100%	100%
5	Student 14	100%	100%	100%

Record participation percentage of progress monitoring.

Grade	Student	Participation - Percentage		
		August 2015	January	June
3	Student 1	100%	100%	100%
3	Student 2	100%	100%	100%
3	Student 3	100%	100%	100%
3	Student 4	100%	100%	100%
3	Student 5	100%	100%	100%
3	Student 6	100%	100%	100%
4	Student 7	100%	100%	100%
4	Student 8	100%	100%	100%
4	Student 9	100%	100%	100%
4	Student 10	100%	100%	100%
5	Student 11	100%	100%	100%
5	Student 12	100%	100%	100%
5	Student 13	100%	100%	100%
5	Student 14	100%	100%	100%

Status Update: January 15, 2016

100% of Students were in attendance on the first day of beginning the end of unit reading test.

Record attendance of days when students begin end of unit Reading test.

Grade	Student	January
3	Student 1	1/8/2016 – 100%
3	Student 2	1/8/2016 – 100%
3	Student 3	1/8/2016 – 100%
3	Student 4	1/8/2016 – 100%
3	Student 5	1/12/2016 – 100%
3	Student 6	1/12/2016 – 100%
4	Student 7	12/16/2015 - 100%
4	Student 8	12/16/2015 - 100%
4	Student 9	12/16/2015 - 100%
4	Student 10	12/16/2015 - 100%
5	Student 11	12/16/2015 - 100%
5	Student 12	12/16/2015 - 100%
5	Student 13	12/16/2015 - 100%
5	Student 14	12/16/2015 - 100%

100% of Students participated in the end of unit reading test.

Record participation percentage of progress monitoring.

Grade	Student	January
3	Student 1	100%
3	Student 2	100%
3	Student 3	100%
3	Student 4	100%
3	Student 5	100%
3	Student 6	100%
4	Student 7	100%
4	Student 8	100%
4	Student 9	100%
4	Student 10	100%
5	Student 11	100%
5	Student 12	100%
5	Student 13	100%
5	Student 14	100%

Status Update: June 30, 2016

Record attendance of days when students begin end of unit Reading test.

Grade	Student	June
3	Student 1	100% 5/24-6-1
3	Student 2	100% 5/24-6-1
3	Student 3	100% 5/24-6-1
3	Student 4	100% 5/24-6-1
3	Student 5	100% 5/24-6-1
3	Student 6	100% 5/24-6-1
4	Student 7	100% 5/24-6-1
4	Student 8	100% 5/24-6-1
4	Student 9	100% 5/24-6-1
4	Student 10	100% 5/24-6-1
5	Student 11	100% 5/24-6-1
5	Student 12	100% 5/24-6-1
5	Student 13	100% 5/24-6-1
5	Student 14	100% 5/24-6-1

Record participation percentage of progress monitoring.

Grade	Student	June
3	Student 1	100%
3	Student 2	100%
3	Student 3	100%
3	Student 4	100%
3	Student 5	100%
3	Student 6	100%
4	Student 7	100%
4	Student 8	100%
4	Student 9	100%
4	Student 10	100%
5	Student 11	100%
5	Student 12	100%
5	Student 13	100%
5	Student 14	100%

Results Indicator: Indicator 3C: Proficiency on the State Assessment - Math	
Root Cause Analysis: Identify factors that prevented the LEA from meeting the target.	IEP goals were not aligned with curriculum based measures in relation to student needs. Response to Intervention (RTI) process was not implemented with fidelity.
Action Plan: Identify at least 2 activities that the LEA will implement to meet this target.	<ol style="list-style-type: none"> 1. IEP goals for math will be written to be aligned to the common core curriculum when developing goals as part of the IEP process. 2. RTI will be implemented with fidelity utilizing a structured process aligned with Title 14 Education Delaware Administrative Code. A written process based on Title 14 Education Delaware Administrative Code which will be utilized to ensure fidelity. RTI/Grade level teams will meet on a consistent basis, to analyze benchmark data and move students into appropriate intervention Tiers. <p>Instructional Techniques to include but not limited to:</p> <ul style="list-style-type: none"> Adapted instruction and materials based on Go Math curriculum to meet individual needs. Repeated basic computation fluency practice. Use of manipulatives, number lines, tables, charts, and kinesthetic aides. Use of calculator when not assessing calculation skill Teach clue words and strategies(looking for a patterns, drawing a model, eliminating possible answers) Extra time to complete assignments Reading of test questions to student Re-teach lessons and concepts as needed Frequent basic computation fluency practice using computer based software program. <p>**note: we currently do not have a good measure of progress using a norm-referenced assessment or data collection system, therefore we are moving toward using an assessment such as SMI.</p>

