



## DEPARTMENT OF EDUCATION

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Secretary of Education  
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June 15, 2015

Dr. Mark Holodick  
Brandywine School District  
1311 Brandywine Boulevard  
Wilmington, DE 19809

***RE: LEA Determination Under the Individuals With Disabilities Education Act (IDEA)***

Dear Dr. Holodick:

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.

As discussed in the November Chiefs' meeting, 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. Beginning this spring, LEAs are receiving 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 information from OSEP, Indicator 1/Graduation Rate will be added next year.

As a result of the review of your LEA's data, the Department has determined your LEA **NEEDS INTERVENTION** in implementing the regulations of the IDEA.

Brandywine School District  
LEA Determination Under the Individuals With Disabilities Education Act (IDEA)  
June 15, 2015  
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Attached, please find an overview of the "IDEA General Supervision & Reporting Requirements" along with an explanation of how your LEA's determination was calculated. The response table provides the Department's analysis of the reported data, and identifies, by indicator, the LEA's status in meeting its targets.

Exceptional Children Resources staff will be in contact with you to discuss next steps including the development of a **Corrective Action Plan**. In the interim, please do not hesitate to contact me by phone at (302) 735-4210, or by e-mail [maryann.mieczkowski@doe.k12.de.us](mailto:maryann.mieczkowski@doe.k12.de.us).

Sincerely,



Mary Ann Mieczkowski  
Director, Exceptional Children Resources

Sincerely,



Michael Watson  
Chief Academic Officer

MAM:BJM/bd  
Attachment

cc: Mark T. Murphy, Secretary of Education  
Penny Schwinn, Chief Accountability Officer  
Katherine Villari, Chief Performance Officer  
Ryan Reyna, Director, Office of Accountability  
Mark Mayer, Supervisor, Special Education Services  
Barbara Mazza, Education Associate, Exceptional Children Resources  
Maria N. Locuniak, PhD., NCSP, Education Associate, Exceptional Children Resources

## ***IDEA General Supervision & Reporting Requirements***

### ***The Department's General Monitoring Duties Under the IDEA***

By way of background, the IDEA requires the Department to monitor the implementation of Part B of the IDEA in the LEAs throughout the State. In addition, the Department is required to annually report to the public on the performance of the State and each LEA. The Department's monitoring activities must primarily focus on: (1) improving educational results and functional outcomes for all children with disabilities and (2) ensuring that public agencies meet the program requirements of Part B, with a particular emphasis on the requirements most closely related to improving educational results for children with disabilities. The Department is responsible for monitoring LEAs using quantifiable indicators in certain priority areas and for using qualitative indicators to allow an adequate measure of performance in each area. IDEA regulations outline the three priority areas as: (1) the provision of FAPE in the least restrictive environment, (2) the State's exercise of general supervision, including child find, effective monitoring, the use of resolution meetings, mediation, and a system of transition services, and (3) disproportionate representation of racial and ethnic groups in special education and related services to the extent such representation is the result of inappropriate identification.

### ***The State Performance Plan and Annual Performance Reports***

The IDEA further requires the State to have a performance plan in place that evaluates the State's efforts to implement the requirements and purposes of Part B of the IDEA and describes how the State will improve the implementation of Part B. As part of its State Performance Plan (SPP), the State must establish measurable and rigorous targets for various indicators under the three priority areas mentioned above. The SPP currently has seventeen indicators and the State must report annually to the U.S. Department of Education on the performance of the State under the SPP.

In addition to its federal submission, the Department is responsible for reporting annually to the public on the performance of each LEA located within the State on the targets described in the SPP. On an annual basis, each LEA must use the targets established in the SPP and the three priority areas mentioned above, to analyze and report on its local performance to the Department. In turn, the Department will review the LEA's performance and assign a determination level.

Based on the Department's analysis of data provided by each LEA and information obtained through audits, monitoring visits, administrative complaints, due process proceedings, and any other publicly available information, the Department assigns one of the following determination levels: Meets the Requirements and purposes of IDEA, Needs Assistance in implementing the requirements of IDEA, Needs Intervention in implementing the requirements of IDEA, or Needs Substantial Intervention in implementing the requirements of IDEA.

