



DEPARTMENT OF EDUCATION

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Mark T. Murphy
Secretary of Education
Voice: (302) 735-4000
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June 15, 2015

Dr. Michael D. Thomas
Capital School District
198 Commerce Way
Dover, DE 19904

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

Dear Dr. Thomas:

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.

Capital School District
LEA Determination Under the Individuals With Disabilities Education Act (IDEA)
June 15, 2015
Page 2

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
Dr. Joyce Denman, Director, Special Education Services
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					

Capital 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/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%	58.62%	0	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%	98.90%	1	1	
Grade 4		95.00%	98.78%	99.02%	1	1	
Grade 5		95.00%	98.76%	98.84%	1	1	
Grade 6		95.00%	97.69%	100.00%	1	1	
Grade 7		95.00%	97.43%	100.00%	1	1	
Grade 8		95.00%	97.78%	98.89%	1	1	
Grade 10		95.00%	92.45%	94.32%	0	1	
Indicator 3B Participation Reading							
Grade 3		95.00%	96.22%	98.90%	1	1	
Grade 4		95.00%	96.60%	96.12%	1	1	
Grade 5		95.00%	96.70%	96.51%	1	1	
Grade 6		95.00%	96.33%	99.02%	1	1	
Grade 7		95.00%	96.41%	98.97%	1	1	
Grade 8		95.00%	96.87%	97.78%	1	1	
Grade 10		95.00%	90.10%	94.44%	0	1	
Indicator 3C Performance Rate Math							
Grade 3	41.80%	36.69%	47.78%	1	1		
Grade 4	41.80%	37.00%	44.55%	1	1		
Grade 5	41.80%	33.08%	50.59%	1	1		
Grade 6	41.80%	23.21%	21.78%	0	1		
Grade 7	41.80%	27.61%	30.61%	0	1		
Grade 8	41.80%	27.73%	23.60%	0	1		
Grade 10	41.80%	30.96%	34.94%	0	1		

Capital 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%	33.33%	0	1	
Grade 4		41.40%	36.45%	47.47%	1	1	
Grade 5		41.40%	38.91%	46.99%	1	1	
Grade 6		41.40%	30.32%	28.71%	0	1	
Grade 7		41.40%	30.04%	31.25%	0	1	
Grade 8		41.40%	29.29%	34.09%	0	1	
Grade 10		41.40%	34.56%	35.29%	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%	Did not meet target	0	1
Indicator 7A: Early Childhood Outcomes - Social/Emotional							
Percent Increase Rate of Growth	June, 2014	85.20%	86.41%	66.00%	0	1	
Percent Within Age Expectation		54.20%	48.81%	79.00%	1	1	
Indicator 7B: Early Childhood Outcomes - Knowledge							
Percent Increase Rate of Growth		87.30%	86.63%	82.00%	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%	83.00%	0	1	
Percent Within Age Expectation		65.00%	61.51%	55.00%	0	1	

Determination Summary	
Compliance Indicators Score	4
Out of a Possible:	6
Results Indicators Score	18
Out of a Possible:	35
Score Total	22
Out of a Possible:	41
Percentage:	53.7%
Other: Engaged in an Intervention Plan for Indicator 4	

Annual Determination: Needs Intervention

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

Capital

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	35	31	53.03%	87.00%	No
1	2013	46	20	69.70%	87.00%	No
1	2014	47	34	58.00%	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	278		5.04%	3.80%	No
2	2013	369	20	5.42%	3.80%	No
2	2014	372	27	7.26%	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	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

