



DEPARTMENT OF EDUCATION

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Mark T. Murphy
Secretary of Education
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June 15, 2015

Mr. Robert Fulton
Cape Henlopen School District
1270 Kings Highway
Lewes, DE 19958

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

Dear Mr. Fulton:

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 **MEETS REQUIREMENTS** in implementing the regulations of the IDEA.

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LEA Determination Under the Individuals With Disabilities Education Act (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.

Please contact the DOE's Exceptional Children Resources Group with any questions concerning this determination.

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
Jeff Conrad, Ed. D., Supervisor of Instructional Support and Special Programs
Barbara Mazza, Education Associate, Exceptional Children Resources
Maria N. Locuniak, PhD., NCSP, Education Associate, Exceptional Children Resources
Tracy Neugebauer, 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					

Cape Henlopen 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%	N/A	N/A	N/A
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%	67.57%	0	1
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%	98.25%	1	1	
Grade 4		95.00%	98.78%	100.00%	1	1	
Grade 5		95.00%	98.76%	95.24%	1	1	
Grade 6		95.00%	97.69%	97.18%	1	1	
Grade 7		95.00%	97.43%	98.65%	1	1	
Grade 8		95.00%	97.78%	100.00%	1	1	
Grade 10		95.00%	92.45%	98.18%	1	1	
Indicator 3B Participation Reading							
Grade 3		95.00%	96.22%	96.55%	1	1	
Grade 4		95.00%	96.60%	100.00%	1	1	
Grade 5		95.00%	96.70%	92.06%	0	1	
Grade 6		95.00%	96.33%	95.71%	1	1	
Grade 7		95.00%	96.41%	97.22%	1	1	
Grade 8		95.00%	96.87%	97.56%	1	1	
Grade 10		95.00%	90.10%	98.18%	1	1	
Indicator 3C Performance Rate Math							
Grade 3		41.80%	36.69%	60.71%	1	1	
Grade 4		41.80%	37.00%	56.06%	1	1	
Grade 5		41.80%	33.08%	58.33%	1	1	
Grade 6	41.80%	23.21%	49.28%	1	1		
Grade 7	41.80%	27.61%	50.68%	1	1		
Grade 8	41.80%	27.73%	62.50%	1	1		
Grade 10	41.80%	30.96%	42.59%	1	1		

Cape Henlopen 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						
Grade 3	Spring, 2014	41.40%	33.87%	55.36%	1	1
Grade 4		41.40%	36.45%	50.75%	1	1
Grade 5		41.40%	38.91%	55.17%	1	1
Grade 6		41.40%	30.32%	53.73%	1	1
Grade 7		41.40%	30.04%	54.29%	1	1
Grade 8		41.40%	29.29%	46.25%	1	1
Grade 10		41.40%	34.56%	51.85%	1	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						
Percent Increase Rate of Growth	June, 2014	85.20%	86.41%	81.00%	0	1
Percent Within Age Expectation		54.20%	48.81%	40.00%	0	1
Indicator 7B: Early Childhood Outcomes - Knowledge						
Percent Increase Rate of Growth		87.30%	86.63%	86.00%	0	1
Percent Within Age Expectation		49.80%	45.39%	45.00%	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%	70.00%	1	1

Determination Summary	
Compliance Indicators Score	5
Out of a Possible:	6
Results Indicators Score	30
Out of a Possible:	35
Score Total	35
Out of a Possible:	41
Percentage:	85.4%

Annual Determination: Meets Requirements

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

Cape Henlopen

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		76.60%	87.00%	No
1	2013	35		81.40%	87.00%	No
1	2014	33	22	60.00%	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	185		3.78%	3.80%	Yes
2	2013	265		3.02%	3.80%	Yes
2	2014	271		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

