



DEPARTMENT OF EDUCATION

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June 15, 2015

Mrs. Deborah D. Wicks
Smyrna School District
82 Monrovia Avenue
Smyrna, DE 19977

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

Dear Mrs. Wicks:

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 ASSISTANCE** 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
Dr. Rachael Rudinoff, Supervisor of 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					

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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%	98.28%	1	1	
Grade 4		95.00%	98.78%	98.36%	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%	97.37%	1	1	
Grade 8		95.00%	97.78%	100.00%	1	1	
Grade 10		95.00%	92.45%	98.08%	1	1	
Indicator 3B Participation Reading							
Grade 3		95.00%	96.22%	94.83%	0	1	
Grade 4		95.00%	96.60%	98.39%	1	1	
Grade 5		95.00%	96.70%	98.57%	1	1	
Grade 6		95.00%	96.33%	100.00%	1	1	
Grade 7		95.00%	96.41%	98.68%	1	1	
Grade 8		95.00%	96.87%	100.00%	1	1	
Grade 10		95.00%	90.10%	98.00%	1	1	
Indicator 3C Performance Rate Math							
Grade 3		41.80%	36.69%	38.60%	0	1	
Grade 4		41.80%	37.00%	43.33%	1	1	
Grade 5		41.80%	33.08%	24.29%	0	1	
Grade 6	41.80%	23.21%	23.81%	0	1		
Grade 7	41.80%	27.61%	27.03%	0	1		
Grade 8	41.80%	27.73%	30.00%	0	1		
Grade 10	41.80%	30.96%	33.33%	0	1		

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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%	29.09%	0	1	
Grade 4		41.40%	36.45%	49.18%	1	1	
Grade 5		41.40%	38.91%	42.03%	1	1	
Grade 6		41.40%	30.32%	38.71%	0	1	
Grade 7		41.40%	30.04%	37.33%	0	1	
Grade 8		41.40%	29.29%	21.57%	0	1	
Grade 10		41.40%	34.56%	40.82%	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							
Percent Increase Rate of Growth	June, 2014	85.20%	86.41%	83.00%	0	1	
Percent Within Age Expectation		54.20%	48.81%	71.00%	1	1	
Indicator 7B: Early Childhood Outcomes - Knowledge							
Percent Increase Rate of Growth		87.30%	86.63%	84.00%	0	1	
Percent Within Age Expectation		49.80%	45.39%	69.00%	1	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%	71.00%	1	1	

Determination Summary	
Compliance Indicators Score	6
Out of a Possible:	6
Results Indicators Score	20
Out of a Possible:	35
Score Total	26
Out of a Possible:	41
Percentage:	63.4%

Annual Determination: Needs Assistance

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

Smyrna

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	42		85.71%	87.00%	No
1	2013	40		83.33%	87.00%	No
1	2014	38	22	63.30%	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	218		3.21%	3.80%	Yes
2	2013	192		4.17%	3.80%	No
2	2014	215		3.26%	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

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>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	45	45	100.00%	99.3%	Yes
3B	2013	3	Math	61	61	100.00%	99.3%	Yes
3B	2014	3	Math	58	57	98.28%	95.0%	Yes
3B	2012	4	Math	59	57	96.61%	99.0%	No
3B	2013	4	Math	68	68	100.00%	99.0%	Yes
3B	2014	4	Math	61	60	98.36%	95.0%	Yes
3B	2012	5	Math	59	59	100.00%	99.3%	Yes
3B	2013	5	Math	60	60	100.00%	99.3%	Yes
3B	2014	5	Math	70	70	100.00%	95.0%	Yes
3B	2012	6	Math	51	50	98.04%	98.5%	No
3B	2013	6	Math	65	65	100.00%	98.5%	Yes
3B	2014	6	Math	63	63	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	68	65	95.59%	98.3%	No
3B	2013	7	Math	51	51	100.00%	98.3%	Yes
3B	2014	7	Math	76	74	97.37%	95.0%	Yes
3B	2012	8	Math	49	49	100.00%	97.4%	Yes
3B	2013	8	Math	72	72	100.00%	97.4%	Yes
3B	2014	8	Math	50	50	100.00%	95.0%	Yes
3B	2012	10	Math	63	62	98.41%	95.4%	Yes
3B	2013	10	Math	50	50	100.00%	95.4%	Yes
3B	2014	10	Math	52	51	98.08%	95.0%	Yes
3B	2012	3	Reading	45	44	97.78%	99.2%	No
3B	2013	3	Reading	61	61	100.00%	99.2%	Yes
3B	2014	3	Reading	58	55	94.83%	95.0%	No
3B	2012	4	Reading	59	56	94.92%	98.7%	No
3B	2013	4	Reading	66	66	100.00%	98.7%	Yes
3B	2014	4	Reading	62	61	98.39%	95.0%	Yes
3B	2012	5	Reading	59	59	100.00%	99.5%	Yes
3B	2013	5	Reading	60	60	100.00%	99.5%	Yes