*Federal and state regulations addressing the SPP, APR, and the LEA's reporting obligations can be found at 34 C.F.R. §§ 300.600-602, 646 and 14 DE Admin Code §§ 927.1.0 through 8.0, and §§ 40.0 through 46.0.*

## FFY 2013 LEA Annual Determinations

FFY 2013 determinations were made 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

<b>Meets Requirements</b>	<b>=</b>	≥ 80% (compliance and results combined)	and	If monitored on-site, LEA is engaged in Prong 1 or Prong 2		
<b>Needs Assistance</b>	<b>=</b>	60% to 79% (compliance and results combined)	and/or	LEA is engaged in a Corrective Action Plan related to any compliance indicator(s)/issues or does not meet targets for results	and/or	Outstanding Noncompliance from On-Site Monitoring (beyond 1 year)
<b>Needs Intervention</b>	<b>=</b>	≤ 59% (compliance and results combined)	and/or	LEA is engaged in an Intervention Plan or Compliance Agreement related to any compliance indicator(s)/issues or does not meet targets for results	and/or	Outstanding Noncompliance from On-Site Monitoring (beyond 2 years)
<b>Needs Significant Intervention</b>	Phase in Spring, 2016					

# Brandywine School District

Compliance Indicators	Data From: (Time Period)	SPP Target 2013 - 2014	State Data	LEA Data	LEA Score	Possible Points
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. Note - The LEA score is the Rate Ratio which for FFY 2012 had a target of 1.26	2012 - 2013 SY	0.00%	12.82%	Did not meet target for African American	0	1
Indicator 9: Disproportionality/Identification of All Disabilities	12/1/13	0.00%	4.65%	Met target	1	1
Indicator 10: Disproportionality/Identification Within Specific Disabilities	12/1/13	0.00%	4.65%	Met target	1	1
Indicator 11: Initial Evaluation Timelines	2013 - 2014 SY	100.00%	99.79%	100.00%	1	1
Indicator 12: Preschool Transition Part C to Part B	2013 - 2014 SY	100.00%	97.00%	100.00%	1	1
Indicator 13: Secondary Transition (LEA - actual percentage)	2013 - 2014 SY	100%	48.43%	N/A	N/A	N/A
Equitable Services/Needs-Based Funding/Fiscal Monitoring					1	1

Results Indicators	Data From: (Time Period)	SPP Target 2013 - 2014	State Data	LEA Data	LEA Score	Possible Points	
Indicator 3B Participation Math	Spring, 2014						
Grade 3		95.00%	98.60%	98.40%	1	1	
Grade 4		95.00%	98.78%	99.18%	1	1	
Grade 5		95.00%	98.76%	100.00%	1	1	
Grade 6		95.00%	97.69%	96.40%	1	1	
Grade 7		95.00%	97.43%	97.71%	1	1	
Grade 8		95.00%	97.78%	96.12%	1	1	
Grade 10		95.00%	92.45%	89.23%	0	1	
Indicator 3B Participation Reading							
Grade 3		95.00%	96.22%	95.16%	1	1	
Grade 4		95.00%	96.60%	94.26%	0	1	
Grade 5		95.00%	96.70%	99.24%	1	1	
Grade 6		95.00%	96.33%	94.24%	0	1	
Grade 7		95.00%	96.41%	90.15%	0	1	
Grade 8		95.00%	96.87%	95.10%	1	1	
Grade 10		95.00%	90.10%	85.94%	0	1	
Indicator 3C Performance Rate Math							
Grade 3		41.80%	36.69%	30.08%	0	1	
Grade 4		41.80%	37.00%	29.75%	0	1	
Grade 5		41.80%	33.08%	40.15%	0	1	
Grade 6	41.80%	23.21%	20.15%	0	1		
Grade 7	41.80%	27.61%	21.09%	0	1		
Grade 8	41.80%	27.73%	23.23%	0	1		
Grade 10	41.80%	30.96%	20.69%	0	1		