Cape Henlopen

<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	Yes	Yes	Yes

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	59	58	98.31%	99.3%	No
3B	2013	3	Math	54	54	100.00%	99.3%	Yes
3B	2014	3	Math	57	56	98.25%	95.0%	Yes
3B	2012	4	Math	60	58	96.67%	99.0%	No
3B	2013	4	Math	59	59	100.00%	99.0%	Yes
3B	2014	4	Math	66	66	100.00%	95.0%	Yes
3B	2012	5	Math	62	57	91.94%	99.3%	No
3B	2013	5	Math	70	70	100.00%	99.3%	Yes
3B	2014	5	Math	63	60	95.24%	95.0%	Yes
3B	2012	6	Math	80	80	100.00%	98.5%	Yes
3B	2013	6	Math	77	77	100.00%	98.5%	Yes
3B	2014	6	Math	71	69	97.18%	95.0%	Yes

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

Cape Henlopen

<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	82	82	100.00%	98.3%	Yes
3B	2013	7	Math	83	83	100.00%	98.3%	Yes
3B	2014	7	Math	74	73	98.65%	95.0%	Yes
3B	2012	8	Math	53	50	94.34%	97.4%	No
3B	2013	8	Math	77	77	100.00%	97.4%	Yes
3B	2014	8	Math	80	80	100.00%	95.0%	Yes
3B	2012	10	Math	61	56	91.80%	95.4%	No
3B	2013	10	Math	72	27	37.50%	95.4%	No
3B	2014	10	Math	55	54	98.18%	95.0%	Yes
3B	2012	3	Reading	59	58	98.31%	99.2%	No
3B	2013	3	Reading	54	54	100.00%	99.2%	Yes
3B	2014	3	Reading	58	56	96.55%	95.0%	Yes
3B	2012	4	Reading	60	58	96.67%	98.7%	No
3B	2013	4	Reading	58	58	100.00%	98.7%	Yes
3B	2014	4	Reading	67	67	100.00%	95.0%	Yes
3B	2012	5	Reading	63	57	90.48%	99.5%	No
3B	2013	5	Reading	68	68	100.00%	99.5%	Yes

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

Cape Henlopen

<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	63	58	92.06%	95.0%	No
3B	2012	6	Reading	80	78	97.50%	98.4%	No
3B	2013	6	Reading	76	76	100.00%	98.4%	Yes
3B	2014	6	Reading	70	67	95.71%	95.0%	Yes
3B	2012	7	Reading	82	77	93.90%	98.2%	No
3B	2013	7	Reading	81	81	100.00%	98.2%	Yes
3B	2014	7	Reading	72	70	97.22%	95.0%	Yes
3B	2012	8	Reading	53	49	92.45%	97.6%	No
3B	2013	8	Reading	76	76	100.00%	97.6%	Yes
3B	2014	8	Reading	82	80	97.56%	95.0%	Yes
3B	2012	10	Reading	61	48	78.69%	95.8%	No
3B	2013	10	Reading	72	72	100.00%	95.8%	Yes
3B	2014	10	Reading	55	54	98.18%	95.0%	Yes

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	58	46	79.31%	36.00%	Yes
3C	2013	3	Math	54	32	59.26%	41.80%	Yes

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

Cape Henlopen

<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	56	34	60.71%	41.80%	Yes
3C	2012	4	Math	58	57	98.28%	36.00%	Yes
3C	2013	4	Math	59	40	67.80%	41.80%	Yes
3C	2014	4	Math	66	37	56.06%	41.80%	Yes
3C	2012	5	Math	57	42	73.68%	36.00%	Yes
3C	2013	5	Math	70	52	74.29%	41.80%	Yes
3C	2014	5	Math	60	35	58.33%	41.80%	Yes
3C	2012	6	Math	79	31	39.24%	36.00%	Yes
3C	2013	6	Math	77	29	37.66%	41.80%	No
3C	2014	6	Math	69	34	49.28%	41.80%	Yes
3C	2012	7	Math	81	51	62.96%	36.00%	Yes
3C	2013	7	Math	83	36	43.37%	41.80%	Yes
3C	2014	7	Math	73	37	50.68%	41.80%	Yes
3C	2012	8	Math	50	36	72.00%	36.00%	Yes
3C	2013	8	Math	77	51	66.23%	41.80%	Yes
3C	2014	8	Math	80	50	62.50%	41.80%	Yes

