



What is “Annual Determination”?

June 2016

What is “Annual Determination”?

The Federal Office of Special Education Programs (OSEP) requires states to provide their Local Education Agencies (LEAs) with an annual report of their performance relating to the State’s Individuals with Disabilities Education Act (IDEA) Annual Performance Plan/Annual Performance Report (SPP/APR).

This report is known as the LEA’s Annual Determination.

Changes to Annual Determination

- OSEP has revised how it is holding States accountable for educating children with disabilities.
- In the past, OSEP has held States accountable for compliance-related requirements of IDEA only.
- OSEP has expanded its focus to include both compliance-related requirements of IDEA and improved outcomes for children with disabilities.
- This change is known as **Results Driven Accountability**.

Overview of Annual Determination

The following presentation explains:

- How to read an LEA's Annual Determination
- The components included in an LEA's Annual Determination
- How the rating of an LEA is determined

How to Read the Determination Table

Data From:	SPP Target	State Data	LEA Data	LEA Score	Possible Points
Indicated school year or point in time	The target as indicated in the State Performance Plan/Annual Performance Report	The State's actual data for the indicator	The LEA's actual data for the indicator	1 = met the target 0 = did not meet the target	Maximum points to be earned

How to Read the Determination Table

Data From:					
Indicates school year or point in time	<ul style="list-style-type: none">• The school year or point in time from which the data is gathered varies from indicator to indicator.• You will see that some indicators use data from the 2014 – 2015 school year while others use data from the 2013 – 2014 school year.• The year or point in time is determined by the State Performance Plan/Annual Performance Report.				

How to Read the Determination Table

SPP Target

The target as indicated in the State Performance Plan/Annual Performance Report

- Delaware's State Performance Plan/Annual Performance Report indicates the targets for each indicator.
- Targets are set by one of the three following entities:
 - OSEP
 - ESEA Flexibility Waiver
 - The Department in collaboration with stakeholder groups

How to Read the Determination Table

State Data				
The State's actual data for this indicator	<ul style="list-style-type: none">• This data:<ul style="list-style-type: none">– Represents Delaware's overall performance for the specific indicator.– Is based on the combined data from all LEAs.			

How to Read the Determination Table

LEA Data				
The LEA's actual data for this indicator				

- This data:
 - Represents the performance of the individual LEA for the specific indicator.
 - The data may be presented as a percentage or as “Met target”/”Did not meet target”.

How to Read the Determination Table

LEA Score				
1 = the LEA met the target 0 = the LEA did not meet the target				

- The LEA received a score of:
 - 1 if they met the target
 - 0 if they did not meet the target

How to Read the Determination Table

Possible Points				
Maximum points to be earned				

The maximum points an LEA can earn for each indicator is 1 point.

Compliance Indicators

Compliance Areas Rated

Indicator 4B:

Suspension and Expulsion of Students with Disabilities

Description:

Significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of more than 10 days in the school year and policies, procedures, or practices that contribute to the significant discrepancy and do not comply with requirements.

Compliance Areas Rated

Indicator 9:

Disproportionate Representation Relating to Identification of Students with Disabilities

Description:

Disproportionate Representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Compliance Areas Rated

Indicator 10:

Disproportionate Representation Relating to Identification of Students with Disabilities

Description:

Disproportionate Representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

Compliance Areas Rated

Indicator 11:

Timely Evaluations of Students with Disabilities

Description:

Percent of initial evaluations for special education and/or related services that are completed within the state timeline.

Compliance Areas Rated

Indicator 12:

Transition of Preschool Children with Disabilities

Description:

Percent of children referred by birth-3 program for special education services who have a pre-school IEP in place by their 3rd birthday.

Compliance Areas Rated

Indicator 13:

Transition Planning for Students with Disabilities

Description:

Percent of IEPs where transition components in the IEP were compliant for special education students 14 years old and older.

Results Indicators

Results Areas Rated

Indicator 1:

Graduation Rate

Description:

Percent of youth with IEPs graduating from high school with a regular diploma.