# Brandywine School District

Results Indicators	Data From: (Time Period)	SPP Target 2013 - 2014	State Data	LEA Data	LEA Score	Possible Points
Indicator 3C Performance Rate Reading	Spring, 2014					
Grade 3		41.40%	33.87%	33.90%	0	1
Grade 4		41.40%	36.45%	35.65%	0	1
Grade 5		41.40%	38.91%	41.22%	0	1
Grade 6		41.40%	30.32%	27.48%	0	1
Grade 7		41.40%	30.04%	26.89%	0	1
Grade 8		41.40%	29.29%	29.90%	0	1
Grade 10		41.40%	34.56%	30.91%	0	1
Indicator 4A: Significant Discrepancy in the rates of long-term suspension of students with disabilities Note - The LEA score is the Rate Ratio which for FFY 2012 had a target of 1.26	2012 - 2013 SY	0.00%	2.56%	Met target	1	1
Indicator 7A: Early Childhood Outcomes - Social/Emotional	June, 2014					
Percent Increase Rate of Growth		85.20%	86.41%	90.00%	1	1
Percent Within Age Expectation		54.20%	48.81%	50.00%	0	1
Indicator 7B: Early Childhood Outcomes - Knowledge						
Percent Increase Rate of Growth		87.30%	86.63%	90.00%	1	1
Percent Within Age Expectation		49.80%	45.39%	40.00%	0	1
Indicator 7C: Early Childhood Outcomes - Behavior						
Percent Increase Rate of Growth		87.30%	85.60%	96.00%	1	1
Percent Within Age Expectation	65.00%	61.51%	60.00%	0	1	

Determination Summary	
Compliance Indicators Score	5
Out of a Possible:	6
Results Indicators Score	13
Out of a Possible:	35
Score Total	18
Out of a Possible:	41
Percentage:	43.9%
Other Engaged in a Corrective Action Plan for Indicator 4	
Other: Engaged in a Corrective Action Plan as a result of an Administrative Complaint	

**Annual Determination: Needs Intervention**

## District Progress on State Performance Plan Indicators for Students with Disabilities - FFY 2013

### Brandywine

#### Indicator 1 - Graduation Rates

<u>Indicator</u>	<u>School Year</u>	<u>Graduates</u>	<u>Dropouts</u>	<u>Graduation Rate</u>	<u>Target</u>	<u>Met Target?</u>
1	2012	46	21	68.66%	87.00%	No
1	2013	48	34	58.54%	87.00%	No
1	2014	51	31	62.20%	63.00%	No

#### Indicator 2 - Dropout Rates

<u>Indicator</u>	<u>School Year</u>	<u>Enrollment</u>	<u>DropOuts</u>	<u>Dropout Rate</u>	<u>Target</u>	<u>Met Target?</u>
2	2012	326	21	6.44%	3.80%	No
2	2013	341	34	9.97%	3.80%	No
2	2014	320	18	5.63%	5.50%	No

#### Indicator 3 - Performance on AYP

<u>Indicator</u>	<u>School Year</u>	<u>School Level</u>	<u>Meets Reading Target?</u>	<u>Meets Math Target?</u>	<u>Meets AYP Target?</u>
3A	2012	Elem	Yes	Yes	Yes
3A	2012	Middle	Yes	Yes	Yes
3A	2012	High Sch	Yes	No	Yes
3A	2013	Elem	Yes	Yes	Yes
3A	2013	Middle	Yes	Yes	Yes
3A	2013	High Sch	Yes	Yes	Yes

## District Progress on State Performance Plan Indicators for Students with Disabilities - FFY 2013

### Brandywine

<u>Indicator</u>	<u>School Year</u>	<u>School Level</u>	<u>Meets Reading Target?</u>	<u>Meets Math Target?</u>	<u>Meets AYP Target?</u>
3A	2014	Elem	Yes	Yes	No
3A	2014	Middle	Yes	Yes	Yes
3A	2014	High Sch	Yes	No	No