Capital

<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	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	73	73	100.00%	99.3%	Yes
3B	2013	3	Math	100	100	100.00%	99.3%	Yes
3B	2014	3	Math	91	90	98.90%	95.0%	Yes
3B	2012	4	Math	86	84	97.67%	99.0%	No
3B	2013	4	Math	95	95	100.00%	99.0%	Yes
3B	2014	4	Math	102	101	99.02%	95.0%	Yes
3B	2012	5	Math	84	82	97.62%	99.3%	No
3B	2013	5	Math	93	93	100.00%	99.3%	Yes
3B	2014	5	Math	86	85	98.84%	95.0%	Yes
3B	2012	6	Math	83	81	97.59%	98.5%	No
3B	2013	6	Math	96	96	100.00%	98.5%	Yes
3B	2014	6	Math	101	101	100.00%	95.0%	Yes

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

Capital								
<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	90	90	100.00%	98.3%	Yes
3B	2013	7	Math	93	93	100.00%	98.3%	Yes
3B	2014	7	Math	98	98	100.00%	95.0%	Yes
3B	2012	8	Math	96	95	98.96%	97.4%	Yes
3B	2013	8	Math	96	96	100.00%	97.4%	Yes
3B	2014	8	Math	90	89	98.89%	95.0%	Yes
3B	2012	10	Math	56	54	96.43%	95.4%	Yes
3B	2013	10	Math	93	93	100.00%	95.4%	Yes
3B	2014	10	Math	88	83	94.32%	95.0%	No
3B	2012	3	Reading	73	54	73.97%	99.2%	No
3B	2013	3	Reading	95	95	100.00%	99.2%	Yes
3B	2014	3	Reading	91	90	98.90%	95.0%	Yes
3B	2012	4	Reading	86	74	86.05%	98.7%	No
3B	2013	4	Reading	94	94	100.00%	98.7%	Yes
3B	2014	4	Reading	103	99	96.12%	95.0%	Yes
3B	2012	5	Reading	84	81	96.43%	99.5%	No
3B	2013	5	Reading	89	89	100.00%	99.5%	Yes

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

Capital

<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	86	83	96.51%	95.0%	Yes
3B	2012	6	Reading	83	80	96.39%	98.4%	No
3B	2013	6	Reading	93	93	100.00%	98.4%	Yes
3B	2014	6	Reading	102	101	99.02%	95.0%	Yes
3B	2012	7	Reading	90	89	98.89%	98.2%	Yes
3B	2013	7	Reading	93	93	100.00%	98.2%	Yes
3B	2014	7	Reading	97	96	98.97%	95.0%	Yes
3B	2012	8	Reading	95	92	96.84%	97.6%	No
3B	2013	8	Reading	94	94	100.00%	97.6%	Yes
3B	2014	8	Reading	90	88	97.78%	95.0%	Yes
3B	2012	10	Reading	56	51	91.07%	95.8%	No
3B	2013	10	Reading	90	90	100.00%	95.8%	Yes
3B	2014	10	Reading	90	85	94.44%	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	73	47	64.38%	36.00%	Yes
3C	2013	3	Math	100	55	55.00%	41.80%	Yes

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

Capital

<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	90	43	47.78%	41.80%	Yes
3C	2012	4	Math	84	43	51.19%	36.00%	Yes
3C	2013	4	Math	95	56	58.95%	41.80%	Yes
3C	2014	4	Math	101	45	44.55%	41.80%	Yes
3C	2012	5	Math	82	54	65.85%	36.00%	Yes
3C	2013	5	Math	93	34	36.56%	41.80%	No
3C	2014	5	Math	85	43	50.59%	41.80%	Yes
3C	2012	6	Math	82	37	45.12%	36.00%	Yes
3C	2013	6	Math	96	26	27.08%	41.80%	No
3C	2014	6	Math	101	22	21.78%	41.80%	No
3C	2012	7	Math	90	23	25.56%	36.00%	No
3C	2013	7	Math	93	18	19.35%	41.80%	No
3C	2014	7	Math	98	30	30.61%	41.80%	No
3C	2012	8	Math	94	34	36.17%	36.00%	Yes
3C	2013	8	Math	96	20	20.83%	41.80%	No
3C	2014	8	Math	89	21	23.60%	41.80%	No