Results Areas Rated

Indicator 2:

Dropout Rate

Description:

Percent of youth with IEPs dropping out of high school.

Results Areas Rated

Indicator 3B:

Participation of Students with Disabilities on the State-Wide Assessment

Description:

Percent of students with disabilities who participated in the state-wide assessment for Math and Reading in the following grades: 3, 4, 5, 6, 7, 8, 11.

Results Areas Rated

Indicator 3C:

Performance of Students with Disabilities on the State-Wide Assessment

Description:

Percent of students with disabilities who meet proficiency on the state-wide assessment for Math and Reading in the following grades: 3, 4, 5, 6, 7, 8, 11.

Results Areas Rated

Indicator 4A:

Suspension and Expulsion of Students with Disabilities

Description:

Significant discrepancy in the rate of suspensions and expulsions of more than 10 days in the school year for students with IEPs.

Results Areas Rated

Indicator 7A/7B/7C:

Early Childhood Outcomes for Students with Disabilities

Description:

- **Rate of Growth:** Percent of children with IEPs, ages 3 – 5 who entered or exited a preschool program below age expectations but who showed growth by the time they turn 6.
- **Age Expectations:** Percent of children with IEPs, ages 3 – 5, who were within age expectations by the time they turned 6.

Annual Determination Calculation

Annual Determination Reports

Delaware Department of Education

IMS DEEDS Directory Newsletter

Home Schools Instruction Supports Educators Accountability and Performance DIAA

STANDARDS AND INSTRUCTION EARLY CHILDHOOD EXCEPTIONAL CHILDREN CTE SPECIAL PROGRAMS

Home / Exceptional Children / Special Education

SPECIAL EDUCATION

- Special Education
- Student Supports
- IEP Guidance
- Transition Planning
- Rights and Disputes
- Professional Learning
- Accountability and Funding
- Policies and Procedures

+ HOME
+ SERVICES
+ INFORMATION

District and Charter Performance

June 2016 Results

(Based on data from the 2013-2014 and 2014-2015 school years)

- FFY 2014 IDEA Part B State Performance Plan/Annual Performance Report - *Coming Soon*
- FFY 2014 IDEA State Determination Letter - *Coming Soon - For more information, visit the [OSEP website](#)*
- [FFY 2014 IDEA LEA Annual Determination Business Rules](#)
- District and Charter Reports

Includes measures used for determining District/Charter progress in meeting targets outlined in the State Performance Plan.

- [Academia Antonia Alonso Charter School](#)
- [Academy of Dover Charter School](#)
- [Appoquinimink School District](#)
- [Brandywine School District](#)
- [Caesar Rodney School District](#)
- [Campus Community Charter School](#)
- [Cape Henlopen School District](#)
- [Capital School District](#)
- [Charter School of Wilmington](#)
- [Christina School District](#)

Delaware
FFY 2014
State
Performance
Plan

FFY 2014
Annual
Determination for
Individual Districts
and Charters

<http://www.doe.k12.de.us/Page/2412>

Annual Determination Indicators

FFY 2014 LEA Annual Determinations

FFY 2014 determinations were made based on a combination of the following compliance and results indicators:

- **Compliance:**

- Indicator 4B Disproportionality in the rates of long-term suspensions of students with disabilities by race/ethnicity
- 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

- **Results:**

- Indicator 1 Graduation Rate
- Indicator 2 Drop Out Rate
- 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.

Annual Determination Calculation

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

Determination Summary

Compliance Indicator Score:

Total # of points LEA earned

Out of a Possible:

Total # of possible points

Annual Determination Calculation

Results Indicators	Data From: (Time Period)	SPP Target 2013 - 2014	State Data	LEA Data	LEA Score	Possible Points
Indicator 3B Participation Math						
Grade 3		95.00%	98.60%	100.00%	1	1
Grade 4		95.00%	98.78%	100.00%	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%	100.00%	1	1
Grade 8		95.00%	97.78%	100.00%	1	1
Grade 10		95.00%	92.45%	100.00%	1	1
Indicator 3B Participation Reading						
Grade 3		95.00%	96.22%	100.00%	1	1
Grade 4		95.00%	96.60%	100.00%	1	1
Grade 5	Spring, 2014	95.00%	96.70%	100.00%	1	1