### Indicator 3B - Participation in State Assessments

<u>Indicator</u>	<u>School Year</u>	<u>Grade</u>	<u>Subject</u>	<u># Eligible</u>	<u># Tested</u>	<u>% Tested</u>	<u>Target</u>	<u>Met Target?</u>
3B	2012	3	Math	102	102	100.00%	99.3%	Yes
3B	2013	3	Math	118	118	100.00%	99.3%	Yes
3B	2014	3	Math	125	123	98.40%	95.0%	Yes
3B	2012	4	Math	114	113	99.12%	99.0%	Yes
3B	2013	4	Math	121	121	100.00%	99.0%	Yes
3B	2014	4	Math	122	121	99.18%	95.0%	Yes
3B	2012	5	Math	119	119	100.00%	99.3%	Yes
3B	2013	5	Math	135	135	100.00%	99.3%	Yes
3B	2014	5	Math	132	132	100.00%	95.0%	Yes
3B	2012	6	Math	101	99	98.02%	98.5%	No
3B	2013	6	Math	127	127	100.00%	98.5%	Yes
3B	2014	6	Math	139	134	96.40%	95.0%	Yes



## District Progress on State Performance Plan Indicators for Students with Disabilities - FFY 2013

### Brandywine

<u>Indicator</u>	<u>School Year</u>	<u>Grade</u>	<u>Subject</u>	<u># Eligible</u>	<u># Tested</u>	<u>% Tested</u>	<u>Target</u>	<u>Met Target?</u>
3B	2012	7	Math	110	105	95.45%	98.3%	No
3B	2013	7	Math	107	107	100.00%	98.3%	Yes
3B	2014	7	Math	131	128	97.71%	95.0%	Yes
3B	2012	8	Math	87	84	96.55%	97.4%	No
3B	2013	8	Math	114	114	100.00%	97.4%	Yes
3B	2014	8	Math	103	99	96.12%	95.0%	Yes
3B	2012	10	Math	81	77	95.06%	95.4%	No
3B	2013	10	Math	75	75	100.00%	95.4%	Yes
3B	2014	10	Math	65	58	89.23%	95.0%	No
3B	2012	3	Reading	102	94	92.16%	99.2%	No
3B	2013	3	Reading	111	111	100.00%	99.2%	Yes
3B	2014	3	Reading	124	118	95.16%	95.0%	Yes
3B	2012	4	Reading	115	106	92.17%	98.7%	No
3B	2013	4	Reading	117	117	100.00%	98.7%	Yes
3B	2014	4	Reading	122	115	94.26%	95.0%	No
3B	2012	5	Reading	119	111	93.28%	99.5%	No
3B	2013	5	Reading	128	128	100.00%	99.5%	Yes

## District Progress on State Performance Plan Indicators for Students with Disabilities - FFY 2013

### Brandywine

<u>Indicator</u>	<u>School Year</u>	<u>Grade</u>	<u>Subject</u>	<u># Eligible</u>	<u># Tested</u>	<u>% Tested</u>	<u>Target</u>	<u>Met Target?</u>
3B	2014	5	Reading	132	131	99.24%	95.0%	Yes
3B	2012	6	Reading	101	98	97.03%	98.4%	No
3B	2013	6	Reading	118	118	100.00%	98.4%	Yes
3B	2014	6	Reading	139	131	94.24%	95.0%	No
3B	2012	7	Reading	110	100	90.91%	98.2%	No
3B	2013	7	Reading	104	104	100.00%	98.2%	Yes
3B	2014	7	Reading	132	119	90.15%	95.0%	No
3B	2012	8	Reading	87	84	96.55%	97.6%	No
3B	2013	8	Reading	110	110	100.00%	97.6%	Yes
3B	2014	8	Reading	102	97	95.10%	95.0%	Yes
3B	2012	10	Reading	81	76	93.83%	95.8%	No
3B	2013	10	Reading	74	74	100.00%	95.8%	Yes
3B	2014	10	Reading	64	55	85.94%	95.0%	No

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### Indicator 3C - Performance on State Assessments

<u>Indicator</u>	<u>School Year</u>	<u>Grade</u>	<u>Subject</u>	<u># Tested</u>	<u># Meets</u>	<u>% Meets</u>	<u>Target</u>	<u>Met Target?</u>
3C	2012	3	Math	102	56	54.90%	36.00%	Yes
3C	2013	3	Math	118	30	25.42%	41.80%	No