Metric(s): Explain how the LEA will measure progress and identify baseline.

1. Given response to intervention and special education instruction targeting math proficiency in the area of math problem solving, 80% of the students will meet the end of year target.
Go Math! baseline (Beginning of the year test)

Grade	Student	Beginning Of Year
3	Student 1	15/50
3	Student 2	14/50
3	Student 3	14/50
3	Student 4	14/50
3	Student 5	13/50
3	Student 6	11/50
3	Student 7	10/50
4	Student 8	7/50
4	Student 9	16/50
4	Student 10	11/50
4	Student 11	11/50
5	Student 12	10/50
5	Student 13	10/50
5	Student 14	14/50
5	Student 15	12/50

2. Given special education instruction in the areas of math problem solving, 80% of the students will meet the end of year target for math problem solving.

Baseline percentage in the area of problem solving.

Grade	Student	Beginning Of Year Goal baseline
3	Student 1	30
3	Student 2	28
3	Student 3	28
3	Student 4	28
3	Student 5	26
3	Student 6	37
3	Student 7	20
4	Student 8	14
4	Student 9	32
4	Student 10	22
4	Student 11	22
5	Student 12	20
5	Student 13	20
5	Student 14	28
5	Student 15	24

Target(s): Identify targets for status update schedule.

1. Go Math! Pre-test, Mid-Year test, End of year test

Grade	Student	Beginning Of Year	January target	June Actual
3	Student 1	15/50	28/50	40/50
3	Student 2	14/50	27/50	40/50
3	Student 3	14/50	27/50	40/50
3	Student 4	14/50	27/50	40/50
3	Student 5	13/50	25/50	40/50
3	Student 6	11/50	24/50	40/50
3	Student 7	10/50	25/50	40/50
4	Student 8	7/50	20/50	40/50
4	Student 9	16/50	18/50	40/50
4	Student 10	11/50	23/50	40/50
4	Student 11	11/50	23/50	40/50
5	Student 12	10/50	22/50	40/50
5	Student 13	10/50	22/50	40/50
5	Student 14	14/50	26/50	40/50
5	Student 15	12/50	24/50	40/50

2. Special Education math problem solving goal progress

Grade	Student	Beginning Of Year target %	January Actual %	June Actual %
3	Student 1	30	60	70
3	Student 2	28	65	70
3	Student 3	28	65	70
3	Student 4	28	70	74
3	Student 5	26	70	80
3	Student 6	37	70	75
3	Student 7	20	60	70
4	Student 8	14	65	70
4	Student 9	32	73	76
4	Student 10	22	70	75
4	Student 11	22	68	72
5	Student 12	20	65	70
5	Student 13	20	70	75
5	Student 14	28	68	75
5	Student 15	24	65	70

Status Update: January 15, 2016

Given response to intervention and special education instruction targeting math proficiency in the area of math problem solving, 100% of the students met the Mid-Year test target.

1. Go Math! Pre-test, Mid-Year test, End of year test

Grade	Student	January actual
3	Student 1	33/50
3	Student 2	34/50
3	Student 3	34/50
3	Student 4	30/50
3	Student 5	33/50
3	Student 6	29/50
3	Student 7	30/50
4	Student 8	26/50
4	Student 9	36/50
4	Student 10	36/50
4	Student 11	30/50
5	Student 12	24/50
5	Student 13	35/50
5	Student 14	28/50
5	Student 15	34/50

Special Education math problem solving goal progress

Given special education instruction in the areas of math problem solving, 100% of the students met the target goal for problem solving IEP goal progress.

