



DEPARTMENT OF EDUCATION

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June 15, 2015

Dr. Mervin B. Daugherty
Red Clay Consolidated School District
1502 Spruce Avenue
Wilmington, DE 19805

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

Dear Dr. Daugherty:

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.

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
Mary Norris, Assistant Superintendent/Special Services
Barbara Mazza, Education Associate, Exceptional Children Resources
Maria N. Locuniak, PhD., NCSP, Education Associate, Exceptional Children Resources
Linda Smith, 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					

Red Clay 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%	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%	98.94%	1	1	
Grade 4		95.00%	98.78%	98.43%	1	1	
Grade 5		95.00%	98.76%	100.00%	1	1	
Grade 6		95.00%	97.69%	99.44%	1	1	
Grade 7		95.00%	97.43%	100.00%	1	1	
Grade 8		95.00%	97.78%	98.50%	1	1	
Grade 10		95.00%	92.45%	91.67%	0	1	
Indicator 3B Participation Reading							
Grade 3		95.00%	96.22%	92.11%	0	1	
Grade 4		95.00%	96.60%	95.81%	1	1	
Grade 5		95.00%	96.70%	93.47%	0	1	
Grade 6		95.00%	96.33%	98.88%	1	1	
Grade 7		95.00%	96.41%	99.50%	1	1	
Grade 8		95.00%	96.87%	99.01%	1	1	
Grade 10		95.00%	90.10%	91.02%	0	1	
Indicator 3C Performance Rate Math							
Grade 3		41.80%	36.69%	14.97%	0	1	
Grade 4		41.80%	37.00%	17.55%	0	1	
Grade 5		41.80%	33.08%	16.67%	0	1	
Grade 6		41.80%	23.21%	14.69%	0	1	
Grade 7	41.80%	27.61%	18.09%	0	1		
Grade 8	41.80%	27.73%	20.30%	0	1		
Grade 10	41.80%	30.96%	24.03%	0	1		

Red Clay 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%	20.00%	0	1
Grade 4		41.40%	36.45%	22.95%	0	1
Grade 5		41.40%	38.91%	29.57%	0	1
Grade 6		41.40%	30.32%	19.32%	0	1
Grade 7		41.40%	30.04%	21.11%	0	1
Grade 8		41.40%	29.29%	23.50%	0	1
Grade 10		41.40%	34.56%	26.97%	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%	84.00%	0	1
Percent Within Age Expectation		54.20%	48.81%	29.00%	0	1
Indicator 7B: Early Childhood Outcomes - Knowledge						
Percent Increase Rate of Growth		87.30%	86.63%	89.00%	1	1
Percent Within Age Expectation		49.80%	45.39%	36.00%	0	1
Indicator 7C: Early Childhood Outcomes - Behavior						
Percent Increase Rate of Growth	87.30%	85.60%	86.00%	0	1	
Percent Within Age Expectation	65.00%	61.51%	42.00%	0	1	

Determination Summary	
Compliance Indicators Score	5
Out of a Possible:	6
Results Indicators Score	12
Out of a Possible:	35
Score Total	17
Out of a Possible:	41
Percentage:	41.5%
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

Red Clay

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	61	29	67.78%	87.00%	No
1	2013	85	27	75.89%	87.00%	No
1	2014	106	45	70.20%	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	549	29	5.28%	3.80%	No
2	2013	584	27	4.62%	3.80%	No
2	2014	532	27	5.08%	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	No	Yes	Yes
3A	2013	Elem	No	Yes	Yes
3A	2013	Middle	No	Yes	Yes
3A	2013	High Sch	No	Yes	Yes