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

Smyrna

<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	70	69	98.57%	95.0%	Yes
3B	2012	6	Reading	50	49	98.00%	98.4%	No
3B	2013	6	Reading	65	65	100.00%	98.4%	Yes
3B	2014	6	Reading	62	62	100.00%	95.0%	Yes
3B	2012	7	Reading	68	65	95.59%	98.2%	No
3B	2013	7	Reading	51	51	100.00%	98.2%	Yes
3B	2014	7	Reading	76	75	98.68%	95.0%	Yes
3B	2012	8	Reading	49	49	100.00%	97.6%	Yes
3B	2013	8	Reading	72	72	100.00%	97.6%	Yes
3B	2014	8	Reading	51	51	100.00%	95.0%	Yes
3B	2012	10	Reading	63	62	98.41%	95.8%	Yes
3B	2013	10	Reading	48	48	100.00%	95.8%	Yes
3B	2014	10	Reading	50	49	98.00%	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	45	17	37.78%	36.00%	Yes
3C	2013	3	Math	61	20	32.79%	41.80%	No

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	57	22	38.60%	41.80%	No
3C	2012	4	Math	57	26	45.61%	36.00%	Yes
3C	2013	4	Math	68	21	30.88%	41.80%	No
3C	2014	4	Math	60	26	43.33%	41.80%	Yes
3C	2012	5	Math	59	22	37.29%	36.00%	Yes
3C	2013	5	Math	60	15	25.00%	41.80%	No
3C	2014	5	Math	70	17	24.29%	41.80%	No
3C	2012	6	Math	49	16	32.65%	36.00%	No
3C	2013	6	Math	65		18.46%	41.80%	No
3C	2014	6	Math	63	15	23.81%	41.80%	No
3C	2012	7	Math	65	26	40.00%	36.00%	Yes
3C	2013	7	Math	51		17.65%	41.80%	No
3C	2014	7	Math	74	20	27.03%	41.80%	No
3C	2012	8	Math	49	22	44.90%	36.00%	Yes
3C	2013	8	Math	72	25	34.72%	41.80%	No
3C	2014	8	Math	50	15	30.00%	41.80%	No

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	2012	10	Math	62	19	30.65%	36.00%	No
3C	2013	10	Math	50	18	36.00%	41.80%	No
3C	2014	10	Math	51	17	33.33%	41.80%	No
3C	2012	3	Reading	44		29.55%	35.60%	No
3C	2013	3	Reading	61	26	42.62%	41.40%	Yes
3C	2014	3	Reading	55	16	29.09%	41.40%	No
3C	2012	4	Reading	56	27	48.21%	35.60%	Yes
3C	2013	4	Reading	66	24	36.36%	41.40%	No
3C	2014	4	Reading	61	30	49.18%	41.40%	Yes
3C	2012	5	Reading	59	22	37.29%	35.60%	Yes
3C	2013	5	Reading	60	17	28.33%	41.40%	No
3C	2014	5	Reading	69	29	42.03%	41.40%	Yes
3C	2012	6	Reading	48	19	39.58%	35.60%	Yes
3C	2013	6	Reading	65	33	50.77%	41.40%	Yes
3C	2014	6	Reading	62	24	38.71%	41.40%	No
3C	2012	7	Reading	65	30	46.15%	35.60%	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	2013	7	Reading	51		19.61%	41.40%	No
3C	2014	7	Reading	75	28	37.33%	41.40%	No
3C	2012	8	Reading	49		22.45%	35.60%	No
3C	2013	8	Reading	72	23	31.94%	41.40%	No
3C	2014	8	Reading	51		21.57%	41.40%	No
3C	2012	10	Reading	62	18	29.03%	35.60%	No
3C	2013	10	Reading	48		29.17%	41.40%	No
3C	2014	10	Reading	49	20	40.82%	41.40%	No