Grade	Student	January Actual %
3	Student 1	78
3	Student 2	68
3	Student 3	68
3	Student 4	98
3	Student 5	93
3	Student 6	84
3	Student 7	84
4	Student 8	71
4	Student 9	76
4	Student 10	78
4	Student 11	74
5	Student 12	77
5	Student 13	71
5	Student 14	84
5	Student 15	83

Status Update: June 30, 2016

*Student's IQ and disability did not permit them to make the desired goal

1. Go Math! Pre-test, Mid-Year test, End of year test

Grade	Student	June score	Goal Met/Not Met
3	Student 1	44/50	MET
3	Student 2	45/50	MET
3	Student 3	42/50	MET
3	Student 4	45/50	MET
3	Student 5	47/50	MET
3	Student 6	41/50	MET
3	Student 7	43/50	MET
4	Student 8	37/50	NOT MET
4	Student 9	41/50	MET
4	Student 10	41/50	MET
4	Student 11	34/50	NOT MET
5*	Student 12	35/50	NOT MET
5	Student 13	46/50	MET
5	Student 14	40/50	MET

Special Education math problem solving goal progress

Grade	Student	June Target %	June Actual %	Goal Met/Not Met
3	Student 1	70	80	MET
3	Student 2	70	82	MET
3	Student 3	70	90	MET
3	Student 4	74	90	MET
3	Student 5	80	90	MET
3	Student 6	75	78	MET
3	Student 7	70	87	MET
4	Student 8	70	70	MET
4	Student 9	76	76	MET
4	Student 10	75	74	NOT MET
4	Student 11	72	79	MET
5	Student 12	70	76	MET
5	Student 13	75	74	MET
5	Student 14	75	83	MET
5	Student 15	70	N/A	N/A

Results Indicator: Indicator 3C: Proficiency on the State Assessment - Reading	
Root Cause Analysis: Identify factors that prevented the LEA from meeting the target.	In the past, the IEP goals were not aligned to the Curriculum or CCSS. RTI process not implemented with fidelity.
Action Plan: Identify at least 2 activities that the LEA will implement to meet this target.	<ol style="list-style-type: none"> 1. Response to Intervention instruction targeting reading proficiency in the area of reading fluency and reading comprehension. 2. Special education goals and subsequent instruction in the areas of reading fluency and reading comprehension. <p>Techniques to include but not limited to:</p> <ul style="list-style-type: none"> Provide reading materials at instructional and grade level. Frequent sight word practice. Read-alouds and modeling of inflection, pacing, and expression. Guided oral reading with teacher modeling of comprehension strategies. Repeated phrase reading. Read – alouds for teacher modeling, repeated reading, echo reading, peer reading. Frequent practice in a text rich environment. Vocabulary building and review tasks. Provide below grade level texts and consistent practice with increasingly difficult ability level text. Instruction in Comprehension strategies: predicting, connecting, questioning, inference, imaging, summarizing. Provide opportunities to practice comprehension using context, predicting outcomes, stating main idea in own words.

Metric(s): Explain how the LEA will measure progress and identify baseline.

1. Oral Reading Fluency assessment data: Oral reading fluency will be measured using an oral reading fluency assessment given a minimum of three times per school-year and a maximum progress monitoring of weekly and documented at each administration.

Given an oral reading fluency assessment on grade level, 80% of identified students will meet the goal target by June of 2016.