## District Progress on State Performance Plan Indicators for Students with Disabilities - FFY 2013

### Brandywine

<u>Indicator</u>	<u>School Year</u>	<u>Grade</u>	<u>Subject</u>	<u># Tested</u>	<u># Meets</u>	<u>% Meets</u>	<u>Target</u>	<u>Met Target?</u>
3C	2014	3	Math	123	37	30.08%	41.80%	No
3C	2012	4	Math	112	48	42.86%	36.00%	Yes
3C	2013	4	Math	121	58	47.93%	41.80%	Yes
3C	2014	4	Math	121	36	29.75%	41.80%	No
3C	2012	5	Math	118	40	33.90%	36.00%	No
3C	2013	5	Math	135	58	42.96%	41.80%	Yes
3C	2014	5	Math	132	53	40.15%	41.80%	No
3C	2012	6	Math	99	19	19.19%	36.00%	No
3C	2013	6	Math	127	23	18.11%	41.80%	No
3C	2014	6	Math	134	27	20.15%	41.80%	No
3C	2012	7	Math	105	24	22.86%	36.00%	No
3C	2013	7	Math	107	27	25.23%	41.80%	No
3C	2014	7	Math	128	27	21.09%	41.80%	No
3C	2012	8	Math	84	19	22.62%	36.00%	No
3C	2013	8	Math	114	32	28.07%	41.80%	No
3C	2014	8	Math	99	23	23.23%	41.80%	No

## District Progress on State Performance Plan Indicators for Students with Disabilities - FFY 2013

### Brandywine

<u>Indicator</u>	<u>School Year</u>	<u>Grade</u>	<u>Subject</u>	<u># Tested</u>	<u># Meets</u>	<u>% Meets</u>	<u>Target</u>	<u>Met Target?</u>
3C	2012	10	Math	77	21	27.27%	36.00%	No
3C	2013	10	Math	75		18.67%	41.80%	No
3C	2014	10	Math	58		20.69%	41.80%	No
3C	2012	3	Reading	94	40	42.55%	35.60%	Yes
3C	2013	3	Reading	111	22	19.82%	41.40%	No
3C	2014	3	Reading	118	40	33.90%	41.40%	No
3C	2012	4	Reading	105	40	38.10%	35.60%	Yes
3C	2013	4	Reading	117	52	44.44%	41.40%	Yes
3C	2014	4	Reading	115	41	35.65%	41.40%	No
3C	2012	5	Reading	110	47	42.73%	35.60%	Yes
3C	2013	5	Reading	128	50	39.06%	41.40%	No
3C	2014	5	Reading	131	54	41.22%	41.40%	No
3C	2012	6	Reading	98	35	35.71%	35.60%	Yes
3C	2013	6	Reading	118	31	26.27%	41.40%	No
3C	2014	6	Reading	131	36	27.48%	41.40%	No
3C	2012	7	Reading	100	36	36.00%	35.60%	Yes

## District Progress on State Performance Plan Indicators for Students with Disabilities - FFY 2013

### Brandywine

<u>Indicator</u>	<u>School Year</u>	<u>Grade</u>	<u>Subject</u>	<u># Tested</u>	<u># Meets</u>	<u>% Meets</u>	<u>Target</u>	<u>Met Target?</u>
3C	2013	7	Reading	104	28	26.92%	41.40%	No
3C	2014	7	Reading	119	32	26.89%	41.40%	No
3C	2012	8	Reading	84	26	30.95%	35.60%	No
3C	2013	8	Reading	110	30	27.27%	41.40%	No
3C	2014	8	Reading	97	29	29.90%	41.40%	No
3C	2012	10	Reading	76	18	23.68%	35.60%	No
3C	2013	10	Reading	74	17	22.97%	41.40%	No
3C	2014	10	Reading	55	17	30.91%	41.40%	No

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### Indicator 4A - Disproportionality in Students Suspended > 10 Days

<u>Indicator</u>	<u>SY</u>	<u>Spec Ed Enroll</u>	<u>Reg Ed Enroll</u>	<u>Spec Ed Suspend</u>	<u>RegEd Suspend</u>	<u>Met Target?</u>	<u>Rate Ratio</u>
4A	2013	1244	9379	13	153	Yes	0.64

For FFY 2013 a Rate Ratio over 1.26 with cell size over 15 will trigger.

