



DEPARTMENT OF EDUCATION

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FFY 2014 IDEA LEA Annual Determination Business Rules

Indicator	Description	Business Rule
1 (20 U.S.C. 1416 (a)(3)(A))	Percent of youth with IEPs graduating from high school with a regular diploma.	Number of youth with IEPs in the current year's adjusted cohort graduating with a regular diploma divided by the number of youth with IEPs in the current year's adjusted cohort eligible to graduate
2 (20 U.S.C. 1416 (a)(3)(A))	Percent of youth with IEPs dropping out of high school.	Number of youth with IEPs (ages 14-21) who exited special education due to dropping out divided by the total number of all youth with IEPs who left high school (ages 14-21)
3B (20 U.S.C. 1416 (a)(3)(A))	Participation and performance of children with IEPs on Statewide assessments: <ul style="list-style-type: none"> Participation rate for children with IEPs. 	Number of children with IEPs participating in state assessments divided by the total number of children with IEPs enrolled during the testing window, calculated separately for reading and math, and subtracting students with approved exemptions <i>Note: Denominator does not include students with approved exemptions from DDOE. All students enrolled during the testing window are included – "Full Academic Year" filter is not used.</i>
3C (20 U.S.C. 1416 (a)(3)(A))	Participation and performance of children with IEPs on Statewide assessments: <ul style="list-style-type: none"> Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. 	(Number of children with IEPs scoring at or above proficient against grade level or alternate academic achievement standards divided by the total number of children with IEPs who received a valid score and for whom a proficiency level was assigned, and, calculated separately for reading and math <i>Note: All students enrolled during the testing window are included – "Full Academic Year" filter is not used.</i>
4A (20 U.S.C. 1416(a)(3)(A); 1412(a)(22))	Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	Number of SWD Suspended or Expelled > than 10 days Divided by Number of SWoD Suspended or Expelled > than 10 days <i>For FFY 2014: Cell Size = 15/Rate Ratio = 1.24</i>
4B (20 U.S.C. 1416(a)(3)(A); 1412(a)(22))	Percent of districts that have: <ul style="list-style-type: none"> (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. 	[Number of (race/ethnicity) SWD Suspended or Expelled > than 10 days Divided by Number of (race/ethnicity)SWD Suspended or Expelled > than 10 days] Divided by [General Ed Students Suspended > than 10 days Divided by General Ed Students in LEA] <i>For FFY 2014: Cell Size = 10/Rate Ratio = 1.24</i>

<p>5 (20 U.S.C. 1416(a)(3)(A))</p>	<p>Percent of children with IEPs aged 6 through 21 served:</p> <ul style="list-style-type: none"> • A = Inside the regular class 80% or more of the day • B = Inside the regular class less than 40% of the day • C = In separate schools, residential facilities, or homebound/hospital placements. 	<p>Number of children with IEPs aged 6 through 21 served Divided by Total number of children with IEPs aged 6 through 21</p>
<p>6 (20 U.S.C. 1416(a)(3)(A))</p>	<p>Percent of children aged 3 through 5 with IEPs attending a:</p> <ul style="list-style-type: none"> • Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program • Separate special education class, separate school or residential facility. 	<p>Number of children with IEPs aged 3 through 5 attending Divided by Total number of children with IEPs aged 3 through 5</p>
<p>7 (20 U.S.C. 1416 (a)(3)(A))</p>	<p>Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:</p> <ul style="list-style-type: none"> • Positive social-emotional skills (including social relationships); • Acquisition and use of knowledge and skills (including early language/communication and early literacy) • C. Use of appropriate behaviors to meet their needs. 	<p>Of those preschool children who entered or exited the preschool program below age expectations in the Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>The percent of preschool children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program.</p>
<p>8 (20 U.S.C. 1416(a)(3)(A))</p>	<p>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.</p>	<p>Number of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities Divided by Total number of respondent parents of children with disabilities</p>
<p>9 (20 U.S.C. 1416(a)(3)(C))</p>	<p>Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.</p>	<p>Number of LEAs with disproportionate representation of racial and ethnic groups in special education and related services divided by representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification</p>
<p>10 (20 U.S.C. 1416(a)(3)(C))</p>	<p>Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.</p>	<p>Number of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories divided by Number of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification</p>
<p>11 (20 U.S.C. 1416(a)(3)(B))</p>	<p>Percent of children who were evaluated within 45 school days or 90 calendar days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.</p>	<p>Number of children for whom parental consent to evaluate was received Divided by Number of children whose evaluations were completed within 45 school days or 90 calendar days (or State-established timeline)</p>

<p>12 (20 U.S.C. 1416(a)(3)(B))</p>	<p>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.</p>	<p>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 Divided by Percent of children referred by Part C prior to age 3 who are found eligible for Part B</p>
<p>13 (20 U.S.C. 1416(a)(3)(B))</p>	<p>Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.</p>	<p>Number of youth aged 14 and above with IEPs that contain each of the required components for secondary transition Divided by Number of youth with IEPs aged 14 and above</p>
<p>14 (20 U.S.C. 1416(a)(3)(B))</p>	<p>Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:</p> <ul style="list-style-type: none"> • Enrolled in higher education within one year of leaving high school. • Enrolled in higher education or competitively employed within one year of leaving high school. • Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school. 	<p>Number of respondent youth Divided by Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school</p>