Baseline Data – Oral Reading Fluency

Grade	Student	Words Per minute
3	Student 1	81
3	Student 2	47
3	Student 3	81
3	Student 4	26
3	Student 5	65
3	Student 6	9
4	Student 7	37
4	Student 8	68
4	Student 9	60
4	Student 10	58
5	Student 11	66
5	Student 12	27
5	Student 13	59
5	Student 14	84

2. IEP goal reading comprehension progress data: Individual targeted student progress will be monitored using end of story assessments, teacher made assessments, end of unit assessments, and curricular assessments. Data will be monitored by classroom teachers and special education teachers. Data will be documented on running records, eschool gradebooks, and reported using quarterly IEP progress reports.

Given grade level comprehension end of story assessments, teacher made assessments, end of unit assessments, and curricular assessments at grade level, 80% of identified students will meet the goal target by June of 2016.

Reading Comprehension

Grade	Student	Average Percentage correct
3	Student 1	53
3	Student 2	41
3	Student 3	49
3	Student 4	53
3	Student 5	63
3	Student 6	50
4	Student 7	80
4	Student 8	62
4	Student 9	65
4	Student 10	65
5	Student 11	18
5	Student 12	81
5	Student 13	82
5	Student 14	43

Target(s): Identify targets for status update schedule.

1. Oral Reading Fluency assessment data: Oral reading fluency will be measured using an oral reading fluency assessment given a minimum of three times per school-year and a maximum progress monitoring of weekly and documented at each administration.
Benchmark Oral reading Fluency Data on each baseline student will be provided for status update.

Grade	Student	Words Per minute	January Target	June Actual
3	Student 1	81	89	97
3	Student 2	47	55	63
3	Student 3	81	89	97
3	Student 4	26	34	42
3	Student 5	65	73	81
3	Student 6	9	17	35
4	Student 7	37	45	53
4	Student 8	68	76	84
4	Student 9	60	68	76
4	Student 10	58	66	74
5	Student 11	66	74	82
5	Student 12	27	35	43
5	Student 13	59	67	75
5	Student 14	84	92	100

****Growth rate based on 2006 study by J. Hasbrouck and G. Tindal, "Oral Reading Fluency: 90 Years of Measurement," for grades 3, 4, and 5.**

2. IEP goal reading comprehension progress data: Individual targeted student progress will be monitored using end of story assessments, teacher made assessments, end of unit assessments, and curricular assessments. Data will be monitored by classroom teachers and special education teachers. Data will be documented on running records, eschool gradebooks, and reported using quarterly IEP progress reports.

Baseline student progress data will be provided for status updates.

Grade	Student	Average Percentage correct	January Target	June Actual
3	Student 1	53	65	75
3	Student 2	41	65	70
3	Student 3	49	65	70
3	Student 4	53	73	78
3	Student 5	63	75	80
3	Student 6	50	70	75
4	Student 7	80	88	90
4	Student 8	62	70	75
4	Student 9	65	75	80
4	Student 10	65	74	80
5	Student 11	18	65	70
5	Student 12	81	85	90
5	Student 13	82	85	90
5	Student 14	43	65	70

Status Update: January 15, 2016

Given an oral reading fluency assessment on grade level, 64% of identified students met the Oral Reading Fluency target for January 2016.

1. Oral Reading Fluency assessment data: Oral reading fluency will be measured using an oral reading fluency assessment given a minimum of three times per school-year and a maximum progress monitoring of weekly and documented at each administration.
Benchmark Oral reading Fluency Data on each baseline student will be provided for status update.

Grade	Student	January Actual
3	Student 1	89
3	Student 2	67
3	Student 3	49
3	Student 4	41
3	Student 5	74
3	Student 6	12
4	Student 7	55
4	Student 8	110
4	Student 9	59
4	Student 10	56
5	Student 11	70
5	Student 12	61
5	Student 13	67
5	Student 14	95

****Growth rate based on 2006 study by J. Hasbrouck and G. Tindal, "Oral Reading Fluency: 90 Years of Measurement," for grades 3, 4, and 5.**

86% of students(12 out of 14), met their January target progress goal for reading comprehension.