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

Red Clay

<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	No	Yes	No
3A	2014	Middle	No	Yes	No
3A	2014	High Sch	No	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	156	156	100.00%	99.3%	Yes
3B	2013	3	Math	169	169	100.00%	99.3%	Yes
3B	2014	3	Math	189	187	98.94%	95.0%	Yes
3B	2012	4	Math	168	168	100.00%	99.0%	Yes
3B	2013	4	Math	196	196	100.00%	99.0%	Yes
3B	2014	4	Math	191	188	98.43%	95.0%	Yes
3B	2012	5	Math	189	189	100.00%	99.3%	Yes
3B	2013	5	Math	182	182	100.00%	99.3%	Yes
3B	2014	5	Math	198	198	100.00%	95.0%	Yes
3B	2012	6	Math	184	183	99.46%	98.5%	Yes
3B	2013	6	Math	203	203	100.00%	98.5%	Yes
3B	2014	6	Math	178	177	99.44%	95.0%	Yes

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

Red Clay

<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	191	189	98.95%	98.3%	Yes
3B	2013	7	Math	197	197	100.00%	98.3%	Yes
3B	2014	7	Math	199	199	100.00%	95.0%	Yes
3B	2012	8	Math	205	199	97.07%	97.4%	No
3B	2013	8	Math	198	198	100.00%	97.4%	Yes
3B	2014	8	Math	200	197	98.50%	95.0%	Yes
3B	2012	10	Math	130	109	83.85%	95.4%	No
3B	2013	10	Math	97	97	100.00%	95.4%	Yes
3B	2014	10	Math	168	154	91.67%	95.0%	No
3B	2012	3	Reading	154	144	93.51%	99.2%	No
3B	2013	3	Reading	159	159	100.00%	99.2%	Yes
3B	2014	3	Reading	190	175	92.11%	95.0%	No
3B	2012	4	Reading	168	154	91.67%	98.7%	No
3B	2013	4	Reading	182	182	100.00%	98.7%	Yes
3B	2014	4	Reading	191	183	95.81%	95.0%	Yes
3B	2012	5	Reading	189	176	93.12%	99.5%	No
3B	2013	5	Reading	170	170	100.00%	99.5%	Yes

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

Red Clay

<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	199	186	93.47%	95.0%	No
3B	2012	6	Reading	184	180	97.83%	98.4%	No
3B	2013	6	Reading	201	201	100.00%	98.4%	Yes
3B	2014	6	Reading	178	176	98.88%	95.0%	Yes
3B	2012	7	Reading	189	185	97.88%	98.2%	No
3B	2013	7	Reading	194	194	100.00%	98.2%	Yes
3B	2014	7	Reading	200	199	99.50%	95.0%	Yes
3B	2012	8	Reading	205	200	97.56%	97.6%	No
3B	2013	8	Reading	197	197	100.00%	97.6%	Yes
3B	2014	8	Reading	202	200	99.01%	95.0%	Yes
3B	2012	10	Reading	129	109	84.50%	95.8%	No
3B	2013	10	Reading	97	97	100.00%	95.8%	Yes
3B	2014	10	Reading	167	152	91.02%	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	155	29	18.71%	36.00%	No
3C	2013	3	Math	169	21	12.43%	41.80%	No

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

Red Clay

<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	187	28	14.97%	41.80%	No
3C	2012	4	Math	168	31	18.45%	36.00%	No
3C	2013	4	Math	196	30	15.31%	41.80%	No
3C	2014	4	Math	188	33	17.55%	41.80%	No
3C	2012	5	Math	188	38	20.21%	36.00%	No
3C	2013	5	Math	182	33	18.13%	41.80%	No
3C	2014	5	Math	198	33	16.67%	41.80%	No
3C	2012	6	Math	183	32	17.49%	36.00%	No
3C	2013	6	Math	203	26	12.81%	41.80%	No
3C	2014	6	Math	177	26	14.69%	41.80%	No
3C	2012	7	Math	189	31	16.40%	36.00%	No
3C	2013	7	Math	197	38	19.29%	41.80%	No
3C	2014	7	Math	199	36	18.09%	41.80%	No
3C	2012	8	Math	199	58	29.15%	36.00%	No
3C	2013	8	Math	198	42	21.21%	41.80%	No
3C	2014	8	Math	197	40	20.30%	41.80%	No