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

Cape Henlopen

<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	56	26	46.43%	36.00%	Yes
3C	2013	10	Math	72	30	41.67%	41.80%	No
3C	2014	10	Math	54	23	42.59%	41.80%	Yes
3C	2012	3	Reading	58	44	75.86%	35.60%	Yes
3C	2013	3	Reading	54	30	55.56%	41.40%	Yes
3C	2014	3	Reading	56	31	55.36%	41.40%	Yes
3C	2012	4	Reading	58	50	86.21%	35.60%	Yes
3C	2013	4	Reading	58	32	55.17%	41.40%	Yes
3C	2014	4	Reading	67	34	50.75%	41.40%	Yes
3C	2012	5	Reading	57	47	82.46%	35.60%	Yes
3C	2013	5	Reading	68	41	60.29%	41.40%	Yes
3C	2014	5	Reading	58	32	55.17%	41.40%	Yes
3C	2012	6	Reading	77	35	45.45%	35.60%	Yes
3C	2013	6	Reading	76	39	51.32%	41.40%	Yes
3C	2014	6	Reading	67	36	53.73%	41.40%	Yes
3C	2012	7	Reading	76	54	71.05%	35.60%	Yes

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

Cape Henlopen

<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	81	38	46.91%	41.40%	Yes
3C	2014	7	Reading	70	38	54.29%	41.40%	Yes
3C	2012	8	Reading	49	37	75.51%	35.60%	Yes
3C	2013	8	Reading	76	51	67.11%	41.40%	Yes
3C	2014	8	Reading	80	37	46.25%	41.40%	Yes
3C	2012	10	Reading	48	20	41.67%	35.60%	Yes
3C	2013	10	Reading	72	38	52.78%	41.40%	Yes
3C	2014	10	Reading	54	28	51.85%	41.40%	Yes

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	791	4044	4	6	Yes	3.41

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	188		0.00	1.26	Yes
4B	2013	AI/AK			0.00	1.26	Yes
4B	2013	Asian			0.00	1.26	Yes

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

Cape Henlopen

<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	77		3.42	1.26	Yes
4B	2013	Multi.Racial	16		0.00	1.26	Yes
4B	2013	Nat.Haw./PI			0.00	1.26	Yes
4B	2013	White	495		1.60	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	750	330	44.00%	66.00%	No
5A	2013	825	383	46.42%	68.00%	No
5A	2014	742	346	46.63%	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	750	156	20.80%	17.50%	No
5B	2013	825	174	21.09%	17.30%	No
5B	2014	742	157	21.16%	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	750	56	7.47%	3.60%	No
5C	2013	825	75	9.09%	3.50%	No
5C	2014	742	64	8.63%	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	46	46	100.00%	68.6%	Yes	Data for FFY 2011 is baseline.
6	2013	43	43	100.00%	45.0%	Yes	

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

Cape Henlopen

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	85	90.6	No	43.5	60.4	No	7A - Social/Emotional
7	2012	75	93	No	47.8	54.5	No	7B - Knowledge
7	2012	86.7	91.9	No	73.9	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	88	85.2	Yes	45	54.2	No	7A - Social/Emotional
7	2013	84	87.3	No	55	49.8	Yes	7B - Knowledge
7	2013	93	87.3	Yes	75	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	2014	81	85.2	No	40	54.2	No	7A - Social/Emotional
7	2014	86	87.3	No	45	49.8	No	7B - Knowledge
7	2014	96	87.3	Yes	70	65	Yes	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	137	16	153	89.54%	87.00%	Yes
8	2013	113	5	118	95.76%	87.00%	Yes
8	2014	94	2	96	97.92%	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 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	2	0	100.00%	100.00%	Yes
11	2013				100.00%	N/A
No initial evaluation data was reported during this reporting period by this LEA.						
11	2014				100.00%	N/A
No initial evaluation data was reported during this reporting period by this LEA.						

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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	7	7	100.00%	100.00%	Yes
12	2013	7	7	100.00%	100.00%	Yes
12	2014	13	13	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				100.0		
		Data was not reviewed for this reporting period.					
13	2013				100.0		
		Data was not reviewed for this reporting period.					
13	2014	37	25	67.57%	100.0	No	