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### Indicator 4B- Disproportionality in Students Suspended > 10 Days by Race/Ethnicity

<u>Indicator</u>	<u>School Year</u>	<u>Race</u>	<u>Special Ed Enrolled</u>	<u>Spec Ed Suspend&gt;10 days</u>	<u>Rate Ratio</u>	<u>Target</u>	<u>Met Target?</u>
4B	2013	Afr.American	640		1.50	1.26	No
4B	2013	AI/AK			0.00	1.26	Yes
4B	2013	Asian	28		0.00	1.26	Yes

## District Progress on State Performance Plan Indicators for Students with Disabilities - FFY 2013

### Brandywine

<u>Indicator</u>	<u>School Year</u>	<u>Race</u>	<u>Special Ed Enrolled</u>	<u>Spec Ed Suspend&gt;10 days</u>	<u>Rate Ratio</u>	<u>Target</u>	<u>Met Target?</u>
4B	2013	Hispanic	69		0.00	1.26	Yes
4B	2013	Multi.Racial			0.00	1.26	Yes
4B	2013	Nat.Haw./PI			0.00	1.26	Yes
4B	2013	White	491		0.58	1.26	Yes

An LEA can exceed the Rate Ratio with less than 10 students in the sub-category and not miss target.

### Indicator 5A - LRE Ages 6 to 21 - Outside Regular Class < 21% of the Day

<u>Indicator</u>	<u>School Year</u>	<u>Total</u>	<u># Outside &lt; 21%</u>	<u>% Outside &lt; 21%</u>	<u>Target</u>	<u>Met Target?</u>
5A	2012	1213	925	76.26%	66.00%	Yes
5A	2013	1246	927	74.40%	68.00%	Yes
5A	2014	1271	978	76.95%	67.00%	Yes

### Indicator 5B - LRE Ages 6 to 21 - Outside Regular Class >60% of the Day

<u>Indicator</u>	<u>School Year</u>	<u>Total</u>	<u># Outside &gt; 60%</u>	<u>% Outside &gt; 60%</u>	<u>Target</u>	<u>Met Target?</u>
5B	2012	1213	114	9.40%	17.50%	Yes
5B	2013	1246	130	10.43%	17.30%	Yes
5B	2014	1271	138	10.86%	15.60%	Yes

### Indicator 5C - LRE Ages 6 to 21 - Separate Settings

<u>Indicator</u>	<u>School Year</u>	<u>Total</u>	<u># Separate</u>	<u>% Separate</u>	<u>Target</u>	<u>Met Target?</u>
5C	2012	1213		0.49%	3.60%	Yes
5C	2013	1246		0.80%	3.50%	Yes
5C	2014	1271		1.10%	5.20%	Yes

### Indicator 6 - LRE Ages 3 to 5 - With Typical Peers (Early Childhood, Home, Part-time Early Childhood Part-Time Early Childhood Special Education)

<u>Indicator</u>	<u>FFY</u>	<u>Total EC</u>	<u># with Peers</u>	<u>% with Peers</u>	<u>Target</u>	<u>Met Target</u>	
6	2012	145	67	46.21%	68.6%	No	Data for FFY 2011 is baseline.
6	2013	110	30	27.27%	45.0%	No	

## District Progress on State Performance Plan Indicators for Students with Disabilities - FFY 2013

### Brandywine

**Indicator 7 - Percent of pre-school children aged 3 though 5 who demonstrate improved Positive Social-Emotional Skills; Acquisition and use of Knowledge Skills; and use of Appropriate Behaviors to meet their needs.**

	<u>School Year</u>	<u>% Increase Rate of Growth</u>	<u>Target Increase Rate of Growth</u>	<u>Met Growth Target?</u>	<u>% Within Age Expectation</u>	<u>Target within Age</u>	<u>Met Age Target?</u>	<u>Skillset</u>
7	2012	76.6	90.6	No	61.1	60.4	Yes	7A - Social/Emotional
7	2012	75	93	No	55.6	54.5	Yes	7B - Knowledge
7	2012	84.8	91.9	No	79.6	65	Yes	7C - Behavior

	<u>School Year</u>	<u>% Increase Rate of Growth</u>	<u>Target Increase Rate of Growth</u>	<u>Met Growth Target?</u>	<u>% Within Age Expectation</u>	<u>Target within Age</u>	<u>Met Age Target?</u>	<u>Skillset</u>
7	2013	84	85.2	No	51	54.2	No	7A - Social/Emotional
7	2013	87	87.3	No	51	49.8	Yes	7B - Knowledge
7	2013	84	87.3	No	63	65	No	7C - Behavior

