



DEPARTMENT OF EDUCATION

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Mark T. Murphy
Secretary of Education
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June 15, 2015

Dr. Kevin Fitzgerald
Caesar Rodney School District
7 Front Street
Wyoming, DE 19934

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

Dear Dr. Fitzgerald:

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.

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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.

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
Kevin Thompson, Director, Special Education Services
Barbara Mazza, Education Associate, Exceptional Children Resources
Maria N. Locuniak, PhD., NCSP, Education Associate, Exceptional Children Resources
Dale Matusevich, 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

Meets Requirements	=	≥ 80% (compliance and results combined)	and	If monitored on-site, LEA is engaged in Prong 1 or Prong 2		
Needs Assistance	=	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)
Needs Intervention	=	≤ 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)
Needs Significant Intervention	Phase in Spring, 2016					

Caesar Rodney 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%	Met targets for all races/ ethnicities	1	1
Indicator 9: Disproportionality/All Disabilities	12/1/13	0.00%	4.65%	Met target	1	1
Indicator 10: Disproportionality/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%	96.39%	1	1	
Grade 4		95.00%	98.78%	99.05%	1	1	
Grade 5		95.00%	98.76%	100.00%	1	1	
Grade 6		95.00%	97.69%	100.00%	1	1	
Grade 7		95.00%	97.43%	98.84%	1	1	
Grade 8		95.00%	97.78%	97.47%	1	1	
Grade 10		95.00%	92.45%	87.80%	0	1	
Indicator 3B Participation Reading							
Grade 3		95.00%	96.22%	95.18%	1	1	
Grade 4		95.00%	96.60%	98.06%	1	1	
Grade 5		95.00%	96.70%	99.06%	1	1	
Grade 6		95.00%	96.33%	98.95%	1	1	
Grade 7		95.00%	96.41%	97.67%	1	1	
Grade 8		95.00%	96.87%	97.44%	1	1	
Grade 10		95.00%	90.10%	86.59%	0	1	
Indicator 3C Performance Rate Math							
Grade 3		41.80%	36.69%	38.75%	0	1	
Grade 4		41.80%	37.00%	53.85%	1	1	
Grade 5		41.80%	33.08%	39.25%	0	1	
Grade 6	41.80%	23.21%	22.11%	0	1		
Grade 7	41.80%	27.61%	27.06%	0	1		
Grade 8	41.80%	27.73%	29.87%	0	1		
Grade 10	41.80%	30.96%	27.78%	0	1		

Caesar Rodney 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%	31.65%	0	1
Grade 4		41.40%	36.45%	37.62%	0	1
Grade 5		41.40%	38.91%	54.29%	1	1
Grade 6		41.40%	30.32%	30.85%	0	1
Grade 7		41.40%	30.04%	33.33%	0	1
Grade 8		41.40%	29.29%	32.89%	0	1
Grade 10		41.40%	34.56%	28.17%	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%	88.00%	1	1
Percent Within Age Expectation		54.20%	48.81%	47.00%	0	1
Indicator 7B: Early Childhood Outcomes - Knowledge						
Percent Increase Rate of Growth		87.30%	86.63%	81.00%	0	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%	79.00%	0	1
Percent Within Age Expectation	65.00%	61.51%	57.00%	0	1	

Determination Summary	
Compliance Indicators Score	6
Out of a Possible:	6
Results Indicators Score	16
Out of a Possible:	35
Score Total	22
Out of a Possible:	41
Percentage:	53.7%

Annual Determination: Needs Intervention

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

Caesar Rodney

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	36	16	69.23%	87.00%	No
1	2013	46	17	73.02%	87.00%	No
1	2014	47	27	63.50%	63.00%	Yes

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	345	16	4.64%	3.80%	No
2	2013	338	17	5.03%	3.80%	No
2	2014	305		2.95%	5.50%	Yes

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	Yes	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

Caesar Rodney

<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	Yes
3A	2014	Middle	Yes	Yes	Yes
3A	2014	High Sch	No	Yes	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	70	69	98.57%	99.3%	No
3B	2013	3	Math	86	86	100.00%	99.3%	Yes
3B	2014	3	Math	83	80	96.39%	95.0%	Yes
3B	2012	4	Math	103	102	99.03%	99.0%	Yes
3B	2013	4	Math	90	90	100.00%	99.0%	Yes
3B	2014	4	Math	105	104	99.05%	95.0%	Yes
3B	2012	5	Math	90	90	100.00%	99.3%	Yes
3B	2013	5	Math	114	114	100.00%	99.3%	Yes
3B	2014	5	Math	107	107	100.00%	95.0%	Yes
3B	2012	6	Math	73	73	100.00%	98.5%	Yes
3B	2013	6	Math	88	88	100.00%	98.5%	Yes
3B	2014	6	Math	95	95	100.00%	95.0%	Yes