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

Capital Indicator	School Year	Grade	Subject	# Tested	# Meets	% Meets	Target	Met Target?
3C	2012	10	Math	54	18	33.33%	36.00%	No
3C	2013	10	Math	93	23	24.73%	41.80%	No
3C	2014	10	Math	83	29	34.94%	41.80%	No
3C	2012	3	Reading	54	41	75.93%	35.60%	Yes
3C	2013	3	Reading	95	58	61.05%	41.40%	Yes
3C	2014	3	Reading	90	30	33.33%	41.40%	No
3C	2012	4	Reading	74	46	62.16%	35.60%	Yes
3C	2013	4	Reading	94	53	56.38%	41.40%	Yes
3C	2014	4	Reading	99	47	47.47%	41.40%	Yes
3C	2012	5	Reading	81	50	61.73%	35.60%	Yes
3C	2013	5	Reading	89	37	41.57%	41.40%	Yes
3C	2014	5	Reading	83	39	46.99%	41.40%	Yes
3C	2012	6	Reading	81	43	53.09%	35.60%	Yes
3C	2013	6	Reading	93	35	37.63%	41.40%	No
3C	2014	6	Reading	101	29	28.71%	41.40%	No
3C	2012	7	Reading	89	28	31.46%	35.60%	No

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

Capital

<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	93	22	23.66%	41.40%	No
3C	2014	7	Reading	96	30	31.25%	41.40%	No
3C	2012	8	Reading	91	48	52.75%	35.60%	Yes
3C	2013	8	Reading	94	25	26.60%	41.40%	No
3C	2014	8	Reading	88	30	34.09%	41.40%	No
3C	2012	10	Reading	51	23	45.10%	35.60%	Yes
3C	2013	10	Reading	90	31	34.44%	41.40%	No
3C	2014	10	Reading	85	30	35.29%	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	1091	5139	44	72	No	2.88

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	615	33	1.33	1.26	No
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

Capital

<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	66		0.38	1.26	Yes
4B	2013	Multi.Racial			2.25	1.26	Yes
4B	2013	Nat.Haw./PI			0.00	1.26	Yes
4B	2013	White	376		0.59	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	1067	598	56.04%	66.00%	No
5A	2013	1104	623	56.43%	68.00%	No
5A	2014	1057	572	54.12%	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	1067	190	17.81%	17.50%	No
5B	2013	1104	200	18.12%	17.30%	No
5B	2014	1057	195	18.45%	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	1067	107	10.03%	3.60%	No
5C	2013	1104	108	9.78%	3.50%	No
5C	2014	1057	117	11.07%	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	75	52	69.33%	68.6%	Yes	Data for FFY 2011 is baseline.
6	2013	47	21	44.68%	45.0%	No	

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

Capital

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	88.7	90.6	No	49.2	60.4	No	7A - Social/Emotional
7	2012	86.4	93	No	42.4	54.5	No	7B - Knowledge
7	2012	90.2	91.9	No	61	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	92.3	85.2	Yes	55	54.2	Yes	7A - Social/Emotional
7	2013	95	87.3	Yes	55	49.8	Yes	7B - Knowledge
7	2013	94	87.3	Yes	71	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	66	85.2	No	79	54.2	Yes	7A - Social/Emotional
7	2014	82	87.3	No	45	49.8	No	7B - Knowledge
7	2014	83	87.3	No	55	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	135	8	143	94.41%	87.00%	Yes
8	2013	113	15	128	88.28%	87.00%	Yes
8	2014	117	7	124	94.35%	87.00%	Yes

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Capital

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	7	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	4	0	100.00%	100.00%	Yes

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Capital

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	20	20	100.00%	100.00%	Yes
12	2013	33	33	100.00%	100.00%	Yes
12	2014	29	17	58.62%	100.00%	No

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	57	38	67.00%	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	