Determination Summary	
Results Indicator Score:	Total # of points LEA earned
Out of a Possible:	Total # of possible points

Annual Determination Calculation

Compliance Indicator Score

+

Results Indicator Score

=

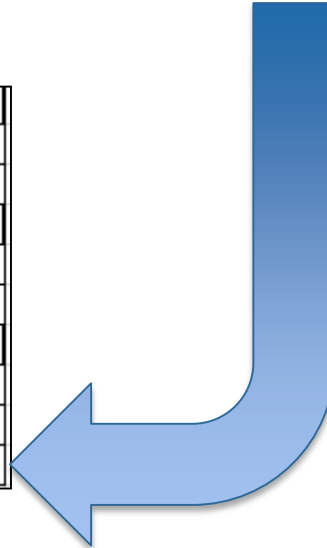
Total Score

Annual Determination Rating

Annual Determination: Meets Requirements

Meets Requirements	=	$\geq 80\%$ (compliance and results combined)	and	LEA may be engaged in a Corrective Action Plan.	and/or	If monitored on-site, LEA is engaged in Prong 1 or Prong 2 corrective action.
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Determination Summary	
Compliance Indicators Score	5
Out of a Possible:	5
Results Indicators Score	27
Out of a Possible:	35
Score Total	32
Out of a Possible:	40
Percentage:	80.0%



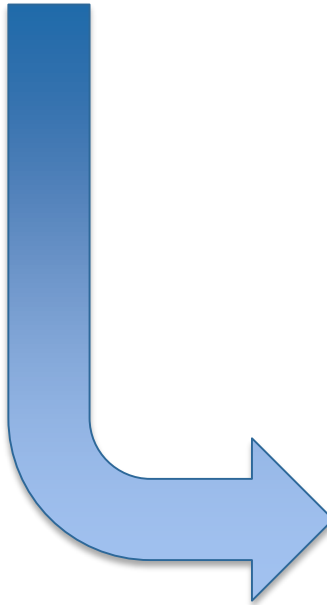
Annual Determination Needs Assistance

Needs Assistance	=	60% to 79% (compliance and results combined)	and/or	LEA is engaged in an Intervention Plan.	and/or	Outstanding Noncompliance from On-Site Monitoring (beyond 1 year)
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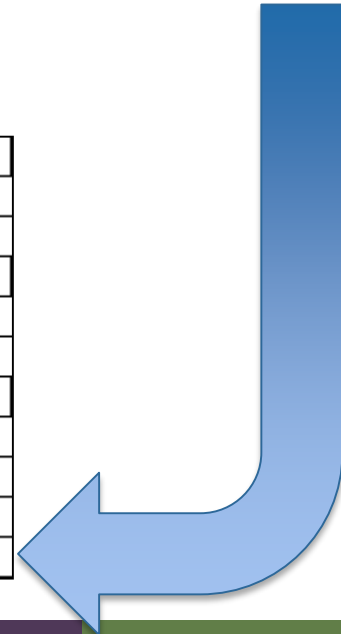
Determination Summary	
Compliance Indicators Score	6
Out of a Possible:	6
Results Indicators Score	22
Out of a Possible:	35
Score Total	28
Out of a Possible:	41
Percentage:	68.3%
Other: Engaged in a Corrective Action Plan	

Annual Determination Needs Intervention

Needs Intervention	=	≤ 59% (compliance and results combined)	and/or	LEA is engaged in a Compliance Agreement.	and/or	Outstanding Noncompliance from On-Site Monitoring (beyond 2 years)
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Determination Summary	
Compliance Indicators Score	4
Out of a Possible:	6
Results Indicators Score	8
Out of a Possible:	35
Score Total	12
Out of a Possible:	41
Percentage:	29.3%
Other: Engaged in a Compliance Agreement	



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