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

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<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	86	83	96.51%	98.3%	No
3B	2013	7	Math	78	78	100.00%	98.3%	Yes
3B	2014	7	Math	86	85	98.84%	95.0%	Yes
3B	2012	8	Math	84	83	98.81%	97.4%	Yes
3B	2013	8	Math	89	89	100.00%	97.4%	Yes
3B	2014	8	Math	79	77	97.47%	95.0%	Yes
3B	2012	10	Math	64	63	98.44%	95.4%	Yes
3B	2013	10	Math	63	63	100.00%	95.4%	Yes
3B	2014	10	Math	82	72	87.80%	95.0%	No
3B	2012	3	Reading	70	66	94.29%	99.2%	No
3B	2013	3	Reading	85	85	100.00%	99.2%	Yes
3B	2014	3	Reading	83	79	95.18%	95.0%	Yes
3B	2012	4	Reading	103	97	94.17%	98.7%	No
3B	2013	4	Reading	90	90	100.00%	98.7%	Yes
3B	2014	4	Reading	103	101	98.06%	95.0%	Yes
3B	2012	5	Reading	91	86	94.51%	99.5%	No
3B	2013	5	Reading	114	114	100.00%	99.5%	Yes

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

Caesar Rodney

<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	106	105	99.06%	95.0%	Yes
3B	2012	6	Reading	73	71	97.26%	98.4%	No
3B	2013	6	Reading	86	86	100.00%	98.4%	Yes
3B	2014	6	Reading	95	94	98.95%	95.0%	Yes
3B	2012	7	Reading	86	84	97.67%	98.2%	No
3B	2013	7	Reading	78	78	100.00%	98.2%	Yes
3B	2014	7	Reading	86	84	97.67%	95.0%	Yes
3B	2012	8	Reading	84	81	96.43%	97.6%	No
3B	2013	8	Reading	89	89	100.00%	97.6%	Yes
3B	2014	8	Reading	78	76	97.44%	95.0%	Yes
3B	2012	10	Reading	64	61	95.31%	95.8%	No
3B	2013	10	Reading	62	62	100.00%	95.8%	Yes
3B	2014	10	Reading	82	71	86.59%	95.0%	No

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	69	39	56.52%	36.00%	Yes
3C	2013	3	Math	86	36	41.86%	41.80%	Yes

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

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<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	80	31	38.75%	41.80%	No
3C	2012	4	Math	102	70	68.63%	36.00%	Yes
3C	2013	4	Math	90	39	43.33%	41.80%	Yes
3C	2014	4	Math	104	56	53.85%	41.80%	Yes
3C	2012	5	Math	90	52	57.78%	36.00%	Yes
3C	2013	5	Math	114	53	46.49%	41.80%	Yes
3C	2014	5	Math	107	42	39.25%	41.80%	No
3C	2012	6	Math	73	26	35.62%	36.00%	No
3C	2013	6	Math	88	25	28.41%	41.80%	No
3C	2014	6	Math	95	21	22.11%	41.80%	No
3C	2012	7	Math	82	35	42.68%	36.00%	Yes
3C	2013	7	Math	78	15	19.23%	41.80%	No
3C	2014	7	Math	85	23	27.06%	41.80%	No
3C	2012	8	Math	81	40	49.38%	36.00%	Yes
3C	2013	8	Math	89	43	48.31%	41.80%	Yes
3C	2014	8	Math	77	23	29.87%	41.80%	No