2. IEP goal reading comprehension progress data: Individual targeted student progress will be monitored using end of story assessments, teacher made assessments, end of unit assessments, and curricular assessments. Data will be monitored by classroom teachers and special education teachers. Data will be documented on running records, eschool, grade books, and reported using quarterly IEP progress reports.
Baseline student progress data will be provided for status updates.

Grade	Student	January Actual
3	Student 1	71
3	Student 2	80
3	Student 3	91
3	Student 4	93
3	Student 5	91
3	Student 6	73
4	Student 7	71
4	Student 8	87
4	Student 9	78
4	Student 10	74
5	Student 11	76
5	Student 12	74
5	Student 13	85
5	Student 14	81

Status Update: June 30, 2016

*Student's IQ and disability did not permit them to make the desired goal

1. Oral Reading Fluency assessment data: Oral reading fluency will be measured using an oral reading fluency. **Fluency Data on each baseline student will be provided for status update.**

Grade	Student	June Target	June Actual	Goal Met/Not Met
3	Student 1	97	87	NOT MET
3	Student 2	63	65	MET
3	Student 3		59	N/A
3	Student 4	42	50	MET
3	Student 5	81	87	MET
3	Student 6	35	17	NOT MET
4	Student 7	53	59	MET
4	Student 8	84	77	NOT MET
4	Student 9	76	75	NOT MET
4	Student 10	74	70	NOT MET
5*	Student 11	82	65	NOT MET
5	Student 12	43	56	MET
5*	Student 13	75	58	NOT MET
5	Student 14	100	98	NOT MET

**Growth rate based on 2006 study by J. Hasbrouck and G. Tindal, "Oral Reading Fluency: 90 Years of Measurement," for grades 3, 4, and 5.


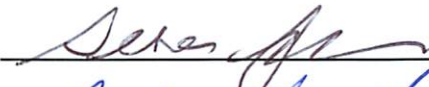
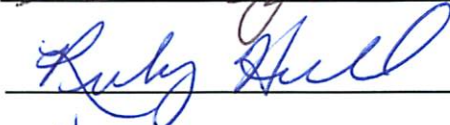
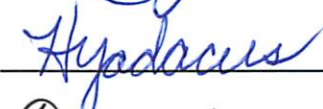

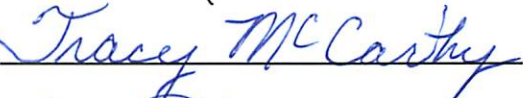
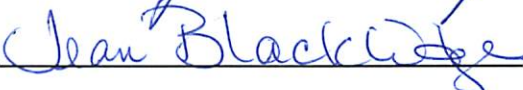

*Student's IQ and disability did not permit them to make the desired goal

2. IEP goal reading comprehension progress data: Individual targeted student progress will be monitored using end of story assessments, teacher made assessments, end of unit assessments, and curricular assessments. Data will be monitored by classroom teachers and special education teachers. Data will be documented on running records, eschool gradebooks, and reported using quarterly IEP progress reports.

Baseline student progress data will be provided for status updates.

Grade	Student	June Target	June Actual	Goal Met/Not Met
3	Student 1	75	75	MET
3	Student 2	70	80	MET
3	Student 3	70	86	MET
3	Student 4	78	88	MET
3	Student 5	80	92	MET
3	Student 6	75	72	NOT MET
4	Student 7	90	70	NOT MET
4	Student 8	75	81	MET
4	Student 9	80	76	NOT MET
4	Student 10	80	73	NOT MET
5	Student 11	70	81	MET
5	Student 12	90	74	NOT MET
5*	Student 13	90	86	NOT MET
5	Student 14	70	n/a	

Signatures of all LEA staff who participated in the development of the LEA's Corrective Action Plan:

Name:	Signature:	Title:
Cheri Marshall		Principal/Head of School
Gene Capers		Assistant Principal
Ruby Hull		Special Needs Manager
Holly Yadacus		Special Education Teacher
Dawn Mandalas		Special Education Teacher
Tracy McCarthy		Reading Specialist
Jean Blacklidge		Interventionist
Shirley Fletcher		Interventionist