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

Red Clay

<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	107	16	14.95%	36.00%	No
3C	2013	10	Math	97	23	23.71%	41.80%	No
3C	2014	10	Math	154	37	24.03%	41.80%	No
3C	2012	3	Reading	143	33	23.08%	35.60%	No
3C	2013	3	Reading	159	30	18.87%	41.40%	No
3C	2014	3	Reading	175	35	20.00%	41.40%	No
3C	2012	4	Reading	154	35	22.73%	35.60%	No
3C	2013	4	Reading	182	37	20.33%	41.40%	No
3C	2014	4	Reading	183	42	22.95%	41.40%	No
3C	2012	5	Reading	176	51	28.98%	35.60%	No
3C	2013	5	Reading	170	36	21.18%	41.40%	No
3C	2014	5	Reading	186	55	29.57%	41.40%	No
3C	2012	6	Reading	180	39	21.67%	35.60%	No
3C	2013	6	Reading	201	50	24.88%	41.40%	No
3C	2014	6	Reading	176	34	19.32%	41.40%	No
3C	2012	7	Reading	185	36	19.46%	35.60%	No

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

Red Clay

<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	194	44	22.68%	41.40%	No
3C	2014	7	Reading	199	42	21.11%	41.40%	No
3C	2012	8	Reading	200	52	26.00%	35.60%	No
3C	2013	8	Reading	197	44	22.34%	41.40%	No
3C	2014	8	Reading	200	47	23.50%	41.40%	No
3C	2012	10	Reading	107	16	14.95%	35.60%	No
3C	2013	10	Reading	97	17	17.53%	41.40%	No
3C	2014	10	Reading	152	41	26.97%	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	2192	13891	26	179	Yes	0.92

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	792	19	2.02	1.26	No
4B	2013	AI/AK			0.00	1.26	Yes
4B	2013	Asian	31		0.00	1.26	Yes

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

Red Clay

<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	530		0.48	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	825		0.41	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	2163	1137	52.57%	66.00%	No
5A	2013	2195	1171	53.35%	68.00%	No
5A	2014	2236	1369	61.23%	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	2163	299	13.82%	17.50%	Yes
5B	2013	2195	274	12.48%	17.30%	Yes
5B	2014	2236	286	12.79%	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	2163	226	10.45%	3.60%	No
5C	2013	2195	252	11.48%	3.50%	No
5C	2014	2236	179	8.01%	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	160	150	93.75%	68.6%	Yes	Data for FFY 2011 is baseline.
6	2013	141	72	51.06%	45.0%	Yes	

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

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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	75.4	90.6	No	28.4	60.4	No	7A - Social/Emotional
7	2012	76.6	93	No	47.8	54.5	No	7B - Knowledge
7	2012	70.7	91.9	No	43.3	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	75	85.2	No	47	54.2	No	7A - Social/Emotional
7	2013	70	87.3	No	50	49.8	No	7B - Knowledge
7	2013	80	87.3	No	55	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	84	85.2	No	29	54.2	No	7A - Social/Emotional
7	2014	89	87.3	Yes	36	49.8	No	7B - Knowledge
7	2014	86	87.3	No	42	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	271	48	319	84.95%	87.00%	No
8	2013	224	22	246	91.06%	87.00%	Yes
8	2014	193	8	201	96.02%	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	4	0	100.00%	100.00%	Yes
11	2013	7	0	100.00%	100.00%	Yes
11	2014	2	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	66	66	100.00%	100.00%	Yes
12	2013	55	55	100.00%	100.00%	Yes
12	2014	60	60	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	76	27	35.53%	100.0	No
13	2014				100.0	
		Data was not reviewed for this reporting period.				