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

Caesar Rodney

<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	63	27	42.86%	36.00%	Yes
3C	2013	10	Math	63	16	25.40%	41.80%	No
3C	2014	10	Math	72	20	27.78%	41.80%	No
3C	2012	3	Reading	66	42	63.64%	35.60%	Yes
3C	2013	3	Reading	85	31	36.47%	41.40%	No
3C	2014	3	Reading	79	25	31.65%	41.40%	No
3C	2012	4	Reading	97	60	61.86%	35.60%	Yes
3C	2013	4	Reading	90	42	46.67%	41.40%	Yes
3C	2014	4	Reading	101	38	37.62%	41.40%	No
3C	2012	5	Reading	86	50	58.14%	35.60%	Yes
3C	2013	5	Reading	114	64	56.14%	41.40%	Yes
3C	2014	5	Reading	105	57	54.29%	41.40%	Yes
3C	2012	6	Reading	71	26	36.62%	35.60%	Yes
3C	2013	6	Reading	86	27	31.40%	41.40%	No
3C	2014	6	Reading	94	29	30.85%	41.40%	No
3C	2012	7	Reading	83	46	55.42%	35.60%	Yes

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

Caesar Rodney

<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	78	22	28.21%	41.40%	No
3C	2014	7	Reading	84	28	33.33%	41.40%	No
3C	2012	8	Reading	79	34	43.04%	35.60%	Yes
3C	2013	8	Reading	89	42	47.19%	41.40%	Yes
3C	2014	8	Reading	76	25	32.89%	41.40%	No
3C	2012	10	Reading	61	23	37.70%	35.60%	Yes
3C	2013	10	Reading	62	19	30.65%	41.40%	No
3C	2014	10	Reading	71	20	28.17%	41.40%	No

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	1200	6301	3	69	Yes	0.23

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

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>10 days</u>	<u>Rate Ratio</u>	<u>Target</u>	<u>Met Target?</u>
4B	2013	Afr.American	436		0.00	1.26	Yes
4B	2013	AI/AK			0.00	1.26	Yes
4B	2013	Asian	21		0.00	1.26	Yes

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

Caesar Rodney

<u>Indicator</u>	<u>School Year</u>	<u>Race</u>	<u>Special Ed Enrolled</u>	<u>Spec Ed Suspend>10 days</u>	<u>Rate Ratio</u>	<u>Target</u>	<u>Met Target?</u>
4B	2013	Hispanic	79		0.00	1.26	Yes
4B	2013	Multi.Racial	24		0.00	1.26	Yes
4B	2013	Nat.Haw./PI			0.00	1.26	Yes
4B	2013	White	636		1.89	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 < 21%</u>	<u>% Outside < 21%</u>	<u>Target</u>	<u>Met Target?</u>
5A	2012	1211	769	63.50%	66.00%	No
5A	2013	1228	758	61.73%	68.00%	No
5A	2014	1179	743	63.02%	67.00%	No

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 > 60%</u>	<u>% Outside > 60%</u>	<u>Target</u>	<u>Met Target?</u>
5B	2012	1211	234	19.32%	17.50%	No
5B	2013	1228	247	20.11%	17.30%	No
5B	2014	1179	257	21.80%	15.60%	No

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	1211	125	10.32%	3.60%	No
5C	2013	1228	159	12.95%	3.50%	No
5C	2014	1179	129	10.94%	5.20%	No

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	137	58	42.34%	68.6%	No	Data for FFY 2011 is baseline.
6	2013	90	76	84.44%	45.0%	Yes	

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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	75	90.6	No	45.8	64.9	No	7A - Social/Emotional
7 2012	76.2	93	No	39.6	54.5	No	7B - Knowledge
7 2012	74.3	91.9	No	54.2	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 2013	85	85.2	No	51	54.2	No	7A - Social/Emotional
7 2013	81	87.3	No	26	49.8	No	7B - Knowledge
7 2013	80	87.3	No	58	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	88	85.2	Yes	47	54.2	No	7A - Social/Emotional
7 2014	81	87.3	No	40	49.8	No	7B - Knowledge
7 2014	79	87.3	No	57	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	177	21	198	89.39%	87.00%	Yes
8	2013	161	15	176	91.48%	87.00%	Yes
8	2014	132	3	135	97.78%	87.00%	Yes

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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 Inprop. 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 Inprop. 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 Inprop. 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	51	0	100.00%	100.00%	Yes
11	2013	15	0	100.00%	100.00%	Yes
11	2014	38	0	100.00%	100.00%	Yes

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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	30	28	93.33%	100.00%	No
12	2013	21	19	90.48%	100.00%	No
12	2014	23	23	100.00%	100.00%	Yes

Indicator 13 - Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, 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				100.0	
		Data was not reviewed for this reporting period.				
13	2013	65	39	60.00%	100.0	No
13	2014				100.0	
		Data was not reviewed for this reporting period.				