	<u>School Year</u>	<u>% Increase Rate of Growth</u>	<u>Target Increase Rate of Growth</u>	<u>Met Growth Target?</u>	<u>% Within Age Expectation</u>	<u>Target within Age</u>	<u>Met Age Target?</u>	<u>Skillset</u>
7	2014	90	85.2	Yes	50	54.2	No	7A - Social/Emotional
7	2014	90	87.3	Yes	40	49.8	No	7B - Knowledge
7	2014	96	87.3	Yes	60	65	No	7C - Behavior

**Indicator 8 - Percent of parents with a child receiving Special Education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.**

<u>Indicator</u>	<u>School Year</u>	<u>Agree</u>	<u>Disagree</u>	<u>Total</u>	<u>% Agree</u>	<u>Target</u>	<u>Met Target?</u>
8	2012	218	40	258	84.50%	87.00%	No
8	2013	186	22	208	89.42%	87.00%	Yes
8	2014	156	7	163	95.71%	87.00%	Yes

## District Progress on State Performance Plan Indicators for Students with Disabilities - FFY 2013

Brandywine

**Indicator 9 - Percent of LEA's with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.**

Disproportionate representation data are found in the APR.

<u>Indicator</u>	<u>School Year</u>	<u>Disprop representation is result of inappropriate identification</u>	<u>Target</u>	<u>Met Target</u>
9	2012	No	0.0%	Yes
<u>Indicator</u>	<u>School Year</u>	<u>Disprop representation is result of inappropriate identification</u>	<u>Target</u>	<u>Met Target</u>
9	2013	No	0.0%	Yes
<u>Indicator</u>	<u>School Year</u>	<u>Disprop representation is result of inappropriate identification</u>	<u>Target</u>	<u>Met Target</u>
9	2014	No	0.0%	Yes

**Indicator 10 - Percent of LEA's with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.**

<u>Indicator</u>	<u>School Year:</u>	<u>Disprop. Rep. is result of Inaprop. Identification</u>	<u>Target</u>	<u>Met Target</u>
10	2012	No	0.0%	Yes
<u>Indicator</u>	<u>School Year:</u>	<u>Disprop. Rep. is result of Inaprop. Identification</u>	<u>Target</u>	<u>Met Target</u>
10	2013	No	0.0%	Yes
<u>Indicator</u>	<u>School Year:</u>	<u>Disprop. Rep. is result of Inaprop. Identification</u>	<u>Target</u>	<u>Met Target</u>
10	2014	No	0.0%	Yes

**Indicator 11 - Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days or 90 calendar days, whichever is shorter.**

<u>Indicator</u>	<u>School Year</u>	<u>W/In Timelines</u>	<u>Not W/In Timelines</u>	<u>% Within</u>	<u>Target</u>	<u>Met Target?</u>
11	2012	96	0	100.00%	100.00%	Yes
11	2013	83	0	100.00%	100.00%	Yes
11	2014	31	0	100.00%	100.00%	Yes



## District Progress on State Performance Plan Indicators for Students with Disabilities - FFY 2013

### Brandywine

**Indicator 12 - Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.**

<u>Indicator</u>	<u>School Year</u>	<u>Referred Less Not Eligible and Parent Refusals</u>	<u># Services By Age 3</u>	<u>% Services by Age 3</u>	<u>Target</u>	<u>Met Target?</u>
12	2012	34	34	100.00%	100.00%	Yes
12	2013	34	34	100.00%	100.00%	Yes
12	2014	49	49	100.00%	100.00%	Yes

**Indicator 13 - Percent of youth aged 16 and above with an IEP that includes coordinated, measureable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.**

<u>Indicator</u>	<u>School Year</u>	<u>IEP's Reviewed</u>	<u>IEP's Meeting Standard</u>	<u>% Meeting Standard</u>	<u>Target</u>	<u>Met Target?</u>
13	2012	35	22	63.00%	100.0	No
13	2013	Data was not reviewed for this reporting period.			100.0	
13	2014	Data was not reviewed for this reporting period.			100.0	