Indicator 4A - Disproportionality in Students Suspended > 10 Days

<u>Indicator</u>	<u>SY</u>	<u>Spec Ed</u> <u>Enroll</u>	<u>Reg Ed</u> <u>Enroll</u>	<u>Spec Ed</u> <u>Suspend</u>	<u>RegEd</u> <u>Suspend</u>	<u>Met</u> <u>Target?</u>	<u>Rate</u> <u>Ratio</u>
4A	2013	703	4349	7	94	Yes	0.46

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</u> <u>Enrolled</u>	<u>Spec Ed</u> <u>Suspend>10</u> <u>days</u>	<u>Rate Ratio</u>	<u>Target</u>	<u>Met</u> <u>Target?</u>
4B	2013	Afr.American	232		0.87	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

Smyrna

<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	38		0.00	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	412		1.22	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	692	449	64.88%	66.00%	No
5A	2013	713	474	66.48%	68.00%	No
5A	2014	738	543	73.58%	67.00%	Yes

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	692	157	22.69%	17.50%	No
5B	2013	713	140	19.64%	17.30%	No
5B	2014	738	120	16.26%	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	692		0.00%	3.60%	Yes
5C	2013	713		1.40%	3.50%	Yes
5C	2014	738		1.36%	5.20%	Yes

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	105	105	100.00%	68.6%	Yes	Data for FFY 2011 is baseline.
6	2013	89	84	94.38%	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	80	90.6	No	72.4	60.4	Yes	7A - Social/Emotional
7 2012	83.3	93	No	86.2	54.5	Yes	7B - Knowledge
7 2012	76.5	91.9	No	79.3	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	70	85.2	No	69	54.2	Yes	7A - Social/Emotional
7 2013	82	87.3	No	81	49.8	Yes	7B - Knowledge
7 2013	71	87.3	Yes	78	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	83	85.2	No	71	54.2	Yes	7A - Social/Emotional
7 2014	84	87.3	No	69	49.8	Yes	7B - Knowledge
7 2014	79	87.3	No	71	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	113	18	131	86.26%	87.00%	No
8	2013	99	10	109	90.83%	87.00%	Yes
8	2014	82	2	84	97.62%	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>	Disprop representation is result of inappropriate identification	<u>Target</u>	<u>Met Target</u>
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9	2012	No	0.0%	Yes
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<u>Indicator</u>	<u>School Year</u>	Disprop representation is result of inappropriate identification	<u>Target</u>	<u>Met Target</u>
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9	2013	No	0.0%	Yes
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<u>Indicator</u>	<u>School Year</u>	Disprop representation is result of inappropriate identification	<u>Target</u>	<u>Met Target</u>
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9	2014	No	0.0%	Yes
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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>	Disprop. Rep. is result of Inaprop. Identification	<u>Target</u>	<u>Met Target</u>
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10	2012	No	0.0%	Yes
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<u>Indicator</u>	<u>School Year:</u>	Disprop. Rep. is result of Inaprop. Identification	<u>Target</u>	<u>Met Target</u>
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10	2013	No	0.0%	Yes
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<u>Indicator</u>	<u>School Year:</u>	Disprop. Rep. is result of Inaprop. Identification	<u>Target</u>	<u>Met Target</u>
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10	2014	No	0.0%	Yes
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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>
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11	2012	79	9	89.77%	100.00%	No
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11	2013	95	0	100.00%	100.00%	Yes
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11	2014	44	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	17	17	100.00%	100.00%	Yes
12	2013	16	16	100.00%	100.00%	Yes
12	2014	8	8	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	59	90.77%	100.0	No	
13	2014				100.0		
		Data was not reviewed for this reporting period.					